REC ACTION PLAN (2021–25): SECTION 3

3	**Underrepresentation of BAME Staff** **Rationale:** Whilst the University has a higher proportion of BAME staff than the sector average and our BAME staff population is growing year on year, certain groups of staff remain significantly underrepresented.

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
3.1	**Make a public and auditable institutional commitment to increase representation of BAME staff at all levels.** *Rationale - Our proportion of BAME staff declines as seniority increases. The use of institutional targets for female staff has proven to be an effective tool.*	Targets for BAME representation at institutional level for each grade are agreed and published in the new **Lincoln Equality Scheme (2021–2025)**. *We will initially aim to increase BAME staff at each grade so that representation becomes at least equal to the grade below (where higher)*	KPIs established annually Lincoln Equality Scheme established **July 2023**	• KPIs in place • By the end of the current action plan (2025), we aim to achieve at least the following levels of BAME representation at each grade: **ACADEMIC STAFF**: Researchers: **30%** Lecturers: **20%** Senior Lecturers: **20%** Associate Professors: **16%** Professors: **17%** **PROFESSIONAL SERVICES & SUPPORT STAFF**: Grades 2–4: **3.5%** Grades 5–7: **5.0%** Grade 8–10: **4.0%** SMG: **9.0%**	Director HR / Director of Planning and Corporate Strategy / Director of EGI	**In progress** **In progress**	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
3.2		Amend workforce planning template to include ethnicity at each grade	**August 2023**	• Diversity is embedded in management pipeline	Director HR / Director of Planning and Corporate Strategy	**Not started**	
3.3		Progress against targets forms part of the annual planning process and actively informs planning decisions	Annually, starting **March 2023** (next planning round)	• Targeted actions are implemented to attract BAME candidates as part of the workforce planning process (e.g. a specific recruitment campaign)	PVC, Heads of College	**In progress**	
				• BAME grade targets are achieved in the lifetime of the scheme		**Not started**	
3.4		Progress against institutional targets is reported to SLT on an annual basis	**June 2023** and annually	• Annual Progress report	Chair RECAP	**In progress**	
3.5	**Understand the different challenges faced across Colleges and Directorates in establishing diverse communities**	Study the recruitment practices within our Colleges and identify factors that have led to more diverse staff communities in LIBS and CoS	Underway Ongoing Complete by **May 2023**	• College-level analysis of recruitment practices complete	Director of Inclusive Practice	**In progress**	
				• Report presented to the Inclusion Committee		**Not started**	
				• Recommendations made		**Not started**	
3.6	*Rationale: by understanding the factors that have facilitated the successes observed in LIBS and CoS, we will ensure that good practice is shared to support improved diversity across the institution*	Monitor and evaluate recruitment campaigns (including the effectiveness of positive actions)	Annually 2022–2025	• Report findings to Inclusion Committee (annually)	Director of Inclusive Practice / Director, HR	**In progress**	
				• Recommendations made re. growing diversity		**In progress**	
				• Results inform our recruitment strategy		**In progress**	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
3.7	**Consideration of outcomes by ethnicity is embedded in key employment processes and actions are implemented to address any issues that emerge** *Rationale: we routinely collect an extensive range of data that enables us to centrally assess outcomes by ethnicity. These data now need to be embedded into relevant processes so that it informs decision-making and supports better outcomes for BAME staff*	PRP reward, promotions, recruitment processes, and access to training to be widely monitored by ethnicity – at College and cost centre level and reported to RECAP on an annual basis	Annually from **Feb 2022** (2021 data)	• Increased awareness of areas where race inequality may be apparent and scrutiny of key processes, which informs our REC Action Plan and renewal	Chair RECAP	**In progress**	
3.8		Continue to monitor part-time working by ethnicity	Annually (Feb) 2021–2025	• Trends in working mode are picked up at College level and discussed on a regular basis, and evidence that appropriate actions taken to address any issues (e.g. over-representation of BAME candidates)	PVC, Heads of College	**In progress**	
3.9		Promote the flexible working policy to increase awareness within the BAME community	Raise visibility of the policy **Dec 2021** Monitor awareness and confidence through staff surveys **Oct 2022** and biennially thereafter	• 100% BAME staff are aware of the flexible working policy, as evidenced in survey results – increased proportion of BAME staff survey respondents aware of flexible working policy from 65.4% (academic) and 80.0% (PSS) (Oct 2022)	Director of Inclusive Practice	**In progress**	
				• Increased confidence among staff that requests for flexible working would be granted – increased proportion of BAME staff survey respondents confident a request would be granted from 20.0% (PSS) and 46.2% (academic) to >50% and 70%, respectively (Oct 2024).		**Not started**	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
3.10		Ensure consistency of implementing the flexible working policy in practice across academic schools and professional service departments, through training for managers / Heads of School / Heads of Department	Training materials updated for delivery by **Oct 2022**	• Implementing the flexible working policy is included in training materials for managers / Heads of School, Heads of Department (Oct 2022)	OD Manager / HR Ops	**In progress**	
				• 100% of managers / Heads of School, Heads of Department have received the training (Oct 2025)		**In progress**	
				• Increased confidence among staff that requests for flexible working would be granted – increased proportion of BAME staff survey respondents confident a request would be granted from 20.0% (PSS) and 46.2% (academic) to >50% and 70%, respectively (Oct 2024).		**Not started**	
3.11		Continue to monitor leavers by ethnicity and increase the take-up of exit interviews (optional) to establish the underpinning reasons for leaving	Annually (Feb) 2021–2025	• Trends in leaving the institution are picked up at College level and discussed on a regular basis, and evidence that appropriate actions taken to address any issues (e.g. over-representation of BAME candidates)	PVC, Heads of College	**In progress**	
3.12		Collect data on reasons for leaving through core HR system and present these to RECAP on an annual basis	Annually from 2021	• Annual report is considered by RECAP and informs REC renewal	EDI Compliance Manager	**Not started**	
3.13	**Review our Recruitment Strategy**	Establish a new Key Performance Indicator (KPI): *Increase the number of BAME*	Annually 2022–25	• KPI established to effect a 1% year on year increase in the number of BAME applicants to PSS advertised positions.	Head of Planning	**Not started**	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
	Rationale: actively seek to eliminate racial bias and to mitigate known issues that can enhance bias	*applicants to both academic and professional service roles*		• KPI established to effect a 1% year on year increase in the number of BAME applicants to academic advertised positions.		**Not started**	
				• KPI is monitored annually		**Not started**	
3.14		Provide more flexibility to work remotely – COVID experience has shown less need for staff to be in Lincoln 5-days-a-week. This will allow us to explore the Midlands corridor – Nottingham, Leicester, Birmingham – to provide more diverse recruitment pools	'Agile working' policy developed by **June 2022** New policy rolled out from **Oct 2022** Monitoring impact on recruitment diversity annually from **Oct 2022**	• PSS representation increases to align with sector (11.5%) by 2036: (2021: 3.4%) By end of action Plan (2025): **4.5%** 2026: **5.0%** 2031: **8.0%** 2036: **11.5%**	Director of HR / Director of Inclusive Practice	**Completed**	Policy in place
				• PSS representation against targets reported annually		**In progress**	
3.15		Negotiate with East Midlands Railway to align train timetables with the working day	**June 2022**	• Trains from Nottingham and the Midlands corridor arrive in Lincoln (end of line) before 9am and leave after 5pm, to provide staff with a workable public transport option	Chief Operating Officer	**Not started**	
3.16		More explicit brief to 'Headhunters' for Senior Leadership positions, requiring short-lists to be diverse (e.g. 50% BAME and 50% female)	Briefing document and implementation **April 2022**	• Briefing document for Recruitment Agencies outlining the core principles of inclusive recruitment	Director of HR	**In progress**	
				• 100% shortlists for senior roles are diverse/representative in both ethnicity and gender (by Dec 2025) and appointments equally likely to be diverse		**In progress**	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
3.17		Update training and guidance for recruitment panels, including a new Chair's Briefing	By **Oct 2021**	• Enhanced awareness of potential UB. Diversity statement read to all panel members explicitly underlining the BAME under-representation (and gender if appropriate)	OD Manager	**Completed**	Y
3.18		Include targeted advertising to reach under-represented groups (e.g. BAME-specific media)	By **Oct 2021**	• Guidance on targeted advertising to reach under-represented groups forms part of the Panel Chair's Guidance	Director of Inclusive Practice	**In progress**	
3.19		Inclusive recruitment processes to be considered and developed (e.g. blind shortlisting)	Staff consultation **Oct–Dec 2022** Proposal submitted **June 2023**	• Review of literature to inform discussion	Director of Inclusive Practice / Director, HR	**In progress**	
				• Guidance and methodology informed by current pilot study on the inclusive recruitment of PhD students		**In progress**	
				• Consultation with staff		**In progress**	
				• Informed proposal presented to the Inclusion Committee		**In progress**	
3.20		Provide support to non-UK applicants to increase their rate of success in being shortlisted	Pilot study **Sept 2023** Monitor impact annually from **Sept 2023**	• Completed needs analysis	Director, HR	**In progress**	
				• Recommendations on how best to support		**In progress**	
				• Implementation of support (pilot study)		**In progress**	
				• An increase is observed (from baseline data) in the success rate of non-UK applicants being shortlisted and appointed		**In progress**	
3.21		Establish a BAME Recruitment Panel Register to ensure all recruitment panels have	Register established **Sept 2023**	• Year on year increase in number of requests to the scheme	Director of Inclusive Practice	**In progress**	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
		BAME representation, without over-burdening staff	Annual calls for membership from **Sept 2024** Monitor engagement with scheme and ethnic diversity of recruitment panels annually	• Requests cover all Colleges and Professional Services Directorates		**In progress**	
				• Recruitment panels engaging with the scheme show higher levels of BAME applicants progressing through the recruitment processes, than those who do not		**In progress**	
				• Ethnic diversity of panels becomes standard recruitment and selection practice on the basis of this evidence		**In progress**	
3.22		Where possible when hiring, prioritise skill sets or specialisms where BAME colleagues are well represented, and make explicit the willingness to consider candidates with unconventional career paths. This will help address the under-representation of BAME staff at levels below professor	Ongoing with recruitment activities 2021–25	• BAME colleagues are explicitly considered when writing job descriptions and person specifications • An increase (from baseline data) in recruitment diversity	Director, HR	**Not started**	
3.23	**Review local practices and implementation of HR policies relating to recruitment, career development and promotion**	Review College, School and PSS Department practices to ensure they are as fully inclusive and supportive as possible.	Review completed during academic year 2021/22	• A review of university-wide practices is presented to the Inclusion Committee	Director of Inclusive Practice	**Not started**	
				• Recommendations are made		**Not started**	
				• Actions taken where necessary		**Not started**	
3.24	*Rationale: from Staff Surveys it is clear that staff (particularly*	Conduct reviews of the implementation of HR policies relating specifically to	Review completed during	• Review of HR policy implementation are presented to the Inclusion Committee	PVC, Heads of College / DVC, Heads of	**Not started**	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
	BAME staff) do not believe our practices are fair and transparent	recruitment and promotion to ensure that there is no inherent bias in their implementation	academic year 2021/22	• Recommendations are made	Directorates / Director of Inclusive Practice	**Not started**	
				• Actions taken where necessary		**Not started**	
3.25		Review the appraisal processes (in practice) ensuring they are effective and include discussions on mentoring opportunities, promotion (where applicable) and career path development	Consultation with staff following the 2021/22 appraisal rounds. Review completed **Dec 2022**	• Comprehensive review of appraisals is presented to the Inclusion Committee	Director of Inclusive Practice / EGI Portfolio Manager	**Not started**	
				• Recommendations are made		**Not started**	
				• Actions taken where necessary		**Not started**	
3.26		Prioritise the mapping of a timeline to promotion and what needs to be done to achieve it. Provide college-wide support for candidates to strengthen their written promotion applications	Support in place **Feb 2023** Continue to monitor promotions success annually	• Increased proportion of academics feeling supported in their career progression, as evidenced by responses in staff surveys (Oct 2022 and Oct 2024). **Targets**: gain increase from **11.5%** (Oct 2020 survey) to **50%** (Oct 2022) to **80%** (Oct 2024)	PVC Heads of College	**Not started**	
3.27		Ensure efforts to promote race and ethnicity equality are valued by promotions panels	Guidance document **Feb 2023**	• A guidance document on race/ethnicity and gender equality is provided for all promotion panels	Director of Inclusive Practice	**In progress**	
3.28	**Increase the proportion of BAME candidates applying for posts at the University across all staff groups** *Rationale: Our Professional Services*	Review our branding and attractiveness as an employer to BAME	**Dec 2022**	• Revised 'Working at UoL' resources on our website Increase in PSS staff applicants (all) from **12%** to **20%** by Oct 2025.	Director of Inclusive Practice	**In progress**	
				• Revised marketing material		**In progress**	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
	BAME staff population is significantly below national benchmarks			• A year-on-year increase (from baseline data) in the proportion of BAME applicants to advertised posts: Increase in UK Academic applicants from **9%** to **20%** by Oct 2025		**Not started**	
3.29		Be explicit about career development opportunities (such as *Inspire*, PIMS, ILM3/5, Manager workshops etc) on job advertisements and/or the University's 'job opportunities'	**Dec 2022**	• Revised 'Working at UoL' resources on our website	Director of Inclusive Practice	**Not started**	
				• Revised marketing material		**Not started**	
				• A year-on-year increase (from baseline data) in the proportion of BAME applicants to advertised posts: Increase in UK Academic applicants from **9%** to **20%** by Oct 2025 Increase in PSS staff applicants (all) from **12%** to **20%** by Oct 2025.		**Not started**	
3.30		Be explicit about the University's commitment to diversity and inclusion in job advertisements and on the UoL 'job opportunities' page. Include relevant equality logos and awards (e.g. Athena SWAN, Disability Confident, REC, Stonewall etc), Lincoln's One Community philosophy	**Dec 2022**	• Revised 'Working at UoL' resources on our website	Director of Inclusive Practice	**In progress**	
				• Revised marketing material		**In progress**	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
		and Values, our Equality commitment, and positive action statements for gender (where there is under-representation) and ethnicity in all cases		• A year-on-year increase (from baseline data) in the proportion of BAME applicants to advertised posts: Increase in UK Academic applicants from **9%** to **20%** by Oct 2025 Increase in PSS staff applicants (all) from **12%** to **20%** by Oct 2025.		**Not started**	
3.31	**Data collection, analysis and impact evaluation**	Continue to collect ethnicity and gender data to monitor attendance at training events	Ongoing	• Data are available for annual reporting	OD Manager, HR	**In progress**	
3.32		Ensure processes are in place to collect ethnicity (and gender) data for attendance on **all** development and training courses across the institution	Ongoing	• Data are available for annual reporting	Director of EGI / OD Manager	**In progress**	
3.33		Annual analysis and reporting to guide targeted actions and inform ongoing monitoring	Annually 2021–2025	• Trends in recruitment, promotion, turnover are picked up at College/Directorate level and discussed on a regular basis, and evidence that appropriate actions taken to address any issues (e.g. under-representation of BAME candidates)	Director of EGI	**In progress**	
3.34		Annual analysis of research output by ethnicity and gender	Annually 2021–2025	• Trends in research output (grant applications, success rates etc.) by ethnicity and gender are picked up at College level and discussed on a regular basis, and evidence that appropriate actions taken to address any issues (e.g. under-representation of BAME candidates)	Director of EGI	**In progress**	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
3.35		Annual impact evaluation of targeted initiatives	Annually 2021–2025	• The level of success of initiatives is picked up at University/College level and discussed on a regular basis, informing decisions on whether initiatives should continue or be changed	Director of EGI	In progress	
3.36	**Monitor, 11inimize and maintain Ethnicity Pay Gaps** *Rationale: addressing pay gaps is a complex and long-term activity. Working on both gender and ethnicity pay gaps will help us to take an holistic approach as well as identifying any intersectional issues*	An in-depth Ethnicity Pay Gap review (disaggregated by ethnic group and including thorough analysis of salaries in comparative grades/roles) will be undertaken on an annual basis, alongside the established Gender Pay Gap review. These will identify broader issues underpinning pay gaps	Oct 2021 and annually	• Annual Ethnicity Pay Gap review and analysis is embedded in our practices	Director of HR	Completed	Y
				• Ethnicity Pay Gap report is presented to the Inclusion Committee, together with the Gender Pay Gap report, issues discussed, and mitigation identified and actioned where necessary		Completed	Y
				• Ethnicity Pay Gap will be included in the Institution's Annual EDI report, accessible to all staff (**ACTION 1.12**)		In progress	
3.37		Ensure all SMG staff are aware of the process for applying for pay awards	Oct 2022	• 100% SMG staff are aware of the procedures for applying for a pay award	Head of Reward	In progress	
3.38		Consider the ethnic pay gap for part-time employees, particularly regarding length of time at grade, to understand the large variation in observed pay gaps	Oct 2022	• Annual Ethnicity Pay Gap review and analysis is embedded in our practices	Director, HR	In progress	
				• Ethnicity Pay Gap report is presented to the Inclusion Committee, together with the Gender Pay Gap report, issues discussed, and mitigation		In progress	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
				identified and actioned where necessary		*(amber)*	
				• Ethnicity Pay Gap will be included in the Institution's Annual EDI report, accessible to all staff (ACTION 1.12)		In progress	
3.39	**Ensure opportunities for career development are appropriate, inclusive and visible**	Carry out a needs analysis across academic and professional services staff	**Dec 2022**	• A development strategy that meets the needs of all staff	Director of Inclusive Development, EGI	Not started	
				• A 10% increase in the proportion of BAME staff who feel supported in their career development, as evidenced in staff surveys		Not started	
3.40		Specifically consider the needs of BAME colleagues when nominating staff for training and development courses (e.g. AURORA, ILM) and when appointing to internal leadership roles	Annually 2021–2025 Continue to monitor participation annually	• More diverse cohorts on leadership programmes	PVC Heads of College	Not started	
				• More diversity in leadership roles		Not started	
3.41		Internal leadership roles should be rotated every 2–4 years to ensure more staff get leadership development opportunities	Amended practices in place **Dec 2022**	• Internal leadership roles become a stepping-stone to promotion	PVC Heads of College	Not started	
				• Increased diversity in leadership roles		Not started	
3.42		Establish a central 'development hub' to ensure visibility of training and development courses and provide the opportunity for staff to plan around their development needs	Completed Academic year 2022/23	• Clearer communication and participation strategy for development needs	Director of EGI / OD Manager / Director LALT / R&E Office	In progress	
				• Greater awareness among PSS staff of the Career Pathways initiative		Not started	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
3.43		Encourage more staff to engage with mentoring programmes (e.g. PIMS)	**Dec 2021**	• 6 more BAME staff registered as mentees in 2021	EGI Portfolio Manager	**In progress**	
				• 6 more PSS staff registered as mentees in 2021		**In progress**	
3.44		Ensure all staff identifying as Black, and eligible for promotion, engage with a mentoring programme to develop and prepare their promotion application	Academic year 2022/23	• 100% of Black staff eligible for promotion are engaged in a mentoring programme to support a promotion application	HoS	**Not started**	
3.45		Work with BAME colleagues to understand perceived barriers to promotion and develop a 'glass-ceiling busting strategy' to ensure parity of promotion outcomes	2022 programme published **Dec 2022**	• Talkback Tuesday Programme has completed 2 focus groups with 20 participants in 2023.	EGI Portfolio Manager	**In progress**	
				• Report of findings presented to the Inclusion Committee		**Not started**	
3.46		Develop a system to monitor the allocation / provision of support for profile-raising opportunities (e.g. funds for conference attendance) to ensure transparency and equitable opportunity for BAME staff	Completed **June 2024**	• A system distributed to all schools that meets the need to monitor access to profile-raising opportunities by ethnicity and gender	Director of EGI / School EDI leads	**Not started**	
				• 50% of schools are routinely monitoring the allocation of opportunity		**Not started**	
				• Actions are implemented where inequality is observed		**Not started**	
3.47	**Ensure our non-UK staff are fully supported**	Comparison between UK and non-UK academic communities, to better understand the differential pipeline	**Jan–Oct 2023**	• Research report presented to the Inclusion Committee	Director of EGI	**Not started**	
				• Recommendations given		**Not started**	
				• Actions implemented where inequalities are identified		**Not started**	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
3.48		Ensure our non-UK staff are equipped with the knowledge and skills to navigate our promotions procedures. Provide better support through ADA processes	June 2023	• Increase (against baseline data) in proportion of non-UK staff successfully promoted	HoS	Not started	
				• 10% increase in staff who believe they are well supported in their career progression, as evidenced through the staff surveys		Not started	
3.49	Enhance the visibility of role models from ethnic minority groups	Ensure that achievements of BAME staff, and initiatives to promote race equality are celebrated and publicised by schools, colleges and university wide	Ongoing 2021–2025 Diversity monitored annually	• BAME role models are visible across the institution	EGI Portfolio Manager	Not started	
				• BAME staff feature more often in Staff News, and in the local media (e.g. the Lincolnite)		Not started	
3.50		Celebrate diversity within the college both at school and college level, ensuring visible role models at all levels of progression	Ongoing 2021–2025	• Diversity events take place across all four Colleges	PVC Heads of College	In progress	
				• BAME role models are visible in all four Colleges		In progress	
3.51		Ensure invited speaker programmes are diverse	Ongoing 2021–2025 Diversity monitored annually	• 50% of invited speakers are from ethnic minority groups	CDM - Events Team	Not started	
3.52	Ensure opportunities for development of inclusive leadership competences are available to SLT and senior managers	Inclusive Leadership training programme for SLT and senior managers	Training developed by Dec 2022 Roll out to senior leadership team Academic year 2022/23	• 100% SLT engage with the training	OD Manager	In progress	
				• Uptake is monitored by ethnicity and gender		Not started	

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3.53		A Reverse Mentoring pilot to be run for SLT and senior managers through the Pipeline Inclusive Mentoring Scheme (PIMS)	**Jan–June 2023**	• Senior leaders cascade learning, and share their experiences across the institution via EGC blog	Director of EGI / EGI Portfolio Manager	**In progress**	
				• Increased staff awareness of race issues and increased confidence in the University to facilitate culture change (via Staff Survey). Reduced difference between responses from BAME and white staff		**Not started**	
				• Reverse mentoring is embedded in the Pipeline Inclusive Mentoring Scheme		**Not started**	