**UON Commitment to Racial Equality**

Building on our Changemaker Values, where social impact and inclusion are key, the University has made a commitment to adhere to the five principles articulated in the Equality Commission Unit’s Race Equality Charter (REC). This provides a framework to identify and reflect on how to address the institutional and cultural barriers faced by UON staff from ethnic minorities. [[1]](#footnote-1)

The five guiding principles are;

1. We recognise that racial inequalities are a significant issue within higher education. Racial inequalities are not necessarily overt, isolated incidents. Racism is an everyday facet of UK society and racial inequalities manifest themselves in everyday situations, processes and behaviours.
2. We recognise that we cannot reach our full potential unless we benefit from the talents of the whole population and until staff from all ethnic backgrounds can benefit equally from the opportunities it affords.
3. In developing solutions to racial inequalities, we will aim to achieving long-term institutional culture change, avoiding a deficit model where solutions are aimed at changing the individual.
4. We recognise that minority ethnic staff are not a homogenous group. People from different ethnic backgrounds have different experiences of and outcomes from/within higher education, and that complexity needs to be considered in analysing data and developing actions.
5. All individuals have multiple identities, and the intersection of those different identities will be considered wherever possible.

**Leadership at UON**

As the University Management Team, we will both be, and develop, inclusive UON leaders who;

* Take a zero-tolerance against perpetrators of racial discrimination Advocate race equality and fully embrace and champion initiatives on race that make inclusion a priority.
* Develop trust and openness, to create safe spaces for dialogue that explores differences, to achieve mutual understanding and respect
* Adapt behaviour to work with other individuals and cultures
* Promote talent, regardless of background recognising that everyone has equal access to the same opportunities
* Drive results, make things happen, be held to account and avoid empty organisational statements

**What will this look like at UON?**

We will explicitly capture our intentions in the Staff Equality & Inclusion Plan 2020-2025 and supporting rolling action plan.

Actions will include;

1. Continuing to work with our ethnic minority staff and the Global Ethnic Majority Staff Network
2. Developing and embedding a new Key Behaviour – Enabling Equality, Diversity and Inclusion
3. Prioritise addressing the ethnic minority Pay Gap
4. Changing our staff development to include;
	* Developing and providing staff development specifically for ethic minority staff with a view to improving career advancement
	* Increasing engagement of ethnic minority staff with existing staff development opportunities
	* Raising awareness and improving Equality, Diversity and Inclusion practice for all staff through additional awareness training, along with continued and expanded results-focused deployment of unconscious bias training
5. Providing space to challenge our own assumptions and experiences and strive to understand the hurt and challenge that ethnic minority colleagues may have been through and go through, as employees or from suffering racism in other forms of everyday life.
6. Recognising the negative impact on mental health of colleagues who have been affected by discrimination, hear their lived experiences and provide support
7. Maintaining a genuine stand against racial discrimination, reviewing HR policies and practices to ensure they are truly inclusive and consider the complexity of microaggressions and support to change poor management practices.
8. Ensuring that all actions are evidence based and determined by data, in order to identify and challenge any systematic causes for inequality. Areas to include recruitment, disciplinary, grievance, sickness and performance management.
1. We recognised that BAME or BME are often used but are not perfect, We do not want language to distract from action [↑](#footnote-ref-1)