

1 Situation

- 1) The degree awarding gap between Black and White students as identified by the Office for Students (APP activity 4.3)
- 2) The lack of representation of the global majority in the curriculum, specifically reading lists as identified in academic research

2 Aims

- 1) To diversify reading lists and subsequently the Library collection, promoting Black authors and voices.
- 2) To contribute to improved student academic outcomes by developing our services based on student feedback

7 Inputs

5 Activities

6 Outputs

3 Outcomes

4 Impact

Process

Impact

- Collaboration with academic staff – buy in and promotion
- University senior leadership buy in and promotion
- Library staff time. This project is managed around BAU work.
- 6 Student Ambassadors recruited to the Amplifying Black Voices project

- Onboarding and management of students working flexibly from Dec-June
- Meetings with interested academic staff
- Listening sessions including a short online survey to obtain feedback about the Library
- Educational analytics – data from nudges identify engagement by Black Home students
- Northumbria Skills Programme attendance analysed by EDI data

- The creation and promotion of an online resource for academic staff to diversify/de-colonise their reading lists
- The option for students to be able to give feedback on their reading lists
- Student feedback reported and promoted via multiple channels
- Improved awareness of how to refer into the relevant Library support by professional support services and academic staff
- The creation of reels and videos presented by students to promote the Library

- Increase in the % of reading lists that have been diversified or decolonised
- Improved representation of Black voices in the collection
- Improved sense of belonging among Black student ambassadors
- Increase in referrals into the Library service e.g. skills support
- Increase in student awareness of Library services and spaces
- Improved accessibility of Library services

- Reduction in the degree awarding gap and improved student academic outcomes
- Improved sense of belonging at Northumbria University among Black students
- Improved student experience at Northumbria University
- Improved employability outcomes of student ambassadors

8 Rationale & Assumptions

Rationale: The degree awarding gap is complex and there are multiple contributing factors. Co-creation with students using their lived experience helps mitigate the complexity.

Assumptions: Essential to work closely with other colleagues also working towards narrowing the degree awarding gap; Assumption that Black students aren't using the Library.; Assumption that we will get feedback from enough students; Assumption that academic staff will use the toolkit and adapt their reading lists; Assumption that student ambassadors will be able to fully engage with the project.