

Action Plan

Notes for Panel

We reject the deficit model in understanding ethnic disparities in student/staff experiences and outcomes, and we have aimed, wherever possible, to develop actions that address the structural barriers to access, participation and inclusion for BAME students and staff.

We view this action plan as a live and responsive document, the actions within which have been developed to address our most significant and impactful race equality challenges, i.e. a few areas will continue to be monitored for changes before initiatives are developed. For brevity, we have not detailed our intersectional approach to all actions, however, in the delivery of our actions, we will continue to examine disaggregated data by ethnicity groups separately and intersectional data according to other characteristics wherever possible.

This plan's actions have been developed by our REC Steering Group, in collaboration with our SEED (Surrey Embracing Ethnic Diversity) network and with support from Surrey's Students' Union. The final version has been reviewed and approved by SEED and Executive Board.

Themes within the Action Plan

Training and Career Development
Governance and Data
Student Progression and Pipeline
Staffing and Recruitment
Events, Marketing and Communication
Community Liaison

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
1	<p>Race equity training for senior leaders (as part of broader inclusive leadership training programme):</p> <ul style="list-style-type: none"> • Race Equity online eLearning. • All EB members given Why I am no longer talking to White people about race, Reni Eddo-Lodge's anti-racism book. • Face-to-face anti-racism workshop as part of <i>Shine Scholars</i> programme (see AP 35). • General inclusive leadership development. 	<p>To build senior investment in race equality work and ensure role modelling of good practice from leadership team.</p> <p>The need for a bespoke session for senior leaders was highlighted as a priority in REC survey and focus group data.</p>	<p>- All of EB have completed Race Equity training.</p> <p>- Workshop scheduled for Spring 2023.</p> <p>- Inclusive leadership programme taking place in Summer/ Autumn 2022.</p>	<p>Academic Lead for EDI, in conjunction with Head of Organisational Design/ Learning & Development Manager.</p>	<p>100% of EB members have completed Race Equity training (Spring 2022).</p> <p>100% of EB members to attend anti-racism workshop.</p> <p>100% of EB to participate in inclusive leadership programme.</p>	Training & Career Development
2	<p>Additional wellbeing support for BAME students and staff in response to racism/racial trauma:</p> <ul style="list-style-type: none"> • New counsellors from BAME backgrounds, including specialism in race-related trauma. • Additional training to the counselling team on 	<p>Following George Floyd's murder, there was an increased need for race-related counselling from Centre for Wellbeing (CWB).</p> <p>Use of CWB by BAME students is representative of overall BAME student</p>	<p>- BAME counsellors appointed, with race-related specialism.</p> <p>- Additional training completed.</p>	<p>Chief Student Officer</p>	<p>Increased evidence of BAME students/staff requesting specialist race counsellors through tickbox on registration form (indicating introduction of</p>	Governance & Data

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	<p>race/racism/cultural competency (incl. one day training on Cultural Competency from NAFSIYAT Intercultural Therapy Centre).</p> <ul style="list-style-type: none"> • Event sponsored by CWB to include other student-facing BAME staff in panel discussion on wellbeing of BAME students. • Improved information on the CWB webpages about counsellors and specialisms, culturally sensitive care available, dedicated webpage of resources for BAME students and staff. • Introduction of tick box on registration form for staff and students to indicate that they 'would like to talk about issues of race or racism'. • Improved provision for students speaking languages other than English. 	<p>body (~35% of students who use CWB are BAME, ~38% of students at Surrey are BAME). Therefore use by BAME students does not need increasing, however engagement with new initiatives will be important to show value of changes.</p>	<p>- Planned for Spring 2023.</p> <p>- New webpages being designed, to be completed by Spring 2022.</p> <p>- Tick box introduced and being used by students.</p> <p>- Mandarin-speaking counsellor appointed + engaged new</p>		<p>meaningful initiatives). 38 students checked tickbox on form between Sept '21 and Feb '22 asking for race-related discussion (~2% of CWB form completions in 2022 to ~8% by 2024).</p> <p>Attendance of minimum 100 students/staff at events (~40% BAME in line with student representation) (no baseline data available).</p>	

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			organisation to support other language needs.			
3	<p>Regular monitoring of REC action plan by Executive Board (EB):</p> <ul style="list-style-type: none"> • Monthly Executive Board meetings to be used to raise any concerns with progress. • EB members to be responsible for ensuring implementing of the action plan. • Online publication of REC action plan on EDI webpages, with key race equality statistics. • Introduce new actions as appropriate. 	Allocating responsibility and holding members of EB accountable will ensure that they and their teams are both informed and actively engaged in implementation of the action plan.	<p>Monthly Executive Board meetings.</p> <p>Five year completion of action plan by Summer 2027.</p>	Vice-Chancellor, with support from Chair of REC Implementation Team (IT).	All members of the Senior Management Team understand the requirements of the action plan and embed this in the activities of their teams. This will be part of their EDI appraisal target, which will be assessed on a biannual basis via the appraisal system. Targets met by relevant EB members in annual appraisal.	Governance & Data
4	<p>The Self-Assessment Team (SAT) becomes the IT:</p> <ul style="list-style-type: none"> • Schedule meetings three times a year, with meetings 	Regular monitoring will ensure actions remain relevant, are being implemented and having the desired outcomes; if	Meetings and subsequent reporting of progress/concerns to EB three times a year until Jan 2026, then	Chair of REC IT.	An action plan that is 'current' at all times. This will be monitored by quarterly updating	Governance & Data

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	<p>to precede those of the EDI Forum.</p> <ul style="list-style-type: none"> • Monitor progress against action plan. • Instigate appropriate interventions if actions are not being delivered. • Update action plan after each meeting to ensure it is a 'current' document, reflecting progress and any changing circumstances, and formally report any concerns to EB. • Report to the University's EDI Executive Committee three times a year. • Report annually to Council. When the report has been approved, ensure that it is passed to the Communications team for publication on the REC pages of the website. <p>Review of REC IT membership:</p> <ul style="list-style-type: none"> • Reconstitute SAT to ensure appropriate cross-representation with 	<p>not, appropriate interventions will be discussed implemented. The REC IT should reflect views from the whole University community, give opportunities to a number of colleagues and ensure that committee work does not become a burden.</p>	<p>monthly as IT reverts to SAT in preparation for silver application in July 2027.</p> <p>First call for nominations in April 2022 then annually for take up in August to fit with workload planning.</p>		<p>of a Red/Amber/Green rating system until resubmission in 2027.</p> <p>The University to be in a position to apply for a silver award by 2027. Vibrant REC IT that reflects the University community.</p> <p>More nominations for REC IT than spaces. Heads of Department will be asked annually to nominate at least one colleague to join the REC IT.</p>	

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	<p>existing committees and networks.</p> <ul style="list-style-type: none"> • Refresh annually with 1/3 members stepping down. 					
5	<p>Introduce standardised minimum time allocation for key EDI roles to be included in workload planning models to recognise people's contributions and ensure that EDI is identified as a priority area of work.</p>	<p>EDI contribution needs to be factored into workload planning. This will be based on our Athena Swan model – 200 hours for an Athena Swan lead and 50 hours for SAT members.</p>	<p>By August 2022.</p>	<p>Head of Reward</p>	<p>Next workload allocation model includes time allocation for key EDI roles (according to Athena Swan model).</p> <p>Qualitative data from EDI network leads that EDI contribution is being acknowledged by 2023.</p>	<p>Governance & Data</p>
6	<p>Run a REC staff and student survey every three years focusing on race (with opportunity to explore by gender as well).</p> <ul style="list-style-type: none"> • Analyse data and free text comments by race/ethnicity. • Triangulate data with other schemes (e.g. Athena Swan, 	<p>We need to generate an ongoing understanding of University culture and experience in relation to race for Surrey staff and students. Regular surveys will allow a more comprehensive assessment of progress and changes in staff</p>	<p>December 2020 for first REC surveys.</p> <p>December 2023 for second REC surveys.</p> <p>Review annually in the Nov REC IT meeting for reporting later in November to EDI</p>	<p>Academic Lead for Equality, Diversity & Inclusion (EDI).</p>	<p>30% of staff complete the REC staff survey in 2023 (compared with 6% in 2021). 20% of students complete the REC student survey in 2023 (compared with 1% in 2021).</p>	<p>Governance & Data</p>

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	Stonewall) together with race/ethnicity data to investigate intersectionality.	<p>perception/experience as we can tailor the surveys to target areas of concern raised elsewhere.</p> <p>The University is active in other national schemes such as Athena Swan and Stonewall.</p> <p>By combining datasets, it should be possible to have a deeper understanding of intersectionality issues, so that these can be addressed.</p>	Executive throughout the life of the action plan.		Achievement of KPIs including understanding of intersectionality issues for REC silver submission.	
7	<p>Increase staff engagement with surveys through dedicated communications campaign and monitor EDI responses (quantitative data and free text comments) for issues as they arise in:</p> <ul style="list-style-type: none"> • Annual HR staff survey • Culture Employment and Development in Academic Research Survey (CEDARS). 	<p>These surveys allow attitudes to be tracked and comparisons made between groups within the University and with other institutions year on year.</p> <p>In the HR staff survey, while the current response to the statement 'The University values equality and diversity' is overall 82% positive, some groups, such as those members of staff who prefer not to</p>	<p>- Annually in autumn.</p> <p>- CROS runs every two years.</p>	<p>Chief People Officer (staff surveys).</p> <p>Head of Research Strategy/Director of Doctoral College (CEDARS survey).</p>	<p>HR staff survey – 90% positive response to the statement 'The University values equality and diversity' across all ethnic groups.</p>	Governance & Data

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		disclose their ethnicity, have lower scores.				
8	<p>Improve student engagement with surveys and analyse data and free text comments relating to EDI issues, stratified by ethnicity, in:</p> <ul style="list-style-type: none"> • National Student Survey (NSS) • Postgraduate Taught Experience Survey (PTES) • Postgraduate Research Experience Survey (PRES) 	<p>Consistently over the last five years, Black students have rated their overall satisfaction (NSS) (between 5-16 percentage points [pp] lower than White students). In 2021, we saw a 7.8 pp improvement compared with +1.2 in White students (yet Black students' ratings still 9pp lower than White students).</p>	<p>- NSS run annually from January-April. - PTES run annually February – June. - PRES run annually normally between March – May.</p>	<p>PVC, Education. Director of Doctoral College.</p>	<p>NSS – Black undergraduate students' overall satisfaction scores are within 5% of the average for every question.</p> <p>PTES – BAME postgraduate taught (PGT) students' overall satisfaction scores are within 5% of the average for every question.</p> <p>PRES – BAME postgraduate research (PGR) students' overall satisfaction scores are within 5% of the average for every question.</p>	Governance & Data

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9	Run scoping focus groups for Black British PGT students to understand: <ul style="list-style-type: none"> • Motivation for PGT study, relative to PGR. • Experiences as well represented Black student group, relative to PGR students. • Understand barriers to PGR for Black British students. 	Higher levels of representation of Black British students in PGT, compared with UG and PGR, presents opportunities to learn from our PGT students and translate areas of good practice onto other student groups.	Planned for November 2023.	PVC, Education. Academic Lead for EDI	Run well-attended focus groups with Black PGT students to gain better understanding of PGR obstacles. PTES – BAME students’ overall satisfaction scores are within 5% of the average for every question.	Governance & Data
10	Set up REC mentoring relationship with Kings College London, bronze award holders, with a REC bronze award as their beacon activity.	Learning from experiences of others, sharing best practice, critical friend. We have been working with other universities (Kings College London, Kingston, Nottingham) in understanding our awarding gaps and have formalised the reciprocal relationship with KCL in our broader REC work too.	Mentoring relationship agreed. Regular meetings underway.	Charters Coordinator	Two meetings per year to share best practice starting 2022 until resubmission in 2027.	Governance & Data
11	<i>Shine Scholars</i> programme implemented to improve pipeline, experience and	In response to Surrey’s survey and focus group data exposing differential experience of BAME and	Project to start in January 2022, running for four years.	Director of the Doctoral College.	Proportion of Black British PGR students increase to those observed	Student Progression & Pipeline

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	<p>career trajectories of Black British postgraduate students.</p> <ul style="list-style-type: none"> • Building a Pipeline initiatives - internship scheme, undergraduate mentoring and race equity training for staff (including bespoke anti-racism workshops for EB and senior leadership). • Enhancing Experience initiatives - 'Shine Scholars' package (fully-funded, enhanced PhD experience for <i>Shine Scholars</i>, summer school, mentoring including reverse mentoring for Executive Board, placement opportunities, teaching qualifications, tailored career advice). • Introducing activities to dismantle structural inequalities, including external speaker series, 'Black in Academic' conference for PGR students. 	<p>White postgraduate researchers and lowest representation in PGR from Black British students, we applied for recent OfS/Research England funding application. We were successful in bid (£400k awarded, £1million co-investment from Surrey).</p>		<p>Deputy Director of the Doctoral College. Academic Lead EDI.</p>	<p>at undergraduate level (from 1.5% in 2021 to 5% by 2025).</p> <p>Continued positive BAME PGR student experiences evidenced by PRES scores (sustained comparable PRES scores between White and BAME students, as seen in 2021).</p>	

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	<ul style="list-style-type: none"> • Career Boost initiatives - <i>Shine Scholar</i> 'employability boost' funding (3-month funding), networking events. 					
12	<p>Improve inclusive researcher development training:</p> <ul style="list-style-type: none"> • Decolonising researcher development support within the Doctoral College. • Introduction of new inclusive supervisor training (training to support culturally competent PhD supervision). 	<p>To support <i>Shine Scholars</i> programme, we must ensure our environment for BAME PGR students makes them feel valued, represented and heard.</p> <p>We want to ensure that we are developing future researchers able to conduct inclusive and equitable research.</p>	<p>Underway.</p> <p>To be completed by June 2023.</p>	Director of the Doctoral College	<p>Continued positive BAME PGR student experiences evidenced by PRES scores (sustained comparable PRES scores between White and BAME students, as seen in 2021).</p> <p>Increased sense of belonging among BAME PGR students in next REC survey (too few completed in 2021 to have a baseline).</p>	Student Progression & Pipeline
13	<p>Implement <i>Diversity 200</i> recruitment project:</p> <ul style="list-style-type: none"> • Full review of recruitment practice within HR Operations team and Resourcing team. 	<p>This ensures that best practice is the default position across the University and those involved in recruitment are actively reminded about</p>	<p>Underway but will take time to become embedded.</p> <p>Initiatives being rolled out during 2022</p>	<p>Head of Resourcing</p> <p>Each Faculty HRBP will be responsible for</p>	<p>All hiring managers and individuals associated with the recruitment process are fully aware of EDI best</p>	Staffing & Recruitment

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	<ul style="list-style-type: none"> • Hiring managers to be supported with a recruitment checklist that includes EDI initiatives. • Recruitment material to include bolder statement about Surrey's commitment to improving diversity and inclusion. • Standard recruitment material to be reviewed for inclusive language, to reduce essential criteria (where not needed) and consideration of flexible working options. • Places (social media, job boards) where roles are advertised to be carefully considered in collaboration with hiring managers and broadened to include Black, Asian and minority ethnic networks specific to role discipline. • Statement about importance of diversity and unconscious bias to be included with all CVs for 	<p>our institutional priority to diversify workforce and their responsibilities towards diversity in the workplace.</p> <p>This provides a strong message to internal colleagues and external potential applicants to us that we are committed to equality in the recruitment process.</p> <p>Significant consideration was given to anonymised recruitment processes; however this was side-lined in favour of a positive action approach as identified in <i>Diversity 200</i>. Should <i>Diversity 200</i> fail to increase the appointment of BAME colleagues, we will revisit the possibility of anonymised recruitment and examine relevant up-to-date evidence on its effectiveness.</p>	<p>academic year but are likely to be evolving and ongoing. To become new recruitment practice.</p> <p>Diversity 200 update report to be provided to EB monthly and EDI Executive quarterly.</p>	<p>their Faculty and the Professional Services HRBP will be responsible for PSS recruitment.</p>	<p>practise and aware of their local EDI issues that require change.</p> <p>A reduction in the representation gap between student diversity and departmental academic staff, through increased representation of BAME academic staff within faculties. This will differ by department according to discipline and student profile (e.g. in Health Sciences, staff currently 9% = BAME, while students = 25% BAME, thus we want 25% BAME staff representation by 2025).</p>	

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	<p>reminders for all those shortlisting.</p> <ul style="list-style-type: none"> • Statement about importance of diversity and unconscious bias to be reiterated by interview chairs to interview panel members before interviews. • Enhance Unconscious Bias training for people on interview panels to increase emphasis on race. • Ethnic diversity of panel to be considered where possible (without over-burdening a minority of Black, Asian and minority ethnic staff). • Ongoing monitoring of recruitment data by EDI team and regular meetings with Resourcing team to support process. • Regular reporting to EDI Executive Committee and EB through monthly EDI update on <i>Diversity 200</i> progress. 					

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	<ul style="list-style-type: none"> • Positive action decisions taken where possible. • Specific diversity targets to be set for each faculty based on existing staff and student demographics and sector data. • Executive Deans and Chief People Officer to be responsible for reaching targets. • External marketing consultants to design external campaign, including targeted campaign focus on international academic colleagues. 					
14	Run internal communications campaign to staff to encourage disclosure of protected characteristics data, with information about how data are used and support EDI progress.	Having a higher disclosure rate will provide more complete EDI relevant data and improve accuracy of analysis. Higher disclosure rates will indicate improved trust and understanding of EDI activity at the University.	Complete by December 2022.	Academic Lead for EDI, EDI team.	Improved ethnicity disclosure rate to 99% (currently 97% in 2020).	Events, Marketing & Communication

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15	<p>Increase awareness of 'Report + Support' online reporting tool.</p> <ul style="list-style-type: none"> • Provide infographic and video on webpage about reporting process to build trust. • Enhanced awareness campaign to improve understanding of tool (poster and Intervention Comms campaign). • Provide additional information on webpage for people unsure how to report, with option to speak to an advisor. • Train staff to deal with reports, if required. • Publicise, run and then review six month trial. 	<p>The REC focus groups demonstrated students' and staff's lack of awareness of the Report+ Support tool, as well as a reluctance to use it. Responses indicated that people would prefer opportunity to speak to an individual to report an incident. Aim is to have no racist incident unreported.</p>	<ul style="list-style-type: none"> - Infographic and video being developed. - Poster campaign is underway. - Extra information to be introduced in Spring 2022. - Training to be completed by Dec 2022. 	<p>Head of Office of Student Complaints, Appeals & Regulations (OSCAR), supported by HR Director and EDI team.</p>	<p>Staff and students using the function appropriately.</p> <p>Increased awareness and confidence reported in next REC staff and student surveys (from 74% to 90% in 2023 [staff], from 43% to 60% in 2023 [students]).</p>	Staffing & Recruitment
16	<p>Greater support for placement tutors, HR and investigating officers in managing reports of racism:</p> <ul style="list-style-type: none"> • Introduction of new guidance for Placement Tutor in how to support students in reporting 	<p>REC focus groups unearthed reports of students' experience of racism while at University/on placements, not reported to /placement tutors at the time.</p>	<ul style="list-style-type: none"> - Guidance updated. 	<p>Chief Student Officer</p> <p>Head of Office of Student Complaints, Appeals and</p>	<p>Increased confidence in the University's management of race-related incidents (increase in BAME students responding</p>	Governance & Data

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	<p>experiences of racism on placement.</p> <ul style="list-style-type: none"> • Introduction of short video to support Placement Tutor training to upskill tutors in appropriate management of student reports of racism. • Improved, bespoke training for Report + Support investigator team on managing reports, incl. microaggressions. • New HR Advisory process for managing reports of racism, esp. microaggressions, (bespoke HR training for process and appropriate language, new pool of investigators who understand microaggressions). • New Bullying & Harassment policy for staff/students, explicit reference to microaggressions and focus on addressing toxic team culture as well as individual reports (training planned to 	<p>REC survey results indicated that BAME students are less confident that the University would manage a race-related incident appropriately. We need to build students' trust/confidence to report racism and upskill tutors and investigating officers to manage reports appropriately and sensitively.</p> <p>Since mid-2021, we have seen a small increase in staff reports of microaggressions, this may result from Race Equity training raising awareness of unacceptability of microaggressions/Surrey's stronger promotion of anti-racism. Existing Bullying & Harassment policy was not supporting this zero tolerance approach; new pan-University group revising policy, improving support</p>	<p>- Video to be available from October 2022.</p> <p>- Improved training to be available by January 2023.</p> <p>- Training to be completed by February 2022.</p> <p>- Pan-University consultation underway. New policy to be available by Summer 2022.</p>	<p>Regulations (OSCAR)</p> <p>HR Director</p> <p>Academic Lead EDI</p>	<p>positively from 54% to 70% by 2024; increase in BAME staff responding positively from 83% to 92% to match White staff by 2024).</p> <p>Effective use of new policy to guide management of reports of bullying and harassment (incl. racism).</p> <p>Introduction of question in the next HR staff survey about knowledge and use of the Bullying & Harassment policy (to be used as baseline). Increase of 10% of staff aware of policy each year.</p>	

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	support widespread implementation).	for complainant and setting out our zero tolerance approach. We will be training line managers in how to implement the new policy within teams.				
17	Ensure widespread completion of 'Introduction to Race Equity' eLearning module by all staff and PGR students.	To ensure that ALL staff have access to and complete specific Race Equity Training.	~25% of staff have taken training. All new starters to complete within probation period.	Chief People Officer	Percentages of staff trained in line with timeframe: 40% staff completed training by June 2022. 70% staff completed training by December 2022.	Training & Career Development
18	Strengthen face-to-face equity training mandatory for all those involved in staff interviewing/ disciplinary/promotion panels, including discussion of importance of intersectionality.	To build on the Unconscious Bias training that is already mandatory for all staff involved in these panellists.	Training revision completed. Ongoing review of staff completion.	Academic Lead for EDI	All new relevant staff to complete within first 6 months. All existing relevant staff to have received updated training by Aug 2025. Completion rates will be discussed at appraisals, those colleagues who	Training & Career Development

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					have line management responsibility will be measured by the percentage of their team that completes the training.	
19	Increase BAME students' sense of belonging: <ul style="list-style-type: none"> • Alumni banner campaign for campus (including strong representation from BAME alumni). • Digital and physical poster materials celebrating our BAME students and alumni and their achievements. 	To increase representation of BAME students and promotion of BAME students' achievements, with the aim of increasing sense of belonging among BAME students. Aim is also to have an indirect effect of closing the BAME Awarding Gap and achieving inclusive education.	By August 2022.	Vice President, External Engagement	Improved NSS scores for BAME students. Improved sense of belonging scores in student surveys. Reduction in the BAME awarding gaps, in particular Black-White to 6% (currently 17%).	Student Progression & Pipeline
20	Increase BAME representation among prominent University awards, e.g. Honorary Degrees Awards, VC Awards for Staff Excellence, and Alumni Achievement Awards.	To ensure that there are a diverse range of honorary graduands at every graduation week and awardees at presentation events.	Events from 2022 and every year thereafter.	VP External Engagement	Minimum 25% BAME representation among these prominent awards (no baseline data available).	Events, Marketing & Communication

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21	Create a Surrey BAME Powerlist – Celebrating the most influential BAME leaders in the communities with which we work.	To celebrate a group of local BAME role models with whom we can work to improve representation, role modelling opportunities and celebration of diversity to inspire students and staff.	Create 'BAME Powerlist' by Aug 2023. Work with these leaders throughout the lifetime of the action plan.	Academic Lead for EDI, supported by Head of External Engagement.	Events and seminars scheduled from Aug 2023. The initial Powerlist will have at least 25 role models by 2023. Engagement from local leaders, staff and students in events/with materials.	Events, Marketing & Communication
22	All university conferences to consider inclusion of an EDI strand. <ul style="list-style-type: none"> Organise an equality conference at the University, focusing on race. 	To organise an equality conference to showcase good practice etc. at Surrey and beyond.	Conference to take place in 2022/23 academic year. <i>Courageous Conversations</i> Veterinary Medicine conference held in 2020 and 2021.	Academic Lead for EDI, supported by Head of Events.	Conference organised with broad range of internal and external attendees. Attendance of minimum 300 people in 2023.	Events, Marketing & Communication
23	Organise a series of annual events for Black History Month (where possible, in collaboration with Students' Union to enhance student attendance and input).	Recognise and celebrate Black Caribbean and Black African people within our community and society.	Annual timetable of events in October and beyond.	Academic Lead for EDI	Event to be attended by minimum 200 staff and 500 students. 5% annual increase in satisfaction and sense of belonging among Black staff	Events, Marketing & Communication

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					and students (to be measured by REC staff and student surveys).	
24	<p>Demonstrate commitment to supporting Gypsy, Roma, Traveller, Showmen and Boaters (GRTSB) into Higher Education:</p> <ul style="list-style-type: none"> • Sign up to the Gypsy, Roma, Traveller, Showmen and Boaters (GRTSB) into Higher Education pledge • Hold a University awareness-raising event to highlight our commitment. 	<p>GRTSB students are under-representation within our student and staff body. Our Widening Participation and Outreach (WP&O) team are working with local GRTSB community to increase aspirations of HE. We hope that joining this pledge will show our commitment to support this community, to build confidence for people to disclose GRTSB identity and increase interest from community in joining Surrey.</p>	<p>Spring 2022</p> <p>Event to be held in 2023.</p>	Head of Student Experience.	<p>1% increase in number of students and staff that identify as GRTSB (currently 3 students and 1 staff member).</p> <p>Event to be attended by a minimum of 200 staff and students.</p>	Governance & Data
25	<p>Collaborate with Guildford Borough Council and Surrey County Council, police, local schools and businesses to discuss town and county-wide initiatives to improve inclusivity:</p>	<p>Black and Jewish student focus group and REC survey feedback indicates considerable experiences of racism off campus in Guildford.</p>	<p>Ongoing project started in late 2021.</p>	Dean of Religious Life and Belief, with support from EDI and External Engagement team.	<p>Qualitative feedback from staff and students in next REC focus groups to show more positive experiences in local community.</p>	Community Liaison

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	<ul style="list-style-type: none"> Establish <i>One Guildford</i> project: a town-wide initiative between University, Guildford Borough Council, Surrey County Council, police, schools and businesses to commit to anti-racist pledge. 	Proactive community project to engage town's key stakeholders in anti-racist commitment.			Reduced REC student survey reports of experiences of racism from BAME students off campus in Guildford (from 48% in 2021 to 30% in 2023, 15% in 2026). Question introduced into the Guildford Residents' Survey to understand local residents' perceptions of University staff and student engagement with the wider Guildford community.	
26	Re-establish liaison group with Surrey police about management of race-related incidents, include student consultation.	This has proved to be a useful way of sharing information, primarily about possible tensions in the local communities, but also more generally about	Every six months throughout duration of the action plan.	Head of Security.	Meetings to take place on a regular basis. Positive feedback from students via	Community Liaison

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		race issues in both institutions.			specific focus groups.	
27	Embed EDI within annual appraisal system: <ul style="list-style-type: none"> • Expectations for contribution to EDI to be explicitly stated in the appraisal process. • Introduction of an appraisal checklist for line managers to remind about development and other important discussions. 	To embed EDI as an integral part of the staff community's responsibility and expectation that everyone must contribute towards EDI progress. Recognises people's contribution and improves promotion opportunities for EDI champions.	Appraisal review underway. July/Aug 2022 appraisal round to pilot new system.	Head of Reward.	EDI questions included in appraisal form. All staff aware of their role towards EDI progress. HR staff survey responses to University commitment to EDI questions to increase from 79% agree to 90% by 2024.	Staffing & Recruitment
28	Introduce new bitesize workshops for staff and PGR students (particularly for personal tutors and line managers) to provide skills to manage difficult and sensitive conversations with students (and staff) related to race and culture, and reports of racism.	To ensure all staff have the skills to deal with and respond appropriately to reports of racism and issues related to race and racial trauma.	Launch of workshop by Dec 2022.	Learning & Development Manager	50% of personal tutors and line managers to have undertaken training by Dec 2024.	Training & Career Development
29	Provide support for BAME research staff to get permanent research roles:	UK and international BAME research staff are more likely to be on fixed-term	August 2022	Director of Doctoral College.	To increase the proportion of BAME academic	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	<ul style="list-style-type: none"> • Introduce tailored career support through pre-exit interviews for BAME researchers on fixed-term contracts with the aim of supporting them towards permanent contracts at Surrey or elsewhere. • Refine ECR Career Management Blended Learning Programme (includes a Massive Open Online Course + group career coaching sessions) for ECRs and PGR students. • Targeted Career 1-2-1 invites for BAME researchers on temporary posts. • Introduction of new ECR induction session, with networking component, highlighting support for short-term contract and BAME researchers. • Leadership development through mentoring PGR students. 	<p>contracts than White counterparts.</p> <p>Based on the feedback from surveys and focus groups, we have introduced tailored multifaceted initiatives to increase profile-raising and leadership opportunities for BAME ECRs, build confidence and increase career support for gaining permanent research positions.</p>			<p>staff on permanent contracts, comparable proportion to White colleagues (e.g. from 73% to 82% by 2024).</p>	

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	<ul style="list-style-type: none"> • Ensured BAME ECR leadership to the Doctoral College conference committee. • Increased representation from BAME ECRs on the judging panel for internal heats of the national 3 Minute Thesis competition. • Funding BAME ECRs to attend the annual BME Early Career Researcher Conference. 					
30	Implement a full review of fixed-term contract research and teaching and PSS staff in each faculty by ethnicity and international status.	UK and international BAME research and teaching staff are less likely to be on permanent contracts than White counterparts. This is also observed in PSS roles.	September 2022	HRBPs/ Faculty Executive Deans/PSS Heads of Dept. Director of Doctoral College.	To increase the proportion of BAME academic staff on permanent contracts, comparable proportion to White colleagues (e.g. from 73% to 82% by 2024). To increase the proportion of international BAME PSS staff on permanent contracts,	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
					comparable proportion to White colleagues (e.g. from 48% to 83% by 2024).	
31	<p>Investigate the reasons why the proportions of BAME staff (academic and PSS, and UK and international) working part-time are lower than White counterparts:</p> <ul style="list-style-type: none"> • Include specific questions relating to part-time working in the REC staff survey in 2023. • Follow up with focus groups, if appropriate. 	<p>It is important that White and BAME staff are offered the same opportunities to engage in flexible working options such as part-time hours.</p> <p>We wish to determine whether the difference observed results from choice or lack of awareness/ opportunity.</p>	December 2023 for REC staff survey.	Academic Lead for EDI.	<p>Clear understanding of reasons for lower rates of part-time working in BAME staff.</p> <p>All staff have equal opportunities for part-time working.</p> <p>Qualitative feedback from BAME staff in focus groups to show positive experiences in opportunities for part-time working if desired.</p> <p>Equal proportion of White and BAME staff responding positively to having the option of part-time working in</p>	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
					next REC survey (2023 response will act as baseline).	
32	<p>Improve communication of message that the right to request flexible working hours should be open to all staff:</p> <ul style="list-style-type: none"> • Communicate through an internal communications campaign to the whole community. • Communicate in targeted communications to Heads of Departments via Leaders' Alert emails and to the SEED network. • Embed into New Manager training and Unconscious Bias training. 	It is important that White and BAME staff are offered the same opportunities to engage in flexible working options such as part-time hours.	September 2022.	Chief People Officer.	<p>All staff aware that Surrey offers equal opportunities for flexible working options.</p> <p>Equal proportion of White and BAME staff responding positively to having the option of part-time working in next HR staff survey (2023 response will act as baseline).</p>	Staffing & Recruitment
33	New flexible 'blended working' policy will encourage staff to work from home, regular monitoring through annual HR staff survey according to ethnicity.	<p>To ensure best practice related to working from home and flexible working and to ensure ongoing fair access to flexible opportunities.</p> <p>In 2022 Athena Swan survey, White and BAME staff were equally positive about the University</p>	<p>Introduced in Sept 2021.</p> <p>Ongoing monitoring to ensure ethnic differences do not emerge.</p>	Head of Organisational Development.	Equal proportions of White and BAME staff feeling supporting to take advantage of flexible working (96% and 97%, respectively, in 2022) until	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
		supporting flexible working.			resubmission in 2027.	
34	<p>Use the feedback from colleagues leaving the University as part of our continual improvement programme:</p> <ul style="list-style-type: none"> • Ensure that all leavers have the opportunity to complete an online questionnaire, explore data by ethnicity. • Introduction of questionnaire prompt when discrimination is 'ticked' on form as a reason for leaving, prompt to encourage leaver to complete in-person discussion with EDI/HR. • Report any race-related or wider EDI issues that are cited as a contributor to HRBP and local (Faculty or PSS) EDI Committees. • According to changing data needs, develop and implement appropriate 	We need to develop a better understanding of the reasons why proportion of BAME colleagues leave at higher rate than White colleagues so that we can address concerns.	January 2022 to January 2027.	<p>Faculty HR Business Partners (HRBP) will be responsible for their Faculty and the Professional Services HRBP will be responsible for Professional Services departures.</p> <p>Chief People Officer responsible for new HR system.</p>	<p>Increased uptake of online leavers' questionnaire (from 19% in Jan 2022 in 40% in Jan 2023).</p> <p>All leavers receive a personalised invitation to complete the online questionnaire (immediate).</p> <p>Increased number of leavers being interviewed (25% by Jan 2022, 50% by 2025).</p> <p>No difference in the turnover figures on the basis of ethnicity (by 2027).</p>	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	<p>local and/or institutional actions.</p> <ul style="list-style-type: none"> • Pilot programme being introduced that ensures that leavers have the opportunity to complete face-to-face/Teams exit interview, with the option to speak to someone from a BAME background to enhance trust and understanding. 				Evidence that any concerns expressed are discussed at Faculty/PSS EDI Committees and changes fed into the updated action plan as appropriate.	
35	<p>Increase the proportion of BAME staff in the Professional Services job family.</p> <p>Increase the proportion of BAME staff in senior roles (levels 6 and 7) within PSS.</p> <ul style="list-style-type: none"> • Introduction of <i>Diversity 200</i> initiatives (see AP23). • Guidance to Resourcing team to advertise their posts as widely as possible, beyond local area and to use diversity job boards. 	<p>PSS has the lowest percentage of BAME staff and particularly low proportion of BAME staff in levels 6 and 7.</p> <p>Advertising a post twenty miles to the north or twenty miles to the west of Guildford reaches a very different demographic and consequently helps to diversify our staff numbers.</p>	<p>These two objectives will require work on recruitment and promotion.</p> <p>Initiatives are underway but impact is likely to take time to observe. Revised operating model targeted to be in place by Autumn 2022.</p>	Head of Resourcing.	BAME staff representation within PSS and at senior level are greater than or reflective of the labour markets from which we draw our candidate base, particularly measuring ourselves against communities that have known greater density of ethnic minority communities by	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
					2025 (currently local BAME population is 10%, our PSS BAME population is 13% and our target is 20% by 2024 to better reflect our student population).	
36	<p>PSS career pathway review to be undertaken by Head of Organisational Development:</p> <ul style="list-style-type: none"> • Collect and analyse data relating to promotion of PSS staff, in terms of ethnicity and gender • Establish working group(s) to look at issues arising. 	<p>Survey data and SEED feedback indicate concerns about PSS career development opportunities. Our understanding of the issues affecting the careers of PSS staff is not as well developed as for academic staff and we recognise that we need to do more work in this area.</p>	<p>This work is planned for 2022/2023. Information to be reviewed annually by EDI team.</p>	<p>Head of Organisational Development.</p>	<p>An understanding of the issues affecting BAME PSS staff and appropriate measures put in place to address them.</p> <p>Increase in BAME PSS positive responses to HR staff survey question 'the University supports me to achieve my career progression', from 68% positive in 2021 to 80% by 2025.</p>	<p>Training & Career Development</p>

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
					No emergence of a lower % of positive responses for BAME compared with White PSS staff (46% positive for White PSS staff in 2021, compared with 68% for BAME PSS staff).	
37	<p>Increase the representation of BAME staff on senior committees:</p> <ul style="list-style-type: none"> • Review of Senate Terms of Reference (ToR) to ensure ethnic diversity of representation. • Annual review of representation of senior committees, identify where there is a lack of diversity and succession plan, shadow accordingly, especially considering profile raising opportunities. • When reviewing and restructuring departmental senior management teams, 	<p>We want our University, faculty and departmental committees to represent diverse perspectives and to offer profile-promoting opportunities for all staff. For student-related committees, committee membership should aim to reflect the student population in terms of ethnicity.</p>	<p>- New ToR for Senate introduced to stipulate BAME representation on Senate, published online.</p> <p>- Review will happen at different times for different committees, in line with the terms of office of current post-holders.</p> <p>- During SMT changes, Executive Deans will remind Heads of</p>	EB Race Equality Champion.	<p>All student-related committees to reflect student population (e.g. min.35% BAME) by 2025.</p> <p>All other committees to have minimum 20% BAME membership by 2025.</p>	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	Heads will scrutinise ethnic diversity in teams and take into account in new appointments.		Departments to consider diversity in next appointments.			
38	<p>Support Black women's career development:</p> <ul style="list-style-type: none"> • Initiative to offer Black women to shadow EB in meetings. • Support for Black women to attend leadership conferences. • Event to showcase and raise profile of our Black women staff. • Intersectional approach to new gender equality campaign, 100 Women@Surrey, to ensure strong ethnic diversity within women celebrated. • Evaluate new initiatives through focus groups. 	<p>Athena Swan and REC reviews have indicated limitation of both charters to bring out progress for Black women in particular.</p> <p>Dedicated meetings were held with Black women within both the REC Steering Group and SEED network to discuss review findings, relevance to Surrey context and identify valuable targeted initiatives. Proposed ideas emerged from these meetings and were approved by the Black women involved.</p>	<p>- Shadowing will take place in Spring 2022.</p> <p>- Several Black women were supported to attend in October 2021.</p> <p>- Spotlights took place in Autumn '21, being repeated in '22.</p> <p>- <i>100 Women@Surrey</i> being launched March 2022, 4 women out of 10 from BAME backgrounds.</p>	EB Race Equality Champion, with support from EDI team.	<p>Increased proportion of Black women staff respond positively to REC survey question 'There are opportunities for me to develop within my role' (from 50% in 2020 to 80% in 2023). Positive qualitative feedback from Black women within SEED and REC SAT. 40% of women celebrated through <i>100 Women@Surrey</i> campaign from BAME backgrounds.</p>	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
39	<p>Continue to monitor and Close pay gaps at all grades for both academic and PSS staff through EDI dashboard.</p> <ul style="list-style-type: none"> • University-wide pay equity review to start in Jan 2022. • Phased closing of gaps through funding made available. • Voluntary publication of ethnicity pay gap online. 	<p>Pay equity review across the University will confirm that the ethnicity pay gap is related to the distribution of staff in levels/roles or inequalities within specific levels. Any pay gaps must be closed.</p>	<p>Pay gap stats to be included in new EDI dashboard planned for Summer 2022.</p> <p>- Pay equity review in 2022 for academic staff and 2023 for PSS staff.</p> <p>- Ethnicity pay gap data online by May 2022.</p>	<p>Head of Reward, with support from Academic Lead for EDI.</p>	<p>No gap at any specific level by ethnicity by 2025.</p>	Staffing & Recruitment
40	<p>Improve the engagement of BAME academic staff with leadership and management courses:</p> <ul style="list-style-type: none"> • Target interventions at underrepresented groups, with reserved places for BAME staff. 	<p>BAME staff do not seem to be accessing development opportunities and we need to understand why, especially as this element does not score highly in appraisal.</p>	<p>Data collection and analysis by September 2022.</p> <p>Interventions to begin January 2023.</p>	<p>Academic Lead for EDI, with input from Faculty HRBPs (appraisal data).</p>	<p>Equal proportions of staff taking up development opportunities across ethnic groups by 2025.</p>	Training & Career Development
41	<p>Improve engagement of BAME PSS staff with training and developmental opportunities:</p> <ul style="list-style-type: none"> • Targeted communication to line managers about need to highlight training opportunities to underrepresented groups 	<p>Data suggest that BAME PSS colleagues do not access training opportunities as often as White colleagues. This could result from lack of relevance of courses, fewer development opportunities being presented by line</p>	<p>Information to be reviewed annually by Learning & Development team.</p>	<p>Chief People Officer.</p>	<p>Equal proportions of BAME and White PSS staff accessing appropriate training and developmental opportunities by 2025.</p>	Training & Career Development

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	(included in line manager training). <ul style="list-style-type: none"> • Work with SEED PSS subgroup to build trust in University's commitment to BAME PSS development and to understand training and developmental needs/preferences, to examine possible tailored options (also see AP44). 	managers, disengagement from roles due to sense of isolation/lack of trust in University valuing their contribution. See AP44 for specific consultation with				
42	Expand the staff mentoring scheme to include a greater number of BAME mentors, this will include continued recruitment via SEED.	To increase the number of BAME colleagues who will act as mentors to support staff who want a mentor who has shared a similar life journey.	In place, ongoing promotion via SEED for BAME mentors.	Learning & Development Manager.	Increase of BAME mentors and an increase in uptake of mentoring by BAME staff (10 to 30) by 2023.	Staffing & Recruitment
43	Recognition of contribution to EDI in academic promotion: <ul style="list-style-type: none"> • Reviewing and revision of promotion process to ensure that work towards EDI is given additional weight within the decision-making process. 	To embed EDI as an integral part of the staff community's responsibility and expectation that everyone must contribute towards EDI progress. Recognises people's contribution and improves promotion opportunities for EDI champions.	December 2022 Promotion review in 2022.	Head of Reward.	Contribution to EDI expected and formally recognised in promotion. HR staff survey responses to University commitment to EDI questions to increase from 79% agree to 90% by 2024.	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
44	<p>Introduce new development opportunities for BAME staff:</p> <ul style="list-style-type: none"> • Bespoke workshops by external specialist for SEED network designed to support early-career academics and professional services staff into leadership roles. • Embed inclusive leadership throughout new 'Surrey Leaders' programme. 	<p>We need to increase training and development opportunities for BAME staff from ethnic minorities, to address low uptake of training and to improve leadership opportunities.</p> <p>Following consultation with the SEED network, new development workshops will be introduced, aiming to prepare BAME staff for first steps into a leadership role (exploring cultural capital, allyship, power and influence, inclusive leadership).</p> <p>L&D team are currently developing a new 'Surrey Leaders' programme for Surrey's senior staff, to equip senior leaders with the people capabilities to enable themselves/their teams to successfully execute their accountabilities.</p>	<p>SEED meeting in Spring/Summer 2022.</p> <p>Annual delivery of the development workshops for SEED network, starting Spring 2022.</p> <p>Annual delivery of 'Surrey Leaders' programme, starting Winter 2022.</p>	Learning & Development Manager.	<p>Increase in positive response to REC staff survey question about development opportunities from BAME staff (from 90% of all BAME groups responded positively in 2020 to 98% in 2023).</p> <p>Increase in BAME staff promotion rates (from 70% to 73%, same as White staff).</p> <p>20% of participants on each cohort of 'Surrey Leaders' programme are from BAME background.</p>	Training & Career Development

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
45	EDI dashboard to be created featuring current, historical and bench-marking EDI-related data, including staff and student demographics, staff recruitment, promotion, student awarding gaps, and staff pay gaps.	To facilitate identification of EDI issues and area of improvement, regular monitoring and communication with EB members through monthly meetings.	To be developed by Summer 2022.	Academic Lead for EDI, EDI team.	Monthly discussion of race equality progress in EB meetings, facilitated by dashboard. Increase in positive response to Staff Survey question about University's commitment to EDI through transparency of data available on dashboard (from 79% to 85% in 2023).	Governance & Data
46	Collect ethnicity data on academic staff and PGR students who complete Surrey Institute of Education (SloE) and Doctoral College courses.	To ensure that academic staff development courses are being equally accessed by all ethnic groups.	Data collection to start in May 2022.	Director of Institute of Education. Director of Doctoral College.	Equal proportions of academic staff taking up development opportunities across ethnic groups.	Training & Career Development
47	Introduce new evaluation and feedback system for all development training courses	To ensure that courses are appropriately evaluated and useful for all staff members.	Review of evaluation in Summer 2022.	Learning & Development Manager.	Have a system that enables training to be easily evaluated.	Training & Career Development

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	across Learning and Development.		New process to be established by end of 2022.			
48	<p>Placement companies to demonstrate/ commit to equality standard:</p> <ul style="list-style-type: none"> • Additional statement added to placement vacancy advertising policy, asserting commitment to EDI and anti-discrimination. 	To ensure that students are not exposed to discrimination while on placement and that placement partners match the University's commitment to EDI.	- We updated placement agreements and vacancy advertising policy in 2022 (no change data yet available).	Chief Student Officer.	<p>All University's placement providers sign University EDI placement provider pledges in agreement.</p> <p>Additional question to be added to REC student survey 2023 to ask about experiences of racism on placement (this will act as baseline). Qualitative feedback from students in 2023 REC focus groups to show lower experience while on placement.</p>	Governance & Data

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
49	<p>Improved processes for reporting racism in placements:</p> <ul style="list-style-type: none"> • Changes made to placement incident reporting protocol to include racism as example of type of incident to report. • Introduction of EDI feedback form for students reporting issues on placement. 	<p>REC focus group findings highlighted students' experiences of racism during placement.</p> <p>Additional process needed to facilitate reporting.</p>	<p>- We updated incident reporting protocols and shared with Directors of Employability in early 2022 (no change data yet available).</p> <p>- Form to be introduced by end of 2022.</p>	Chief Student Officer.	<p>Examples of new protocol for reporting being used.</p> <p>Improved student satisfaction with handling of reports (no current data, baseline data from '22/23, improved satisfaction by 2024).</p>	Governance & Data
50	<p>Increase understanding of academic staff appraisal ratings:</p> <ul style="list-style-type: none"> • Communicate MEQ analysis to Heads of Department to ensure inherent racial bias in MEQ scores is understood and therefore MEQs are used appropriately to inform and support staff. • Ongoing monitoring of appraisal ratings by ethnicity. 	<p>Given external and internal (trends, not statistically significant) evidence that demonstrates racial bias within MEQ ratings, MEQs must be used with caution.</p>	<p>Analyse appraisal and promotion data annually, starting in January 2022.</p>	Executive Deans with input from HRBPs.	<p>Maintain equal levels of confidence in appraisal across ethnic groups (in 2020, REC staff survey 95% of BAME and 94% of White staff positive) until resubmission in 2027.</p>	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	<ul style="list-style-type: none"> • Discuss at Faculty EDI Committees and devise appropriate interventions. • Report back to staff and SEED network to increase confidence in the fairness of the process. 					
51	<p>Increase knowledge of and confidence in fairness of the academic promotion process:</p> <ul style="list-style-type: none"> • Collect and analyse data relating to time between promotions. • Ensure that one member of the promotion panel is charged with monitoring unconscious bias. • Ongoing monitoring of appraisal ratings and promotion rates by ethnicity. • As well as explaining the processes and expectations around promotion, incorporate the statistics relating to promotion outcomes in discussions in Faculty EDI committees. 	<p>While REC survey data on perceptions of promotions didn't vary by ethnicity, focus group data indicated concerns from BAME ECRs about fairness of promotion process.</p>	<p>First full set of data will be available in August 2022.</p> <p>Other processes will take place in 2022/23 and will continue annually in line with the academic promotion cycle.</p>	<p>Faculty HRBPs.</p> <p>Faculty Executive Deans to give feedback to unsuccessful applicants for non-professorial posts.</p> <p>Provost to deliver feedback to unsuccessful applicants for professorial posts (where possible and appropriate).</p>	<p>No race/gender differences in the response to questions in the REC staff survey relating to promotion (for 2020, 61% of BAME and 62% of White staff responded positively) until resubmission in 2027.</p> <p>Equal rates of promotion across ethnic groups (in 2020/21, BAME and White promotion rates were 64% and 76% respectively)</p>	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	<ul style="list-style-type: none"> Ensure that unsuccessful applicants continue to be offered face-to-face feedback that acknowledges their strengths and gives clear indications of what is required for them to be successful. 				until resubmission in 2027.	
52	<p>Monitor demographics of University staff participating in internal events/promotional activities.</p> <ul style="list-style-type: none"> Internal Comms teams to provide annual University-level audit on events/promotional activities. Faculty EDI committees to provide faculty-level audits (action to be included in action plans). 	It is important to confirm that there is no racial bias in the selection of individuals to represent the University.	Information to be reviewed annually by EDI team (University level data from Comms teams) at Faculty EDI Committees.	<p>Head of Internal Communications (University audit).</p> <p>Chairs of Faculty EDI Committees (faculty audit).</p>	<p>No racial bias in the selection of individuals to represent the University.</p> <p>Where racial bias is identified, this gap will be closed in following year.</p>	Staffing & Recruitment
53	<p>Increase ringfenced funding opportunities for BAME students:</p> <ul style="list-style-type: none"> Cowrie Scholarship Foundation (Black British undergraduate students) 	Increase representation of and financial support for BAME students, especially in areas where there is under-representation.	<p>Annual review of all targeted provision planned in Autumn.</p> <p>- First cohort of Cowrie Scholars September 2022.</p>	Chief Student Officer (and WP&O team).	Increased number of ringfenced funding schemes for BAME students (currently 10). By 2027, we will look to increase full	Recruitment – (Students)

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	<p>from disadvantaged backgrounds).</p> <ul style="list-style-type: none"> • Santander Diversity Award (Black Undergraduate student in Yr 1 of study). • Shine Scholarships for Black British postgraduate students (stipend for 3.5 years). • Asylum Seeker Bursary (partial tuition fee waiver that covers the difference between home & overseas fees). • Professional Training Year (PTY) Bursary (£5000, prioritised for BAME students). • Global Engagement Award (variable funding for short term placements, BAME students prioritised). • AIR Diversity Scholarship for Tonmeister BAME undergraduate student (£10k per year). • Paramedic Scholarship (Black undergraduate students in Yr 1 of study). 		<ul style="list-style-type: none"> - First cohort of Santander recipients September 2021. - First cohort of <i>Shine Scholar</i> recipients January 2022. - Asylum Seeker bursary underway. - PTY Bursary underway. - GE award underway. - First AIR Diversity student September 2021. - First Paramedic student September 2021. 		<p>funding schemes from 2 to 20 by 2027.</p>	

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	<ul style="list-style-type: none"> Other general Access and Participation target programmes (BAME students eligible). 		- Ongoing.			
54	Marketing campaign (including via social media) targeted at areas in South-East with high proportion of Black communities to increase Surrey's visibility as a potential University destination.	<p>Recruitment of Black students has plateaued and is below sector average.</p> <p>Marketing in areas with high proportion of Black communities could increase Surrey's visibility as a potential University destination to Black students.</p>	By September 2022.	Head of Marketing.	Increase in proportion of Black students (from 6% to 8% in line with sector average by 2025).	Events, Marketing & Communication
55	Introduction of essential student eLearning module on <i>Zero Tolerance to Hate</i> , being developed in collaboration with Advance HE.	<p>To build understanding of EDI and race equity across our student community.</p> <p>To reduce experiences of racism on campus.</p>	Launch in Spring 2022.	Head of Student Experience.	50% of new students to complete training within first six months of course. Reduction in BAME students reporting experiences of racism on campus in REC student survey (from 48% to 30% by 2023, to 15% by 2026).	Training & Career Development

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
56	<p>Improve inclusive teaching provision for taught students:</p> <ul style="list-style-type: none"> • Decolonising curriculum (training and implementation through Curriculum Design Review (CDR)) – co-design with students. • Introduction of an Academic Developer, Inclusive Education, to support . • Introduce annual audit through curriculum design review of staff awareness relating to inclusive education provision. • Searchable library database to support diverse reading lists. • Establishing anonymous marking for all summative assessment. • Assessment workshop session on assessment brief (all modules). • Student self-evaluation prior to submission. 	<p>To close the awarding gaps between students and improve BAME students' sense of belonging.</p> <p>'Decolonising Surrey' underway – collaborative student-staff partnership project between SU, SloE, EDI, Doctoral College to include student voice and produce co-ordinated approach to decolonising curricula, working together to share good practice and provoke wider change.</p>	<p>These actions are already underway.</p> <p>- 'Decolonising Surrey' underway. Deadline of Aug 2023 for widespread curriculum review/redesign.</p> <p>- Academic Developer started in July 2022.</p> <p>- Audit to be introduced in 2022/23.</p> <p>- Library database completed.</p> <p>- Implemented by August 2022.</p> <p>- Deadline of August 2022 for assessment workshop, student self-evaluation and formative assessment.</p>	<p>PVC, Education.</p> <p>Associate Deans for Education.</p>	<p>All module leads to demonstrate to DLTs that race/ethnicity is explicitly considered in course design.</p> <p>Increase in teaching staff awareness of awarding gaps and their contribution in closing gap (introduction of questions through CDR audit, 2023 data to be used as baseline). Introduction of KPIs for module teams to reduce Black-White awarding gap at module level to 6% by 2025 (module baselines to be determined).</p>	Student Progression & Pipeline

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	<ul style="list-style-type: none"> • Formative assessment/activities in preparation for summative assessment (all modules). • Tailored student support based on learning analytics. 		- Learning analytics platform being introduced in 2022/3.		<p>Improved sense of belonging among BAME students (improved NSS overall satisfaction for BAME students to within 5% of White students).</p> <p>Question to be added to 2023 REC student survey about perceptions of inclusive education (2023 scores to act as baseline measure).</p>	
57	<p>Investigate BAME awarding gap data:</p> <ul style="list-style-type: none"> • Ongoing longitudinal quantitative analyses with data at individual-, modular-, departmental- and institutional-level, taking an intersectional approach. • Module-level awarding gap data to be incorporated on 	<p>We have shown considerable reductions in our awarding gaps in recent years and improvements in overall satisfaction (NSS), yet most recent data show small increase in Black-White awarding gap again.</p> <p>An interdisciplinary working group (involving academic colleagues, EDI,</p>	<p>Working group has met bi-monthly since early 2020, analyses are underway.</p> <p>Awarding gaps identified annually; analyses ongoing to identify more complete explanations and develop relevant interventions.</p>	PVC, Education.	<p>Reduction in the Black-White awarding gap to 6% by 2025 (currently Black-White gap is 17%).</p> <p>NSS – overall satisfaction scores from Black students within 5% of the average for every</p>	Student Progression & Pipeline

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	<p>dashboards for academic community.</p> <ul style="list-style-type: none"> • University-wide information gathering activities to understand recent changes in curriculum delivery (during Covid) that could explain changes in departmental awarding gaps. • Correlations investigated between satisfaction scores (NSS) by ethnicity and awarding gaps. • Regular qualitative data collection planned to enhance quantitative data (including Black alumni). • Working with other institutions to learn from others' findings. • Share best inclusive education practice across departments via Faculty Teaching and Learning Committees for local implementation. 	<p>Student Experience, Strategic Planning, EB, SU) was set up in 2020 to provide expert statistical input in our annual awarding gap analyses. Our recent data analyses reiterated the importance of intersectionality (differences between improvements in Black female and male outcomes). Intersectionality will be quantitatively examined in more detail through regression interactions and stratified analyses where possible.</p> <p>In line with rest of sector, reasons for changes in awarding gaps remain not fully understood (Patel, 2022, on behalf of UUK re: improvements in #closingthegap work), and our efforts must be ongoing. Our introduction of learning analytics</p>	<p>Faculty EDI Committees to review data annually and share with relevant departments to raise awareness and develop interventions.</p>		<p>question (in 2022, 80% and 87% satisfaction among Black and White students, respectively).</p> <p>(Here we focus on our most significant awarding gap, however we will continue examination/ monitoring of all awarding gaps, disaggregated by ethnicity and assessing intersectionality with other characteristics).</p>	

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
		system (AP56) will provide engagement data to include our multilevel models. It is essential that we understand what is driving fluctuations to be able to establish long-term positive changes.				
58	Introduce a formal mechanism as part of the Curriculum Design Review for ensuring that race/ethnicity considerations have been appropriately incorporated in the teaching and learning strategy.	This will close the loop between the University's expectations and local practice.	This will begin to take effect for programmes running from 2022 onwards and will take five years to implement in full, due to the quinquennial review process.	PVC, Education.	<p>All module leads to demonstrate to DLTs that race/ethnicity is explicitly considered in course design.</p> <p>Increase in awareness of teaching staff of awarding gaps and their role in closing gap (introduction of questions in REC staff survey for teaching staff about adoption of inclusive education, 2023 data to be used as baseline).</p>	Student Progression & Pipeline

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
					<p>Introduction of KPIs for module teams to reduce Black-White awarding gap at module level to 6% by 2025 (module baselines to be determined).</p> <p>Institutional reduction in Black-White awarding gap to 6% by 2025 (currently 17%).</p> <p>Question to be added to 2023 REC student survey about inclusive education (2023 scores to act as baseline measure).</p> <p>Improved sense of belonging among BAME students (improved NSS overall satisfaction)</p>	

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme	
					for BAME students to within 5% of White students).		
59	Develop online materials to support teaching staff in developing inclusive teaching practice and to include a consideration of a broad range of equality and diversity issues, including race/ethnicity in their teaching.	This will provide staff with the confidence and competence to deal with race/ethnicity considerations in their teaching.	Material being developed to be published online by Spring 2022. Enhance provision in Graduate Certificate in Learning and Teaching starting Sept 2022 then roll-out to experienced staff throughout 2022/23.	PVC, Education.	In the next REC staff survey, less than 10% of staff disagree with the statement 'I am confident and feel competent at facilitating discussions around race/ethnicity with students'.	Student Progression & Pipeline	
60	Run workshops with academic staff to allow to raise issues and increase their confidence in discussing race and ethnicity and with students to ensure the student voice is embedded. <ul style="list-style-type: none"> • Introduce new question into REC staff survey to understand staff confidence in managing discussions of race. 	This will provide academic staff with the confidence and competence to discuss with race/ethnicity. It will parallel provision relating to other protected characteristics, such as 'Building Disability Confidence'.	Being delivered across departments/faculties. FHMS completed. All faculties to have run workshops by end of August 2022.	PVC, Education supported by Associate Deans for Education.	In the next REC staff survey, less than 20% of staff disagree with the statement 'I am confident and feel competent at facilitating discussions around race/ethnicity with students' (2023 data to be used a baseline).	Training & Career Development	Student Progression & Pipeline

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
61	Continually review scheduling of exams deadlines on an annual basis to ensure that faith and cultural concerns are taken into consideration.	Aim to make the exam timetables as accommodating and inclusive as possible.	Annual review to take place every Autumn.	Chief Student Officer, with support from Dean of Religious Life & Belief.	No timetabling clashes with faith events.	Student Progression & Pipeline
62	Create a student peer mentoring scheme, targeted at our BAME students.	Feedback from students has focused on the lack of 'like-minded' mentoring.	Set up by August 2022.	Chief Student Officer.	Scheme set up. Positive feedback from BAME students involved through scheme evaluation.	Student Progression & Pipeline
63	Introduction of a University award celebrating Black students' academic performance.	This was highlighted by the Students' Union as a project to counter-balance awarding gaps.	Award set up. First recipients will be awarded in Summer 2022.	Chief Student Officer.	Awards become part of the annual award round. Positive feedback from recipients about impact of award.	Student Progression & Pipeline
64	Awareness-raising initiatives for staff regarding the BAME awarding gap by: <ul style="list-style-type: none"> • Roadshows to present Access & Participation Plan and BAME Awarding Gap action plan to faculty colleagues. • Creation of a dashboard to improve monitoring of BAME awarding gaps by 	To improve understanding of awarding gaps and drive investment and personal responsibility of staff to close the BAME Awarding Gap and provide inclusive education.	- Roadshows completed. - Awarding gap dashboard completed (needs disaggregation)	PVC, Education. Vice-President, Strategy, Planning and Performance.	Reduction in the BAME awarding gaps, in particular Black-White to 6% by 2025 (currently 17%) (statistics disaggregated by ethnicity, gender and department for greater	Student Progression & Pipeline

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	module/department/faculty (including disaggregation of BAME groups).		of data at course/module level to be achieved by 2023). - Ongoing monitoring of impact on staff awareness.		understanding of areas of improvement and challenge). Increase in awareness of teaching staff of awarding gaps and their role in closing gap (introduction of questions in REC staff survey for teaching staff about adoption of inclusive education, 2023 data to be used as baseline).	
65	Appropriate EB KPI on BAME Awarding Gap with specific KPI for relevant leadership.	To build investment in race equality work from Executive Board.	KPI for awarding gap introduced for PVC, Education.	PVC, Education.	Creation of KPI for EB members related to closing awarding gap. Achievement of KPI, reduction in Black-White awarding gap to 6% by 2025 (currently 17%).	Student Progression & Pipeline

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme	
66	Re-prioritise school outreach activities to include focus on schools with higher BAME representation.	To increase the pipeline of BAME students in to undergraduate courses at Surrey.	By August 2022.	Head of WP&O.	Increase in the number of schools being accessed/ visited by WP&O team with a higher BAME population (from 4 in 2022 to 10 by 2024).	Recruitment (Student)	Student Progression & Pipeline
67	Re-establish liaison group with Surrey police about management of race-related incidents, include student consultation.	This has proved to be a useful way of sharing information, primarily about possible tensions in the local communities, but also more generally about race issues in both institutions.	Every six months throughout the duration of the action plan.	Head of Security.	Meetings to take place on a regular basis. Positive feedback from students via specific focus groups by 2025.	Community Liaison	
68	Run focus groups for Black British PGT students to understand: <ul style="list-style-type: none"> • Motivation for PGT study, relative to PGR. • Experiences as well represented Black student group, relative to PGR students. • Understand barriers to PGR for Black British students. 	Higher levels of representation of Black British students in PGT, compared with UG and PGR, presents opportunities to learn from our PGT students and translate areas of good practice onto other student groups.	Planned for November 2023.	PVC, Education. Academic Lead for EDI.	Run well-attended focus groups with Black PGT students to gain better understanding of PGR obstacles. PTES – BAME students' overall satisfaction scores are within 5% of the average for every question	Governance & Data	

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme	
					(84% and 87% satisfaction for Black and White students on PTES in 2021) until resubmission in 2027.		
69	<p>Recruitment and support of BAME PGR students:</p> <ul style="list-style-type: none"> • Broader/targeted PGR student recruitment advertisement to diverse audiences on social media and other appropriate channels. • Peer mentoring scheme for BAME PGR students and Early Career Researchers from BAME researchers. • Set up race/ethnicity research network. • Develop consistent approach to PhD student recruitment to reduce potential bias. • Introduce ringfenced 3.5 year PhD studentships (see Shine Scholarships, AP35). 	To improve pipeline of Black British students into postgraduate research and improve experiences of BAME PGR students (current data indicates that academic outcomes match those of White students).	<p>By August 2022 (underway).</p> <p><i>Shine Scholarships</i> have been introduced for Black British students (supporting most under-represented group), including 3.5 year funding and improved support.</p>	Director of Doctoral College, with support from Marketing team.	<p>Increased proportion of Black British PGR students (1.5% in 2022, to 5% in 2025).</p> <p>Increased sense of belonging among BAME PGR students in next REC survey (too few completed in 2021 to have a baseline, 2023 will form baseline).</p>	Recruitment (Students)	Student Progression & Pipeline