Race Equality Charter Application Form

Name of institution: **University of Surrey**

Level of award application: **Bronze**

Main contact for the application and contact details:

Dr Emily Williams, Academic Lead for Equality, Diversity and Inclusion

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This application form is accurate for the purpose of applications made after:
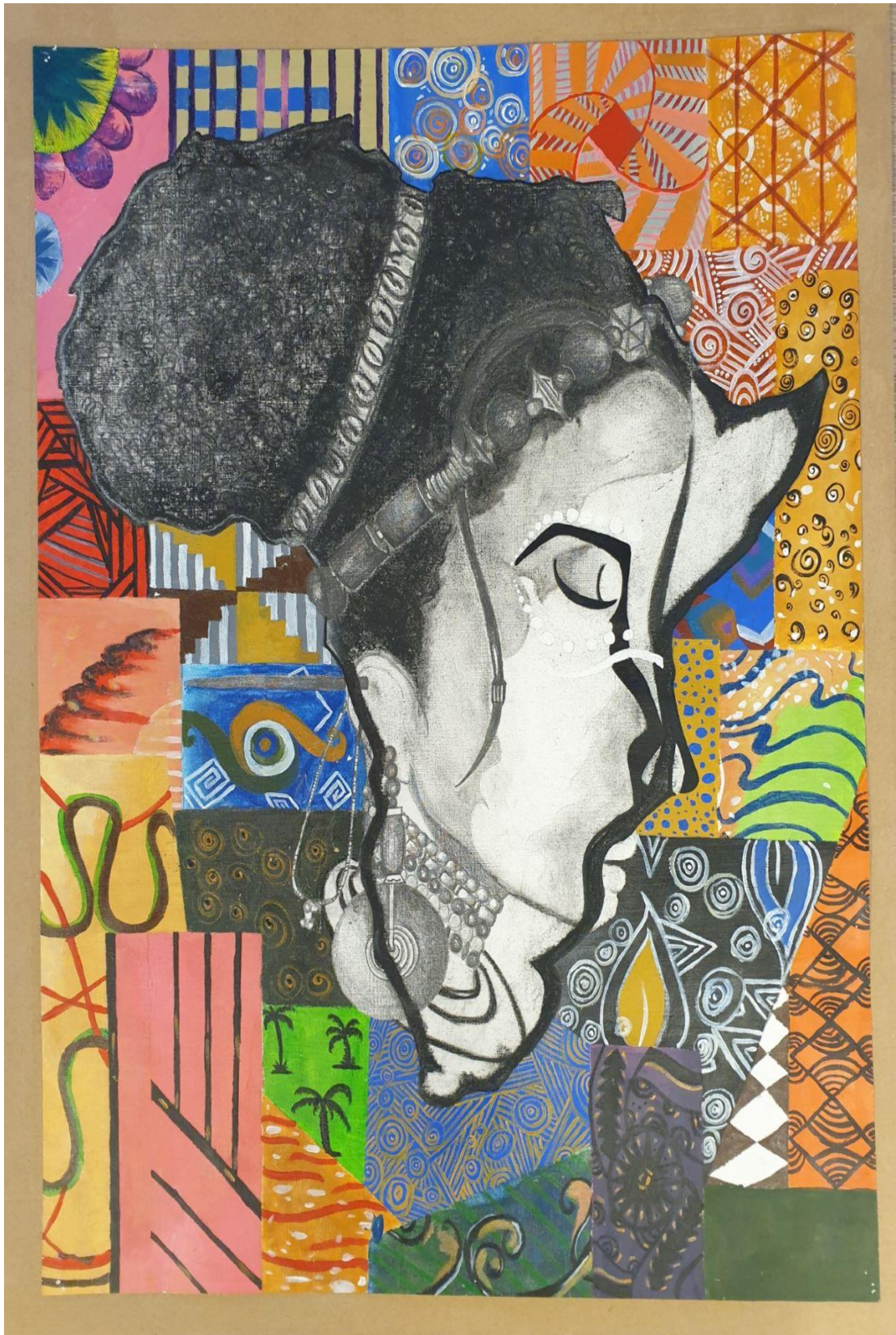
20 January 2016

Figure 1: 'The Pride of Heritage', permanent anti-racism artwork laid on campus (designed by Surrey student, Adaugo Yvonne Okenwa, 2020)

GLOSSARY OF TERMS	
APP	Access and Participation Plan
BAME	Black, Asian and Minority Ethnic
BLM	Black Lives Matter
CPD	Continuing professional Development
CWB	Centre for Wellbeing
EB	Executive Board
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
FASS	Faculty of Arts and Social Sciences
FEPS	Faculty of Engineering and Physical Sciences
FHMS	Faculty of Health and Medical Sciences
GRTSB	Gypsy, Roma, Traveller, Showpeople and Boaters
GSA	Guildford School of Acting
HE	Higher Education
HEON	Higher Education Outreach Network
HR	Human Resources
HRBP	Human Resources Business Partner
IT	Implementation Team
L&D	Learning and Development
LGBTQIA+	Lesbian, Gay, Bisexual, Trans, Queer, Intersex, Asexual +
MEQ	Module Evaluation Questionnaire
MHFA	Mental Health First Aider
NSS	National Student Survey
OfS	Office for Students
PALS	Peer Assisted Learning Scheme
PGR	Postgraduate Research
PGT	Postgraduate Taught
PP	Percentage point
PRES	Postgraduate Research Experience Survey
PSS	Professional Services and Support
PTES	Postgraduate Taught Experience Survey
PTY	Professional Training Year
PVC	Pro-Vice Chancellor
REC	Race Equality Charter
REF	Research Evaluation Framework
RLBC	Religious Life and Belief Centre
SAT	Self-Assessment Team
SCD	Sickle Cell Disease
SEED	Surrey Embracing Ethnic Diversity
SII-DUFE	Surrey International Institute-Dongbei University of Finance and Economics
SIoE	Surrey Institute of Education
SMEF	Surrey Minority Ethnic Forum
SMT	Senior Management Team

SU	Students' Union
UCAS	Universities and Colleges Admission Service
UG	Undergraduate
UUK	Universities UK
VC	Vice Chancellor
VP	Vice President
WP&O	Widening Participation and Outreach

Table 1: Abbreviations and acronyms used in submission

Section	Word count
1	483
2	1169
3	2398
4	3328
5	2445
6	990
7	3632
8	491
9	284
Total	15,220 14,000 + 750 for Covid + 750 Black Lives Matter discussions

Table 2: Word count

Notes for the panel

Terminology – We have used 'BAME' as an abbreviation for 'Black, Asian and minority ethnic' in line with Advance HE's use of terminology and for brevity. We understand the societal and institutional concerns with this label and its abbreviation/acronym, and the unhelpful pooling of numerous heterogeneous ethnic groups that perpetuates false essentialism (Modood, 1994) and masks the richness of people's identities and culture. The REC SAT have worked with our community to understand their preferences. From REC student and staff data, ~33% of staff and ~23% of student respondents from minority backgrounds reported not liking the abbreviation/acronym (50% and 60% "did not mind" respectively, 17% of student and staff groups were happy with the terms). The preference was for 'Black, Asian and minority ethnic' to be said or spelt out in full, thus this is the terminology used across the University in all communications, where possible. Our BAME staff network named themselves, *Surrey Embracing Ethnic Diversity* (SEED network), rejecting 'BAME' (Section 2c).

Data – We have adopted a pragmatic approach to data presented in this submission. For this submission, we have pooled all minority ethnic groups into the BAME category in our analyses where appropriate, and have disaggregated into ethnic groups where possible/ needed to understand the data better. Due to word limits, we have not presented all our data, analysis, narrative and reflections by faculty/directorate but are confident that the data included provides enough to present an honest reflection of our position. A proportion of our action points apply to students and staff, Professional Services and Support (PSS) and academics. We have cross-referenced action points/sections were relevant to avoid repetition.

Approach – While disappointing, our failure to be awarded a bronze REC award in 2018 was an essential wake-up call for Surrey. Under the leadership of PVC Education, Professor Osama Khan, Surrey launched a new approach to race equality, with greater passion, honesty, transparency and challenge. Our REC Steering Committee agreed with the shortfalls identified by the REC Assessment Panel in 2018 and have worked hard to address our key areas of concern. **We have ongoing, significant challenges in parts of the University in the form of persistent lack of understanding of the impact and pervasiveness of racism, the structural origins of awarding gaps and the need for positive action within recruitment. These are stubborn issues that should not be understated.** We are observing slow changes in culture, and we hope that the REC action plan will drive these changes faster and with even more urgency.

Our race equality approach and this document rejects the deficit model, and where possible, we have developed actions that focus on addressing structural inequalities within Surrey that systematically disadvantage BAME students and staff. Delivery of these action points will take an intersectional approach, introducing flexibility according to targeted groups and initiatives according to our understanding of the intersectional data available. We are committed to implementing the action points in this plan irrespective of the outcome of this submission.

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1 Letter of endorsement from vice-chancellor/principal

Please provide a letter written by the vice-chancellor (or equivalent). The letter should include:

= why the head of the institution supports the application

= details of the issues senior management believe exist for minority ethnic staff and students within the institution

= details of how race equality is being advanced by the senior management team, council and senate (or equivalent) and regularity with which it is discussed

= how the senior management team, council and senate ensure race equality is embedded within the decisions they take

= details of any allocated additional and ringfenced resources for this work

From the Vice-Chancellor

Professor G Q Max Lu AO DL
FREng FAA FTSE FIChemE
FRSC FCAS FNAI
President & Vice-Chancellor

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Dr Arun Verma
Head of Race Equality Charter
Advance HE
First Floor, Napier House
24 High Holborn
London   WC1V 6AZ

25 July 2022

Dear Dr Verma

I offer my strong support for this Race Equality Charter submission and action plan. As a Vice-Chancellor from a BAME background, I am a passionate believer in the importance of racial equality. I personally applaud and support the many initiatives in the plan and will have ultimate responsibility for its delivery. This has been a pan-University effort and I am grateful to those colleagues who have spent so much time collecting data and preparing the submission.

We have been prioritising our race equality work for a number of years. I am encouraged by the successful implementation of some very positive initiatives, and we have observed a change in culture that prioritises race equality and I am confident that we will start to see improvements in our data soon to reflect this.

The REC action plan proposed here complements and builds on our existing institutional *Race Equality and BAME Awarding gap action plan*, a programme of institution-wide initiatives introduced in 2020 that aimed to create a step change in the experiences and outcomes of Surrey's staff and students from Black, Asian and minority ethnic backgrounds. We are extremely proud of this plan (co-designed with students and staff networks), its progress so far and how it has been embraced by our community. We are confident the same will be true of our REC action plan.

Of particular note, our introduction of *Surrey Embracing Ethnic Diversity* (SEED) network, for staff and PGR students identifying as Black, Asian and minority ethnic, is a valuable source of support to members and they are important 'agitators for change' to ensure we remain committed to our progress. Through collaboration with Advance HE, we have recently developed a bespoke race equity course built on experiences of staff and students at Surrey. This is an essential piece of staff training that is upskilling our population in race literacy and anti-racism.

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At Surrey, we understand that improving race equality is not an easy task and we don't underestimate the challenges to make significant progress ahead. We have proposed an ambitious programme of work to which we are thoroughly committed and have resourced appropriately.

In the development of this plan, we are committing £4.2million in cash and in-kind investment to the delivery of this action plan, through substantial staff allocation and project costs. Working with the REC Chair, I have developed actions within the Plan that enhance its monitoring and accountability for senior colleagues and ensure the further development of our senior team in race literacy and anti-racism. In my oversight of the implementation of the full action plan, I have introduced monthly discussion of our EDI portfolio (including race equality) in our Executive Board meetings facilitated by KPIs relating the REC being included on our new EDI dashboard, as well as detailed six monthly full review of our action plan progress. I have also requested that a review of the REC progression is provided annually to Council. These reporting activities will greatly enhance our ability to monitor and maintain progress and I look forward to engaging in these conversations.

I will be closely monitoring the University's progress and prioritisation given to action points in a few key areas. These include closing of awarding gaps, improving staff and students' sense of belonging, increased diversity in the staff body for academic and professional services, and a reduction in experiences of racism for staff and students. Our Pro-Vice-Chancellor Executive Deans will be responsible for lowering their respective awarding gaps within their faculties, and I am expecting our Professional Services leaders to take responsibility for improving staff diversity and reducing experiences of racism within their teams. This demonstrates our considerable commitment to ensuring that this project is successful and sustainable, becoming our 'business as usual' in the future.

Finally, I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the University. The submission has my full support and personal commitment to deliver the proposed actions.

Yours sincerely

Professor G Q Max Lu AO DL
President and Vice-Chancellor

2 The self-assessment process

2a Description of the self-assessment team

The description of the self-assessment team (SAT) should include:

=   team members, their role within the institution and the SAT, their faculty/department, grade and ethnicity

=   Profile, photographs, role, relevant experience

Section 2 Summary
• Committed, passionate SAT and Steering Group, representing diversity in many ways.
• New approach since 2019, transparency, honesty and anti-racism prioritised.
• Institutional Race Equality Action Plan introduced in 2020, 89% completed.
• Huge progress in raising awareness of race equality, through activity across many departments/in collaboration with SU.
• Challenge to embed race equality as a priority across institution.
• Clear need to gain trust of BAME staff and students.

| Professional Services and Support (Central Services) |
| Faculty of Arts and Social Sciences |
| Faculty of Health and Medical Sciences |
| Faculty of Engineering and Physical Sciences |

Table 2.1: Steering Group and Self-Assessment Team members.		
NAME, SELF-IDENTIFIED ETHNICITY	**UNIVERSITY JOB TITLE**	**REC RESPONSIBILITY**
Osama Khan Ethnicity: Bangladeshi	Pro-Vice Chancellor Education Executive Board Lead for Race Equality	Steering Group & SAT Chair Teaching and Learning Working Group
Maria Adams Ethnicity: Mixed Race	Lecturer in Criminology, Department of Sociology (FASS)	Steering Group Member* Academic Staff Working Group
Catherine Batson Ethnicity: White British	Faculty Engagement Manager, Library and Learning Support	Self-Assessment Team
Alfred Thumser Ethnicity: White, non-British	Principal Teaching Fellow, School of Biosciences & Medicine (FHMS)	Steering Group Member* Teaching and Learning Working Group
Nathanial Nelson-Williams Ethnicity: Black British	Vice President Community, Students' Union Volunteered	Self-Assessment Team Teaching and Learning Working Group

	Name & Ethnicity	Role	Group Membership
	Theo Donnelly Ethnicity: White British	Former Vice President Voice, Students' Union Nominated due to role	Steering Group Member* Teaching and Learning Working Group
	Lizzie Rodulson Ethnicity: White British	Former President, Students' Union Nominated due to role	Teaching & Learning Working Group Student Pipeline Working Group
	Lucy Evans Ethnicity: White British	Chief Student Officer	Self-Assessment Team
	Anita Eves Ethnicity: White British	Professor of Hospitality Management, Head of Department of Hospitality, Director of Teaching and Learning (FASS)	Steering Group Member* Teaching & Learning Working Group
	Yang Gao Ethnicity: Chinese	Associate Dean International, Professor of Space Autonomous Systems (FEPS)	Staff Profile
	Kaya Holder Ethnicity: Black British Caribbean	Digital Productivity Analyst IT	Steering Group Member* Student Pipeline Working Group Lead
	Michael Hassell Ethnicity: White British	Equality, Diversity and Inclusion Advisor (Charters Coordinator) (1.0FTE to support EDI work)	Steering Group Member* Teaching and Learning Working Group
	Giovanni Mirouh Ethnicity: White	Senior Postdoctoral Research Fellow, Physics (FEPS) Chair of EDI Working Group – ECR Forum	Steering Group Member* Student Pipeline Working Group

Prashant Kumar Ethnicity: Indian British	Associate Dean International, Professor in Air Quality & Health, Dept. Civil & Environmental Engineering (FEPS)	Self-Assessment Team
Alice McLaren Ethnicity: White British	Head of Student Experience	Steering Group Member* Student Pipeline Working Group
Lisa Taylor Ethnicity: White British	Communications Coordinator Nominated due to role	Communications
Ann-Marie Agyeman Ethnicity: Black African	International Officer, Student Recruitment	Steering Group Member (until Jan 2020)
Ihinosen Ovbude Ethnicity: Black African	Teaching Fellow, School of Health Sciences (FHMS)	Teaching and Learning Working Group
Serge McQuillen Ethnicity: Indian	Faculty Estates Manager (FASS)	Steering Group Member* Academic Staff Working Group
Saniyah Testa Ethnicity: British Asian	Director, Research and Innovation Services	Self-Assessment Team Professional and Support Working Group Staff Working Group

	Name / Ethnicity	Role	Working Group
	Emily Williams Ethnicity: White British	Academic Lead for Equality, Diversity and Inclusion (0.8FTE to work on EDI) Reader in Health Inequalities, School of Health Sciences (FHMS) (0.2FTE)	Liaison across all working groups
	Charlene Abdul Ethnicity: Black African	MBA, Postgraduate Student	Steering Group Member* Student Pipeline Working Group Teaching and Learning Working Group
	Ruth Alafiatayo Ethnicity: Black African/British	Research Fellow, School of Veterinary Medicine (FHMS)	Self-Assessment Team
This member requested not to have a photo	Neelam Wright Ethnicity: British Asian	Researcher Development Training Officer, EDI Lead Doctoral College (0.2FTE within workload)	Steering Group Member* Student Pipeline Working Group Teaching and Learning Working Group
	Neerja Muncaster Ethnicity: Indian	Veterinary Clinical Teaching Fellow, School of Veterinary Medicine (FHMS)	Steering Group Member* Teaching and Learning Working Group
	Neesha Oozageer Gunowa Ethnicity: Mauritian	Teaching Fellow, Pathway Lead in Community Nursing, School of Health Sciences (FHMS)	Self-Assessment Team Teaching and Learning Working Group

	Sumeetra Ramakrishnan Ethnicity: Indian	Senior Teaching Fellow, School of Hospitality and Tourism Management (FASS)	Steering Group Member* Academic Staff Working Group
	Steve Allen Ethnicity: White British	Employment and Student Matters Lawyer	Steering Group Member* Staff Profile Working Group
	Jocelyn Chandler-Hawkins Ethnicity: Black (British) Caribbean	Race Equality Advisor (0.4FTE dedicated to EDI) Research & Innovation, Web & Communications Officer	Steering Group Member* SEED community development, marketing and communications support
	Nisha Deenoo Ethnicity: Other Indian background	People Analyst, HR (0.4FTE dedicated to EDI) Nominated due to role	Data provision and all data related work

*Table 3: Steering Group and Self-Assessment Team (SAT) members. *Steering Group members given 50 hours in workload allocation. All members volunteered except where profiles note nomination due to type of role held.*

Note: When this information is contained in a table (maximum 30 words about each team member) it will not be included in the word count.

= how people were nominated or volunteered for the role and how any time involved in being a member of the team is included in any workload allocation or equivalent

= how each faculty and relevant central departments are involved and included

2b The self-assessment process

While disappointed after our lack of 2018 REC success, we agreed with the feedback received and since then, we have focussed intently on our race equality agenda and have developed an institution-wide approach to create sustained and significant change towards an inclusive culture that embraces everyone. Figure 2 charts our self-assessment process and timeline on our Steering Group and SAT establishment.

Senior involvement in self-assessment process
The Steering Group was a core group of staff and students with greater responsibility for delivery of the self-assessment process and submission. This was chaired by the PVC Education (EB member) and supported by the Academic Lead for EDI. The ultimate responsibility for delivery of the submission lay with PVC Education and his commitment to this agenda is unfaltering.
The SAT, our larger group, included the Steering Group members as well as additional members, including the Chief Student Officer (an EB member) and a number of senior academics and Heads of Departments (Academic and Professional Services).

TIMELINE FOR RACE EQUALITY CHARTER ACTIONS

2018
Unsuccessful REC application, catalyst to double efforts towards race equality

2019
Prof Osama Khan's appointed Pro Vice-Chancellor, Education marking critical juncture in approach to promoting EDI. Under his leadership, a strategic decision was taken by the Executive Board to prioritise our race equality agenda.

OCT 2019
Students' Union VP Voice launched student consultation project, 'BAME student experiences at Surrey', included recommendations on improving experiences

OCT 2019
Academic Lead EDI was funded to attend Advance HE'S 'Leading Race Equality in HE' training programme to support her leadership

DEC 2019
Team building morning for SAT members, with Advance HE's Head of the REC and colleague to share REC best practice

DEC 2019
University-wide team convened, including REC and SEED network members, EB members and SU President, to develop Race Equality and BAME Awarding Gap Action Plan (incorporating SU's report recommendations, as well as targets tailored to the Surrey context and action points based on sector best practice (from the #closingthegap report)).

JAN 2020
Chair of the REC SAT, PVC Education, posted intranet appeal for SAT members

FEB 2020
'In Conversation' University-wide event between VC, PVC Education and SU VP Voice about awarding gaps.

JUN 2020
Anti-racism staff and student safe space groups set up for Black and BAME community

Surrey
Embracing
Ethnic
Diversity
SURREY

JULY 2020
SEED network established and members invited to join SAT

SEPT 2020
Diverse REC SAT (Table 1), with representatives from all faculties and career stages, professional and support staff (PSS), academics, and student and SU representatives

OCT 2020
REC Steering Group formed to provide strategic overview to the broader race equality and specific REC work conducted (intersectionality considered in SAT and Steering Group), with diverse faith, gender, and LGBTQI+ representation

OCT 2020
Submission, SAT and Steering Group meetings have been monthly

OCT 2020
Action plan approved by EB and Council, action plan launched and published online (with deadlines for full transparency on progress).89% of the 68 action points are in progress or completed

NOV 2020
SAT split into working groups (according to member preferences) with six-weekly meetings to focus on submission sections and relevant data collection and analysis

NOV 2020
Academic Lead for EDI reviewed action plan against UUK's recommendations for tackling racism in universities to ensure action plan responds to recommendations

MAY 2021
'In conversation' University events between VC, PVC Education and Academic Lead EDI to discuss race equality action plan, progress and challenges.

JUN 2021
Anti-racism artwork laid on campus

2020 - 2021
VC released series of blogs and statements reiterating our anti-racism commitment and to implementing UUK's recommendations for tackling racism

DEC 2021
REC student and staff surveys launched

FEB 2022
Submission

MAR 2022
REC steering group becomes implementation team

MAR 2022 –
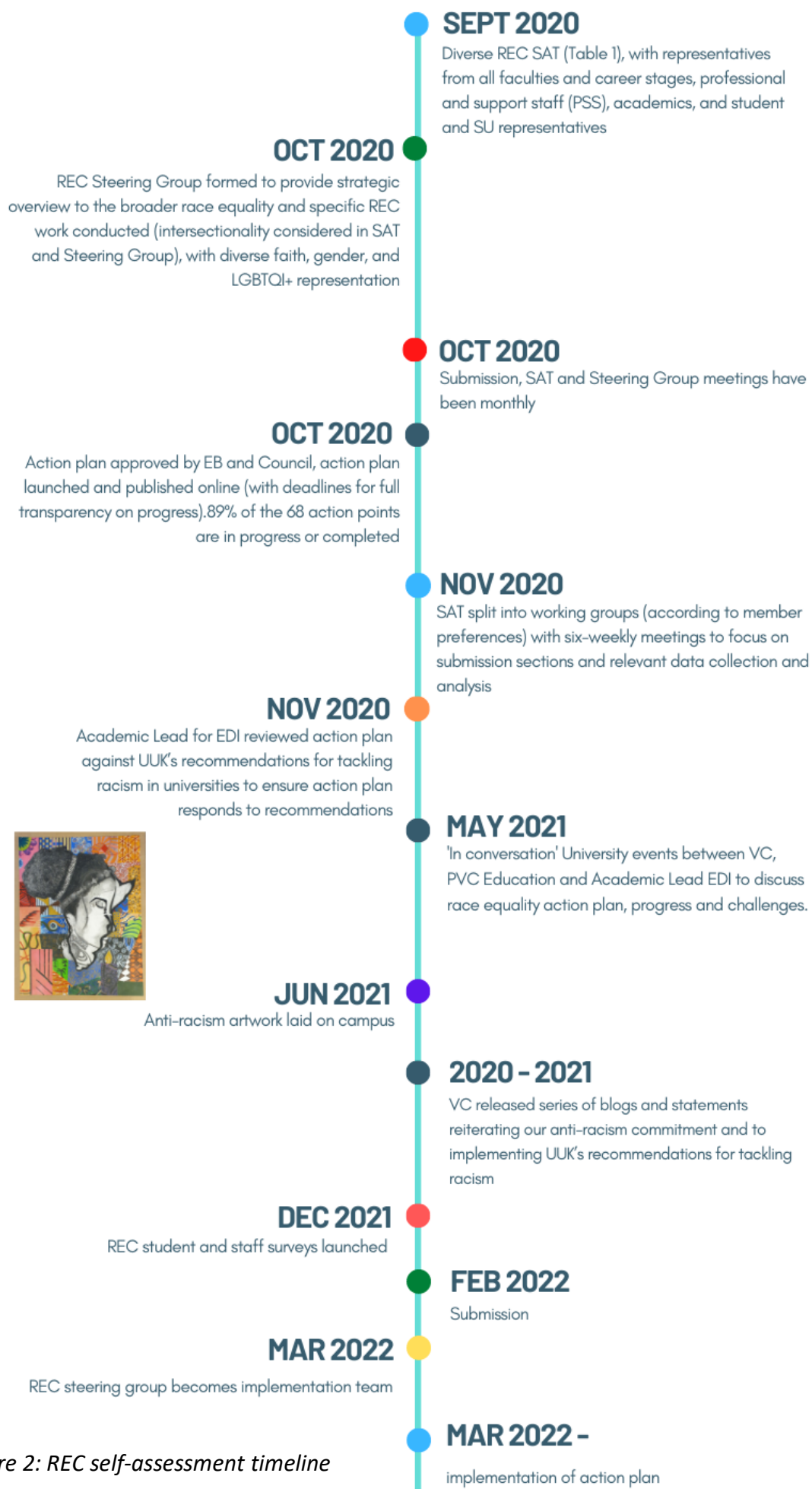implementation of action plan
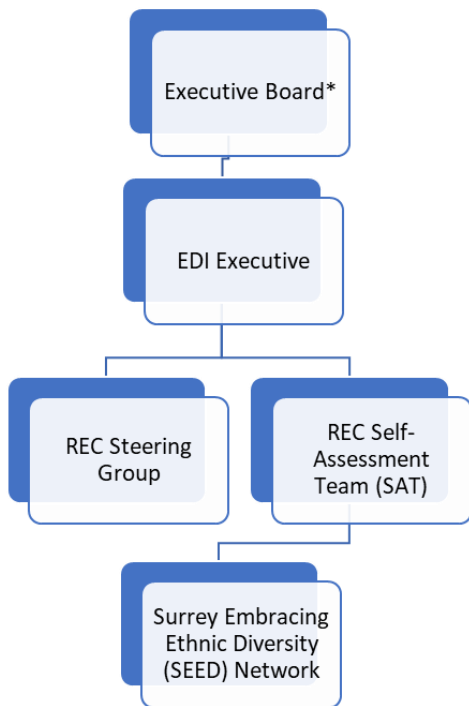
Figure 2: REC self-assessment timeline

Figure 3: Governance structure for Race Equality Charter work. *Accountability for the REC action plan lies with the Executive Board.

Through honest and open discussion, we have built members' confidence in Surrey's capacity to make real and lasting change through our refreshed REC approach and leadership.

"It's been so rewarding to work in a team as passionate as it is in addressing, recognising and at times having to have difficult conversations to make these changes for all of us."

REC Steering Group member, British Asian woman

This new approach has been obvious to students too.

"It has been great to see real progress and action to address the issues of racism under the new [race equality] leadership."

UK undergraduate student, REC survey free text comment

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SAT priority discussions and meeting attendance from 2019-2022		
Date	Discussion topics	N. of attendees (no. of EB members present)
9/12/19	Scoping meeting to determine interest in involvement in REC SAT	15 (2)
13/02/20	Learning from Advance HE'S '*Leading Race Equality in HE*' training programme and priority areas	12 (1)
Pause of meetings due to Covid disruptions (Mar '20 – Aug '20)		
15/09/20	Institutional action plan: feedback on priority actions	15 (2)
04/11/20	Agreement of questions for Staff and Student Surveys	9 (2)
11/01/21	Analysis of the responses to Staff and Student Surveys	19 (2)
17/02/21	Agreement of the subjects that should be addressed by focus groups	16 (2)
16/03/21	Analysis of the outcomes of REC focus groups	13 (2)
21/04/21	Triangulation and interpretation of REC survey and focus group data	18 (2)
10/05/21	Discussion of and agreement on action points identified following data analysis	15 (2)
Pause of REC SAT meetings to allow Working Groups and Steering Group to write submission (Jun '21 – Jan '22) (decision made by SAT). Monthly meetings between PVC Education and Academic Lead for EDI to monitor progress.		
Jun '21*	First draft action plan reviewed by Steering Group and SAT	15 (2)
July – Oct '21*	Working Groups leading section submission	~ 8 (2)
Nov – Dec '21*	Students' Union review of REC action plan	~ 5 (2)
Nov – Dec '21*	SEED review of REC action plan	~ 20 (2)
Nov – Jan '22*	Final review and revision of sections of submission	18 (2)
Jan – Feb '22*	Full review and revision of draft submission	5 (2)

*Table 4: SAT priority discussions and meeting attendance within SAT process. *Email correspondence and individual Teams meetings prioritised over SAT group meetings to facilitate writing and sharing of drafts.*

Wider Support and Race Equality Activity

EB's commitment for our race equality work has been unwavering. They are aware of our institutional and sector-wide challenges; have reviewed the REC survey and focus group data and listened to Black Lives Matter conversations that happened last year. Dedicated to making real change to improve outcomes/experiences of BAME staff and students, they have committed to their own bespoke race equality training programme (AP1) to lead by example and educate themselves about anti-racism and allyship.

Figure 4: 'In Conversation with Max' event on BAME student experience and awarding gaps, February 2020, with PVC Education and Students' Union VP Voice, Ajay Ajimobi, author of 'BAME Student Experience' report (whose recommendations formed the basis of our institutional Race Equality action plan launched in October 2020).

Figure 5: 'In Conversation with Max' race equality event to discuss progress of institutional Race Equality action plan with PVC Education and Academic Lead EDI, May 2021

Our new Race Equality webpages disseminate our race equality work with internal and external audiences, providing staff and student with resources and information about our priority areas.

Race Equality Action Plan

We have been working hard to finalise the University's Race Equality Action Plan, a comprehensive list of actions that are being implemented across the University as short-, medium- and long-term actions.

The plan aims to close the BAME awarding rate gap and improving race equality for staff and students. This full action plan document has an exhaustive list of the timeline and the expected impact levels of each action.

Download full Race Equality Action Plan (PDF)

Learning, teaching and assessment	+
Student support and wellbeing	+
Research and innovation	+
Changing university culture: advocacy and campaign	+
Staff and student recruitment	+

Figure 6: SMART Race Equality Action Plan on race equality webpages (with deadlines and relevant metrics)

Action Point No.	Action
1	Race equity training for senior leaders (as part of broader inclusive leadership training programme): • 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, part of *Shine Scholars* programme (AP29) • General inclusive leadership development.

2c Involvement, consultation and communication

This section should include:

= how the staff and student survey was conducted, disseminated and analysed and how many staff and students responded (with specific reference to their ethnicity and nationality)

= how minority ethnic staff and students were further involved and consulted in the self-assessment and development of actions

= how relevant staff and student networks were involved (this may include a statement from any relevant networks)

= how you involved external interest groups, for example local race equality groups

REC Surveys and Focus Groups

The REC student and staff surveys were launched in December 2021 and communicated through student/staff intranets and emails.

December 2020	Staff	Students	Focus
REC survey (all ethnic groups)	n=176 14% BAME 17% did not disclose ethnicity	n=109 43% BAME 16% did not disclose ethnicity	Standard REC questions PLUS additional questions on sense of belonging and terminology preference
REC student focus groups (BAME only) – facilitated by qualitative BAME PGR student (paid)		8 undergraduate (n=48) 2 postgraduate (n=10) Excellent representation from Black, South Asian, South-East Asian & Jewish, international & UK, men & women students	Sense of belonging; experience, impact and reporting of microaggressions/ racism
REC staff focus groups (BAME only) – facilitated by qualitative BAME researcher	2 focus groups, 1 early career researcher (n= 4), 1 other staff (n=6) Range of BAME groups, genders, career stages, UK & international staff		Sense of belonging; experience, impact and reporting of microaggressions/ racism

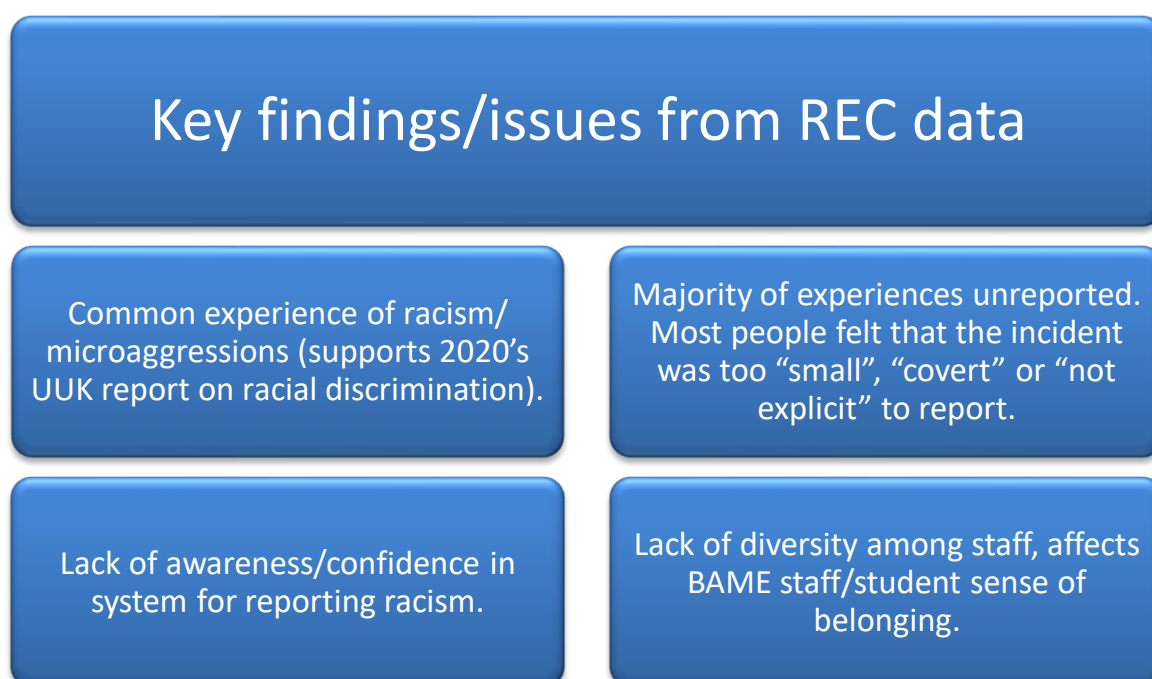*Table 5: REC survey and focus group participants and priority focus*

Figure 7: Key findings/issues raised from REC staff/student surveys and focus groups

The survey received a low response from students and staff; it is likely to have been subject to survey fatigue, following two University surveys related to Covid. While low overall numbers, the proportions of BAME people represented similar proportions across student/staff profiles, free text responses supplemented quantitative data. Following survey responses, REC working groups worked hard to recruit participants for focus groups to expand on the issues raised (Figure 7) and propose relevant actions. We gained a wealth of data building on SU's 2019 qualitative work and information gathered through the support/ engagement activities conducted with staff and student groups after George Floyd's murder. The REC Steering Group consulted on and approved the consolidated action plan (with working groups' proposed actions and existing institutional *Race Equality action plan*'s actions); it was then reviewed and approved by SEED, and finally approved by EB.

University activities following death of George Floyd and Black Lives Matter movement

Following George Floyd's killing in June 2020, the University released a statement about our strong support for anti-racism, reiterating our commitment to addressing the inequalities at Surrey. Wellbeing/mental health support needs rocketed within our Black community, many students contacting our Black Pentecostal chaplain for support (carrying out >40 hours/week of one-to-one and group workshops). With support from our Religious Life and Belief Centre (RLBC), a group of Black students created 'Amplify' on SU Facebook page, a programme to voice concerns related to race (each programme was viewed by 2000 students/staff). We have since established a Black Pentecostal Church on campus, our fastest growing worship group. In response, the Centre for Wellbeing (CWB) appointed a new Black counsellor with particular expertise in racial trauma, as well as other initiatives to improve their provision for BAME students/staff (AP2).

The EDI team set up an Anti-Racism staff-student meeting to allow people from BAME backgrounds to come together in a safe space. We have established the SEED staff network for people from BAME backgrounds, which meets monthly and is self-governed. SEED provides considerable input into all race equality work, examining data (e.g.pay gap) and lobbying for change. SEED offers members peer support and a safe space for discussions about race/racism. To celebrate their different cultures, SEED produced a cookbook with their favourite recipes from their cultures/countries. This cookbook has been shared across the University.

Figure 8: SEED organised official Surrey branding to accompany their work to build their identity across Surrey

"Honestly, with SEED, I didn't know how much I needed that environment until it was set up - one of the best things I've ever come across!"

SEED member, Bangladeshi women

We have introduced a part-time paid Race Equality advisor role within the EDI team, specifically focusing on race equality and implementing our SMART *Race Equality action plan* (with deadlines and data metrics to measure success). This role has dramatically expanded the scope of our race equality work, and a year on, their FTE has been doubled and the position has been made permanent. The Race Equality advisor supports the SEED network and works to understand their priority needs to inform the EDI team.

Following George Floyd's killing, a Black undergraduate student contacted EB to request a permanent symbol on campus of support for anti-racism. We held a student artwork competition during Black History Month 2020. The artwork by Adaugo Yvonne Okenwa, a Law student, has been laid outside our student support building (*My Hive*) for maximum student viewing. All competition entries have been displayed in *My Hive* in an anti-racism exhibition.

Figure 9: Surrey student artist, Adaugo Yvonne Okenwa, at unveiling of anti-racism artwork

Figure 10: Information plaque with anti-racism artwork

Figure 11: Anti-racism artwork unveiling event, June 2021

Figure 12: President and Vice-Chancellor, Professor Max Lu, at the anti-racism artwork unveiling event with Surrey student, Sharna Piercy, who introduced idea of artwork to EB

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> *"Dear Professor Lu, I just wanted to share a sincere thank you for approving the installation of The Pride of Heritage. As a woman of mixed heritage, it is incredibly meaningful to feel seen (in a good way!) in learning and work spaces. Many thanks and warmest wishes,"*

Surrey student in an email to VC about anti-racism artwork

University Communications About Race Equality

We have been sharing race equality learning through blogs, intranet content, social media posts, and event promotion. Our revised external race equality webpages also improved dissemination of our activities/resources, where we plan to publish our ethnicity pay gap statistics, in the same way as for our gender pay gap (AP3). On appointment, Academic Lead EDI wrote several blogs about race equality, outlining the journey needed, encouraging colleagues to become allies. SEED regularly post blog entries about a range of issues related to race/culture/identity/racism, connecting the network with the wider Surrey community and sharing experiences.
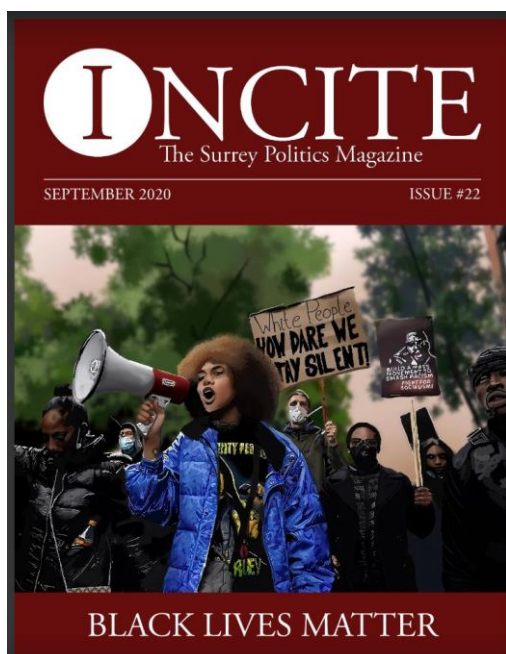

Figure 13: University of Surrey race equality blog pages

We have several student-led newspapers, including Incite, a student Politics magazine that focuses heavily on race issues. The Doctoral College posts regular blogs from staff, PGR students and ECRs about race equality, encouraging discussion and reflection.

Figure 14: Edition of Surrey's Politics Incite Magazine

Action Point No.	Action
2	Additional wellbeing support for BAME students and staff in response to racism/racial trauma: • New counsellors from BAME backgrounds, including specialism in race-related trauma. • Additional training to the counselling team on race/racism/cultural competency (incl. one day training on Cultural Competency from NAFSIYAT Intercultural Therapy Centre). • 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.
3	Regular monitoring of REC action plan by Executive Board (EB): • 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 Race Equality Charter action plan on EDI webpages, with key race equality statistics. • Introduce new actions as appropriate.

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2d Future of the self-assessment team

   Please outline:

=   whether the team and/or specific team members will continue to be involved

=   who will have overall responsibility for the action plan

=   how the action plan will be monitored within other existing committees and structures, for example, the senior management team

=   who will be responsible for the next application in three years; for example, will a different SAT be convened, how will the current team provide handover to that team

After submission, the REC Implementation Team (IT) will ensure actions are implemented by deadlines and impact assessed, with amendments and/or extra resource provision made as appropriate.   We will reconstitute the IT, replacing one-third of co-opted members annually (AP4). This approach will ensure continuity whilst bringing fresh perspectives to our work. Rabbi Alex Goldberg, Lead Chaplain, will join the IT to enable intersectionality between faith and race/ethnicity to be addressed. The current Chair of the REC SAT/Steering Group, PVC Education, will have overall responsibility for the REC Action Plan, chairing the IT and reporting progress to EB and Council.

We are aiming for a silver award in four years' time, adopting the same approach, starting the process 18 months in advance of submission, with the IT reverting to a SAT. As with the institutional *Race Equality action plan*, we will continue to publish/update our progress on its implementation (AP3). Through acknowledgement of EDI work within our workload planning models (AP5) people making significant contributions to EDI work, e.g. Chair of SEED and REC steering group/IT members, have working hours allocated to these roles. Staff and student surveys will be continued to encourage engagement to be able to monitor progress (AP6, AP7, AP8). An ongoing programme of focus groups will give in-depth understanding of issues that arise from surveys, we will use these outcomes to feed into our action plan (AP9).

Academic Lead EDI is on a five-year contract to lead our EDI work. This consistency of leadership will enable us to deliver our EDI Plan 2020-2025, our REC action plan and other EDI priorities, establishing a self-sustaining EDI commitment across Surrey. Academic Lead EDI and the Race Equality advisor will lead on delivering the action plan's implementation.

We have sought advice from other universities with bronze REC awards and have established a mentoring relationship with Kings College London to learn from their REC success and share good practice (AP10).

Action Point No.	Action
3	Regular monitoring of REC action plan by Executive Board (EB). • 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.
4	The Self-Assessment Team (SAT) becomes the Implementation Team (IT): • Schedule meetings three times a year, with the meetings to precede those of the EDI Forum. • 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 report has been approved, ensure that it is passed to Communications team for publication on REC pages of website. Review of REC IT membership: • Reconstitute SAT to ensure appropriate cross-representation with existing committees and networks. • Refresh annually with 1/3 members stepping down.
5	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.
6	Run a REC staff and student survey every three years looking at race (with opportunity to explore by gender as well). Analyse data and free text comments by race/ethnicity. Triangulate data with other schemes (e.g. Athena Swan, Stonewall) together with race/ethnicity data to investigate intersectionality issues.
7	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: • Annual All Staff Survey • Culture Employment& Development in Academic Research Survey (CEDARS).
8	Improve student engagement with surveys and analyse data and free text comments relating to EDI issues, stratified by ethnicity, in: • National Student Survey (NSS) • Postgraduate Taught Experience Survey (PTES)

	• Postgraduate Research Experience Survey (PRES)
9	Run focus groups for Black British PGT students to understand: • Motivation for PGT study, relative to PGR. • Experiences as a well-represented Black student group, relative to PGR students. • Understand barriers to PGR for Black British students.
10	Set up REC mentoring relationship with Kings College London, bronze award holders, as their beacon activity.

3 Institution and local context

3a Overview of your institution

Please include:

= size

= structure

= specialisms

= any other historical and/or background information that you think is relevant to your application

Section 3 Summary
• Diverse student profile brings much needed diversity to town. • Staff profile lacking in diversity among academics and PSS. • Community engagement and outreach projects established. • Links with local community but need development. Town-wide anti-hate initiative being led by University. • Experiences of racism not uncommon on campus or in local area.

The University of Surrey is home to a vibrant body of students and staff, welcoming members from over 140 countries, contributing >£1.7bn to the national economy. We've formed close partnerships with institutions and businesses, reaching across geographic boundaries, and used those relationships to bring potential to life.
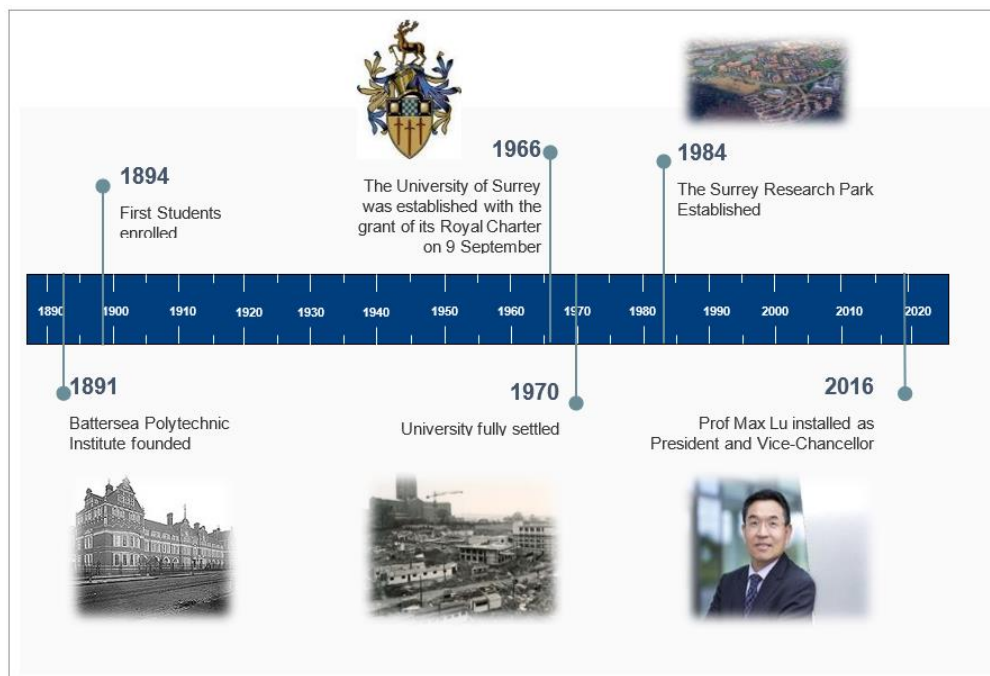
Figure 15: Historical timeline of the University of Surrey

Our Surrey Research Park accommodates more than 100 companies, employing 2,500 staff engaged in research and development activities – many relating to the work of our faculties. The main campus is Surrey's Stag Hill campus, with Manor Park a mile away, connected by footpath and cyclepath network, home to a large area of student accommodation, Surrey Sports Park and School of Veterinary Medicine.

In 2006, Surrey International Institute-DUFE (SII-DUFE) was established as a joint academic partnership institution between the University and Dongbei University of Finance and Economics in Dalian, China. SII-DUFE offers top-quality programmes in subjects aligned with Business Management and Tourism Management.

Figure 16: University of Surrey recent investment

The overarching current management structure for race equality is shown in Figure 3.
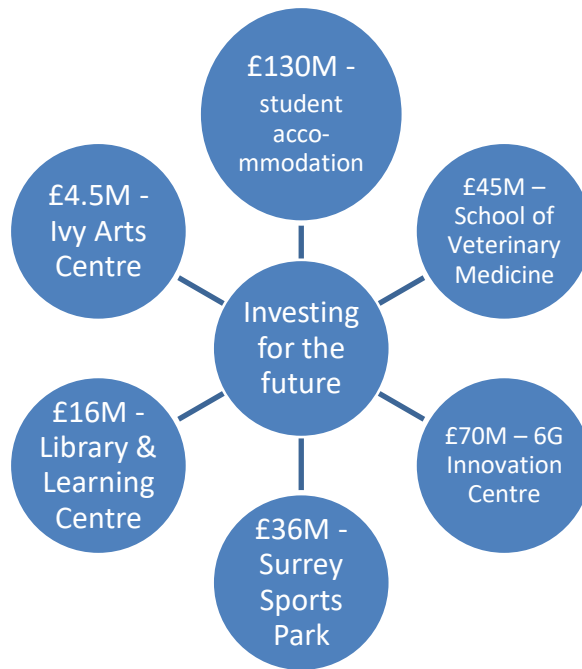
We are a research-intensive University with excellent teaching, as evidenced by our Teaching Excellence Framework Gold Award. We rank 32nd in the UK and are University of the Year for Graduate Employment (Times/Sunday Times Good University Guide 2022). We have 22 academic units (Departments/Schools, herein referred to as Departments) spread across the three faculties, each of which is engaged in teaching and research (Figure 19).

Surrey has recently launched our refreshed strategy, *Forward Thinking and Doing*, *2021-2024*. This extends our existing *The Surrey Advantage* strategy to 2024 to bridge our ambitions from pre-pandemic, through the national and international recovery period. Through our mission to provide excellent education, advance and disseminate knowledge, the University transforms lives and shapes the world for a better future by partnering with students, governments, businesses, alumni and local communities.
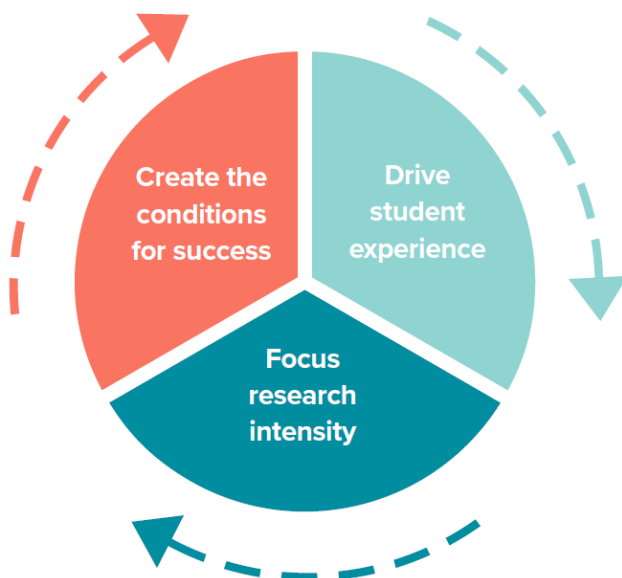

Figure 17: New 'Forward Thinking and Doing, 2021-2024' strategy refresh priority workstreams

EVOLVING OUR VALUES — UNIVERSITY OF SURREY

INSPIRATION: to find it in ourselves and each other

INCLUSION: to value everyone in our community

INNOVATION: to make tomorrow better than yesterday

INTEGRITY: to do the right thing, even when no one is looking

Through consultation with academic and PSS colleagues across the University, we have recently developed our four new institutional values, one of which is *inclusion*. This reinforces our commitment to having inclusion at the heart of University aspirations. Within the Strategy Refresh, we have three priorities, with inclusive education and improving staff experience as core components. EDI has been threaded through these new workstreams to ensure that we embed positive action for maximum impact and change.

Figure 18: Surrey's four new values

Faculty of Arts and Social Sciences	Faculty of Engineering and Physical Sciences	Faculty of Health and Medical Sciences	Central departments (PSS)
• Economics • Hospitality and Tourism Management • Law • Surrey Business School • English and Languages • Guildford School of Acting • Music and Media • Sociology • Politics	• Centre for Environ. & Sustainability • Chem. and Process Engineering • Chemistry • Civil and Environvironmental Engineering • Computer Science • Electrical & Electronic Engineering • Mathematics • Mechanical Engineering Sciences • Physics	• Psychology • Veterinary Medicine • Biosciences and Medicine • Health Sciences	• Chief Student Officer • Contingencies & Sub Support • Surrey Institute of Education • Estates, Facilities & Commercial Services • External • External Engagement • Finance • HR Services • IT Services • Library Learning Support • Marketing, Recruit & Admissions • Provost & Executive Vice President • Research & Innovation • Secretariat & Corporate • Strategic Planning • Vice-Chancellor

Figure 19: Organisation of Surrey. (PSS: Professional Services and Support)

Figure 20: Surrey's principal and new research institutes

Our new *EDI Strategic Plan 2020-2025* highlights three primary aims and seven objectives (Figure 21). These strategic priorities outline our EDI roadmap and plan to achieve targets, our race equality work is an integral component of these priorities. This Plan aligns with our Strategy Refresh 2021-2024, speaking directly to our commitment to inclusion and embedded in our Education and People and Culture objectives.

Figure 21: EDI Plan 2020-2025 aims

Figure 22: EDI Plan 2020-2025 objectives

		Asian		Black		Mixed		Other ethnic background		White		Not Known		Prefer not to say		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
UG	2017/18	2721	21%	795	6%	561	4%	509	4%	8130	63%	0	0%	146	1%	**12862**
	2018/19	2863	22%	804	6%	629	5%	543	4%	8141	62%	1	0%	160	1%	**13141**
	2019/20	3135	23%	820	6%	698	5%	561	4%	8102	60%	0	0%	173	1%	**13489**
	Total	**8719**	**22%**	**2419**	**6%**	**1888**	**5%**	**1613**	**4%**	**24373**	**62%**	**1**	**0%**	**479**	**1%**	**39492**
PGT	2017/18	1119	41%	188	7%	75	3%	75	3%	1212	45%	1	0%	43	2%	**2713**
	2018/19	1008	40%	197	8%	60	2%	83	3%	1142	45%	0	0%	36	1%	**2526**
	2019/20	1185	43%	163	6%	88	3%	88	3%	1195	43%	1	0%	47	2%	**2767**
	Total	**3312**	**41%**	**548**	**7%**	**223**	**3%**	**246**	**3%**	**3549**	**44%**	**2**	**0%**	**126**	**2%**	**8006**
PGR	2017/18	159	15%	65	6%	28	3%	65	6%	723	68%	0	0%	16	2%	**1056**
	2018/19	181	17%	62	6%	36	3%	57	5%	727	67%	0	0%	22	2%	**1085**
	2019/20	220	20%	53	5%	39	4%	53	5%	709	65%	0	0%	24	2%	**1098**
	Total	**560**	**17%**	**180**	**6%**	**103**	**3%**	**175**	**5%**	**2159**	**67%**	**0**	**0%**	**62**	**2%**	**3239**

Table 6: Student population by ethnic group and qualification level

UG Student Population (%)

	Asian	Black	Mixed	Other ethnic background	White	Not Known	Prefer not to say
UG 2017/18	21%	6%	4%	4%	63%	0%	1%
UG 2018/19	22%	6%	5%	4%	62%	0%	1%
UG 2019/20	23%	6%	5%	4%	60%	0%	1%
UG Total	22%	6%	5%	4%	62%	0%	1%

PGT Student Population (%)

	Asian	Black	Mixed	Other ethnic background	White	Not Known	Prefer not to say
PGT 2017/18	41%	7%	3%	3%	45%	0%	2%
PGT 2018/19	40%	8%	2%	3%	45%	0%	1%
PGT 2019/20	43%	6%	3%	3%	43%	0%	2%

PGR Student Population (%)

	Asian	Black	Mixed	Other ethnic background	White	Not Known	Prefer not to say
PGR 2017/18	15%	6%	3%	6%	68%	0%	2%
PGR 2018/19	17%	6%	3%	5%	67%	0%	2%
PGR 2019/20	20%	5%	4%	5%	65%	0%	2%

Figure 23: Student population by ethnic group and qualification level

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		Asian		Black		Mixed		Other ethnicity		White		Not known		Info. refused		Total
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Teaching and research	2017/18	81	12%	5	1%	13	2%	15	2%	521	80%	0	0%	20	3%	**655**
	2018/19	89	13%	5	1%	13	2%	14	2%	527	79%	0	0%	20	3%	**668**
	2019/20	101	15%	6	1%	11	2%	17	3%	494	76%	2	0%	22	3%	**653**
Teaching Only	2017/18	22	7%	4	1%	6	2%	3	1%	262	87%	0	0%	5	2%	**302**
	2018/19	23	7%	3	1%	7	2%	6	2%	286	86%	0	0%	7	2%	**332**
	2019/20	29	8%	6	2%	9	2%	7	2%	307	85%	0	0%	4	1%	**362**
Research Only	2017/18	102	27%	7	2%	5	1%	25	7%	210	56%	0	0%	25	7%	**374**
	2018/19	105	29%	9	2%	8	2%	21	6%	192	53%	0	0%	26	7%	**361**
	2019/20	120	31%	14	4%	9	2%	31	8%	190	50%	0	0%	18	5%	**382**
PSS	2017/18	49	4%	11	1%	17	1%	14	1%	1040	88%	1	0%	50	4%	**1182**
	2018/19	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	**0**
	2019/20	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	**0**

Table 7: Academic and PSS staff population by ethnic group and type of role
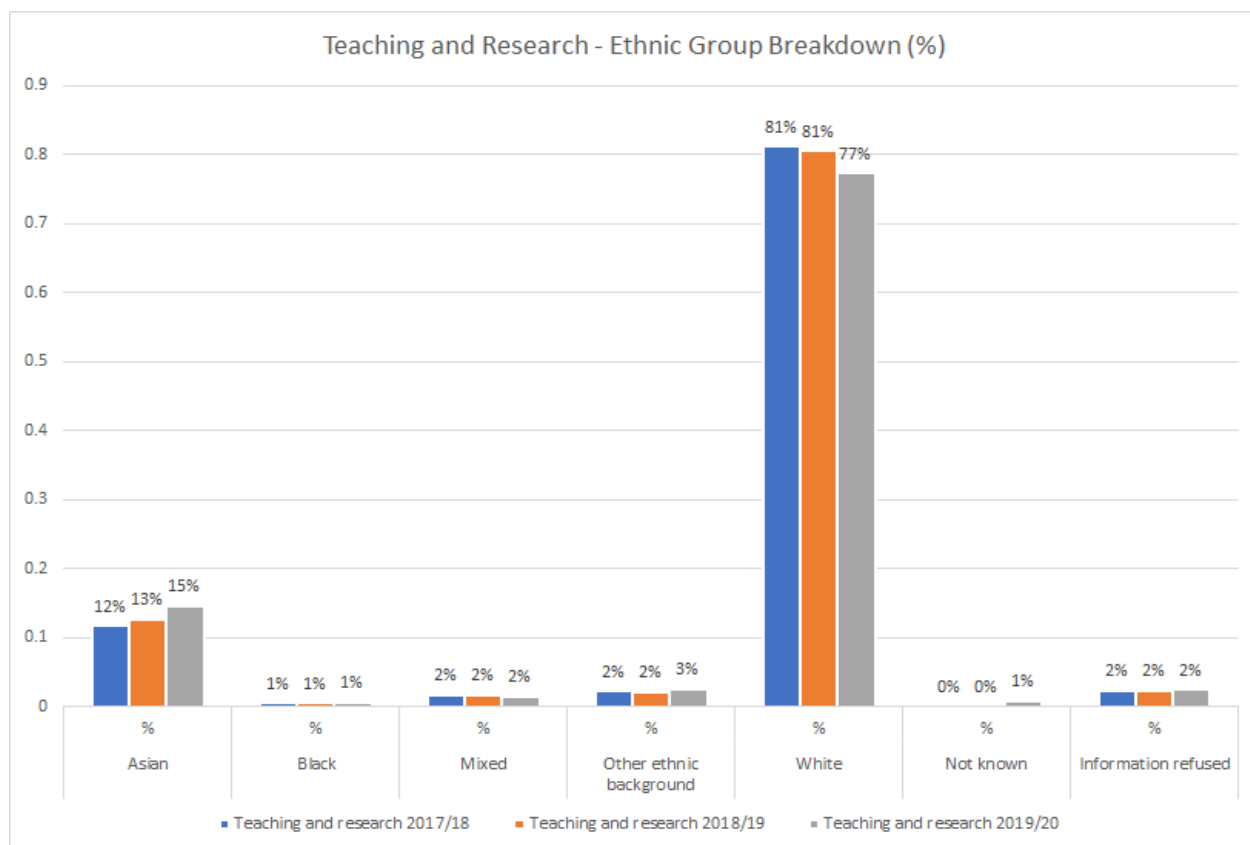

Figure 24: Teaching and research staff population by ethnic group
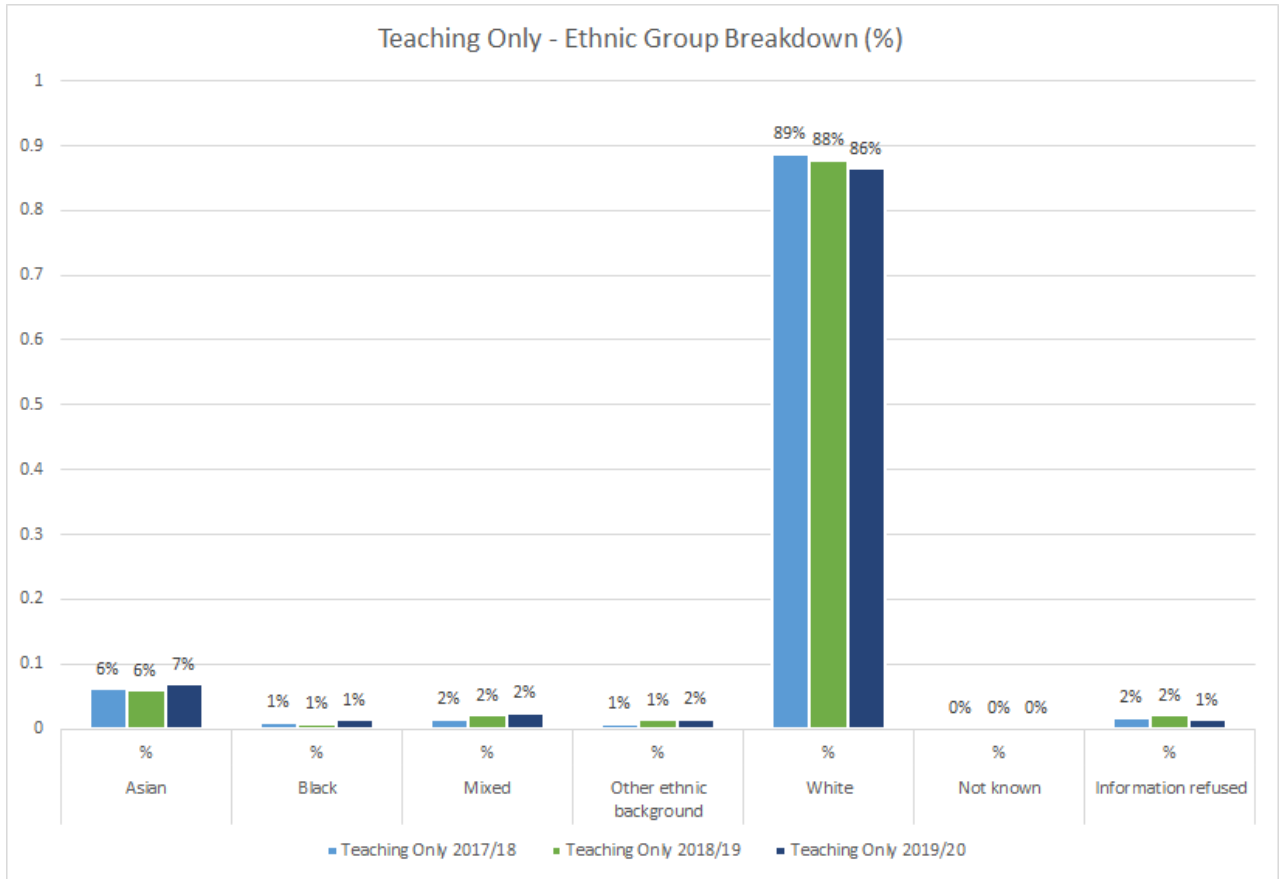
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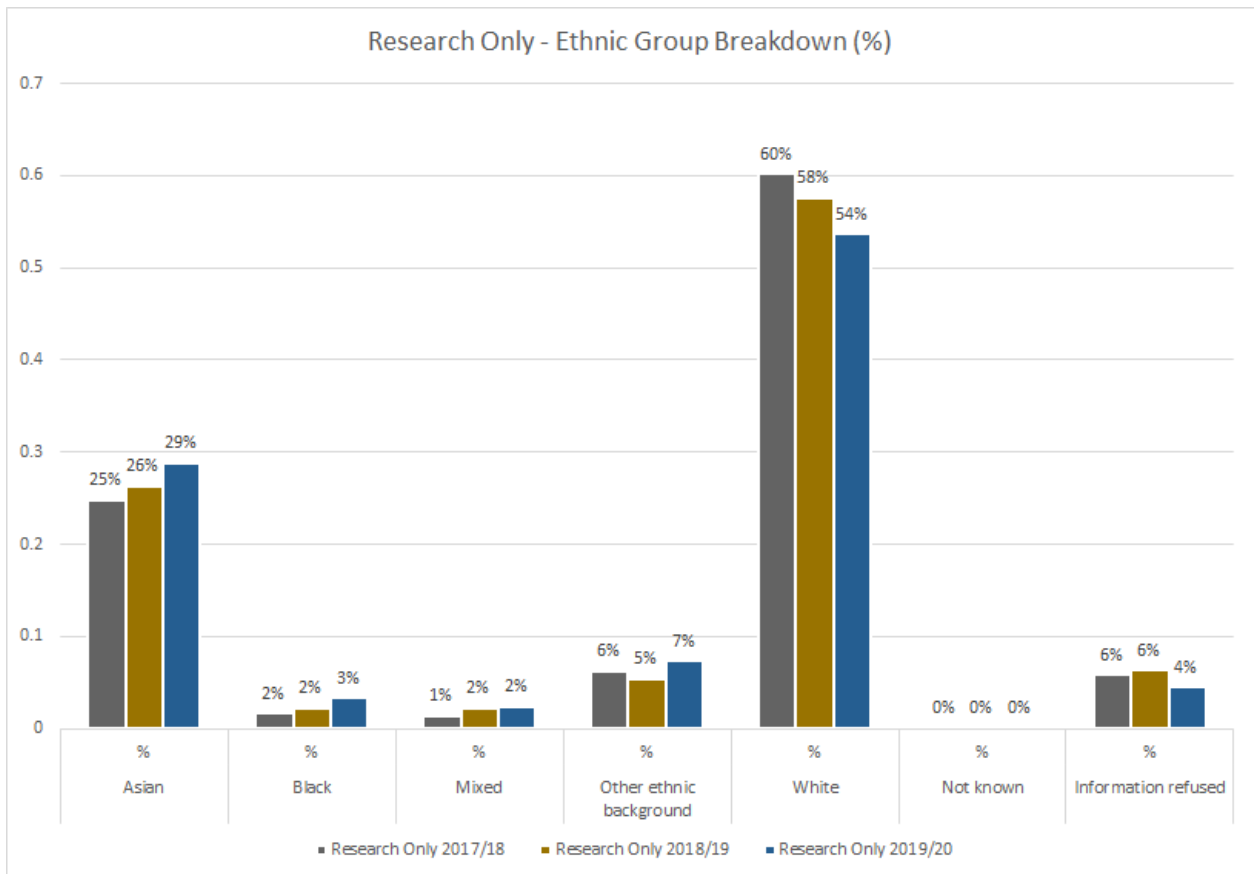*Figure 25: Teaching-only staff population by ethnic group*

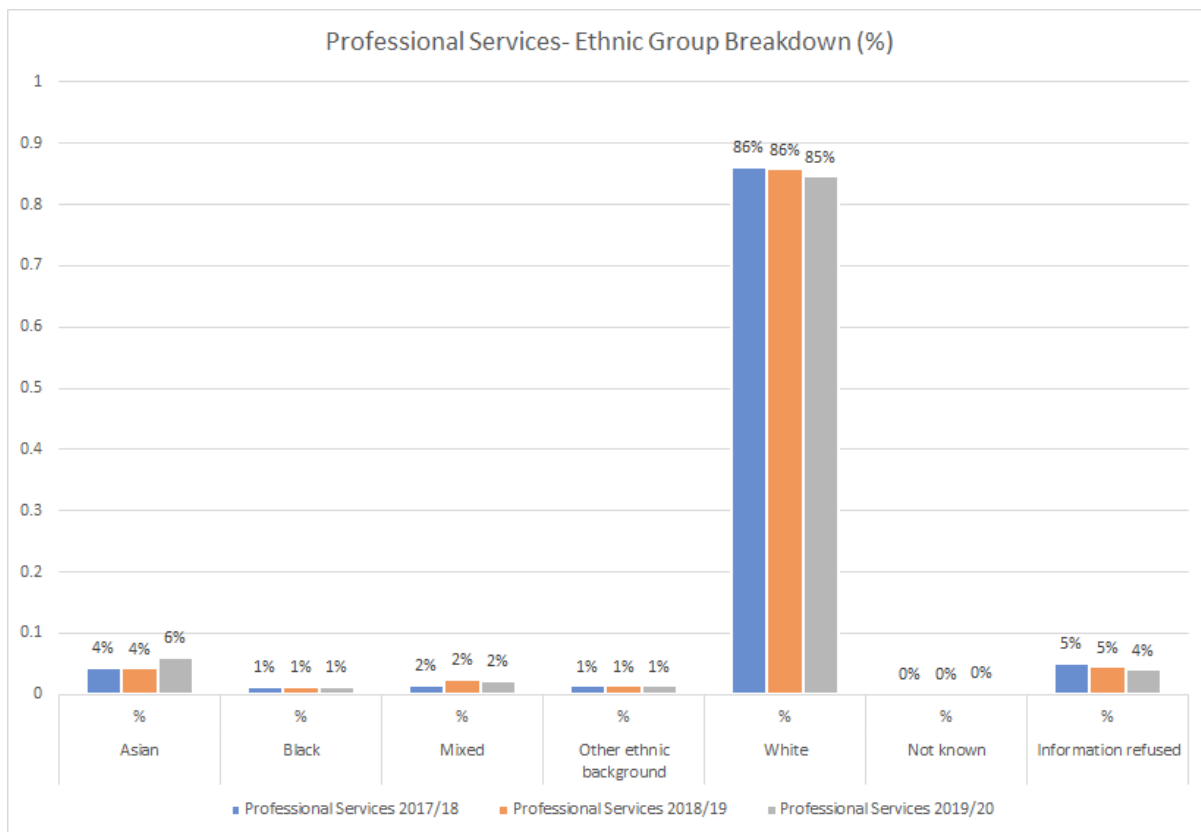*Figure 26: Research-only staff population by ethnic group*

Figure 27: PSS staff population by ethnic group

Our UK and international undergraduate population shows fairly consistent representation of most ethnic groups, with a marginal decrease in White students (63 to 60% over last three years) and a corresponding increase in Asian students (21-23%) (Table 6). Comparatively, our postgraduate taught (PGT) population has a greater proportion of Asian students (43%), with comparable representation of Black PGT students (~6%). The proportion of BAME students decreases in postgraduate research (PGR). This low representation of Black PGR students is an area of concern, being directly addressed through significant University investment detailed in Section 7e (AP11, AP12).

Compared with Surrey's student population, our staff profile is far less ethnically diverse (Table 7). Diversity varies according to staff type, i.e. greater diversity among research staff (54% White) than professional services and support (PSS) staff (85% White). While there is a greater proportion of Asian staff among research-related roles (increasing marginally over the last three years), our proportion of Black staff remains consistently low among all staff types. Low representation is a point of considerable concern and focus (Section 4a for our *Diversity 200* recruitment campaign, AP13).

Overall, our proportion of staff that prefer not to disclose their ethnicity is quite low (total=2%, ranging from 1-2% among teaching-related roles to 4% among research only and PSS staff). Despite this, we will run an internal communications campaign in 2022 to encourage disclosure (AP14).

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Action Point No.	Action
11	*Shine Scholars* programme implemented to improve pipeline, experience and career trajectories of Black British postgraduate students. • *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 Shine Scholars, 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. • *Career Boost* initiatives - Shine Scholar 'employability boost' funding, networking events.
12	Improve inclusive researcher development training: • Decolonising researcher development support within the Doctoral College. • Introduction of new inclusive supervisor training (training to support culturally sensitive PhD supervision).
13	Implement *Diversity 200* recruitment project: • Full review of recruitment practice within HR Operations team and Resourcing team. • 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 reminders for all those shortlisting. • 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 *Diversity 200* progress. • 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.

Racism at the University of Surrey

Despite a diverse student body, witnessing or experiences of racism have been found to not be uncommon among Surrey students. 48% of BAME students and 23% of BAME staff reported that they had witnessed racism on campus (REC survey responses). REC focus groups supported these reports.

> *"Because of incidents of racism, I don't feel completely welcome"*
>
> Black Nigerian undergraduate student

These findings were also supported by a 2020 report commissioned by the Veterinary School about experiences of racism and reporting behaviour, which found that racism was not an uncommon experience for their BAME students. In 2020, we were aware of a rise in racism towards Chinese students related to Covid-19, and many of our safe space discussions following the killing of George Floyd unearthed experiences of racism at the University. In 2021, there was a considerable growth in anti-Semitic hate, online and in person, which worsened during the Gaza conflict in May 2021. Initially, Zoom group counselling was set up and then an in-person session for more than 20 students took place. These sessions gave people chance to express feelings and deal with fears in a safe space.

As the UUK report about racism in HE highlights, under-reporting is also an issue, and we are focused on eradicating racism from our campus. Our Report + Support tool is being promoted heavily to staff and students in a new poster campaign (AP15) and our Security and case officers will receive bespoke training for handling cases of racism (AP16). Responding to Black student concerns about the SU nightclub, changes have been to make the club a more inclusive area for all groups. To support people exposed to racism (or anyone needing counselling from BAME backgrounds), the CWB have significantly increased its capability to provide culturally-competent well-being support, with specialism in race-related trauma (AP2).

To upskill staff on race-related issues, we have developed a new mandatory staff (and PGR student) training programme, alongside experts from Advance HE (AP17). These bespoke online units address issues such as overt and covert racism including microaggressions, White privilege, inclusion, belonging and how to be an ally. The experiences of racism included in the training come from students and staff from the SEED network at Surrey and are acted out in videos by Surrey's Guildford School of Acting students from BAME backgrounds. SEED members were integral to the final development of the training. Since its launch in May this year, nearly 1000 people have completed the training, and there is an ongoing internal communications plan to encourage people to complete. So far, we have received outstanding feedback about the eLearning from White and BAME members of staff.

"Excellent, eye-opening, moving, and motivational"

White Professor

"As a staff member who is a person of colour, it already makes me feel safer to know that all staff members have received this brilliant set of training"

BAME PSS staff member

Furthermore, we have improved our mandatory Unconscious Bias training to include discussions of privilege and power and intersectionality (AP18). Through completion of these courses across our staff community, we hope this will address, in a meaningful way, the substantial need for greater understanding of race and racism in our staff body, as identified in our REC survey findings (96% of BAME staff felt that there should be more race equality training compared with 88% of White staff).

Action Point No.	Action
2	Additional wellbeing support for BAME students and staff in response to racism/racial trauma: • New counsellors from BAME backgrounds, including specialism in race-related trauma. • Additional training to the counselling team on race/racism/cultural competency (incl. one day training on Cultural Competency from NAFSIYAT Intercultural Therapy Centre). • 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.
15	Increase awareness of 'Report + Support' online reporting tool. • 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 adviser. • Train staff to deal with reports, if required. • Publicise, run and then review six-month trial.
16	Greater support for placement tutors, HR and investigating officers in managing student reports of racism: • Introduction of new guidance for Placement Tutor in how to support students in reporting experiences of racism on placement. • 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.
17	Ensure widespread completion of 'Introduction to Race Equity' eLearning module by all staff and PGR students.
18	Strengthened face-to-face equity training mandatory for all those involved in staff interviewing/ disciplinary/promotion panels.

Sense of Belonging

Although the REC survey showed very similar levels of sense of belonging across students from BAME and White backgrounds (BAME mean scores=25.8, White mean scores=26.2, not statistically significant), the REC focus groups uncovered lower levels of belonging among some BAME students. While most participants felt welcomed and a sense of belonging at Surrey, some students reported concerns.

> *"Because of incidents of racism, I don't feel completely welcome"*
>
> Black Nigerian undergraduate student

> *"I wouldn't say I've completely felt a sense of belonging, I'll be honest, … I do feel the whole minority thing"*
>
> Black Caribbean undergraduate student

Sense of belonging among our BAME staff was shown to be lower than among White staff (BAME mean=22.3, White mean=24.5). Experience of racism, lack of representation, and fewer career development opportunities are all likely to contribute to a lower sense of belonging among BAME students and staff. Our *Race Equality action plan* includes action points that affect all aspects of life at Surrey, with the aim of increasing sense of belonging among our staff and students. Throughout this document, we discuss other ways we plan to address these concerns through new action points (AP2, AP19, AP20, AP21, AP22, AP23).

We are joining the Gypsy, Roma, Traveller, Showpeople and Boaters (GRTSB) into HE pledge, where universities commit to undertaking certain steps to support GTRSB students into and within HE (AP24). This move is being led by our award-winning Widening Participation and Outreach (WP&O) team, and prioritised due to our low numbers of GRTSB students and experiences of these students learnt through the Student Success team (Section 7d). GRTSB people are particularly under-represented within our student and staff body; our WP&O team are working with our local GRTSB community to increase aspirations of HE within these groups.

The University connects with the local community in a number of different ways. The bi-annual newspaper, 'Your University', is sent to ~40,000 local residents. The Marketing and Communications Team recognises the need to represent the University with a diversity of images while giving an accurate representation of life on campus. The newspaper regularly features EDI-related topics, encourages the local community to visit the University to participate in events, such as weekly Friday Prayers and the 50th Anniversary Celebrations. We are working with Surrey Minority Ethnic Forum (SMEF) to connect the University better with our local BAME populations. SMEF is a community organisation that represent the needs/aspirations of a growing BAME population in Surrey. Their membership has grown to 40+ grassroot community groups, with direct reach to ~4000 families. The University, SU and SMEF are organising new volunteering opportunities for students to engage with local communities on SMEF projects, we are working with SMEF on the *One Guildford* project (AP25).

Every year we host a range of anti-racism events, including for Holocaust Memorial Day and Black History Month. In October 2020, we held our highest profile Black History Month events (AP23), organised by our EDI and REC teams and SU, e.g. Our PVC Education hosted a session on *Race Equality in HE* with Amatey Doku.

We also hosted a number of anti-racism events in 2020, including one event with Surrey's Jim Al-Khalili and UCL's Adam Rutherford on Adam's book, *How to Argue with a Racist*, and with Kick It Out's Troy Townsend on racism in football. These events have been hosted on our Race Equality webpages to allow ongoing viewing and shared with local organisations, such as partner secondary schools and Surrey County Council, to extend reach of these excellent events. In February 2021, we supported Race Equality week with intranet communications about allyship, anti-racism and further dissemination of our *Race Equality action plan* priorities. On the anniversary of George Floyd's death, we supported an SU-run student-staff commemorative event, with an eight-minute silence and opportunity for Black students and staff to share their reactions.

Figure 28: FHMS hosted an educational session on Sickle Cell Disease (SCD), with expert perspectives from Dame Professor Elizabeth Anionwu, a SCD nurse specialist and patients (2020)

Figure 29: Holocaust Memorial Day 2022 event with Lily Ebert, Holocaust survivor, and Lord Alf Dubbs, Member of House of Lords

> "*I have been asked by many members of the Jewish campus Community and those who are descendants of victims of Nazi atrocities to send thanks [to Surrey] for remembering, caring and passing on the lessons of this dark and tragic episode of history in order that we can learn to live together in a more understanding and enlightened world.*"
>
> Rabbi Alex Goldberg relaying thanks from Jewish community to VC/University following Holocaust Memorial Day 2022

Action Point No.	Action
2	Additional wellbeing support for BAME students and staff in response to racism/racial trauma: • New counsellors from BAME backgrounds, including specialism in race-related trauma. • Additional training to the counselling team on race/racism/cultural competency (incl. one day training on Cultural Competency from NAFSIYAT Intercultural Therapy Centre). • 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
19	Increase BAME students' sense of belonging: • 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.
20	Increase BAME representation among prominent University awards, e.g. Honorary Degrees Awards, VC Awards for Staff Excellence, and Alumni Achievement Awards.
21	Create a Surrey BAME Powerlist – Celebrating the most influential BAME leaders in the communities with which we work.
22	All university conferences to consider inclusion of an EDI strand. Organise an equality conference at the University, focusing on race.

23	Organise a series of annual events for Black History Month (where possible, in collaboration with Students' Union to enhance student attendance and input).
24	Demonstrate commitment to supporting Gypsy, Roma, Traveller, Showmen and Boaters (GRTSB) into Higher Education: • 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.
25	Collaborate with Guildford Borough Council and Surrey County Council, police, local schools and businesses to discuss town and county-wide initiatives to improve inclusivity: Establish *One Guildford* project: a town-wide initiative between University, Guildford Borough Council, Surrey County Council, police, schools and businesses to commit to anti-racist pledge.

3b Overview of the local population and context

With reference to:

=   population demographics

=   any other information your institution feels to be relevant

=   how the institution engages with specific minority ethnic communities and how those communities engage with the institution

=   where the institution recruits its professional and support staff, students and academics

The South East (excluding London), Surrey and Guildford have very similar populations; 90% of the populations are White, with ~84% being British. In Guildford and the surrounding area, there is a large Polish community, and Asian/Asian British is the biggest group within the BAME population. The 16-24 age group is the most ethnically diverse in Guildford, as a consequence of our student population.

The RLBC includes 15 chaplains from different faith and belief communities. Since 2018, the team has diversified to reflect our diverse religious and ethnic communities on campus. Four chaplains are Indian-born (reflecting our increased Indian-born student community) and one Pastor is from a local Black church. We have appointed two international Christian chaplains who have brought in a diverse international volunteer team with them. Many of our chaplains come from sending institutions, reflecting our good working relationships with our local faith communities. We helped create the Surrey Interfaith Forum, supported by the Lord Lieutenant of Surrey and Surrey County Council. The RLBC hosts several forums on campus for our University and local communities. The Centre's new lighting system enables lighting up of the Centre building for faith holidays and national commemoration days. Many of our communities request light-ups for different community groups or national groups on campus. To further support our religious communities, our chaplains and catering department have worked to

ensure that all students can have a meal on campus, offering halal, kosher, Hindu-vegetarian, vegan and vegetarian meals in our University restaurant.

45% of BAME students and staff reported that they had witnessed racism in the local area, and 74% of students and 63% of staff from BAME backgrounds reported being aware of ethnic/racial tensions within the local community (REC survey data). This is a serious concern for the University, and we have reignited our relationship with the local police through a liaison group (AP26). To improve race relations and equality with our local community, we are setting up a town-wide campaign, *One Guildford,* involving the borough and county council, local schools, police and businesses and the Surrey Minority Ethnic Forum (SMEF) to commit to an anti-hate campaign to improve race relations in our local area. This collaborative town campaign will include multiple initiatives to encourage our local community to spread tolerance, and grow into a strong community commitment, leading to significant reductions in experiences of racism for BAME staff and students in local areas (AP25).

Another example of outreach/community work is through our Clinical Psychology Doctorate programme, which has introduced a portfolio of initiatives to widen access to the Clinical Psychology profession for BAME groups, promoting and engaging others in anti-racist practise (both on the programme and in wider NHS) and enhancing cultural competence. The outreach work has included talks to school children, professional development events for aspiring clinical psychologists from BAME groups, a mentoring scheme and an annual widening access event. Feedback has been really positive:

"I found it to be a positive experience. It was great to interact with trainees from all the cohorts and share experiences at different points in the training journey. The facilitator came across as very passionate and it was clear that he is very intrinsically motivated to facilitate a safe space."

BAME training attendee

The support extends to wider NHS Trusts through the provision of clinical supervisor training events to increase cultural competence (within teams and the organisation, in supervisory relationships and with service users).

In August 2020, Veterinary Medicine hosted UK's first Veterinary EDI conference (AP22), organised by a lecturer and founding member of British Veterinary Medicine EDI Society (BVEDS). It was attended by over 250 people, internationally and nationally, receiving excellent feedback. Members of the EDI and REC teams contributed to its content and the conference was applauded for starting essential conversations about equality within veterinary medicine. The

Figure 30: Surrey's Courageous Conversation Conference 2020, the UK's first EDI conference for the Veterinary Medicine profession

conference was repeated in 2021 with a new focus on supporting supporting GRTSB people into the profession (AP24).

"*I had the privilege of attending the Courageous Conversations Conference run by the University of Surrey School of Veterinary Medicine in collaboration with BVEDS…It was clear from the start that this was going to be a safe space free of judgment where everyone could feel comfortable speaking honestly and openly about their experiences…[people] shared just some of the fantastic work which had been achieved since last year's Courageous Conversations Conference*".

Conference attendee, 2021, blog from Mind Matters, https://www.vetmindmatters.org/

Recruitment of PSS staff

Our Unconscious Bias training, mandatory for all staff involved in recruitment, recommends vacancy advertisement beyond local community. This is particularly pertinent for PSS staff, who have historically been drawn from our local community that lacks ethnic diversity. Our new 'Blended Working' policy (Section 4a) should help to attract potential applicants from further afield. We will focus our recruitment on London, Slough and Reading, all of which benefit from more ethnically diverse populations.

Action Point No.	Action
22	All university conferences to consider inclusion of an EDI strand. Organise an equality conference at the University, focusing on race.
24	Demonstrate commitment to supporting Gypsy, Roma, Traveller, Showmen and Boaters (GRTSB) into Higher Education: • 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.
25	Collaborate with Guildford Borough Council and Surrey County Council, police, local schools and businesses to discuss town and county-wide initiatives to improve inclusivity: • Establish One Guildford project: a town-wide initiative between University, Guildford Borough Council, Surrey County Council, police, schools and businesses to commit to anti-racist pledge.
26	Re-establish liaison group with Surrey police about management of race-related incidents, include student consultation.

4   Staff profile

Where possible for sections 4a and 4b below, please provide the data for each academic faculty/central department. Please also provide a brief overview statement on section 4 as a whole from the head of each faculty/central department, setting out their reaction to the data and priorities for action.

Section 4 Summary
• Very low representation of Black staff.
• Lower proportion of BAME staff on permanent contracts.
• Introduced multifaceted *Diversity 200* recruitment campaign to prioritise improving ethnic diversity of staff profile.
• BAME staff leaving University at higher rate than White staff.
• Low numbers of race-related grievances at odds with REC focus group data about staff experiences. Harassment & Bullying policy review will consider this discrepancy in its promotion of standard reporting channels.
• Need to build trust and sense of belonging among BAME staff through range of initiatives to build inclusive culture.
• Ethnicity pay gap across institution, voluntary publication on webpages.

4a Academic staff

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK and, separately, non-UK academic staff. Provide this information for:

= the institution as a whole

= each academic faculty

= each academic grade (where numbers are small, cluster relevant grades together)

= contract type (permanent/open-ended or fixed-term)

= full time/part-time contracts

= staff turnover rates

50

For our staff ethnic diversity targets, we use a comparison group of ten South-East based universities, including Southampton and Reading. These universities are comparable in size, with similar student profiles, and situated in small cities/large towns. Most are in areas with greater diversity than Guildford, thus enabling us to be ambitious and aspirational while still being feasible. In the long-term, we are aiming for our staff diversity to match our student diversity (at a disaggregated level), which will exceed the UK general populations' ethnic diversity. Data on discrepancies between staff and student populations form the basis of *Diversity 200* (see below for explanation) conversations with hiring managers to illustrate our diversity goals.

		2017/18			2018/19			2019/20		
		No	%	Bench mark (%)	No	%	Bench mark (%)	No	%	Bench mark (%)
UK	White	691	86%	86%	690	85%	86%	686	84%	85%
	BAME	84	10%	9%	95	12%	10%	115	14%	10%
	Not Specified	26	3%	5%	28	3%	5%	19	2%	5%
Non-UK	White	306	58%	69%	318	58%	68%	306	53%	67%
	BAME	201	38%	23%	204	37%	24%	243	42%	25%
	Not Specified	23	4%	8%	26	5%	8%	29	5%	8%

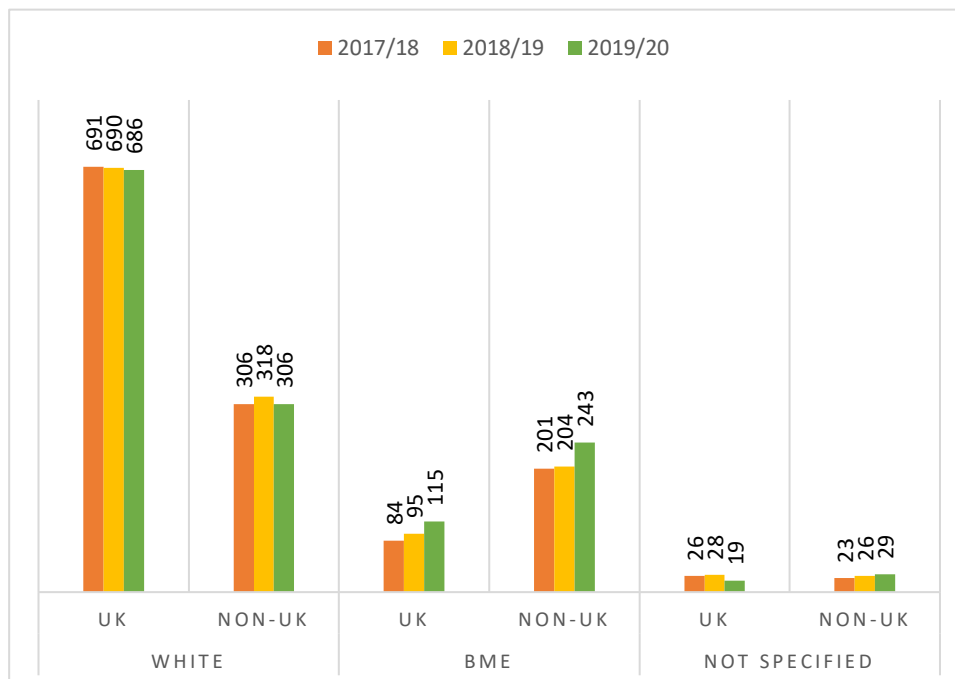*Table 8: UK and international academic staff by ethnic group (BAME/White) compared with benchmarking data*

Figure 31: Bar graph showing UK and international academic staff by ethnic group (BAME/White)

	2017/18		2018/19		2019/20	
	no	%	no	%	no	%
UK						
White	691	86%	690	85%	686	84%
Asian	53	7%	63	8%	67	8%
Black	5	1%	4	0%	11	1%
Mixed	17	2%	19	2%	21	3%
Other	9	1%	9	1%	16	2%
Not Specified	26	3%	28	3%	19	2%
UK Total	801	100%	813	99%	820	100%
Non-UK						
White	306	58%	318	58%	306	53%
Asian	163	31%	166	30%	198	34%
Black	10	2%	12	2%	14	2%
Mixed	7	1%	8	1%	9	2%
Other	21	4%	18	3%	22	4%
Not Specified	23	4%	26	5%	29	5%
Non-UK Total	530	100%	548	99%	578	100%
Grand Total	**1,331**		**1,361**		**1,398**	

Table 9: UK and international academic staff by ethnic group (disaggregated)

There has been little change in representation of academic staff from different ethnic groups over three years (Table 8, 9). The UK staff population remains predominantly White (~84%), with consistently high proportions of Asian staff and consistently low proportions of Black staff (~1%). Just over half of the international staff cohort identifies as White, a third identify as Asian and there are very low numbers of other ethnic groups. Our UK staff populations are comparable to elsewhere in the sector, and our international BAME group are consistently higher than elsewhere (Table 8).

While the low representation of UK and international Black academics mirrors sector levels, our Black staff representation is a point of significant concern for Surrey. This will continue to be an area of considerable focus until we see an improvement.

"We have recognised that we have a considerable journey to go on to improve race equality at Surrey. Our staff population remains far less ethnically diverse than we would want and in particular, we have low representation from Black academics. We want our staff to be representative of the communities we serve, therefore we have introduced our Diversity 200 campaign, to ensure our recruitment process is an inclusive one and drives forward staff diversity. In terms of staff experience, we are seeing encouraging trends from our recent HR People Survey (Feb 2022), that scores from minority ethnic groups have increased from last year across most areas, including sense of belonging, engagement and that most BAME colleagues would recommend Surrey as a good place to work (all higher than White colleagues' scores). This is a positive sign and an indication that that we are tracking in the right direction. The senior team are committed to correcting these inequalities."

Will Davies, Chief People Officer, EB member

Diversity 200 recruitment campaign

We have developed and are implementing our *Diversity 200* project, a diversity recruitment project (AP13). *Diversity 200* will improve academic staff diversity through the recruitment of ~200 new academics (new posts [Sustaining University Research Expertise-SURE fund and other areas of development, such as AI Institute] plus turnover) over a three-year period. With SURE fund's science focus, FASS's approach will need be even more targeted, through additional head-hunting support and a new mentoring programme for FASS BAME PGR students. There will be a particular focus on the targeted recruitment of under-represented ethnic groups (especially Black academics) and genders, to provide essential representation among our academic staff for our diverse student population. *Diversity 200* is a cross-University multi-component project, with a socialisation plan to hiring managers explaining the strategic priority of increasing diversity among our academic staff body. It focuses on each stage of the recruitment process, ensuring inclusive practice and proactive approaches based on positive action. As we monitor recruitment through this project, our aim is to ensure that we have recruited excellent academics from much more diverse backgrounds than our current staff population. Faculty Executive Deans will be responsible for overseeing their approach to *Diversity 200* (they will be required to feed-back EDI-related recruitment statistics to EB to encourage accountability).

Academic Staff by Faculty and Ethnic groups vs Benchmark			BAME			White			Unknown/Not Applicable		
			Actual		Benchmark	Actual		Benchmark	Actual		Benchmark
			No	%	%	No	%	%	No	%	%
2017/18	UK	FASS	21	8%	9%	220	88%	85%	8	3%	6%
		FEPS	27	13%	12%	170	83%	81%	8	4%	7%
		FHMS	24	8%	7%	277	89%	88%	10	3%	5%
		Total	**72**	**9%**	**10%**	**667**	**87%**	**85%**	**26**	**3%**	**6%**
	Non-UK	FASS	30	18%	27%	126	77%	66%	7	4%	7%
		FEPS	5	7%	34%	53	74%	57%	14	19%	8%
		FHMS	15	21%	20%	53	76%	71%	2	3%	9%
		Total	**50**	**16%**	**29%**	**232**	**76%**	**63%**	**23**	**8%**	**8%**
2018/19	UK	FASS	31	12%	10%	212	84%	84%	8	3%	6%
		FEPS	30	15%	12%	165	80%	80%	10	5%	7%
		FHMS	22	7%	8%	291	90%	87%	10	3%	5%
		Total	**83**	**11%**	**10%**	**668**	**86%**	**84%**	**28**	**4%**	**6%**
	Non-UK	FASS	33	19%	28%	128	75%	65%	9	5%	7%
		FEPS	17	21%	36%	59	72%	55%	6	7%	8%
		FHMS	15	18%	21%	65	79%	70%	2	2%	9%
		Total	**65**	**19%**	**30%**	**252**	**75%**	**62%**	**17**	**5%**	**8%**
2019/20	UK	FASS	31	13%	11%	206	85%	82%	6	2%	8%
		FEPS	40	20%	13%	155	76%	79%	9	4%	8%
		FHMS	25	8%	8%	299	91%	86%	4	1%	6%
		Total	**96**	**12%**	**11%**	**660**	**85%**	**82%**	**19**	**2%**	**7%**
	Non-UK	FASS	41	24%	30%	120	70%	62%	11	6%	8%
		FEPS	24	16%	38%	116	76%	52%	12	8%	9%
		FHMS	20	23%	22%	68	77%	69%	0	0%	8%
		Total	**85**	**21%**	**32%**	**304**	**74%**	**60%**	**23**	**6%**	**8%**

Table 10: UK and international academic staff within faculties by ethnic group (BAME/White) compared with benchmarking data

Compared with benchmarking data for UK academic staff, the proportion of BAME staff within FASS is largely comparable, FEPS is slightly higher and FHMS is slightly lower (Table 10). In terms of international BAME staff, while our absolute numbers are increasing, our proportion of BAME staff is consistently lower than the sector. This is most marked within FEPS, where our proportions vary from sector norms by 22 percentage points in '19/20. The likely explanations, based on feedback from international academic staff, include the high housing costs in Guildford and surrounding areas. Our subscription to the national pay framework means we are restricted in the salaries we can offer and therefore are not fully able to compensate staff for high costs of living, compared with other areas nationally. Anecdotal feedback from international academics also indicates that the global pandemic has meant people have wanted to return to their countries of origin to be closer to family and this is likely to play a role in reduced numbers of international staff in future years.

To address this under-representation of international BAME staff, we are planning a targeted marketing campaign, within *Diversity 200,* to promote Surrey and recruiters are encouraged to target the overseas market (AP13).
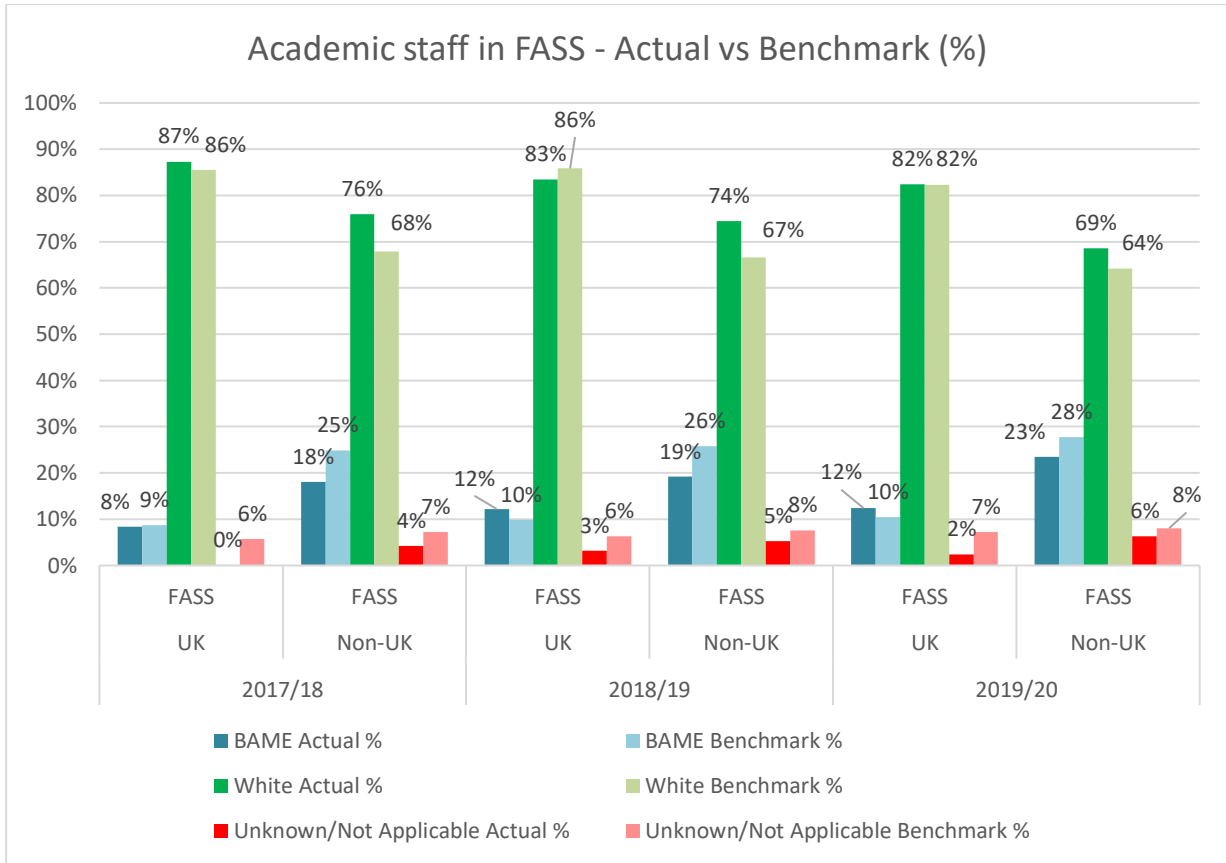
Figure 32: Bar graph showing FASS academic staff within faculties by ethnic group (BAME/White) compared with benchmarking data
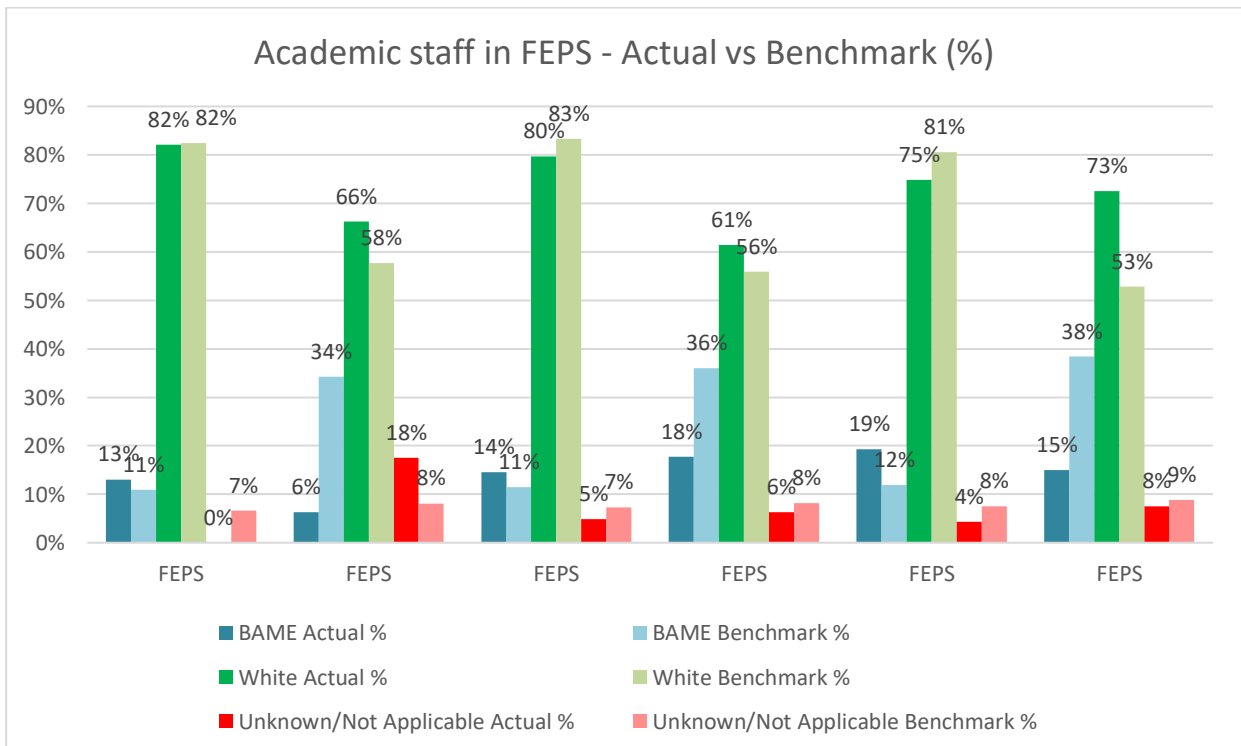

Figure 33: Bar graph showing FEPS academic staff within faculties by ethnic group (BAME/White) compared with benchmarking data
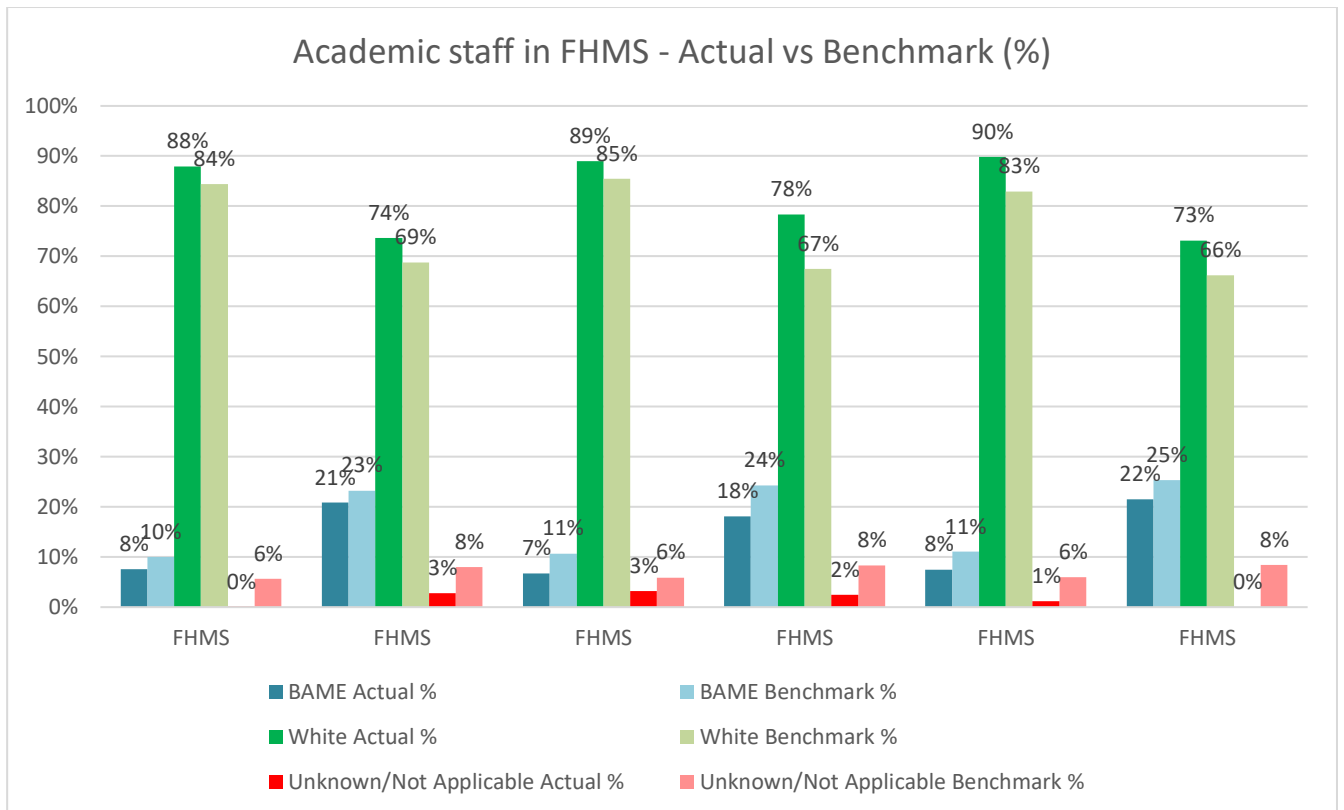
Figure 34: Bar graph showing FHMS academic staff within faculties by ethnic group (BAME/White) compared with benchmarking data

FEPS

	2017/18		2018/19		2019/20	
	no	**%**	**no**	**%**	**no**	**%**
UK						
White	170	82%	165	80%	155	75%
Asian	25	12%	27	13%	33	16%
Black	0	0%	0	0%	3	1%
Mixed	2	1%	3	1%	4	2%
Other	2	1%	2	1%	3	1%
Not Specified	8	4%	10	5%	9	4%
UK Total	207	100%	207	100%	207	100%
Non-UK						
White	53	66%	59	61%	116	73%
Asian	4	5%	16	17%	20	13%
Black	0	0%	0	0%	0	0%
Mixed	1	1%	1	1%	4	3%
Other	8	10%	14	15%	8	5%
Not Specified	14	18%	6	6%	12	8%
Non-UK Total	80	100%	96	100%	160	100%
Grand Total	**287**		**303**		**367**	

Table 11: UK and international academic staff within FEPS by ethnic group (disaggregated)

56

FASS

	2017/18		2018/19		2019/20	
	no	**%**	**no**	**%**	**no**	**%**
UK						
White	220	87%	212	83%	206	82%
Asian	10	4%	19	7%	17	7%
Black	3	1%	3	1%	5	2%
Mixed	8	3%	9	4%	9	4%
Other	3	1%	3	1%	7	3%
Not Specified	8	3%	8	3%	6	2%
UK Total	252	99%	254	100%	250	100%
Non-UK						
White	126	76%	128	74%	120	69%
Asian	29	17%	28	16%	35	20%
Black	0	0%	3	2%	4	2%
Mixed	1	1%	2	1%	2	1%
Other	3	2%	2	1%	3	2%
Not Specified	7	4%	9	5%	11	6%
Non-UK Total	166	100%	172	99%	175	100%
Grand Total	**418**		**426**		**425**	

Table 12: UK &international academic staff within FASS by ethnic group (disaggregated)

FHMS

	2017/18		2018/19		2019/20	
	no	**%**	**no**	**%**	**no**	**%**
UK						
White	277	88%	291	89%	299	90%
Asian	17	5%	16	5%	16	5%
Black	2	1%	1	0%	3	1%
Mixed	5	2%	5	2%	6	2%
Other	4	1%	4	1%	5	2%
Not Specified	10	3%	10	3%	4	1%
UK Total	315	100%	327	100%	333	100%
Non-UK						
White	53	74%	65	78%	68	73%
Asian	10	14%	8	10%	13	14%
Black	3	4%	6	7%	6	6%
Mixed	2	3%	1	1%	1	1%
Other	2	3%	1	1%	5	5%
Not Specified	2	3%	2	2%	0	0%
Non-UK Total	72	100%	83	100%	93	100%
Grand Total	**387**		**410**		**426**	

Table 13: UK and international academic staff within FHMS by ethnic group (disaggregated)

Disaggregated data shows no dramatic differences between faculties. There are marginally higher proportion of UK academic staff identifying as Asian in FEPS (Table 11), and this proportion has increased in the last three years in both FEPS (Table 11) and FASS (Table 12). FHMS shows consistently low representation of UK BAME groups (Table 13). These data indicate woeful cross-faculty representation of Black academic colleagues, in particular. This is particularly marked in comparison with student profiles (Table 14).

	% of Black academics (n)	% of Black students
FEPS	<1% (3)	12%
FASS	2% (9)	7%
FHMS	3% (12)	9%

Table 14: Proportion of academic staff identifying as Black compared with proportion of students identifying as Black within departments

Certain subjects have historically attracted a greater proportion of people from BAME groups, for example, within FEPS, Computer Science and Chemical Process Engineering are ethnically diverse, as FASS's Surrey Business School and School of Hospitality and Tourism Management, attracting a broader range of ethnic groups and international colleagues. We are proud of these departments' ethnic diversity and are committed to seeing this diversity across all departments (AP13).

Academic Staff			Research Officer/ Assistant		Teaching/ Research Fellow A		Lecturer/ Clinical, Research/ Teaching Fellow B		Senior Lecturer, Research/ Teaching Fellow		Professor		Personal salary		Staff Total	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2017 /18	UK	White	15	88%	152	84%	194	87%	172	88%	120	87%	34	77%	687	86%
		BAME	1	6%	21	12%	21	9%	15	8%	17	12%	9	20%	84	11%
		Not specified	1	6%	7	4%	7	3%	9	5%	1	1%	1	2%	26	3%
	Non -UK	White	4	25%	69	39%	103	64%	69	72%	33	85%	27	69%	305	58%
		BAME	11	69%	99	56%	49	31%	25	26%	6	15%	11	28%	201	38%
		Not specified	1	6%	8	5%	8	5%	2	2%	0	0%	1	3%	20	4%
2018 /19	UK	White	15	94%	143	84%	193	84%	138	87%	130	87%	22	73%	641	85%
		BAME	1	6%	18	11%	29	13%	14	9%	18	12%	7	23%	87	12%
		Not specified	0	0%	10	6%	9	4%	7	4%	1	1%	1	3%	28	4%
	Non -UK	White	7	39%	40	26%	66	53%	41	58%	22	73%	18	56%	194	45%
		BAME	10	56%	102	68%	49	39%	19	27%	7	23%	10	31%	197	46%
		Not specified	1	6%	9	6%	10	8%	11	15%	1	3%	4	13%	36	8%
2019 /20	UK	White	11	73%	137	81%	200	83%	181	87%	131	85%	26	81%	686	84%
		BAME	4	27%	25	15%	34	14%	24	11%	22	14%	6	19%	115	14%
		Not specified	0	0%	7	4%	7	3%	4	2%	1	1%	0	0%	19	2%
	Non -UK	White	6	27%	63	35%	87	56%	92	77%	41	84%	17	43%	306	54%
		BAME	15	68%	117	65%	64	41%	28	23%	8	16%	17	43%	249	44%

*Table 15: UK and international academic staff by ethnic group (BAME/White) and by job title. *Personal Salary - grade does not align with salary spine.*
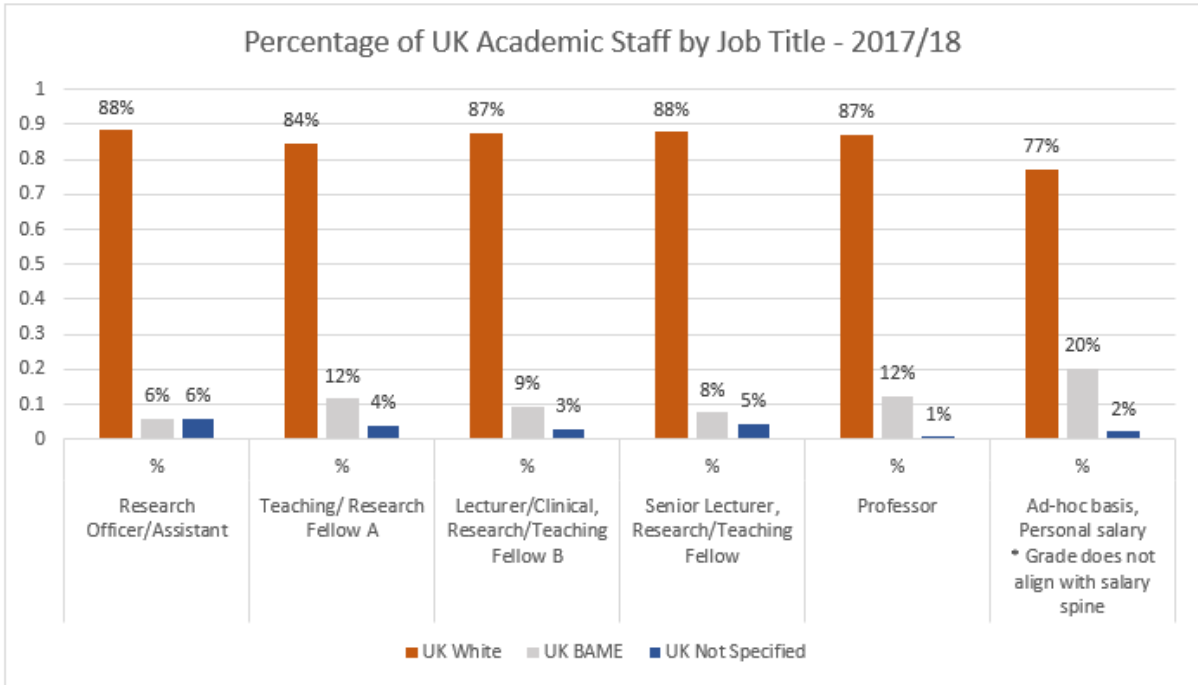
Figure 35: UK academic staff by ethnic group (BAME/White) and by job title in 2017/18
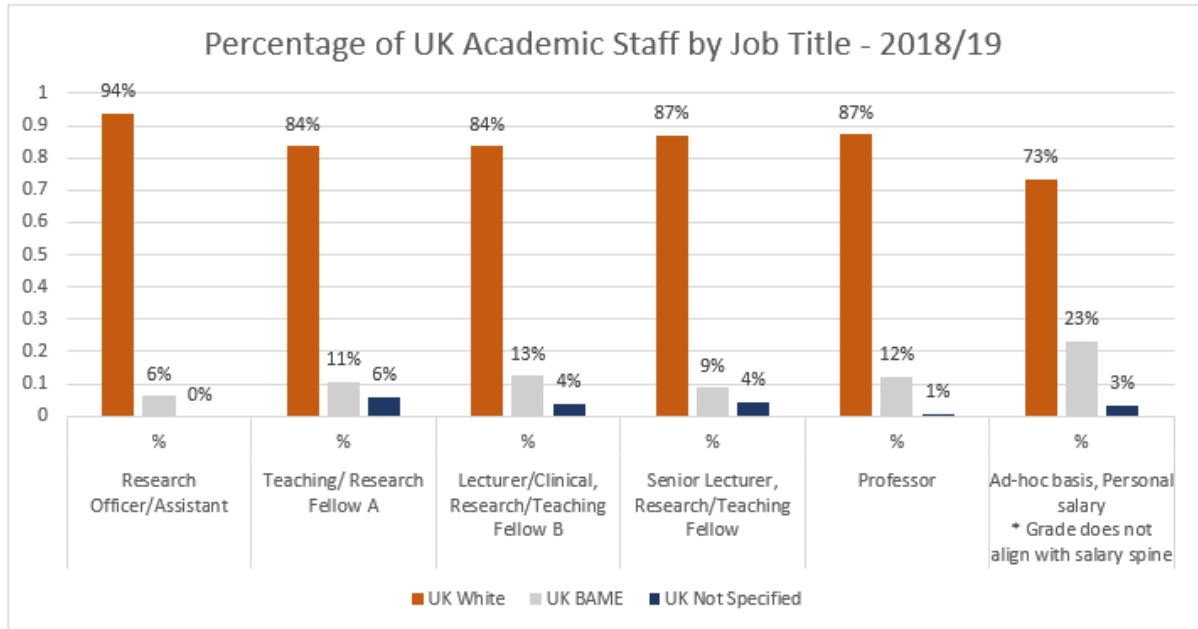

Figure 36: UK academic staff by ethnic group (BAME/White) and by job title in 2018/19
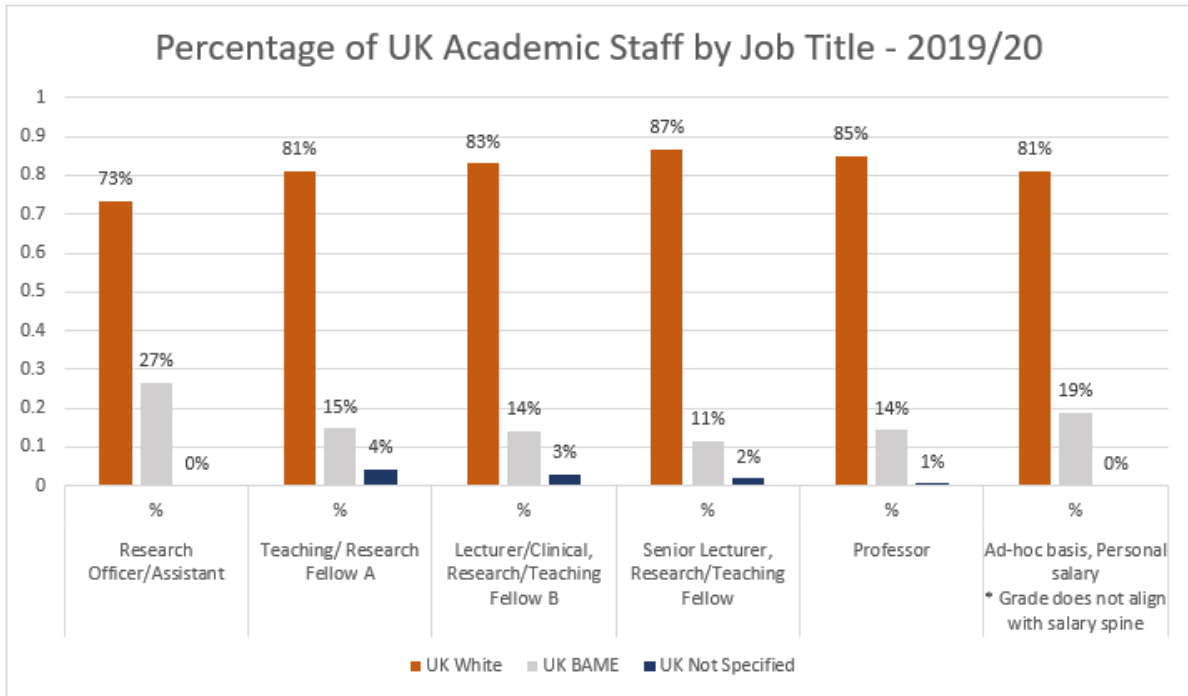
Figure 37: UK academic staff by ethnic group (BAME/White) and by job title in 2019/20
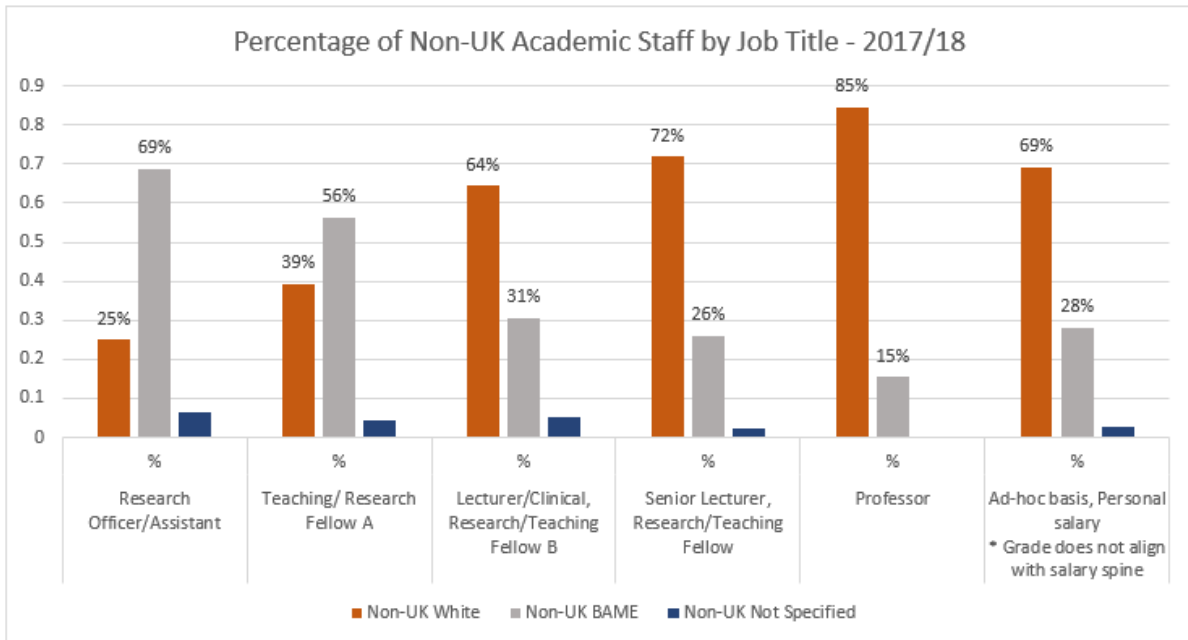

Figure 38: International academic staff by ethnic group (BAME/White) and by job title in 2017/18
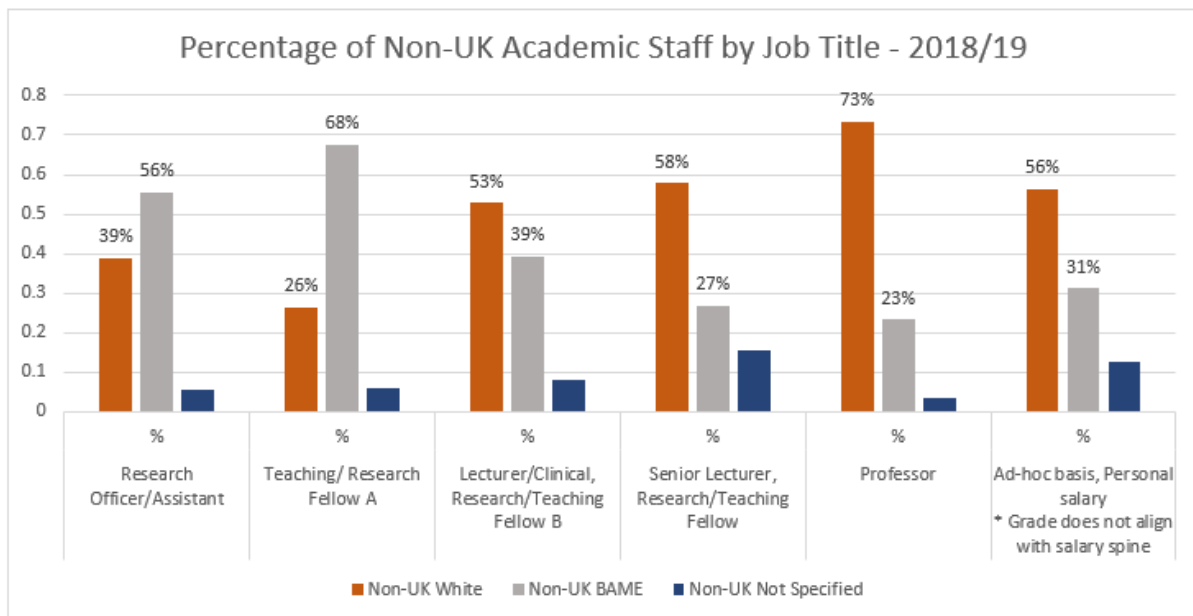
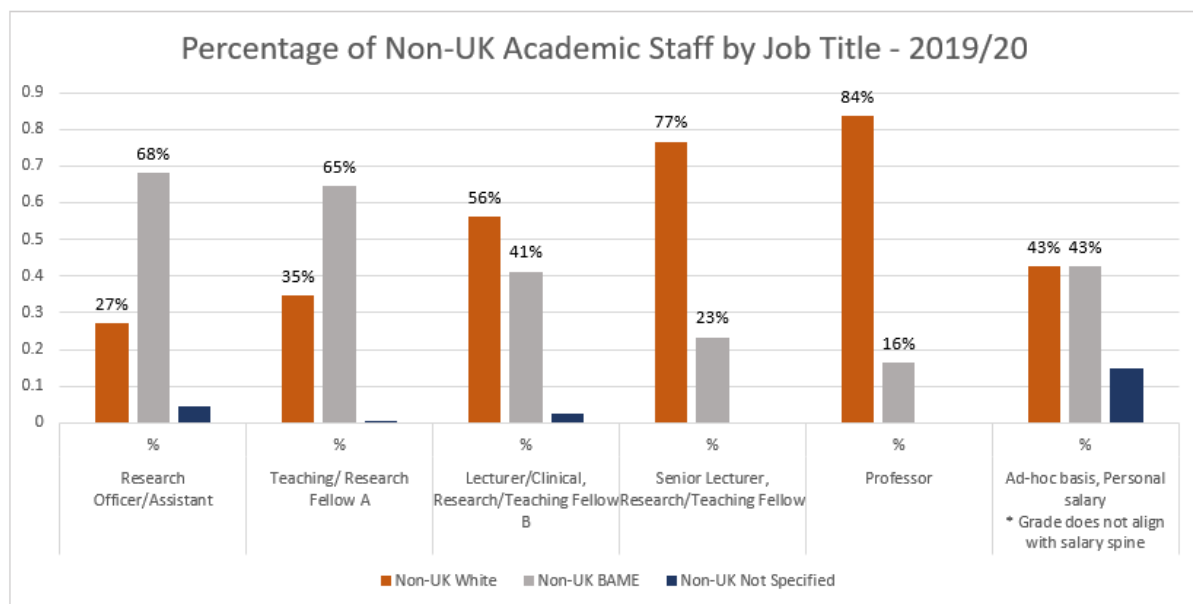*Figure 39: International academic staff by ethnic group (BAME/White) and by job title in 2018/19*

Figure 40: International academic staff by ethnic group (BAME/White) and by job title in 2019/20

There is a trend towards an increasing proportion of UK staff from BAME backgrounds across each of the levels over the three-year period (Table 15). This is a positive change, although the greatest increase is in the lowest level. Proportion of UK BAME staff are inconsistent across levels; this absence of a pattern indicates that BAME academic staff representation does not fall as the levels increase, which could imply systematic disadvantage of BAME staff.

Staff feedback from the REC survey indicates an awareness and frustration with the lack of ethnic diversity in our senior leaders across the University.

> *"Where are the Indian / Pakistani /black and others etc senior leaders? It strikes me most of them are on the lower rungs of the ladder. What is encouraged to help them achieve more?"*

UK Asian female staff member

Again, while consistent with sector norms, at Surrey, we are committed to increasing our proportion of UK BAME academics and to achieve improved representation across all salary levels (in particular Black academics) through increased recruitment (AP13) and support for BAME staff in promotion and mending the pipeline of BAME PGR students into academia (Section 7e).

Among international staff, with the exception of the 'ad hoc', personal salary group, there is a graded relationship, with a greater representation of BAME academics in lower levels that reduce as levels increase (little change over time). This trend suggests systematic disadvantage for international BAME academics in progressing and we must investigate the causes of this. REC survey results supported these findings, with 44% of BAME international staff feeling overlooked for promotion, compared with 21% of White international staff. More support for international BAME academic colleagues is needed. With the introduction of the appraisal checklist (AP27), all line managers will be reminded to discuss development/promotion opportunities with all staff. The importance of development conversations will be reiterated to all Heads of Departments and in new manager/line manager training being developed (AP28), with a specific emphasis on promotion for international staff.

Permanent and fixed-term contracts

All Academic Staff		UK					
		White			BAME		
		No.	%	Benchmark (%)	No.	%	Benchmark (%)
Permanent	2017/18	551	89%	92%	65	11%	8%
	2018/19	570	88%	91%	78	12%	9%
	2019/20	561	87%	91%	84	13%	9%
Fixed Term	2017/18	140	88%	89%	19	12%	11%
	2018/19	120	88%	88%	17	12%	12%
	2019/20	125	80%	87%	31	20%	13%

All Academic Staff		Non-UK					
		White			BAME		
		No.	%	Benchmark (%)	No.	%	Benchmark (%)
Permanent	2017/18	239	75%	78%	79	25%	22%
	2018/19	251	75%	77%	84	25%	23%
	2019/20	238	71%	75%	96	29%	25%
Fixed Term	2017/18	67	37%	64%	112	63%	36%
	2018/19	67	42%	59%	94	58%	41%
	2019/20	68	35%	58%	125	65%	42%

Table 16: UK and international academic staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term) compared with benchmarking data
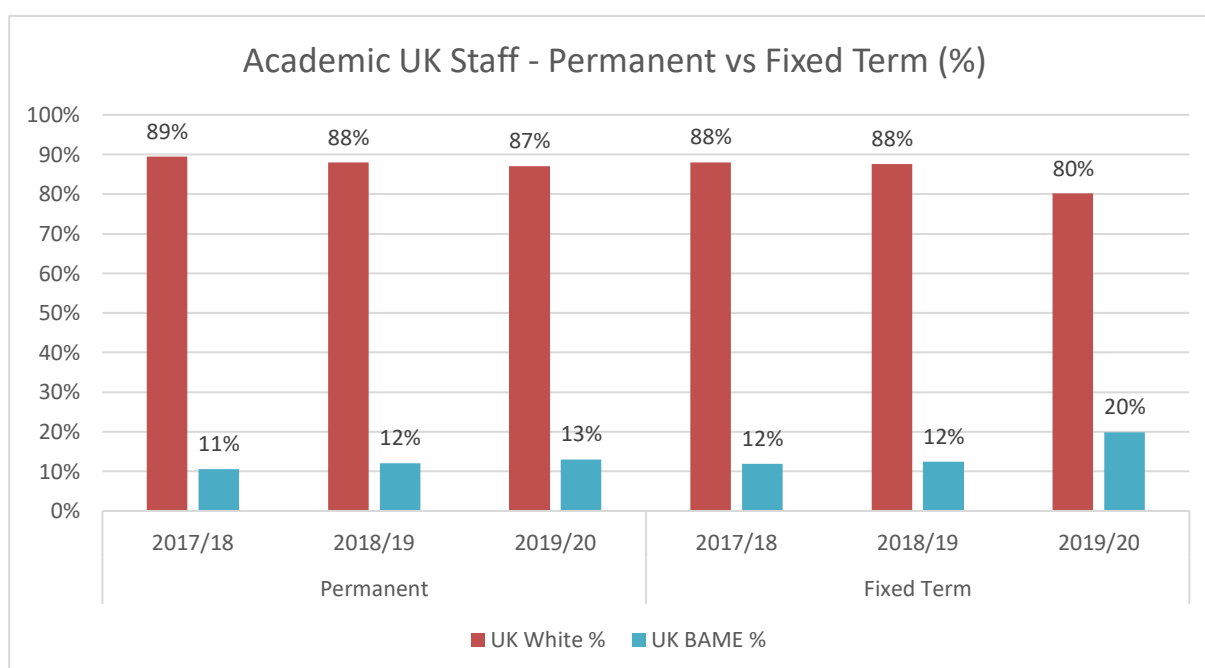

Figure 41: Bar chart showing UK academic staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term) compared with benchmarking data
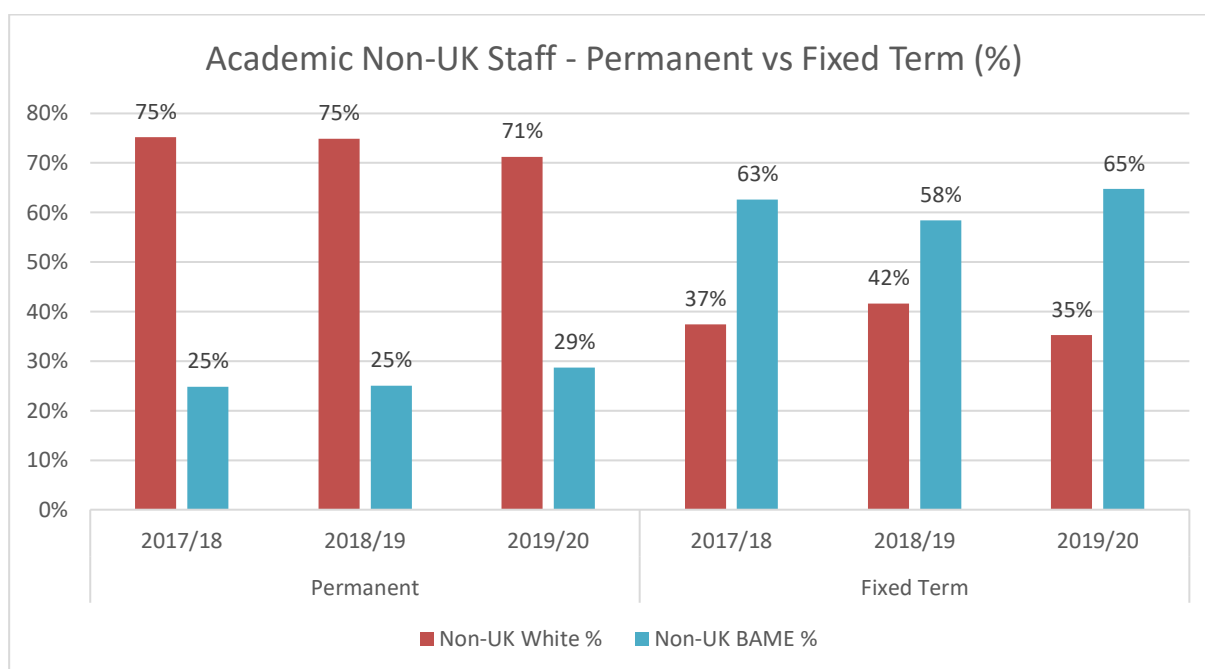
Figure 42: Bar chart showing international academic staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term) compared with benchmarking data

Research only		UK								
		White			BAME			Other		
		No.	%	Benchmark (%)	No.	%	Benchmark (%)	No.	%	Benchmark (%)
Permanent	2017/18	64	27%	40%	18	16%	35%	3	18%	36%
	2018/19	65	27%	39%	21	16%	33%	0	0%	35%
	2019/20	62	28%	38%	20	14%	33%	0	0%	33%
Fixed-Term	2017/18	174	73%	60%	97	84%	65%	12	82%	64%
	2018/19	172	73%	61%	108	84%	67%	13	100%	65%
	2019/20	157	72%	62%	122	86%	67%	16	100%	67%

Table 17: UK research-only staff by ethnic group (BAME/White) and by type of contract (permanent / fixed-term) compared with benchmarking data

Research only		Non-UK							
		White		BAME		Other		Not Known	
		No.	%	No.	%	No.	%	No.	%
Permanent	2017/18	5	37%	2	38%	0	0%	0	0%
	2018/19	5	43%	1	33%	0	0%	0	0%
	2019/20	4	50%	1	40%	0	0%	0	0%
Fixed-Term	2017/18	9	63%	3	63%	1	100%	0	0%
	2018/19	6	57%	2	67%	1	100%	0	0%
	2019/20	4	50%	2	60%	0	0%	0	0%

Table 18: International research-only staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term) (benchmarking data not available)
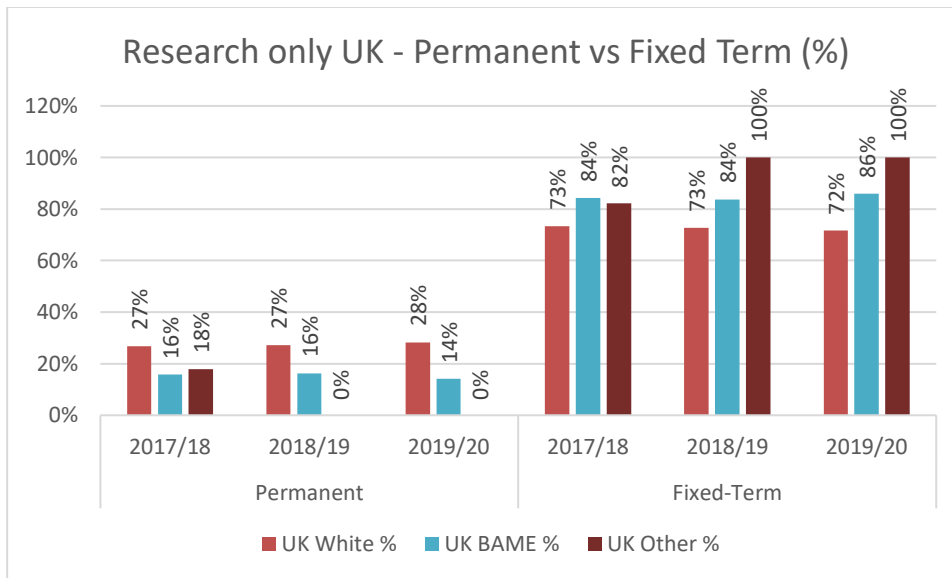
65

Figure 43: Bar chart showing UK research-only staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term)
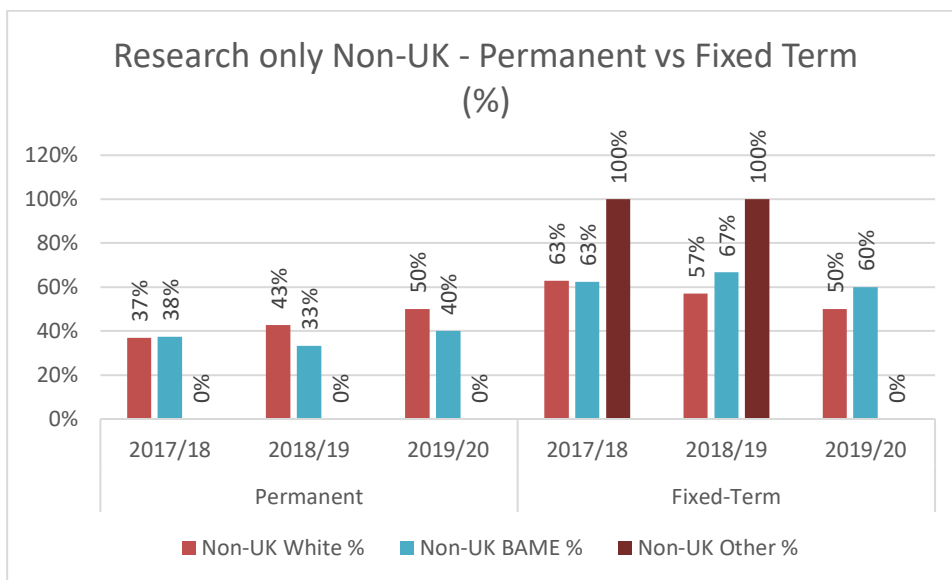

Figure 44: Bar chart showing international research-only staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term)

Compared with benchmarking data, we show a consistently lower proportion of all ethnic groups in permanent roles and higher representation of all groups in fixed-term positions. Our numbers and proportion of UK BAME research-only staff has increased in the last three years (by ~25%) (Table 17). We interpret this positively yet cautiously, that we are attracting and appointing researchers, likely ECRs, from BAME backgrounds to start their careers at Surrey. While fixed-term contracts are not ideal, they do represent the initial stage of any research career. Nonetheless, we also observe a higher proportion of White staff in permanent roles, with 73% of UK BAME academic staff on permanent contracts compared with 82% of White

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academics, and 14% of UK BAME research-only staff on permanent contracts compared with 37% of White counterparts. This is commensurate with focus group findings, where BAME ECRs perceived greater likelihood of being on fixed-term contracts compared with White ECRs, a point highlighted by international and UK BAME researchers. While wanting to dismiss it as a coincidence, one ECR said:

> *"you can't help but feel that you fit the statistics"*
> (being less likely to be on a permanent contract as a BAME ECR).
>
> UK Asian male ECR

This group felt there needs to be more support to understand the processes/systems to support progression. To increase the proportion of permanent BAME research staff, we plan to actively support them to do this through a host of initiatives (AP29, AP12 and AP13).

For international research staff, the picture is inconsistent (Table 18). International BAME academics are often subject to visa restrictions linked with countries of origin and therefore fixed-term contracts may be necessary. In previous years, we showed lower representation of BAME research-only colleagues compared with benchmarking data, 2019/20 data indicated an improvement in BAME representation among permanent and fixed-term research-only staff (numbers are very small and therefore should be treated with caution). No differential in fixed-term versus permanent roles was observed among international research-only staff, however these data will be monitored for potential changes in trends.

Teaching only		UK									
		White			BAME			Other			
		No.	%	Benchmark (%)	No.	%	Benchmark (%)	No.	%	Benchmark (%)	
Permanent	2017/18	293	88%	57%	24	83%	52%	1	100%	58%	
	2018/19	324	91%	60%	28	82%	57%	1	50%	58%	
	2019/20	340	93%	62%	34	84%	58%	2	43%	57%	
Fixed Term	2017/18	40	12%	43%	5	17%	48%	0	0%	42%	
	2018/19	31	9%	40%	6	18%	43%	1	50%	42%	
	2019/20	27	7%	38%	7	16%	42%	2	57%	43%	

Table 19: UK teaching-only staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term) compared with benchmarking data

Teaching only		Non-UK								
		White		BAME		Other		Not Known		
		No.	%	No.	%	No.	%	No.	%	
Permanent	2017/18	2	44%	2	43%	1	100%	0	0%	
	2018/19	3	56%	2	50%	1	100%	0	0%	
	2019/20	2	44%	3	63%	1	100%	0	0%	
Fixed Term	2017/18	3	56%	2	57%	0	0%	0	0%	
	2018/19	2	44%	2	50%	0	0%	0	0%	
	2019/20	3	56%	2	38%	0	0%	0	0%	

Table 20: International teaching-only staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term) (benchmarking data not available)
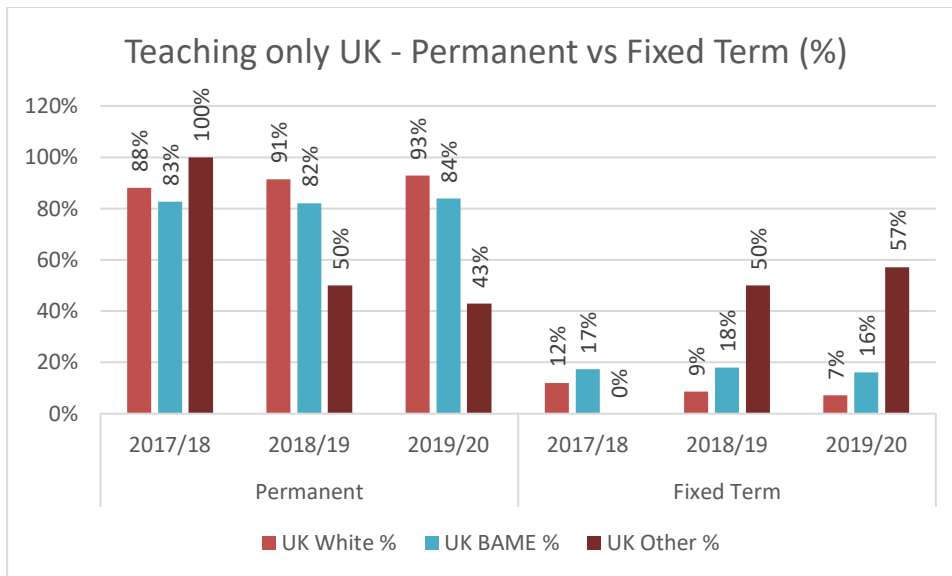
67

Figure 45: Bar chart showing UK teaching-only staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term)
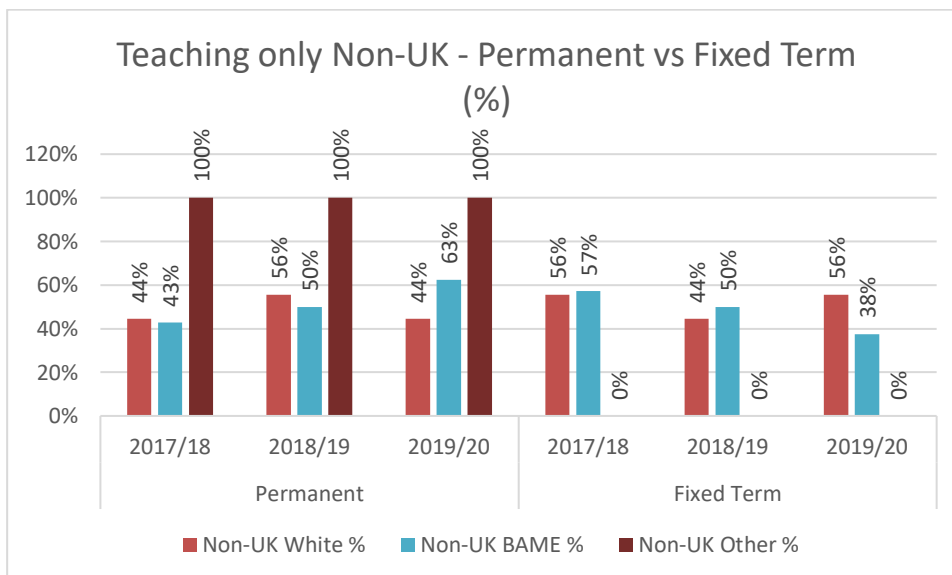

Figure 46: Bar chart showing international teaching-only staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term)

Compared with benchmarking data, we show a consistently higher representation of UK BAME teaching-only staff in permanent positions and lower representation for fixed-term positions (Table 19). Proportion of UK BAME staff on permanent teaching-only contracts was consistently lower than UK White staff. Our review of fixed-term contracts by department (AP30) will determine where these discrepancies exist, to intervene where necessary. Our existing policy states that if a member of staff has been on a fixed-term contract for three years, they are automatically moved to a permanent contract.

Small numbers prohibit clear understanding of representation of BAME teaching staff on fixed-term contracts, however these data indicate this is less of a concern for teaching-only than research-only staff. Numbers of international teaching-only staff are too small to understand trends by ethnic group (Table 20).

Both teaching and research		UK								
		White			BAME			Other		
		No.	%	Benchmark (%)	No.	%	Benchmark (%)	No.	%	Benchmark (%)
Permanent	2017/18	528	95%	92%	100	100%	92%	15	97%	93%
	2018/19	551	94%	92%	107	99%	92%	15	97%	93%
	2019/20	533	95%	93%	116	97%	92%	15	100%	92%
Fixed Term	2017/18	28	5%	8%	1	1%	8%	1	3%	7%
	2018/19	36	6%	8%	2	1%	8%	1	3%	7%
	2019/20	28	5%	7%	3	3%	8%	0	0%	8%

Table 21: UK teaching and research staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term) compared with benchmarking data

Both teaching and research		Non-UK							
		White		BAME		Other		Not Known	
		No.	%	No.	%	No.	%	No.	%
Permanent	2017/18	21	93%	0	0%	0	0%	0	0%
	2018/19	18	97%	0	0%	0	0%	0	0%
	2019/20	12	86%	0	0%	0	0%	1	33%
Fixed Term	2017/18	2	7%	0	0%	0	0%	0	0%
	2018/19	1	3%	0	0%	0	0%	0	0%
	2019/20	2	14%	1	100%	1	100%	2	67%

Table 22: International teaching and research staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term) (benchmarking data not available)
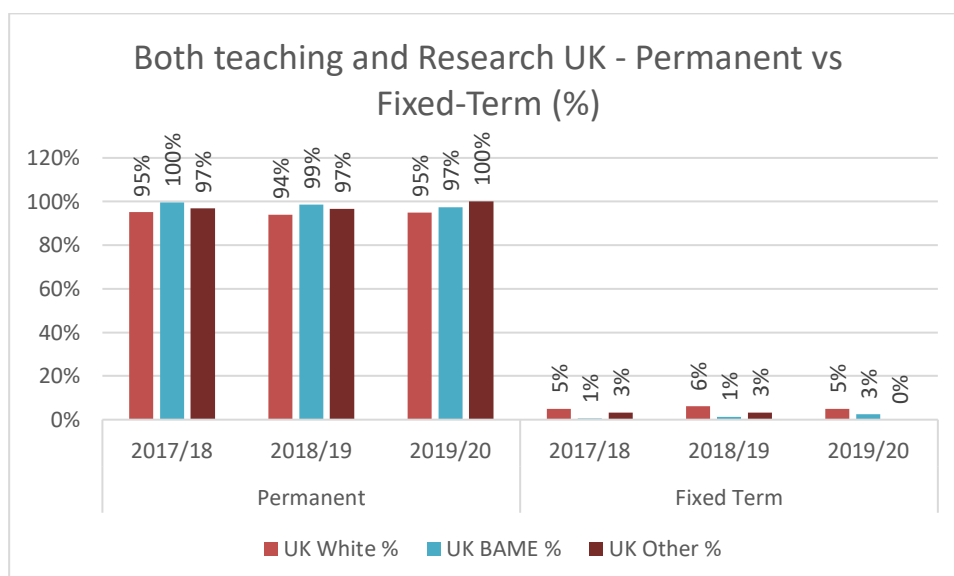

Figure 47: Bar chart showing UK teaching and research staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term)
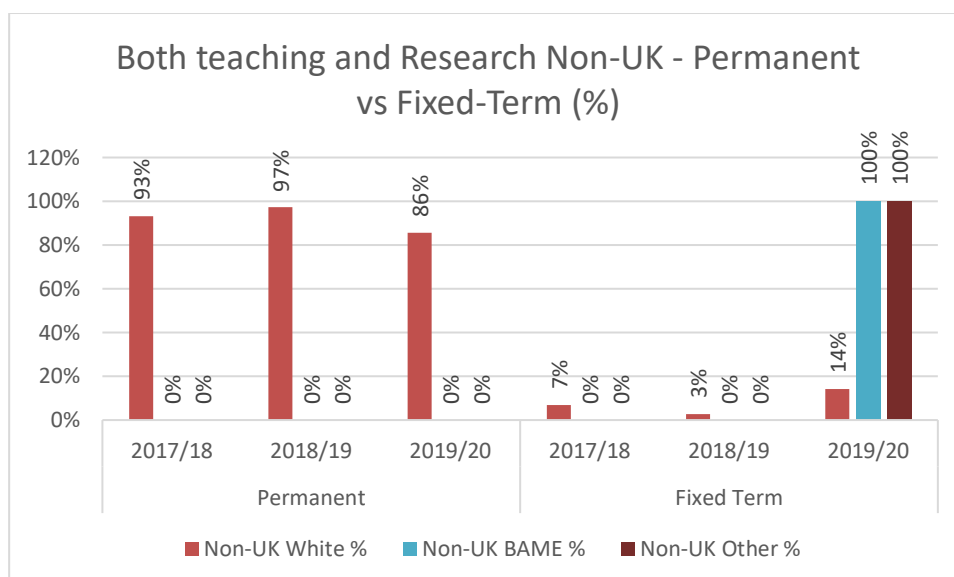
Figure 48: Bar chart showing international teaching and research staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term)

For UK teaching and research staff, proportions of permanent White and BAME staff were marginally higher than the sector and proportions were higher among BAME than White staff (Table 21). Numbers of UK staff on fixed-term contracts and international teaching and research staff (Table 22) on permanent or fixed-term contracts were very low and too small to be meaningful.

Full-time and part-time contracts

All Academic Staff		UK				Non-UK			
		White		BAME		White		BAME	
		No.	%	No.	%	No.	%	No.	%
Full-time	2017/18	819	90%	103	89%	239	75%	79	25%
	2018/19	150	63%	120	93%	251	75%	84	25%
	2019/20	149	68%	134	94%	238	71%	96	29%
Part-time	2017/18	87	10%	13	11%	67	37%	112	63%
	2018/19	87	37%	10	7%	67	42%	94	58%
	2019/20	70	32%	9	6%	68	35%	125	65%

Table 23: UK and international academic staff by ethnic group (BAME/White) and by type of contract hours (full-time/part-time)
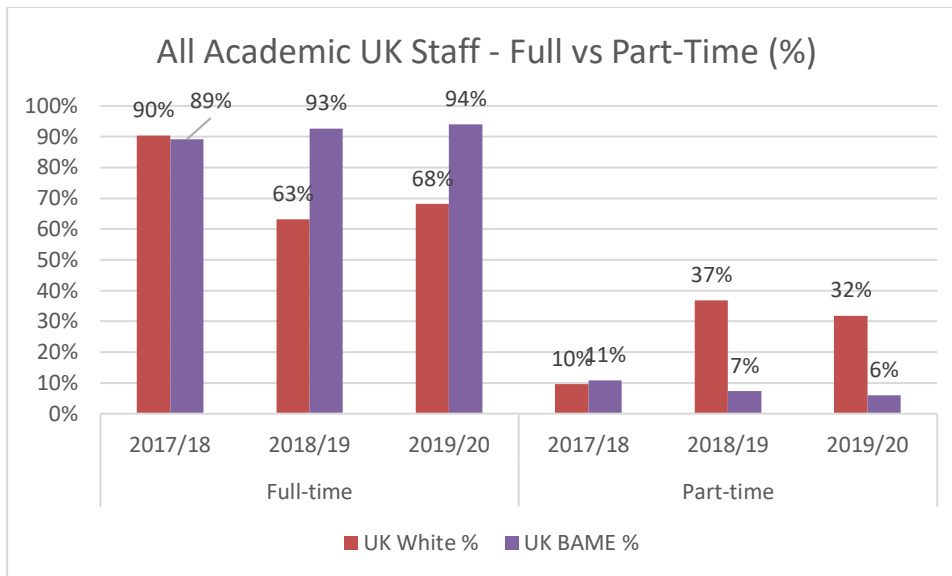
Figure 49: Bar chart showing UK academic staff by ethnic group (BAME/White) and by type of contract hours (full-time/part-time)
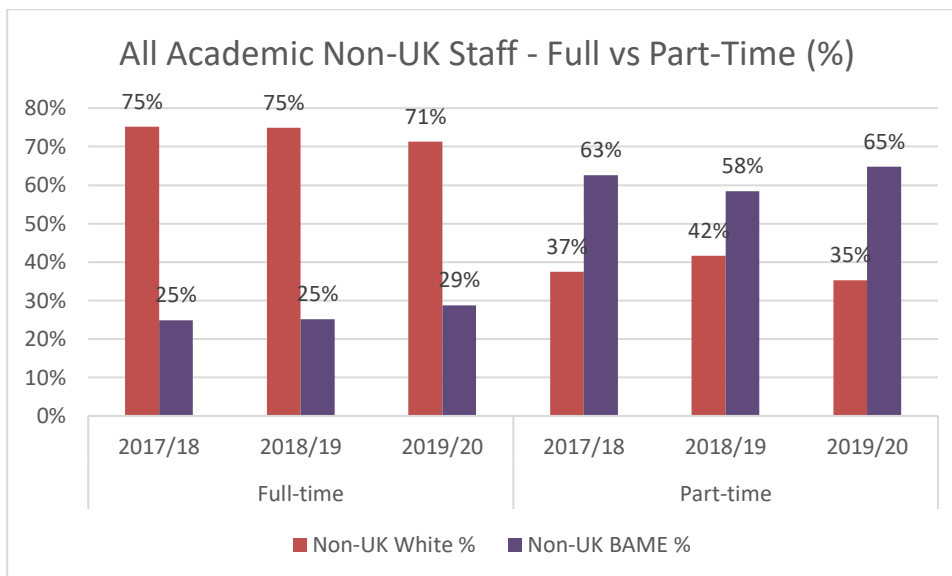

Figure 50: Bar chart showing international academic staff by ethnic group (BAME/White) and by type of contract hours (full-time/part-time)

In 2019/20, of all UK White academic staff, 29% were working part-time (Table 23). Of all UK BAME academic staff, 22% were working part-time. This ethnic difference was accentuated among international staff, with 14% of White international staff working part-time compared with 6% of BAME international staff. While no ethnic difference existed in staff confidence in being granted flexible working hours (82% of BAME 'v' 84% of White colleagues responded positively), we are keen to understand the reasons for lower part-time working among BAME staff (AP31). Flexibility in terms of hours should be offered to all staff, and this will be widely communicated through a communications campaign to our community and in targeted emails

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to Heads of Departments and the SEED network, and embedded into new manager and Unconscious Bias training (AP32).

There were no ethnic differences in perceptions of flexible working in terms of flexibility within average day (e.g. late starts). The same proportion of BAME and White colleagues felt their line managers were supportive of flexible working (90%) and very similar proportions of people felt they were aware (88% BAME 'v' 91% White), had access to (82% BAME 'v' 84% White) and could take advantage of flexible working opportunities (100% BAME 'v' 95% White).

We support and encourage flexible working in many ways and this support has been enhanced since Covid-19. All staff can request flexibility and flexible options are considered and stated, where possible, in all job adverts. The EB recently approved a new 'blended working' approach, where flexibility is the default for all academic and PSS staff. Line managers are being supported to deliver this level of flexibility through guidelines. While not all staff can benefit from home-working, those required on campus can have additional flexibility elsewhere, e.g. through amended shift patterns, part-time hours, admin days at home. We will monitor whether the uptake and availability of blended working is equitable across ethnic groups (AP33).

Academic staff turnover

Academic staff Turnover (%)		UK				
		White	BAME	Not Known	Refused	**Total**
2017/18	Avg. Employed	1712	132	0	73	**1975**
	Leavers	64	31	0	10	**111**
	Turnover (%)	**4%**	**23%**	**0%**	**14%**	**6%**
2018/19	Avg. Employed	1770	141	0	74	**2043**
	Leavers	72	32	0	6	**112**
	Turnover (%)	**4%**	**23%**	**0%**	**8%**	**5%**
2019/20	Avg. Employed	1723	164	0	62	**2018**
	Leavers	89	37	0	7	**137**
	Turnover (%)	**5%**	**23%**	**0%**	**11%**	**7%**

Table 24: UK academic leavers and turnover rates by ethnic group (BAME/White). Turnover rate calculated using number of leavers in an ethnic group divided by total average employed within that ethnic group in that year (academic only). e.g. 64 White UK leavers, total average White UK employees in 2017/18 was 1,712; turnover rate = 64/1712= 4%.
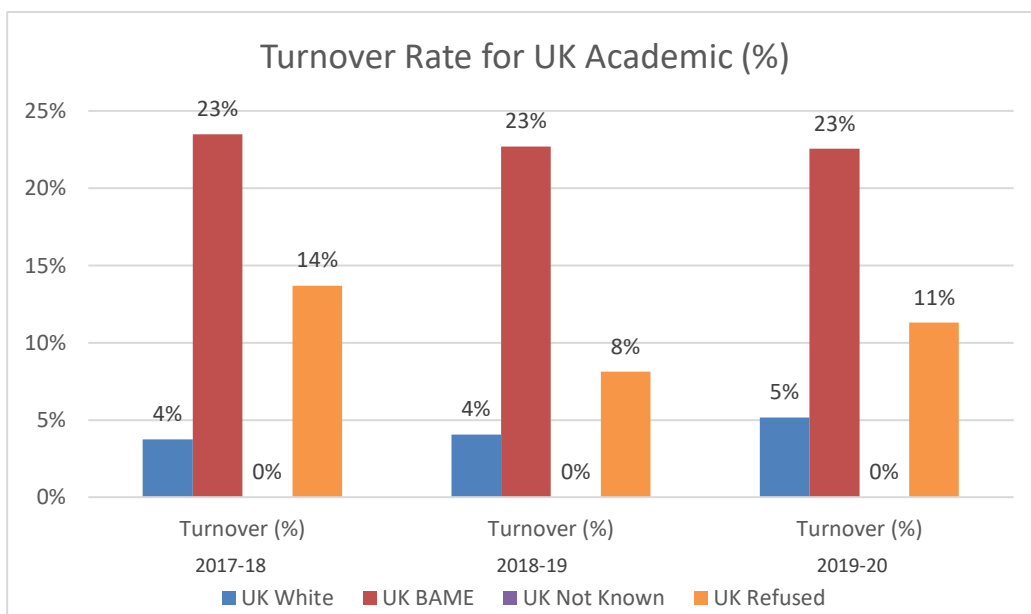
Academic staff Turnover (%)		Non-UK				
		White	BAME	Not Known	Refused	**Total**
2017/18	Avg. Employed	59	11	0	0	**73**
	Leavers	4	2	0	0	**6**
	Turnover (%)	**7%**	**18%**	**0%**	**0%**	**8%**
2018/19	Avg. Employed	48	4	0	4	**58**
	Leavers	8	0	0	0	**9**
	Turnover (%)	**17%**	**0%**	**0%**	**0%**	**16%**
2019/20	Avg. Employed	39	4	6	5	**57**
	Leavers	7	1	0	0	**8**
	Turnover (%)	**18%**	**25%**	**0%**	**0%**	**14%**

Table 25: International leavers and turnover rates by ethnic group (BAME/White)
Turnover rate calculated using number of leavers in an ethnic group divided by total average employed within that ethnic group in that year (academic only). e.g. 4 White UK leavers, total average White UK employees in 2017/18 was 59; turnover rate = 4/59= 7%.

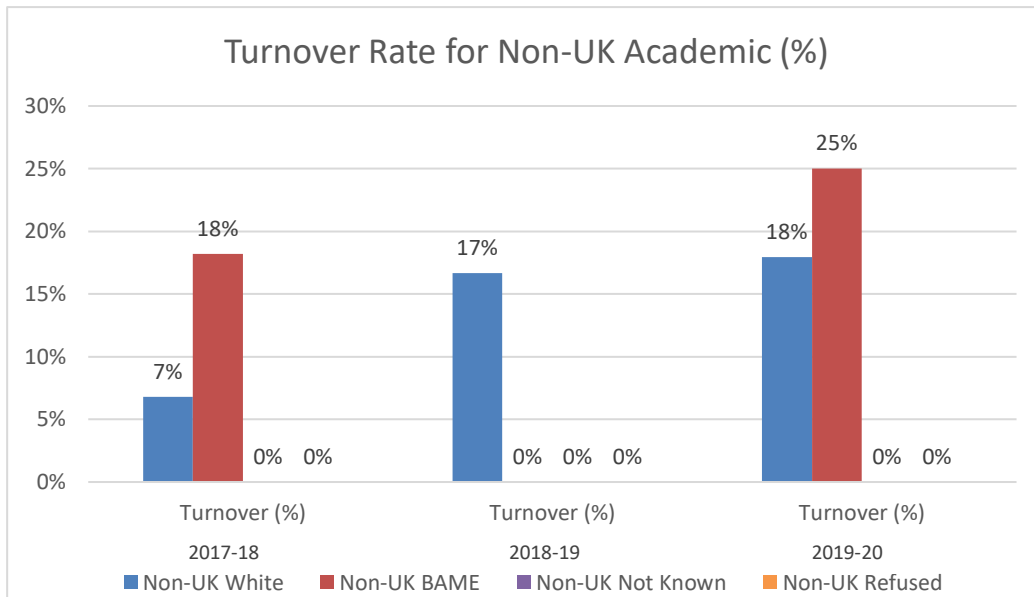*Figure 51: UK academic staff turnover rate by ethnic group (BAME/White)*

Figure 52: International academic staff turnover rate by ethnic group (BAME/White)

While the numbers of leavers for international academics were too small to draw meaningful conclusions (Table 25, Figure 52), there has been consistently higher turnover among UK BAME academics than White counterparts (five to six times the turnover rates, e.g. 23% 'v' 4%) (Table 24, Figure 51). Although observed across the sector, we are keen to understand the reasons for this concerning pattern. Recent leavers' questionnaire data review indicated no specific problem with discrimination as a reason for leaving, however we could speculate that lower sense of belonging, feelings of isolation and regular experience of microaggressions described by BAME staff (REC staff survey and focus group data, recent HR reports) contribute towards this. We have introduced a myriad of interventions to address these concerns, many of which are in our existing *Race Equality action plan*, such as SEED network formation, greater representation among staff (AP13), improved race equity training for all staff (AP17), appointment of specialist counsellors (AP2), improved process for managing reports of racism/microaggressions (AP16). As well as these positive initiatives, we plan to improve our understanding of reasons for leaving, through enhanced questionnaire data collection and exit interviews (AP34). We hope this work will lead to culture change that includes zero tolerance to racism and creates a more welcoming environment for our BAME colleagues enabling them to bring their 'whole selves' to work. It is too early to examine the impact of these actions, but we intend to monitor them closely to understand progress and impact.

Action Point No.	Action
2	Additional wellbeing support for BAME students and staff in response to racism/racial trauma: • New counsellors from BAME backgrounds, including specialism in race-related trauma. • Additional training to the counselling team on race/racism/cultural competency (incl. one day training on Cultural Competency from NAFSIYAT Intercultural Therapy Centre). • 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.
12	Improve inclusive researcher development training: • Decolonising researcher development support within the Doctoral College. Introduction of new inclusive supervisor training (training to support culturally sensitive PhD supervision).
13	Implement *Diversity 200* recruitment project: • Full review of recruitment practice within HR Operations team and Resourcing team. • 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 reminders for all those shortlisting. • Statement about importance of diversity and unconscious bias to be reiterated by interview chairs to 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 *Diversity 200* progress. • 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.
16	Greater support for placement tutors, HR and investigating officers in managing student reports of racism: • Introduction of new guidance for Placement Tutor in how to support students in reporting experiences of racism on placement. • 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.
17	Ensure widespread completion of 'Introduction to Race Equity' eLearning module by all staff and PGR students.
27	Embedding of EDI within annual appraisal system: • 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.
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.
29	Provide support for BAME research staff to get permanent research roles: • 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.
30	Implement a full review of fixed-term contract research and teaching staff in each faculty by ethnicity and international status.
31	Investigate the reasons why the proportions of BAME staff (academic and PSS, and UK and international) working part-time are lower than White counterparts: • Include specific questions relating to part-time working in the REC staff survey in 2023. • Follow up with focus groups, if appropriate.
32	Improve communication of message that the right to request flexible working hours should be open to all staff: • 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.
33	New flexible 'blended working' policy will encourage staff to work from home, regular monitoring through annual HR staff survey according to ethnicity.
34	Use the feedback from colleagues leaving the University as part of our continual improvement programme: • 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 local and/or institutional actions. • 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.

4b Professional and support staff

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary, and resultant action points to describe any

issues and trends in the ethnic profile of your UK and, separately, non-UK professional and support staff. Provide this information for:

=   the institution as a whole

=   each central department (and where relevant, each academic faculty)

=   each professional and support staff grade (where numbers are small, cluster relevant grades together)

=   contract type (permanent/open-ended or fixed-term)

=   full time/part-time contracts

=   staff turnover rates

Section 4a (Pg.52-53) describes our approach to benchmarking the ethnic composition of our staff profile. We are aware this is more of a challenge for PSS staff than academics, who tend to be drawn from local communities.

	2017/18		2018/19		2019/20	
	No	**%**	**no**	**%**	**no**	**%**
UK						
White	1,166	85%	1,089	84%	1,024	86%
Asian	48	4%	47	4%	62	5%
Black	14	1%	13	1%	15	1%
Mixed	25	2%	30	2%	29	2%
Other	14	1%	13	1%	11	1%
Not Specified	101	7%	100	8%	53	4%
UK Total	1,368	100%	1,292	100%	1,194	99%
Non-UK						
White	69	66%	71	68%	70	64%
Asian	16	15%	17	16%	23	21%
Black	4	4%	3	3%	2	2%
Mixed	1	1%	2	2%	2	2%
Other	6	6%	6	6%	7	6%
Not Specified	8	8%	5	5%	5	5%
Non-UK Total	104	100%	104	100%	109	100%
Grand Total	1,472		1,396		1,303	

Table 26: UK and international Professional Services and Support (PSS) staff by ethnic group (disaggregated) for whole institution

		2017/18			2018/19			2019/20		
		No.	%	Benchmark (%)	No.	%	Benchmark (%)	No.	%	Benchmark (%)
UK	White	1166	85%	89%	1089	84%	86%	1024	86%	84%
	BAME	101	7%	7%	103	8%	4%	117	10%	7%
	Not Specified	101	7%	4%	100	8%	10%	53	4%	9%
Non-UK	White	69	66%	66%	71	68%	56%	70	64%	66%
	BAME	27	26%	22%	28	27%	25%	34	31%	22%
	Not Specified	8	8%	13%	5	5%	19%	5	5%	12%

Table 27: UK and international Professional Services and Support (PSS) staff by ethnic group (BAME/White) for whole institution, compared with benchmarking data
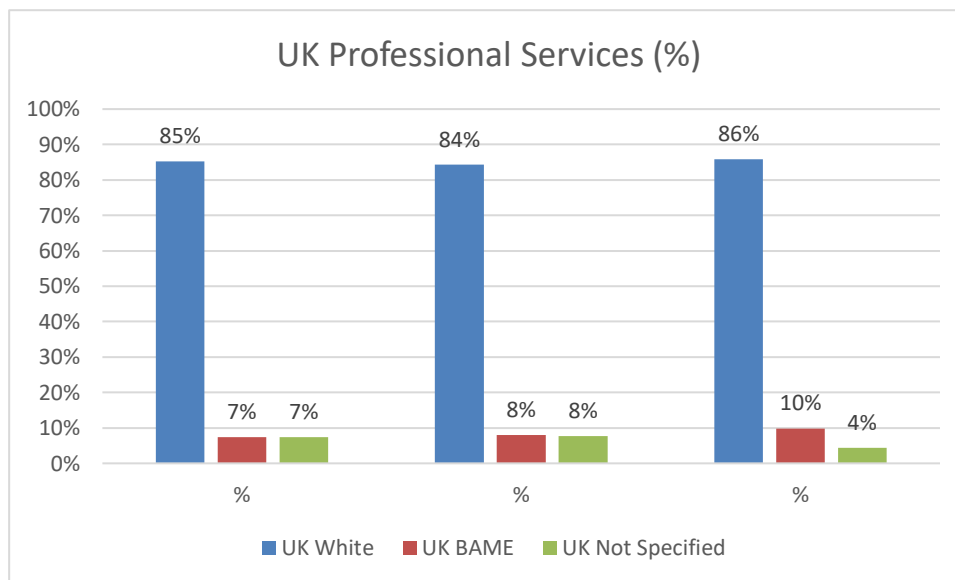
Figure 53: Bar chart showing UK PSS staff by ethnic group (BAME/White) for whole institution
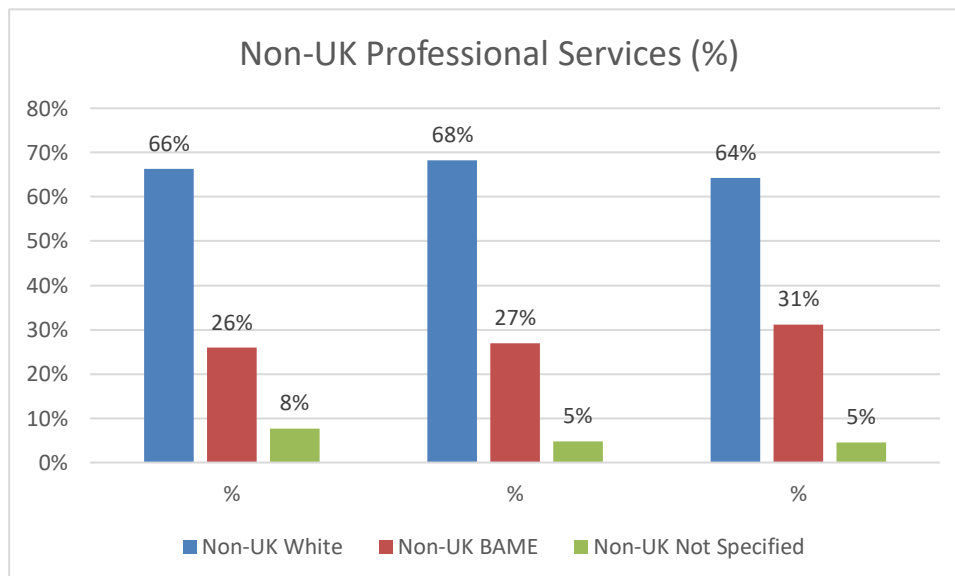

Figure 54: Bar chart showing international PSS staff by ethnic group (BAME/White) for whole institution

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An organisational restructure in 2018/19 led to a general reduction of PSS staff across all ethnicities. Over the past three years, our PSS staff ethnicity profile has not changed significantly (Table 26). For UK-based staff, the only point of note is that the proportion of staff choosing not to disclose ethnicity has been halved from 8% in '18/19 to 4% in '19/20; a positive statement about staff trust in how we use protected characteristic data. Among international staff, there was an increase in proportion of Asian PSS staff (15% to 21% between '17/18–'19/20), with no change in other ethnic groups. Compared with sector data, our data show greater ethnic diversity in both UK and international staff profiles (Table 27).

	2017/18		2018/19		2019/20	
	no	%	no	%	no	%
UK						
White	17	94%	15	94%	31	91%
Asian	0	0%	0	0%	2	6%
Black	0	0%	0	0%	0	0%
Mixed	0	0%	1	6%	0	0%
Other	0	0%	0	0%	0	0%
Not Specified	1	6%	0	0%	1	3%
UK Total	18	100%	16	100%	34	100%
Non-UK						
White	4	100%	6	86%	4	80%
Asian	0	0%	0	0%	0	0%
Black	0	0%	0	0%	0	0%
Mixed	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%
Not Specified	0	0%	1	14%	1	20%
Non-UK Total	4	100%	7	100%	5	100%
Grand Total	22		23		39	

Table 28: UK and international PSS staff by ethnic group (disaggregated) within FHMS

	2017/18		2018/19		2019/20	
	no	%	no	%	no	%
UK						
White	73	76%	81	79%	76	80%
Asian	8	8%	8	8%	7	7%
Black	1	1%	1	1%	1	1%
Mixed	3	3%	4	4%	4	4%
Other	5	5%	4	4%	4	4%
Not Specified	6	6%	4	4%	3	3%
UK Total	96	100%	102	100%	95	100%
Non-UK						

White	9	90%	10	48%	8	44%
Asian	0	0%	6	29%	7	39%
Black	0	0%	1	5%	0	0%
Mixed	0	0%	0	0%	0	0%
Other	0	0%	2	10%	2	11%
Not Specified	1	10%	2	10%	1	6%
Non-UK Total	10	100%	21	100%	18	100%
Grand Total	106		123		113	

Table 29: UK and international PSS staff by ethnic group (disaggregated) within FEPS

	2017/18		2018/19		2019/20	
	no	**%**	**no**	**%**	**no**	**%**
UK						
White	50	89%	46	92%	44	92%
Asian	1	2%	0	0%	0	0%
Black	1	2%	1	2%	2	4%
Mixed	3	5%	1	2%	0	0%
Other	0	0%	0	0%	0	0%
Not Specified	1	2%	2	4%	2	4%
UK Total	56	100%	50	100%	48	100%
Non-UK						
White	3	75%	5	100%	4	100%
Asian	1	25%	0	0%	0	0%
Black	0	0%	0	0%	0	0%
Mixed	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%
Not Specified	0	0%	0	0%	0	0%
Non-UK Total	4	100%	5	100%	4	100%
Grand Total	60		55		52	

Table 30: UK and international PSS staff by ethnic group (disaggregated) within FASS

In FHMS, the UK-based PSS staff changed marginally with the appointment of new Asian staff members ('19/20), increasing the proportion from 0–6%. Among international staff, there has been a reduction in White PSS staff (100% to 80% between'17/18–'19/20) (small numbers) (Table 28). In FEPS, while virtually no change in ethnic diversity of the UK-based PSS staff, there was a considerable increase in international Asian representation (0% to 37% between'17/18–'19/20) (small numbers) (Table 29). In FASS, there is no representation from international PSS colleagues from BAME backgrounds, and the representation among UK-based BAME staff is also extremely low (92% White) (Table 30).

Key	Levels
Level 1	L01A, L01B & F01B

Level 2	L02A-B & F02A
Level 3	L03, P03 & S03
Level 4	L04
Level 5	L05 & P05
Level 6	L06 &F06
Level 7	L07A-C, P07, P07A-C & F07C

Table 31: Key for salary levels

P=Personal Salary, F= Frozen (no annual increments), both should align with University salary spine, however there can be exceptions. (Only one person at Level S03, it is a Sous Chef).

			Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Staff Total
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
2017 /18	UK	White	9	72%	216	89%	213	90%	241	90%	193	87%	77	90%	52	89%	999
		BAME	2	16%	18	7%	15	6%	14	5%	21	9%	6	7%	3	5%	78
		Information Refused	2	12%	9	4%	10	4%	14	5%	9	4%	3	3%	4	6%	48
	Non-UK	White	1	50%	21	71%	10	66%	15	66%	7	64%	4	100%	1	100%	57
		BAME	0	0%	7	22%	4	28%	7	32%	4	32%	0	0%	0	0%	21
		Information Refused	1	50%	2	7%	1	7%	1	2%	1	5%	0	0%	0	0%	5
2018 /19	UK	White	9	69%	208	87%	214	88%	242	89%	194	86%	70	89%	46	89%	982
		BAME	3	19%	18	8%	21	9%	16	6%	24	10%	6	8%	3	6%	90
		Information Refused	2	12%	12	5%	9	4%	16	6%	8	4%	3	4%	3	5%	52
	Non-UK	White	2	67%	20	67%	11	72%	11	59%	7	61%	5	90%	1	100%	56
		BAME	0	0%	7	22%	4	24%	7	35%	4	35%	1	10%	0	0%	21
		Information Refused	1	33%	3	10%	1	3%	1	5%	1	4%	0	0%	0	0%	6
2019 /20	UK	White	9	74%	194	85%	196	86%	236	89%	174	86%	61	87%	40	89%	909
		BAME	3	26%	22	9%	24	10%	18	7%	23	11%	7	9%	4	8%	99
		Information Refused	0	0%	13	6%	8	4%	12	4%	6	3%	3	4%	2	3%	43
	Non-UK	White	4	78%	19	65%	10	76%	9	53%	7	65%	6	85%	2	75%	54
		BAME	1	22%	7	23%	3	24%	7	44%	4	35%	1	15%	1	25%	23
		Information Refused	0	0%	4	12%	0	0%	1	3%	0	0%	0	0%	0	0%	4

Table 32: UK and international PSS staff by ethnicity (BAME/White) and job level
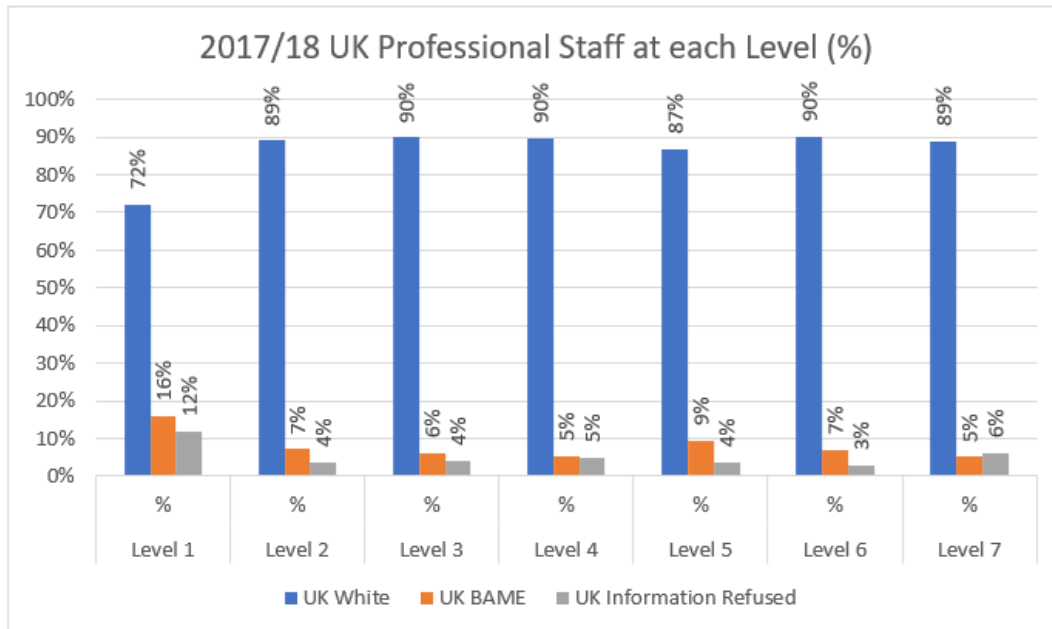
Figure 55: Bar chart showing UK PSS staff by ethnic group (BAME/White) and by job level in 2017/18
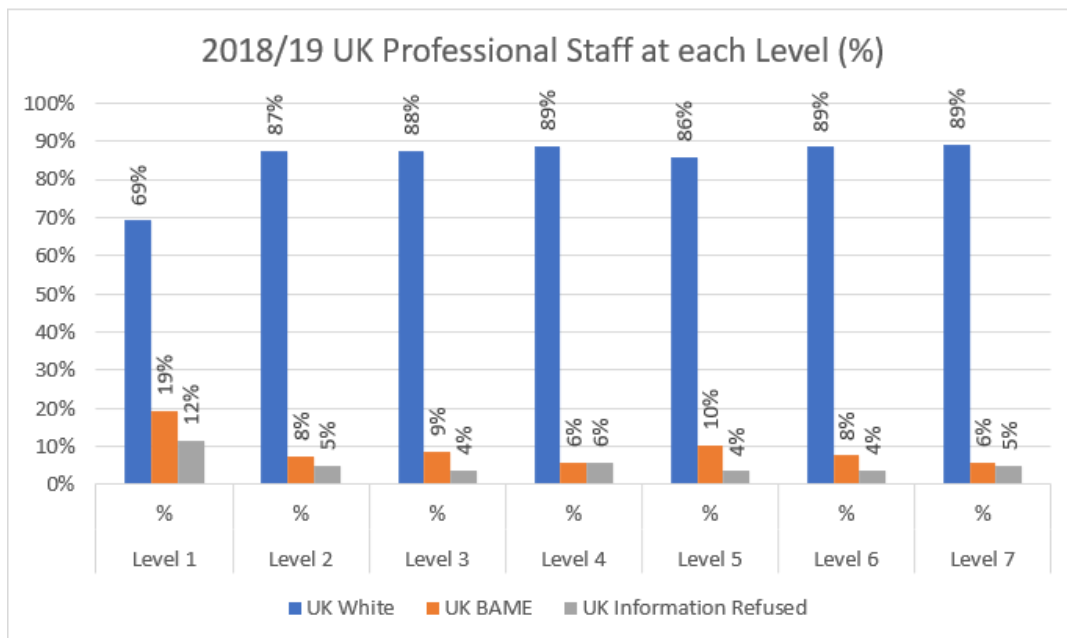

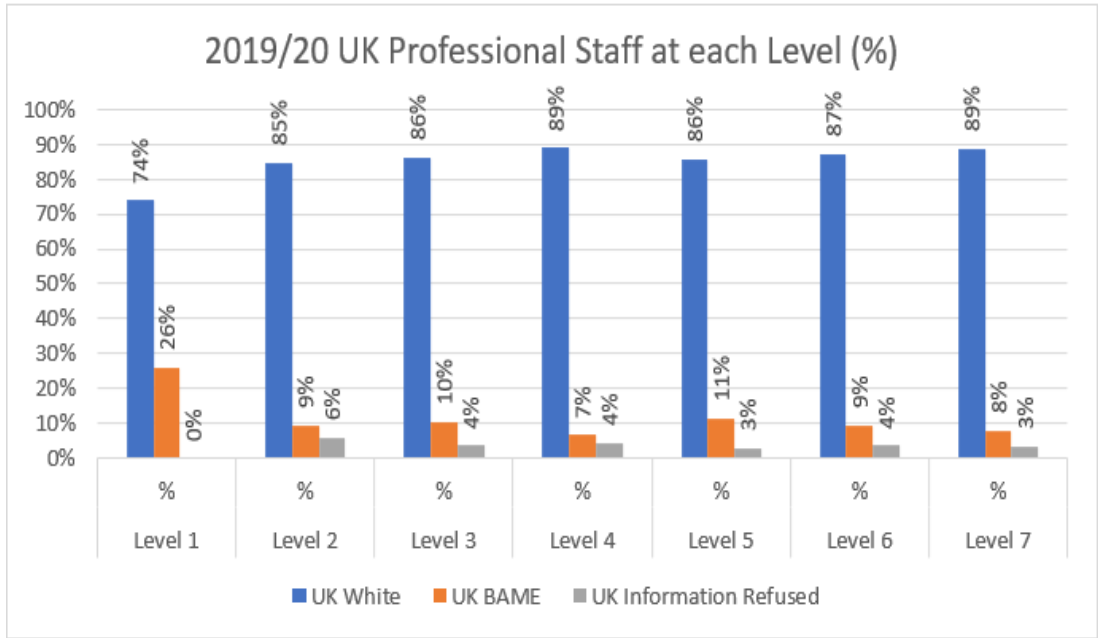*Figure 56: Bar chart showing UK PSS staff by ethnic group (BAME/White) and by job level in 2018/19*

Figure 57: Bar chart showing UK PSS staff by ethnic group (BAME/White) and by job level in 2019/20
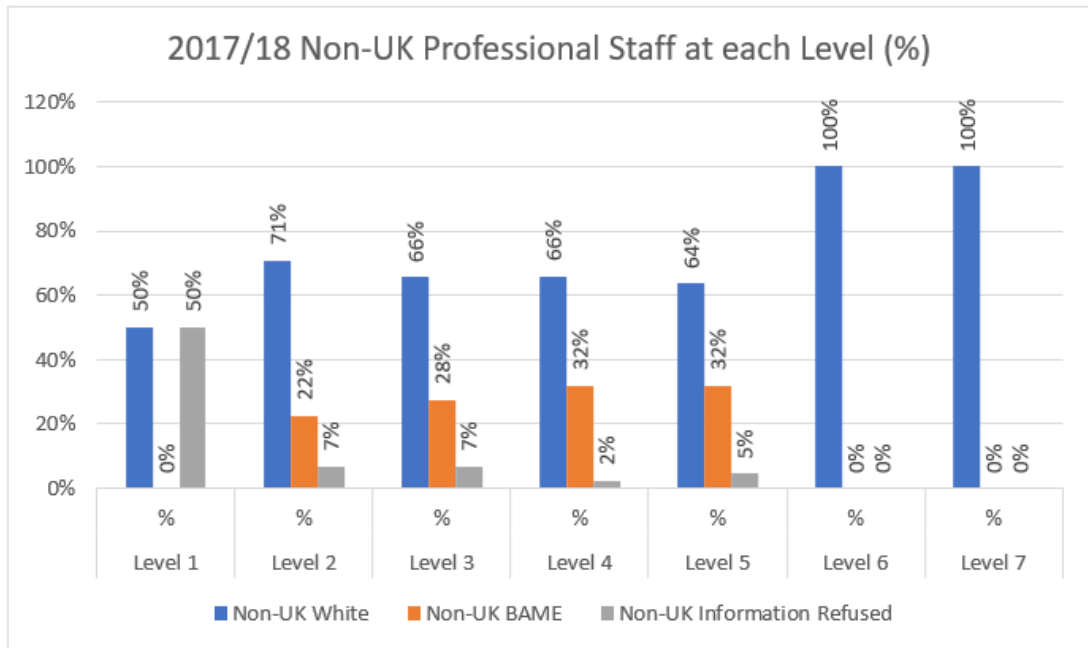

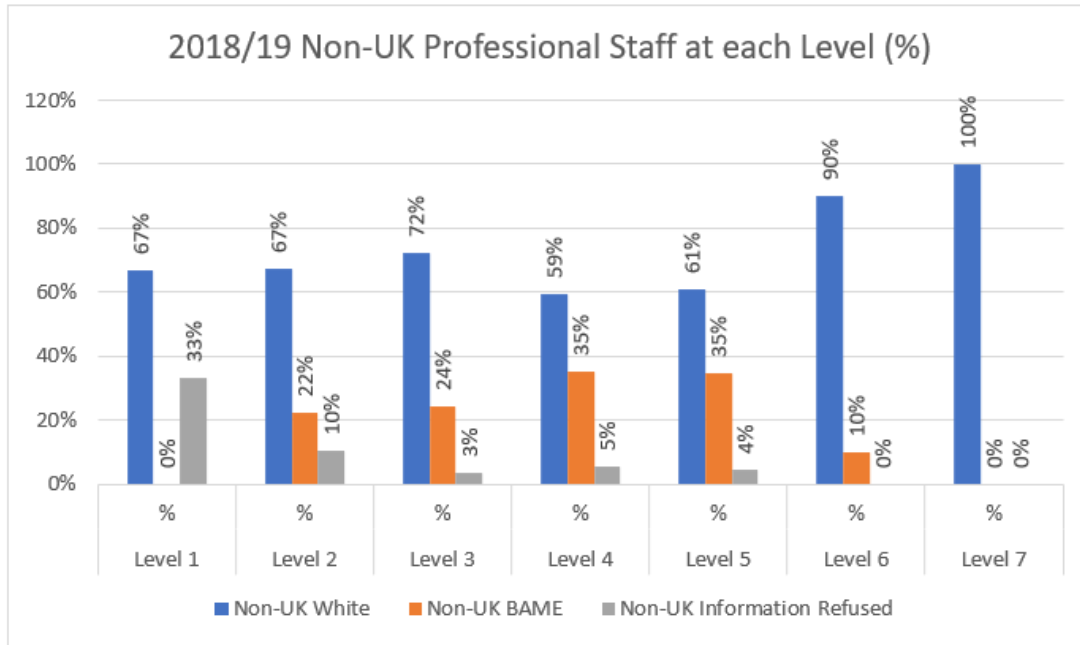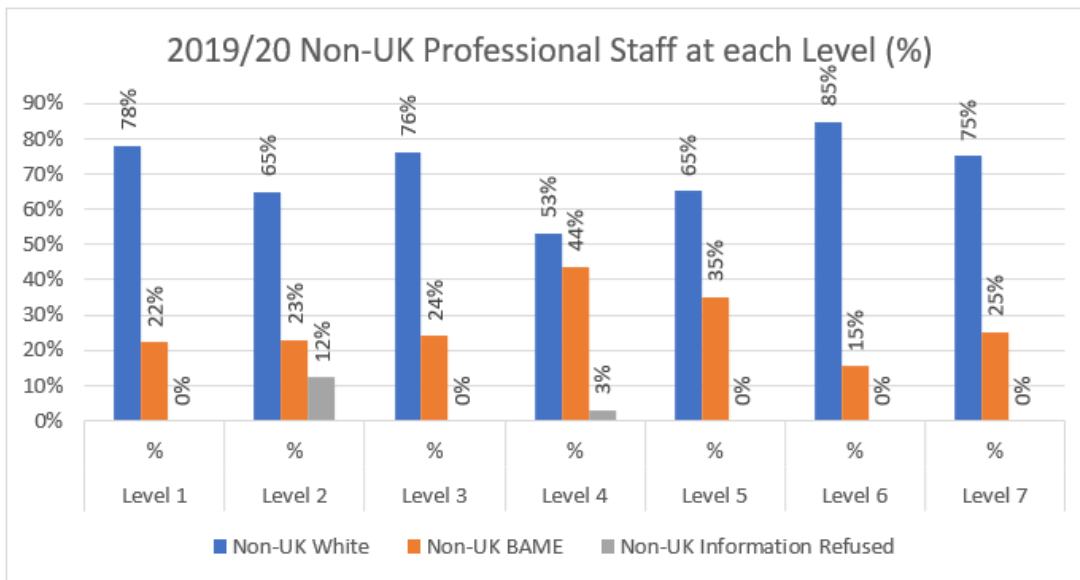*Figure 58: Bar chart showing international PSS staff by ethnic group (BAME/White) and by job level in 2017/18*

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Figure 59: Bar chart showing international PSS staff by ethnic group (BAME/White) and by job level in 2018/19

Figure 60: Bar chart showing international PSS staff by ethnic group (BAME/White) and by job level in 2019/20

These data show small increases in percentages of UK and international BAME PSS staff across most levels over the last three years (Table 32). While small numbers make interpretation difficult, the decline in BAME representation as levels increase indicates systematic disadvantage for BAME PSS staff.

We are committed to improving the ethnic diversity of our PSS staff population within our faculties and centrally, adopting all components of *Diversity 200* to apply to PSS recruitment to

enhance inclusive practice (AP13, AP35). Our 'blended working' policy should attract a wider applicant pool by allowing more regular home-working (AP33). We also plan to focus on career pathways for BAME PSS staff. Through a PSS career pathway review planned for 2023 (AP36), we will map career pathways, through the development of Surrey career support cycle.

Permanent and fixed-term contracts

Professional Staff		UK			
		White		BAME	
		No.	%	No.	%
Permanent	2017/18	1044	82%	86	7%
	2018/19	972	86%	19	2%
	2019/20	914	80%	97	9%
Fixed Term	2017/18	122	10%	15	1%
	2018/19	117	10%	18	2%
	2019/20	110	10%	20	2%

Table 33: UK PSS staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term)
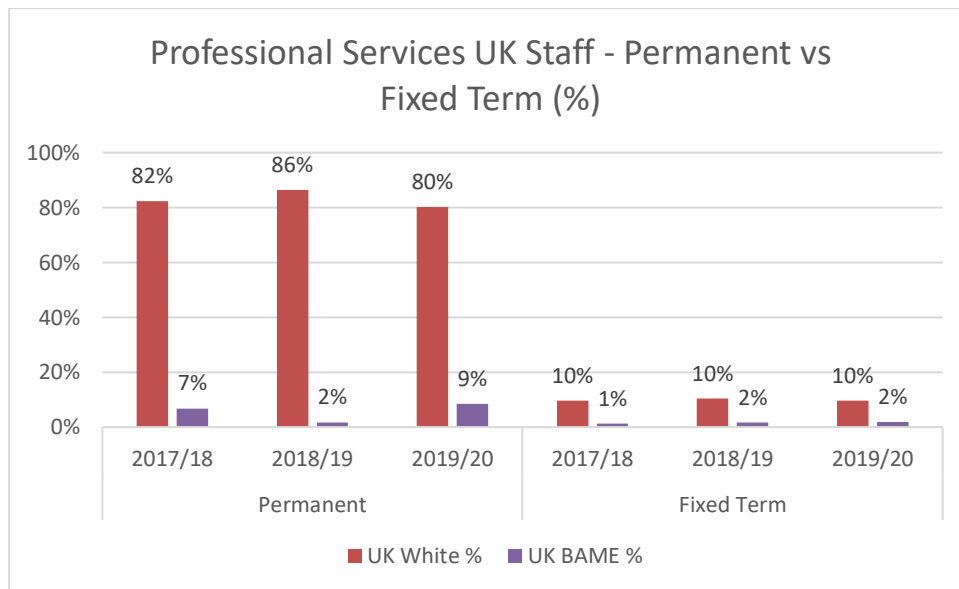
Figure 61: Bar chart showing UK PSS staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term)

Professional Staff		Non-UK			
		White		BAME	
		No.	%	No.	%
Permanent	2017/18	56	62%	13	14%
	2018/19	56	66%	6	7%
	2019/20	58	65%	9	10%

Fixed Term	2017/18	13	14%	8	9%
	2018/19	15	18%	8	9%
	2019/20	12	13%	10	11%

Table 34: International PSS staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term)
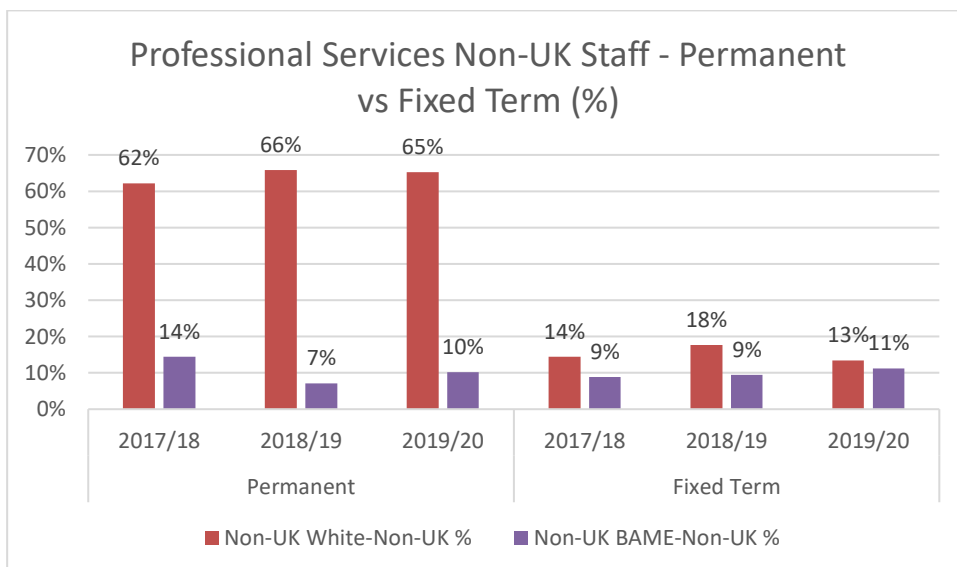

Figure 62: Bar chart showing UK PSS staff by ethnic group (BAME/White) and by type of contract (permanent/fixed-term)

Compared with benchmarking data, we have a lower proportion of UK White, international White, and international BAME staff and comparable proportion of UK BAME on PSS fixed-term contracts. Over the last three years, there have been small reductions in UK (Table 33) and international White PSS staff on fixed-term contracts (Table 34), compared with marginal increases in UK and international BAME PSS staff on fixed-term contracts (small numbers). While within-group analyses show broadly similar proportions of UK BAME and White staff on permanent contracts (83% and 89%, respectively), there are a lower proportion of international BAME staff on permanent contracts (48%) compared with international White staff (83%) (low numbers requires cautious interpretation). This is a concern, with no acceptable explanation for BAME staff to be more likely to be subject to fixed-term contracts compared with their White counterparts. As observed among Surrey's academic staff (Section 4a) and sector-wide, this may indicate a discriminatory approach to appointing BAME staff to secure permanent roles. We plan to address this through a comprehensive audit of fixed-term contracts and ethnicity conducted by HRBPs, that will be presented to Executive Deans and PSS managers for careful verification and intervention where appropriate (AP30).

Full-time and part-time contracts

Professional Services		UK				Non-UK			
		White		BAME		White		BAME	
		No.	%	No.	%	No.	%	No.	%
Full-time	2017/18	855	74%	80	82%	3	100%	0	0%
	2018/19	830	73%	85	79%	1	100%	0	0%
	2019/20	749	71%	91	78%	1	100%	0	0%
Part-time	2017/18	306	26%	18	18%	0	0%	0	0%
	2018/19	313	27%	23	21%	0	0%	0	0%
	2019/20	307	29%	26	22%	0	0%	0	0%

Table 35: UK and international PSS staff by ethnic group (BAME/White) and by type of contract hours (full-time/part-time)
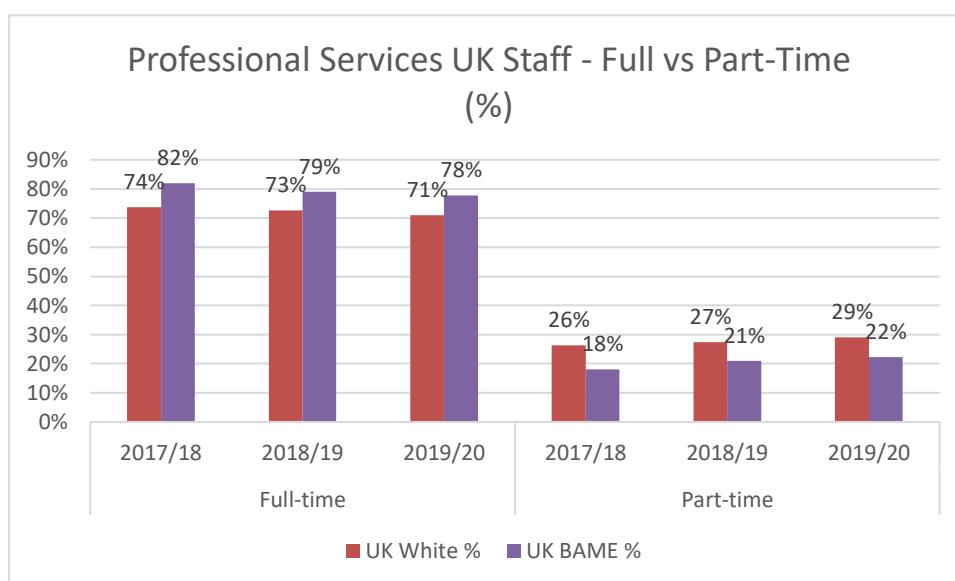
Figure 63: Bar chart showing UK PSS staff by ethnic group (BAME/White) and by type of contract hours (full-time/part-time). Bar chart for international PSS staff not shown because no international BAME PSS staff.

Of PSS staff, 24% of UK and 28% White PSS staff were working part-time compared with 21% of UK and 18% of international BAME staff (small numbers involved) (Table 35). REC survey data revealed no difference in proportion of BAME and White colleagues' perceived likelihood of flexible working arrangements if requested (82% 'v' 84%, respectively). Reasons for ethnic differences in part-time working will be explored through planned focus groups (AP31) and a comprehensive communications plan to enforce that flexible hours should be open to all is planned (AP32).

Professional and support staff Turnover (%)		UK				
		White	BAME	Not Known	Refused	**Total**
2017/18	Avg. Employed	1755	78	19	93	**1945**
	Leavers	127	10	9	10	**156**
	Turnover (%)	**7%**	**13%**	**47%**	**11%**	**8%**
2018/19	Avg. Employed	1698	82	24	94	**1898**
	Leavers	156	25	9	6	**196**
	Turnover (%)	**9%**	**30%**	**38%**	**6%**	**10%**
2019/20	Avg. Employed	1595	90	30	80	**1795**
	Leavers	110	12	14	10	**146**
	Turnover (%)	**7%**	**13%**	**47%**	**13%**	**8%**

Table 36: UK PSS leavers and turnover rate by ethnic group (BAME/White).
Avg. employee calculated using number of staff at beginning + end of academic year, divided by 2. Criteria for Avg. employed only professional under job code "PR"; for Leavers, only professionals under job code "PR" and those who resigned only, excluding those who retired, whose contracts ended, who were dismissed and were made redundant.

Professional and support staff Turnover (%)		Non-UK				
		White	BAME	Not Known	Refused	**Total**
2017/18	Avg. Employed	3	0	0	0	**3**
	Leavers	3	0	0	0	**3**
	Turnover (%)	**100%**	**0%**	**0%**	**0%**	**100%**
2018/19	Avg. Employed	2	0	0	0	**2**
	Leavers	0	0	0	0	**0**
	Turnover (%)	**0%**	**0%**	**0%**	**0%**	**0%**
2019/20	Avg. Employed	1	0	0	0	**1**
	Leavers	0	0	0	0	**0**
	Turnover (%)	**0%**	**0%**	**0%**	**0%**	**0%**

Table 37: International PSS leavers and turnover rate by ethnic group (BAME/White).
Avg. employee calculated using number of staff at beginning + end of academic year, divided by 2. Criteria for Avg. employed only professional under job code "PR"; for Leavers, only professionals under job code "PR" and those who resigned only, excluding those who retired, whose contracts ended, who were dismissed and were made redundant.
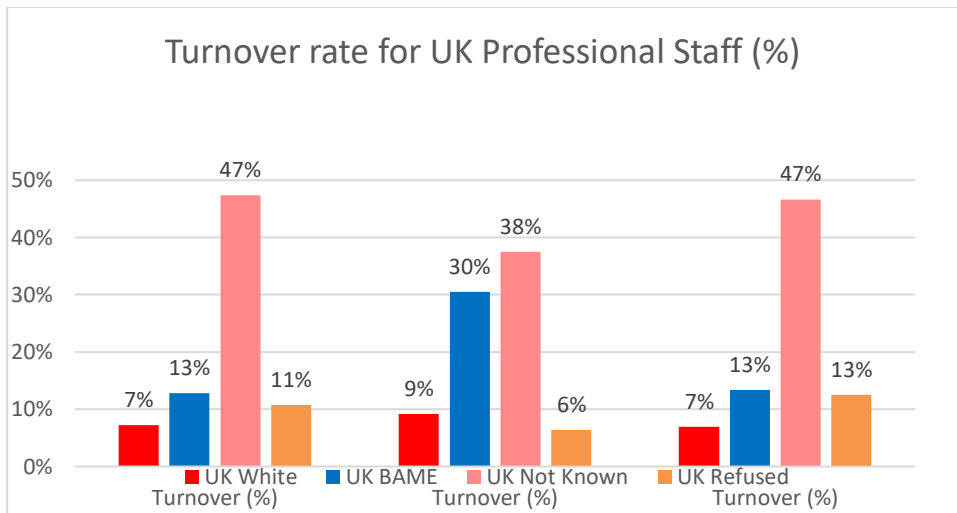
Figure 64: Bar chart showing turnover rate for UK PSS staff by ethnic group (BAME/White). Bar chart for international PSS staff not shown because numbers were too low to examine turnover rates.

There has been a consistently higher turnover rate for UK BAME PSS colleagues, compared with White counterparts (Table 36), mirroring ethnic differences in academic turnover, and reiterating the considerable work we must do to build a sense of belonging and of race equity across Surrey to support our BAME staff. Numbers of international PSS staff were too low to examine turnover rates (Table 37). As discussed in Section 4a, many interventions to directly or indirectly build a more inclusive and safe community for BAME colleagues are being introduced (APs 1, 5, 17, 21, 23, 25, 27, 32, 33, 35-39, 40, 41, 42, 43, 44), as well as actions already introduced, e.g. SEED network formation. Data improving our understanding of reasons for leaving are also sought (AP34) and will help us tailor initiatives for greater effectiveness.

Action Point No.	Action
1	Race equity training for senior leaders (as part of broader inclusive leadership training programme): • 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 *Shine Scholars* programme (see AP 29). • General inclusive leadership development.
5	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.
13	Implement *Diversity 200* recruitment project: • Full review of recruitment practice within HR Operations team and Resourcing team.

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		• 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 reminders for all those shortlisting. • 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 *Diversity 200* progress. • 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.
17		Ensure widespread completion of 'Introduction to Race Equity' eLearning module by all staff and PGR students.
21		Create a Surrey BAME Powerlist – Celebrating the most influential BAME leaders in the communities with which we work.
23		Organise a series of annual events for Black History Month (where possible, in collaboration with Students' Union to enhance student attendance and input).
25		Collaborate with Guildford Borough Council and Surrey County Council, police, local schools and businesses to discuss town and county-wide initiatives to improve inclusivity: • Establish One Guildford project: a town-wide initiative between University, Guildford Borough Council, Surrey County Council, police, schools and businesses to commit to anti-racist pledge.
27		Embedding of EDI within annual appraisal system:

	• 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.
30	Implement a full review of fixed-term contract research and teaching and PSS staff in each faculty by ethnicity and international status.
31	Investigate the reasons why the proportions of BAME staff (academic and PSS, and UK and international) working part-time are lower than White counterparts: • Include specific questions relating to part-time working in the REC staff survey in 2023. • Follow up with focus groups, if appropriate.
32	Improve communication of message that the right to request flexible working hours should be open to all staff: • 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.
33	New flexible 'blended working' policy will encourage staff to work from home, regular monitoring through HR staff survey according to ethnicity.
34	Use the feedback from colleagues leaving the University as part of our continual improvement programme: • 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 local and/or institutional actions. • 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.
35	Increase the proportion of BAME staff in the Professional Services job family. Increase the proportion of BAME staff in senior roles (levels 6 and 7) within PSS. • Introduction of *Diversity 200* initiatives (see AP23). • Guidance to Resourcing team to advertise their posts as widely as possible, beyond local area and to use diversity job boards.

36	PSS career pathway review to be undertaken by Head of Organisational Development: • 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.
37	Increase the representation of BAME staff on senior committees: • 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.
38	Support Black women's career development: • 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. • Evaluate new initiatives through focus groups.
39	~~Continue to monitor and~~ Close pay gaps at all grades for both academic and PSS staff through EDI dashboard. • 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.
40	Encourage the engagement of BAME academic staff with leadership and management courses: • Target interventions at underrepresented groups, with reserved places for BAME staff.
41	Encourage the engagement of BAME PSS staff with training and developmental opportunities: • Targeted communication to line managers about need to highlight training opportunities to underrepresented groups (included in line manager training). • 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.
42	Expand the staff mentoring scheme to include a greater number of BAME mentors, this will include continued recruitment via SEED
43	Recognition of contribution to EDI in academic promotion: • Reviewing and revision of promotion process to ensure that work towards EDI is given additional weight within the decision-making process.
44	Introduce new development opportunities for BAME staff:

	• 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.

4c Grievances and disciplinaries

Please provide three years' data, and related analysis, commentary and actions, on:

=   the ethnic profile of individuals involved in grievance procedures

=   the ethnic profile of individuals involved in disciplinary procedures

=   whether the nature of any grievances and disciplinaries are race-related

These numbers are likely to be small, so collate all three years together

All staff involved in grievance and disciplinary panels must complete face-to-face Unconscious Bias training.

Total Grievance (3 yrs)	No.	%
White	16	0.60%
BAME	8	1.62%
Information refused	2	1.10%
Total	26	0.74%

Table 38: Total grievances and percentage affected (within ethnic group) for institution by ethnic group (BAME/White) for three years. Percentage affected calculated using the total average staff within that ethnic group over the last 3 years.

Total Disciplinary (3 yrs)	No.	%
White	43	1.60%
BAME	12	2.42%
Information Refused	7	3.86%
Total	62	1.77%

Table 39: Total disciplinaries and percentage affected (within ethnic group) for institution by ethnic group (BAME/White) for three years. Percentage affected calculated using the total average staff within that ethnic group over the last 3 years.

Of grievances, one was race/ethnicity-related in 2018/19 and one race/ethnicity-related in 2019/20 (Table 38). Grievances were, in general, very rare yet marginally more common among BAME colleagues.

Of disciplinaries, four cases in 2017/18, 12 cases in 2018/19 and three cases in in 2019/20 provided no data on whether the disciplinary was race-related (Table 39). Disciplinaries were, in general, rare among all groups, while marginally higher for BAME colleagues.

These marginally higher (albeit not statistically significant) experiences of grievances and disciplinaries may reflect our qualitative staff data (REC focus groups) on experiences of racism, reiterating issues of low reporting. Therefore, our EDI team is leading a pan-University review of our Bullying and Harassment policy for students and staff, that highlights microaggressions and other forms of racism. This policy will be a step change in managing cases of bullying and harassment, improving support for complainant, and setting out our zero tolerance approach (AP16).

Action Point No.	Action
16	Greater support for placement tutors, HR and investigating officers in managing student reports of racism: • Introduction of new guidance for Placement Tutor in how to support students in reporting experiences of racism on placement. • 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.

4d Decision-making boards and committees

Please provide details of the ethnic profile, and related analysis, commentary and actions, of your decision making boards and committees, including:

= senior management team

= board of governors/council

= research and academic committees

= key departmental decision-making bodies

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Our ethnic diversity on key senior committees is inconsistent across committees and something that we are addressing to ensure that the representation reflects the populations that the Committee is serving.

Decision-making boards and committees			
	Membership (n)		Membership BAME (%)
	White	BAME	
Executive Board	8	2	20%
Senate	23	7	23%
Board of Governors/Council	13	5	38%
Council sub-committees			
Audit and Assurance Committee	4	1	20%
Finance Committee	4	2	50%
Nominations Committee	7	4	57%
Remuneration Committee	5	0	0%
Senate sub-Committees			
Ethics Committee	33	8	20%
Honorary Degrees Committee	6	3	33%
University Education Committee (UEC)	18	3	17%
University Research Degrees Committee	19	1	5%
Student Progression & Awards Board	7	2	29%
Executive Board sub-Committees			
Academic Promotions Committee	5	2	40%
EDI Executive Committee	7	2	29%
Health and Safety Committee	14	0	0%
Estate Committee	12	0	0%
Research and Enterprise Committee	17	2	12%
University and SU Committee	12	4	25%
Departmental Senior Management Teams (SMTs)			
FASS			
Politics	3	0	0%
Guildford School of Acting	3	0	0%
School of Law	2	1	33%
School of Hosp. & Tourism	4	2	33%
Surrey Business School	4	2	33%
Literature and Languages	6	0	0%
Sociology	3	0	0%
Economics	3	0	0%
Music and Media	2	0	0%
FHMS			
Psychology	3	1	25%
Veterinary Medicine	3	2	40%
Biosciences and Medicine	7	0	0%

Health Sciences	9	1	10%
FEPS			
Electrical and Electronic Engineering	2	1	33%
Civil and Environmental Engineering	2	1	33%
Mechanical Engineering Science	3	0	0%
Centre for Environmental Sustainability	3	0	0%
Chemical Process Engineering	1	2	66%
Chemistry	3	0	0%
Computer Science	3	0	0%
Maths	2	0	0%
Physics	2	1	33%

Table 40: University, faculty and departmental senior committee membership by ethnic group (BAME/White). Grey shading represents BAME membership above minimum 20% level.

We have good representation of BAME members in 12 of our 18 senior committees (reaching minimum 20% BAME representation). There are six committees that have less than 20% BAME representation and therefore require immediate attention.

BAME representation on Senate has increased in recent years. While encouraging, we aim to increase BAME representation to, at least, a level reflecting BAME staff and student populations. Thus, Senate Terms of Reference have been amended, stipulating the requirement for diversity of membership, including ethnic diversity (AP37).

While 29% of Student Progression & Awards Board members are from BAME backgrounds, this does not mirror our student ethnic diversity (38%). Therefore, we have committed that, while we expect minimum 20% BAME representation on senior committees generally, student-focused committees will have minimum 38% BAME representation (AP37). Our EB Race Equality champion and Chief Student Officer are committed to improving BAME representation on UEC (17%) and University Research & Enterprise Committee (12%).

In general, departmental SMTs are small and many lacking in any ethnic diversity. This senior under-representation needs addressing through increased emphasis of importance of ethnic diversity in succession planning and appointment of senior roles (AP37).

Action Point No.	Action
37	Increase the representation of BAME staff on senior committees: • 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/restructuring departmental SMTs, Heads will scrutinise ethnic diversity in teams and take into account in new appointments.

4e Equal pay

Provide details of equal pay audits conducted over the past three years by ethnicity (by specific ethnic group as far as possible) and actions taken to address any issues identified.

We have introduced monthly pay reporting for regular monitoring of ethnicity and gender pay gaps. These reports are reviewed by the EDI team and will be included in EDI dashboards be for EB meetings (AP3, AP45).

		Hourly salary		
		2017/18	2018/19	2019/20
MEAN	BAME	£21.00	£21.55	£22.23
	White	£23.12	£24.06	£24.41
	Pay Gap	-9.14%	-10.44%	-8.94%
MEDIAN	BAME	£18.99	£19.37	£19.72
	White	£20.74	£21.16	£21.54
	Pay Gap	-8.45%	-8.45%	-8.45%

Table 41: Mean and median hourly salary and associated pay gaps by ethnic group (BAME/White) for the institution across all levels
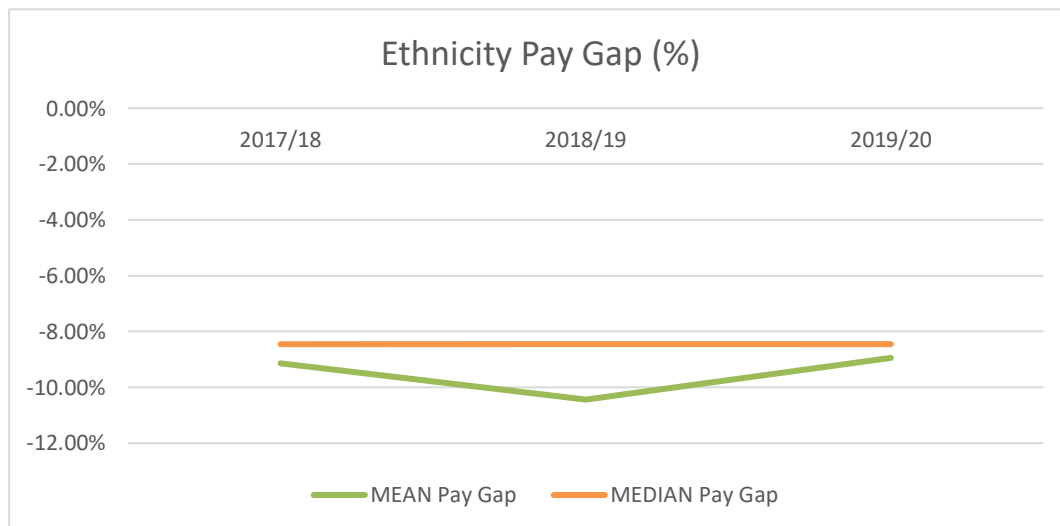
Figure 65: Line graph showing mean and median pay gaps by ethnicity (BAME/White) over three years
  - *FTE was calculated and used instead of headcount.*
  - *Includes only hourly salary and excludes bonuses and allowances.*
  - *People with unknown ethnic backgrounds were excluded.*
  - *Negative figures signify lower salary for BAME compared with White group.*
  - *We note the same figure for the median pay gap for all three years. While extraordinary to be the same to two decimal places, we have re-checked this, and it is correct.*

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Our overall ethnicity pay gap data indicates that BAME staff are paid ~11-12% less per hour (mean) and ~8% less per hour (median) compared with White staff, with very little change/improvement over time (Table 41).

Pay Gap %	2017/18	2018/19	2019/20
Level 1	-2.56%	-1.27%	-0.70%
Level 2	-2.05%	-1.19%	-2.30%
Level 3	0.08%	0.76%	-0.09%
Level 4	-2.68%	-3.00%	-3.34%
Level 5	-1.25%	-0.99%	-0.74%
Level 6	2.21%	-0.72%	0.53%
Level 7	6.64%	3.32%	4.03%

Table 42: Mean salary pay gaps by ethnic group (BAME/White) examined within job levels
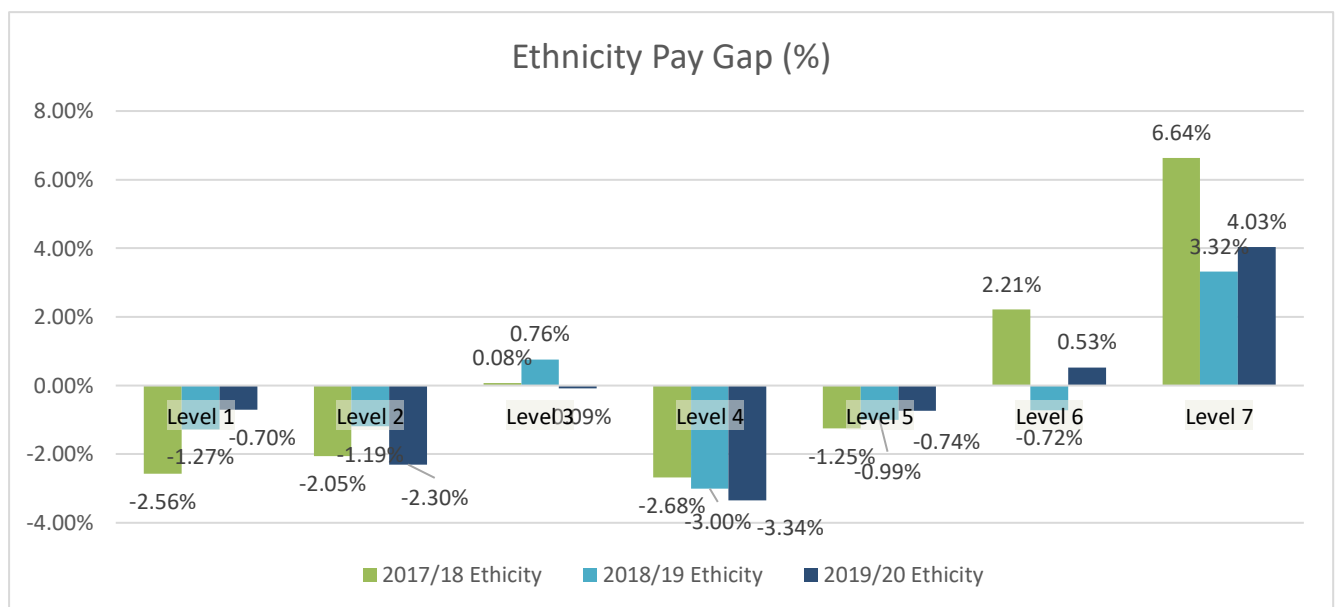
Figure 66: Bar chart showing salary pay gap by ethnic group (BAME/White) within job levels.
- FTE was calculated and used instead of headcount.
- Includes only hourly salary and excludes bonuses and allowances.
- People with unknown ethnic backgrounds were excluded.
- Negative figures signify lower salary for BAME compared with White group.

Pay gap analyses show inconsistent patterns across time and staff levels (Table 42). In 2017/18, there was a disparity in the most senior salary level, with BAME colleagues showing higher salaries, which has since levelled out. Levels 1, 3, 5-7 show comparable pay within levels across groups. The most significant gaps exist in Level 2 and 4, where White staff are paid, on average, 2% and 3% higher yearly salaries than BAME colleagues. Level 2 roles tend to be staff in junior/entry administrative positions and Level 4 represent post-doctoral academic and mid-

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level PSS roles, such as Project Officer. The reasons for these ethnic differences are currently unknown; potentially resulting from a bias favouring White staff at entry and/or in consideration of pay rises, or from differences in skills, experience and time at Surrey. Our pay equity review (2022) will focus on the salaries within Levels 2 and 4 to ensure that they are appropriately, fairly and equitably allocated (AP39). Where we find disparities by ethnicity (and gender), we will address on a case-by-case basis through phased funding. As part of *Diversity 200*, we are discouraging hiring managers from offering salaries that exacerbate ethnicity/gender pay gaps (AP13).

White and BAME staff did not vary in their perceptions of equal pay (REC survey) (57% 'v' 56% respectively) or perceptions of fair and transparent allocation of pay awards/increases (46% 'v' 50%, respectively). Nonetheless, these findings indicate that half of Surrey's workforce does not have confidence in the concept of equal or fair pay at Surrey; something we are exploring through our pay equity review (AP39).

Action Point No.	Action
3	Regular monitoring of REC action plan by Executive Board (EB). • 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.
13	Implement *Diversity 200* recruitment project: • Full review of recruitment practice within HR Operations team and Resourcing team. • 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 reminders for all those shortlisting. • 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 *Diversity 200* progress. • 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.
39	~~Continue to monitor and~~ Close pay gaps at all grades for both academic and PSS staff through EDI dashboard. • 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.
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.

5 Academic staff: recruitment, progression and development

Where possible for sections 5 please provide the data for each academic faculty. Please also provide a brief overview statement from the head of each faculty, setting out their reaction to the data and priorities for action.

Section 5 Summary
• BAME academic applicants less likely to be appointed.
• *Diversity 200* campaign introduced to reduce/eliminate bias from recruitment process.
• HR embedding contribution towards EDI within appraisal and promotion process.
• BAME ECR concerns about support in permanent research roles.
• Range of new initiatives focused on BAME ECRs within Doctoral College.

5a Academic recruitment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK applicants:

=   applying for academic posts

=   being shortlisted/invited to interview for academic posts

=   being offered academic posts

   Where possible, please provide the data for each academic faculty.

Please provide information on the institution's recruitment processes.

=   How are minority ethnic individuals, where underrepresented, encouraged to apply and accept offers?

=   What is done to try to identify and address biases within the processes?

Academics	Applied			Shortlisted						Appointed					
	2017/18	2018/19	2019/20	2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
	No	No	No	No	%	No	%	No	%	No	%	No	%	No	%
White	2111	1807	1767	582	28%	582	32%	484	27%	225	11%	231	13%	194	11%
BAME	2398	3107	3115	402	17%	405	13%	349	11%	98	4%	117	4%	107	3%
Unknown	432	422	380	108	25%	87	21%	59	16%	43	10%	36	9%	22	6%
Total	**4941**	**5336**	**5262**	**1092**	**22%**	**1074**	**20%**	**892**	**17%**	**366**	**7%**	**384**	**7%**	**323**	**6%**

Table 43: Academic recruitment: Total applicants, percentages shortlisted and appointed by ethnic group (BAME/White). Percentages calculated using the total of staff in Applied columns for specific ethnic groups. HR data system does not allow us to split our data by UK and international applicants.
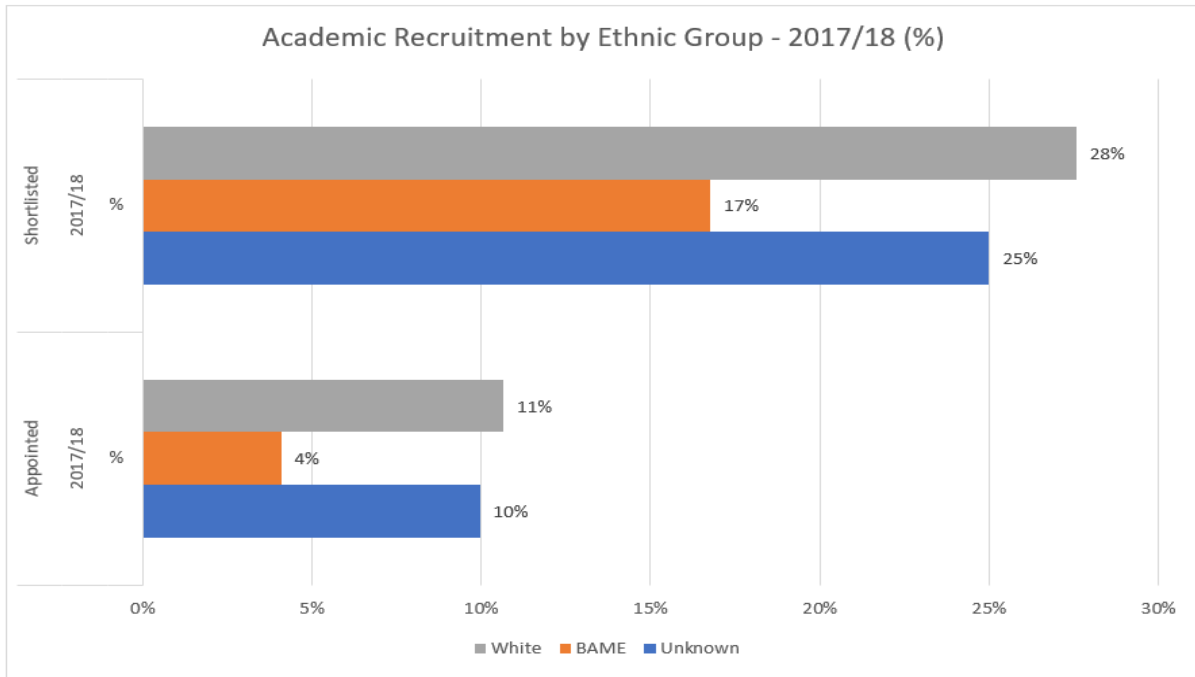
Figure 67: Bar chart showing percentages of academic applicants shortlisted and appointed by ethnic group (BAME/White) in 2017/18.
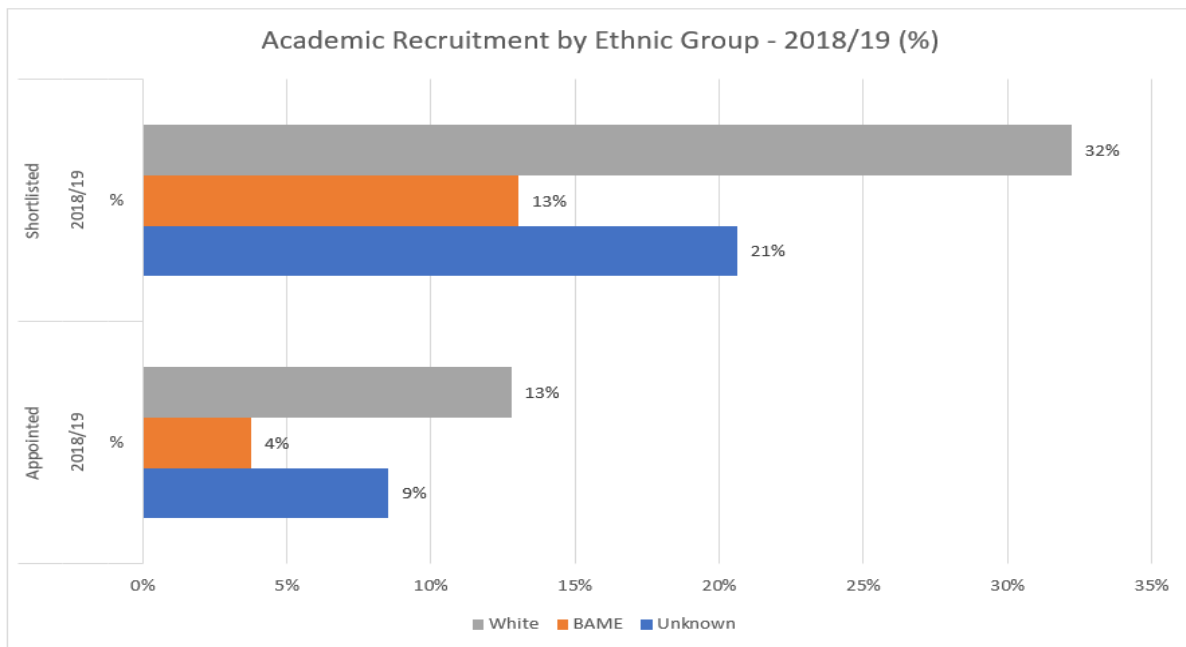

Figure 68: Bar chart showing percentages of academic applicants shortlisted and appointed by ethnic group (BAME/White) in 2018/19.
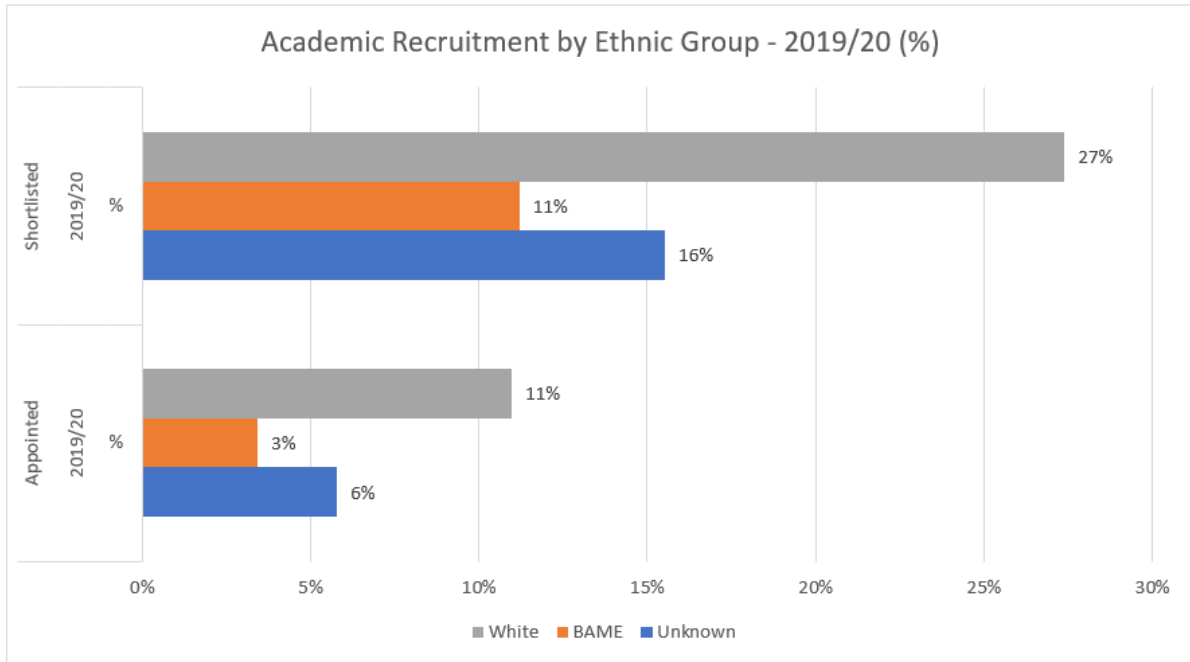
Figure 69: Bar chart showing percentages of academic applicants shortlisted and appointed by ethnic group (BAME/White) in 2019/20.
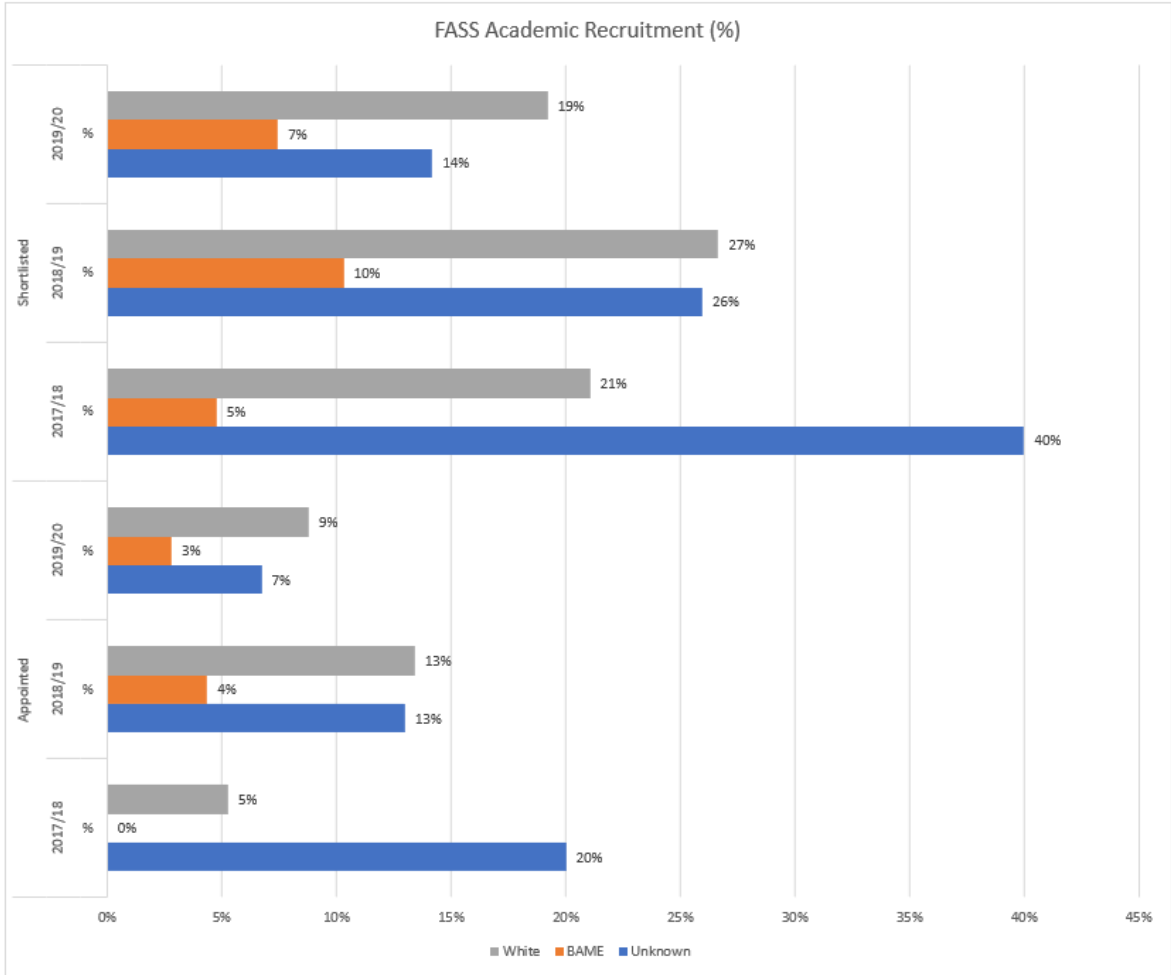
Figure 70: Bar chart showing percentages of FASS academic applicants shortlisted and appointed by ethnic group (BAME/White).
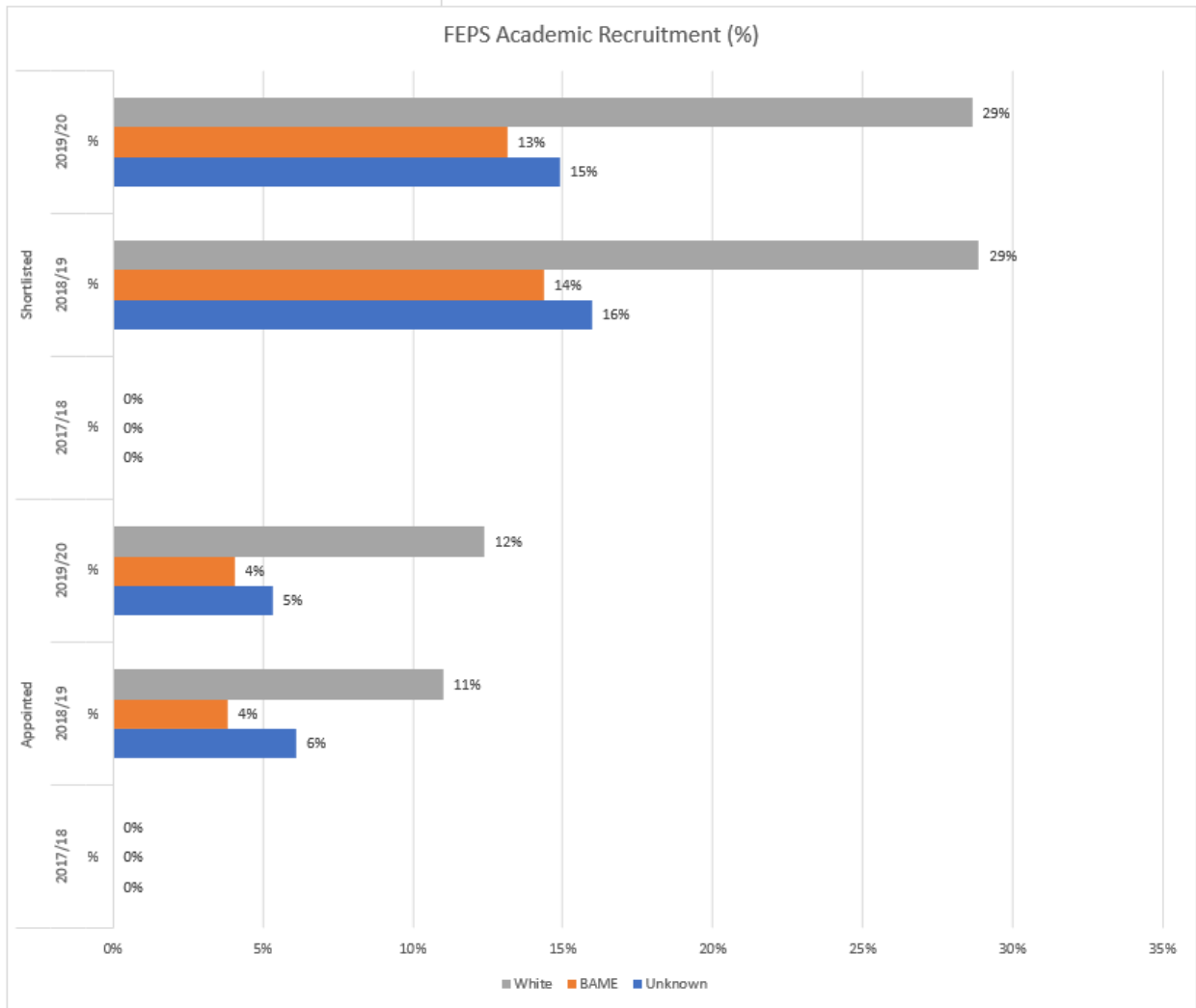
Figure 71: Bar chart showing percentages of FEPS academic applicants shortlisted and appointed by ethnic group (BAME/White).
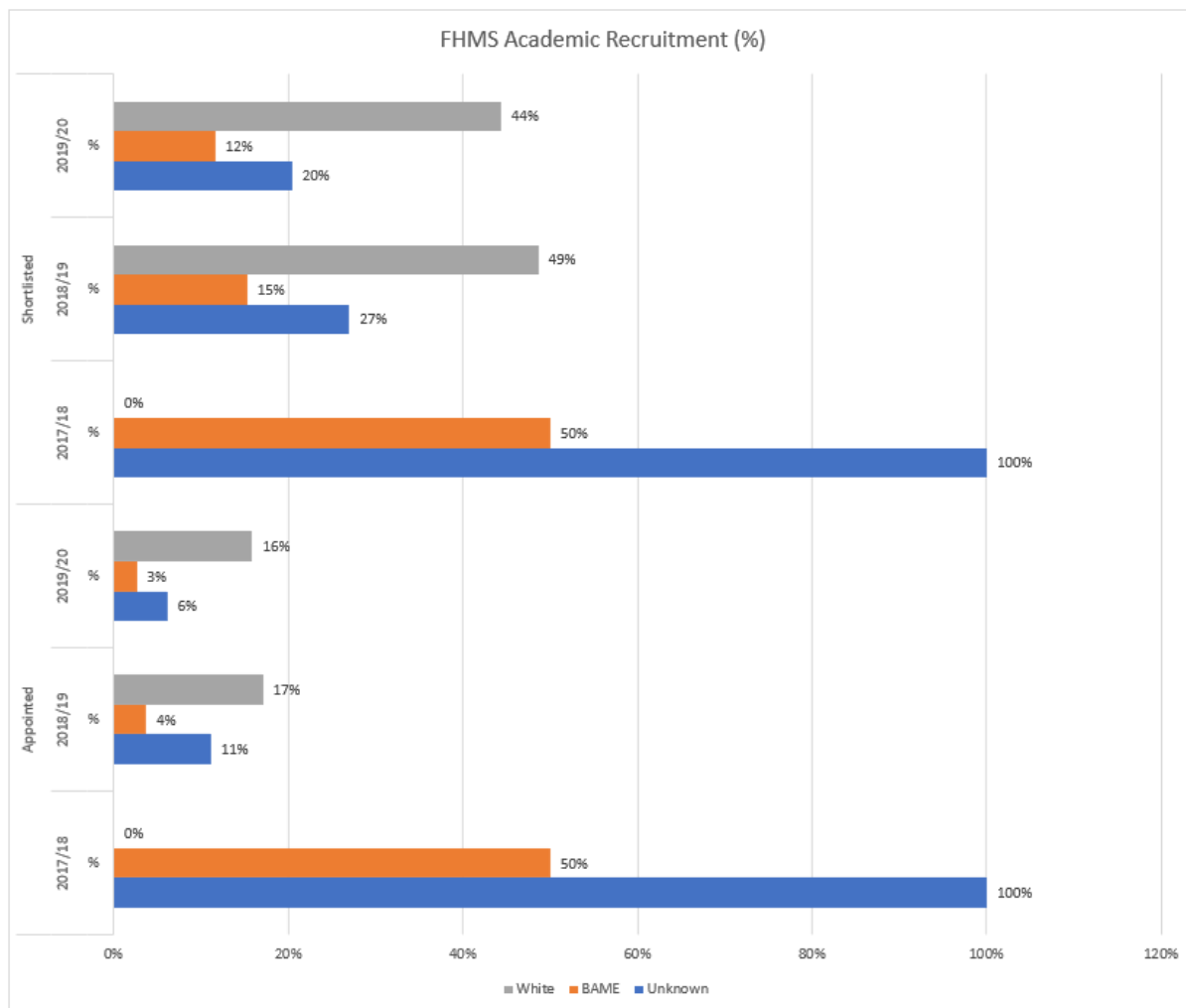
Figure 72: Bar chart showing percentages of FHMS academic applicants shortlisted and appointed by ethnic group (BAME/White).

Numbers of applications from BAME academic candidates consistently exceeds those from White candidates (Table 43). However, White applicants are more than twice as likely to be shortlisted (2018/19, higher every year) and of those who applied, White candidates were twice as likely to be appointed than BAME applicants. Even accounting for the possibility that some international applications may be more speculative (higher proportion of BAME applicants), BAME people shortlisted were less likely to be appointed than White people shortlisted (30%'v'44% ['17/18], 30%'v'59% ['18/19], 24%'v'39% ['19/20]). These data (albeit complicated by inability to split by international status) indicate, while BAME applicants are over-represented in applications, there is racial bias in our recruitment process at shortlisting/offer stages across all faculties (Figures 67-72).

REC survey data support this; BAME staff were less likely to perceive that recruitment as undertaken fairly and transparently (79% of BAME'v'91% of White respondents) and that our policies lead to the best candidates being recruited (73% of BAME'v'84% of White respondents). Over the last year, there have been repeated calls from Surrey students and staff

to prioritise diversifying our academic body (as evidenced by BLM meetings, REC survey and focus group data).

> *"Our student population is 40% BME yet our staff population doesn't reflect this"*

UK Asian female member of staff

> *"I believe that the diversity of the University's staff should mirror the diversity of its student body to allow students to feel as though they belong and can see staff who are like them."*

UK White female member of staff

> *"There is lack of diversity and representation of BAME group within the teaching staff"*

UK White other female student

Lower sense of belonging among our BAME staff (REC survey data) is a likely consequence of this under-representation. We hope to address this under-representation by introducing our *Diversity 200* project (Section 4a, AP13), a targeted plan focusing on improving ethnic diversity within our staff population.

As standard, all staff are required to complete our new, pioneering '*Introduction to Race Equity'* eLearning module (Section 5b,AP17), and we have recently strengthened our face-to-face unconscious bias training mandatory for all staff involved in interviewing with a greater focus on race equity, power and privilege (also highlighting the strategic priority of increasing staff ethnic diversity)(AP18).

Action Point No.	Action
13	Implement *Diversity 200* recruitment project: • Full review of recruitment practice within HR Operations team and Resourcing team. • 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 reminders for all those shortlisting.
		• 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 *Diversity 200* progress.
		• 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.
17		Ensure widespread completion of 'Introduction to Race Equity' eLearning module by all staff and PGR students.
18		Strengthened face-to-face equity training mandatory for all those involved in staff interviewing/ disciplinary/promotion panels.

5b Training

Please provide race-specific information on the training available to academic staff including:

= courses related to management, leadership, and/or other opportunities linked to career progression

= the uptake of courses by ethnicity

= how training is evaluated

Academic staff have access to a range of general and role-specific training courses. Our Learning and Development (L&D) unit offers general face-to-face and eLearning skills training (eLearning reports not currently linked with HR system, therefore staff characteristics not available on these courses). Surrey Institute of Education (SIoE) and Doctoral College provide teaching- and research-related courses. Over 100 training courses are available to academic staff across these departments. Neither Doctoral College nor SIoE routinely record learners' characteristics, so we are unable to report on ethnic differences in course completion, this will be rectified through AP46.

Unusually, we do have staff and PGR student completion data for one SIoE course, Graduate Certificate in Learning and Teaching in HE (PGCLT) (Table 44). BAME representation of completion was higher than Surrey's BAME representation, indicating no racial bias in access/completion of this course.

Year	No. of staff	No. of PGR	Total	White	BAME	Prefer not to disclose ethnicity
2017-18	80	37	113	63.2%	31.7%	5.1%
2018-19	56	30	86	48.1%	46.2%	5.7%
2019-20	72	41	113	67.0%	29.5%	3.5%

Table 44: Graduate Certificate in Learning and Teaching in HE completion by ethnic group (BAME/White)

In 2019/20, the L&D team reviewed their provision due to low attendance and budget reduction. The University subscribed to LinkedIn Learning, promoting this portfolio of courses to staff. LinkedIn Learning analytics show Surrey staff completed 522 work-skills courses; however we cannot differentiate between academic and PSS 'learners' with no ethnicity data. This explains the particularly low recorded training uptake in 2019/20 (Table 45).

L&D, Doctoral College and SIoE training courses were evaluated through universal feedback forms; these have been paused during a review/enhancement of the evaluation process. An improved evaluation process will be implemented from Summer 2022 (AP47).

Training Courses	Ethnic Groups	2017/18		2018/19		2019/20	
		No	%	No	%	No	%
Career Progression	Asian	3	17%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%
	Mixed	1	6%	0	0%	0	0%
	Other	1	6%	0	0%	0	0%
	White	13	72%	13	93%	0	0%
	Not Known	0	0%	0	0%	0	0%
	Information Refused	0	0%	1	7%	0	0%
	Total	18	6%	14	6%	0	0%
Leadership	Asian	3	13%	1	5%	4	9%
	Black	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%
	Other	1	4%	0	0%	0	0%
	White	20	83%	19	95%	41	89%
	Not Known	0	0%	0	0%	0	0%
	Information Refused	0	0%	0	0%	1	2%
	Total	24	8%	20	9%	46	15%
Personal development	Asian	1	17%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%
	White	5	83%	1	100%	3	100%
	Not Known	0	0%	0	0%	0	0%
	Information Refused	0	0%	0	0%	0	0%
	Total	6	2%	1	0%	3	1%
Work skills	Asian	1	3%	0	0%	0	0%
	Black	1	3%	0	0%	0	0%
	Mixed	3	9%	0	0%	0	0%
	Other	2	6%	0	0%	0	0%
	White	25	78%	5	100%	14	100%
	Not Known	0	0%	0	0%	0	0%
	Information Refused	0	0%	0	0%	0	0%
	Total	32	10%	5	2%	14	5%
EDI	Asian	22	9%	22	12%	26	11%
	Black	2	1%	0	0%	5	2%
	Mixed	3	1%	3	2%	4	2%
	Other	6	3%	6	3%	3	1%
	White	198	83%	144	80%	198	83%
	Not Known	0	0%	0	0%	0	0%
	Information Refused	7	3%	6	3%	3	1%
	Total	238	75%	181	82%	239	79%
Grand Total		318		221		302	

Academic only – training uptake by ethnic group.

Table 45: Academics' uptake of Learning & Development courses by ethnic group (BAME/White). Data do not include completion data from L&D eLearning modules, SIoE or Doctoral College courses. EDI training encompasses Unconscious Bias and LGBTQIA+ Awareness.

Numbers of face-to-face L&D learners (Table 45) were low across all years (percentages should be treated with caution). In 2017/18, there was a seemingly representative training uptake among White and BAME staff according to overall staff populations (i.e. 81% of all staff were White in '17/18), however in '18/19–'19/20, White staff were over-represented among

learners ('18/19, 81% of staff were White, however proportions of White learners exceeded 81%).

Across three years, no staff identifying as Black or Mixed ethnicity undertook leadership training. Reasons for this are unknown, either resulting from personal choice, lack of institutional investment in Black and Mixed staff as future leaders, or lack of encouragement/ support from line managers. No ethnic differences in perceptions of support from line managers regarding career development were observed from REC surveys (85% of White'v' 83% of BAME staff felt development was supported) or in perceptions of opportunities to develop within roles (81% of White'v'86% of BAME staff). We will be proactively reminding line managers to have career development discussions with BAME colleagues during appraisals to encourage training opportunities (AP27, AP40).

In '18/19 and '19/20, staff from BAME backgrounds were offered the opportunity to participate in a six-month career development programme for BAME staff, *Mandala*, delivered by Royal Holloway University. Based on feedback from staff members who completed *Mandala* (three academics, five PSS), we ended our involvement because they reported lower benefit than they/we hoped. The primary positive outcome reported was networking with other BAME colleagues; with the SEED's establishment, Surrey staff felt they now have this network without six-month training commitment. In collaboration with SEED, we will review the career development needs within our BAME community, tailoring provision to their needs (AP44).

We are aware our L&D training offering has been suboptimal, particularly since 2019/20. Following an HR restructure, we have integrated our L&D expertise within our Organisational Development team. In their current course review, the team are strengthening the emphasis on EDI in all training so that courses maximise opportunities for understanding and learning about inequalities relevant to HE. We are introducing new training/development opportunities:

   - Three new career development initiatives specifically for Black female colleagues (AP38).

   - New Personal Tutor training with EDI embedded, improving understanding of student experiences of race/racism, building skills to support BAME students better (AP28).

   - New staff (and PGR) training programme, *Introduction to Race Equity* (Section 3b)(AP17).

BAME students sometimes experience microaggressions/other forms of racism on placement, yet these are rarely reported. We have introduced actions to address this (AP48, AP16, AP49).

Action Point No.	Action
16	Greater support for placement tutors and investigating officers in managing student reports of racism: • Introduction of new guidance for Placement Tutor in how to support students in reporting experiences of racism on placement. • 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.

17	Ensure widespread completion of 'Introduction to Race Equity' eLearning module by all staff and PGR students.
27	Embedding of EDI within annual appraisal system: • 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.
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.
38	Support Black women's career development: • 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.
40	Encourage the engagement of BAME academic staff with leadership and management courses: • Target interventions at underrepresented groups, with reserved places for BAME staff.
44	Introduce new development opportunities for BAME staff: • 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.
46	Collect ethnicity data on academic staff and PGR students who complete Surrey Institute of Education (SIoE) and Doctoral College courses.
47	Introduce new evaluation and feedback system for all development training courses across Learning and Development.
48	Placement companies to demonstrate/ commit to equality standard: • Additional statement added to placement vacancy advertising policy, asserting commitment to EDI and anti-discrimination.
49	Improved processes for reporting racism in placements: • 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.

5c Appraisal/development review

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the outcomes of appraisals/development reviews for UK, and separately, non-UK academic staff, with specific reference to outcomes by ethnicity.

Key for appraisal scores: 1 – Exceptional 2 - Exceeds expectations 3 - Successful in meeting expectations 4 - Requires some improvement in meeting expectations 5 - Requires significant improvement in meeting expectations		2017/18	2018/19	2019/20*
UK	Asian	3	2	
	Black	3	3	
	Mixed	2	2	
	Other ethnic background	2	2	
	Information Refused	2	3	
	White	2	2	
	Total	**2**	**2**	
Non-UK	Asian	2	2	
	Black	2	3	
	Mixed	3	2	
	Other ethnic background	3	3	
	Information Refused	3	2	
	White	2	2	
	Total	**2**	**2**	

*Table 46: UK and international academics' mean appraisal performance scores by ethnic group (BAME/White). *No performance scores for 2019/20 due to disruption caused by Covid pandemic.*
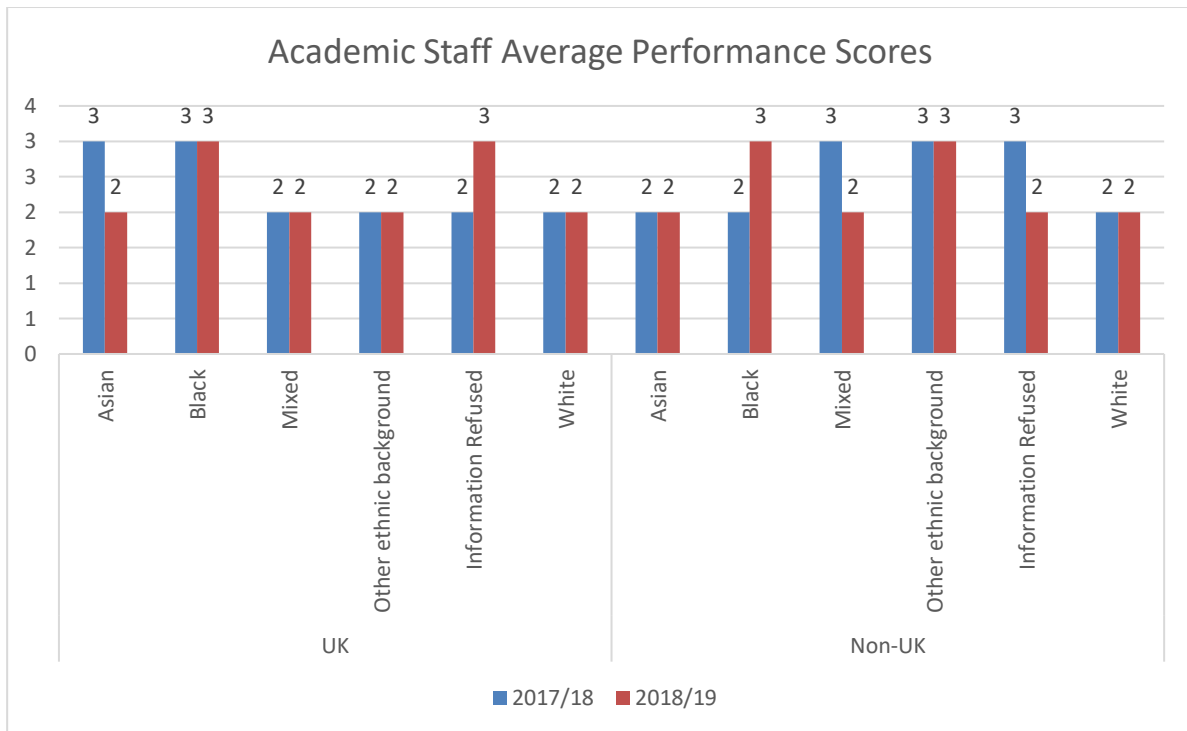
Figure 73: Bar chart showing UK and international academics' mean performance scores by ethnic group (BAME/White). Data only provided for two previous years because no appraisal ratings were recorded in 2019/20 (decision made by EB to reduce pressure on staff after disruption of pandemic). Lower scores are preferable (1=Exceptional, 5=Requires significant improvement in meeting expectations).

The majority of UK ethnic groups receive an average of 2, indicating that staff members were 'exceeding expectations' between '17/18–'18/19 (Table 46). UK Black academics were the only group to have an average of 3 ('successful in meeting expectations'); this likely results from racial bias (not belonging to the in-group), feeding into lower sense of belonging and satisfaction among Black staff. Among international staff, White and Asian academic staff received average scores of 2 (2017/18–2018/19), academics from 'other' ethnic backgrounds received average scores of 3. International Black academics received average scores of 2 in '17/18 and 3 in '18/19.

REC survey data indicate that BAME staff (100%) and White staff (99%) report having annual appraisals. Similar proportions reported that 'managers ensure appraisals are evidence-based and transparent' (95% of BAME'v'94% of White colleagues), and a higher proportion of BAME staff reported finding the appraisal process useful (86%'v'72% of White staff). There were negative comments about appraisals (REC survey), all originating from White staff members.

> *"There's a tick-box element to this. Any half-way decent line manager would be talking to their folks more than once a year"*
>
> UK White woman

Within our staff mentoring scheme, BAME staff can choose mentoring from BAME staff, offering

an understanding of the obstacles that being a minority staff member at Surrey may create. This option is being taken up by BAME staff.

> *"I went onto the scheme questioning what I had to offer, it was a great experience, my mentee was intelligent and articulate but didn't realise he had so much potential and that's what this programme is about. It's about their journey to develop what was there all along."*

UK Asian female staff mentor

We are working with the HR team in their current review of appraisals to ensure EDI contribution is consistently acknowledged (AP27). Surrey has also recently approved allocating time to key EDI roles in workload planning models (AP5). These changes and race equity training should mean that BAME colleagues' EDI contribution is recognised and ensures line managers are more proactively challenging biases within their teams.

There are well-evidenced sector concerns about the discriminatory way BAME staff members (and women) are evaluated in Module Evaluation Questionnaires (MEQs). Our institutional analyses showed that BAME teaching colleagues are scored consistently lower than White teaching staff. Where we controlled for UK 'v' international status (as a crude measure of accent/language comprehension), many differences remained (statistical significance of analyses precluded for most groups due to low numbers), suggesting that international accents/language are not driving observed differences in scores and there may be additional racial bias in operation. We have fed this back to PVC, Education and Faculty Executive Deans to be communicated, where appropriate, to line managers to ensure that people are aware/understand this bias and that it is accounted for when MEQ scores are discussed during appraisals/promotion procedures (AP50).

Action Point No.	Action
5	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.
27	Embedding of EDI within annual appraisal system: • Expectations for EDI contribution to be explicitly stated in appraisal process. • Introduction of an appraisal checklist for line managers to remind about development and other important discussions.
50	Increase understanding of academic staff appraisal ratings: • Share MEQ analyses to department heads to ensure inherent racial bias in MEQ scores is understood, thus MEQs used appropriately to inform/support staff. • Ongoing monitoring of appraisal ratings by ethnicity.

|	• 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.

5d Academic promotion

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK academic staff promotions.

Please provide collated data by each academic grade (ie promotions from each grade to the next)

Where possible, please provide the data for each academic faculty.

This section should also include, with specific reference to ethnicity:

= how candidates are identified, and how the process and criteria are communicated to staff

= how the criteria for promotion consider the full range of work-related activities (including administrative, pastoral and outreach work)

= details of any training, support or relevant opportunities including temporary promotions/interim positions

= staff perceptions of the promotions process, including whether it is transparent and fair
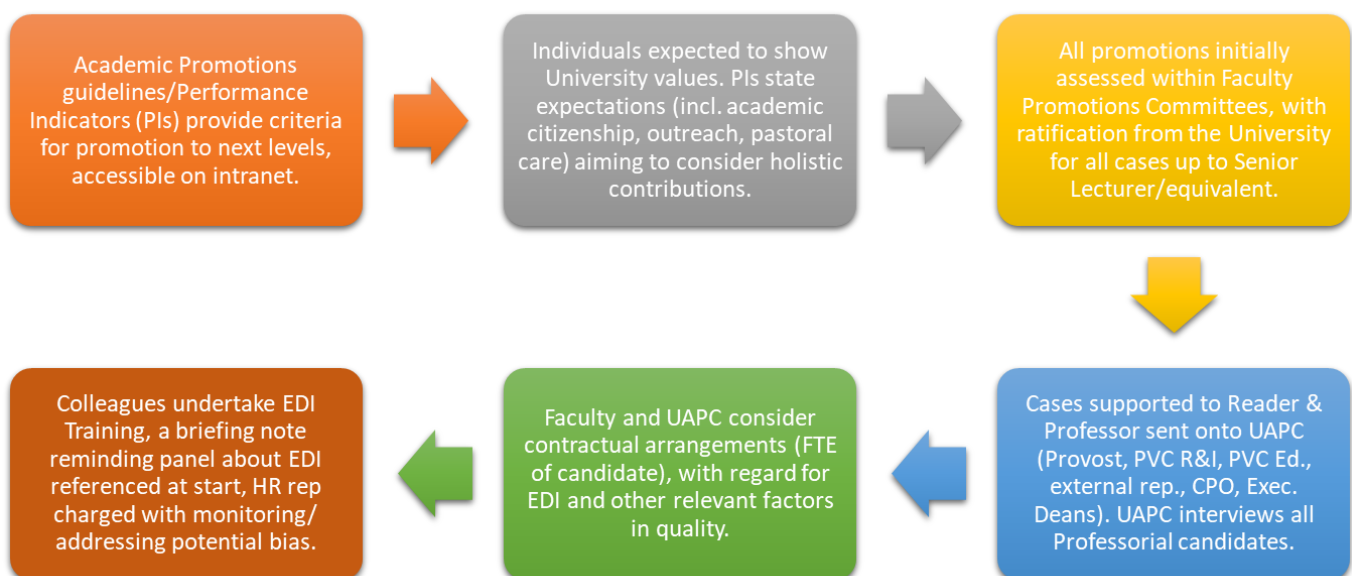
Figure 74: Academic promotion process.

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PI: Performance indicator. UAPC: University Academic Promotion Committee. PVC R&I: Pro-Vice Chancellor, Research & Innovation. PVC Ed: Pro-Vice Chancellor, Education. CPO: Chief People Officer.

Academic promotions are made on merit and are a combination of individuals applying and support/guidance provided through line management and continuous career development opportunities. We are currently undergoing an Academic Career Pathway review, involving updating role profiles and performance indicator documents (used for promotions). There is a revised focus on gold standard foundations to our teaching/research culture at Surrey, including among other things teaching excellence criteria; responsible research-assessment metrics; EDI; open research/research integrity; academic citizenship; internationalisation. We are currently reviewing and making changes to our promotion process that will ensure that work towards EDI, pastoral support, and collegiality (types of work that fall heaving on BAME colleagues) are given additional weight within the decision-making process (AP43).

For the last few years, Faculty HRBPs have each been running 'Demystifying the Promotion Process' workshops to ensure academics and line managers understand the process and receive relevant advice about role development and how individuals should approach applications at every level. Part of the session includes hearing from successful candidates (from previous years) from an underrepresented group as a role model to inspire others.

> "*Demystifying the Promotion Process' workshops receive consistently positive feedback in terms of making the promotions process accessible and inclusive. As a result of the workshop, total application numbers have increased significantly in recent years.*"

FHMS HR Business Partner

Job Title	Level
Research Officer / Research Assistant (1b)	3,4
Research Fellow A	4
Teaching Fellow A	4
Lecturer A	4,5
Lecturer B	5
Lecturer B Clinical	5
Research Fellow B	5
Teaching Fellow B	5
Senior Lecturer	6
Senior Lecturer Clinical	6
Senior Research Fellow	6
Senior Teaching Fellow	6
Principal Research Fellow	6.8
Principal Teaching Fellow	6.8
Reader	6.8
Professor	7
Professor in Practice	7

Professorial Research Fellow	7
Professorial Teaching Fellow	7

Table 47: Key for job title and level

		Applied				Promoted			
		White		BAME		White		BAME	
		No.	%	No.	%	No.	%	No.	%
2017/18	4 to 5	15	11%	4	5%	14	93%	3	75%
	4 to 6	1	1%	0	0%	1	100%	0	0%
	5 to 5	1	0%	0	0%	0	0%	0	0%
	5 to 6	35	17%	4	7%	30	86%	3	75%
	5 to 6,8	2	1%	0	0%	2	100%	0	0%
	6 to 6	0	0%	1	2%	0	0%	0	0%
	6 to 6,8	31	10%	3	5%	21	68%	2	67%
	6 to 7	6	2%	5	8%	4	67%	2	40%
	6,8 to 7	4	9%	1	12%	1	25%	0	0%
	Total	**95**	**10%**	**18**	**7%**	**73**	**77%**	**10**	**56%**
2018/19	4 to 5	8	6%	2	2%	8	100%	1	50%
	4 to 6	5	4%	0	0%	4	80%	0	0%
	5 to 5	0	0%	0	0%	0	0%	0	0%
	5 to 6	39	17%	5	8%	29	74%	5	100%
	5 to 6,8	0	0%	0	0%	0	0%	0	0%
	6 to 6	0	0%	0	0%	0	0%	0	0%
	6 to 6,8	28	9%	7	11%	15	54%	7	100%
	6 to 7	3	1%	4	6%	2	67%	4	100%
	6,8 to 7	10	21%	2	27%	4	40%	2	100%
	Total	**93**	**9%**	**20**	**7%**	**62**	**67%**	**19**	**95%**
2019/20	4 to 5	13	12%	8	9%	12	92%	5	63%
	4 to 6	0	0%	1	1%	0	0%	1	100%
	5 to 5	1	0%	0	0%	1	100%	0	0%
	5 to 6	41	19%	18	28%	33	80%	14	78%
	5 to 6,8	0	0%	0	0%	0	0%	0	0%
	6 to 6	0	0%	0	0%	0	0%	0	0%
	6 to 6,8	29	10%	8	13%	21	72%	6	75%
	6 to 7	6	2%	3	5%	2	33%	1	33%
	6,8 to 7	11	23%	2	29%	5	45%	1	50%
	Total	**101**	**10%**	**40**	**12%**	**74**	**73%**	**28**	**70%**

Promotion of academic staff by ethnic group.

Applied percentage is calculated using the number of staff in that ethnic group and that level who applied out of the total of the same ethnic group and level.

e.g. 15/284 (number of White at level 4 who applied/total of the same group)

Promoted percentage is calculated using the number of staff in that ethnic group and that level who were promoted out of the total who applied in the same ethnic group and level.

e.g. 14/15 (number of promoted White staff at level 4/ total who applied of the same group)

Table 48: Academic promotion applications and success rates by ethnic group (BAME/White) and by job level
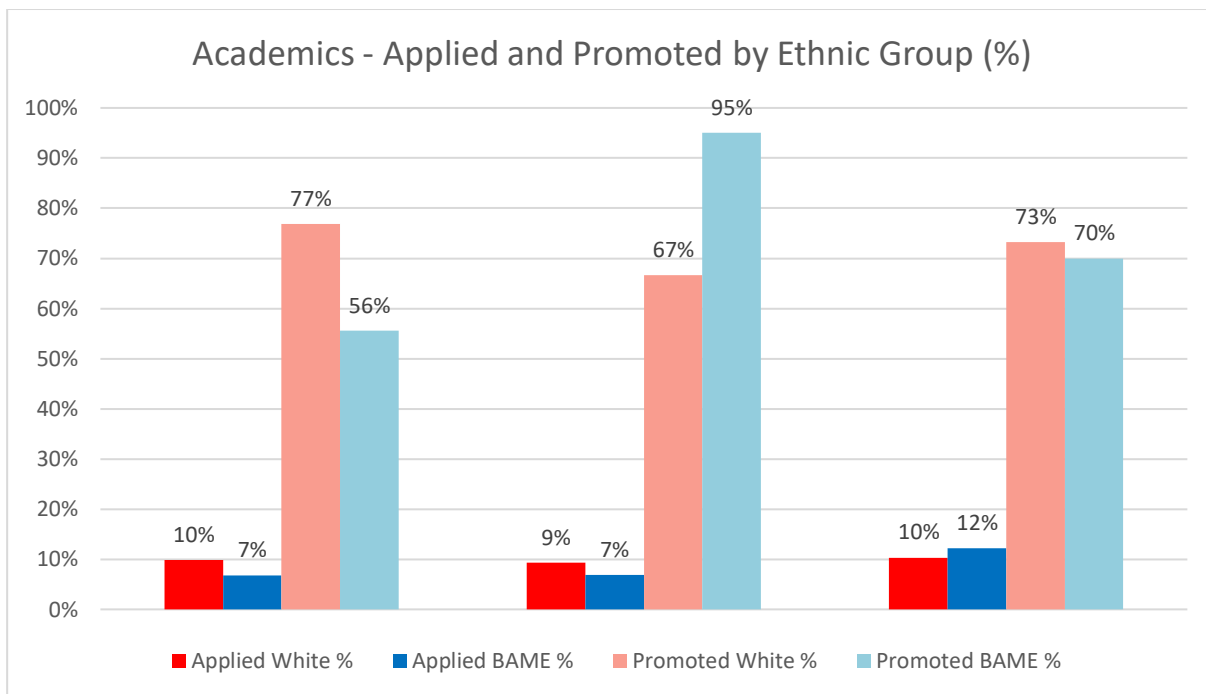
Figure 75: Bar chart showing academic promotion applications and success rates by ethnic group (BAME/White)

A lower proportion of BAME colleagues apply for promotion than White colleagues in Levels 4-5 but this difference was attenuated from Level 6 upwards (Table 48). Success rates fluctuate year-on-year (small numbers preclude clear understanding of trends over time and level). Currently, our data systems cannot allow tracking of promotions (i.e. how many times a person applies or time to/between promotion), however the new HR system will record these data (AP51), enabling us to ascertain factors relevant to promotion timings and success.

In our REC survey, 64% of BAME academic staff reported having been encouraged to apply for promotion, compared with 45% of White academics. While open text comments indicated dissatisfaction with the promotion process, these concerns came solely from White respondents.

"There are limited opportunities for promotion in my role/team"

UK White woman

However, in REC focus groups, ECRs from BAME groups expressed concerns about the temporary nature of their fixed-term research roles and that this precarity was experienced more often among BAME academics (Section 5f).

Action Point No.	Action
43	Recognition of contribution to EDI in academic promotion: • Reviewing and revision of promotion process to ensure that work towards EDI is given additional weight within the decision-making process.
51	Increase knowledge of and confidence in fairness of the academic promotion process: • 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. • 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

5e Research Excellence Framework (REF)

Please provide data and related commentary and actions on:

= the number of staff submitted to REF, presented as a proportion of the eligible pool, broken down by ethnicity. Please differentiate between UK and non-UK staff.

We were extremely proud of the careful management of the REF 2021 process and the consideration that was taken to ensure a fair representation of our staff and output.
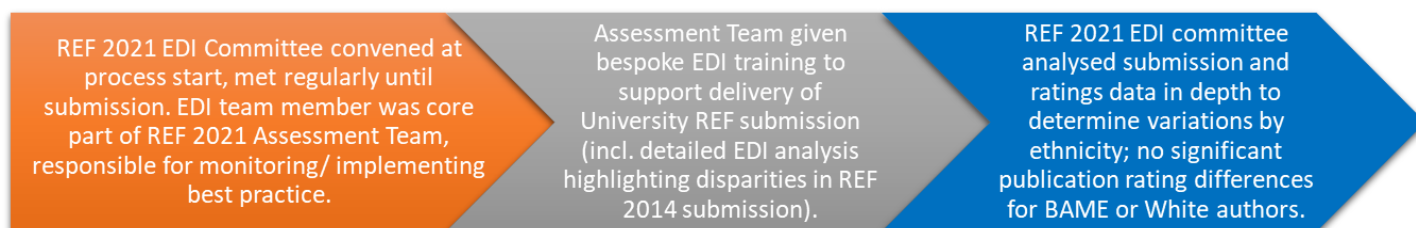
REF 2021 EDI Committee convened at process start, met regularly until submission. EDI team member was core part of REF 2021 Assessment Team, responsible for monitoring/ implementing best practice.

Assessment Team given bespoke EDI training to support delivery of University REF submission (incl. detailed EDI analysis highlighting disparities in REF 2014 submission).

REF 2021 EDI committee analysed submission and ratings data in depth to determine variations by ethnicity; no significant publication rating differences for BAME or White authors.

Figure 76: REF process with EDI monitoring embedded

a. Total Submissions (includes individuals with multiple submissions)		2014		2021	
		No.	%	No.	%
UK	Asian	82	8%	95	11%
	Black	1	0%	9	1%
	Mixed	26	2%	23	3%
	Other ethnic background	24	2%	18	2%
	White	910	85%	715	81%
	Not known	11	1%	0	0%
	Information Refused	13	1%	18	2%
	Total	**1067**	**100%**	**878**	**100%**
Non-UK	Asian	87	17%	147	23%
	Black	3	1%	6	1%
	Mixed	1	0%	1	0%
	Other ethnic background	12	2%	25	4%
	White	402	77%	432	68%
	Not known	1	0%	2	0%
	Information Refused	16	3%	27	4%
	Total	**522**	**100%**	**640**	**100%**
b. Total Staff with Submission		2014		2021	
		No.	%	No.	%
UK	Asian	24	8%	36	10%
	Black	1	0%	2	1%
	Mixed	7	2%	11	3%
	Other ethnic background	6	2%	11	3%
	White	253	84%	292	81%
	Not known	4	1%	0	0%
	Information Refused	5	2%	7	2%
	Total	**300**	**100%**	**359**	**100%**
Non-UK	Asian	29	16%	65	23%
	Black	2	1%	3	1%
	Mixed	1	1%	1	0%
	Other ethnic background	3	2%	12	4%
	White	135	77%	194	67%
	Not known	1	1%	1	0%
	Information Refused	5	3%	12	4%
	Total	**176**	**100%**	**288**	**100%**

Table 49: a) REF submissions by ethnic group (BAME/White) and b) staff with REF submissions by ethnic group (BAME/White)
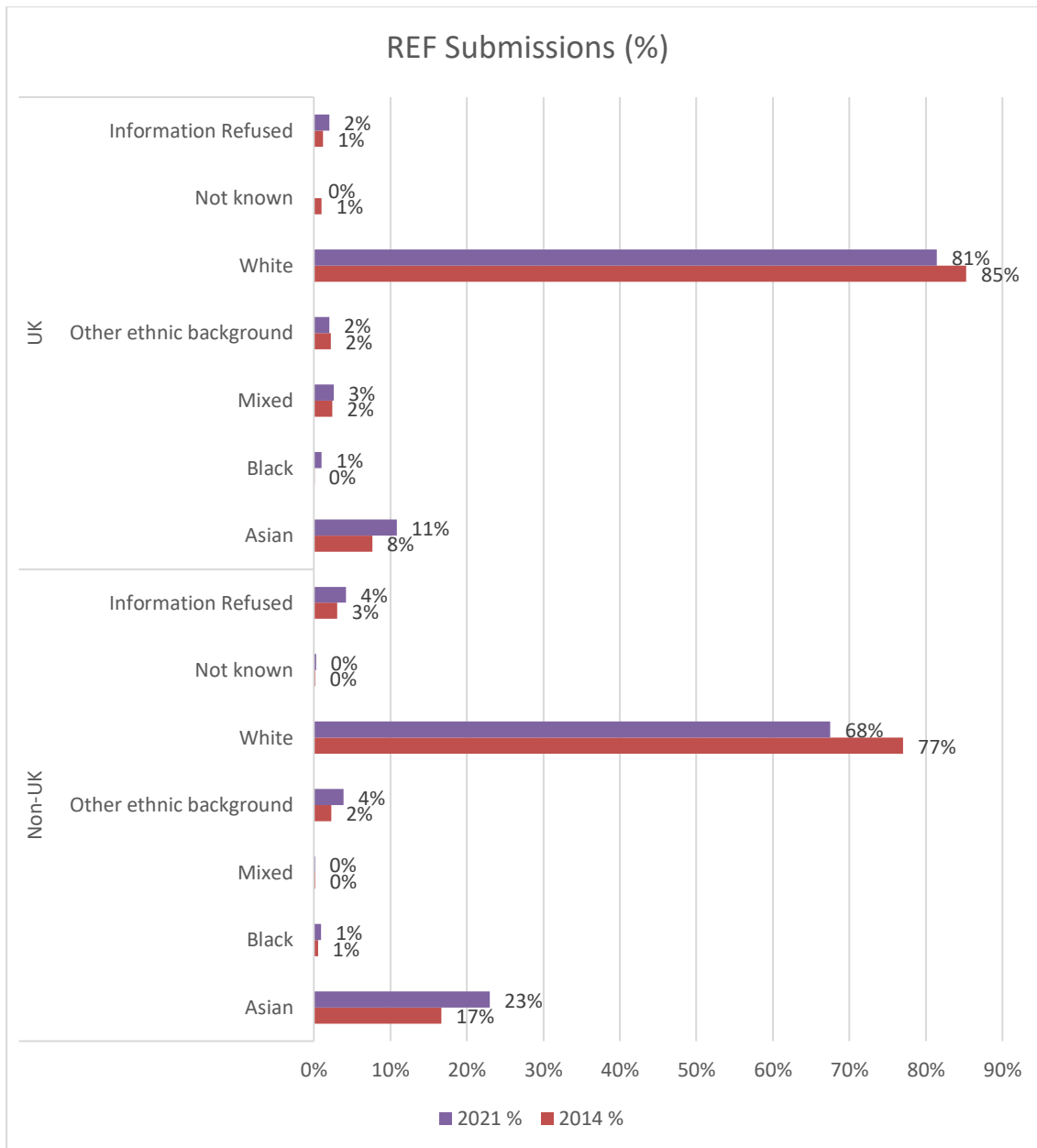
Figure 77a: Bar chart showing percentage of REF submissions by ethnic group (disaggregated)
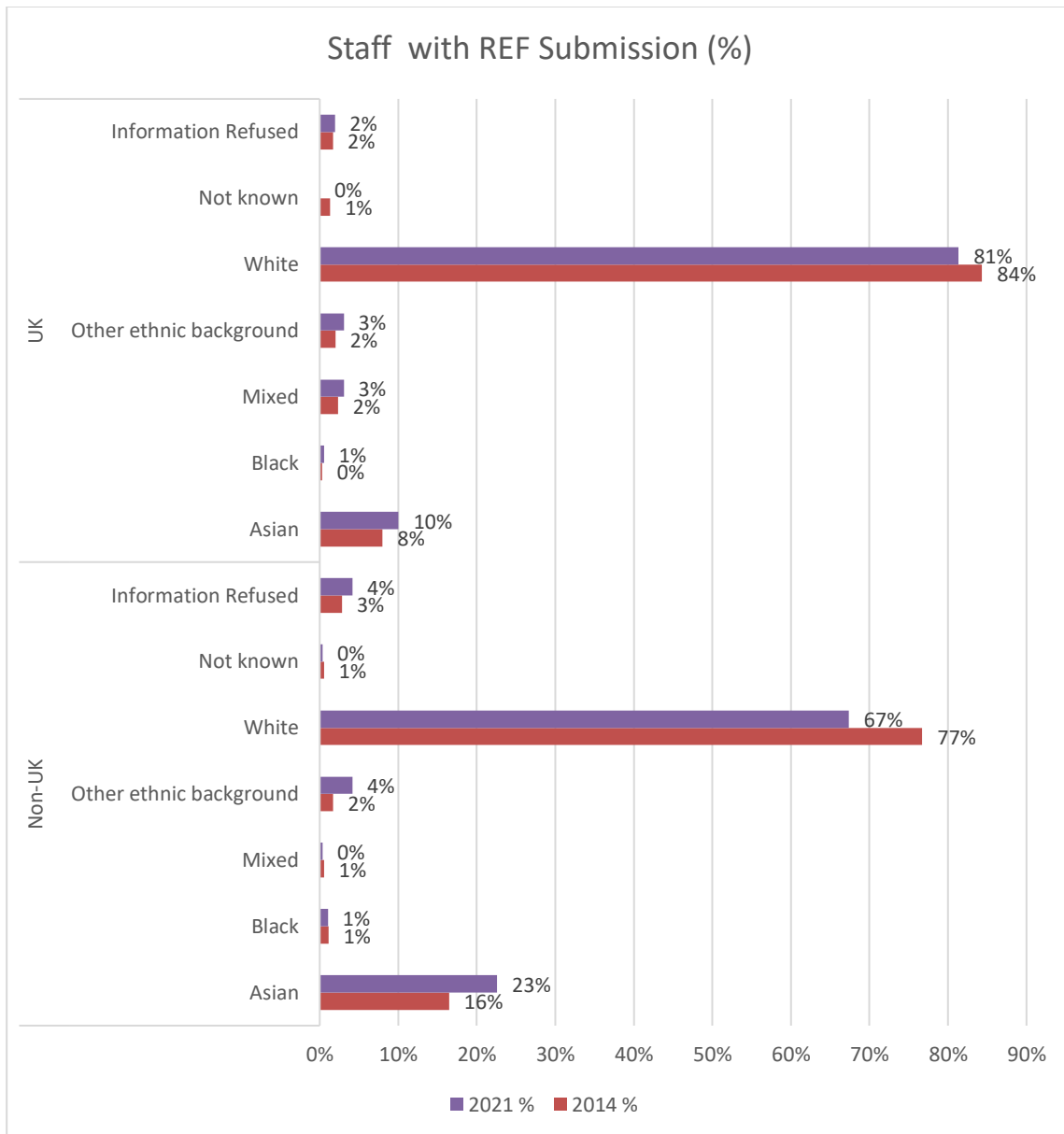
Figure 77b: Bar chart showing percentage of staff with REF submissions by ethnic group (disaggregated)

Of the total UK staff population with papers submitted to REF, proportions (and number) of BAME staff that contributed papers increased 12% to 17% between 2014–2021 (28–60) (Table 49). Similarly, proportions (and number) of international BAME staff that contributed papers increased from 20% 28% between 2014–2021 (35–81), driven mostly by a greater number of Asian staff submissions.

Our REF 2021 submission of articles from BAME staff was marginally higher than our overall staff representation (2019/20, 12% of UK academic staff were from BAME backgrounds). Regards international staff, there was marginal over-representation of papers submitted to REF 2021 from BAME staff (2019/20, 21% of academic staff were from BAME backgrounds). These data reassure us that BAME colleagues and their work were appropriately represented in our REF submission.

5f Support given to early career researchers

Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education.

= Comment on open-ended/permanent opportunities and any differences by ethnicity.

The Doctoral College provide support for researchers at the start of their careers, with research training and specialist careers advice. In signing the *Concordat to support the Career Development of Researchers*, it has committed to 'address[ing]…insecurity of employment and career progression, ensuring equality of… opportunity for all'. The Doctoral College is committed to embedding EDI in their work, and in 2020, appointed a staff member as EDI Lead to head up strategic direction of their EDI work. She is also a REC Steering Group and SEED member.

Supported by the Doctoral College, there is an ECR Forum that meet regularly to advocate for ECRs across the University. The forum has excellent representation from BAME ECRs and aims to embed EDI good practice in researcher development. Our REC Steering group and SAT have representation from BAME ECRs.

As discussed in Section 4a, REC focus group data indicated that BAME ECRs felt concerned that they did not receive the support needed to secure permanent research roles at Surrey. While this could not be directly attributed to racism, by being on fixed-term contracts with no permanent option in sight:

> *'I couldn't help feeling that we fitted the statistics'*
>
> UK Asian man, ECR

This is being/will be addressed through multiple initiatives aimed at supporting BAME ECRs and increasing BAME representation among permanent research positions (AP29, AP13, AP12). Also highlighted by the ECR focus group were subtle microaggressions that they had experienced or witnessed; the new '*Introduction to Race Equity'* and planned *'Inclusive supervisor'* training (AP17, AP12) should increase staff (and PGR) understanding of racism and their impact, support people to become better allies. There is a strong need to raise awareness of our Report + Support system (*none* of the ECRs who participated in the focus groups were aware of the reporting tool) and build trust in the system (AP15). Report + Support is also being promoted in the new Doctoral College ECR induction sessions to broaden the reach of the message.

As further support for BAME ECRs, the Doctoral College's long-standing mentoring scheme has been revised to offer specific support. The research mentor training has been extended to develop cultural competencies, critique traditional 'assimilation' models and advocate for alternative research identities. The application process now includes the opportunity to request a focus on strengthening internal networks and a new EDI section allows mentees to opt for a BAME researcher mentor. We are already beginning to see some BAME ECR mentees and mentors report improved confidence and sense of belonging in our end of scheme feedback. One BAME mentor shared their experience:

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"*I really enjoyed the supporting role I provided, and I feel like I've learnt a lot!*"

While a mentee provided this reflection:

"*I was matched with a mentor who somehow had a similar background. Getting in touch with him helped me regain my confidence and engage more in the university community. This helped me explore the campus and engage more in the university community.*"

Action Point No.	Action
12	Improve inclusive researcher development training: • Decolonising researcher development support within the Doctoral College. • Introduction of new inclusive supervisor training (training to support culturally sensitive PhD supervision).
13	Implement *Diversity 200* recruitment project: • Full review of recruitment practice within HR Operations team and Resourcing team. • 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 reminders for all those shortlisting. • 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 *Diversity 200* progress. • 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.
15	Increase awareness of 'Report + Support' online reporting tool. • 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 adviser. • Train staff to deal with reports, if required. • Publicise, run and then review six-month trial.
17	Ensure widespread completion of 'Introduction to Race Equity' eLearning module by all staff and PGR students.
29	Provide support for BAME research staff to get permanent research roles: • 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. • 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.

5g Profile-raising opportunities

Please describe how your institution ensures profile raising opportunities are allocated transparently and without racial bias. This might include:

=   speaking at conferences, seminars, guest lectures, exhibitions and media opportunities, nominations to public bodies, professional bodies and external prizes

The central Events team run most conferences, seminars and guest lectures. They have an events checklist for each event. This checklist includes 'inclusivity questions'. In addition to consideration of accessibility, the Events team consider the composition of speaker lists/ panels; where ethnic and gender diversity is low, they will challenge the event organiser accordingly. This has led to a much more diverse range of speakers and events, ensuring that they are representative of the University community. The EDI team work closely with the Events team to ensure this standard is maintained and support to assist with all EDI-related queries.

"Following the recent REC and Athena Swan reviews, we held discussions within the REC Steering Group and SEED, hearing the experiences of Black women at Surrey and their interpretation of the review findings. We discussed possible initiatives to support and prioritise Black women's development, which led to the introduction of a number of initiatives, including some profile-raising opportunities specifically for Black women (AP38). Some have already taken place and some are still being developed; they have been met with a positive reaction from our Black female colleagues."

Academic Lead for EDI

In 2021, we ran a series of *Spotlight* articles on Black women at Surrey in academic and PSS roles, highlighting their roles and the expertise they bring to Surrey.
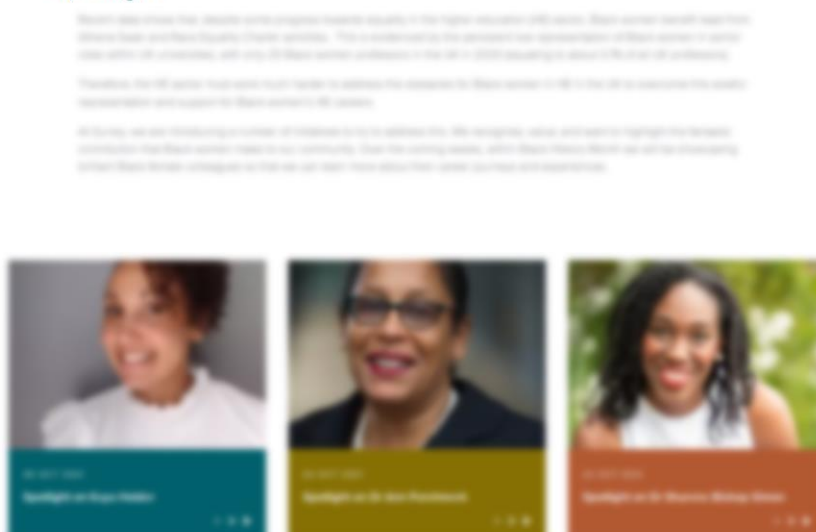

Figure 78: Example of 2021 Spotlight series on Black women on intranet, now published on race equality webpages for increased exposure/longevity

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We will be conducting annual University- and faculty-level audits on our internal events and promotional activities to monitor that there is no racial bias in the profile-raising opportunities that are offered to academic and professional services staff (AP38, AP52).

Our media team are mindful to share opportunities as widely as possible, to ensure that a range of colleagues become the representatives of the University.

Nominations to public and professional bodies and receipt of external prizes happen on an ad-hoc basis.

Action Point No.	Action
38	Support Black women's career development: • Initiative to offer Black women opportunity to shadow EB in meetings. • Funding 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.
52	Monitor demographics of University staff participating in internal events/ promotional activities. • 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).

6 Professional and support staff: recruitment, progression and development

Where possible, for each of the sections below, please provide the data for each central department/academic faculty, depending on your structure and staff numbers. Please also provide a brief overview statement on section 6 as a whole from the head of each central department/academic faculty.

Section 6 Summary
• BAME PSS applicants less likely to be shortlisted than White applicants.
• *Diversity 200* campaign introduced to reduce/eliminate bias from recruitment process.
• HR embedding contribution towards EDI within appraisal process.
• Training provision needs to be improved and tailored towards needs of BAME PSS staff.

6a Professional and support staff recruitment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points, to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK applicants:

= applying for professional and support posts

= being shortlisted/invited to interview for professional and support posts

= being offered professional and support posts

PSS	Applied			Shortlisted						Appointed					
	2017/18	2018/19	2019/20	2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
	No	No	No	No	%	No	%	No	%	No	%	No	%	No	%
White	3558	2729	2368	1048	29%	837	31%	734	31%	250	7%	228	8%	187	8%
BAME	1008	760	627	195	19%	149	20%	141	22%	33	3%	31	4%	34	5%
Unknown	820	429	261	284	35%	158	37%	106	41%	63	8%	37	9%	34	13%
Total	5386	3918	3256	1527	28%	1144	29%	981	30%	346	6%	296	8%	255	8%

Table 50: PSS recruitment: Total applicants, percentages shortlisted and appointed by ethnic group (BAME/White). Percentages calculated using the total of staff in Applied columns for specific ethnic groups. HR data system does not allow us to split our data by UK and international applicants.
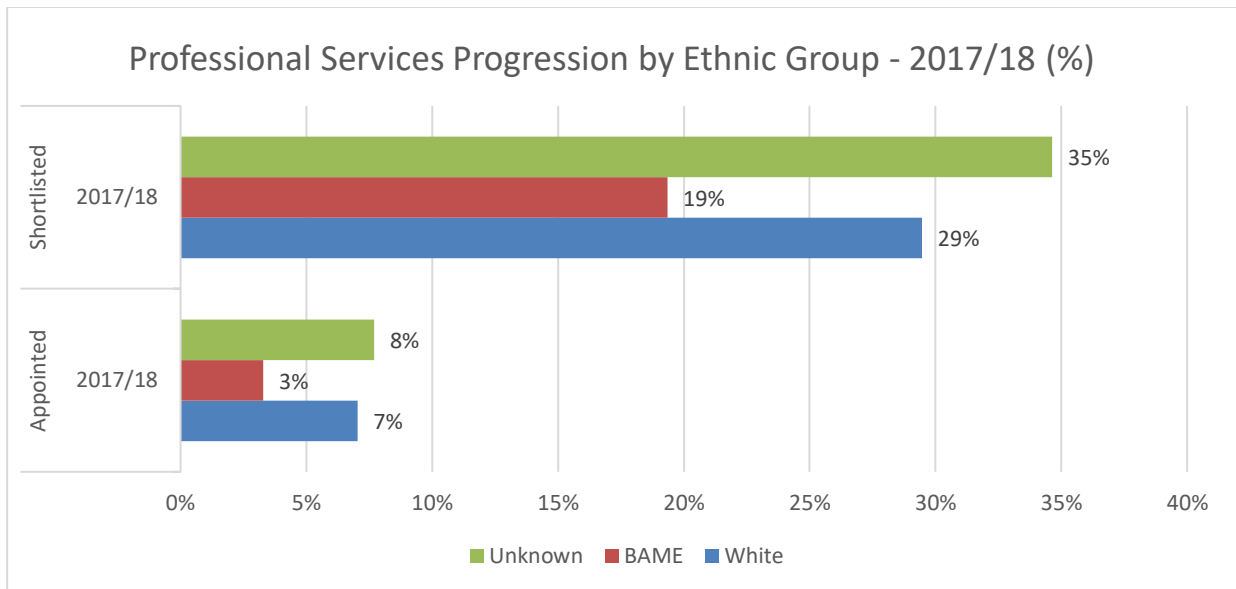
130

Figure 79: Bar chart showing percentages of PSS applicants shortlisted and appointed by ethnic group (BAME/White) in 2017/18
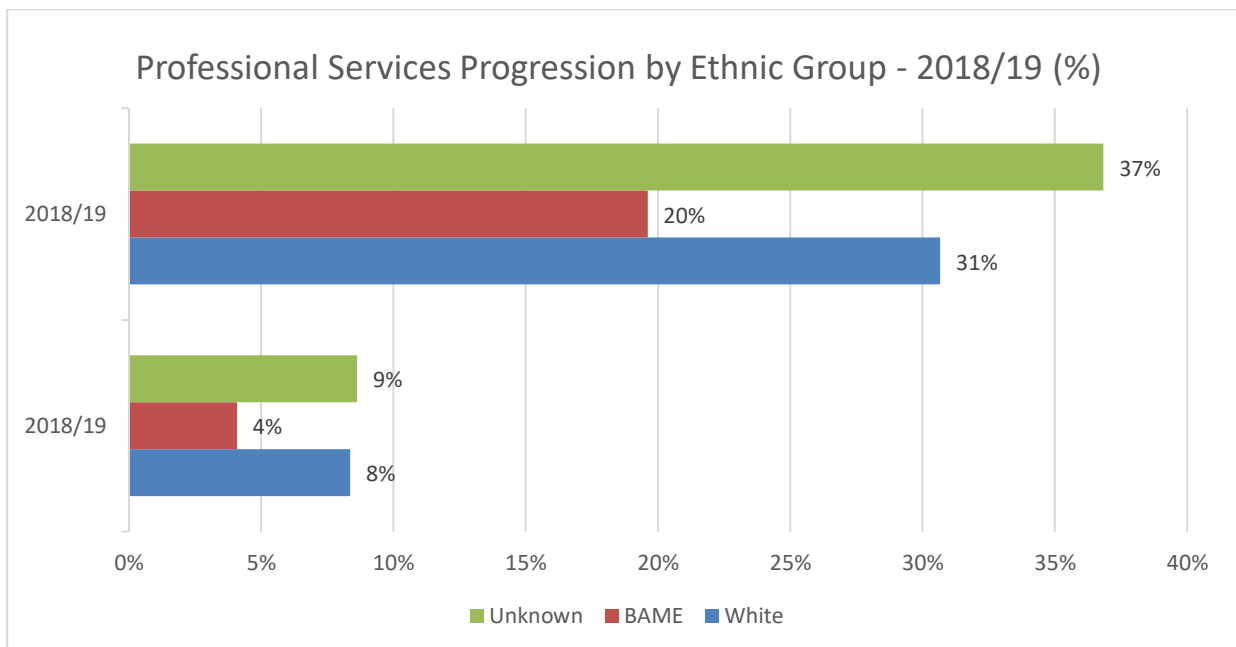

Figure 80: Bar chart showing percentages of PSS applicants shortlisted and appointed by ethnic group (BAME/White) in 2018/19
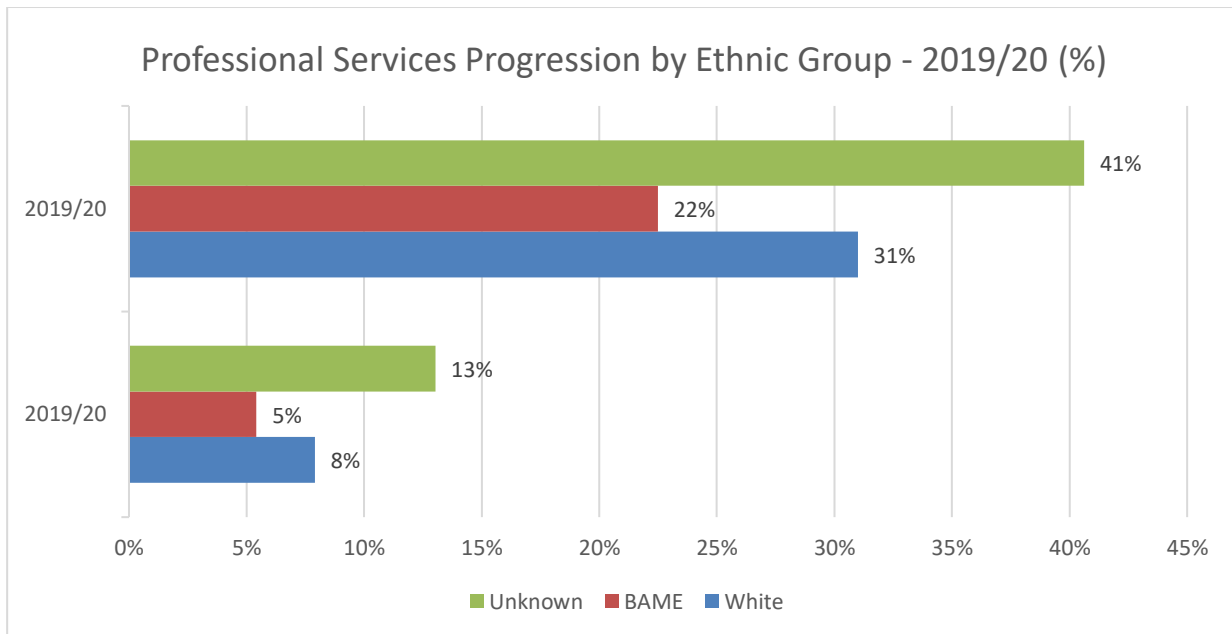
Figure 81: Bar chart showing percentages of PSS applicants shortlisted and appointed by ethnic group (BAME/White) in 2019/20

The proportion of White and BAME PSS applicants shortlisted compared with those that applied has showed a consistent pattern over the three years, with White applicants ~10pp more likely to be shortlisted than BAME applicants (Table 50). Of PSS applicants, a greater proportion of White applicants were successful in being appointed than BAME applicants. And of those shortlisted, a marginally higher proportion of White people were successfully appointed compared with BAME people (24% of White people shortlisted were appointed 'v' 21% of BAME people ['19/20]).

Because our HR system cannot stratify between UK and international applicants, we cannot distinguish between an overall bias against BAME applicants or against international applicants, the majority of whom are BAME. Our replacement HR system will improve this understanding.

Through *Diversity 200*, we have a myriad of initiatives to try to eliminate bias from our recruitment process and to increase the representation of BAME staff (AP13); this will include targeting under-represented groups in our advertising, strong statements of encouragement to apply and advertisement of vacancies in a wider range of places to attract diverse applicants (tailored according to specific role/department under-representation). We are providing more online information for external audiences about out race equality work to build confidence in potential applicants that Surrey is somewhere committed to addressing racial/ethnic inequalities. We are confident this new approach will have considerable impact on our recruitment of BAME PSS and academic staff.

Action Point No.	Action
13	Implement *Diversity 200* recruitment project: • Full review of recruitment practice within HR Operations team and Resourcing team. • 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 reminders for all those shortlisting. • 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 *Diversity 200* progress. • 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.

6b Training

Please provide race-specific information on the training available to professional and support staff including:

= courses related to management, leadership, other opportunities linked to career progression

= the uptake of courses by ethnicity, how training is evaluated

For more information about Surrey's courses (and evaluation (AP47)), see Section 5b. The Learning and Development (L&D) team provide courses for PSS staff.

Training Courses	Ethnic Groups	2017/18		2018/19		2019/20	
		No.	%	No.	%	No.	%
Career Progression	Asian	1	20%	4	13%	0	0%
	Black	0	0%	0	0%	0	0%
	Mixed	0	0%	1	3%	0	0%
	Other	0	0%	1	3%	0	0%
	White	4	80%	23	77%	0	0%
	Not Known	0	0%	0	0%	0	0%
	Information Refused	0	0%	1	3%	0	0%
	Total	**5**	**0%**	**30**	**2%**	**0**	**0%**
Leadership	Asian	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%
	White	0	0%	0	0%	9	100%
	Not Known	0	0%	0	0%	0	0%
	Information Refused	0	0%	0	0%	0	0%
	Total	**0**	**0%**	**0**	**0%**	**9**	**1%**
Personal development	Asian	9	9%	7	13%	0	0%
	Black	0	0%	3	6%	0	0%
	Mixed	1	1%	2	4%	0	0%
	Other	0	0%	1	2%	0	0%
	White	91	88%	41	76%	0	0%
	Not Known	0	0%	0	0%	0	0%
	Information Refused	2	2%	0	0%	0	0%
	Total	**103**	**6%**	**54**	**4%**	**0**	**0%**
Work skills	Asian	13	5%	8	5%	10	9%
	Black	1	0%	0	0%	5	5%
	Mixed	1	0%	3	2%	2	2%
	Other	5	2%	7	4%	1	1%
	White	247	89%	139	81%	84	79%
	Not Known	0	0%	0	0%	0	0%
	Information Refused	10	4%	14	8%	4	4%
	Total	**277**	**15%**	**171**	**13%**	**106**	**13%**
EDI	Asian	62	4%	45	4%	44	6%
	Black	22	1%	15	1%	8	1%
	Mixed	19	1%	28	3%	21	3%
	Other	18	1%	19	2%	9	1%
	White	1300	88%	886	86%	601	84%
	Not Known	0	0%	1	0%	0	0%
	Information Refused	56	4%	31	3%	33	5%
	Total	**1477**	**79%**	**1025**	**80%**	**716**	**86%**
Grand Total		**1862**		**1280**		**831**	

Non-Academics only - training uptake by ethnic group.

Table 51: PSS' uptake of Learning & Development courses by ethnic group (BAME/White). Data do not include completion data from L&D eLearning modules, SIoE or Doctoral College courses. EDI training encompasses Unconscious Bias and LGBTQIA+ Awareness.

L&D's eLearning reports do not link with our HR system so staff characteristics are not available for eLearning, therefore Table 51 details only face-to-face courses undertaken. The numbers of people taking training were low across all years and therefore percentages should be treated with caution.

In 2017/18–2018/19, there was a seemingly representative uptake of training among White and BAME staff compared with staff from BAME backgrounds according to the overall staff populations (i.e. 81% of all staff identified as White in '17/18–'18/19), although White staff were over-represented in those completing leadership training in '19/20.

No staff identifying as Black or Mixed ethnicity undertook leadership training. The reasons for this are unclear (lack of institutional investment in Black and Mixed staff as future leaders, lack of support and encouragement from line managers, personal choice). In terms of staff perceptions, REC survey data indicated no ethnic difference in perceptions of support from line manager regarding career development (85% for White 'v' 83% for BAME staff) or in opportunities for them to develop within their role (81% for White 'v' 86% for BAME colleagues). Nonetheless, we will ensure that line managers, during appraisals, hold career development discussions (AP27), and, wherever possible, BAME staff, particularly Black and Mixed ethnicity staff, should be encouraged to participate in training opportunities (AP41). Our understanding will be enhanced through the addition of relevant questions within REC surveys (AP41). Furthermore, we will be evaluating the impact of new initiatives for Black women staff (AP38) to understand their impact and what else might be beneficial. New training being introduced will have EDI threaded through (AP17, AP28).

Action Point No.	Action
17	Ensure widespread completion of 'Introduction to Race Equity' eLearning module by all staff and PGR students.
27	Embedding of EDI within annual appraisal system: • Expectations for contribution to EDI to be explicitly stated in appraisal process • Introduction of an appraisal checklist for line managers to remind about development and other important discussions.
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.
38	Support Black women's career development: • 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.	
41	Encourage engagement of BAME PSS staff with training and developmental opportunities: • Targeted communication to line managers about need to highlight training opportunities to underrepresented groups (included in line manager training). • 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.	
47	Introduce new evaluation and feedback system for all development training courses across Learning and Development.	

6c Appraisal/development review

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the outcomes of appraisals/development reviews for professional and support staff, with specific reference to outcomes by ethnicity. Please differentiate between UK and non-UK staff.

Key for appraisal scores:
1 – Exceptional
2 - Exceeds expectations
3 - Successful in meeting expectations
4 - Requires some improvement in meeting expectations
5 - Requires significant improvement in meeting expectations

		2017/18	2018/19
UK	Asian	2.7	2.8
	Black	2.8	2.7
	Mixed	2.6	2.6
	Other ethnic background	2.6	2.6
	Information Refused	2.7	2.8
	White	2.6	2.5
	Total	**2.6**	**2.6**
Non-UK	Asian	2.8	2.9
	Black	3.0	3.0
	Mixed	2.5	2.7
	Other ethnic background	2.6	2.7
	Information Refused	3.2	3.0
	White	2.6	2.6
	Total	**2.7**	**2.7**

Table 52: UK and international PSS staff's mean appraisal performance scores by ethnic group (BAME/White). No performance scores for 2019/20 (decision made by EB to reduce pressure on staff after disruption of pandemic).
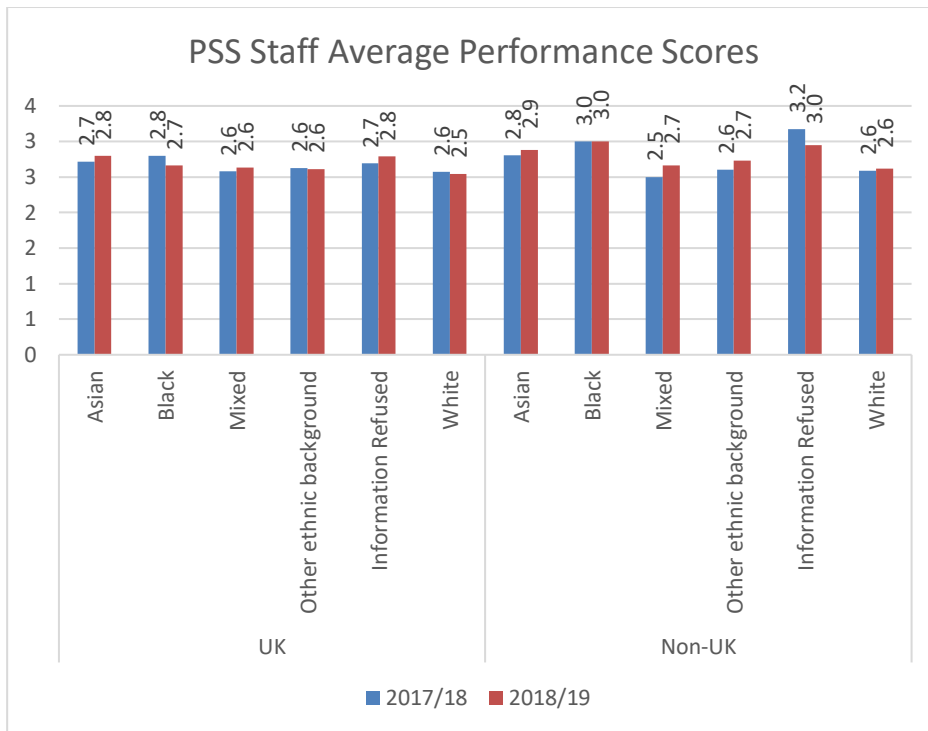
PSS Staff Average Performance Scores

UK: Asian 2.7/2.8, Black 2.8/2.7, Mixed 2.6/2.6, Other ethnic background 2.6/2.6, Information Refused 2.7/2.8, White 2.6/2.5

Non-UK: Asian 2.8/2.9, Black 3.0/3.0, Mixed 2.5/2.7, Other ethnic background 2.6/2.7, Information Refused 3.2/3.0, White 2.6/2.6

Legend: 2017/18, 2018/19

Figure 82: Bar chart showing UK and international PSS staff mean performance scores by ethnic group (BAME/White)

Among UK PSS staff, there was little variation between ethnic groups (albeit UK White staff the only group to average 2.5 during any year), indicating that most UK PSS staff members were 'exceeding' or 'meeting expectations' in '17/18 and '18/19 (Table 52). There was slightly more variation among international staff, with White, Mixed and 'Other' PSS staff scoring comparably but Asian, Black and those that refuse to provide ethnicity data more likely to score 3. With data from only two years, it is difficult to determine changes over time.

100% of Surrey BAME staff and 99% of White staff reported having annual appraisals (REC survey data). Similar proportions of both groups reported that their 'manager ensures my appraisal is evidence-based and transparent' (95% of BAME and 94% of White staff), and a higher proportion of BAME PSS staff (86%) reported finding the appraisal process useful (72% of White counterparts). Negative comments about appraisals within REC survey were shared by people identifying as White only. There was a small ethnic difference in the proportion of people saying that they felt that they had opportunities to develop within their role (86% of BAME staff 'v' 81% of White staff), yet a higher proportion of BAME PSS staff reported support to apply for higher grade jobs (62% 'v' 48% of White colleagues). These data are encouraging, implying no perceptions of difference related to ethnicity.

For information about the *Mandala* programme for BAME staff see Section 5c. PSS career development is an area of focus within HR (Section 6d, AP36). Our staff mentoring scheme offers BAME PSS staff the option of being mentored by a BAME member of staff, an option taken up by some mentees.

The review of the appraisal system to ensure contribution to EDI is consistently reported and recognised (AP27) and the agreed time allocation for key EDI roles should contribute to greater embedding of EDI across Surrey (AP5).

Action Point No.	Action
5	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.
27	Embedding of EDI within annual appraisal system: • 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.
36	PSS career pathway review to be undertaken by Head of Organisational Development: • 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.

6d Professional and support staff promotions

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK professional and support staff who have been promoted or had their role regraded.

Please consider, with specific reference to ethnicity and race:

=   any formal processes for promotion/regrading for professional and support staff

=   any training or mentoring offered around promotion and progression

=   comment on staff perceptions of development and progression

We do not currently collect data on PSS promotions. Our new HR system will track PSS careers more effectively.

REC survey data indicated that more BAME PSS staff reported having been encouraged to get their job regraded (43% of BAME 'v' 18% of White staff) and had been encouraged to apply for higher grade jobs (62% 'v' 48% of White PSS staff). While this indicates that BAME PSS staff do not feel disadvantaged in career progression, we recognise that PSS staff do not have clear career pathways or tracked promotion records. This will be addressed through Surrey's new PSS career pathway review.
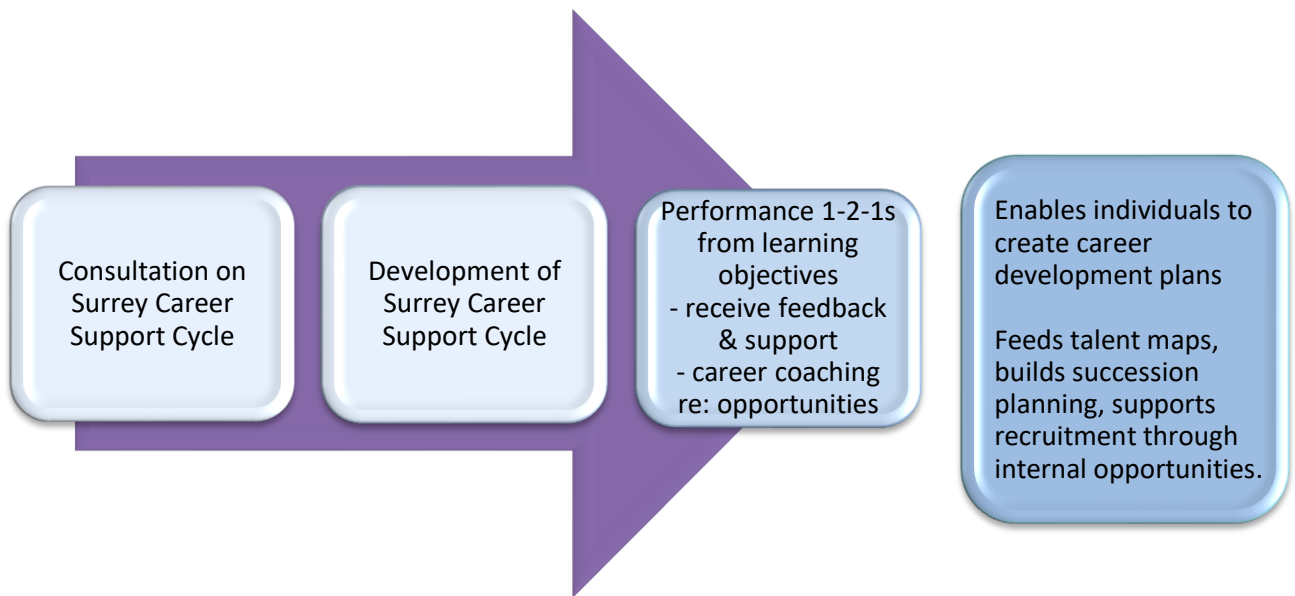
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Figure 83: Professional Services and Support career pathway review

These plans will be the first point of call when filling vacancies. Skills/capabilities needed to hold these conversations and support career development will be incorporated within new Management and Leadership models (AP36).

Action Point No.	Action
36	PSS career pathway review to be undertaken by Head of Organisational Development: • Collect and analyse data relating to promotion of PSS staff, in terms of ethnicity and gender. • Establish working group(s) to look at issues that arise.

7 Student pipeline

Where specified, please provide the data for each academic faculty, otherwise provide data for the institution as a whole. Please also provide a brief overview statement on section 7 as a whole from the head of each faculty.

Section 7 Summary
• White undergraduate populations reducing slightly, Asian population increasing, Black population stable.
• No marked differences in progression, yet persistent (fluctuating) awarding gaps between White and students from BAME groups.
• Introducing first essential EDI training for students, *Zero Tolerance to Hate*, to educate students about acceptable behaviour and allyship.
• WP&O support (general and targeted) to improve access and participation into HE for BAME groups.
• Careers support (general and targeted) for BAME undergraduates and postgraduates.
• New Doctoral College-wide programme to support Black British students and reduce structural inequalities in postgraduate research, *Shine Scholars programme.*

Faculty of Engineering and Physical Sciences	Faculty of Arts and Social Sciences
Pro-Vice-Chancellor and Executive Dean of FEPS (Professor Bob Nichol): *"As a new member of the Executive Board, I'm very pleased to see the focus on race equality and have been impressed by the depth and breadth of this action plan. Although FEPS can appear a diverse faculty, we have very low representation of Black academic and PSS staff, so I hope Surrey's new approach to recruitment (Diversity 200) will help address this. Our awarding gaps differ by ethnicity and UK 'v' international students, and we will continue to examine these at a disaggregated level to ensure that we intervene appropriately. In the short-term, I intend to urge widespread completion of the Race Equity training so that all our staff have a baseline understanding of the impact of race/racism at Surrey."*	**Pro-Vice-Chancellor and Executive Dean of FASS (Professor Graham Miller):** *"One of the chief priorities for our faculty is to make sure that we close our awarding gaps between White and BAME students. We will be adopting the initiatives proposed in this action plan to address inequalities in student outcomes and hope to see these gaps close in the near future. Our staff diversity is exceptional in some departments and very low in others, so this is another area of concern and focus for us.* *I have been really proud of some of the fantastic work by teams within FASS towards enhancing our inclusive education. I will be championing this transformation throughout the faculty."*
Faculty of Health and Medical	**Central Services**
Pro-Vice-Chancellor and Executive Dean of FHMS (Professor Paul Townsend): *"In FHMS, we have a particular challenge in our staff profile, that it does not reflect the diversity of our student population. For example, ~9% of FHMS' student population identifies as Black, while less than 1% of our staff profile is Black. This lack of representation shows little improvement over the last three years and is below the sector average and this just isn't good enough. It is likely to be part of the reason we observe awarding gaps (particularly high is our UK White-Asian gap and international White-Black gap). I am endorsing the Diversity 200 recruitment campaign to improve the diversity of FHMS' recruitment and I personally committed to ensuring that we see improvements here."*	**Chief Operating Officer (Andy Chalklin):** *"Throughout Professional Services, we have been working hard to instil an inclusive culture and are championing a new Bullying and Harassment Policy that explicitly defines issues such as microaggressions. We recognise that our staff are not as ethnically diverse as we would like, therefore we are embracing our new inclusive recruitment campaign, Diversity 200, as a way to keep diversity and inclusion at the top of our agenda when we recruit new staff. In addition, I am keeping a close eye on our ethnicity pay gap. Along with our gender pay, we have a comprehensive pay gap review planned for Summer 2022 and I am very keen to close the Professional Services pay gaps as quickly as we can."*

Figure 84: Overview statements from Faculty Executive Deans and COO.

7a Admissions

Please provide three years' institution-level data on undergraduate application success rates by average predicted/actual tariff point, analysed by specific ethnic group and disaggregating between UK and international students.

= highlight whether ethnicity has an impact on the likelihood of students with the same predicted/actual grades being offered a place at your university

= outline how racial biases are identified within the admissions process

In 2021, we introduced a contextualised admissions process combining socioeconomic data. Tariff points are not part of the assessment process, nor is applicant ethnicity, to prevent any conscious or unconscious bias. Applicant ethnicity data for 18-year-old UK-domiciled UCAS applicants is provided from UCAS. Data on international applications is unavailable. The impact of ethnicity on offers is likely to be indirect, except through interviews, where ethnicity could, consciously or unconsciously, influence assessment.

	2017/18				2018/19				2019/20			
	With Tariff		Average Tariff	Bench mark	With Tariff		Average Tariff	Bench mark	With Tariff		Average Tariff	Bench mark
	No.	%	No.	(%)	No.	%	No.	(%)	No.	%	No.	(%)
White	1,755	67%	161	75%	1,680	64%	157	74%	1,534	63%	145	72%
Asian	502	19%	156	11%	536	20%	147	11%	557	23%	130	11%
Black	152	6%	152	8%	166	6%	139	8%	150	6%	128	8%
Mixed	143	5%	156	4%	165	6%	144	4%	151	6%	133	4%
Other	34	1%	168	2%	34	1%	143	2%	33	1%	134	2%
Not Specified	28	1%	154	2%	34	1%	148	2%	22	1%	129	2%

Table 53: UK undergraduate application success rates by average predicted/ actual tariff point by ethnic group (disaggregated), compared with benchmarking data
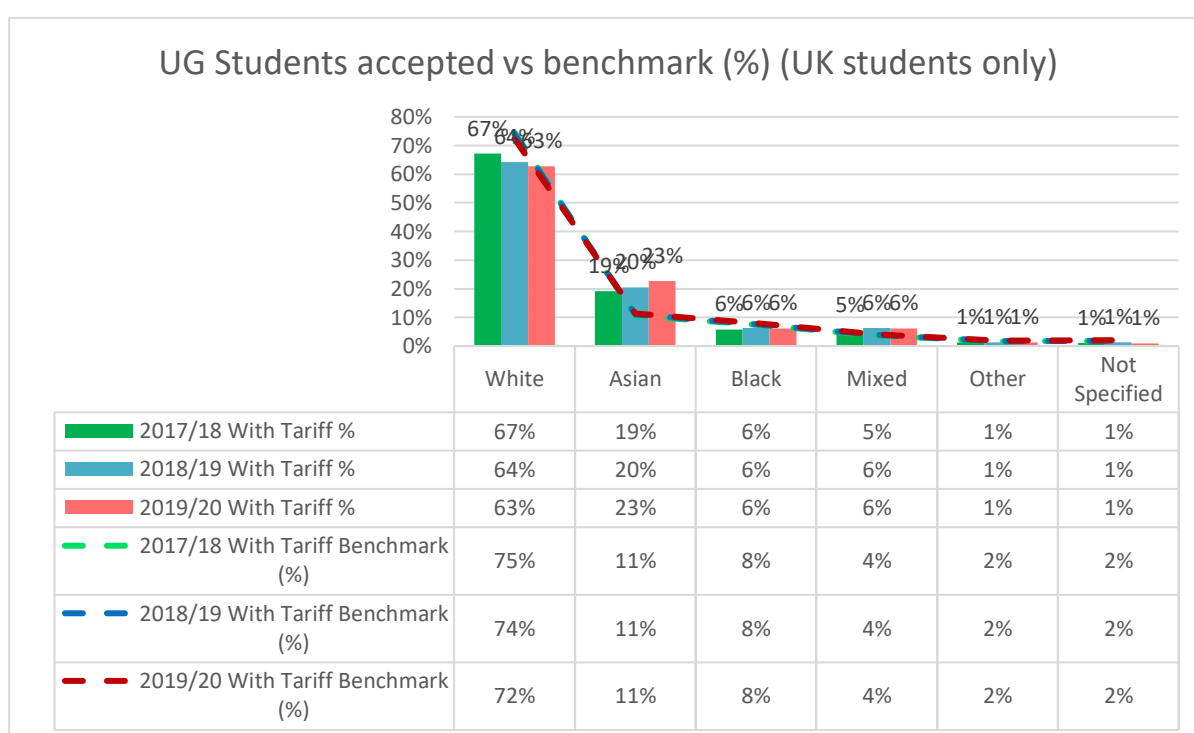
| | 2017/18 | | | 2018/19 | | | 2019/20 | | |
| | With Tariff | | Average Tariff | With Tariff | | Average Tariff | With Tariff | | Average Tariff |
	No.	%	No.	No.	%	No.	No.	%	No.
White	343	47%	150	320	47%	136	243	47%	134
Asian	256	35%	150	258	38%	139	188	36%	134
Black	51	7%	147	54	8%	141	49	9%	144
Mixed	30	4%	167	25	4%	143	18	3%	137
Other	21	3%	169	19	3%	125	17	3%	138
Not Specified	22	3%	145	10	1%	145	7	1%	171

Table 54: International undergraduate application success rates by average predicted/ actual tariff point by ethnic group (disaggregated)

UG Students accepted vs benchmark (%) (UK students only)

	White	Asian	Black	Mixed	Other	Not Specified
2017/18 With Tariff %	67%	19%	6%	5%	1%	1%
2018/19 With Tariff %	64%	20%	6%	6%	1%	1%
2019/20 With Tariff %	63%	23%	6%	6%	1%	1%
2017/18 With Tariff Benchmark (%)	75%	11%	8%	4%	2%	2%
2018/19 With Tariff Benchmark (%)	74%	11%	8%	4%	2%	2%
2019/20 With Tariff Benchmark (%)	72%	11%	8%	4%	2%	2%

Figure 85: Percentage of students accepted (bar chart) and HESA benchmark (line graph). HESA benchmark data (HESA) only available first year, undergraduate, UK domicile, 20-year-old and under students with UCAS tariff points.

Data in Table 53 indicate that achieved tariffs have fallen across all UK groups between '17/18 and '19/20, with higher tariffs achieved by UK White students. Compared with sector, Surrey consistently accepts a greater proportion of UK Asian and Mixed students, however our acceptance of UK Black, Other ethnicity and those with no available ethnicity data is marginally lower.

As with the UK student tariffs, the average tariffs achieved by international students have reduced in a graded way for most international undergraduates over three years (Table 54),

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with the exception of international Black students and those that did not provide ethnicity data (small numbers). These two groups achieved the highest tariffs for international students in 2019/20.

Our award-winning Widening Participation and Outreach (WP&O) team that has a strong portfolio of activities aimed at improving access into HE for under-represented groups, including a residential summer school. While usually on campus, in 2019/20 we provided one of the few WP summer school programmes adapted to run online. This was a highly successful programme, attended by 270 students (20% Black and 26% Asian students), with high levels of engagement (e-mentoring, material on our learning management system, live webinars).

> *Summer school participants: 13% increase in students who felt "confident to study at university in the future" and 29% increase in students feeling "they will belong at university"*

WP&O team member

Surrey is the lead institution for the Higher Education Outreach Network (HEON), a partnership of local organisations including universities and colleges working in Surrey and North-East Hampshire. Through targeted and strategic outreach, they aim to increase the rates of young people from under-represented backgrounds in local areas accessing HE (AP66). In Autumn 2020, HEON commenced an 'Empowering Students of Black Heritage' project, holding a focus group with Black undergraduates to understand experiences of accessing HE. This led to *Foresight* mentoring programme for local Year 10-11 Black students (starting in February 2022), aiming to raise aspirations, self-belief, and knowledge about HE, delivered in collaboration with Within Sight (national organisation specialising in mentoring Black pupils).

One of our departmental examples of outreach work includes *Animal Aspirations,* a student-led Veterinary Medicine initiative to engage students from diverse backgrounds through interactive animal and science-focused workshops. Supported by WP&O, the group have run events for local primary school pupils. Providing a BAME student network, the group also directly supports the Vet School's goal of widening participation to BAME students and making the profession more diverse.

Across Surrey, we have ringfenced funded undergraduate studentships for under-represented groups (AP53) and in the most part, these have been dedicated to BAME students. e.g. GSA has introduced a new BA Acting scholarship for BAME students funded by alumna, Ella Balinska. GSA have also reduced audition fees from £50 to £15, supporting disadvantaged students and widening access, improving representation at the first stage of audition.

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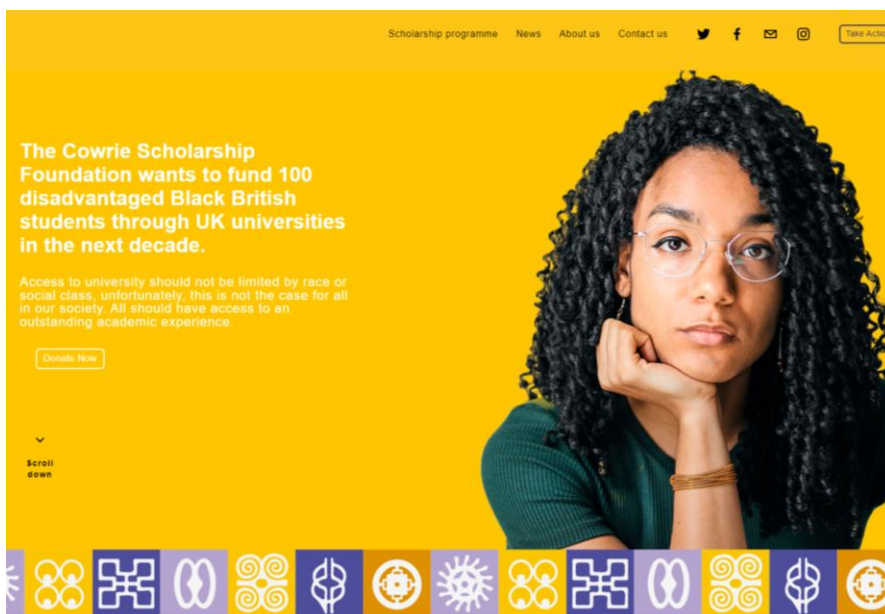*Figure 86: Recent article about Ella Balinska where she discussed her new GSA scholarship.*

Figure 87: Cowrie Scholarship Foundation providing full funding for Black British students from disadvantaged backgrounds to complete undergraduate degrees

We are proud partners of the Cowrie Scholarship Foundation, supporting Black British students from disadvantaged backgrounds to complete undergraduate degrees. Surrey is one of 17 universities to join, we will be welcoming our first Cowrie Scholars in September 2022, with full fee waiver (covered by Surrey) and living costs (50% match-funding from Surrey/Cowrie). The Foundation offers its Scholars support and resilience mentoring from Black mentors (AP53).

The EDI-WP&O review of ringfenced funding facilitated discussion of new ways to support under-represented groups into Surrey, particularly Black students to address our under-representation and awarding gap (AP53).

Action Point No.	Action
53	Increase ringfenced funding opportunities for BAME students: • Cowrie Scholarship Foundation (Black British undergraduate students from disadvantaged backgrounds). • Santander Diversity Award (Black Undergraduate student in Yr 1 of study). • *Shine Scholarships* for Black British postgraduate students (full stipend for 3.5 years). • Asylum Seeker Bursary (partial tuition fee waiver that covers the difference between home & oversees 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). • Other general Access and Participation target programmes (BAME students eligible).
66	Re-prioritise school outreach activities to include focus on schools with higher BAME representation.

7b Undergraduate student body

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK, and separately, non-UK undergraduate student body.

Where possible, please provide the data for each academic faculty.

	2017/18		2018/19		2019/20	
	no	**%**	**no**	**%**	**no**	**%**
UK						
White	6,291	72%	6,218	69%	6,233	67%
Asian	1,560	18%	1,760	20%	2,023	22%
Black	498	6%	522	6%	552	6%
Other	449	5%	509	6%	559	6%
UK Total	8,798	100%	9,009	100%	9,367	100%

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Non-UK						
White	1,835	45%	1,921	47%	1,868	46%
Asian	1,565	38%	1,468	36%	1,483	36%
Black	297	7%	282	7%	268	7%
Other	413	10%	448	11%	445	11%
Non-UK Total	4,110	100%	4,119	100%	4,064	100%
Grand Total	12,908		13,128		13,431	

Table 55: UK and international undergraduate population by ethnic group (disaggregated)

UG students by Faculty and Ethnic groups vs Benchmark			BAME				White				Other			
			Actual		Benchmark		Actual		Benchmark		Actual		Benchmark	
			No	%	No	%	No	%	No	%	No	%	No	%
2017/18	UK	FASS	958	26%	42	25%	2455	68%	120	72%	224	6%	4	2%
		FEPS	592	27%	29	23%	1480	67%	92	74%	127	6%	3	2%
		FHMS	508	17%	42	22%	2356	80%	145	76%	98	3%	4	2%
		Total	**2058**	23%	**113**	23%	**6291**	72%	**357**	74%	**449**	5%	**10**	2%
	Non-UK	FASS	1135	47%	5	37%	1064	44%	5	35%	195	8%	4	27%
		FEPS	431	44%	4	40%	395	40%	3	33%	161	16%	3	27%
		FHMS	296	41%	5	37%	376	52%	5	36%	57	8%	4	27%
		Total	**1862**	45%	**14**	38%	**1835**	45%	**13**	35%	**413**	10%	**10**	27%
2018/19	UK	FASS	1111	29%	44	26%	2457	64%	121	72%	244	6%	4	2%
		FEPS	648	30%	30	24%	1394	64%	91	73%	147	7%	3	2%
		FHMS	523	17%	43	22%	2367	79%	147	76%	118	4%	4	2%
		Total	**2282**	25%	**118**	24%	**6218**	69%	**359**	74%	**509**	6%	**10**	2%
	Non-UK	FASS	1065	45%	6	36%	1085	46%	6	38%	223	9%	4	25%
		FEPS	399	41%	4	39%	418	43%	4	34%	161	16%	3	27%
		FHMS	286	37%	5	37%	418	54%	5	37%	64	8%	4	26%
		Total	**1750**	42%	**15**	37%	**1921**	47%	**15**	37%	**448**	11%	**10**	26%
2019/20	UK	FASS	1285	32%	47	27%	2517	62%	121	70%	273	7%	4	2%
		FEPS	686	32%	31	25%	1284	61%	89	72%	151	7%	3	3%
		FHMS	604	19%	46	23%	2432	77%	148	75%	135	4%	4	2%
		Total	**2575**	27%	**123**	25%	**6233**	67%	**358**	73%	**559**	6%	**11**	2%
	Non-UK	FASS	1040	46%	7	36%	983	44%	8	41%	223	10%	4	23%
		FEPS	394	40%	4	38%	439	44%	4	34%	161	16%	3	28%
		FHMS	317	38%	6	37%	446	54%	6	38%	61	7%	4	25%
		Total	**1751**	43%	**17**	37%	**1868**	46%	**17**	38%	**445**	11%	**11**	25%

Table 56: UK and international undergraduate population by ethnic group (BAME/White) and faculty

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We observe a similar pattern in all faculties, with a small reduction in proportion of White students, and increase in proportion of UK Asian students (Table 55, 57-59). The proportion of UK Black students across faculties has remained remarkably stable. Compared with benchmarking data, we have a more ethnically diverse student undergraduate population in each faculty, however this is likely driven by our relatively high Asian student profile rather than strong Black representation (Table 56). This consistent pattern across faculties highlights the need for a broad University focus on our potential Black entrants and making our offering and provision as appealing as possible to future UK Black undergraduate students (as described above), rather than faculty-specific activities although discipline-specific initiatives are likely to be impactful too. Upcoming marketing campaigns will target areas with high proportion of BAME communities to increase Surrey's visibility (AP54). In terms of our international BAME student population, in all faculties, we see very consistent proportions of students over the past three years, with marginally higher than average (sector norms) representation (Table 57-59).

Faculty of Arts and Social Sciences		2017/18		2018/19		2019/20	
		No	%	No	%	No	%
UK	Asian	645	18%	760	20%	899	22%
	Black	237	6%	263	7%	269	7%
	Mixed	206	6%	240	6%	279	7%
	Other ethnic background	94	3%	92	2%	111	3%
	White	2455	67%	2457	64%	2517	61%
	Not Known	0	0%	0	0%	0	0%
	Prefer not to say	31	1%	33	1%	40	1%
	Total	**3668**		**3845**		**4115**	
Non-UK	Asian	785	35%	763	34%	770	36%
	Black	123	6%	129	6%	131	6%
	Mixed	73	3%	70	3%	70	3%
	Other ethnic background	154	7%	178	8%	177	8%
	White	1064	48%	1085	48%	983	45%
	Not Known	0	0%	0	0%	0	0%
	Prefer not to say	36	2%	28	1%	33	2%
	Total	**2235**		**2253**		**2164**	

Table 57: UK and international undergraduate population by ethnic group (disaggregated) within FASS

Faculty of Engineering and Physical Sciences		2017/18		2018/19		2019/20	
		No	%	No	%	No	%
UK	Asian	442	20%	497	22%	527	24%
	Black	104	5%	109	5%	116	5%
	Mixed	109	5%	113	5%	121	6%
	Other ethnic background	64	3%	76	3%	73	3%
	White	1480	67%	1394	63%	1284	59%
	Not Known	0	0%	0	0%	0	0%
	Prefer not to say	17	1%	40	2%	40	2%
	Total	2216		2229		2161	
Non-UK	Asian	323	32%	294	29%	304	30%
	Black	99	10%	94	9%	81	8%
	Mixed	40	4%	47	5%	45	4%
	Other ethnic background	130	13%	125	12%	125	12%
	White	395	39%	418	42%	439	43%
	Not Known	0	0%	0	0%	0	0%
	Prefer not to say	21	2%	25	2%	26	3%
	Total	1008		1003		1020	

Table 58: UK and international undergraduate population by ethnic group (disaggregated) within FEPS

Faculty of Health and Medical Sciences		2017/18		2018/19		2019/20	
		No	%	No	%	No	%
UK	Asian	311	10%	328	11%	383	12%
	Black	157	5%	150	5%	167	5%
	Mixed	110	4%	134	4%	155	5%
	Other ethnic background	27	1%	28	1%	34	1%
	White	2357	79%	2368	78%	2432	76%
	Not Known	0	0%	1	0%	0	0%
	Prefer not to say	24	1%	19	1%	20	1%
	Total	2986		3028		3191	
Non-UK	Asian	215	29%	221	28%	252	30%
	Black	75	10%	59	8%	56	7%
	Mixed	23	3%	25	3%	28	3%
	Other ethnic background	40	5%	44	6%	41	5%
	White	376	50%	419	54%	447	53%
	Not Known	0	0%	0	0%	0	0%
	Prefer not to say	17	2%	15	2%	14	2%
	Total	746		783		838	

Table 59: UK and international undergraduate population by ethnic group (disaggregated) within FHMS

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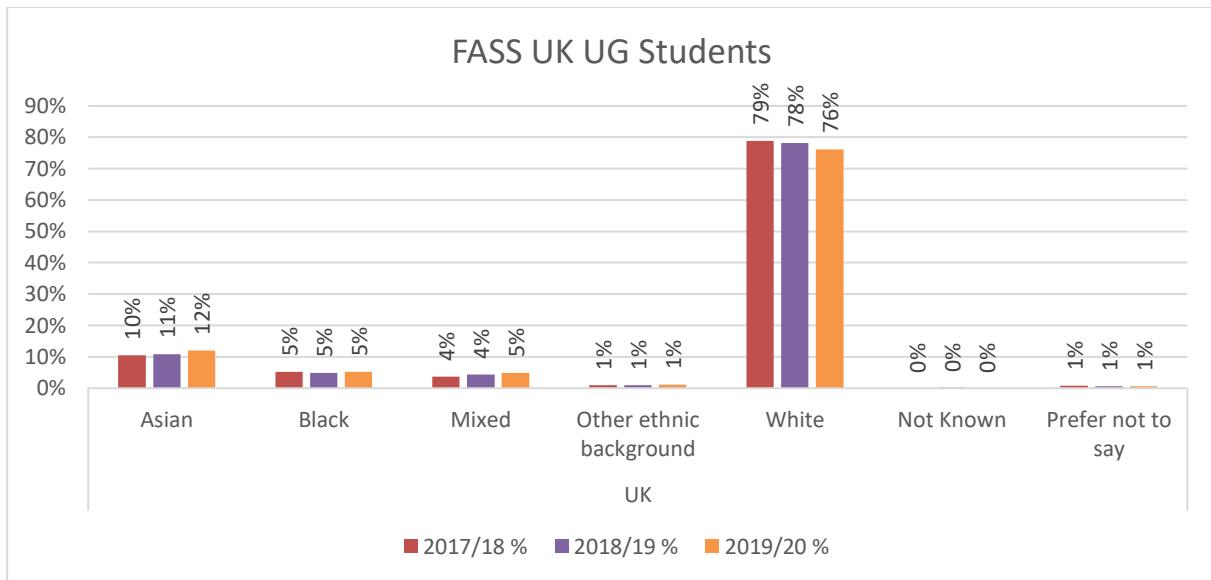
Figure 88: Bar chart showing UK undergraduate population by ethnic group (disaggregated) within FASS
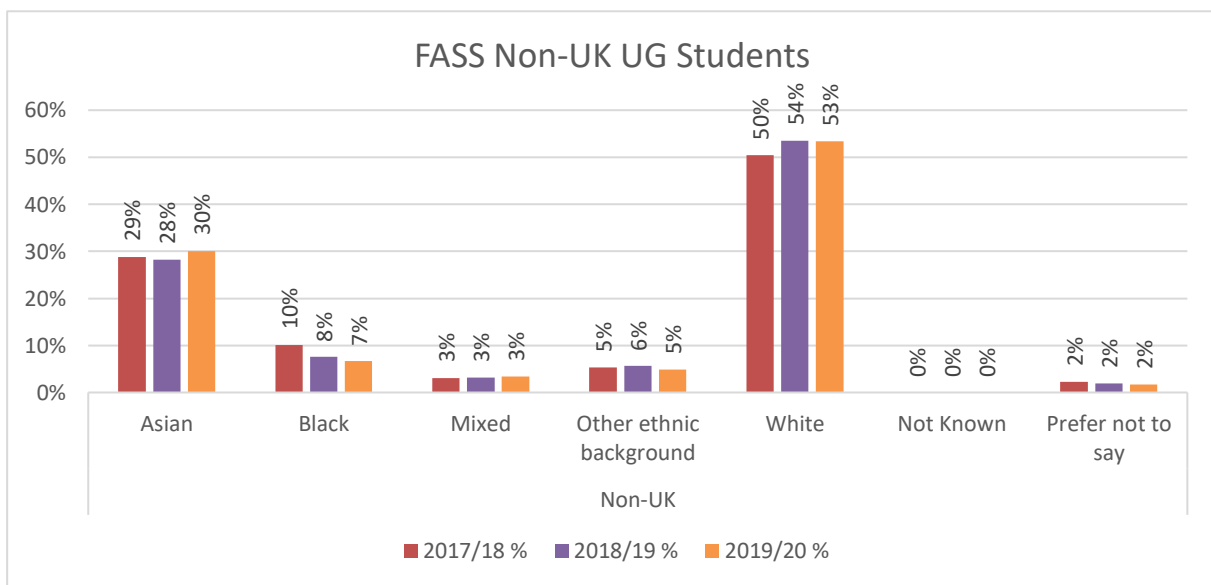
Figure 89: Bar chart showing international undergraduate population by ethnic group (disaggregated) within FASS

150
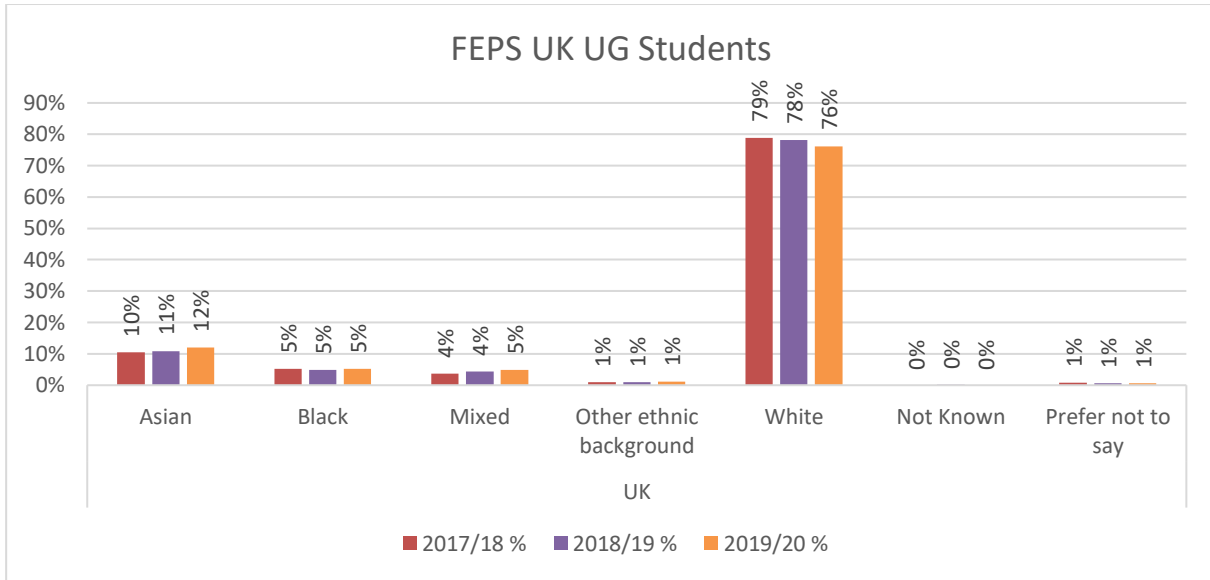
Figure 90: Bar chart showing UK undergraduate population by ethnic group (disaggregated) within FEPS
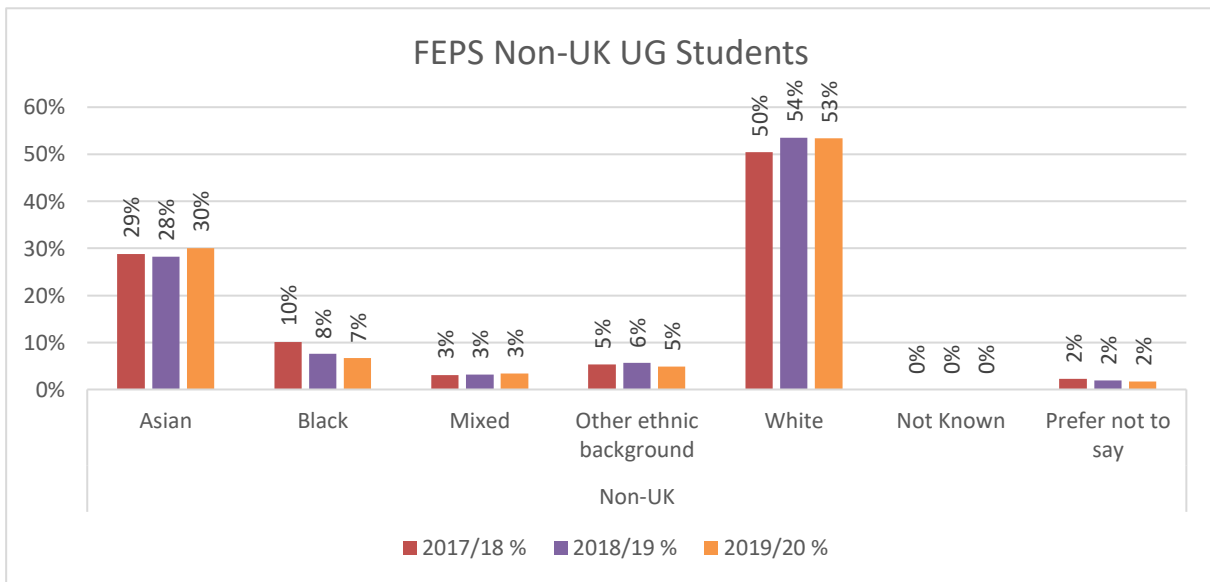
Figure 91: Bar chart showing international undergraduate population by ethnic group (disaggregated) within FEPS

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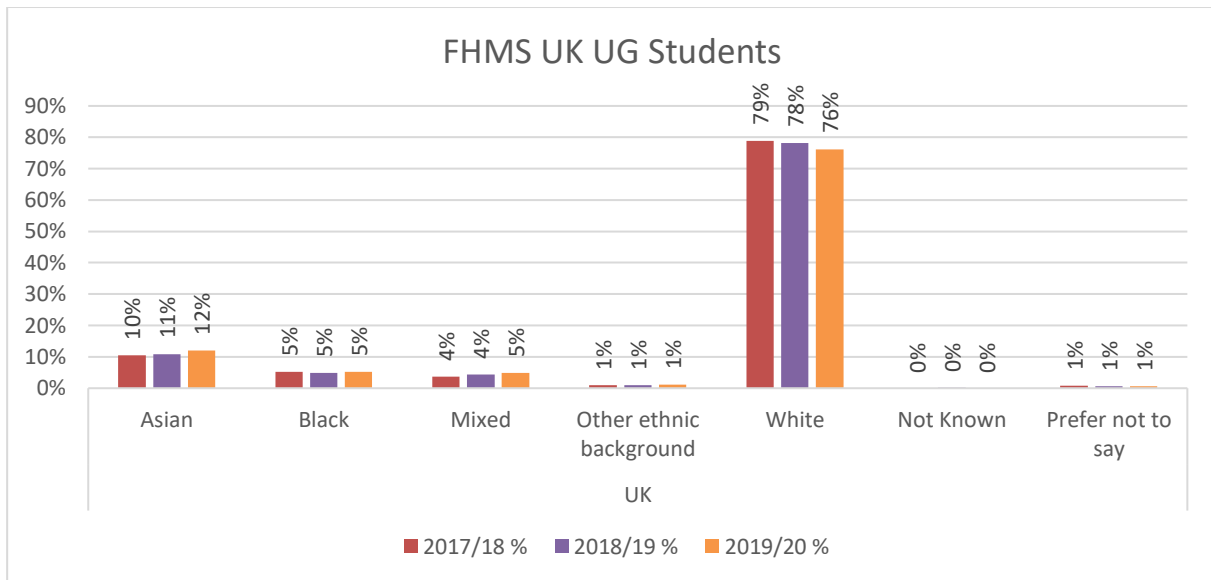
Figure 92: Bar chart showing UK undergraduate population by ethnic group (disaggregated) within FHMS
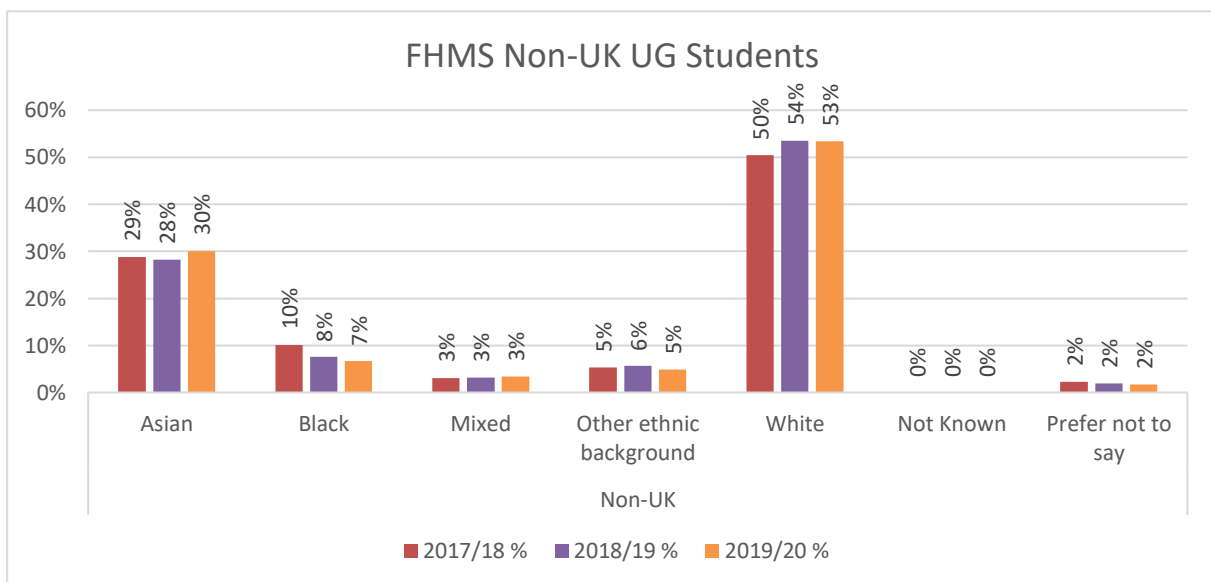
Figure 93: Bar chart showing international undergraduate population by ethnic group (disaggregated) within FHMS

While the absolute numbers remain stable, there is a trend towards a reduced proportion of UK White students (from 72% to 67%) (Tables 55, 56). Black student proportions have remained at 6% for the last three years, which is lower than the national average of ~9% (Government data). Conversely, Surrey's proportion of Asian students has increased from 18% to 22%, and this is significantly higher than national averages (~12%). Therefore, we must focus on our activities aimed at increasing our UK Black student entrants (AP54). In recent years, the EDI team has worked closely with our Student Marketing team to ensure that all promotion material reflects the ethnic and gender diversity of student populations. We are currently satisfied that our University material promotes ethnic diversity appropriately.

Our international student profile is particularly diverse in terms of ethnicity; this has been stable over recent years (Tables 55, 56).

Our WP&O team has many activities aimed at improving continuation, success and progression in HE for all under-represented groups, such as specialised Maths and Statistics advice and the Play Sport programme. There are also activities that are specifically focused on BAME students, such as our Mock Assessment Centre to prepare students for blue chip recruitment to overcome lower recruitment rates; PTY (Placement Training Year) bursary providing BAME students with £5000 financial support; Global Engagement Award to support UK BAME students to undertake an overseas summer placement; Peer Assisted Learning Scheme (PALS) to support revision and learning for students with BTEC qualifications (a group that are less likely to engage with additional learning opportunities and have low likelihood of being awarded a first award at Surrey); and a Career Mentoring programme to address lower employment rates among our BAME graduates.

> *For students involved in mentoring programme, 82% felt more confident applying for a placement, and all those eligible graduated with a first or 2:1 degree. Of those who participated in PALS, 83% felt the skills they had developed would 'help with their studies' and they all progressed from Year 1 to Year 2.*

Lead for PALS scheme, WP&O team

We are currently developing our first EDI training for students. Another collaboration between Student Experience, EDI, SU and Advance HE, this *'Zero Tolerance to Hate'* eLearning module is being developed in response to student feedback about the need to educate students about appropriate behaviour, allyship and reporting and disciplinary procedures (AP55). 100% of BAME staff and 90% of BAME students felt that students should receive more race equality training (REC surveys), and this was supported by White respondents too (92% of staff and 71% of students). Our REC focus groups reiterated the need to improve student awareness of racism and microaggressions, with common expressions of overt and subtle racism experienced by students at undergraduate and postgraduate level. This training will be ready for launch in Spring 2022. The training will be delivered in groups as part of Welcome Week to encourage early completion for maximum impact and included as part of the staff-student contract that students must complete this training. We will be working closely with SU and Chief Student Officer to ensure maximum uptake.

Our institutional *Race Equality action plan* has numerous actions focusing on improving the sense of belonging and wellbeing of BAME students. In NSS 2021 scores, our Black students showed the highest improvement in overall satisfaction of all students (+7.8 pp 'v' +1.2pp in White students) and we hope that this equates to an increase in feeling valued and sense of belonging; this improvement in current students may lead to improved reputation and venue of choice for UK Black students.

Action Point No.	Action
54	Marketing campaign targeted at areas in South-East with high proportion of Black communities to increase Surrey's visibility as a potential University destination.
55	Introduction of essential student eLearning module on *Zero Tolerance to Hate,* being developed in collaboration with Advance HE.

7c Course progression

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK undergraduate students', and separately non-UK undergraduate students', continuation rates through their course.

Academic Year and Progression Category		UK				Total
		White		BAME		
		No	%	No	%	
2017/18	Award	9	0%	5	0%	14
	Progressed	1783	87%	898	81%	2681
	Repeat Year	37	2%	69	6%	106
	Temporary Withdrawal	28	1%	15	1%	43
	Withdrawn	185	9%	124	11%	309
	Total	2042	65%	1111	35%	3153
2018/19	Award	11	1%	5	0%	16
	Progressed	1726	89%	968	81%	2694
	Repeat Year	28	1%	61	5%	89
	Temporary Withdrawal	34	2%	21	2%	55
	Withdrawn	146	8%	135	11%	281
	Total	1945	62%	1190	38%	3135
2019/20	Award	5	0%	0	0%	5
	Progressed	1621	89%	1070	87%	2691
	Repeat Year	34	2%	68	6%	102
	Temporary Withdrawal	48	3%	20	2%	68
	Withdrawn	110	6%	74	6%	184
	Total	1818	60%	1232	40%	3050

Table 60: UK undergraduate progression status by ethnic group (BAME/White). Award means some students receive an award at the end of Level 4/5 and decide to leave once they have passed all modules.

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Academic Year and Progression Category		Non-UK				Total
		White		BAME		
		No	%	No	%	
2017/18	Award	2	0%	3	1%	5
	Progressed	479	91%	471	87%	950
	Repeat Year	6	1%	30	6%	36
	Temporary Withdrawal	5	1%	1	0%	6
	Withdrawn	35	7%	37	7%	72
	Total	527	49%	542	51%	1069
2018/19	Award	3	1%	3	1%	6
	Progressed	427	89%	443	86%	870
	Repeat Year	22	5%	18	4%	40
	Temporary Withdrawal	6	1%	8	2%	14
	Withdrawn	23	5%	41	8%	64
	Total	481	48%	513	52%	994
2019/20	Award	1	0%	0	0%	1
	Progressed	351	90%	389	86%	740
	Repeat Year	8	2%	33	7%	41
	Temporary Withdrawal	6	2%	7	2%	13
	Withdrawn	25	6%	23	5%	48
	Total	391	46%	452	54%	843

Table 61: International undergraduate progression status by ethnic group (BAME/White). Award means some students receive an award at the end of Level 4/5 and decide to leave once they have passed all modules.
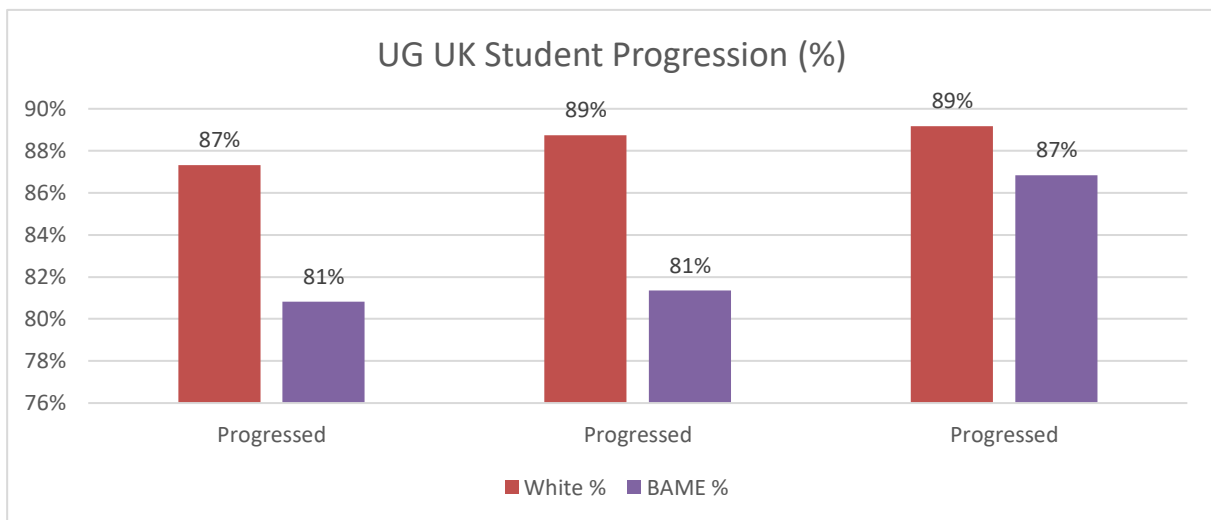
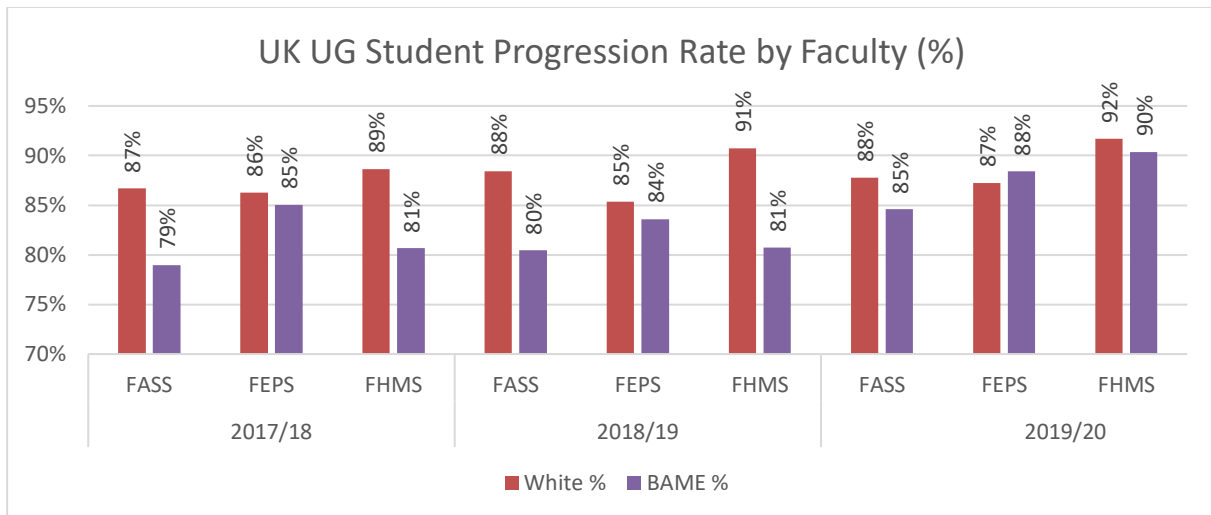*Figure 94: Bar chart showing UK undergraduate progression by ethnic group (BAME/White)*
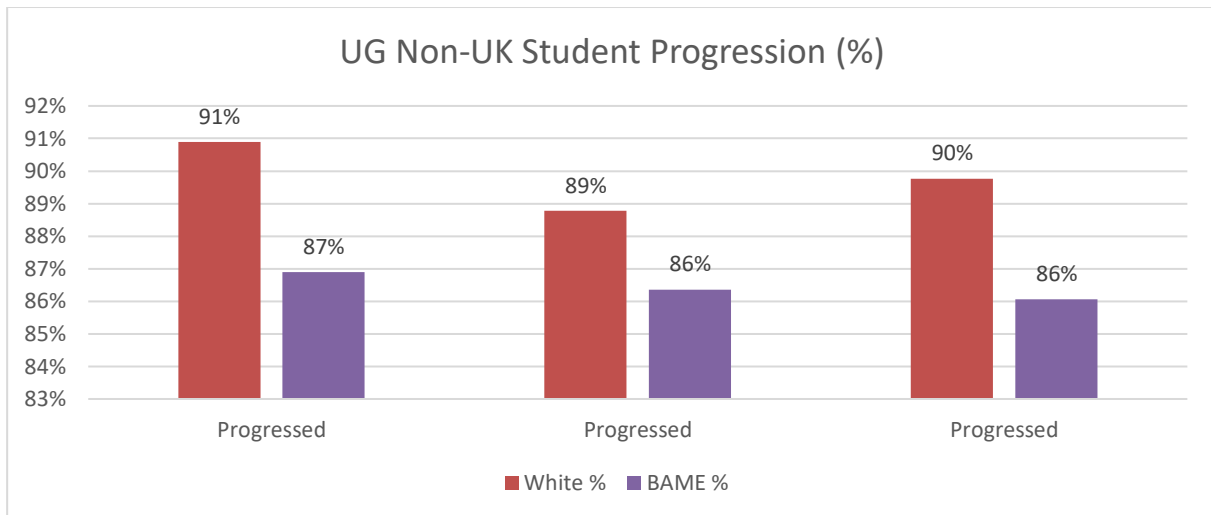
Figure 95: Bar chart showing international undergraduate progression by ethnic group (BAME/White)

For UK students, a greater proportion of White students progressed over the three-year period (Table 60), although this gap reduced over time (difference of 6 percentage points (pp) in '17/18, 8 in '18/19, only 2 in '19/20). There is a consistently higher proportion of students from BAME backgrounds that repeated years of their degrees over the three years (4 pp difference between BAME and White students). There were no ethnic differences in temporary withdrawal rates, however the rate of withdrawal was marginally higher among BAME students compared with White students in '17/18 and '18/19.

Our international cohort demonstrate small ethnic differences in progression (Table 61), with BAME students slightly less likely to progress (~3-4% pp difference), driven mostly by a gap in FEPS. While no ethnic differences were observed in temporary withdrawals or full withdrawals, a greater proportion of international BAME students repeated a year in '17/18 and '19/20 (~4 pp difference), compared with White students.

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Academic Year and Progression		UK			
		White		BAME	
		No	%	No	%
2017/18	FASS	735	87%	469	79%
	FEPS	377	86%	233	85%
	FHMS	671	89%	196	81%
	Total	**1783**	**87%**	**898**	**81%**
2018/19	FASS	726	88%	477	80%
	FEPS	315	85%	265	84%
	FHMS	685	91%	226	81%
	Total	**1726**	**89%**	**968**	**81%**
2019/20	FASS	695	88%	554	85%
	FEPS	287	87%	244	88%
	FHMS	639	92%	272	90%
	Total	**1621**	**89%**	**1070**	**87%**

Table 62: UK undergraduate student progression by ethnic group (BAME/White) and by faculty. Percentages calculated using total UK undergraduate students in that faculty that had progressed (total includes withdrawn, temporary withdrawal, repeat years and awards).

Academic Year and Progression		Non-UK			
		White		BAME	
		No	%	No	%
2017/18	FASS	282	94%	297	93%
	FEPS	103	80%	116	72%
	FHMS	94	95%	58	94%
	Total	**479**	**91%**	**471**	**87%**
2018/19	FASS	224	88%	272	90%
	FEPS	111	88%	108	76%
	FHMS	92	91%	63	91%
	Total	**427**	**89%**	**443**	**86%**
2019/20	FASS	181	91%	225	88%
	FEPS	97	86%	116	81%
	FHMS	73	91%	48	91%
	Total	**351**	**90%**	**389**	**86%**

Table 63: International undergraduate student progression by ethnic group (BAME/White) and by faculty. Percentages calculated using total UK undergraduate students in that faculty that had progressed (total includes withdrawn, temporary withdrawal, repeat years and awards).

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Figure 96: Bar chart showing UK undergraduate student progression by ethnic group (BAME/White) and by faculty
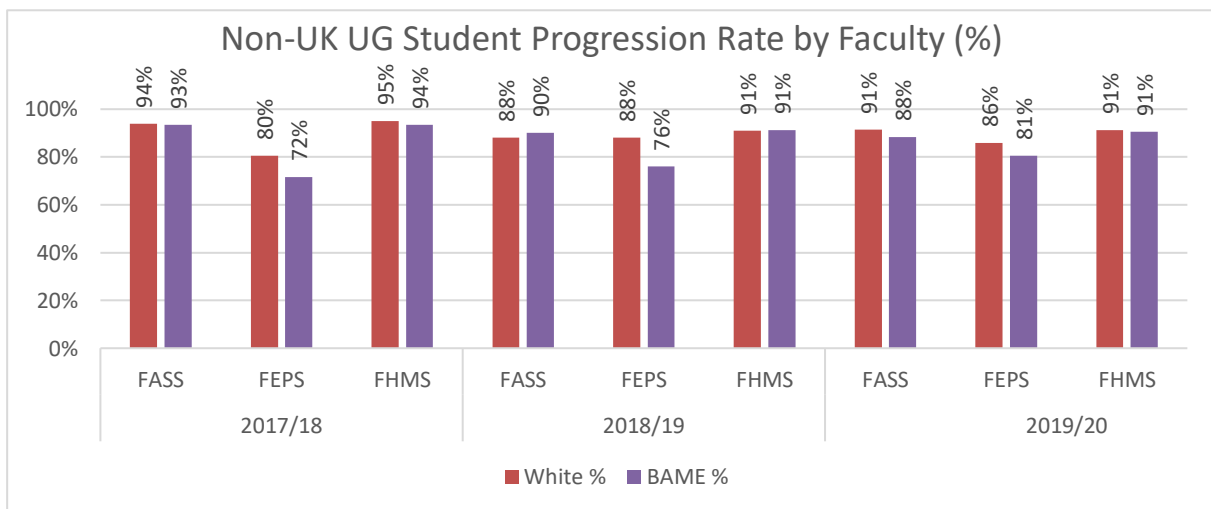
Figure 97: Bar chart showing international undergraduate student progression by ethnic group (BAME/White) and by faculty

By faculty, gaps in progression between UK BAME and White students in '17/18 (particularly in FASS and FHMS) have been virtually closed by '19/20 (Table 62). While no difference in progression was observed between UK and international students, there is a persistent progression gap between international FEPS White and BAME students (Table 63). Specifically, FEPS are introducing a range of supportive engagement-building initiatives to address this progression gap (driven by four departments), e.g. additional tutorials with Senior Personal Tutors and introductions of designated International Student Tutors. More generally, the new learning analytics system will enable future targeting of students not engaging well and more likely not to progress (AP56).

As part of our awarding gap analysis (AP57), we will be examining the reasons for progression improvement among BAME students and determining ways to maintain this trend.   We are confident that the action points highlighted in Section 7d to address the awarding gaps will contribute towards a further closing of the progression gaps detailed here. Section 7d details actions aimed to improve awarding and progression.

Action Point No.	Action
56	Improve inclusive teaching provision for taught students: • Decolonising curriculum (training and implementation through Curriculum Design Review (CDR)) – co-design with students. • Introduction of an Academic Developer, Inclusive Education. • 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. • Formative assessment/activities in preparation for summative assessment (all modules). • Tailored student support based on learning analytics.
57	Investigate BAME awarding gap data: • Ongoing longitudinal quantitative analyses with data at individual-, modular-, departmental- and institutional-level, taking an intersectional approach. • University-wide information gathering activities to understand recent changes in curriculum delivery (during Covid) that could explain changes in departmental awarding gaps. • Module-level awarding gap data to be incorporated on dashboards for academic community. • 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.

7d Attainment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of degree awarding for your UK and, separately, non-UK students. Where possible, please provide the data for each academic faculty.

= Provide data on differences, by ethnicity, of students awarded a first/2:1 (a 'good degree').

= Comment on any initiatives your institution has to address any attainment gaps (with reference to the Teaching and Learning section of your application).

= Where you have initiated work in this area, specify the impact of these initiatives.

Our awarding gaps between White and BAME groups have been an area of concern and focus for several years. We have teams dedicated to understanding the reasons driving the gaps and have introduced many initiatives to work to reduce and eventually eliminate these gaps. Across Surrey, we saw a closing of the awarding gap between UK White and Black students by '19/20 (to 11%) but a widening between UK White and Asian students (to 17%). International students from BAME backgrounds were less likely to be awarded a good degree compared with their White counterparts, and this is particularly marked among international Asian and Black students.

		UK							
		FASS		FEPS		FHMS		**Total**	**University gaps**
		Actual	Gap	Actual	Gap	Actual	Gap		
2017/18	Asian	80.6%	13.8%	84.6%	2.9%	88.1%	1.7%	**83.2%**	**8.1%**
	Black	68.2%	26.2%	75%	12.5%	73.3%	16.5%	**71.4%**	**19.9%**
	Mixed	88.5%	5.9%	88.9%	-1.4%	75%	14.8%	**85.9%**	**5.4%**
	Other	72.7%	21.7%	80%	7.5%	100%	-10.2%	**76.7%**	**14.6%**
	White	94.4%	-	87.5%	-	89.8%	-	**91.3%**	-
2018/19	Asian	68.2%	21%	82.5%	4%	71.6%	17.5%	**73.7%**	**14.9%**
	Black	51.7%	37.5%	71.4%	15.1%	73.5%	15.6%	**61.9%**	**26.7%**
	Mixed	82.6%	6.6%	84.2%	2.3%	78.9%	10.2%	**82.1%**	**6.5%**
	Other	62.5%	26.7%	75%	11.5%	42.9%	46.2%	**59.3%**	**29.3%**
	White	89.2%	-	86.5%	-	89.1%	-	**88.6%**	-
2019/20	Asian	75%	16%	72.1%	11.8%	52.7%	33%	**70.7%**	**17%**
	Black	73.9%	17.1%	85.7%	-1.8%	75.9%	9.8%	**76.5%**	**11.2%**
	Mixed	88.9%	2.1%	85.2%	-1.3%	73.3%	12.4%	**85.1%**	**2.6%**
	Other	81.8%	9.2%	100%	-16.1%	50%	35.7%	**85.7%**	**2%**
	White	91%	-	83.9%	-	85.7%	-	**87.7%**	-

Table 64: UK undergraduate students' good degree and awarding gap (White group as reference group) by ethnic group (disaggregated) and by faculty.

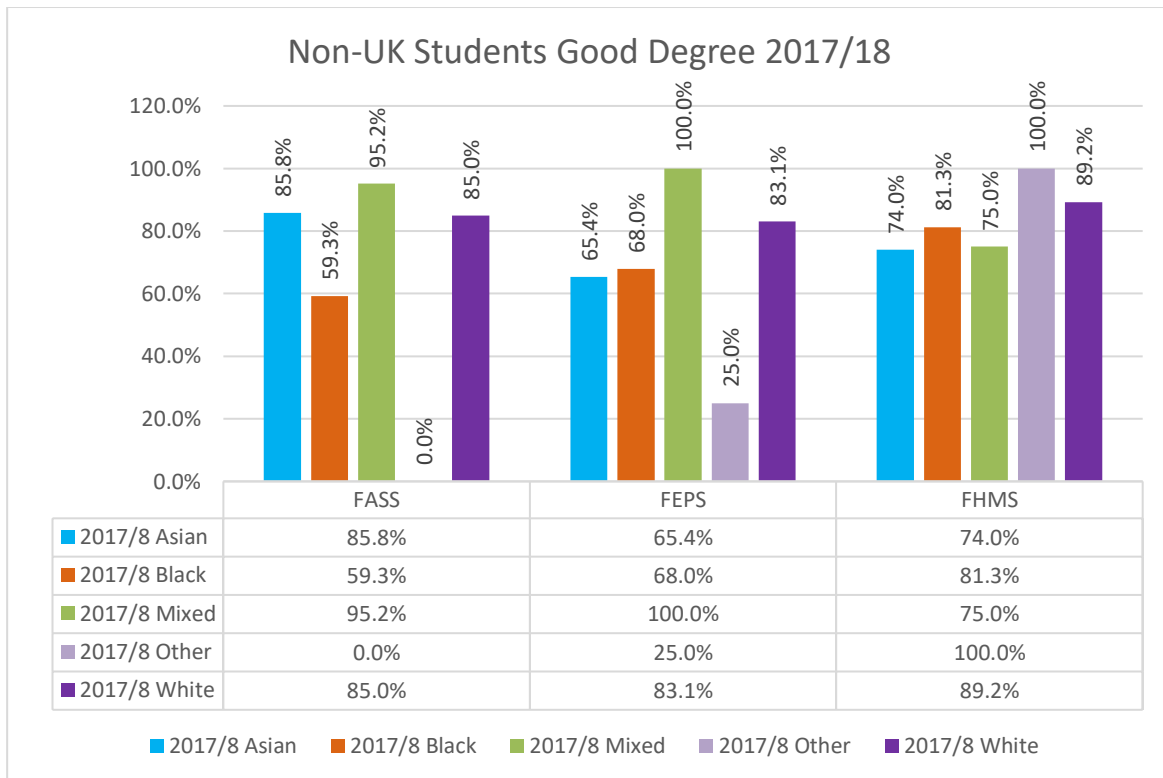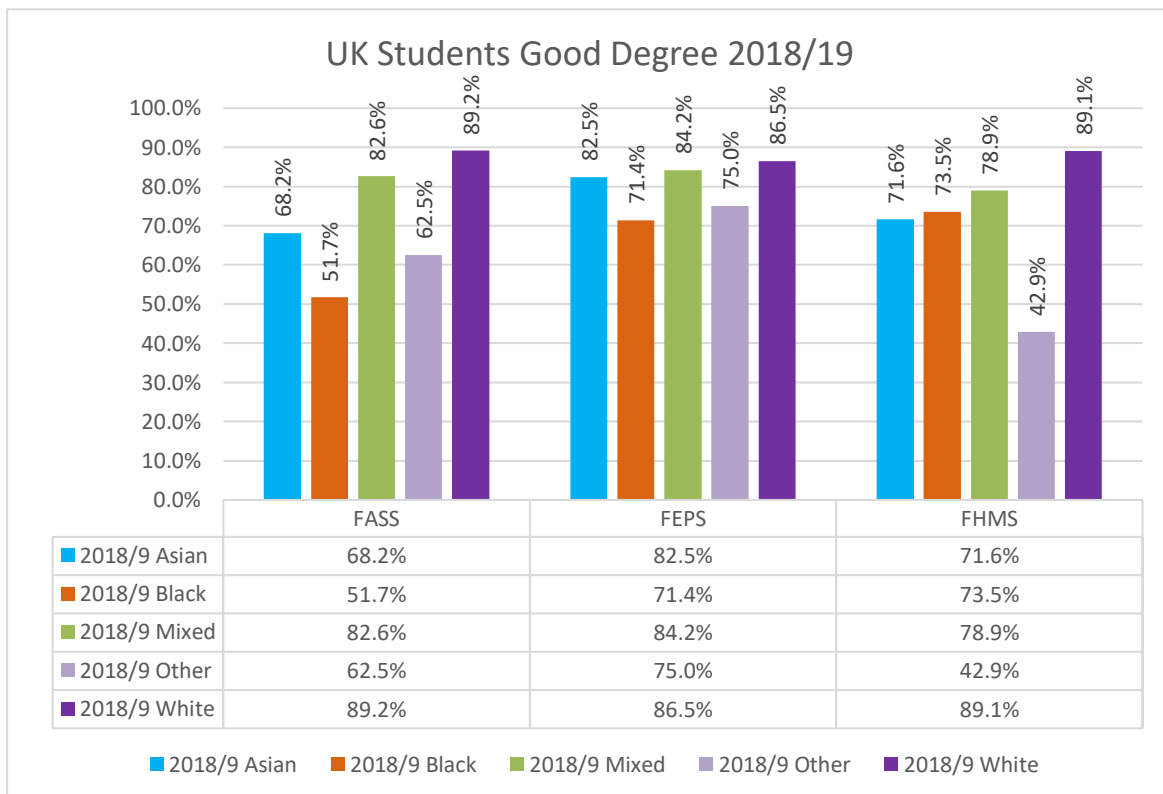|		Non-UK							
		FASS		FEPS		FHMS		**Total**	**University gaps**
		Actual	Gap	Actual	Gap	Actual	Gap		
2017/18	Asian	85.8%	-0.8%	65.4%	17.7%	74%	15.2%	**79.9%**	**5.5%**
	Black	59.3%	25.7%	68%	15.1%	81.3%	7.9%	**67.6%**	**17.8%**
	Mixed	95.2%	-10.2%	100%	-16.9%	75%	14.2%	**93.1%**	**-7.7%**
	Other	0%	85%	25%	58.1%	100%	10.8%	**30%**	**55.4%**
	White	85%	-	83.1%	-	89.2%	-	**85.4%**	-
2018/19	Asian	76.6%	6.8%	61.6%	24.7%	61.8%	23.3%	**72.5%**	**11.7%**
	Black	61.3%	22.1%	66.7%	19.6%	70%	15.1%	**65.2%**	**19%**
	Mixed	83.3%	0.1%	85.7%	0.6%	50%	35.1%	**76%**	**8.2%**
	Other	75%	8.4%	80%	6.3%	71.4%	13.7%	**75%**	**9.2%**
	White	83.4%	-	86.3%	-	85.1%	-	**84.2%**	-
2019/20	Asian	77.9%	8.50%	53.3%	25.7%	71%	15.8%	**72.9%**	**12.3%**
	Black	71%	15.40%	38.5%	40.5%	60%	26.8%	**61.1%**	**24.1%**
	Mixed	87.5%	-1.10%	80%	-1%	60%	26.8%	**82.1%**	**3.1%**
	Other	86.7%	-0.30%	100%	-21%	66.7%	20.1%	**83.3%**	**1.9%**
	White	86.4%	-	79%	-	86.8%	-	**85.2%**	-

Table 65: International undergraduate students' good degree and awarding gap (White group as reference group) by ethnic group (disaggregated) and by faculty.
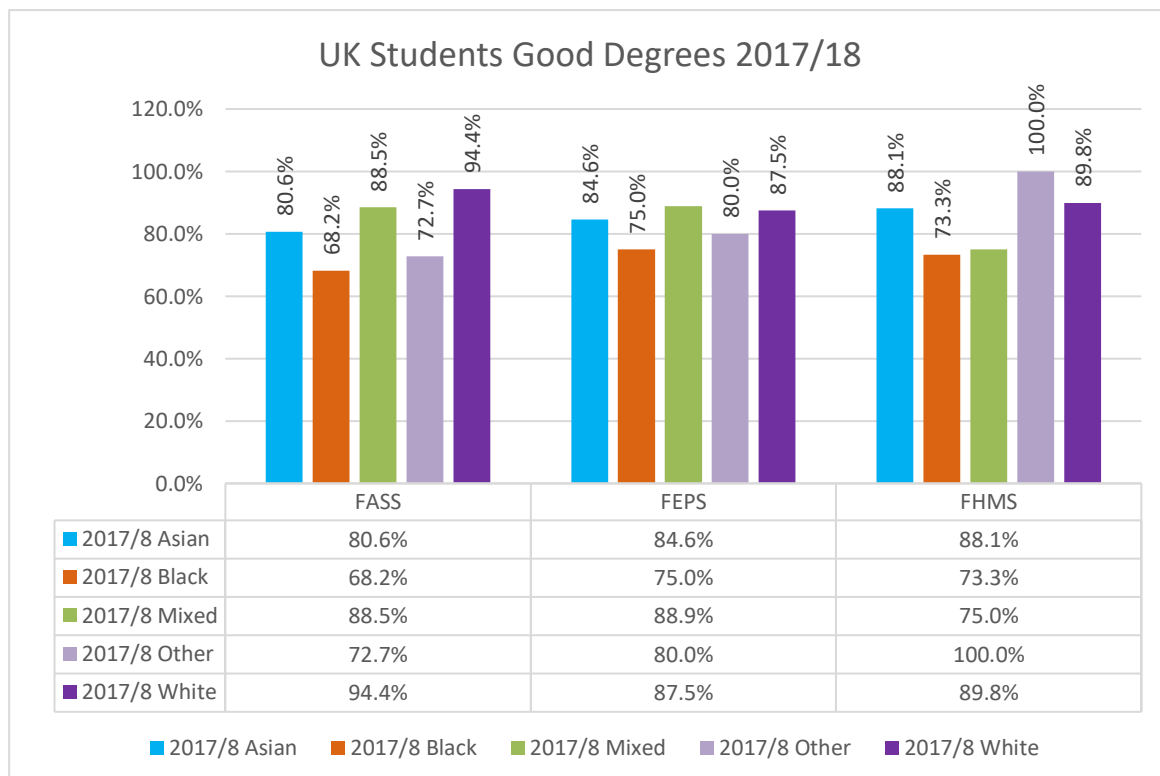
Figure 98: UK students' good degree awarding by ethnic group (disaggregated) in 2017/18

Non-UK Students Good Degree 2017/18

	FASS	FEPS	FHMS
2017/8 Asian	85.8%	65.4%	74.0%
2017/8 Black	59.3%	68.0%	81.3%
2017/8 Mixed	95.2%	100.0%	75.0%
2017/8 Other	0.0%	25.0%	100.0%
2017/8 White	85.0%	83.1%	89.2%

Legend: ■ 2017/8 Asian ■ 2017/8 Black ■ 2017/8 Mixed ■ 2017/8 Other ■ 2017/8 White

Figure 99: International students' good degree awarding by ethnic group (disaggregated) in 2017/18

UK Students Good Degree 2018/19

	FASS	FEPS	FHMS
2018/9 Asian	68.2%	82.5%	71.6%
2018/9 Black	51.7%	71.4%	73.5%
2018/9 Mixed	82.6%	84.2%	78.9%
2018/9 Other	62.5%	75.0%	42.9%
2018/9 White	89.2%	86.5%	89.1%

Legend: ■ 2018/9 Asian ■ 2018/9 Black ■ 2018/9 Mixed ■ 2018/9 Other ■ 2018/9 White

Figure 100: UK students' good degree awarding by ethnic group (disaggregated) in 2018/19

Non-UK Students Good Degree 2018/19

	FASS	FEPS	FHMS
2018/9 Asian	76.6%	61.6%	61.8%
2018/9 Black	61.3%	66.7%	70.0%
2018/9 Mixed	83.3%	85.7%	50.0%
2018/9 Other	75.0%	80.0%	71.4%
2018/9 White	83.4%	86.3%	85.1%
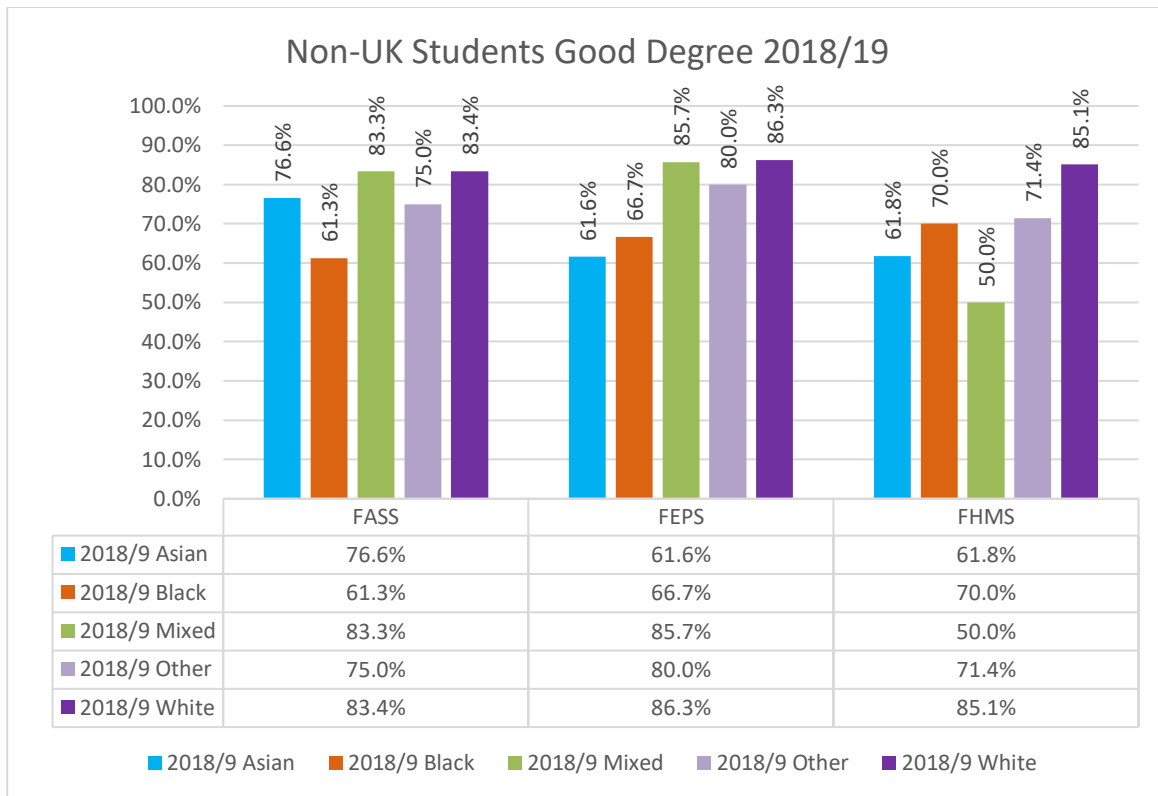
Figure 101: International students' good degree awarding by ethnic group (disaggregated) in 2018/19

UK Students Good Degree - 2019/20

	FASS	FEPS	FHMS
2019/0 Asian	75.0%	72.1%	52.7%
2019/0 Black	73.9%	85.7%	75.9%
2019/0 Mixed	88.9%	85.2%	73.3%
2019/0 Other	81.8%	100.0%	50.0%
2019/0 White	91.0%	83.9%	85.7%
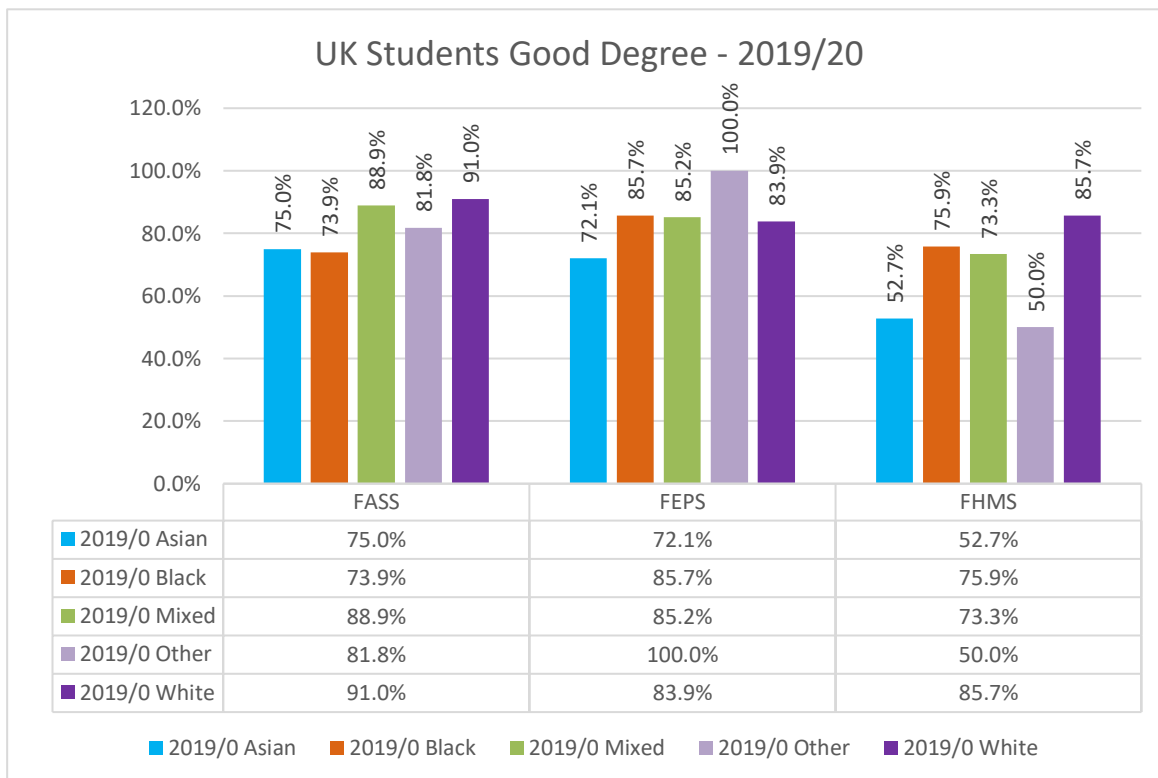
Figure 102: UK students' good degree awarding by ethnic group (disaggregated) in 2019/20

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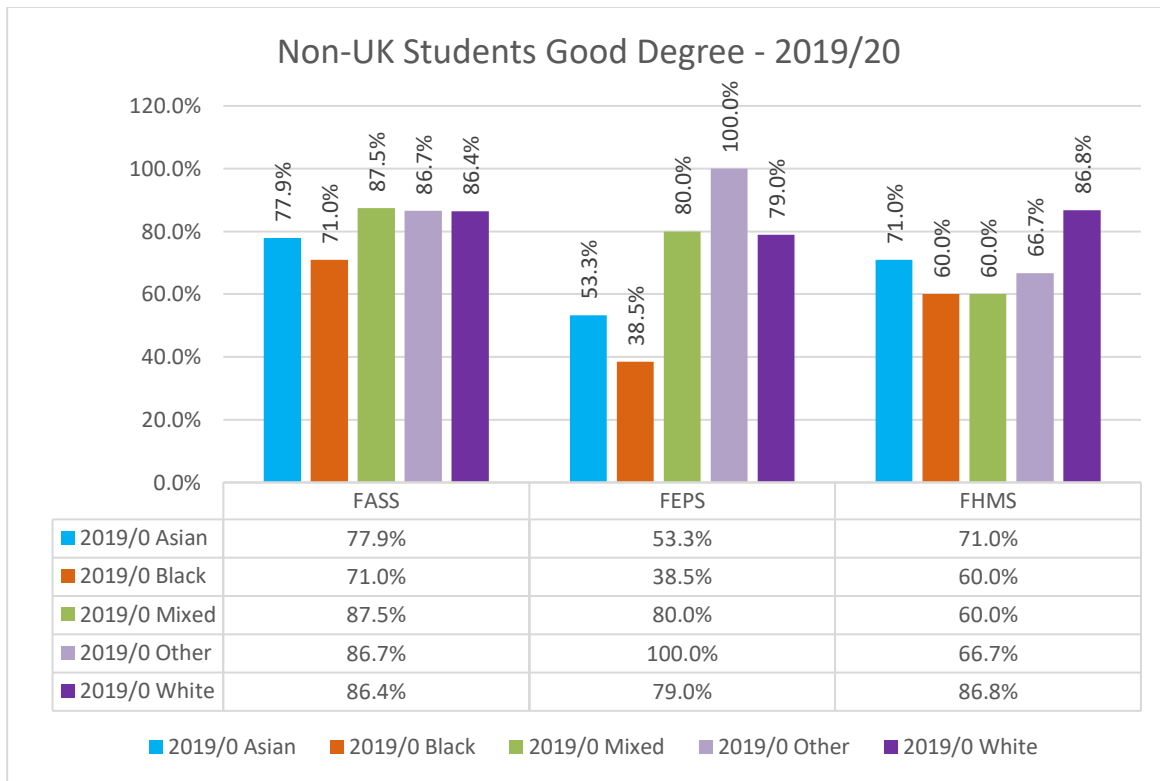
Figure 103: International students' good degree awarding by ethnic group (disaggregated) in 2019/20
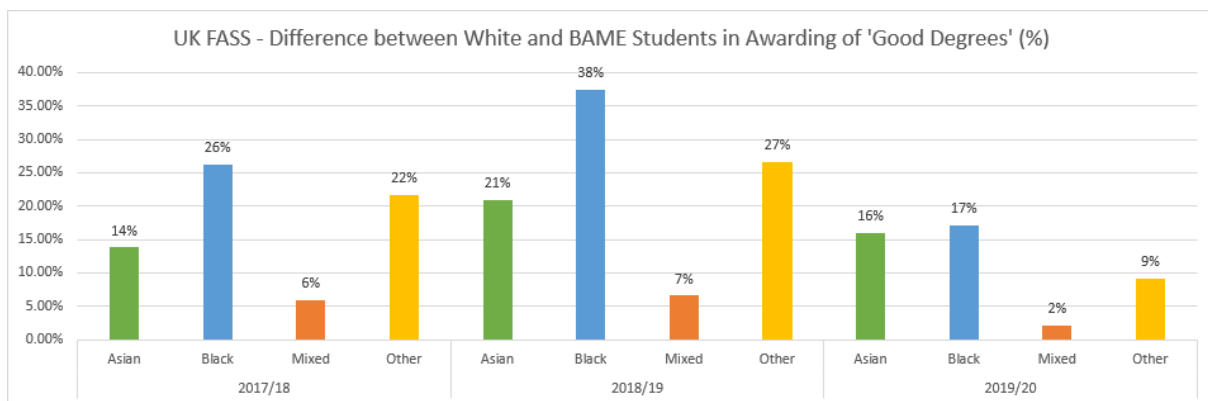
Figure 104: Awarding gaps between UK White and BAME students in FASS
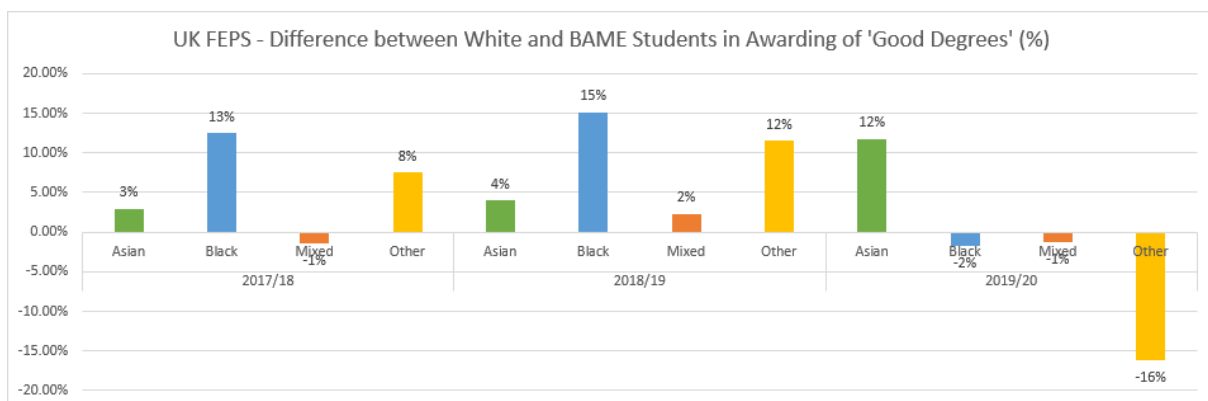
Figure 105: Awarding gaps between UK White and BAME students in FEPS

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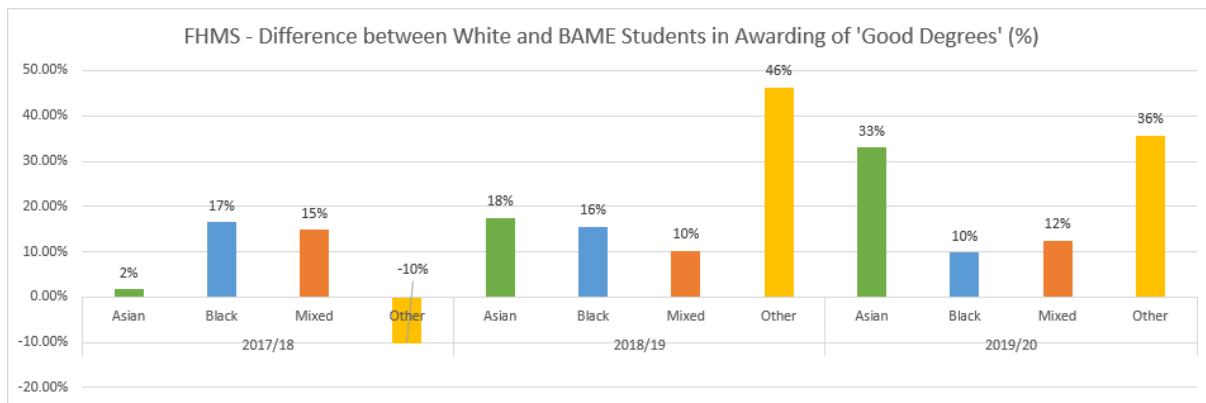
Figure 106: Awarding gaps between UK White and BAME students in FHMS

Among UK FASS students (Table 64, Figure 104), the 'good degree' awarding gap between White and BAME students rose in '18/19 and reduced again in '19/20. The gap was relatively small between White and Mixed ethnicity students but considerable between White and Asian students (still 16pp in '19/20) and between White and Other ethnicity students. As seen sector-wide, the widest gap is observed between White and Black students (38pp in'18/19, 17pp in'19/20). In FEPS, the pattern was similar (Table 64, Figure 105), with gaps between White and BAME groups accentuated in 2018/19, in some cases, closing in 2019/20 (Black, Mixed and Other ethnicity students outperformed White students in '19/20). However, the gap widened in 2019/20 between White and Asian students (4pp–12pp). FHMS' awarding gaps present a different picture (Table 64, Figure 106). The White-Asian gap widened substantially in '18/19 (2pp–18pp) and further (33pp) in '19/20. The White-Black gap reduced between '17/18–'19/20 (17pp–10pp). White and Other ethnicity students' gap is volatile (outperforming White students ['17/18], jumping to 46pp [2018/19], 36pp ['19/20]) (small numbers explain volatility).

In FASS, the international White-Black gap was >25pp, reducing to 15pp (2019/20) (Table 65). Gaps between White and Mixed and White and Other ethnicity students closed by '19/20. In FEPS, international Asian and Black students experience considerable disadvantage in awarding compared with White students (gaps of 26pp and 41pp ['19/20], respectively. The gap between White and Mixed ethnicity students was eliminated by 2019/20, and students from Other ethnicities outperformed White students (small numbers). Among FHMS international students, the White-Asian gap rose and fall back to ~16pp in '19/20, while the White-Black gap rose between '17/18–'19/20 (8pp–27pp). Gaps between White and Mixed and White and Other ethnicity students remained high in '19/20 (~27pp and 20pp, respectively).

Surrey is committed to addressing educational inequalities resulting from structural biases within HE. In 2020, we introduced our new Student Success team, designed to complement existing services and student support streams. The team offers proactive guidance for all students, with a particular focus on international students and students targeted within the APP, including BAME students. The team provides specialised pastoral support and localised, expert support tailored to faculties, focusing on aspects of University life contributing towards gaps in awarding/retention/progression.

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Our APP has set an institutional target to reduce Black-White awarding gaps to 6% by 2025. While we want to eliminate all our awarding gaps across students, we are setting realistic targets that can be achieved through comprehensive data analyses, community-wide consultation and tailored meaningful initiatives. Many of the action points within our *Race Equality action plan* (Section 2b) focus on initiatives that will directly address the awarding gaps through more inclusive education (APs 53, 56, 58, 59, 60, 61, 62, 63, 64, 65) and indirectly, by building belonging and representation across our community (APs 1, 2, 17, 19, 27, 28, 55, 66, 67).

> *"We have seen an overall reduction in our awarding gaps since 2019, in particular, for our UK Black-White gap, and we are dedicated to better understanding the institutional predictors of these student outcome inequalities so that we can most effectively address them. We have liaised with sector leaders, Kings College London and Kingston, to learn from their successful initiatives. We hope that the many new initiatives already in place, such as the Student Success team, and to come, like our Learning Analytics system, will lead to a sustained closing of our awarding gaps across the board."*

Osama Khan, PVC Education

Action Point No.	Action
53	Increase the number of scholarships that are targeted at BAME students: • Cowrie Scholarship Foundation (Black British undergraduate students from disadvantaged backgrounds) • Santander Diversity Award (Black Undergraduate student in Yr 1 of study) • Shine Scholarships for Black British postgraduate students (full stipend for 3.5 years) • Asylum Seeker Bursary (partial tuition fee waiver that covers the difference between home & oversees fees) • Professional Training Year 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 student in Yr 1 of study) • Other general Access and Participation target programmes (BAME students eligible).
56	Improve inclusive teaching provision for taught students: • Decolonising curriculum (training and implementation through Curriculum Design Review (CDR)) – co-design with students. • Introduction of an Academic Developer, Inclusive Education. • Introduce annual audit through curriculum design review of staff awareness relating to inclusive education provision.

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	• 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. • Formative assessment/activities in preparation for summative assessment (all modules). • Tailored student support based on learning analytics.
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.
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.
60	Run workshops with 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.
61	Continually review scheduling of exams and assessment deadlines on an annual basis to ensure that faith and cultural concerns are taken into consideration.
62	Create a student peer mentoring scheme, targeted at our BAME students.
63	Introduction of a University award celebrating Black students' academic performance.
64	Awareness-raising initiatives for staff regarding the BAME awarding gap by: • 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 module/department/ faculty (including disaggregation of BAME groups).
65	Appropriate EB KPI on BAME Awarding Gap with specific KPI for relevant leadership
	Indirect Actions
1	Race equity training for senior leaders (as part of broader inclusive leadership training programme): • 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 Shine Scholars programme • General inclusive leadership development
2	Additional support for BAME students and staff in response to racism or in relation to racial trauma:

	• New counsellors from BAME backgrounds, including specialism in race-related trauma • Additional training to the counselling team on race/racism/cultural competency (incl. one day training on Cultural Competency from NAFSIYAT Intercultural Therapy Centre). • Event sponsored by CWB to include other student facing staff of BAME backgrounds in panel discussion on the 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.
17	Ensure widespread completion of 'Introduction to Race Equity' eLearning module by all staff and PGR students
19	Increase BAME students' sense of belonging: • 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.
27	Embedding of EDI within annual appraisal system • 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.
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.
55	Introduction of essential student eLearning module on *Zero Tolerance to Hate,* being developed in collaboration with Advance HE.
66	Re-prioritise school outreach activities to include focus on schools with higher BAME representation
67	Re-establish liaison group with Surrey police about management of race-related incidents, include student consultation.

7e Postgraduate pipeline

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in your institution's UK postgraduate student body, and separately non-UK postgraduate student body.

= Provide details specifically on taught master's programmes, research master's programmes and

Where possible, please provide the data for each academic faculty.

= Comment and reflect on the support offered to minority ethnic students to assist in their academic career progression.

= For generic initiatives, comment specifically on take up by ethnicity, and their impact on race equality.

Undergraduate Support

Our Careers and Employability team support our undergraduates in arrangement of placements and planning for future careers. Examples of initiatives run specifically for BAME students are:

- Career Mentoring Scheme shown to be impactful.

> *100% of those that completed the evaluation agreed or strongly agreed that they "feel more confident to apply for placements/jobs", 93% agreed or strongly agreed they had a "better understanding of employment opportunities", 100% agreed or strongly agreed they "feel more confident in communicating their skills and experience", and 96% agreed or strongly agreed that they "would recommend the Career Mentoring Scheme".*

Lead for Career Mentoring Scheme

> *"The scheme has been an invaluable opportunity not only to network with an experienced professional, but also to learn and grow personally and professionally."*

BAME student on Career Mentoring scheme

> *"By discussing situations and options with my mentor I got guidance and clarity on my next steps after university. I feel like this mentoring scheme improved my professional development as I have gained a lot of useful knowledge."*

BAME student on Career Mentoring scheme

- upReach: Career support programme for BAME students from disadvantaged backgrounds, career support programme offering 1-to-1 advice, mentoring, industry insights and access to

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internships and graduate opportunities. Current upReach 'Associates' have already benefited from the programme, with several students securing internships. 18 students attended insight days and eight career academies, in addition to many skills sessions and career mentoring interactions.

> *"We were delighted that one second-year student has been awarded two upReach Student Social Mobility Awards (Professional Services & Accounting award and the upReach Ten award) at a ceremony which took place in the House of Lords in September"*

Head of Employability & Careers

Postgraduate Support

Our Doctoral College provides outstanding support for academic and professional development of PGR students and ECRs, evidenced through PRES scores (we have been ranked 7th in UK in 2018 and 2020, 1st for Research Culture in 2020). Compared with the sector, BAME PGRs at Surrey were 8 percentage points more satisfied with their experience (four-year improvement in BAME PGR experience at Surrey, from 7% less satisfied to 3% more satisfied than White peers).

The Doctoral College has recently undertaken measures to improve its recruitment of researchers onto committees (resulting in 12 committee members from BAME backgrounds). One-to-one impartial careers coaching and guidance is provided; the careers consultants understand and challenge White privilege in their work and in the Careers sector. Within workshops, the Careers team offer list of organisations supporting/promoting achievements of BAME students/researchers, ensuring a diverse range of speakers are invited to contribute to workshops. The team have also been supporting international students (many of whom are BAME), working collaboratively with the International Student Support Team.

PGT			BAME				White				Not Known			
			Actual		Benchmark		Actual		Benchmark		Actual		Benchmark	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2017/18	UK	FASS	93	33%	11	24%	186	65%	34	71%	5	2%	2	5%
		FEPS	81	32%	5	28%	163	64%	12	69%	9	4%	0	3%
		FHMS	140	22%	11	20%	473	75%	44	78%	16	3%	2	3%
		Total	**314**	**27%**	**28**	**23%**	**822**	**70%**	**90**	**74%**	**30**	**3%**	**4**	**4%**
	Non-UK	FASS	828	81%	2	4%	189	19%	2	4%	2	0%	55	92%
		FEPS	245	68%	1	4%	106	30%	1	4%	8	2%	20	92%
		FHMS	70	44%	-	-	87	55%	-	-	1	1%	-	-
		Total	**1,143**	**74%**	**4**	**4%**	**382**	**25%**	**5**	**6%**	**11**	**1%**	**85**	**90%**
2018/19	UK	FASS	96	32%	11	24%	203	67%	35	72%	4	1%	2	5%
		FEPS	74	32%	5	29%	145	63%	12	67%	10	4%	1	3%
		FHMS	117	20%	12	20%	458	78%	46	78%	14	2%	1	2%
		Total	**287**	**26%**	**28**	**23%**	**806**	**72%**	**93**	**74%**	**28**	**2%**	**4**	**3%**
	Non-UK	FASS	780	83%	2	3%	160	17%	3	4%	1	0%	58	92%
		FEPS	230	68%	1	4%	101	30%	1	4%	6	2%	23	93%
		FHMS	52	41%	-	-	73	58%	-	-	1	1%	-	-

		Total	**1,062**	**76%**	**4**	**4%**	**334**	**24%**	**6**	**6%**	**8**	**1%**	**92**	**90%**
2019/20	UK	FASS	116	35%	12	24%	207	62%	36	72%	9	3%	2	5%
		FEPS	81	39%	5	29%	117	56%	12	68%	10	5%	1	3%
		FHMS	140	20%	12	20%	548	78%	48	78%	12	2%	1	2%
		Total	**337**	**27%**	**29**	**23%**	**872**	**70%**	**96**	**74%**	**31**	**3%**	**4**	**3%**
	Non-UK	FASS	910	86%	2	3%	145	14%	2	4%	7	1%	66	93%
		FEPS	222	67%	1	3%	104	31%	1	3%	7	2%	30	94%
		FHMS	55	42%	-	-	74	56%	-	-	3	2%	-	-
		Total	**1,187**	**78%**	**4**	**4%**	**323**	**21%**	**6**	**5%**	**17**	**1%**	**110**	**92%**

Table 66: UK and international postgraduate taught students by ethnicity (BAME/White) and by faculty. Benchmarking data for international PGT students is spurious with the majority reporting no known ethnicity and therefore these data cannot be used for comparison (data checked with HESA, explanation unknown).
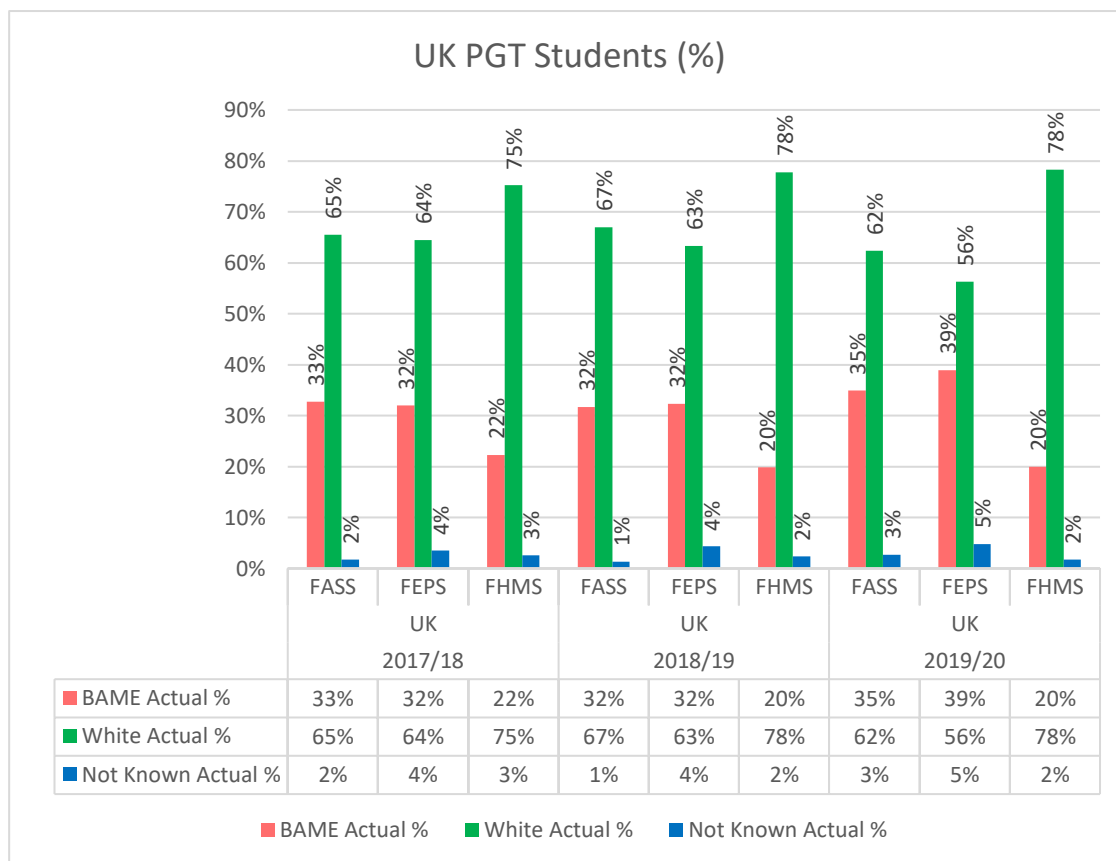
Figure 107: Bar chart showing UK postgraduate taught students by ethnic group (BAME/ White) and by faculty

Non-UK PGT Students (%)

|	Non-UK			Non-UK			Non-UK		
	FASS	FEPS	FHMS	FASS	FEPS	FHMS	FASS	FEPS	FHMS
BAME Actual %	81%	68%	44%	83%	68%	41%	86%	67%	42%
White Actual %	19%	30%	55%	17%	30%	58%	14%	31%	56%
Not Known Actual %	0%	2%	1%	0%	2%	1%	1%	2%	2%
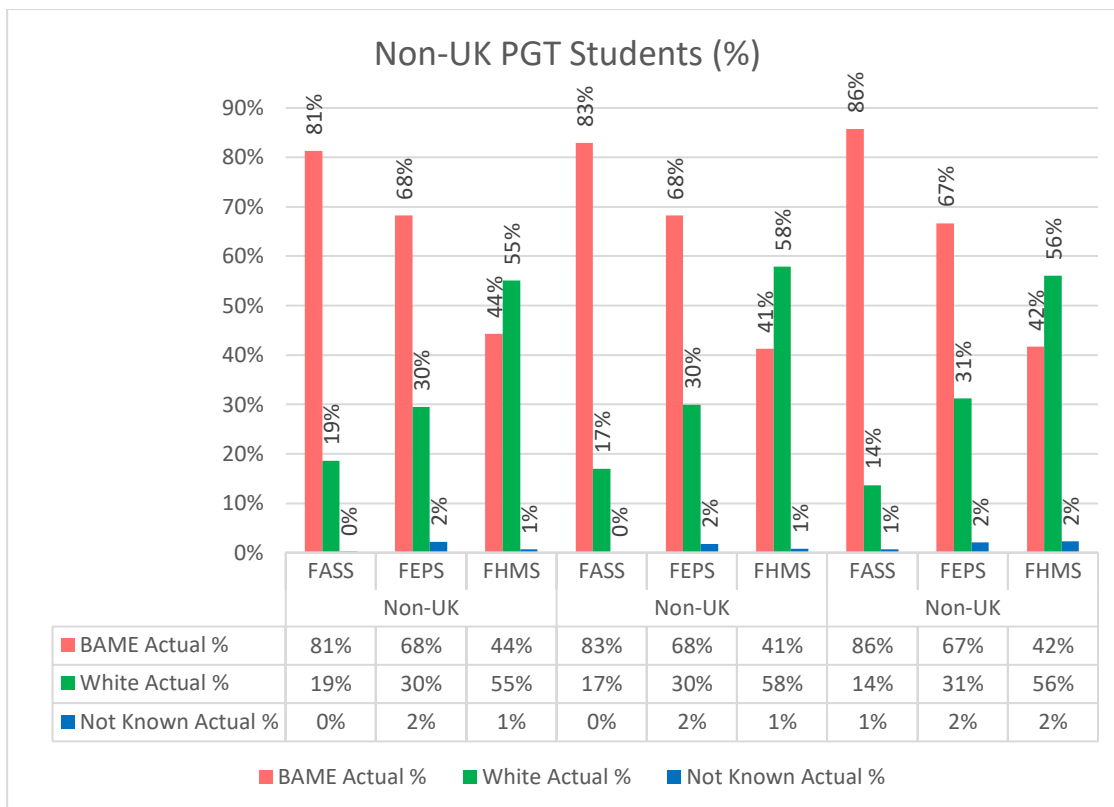
Figure 108: Bar chart showing international postgraduate taught students by ethnic group (BAME/White) and by faculty

Around 27% of our UK PGT population identify as being from a BAME group (Table 66), comparable with benchmarking data for FHMS disciplines and higher for FASS and FEPS. These proportions are higher than within our undergraduate population, indicating that we do not see a leaky pipeline between undergraduate and PGT degrees in terms of ethnicity and BAME representation. Proportions of non-disclosure compare with those externally.

In terms of international students, the numbers of BAME PGT students are consistently high among our FASS students (86% of international PGT students), while FEPS and FHMS international BAME PGT populations hover around 67% and 42%, respectively. High levels of BAME students within FASS are driven by significant numbers of Asian students within our School of Hospitality and Tourism (90%) and Business School (81%), rather than consistently high representation throughout.

Disaggregating the BAME category ('19/20 data), Asian students make up 56%, Black students 24% and all other groups 21% of UK BAME PGT students. UK Black PGT representation is greater than our UK Black undergraduate (6%) and PGR profile (3%). We plan to run a follow-up Black PGT focus group to explore areas of good practice in recruitment, retention and experience for Black PGT students. We hope that we can use these data to improve the experience of Black undergraduates and postgraduate research students (AP68). Our Postgraduate Taught Experience Survey (PTES) results indicate differences in the overall experience exist between White, Black and Asian students; 87% of White and 85% of Black students felt satisfied with the quality of their course overall, compared with 71% of Asian students. These results are largely in line with results observed nationally in the Advance HE Ethnicity and the Postgraduate

Student Experience Report. Of the international BAME PGT students, Asian students make up 86%, Black students 7% and all other groups 7%.

PGR			BAME				White				Not Known			
			Actual		Benchmark		Actual		Benchmark		Actual		Benchmark	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2017/18	UK	FASS	12	12%	1	10%	86	87%	9	87%	1	1%	0	3%
		FEPS	30	15%	3	13%	170	83%	20	83%	6	3%	1	4%
		FHMS	46	19%	4	12%	196	81%	30	85%	1	0%	1	3%
		Total	**88**	**16%**	**9**	**12%**	**452**	**82%**	**59**	**85%**	**8**	**1%**	**2**	**3%**
	Non-UK	FASS	65	44%	0	3%	80	54%	1	6%	3	2%	8	91%
		FEPS	130	47%	1	3%	139	51%	1	7%	5	2%	17	90%
		FHMS	34	40%	-	-	52	60%	-	-	0	0%	-	-
		Total	**229**	**45%**	**1**	**3%**	**271**	**53%**	**4**	**10%**	**8**	**2%**	**36**	**87%**
2018/19	UK	FASS	15	15%	1	13%	84	82%	9	85%	3	3%	0	3%
		FEPS	42	19%	3	14%	176	78%	20	83%	8	4%	1	4%
		FHMS	39	15%	4	12%	210	83%	31	85%	3	1%	1	3%
		Total	**96**	**17%**	**9**	**13%**	**470**	**81%**	**60**	**84%**	**14**	**2%**	**2**	**3%**
	Non-UK	FASS	66	46%	0	4%	73	51%	0	5%	3	2%	8	91%
		FEPS	145	51%	1	3%	135	47%	1	7%	5	2%	17	91%
		FHMS	30	38%	-	-	48	62%	-	-	0	0%	-	-
		Total	**241**	**48%**	**1**	**3%**	**256**	**51%**	**4**	**9%**	**8**	**2%**	**36**	**88%**
2019/20	UK	FASS	14	15%	1	14%	75	82%	8	83%	3	3%	0	3%
		FEPS	52	20%	4	14%	202	77%	20	81%	10	4%	1	4%
		FHMS	31	13%	4	12%	197	85%	31	85%	3	1%	1	3%
		Total	**97**	**17%**	**9**	13%	**474**	**81%**	**59**	83%	**16**	**3%**	**3**	4%
	Non-UK	FASS	71	50%	0	4%	71	50%	0	5%	1	1%	8	91%
		FEPS	166	57%	1	3%	116	40%	1	7%	7	2%	17	90%
		FHMS	31	39%	-	-	48	61%	-	-	0	0%	-	-
		Total	**268**	**52%**	**1**	**3%**	**235**	**46%**	**4**	**9%**	**8**	**2%**	**36**	**88%**

Table 67: UK and international postgraduate research students by ethnicity (BAME/White) and by faculty.
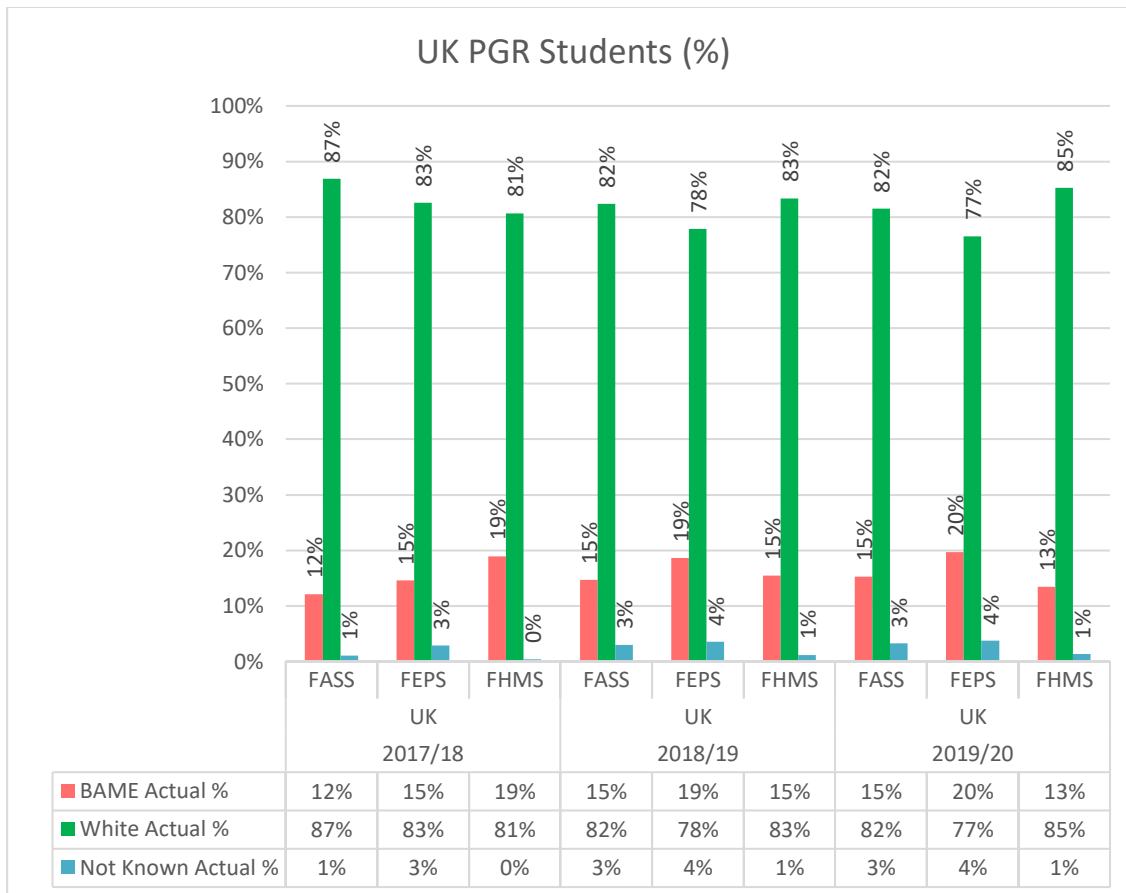
Figure 109: Bar chart showing UK postgraduate research students by ethnic group (BAME/ White) and by faculty
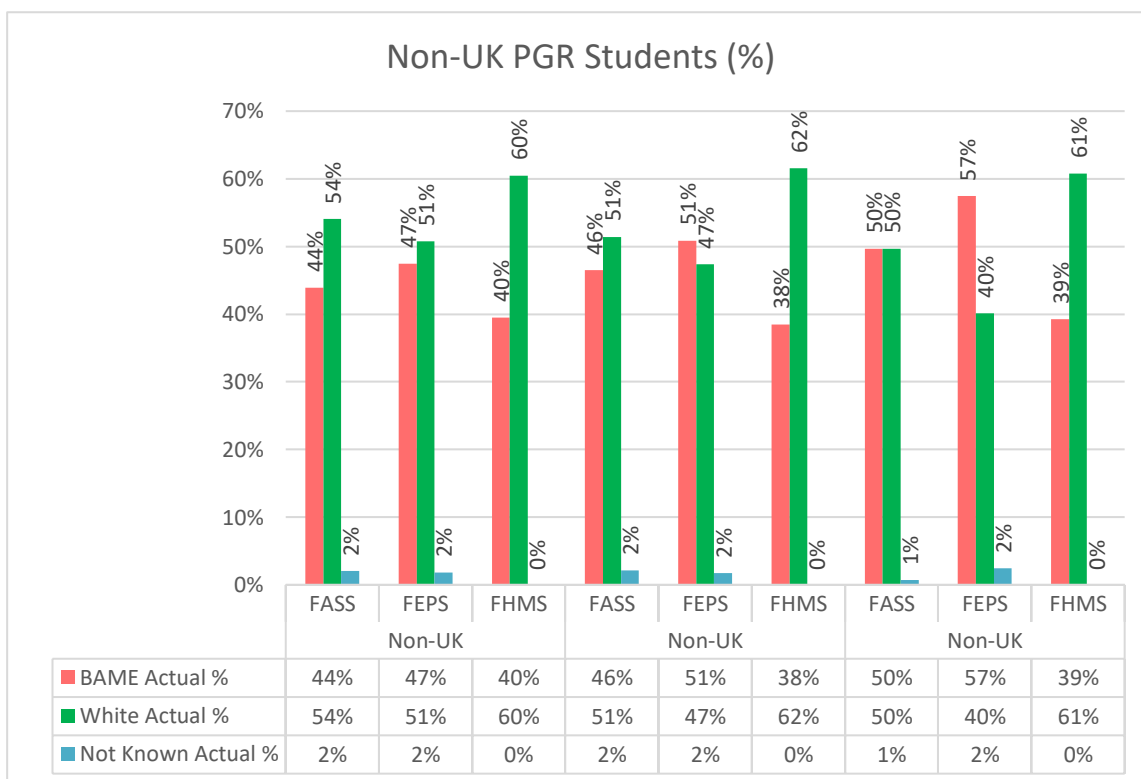
Figure 110: Bar chart showing international postgraduate taught students by ethnic group (BAME/White) and by faculty

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Overall, we see a similar proportion of UK BAME PGR students at Surrey as elsewhere and a consistent trend over time (Table 67). Our students of BAME background make up about half of international PGR students. Once disaggregated in ethnic groups, we see an under-representation of Black British students (3%) (international Black students, 6%). We have developed the *Shine Scholars* programme to address this under-representation, (Section 7e, AP11).

PGR experience

Using 2020 data, our Black, Arab and Mixed ethnicity PGR students rated their overall satisfaction (meaning ratings of 4.47, 4.33, 4.40 respectively) as significantly higher than White (4.17) and Asian (4.18) students. These results mirror national data within Advance HE's report on Ethnicity and the Postgraduate Experience. Despite this, our REC PGR focus group data indicated that BAME PGR students struggled with a sense of belonging at Surrey.

> *"[the department] been my academic home for many years but racially speaking I don't feel that I fit in. I don't see anyone who is like me, don't see anyone who I can model myself on."*

UK Mixed Black Caribbean/White female PGR student

While overt racism at the University wasn't mentioned by PGR focus group participants, experiences in the local area were raised.

> *"We said we wanted to buy a bottle of water and he said he's not going to sell it to us. We asked him why and he just said he doesn't want to sell it to us and that we should leave. My natural instinct was…why is this guy being so racist?"*

International Black male PGR student

Reluctance to report racism was raised by PGR students. There is a strong need to raise awareness of our Report + Support system and build trust in the system and improve understanding of racism (AP15, AP17). The actions planned should support students in feeling comfortable to submit reports and that they will be appropriately handled.

Last year, the Doctoral College supported a PhD student to set up and run the Researchers' Anti-Racism Reading group (see below), promoting conversations related to race, colonialism and equality. This group has grown in attendance and impact for those involved, with external expert speakers joining monthly sessions.

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There are a number of academics across the University whose research expertise covers ethnicity and race. To encourage sharing of resources and examples of good research practice, we will establish a race/ethnicity research network (AP69) that PGRs and ECRs will be encouraged to join.

We currently offer a range of mentoring programmes for PGR students and ECRs, such as *Transitions* peer-to-peer scheme, where first year PGRs receive support from later stage PGR students; ECR scheme with experienced academic research mentors; employer scheme linking to external academic staff, alumni and industry; and *STARS* scheme supporting undergraduates as aspiring researchers. Most of these schemes offer BAME mentoring for BAME students that request it.

Director of the Doctoral College, Dr Kate Gleeson, has reviewed recruitment processes for PhD students to minimise bias. Using similar approaches to *Diversity 200*, they are looking to achieve a more inclusive process that actively encourages students from BAME backgrounds (AP69). With financial support through ring-fenced funding, we hope this will attract more BAME PGR students to study at Surrey.

We have started to hear very positive reactions from PGR students from BAME backgrounds in relation to the Doctoral College's inclusive practice.

"The 1-2-1 support has been incredibly helpful to me as a researcher, a person with a disability, and particularly during the Covid Lockdown. I was happy with how the EDI and surrey took a quick initiative to turning events and other amenities online that I had previously been unable to either attend or find out about! More so I found the 1-2-1 with Dr Neelam and other members of the RDP incredibly supportive mental health wise and through my course".

PGR student from BAME background

University of Surrey Researchers Anti-Racism Reading Group

The Anti-Racism Reading Group is a monthly discussion group aimed at getting PGRs and ECRs involved in the difficult questions of race, colonialism, and equality. It invites people from as many backgrounds as possible to attend, freely share their perspective, and take part in meaningful discussions about race in the modern world. Each month, the reading list will be in the form of a few articles spanning topics from anti-Blackness, the construction of racial identity, the history of British colonialism, the current realities of being BAME in academia, and many others. This is not a group of experts, this is a group of people who want to widen their horizons, share new perspectives, and become better anti-racists.

Figure 111: Example of Doctoral College webpages dedicated to race equality

Focus on Black British Students

	Steps between undergraduate level and postgraduate research leading to under-representation among Black British PGR students
1	*Pre-application narrowing of PGR pipeline for Black British applicants* (Black British applicants account for 2.5% of Surrey's PhD applications, yet 5% of undergraduate applications are from Black British applicants)
2	*Black British applicants are less likely to receive an offer than the rest of applicant pool at PGR level* (14% 'v' 25%). Possible explanations: 1) Black-White awarding gap means Black undergraduates are less likely to be awarded a high enough award to be deemed suitable for PGR (addressed by closing awarding gaps (Section 7d); 2) Black UG students do not see themselves represented at Surrey in current PGR/academic populations, therefore feel they would not fit in/be accepted at Surrey (addressed improving Black representation among PGR students and academics (AP13).
3	Once in receipt of an offer, *Black British applicants are much more likely to accept/register for a PGR programme than other applicants at the same lev*el (90% 'v' 66%).
4	*Black British PhD students less likely to receive a studentship/fee waiver compared with White counterparts* (24% 'v' 30%).

Table 68: Steps between undergraduate level and postgraduate research for Black British students

Responding to this under-representation (Table 68), Surrey was successful in an ambitious bid to the 2021 OfS/Research England call for projects improving access and participation among BAME postgraduate research students. The *Shine Scholars* programme for Black British students started in January 2022 with initiatives addressing all aspects of the PGR student journey (Figure 112) (AP11, AP12). The programme is built on an understanding that our lack of Black PGR representation is based, not on capability, but on a lack of representation, role modelling and equality of opportunity that is typical within UK HE and perpetuated by the structural inequalities within our sector.

Dr Neelam Wright, a Research Development Training Officer within the Doctoral College (and member of our REC steering group), is leading the 'decolonising researcher training', planning to create a playbook for inclusive PGR training to share with sector. Acknowledging that standards of good research practice are strongly influenced by individual, institutional, and sector biases, Neelam's leading advocacy work aims for improved practice in inclusive research development (AP12).

The Doctoral College is now routinely ringfencing PhD studentship funding for under-represented groups, with ten studentships kept annually for Black British students starting in January 2022 (AP53). This approach is being mirrored in academic departments, e.g. in Physics, where based on their data, under-represented groups will be prioritised for funding.
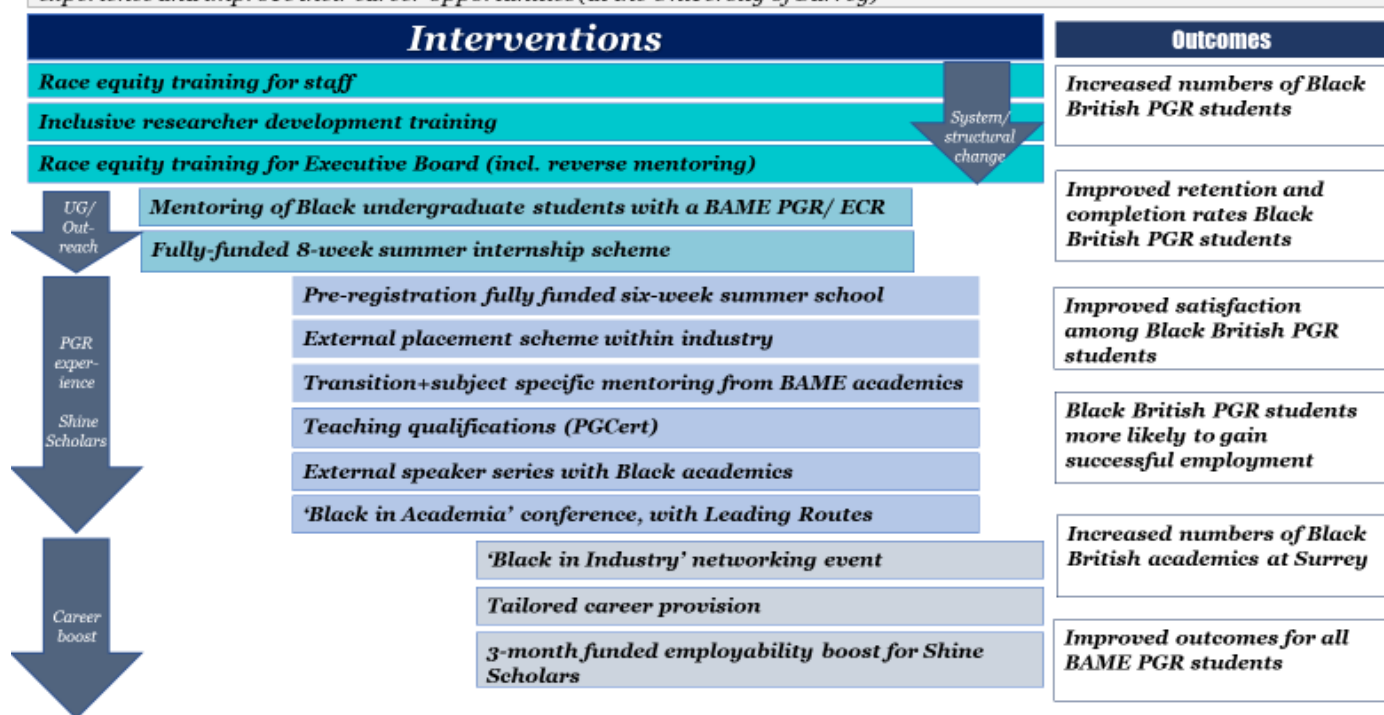
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Figure 112: Shine Scholar programme, funded by OfS/Research England with significant co-investment (~£1 million) from Surrey, including ten ring-fenced 3.5 year studentships for Black British PhD students annually.

Action Point No.	Action
11	*Shine Scholars* programme implemented to improve pipeline, experience and career trajectories of Black British postgraduate students. • *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 Shine Scholars, 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. • *Career Boost* initiatives - Shine Scholar 'employability boost' funding, networking events.
12	Improve inclusive researcher development training: • Decolonising researcher development support within the Doctoral College.

	• Introduction of new inclusive supervisor training (training to support culturally competent PhD supervision).
13	Implement *Diversity 200* recruitment project: • Full review of recruitment practice within HR Operations team and Resourcing team. • 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 reminders for all those shortlisting. • 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 *Diversity 200* progress. • 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.
17	Ensure widespread completion of 'Introduction to Race Equity' eLearning module by all staff and PGR students.
15	Increase awareness of 'Report + Support' online reporting tool. • 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 adviser. • Train staff to deal with reports, if required.

	• Publicise, run and then review six-month trial.
53	Increase ringfenced funding opportunities for BAME students; • Cowrie Scholarship Foundation (Black British undergraduate students from disadvantaged backgrounds). • Santander Diversity Award (Black Undergraduate student in Yr 1 of study). • *Shine Scholarships* for Black British postgraduate students (full stipend for 3.5 years). • Asylum Seeker Bursary (partial tuition fee waiver that covers the difference between home & oversees 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 student in Yr 1 of study). • Other general Access and Participation target programmes (BAME students eligible).
68	Run focus groups for Black British PGT students to understand: • 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.
69	Recruitment and support of BAME PGR students: • 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 (*Shine Scholarships* in AP35).

7f Postgraduate employment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of:

= your graduates in non-professional employment (as defined by HESA) six months after graduating

= your graduates in professional level employment (as defined by HESA) six months after graduating.

Filtered on UK/EU students in Full-Time employment. Data available up to 2016/17 only.		Professional		Non-Professional		Total
		No.	%	No.	%	
UG	Asian	130	81%	30	19%	160
	Black	57	84%	11	16%	68
	Mixed	46	90%	5	10%	51
	Other	9	75%	3	25%	12
	Refused	0	0%	1	100%	1
	White	753	86%	121	14%	874
	Total	**995**	**85%**	**171**	**15%**	**1166**
PGT	Asian	31	89%	4	11%	35
	Black	15	79%	4	21%	19
	Mixed	9	100%	0	0%	9
	Other	5	83%	1	17%	6
	Refused	5	83%	1	17%	6
	White	237	92%	22	8%	259
	Total	**302**	**90%**	**32**	**10%**	**334**
PGR	Asian	8	100%	0	0%	8
	Black	4	100%	0	0%	4
	Mixed	3	100%	0	0%	3
	Other	2	100%	0	0%	2
	Refused	2	100%	0	0%	2
	White	84	99%	1	1%	85
	Total	**103**	**99%**	**1**	**1%**	**104**

Table 69: Undergraduate, postgraduate taught and postgraduate research students in professional and non-professional employment by ethnic group (disaggregated) in 2016/17. Professional 'v' non-professional comparison only available for 2016/17.
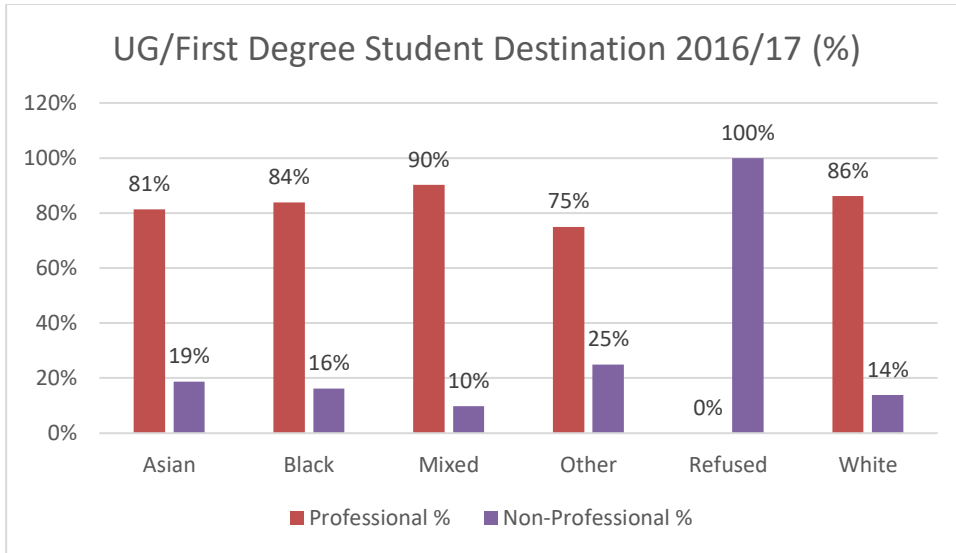
Figure 113: Bar chart showing undergraduate student employment by ethnic group (disaggregated) in 2016/17.
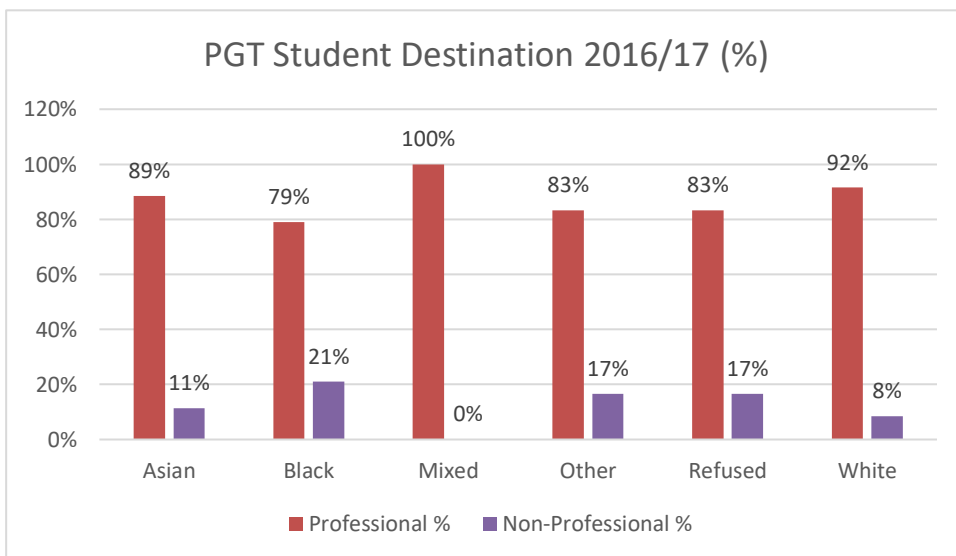

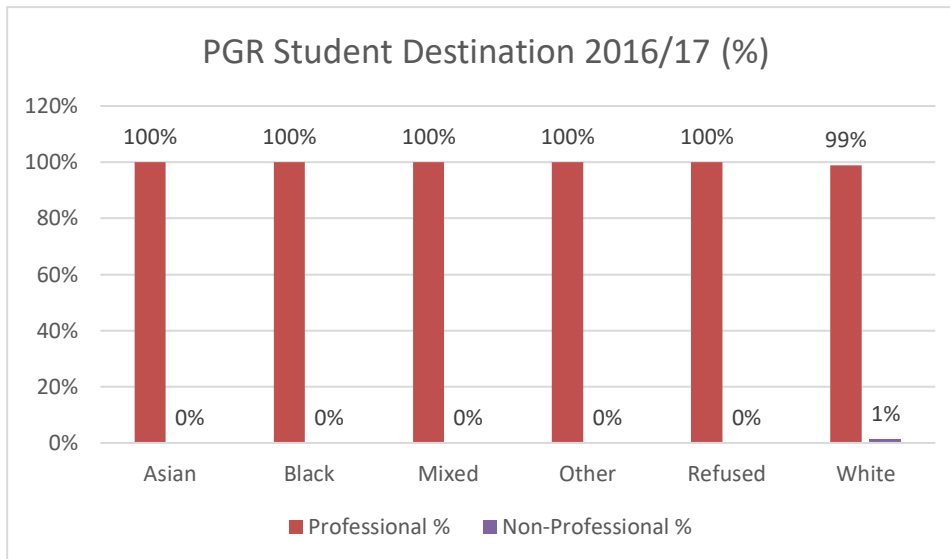*Figure 114: Bar chart showing postgraduate taught student employment by ethnic group (disaggregated) in 2016/17*

Figure 115: Bar chart showing postgraduate research student employment by ethnic group (disaggregated) in 2016/17

		2017/18		2018/19	
		No	**%**	**No**	**%**
Employed/Further Study	Asian	210	94.2%	191	88.8%
	Black	79	96.3%	69	89.6%
	Mixed	51	94.4%	41	89.1%
	Other	16	88.9%	20	100%
	Refused	2	100%	7	100%
	White	888	96.7%	797	94.0%
Unemployed	Asian	13	5.8%	24	11.2%
	Black	3	3.7%	8	10.4%
	Mixed	3	5.6%	5	10.9%
	Other	2	11.1%	0	0.0%
	Refused	0	0.0%	0	0.0%
	White	30	3.3%	51	6.0%
Total		**1297**		**1213**	

Table 70: UK undergraduate student employment (employed/further study 'v' unemployed) by ethnic group (disaggregated) in 2017/18 and 2018/2019. 2019/20 data are not yet available due to a system lag after data collection.
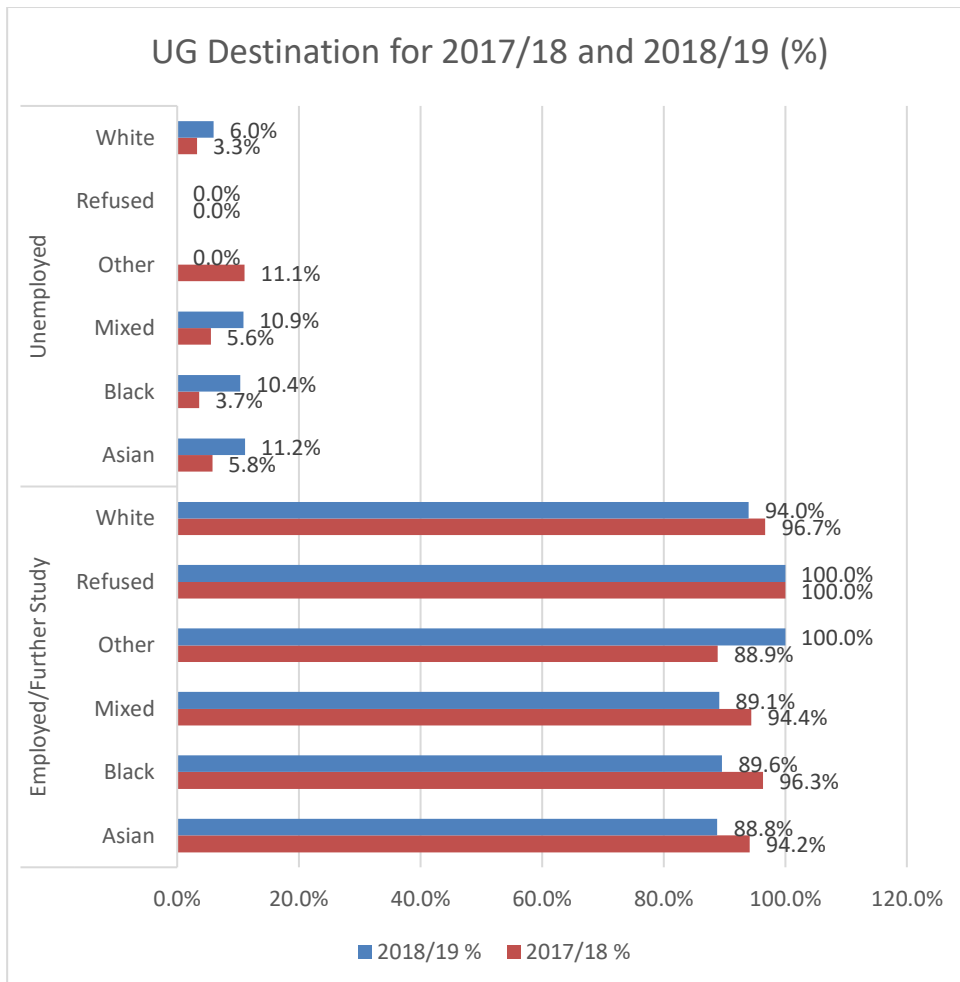
Figure 116: Bar chart showing UK undergraduate student employment (employed/further study 'v' unemployed) by ethnic group (disaggregated) in 2017/18 and 2018/2019.

A lower proportion of BAME graduates are employed after completing undergraduate degrees in our most recent employability data from 2018/2019 (Table 69). 2017/18 showed no such ethnic difference, while 2016/17 data indicated that professional role employment was lower among Black undergraduate and PGT leavers than other ethnic groups. OfS data show that 74% of White graduates go into highly skilled employment, compared with 69% of Black and 72% of Asian students, trends supported by Social Market Foundation's report on graduate outcomes.

"As highlighted in these employability data, there is a concerning gap between White and BAME students in terms of general employment and skilled/professional employment, especially for our Black graduates. While in line with sector-wide data, we are working hard to address these inequalities. We are confident that our comprehensive approach to addressing the awarding gaps will improve academic and, consequently, employment outcomes. We will continue to provide and enhance our targeted careers interventions for BAME students (based not on deficit models but developed to overcome structural obstacles). We are proud of our reputation for student employability but must ensure that this 'Surrey advantage' is an advantage from which all our students can benefit."

Lucy Evans, Chief Student Officer, EB member

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We will continue to offer targeted careers support for BAME students (Section 7e) and continue monitoring our graduate data closely over the next few years to identify any trends developing. We are enhancing our career support for our Black British PGR students through our *Shine Scholars* programme (AP11).

Our Doctoral College Careers consultants continuously review their provision for PGR students and ECRs to ensure that the advice and resources offered caters to all groups. They offer guidance that acknowledges the role of culture, race and ethnicity, and privilege and gives PGR students or ECRs space to discuss concerns about these topics in relation to their careers. While no specific careers initiatives focus on BAME students/ECRs, their bespoke career support caters to individual needs, without ignoring structural barriers. The team work alongside International Student Support and International Employability teams to provide visa and country-specific advice for international students.

Data from the REC ECR focus group indicated that the ECRs from BAME backgrounds felt that not being from the UK and thus familiar with the 'systems' and funders meant that they were not have knowledge of the 'system' to successfully navigate academia into permanent roles or fellowship funding.

"I think they have very good careers advice here at Surrey, and generally there are good workshops on offer but I wonder if there needs to be more tailored support…Not just you can do more, you need to do more, but what can the University do for us to support our career?"

UK Asian male ECR

This call for additional support is being addressed through new work from the Doctoral College Career consultants (AP29).

We are establishing Black and BAME alumni email lists to enable targeted contact of alumni to build our understanding of our employment and ethnicity data (this will also complement our awarding gap analyses providing Black and BAME alumni perspectives on their awards/courses/experiences) (AP57).

Action Point No.	Action
11	*Shine Scholars* programme implemented to improve pipeline, experience and career trajectories of Black British postgraduate students. • *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 Shine Scholars, 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.

	• *Career Boost* initiatives - Shine Scholar 'employability boost' funding, networking events.
29	Provide support for BAME research staff to get permanent research roles: • 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.
57	Investigate BAME awarding gap data: • Ongoing longitudinal quantitative analyses with data at individual-, modular-, departmental- and institutional-level, taking an intersectional approach. • University-wide information gathering activities to understand recent changes in curriculum delivery (during Covid) that could explain changes in departmental awarding gaps. • Module-level awarding gap data to be incorporated on dashboards for academic community. • 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.

8 Teaching and learning

This section is an opportunity for your institution to consider the impact of academic practices. Your analysis and commentary should be race-specific. Throughout section please refer to relevant internal/external data/research.

Section 8 Summary
• Still early on journey in providing inclusive education across Surrey.
• Some exciting examples of good practice across faculties, but yet to embed an institutional approach.
• Challenge to engage all academic staff in prioritisation of inclusive education.
• Introducing new permanent full-time Academic Developer dedicated to inclusive education through co-ordinated strategy.

Reflection – Pro-Vice Chancellor, Education
"Within our institutional *Race Equality action plan* are priority actions about improving our provision of inclusive education. This is a considerable undertaking requiring significant upskilling of our academic workforce to understand how to achieve more diverse, representative curricula content and delivery (Section 8c, information about support available for academics). We still have systemic challenges, a lack of understanding of race equality, and a lack of acceptance among some of our academic community that our BAME students are not progressing or being awarded fairly, despite our analyses showing that awarding gaps remain after controlling for prior attainment and economic disadvantage. There is an unexplained gap in awarding, and we must all accept that as a structural problem and address it through pedagogic, social and emotional approaches. While there are pockets of great practice, it's been a real challenge to instate a co-ordinated approach across all faculties with the level of academic engagement and investment needed, particularly during the pandemic when there's been such disruption and change needed to accommodate the online and hybrid education principles. We are approaching this with renewed focus in 2022, with a team dedicated to inclusive education, led by myself and other educational specialists. We are currently recruiting a permanent full-time Academic Developer within SIoE dedicated to inclusive education to help drive this forward. This role will be responsible for reviewing our approach and providing tailored expert consultancy to teams across Surrey to improve our inclusive education offering, including social and emotional support. The post-holder will work closely with myself, Head of Educational Design & Research, Academic Developer for Curriculum Design Review and Academic Lead EDI for maximum success in embedding inclusive curriculum within all our future pedagogical development."

Inclusive education has been a focus of our pedagogical development and it is emphasised as strategic priority within our *Strategy Refresh*. We have many action points dedicated to the improved provision of our inclusive education, which are crucial to the reduction in awarding gaps and providing equitable opportunities for all our students. Since 2019, PVC Education has run two series of roadshows across the University to engage with our academic community on, 1) our awarding gaps and APP with Head of Student Experience, and 2) our institutional *Race Equality action plan* with Academic Lead EDI, presenting relevant actions to stakeholders to

close awarding gaps and address race equality more broadly (AP64). These events were well attended and aimed to improve institutional understanding/investment in this priority work.

"The Students' Union is pleased to be working in close partnership with the University on our 'Decolonising Surrey' working group (Section 8a), bringing together staff and students from across the University who are passionate about embedding inclusivity across teaching and the student experience. The working group showcases and coheres best practice from staff, highlights student voices, and acts as a forum identifying areas for improvement and future work. This group and the wider work underway by the Union and University also provide opportunities for the Union to hold the University to account on their progress towards their goals, such as having an inclusive curriculum for all students. The Union supports the University's commitment to bring these activities together in a cohesive approach which we hope will have a strong impact, and will help work towards race equality through a true institutional effort."

Vice-President Voice, Students' Union

Action Point No.	Action
64	Awareness-raising initiatives for staff regarding BAME awarding gap by: • Roadshows to present Access & Participation Plan (APP) and BAME Awarding Gap action plan to faculty colleagues. • Creation of a dashboard to improve monitoring of BAME awarding gaps by module/department/ faculty (including disaggregation of BAME groups).

8a Course content/syllabus

Please outline how you consider race equality within course content. This should include reference to new and existing courses.

REC survey found that White students were less likely to think that their course reflects a wide range of people (72% 'v' 85% of BAME students). Furthermore, only 68% of White and 60% of BAME students felt that 'when relevant, issues of ethnicity and race are included in academic discussions' on their courses. This indicates considerable scope for improvement, and we are confident that the recent changes, some examples provided below (to be disseminated through our new online webpages, Figure 117), along with the planned future diversification of curricula (AP56) will mean our students' confidence in our educational provision will improve.

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Faculty of Engineering and Physical Sciences

Physics
- Developed own EDI Action Plan, captures many areas of good practice relating to improving students' and staff sense of belonging and diversity, and financial support for under-represented groups.
- Introduced mandatory starter session on EDI for all first and second year students, attendance at which is required for course completion.
- Race, culture and tolerance are discussed in these sessions, open up sensitive conversations, empower students to raise issues related to these subjects, support students in knowing that issues are important and relevant to courses and teaching staff.

Electrical and Electronic Engineering
- EDI is embedded in Year 1 as part of the Engineering and Professional Studies component on Diversity from the Engineering Council and Unconscious bias from the Royal Society.
- Students required to take a summative exercise on EDI in Engineering based on the Institution of Engineering and Technology's EDI strategy 2018-23.

Central Services

Library and Learning Services (LLS)
- Supports inclusive reading lists and collections.
- Created resources/worked with academics to provide advice and guidance on decolonising reading lists.
- Created reading list audit templates and methodology for academics to use to decolonise module reading lists.
- In partnership with Edu-Intern, created two resources to promote and support decolonising the curriculum.
- An inclusive Publishers Index and student voice video on importance of decolonising reading lists was created and has been shared across Surrey.
- A pilot was run within Dept. of Politics and a report written and shared on findings. Run specific workshops designed and delivered on pedagogic gains of decolonising reading lists.

Doctoral College
- Decolonising researcher development training to ensure PGR/ECR training provision is as inclusive/diverse as possible (AP12).
- Creating a 'playbook' for HEIs as part of *Shine Scholars* programme (AP11).

Pan-University
- *'Decolonising Surrey'* project (AP56), with SU, SIoE, EDI, and faculty colleagues, sharing good practice about decolonising our approach to teaching and learning.

Faculty of Health and Medical Sciences

Health Sciences
- Introduced 'Introduction to EDI' session in first week of their course for all Year 1 students, starts conversations with the students about race/other areas of EDI in relation to course, University experience and to future healthcare careers.
- Trialling multicomponent educational intervention aimed at increasing awareness of structural health inequalities in healthcare and improving career progression for nurses from BAME backgrounds.
- Embed our research expertise on ethnic inequalities in health within our nursing curriculum.

Psychology
- Improving diversity reflected in course content (student collaboration)
- PGT/PGR courses reviewed reading lists to include the diversity of materials and be more inclusive of wider reading.
- Embed importance of considering under-represented groups in their research.
- Revising instructions/marking criteria for case report assignments to ensure understanding of race and culture are assessed, formulated and included in treatment plans.
- Three sessions following Black Lives Matter movement to discuss issues of race and racism.
- Within Psychology & Education module, a session has been introduced to focus on awarding gaps, students encouraged to consider how social identity theory explains prejudice.
- Three weeks on 'Diversity' and will be look at ethnocentrism within psychology.
- Within Clinical Psychology doctorate, developed and delivered a decolonised introduction to new trainees, focussing on recognising elements of diversity in own identity and in others. This has been well received by the trainees: *"Fantastic introduction to the course focussing on social differences setting the tone for all the learning to come. Left feeling absolutely inspired – representation really matters."*

Faculty of Arts and Social Sciences

School of Literature and Languages (SLL)
- Created 'Further Decolonising the Curriculum' group (including students).
- Within Creative Writing, improving diversity of creative and critical voices in curriculum.
- Promoting writing & publishing opportunities aimed at BAME students.
- Poet in residence (Dec 2020) ran workshop specifically focused on 'antifascist poetry' and countering alt-right discourse.

Sociology
- Several modules on race and racism.
- Migration and the Politics of Identity module explores the important relationship between the pitfalls of colonialism, migration and development.
  Critical Sociological Thinking module explores workings of power, inequalities and social change, Critical Race Theory and particular focus on the importance of socio-cultural, historical and media representations of 'race'.

Law
- Prioritising inclusion of speakers from BAME backgrounds in employability events and research-oriented events.
- Issues of equality and unconscious bias, barriers to access, effects of colonialism and military aggression are embedded.

Guildford School of Acting (GSA)
- Development of GSA Anti-Racism action plan 2020 (Figure 118).
- Appointment of a Director of EDI, responsible for guiding staff in development of anti-racist pedagogy and culture, curating events to celebrate and raise awareness of EDI-related issues.
- Co-ordinated approach to provide a voice beyond the Western-centric cannon in all curricula, with review to ensure a broad range of artists are reflected. e.g. Acting have restructured voice classes reflecting a range of student experience and variety of accents; BA Acting introduced 'empathic listening' promoting cultural intelligence; BA Dance content was expanded to address anti-racist contemporary dance practices; BA Theatre addressing cultural appropriation of actor-movement practices.
- Productions included an annual Black History Month Concert that celebrates Black musicians, piece for Holocaust Memorial Day (Figure 119).
- Learning and Teaching international conservatoire training conference titled *Be The Change* took place in April 2021 and included sessions on *Cultural Intelligence* & *Reimaging the Canon*.
- Employed a diverse range of professional creatives.
- Establishing student induction sessions addressing anti-racism/ unconscious bias/micro-aggressions.

Figure 117: Examples of work undertaken or planned to improve inclusive course content.
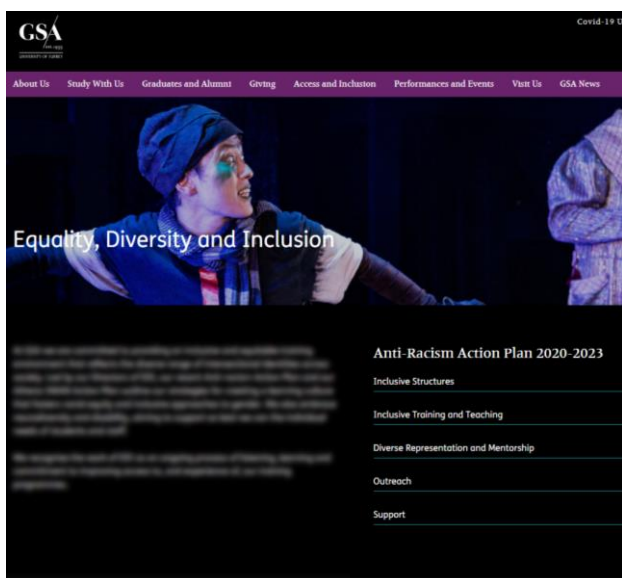
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Figure 118: GSA's Anti-Racism action plan

Figure 119: Production of The Wild Party

Action Point No.	Action
11	*Shine Scholars* programme implemented to improve pipeline, experience and career trajectories of Black British postgraduate students. • 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 *Shine Scholars*, 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. • Career Boost initiatives - *Shine Scholar* 'employability boost' funding, networking events.
12	Improve inclusive researcher development training: • Decolonising researcher development support within the Doctoral College. • Introduction of new inclusive supervisor training (training to support culturally sensitive PhD supervision).
56	Improve inclusive teaching provision for taught students: • Decolonising curriculum (training and implementation through Curriculum Design Review (CDR)) – co-design with students. • Introduction of an Academic Developer, Inclusive Education. • 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.
	• Formative assessment/activities in preparation for summative assessment (all modules).
	• Tailored student support based on learning analytics.

8b Teaching and assessment methods

Please outline how you consider race equality within different teaching and assessment methods. This should include reference to new and existing courses.

As discussed above (Section 8b), the University has introduced an array of actions to improve inclusive practice (based on Surrey's research from SIoE on inclusive assessment (Balloo et al., 2018). These were introduced as part of our 2020/21 Student Experience focus (*the 85 Plan*), that put inclusive assessment at the heart of our educational delivery. As a result of Covid-19, it was necessary to adapt our assessment practices further, and this meant introduction of a broader range of assessments and a reduction in timed exams. Our PVC Education is advocating for continued use of this diversification of assessment beyond Covid-19 requirements (pedagogical research from Kingston University demonstrates need for diverse range of assessment types to ensure assessment mediums reflect student strengths/educational backgrounds). Below are some examples of our University and faculty initiatives:

Central Services	Faculty of Health and Medical

• Within our institutional *Race Equality action plan*, we have been promoting the introduction of assessment workshop session on assessment brief in all modules (AP56).
 • In research conducted by our SIoE Director, Naomi Winstone (Balloo et al., 2018), known to improve inclusive practice and close awarding gaps:
   o Assessment briefs to provide clear communication about assessment requirements, providing opportunities for all students to understand and discuss assessment criteria.
   o Checklist for students to self-evaluate their work prior to submission has also been introduced (AP56).
   o Institutional review to examine level of adoption of these initiatives and support needed from those academics yet to introduce these initiatives (AP58).
   o This review will be conducted by new Inclusive Education Academic Developer (AP56).
   o Formative assessment activities are also being introduced by academic staff for students in preparation for summative assessment in all modules (AP56).
   o Anonymous marking for all summative assessment to be established via learning management system (AP56).
	• One example of a project improving inclusive delivery is an internally funded cross- FHMS project on decolonising module guides.
	 • This is a student partnership project aims to review best practice for the use of module guides, as being driven in the US through syllabi review, with integral feedback from students on their preferences.
	 • The findings of this project will be shared across Directors of Learning and Teaching to inform the review/revision of module guides across the University.

	Faculty of Arts and Social Sciences
	• Creation of standardised trigger warnings in module guides for subjects considered potentially sensitive for students. Being trialled in FASS subjects with support from CWB and Psychology experts, before wider implementation across the University.

Figure 120: Examples of work undertaken or planned to improve inclusive assessment and teaching methods.

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Action Point No.	Action
56	Improve inclusive teaching provision for taught students: • Decolonising curriculum (training and implementation through Curriculum Design Review (CDR)) – co-design with students. • Introduction of an Academic Developer, Inclusive Education. • 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. • Formative assessment/activities in preparation for summative assessment (all modules). • Tailored student support based on learning analytics.
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.

8c Academic confidence

Please outline how academics are supported and developed to ensure they have the knowledge, skills and confidence to consider race equality in their teaching and course development.

REC survey findings showed that Surrey staff need to improve in their ability to handle issues related to race on our courses (only 58% of BAME students felt their 'course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race'). We hope that this perception will improve with the changes recently introduced and future planned support for staff (Figure 121). We have been working to build the confidence of our academic staff in their provision of inclusive education, however engaging academics with this support has been challenging. It is unclear whether this is due to concurrence with Covid or resistance against this movement, however it reiterates the need for colleagues to complete Race Equity training to understand the need to prioritise inclusive education (AP17). As mentioned in Section 8a, the new Academic Developer for Inclusive Education will play a key role in working with our academic community to develop confidence in developing their inclusive education provision (AP56).

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Central Services and Centrally-provided Support	Faculty of Arts and Social Sciences
• Faculty learning away days dedicated to inclusive education run in September 2021. • Over Summer 2020, faculty-wide workshops were run with information/discussions on decolonising curricula with discipline specific information shared and further discussions encouraged (AP60). • Currently developing new Personal Tutor training for all personal tutors with race equity embedded. • Introducing bitesize workshops to support staff to manage difficult/sensitive conversations with students about race/culture/racism (AP68). • New *'Moving Towards Decolonising the Curriculum: demystifying the next steps'* workshop has been designed and delivered as part of SIoE CPD framework, offered to all academic staff. • Reading lists on *Decolonising the Curriculum* are available to support and share the conversations. • New Academic Developer,Inclusive Education (AP56) reviewing inclusive education pedagogy approach; providing academics consultancy/developmental support; designing/delivering workshops; student-staff partnerships to embed student voice. • Introduction of race equity training and new bitesize courses provide baseline understanding of race equity and racial justice for all staff and PGR students (AP67, AP68), fundamental to inclusive education initiative development. • EDI training and contributions are being embedded in academic appraisals (AP27). • As part of '*Decolonising Surrey'*, SIoE team developing inclusive education resources for publication on external open access webpages for academics (AP59). • New learning analytics system accessible to all academics to enable tailored support to be offered to students, enabling University to monitor student engagement, according to multiple individual and group characteristics, with multiple educational and pastoral provisions (AP56). • Student Success team to create interventions and support based on learning analytic data (such systems shown to reduce awarding gaps, improve retention/progression for disadvantaged students (Hlosta et al., 2021)).	• In February 2021, GSA ran bespoke anti-racism training workshop for all staff delivered by a performance industry professional, including a SWOT analysis on allyship and understanding issues of micro-aggression in performance training environments.

Figure 121: Examples of work undertaken or planned to build academic confidence and knowledge towards inclusive practice.

Action Point No.	Action
17	Ensure widespread completion of 'Introduction to Race Equity' eLearning module by all staff and PGR students.
27	Embedding of EDI within annual appraisal system: • 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.
56	Improve inclusive teaching provision for taught students: • Decolonising curriculum (training and implementation through Curriculum Design Review (CDR)) – co-design with students. • Introduction of an Academic Developer, Inclusive Education. • 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. • Formative assessment/activities in preparation for summative assessment (all modules). • Tailored student support based on learning analytics.
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.
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.

9 Any other information

This section is an opportunity to provide details of any other actions or learning which are relevant to race equality, but which have not been included in previous sections.

Covid Response

As a result of the disproportionate impact of Covid on UK's BAME communities, we were particularly concerned about providing adequate support for BAME students and staff during the pandemic. The Student Experience team sent out additional advice for tutors for ways to support BAME students, based on advice and evidence from Dr Gurnam Singh. This was shared with all tutors to encourage additional flexibility for BAME students during this period. This flexibility was also offered to BAME staff members, with line managers asked to contact BAME colleagues to check on wellbeing during the pandemic (and following George Floyd's murder). The extra risk experienced by BAME groups was considered in all our Covid-emergency planning by our response team, and all new Covid policies were subject to an Equality Impact Assessment, with a particular focus on the impact on BAME colleagues and students.

"When the pandemic hit, our priority was to see how we could offer the best support to our students. Through weekly consultation with the Students' Union, and under management of an incident response team, we introduced a multitude of support activities for students, from testing, a 'self-isolation buddy' scheme (particularly valuable to international/ estranged students), targeted wellbeing sessions (online and in-person), safe spaces for exercise and, where allowed, social events, to dedicated Health and Safety inductions (educating students about level of care needed, providing reassurance/ confidence to high-risk students, many of whom were from BAME groups). We wanted to ensure continued flexibility/accessibility of support services generally, and provided proactive support for our underrepresented students, including BAME students. Through our new Student Success team working with academic departments and students with especially complex needs who required 1-2-1 support and triaging between services. We extended our money support to students in financial hardship because of the pandemic with a dedicated Covid-19 Hardship Fund. A new Access to Learning Fund provided individual awards to underrepresented students needing resources to engage with online learning more effectively. Almost overnight, our academics provided online and then hybrid learning, continuing to adapt to make sure that student learning was not disrupted. Our Safety Net policy mitigated the impact of the pandemic on academic outcomes for our most affected students in particular."

Lucy Evans, Chief Student Officer, EB member

Among other teams, our Religious Life and Belief Centre (RLBC) provided exceptional support to students in need during this period.

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> "We created new spaces for worship for our growing communities on campus. This included innovative celebrations in large Covid-friendly marquees and outdoor events, such as Grab N'Go Iftar, Passover in the Tent, Christmas in the Square, and Diwali in the Marquee. This created a sense of community at a difficult time. In addition, we created an online platform and created 800 programmes for different faiths and cultures with almost 1 million views."

Rabbi Alex Goldberg, Dean of RLBC

Our Dean of RLBC was a member of the Senior Faith Leaders County Covid response group and assisted in setting up helplines and developing culturally appropriate messaging for ethnic minority and minority faith groups around Surrey.

Case study

One example of our focus on students affected by the pandemic has been in our support of our Indian students. There are approximately 1000 students who self-identify as either Indian or British Indian. During the pandemic and the outbreak of the Delta variant of Covid, the RLBC reached out to hundreds of students via email, web and WhatsApp. They provided pastoral care and bereavement support to students who needed it, both for students living on campus and far away from their families and those who were still in India and studying online. In one case, we were able to get a mother of a student a hospital bed and oxygen, which saved her life. In addition to this, we have strengthened our provision for the growing Hindu, Sikh, Muslim and Catholic communities. There is a new Syro-Malabar Catholic Chaplain who ministers to the second fastest growing community on campus.

> "Contrary to the majority of the sector, our 2021 NSS scores increased from the previous year and scores increased most significantly (10 percentage points) among our Black students. This felt like a particular success for me, I am proud that we had supported one of groups made most vulnerable during the pandemic really well."

Lucy Evans, Chief Student Officer, EB member

Wellbeing

As well as the culturally-sensitive mental health support from the CWB (AP2), we offer Mental Health First Aid training to student-facing staff to support identification of high-risk students and provide basic information about how to support mental health among student groups. In 2021, Mental Health First Aid England (MHFA England) embedded anti-racist principles in their materials and approach and provided mandatory updated training to their instructors. Our MHFA instructor is now including race-related statistics and anti-racist discussions in their Mental Health First Aider training for our community.

"In 2019, when I was VP Voice at Surrey Students' Union, I championed EDI issues and wrote a BAME student experience and awarding gap report. I worked with the University to embed the report's recommendations into our University Race Equality action plan. I am pleased to see that the university is working towards implementing the recommendations, with some having been completed.
As the current Union President, I am pushing race equality as a priority, and I'm pleased to see a continued focus on it by the University. Surrey has made progress in race equality over the last few years, and I hope that it continues until we see inequalities in student outcomes eradicated."

Ajay Ajimobi, President of Students' Union, first Black female SU president

"Over the last few years, Surrey has made clear movement on its race equality journey. We have made important progress in understanding the experiences of Black, Asian and minority ethnic staff and students and have implemented an institution-wide approach to addressing racial and ethnic inequalities. The senior team have considerable focus on this, we will continue until we observe dramatic changes in our data and BAME community's experiences. As well as our NSS gains for minority groups last year, I am encouraged by seeing recent improvements in our BAME staff ratings in our 2021 HR staff survey (findings just released), where BAME staff report consistent improvements on last year's scores and report many more positive scores than our White staff members, including engagement and belonging. This reassures me that our race equality work is starting to have an impact and we will continue this important collective anti-racist effort."

Osama Khan, PVC Education, EB Race Equality Champion

Action Point No.	Action
2	Additional wellbeing support for BAME students and staff in response to racism/racial trauma: • New counsellors from BAME backgrounds, including specialism in race-related trauma. • Additional training to the counselling team on race/racism/cultural competency (incl. one-day training on Cultural Competency from NAFSIYAT Intercultural Therapy Centre). • 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.

Action Plan

<u>Themes within the Action Plan</u>

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	Race equity training for senior leaders (as part of broader inclusive leadership training programme): • 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 *Shine Scholars* programme (see AP 35). • General inclusive leadership development.	To build senior investment in race equality work and ensure role modelling of good practice from leadership team. The need for a bespoke session for senior leaders was highlighted as a priority in REC survey and focus group data.	- All of EB have completed Race Equity training. - Workshop scheduled for Spring 2023. - Inclusive leadership programme taking place in Summer/ Autumn 2022.	Academic Lead for EDI, in conjunction with Head of Organisational Design/ Learning & Development Manager.	100% of EB members have completed Race Equity training (Spring 2022). 100% of EB members to attend anti-racism workshop. 100% of EB to participate in inclusive leadership programme.	Training & Career Development
2	Additional wellbeing support for BAME students and staff in response to racism/racial trauma: • New counsellors from BAME backgrounds, including specialism in race-related trauma. • Additional training to the counselling team on	Following George Floyd's murder, there was an increased need for race-related counselling from Centre for Wellbeing (CWB). Use of CWB by BAME students is representative of overall BAME student	- BAME counsellors appointed, with race-related specialism. - Additional training completed.	Chief Student Officer	Increased evidence of BAME students/staff requesting specialist race counsellors through tickbox on registration form (indicating introduction of	Governance & Data

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No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	race/racism/cultural competency (incl. one day training on Cultural Competency from NAFSIYAT Intercultural Therapy Centre). • 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.	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.	- Planned for Spring 2023. - New webpages being designed, to be completed by Spring 2022. - Tick box introduced and being used by students. - Mandarin-speaking counsellor appointed + engaged new		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). Attendance of minimum 100 students/staff at events (~40% BAME in line with student representation) (no baseline data available).	

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
			organisation to support other language needs.			
3	Regular monitoring of REC action plan by Executive Board (EB): • 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.	Monthly Executive Board meetings. Five year completion of action plan by Summer 2027.	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	The Self-Assessment Team (SAT) becomes the IT: • 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

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	to precede those of the EDI Forum. • 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. Review of REC IT membership: • Reconstitute SAT to ensure appropriate cross-representation with	not, appropriate interventions will be discussed implemented. The REC IT should reflect views from the whole University community, give development opportunities to a number of colleagues and ensure that committee work does not become a burden.	monthly as IT reverts to SAT in preparation for silver application in July 2027. First call for nominations in April 2022 then annually for take up in August to fit with workload planning.		of a Red/Amber/ Green rating system until resubmission in 2027. The University to be in a position to apply for a silver award by 2027. Vibrant REC IT that reflects the University community. 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.	

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	existing committees and networks. • Refresh annually with 1/3 members stepping down.					
5	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.	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.	By August 2022.	Head of Reward	Next workload allocation model includes time allocation for key EDI roles (according to Athena Swan model). Qualitative data from EDI network leads that EDI contribution is being acknowledged by 2023.	Governance & Data
6	Run a REC staff and student survey every three years focusing on race (with opportunity to explore by gender as well). • Analyse data and free text comments by race/ ethnicity. • Triangulate data with other schemes (e.g. Athena Swan,	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	December 2020 for first REC surveys. December 2023 for second REC surveys. Review annually in the Nov REC IT meeting for reporting later in November to EDI	Academic Lead for Equality, Diversity & Inclusion (EDI).	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).	Governance & Data

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No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	Stonewall) together with race/ethnicity data to investigate intersectionality.	perception/experience as we can tailor the surveys to target areas of concern raised elsewhere. The University is active in other national schemes such as Athena Swan and Stonewall. By combining datasets, it should be possible to have a deeper understanding of intersectionality issues, so that these can be addressed.	Executive throughout the life of the action plan.		Achievement of KPIs including understanding of intersectionality issues for REC silver submission.	
7	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: • Annual HR staff survey • Culture Employment and Development in Academic Research Survey (CEDARS).	These surveys allow attitudes to be tracked and comparisons made between groups within the University and with other institutions year on year. 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	- Annually in autumn. - CROS runs every two years.	Chief People Officer (staff surveys). Head of Research Strategy/Director of Doctoral College (CEDARS survey).	HR staff survey – 90% positive response to the statement 'The University values equality and diversity' across all ethnic groups.	Governance & Data

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
		disclose their ethnicity, have lower scores.				
8	Improve student engagement with surveys and analyse data and free text comments relating to EDI issues, stratified by ethnicity, in: • National Student Survey (NSS) • Postgraduate Taught Experience Survey (PTES) • Postgraduate Research Experience Survey (PRES)	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).	- NSS run annually from January-April. - PTES run annually February – June. - PRES run annually normally between March – May.	PVC, Education. Director of Doctoral College.	NSS – Black undergraduate students' overall satisfaction scores are within 5% of the average for every question. PTES – BAME postgraduate taught (PGT) students' overall satisfaction scores are within 5% of the average for every question. PRES – BAME postgraduate research (PGR) students' overall satisfaction scores are within 5% of the average for every question.	Governance & Data

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No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
9	Run scoping focus groups for Black British PGT students to understand: • 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	*Shine Scholars* 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
	career trajectories of Black British postgraduate students. • 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 Shine Scholars, 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.	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).		Deputy Director of the Doctoral College. Academic Lead EDI.	at undergraduate level (from 1.5% in 2021 to 5% by 2025). Continued positive BAME PGR student experiences evidenced by PRES scores (sustained comparable PRES scores between White and BAME students, as seen in 2021).	

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	• Career Boost initiatives - *Shine Scholar* 'employability boost' funding (3-month funding), networking events.					
12	Improve inclusive researcher development training: • Decolonising researcher development support within the Doctoral College. • Introduction of new inclusive supervisor training (training to support culturally competent PhD supervision).	To support *Shine Scholars* programme, we must ensure our environment for BAME PGR students makes them feel valued, represented and heard. We want to ensure that we are developing future researchers able to conduct inclusive and equitable research.	Underway. To be completed by June 2023.	Director of the Doctoral College	Continued positive BAME PGR student experiences evidenced by PRES scores (sustained comparable PRES scores between White and BAME students, as seen in 2021). Increased sense of belonging among BAME PGR students in next REC survey (too few completed in 2021 to have a baseline).	Student Progression & Pipeline
13	Implement *Diversity 200* recruitment project: • Full review of recruitment practice within HR Operations team and Resourcing team.	This ensures that best practice is the default position across the University and those involved in recruitment are actively reminded about	Underway but will take time to become embedded. Initiatives being rolled out during 2022	Head of Resourcing Each Faculty HRBP will be responsible for	All hiring managers and individuals associated with the recruitment process are fully aware of EDI best	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	• 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	our institutional priority to diversify workforce and their responsibilities towards diversity in the workplace. This provides a strong message to internal colleagues and external potential applicants to us that we are committed to equality in the recruitment process. Significant consideration was given to anonymised recruitment processes; however this was side-lined in favour of a positive action approach as identified in *Diversity 200*. Should *Diversity 200* 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.	academic year but are likely to be evolving and ongoing. To become new recruitment practice. Diversity 200 update report to be provided to EB monthly and EDI Executive quarterly.	their Faculty and the Professional Services HRBP will be responsible for PSS recruitment.	practise and aware of their local EDI issues that require change. 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).	

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	reminders for all those shortlisting. • 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 *Diversity 200* progress.					

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No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	• 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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No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
15	Increase awareness of 'Report + Support' online reporting tool. • 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.	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.	- Infographic and video being developed. - Poster campaign is underway. - Extra information to be introduced in Spring 2022. - Training to be completed by Dec 2022.	Head of Office of Student Complaints, Appeals & Regulations (OSCAR), supported by HR Director and EDI team.	Staff and students using the function appropriately. 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]).	Staffing & Recruitment
16	Greater support for placement tutors, HR and investigating officers in managing reports of racism: • Introduction of new guidance for Placement Tutor in how to support students in reporting	REC focus groups unearthed reports of students' experience of racism while at University/on placements, not reported to /placement tutors at the time.	- Guidance updated.	Chief Student Officer Head of Office of Student Complaints, Appeals and	Increased confidence in the University's management of race-related incidents (increase in BAME students responding	Governance & Data

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No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	experiences of racism on placement. • 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	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. 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	- Video to be available from October 2022. - Improved training to be available by January 2023. - Training to be completed by February 2022. - Pan-University consultation underway. New policy to be available by Summer 2022.	Regulations (OSCAR) HR Director Academic Lead EDI	positively from 54% to 70% by 2024; increase in BAME staff responding positively from 83% to 92% to match White staff by 2024). Effective use of new policy to guide management of reports of bullying and harassment (incl. racism). 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.	

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No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	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

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
					have line management responsibility will be measured by the percentage of their team that completes the training.	
19	Increase BAME students' sense of belonging: • 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

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
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. • 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. *Courageous Conversations* 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

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
					and students (to be measured by REC staff and student surveys).	
24	Demonstrate commitment to supporting Gypsy, Roma, Traveller, Showmen and Boaters (GRTSB) into Higher Education: • 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.	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.	Spring 2022 Event to be held in 2023.	Head of Student Experience.	1% increase in number of students and staff that identify as GRTSB (currently 3 students and 1 staff member). Event to be attended by a minimum of 200 staff and students.	Governance & Data
25	Collaborate with Guildford Borough Council and Surrey County Council, police, local schools and businesses to discuss town and county-wide initiatives to improve inclusivity:	Black and Jewish student focus group and REC survey feedback indicates considerable experiences of racism off campus in Guildford.	Ongoing project started in late 2021.	Dean of Religious Life and Belief, with support from EDI and External Engagement team.	Qualitative feedback from staff and students in next REC focus groups to show more positive experiences in local community.	Community Liaison

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No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	• Establish *One Guildford* 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

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
		race issues in both institutions.			specific focus groups.	
27	Embed EDI within annual appraisal system: • 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 contribution 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
	• 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.	contracts than White counterparts. 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.			staff on permanent contracts, comparable proportion to White colleagues (e.g. from 73% to 82% by 2024).	

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	• 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	Investigate the reasons why the proportions of BAME staff (academic and PSS, and UK and international) working part-time are lower than White counterparts: • Include specific questions relating to part-time working in the REC staff survey in 2023. • Follow up with focus groups, if appropriate.	It is important that White and BAME staff are offered the same opportunities to engage in flexible working options such as part-time hours. We wish to determine whether the difference observed results from choice or lack of awareness/ opportunity.	December 2023 for REC staff survey.	Academic Lead for EDI.	Clear understanding of reasons for lower rates of part-time working in BAME staff. ~~All staff have equal opportunities for part-time working.~~ Qualitative feedback from BAME staff in focus groups to show positive experiences in opportunities for part-time working if desired. Equal proportion of White and BAME staff responding positively to having the option of part-time working in	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
					next REC survey (2023 response will act as baseline).	
32	Improve communication of message that the right to request flexible working hours should be open to all staff: • 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.	All staff aware that Surrey offers equal opportunities for flexible working options. 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).	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.	To ensure best practice related to working from home and flexible working and to ensure ongoing fair access to flexible opportunities. In 2022 Athena Swan survey, White and BAME staff were equally positive about the University	Introduced in Sept 2021. Ongoing monitoring to ensure ethnic differences do not emerge.	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	Use the feedback from colleagues leaving the University as part of our continual improvement programme: • 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.	Faculty HR Business Partners (HRBP) will be responsible for their Faculty and the Professional Services HRBP will be responsible for Professional Services departures. Chief People Officer responsible for new HR system.	Increased uptake of online leavers' questionnaire (from 19% in Jan 2022 in 40% in Jan 2023). All leavers receive a personalised invitation to complete the online questionnaire (immediate). Increased number of leavers being interviewed (25% by Jan 2022, 50% by 2025). No difference in the turnover figures on the basis of ethnicity (by 2027).	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	local and/or institutional actions. • 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	Increase the proportion of BAME staff in the Professional Services job family. Increase the proportion of BAME staff in senior roles (levels 6 and 7) within PSS. • Introduction of *Diversity 200* initiatives (see AP23). • Guidance to Resourcing team to advertise their posts as widely as possible, beyond local area and to use diversity job boards.	PSS has the lowest percentage of BAME staff and particularly low proportion of BAME staff in levels 6 and 7. 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.	These two objectives will require work on recruitment and promotion. Initiatives are underway but impact is likely to take time to observe. Revised operating model targeted to be in place by Autumn 2022.	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

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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	PSS career pathway review to be undertaken by Head of Organisational Development: • 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.	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.	This work is planned for 2022/2023. Information to be reviewed annually by EDI team.	Head of Organisational Development.	An understanding of the issues affecting BAME PSS staff and appropriate measures put in place to address them. 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.	Training & Career Development

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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	Increase the representation of BAME staff on senior committees: • 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,	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.	- New ToR for Senate introduced to stipulate BAME representation on Senate, published online. - Review will happen at different times for different committees, in line with the terms of office of current post-holders. - During SMT changes, Executive Deans will remind Heads of	EB Race Equality Champion.	All student-related committees to reflect student population (e.g. min.35% BAME) by 2025. All other committees to have minimum 20% BAME membership by 2025.	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	Support Black women's career development: • 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.	Athena Swan and REC reviews have indicated limitation of both charters to bring out progress for Black women in particular. 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.	- Shadowing will take place in Spring 2022. - Several Black women were supported to attend in October 2021. - Spotlights took place in Autumn '21, being repeated in '22. - *100 Women@Surrey* being launched March 2022, 4 women out of 10 from BAME backgrounds.	EB Race Equality Champion, with support from EDI team.	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 *100 Women@Surrey* campaign from BAME backgrounds.	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
39	~~Continue to monitor and~~ Close pay gaps at all grades for both academic and PSS staff through EDI dashboard. • 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.	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.	Pay gap stats to be included in new EDI dashboard planned for Summer 2022. - Pay equity review in 2022 for academic staff and 2023 for PSS staff. - Ethnicity pay gap data online by May 2022.	Head of Reward, with support from Academic Lead for EDI.	No gap at any specific level by ethnicity by 2025.	Staffing & Recruitment
40	Improve the engagement of BAME academic staff with leadership and management courses: • Target interventions at underrepresented groups, with reserved places for BAME staff.	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.	Data collection and analysis by September 2022. Interventions to begin January 2023.	Academic Lead for EDI, with input from Faculty HRBPs (appraisal data).	Equal proportions of staff taking up development opportunities across ethnic groups by 2025.	Training & Career Development
41	Improve engagement of BAME PSS staff with training and developmental opportunities: • Targeted communication to line managers about need to highlight training opportunities to underrepresented groups	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	Information to be reviewed annually by Learning & Development team.	Chief People Officer.	Equal proportions of BAME and White PSS staff accessing appropriate training and developmental opportunities by 2025.	Training & Career Development

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	(included in line manager training). • 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: • 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 contribution 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	Introduce new development opportunities for BAME staff: • 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.	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. 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). 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.	SEED meeting in Spring/Summer 2022. Annual delivery of the development workshops for SEED network, starting Spring 2022. Annual delivery of 'Surrey Leaders' programme, starting Winter 2022.	Learning & Development Manager.	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). Increase in BAME staff promotion rates (from 70% to 73%, same as White staff). 20% of participants on each cohort of 'Surrey Leaders' programme are from BAME background.	Training & Career Development

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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 (SIoE) 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

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No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	across Learning and Development.		New process to be established by end of 2022.			
48	Placement companies to demonstrate/ commit to equality standard: • 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.	All University's placement providers sign University EDI placement provider pledges in agreement. 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.	Governance & Data

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
49	Improved processes for reporting racism in placements: • 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.	REC focus group findings highlighted students' experiences of racism during placement. Additional process needed to facilitate reporting.	- We updated incident reporting protocols and shared with Directors of Employability in early 2022 (no change data yet available). - Form to be introduced by end of 2022.	Chief Student Officer.	Examples of new protocol for reporting being used. Improved student satisfaction with handling of reports (no current data, baseline data from '22/23, improved satisfaction by 2024).	Governance & Data
50	Increase understanding of academic staff appraisal ratings: • 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.	Given external and internal (trends, not statistically significant) evidence that demonstrates racial bias within MEQ ratings, MEQs must be used with caution.	Analyse appraisal and promotion data annually, starting in January 2022.	Executive Deans with input from HRBPs.	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.	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	• 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	Increase knowledge of and confidence in fairness of the academic promotion process: • 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.	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.	First full set of data will be available in August 2022. Other processes will take place in 2022/23 and will continue annually in line with the academic promotion cycle.	Faculty HRBPs. Faculty Executive Deans to give feedback to unsuccessful applicants for non-professorial posts. Provost to deliver feedback to unsuccessful applicants for professorial posts (where possible and appropriate).	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. Equal rates of promotion across ethnic groups (in 2020/21, BAME and White promotion rates were 64% and 76% respectively)	Staffing & Recruitment

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	• 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	Monitor demographics of University staff participating in internal events/ promotional activities. • 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.	Head of Internal Communications (University audit). Chairs of Faculty EDI Committees (faculty audit).	No racial bias in the selection of individuals to represent the University. Where racial bias is identified, this gap will be closed in following year.	Staffing & Recruitment
53	Increase ringfenced funding opportunities for BAME students: • Cowrie Scholarship Foundation (Black British undergraduate students	Increase representation of and financial support for BAME students, especially in areas where there is under-representation.	Annual review of all targeted provision planned in Autumn. - First cohort of Cowrie Scholars September 2022.	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
	from disadvantaged backgrounds). • 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 & oversees 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).		- First cohort of Santander recipients September 2021. - First cohort of *Shine Scholar* recipients January 2022. - Asylum Seeker bursary underway. - PTY Bursary underway. - GE award underway. - First AIR Diversity student September 2021. - First Paramedic student September 2021.		funding schemes from 2 to 20 by 2027.	

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	• 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.	Recruitment of Black students has plateaued and is below sector average. Marketing in areas with high proportion of Black communities could increase Surrey's visibility as a potential University destination to Black students.	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 *Zero Tolerance to Hate,* being developed in collaboration with Advance HE.	To build understanding of EDI and race equity across our student community. To reduce experiences of racism on campus.	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

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No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
56	Improve inclusive teaching provision for taught students: • 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.	To close the awarding gaps between students and improve BAME students' sense of belonging. *'Decolonising Surrey'* underway – collaborative student-staff partnership project between SU, SIoE, 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.	These actions are already underway. - *'Decolonising Surrey'* underway. Deadline of Aug 2023 for widespread curriculum review/redesign. - Academic Developer started in July 2022. - Audit to be introduced in 2022/23. - Library database completed. - Implemented by August 2022. - Deadline of August 2022 for assessment workshop, student self-evaluation and formative assessment.	PVC, Education. Associate Deans for Education.	~~All module leads to demonstrate to DLTs that race/ethnicity is explicitly considered in course design.~~ 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).	Student Progression & Pipeline

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	• 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.		~~Improved sense of belonging among BAME students (improved NSS overall satisfaction for BAME students to within 5% of White students).~~ Question to be added to 2023 REC student survey about perceptions of inclusive education (2023 scores to act as baseline measure).	
57	Investigate BAME awarding gap data: • 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	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. An interdisciplinary working group (involving academic colleagues, EDI,	Working group has met bi-monthly since early 2020, analyses are underway. Awarding gaps identified annually; analyses ongoing to identify more complete explanations and develop relevant interventions.	PVC, Education.	Reduction in the Black-White awarding gap to 6% by 2025 (currently Black-White gap is 17%). NSS – overall satisfaction scores from Black students within 5% of the average for every	Student Progression & Pipeline

No	Action	Rationale	Timeframe	Lead	Success Criteria	Theme
	dashboards for academic community. • 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.	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 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. 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	Faculty EDI Committees to review data annually and share with relevant departments to raise awareness and develop interventions.		question (in 2022, 80% and 87% satisfaction among Black and White students, respectively). (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).	

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.	~~All module leads to demonstrate to DLTs that race/ethnicity is explicitly considered in course design~~. 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).	Student Progression & Pipeline

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

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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. • 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 Progress-ion & 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: • 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).	Recruit-ment (Student)	Student Progress-ion & 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: • 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	Recruitment and support of BAME PGR students: • 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).	By August 2022 (underway). *Shine Scholarships* have been introduced for Black British students (supporting most under-represented group), including 3.5 year funding and improved support.	Director of Doctoral College, with support from Marketing team.	Increased proportion of Black British PGR students (1.5% in 2022, to 5% in 2025). 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).	Recruit-ment (Students)	Student Progress-ion & Pipeline

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