

## UNIVERSITY OF DUNDEE REC ACTION PLAN

In 2020 the University of Dundee initiated its largest ever consultation about how racism and discriminatory behaviour impacts on its staff and student body both on and off campus. This consultation, alongside self-analysis of institutional staff/student data, has highlighted several issues that the University is firmly committed to addressing by putting in place actions during the tenure of a REC Bronze award. The outcomes-based actions listed below will help strengthen the University's culture around equality and inclusion for every student and staff member and underscore that, as an institution, diversity is valued and there is zero-tolerance for racist discriminatory behaviour.

<b>2. Self-Assessment</b>					
<b>Action Ref:</b>	<b>Issue needing action</b>	<b>Action(s) to address the issue</b>	<b>What success will look like</b>	<b>Timescale for Actions</b>	<b>Person/group Responsible</b>
2.1	Regular communication from the Principal & Vice Chancellor.	Biannual newsletters from the Principal & Vice Chancellor updating the staff/student community on UoD REC work.	Publication of staff and student newsletter from the University Principal & Vice Chancellor <i>via</i> the internal UoD communication channels that reaches the university staff/student community.	From 2022 onwards	Principal and Vice-Chancellor
2.2	Update UoD staff/student community on REC work, promote dialogue and debate on race issues	Establish a communication/dialogue link on EDI pages for Staff to engage in open discussion on race issues on and off campus.	Discussion board facility in place within the EDI-REC pages on UoD website facilitating active exchange of views between staff/students to promote a culture of	Jan 2022	Head of EDI, UoD IT Services, ER, School and Directorate EDI Leads

		Publicise link to School and Directorate EDI leads to facilitate dissemination to staff and students.	openness and having conversations on race issues. Success will be reflected by the greater empowerment of staff and students and increased year on year engagement with discussion board facility as recorded by the number of posts.		
2.3	Set up a <u>R</u> ace <u>E</u> quality <u>C</u> harter <u>I</u> mplementation <u>T</u> eam (RECIT).	<p>Establish a RECIT.</p> <p>Review/introduce a workload allocation for members of the SAT and the RECIT that is appropriate in helping to support UoD REC work and the implementation of the institution's action plan. Recognise commitment of staff to REC work by way of PDR recognition.</p>	<p>RECIT formed and quarterly meeting schedule agreed.</p> <p>SAT and RECIT members have a minimum 0.1 FTE workload allocation to allow them to perform the role agreed. Workload allocation for each member will be reviewed on an annual basis to ensure it is appropriate for the level of commitment necessary for supporting REC activities within time allocation provided.</p>	All SAT and RECIT members to be allocated workload time for their involvement in the REC by Dec 2021 and to be able to use their involvement on the REC as part of their PDR/OSaR.	REC-SAT Chair Director of HROD and School Deans

2.4	To ensure the proposed REC action plan is embedded within the institution's strategic priorities and that all actions are reviewed/monitored regularly.	<p>RECIT will oversee the implementation of the action plan. This team will be composed of individuals who have adequate influence and seniority within the institution to take ownership and responsibility for completing the actions in areas that are closely aligned to their institutional remit.</p> <p>The RECIT will report three times a year to the REC-SAT for the purpose of reviewing and monitoring progress. REC-SAT will report to the UoD's EDI committee and consequently into the University's governance structure (UEG, Court and Senate) that sets the institution's strategic priorities.</p> <p>Race Equality to be added as a standing item at meetings of UoD Court.</p>	<p>Implementation of the REC action plan stays on track. RECIT will provide the SAT with reports of measurable action outputs and outline future milestones to be reported at subsequent meetings with the SAT.</p> <p>Court will discuss and minute progress on the REC and ensure UEG is accountable for progressing REC actions.</p>	2021-2024	<p>For staff related issues: Director of HROD</p> <p>For Local &amp; Community EDI issues: Head of EDI</p> <p>For Student and Curricular issues: Vice Principal of Education</p> <p>For University &amp; Local Engagement Issues: Director of External Relations</p> <p>For Court issues, Chair of Court and Director of Academic Corporate Governance</p>
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2.5	Establish a new REC Self-Assessment Team mid-cycle of REC Award to prepare for REC renewal	Retain some members of the current SAT for continuity/experience and recruit new members to introduce further diversity of opinion that will help identify new institutional strategies that promote further impact and positive change in institutional practice and approach to addressing race-related issues.	New members recruited to the SAT with diverse membership that is reflective of the cross section of the University community.  REC renewal prepared and application submitted.	2023-2024	Head of EDI, REC-SAT Chair, BME Staff Network Director HROD
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**3. Institution and Local Context**

Action Ref:	Issue needing action	Action(s) to address the issue	What success will look like	Timescale for Actions	Person/group Responsible
3.1	UoD to raise awareness of its zero-tolerance to racism and introduce an anti-racist training module and develop an active bystander intervention programme for staff and students.	Create or adapt an anti-racist training module for all staff and students.  Make anti-racist training compulsory and publicise to staff and students.	Integrate this training module by June 2022.  Initial target completion of 80% of module by end of Year 1, with 100% target completion by academic and PS staff and students by School Roll by end of Year 2.	By June 2022  By Dec 2022 and Dec 2023	Head of EDI  Head of EDI/Director HROD/School Deans

	Record training uptake and follow up with Deans/Directors on compliance in their areas.	Provide a report on training completion to RECIT/REC-SAT and EDI Committee. Feedback to School Deans and Service Directors on completion rates and recommendation on poor compliance	By Feb 2023	Head of EDI/Director HROD
	Develop and deliver an active bystander programme highlighting the virtues of intervention in tackling racial harassment and bullying.	Report on take up of the programme and obtain survey feedback before and after from attendees to gauge whether the programme has equipped them with the knowledge, skills and confidence to make safe effective interventions to challenge inappropriate behaviours.	By June 2022	Head of EDI
	Introduce spokesperson / advocacy programme that involves senior BAME staff.	Recruit senior BAME champions to participate in an advocacy programme run by the BME staff network for the benefit of its BAME membership. The utility of this programme is to	From Jan 2022 onwards	Chair BME Staff Network

			empower and instil confidence in members of the BME staff network to speak up and challenge where zero-tolerance is not being implemented or practiced.		
3.2	Promote and raise awareness of the UoD 2020 Race Equality Survey and focus group findings with the wider University community and inform on the progress and achievements of the REC action plan.	<p>Host annual townhall group style events that are open to all staff, students and local community.</p> <p>Smaller events to be held with the BME staff network, focus groups, student representatives and societies supporting DUSA in the latter two.</p>	<p>UoD staff and students are more aware of racism at the University and in the local community and progress and achievements being made on the REC action plan.</p> <p>Responses in future surveys show a significant decrease in comments expressing shock or ignorance at the statistics and comments from staff/students. In future surveys (see action 3.3) the gap between white staff/students and BAME staff/students in witnessing racial abuse</p>	<p>2021-2022</p> <p>2023 and beyond</p>	Principal / REC REC-SAT Chair/ Director of HROD / Head of EDI / DUSA

			and harassment should reduce.		
3.3	UoD needs to monitor via survey, perceptions, and feelings of BAME and White staff and students in our community to detect any changes through development and implementation of our REC action plan.	Biennial surveys to be developed and adapted based on feedback from staff, students and BME staff network.  Inform Deans/Directors/DUSA to encourage staff and students to complete survey.	The proportion of responses from different Schools, Directorates and the student community increases with each survey compared to the 2020 Surveys (29% for all staff and 3.1% for all students).  The proportion of different ethnic groups engaging is maintained or increases with each survey.	2023 and 2025	Director of HROD / Head of EDI
3.4	UoD will engage pro-actively with Dundee City Council and other agencies and community groups to tackle racism, and the city's relationship with slavery.	Identify staff and students within the University (e.g., within the staff networks, student cultural societies) who have community links through their roles/faith who could act as ambassadors to facilitate links/dialogue with local BAME groups.	Hold at least two meet and greet sessions a year with local BAME community groups, stakeholders and hold constructive discussions that help establish ties with the University.	From June 2022	Head of EDI/BME Staff network/ DUSA Student Cultural Societies

		<p>Hold sessions to learn from the local BAME community/faith groups of race issues.</p> <p>Inform local BAME population of job/training opportunities offered by the University as a means of raising applications and meeting recruitment targets.</p> <p>Ensure UoD staff representation on City of Dundee Black History Working Group</p> <p>Collaborate with Abertay Historical Society, Dundee City Council and community groups on Woven Together research project.</p> <p>Resource post-doc researcher for UoD Founders Project to explore</p>	<p>Applications for positions/training opportunities from the local BAME community increase in proportion to the current local BAME population (i.e., 6% based on 2011 census data) by the end of the REC period.</p>		<p>Director HROD</p>
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		links to slavery and colonialism  Form and lead on a Dundee Race Equality partnership in collaboration with local authority councils, community groups, statutory bodies and other agencies and voluntary sector.	Formal letters of recognition from supporting bodies. Participation from communities, charities, third sector bodies in this group.		UEG / Head of EDI
3.5	To support REC activities, UoD will provide both funding and resources to support our staff and students. Additional external funding streams will be sourced for collaborative work involving community groups to foster good relationships and trust between our ethnic minority communities.	Funding identified from UoD budgets to support additional activities/posts to help deliver action plan.  Apply for external funding to support REC activity with local minority ethnic communities.	Dedicated funding of £50K allocated to advance race equality activities alongside existing budgets across the university.  Successful submission for external funding initiatives to help support UoD race agenda.	From Jan 2022  From Jan 2022	UEG / COO REC SAT Chair

<b>4. Staff Profile</b>					
<b>Action Ref:</b>	<b>Issue needing action</b>	<b>Action(s) to address the issue</b>	<b>What success will look like</b>	<b>Timescale for Actions</b>	<b>Person/group Responsible</b>
4.1	There is a need to increase awareness of the process for	Review and improve awareness of race	Improved sign posting and referral to university	Monitor incident report	Director of HROD / RECIT/

	<p>reporting race-related incidents as well as improving accessibility, ease of use and communication following reports.</p> <p>Increasing the number of trained investigators from the BAME staff group involved in complaint handling should increase confidence in the reporting process.</p>	<p>complaint reporting procedures and increase the number of trained investigators from the BAME staff group.</p> <p>Conduct biennial REC surveys to assess staff perception to reporting procedures</p>	<p>harassment advisors listed on University and School Web pages who can offer advice and support on complaint reporting procedures.</p> <p>Increase in trained investigators from BAME staff community from the current low number of 1 to at least 3 individuals.</p> <p>Increase in satisfaction of reporting procedures as evidenced by survey responses and increased number of incident reports.</p>	<p>numbers at 6 monthly intervals</p> <p>Sept 2022</p> <p>Surveys 2023 and 2025</p>	<p>EDI Committee/ UEG Head of EDI</p>
4.2	<p>BAME individuals were far less confident that reporting incidents of racial bullying/discrimination to their School/Service or to the University would be taken seriously or result in appropriate action.</p>	<p>Actively encourage reporting through workshops and lunch-time sessions that inform and raise awareness of how to take race complaints forward and sharing action because of complaints (see also Action 4.3).</p>	<p>Increased feedback and awareness by staff and student community on how to raise complaints as evaluated by return of in-session feedback forms and positive responses from the Biennial REC surveys (see Action 3.4)</p>	<p>From Jan 2022 onwards</p> <p>Surveys 2023 and 2025</p>	<p>Head of EDI</p>

4.3	Key area of concern emerging from the staff/student REC survey and focus group discussions was that racism is a pervasive issue on and off the University Campus	Collate and act on experiences of racism on and off the campus.	The creation of a database which specifically records racial incidents and the outcomes/actions taken, identify issues and trends and take appropriate action to address these.	Sept 2022	Head of EDI
4.4	Promote better victim support and communication on race complaint outcomes.	Improved provision of counselling and pastoral support for those who have been racially abused, bullied, discriminated, or harassed. This may involve external agencies for off-campus incidents.	Positive feedback from those who have sought support through a confidential questionnaire. Collate and report on race incident numbers and victim feedback annually to EDI Committee for review.	Sept 2022	Head of EDI, Staff and Student Counselling Service
4.5	There is a lack of representation of BAME staff in senior roles  (See also: 5.2-5.4 and 6.2-6.4 (recruitment) 5.7, 5.15, 6.7, 6.9 (training/development) 5.13 (promotion))	Increase the representation of BAME staff at senior levels of the institution including decision and policy making committees, key leadership roles as well as within the University Executive Group (UEG). Targeted recruitment and application of positive action for future vacancies, succession and development planning	BAME representation on senior decision-making committees of the University/School/Services to increase to at least 10% in line with BAME staff population of UoD (currently 9.28%).	From Jan 2022 onwards till 2025	Director of HROD, University Secretary and COO, School Deans and Directorate Heads

		targeted towards existing BAME staff.			
4.6	Many BAME staff are employed in Research roles which are externally funded on fixed-term contracts which impacts on career pathways and retention.	Determine turnover of BAME staff and the impact of being employed on fixed-term contracts and developmental opportunities to advance career progression. Support this staff group through <i>“Concordat to Support the Career Development of Researchers”</i> action plan activities.	Recorded increase in the number of BAME staff taking up opportunities (e.g., via OPD, external conferences and training workshops) for development which supports them to successfully attain permanent roles.	Initial review from October 2022 with follow up actions and timescales set thereafter.	Director of HROD/Strategic Intelligence  Director of HROD/OPD/Strategic Intelligence
4.7	High turnover rates for some Ethnicity Head Groups.	Introduce a more comprehensive exit questionnaire and interview process to understand and act on high turnover rates through exit interviews and analysis of reasons for leaving.	Improved understanding of high turnover rates for certain ethnicities and formulation of actions that reduce the overall turnover rate for BAME staff.	March 2022	Director of HROD
4.8	High numbers of Fixed-Term contracts in BAME staff groups.	Carry out a review of the reasons for PS BAME staff fixed-term contracts to ensure approach is consistent across all protected characteristic	Review undertaken and recommendations implemented to ensure that PS BAME staff on Fixed-term contracts are	Sept 2022	Director of HROD

		groups and take appropriate action.	proportionately in line with that of White staff.		
4.9	There is low representation of BAME staff on UoD governance committees (Court and Senate)	Increase the representation of BAME staff on Court, Senate through communication of this objective in recruitment/election communication, encouraging/targeting candidates from BAME communities and use of agencies which specialise in providing a diverse pool of candidates.	Increased BAME representation on Court and Senate to at least reflect the staff (10%) and student (18%) BAME make-up of the University Community.	3 years (given terms of office) By 2025	Chair of Court/ Director of Academic and Corporate Governance
4.10	Pay Gaps in favour of White staff in some grades and job categories.	Continue to measure pay gaps annually rather than biennially and use salary decisions to address gaps where possible.  Ensure that salaries on appointment are appropriate and in line with current Recruitment and Selection Policy, identify any trends associated with all equality groups and take	Reduction in pay gaps year on year at all grades where there is a difference of more than 5%.  Pay data demonstrates equity in salary decisions across all protected characteristics.	Publish pay gap information Feb 2022 and annually review thereafter.  Feb 2023 (to allow for reporting on 2022 pay decisions.	Director of HROD

		action to ensure fairness and consistency.			
4.11	Small numbers of BAME staff nominated for Merit Awards. Low staff confidence in nomination and decision-making process.	<p>Review the appropriateness and effectiveness of the manager nomination system for Merit Awards.</p> <p>Ensure decisions on Merit Awards fairly reward performance of BAME staff</p> <p>Continue to raise awareness of the protected characteristics of staff nominated for Merit Awards and those who are successful throughout the decision-making process.</p> <p>Continue Analysis of applications and success rates by protected characteristics highlighting any trends that indicate potential bias.</p> <p>Publish anonymised data on nominations and</p>	<p>Review of current Merit Awards Policy undertaken, and implementation of recommendations agreed.</p> <p>Numbers of BAME staff considered for Merit Awards is proportionately in line with White Staff.</p> <p>Improved staff feedback/perception of</p>	<p>By 2022 Merit Award cycle</p> <p>Outcome of 2022 Merit Award process.</p> <p>2023 and 2025</p>	Director of HROD

		success rates for Merit Awards to improve transparency and confidence in the process.	fairness and transparency in the nomination and merit award process in future Biennial REC Surveys		
4.12	Significant pay gap in favour of White staff in Grade 10.	<p>Use the annual Senior Staff Salary Review process to address the significant pay gap in favour of White staff.</p> <p>Monitor the numbers of nominations and success rates for Grade 10 BAME staff to ensure nominations and salaries for this group are fair and equitable and this process is used to address the pay gap for Grade 10 staff.</p> <p>Remind School Deans and Directors of the requirement to consider the pay equality analysis provided prior to finalising nominations.</p>	Year on Year reduction in ethnicity pay gap for Grade 10 staff (currently 10.82%) to a position of equity within the period of the REC award.	Feb 2022 onwards	Director of HROD

<b>5. Academic staff: recruitment, progression, and development</b>					
<b>Action Ref:</b>	<b>Issue needing action</b>	<b>Action(s) to address the issue</b>	<b>What success will look like</b>	<b>Timescale for Actions</b>	<b>Person/group Responsible</b>
5.1	High numbers of academic applicants not disclosing ethnicity or their geographical location on application indicates potential lack of trust and impacts analysis and understanding of recruitment trends for BAME candidates.	Take steps to encourage applicants to disclose ethnicity and information in relation to geographic location by explaining importance and use of data.	50% reduction in the number of applicants not declaring their ethnicity and geographical location when applying for positions at UoD (currently (2019/20) 7% of total applications have non-disclosure).	By 2023	Director of HROD
5.2	AR Candidates from all Ethnic Head Groups are less successful than White candidates at achieving interviews.	Address potential bias in recruitment activities at all stages and improve the diversity of recruitment panels.	Recorded increase in the inclusion of BAME staff on appointing committees. Data collected on panel memberships and reported every quarter to HROD and EDI Committee showing increase in diversity of panels. Ensure compliance and advise recruiting managers where panel diversity issues have been identified.	Jan 2022 onwards	Director of HROD, School Deans, School Managers and Directors
		Ensure panels have undergone appropriate EDI	All internal panel members have completed University mandatory	Jan 2022 onwards	Head of EDI



		training to avoid risk of bias.	training and external panel members have completed relevant EDI training to minimise risk of bias.  Increase in interview achievement rate for BAME candidates (currently 10.84%) to be in line with White candidates (currently 24.38%) by the end of the REC award.	By 2025	
5.3	Address potential bias in recruitment of AR-BAME applicants by highlighting application trends and issues	Analyse and distribute, at least annually, to each School/Directorate recruitment rejections by ethnicity, staff profile data by ethnicity and recruitment panel membership by ethnic group (see Action 5.2).  Identify trends and investigate potential issues taking appropriate action to resolve these (e.g., further training for recruiters).	Recorded increase in the success of AR-BAME candidates currently achieving an offer following interview (currently 26.9%) to be in line with white candidates (currently 45.5%) by the end of the REC award as a result of improved recruitment processes.	From Sept 2022 onwards  (This will be facilitated by implementation of new recruitment system scheduled for 2022 that will provide robust data for improved analysis).	Director of HROD School Deans, School Mangers, Directors

5.4	Under-representation of BAME staff in many AR grades and job categories and the need to attract more BAME candidates.	Address under-representation of BAME staff by promoting UoD as a diverse and inclusive employer through online and media material for potential candidates, review of diversity statements in adverts and advertising sources and networks and the use of positive action initiatives.	AR Job adverts to be placed and targeted to reach under-represented groups and should highlight the University's commitment to EDI through an inclusive statement.	By Sept 2022	Director of HROD,
		Increase awareness/confidence of recruiting managers of when positive action is appropriate. Ensure clear understanding of this principle supported via appropriate guidance from the EDI office.	Guidance advice and consistent application of positive action disseminated to all Schools to raise awareness of AR-recruiting panels on implementation of positive action initiatives in tie-break situations (where there are candidates of equal merit) that enables selection of AR-BAME candidates in under-represented job categories.	By Sept 2022	Head of EDI

		Use candidate and staff feedback to assess the success of recruitment/selection process.	Survey evidence demonstrates that BAME staff agree that recruitment/selection processes are applied in a fair and consistent manner. The difference in perception between BAME and White staff on this issue should be less than 5% from the current gap of 13% (highlighted in the UoD 2020 REC survey).	REC Surveys 2023 and 2025	
5.5	Academic development activities are failing to influence the career progression of BAME staff into Senior roles	Provide targeted campaigns to promote and encourage BAME staff to engage with management and leadership development opportunities (similar to Aurora courses for women, StellarHE and Diversifying Leadership Programme from Advance HE) with recommendations being put forward to OPD by Managers and the BME staff network on potential	Up to 5 BAME staff across the UoD sponsored annually to attend leadership training/courses specifically for BAME staff increasing opportunities for advancement to senior leadership roles.	Jan 2022 onwards and monitor take up annually.	Director of HROD, Head of OPD and BME staff Network

		<p>BAME candidates (see also Action 6.9).</p> <p>Run focus groups with BAME staff to gain feedback on current provision and how well this meets the needs of BAME staff.</p>	<p>Record and capture views of BAME staff on developmental provisions through BME staff network meetings and develop appropriate actions to address any barriers identified.</p>	<p>June 2022</p>	
5.6	<p>Need to assess the effectiveness of new training portal in engaging managers in training which supports fairness in recruitment, leadership and decision making</p>	<p>Measure engagement with resources for managers provided through new portal to ensure it is effectively reaching managers involved in leadership and decision-making.</p> <p>Measure engagement of BAME staff and take action to improve this if necessary to support the career development of BAME staff.</p> <p>Run focus groups with BAME staff to evaluate effectiveness of the new</p>	<p>Record data on numbers of managers and BAME staff engaging with training and support resources through new on-line portal.</p> <p>Increased engagement of BAME staff with this training portal and enhanced opportunities for career development.</p> <p>Record and capture views of BAME staff on the online delivery portal</p>	<p>Launch of portal by Dec 2021</p> <p>June 2022</p>	<p>Head of OPD BME staff Network</p>

		delivery mechanism for training and support (as Action 5.5)	through BME staff network meetings and develop appropriate actions to address any identified barriers to training and support.		
5.7	Low representation of BAME staff in leadership roles.	Encourage BAME staff who possess appropriate leadership development training (Action 5.5/5.6) to apply for leadership/senior roles.	UK-BAME academic staffing levels at UoD are currently 6.84%. We aim to achieve a recorded increase in BAME academic staff representation in AR leadership roles that exceeds the current BAME-AR staffing level to at least 10% by Year 2 with target review thereafter.	By Dec 2023	Director of HROD
5.8	The need to better support the career development of BAME staff. Currently no qualitative OSaR data is captured to facilitate this.	Develop a system for capture and analysis of OSaR outcomes to ensure all staff groups are being treated fairly and development needs for this group are being addressed.	Introduce OSaR capturing system to identify level of engagement of specific ethnic groups and their career developmental needs. Analyse outcomes, identify issues and feedback results to line managers to implement where necessary greater engagement with the	By August 2024 (To allow implementation of new Talent Management System by Dec 2023).	Director of HROD/Strategic Intelligence

			OSaR process and developmental and performance needs.		
5.9	OSaR is failing to influence career development of staff. Some staff feel current process is a “tick-box” exercise and not useful and therefore completion rates among some ethnic groups is low.	<p>Complete review of OSaR process and guidance for AR staff (currently under way) ensuring career development and link to promotion criteria are prominent.</p> <p>Ensure all managers have undergone OSaR training and are equipped with knowledge of issues related to development and progression of BAME staff and those with other protected characteristics.</p> <p>Managers to ensure completion of OSaR by all eligible staff and follow up on non-participation and communicate purpose and value of OSaR appraisal process.</p>	<p>Agree and launch of new OSaR process following consultation with managers and staff.</p> <p>Implement mandatory training for managers as part of the new OSaR process.</p> <p>Increased OSaR completion rates for all eligible staff across UoD. Target of 90% completion across all Ethnic Groups by 2023.</p> <p>Feedback from BAME staff collected following the first OSaR cycle and action</p>	<p>Oct 2022</p> <p>By Dec 2022</p>	Director of HROD

			taken to address any concerns regarding the benefit of the process.		
5.10	The academic promotion process is failing to support the career progression of BAME staff.	<p>Engage with all AR BAME staff with new promotion criteria providing information and advice on the application process, monitor take up of BAME staff for and encourage participation.</p> <p>Briefing sessions on the new criteria conducted with the various staff networks (e.g., BME Staff Network).</p> <p>Provide mentoring and ensure OSaRs focus on development for future promotion applications.</p>	Increased attendance of BAME staff at briefing sessions on promotions criteria reflects a recorded increase in BAME staff applying for promotion from the current 2019/20 level of 5.88% to a target of 10% of BAME-AR staff.	2022/23 Promotion round activities	Director of HROD
5.11	Need to ensure there is no bias built into new promotion criteria.	Review the effectiveness of new criteria and associated processes for all staff groups following first promotion round in 2021.	Improved numbers of BAME staff successfully applying/being nominated for promotion as highlighted by success criteria in Action 5.11	March 2022 Following completion of promotion round 2021	Director of HROD

		<p>Identify any issues through analysis of outcomes for BAME staff and take action if required.</p> <p>Comparison of outcomes with previous years.</p> <p>Seek feedback on the criteria and application/nomination process from staff and managers comparing that of BAME staff groups with those of other groups.</p>	<p>Positive feedback from BAME staff that is similar in comparison to that of White staff.</p>	<p>Feedback from staff by August 2022</p>	
5.12	<p>Low numbers of BAME staff being nominated for promotion and the need to avoid personal bias and improve staff confidence in the process.</p>	<p>Introduce a review process for agreeing nominations for promotion in each School to avoid personal bias by ensuring decisions are not made by one individual but a committee that has BAME representation.</p>	<p>New nomination process implemented with a recorded increase in the number of BAME staff being nominated for promotion from each School compared to previous promotion rounds.</p>	<p>Promotion round 2022</p>	<p>Director of HROD, School Deans</p>
5.13	<p>Eliminate any potential bias in promotion process.</p>	<p>Ensure BAME representation on all promotion committees.</p>	<p>BAME representation on promotion committees to be to at least 10% in line with BAME staff population of UoD</p>	<p>Promotion round 2022</p>	<p>Director of HROD, School Deans Head of EDI</p>



		Ensure all committee members have appropriate EDI training and awareness.	(currently 9.28%, see also Action 4.5).  All promotion committee members to have completed EDI training prior to the annual promotion round.		
5.14	Improve confidence in promotion process as being fair, equitable and not biased.	Publish anonymised committee composition data and promotion success rates by ethnic group to improve transparency and confidence in the process.	Compared to the 2020 Staff REC survey, feedback from BAME staff in future REC surveys will indicate improved confidence in the promotion process as being fair, equitable and not biased.	2023 and 2025 REC surveys.	Director of HROD
5.15	Poor staff appreciation and understanding of why application for academic promotion was unsuccessful.	Provide detailed feedback on why promotion was not successful and introduce appropriate mentorship at School level that offers guidance on how to address shortcomings identified within the application.	Increase in promotion success rate of those resubmitting following a previous unsuccessful application.	Staff feedback provided following each annual promotion round.	Director of HROD and School Deans
5.16	Ensure Early Career Researcher development activity is	Identify BAME Early Career Researchers and proactively promote and	Monitor and record take up of development activities by BAME Early	January 2022 and annually thereafter	School Deans and Head of OPD

	supporting BAME staff to develop their career.	<p>encourage participation in TRAM and other development activities.</p> <p>Monitor take-up to ensure BAME staff are not disadvantaged in opportunities to develop.</p> <p>Survey BAME ECR perceptions in future REC surveys on how well developmental activities are publicised/promoted to them at University/School level.</p>	<p>Career Researchers and evidence that it is proportionately at the same level as White staff.</p> <p>Positive feedback from BAME ECRs <i>via</i> the action plan activities associated with the “Concordat to Support the Career Development of Researchers”</p>	Dec 2022	
5.17	Ensure profile raising opportunities are allocated transparently and without racial bias.	<p>Record gender and ethnicity details of those benefiting from profile-raising opportunities.</p> <p>Share best practice across the University for identifying and matching profile-raising</p>	<p>BAME staff are benefiting from profile-raising activities at proportionately the same level as White staff. If not, develop actions to raise BAME staff involvement in such activities.</p> <p>Guidance and strategy for implementation developed and successfully promoted.</p>	By Dec 2022	Public Engagement Office, School Deans, Directorate Heads

		opportunities for BAME staff and develop University-wide guidance.			
<b>6. Professional and support staff: recruitment, progression, and development</b>					
<b>Action Ref:</b>	<b>Issue needing action</b>	<b>Action(s) to address the issue</b>	<b>What success will look like</b>	<b>Timescale for Actions</b>	<b>Person/group Responsible</b>
6.1	High numbers of PS applicants not disclosing ethnicity or their geographical location on application indicates potential lack of trust and impacts analysis and understanding of recruitment trends for BAME candidates.	Take steps to encourage PS applicants to disclose ethnicity and information in relation to geographic location by explaining importance and use of data.	50% reduction in the number of applicants not declaring their ethnicity and geographical location when applying for positions at UoD (currently (2019/20) 7% of total applications have non-disclosure).	By 2023	Director of HROD
6.2	PS Candidates from all Ethnic Head Groups are less successful than White candidates at achieving interviews and job offers.	Address potential bias in recruitment and selection activities (e.g., advertisement and placement of job adverts, short-listing for interviews, panel diversity and appropriate race awareness of those involved in the recruitment/selection process).	PS Job adverts to be placed and targeted to reach under-represented groups and should highlight the University's commitment to EDI through an inclusive statement.  Recorded increase in the inclusion of BAME staff on appointing committees. Ensure compliance and advise recruiting	Sept 2022 onwards	Director of HROD, School Deans, School Managers and Directors

		<p>Ensure panels have undergone appropriate race equality training to avoid risk of bias. Monitor the makeup of PS recruitment panels.</p>	<p>managers where panel diversity issues are identified.</p> <p>All internal panel members have completed University mandatory training and external panel members have completed relevant EDI training to minimise risk of bias.</p> <p>Increase in interview achievement rate for PS BAME candidates (currently (2019/20) 10.58%) to be in line with White candidates (currently 20.09%) by the end of the REC award.</p> <p>Recorded increase in the success of PS-BAME candidates currently achieving an offer following interview (currently (2019/20) this sits at 5% and excludes individuals not declaring</p>		
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			their ethnicity) to be in line with that of white candidates (currently 32.61% (2019/20 data), which also excludes individuals not declaring their ethnicity) by the end of the REC award as a result of improved recruitment processes.		
6.3	Understanding trends and issues hindering PS BAME recruitment.	<p>Analyse and distribute, at least annually, to each School/Directorate recruitment rejections by ethnicity, staff profile data by ethnicity and recruitment panel membership by ethnic group (see Action 6.2).</p> <p>Identify trends and investigate potential issues taking appropriate action to resolve these (e.g., further training for recruiters).</p>	Refined recruitment and selection procedures that result in increased application and success of BAME candidates to PS roles across the University in line with the success outcome indicated in Action 6.2	<p>From Sept 2022 onwards</p> <p>(This will be facilitated by implementation of new recruitment system scheduled for 2022 that will provide robust data for improved analysis).</p>	<p>Director of HROD</p> <p>School Deans,</p> <p>School Mangers,</p> <p>Directors</p>

6.4	Use positive action to address under-representation of UK BAME staff in PS roles	<p>Increase awareness/confidence of recruiting managers of when positive action is appropriate. Ensure clear understanding of this principle supported via appropriate guidance from the EDI office.</p> <p>Use candidate and staff feedback to assess the success of recruitment/selection process.</p>	<p>Guidance advice and consistent application of positive action disseminated to all Schools/Services to raise awareness of PS-recruiting panels on implementation of positive action initiatives in tie-break situations (where there are candidates of equal merit) that enables selection of PS-BAME candidates in under-represented job categories.</p> <p>Increase in BAME staff in PS roles to be at least in proportion with local BAME population (6%, 2011 census data) by end of REC period.</p> <p>Survey evidence demonstrates that PS-BAME staff agree that recruitment/selection processes are applied in a fair and consistent</p>	<p>By Sept 2022</p> <p>By 2025</p> <p>REC Surveys 2023 and 2025</p>	<p>Director of HROD, Head of EDI</p>
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			manner. The difference in perception between BAME and White staff on this issue should be less than 5% from the current gap of 13% (highlighted in the UoD 2020 REC survey).		
6.5	Training programme is failing to have an effect on the career progression of PS-BAME staff	Improve recording and analysis of training and development for all BAME PS staff grades when new Talent Management system is introduced in 2022.	Increase in number of PS-BAME staff at all grades engaging with training.  Increase in number of BAME staff applying and competing for higher graded roles.	Sept 2022 and thereafter monitor take up annually	Directors of HROD and Strategic Intelligence
6.6	Ensure opportunities for “training roles” such as apprenticeships and entry level positions are targeted to the local BAME community to improve the diversity of PS staff.	Target advertising of vacancies for apprenticeships and other entry level positions to ensure opportunities are promoted to the local BAME community (See also ACTIONS 6.2-6.4).	Increased applications/hire of BAME candidates for entry level PS positions from the local community supported by apprenticeship scheme.	Dec 2022 and then review annually	Directors of HROD and Strategic Intelligence
6.7	Increase the number of BAME technical staff engaged in development activities.	Implement actions which support the University’s Technician Commitment in recruitment and	Actions linked with the UoD Technician Commitment result in increased recruitment and	Dec 2022 and then review annually.	Director of HROD

		development and ensure these support the BAME staff pipeline for senior roles in this category.	development of BAME staff in technical posts across all disciplines.		
6.8	Low numbers of BAME PS staff in Leadership roles	Support PS-BAME staff to undertake training to develop leadership skills and competencies.	Expanding pipeline of PS-BAME staff equipped with skills and competencies to seek and apply for leadership roles.  We aim to target 5% of our current PS-BAME staff population (currently 81 individuals, 2019/20 data) for leadership development programmes. Process to be reviewed annually and changes made as appropriate.	Jan 2022 onwards	Director of HROD
6.9	Low numbers of BAME staff in senior PS grade roles	Develop career pathways supported by training/mentorship for PSS and promote these to improve understanding of more senior opportunities of the competencies needed to apply and attain these roles.	Increase in numbers of successful applications from BAME PS staff for senior grade roles that is in proportion to that of White staff.	By 2023 but with annual monitoring and review of numbers	Director of HROD



6.10	Significant proportion of PS staff do not agree they have been encouraged to have their role regraded.	Reintroduction of the option for staff to request HERA job evaluation as part of an annual exercise.	Re-introduction of HERA and recorded increase compared to current procedures in the number of PS staff applying for regrading of their roles.	By Sep 2023	Director of HROD
<b>7. Student Pipeline</b>					
Action Ref:	Issue needing action	Action(s) to address the issue	What success will look like	Timescale for Actions	Person/group Responsible
7.1	Variation in offer-rate breakdown by ethnicity between Schools	Further analysis of UG application rates and application to offer rates by School to investigate any School or selection process-specific bias, or application pattern impact, on ethnic make-up of intake.	<p>Identification of School / selection process issues that reduce variation in cross-School offer-rate by ethnicity and which is proportionate to BAME School application number.</p> <p>Introduce further measures that effect reduction in bias in secondary student selection processes.</p> <p>Action plan to address issues identified at School</p>	Sept 2022	<p>Vice-Principal Education / Director of Student Recruitment and Admissions</p> <p>School Deans and School Managers to lead on School-level analysis</p>

			level [see Actions 7.2 and 7.3].		
7.2	BAME applications below UK average.	Develop a strategy that makes welcome to BAME students explicit in UoD recruitment and application process. This will include explicit statements to promote applications from BAME students at touchpoints in the enquiry and application process.	Change to Student Recruitment and Admissions Policy and application material that results in increased BAME student applications matching or above UK average.  Include School and programme-specific action informed by actions 7.1 and 7.5	Sept 2022	Vice-Principal Education / Director of Student Recruitment and Admissions
7.3	BAME applications below UK average.	Include explicit actions to attract UG BAME applications in Marketing and Recruitment plans. This will include specific budget to support targeted marketing and recruitment campaigns.	Modified recruitment and marketing plan and activity in place. The latter includes further development of UoD student ambassador programme to increase participation of BAME ambassadors resulting in associated increase in BAME UG applications for 22/23 and 23/24 entry.	Sept 2022	Director of Student Recruitment and Admissions/ Director of Marketing and Communications

		Commit to providing scholarships for UK BAME applicants.	<p>Include School and programme-specific action informed by actions 7.1 and 7.5.</p> <p>Increase in number of scholarships in proportion of UK BAME UG and PGT applications</p>	Sept 2022	Fees and Scholarships Committee
7.4	Response rate to ethnicity question for PG applicants.	Review of Direct Application System ethnicity questions to applicants to encourage disclosure of ethnicity for PGT and PGR intakes.	<p>Increased ethnicity disclosure response rate by reducing the current (2019/20) unknown/undisclosed PGT position of 18.34% and PGR position of 16.53% by 2022/23 entry.</p>	Sept 2022	Director of Student Recruitment and Admissions
7.5	Variation in School BAME profile	Identify reasons why some schools have a lower BAME profile than others, referring to application and offer rate performance to inform specific marketing and recruitment approaches in actions 7.1 and 7.3 to increase applications and offers in relevant schools.	<p>Increasing number of BAME students in Schools where under representation is identified.</p> <p>Use this to inform action plan (see Actions 7.2 and 7.3)</p>	Sept 2022	School Deans/ Vice-Principal Education

		Ensure all programmes that require an interview enrol interviewers who have completed appropriate EDI training. Ensure any volunteers from outside the University helping with the interview process also receive appropriate EDI training.	As above	Sept 2022	School Admissions Lead
7.6	Variation in progression rates between ethnicities	Further analysis of progression rate by ethnicity in each School. Examine variations in teaching, assessment, and student support between schools to understand potential bias. Understand root causes and consult with our BAME students to get their insight and understanding of their experience to inform improved outcome-oriented action.	Measurable improvement in progression rates for any ethnicity group whose progression is currently below average.  Report progression rates to School Deans annually highlighting low progression rates where these persist and a requirement for further School action.	Analysis and action plan by Sept 2022 with annual reporting to School Deans.	Vice-Principal Education/ School Deans
7.7	Attainment gap between BAME and White students	Review the approach to blind marking and assess	Reduced attainment gap between BAME and White	Plan and target in place by Sept	Director of QAS, AD QAS

		<p>the impact of this on attainment gaps. This should include transparent review of outcomes by ethnicity in exam boards. Conduct further analysis of the differential impact of the No Detriment Policy as it was applied across schools, where some ethnic groups saw improvements in attainment and others saw worse attainment.</p> <p>Ensure annual review of attainment gaps by the Learning and Teaching Committee with a view to agreeing targeted actions to narrow these.</p>	<p>students as measured through degree outcomes.</p> <p>Success will be a year-on-year reduction in the current (2019/20) UoD attainment gap of 10% between BAME and White students and a reduction in the 23% gap between Black and White students.</p>	2022 with implementation by Jan 2023	
7.8	Deprivation and Digital Poverty	Conduct further analysis to determine how economic deprivation might have a differential impact on outcomes for BAME students, particularly with reference to 'digital poverty' and the ability to	Improved attainment outcomes for students from deprived areas with any gap narrowed over the tenure of REC award.	Plan in Place for Sept 2022	Director of UoD-IT

		<p>access assessments and preparatory support. Build a plan in response to this analysis including providing IT training, software or hardware to these students.</p>			
7.9	Awareness of the attainment gap and barriers to attainment	<p>Raise awareness and socialise these data and the attainment gap with Schools and Exam Boards to address bias that might contribute to these outcomes.</p> <p>The appeals process should ensure that there is both representation from and understanding of the attainment gap for BAME students for both DUSA and the panel determining the appeal outcome. Diverse panel must be in place to understand the issues of BAME students.</p>	<p>Provision of ethnicity and attainment gap data to Exam Boards (internal and external) to better inform discussions and decisions on degree outcomes noting our 'no detriment' approach.</p> <p>Better collaborative engagement among panel members resulting in a more informed appeals outcome for BAME students.</p>	Jan 2022 onwards	Director of Strategic Planning/ School AD L&T/ Director of QAS/ DUSA

		Ensure that we seek the views of BAME students to inform our actions by seeking their input.			
7.10	Potential bias in the assessment process	Introduce /check if EDI training has been undertaken by ALL markers and moderators.	Narrowing of attainment gap <i>via</i> more objective analysis and assessment by markers and moderators (See also Action 7.7).	By June 2022	Director of QAS, ADs QAS School AD L&T, Head of EDI
7.11	Barriers to attainment for BAME groups	Conduct further analysis on differential impact of different assessment types. For example, some groups might be better at oral assessments, presentations, examinations, essays, etc. Analysis of these types and impact on groups should be completed. Ensuring that modules have a mix of assessment types could lead to better outcomes for these groups and is more reflective of practice in the working world.	Improved engagement and performance of BAME students as reflected by constructive feedback obtained via survey and focus group discussions.  Creating a fair and robust assessment process that takes account of student views will also build trust and confidence of the systems in place.	Jan 2022 onwards	Director of QAS, School AD L&T, Director of the Academic Skills Centre, Head of Student Services.

		<p>Where assessment includes interaction with patients, pupils or other members of the public (e.g., clinical assessments, teaching practice, etc.), raise awareness with assessors of the potential bias of the role player or member of the public in the assessment, particularly around language and cultural differences to ensure that the assessment criteria are well established and sensitive to adjusting for a different interaction based on the students' ethnicity. Provide EDI training to the volunteer or role-player. Engage BAME students to better understand how the format of the above assessments could be modified to help improve their performance.</p>			
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7.12	Aspiration Gap: Responses from the REC student survey indicated that BAME students anticipated that they were less likely to achieve a first-class degree.	School L&T teams and Student Services to provide bespoke support to BAME students while they are pursuing their degree to help students realise their potential and raise aspirations of their degree outcomes.	<p>Currently (2020), 22% of UoD Black students anticipated receiving a first-class degree compared to 34% of White students.</p> <p>Following bespoke support offered to all BAME students we expect improvement and narrowing of the degree aspiration gap for black students. This will be evidenced through repeat analysis of the survey question “<i>what degree classification are you anticipating graduating with from UoD</i>” in the biennial REC survey.</p>	2023 and 2025	Head of EDI (to run surveys and share results). Director of QAS and Director of Student Services to address issues of aspiration. Head of EIS (English for international students). Head of Academic Skills and Careers in Collaboration with School AD L&T
7.13	Assess how successful our curriculum is in promoting cultural sensitivity, particularly in sensitive settings (clinical, educational, etc.)	<p>Revise the curriculum by De-colonising it and making it more inclusive (see Action 8.1).</p> <p>Conduct staff and student workshops about de-colonising the curriculum</p>	<p>Introduce and embed an inclusive curriculum via the Inclusive Curriculum Design Project.</p> <p>Increased staff and student attendance at School organised</p>	Plan in place for Sept 2022 and execution by Jan 2023.	VP Education/ Teaching Heads/ EDI Leads within Academic Schools

		so that there is shared understanding of what the term means and then work on it.	workshops and improved understanding of what a decolonised/inclusive curriculum means as evidenced by evaluation of feedback data from the workshops.		
7.14	Proportion of BAME applications for PGR too low	<p>Develop institutional EDI statements, noting encouragement of applications from BAME applicants for use in research degree adverts (See also Action 7.3).</p> <p>Support BAME networking and peer support across PGR cohorts. Understand barriers in PGT to PGR transition specific to BAME students by running PGT focus groups.</p>	<p>Research Degree adverts include institutional EDI statements that also flag opportunities for Scholarship support that target and lead to increased recruitment of UK and Non-UK BAME PGR students.</p> <p>Doctoral Academy to appoint a PGR community co-ordinator (part-time internship) who will support the initial phase of this programme of work.</p>	Jan 2022 onwards	VP Research/ Director of Doctoral Academy
7.15	Potential for bias in PGR selection	Instigate PGR anti-racism selector training for staff involved in recruitment in	All PGR selectors have completed appropriate training.	By Dec 2021	VP Research/ Director of

		addition to the University's EDI mandatory training programme.			Doctoral Academy
7.16	Engagement of BAME PGR students in PGR community	Actively seek feedback and greater representation of intersectionality across PGR and Doctoral Academy committees and forums	Establish BAME staff and student representation on all PGR and DA Committees. BAME staff and student representation should align with and be proportional to BAME staff (10%) and BAME PGR student (16%) population and takes account of UK and non-UK origin.	Jan 2022 onwards	VP Research/ Director of Doctoral Academy
7.17	Career outcomes of BAME PGR students	Provide professional development opportunities such as networking or mentoring (as either mentors or mentees) that will be advertised to instil confidence and promoting skills and competency for career advancement.  In collaboration with the alumni office, support	Advertise professional development opportunities for BAME PGR researchers that translate to an increase in employability success rates.  Alumni office to draw up a call for expressions of	Jan 2022 onwards  Mar 2022	VP Research/ Director of Doctoral Academy and Alumni Office

		BAME PGR alumni networking; support BAME peer support between PGR alumni and current PGRs.	interest from PGRs to establish needs and preferred platform for networking sessions (e.g., Townhall type meetings, webinars etc).		
7.18	Lower proportion of BAME graduates in highly skilled jobs	Bespoke support to be given to BAME students while they are pursuing their degree to enable them to enter highly skilled jobs. This could be in the form of School Leads organising workshops and seminar discussions with Alumni to share their experiences in the job market. This could provide a platform for schools to think about the bespoke support that must be in place for BAME students. (See also Action 7.19)	Increase in BAME students in highly skilled jobs ascertained by surveying students 2 years post-graduation to assess impact of these programmes.	Sept 2023	AD L&Ts, Head of Careers Service, Alumni association, and School Deans.
7.19	Lower proportion of BAME graduates in highly skilled jobs.	Introduce targeted support for BAME students by Careers Service in partnership with School L&T teams. Identifying the needs of this group will be	Increased recorded engagement of BAME students with Career Services to help refine and develop skills for graduate	Sept 2023	AD L&Ts, Head of Careers Service

		further explored through focus groups with BAME students.	level employment opportunities.		
7.20	Lack of data on engagement of different ethnicities with DUSA and Student Services	Develop plan to track engagement (by ethnicity) with DUSA and Student Services.  Promote EDI training to DUSA to help support and engage BAME students more effectively.	Improved data collection and analysis of ethnic group engagement with DUSA and Student Services that facilitate actions that ensure appropriate support and guidance is made available to BAME students.  Improved student satisfaction of support and advice offered by DUSA and student services as evidenced by responses in Biennial REC surveys	Plan in place by Jan 2022  2023 and 2025	Director of Student Services in partnership with DUSA  Head of EDI
7.21	Lack of consistency and priority given by DUSA to issues of oppression and discrimination	Operationalise DUSA's new strategic plan and vision of a kinder, greener and more diverse global student community creating an impact for generations to come.	DUSA will listen and actively represent the voices of students from diverse backgrounds. Improved engagement with BAME students will be evidenced by greater satisfaction in annual DUSA surveys.	Annual DUSA Student survey: 2021-2026	DUSA SMT, DUSA Board of Trustees

		Ensure EDI are policy manifesto commitments of Elected Student Officers who will foster an environment of understanding, acceptance and active elimination of discrimination and oppression.			
<b>8. Teaching &amp; Learning</b>					
Action Ref:	Issue needing action	Action(s) to address the issue	What success will look like	Timescale for Actions	Person/group Responsible
8.1	The UoD REC survey highlighted the need to help staff build capacity and confidence to embed race equality in all our programmes in order to reflect the Inclusive Curriculum ethos.	Launch of the Inclusive Curriculum Resources Library for use by programme developers and those taking their courses through Periodic Programme Review. Develop resources in each School about race and inclusive teaching and learning practices (see also Action 7.13).	Programme owners and developers make full use of the appropriate documentation, aids and tools to fully implement the inclusive curriculum principles across all UoD Schools  Improved appreciation by the staff/student body that the institutional approach has promoted a more inclusive curriculum in programmes offered by the University as	2021-2024  2023 and 2025 REC surveys	Director of LLCI, VP Education, ADs Learning & Teaching

			demonstrated by future REC Surveys.		
8.2	There is a clear need to build on existing initiatives, such as the DJCAD working group, to stimulate uncomfortable conversations across Schools in the University which involve both staff and students and foster inclusivity of pedagogical practice	EDI School Committees to continue working synergistically with School L&T committees on initiatives towards addressing race in learning, teaching and assessments. Such initiatives include: the establishment of 'Race Champion' roles in each School, to stimulate race equality awareness and support colleagues tasked with programme reviews (see Action 8.1), develop a series of case studies that include examples or solutions to improved inclusive teaching practice, and utilise their skills and expertise to encourage other colleagues' practice development.	Appointment of race champions and documentation of initiatives and case studies disseminated for best practice across Schools.	2022-2025	EDI School committee Leads, Schools ADs L&T
8.3	Our data shows unexplained gaps in student performance linked to ethnicity.	We will develop a process to accurately monitor fair admissions, student continuation, degree	Gaps will align with the Office for Students <i>Access and Participation Plans</i>	APP data set will be developed by Strategic	VP Education, ADs L&T

		outcomes and student destinations in order to reduce these gaps. This links to Action 7.1 (Application Rates), Action 7.5 (Unexplained Differences in the BAME population between Schools), Action 7.6 (Differences in Progression Rates), Action 7.10 (Attainment Gaps) and Action 7.11 (Postgraduate Outcomes)	(APP) operated in English HE.	Planning by Spring 2022  Schools will evaluate data gaps and develop action plans in 2022/23  Annual Monitoring for improvements from 22/23 onwards	
8.4	The UoD REC Survey has highlighted the need not only to improve current EDI training completion rates but also to roll out training in race awareness.	The requirement for completing EDI training to become a precondition for promotion. Also, the introduction of specific anti-racism training (see Action 3.1) will mitigate the perception of bias among the university community.	EDI training completion rates to reach 100% by year 2.	By end of 2023	Head of EDI, VPs Education and Academic Planning and Performance
8.5	There is a significant difference in the EDI training completion rates. It is important that all student-facing personnel should complete this training.	Module Quality Enhancement Reports ask whether personnel who teach on a module have completed the EDI training. This should identify staff	EDI training completion for all staff teaching/ supervising in a module to be completed by Year 2.	By end of 2023	Head of EDI. AD (L&T), AD (QAS)



		who have not completed training.			
8.6	It is important to provide adequate guidance to Advisors of Studies so that they have confidence in dealing with matters of the 'protected characteristics', including race.	The published module handbook should contain, as an appendix or link, a clear description of the 'protected characteristics. Currently, this description is not explicitly provided in the Handbook.	All Advisors of Studies state they are confident in their awareness and knowledge of protected characteristics.	By Sept 2022	Head of EDI. School AD L&T/Senior Advisors of Studies from the Schools
8.7	There is a need to increase student-led initiatives in race education.	Building on the example of the student-led peer support group within the SDEN similar initiatives should develop in all Schools. DUSA, in coordination with the BME staff network & EDI services, could further support the university-wide strategy to tackle and eradicate race discrimination. These groups could be established with the help of School EDI leads engaging students in their respective Schools and forum development.	Increase in student-led networks in Academic Schools and widening student participation in such forums as assessed by recording new networks and attendance.  Students (and staff) feel supported in their everyday experience and provided with appropriate advice should the need to report a case of discrimination, micro (or macroaggression arise) See Action 4.1.	2022-2025	School EDI leads, DUSA Executive, BME staff-network, EDI Services

<b>9. Raising Cultural Awareness &amp; Understanding of Race Issues</b>					
<b>Action Ref:</b>	<b>Issue needing action</b>	<b>Action(s) to address the issue</b>	<b>What success will look like</b>	<b>Timescale for Actions</b>	<b>Person/group Responsible</b>
9.1	UoD to promote and grow its BHM programme with the aim of highlighting the achievements of its Black staff and students and those from further afield.	Promote inclusive and diverse Black cultural events (seminars/debates) that are programmed throughout the year. Invite staff and in particular Black student groups to participate in the choice of speakers for BHM events and other yearlong cultural programmes.	Increased sense of belonging and satisfaction from Black Staff and Students and recognition that UoD is promoting an inclusive and diverse culture as assessed by post event evaluations.	Jan 2022 onwards	Head of EDI, Director of External Relations
9.2	The UoD REC survey highlighted the perception by students that academic staff are not confident in handling matters pertaining to race issues.	The discussion of sensitive and uncomfortable race-related issues among academic staff and the wider Dundee city community needs to be promoted and facilitated. We will do this by establishing a recurrent, annual high-profile workshop/lecture series on race education which will be of broad appeal to the general Dundee public, as	Recording numbers of attendees at workshop/lecture sessions (or those viewing recordings of these events) will indicate whether these sessions are having the expected impact, which will be gauged by post-workshop/lecture surveys to evaluate content value and engagement.	2021-2025	Head of Public Engagements and Major Events

		well as staff and students at the UoD			
9.3	UoD will establish a diversity calendar that marks important cultural dates that are acknowledged and celebrated by the University to raise cultural awareness and inclusion.	<p>Create an editable, downloadable diversity calendar that identifies key festivals, religious dates and cultural events to raise awareness and celebrate diversity.</p> <p>Ensure prominent cultural events (e.g., Christmas, Chinese New Year, Ramadan, Eid al-Fitr, Vaisakhi, Holi, Diwali, Vesak, Hanukkah etc) are acknowledged by way of an email/newsletters to UoD community to celebrate diversity.</p>	<p>Publish and release the diversity calendar to UoD community annually at the start of each academic year. Record calendar downloads annually as a utility/value measure.</p> <p>Staff/Student Newsletter to draw attention and celebrate prominent religious and cultural festivals.</p>	From 2022 onwards	Head of Public Engagement and UoD External Relations Team
9.4	UoD will prominently feature EDI issues at the forefront of our online web and social media presence.	UoD to promote its EDI beliefs and vision clearly on its homepage, and social media pages.	Statement on UoD home page that reinforces, unequivocally, the institution's values and vision on equality, diversity and inclusion and its zero-tolerance position on racism. Statement will contain links to EDI webpages and incident	From Jan 2022	<p>External Relations, Marketing and Web teams.</p> <p>HROD/Head EDI responsible for reporting to EDI Committee.</p>

			<p>reporting processes (see also Action 4.1).</p> <p>Staff and students are confident as judged by increased reporting of race-related incidences and suggesting changes to improve race equality at UoD via the discussion board facility (see Action 2.2). This goes hand in hand with reporting and discussing the suggestions and incidences to increase confidence that actions are taken.</p> <p>Biennial survey responses will indicate that Staff and students are aware of UoD messaging commitment to EDI and Race Equality.</p>	2023 and 2025	
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