



Race Equality Charter Bronze application form

**Applicant information**

Name of university	Cardiff University
Submission date	November 2024
Level of previous award (if relevant)	
Conferral date of previous award (if relevant)	
Contact name	[REDACTED]
Contact email	[REDACTED]
Contact telephone	

Section	Words used
An overview of the university and its approach to race equality activity	2208
An assessment of the university's race equality context	6630
Action plan*	
Appendix 1: Survey and consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	8838

\*These sections and appendices should not contain any commentary contributing to the overall word limit.

## Contents

### **Section 1: An overview of the university and its approach to race equality activity**

1.	Letter of endorsement from the head of the university.....	4
2.	Governance and recognition of equality, diversity and inclusion work.....	7
3.	Local involvement and accountability.....	11
4.	Race Equality Charter self-assessment process.....	13

### **Section 2: An assessment of the university's race equality context**

1.	Description of the university and its context.....	21
2.	Development, evaluation and effectiveness of policies.....	24
3.	Culture, inclusion and belonging equality.....	25
4.	Staff context.....	34
5.	Student context.....	42
6.	Key priorities for future action.....	52

### **Section 3: Action plan**

1.	Action plan.....	53
----	------------------	----

<b>Appendix 1: Survey and consultation data.....</b>	<b>111</b>
------------------------------------------------------	------------

<b>Appendix 2: Glossary.....</b>	<b>140</b>
----------------------------------	------------

From: Race Charter <[racecharter@advanca.he.ac.uk](mailto:racecharter@advanca.he.ac.uk)>  
 Sent: 27 September 2024 12:48  
 Subject: RE: Equality Charter application drop in sessions now available

Many thanks for your request for extra words.

I can confirm that the forthcoming application from Cardiff University has been granted a 750-word extension in respect of the organisational structure. The additional words are to reflect on the impact of the restructure to your race equality work (e.g. arising from changes to the staff/student demographic profile, policies or context).

We are also granting an additional 500 words in respect of the exceptional circumstances regarding the result of the student encampment. Additional words should only be used to explain how the special circumstances have impacted or been taken into account with respect to REC activities and the progression of race equality.

Please include this email at the beginning of the application, and state clearly on the word count table where the additional words have been used

I hope that helps but please do not hesitate to contact us with any further queries.

Kind regards,  
 Tanya

**Tanya Chapman**  
 Equality Charters Team  
 E: [racecharter@advanca.he.ac.uk](mailto:racecharter@advanca.he.ac.uk)  
[www.advanca.he.ac.uk](http://www.advanca.he.ac.uk)  
 Innovation Way, York Science Park  
 Heslington, York, YO10 5BR

Follow Advanca HE on  
[Twitter](#) | [Facebook](#) | [LinkedIn](#)

## Word Counts

Section	Word count	Extra allowance use
Section 1: An overview of the university and its approach to race equality activity		
Letter of endorsement from the head of the university	488	
Governance and recognition of equality, diversity and inclusion work	822	481
Local involvement and accountability	207	
Race Equality Charter self-assessment process	614	
Section 2: An Assessment of the university's race equality context		
Description of the university and its context	846	139
Development, evaluation and effectiveness of policies	173	
Culture, inclusion and belonging	1108	
Staff context	1748	
Student context	2271	269
Key priorities for future action	121	
Infographics	397	
Total awarded	9250	
Total used	8838	889





Vice-Chancellor's Office  
Swyddfa'r Is-Ganghellor

### Cardiff University

Main Building  
Park Place  
Cardiff  
CF10 3AT, Wales, UK

Tel +44(0)29 2087 4835  
Email [v-c@cardiff.ac.uk](mailto:v-c@cardiff.ac.uk)

[www.cardiff.ac.uk](http://www.cardiff.ac.uk)

### Prifysgol Caerdydd

Prif Adeilad  
Plas y Parc  
Caerdydd  
CF10 3AT, Cymru, DU

Ffôn +44(0)29 2087 4835  
E-bost [v-c@caerdydd.ac.uk](mailto:v-c@caerdydd.ac.uk)

[www.caerdydd.ac.uk](http://www.caerdydd.ac.uk)

## 1. Letter of Endorsement

28 November 2024

Dear Race Equality Charter Team,

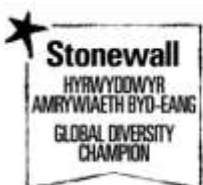
I am pleased to present Cardiff University's Bronze Race Equality Charter (REC) application. Since taking up post as Vice-Chancellor in 2023, I have been clear that Cardiff University must become an actively anti-racist institution that serves the needs of Wales and the world and which fully reflects the diversity of the city and region of which we are part.

Since our unsuccessful REC Bronze application in 2017 we have been on a journey, uncovering uncomfortable truths, and areas of concern that we must address - and are. We've overhauled our governance structures, investing in a new EDI hub which has already enabled change; there's been visible senior leadership on EDI and anti-racism with University Executive Board (UEB) members heading key strategic groups including the EDI sub-committee and the REC-SAT for this application; and we've rolled out anti-racism training for senior leaders.

We've also taken a major step to strengthen our ability to accelerate our anti-racism actions: we've united the objectives and delivery of our Strategic Equality Plan (SEP 2024-2028), our new strategy, 'Our Future, Together' and this REC. It's a powerful combination and one we believe will further embed equality, diversity, inclusion, and anti-racism across the University.

But our work continues, and our Race Equality Self-Assessment Team has revealed key challenges facing people from an ethnic minority when compared to their White peers, namely:

- **Staff recruitment:** less likely to be shortlisted and hired
- **Contracts and Pay:** more likely to be on a fixed-term contract and have lower pay-grade jobs
- **Career development:** more likely to experience barriers in career progression
- **Student application success:** are less likely to receive an offer and enrol
- **Student progression:** are less likely to progress from their first year into their second and third years



Mae'r Brifysgol yn croesawu gohebiaeth yn Gymraeg neu yn Saesneg. Ni fydd gohebu yn Gymraeg yn creu unrhyw oedi.

The University welcomes correspondence in Welsh or English. Corresponding in Welsh will not lead to any delay.

Elusen Gofrestredig, rhif 1136855  
Registered Charity, no. 1136855

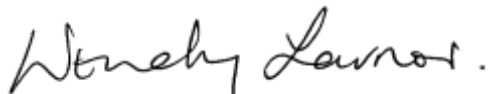
- **Student outcomes:** are more likely to experience an awarding gap relating to a good honours degree

We also know that our senior leadership, governance, and key decision-making committees lack representation of racially diverse colleagues, and our staff body is not representative of our local community.

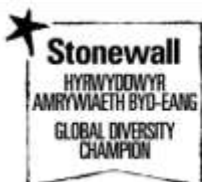
As we address these issues, we're confident that we can bring about systemic change and address the processes and practices that have disadvantaged certain members of our community for decades. This is especially important in light of the racist riots in the summer of 2024 and global conflicts that have led our staff and students to demand better from us.

To the best of my knowledge, what follows is an honest assessment of Cardiff University's race equality landscape. For me, race equality is one of my non-negotiables and we are committed to acting on this assessment and to deliver change – and we are unequivocal on our stance: race equality is integral to our aim of creating a genuinely inclusive and welcoming University, rooted in Wales but looking out to the world, in which all members of our community can thrive.

Yours sincerely,



Professor Wendy Larner President  
and Vice-Chancellor



Mae'r Brifysgol yn croesawu gohebiaeth yn Gymraeg neu yn Saesneg. Ni fydd gohebu yn Gymraeg yn creu unrhyw oedi.

The University welcomes correspondence in Welsh or English. Corresponding in Welsh will not lead to any delay.

Elusen Gofrestredig, rhif 1136855  
Registered Charity, no. 1136855

## **Section 1: An overview of the university and its approach to race equality activity**

### **2. Governance and recognition of equality, diversity and inclusion work**

Our anti-racism journey has led us to significantly revise our governance structures to provide better oversight and delivery of our commitments. To navigate our path, we have put in place governance and operational structures that drive forward our ambitions to become anti-racist. Alongside this we have proactively linked our new University strategy - 'Our Future, Together' - with the SEP and REC to strengthen our anti-racism actions.

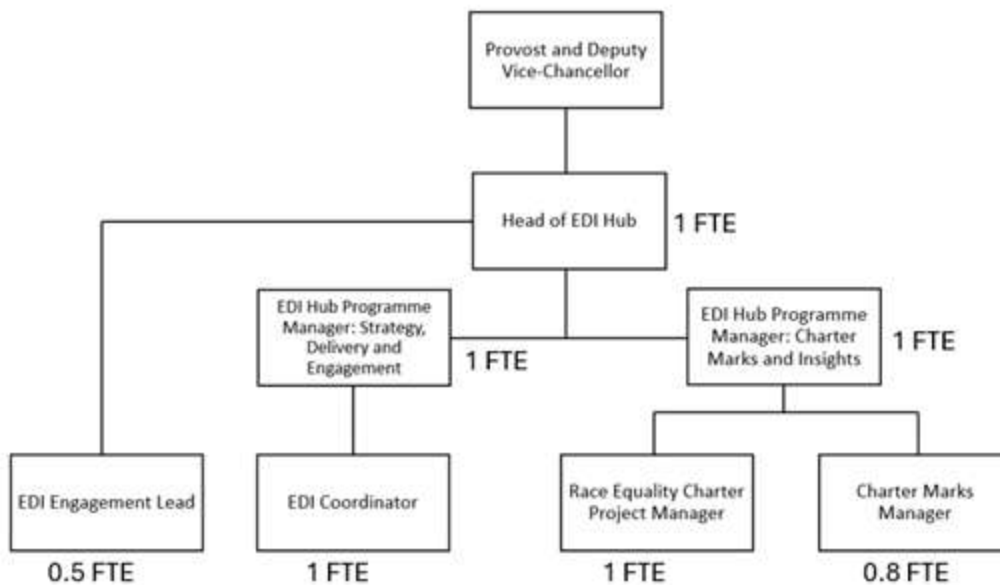
#### **Operational structures**

##### **a) The EDI and Anti-Racism Hub**

The EDI and Anti-Racism Hub (hereafter referred to as 'the Hub') was established in 2023 following an external review of race equality at the University and after our unsuccessful REC application in 2017. The review highlighted the need for a strategic coordinating function to drive forward anti-racism and as a result, the Hub was formed. Located strategically in the Vice-Chancellor's office, the Hub is the first centralised, dedicated team actively supporting EDI and anti-racism initiatives at the University - and represents a significant financial investment by the institution in this area. Seven members of staff – with 28.5% from an ethnic background – now ensure that EDI and anti-racism initiatives are fully integrated into all areas of the University. The Hub – together with the governance changes detailed below (Figure 1)– has led to a fundamental culture shift within the University. Now, instead of relying on volunteers to drive EDI forward, we have positioned it as central tenet of our strategic aims.

The Hub directly supports our anti-racist agenda and aims by:

- Reporting directly to the Provost and Deputy Vice-Chancellor (DVC), placing EDI and anti-racism at the heart of senior-level decision-making
- Coordinating EDI structures across the institution and facilitating good governance to promote effective scrutiny of progress and ensure that diverse voices inform decision-making
- Leading the development and delivery of the University's SEP and managing the SEP Programme Board – ensuring a joined-up approach between the SEP and the REC
- Driving forward engagement with Charter applications
- Overseeing and monitoring central University race equality initiatives
- Monitoring the progress of projects funded by our regulator, Medr (formerly the Higher Education Funding Council Wales), including inclusive education project and EDIAware module



(Figure 1: EDI Hub roles with FTE)

### b) The Strategic Equality Plan (SEP) Programme Board

We're taking a radically different approach to our 2024-2028 SEP, aligning it with our strategy, 'Our Future, Together.' The SEP is our primary framework for promoting sustainable change in EDI across the University and reflects our community's shared values through extensive consultation. It incorporates a unique Welsh perspective that aligns with national aspirations and initiatives, using relevant Welsh terms as guiding principles. By implementing a professional Programme Management approach, we are embedding anti-racism throughout the University, with a dedicated SEP Programme Board to track and prioritise race equality actions strategically. Through the SEP we will manage the actions outlined in this application.

### Governance structures

#### a) EDI sub-committee

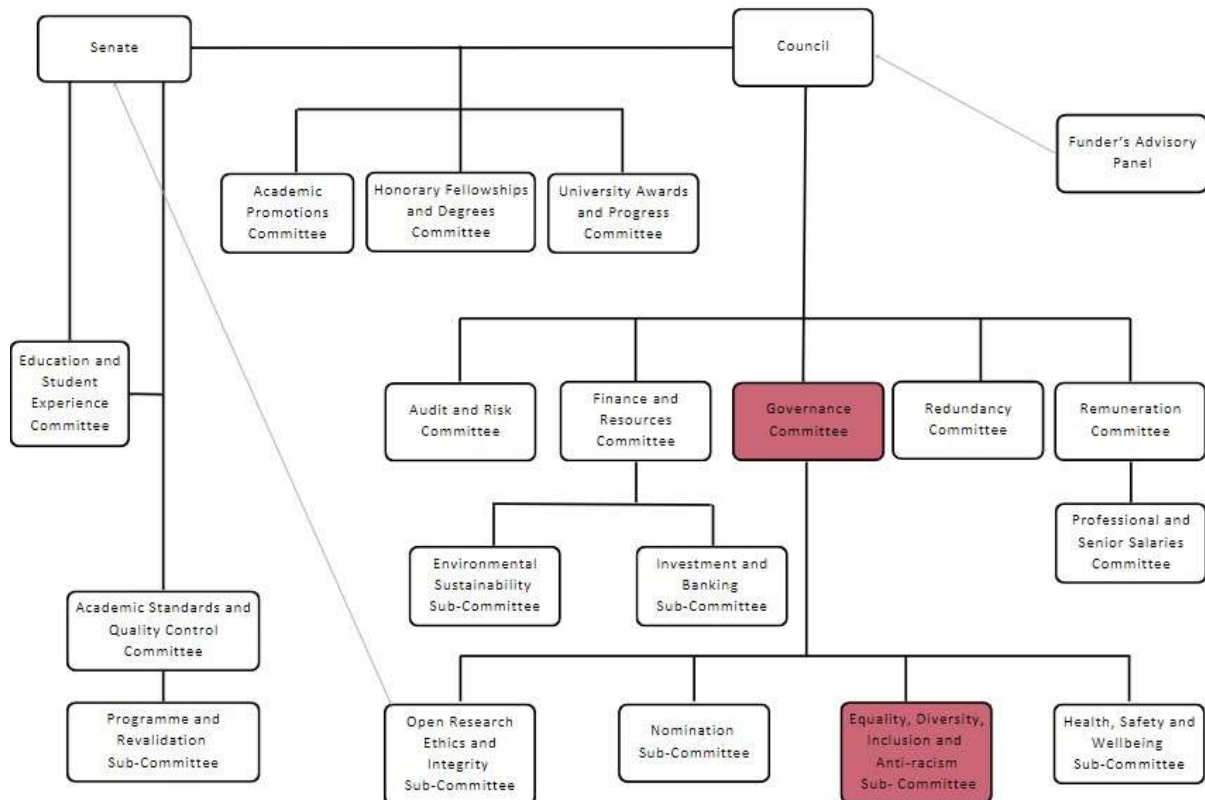
The EDI sub-committee reports to the University's Governance Committee and University Council. Chaired by the Provost and DVC (Figure 2), it has a close relationship with University Executive Board (UEB), putting anti-racism at the heart of the University's senior team.

#### b) Decision making bodies

UEB is the senior management team responsible for the oversight of our EDI and anti-racism commitments. Two members of UEB play a crucial role in enhancing communication and reporting between UEB, REC, SEP and EDI more generally: [REDACTED] as Provost and DVC who oversees the EDI

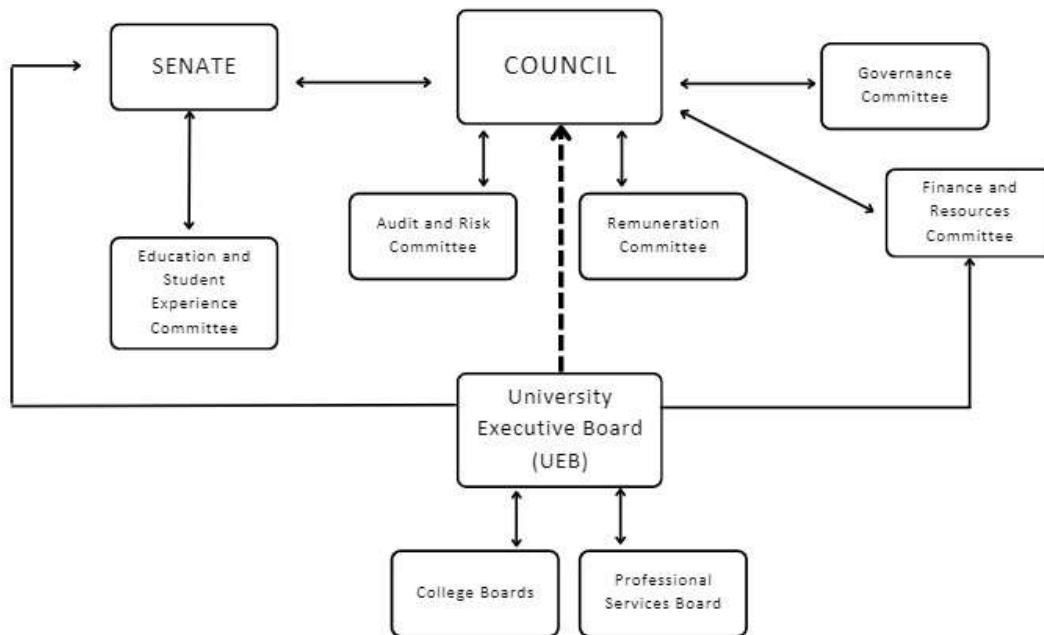
portfolio, chairs the EDI sub-committee and the SEP Programme Board, with the Head of EDI reporting directly to him; and [REDACTED] as Chair of the REC-SAT and Pro Vice-Chancellor for the College of AHSS (Figure 3).

Student representation is important in our governance structure and the Students' Union has seats on decision-making bodies such as Council, Senate, Governance, EDI, and SEP Programme Boards.



(Figure 2: University committee governance structure)

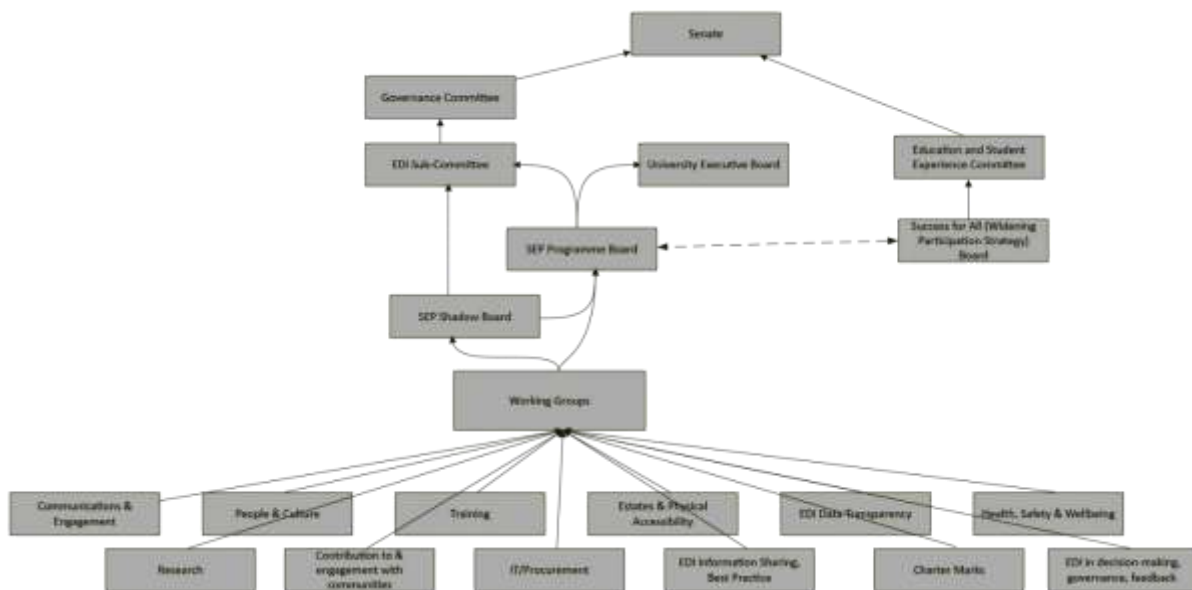
Chart showing links between Senate, Council, and University Executive Board with related committees and boards.”



(Figure 3: University Executive Board Governance structure)

## Key issues

- Our decision-making bodies are not diverse, in part due to a lack of diversity amongst our staff population, but also indicative of the reduced diversity represented at more senior levels in the University
- 6 of our 19 governance committees have no members who have declared they are from an ethnic minority (EM) background (Appendix 2: Table 11)
- Colleagues from an EM background make up 8.8% of Senate membership (7/79 members) and 14% of Council membership (3/21 members); in Council, all declared EM members are lay members (Appendix 2: Table 12)
- Our SEP Programme Board has limited diversity (n=12) (8.3% EM background). In recognition of this, we have introduced a Shadow Board (Figure 4) to create a more inclusive and representative governance structure with 27% of this board providing EM representation (n=3)
- While academic staff workload allows for 35 hours per year of participation in civic mission and EDI activities, Professional Services (PS) staff are not allocated the same unless such participation is included in their roles
- EDI and anti-racism engagement is not formally recorded in Performance Development Reviews, with anecdotal evidence that much of this work is currently done in addition to workloads and outside of working hours



(Figure 4: Strategic Equality Programme governance structure)

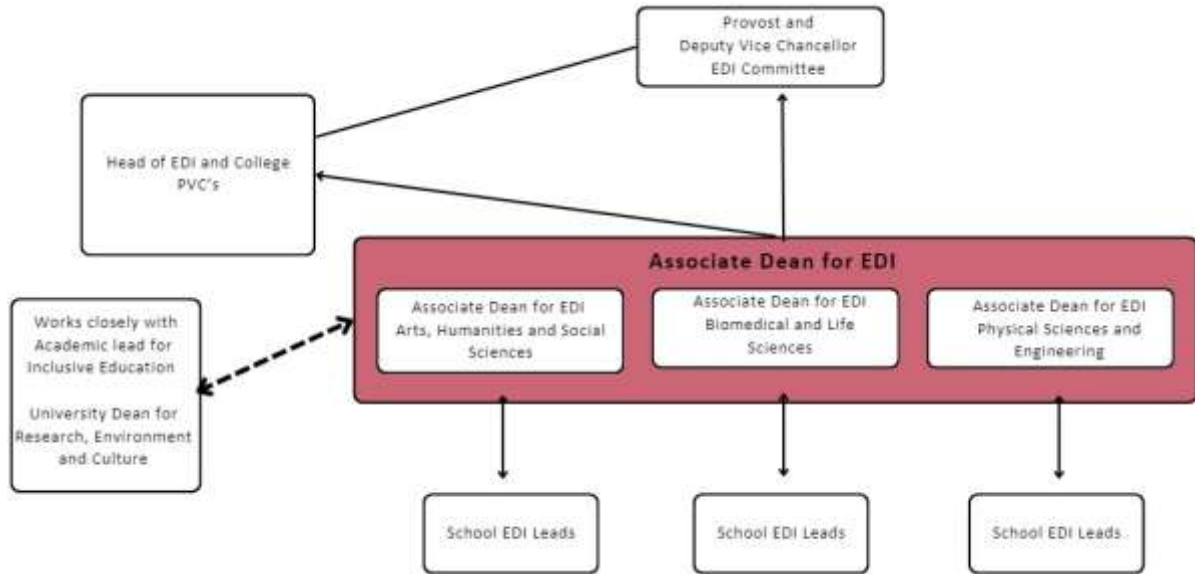
Action Ref	Action	Action in Progress (in our SEP or outwith)
PA1	Engagement in EDI and anti-racism activities to be included in staff annual performance development reviews (PDR) from the 2025 cycle and will be considered as part of senior staff salary reviews.	
PA2	a) Review good practice of other institutions in recognition of PS staff commitments to EDI and anti-racism work that is outside of their job description. b) Implement suitable EDI time commitment recognition strategies.	

### 3. Local involvement and accountability

Academic Schools are grouped into three Colleges:

- Arts, Humanities and Social Sciences (AHSS - 10 Schools)
- Biomedical and Life Sciences (BLS – 7 Schools)
- Physical Sciences and Engineering (PSE - 7 Schools)

Each College has an Associate Dean for EDI who coordinates progress on EDI and anti-racism in line with the SEP and with the priorities identified by the University's EDI sub-committee. They will also have oversight of relevant REC actions (Figure 5).



(Figure 5: Associate Dean for EDI Governance structures)

A College EDI committee with EDI leads from every School also meets quarterly and reports to College Board and the University EDI sub-committee, sharing updates on EDI/race equality-related topics and progress on SEP.

In some of our Professional Services (PS) teams, there are central EDI roles, e.g. HR and Student Services, but this is not uniform across all teams.

### Key issues

- Race equality issues in PS departments are dealt with via HR process or by line managers and are not captured in the same way as in our Colleges
- There is no formal structure in all PS departments driving race equality work forward
- Race equality initiatives are inconsistent across Colleges, Schools and PS departments, with initiatives being developed often in silos and dependent on individual staff or teams championing them (see Figure 6)



### Celebrating Diversity: Cardiff University Dental School

The Dental school regularly hosts EDI events including celebrating Lunar (Chinese) New Year, Black History Month, Diwali, Eid/Iftar, St Davids Day and Pride and holds food festival and cultural events for staff and students.



(Figure 6: Example of School initiatives, Dental School)

Action Ref	Action	Action in Progress (in our SEP or outwith)
PA3	<p>a) Create a centralised repository to record EDI and race equality activities and initiatives across the University, including purpose, impact, and engagement.</p> <p>b) Use the repository to identify best practice that can be shared/replicated across the institution.</p>	✓
PA4	Scope the introduction of Race Equality Champions in every School and department and a dedicated University-wide Community of Practice network.	

## 4. Race Equality Charter self-assessment process

The Race Equality Charter Self-Assessment Team (SAT) was established in August 2023. It is co-chaired by [REDACTED] Pro Vice-Chancellor AHSS, and [REDACTED] REC Project Manager (PM). The SAT was split into two working groups: staff experience and student experience with each group leading on data analysis and action planning for their area (Table 1). The team includes staff members from various ethnic backgrounds (59% from an EM background), disciplines, departments, and professional grades (Appendix 2: Table 1a; Figure 7 below). They were recruited as volunteers through a University-wide invitation or directly invited based on roles and change-making influence.

During our assessment phase, membership changed due to workload commitments. There was also limited student representation (n=1) and PS staff members from grades 1-4 (n=1). However, two student advisors and three student data analysts provided valuable contributions to our review and action planning process (Appendix 2: Table 1a – 1c).

**Table 1: SAT Membership**

SAT Member	University Role(s)	Department	SAT Role
<b>Chairs</b>			
[REDACTED]	Pro Vice-Chancellor and Head of College of Arts, Humanities and Social Sciences.	College of AHSS	Co-Chair
[REDACTED]	Race Equality Charter Mark Project Manager	Vice-Chancellor's Office	Co-Chair
<b>Staff Working Group</b>			
[REDACTED]	Senior Lecturer, Interim Year 2 Director	School of Medicine	Staff working group lead
[REDACTED]	Senior Clinical Lecturer and Honorary Consultant in Paediatric Dentistry	School of Dentistry	Staff working group deputy lead, Staff focus group lead
[REDACTED]	Union Rep & Cochair of an EDI Committee	University and College Union & School of Medicine	Working group member
[REDACTED]	EDI Officer	Human Resources	Working group member
[REDACTED]	Senior Compliance Advisor, Race, Religion & Belief	Risk and Compliance	Working group member
[REDACTED]	Acting Head of EDI Hub	Vice-Chancellor's Office	Oversight and working group member
[REDACTED]	Organisational and	Human Resources	

	Staff Development Manager – Equality, Diversity & Inclusion		Working group member
	Professor In Accounting and Finance	Business School	Working group member, Staff focus group and survey analysis lead, action planning

	Library College Team Leader: AHSS	AcSSS/University Library Service	Working group member, editor
	Race Equality Project Officer	Business School	Working group member
	Senior Lecturer in Accounting	Business School	Working group member, Staff focus group and survey analysis lead, action planning
	Lecturer in Accounting	Business School	Working group member, Survey analysis lead.
	Deputy Director of Development & Head of Fundraising	Development and Alumni Relations	Working group member, focus group facilitation
	Recruiting Officer: Race, Equality and Inclusion	Human Resources	Working group member
	Senior lecturer, Chair of Ethnic Minority Staff Network	School of Medicine	Working group member

**Student Experience Working Group**

	Academic Lead for Inclusive Education	Learning and Teaching Academy	Student Working Group Lead
	Student Union President 2023-24	Students' Union	Student SAT representative
	Student	School of Computer Science	REC Student Advisor

	Reader, Adult Nursing	School of Healthcare Sciences	Working group member, student focus group
	Student Futures Business Partner (BLS)	Student Life	Working group member
	Education Developer for Inclusive Education Project	Learning and Teaching Academy	Working group member, student focus group lead, student advisor lead, editor
	Together at Cardiff Officer	Student Life	Working group member
	Data Analyst	Learning and Teaching Academy	Working group member
	Race Equality Project Officer	Business School	Working group member
	Student	School of Geography and Planning	REC Student Advisor
	Admissions Support Manager	Communications and Marketing	Working group member, action planning, editor
<b>Communications</b>			
	Internal Engagement Officer	EDI Hub – Vice-Chancellor’s Office	Communications lead
<b>Data Support</b>			
	Ph.D. Student	School of Computer Science	Student Focus Group analysis
	Ph.D. Student	School of Psychology	Survey Analysis
	Head of Data and Insight	Strategic Planning	Working group member
	Ph.D. Student	Business School	Survey Analysis



*(Figure 7: REC-SAT Members 2024)*

### **Self-assessment process**

Initial membership of the SAT comprised 40 staff and two students, decreasing to 27 core members. All SAT members were offered Advance HE anti-racism training before their first meeting (22 attended). The SAT met monthly, mostly online, with an average attendance of 17 members (Table 2). SAT sub-working groups met regularly outside the full meetings to discuss specific areas. Data was sourced from HR, Business Intelligence (BI), HESA, admissions, staff and student surveys, and focus groups.

Inclusive practices were established by:

- Setting ground rules in the first SAT meeting to create an open and safe space for communication
- Emphasising the sensitive nature of race equality work from the start
- Ensuring decision making was inclusive and transparent and that members had an equal opportunity to share perspectives before important decisions were made
- Recording and minuting SAT meetings so members who were unable to attend could be kept up to date

**Table 2: SAT Meeting Summaries**

<b>Date of Meeting</b>	<b>Meeting Summary</b>	<b>Number of attendees</b>
15/09/23	Introduction to the REC process, ground rules, Terms of Reference, working group allocations, rewards and recognition, data analysis – online	19
11/10/23	ToR finalisation, survey questions, working group allocations and process, data confidentiality, applicant and student data overview - online	21
16/11/23	Survey launch, focus groups, staff data overview - online	25
13/12/23	Survey update, mid-term review overview, student and staff working group updates, reflections on SAT processes – online	16
18/01/24	Staff focus group update, terminology, survey results, staff and student working group updates – online	16
19/02/24	University-wide terminology, survey results update and publication, rewards and recognition, mid-term review update - online	18
21/03/24	Advance HE mid-term review – in person	21
18/04/24	Working groups action planning sessions - in person	11
01/05/24	Consultation phase planning - online	14
20/05/24	Action plan finalisation, consultation workshops - online	20
19/06/24	Embedding REC locally and the future of SAT - online	16
11/07/24	Action plan consultation, student encampment, reflections - online	21
12/09/24	Remote development peer review feedback online	14
25/09/24	SAT action plan update workshop – in person	11
10/10/24	Departmental action plan update - online	18
14/11/24	Update on application feedback- online	15

## Wider consultation

All University staff and students had engagement opportunities to share their perspectives as part of our REC journey via:

- An online survey, in-person focus groups, and workshops to gather staff and student experiences and perceptions to inform our action plans (Figure 8)
- Two in-person workshops (21 attendees) and online comms to all staff to solicit feedback on our draft action plans and priority areas

Two student advisors were also employed to support our review, provide feedback, and contribute to our action planning.



*(Figure 8: Race Equality Charter Mark Consultation workshop)*

## Communication

Details of our progress have been shared via:

- Four staff and student newsletters over the last year
- Updates to UEB and the Senior Leaders Forum by the REC Project Manager before this submission

We do, however, recognise that further work is needed to communicate and engage the wider University community with REC's progress.

Action Ref	Action	Action in Progress (in our SEP or outwith)
PA5	a) Review and update the REC-SAT's Terms of Reference (ToR) and membership to enhance succession planning, role rotation, and representation. ToR will include the line manager agreement to protect time. b) Develop a communications strategy to recruit REC-SAT members, aiming to increase overall membership and engagement, and in particular to increase representation from staff grades 1-4 and students at all levels.	
PA6	a) Develop a communication plan for sharing REC updates using various accessible methods/formats. b) Co-develop a communications plan with students and staff to enhance REC engagement, forward planning of timing, and incentives for future consultation rounds. c) Make survey completion as accessible as possible by providing alternative versions for participants with accessibility needs. d) Explore ways to increase engagement with focus groups, provide alternative formats, including hybrid and a variety of timings.	

**Reflection on previous application**

Cardiff University has been a REC member since 2015. During the early phases of this project, we reflected on our unsuccessful 2017 application and two of the main areas of concern:

- Our data was inconsistent and incomplete
- Our actions were deemed not strong enough to address the issues identified

As a result, we have increased resources and improved reporting tools to provide concrete data. We also discontinued our previous action plan, developing a new one based on our current evidence.

**Future plans**

To deliver on the areas and actions identified in our application and to hold ourselves to account on our race equality journey, we will:

- Ensure REC PM continues to have oversight of this area of work, monitoring action plan progress

- Provide progress updates to the SEP programme board as part of our SEP programme management approach
- UEB will continue to remain accountable for our REC progress while helping drive our anti-racism initiatives from the most senior levels
- Continue quarterly SAT meetings post-submission to share updates, with membership reviewed every two years
- Share the action plan University-wide and thereafter annually to provide accountability, and transparency of progress with our wider community

## Section 2: An assessment of the University’s race equality context

### 1. Description of the University and its context

Founded in 1883, Cardiff University is one of Britain's leading research universities. We are Wales’ largest university based on student numbers and 16<sup>th</sup> in the UK. In the 2021 Research Excellence Framework, 90% of our work was confirmed as world-leading or internationally excellent.

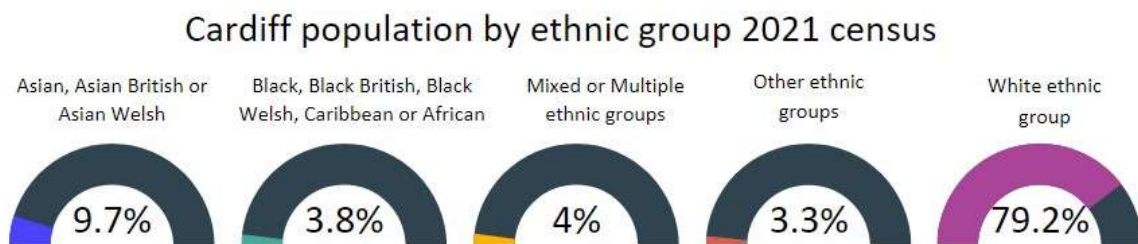
We operate in both Welsh and English and our main campus is situated in Cardiff’s civic centre. Other sites are located throughout the city.

We’re proud to hold an Athena Swan Bronze-level award (achieved in 2018). In addition:

- Six of our Schools hold Silver awards and 10 hold Bronze
- Our School of Physics and Astronomy also holds a Juno award In 2023 we were awarded University of Sanctuary status in recognition of our work to make our institution a safe and welcoming place for sanctuary seekers.

### Local population and demographics

Caerdydd/Cardiff is the most diverse city in Wales and according to the most recent census, one in five people identifies as belonging to an EM (Figure 9).



(Figure 9: Cardiff population by ethnicity group, data from 2021 census)

In 2022 the Welsh Government (WG) outlined its vision for Wales to become an antiracist nation by 2030 and every HE Institution was set a target of achieving Bronze level REC by summer 2025. Medr/HEFCW funding supported this process and over the last four years, Cardiff was awarded £796,348 which we match funded to £1,454,072 (not required to match fund in 2021/22).

## **Staff recruitment**

We are one of Wales's largest employers, with over 7,000 staff, equating to 1 in every 135 jobs in Wales. We recruit locally, nationally, and internationally and in January 2023, we launched a new *Staff Immigration and Global Mobility* service to support international staff recruitment. We are prioritising the prestigious nonsponsored route, Global Talent visas, for eligible research staff to reduce the sponsorship burden. We also engage locally to increase diversity across all roles, to ensure our staff profile better reflects the Cardiff community, including:

- Signing the Community Jobs Compact; publicising vacancies directly to a wider pool of jobseekers in the Cardiff community
- Attending public jobs fairs in Cardiff (including Cardiff Council events) and smaller events such as *Careers and Role Models Week* at Grange Pavilion and careers events at Dar Ul-Isra Mosque
- Advertising our vacancies on sites such as diversityjobs.com when recruiting for senior academic and PS roles

These interventions have only seen a marginal increase in the diversification of our EM staff body - by 0.5% in the last three years. We also have recruitment controls in place limiting recruitment to business-critical positions – although temporary, we recognise the negative impact of this measure on our short-term ability to diversify our staff body.

## **Student recruitment**

We recruit students from the UK and internationally and in 2023/24:

- Over 33,500 students from 148 countries enrolled
- 70% of our students were recruited from the UK
- Approximately one-third of our UK students come from Wales (Appendix 2: Chart 10-12c)
- The majority are from areas within a three-hour travel radius of Cardiff - where recruitment activity is focused
- The largest cohorts of international students originate from China and India (Appendix 2: Chart 10-12d)

## Local community and engagement

As part of our civic mission, we put our communities at the heart of everything we do. Our award-winning Community Gateway project is our flagship platform that has built links between the University and the community in Grangetown - the most culturally diverse district in Wales. Its successes include:

- Over 700 students worked on 35 'live' teaching projects
- Over 200 students and graduates volunteered on Grangetown projects
- Collaboration across all Colleges and PS to develop career and enterprise pathways between the University and community
- Collaboration with over 30 sector partners, including Cardiff Council and Welsh Government
- Widening access project - partnership working to make higher education courses and careers more accessible for Grangetown residents, e.g. the PACE project (Figure 10)

**PACE Project**

Aims to increase access and inspire ethnic minority students to consider healthcare professions.

**4** schools in Cardiff

**60** pupils in Year 9, 10 and 11 attending free weekly interactive sessions from November to March.



(Figure 10: School of Medicine Promoting Academic and Community Excellence (PACE) project)

## Local tensions

Y Sgwrs Fawr / The Big Conversation was Cardiff University's participative exercise from September 2023 to April 2024 leading to the development of a new University Strategy. As part of the engagement, workshops were held with community groups, which highlighted that sections of our external community view Cardiff University as institutionally racist and non-inclusive. Learnings from the engagement were incorporated into the new institutional strategy. Feedback and further sessions were held to continue engagement with our external community.

As with many universities worldwide, we have seen student activism, including a student encampment in support of Palestine from May to July 2024. Over 900 staff, students, and alumni signed an open letter supporting the encampment's demands and students' rights to demonstrate safely, to which the University responded on 29

May 2024. Complaints were also made about the conduct of the encampment protest. In this tense atmosphere, our University stance has been to hold space for free speech within the law and to uphold dignity and respect. Notwithstanding, we received comments from members of our community regarding a perceived inconsistency in our response to recent global conflicts. Feedback included a call for greater support for wellbeing. The University formed an Encampment Working Group to address the issues that arose and has launched new Islamophobia and antisemitism training for staff.

Action Ref	Action	Action in Progress (in our SEP or outwith)
1.1	Create a comprehensive guide for staff and students that outlines legal rights and responsibilities for protests and freedom of speech, with a focus on how to foster a safe environment for expressing opinions on political issues.	
1.2	Expand the delivery of Islamophobia and Antisemitism awareness training to staff and students.	
2.1	Ensure issues related to racial tensions are regularly monitored using the report and support tool. Where issues are identified, proactive support and appropriate training are to be introduced as part of addressing specific issues/tensions.	✓
2.4	a) Partner with external organisations that deliver specialist wellbeing support that is culturally sensitive. b) Ensure the successful operationalisation and communication of our new Staff Wellbeing Strategy and our student Mental Health Strategies	

## 2. Development, evaluation and effectiveness of policies

The University's Compliance and Risk Team is responsible for several EDI-related policies, which are reviewed every three years to ensure they remain fit for purpose. Each review consists of:

- Evaluating updated guidance issued by internal sources (e.g. EDI Hub) or external sources (e.g. Welsh Government, Medr, Stonewall), and any comments/feedback from users of the policy
- Consultation with University groups likely to be impacted by the policy
- Scrutiny of the policy and its likely impact via our governance structures, including decision-making bodies
- Consultation with staff members who are responsible for implementation
- Completion or updating of Equality Impact Assessments (EIA)

- Scrutiny of our oversight and monitoring framework (policies and guidance) at Governance Committee as part of the SEP Annual Report

### Key issues

- Whilst an EIA on changes to provision and processes is a requirement, it often does not happen
- Low completion of EIAs is potentially exacerbating inequalities
- Lack of a central tracking system for EIAs makes it difficult to monitor usage, completion/compliance, reducing our ability to improve the inclusivity of decision-making processes across the University

Action Ref	Action	Action in Progress (in our SEP or outwith)
PA7	a) Develop a screening tool and create a robust, user-friendly integrated impact assessment process that ensures EDI and anti-racism are foundational to all decision-making and project planning.	✓
	b) Training staff on the updated IIA process and roles in EDI decision-making. c) Creation of a centralised repository for monitoring IIA usage, which will serve to monitor compliance, identify trends and themes, and identify best practices.	

## 3. Culture, inclusion and belonging

### Our values

We aim to establish an inclusive culture free from discrimination based on the values of dignity, courtesy and respect. Our new University strategy, together with our SEP and the actions within this REC, unite to build what we term *cynefin* (belonging), establish *tegwch* (equity for all), and embrace *cyfrannu* (contributing to our local and global communities) - these three Welsh concepts being the three central pillars of our SEP.

### Survey conduct

Staff and student REC surveys were available to complete between 15 November - 22 December 2023 and were promoted to all staff and students across all our communication channels (Figure 11).



*(Figure 11: Number of staff and students who participated in the 2023 surveys)*

17.6% of our total EM staff and 1.6% of our total EM students completed the survey. Limited engagement may be explained by issues of mistrust and/or respondent fatigue (our survey coincided with our University-wide 'Y Sgwrs Fawr/Big Conversation' consultation). (Appendix 1: Table 1a – 1d).

### **Focus groups**

We ran three staff focus groups (13 participants) and two student focus groups (9 participants) to better understand the experiences of our University community. We advertised for participants via staff and student newsletters, social media platforms and at the end of our REC survey (see action PA6).

### **Survey and focus group results** (analysis can be found in Appendix 1)

#### **Our culture and sense of belonging**

We analysed themes from our survey and focus groups to gain insight into our University's culture in relation to race equality and inclusion. We found:

- A clear discrepancy in responses between EM staff and students and their White peers
- Focus group participants expressed a need to “fit in”, feeling alienated and insecure about self-expression, which hindered their authenticity at work
- Some experienced greater inclusion in their departments, but this was not evident at the University level
- Students expressed feelings of isolation due to a lack of ethnic diversity. This led to a sense of them putting their culture aside as they felt the need to adapt to fit in in the UK. Although this feeling was somewhat alleviated by forming friendships, it was still prevalent due to the overall campus atmosphere

Action Ref	Action	Action in Progress (in our SEP or outwith)
1.3	a) Explore the factors influencing staff members' sense of belonging at/to the University. b) Implement suggestions from the focus group to improve the sense of belonging departmentally and University-wide.	
1.4	Undertake a partnership project with students to make recommendations about how to increase a sense of belonging at the University among students.	
1.5	Co-create with students' resources to support student induction and transition experience to the University and Cardiff community.	

### Staff Network

Our staff focus group revealed mixed opinions about our Black, Asian, and Minority Ethnic (BAME) Staff Network. While its efforts were valued, concerns were raised over its purpose. The networks' ToR identifies it as an informal consultation group, but staff felt it serves primarily to raise the University's profile, often overlooking issues such as additional workload (in respect of EDI matters) and the impact of this additional work on a person's career over time. Attendance and engagement have been low relative to its membership size.

Action Ref	Action	Action in Progress (in our SEP or outwith)
1.6	a) Review staff network ways of working and scope support that staff networks need to progress.	
	b) TOR to be updated and co-produced by network members, with the removal of the University's use of the staff network as an informal consultation group; consultation in the first instance to be conducted by SEP shadow boards to ease the burden on EM staff.	
1.7	a) Co-develop a communications and visual media strategy with our EM staff and students, including a platform where regular updates on upcoming events, celebrations, and ways to connect can be shared. b) Scope and conduct a review into appropriately resourcing EDI and anti-racism events and initiatives, including budgets and staff time allocation.	

## Leadership

Our surveys and focus groups highlight a concerning gap in confidence from staff and students around their leaders calling out racially inappropriate behaviour. This was more evident from staff from an EM background compared to White staff (Figure 12).



(Figure 12: Staff and student responses to the survey question “How confident do you feel that [leaders/tutors] at Cardiff University will call out racially inappropriate behaviours?” (Percentage combines both ‘quite to extremely confident’ responses)

Staff also perceive a lack of clear direction from senior staff. In the focus groups it was stated that senior leaders often used phrases such as “anti-racism” and “zero tolerance” but lacked clear actions and a meaningful steer to create genuine change. E.g.:

*“Actions, not words: Considering that tackling and talking about instances of racism elicits a sense that nobody cares, how do we change this going forwards? Senior leaders should talk about race equality without being prompted; should meet regularly with diverse members of staff to...accurately captur[e] their needs.” - Survey respondent*

Action Ref	Action	Action in Progress (in our SEP or outwith)
1.8	a) Senior leaders being involved in University-wide communications and championing race equality initiatives b) Establish a mechanism to book drop-in sessions with senior leaders at various points in the year, which will be available to staff and students to share/highlight any concerns.	
1.9	Achieving the Race Equality Charter Mark Bronze renewal by 2030 and Silver Award by 2035 is a KPI for all senior leaders.	
1.10	Pilot Cultural Competence training for leaders and managers as part of our wider leadership programme.	

### Our ability to talk about race

Black staff and students expressed the least confidence in our ability to have open and honest conversations about race, whereas White staff and students felt slightly more confident (Figure 13).



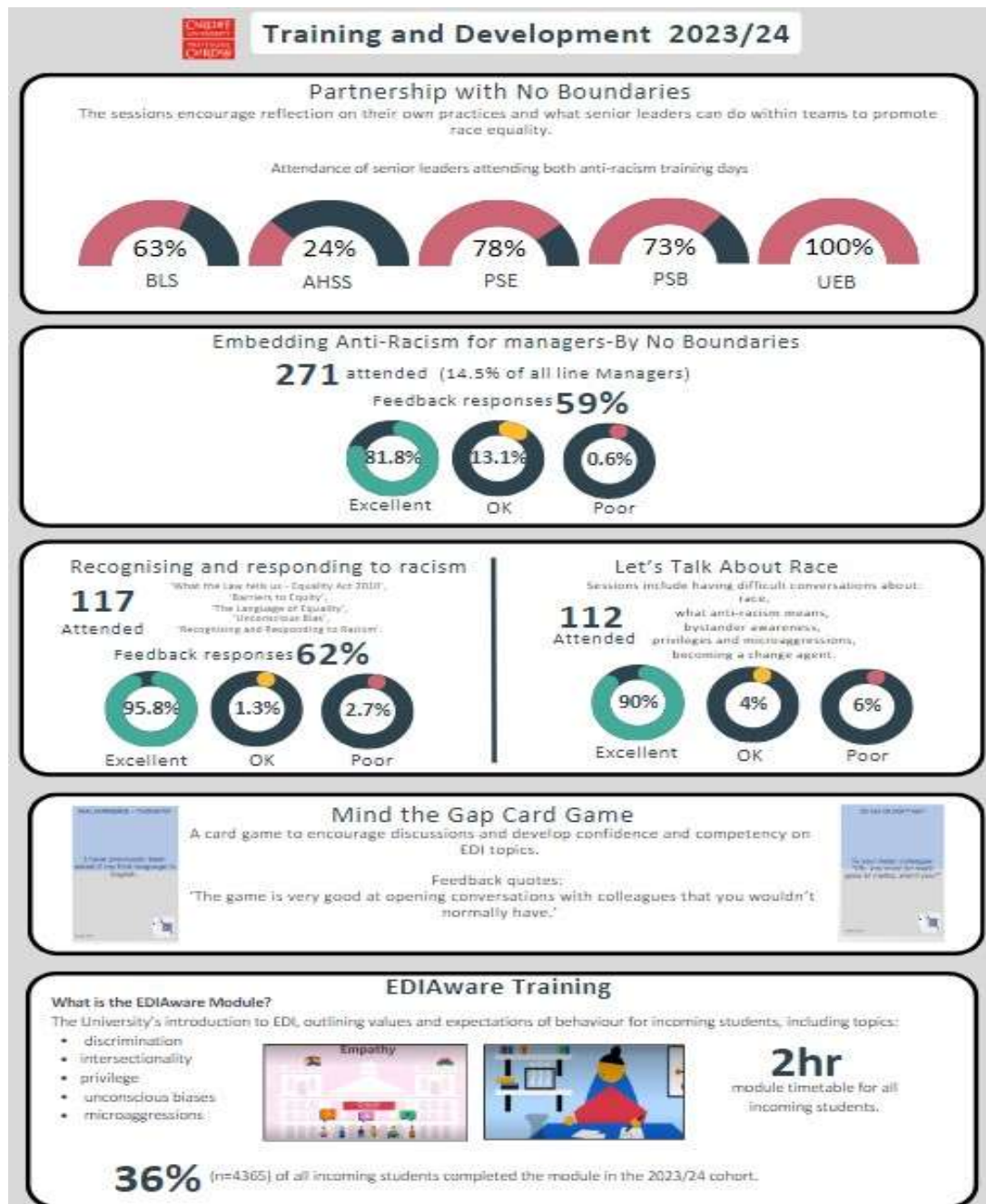
(Figure 13: Staff and student responses to the survey question “How confident are you that colleagues/students at Cardiff University can have an open and honest conversation with each other about race?” (Percentage combines ‘quite to extremely confident’ responses)

In the focus groups staff expressed a sense of pressure to speak out against instances of discrimination, with the onus being placed on them. Participants also felt insecure about raising such issues due to preconceptions about how this may be perceived. These results indicate that our staff and students generally lack

confidence in our collective ability to discuss racial issues, feeling unsupported and unsafe to have honest conversations.

### Actions we've already taken

Rolling training for senior leaders, line managers, and all staff and students aims to increase awareness and identification of racism and show how members of our community can proactively create an inclusive environment, calling out inappropriate behaviours (Figure 14).



(Figure 14: University-wide race equality training available for staff and students)

We recognise that an issue with delivering anti-racism training is engagement. Training is not mandatory, and attendees are often individuals who are already passionate about EDI. We need all our staff to understand what constitutes racism and their role in creating an anti-racist University (see action PA1).

Action Ref	Action	Action in Progress (in our SEP or outwith)
1.11	To capture all staff, make the Advance HE introduction to Race Equity e-learning module compulsory and monitor engagement.	
1.12	a) University-wide staff and student rollout of Mind the Gap card game. b) Scope the scalability of Everyday Race Allyship workshops to be delivered across the University.	

**Culture climate**

Most staff and student respondents felt that the University does not acknowledge festivals and traditions from different cultures well (Figure 15).

Staff and student responses how well do we acknowledge cultures (quite to extremely well)



*(Figure 15: Percentage of all staff and students’ responses to the survey question “How well do you think festivals and traditions from different cultures are acknowledged at Cardiff University?”)*

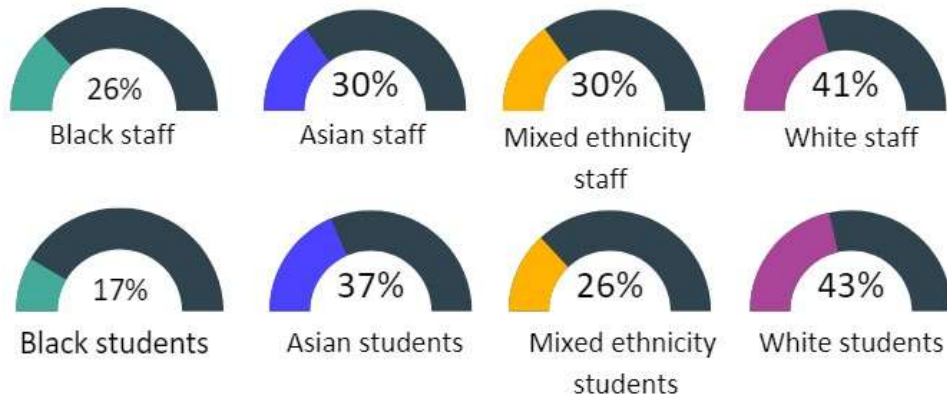
Staff expressed concern in their focus groups about the superficiality of cultural celebratory actions within the University. It was felt that they do not substantively address discrimination. Some participants were also puzzled by why some cultural days were celebrated more than others.

Both staff and students wanted to see more cultural awareness days, and opportunities to come together in meaningful, authentic ways (see Action 1.10).

**Reporting discrimination harassment and abuse**

Our survey results indicate only 39% of our staff and students have faith in the University to handle reports of discrimination, harassment and abuse appropriately (Figure 16).

Staff and students' confidence in investigations or disciplinary action being taken following reports of discrimination, harassment or abuse (quite to extremely confident)



(Figure 16: Staff and student responses to the survey question “If you reported discrimination, harassment, or abuse based on race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?” (Percentage combines ‘quite to extremely confident’ responses)

Staff and student focus groups raised concerns about the lack of clarity around the complaints process, with limited awareness regarding how to raise a complaint. Staff also noted the absence of a robust and anonymous mechanism for reporting instances of discrimination, highlighting the process as unnecessarily lengthy, arduous and consequently a deterrent. E.g.:

*“...If [discrimination is] from your manager - who do you report it to?... In a predominantly White managerial organisation you do not feel you will be supported. Racism can be subtle and cumulative... it’s better to ride it out and leave if you have to, than rock the boat...”* -Survey respondent

Students in the focus groups feared being labelled troublemakers, which made them reluctant to report issues. They worried about marginalisation and having their concerns ignored. Past experiences of inadequate responses further eroded their trust in the reporting system.

## Actions we’ve taken

### Advance HE external review

In 2023, we asked Advance HE to conduct an external review into our complaints procedure from an anti-racist lens. The review recommended:


- Creating a one-stop-shop web page for identity-based harassment and discrimination reporting with complaints processes available to staff and students
- Improving communications relevant to reporting and complaints processes
- Investing in data collection relating to EDI reporting and complaints processes
- Using evidence insights to inform strategic action on race equality

In response to the Advance HE review and our own further analysis, we launched our Report and Support tool for students in October 2024 (staff launch due 2025/2026).

**Report and Support:**

- Replaces our previous Race Equality Supervisory Panel which supported reporting of racial quality incidents and provided specialist advice on race equality
- Allows anonymous reporting of bullying, harassment, discrimination, violence, hate, microaggressions, or safeguarding concerns, with dedicated staff handling reports and a clear, accessible process for users

One challenge that persists is our complaints and grievances procedure, which has been recognised as challenging to navigate. We are committed to improving this area and have included it in our action plan.

Action Ref	Action	Action in Progress (in our SEP or outwith)
2.1	a) Maintain the Report and Support tool for students and launch the staff Report and Support tool. b) Raise awareness about the use of Report and Support and develop anti-racism campaigns c) Ensure the reporting system is easily accessible to everyone, including streamlining the reporting process, increasing the visibility of reporting options, and providing clear guidance on how to report incidents. d) Use data to identify trends in harassment/discrimination. Use insights to proactively address issues before they escalate. e) Develop and implement targeted training and policies that effectively tackle harassment/discrimination at the University. f) Update online support pages – ensuring they are comprehensive, user-friendly and easily accessible.	

2.2	a) Develop a comprehensive and easy-to-navigate guidance document for the staff complaints and grievance process that clearly outlines expectations at each level. The guide includes detailed support available and clear expected timelines. b) Monitor volume and reasons for use. c) Use data to identify teams that have elevated reporting of racist incidences and provide further guidance around race equality.	
2.3	Scope and deliver training to line managers to increase awareness of what constitutes racial harassment, discrimination, and microaggressions, how to deal with complaints from staff, and how not to be a bystander.	
2.4	a) Ensure our Employee Assistance Programme is fit for purpose and is responsive to our EM staff needs - in particular those that have experienced discrimination, harassment, or abuse. b) Partner with external organisations that deliver specialist wellbeing support that is culturally sensitive. d) Update our current communications about the wellbeing support that is available to staff and students.	

### 3. Staff context

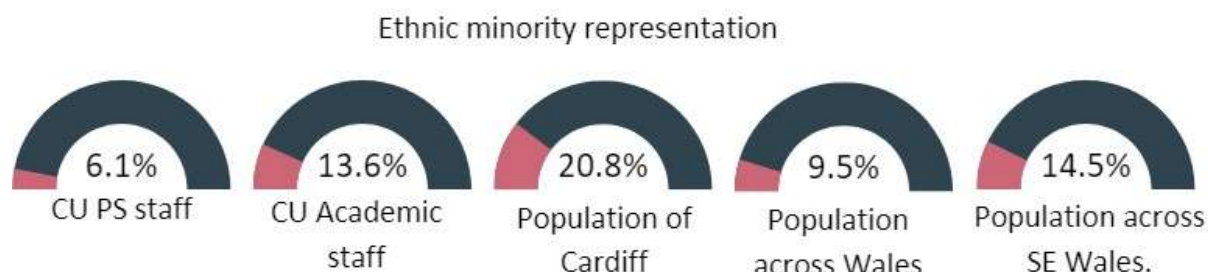
We have limited staff from EM backgrounds, particularly in senior roles. As a result, in some instances, we have aggregated our data to 'EM staff' where we need to ensure anonymity.

We have a significant issue of undeclared ethnicity within all our data sets, which has doubled over the last three years from 8.2% to 16.5% (1349) staff. This not only limits our ability to provide an accurate reflection of our staff diversity but also raises concerns about why staff may feel reluctant to share their data. This is to be considered in all our data analysis in this report (Appendix 2: Table 2).

Action Ref	Action	Action in Progress (in our SEP or outwith)
5.1	a) Develop a communications plan to support existing staff to understand why ethnicity and other demographic information/protected characteristics are collected and what the data is used for. b) Include this information in induction packs for all staff and encourage completion (even if it's a 'prefer not to say') as part of induction/probation.	

## ONS and HESA benchmarking

ONS data shows that across all EM sub-groups, the percentage of staff at the University has been broadly static since 2020 (Figure 17).



*Figure 17: Percentage of people from an EM background*

One concern is that amongst PS staff, only 6.1% are from EM groups compared with 13.6% of academic staff (Appendix 2: Table 3). Both groups fall significantly below the EM population of Cardiff (20.8%). Compared to other Russell Group universities and the HE sector, Cardiff employs fewer ethnically diverse staff, particularly black staff, in both academic and PS roles (Appendix 2: Table 4a - 4d).

## Staff by contract type

Of the 8759 employees at Cardiff University in 2022/23:

- 2268 (25.9%) were on fixed-term contracts with EM staff more likely to be employed on these. Non-UK EM staff are disproportionately affected (32.3%)
- For academic staff, 37% of EM employees are on a fixed-term contract compared to 22% of White staff
- For PS staff, 20% of EM employees are on fixed-term contracts compared to 15% of White staff (Appendix 2: Table 5a-5b)
- On the academic career pathway, most fixed-term contracts are for research staff. However, disparities arise when we look at UK-domiciled staff: 65.7% of UK EM staff are on fixed-term contracts compared to 61.5% of White UK staff (Appendix 2: Table 5c)

## Staff by contract function

Academic staff are employed across three career pathways: Teaching & Scholarship (T&S), Teaching & Research (T&R), and Research-only (R-only). We found that EM staff remain underrepresented in research-focused roles with only:

- 9.8% of research staff from EM backgrounds

- 5.3% on T&R contracts (of which 3.3% are non-UK) • 4.5% on Research contracts (of which 2.2% are non-UK).

The representation of EM staff is notably lower on the T&S pathway, where just 3.8% of staff are from EM, with 1.8% being non-UK.

Across all academic contract types, 53.6% of EM staff are non-UK whereas only 23.8% of White staff are non-UK.

Comparing the three Colleges, PSE employs the highest percentage of academic EM staff at 18.7%, AHSS employ 14.3% and BLS has the lowest percentage at 10.8% (Appendix 2: Table 6).

Action Ref	Action	Action in Progress (in our SEP or outwith)
3.1	Investigate the reasons why Colleges differ in awarding permanent/fixed-term contracts.	

### Professional, technical and operational staff by job family

Over the last three years there has been a small increase in the numbers of EM staff in Managerial, Professional Specialist Staff (MPSS) positions, with Asian staff displaying the greatest increase from 57 in 2020 to 80 in 2023. However, the number of Black members of staff has remained constant at 14-15. AHSS has the least diverse MPSS staff. There have been no significant changes in the numbers of operational staff from Asian and Black backgrounds over the last three years; however, the number of mixed-ethnicity staff has decreased by 33%, and the number of White staff has decreased by 15%. There has been an increase in Asian staff in administrative support roles by 34% over the last three years, with smaller increases in Black (15%) and mixed ethnicity (9%) staff. Only 9% of the total EM staff in PS departments are in a grade 7 position or above, as opposed to 17% of White staff (Appendix 2: Table 7).

### Staff by grade

#### a. Academic staff

In 2022/23 the percentage of White employees at higher grades steadily increased from 56.2% at grade 6 to 82.6% at grade 9. The percentage of EM staff decreased from 19.3% at grade 6 to 12.6% at grade 9.

In the same timeframe, only 5.2% (n=47) of all our EM staff were in senior grades compared to 7.4% (n=465) of White staff, indicating EM staff are underrepresented

at our highest pay grades. Notably, there was no declared representation of UK black staff in the senior grade. Across all three Colleges, grade 6 typically has the highest portion of non-UK EM staff (Appendix 2: Table 8a).

*“I have worked in Cardiff University for over 40 years, and I have to say that when I started, I was discriminated against in the salary structure as my education abroad was not recognised.”* - Survey respondent

#### **b. Professional Services staff (PS)**

Over the last five years, a similar trend has been seen in PS grades, with on average 9.1% of EM staff being in grade 1 reducing to 5.5% at PS grade 6. For White staff, the opposite trend is seen, with 71.7% being on grade 1, increasing to 89.4% at grade 6. In 2022/23, EM staff members made up only 0.9% of the senior grade (Appendix 2: Table 8b).

#### **Applications, shortlisting and appointments made in recruitment to academic and professional service posts**

EM applicants (both UK and non-UK) are less likely to be shortlisted compared to their White counterparts (68.3% versus 57.6% for UK-based applicants and 80.3% versus 72.4% for non-UK-based applicants). EM interviewees are less likely to succeed than their White counterparts: 12.1% versus 17% for UK-based interviewees; and 4.8% versus 9.2% for non-UK interviewees (Appendix 2: Table 9a9b). There is anecdotal evidence that online applications from EM candidates are less likely to be fully completed, leading to applications not being shortlisted. The recruitment process itself is not anonymous; whilst recruiters do not have access to EDI data, candidates' names are visible on applications, allowing potential racial biases in shortlisting. We currently do not have a value statement in our job descriptions relating to EDI and anti-racism, and there are no positive action statements regarding underrepresented groups.

We have introduced a Diverse Interview Panel Initiative which seeks to improve representation on interview panels and reduce unconscious bias in our recruitment. So far, 12 EM staff members have volunteered as panellists. We recognise that limited ethnic diversity among our staff makes it challenging to recruit panellists, especially since this is a voluntary commitment added to their existing workloads.

Action Ref	Action	Action in Progress (in our SEP or outwith)
3.2	<ul style="list-style-type: none"> <li>a) Include positive action statements in job descriptions and adverts encouraging applications from EM backgrounds in teams with underrepresentation.</li> <li>b) Ensure recruiting managers and interview chairs undertake recruitment-specific EDI and anti-racism training.</li> <li>c) Ensure wherever possible recruitment panels are diverse and relaunch diverse interview panels with a focus on the benefits of engaging in the initiative.</li> <li>d) Monitor and report recruitment data and diversity figures to UEB.</li> <li>e) Use inclusive language to attract non-traditional applications in adverts and job descriptions.</li> <li>f) Develop and implement a diverse recruitment toolkit.</li> <li>g) Ensure consistency in recruitment across the institution, making it clear what is mandatory practice and what is promoted as best practice.</li> <li>h) Explore options for anonymising recruitment.</li> </ul>	✓
3.3	Actively promote Cardiff University Values and Behaviours (V+B) to potential applicants.	
3.4	Scope viability of outreach partnership programme with organisations such as Cardiff Council to offer apprenticeships and internship to local residents from EM communities.	

### Applications and success rates for professional, technical and operational staff progression (where there are formal routes for progression)

Data on this is currently not collected as PS staff do not have a formal progression route; career progression is through a re-evaluation of duties and grades in exceptional circumstances or by applying for advertised positions.

Action Ref	Action	Action in Progress (in our SEP or outwith)
3.5	<ul style="list-style-type: none"> <li>a) Develop a clear pathway for PS staff career progression, inclusive of developmental opportunities.</li> <li>b) Set up systems to collect PS career progression data.</li> <li>c) Use data collected to inform ways to improve our PS staff progression support.</li> </ul>	

**Applications and success rates for academic promotion**

- Over the past five years, EM employees generally had a lower success rate (65%) compared to white employees (74.7%). Among UK EM employees, success rates fell from 70% in 2019-20 (n=14) to 47.1% in 2021-22 (n=8), before rebounding to 70.6% in 2022-23 (n=12). These trends underscore persistent disparities and opportunities for improvement.
- For non-UK EM staff, there has been an increase in the success rate of applications from 53.85% in 2019-20 (n=14) to 67.9% in 2022-23 (n=19); however, this is still below the success rate of non-UK white staff (72.92%).
- Over the past five years, UK ethnic minority success rates ranged from lows of 44.4% in BLS (n=12) to 69.2% in AHSS (n=27), compared to an average 75.6% for UK white staff across all Colleges.
- UK EM employees had higher withdrawal rates than white employees, improving from 21.74% in 2020-21 to 0% for UK staff. However, non-UK staff saw rates rise from 3.45% to 10.7% in the same period (Appendix 2: Table 10).

To help address the underrepresentation of colleagues from EM backgrounds in senior academic roles, we have introduced the Academic Promotions Development Programme. Over the past five years, the proportion of University professors from EM backgrounds has increased from 8.4% to 9.5%. 13 EM staff have completed this programme, with eight (62%) achieving promotion.

The University has also launched a new programme to support colleagues earlier in their academic career. However, due to financial challenges, academic promotions and the Development Programme for 2024-25 have been paused. While we intend to reintroduce this in 2025/26, this pause will limit our progress in increasing EM promotions next year.

Action Ref	Action	Action in Progress (in our SEP or outwith)
3.6	a) Reintroduce the Academic Promotions Development (APD) programme in 2025-2026. b) Scope viability of partnership with Women in HE Network on 100 Black Women Professors Now programme.	
3.7	a) Investigate barriers in the promotions process with a race equality lens.	
	b) Use findings to update our processes and policies to reduce barriers for EM staff.	

## **Membership of Council, Senate, institutional and faculty/directorate Senior Leadership Teams**

Of Cardiff University's decision-making bodies and committees, the following committees had no declared ethnic diversity in at least three years (from 2020/21 to 2022/23):

- Academic Standards and Quality
- Health Safety and Environment
- University Awards and Progress
- Education and Student Experience
- Environmental Sustainability
- Open Research and Ethics

In contrast, several other committees present a relatively higher representation of members from an EM background:

- Audit and Risk - 40%
- EDI - 27.78%
- Honorary Fellowship and Degrees - 37.5%
- Professional and Senior Salaries - 28.57%
- Remuneration - 25%

70% (n=14) of ethnic diversity in our key decision-making committees comes from lay members and we have limited representation from PS departments. In addition, only 5 out of 19 committees contain non-UK staff:

- Academic Promotions Committee
- EDI sub-committee
- Honorary Fellowships & Degrees Committee
- Redundancy Committee
- Senate

To join a committee, staff must be nominated but we don't currently collect nominee ethnicity information, so are unable to determine if there is an issue with EM staff being nominated.

## **Senior Leadership Teams**

There have been no black members of staff in our Senior Leadership Team (SLT) over the last three years. There has also been a decline in diversity at the PS Board SLT, with no declared ethnic diversity in 2023.

In 2023, BLS, PSE and UEB had two EM staff members, while AHSS had one (Appendix 2: Table 11 & 12)

It is clear from our data that our senior leadership and key decision-making committees have limited ethnic diversity, which in turn, likely impacts our ability to make effective decisions in advancing race equality.

*“Encourage the involvement of more black EM academic staff in senior management positions. e.g. Heads of Schools, Pro Vice- Chancellors, etc..”  
“More diversity in staff ESPECIALLY in higher positions of power and authority.”* -Survey responses

To support diversifying our leadership, we have introduced the following programmes:

- **Advance HE - Diversifying Leadership Programme**

This supports EM staff who are looking to move into leadership roles. Offered in partnership with Cardiff Metropolitan University and University of Wales, Trinity St David, it explores themes of power and influence, cultural identity, cultural capital and authentic leadership. So far, 16 participants on the programme have come from Cardiff University and provided feedback (Figure 18).



(Figure 18: Diversifying leadership programme feedback)

- **Elevate Programme**

An innovative leadership and development programme for people who identify as a woman or non-binary from EM groups, Elevate offers personal and professional development for academic staff (grades 5-8) and PS staff (grades 3-7) across six universities (Bristol, Bath, Bath Spa, Cardiff, Exeter, and UWE). Five people from Cardiff have participated in this programme so far, with the impact on progression into senior leadership roles still to be evaluated.

Action Ref	Action	Action in Progress (in our SEP or outwith)
3.8	a) Actively promote recruitment for less ethnically diverse key decision-making committees, highlighting the benefits available. b) Roll out delivery of allyship training to all committee members. c) Demographic data of applicants to be collected/recorded.	
3.9	a) Launch four Oversight and Advisory Groups (OAGs) into the University's governance structure, to improve decision making: <ol style="list-style-type: none"> <li>1. Race, Religion and Belief</li> <li>2. LGBTQ+</li> <li>3. Gender</li> <li>4. Disability</li> </ol> These groups will be led by UEB members and will play a critical role in advocating EDI initiatives within its remit while recognising the importance of an intersectional approach. b) Introduce robust mechanisms for staff and students to contribute to race equality work. This includes leveraging the SEP Shadow Board, OAGs, and Staff Networks to gather diverse perspectives and experiences.	
3.10	Develop and pilot a reverse mentoring programme which turns traditional mentorship on its head as board members become paired up with minority group mentees. If successful, rollout University-wide.	

## 5. Student context (see appendix 2 for full data)

In reviewing student data, we did not combine Arab, Black, Asian, and Mixed ethnicity into a single aggregated EM group - our data showed important differences across ethnic groups meaning aggregation would mask key findings. Where aggregation was needed due to small numbers, we aggregated across years, rather than ethnicity.

Data was analysed at institutional and College levels. College-level analysis is only discussed if particularly notable, as most key insights and priorities are relevant institution-wide. This section will first review data related to the student journey into the University, and second, data on the student journey through the University.

## **Student journey into the University**

### **Diversity of our student cohort**

#### **UK-domiciled students**

Over the past five years, undergraduate (UG) student numbers have increased, postgraduate research (PGR) and Postgraduate taught (PGT) numbers declined in 2022/23. 8 out of 10 students identify as White, a relatively consistent figure over five years. In 2020/2021, the proportion of UG and PGT students identifying as White was broadly comparable to the proportion of the population identifying as White in Census 2021 in both Cardiff and in England and Wales as a whole. Our student body is less ethnically diverse than the Russell Group and UK HE sector averages, with an approximate 11% difference in 2021/22. (Appendix 2: Tables 13a - b, 14a & b, 15a & b)

#### **Non-UK students**

Over the past five years, the student population has remained stable. The largest ethnicity group is Asian - 56.5% UG, 83.7% PGT, and 44.8% PGR non-UK domiciled students identified as Asian in 2022/23. The proportion of White students has decreased (UG -13.3%, PGT -5% and PGR -13%).

Overall, whilst there has been some diversification of the cohort this has been primarily amongst non-UK domiciled students, as there has only been a 2% decrease in White UK-domiciled students at UG, PGT and PGR levels (from 82-85% down to 80-83%). Although we have a slightly more diverse cohort in comparison to Welsh HEIs, we are less diverse than Russell Group and UK sector averages. (Appendix 2: Tables 13a & b, 14a & b, 15a & b)

#### **Undergraduate application success rates**

We focused on the following when reviewing application success rates:

- Combined data across all tariff points, because application-to-offer success rates and offer-to-enrolment conversion rates show ethnicity conversion gaps across all tariff ranges (see Charts 2 a & b, Tables 16 a-d)
- Data for UK-domiciled applications only, because only 15% of non-UK domiciled applicants declared their ethnicity (Tables 16 g & h)

Our data shows that ethnicity conversion gaps exist at both stages of the application process – application to offer, and offer to enrolment:

**Application-to-offer rates**

Overall, offer rates are high (70%+ in 2022/23) in the AHSS and PSE Colleges, with lower rates in BLS due to the highly competitive nature of some of their programmes (e.g. medical programmes).

White applicants are more likely to receive an offer than students from other ethnic groups, with the largest ethnicity gaps for Arab and Black applicants in AHSS and PSE and Arab, Asian and Black applicants in BLS.

To check whether programmes that interview applicants create particular barriers we also reviewed application-to-offer data separately for these programmes compared to our standard programmes. Although still substantive, the ethnicity conversion gaps are smaller for programmes that require an interview than for standard programmes, suggesting that processes already in place to mitigate against potential bias (e.g., EDI and unconscious bias training, recruitment of diverse panellists) in the interview process are having a positive effect (Appendix 2: Charts 2c, Tables 16e, i & j)

**Offer-to-enrolment conversion rates**

We found that conversion rates are broadly similar across the three Colleges. Although ethnicity gaps are smaller at this stage than at the application-to-offer stage, White offer holders are more likely to enrol at Cardiff University (Appendix 2: Charts 2d, Table 16f)

**How we are working to diversify our student cohort**

Our data shows we need to increase the proportion of UK-domiciled EM students, and that applicants from EM groups are less likely to receive an offer and less likely to go on to enrol than White applicants.

The University has numerous initiatives aimed at diversifying our student cohort – see Figure 19.

**Aspire Summer School**

Provides refugees and asylum seekers the opportunity to attend a programme designed to support the development of English language skills, confidence, and address some of the challenges in applying to university.

**8** days **33** graduates  
**18** countries of origin in 2024



Quotes from participants:  
"This course was incredibly important and useful for me. After each lesson, I felt strength and confidence."

### Engage Work Experience

A programme aimed at pupils from an ethnic minority background in Year 12-13 who want to learn more about what it's like working at CU.

**6** participants in 2023/24

**15** participants in 2024/25



### Cowrie Scholarship

Provides full scholarships for talented, disadvantaged, black British undergraduate students

Cardiff commitment:

**10** Years, to select 1 Cowrie Scholar every 3 years



(Figure 19: Examples of initiatives aimed at diversifying our student cohort)

Our priority focus within our action plan is to gain a better understanding of the reasons for the ethnicity gaps in application-to-offer and offer-to-enrolment rates in order to identify the most appropriate ways to address these gaps. We will also seek to identify how best to improve the information we provide.

Action Ref	Action	Action in Progress (in our SEP or outwith)
3.11	Work with UCAS to provide clarification to applicants about the purpose of requesting ethnicity information within the application process.	
3.12	Undertake an analysis of our application-to-offer rates by ethnicity in comparison to comparator institutions.	
3.13	Analyse the reasons for undergraduate application rejections to uncover the root causes of the ethnicity application-to-offer gap and identify actions, such as enhancing application guidance, to close the gap.	
3.14	Review the undergraduate applicants' survey by ethnic group, taking into account those rejected at confirmation (i.e., applicants who did not meet their offer conditions), and develop actions to reduce the gap between offers and enrolment.	

3.15	Review and revise as needed with input from students/applicants and other relevant stakeholders, our pre-applicant, applicant, offer-holder, and pre-enrolment information.	
------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

## Student journey through the University

### Undergraduate continuation and completion rates

Student retention data from the Welsh National Measures (Table 17a) shows that for students with 2020/21 year of entry (the latest data available to us), Cardiff had higher retention for all ethnic groups compared to Welsh and UK HEIs and Further Education Colleges.

We also reviewed internal data on student withdrawal from the University (Appendix 2: Tables 17b & c) and found that overall, withdrawal rates are low with only 2.6% of UK domiciled students and 1.8% of non-UK domiciled students withdrawing in 2022/23. Ethnicity withdrawal gaps ranged from -1.6% to 2.6% at an institutional level (Appendix 2: Tables 17b).

We concluded that retention and withdrawal are not a priority for specific action and instead focused our review on progression rates - where we saw substantive disparities across students from different ethnic groups.

### Student progression rates

#### Year 1 progression

For UK-domiciled students (Appendix 2: Chart 3a, Tables 18a & b) we found that White students are more likely to progress from Year 1 to 2 than students from all other ethnic groups. E.g.: in 2022/23 progression rates were 82.1%, 80.8%, 76.8%, 82.7% and 86.7% for Arab, Asian, Black, Mixed ethnicity and White students respectively.

Ethnicity progression gaps exist across the five years, with a general widening of gaps over time. 2022/23 did show the progression gap starting to narrow slightly for Arab, Asian and Black students. The largest progression gap has consistently been for Black students, reaching a peak at -18.8% in 2021/22 and dropping to -9.9% in 2022/23.

Whilst ethnicity progression gaps tend to be largest in PSE, the gaps are evident across all three Colleges - our actions outlined below are therefore institution-wide. For non-UK students (see Chart 3b, Tables 18a & c), we found ethnicity progression gaps evident, but White students are not the most likely to progress. E.g.: in 2022/23, the Year 1 progression rates were 79.7%, 82.0%, 86.0%, 87.5% and 77.4% for Arab, Asian, Black, Mixed ethnicity and White students respectively.

## **Year 2 progression**

Overall, progression rates are higher in Year 2 than in Year 1, but ethnicity gaps persist and follow broadly similar patterns to those found in Year 1 (Appendix 2: Charts 3c & d, Tables 18d, e & f). E.g.: in 2022/23, the Year 2 progression rates for UK students were 85.2%, 85.4%, 81.2%, 87.9% and 89.7% for Arab, Asian, Black, Mixed ethnicity and White students respectively; and 85.7%, 89.4%, 81.5%, 95.8%, and 89.1% for non-UK domiciled Arab, Asian, Black, Mixed ethnicity and White students respectively. It was also noted that progression has generally been declining for Black non-UK students in Year 2 over the last five years, down from 87.5% in 2018/19 to 81.5% in 2022/23.

## **Awards**

### **Undergraduate (UG) awards**

For UK domiciled students (Appendix 2: Charts 4a, Tables 19a & b) we found:

- White students are more likely to be awarded a First or 2:1 than all other ethnic groups
- UK Black students have the largest gap, and in 2022/23 there was a -23.9% gap, with only 57.8% of Black students awarded a First or 2:1 compared to 81.6% of White students
- The gap for Asian students had been relatively consistent (-10.9% to -13.3%), but reduced substantially to -5.7% in 2022/23
- The gap for Arab students closed in 2019/20 and 2020/21 (-1.6% and 0.6% respectively) but has since re-opened (-11.1% in 2022/23)
- Using HESA data to compare against other Russell Group institutions, we are amongst a cluster with higher ethnicity awarding gaps, and comparing to different sector groupings including our benchmarking group (see Chart 4c, Table 19d), shows that addressing ethnicity awarding gaps is a priority

For non-UK domiciled students (Appendix 2: Chart 4b, Tables 19a & c) we found:

- White students are consistently more likely to be awarded a First or 2:1 than students from other ethnic groups. E.g. in 2022/23, the proportion of students being awarded a First or 2:1 degree was 53.1%, 68.0%, 72.7%, 72.7% and 77.0% for Arab, Asian, Black, Mixed ethnicity and White students respectively

### **Postgraduate Taught (PGT) awards**

For UK domiciled students (Appendix 2: Chart 5a, Tables 20a & b) we found:

- White students are consistently more likely to be awarded a distinction or merit than all other ethnic groups
- The ethnicity awarding gaps are largest for Black and Arab students, with a -

26.0% and -22.4% gap respectively in 2022/23

For non-UK domiciled students (Appendix 2: Chart 5b, Tables 20a & c) our data shows:

- There are fluctuations in the awarding gaps seen across years and these differ between the different ethnic groups. However, substantive ethnicity awarding gaps are seen within the data for Arab, Asian, and Black students. E.g.: in 2022/23 the gap was -13.4% for Arab students, -15.7% for Asian students, and -12.6% for Black students

### **Postgraduate Research (PGR) awards**

As no grade is awarded for PGR awards, we looked at pass rates and completion time (Appendix 2: Charts 6a & b, Tables 21a, b & c). Pass rates are generally high (90%+) with fewer ethnicity awarding gaps than at UG and PGT levels. For UK domiciled students, White (92.4% pass rate) and Mixed (91.7% pass rate) ethnicity students are less likely to be awarded a PhD than Arab (92.9% pass rate), Asian (96.2% pass rate) and Black (100.0% pass rate) PGR students. For non-UK students, Arab (100% pass rate) and Black (100% pass rate) students have the highest, and Asian (90.4% pass rate) students the lowest pass rates, with the pass rate for White students 97.2%.

The availability of PGR data for reporting and insights is an area requiring improvement and including ethnicity within this reporting is included in our action plan (see below) so that any issues undetected by the current review can be identified and addressed.

### **Actions we've taken**

Our data shows significant ethnicity progression and awarding gaps which we are seeking to close by a) enhancing our student support mechanisms and b) making changes to programme design, delivery and structure.

#### **a) Student support mechanisms**

Our Student Life teams support progression and student success through, for example:

- A mentoring scheme for first year undergraduates
- Academic study skills support
- Careers and employability support

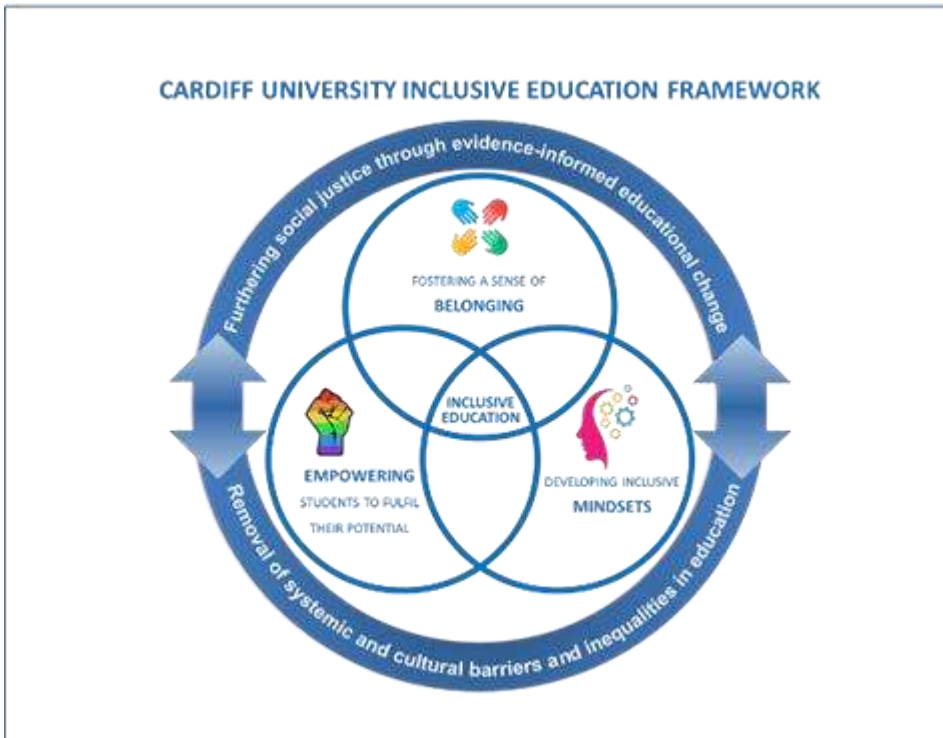
Student wellbeing champions are trained to provide students with evidence-based wellbeing advice and guidance. Wellbeing Champions from EM backgrounds discuss topical themes, share personal experiences and signpost support services in an *Ethnic Minority Student Podcast*.

We also have our *Together at Cardiff* initiative which provides a community of support for students including asylum seekers hosting events including Refugee Week and Together at Cardiff Cafes. However, better linking of data sources, and collection of additional data is needed to further understand the ethnicity of students accessing these services and the impact of these interventions on closing awarding and progression gaps.

Action Ref	Action	Action in Progress (in our SEP or outwith)
4.1	Develop a data strategy and action plan to gather relevant data at the right times, including a scoping exercise to identify required data. Use insights to enhance Student Life team operations.	

**b) Programme design, delivery and structure**

Our *Inclusive Education* project is a key mechanism through which we are addressing ethnicity progression and awarding gaps via curriculum reform and changes to academic practices (e.g., teaching and assessment methods). Overseen by the Success for All (Widening Participation Strategy) Board, regular reporting between the SEP Programme Board and Success for All enables the EDI subcommittee and SEP Programme Board to get a complete picture of all the work contributing to the SEP. Following an extensive scoping exercise in 2021/22 we developed a University-wide *Inclusive Education Framework* (Figure 20), which defines what we mean by Inclusive Education and provides a shared vision and focus for our work in this area.



(Figure 20: Cardiff University's Inclusive Education Framework)

Given the importance of intersectional identities, our framework deliberately focuses on inclusive education more broadly, but emphasises consideration of race and ethnicity not just in the curriculum but also in the design and delivery of teaching. It examines how we can ensure students from all ethnic backgrounds feel they belong; are empowered to fulfil their potential; and through exploring issues like anti-racist curriculum, decolonisation and intercultural skills, develop inclusive mindsets. Work undertaken to support delivery of our Inclusive Education Framework includes:

- Embedding inclusivity, and a consideration of race/ethnicity, in a spiral curriculum throughout our Associate Fellow, Fellow and Senior Fellow schemes
- Developing guidance and resources for staff and embedding these into our online education development toolkit
- Delivering an Inclusive Education series of CPD workshops
- Sharing good practice across Schools and disciplines
- Enhancing our data reporting for ethnicity progression and awarding gaps enabling aggregation of data across years, exploration of gaps down to programme level and benchmarking against other institutions

With these foundations in place, we now look to explore the data with Schools and support the development of localised action plans as part of our annual review and enhancement process.

Action Ref	Action	Action in Progress (in our SEP or outwith)
4.2	Implement annual discussions with Schools about progression and awarding gap data, leading to the development of co-owned localised action plans as part of the Annual Review and Enhancement (ARE) process.	✓
4.3	Develop an inclusive education enhancement model as a diagnostic reflective tool to be used by programme teams alongside assessment, progression and award data in prioritising and action planning to address ethnic awarding/progression gaps.	✓
4.4	Undertake module and assessment data-insights work to help further inform the prioritisation and action planning to address ethnicity awarding/progression gaps.	✓
4.5	Include functionality to investigate data by ethnicity within the development of PGR data reports, including intersectionality.	
4.6	Extend the guidance and resources specifically addressing ethnicity awarding and progression gaps, anti-racist curriculum and decolonisation, sharing good practices from across the University and the wider sector.	✓
4.7	Deliver bespoke Continuing Professional Development (CPD) within Schools to raise awareness of our ethnicity awarding/progression gaps and support enhancements to the design and delivery of programmes	
4.8	Embed the consideration of inclusivity and ethnically inclusive curricula explicitly into revalidation and new programme development.	✓

Another key priority for us is enhancing student transition and progression in their studies and fostering a sense of belonging. Focus group findings indicated that the induction process was uninspiring, highlighting the need for more cultural events and opportunities for students from similar backgrounds to connect.

Action Ref	Action	Action in Progress (in our SEP or outwith)
4.9	Embed consideration of race and intersectional inequalities within the inclusive education project that will review and redesign support for student transition.	✓

**Intersectional inequalities**

Whilst we have made good progress in including student characteristics (including race/ethnicity and domicile) in new and revised reporting of student data, our reporting does not yet make it easy to explore intersectionality. This is a priority action in terms of business intelligence (BI) reporting available for staff to access as needed.

<b>Action Ref</b>	<b>Action</b>	<b>Action in Progress (in our SEP or outwith)</b>
5.2	Test, refine and roll out newly developed approaches to enabling access to intersectional data within student data BI reports.	
5.3	Undertake an insights project to identify the most significant intersectional identities in order to improve monitoring and reporting in the long-term.	

**6. Key priorities for future action**

To determine our priorities, we have reviewed our core data sets, and data from our surveys, focus groups, and consultations to balance what our University community has expressed as the most urgent and the areas in which the data shows a need for improvement. To ensure that resources are allocated and used effectively we are focusing on five key priority areas:

1. Strengthen staff members’ and students’ sense of *cynefin* (belonging)
2. Enhance the visibility of complaint processes and build trust that concerns will be actively addressed
3. Foster a diverse, inclusive University community
4. Address disparities in our student outcomes
5. Deepen understanding of intersectional inequalities

The action plan that follows presents our actions and commitments under these five areas.

## Race Equality Charter Mark Action Plan

### Priorities

1. Strengthen staff and students' sense of *cynefin* (belonging)
2. Enhance the visibility of complaint processes and build trust that concerns will be actively addressed
3. Foster a diverse, inclusive University community
4. Address disparities in our student outcomes
5. Deepen understanding of intersectional inequalities

Priority 1 – Strengthen staff and students' sense of <i>cynefin</i> (belonging)						
Ref.	Action	Rationale	Milestones	Time Frame	Action Owners	Success Markers
<b>1.1</b>	Create a comprehensive guide for staff and students that outlines legal rights and responsibilities for protests and freedom of speech, with a focus on how to foster a safe environment for expressing	Students and staff have expressed, feeling fearful of expressing their opinions regarding ongoing political issues such as the Israel-Palestine conflict.	<b>Year 1 milestone:</b> Create (with relevant stakeholders) and distribute a comprehensive guide for staff and students that outlines legal rights and responsibilities for protests and freedom of speech.	2025-2028	Compliance and Risk  Internal Comms  HR  EDI Hub	Staff and students are informed about their rights to protest and freedom of speech.  Resources, such as guidelines on how to protest safely and within legal frameworks, will be shared and

	opinions on political issues.		<p><b>Year 2 milestone:</b> Host workshops and training sessions on safe and legal protesting</p> <p><b>Year 3 milestone:</b> Conduct an anonymous campus-wide survey, assessing if staff and students feel safe and empowered to express their opinions.</p>			<p>continuously updated.</p> <p>Achieve an environment where over 70% of staff and students report feeling confident in their right to protest and express political views without fear.</p>
<b>1.2</b>	Expand the delivery of Islamophobia and Antisemitism awareness training to staff and students.	Increase in reports of Islamophobia and Antisemitism on campus.	<b>Year 1:</b> Scope an appropriate training provider to create an online module which is available to all staff and students.	2025 – 2027	EDI Hub  HR  EDI Deans	<p>Appropriate training provider found, and online training made available to staff and students.</p> <p>40% of Staff and students have completed</p>

			<p><b>Year 2:</b> Roll out training for staff and students. Evaluate feedback and scope the ability to make this training a mandatory element of induction for staff and students.</p>			<p>Islamophobia and Antisemitism training by 2027.</p> <p>Longer-term reduction in reports of Islamophobia and Antisemitism from staff and students.</p>
1.3	<p>a) Explore the factors influencing staff members' sense of belonging at/to the University.</p> <p>b) Implement suggestions from the focus group to improve the sense of belonging departmentally and University-wide.</p>	<p>Staff survey and focus group results indicate a need to 'fit in'; staff expressed feeling alienated by a lack of connectivity, insecurity regarding self-expression, and an inability to bring their authentic selves to work.</p>	<p>Run a focus group with participants focusing on what creates a sense of belonging.</p> <p>Implement suggestions from the survey to improve the sense of belonging departmentally and University-wide.</p>	2025-2027	EDI Hub	<p>Run two focus groups - one online, one in person. Utilise the results to implement actions to improve the sense of belonging.</p> <p>Improvement in REC survey responses from all ethnicities to</p>

		Greater inclusion was felt by some within their localised departments, but this was not felt at a University level.				be comparable with White staff.
<b>1.4</b>	Undertake a partnership project with students to make recommendations about how to increase a sense of belonging at the University among students.	Our survey and focus group data show that we need to foster a greater sense of belonging amongst students, but we need to investigate how best we might do that.	<b>Years 1-2:</b> Work in partnership with students to design and undertake a project on belonging. Develop a report and recommendations regarding the findings for consideration at Success for All (Widening Participation Strategy) Steering Board.	2024 – 2028	Academic lead for Inclusive Education / Students' Union	Improvements in REC survey responses on the sense of belonging theme in survey to at least 60% for all ethnicity groups.

			<b>Years 2-4:</b> Implement actions agreed upon by Success for All (Widening Participation Strategy) Steering Board.			
<b>1.5</b>	Co-create with students resources to support student induction and transition experience to the University and Cardiff community.	Student advisers suggested that publishing information on local shops and communities could help students feel more at home in Cardiff. We have broadened this to co-create with students a broader set of resources to address a sense of belonging and	<b>Year 1 - 3:</b> Recruit students and develop resources.  Pilot resources, collate feedback, and make improvements.  <b>Year 2 - 4:</b> University-wide rollout. Implement cycle of continuous feedback and improvement.	2024-2028	Academic lead for Inclusive Education  Academic lead and business lead for the Student Transitions project	Improvements in REC survey responses on the sense of belonging theme in survey to at least 60% for all ethnicity groups.  Reduction in ethnicity progression gaps.

		support progression.				
<b>1.6</b>	<p>a) Review staff network ways of working and scope support that staff networks need to progress.</p> <p>b) TOR to be updated and co-produced by network members, with the removal of the University's use of the staff network as an informal consultation group; consultation in the first instance to be conducted by SEP shadow boards to ease the burden on EM staff.</p>	<p>The ethnic minority staff network has consistently identified insufficient administrative support for its basic operation. Survey and focus group responses indicate that some staff are reluctant to engage with the staff networks, as they are concerned about having to carry out additional work on behalf of the University rather than being a place</p>	<p>Scope additional support needed for the staff network.</p> <p>TOR reviewed and updated to include emphasis on peer support. Actionable insights and improvements based on discussions with staff network members.</p>	2025-2026	<p>Staff Network Lead</p> <p>HR</p>	<p>Feedback and engagement in the staff network improved.</p> <p>Staff feelings of belonging significantly improved via REC survey.</p>

		where staff can come together.				
<b>1.7</b>	<p>a) Co-develop a communications and visual media strategy with our EM staff and students, including a platform where regular updates on upcoming events, celebrations, and ways to connect can be shared.</p> <p>b) Scope and conduct a review into appropriately resourcing EDI and anti-racism events and initiatives, including budgets and staff time allocation.</p>	<p>Survey results show that staff and students want more relevant and inclusive communication and ways to connect with others.</p> <p>Our communications about race equality need to be more consistent and integrated to emphasise its importance. Currently, there is a lack of diverse communication resulting in a narrower range</p>	<p>Co-developed comms and visual media strategy that highlights events, celebrations and ways to connect with other staff / students.</p> <p>Review existing internal and external communications, including website content, stock images, signage, and other materials, to ensure they align with EDI principles and appropriately represent the diversity of the University community.</p>	2025-2026	<p>Internal Comms Team</p> <p>EDI Hub</p>	<p>Gather and analyse feedback from staff and student networks to measure the effectiveness and inclusivity of communication, tracking the demographic diversity of engagements, to ensure broad and inclusive engagement.</p> <p>Monitor allocation and usage of the diversity events budget to ensure funds are distributed equitably and effectively, supporting a wide range of celebrations.</p>

		<p>of perspectives being shared.</p> <p>We need a coordinated process to organise and promote diversity events. Currently, there is no central calendar for key diversity events, leading to fragmented planning and a lack of visibility across the University.</p> <p>There is no structured budget allocation process for diversity events</p>	<p>Actively engage with diverse groups within the University and the wider community to ensure diverse perspectives are included in communications.</p> <p>Implement systems to monitor the diversity of engagement in various communications and events, adjusting strategies as needed to enhance inclusivity.</p> <p>Create a Teams space where updates</p>			<p>Over 60% of responses from all ethnicity groups show as positive sense of belonging in the REC Survey.</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------

			<p>regarding race equality initiatives and projects/ can be shared.</p> <p>Develop and administer an allocated budget for diversity events or initiatives so that departments, staff groups or student organisations can apply for funding to run a diversity-related event. This approach will empower different parts of the University to take ownership of diversity celebrations, and support joined-up working to maximise effectiveness,</p>			
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

			impact and reach and avoid silos and duplication.			
<b>1.8</b>	<p>Improve commitment and visibility of senior leadership to the promotion of race equality by:</p> <p>a) Senior leaders being involved in University-wide communications and championing race equality initiatives.</p> <p>b) Establish a mechanism to book drop-in sessions with senior leaders at various points in the year, which will be available to staff and students to</p>	<p>Survey results show that staff want to see senior leadership's commitment to race equality initiatives visibly.</p>	<p>Increase the number of comms with senior leaders championing race equality and increased presence at events.</p> <p>Mechanism for holding drop-in sessions to discuss race equality issues scoped and implemented.</p> <p>Create a stream of “you said, we listened, here are the next steps” comms to show tangible progress in areas</p>	2025-2027	<p>Comms Team</p> <p>UEB</p>	<p>Increase in senior leader visibility as role models in the promotion of anti-racism.</p> <p>All UEB members will be involved in championing racial equality in communications.</p> <p>Trial drop-in sessions three times a year.</p> <p>Improved scores on the REC survey regarding leadership to over 60% in all ethnic groups.</p>

	share/highlight any concerns.		highlighted by staff and students.			
<b>1.9</b>	Achieving the Race Equality Charter Mark Bronze renewal by 2030 and Silver Award by 2035 is a KPI for all senior leaders.	Staff expressed in focus groups that senior leaders often used sound bites including “anti-racism” and “zero tolerance” but lacked clear actions and a meaningful steer to create genuine change.	All senior leaders are required to support colleagues and initiatives that enhance race equality in the University.  To progress race equality actions that allow us to aim towards achieving silver status.	2025 - 2026	UEB  HR	Charter Mark KPI added to senior leader’s roles.  Increase in positive responses on REC surveys regarding leadership.
<b>1.10</b>	Pilot Cultural Competence training for leaders and managers as part of our wider leadership programme.	Staff have expressed that some decision-makers lack cultural understanding and that changing the	<b>Year 1:</b> Pilot training session of leaders.  <b>Years 2-4</b> Develop training that targets identified gaps in	2025-2030	HR – Staff development	Feedback on workshop’s effectiveness - aiming for 35% feedback rate and 60% satisfaction rate

		University's culture should start with leadership.	cultural competence.			(good or excellent). The delivery is dependent on staff members who are currently fixed-term; if the role is to be continued, 5 training sessions will be held for a total of 125 staff.
<b>1.11</b>	To capture all staff, make the Advance HE introduction to Race Equity e-learning module compulsory and monitor engagement.	Feedback from staff surveys and focus groups suggests that EDI training must be compulsory for all staff and is currently not taken by all staff.  Training that is not mandatory often has a	Milestone of incremental increase in the number of people doing the training: 60% by 2027, 70% by 2028.  Completion of anti-racism training to be included in PDR's in recognition of EDI work.	2025-2028	UEB  HR – Staff Development team	At least 70% of staff have completed the Advance HE introduction to Race Equality e-learning module.

		relatively low uptake by staff.				
<b>1.12</b>	<p>a) University-wide staff and student rollout of Mind the Gap card game.</p> <p>b) Scope the scalability of Everyday Race Allyship workshops to be delivered across the University.</p>	<p>EDI / race-related training needs to be continuous; surveys have reported that staff generally do not feel confident in speaking about race-related topics.</p>	<p>Every School EDI lead is given a deck of Mind the Gap cards.</p> <p>Develop a mechanism for tracking engagement and gathering feedback for the Mind the Gap game.</p> <p>Assess what is needed to scale the Everyday Race Allyship workshops to be open to departments across the University and implement actions to support this delivery.</p>	2025 - 2026	<p>Mind the Gap Team</p> <p>School EDI Leads Business School Race Equality Lead</p> <p>EDI Hub</p>	<p>Every School reports using the Mind the Gap card game at least twice a year, using the embedded feedback survey.</p> <p>Improved knowledge and understanding of EDI and reduced reluctance to discuss race-related topics.</p> <p>Minimum of a majority of respondents to REC survey are confident to speak about race.</p>

--	--	--	--	--	--	--

Priority 2 – Enhance the visibility of complaint processes and build trust that concerns will be actively addressed						
Ref.	Action	Rationale	Milestones	Time Frame	Action Owners	Success Markers
2.1	<p>a) Maintain the Report and Support tool for students and launch the staff Report and Support tool.</p> <p>b) Raise awareness about the use of Report and Support and develop anti-racism campaigns.</p> <p>c) Ensure the reporting system is easily accessible to everyone, including streamlining the reporting process, increasing the visibility of reporting options, and providing clear guidance on how to report incidents.</p>	<p>Significant evidence from focus groups about the negative impact of the complaints handling process, such as denial of racism and victim-blaming.</p> <p>Survey and focus groups have indicated that the complaints process is challenging to navigate with an overly complicated process.</p>	<p>Student launch 2024 academic year, staff launch 2025 academic year.</p> <p>Improved support systems that provide timely, effective resolution for those individuals affected by identity-based harassment.</p> <p>Reliable, detailed data on incidents of harassment and discrimination, enabling CU to take a preventative approach with targeted actions and informed decision-making.</p> <p>Through trend analysis and data-driven insights, the</p>	2024-2026	<p>EDI Hub</p> <p>Compliance and Risk</p> <p>PMO</p>	<p>Tracking the number of incidents reported through the Report and Support tool, focusing on understanding the effectiveness of the system and identifying any barriers to reporting.</p> <p>Measure the time taken to resolve reported incidents.</p> <p>Gather and analyse feedback from individuals using the</p>

	<p>d) Use data to identify trends in harassment / discrimination. Use insights to proactively address issues before they escalate.</p> <p>e) Develop and implement targeted training and policies that effectively tackle harassment/discrimination at the University.</p> <p>f) Update online support pages – ensuring they are comprehensive, user-friendly and easily accessible.</p> <p>g) Ensure issues related to racial tensions are regularly monitored using the Report and Support tool. Where issues are identified, proactive support and appropriate training are to be introduced as part of addressing specific issues/tensions.</p>		<p>ability to identify and address issues at an early stage results in more proactive interventions.</p> <p>Producing annual reports that detail figures, demographics of reporters, discipline outcomes and preventative intervention or education.</p>			<p>Report and Support tool, ensuring their experience is positive and that the support offered meets individuals' needs improvements in REC Survey on the question regarding reporting incidences and confidence that they will be dealt with appropriately. Staff and student confidence increasing from 39% to over 60% in our next REC survey round.</p>
<b>2.2</b>	a) Develop a comprehensive and easy-to-navigate guidance	Surveys and focus groups have indicated that the complaints	Review and update the complaints and	2025-2027	Human Resources	The confidence rate in the current

	<p>document for the staff complaints and grievance process that clearly outlines expectations at each level. The guide includes detailed support available and clear expected timelines.</p> <p>b) Monitor volume and reasons for use.</p> <p>c) Use data to identify teams that have elevated reporting of racist incidences and provide further guidance around race equality.</p>	<p>process is challenging to navigate and overly complicated.</p> <p>Survey and focus group results indicate that line managers are often unaware of what constitutes racist behaviour and microaggressions.</p>	<p>grievance procedure guidance material.</p> <p>Set up a central monitoring system and use data to identify departments / teams that require further investigation and support.</p>		Compliance and Risk	<p>process is 32% for staff.</p> <p>Success will be measured by increased confidence. Aim for a minimum of 60% confidence across all ethnicities by 2030.</p>
<b>2.3</b>	<p>Scope and deliver training to line managers to increase awareness of what constitutes racial harassment, discrimination, and microaggressions, how to deal with complaints from staff, and how not to be a bystander.</p>	<p>Survey and focus group results indicate that line managers are often unaware of what constitutes racist behaviour and microaggressions.</p>	<p><b>Year 1:</b> Scope appropriate line manager training sources or content to be developed.</p> <p><b>Year 2:</b> All line managers to complete training within the first two years of the rollout.</p> <p>New line managers to</p>	2025-2030	HR Team	<p>Minimum of 70% of line managers complete training.</p> <p>The confidence rate in the current process is 32% for</p>

			<p>complete within first six months of appointment as part of induction.</p> <p><b>Year 4+:</b> Refresher training every two years for existing staff.</p>			<p>staff. Aim for a minimum of 60% confidence across all ethnicities by 2030.</p>
<b>2.4</b>	<p>a) Ensure our Employee Assistance Programme is fit for purpose and is responsive to our EM staff needs - in particular those that have experienced discrimination, harassment, or abuse.</p> <p>b) Partner with external organisations that deliver specialist wellbeing support that is culturally sensitive.</p> <p>c) Ensure the successful operationalisation and communication of our new Staff</p>	<p>Staff and students have expressed feeling they are not provided with adequate wellbeing support or advice following reporting an incident.</p> <p>Staff and students have highlighted the need for increased culturally sensitive wellbeing support.</p>	<p>Use feedback received from service users to procure appropriate EAP.</p> <p>Scope culturally sensitive counselling service providers, partner with external organisations to deliver support to staff and students in need.</p>	2025-2026	<p>Staff Wellbeing Team</p> <p>Student Wellbeing Team</p>	<p>Reduction in negative feedback on EAP service.</p> <p>A list of specialist partners is available as an alternative to EAP.</p> <p>Positive feedback on pilot content.</p>

	<p>Wellbeing Strategy and our student Mental Health Strategies</p> <p>d) Update our current communications about the wellbeing support that is available to staff and students.</p>		<p>Update intranet pages and communications with additional wellbeing support.</p>			<p>Clear indicators of mutually beneficial partnership work.</p> <p>Improved feedback in our REC survey results and focus groups.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------------

<b>Priority 3 – Foster a diverse, inclusive University community.</b>						
Ref.	Action	Rationale	Milestones	Time Frame	Action Owners	Success Markers
3.1	Investigate the reasons why Colleges differ in awarding permanent/fixed-term contracts.	In academic careers, most fixed-term contracts are for research staff. However, there is	Identify factors that lead to differences in contract awards between Colleges.	2025-2026	HR  College HR Leads	Colleges have a similar level of ethnic minority staff employed on permanent contracts.

		a disparity between Colleges.	Collate practices between Colleges.  Distribute good practice between Colleges.			Organise a webinar with college HR to discuss findings and good practice.
<b>3.2</b>	<p>a) Include positive action statements in job descriptions and adverts encouraging applications from EM backgrounds in teams with underrepresentation.</p> <p>b) Ensure recruiting managers and interview chairs undertake recruitment-specific EDI and anti-racism training.</p> <p>c) Ensure wherever possible recruitment panels are diverse and relaunch</p>	<p>There has been only a 0.5% increase in ethnic minority staff in the last five years.</p> <p>Ethnic minority applicants are less likely to be shortlisted and less likely to be hired compared to White applicants.</p> <p>There has been limited uptake on the diverse interview panel scheme.</p>	<p>Regular reports on recruitment diversity to UEB.</p> <p>Diverse interview panel initiative relaunched and review benefits package available for ethnic minority staff.</p> <p>Annual Monitoring Report provides data to enhance our recruitment delivery.</p>	2024-2030	HR and Recruitment leads	<p>More inclusive and diverse recruitment processes.</p> <p>Ethnic diversity of PS staff increasing from 6.1% to a minimum of 8%, and Academic staff from 13.6% to a minimum of 15% in the next five years.</p>

	<p>diverse interview panels with a focus on the benefits of engaging in the initiative.</p> <p>d) Monitor and report recruitment data and diversity figures to UEB.</p> <p>e) Use inclusive language to attract non-traditional applications in adverts and job descriptions.</p> <p>f) Develop and implement a diverse recruitment toolkit.</p> <p>g) Ensure consistency in recruitment across the institution, making it clear what is mandatory practice and what is</p>	<p>Job descriptions (JDs) and adverts do not consistently include positive action statements to encourage diverse applications, and the use of inclusive language is not uniformly applied, limiting the reach to non-traditional applicants.</p> <p>Training is not mandatory for all recruiting managers and interview chairs.</p> <p>Current job advertisements may not effectively reach diverse communities, and there is no comprehensive</p>	<p>Best practice is followed in our recruitment language.</p> <p>Increased knowledge and use of diverse recruitment panellists.</p> <p>Updates provided on the review of JDs Grade 5-8. Making JDs and adverts accessible.</p> <p>We are diverse in where we advertise and undertake outreach work e.g. ENGAGE Work Experience Project, Grange Pavilion monthly 'recruitment sessions'.</p>			<p>Year on year increase in number of:</p> <ul style="list-style-type: none"> <li>-job adverts with positive action statements</li> <li>-trained recruiters</li> <li>- diverse appointment panels members.</li> </ul> <p>Increase in the number of ethnic minority staff in both academic and professional service roles.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>promoted as best practice.</p> <p>h) Explore options for anonymising recruitment.</p>	<p>strategy for where and how jobs are advertised.</p> <p>Our recruitment platform does not support anonymising recruitment processes, which may impact the objectivity of shortlisting.</p>	<p>One-stop shop for recruiters and applicants to understand best practice and access resources/advice, including where to advertise roles to recruit diversely.</p>			
3.3	<p>Actively promote Cardiff University Values and Behaviours (V+B) to potential applicants.</p>	<p>Currently V+B interviews are optional, and it is not a mandatory or desirable criterion in the person specification.</p>	<p>HR to add an <b>essential</b> V+B criterion to template job descriptions for example, evidence of acting as a role model for students and colleagues by modelling values and behaviours expected of a [role] and showing dignity,</p>	2025-2026	HR and Recruitment leads	<p>Improved working relationships and sense of <i>cynefin</i> for staff.</p> <p>Improved student encounters with staff.</p> <p>All employees and potential candidates are fully aware of our values.</p>

			<p>respect, courtesy, and compassion for others.  HR to update job advert templates to include examples of appropriate values statements eg.  <b>'We aim to be an inclusive employer where all staff and students can flourish and reach their potential.'</b></p> <p>HR to develop and rollout V+B interview guidance.</p>			Improved cultural competence.
<b>3.4</b>	Scope viability of outreach partnership programme with organisations such as Cardiff Council to offer	There is a gap in the number of PS staff in the University compared to the ethnic diversity of	<b>Year 1:</b> Scope viability of partnerships and costs. Evaluate the number of internship	2025-2030	HR	Increase in the number of ethnic minority staff in PS roles increasing from 6.1% to a

	<p>apprenticeships and internship to local residents from EM communities.</p>	<p>the city's population.</p>	<p>positions available.</p> <p>Develop links with relevant organisations.</p> <p><b>Year 2:</b> Development and gradual rollout of the scheme.</p>			<p>minimum of 8% in the next 5 years.</p> <p>60% of participants in longer-term employment with the University following completion of the scheme.</p>
<p><b>3.5</b></p>	<p>a) Develop a clear pathway for PS staff career progression, inclusive of developmental opportunities.</p> <p>b) Set up systems to collect PS career progression data.</p> <p>c) Use data collected to inform ways to improve our</p>	<p>We currently do not collect Professional Services career progression data, and there is no clear career pathway for PS staff.</p>	<p>Improve reporting of PS staff internal journeys in the organisational structure, to monitor "promotions" data.</p> <p>Explore options for improved pathways for professional service staff career</p>	<p>2025-2026</p>	<p>HR</p> <p>MIS</p> <p>Organisational Design team</p>	<p>Increased awareness of and accessibility to development and training opportunities.</p> <p>Increase in number of ethnic minority staff in senior professional services roles and working towards</p>

	PS staff progression support.		<p>progression, such as increased flexibility and availability of secondments, role swaps, and shadowing.</p> <p>Improve suite of training and development available to staff. Encourage Senior Leaders to share information with staff actively.</p>			proportional parity with white peers.
<b>3.6</b>	<p>a) Reintroduce the Academic Promotions Development (APD) programme in 2025-2026.</p> <p>b) Scope viability of partnership with Women in HE Network on 100 Black Women</p>	<p>Ethnic minority staff are underrepresented in senior academic roles. Over the past five years, the proportion of professors from ethnic minority backgrounds has increased from 8.4% to just 9.5%.</p>	<p>Reintroduce APD programme with updates to content for the 2026 cohort.</p> <p>Targeted communications plan to increase engagement from ethnic minority staff.</p>	2026-2030	Promotions Team	Increase in the number of ethnic minority professors from 9.5% to 12% in the next 5 years

	Professors Now programme.	The pause on academic promotions for 2024-25 and the Academic Promotions Development Programme will delay improvements to the promotions process for ethnic minority staff.	Scope costs and viability of partnership with Women in HE Network on 100 Black Women Professors Now programme and rollout if viable.  Annual delivery of APD and communications plan.			
<b>3.7</b>	<p>a) Investigate barriers in the promotions process with a race equality lens.</p> <p>b) Use findings to update our processes and policies to reduce barriers for EM staff.</p>	Focus group participants felt that the academic promotion process discriminates against ethnic minority staff, which results in fewer successful applications for promotion or staff facing more barriers to promotion	<p>Run a series of focus groups with ethnic minority academic staff to better understand their experiences of each stage of the promotions process.</p> <p>Include exploration of reasons for disparity in application rates</p>	2025-2028	Promotions team	<p>Working towards achieving parity in promotion success rate for ethnic minority staff.</p> <p>Improvements in equity in the promotions process.</p> <p>Increased confidence in</p>

		<p>compared to White staff.</p> <p>The focus groups also highlighted that there are disparities across Schools/disciplines in levels of support for promotion.</p> <p>Staff have also highlighted that work at other institutions is not accepted in the promotion process.</p>	<p>and the reasons for disparities by ethnicity, under-representation in senior academic roles, and under-representation of female ethnic minority staff in the eligible pool.</p> <p>Scope the ability to add anonymisation in the promotions process and reduce School-level input to mitigate against conscious or unconscious bias.</p> <p>Use findings from focus groups to update and improve the promotions process.</p>			<p>promotions process.</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	----------------------------

<p><b>3.8</b></p>	<p>a) Actively promote recruitment for less ethnically diverse key decision-making committees, highlighting the benefits available.</p> <p>b) Roll out delivery of allyship training to all committee members.</p> <p>c) Demographic data of applicants to be collected/recorded.</p>	<p>There is very limited representation of ethnic minority staff in key decision-making committees with some having no ethnic diversity on them. This is often due a lack of diversity in leadership roles.</p> <p>Senior ethnic minority staff are often burdened with sitting on many committees with limited protected time.</p>	<p><b>Year 1:</b> Create and implement a targeted communications plan to increase awareness of available committee positions to encourage expressions of interest from ethnic minority staff specifically. Ensure protected time to engage with decision-making committees is included in workload models.</p> <p><b>Year 2:</b> Development and rollout of race allyship training to all decision-making</p>	<p>2025-2030</p>	<p>Committees team</p> <p>HR</p>	<p>Increased number of staff from EM backgrounds on decision-making committees. Working towards more equitable representation that better represents our University community.</p> <p>All committee members to have completed allyship training.</p>

			<p>committees with annual refresher training.</p> <p><b>Year 4+:</b> 20% of decision-making committee members to come from underrepresented ethnic backgrounds.</p>			
<b>3.9</b>	<p>a) Launch four Oversight and Advisory Groups (OAGs) into the University's governance structure, to improve decision making:</p> <ol style="list-style-type: none"> <li>1. Race, Religion and Belief</li> <li>2. LGBTQ+</li> <li>3. Gender</li> <li>4. Disability</li> </ol> <p>These groups will be led by UEB members and will play a critical role in</p>	<p>There is currently a lack of oversight and systematic inclusion of diverse perspectives in decision-making. This limits the University's ability to scrutinise, guide and hold SEP and EDI projects accountable.</p> <p>Formal mechanisms for</p>	<p><b>Year 1:</b> Develop and establish four OAGs. To include creation of Terms of Reference and clear mechanisms for reporting, feedback, and action.</p> <p>Develop and integrate a variety of formal and informal feedback mechanisms. Ensure they are</p>	2025-2030	EDI Hub	<p>EDI projects and decisions are subject to rigorous oversight and are informed by diverse voices within the institution.</p> <p>Improved decision-making processes that are more responsive to the needs of the entire</p>

	<p>advocating EDI initiatives within its remit while recognising the importance of an intersectional approach.</p> <p>b) Introduce robust mechanisms for staff and students to contribute to race equality work. This includes leveraging the SEP Shadow Board, OAGs, and Staff Networks to gather diverse perspectives and experiences.</p>	<p>gathering feedback from staff and students are not as effective as they could be.</p> <p>Informal feedback channels could also be improved. There is no consistent method for capturing and integrating real-time feedback and insights into governance processes.</p>	<p>accessible, well-publicised, and effectively used by both staff and students.</p> <p>Mechanisms to allow for the collection of real-time feedback from the community, offering a continuous stream of insights to guide EDI work and address emerging issues promptly. Track the success of implementation.</p> <p><b>Year 2+:</b> Evaluate engagement with the various feedback mechanisms and make</p>			<p>community, particularly those from EM backgrounds</p> <p>A decision-making framework that actively incorporates feedback from a wide range of stakeholders, policies and initiatives are shaped by lived experiences and reflect the diverse makeup of the University community.</p> <p>Increase in the inclusivity and fairness of decisions across the institution, more equitable</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>improvements as required.</p> <p>Monitor and report on the number of decisions and projects that have been directly influenced by feedback gathered from individuals' lived experiences, demonstrating the impact of inclusive governance.</p> <p>Gather and analyse feedback from participants in the OAGs, SEP Shadow Board, and Staff Networks on their satisfaction, engagement, and the perceived</p>			<p>outcomes and a stronger commitment to the EDI and anti-racism agenda. This will be assessed via our next round of REC focus groups.</p>
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--------------------------------------------------------------------------------------------------------------------------------------------

			effectiveness of these groups, using this data to drive continuous improvement.			
<b>3.10</b>	Develop and pilot a reverse mentoring programme which turns traditional mentorship on its head as board members become paired up with minority group mentees. If successful, rollout University-wide.	Important to educate leaders about race equality issues by exposing them to challenging and insightful conversations and lived experiences that they will likely not have encountered.	<b>Year 1:</b> Develop guidelines and expectations for the scheme. Recruit willing volunteers to act as mentors, and pair with a selection of current leaders. Requires mandatory completion of an evaluation questionnaire prior to commencement and at the end of year one to measure increase in understanding and to gather tangible actions following the pilot.	2025-2030	HR – Staff development lead	Recognition and increased awareness that there are knowledge and skills gaps.  Actions impacted by reverse mentoring experience highlighted.  Improved cultural competence.

			<p><b>Year 2:</b> Update guidance, expectations, and evaluation plan. Rollout University-wide with a supporting comms plan.</p> <p><b>Year 3+:</b> Annual comms to encourage both new mentors and mentees.</p>			
<b>3.11</b>	Work with UCAS to provide clarification to applicants about the purpose of requesting ethnicity information within the application process.	Only 15% of non-UK domiciled applicants declare their ethnicity when applying for their programme. There is a perception that ethnicity is visible to admissions staff in the decision-making process, which is not the case.	<b>Year 1:</b> Raise the issue with UCAS by July 2025, with a communications campaign in place by May 2026 (which is when applications for 2027 entry open).	2025-2026	Admissions and Recruitment	Increase in proportion of non-UK domiciled applicants declaring their ethnicity.

3.12	Undertake an analysis of our application-to-offer rates by ethnicity in comparison to comparator institutions.	We can see ethnicity gaps in our application to offer conversation rates and it would be helpful to see how we compare to others in the sector and identify institutions with lower gaps to identify best practice in this area.	<p><b>Year 1:</b> Create database and analyse data. Identify comparator institutions with smaller ethnicity gaps and review. Identify actions that could be taken to seek to reduce ethnicity gaps in application to offer conversion rates.</p> <p><b>Year 2:</b> Present report to Recruitment and Admissions Group. Implement actions identified.</p>	2024-2026	Market Insights Team	Year on year reduction in ethnicity gaps in application to offer conversion rates.
3.13	Analyse the reasons for undergraduate application rejections to uncover the root causes of	There are ethnicity gaps in offer to enrolment conversion rates, so it is important to	<b>Annually from autumn 2024:</b> Export data from SIMS, analyse,	2024 – 2027	Admissions (Data Manager and Support Manager)	Year on year reduction in number of rejections and increase in

	the ethnicity application-to-offer gap and identify actions, such as enhancing application guidance, to close the gap.	better understand why applicants are not made an offer.	and identify any patterns.  Provide a report to the Success for All Board with recommendations to address any issues from the findings that are within our control.  Report any additional findings and recommendations direct to UCAS.  Implement actions identified.			number of offers made to ethnic minority applicants.
<b>3.14</b>	Review the undergraduate applicants' survey by ethnic group, taking into account those rejected at confirmation (i.e., applicants who did not meet their offer	There are ethnicity gaps in offer to enrolment conversion rates, so it is important to understand why offer holders chose not to enrol at Cardiff	<b>Annually from autumn 2024:</b> Following the annual release of the data by UCAS, analyse, and identify any differences in responses	2024 – 2027	Market Insights Team and Admissions Data Manager	Year on year reduction in ethnicity gaps in offer to enrolment conversion rates.

	conditions), and develop actions to reduce the gap between offers and enrolment.	University (where the terms of the offer were met).	<p>between ethnic groups.</p> <p>Provide a report to the Success for All Board with recommendations to address any issues from the findings that are within our control. Report any additional findings and recommendations direct to UCAS.</p> <p>Implement actions identified.</p>			
<b>3.15</b>	Review and revise as needed with input from students/applicants and other relevant stakeholders, our pre-applicant, applicant, offer-holder, and pre-	There are ethnicity gaps in undergraduate offer-to-enrolment conversion rates, so it is essential to understand better why offer holders chose not to enrol	<b>Year 1:</b> Undertake a review of information in partnership with students, Parent Power groups, WP activity participants and	2025-2028	Admissions and Recruitment  Comms  WP	More visibly inclusive student recruitment communications strategy.  Year on year reduction in

	<p>enrolment information.</p>	<p>at Cardiff University (where the terms of the offer were met).</p> <p>Student advisors had suggestions regarding information that might make students feel that Cardiff is a city that can cater for their needs.</p>	<p>other relevant groups. To include Open Days, comms, website information, and advice for staff dealing with enquiries. Collate and analyse findings and submit a report to the Success for All Board, making recommendations to address any issues emerging from the findings.</p> <p><b>Year 2+</b> Implement recommendations and create and implement a review cycle to ensure they remain fit for purpose over time.</p>		<p>Student Advice and Money Team (including Together @ Cardiff and Student Advisors)</p>	<p>ethnicity gaps in offer to enrolment conversion rates.</p>
--	-------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------	---------------------------------------------------------------

Priority 4 – Address disparities in our student outcomes						
Ref.	Action	Rationale	Milestones	Time Frame	Action Owners	Success Markers
4.1	Develop a data strategy and action plan to gather relevant data at the right times, including a scoping exercise to identify required data. Use insights to enhance Student Life team operations.	We have good student support mechanisms in place, and these are positively received by those who receive them. However, we have limited data to help us evaluate whether there are differences in take-up across students from different ethnic backgrounds and other intersectional identities, nor whether the support has its required impact in terms of student outcomes (e.g., retention,	<p><b>Year 1:</b> Design and deliver a workshop to gather data requirements and define success measures.</p> <p>Develop data strategy.</p> <p><b>Year 2:</b> Develop systems and processes to collect required data. Where possible, embed relevant data into standard reporting tools.</p> <p><b>Year 3+:</b> Gather data and analyse annually. Report</p>	2024-2030	Director of Student Life	Increased understanding of the impact of race, ethnicity and intersectionality in the take-up and experience of student support and the impact of that support on student outcomes.

		progression, and award).	findings to Success for All Board, including any required actions. Implement any required actions.			
4.2	Implement annual discussions with Schools about progression and awarding gap data, leading to the development of co-owned localised action plans as part of the Annual Review and Enhancement (ARE) process.	There are ethnicity award and progression gaps, and whilst our work needs to be institutionally driven, it needs unpacking and actioning at the School/subject level. By working with Schools to analyse their data and action plan, the Inclusive	<p><b>Year 1:</b> Data reviews with Schools to raise awareness of issues and identify ways to reduce disparities.</p> <p>Development of first School action plans ahead of ARE submission.</p> <p><b>Annually from Year 2 onwards:</b> Analysis and review of new cycle of data.</p> <p>Progress update on School action plans with revised/new actions developed as needed.</p>	2024-2030	<p>Academic Lead for Inclusive Education</p> <p>College Deans of Education</p> <p>School Directors of Learning and Teaching</p>	<p>Increased staff confidence in addressing issues of race/ethnicity within their teaching.</p> <p>Longer term reduction in the ethnicity awarding and progression gaps as inclusive education programme is rolled out.</p> <p>Increased sense of belonging</p>

		<p>Education project will provide the necessary expertise and support to address disparities within their local context. In addition, embedding within the ARE process will ensure oversight of the plans and monitoring of progress against actions.</p>	<p>Evaluation of impact of actions completed.</p> <p>Sharing of learning about 'what works' across Schools.</p>			amongst students.
4.3	<p>Develop an inclusive education enhancement model as a diagnostic reflective tool to</p>	<p>There are ethnicity award and progression gaps, and alongside the data on these</p>	<p><b>Year 1:</b> Develop a draft enhancement model.</p> <p>Share with Schools and other key</p>	2024-2030	Academic Lead for Inclusive Education	<p>Data available on maturity of programme team considerations of inclusive education to</p>

	<p>be used by programme teams alongside assessment, progression and award data in prioritising and action planning to address ethnic awarding/ progression gaps.</p>	<p>gaps, Schools need support to prioritise and coordinate their action planning. Having a reflective tool to support programme teams and/or Schools to reflect upon and map their current practice against our inclusive education framework will enable them to identify areas of strength and opportunities for enhancement.</p>	<p>stakeholders for feedback.</p> <p>Revise enhancement model and gather baseline data.</p> <p><b>Year 2+:</b> Establish annual data gathering to monitor progress.</p> <p>Use data to support prioritisation of action planning and identify good practice to share.</p>			<p>support prioritisation of resources and action planning.</p> <p>Longer term reduction in the ethnicity awarding and progression gaps as inclusive education programme is rolled out.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>4.4</b></p>	<p>Undertake module and assessment data-insights work to help further inform the prioritisation and action planning to address ethnicity awarding/ progression gaps.</p>	<p>Our data enables the exploration of ethnicity awarding and progression gaps at the School and programme levels. However, it would be helpful to explore the data at module and assessment levels to see if that enhances our understanding of how best to address the disparities we see at School/ programme levels.</p>	<p><b>Year 1:</b> Draft module and assessment reports.</p> <p>Pilot use with a selection of Schools.</p> <p><b>Year 2:</b> Collate feedback from pilot Schools and make improvements.</p> <p>Rollout University-wide.</p>	<p>2024-2026</p>	<p>Academic lead for Inclusive Education &amp; Head of Data and Insights</p>	<p>Module and assessment data reports available as standard to assist in monitoring and analysis.</p> <p>Staff awareness of ethnicity gaps at module level.</p>
-------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------

4.5	Include functionality to investigate data by ethnicity within the development of PGR data reports, including intersectionality.	Availability of PGR data is an area of weakness to improve.	<p><b>Year 1:</b> Data and Insights team to work with Doctoral Academy and Schools to analyse gaps in data, identify data needs, and make recommendations for improvement.</p> <p><b>Year 2:</b> Doctoral Academy to work with Admissions and Enrolment Teams and Schools to improve data collection at key stages of applicant/student journey.</p> <p><b>Year 3:</b> Develop revised / new reporting</p> <p><b>Year 4+:</b> Monitor, evaluate, and make improvements as required.</p>	2025-2030	<p>Head of Data and Insights</p> <p>Doctoral Academy</p>	<p>Improved reporting tools to explore PGR data by race/ethnicity/intersectional identities to help identify potential areas of concerns.</p> <p>Improved reporting and analysis in REC 2030 application.</p>
-----	---------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------	----------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4.6	Extend the guidance and resources specifically addressing ethnicity awarding and progression gaps, anti-racist curriculum and decolonisation, sharing good practices from across the University and the wider sector.	Current guidance and resources need to be extended to specifically cover ethnicity awarding gaps.	<p><b>Year 1:</b> Gather examples of good practice.</p> <p>Draft and publish resources.</p> <p><b>Year 2:</b> Raise awareness about revised resources and seek feedback from users.</p> <p><b>Year 3+:</b> Update and extend resources as needed in response to feedback, School needs and sector developments.</p>	2024-2030	Academic lead for Inclusive Education	<p>Greater awareness amongst programme teams about how to be inclusive and how they can contribute to the closing of progression and awarding gaps.</p> <p>Increased staff confidence in addressing issues of race/ethnicity within their teaching.</p> <p>Reduction in the ethnicity awarding and progression gaps.</p>
4.7	Deliver bespoke Continuing	Schools will need support	<b>Annually from 2024/25</b>	2025-2030	Academic lead for	Increase in number of CPD

	Professional Development (CPD) within Schools to raise awareness of our ethnicity awarding/ progression gaps and support enhancements to the design and delivery of programmes	in addressing ethnicity progression and awarding gaps. This will likely need to be bespoke to the School and relevant to the discipline and its pedagogies.	Identify what support Schools need as part of annual review of School data (see actions 4.6 and 4.7).  Design and deliver CPD.  Gather feedback and make improvements.  Embed cycle of continuous feedback and improvement.		Inclusive Education  College Deans of Education  School Directors of Learning and Teaching	training sessions held within Schools.  Increased staff confidence in addressing issues of race/ethnicity within their teaching.  Longer term reduction in the ethnicity awarding and progression gaps as inclusive education programme is rolled out.
<b>4.8</b>	Embed the consideration of inclusivity and ethnically inclusive curricula explicitly into	Programme approval and revalidation are the opportunity to make more fundamental	<b>Year 1:</b> Include inclusive education within our institutional expectations document.	2024-2030	Academic lead for Inclusive Education	More inclusively designed programmes.  Year on year reduction in

	revalidation and new programme development.	decisions about the design and delivery of programmes. It is therefore essential to consider how ethnicity awards and progression gaps can be addressed prior to approval of any changes.	<p>Provide inclusive education training for the programme and revalidate sub-committee members.</p> <p>Pilot the utilisation of different tools (e.g. enhancement model, EIA/IIA tools) within the programme development process.</p> <p>Explore different options for incorporating ethnically diverse voices (staff and students) as critical friends in programme development.</p> <p><b>Year 2:</b> Embed inclusive education within the Learning and Teaching Academy's support for revalidate and new</p>		<p>College Deans of Education</p> <p>School Directors of Learning and Teaching</p>	ethnicity award and progression gaps following rollout.
--	---------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------	---------------------------------------------------------

			programme development.  <b>Year 3+:</b> Evaluate impact.			
<b>4.9</b>	Embed consideration of race and intersectional inequalities within the inclusive education project that will review and redesign support for student transition.	There are ethnicity award and progression gaps, with White students more likely to progress than students from ethnic minority groups.	<b>Year 1:</b> Map existing student transition journey.  Identify in partnership with students and then pilot ways to enhance the transition to support ethnic minority students better.  <b>Year 2:</b> Evaluate pilot initiatives and make improvements. Roll out successful activities University-wide.	2024-2027	Academic lead for Inclusive Education  Academic and business leads for the Student Transitions project	Year on year reduction in ethnicity award and progression gaps following rollout.

Priority 5 – Deepen understanding of intersectional inequalities						
Ref.	Action	Rationale	Milestones	Time Frame	Action Owners	Success Markers
<b>5.1</b>	a) Develop a communications plan	The number of undeclared	<b>Year 1:</b> Develop and rollout	2025-2030	HR	Year-on-year reduction of

	<p>to support existing staff to understand why ethnicity and other demographic information/protected characteristics are collected and what the data is used for.</p> <p>b) Include this information in induction packs for all staff and encourage completion (even if it's a 'prefer not to say') as part of induction/probation.</p>	<p>ethnicity in our data sets has doubled over the last three years to 16.5%.</p> <p>Research shows that the three key reasons this information is withheld is:</p> <ol style="list-style-type: none"> <li>1. Concerns about safety and privacy or mistrust.</li> <li>2. Inability to complete, e.g. difficult to fill in, categories not inclusive, disengaged.</li> <li>3. Lack of understanding of why this information is needed.</li> </ol>	<p>communications plan and updates to induction/probation information.</p> <p><b>Year 2-5:</b> Monitor completion rates and repeat communications as needed.</p> <p>Include positive comms around completed actions related to the data collected.</p> <p>Line managers to discuss completing information with staff members.</p>		Comms Team	<p>the percentage of non-completion, unknowns/withheld in our data sets.</p> <p>Increased awareness of why EDI data is important.</p>
<b>5.2</b>	Test, refine and roll out newly developed	Current data reporting does	<b>Year 1:</b> Test initial data report with	2024 - 2029	Data and	BI self-service intersectional

	<p>approaches to enabling access to intersectional data within student data BI reports.</p>	<p>not make it easy to explore intersectionality. We are at the early stages of enabling such reporting, but we need to test, refine, and then roll this out across all BI student data reports.</p>	<p>intersectionality enabled, gathering feedback from stakeholders.</p> <p>Refine approach to intersectionality reporting.</p> <p><b>Year 2+:</b> Roll out embedding of intersectional functionality into BI reports as they are developed or updated.</p>		<p>Insights Team</p>	<p>reporting on student data available to support annual action planning.</p>
<p><b>5.3</b></p>	<p>Undertake an insights project to identify the most significant intersectional identities in order to improve monitoring and reporting in the long-term.</p>	<p>Current data repositories and analysis tools do not include routine reporting of intersectional factors.</p>	<p><b>Year 1:</b> Scope requirements of insights project.</p> <p><b>Year 2:</b> Collate and analyse data. Report findings to Success for All (widening participation) board, including any required actions.</p>	<p>2024-2028</p>	<p>Head of Data and Insights</p>	<p>Better understanding of intersectional factors in terms of student outcomes and experience.</p> <p>Improved data reporting and analysis for</p>

			<b>Year 3:</b> Make changes to standard applicant and, student reporting.			<p>Success for All (widening participation) board and Academic Standards &amp; Quality Committee</p> <p>Improved data reporting and analysis for future charter mark applications and EDI-related action plans (including SEP).</p>
--	--	--	---------------------------------------------------------------------------	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Process Actions						
Ref.	Action	Rationale	Milestones	Time Frame	Action Owners	Success Markers
<b>PA1</b>	Engagement in EDI and anti-racism activities to be	There is currently no formal	HR to include engagement in EDI and anti-racism	2025-2026	HR	Shared “one university” understanding

	<p>included in staff annual performance development reviews (PDR) from the 2025 cycle and will be considered as part of senior staff salary reviews.</p>	<p>recognition of EDI and anti-racism work that staff undertake outside of their job description.</p> <p>Much of race equality work is undertaken in addition to agreed workload.</p> <p>There is a limited collective responsibility for race equality and often there is a reliance on a few key staff members.</p> <p>Engagement in workshops/ initiatives</p>	<p>activities in 2025 PDR paperwork, including examples and guidance. HR to update OCAS panel guidance to include additional consideration of EDI activities, where EDI is not an explicit part of an individual's job role (temporary action to improve initial engagement with longer-term goal that EDI is embedded in all roles and becomes "business as usual").</p>			<p>that race equality is everyone's responsibility.</p> <p>Increase in number of EDI and anti-racism initiatives.</p> <p>Increased number of participants in race equality initiatives/ workshops.</p> <p>Increased uptake of race equality training.</p> <p>Greater recognition of race equality work.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		regarding race equality is typically low, often due to level of workload and lack of encouragement with the activity being seen as “nice to have” rather than as essential.				Increase in positive responses in all themes of REC survey
<b>PA2</b>	<p>a) Review good practice of other institutions in recognition of PS staff commitments to EDI and anti-racism work that is outside of their job description.</p> <p>b) Implement suitable EDI time commitment recognition strategies.</p>	Currently, there is no workload allocation model in place for Professional Service staff, resulting in EDI work falling outside of a person's job description and/or not being recognised or accounted for.	<p>Review of good practice examples from other institutions.</p> <p>Scope and assess feasibility of initiatives.</p> <p>Implement for all PS staff.</p>	2025 – 2026	HR	Greater recognition of PS contribution to EDI activity beyond job description.

<p><b>PA3</b></p>	<p>a) Create a centralised repository to record EDI and race equality activities and initiatives across the University, including purpose, impact, and engagement.</p> <p>b) Use the repository to identify best practice that can be shared/replicated across the institution.</p>	<p>The scale, impact, and level of engagement with EDI activity across the University is currently unknown.</p> <p>Survey and focus group results highlighted that there are significant differences between Schools and departments in engagement and celebration of race equality initiatives. They also highlighted that EDI and race equality initiatives are</p>	<p><b>Year 1:</b> Create centralised repository and share with all staff for completion (using various methods of communication).</p> <p><b>Year 2:</b> Create working group to analyse activities and identify best practice. Share analysis with Schools and departments. Ongoing comms to continue promotion and usage of repository.</p> <p><b>Years 3-5:</b> Continued promotion and usage of repository.</p> <p>Development of standardised</p>	<p>2024-2030</p>	<p>EDI Hub</p> <p>EDI leads</p> <p>EDI Deans</p> <p>Departmental Leads</p> <p>SEP Board</p> <p>SEP Shadow Board</p> <p>Comms</p> <p>Events Teams</p> <p>BI Team</p>	<p>Central record of EDI activity mapped across the University to allow for better impact analysis, sharing of best practice, and reduction in duplication of resources.</p> <p>Improvement in REC Survey culture climate responses.</p>
-------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		often dependent on individuals.	reporting tools to monitor impact and engagement in activities.			
<b>PA 4</b>	Scope the introduction of Race Equality Champions in every School and department and a dedicated University-wide Community of Practice network.	<i>Cynefin</i> is crucial to staff wellbeing. There are currently no formal race equality champion roles in Schools and departments. Each College is devolved and differs significantly in EDI and race equality initiatives. There is no network of race equality experts working in collaboration.	<p><b>Year 1:</b> Scope and develop a role description and include governance structures that are needed to support the roles.</p> <p><b>Year 2:</b> Recruitment campaign and rollout of Community of Practice (CoP) events.</p> <p><b>Year 3-5:</b> Regular CoP events. Continued recruitment campaign. Development and delivery of allyship training for departments that</p>	2025-2030	EDI Deans  EDI Hub  HR,	<p>Increase in the number and engagement of race equality initiatives at a local level.</p> <p>Increase in the number staff and student responses to the REC survey by 20%.</p> <p>Increase in the number of positive responses in the 2030 REC survey across all three themes</p>

			have low ethnic diversity.			
<b>PA5</b>	<p>a) Review and update the REC-SAT's Terms of Reference (ToR) and membership to enhance succession planning, role rotation, and representation. ToR will include the line manager agreement to protect time.</p> <p>b) Develop a communications strategy to recruit REC-SAT members, aiming to increase overall membership and engagement, and in particular to increase representation from staff grades 1-4 and students at all levels.</p>	<p>REC-SAT membership and ToR to be kept relevant and representative.</p> <p>Currently have limited representation from staff at grades 1-4 and students at all levels.</p>	<p><b>Year 1:</b> Review and update ToR. Develop communications strategy to highlight REC work, actions that need engagement, completed actions and impact, and membership.</p> <p><b>Years 2-5</b> Rollout and delivery of communications.</p> <p><b>Year 5</b> Call to action to join REC-SAT.</p>	2025-2030	<p>EDI Hub</p> <p>Comms</p> <p>All line managers</p>	<p>ToR becomes more accurately reflective of the commitment required and expectations upon REC-SAT members.</p> <p>Increased representation of staff grades 1-4 by 50% in 2030 REC-SAT.</p> <p>Increased representation of students by 50% in 2030 REC-SAT.</p>

<p><b>PA6</b></p>	<p>a) Develop a communications plan for sharing REC updates using various accessible methods/formats.</p> <p>b) Co-develop a communications plan with students and staff to enhance REC engagement, forward planning of timing, and incentives for future consultation rounds.</p> <p>c) Make survey completion as accessible as possible by providing alternative versions for participants with accessibility needs.</p> <p>d) Explore ways to increase engagement with focus groups,</p>	<p>We experienced limited focus group and survey engagement from students.</p> <p>We typically use internal online communication tools to share updates, which may not be accessible for all staff, particularly those that have limited access to a computer due to the nature of their roles.</p>	<p><b>Year 1:</b> Create a working group that collaborates with the REC Project Officer, interested staff and students, student advisors, SU anti-racism officer, EDI champions, and Comms. Group to report into the REC-SAT.</p> <p>Workshop to explore options to increase engagement, improve the scheduling of activities, and effective incentives for upcoming consultation rounds.</p> <p>Create a comprehensive communication plan to share REC updates using</p>	<p>2025-2030</p>	<p>EDI Hub</p> <p>SU</p> <p>Comms</p>	<p>Increase in student engagement in the REC survey in 2030 from 1% to at least 5%.</p> <p>Year on year increase in number of clicks to internal and external articles relating to REC and EDI, and engagement in calls to action.</p> <p>Increase in number of volunteers to be part of the next REC-SAT.</p>
-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	---------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	provide alternative formats, including hybrid and a variety of timings.		multiple accessible methods and formats.  <b>Year 2-5</b> Rollout/delivery of comms with effectiveness/impact reviews in year 3 and 5.			
<b>PA7</b>	<p>a) Develop a screening tool and create a robust, user-friendly integrated impact assessment process that ensures EDI and anti-racism are foundational to all decision-making and project planning.</p> <p>b) Training staff on the updated IIA process and roles in EDI decision-making.</p> <p>c) Creation of a centralised repository</p>	EIAs are often treated as supplementary, a tick-box exercise or an end-of-process activity rather than foundational to project planning, which can result in EDI considerations being only superficially addressed or missed.	<p>Creation of a “light-touch” IIA.</p> <p>Improved guidance to assist staff with completion, including best practice examples.</p> <p>Development and delivery of a targeted training module for staff on the IIA process.</p> <p>Creation of a screening tool to triage what requires</p>	2024-2026	<p>Compliance and Risk Team</p> <p>IT (training module)</p> <p>HR (monitoring training completion, reporting to Governance Committee)</p>	<p>Improved cultural competency and impact of decision-making.</p> <p>Enhanced IIA process that is streamlined, user-friendly, and aligned with the University’s EDI and Welsh language goals.</p>

	<p>for monitoring IIA usage, which will serve to monitor compliance, identify trends and themes, and identify best practices.</p>	<p>Currently there is no central method of recording and monitoring completed EIAs so no way to gauge levels of engagement and cultural competence with staff across the organisation.</p>	<p>a full or 'light-touch' IIA.</p> <p>Active promotion via an internal communications campaign of the importance and benefits of using IIAs across the University, ensuring stakeholders understand their role and responsibility.</p>			<p>Increased use (year on year) of IIAs leading to more informed and equitable decision-making.</p> <p>Decisions and projects that are inclusively designed from conception, which consider the diverse needs of all stakeholders and reduces potential discrimination.</p> <p>100% completion of IIA module for IIA authors and committee members.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



## Appendix 1 – Survey and Consultation Data

### 1. Survey Demographics

#### 1a Staff survey respondents by ethnicity

Ethnicity Group	Count	Percentage
Asian	83	9.1%
Black	19	2.1%
Mixed	40	4.4%
Other ethnicity Background	16	1.8%
White	690	75.9%
Prefer not to say	58	6.4%
Not known	<5	

#### 1b Staff survey respondents by UK / Non-UK

UK / Non-UK Status	Count	Percentage
UK	756	83.4%
Non – UK	98	10.8%
Prefer not to say	53	5.8%
Not known	<5	

#### 1c Student survey respondents by ethnicity

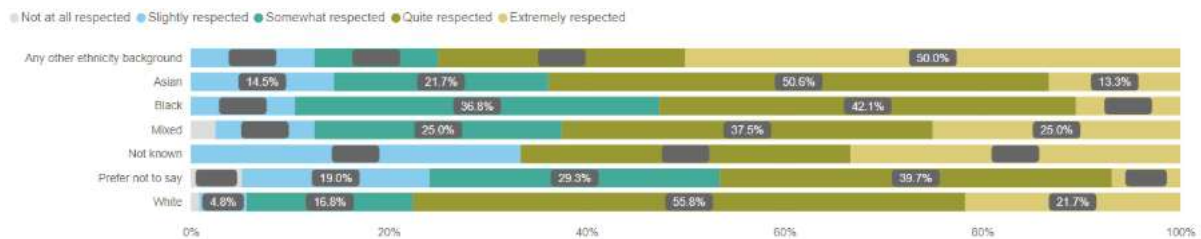
Ethnicity Group	Count	Percentage
Arab	17	4.7%
Asian	108	29.8%
Black	24	6.6%
Mixed	25	6.9%
Other ethnicity Background	<5	
White	177	48.8%
Prefer not to say	7	1.9%
Not known	<5	

#### 1d Student survey respondents by UK / Non-UK

UK / Non-UK Status	Count	Percentage
UK	250	70%
Non – UK	94	26.3%
Prefer not to say	13	3.6%
Not known	<5	

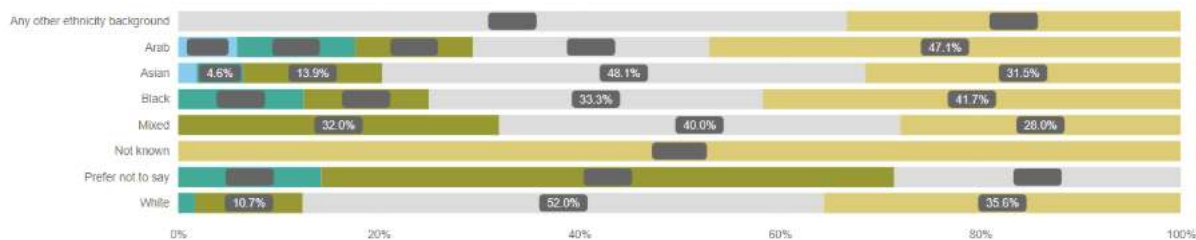
## 2. Race Equality Charter Survey Results

Q1 - How respected do you feel people at Cardiff University show you?  
Staff



Ethnicity group	Not at all respected	Slightly respected	Somewhat respected	Quite respected	Extremely respected	Total
Any other ethnicity background	<5	<5	<5	8	16	16
Asian	<5	12	18	42	11	83
Black	<5	<5	7	8	<5	19
Mixed	<5	<5	10	15	10	40
Not known	<5	<5	<5	<5	<5	<5
Prefer not to say	<5	11	17	23	<5	58
White	6	33	116	385	150	690
Total	10	65	170	478	186	909

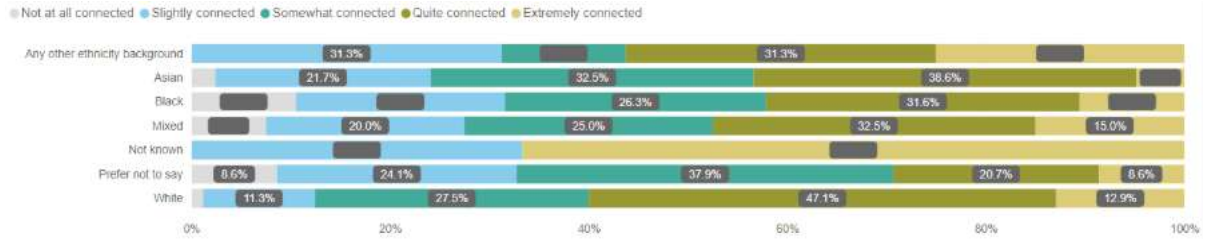
### Student



Ethnicity group	Not at all respected	Slightly respected	Somewhat respected	Quite respected	Extremely respected	Total
Any other ethnicity background	<5	<5	<5	<5	<5	<5
Arab	<5	<5	<5	8	17	17
Asian	<5	5	15	52	34	108
Black	<5	<5	<5	8	10	24
Mixed	<5	<5	8	10	7	25
Not known	<5	<5	<5	<5	<5	<5
Prefer not to say	<5	<5	<5	<5	<5	7
White	<5	<5	19	92	63	177
Total	<5	14	51	170	125	363

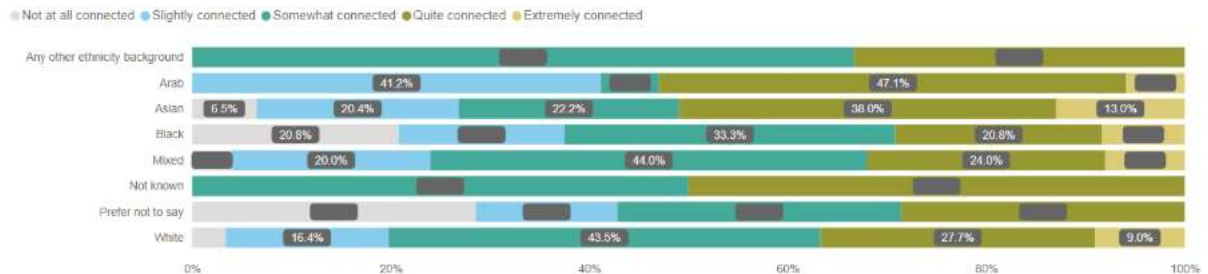
### Q2 - How connected do you feel to colleagues/University staff at Cardiff University?

Staff



Ethnicity group	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected	Total
Any other ethnicity background		5	<5	5	<5	16
Asian	<5	18	27	32	<5	83
Black	<5	<5	5	6	<5	19
Mixed	<5	8	10	13	6	40
Not known		<5			<5	<5
Prefer not to say	5	14	22	12	5	58
White	8	78	190	325	89	690
Total	20	128	256	393	112	909

### Student

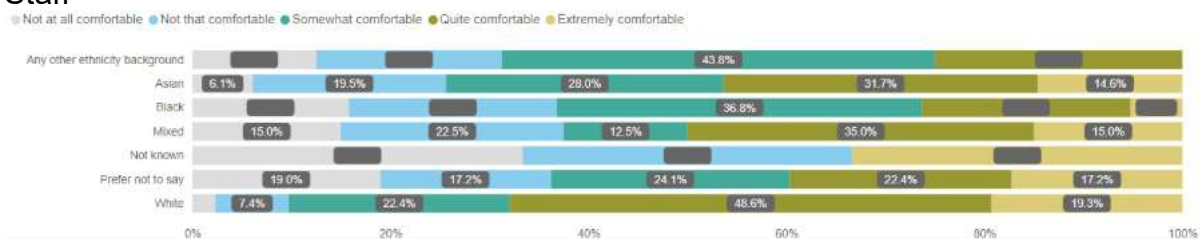


Ethnicity group	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected	Total
Any other ethnicity background			<5	<5		<5
Arab		7	<5	8	<5	17
Asian	7	22	24	41	14	108
Black	5	<5	8	5	<5	24
Mixed	<5	5	11	6	<5	25
Not known			<5	<5		<5

Prefer not to say	<5	<5	<5	<5		7
White	6	29	77	49	16	177
Total	21	68	126	113	35	363

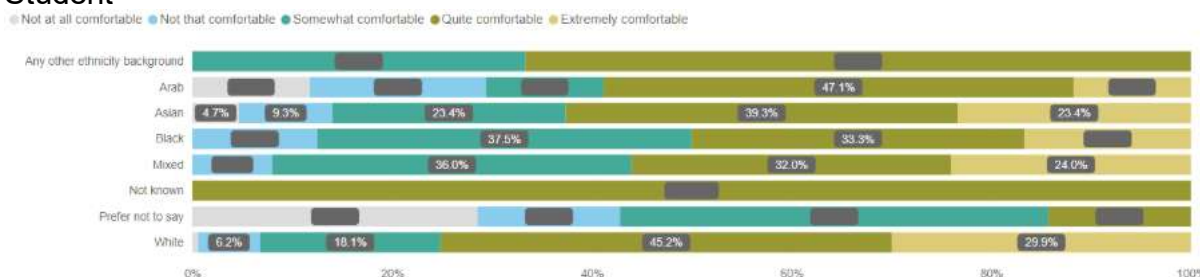
### Q3 - How comfortable do you feel being your full authentic self at Cardiff University?

Staff



Ethnicity group	Not at all comfortable	Not that comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable	Total
Any other ethnicity background	<5	<5	7	<5		16
Asian	5	16	23	26	12	83
Black	<5	<5	7	<5	<5	19
Mixed	6	9	5	14	6	40
Not known	<5	<5				<5
Prefer not to say	11	10	14	13	10	58
White	16	51	154	335	133	690
Total	44	94	210	396	163	909

Student

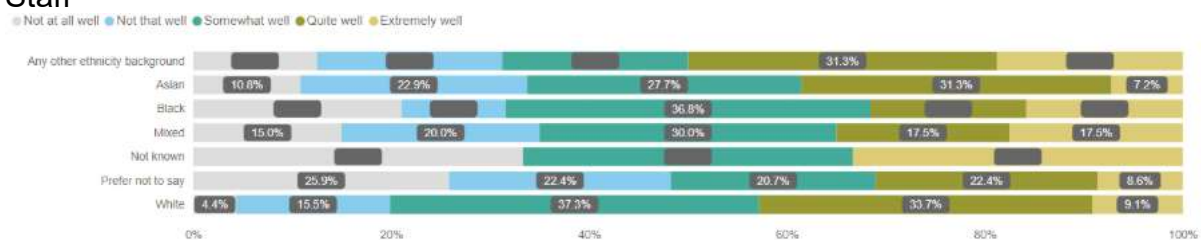


Ethnicity group	Not at all comfortable	Not that comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable	Total
Any other ethnicity background			<5	<5		<5
Arab	<5	<5	<5	8	<5	17

Asian	5	10	25	42	25	107
Black		<5	9	8	<5	24
Mixed		<5	9	8	6	25
Not known				<5		<5
Prefer not to say	<5	<5	<5	<5		7
White	<5	11	32	80	53	177
Total	10	30	81	151	90	363

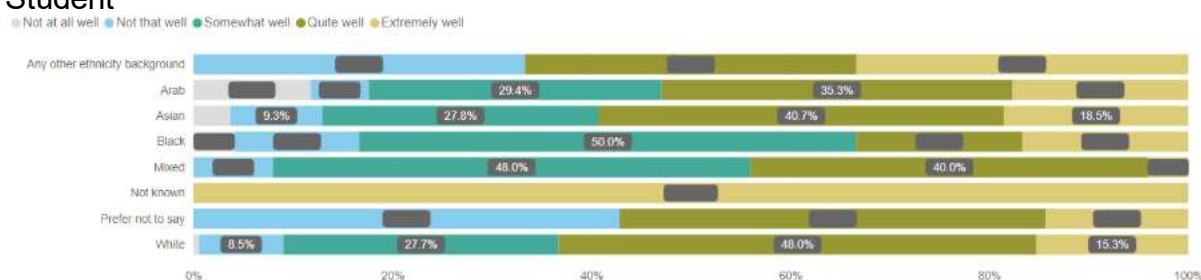
### Q4 - How well do you feel that [leaders/tutors] at Cardiff University create an environment where everyone feels safe to speak up?

Staff



Ethnicity group	Not at all well	Not that well	Somewhat well	Quite well	Extremely well	Total
Any other ethnicity background	<5	<5	<5	5	<5	16
Asian	9	19	23	26	6	83
Black	<5	<5	7	<5	<5	19
Mixed	6	8	12	7	7	40
Not known	<5		<5		<5	<5
Prefer not to say	15	13	12	13	5	58
White	30	107	257	232	63	689
Total	67	152	315	286	88	908

Student

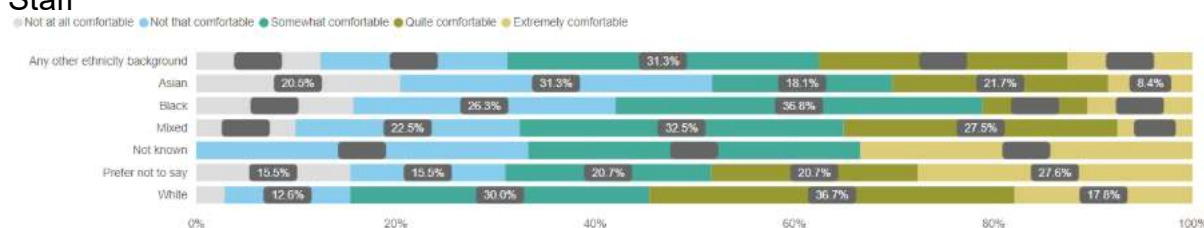


Ethnicity group	Not at all Well	Not that Well	Somewhat Well	Quite Well	Extremely Well	Total
Any other ethnicity background		<5		<5	<5	<5
Arab	<5	<5	5	6	<5	17

Asian	<5	10	30	44	20	108
Black	<5	<5	12	<5	<5	24
Mixed		<5	12	10	<5	25
Not known					<5	<5
Prefer not to say		<5		<5	<5	7
White	<5	15	49	85	27	177
Total	8	35	108	153	59	363

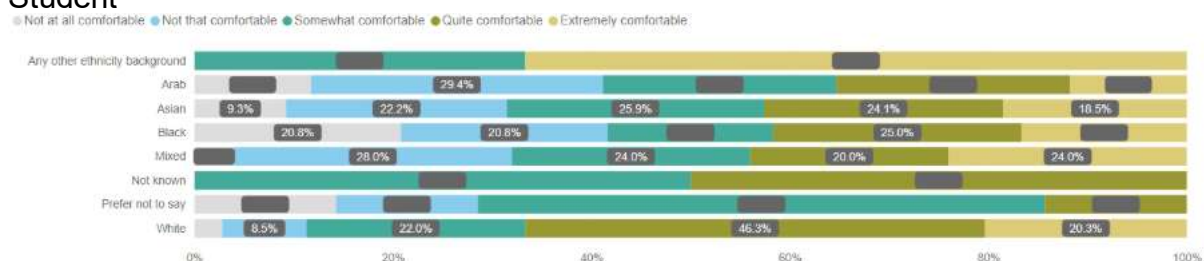
**Q5 - How comfortable would you feel calling out a person showing racist behaviours at Cardiff University? (e.g., challenging as and when someone makes an inappropriate or racist joke, discriminates another person because of their race, etc)**

**Staff**



Ethnicity group	Not at all comfortable	Not that comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable	Total
Any other ethnicity background	<5	<5	5	<5	<5	16
Asian	17	26	15	18	7	83
Black	<5	5	7	<5	<5	19
Mixed	<5	9	13	11	<5	40
Not known		<5	<5		<5	<5
Prefer not to say	9	9	12	12	16	58
White	20	87	207	253	123	690
Total	55	140	260	300	154	909

**Student**

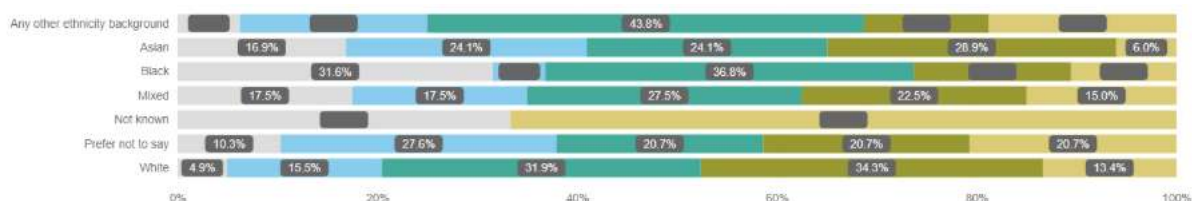


Ethnicity group	Not at all comfortable	Not that comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable	Total
Any other ethnicity background			<5		<5	<5

Arab	<5	5	<5	<5	<5	17
Asian	10	24	28	26	20	108
Black	5	5	<5	6	<5	24
Mixed	<5	7	6	5	6	25
Not known				<5	<5	<5
Prefer not to say	<5	<5	<5	<5		7
White	5	15	39	82	36	177
Total	24	57	87	125	70	363

## Q6 - How confident do you feel that [leaders/tutors] at Cardiff University will call out racially inappropriate behaviours?

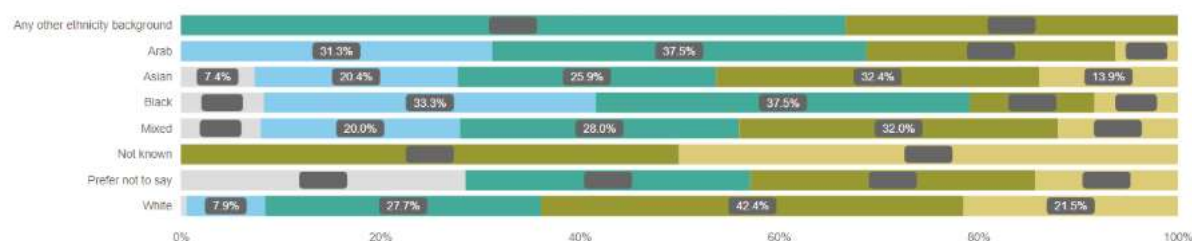
### Staff



Ethnicity group	Not at all confident	Not that confident	Somewhat confident	Quite confident	Extremely confident	Total
Any other ethnicity background	<5	<5	7	<5	<5	16
Asian	14	20	20	24	5	83
Black	6	<5	7	<5	<5	19
Mixed	7	7	11	9	6	40
Not known	<5				<5	<5
Prefer not to say	6	16	12	12	12	58
White	34	107	220	236	92	689
Total	69	154	277	286	122	908

### Student

● Not at all confident ● Not that confident ● Somewhat confident ● Quite confident ● Extremely confident

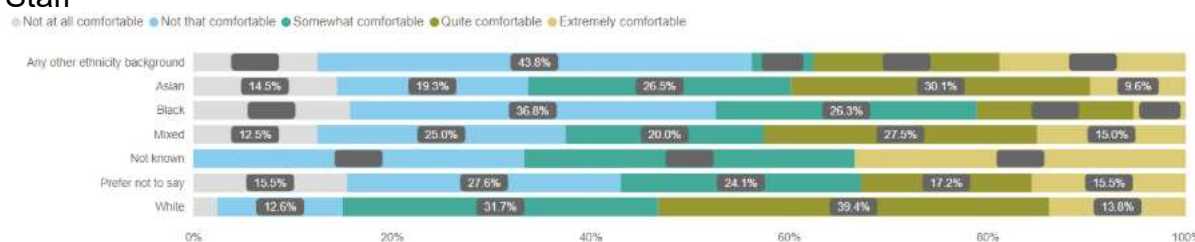


Ethnicity group	Not at all confident	Not that confident	Somewhat confident	Quite confident	Extremely confident	Total
Any other ethnicity background			<5	<5		<5

Arab		5	6	<5	<5	16
Asian	8	22	28	35	15	108
Black	<5	8	9	<5	<5	24
Mixed	<5	5	7	8	<5	25
Not known				<5	<5	<5
Prefer not to say	<5		<5	<5	<5	7
White	<5	14	49	75	38	177
Total	15	54	103	129	61	363

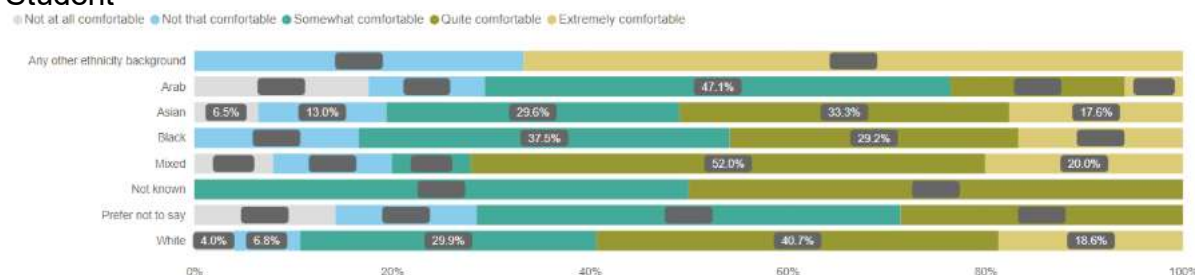
### Q7 - How comfortable do you feel discussing race-related topics with [colleagues/students] within your [department/your course]?

Staff



Ethnicity group	Not at all comfortable	Not that comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable	Total
Any other ethnicity background	<5	7	<5	<5	<5	16
Asian	12	16	22	25	8	83
Black	<5	7	5	<5	<5	19
Mixed	5	10	8	11	6	40
Not known		<5	<5		<5	<5
Prefer not to say	9	16	14	10	9	58
White	17	87	219	272	95	690
Total	48	144	270	324	123	909

Student

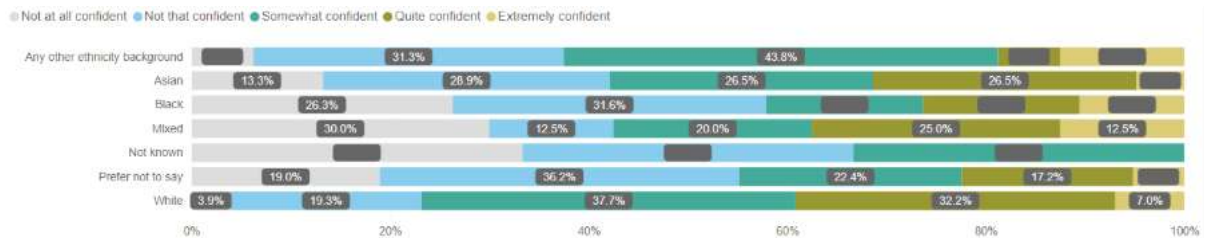


Ethnicity group	Not at all comfortable	Not that comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable	Total
Any other ethnicity background	<5	7	<5	<5	<5	16
Arab	<5	<5	47.1	<5	<5	16
Asian	6.5	13.0	29.6	33.3	17.6	83
Black	<5	<5	37.5	29.2	<5	19
Mixed	5	10	8	11	6	40
Not known		<5	<5		<5	<5
Prefer not to say	9	16	14	10	9	58
White	17	87	219	272	95	690
Total	48	144	270	324	123	909

Any other ethnicity background		<5			<5	<5
Arab	<5	<5	8	<5	<5	17
Asian	7	14	32	36	19	108
Black		<5	9	7	<5	24
Mixed	<5	<5	<5	13	5	25
Not known				<5	<5	<5
Prefer not to say	<5	<5	<5	<5		7
White	7	12	53	72	33	177
Total	20	37	108	134	64	363

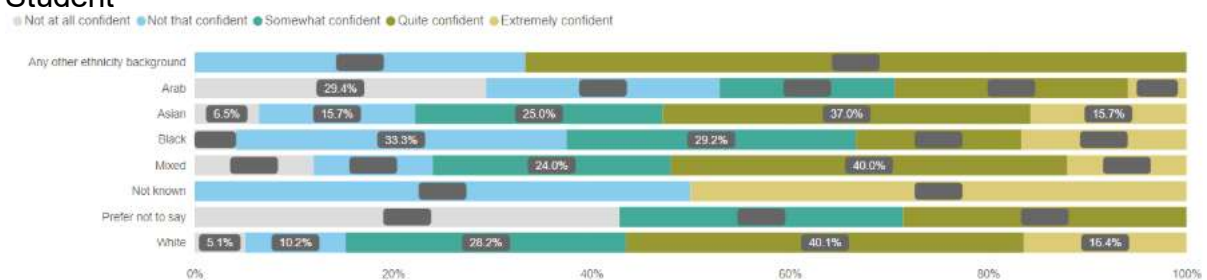
### Q8 - How confident are you that [colleagues/students] at Cardiff University can have an open and honest conversation with each other about race?

Staff



Ethnicity group	Not at all confident	Not that confident	Somewhat confident	Quite confident	Extremely confident	Total
Any other ethnicity background	<5	5	7	<5	<5	16
Asian	11	24	22	22	<5	83
Black	5	6	<5	<5	<5	19
Mixed	12	5	8	10	5	40
Not known	<5	<5	<5			<5
Prefer not to say	11	21	13	10	<5	58
White	27	133	260	222	48	690
Total	68	195	314	268	64	909

Student

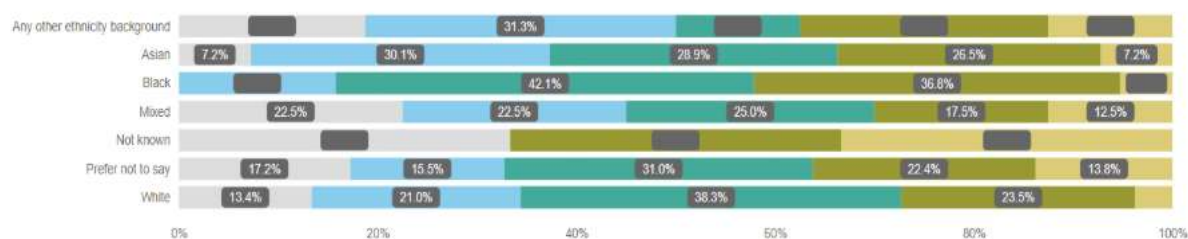


Ethnicity group	Not at all confident	Not that confident	Somewhat confident	Quite confident	Extremely confident	Total
Any other ethnicity background		<5			<5	<5
Arab	5	<5	<5	<5	<5	17
Asian	7	17	27	40	17	108
Black	<5	8	7	<5	<5	24
Mixed	<5	<5	6	10	<5	25
Not known		<5			<5	<5
Prefer not to say	<5		<5	<5		7
White	9	18	50	71	29	177
Total	28	52	95	133	55	363

### Q9 - How much do you understand about what Cardiff University is doing to tackle racial inequality impacting people who work and study here?

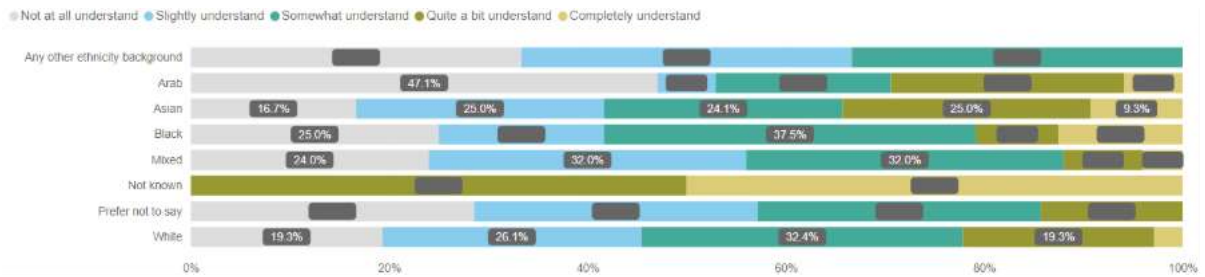
Staff

■ Not at all understand ■ Slightly understand ■ Somewhat understand ■ Quite understand ■ Completely understand



Ethnicity group	Not at all understand	Somewhat understand	Somewhat understand	Quite understand	Completely understand	Total
Any other ethnicity background	<5	5	<5	<5	<5	16
Asian	6	25	24	22	6	83
Black		<5	8	7	<5	19
Mixed	9	9	10	7	5	40
Not known	<5			<5	<5	<5
Prefer not to say	10	9	18	13	8	58
White	92	145	264	162	26	689
Total	121	196	326	216	49	908

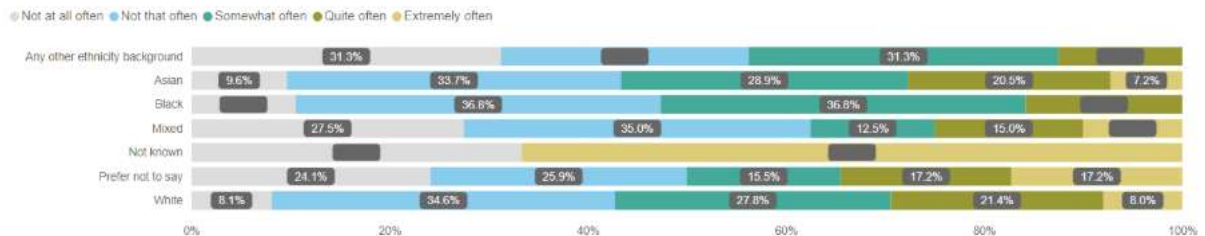
Student



Ethnicity group	Not at all understand	Slightly understand	Somewhat understand	Quite understand	Completely understand	Total
Any other ethnicity background	<5	<5	<5			<5
Arab	8	<5	<5	<5	<5	17
Asian	18	27	26	27	10	108
Black	6	<5	9	<5	<5	24
Mixed	6	8	8	<5	<5	25
Not known				<5	<5	<5
Prefer not to say	<5	<5	<5	<5		7
White	34	46	57	34	5	176
Total	75	89	106	71	21	362

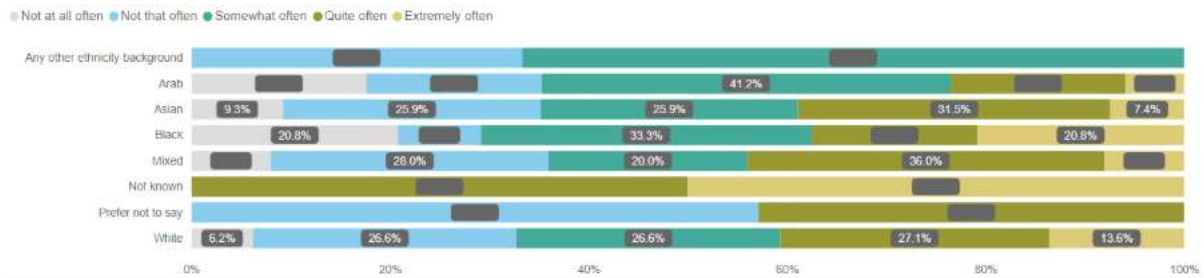
### Q10 - How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while [working/studying] here?

Staff



Ethnicity group	Not at all often	Not that often	Somewhat often	Quite often	Extremely often	Total
Any other ethnicity background	5	<5	5	<5		16
Asian	8	28	24	17	6	83
Black	<5	7	7	<5		19
Mixed	11	14	5	6	<5	40
Not known	<5				<5	<5
Prefer not to say	14	15	9	10	10	58
White	56	239	192	148	55	690
Total	97	307	242	186	77	909

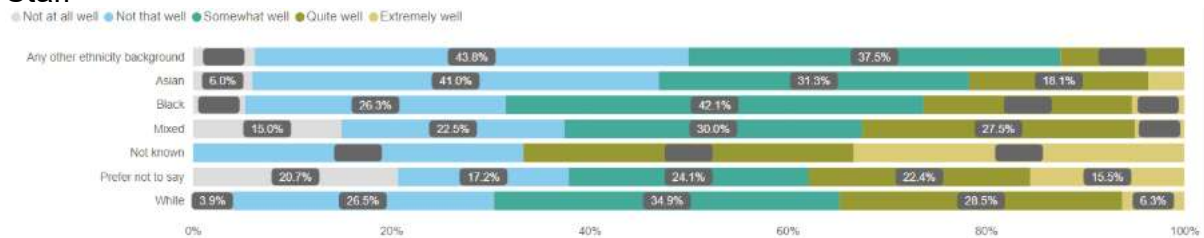
## Student



Ethnicity group	Not at all often	Not that often	Somewhat often	Quite often	Extremely often	Total
Any other ethnicity background	<5	<5	<5	<5	<5	<5
Arab	<5	<5	7	<5	<5	17
Asian	10	28	28	34	8	108
Black	5	<5	8	<5	5	24
Mixed	<5	7	5	9	<5	40
Not known	<5	<5	<5	<5	<5	<5
Prefer not to say	<5	<5	<5	<5	<5	7
White	11	47	47	48	24	177
<b>Total</b>	<b>31</b>	<b>92</b>	<b>97</b>	<b>102</b>	<b>41</b>	<b>363</b>

## Q11 - How well do you think festivals and traditions from different cultures are acknowledged at Cardiff University?

### Staff

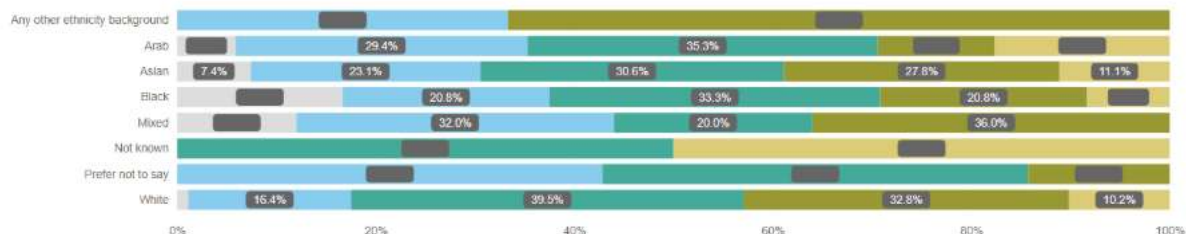


Ethnicity group	Not at all well	Not that well	Somewhat well	Quite well	Extremely well	Total
Any other ethnicity background	<5	7	6	<5	<5	16
Asian	5	34	26	15	<5	83
Black	<5	5	8	<5	<5	19
Mixed	6	9	12	11	<5	40

Not known		<5		<5	<5	<5
Prefer not to say	12	10	14	13	9	58
White	27	182	240	196	43	688
Total	52	248	306	242	59	907

### Student

Not at all well Not that well Somewhat well Quite well Extremely well

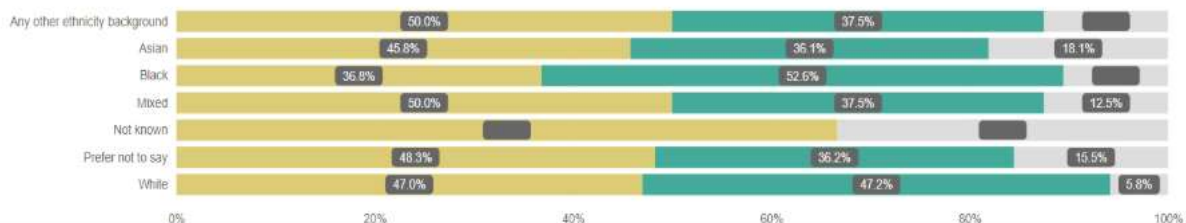


Ethnicity group	Not at all well	Not that well	Somewhat well	Quite well	Extremely well	Total
Any other ethnicity background		<5		<5		<5
Arab	<5	5	6	<5	<5	17
Asian	8	25	33	30	12	108
Black	5	<5	8	<5	5	24
Mixed	<5	8	5	9		40
Not known			<5		<5	<5
Prefer not to say		<5	<5	<5		7
White	<5	29	70	58	18	177
Total	18	76	126	107	36	363

### Q12 - Do you believe that [social events/activities] organised by Cardiff University are welcoming to everyone irrespective of race/ethnicity?

Staff

Yes Somewhat No

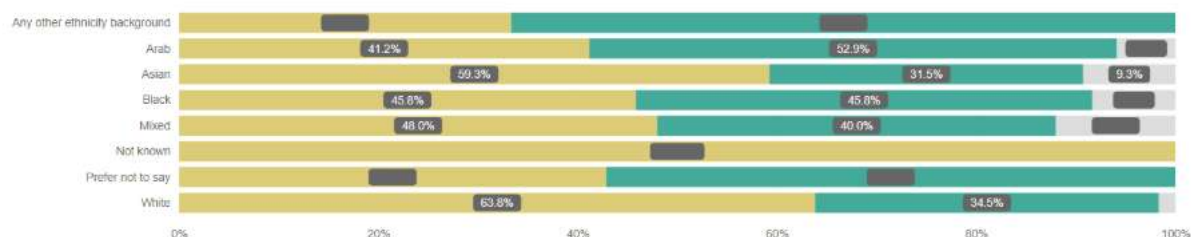


Ethnicity group	Yes	Somewhat	No	Total
Any other ethnicity background	8	6	<5	16
Asian	38	30	15	83

Black	7	10	<5	19
Mixed	20	15	5	40
Not known	<5		<5	<5
Prefer not to say	28	21	9	58
White	323	324	40	687
Total	426	406	74	906

## Student

● Yes ● Somewhat ● No

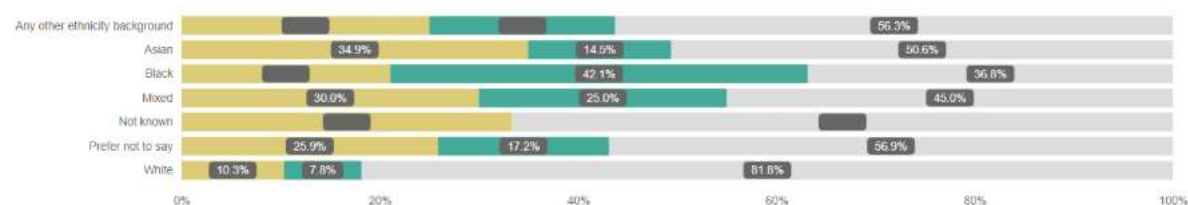


Ethnicity group	Yes	Somewhat	No	Total
Any other ethnicity background	<5	<5		16
Arab	7	9	<5	17
Asian	64	34	10	108
Black	11	11	<5	24
Mixed	12	10	<5	25
Not known	<5		<5	<5
Prefer not to say	<5	<5		7
White	113	61	<5	177
Total	213	131	19	363

## Q14 - In the last 12 months, have you experienced or witnessed a situation at Cardiff University where you have felt uncomfortable because of race/ethnicity?

### Staff

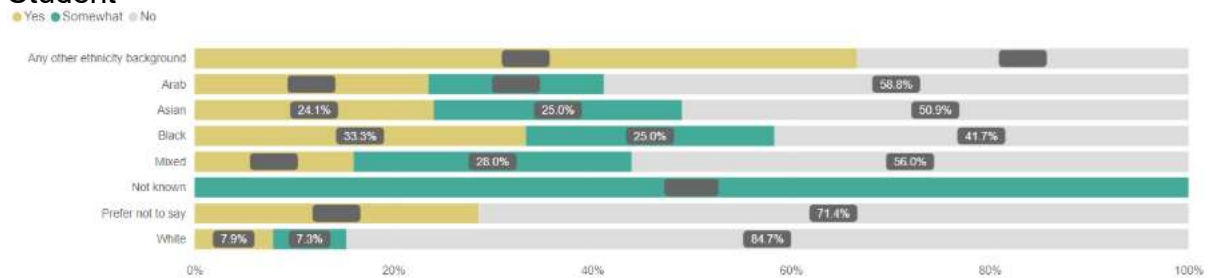
● Yes ● Somewhat ● No



Ethnicity group	Yes	Somewhat	No	Total
Any other ethnicity background				
Asian				
Black				
Mixed				
Not known				
Prefer not to say				
White				

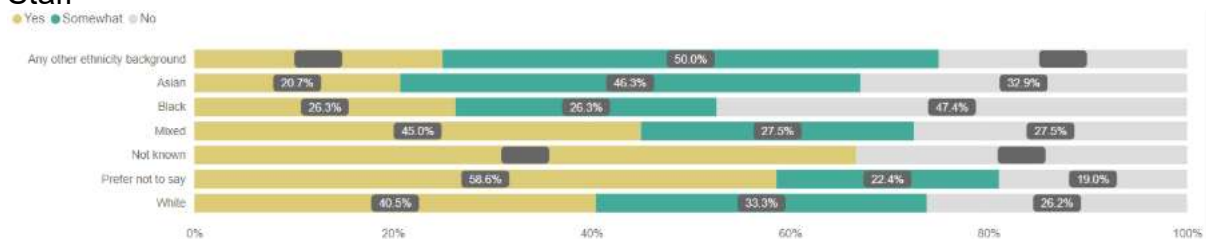
Any other ethnicity background	<5	<5	9	16
Asian	29	12	42	83
Black	<5	8	7	19
Mixed	12	10	18	40
Not known	<5		<5	<5
Prefer not to say	15	10	33	58
White	71	54	563	688
Total	136	97	674	907

### Student



Ethnicity group	Yes	Somewhat	No	Total
Any other ethnicity background	<5		<5	<5
Arab	7	9	<5	17
Asian	64	34	10	108
Black	11	11	<5	24
Mixed	12	10	<5	25
Not known	<5		<5	<5
Prefer not to say	<5	<5		7
White	113	61	<5	177
Total	213	131	19	363

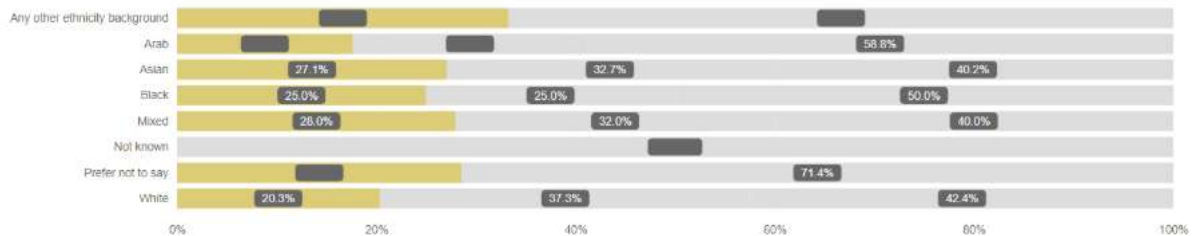
### Q15 - If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?



Ethnicity group	Yes	Somewhat	No	Total
Any other ethnicity background	<5	8	<5	16
Asian	17	38	27	82
Black	5	5	9	19
Mixed	18	11	11	40
Not known	<5		<5	<5
Prefer not to say	34	13	11	58
White	278	229	180	687
Total	358	304	243	905

### Student

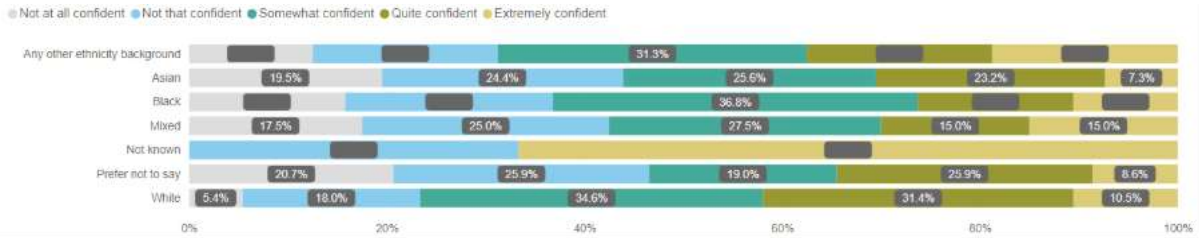
● Yes ● Somewhat ● No



Ethnicity group	Yes	Somewhat	No	Total
Any other ethnicity background	<5		<5	<5
Arab	<5	<5	10	17
Asian	29	35	32	107
Black	6	6	12	24
Mixed	7	8	10	25
Not known			<5	<5
Prefer not to say	<5		5	7
White	36	66	75	177
Total	84	119	159	362

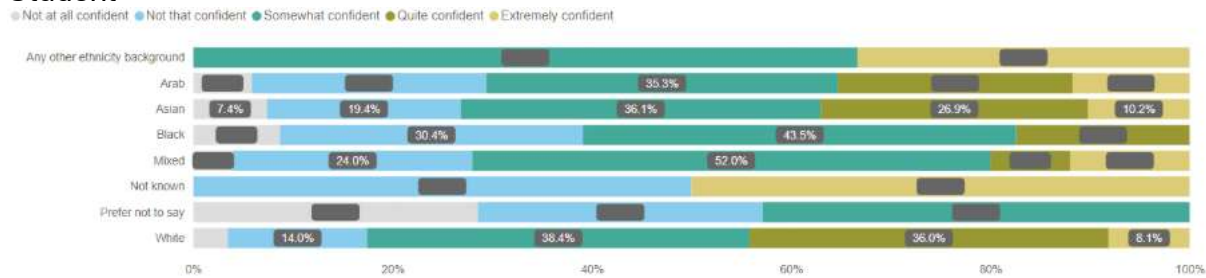
**Q16 - If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?**

Staff



Ethnicity group	Not at all confident	Not that confident	Somewhat confident	Quite confident	Extremely confident	Total
Any other ethnicity background	<5	<5	5	<5	<5	16
Asian	16	20	21	19	6	82
Black	<5	<5	7	<5	<5	19
Mixed	7	10	11	6	6	40
Not known	<5	<5	<5	<5	<5	<5
Prefer not to say	12	15	11	15	5	58
White	37	123	237	215	72	684
Total	77	176	292	261	96	902

### Student



Ethnicity group	Not at all confident	Not that confident	Somewhat confident	Quite confident	Extremely confident	Total
Any other ethnicity background	<5	<5	<5	<5	<5	<5
Arab	<5	<5	6	<5	<5	17
Asian	8	21	39	29	11	108
Black	<5	7	10	<5	<5	23
Mixed	<5	6	13	<5	<5	25
Not known	<5	<5	<5	<5	<5	<5
Prefer not to say	<5	<5	<5	<5	<5	7
White	6	24	66	62	14	172
Total	20	65	139	101	32	357

## 3. Survey analysis - Thematical Analysis of Qualitative Survey Comments

### 1. Descriptive summary

A total of 1,288 comments were collected, with 915 comments from employees, and 373 comments from students. After data cleaning, there were 727 valid responses of question 16 – ‘*What has been done well in race equality by Cardiff University (CU)*’, with 533 staff data and 194 student data. There were 707 valid suggestions of question 16a – ‘*What needs to be improved in race equality at CU*’, with 528 staff data and 179 student data. The data were classified and analysed by nationality and race. Specifically, the data were divided into British and non-British nationals. Ethnically, the data were divided into whites and minorities. Minorities include Asians, Blacks, Arabs, mixed races, and others. Some data did not indicate ethnicity and/or nationality, and therefore, is classified as “Unknown”. Regarding Q16, among the valid staff data, 351 comments are from White British, 76 are from British minority ethnic groups, 25 are from White non-British employees, 31 are from non-British minority ethnic groups, and 50 are from unknown race. Regarding staff’s comments on Q16a, 348 are from White British, 77 are from British minority ethnic groups, 27 are from White non-British, 28 are from non-British minority ethnic groups, and 48 are from unknown race. Details are shown in Table 1.

Table 1: Summary of staff qualitative survey results					
British or not	Ethnicity	Valid Data	Q16: what CU has done well? (Positive)	Q16a: what needs to be improved? (Negative)	All Data
British	White	428	351	348	634
	Asian	39	30	35	47
	Mixed	29	28	25	34
	Black	12	11	10	13
	Other	8	7	7	10
	Arab	0	0	0	1
Sum in British		516	427	425	<b>739</b>
Non-British	White	38	25	27	49
	Asian	28	25	22	34
	Black	5	5	5	6
	Arab	0	0	0	1
	Mixed	1	1	1	3
	Other	1	0	0	2
Sum in Non-British		73	56	55	<b>95</b>
Unknown		61	50	48	<b>81</b>
<b>TOTAL</b>		<b>650</b>	<b>533</b>	<b>528</b>	<b>915</b>

As shown in Table 2, there are 194 valid student responses to Q16. Among those responses, 87 are from White British, 52 are from British minority ethnic groups, 8 are from White non-British, 31 are from non-British minority ethnic groups, and 16 are from unknown race. There are 179 valid responses from students on Q16a. Among them, 72 are from White British, 53 are from British minority ethnic groups, 8 are from White non-British, 29 are from non-British minority ethnic groups, and 17 are from unknown race.

Table 2: Summary of student qualitative survey results					
British or not	Ethnicity	Valid Data	Q16: what CU has done well? (Positive)	Q16a: what needs to be improved? (Negative)	All Data
British	White	102	87	72	162
	Asian	27	20	19	37
	Mixed	17	15	14	23
	Black	16	11	14	19
	Other	1	1	1	2
	Arab	6	5	5	8
Sum in British		169	139	125	<b>251</b>
Non-British	White	9	8	8	16
	Asian	50	24	23	64
	Black	3	3	3	5
	Arab	5	3	2	7
	Mixed	2	1	1	2
	Other	0	0	0	0
Sum in Non-British		69	39	37	<b>94</b>
Unknown		20	16	17	<b>28</b>
<b>TOTAL</b>		<b>258</b>	<b>194</b>	<b>179</b>	<b>373</b>

Data eliminated during data cleaning includes blank data and/or irrelevant data. There are a number of general comments stating that CU has done well, and nothing needs to improve. These comments are not included in the thematic analysis. It should be noted that most of this type of comment came from non-British ethnic minority students. 40% of non-British ethnic minority students mentioned that they were very satisfied with all aspects of race equality at Cardiff University. However, there is no non-British ethnic minority employees and non-British White students exhibiting such satisfaction. Interestingly, there are several White employees comment that the University should focus more on individuals rather than racial equality. While such views suggest that there may be antipathy towards issues of race amongst White colleagues, these comments are excluded from formal thematic analysis as they do not further contribute to the race conversation.

## 2. Achievements and criticism/suggestion from staff perspective

### 1. Achievements from staff perspective

In terms of positive perceptions from staff of CU's commitment to advancing racial equality in higher education, a total of 11 themes have been identified. As shown in Table 3, they are (in order of frequency): Inclusive Environment (23%), Awareness (19%), Management (11%), Education and Training on Race Equality (11%), Engagement (11%), Policy and Procedure (6%), Initiative (5%), Diversity Team (5%), Good but not Specific (5%), Recruitment (4%), and Move Away from the Colonial Past (2%).

**Positive theme 1 - Inclusive Environment:** The most recognised theme is the inclusive environment at CU. While some of the comments generally mentioned that they were satisfied with the inclusive environment, more specific comments often express their satisfaction in three aspects: many staff praise the University for organising the many and varied activities and social events to celebrate and cater

for different cultures; some expressed that they were quite satisfied the University's propensity to promote free speech; some further noted that propitious support has been rendered to personnel with disparate backgrounds by both the University and affiliated academic units. Typical comments are:

*Cardiff (University) has generally shown a commitment to open, robust, and lively debate on campus and freedom of speech. This is the cornerstone to creating a space where staff and students feel able to bring their full selves, challenge racism, and also do their job as academics and students. (British minority staff)*

*There are rooms providing provision for prayer/ reflection in the buildings in which I work. There are also chaplaincy members from a diverse range of faiths and religions. (British White staff)*

*I think staff members are well aware of the activities that Cardiff uni is bringing forward to advance race equality. The events organised are surely important to raise awareness and talk about race equality. (British white staff)*

**Positive theme 2 - Awareness** is another highly commended theme. Many staff commended CU for doing very well at spotlighting race equality in HE. Typically, the comments highlighted the University's extensive provision of information about race equality not only through surveys, websites, emails, etc. but also practices such as in the library to raise awareness of race equality. The typical comments are:

*(The university is good at) highlighting awareness of racial issues and topics, specifically the library had an interesting display of books by black authors for black history. (British White staff)*

*Advertising via news feeds and updates on Blas and intranet, a good level of information is also available to all staff, students. (British White staff)*

*Raising awareness through surveys, workshops, and talks constitutes meaningful initiatives. (British minority staff)*

**Positive theme 3 - Management:** This theme ranked third among employee reviews. Commitment from senior management and leadership level is recognised. Presence of the Race Equality Committee and Race Equality representatives in the Schools/sections are also considered to be helpful in the construction of race equality. However, it should also be noted that most of the positive comments on this theme come from British White employees (93%), with only 7% minority ethnic employees mentioning this theme. The typical comments are:

*The commitment to being anti-racist confirmed by Wendy Lerner is extremely encouraging. The EDI staff development team, EDI Hub team and Compliance are doing good work in this area. (British White staff)*

*Cardiff Business School has a Race Equality Committee. Both students and staff are members of the committee. This is a good thing. (British minority staff)*

**Positive theme 4 - Education and Training on Race Equality** has also been highlighted. A lot of staff reflected that the University offers different training and courses to learn about race issues. This includes exerting an imperceptible influence in conventional curricula, voluntary or mandatory training etc. According to the comments, they feel that the course can improve their awareness of race equality and is beneficial to the construction of CU race equality. The typical comments are:

*I think some of the training courses that I have attended have been useful in highlighting issues that I had not thought about before and gave me a*

*perspective on the experiences of people with different ethnicity to myself. (British White staff)*

*There are training courses available, two of which I have attended this year and they have both been fantastic. (British White staff)*

**Positive theme 5 - Engagement** refers to CU's proactive approach in seeking to engage staff in race equality. Particularly, the introduction of the EDI hub, the work towards the Race Equality Charter Mark and assigning EDI officers are seen as indicators of advancement. The typical comments are:

*The EDI team are really great. They are hindered by processes that do not work in the favour of ethnically diverse staff, but they are great. The Race Equality Supervisory Panel is an excellent initiative, as is the offer to identify ethnic minority staff members to sit on interview panels, but even though I knew this was available, it was not used in a recent round of interviews in my dept. Staff at all levels need to be encouraged to engage more with things like this that are on offer. (British white staff)*

*Cardiff university's establishment of the EDI Hub is valuable in progressing anti-racism as there is a team dedicated to this as one of its priorities. (British minority staff)*

**Other positive themes:** In addition to the afore-discussed top five themes, comments related to **Policies and Procedures** (6%) referred to satisfaction with CU's existing equality practices on this front, while those related to **Initiatives** (5%) reflected on efforts to engage in initiatives to eliminate barriers to racial equality in the future. On the former, it is important to note that the positive commentary was linked predominantly to White staff -only 16% of these comments were linked to minority ethnic staff. Further, **Diverse teams** (5%) related to positive comments whereby staff were proud to have an increasing number of minorities in their teams, although there was a clear recognition, too that the representation of minorities in administrative staff and leadership needs to be further strengthened (comments in 16b). **Recruitment** (4%) related comments emphasised satisfaction with the recruitment process but once again this was predominantly the perception of White staff – only one minority ethnic member made such a comment. Finally, a **move away from the colonial past** (2%) applauded University efforts decolonise curricula.

## 2. Criticism from staff perspective

Regarding criticism and suggestions to CU on race equality, 10 thematic categories were elicited from the investigation – of which several interestingly featured in Q16 – the positives of race activity at CU. The seven themes are: Raise Awareness (44%), Policies and Structural Change (28%), Diversity Team (19%), Taking More Actions (14%), More Engagement (10%), Bad but not Specific (9%), Widen Definition (2%), as shown in Table 4.

**Staff negative theme 1** - Recommendations that were widely mentioned are continuing to **raise awareness** of racial equality and strengthening communication between different groups. Specifically, measures on continuing to raise awareness of racial equality have three aspects. Firstly, the University should state its position on the issue of race equality and promptly reflect/admit its attitude or behavior. Secondly, the University should provide more information on racial equality, such as the culture of minority groups. It is also important to clarify exactly what behavior is not allowed. Thirdly, the University could raise awareness by improving training. Other suggestions include providing more training courses, making some training courses mandatory, and updating training content continuously. The typical comments are:

*Raise awareness of what is and isn't appropriate and treat people fairly. (British minority staff)*

*Understand that racism is rife in the UK & dealing with the daily effects is traumatic. Understand the impact of racism is always malicious even if the intent wasn't. Any training/talks about race should always include a POC-only session so it is a safe space for POC. POC majority organisations should deliver these training/talks. (British minority staff)*

*...a mandatory training course on acceptance of cultures, tolerance and inappropriate behaviour, but to include appropriate language. Some colleagues and myself struggle for what words are ok to say (e.g. is it ok to call someone black) so go over the top for fear of offending someone. (British White staff)*

Strengthening communication within this theme, was criticised often. Some reflected that ethnic minority staff are afraid of voicing themselves, and therefore suggest that the University should encourage students and staff to freely express their opinions in appropriate forms. At the same time, the University should listen carefully to the opinions of students and staff and incorporate these opinions into policy formulation. Besides, CU should disclose race equality data in a timely manner to ensure the availability and accuracy of relevant data are also required by staff. Several ethnic minority staff are also very concerned about communication practices. Typical criticisms are:

*I am not sure how to educate people who make comments such as -'How come you are from xx country and have western names?!!! -How come you are from xx country and a Christian? Did you convert after coming to the UK?!!! - Do you eat rice and curry every day? Ignorance needs to be addressed but am not sure how this can be done as these are some things that a person of ethnic minority faces and has to answer to on a regular basis. I am not sure if this is done on purpose or out of pure ignorance. (British minority staff)*

*Provide me with racism stats within the university because I don't believe in racism in our society, therefore stop working towards equity because it's unfair. Rather, equality needs to be worked on at lower levels of education so that all have only equal opportunities but not only equal outcomes. (British minority staff)*

*We all need to be better at listening. Hearing from those who feel marginalised, who have been discriminated against - talking more to each other. (British White staff)*

It is also worth noting that ethnic minorities are often dissatisfied with the lack of awareness of covert forms of racism. For example, a British minority employee complained:

*"I feel that staff have an understanding of direct and very obvious signs of racism and discrimination but have a very limited understanding of the more subtle signs of race and discrimination. For example, I am half Turkish and from a Muslim background. Alcohol and activities where people will be drinking makes me feel very uncomfortable. ... Staff who do not wish to attend the Christmas party have been told they are expected to work. I feel this is discrimination as the Christmas party is not inclusive to begin with and by not attending due to the lack of inclusivity, I am told I am expected to work. I have raised this with my line manager and voiced that I feel the Christmas party is*

*not inclusive and have still been told I am expected to work. I also have no idea who else I can raise this with outside of the student futures team.”*

**Staff negative theme 2 - Policies and structural change** is the second most important theme suggested by many staff. Staff suggest there needs to be structural and policy change to ensure that anti-racism is embedded into all areas of work and all departments. Typically, a non-British minority staff commented:

*What to improve is the structural racism, which is not explicit in a way. For example, those programs, events that can uplift / visualise / recognise minority ethnics. Also, when developing policy, consider the situation that only minority ethnics will face.”*

Recruitment within this category was identified as one of the major issues of concern, although staff also highlighted discriminatory processes around retention, promotion, and pay - ethnic minority staff members were seen to be disadvantaged on all fronts. Some of the comments are:

*I have worked in Cardiff University for over 40 years, and I have to say that when I started, I was discriminated against in the Salary structure as my education abroad was not recognised. (British minority staff)*

*I can see from my team that there is lip service paid to positive action towards and retention of our one visible ethnic minority colleague. She is the only one on a temporary contract, when the other 9 white colleagues have permanent contracts! It was a shocking revelation to me when I first discovered, as a new member of the team, and yet when I raised it at the team meeting, it was met with management silence. (British White staff)*

*If we have staff from ethnically diverse backgrounds on temporary contracts, what can we do to change those contracts to permanent ones if they are doing the job well, rather than making them jump through hoops by insisting they interview again. This will inevitably pit them against lots of white candidates who may for systemic reasons have more experience than them and therefore score more highly at interview. (British White staff)*

Complaints Policies and procedures was another key area of concern. While there are policies and/or strategies on this issue, effective implementation was seen to be missing. In several instances, staff criticised that racism investigations did not result in desired outcomes and consequences. Example comments are:

*Process for people experiencing discrimination. If it's from your manager- who do you report it to? Their manager will likely support them. It's a cultural issue. In predominantly white managerial organisation you do not feel you will be supported. Racism can be subtle and cumulative. There are repercussions to reporting and that will make life hard so it's better to ride it out, and leave if you have to, than rock the boat. More work needs to be done in this area. (British minority staff)*

*In my experience although complaints are investigated, they do not usually result in a constructive outcome for the complainant. It's a difficult process which has potential to cause more harm and rarely results in meaningful behaviour change. (British White staff)*

**Staff negative theme 3** - Furthermore, it is important for employees to build **more diverse teams**. The University should further increase the proportion of minority groups at all levels. Specifically, many ethnic minority employees suggest CU should increase the proportion of minorities in leadership, which is believed could

improve the status of minorities and build a more inclusive campus environment. The typical comments are:

*Encourage the involvement of more black ethnic minority academic staff in senior management positions. e.g. Heads of Schools, Pro-vice chancellors, etc. (non-British minority staff)*

*More diversity in staff ESPECIALLY in higher positions of power and authority. (British minority staff)*

**Staff negative theme 4 - Taking more actions:** while staff agree that commitment toward racial equality has been made explicit, more genuine actions need to be taken to support the words and ensure a more equal and liberal environment for all staff. Staff identified a number of such actions which fit with categories raised elsewhere such as dealing with racist behaviours such as unconscious bias, promoting more inclusive environments by for example building new EDI systems, providing more financial support for EDI-related projects, and establishing role models to share their experiences. The typical comments are:

*Investigate cases of abuse, intimidation and harassment proactively and not wait for/insist victim to submit a formal complaint/grievance case. (British minority staff)*

*More coordinated support for anti-racist and anti-fascist research. Maybe small grants for 'inward looking' research projects. (British minority staff)*

*The University has less of a problem with race and more of a problem with unconscious bias regarding not just race, but sexuality and gender as well. My colleague should not feel as comfortable as he is about making jokes about gay people or making complaints about black members of staff to senior members of staff. (British minority staff)*

*Need more role models. E.g. children from minority backgrounds attending open days and seeing largely white academics (depending on the School admittedly) are likely to be put off. (British White staff)*

**Staff negative theme 5 - More engagement with internal and external stakeholders:** Staff comments also mentioned that more people should be involved in race equality work. This participation is mainly reflected in organising more activities and working with external experts (unions) and/or communities to create a race-equality environment. The typical comments are:

*I feel like we need to be more aware of cultural events and celebrations, we do a lot for Christmas which is heavily a Christian holiday (despite non-Christians enjoying it too) and more should be done to celebrate and accommodate staff who partake in other cultural events such as Diwali, Ramadan, etc. I know that's mostly what staff networks are for but it'd be nice to have the whole university recognise the events too. (British white staff)*

*Work closely with the unions - make sure they have access to data and give them a seat at the table, not just for consultation (which is often tokenistic and post hoc) but decision making. (British minority staff)*

In addition, some staff suggest CU should **widen the definition** of racism. Typically, Welsh shouldn't be equal to British. This background should be valued, and such kind of discrimination should be eliminated.

## Consultation

### 4 - Staff Focus Group Analysis

#### Introduction and approach

Following completion of the surveys, respondents who had indicated a willingness to participate in the focus groups together with members of the SAT were invited to attend one of three staff focus groups – two took place in January (concurrently) and one in February. Open ended questions to guide the sessions were developed and one member from the SAT took charge of the sessions. A decision was made not to record and transcribe the conversations. Instead note takers took notes at the sessions and organised them by themes (with supportive evidence) that were deemed to emerge before distributing for analysis. For session three, there were two sets of notes: one - the themed summaries and two - direct quotes from the participants. The two were amalgamated and this resulted in the creation of an additional three themes to supplement those that had already been created for this session. This document collates the themes across the different sessions – some adjustments have been made to the original themes – the supportive evidence has been regrouped to create new themes.

### **Core themes**

1. **Racism transpires in multiple ways:** Inability to bring authentic self to work and insecurity with regards to self-expression, unconscious bias (comment on hair style) within respective departments, inequitable outcomes and experiences for those for whom English is a second language;

2. **The burden of racism:** feeling of being different, alienated, and a lack of connectivity; sense of pressure with regards to speaking out against instances of discrimination in the workplace, with the onus being placed on the individual; yet insecurity with regards to feeling able to speak out against instances of discrimination in the workplace due to preconceived repercussions and expectations that little will happen (see note 4 below);

**The role of the line manager:** Work culture for the individual is often subject to line manager knowledge and experience; spaces to raise issues of racism are also subject to who the line manager is; inconsistencies in training as well as lack of core basic EDI skills that all managers should have, which then dovetails into experiences being subject to manager experts;

4. **Raising experiences and concerns of racism:** lack of clarity regarding reporting instances of discrimination in the workplace, with the process itself being lengthy and repetitive; poor line manager support – a result of lack of awareness; sidelining by both management and HR; poor outcomes from complaints including lack of action and concerns of repercussions;

5. **White privilege in recruitment and promotions processes and practices** – express how successes are rare and feel like they are a consequence of quotas rather than the individuals' merit and efforts; clear evidence of a lack of representation at senior levels;

A lack of a meaningful steer and action from the University: words do not appear to be supported with actions; sense of ticking boxes

## **5 - Student Focus Group Analysis**

### **1. Introduction and Approach**

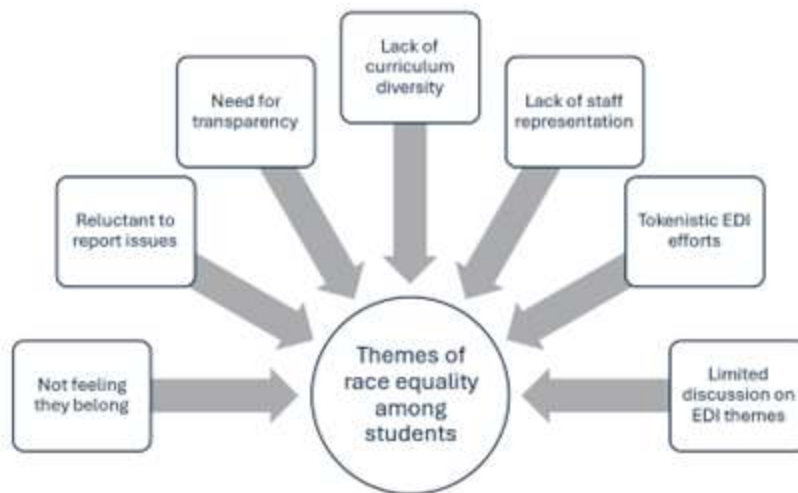
**Background:** This report provides an analysis of the discussions held during two face-to-face focus group sessions with students regarding race equality at the University. Students were invited to attend two focus groups in early 2024. These sessions are part of the University's ongoing efforts to improve its Race Equality Charter Mark.

**Methodology:** Two student focus groups were held, one took place in February and the other in March, with discussions transcribed by a designated scribe. The sessions focused on several predefined questions about belonging, representation, reporting of racism, and other relevant topics concerning race equality. The findings from the focus groups were then analysed to identify common themes and recommendations.

During the focus group discussions, four key questions guided the conversation, each aimed at exploring distinct themes central to understanding race equality at the University. *The first question* asked students whether they felt an authentic sense of belonging and value at the University, probing into their personal experiences of belonging and cultural safety. *The second question* focused on representation and voice, asking students if they felt seen, heard, and supported in their learning environments and within the broader University context. *The third question* dealt with the facilitation of reporting racial incidents, exemplified by asking students how they would respond if they overheard a racist comment. *Lastly*, participants were encouraged to introduce any further topics they believed were important to discuss in relation to race equality that had not been covered in the previous questions. This structure allowed students to openly express their concerns and suggestions regarding race equality, leading to a comprehensive discussion on these critical issues.

## 2. Results

In general, during the discussions on the four key questions, Belonging and Cultural Safety were highlighted as areas of significant concern, suggesting that students feel a need for a more valued and safer environment at the University. Representation and Voice also attracted considerable attention, pointing to concerns over diversity shortfalls in both the curriculum and staffing, alongside calls for more inclusive policies. Though less emphasised, Reporting Discrimination and Additional Concerns were still noted as important areas needing attention to better meet and support student needs.



*Figure 1: Student Race Equality Themes: Exploring Key Issues in Racial Equity Among Students*

### **Belonging and Cultural Safety**

- **General Feelings:** Students initially felt isolated due to a perceived lack of diversity and the feeling that they were the only ethnic people in their department/class, especially in their first year. This also leads to a sense of their culture being put aside, compelling students to feel they must adapt to UK culture to fit in, rather than being able to express themselves. Although this feeling was somewhat alleviated by forming friendships, it was still prevalent due to the overall campus atmosphere.
- **Induction Process:** The current induction process was described as uninspiring and unengaging. Meetings go too quickly, and students feel like they are just going from one meeting to the next. The University webpage (University Mapping) is considered a really good tool. The students also felt that 'Jobshop' is a useful tool. To improve this, students suggested a "Celebration of Regions" event during induction to help new students connect with peers from similar backgrounds and reduce feelings of alienation.
- **Safety and Comfort:** There was a consensus that the University's efforts to create a welcoming environment felt more like a tick-box exercise rather than genuine inclusivity. Suggestions included implementing more robust support systems and better showcasing the University's cultural diversity through events and programs.

### **Representation and Voice**

- **Curriculum Diversity:** Students expressed dissatisfaction with the lack of diversity within the curriculum and staff body. Students feel that tutors do not have enough knowledge of different cultures to make them feel comfortable and get involved. They felt that diversity initiatives were often superficial and did not reflect a genuine commitment to inclusivity.

- **Voice and Engagement:** There was a feeling that student voices, particularly from minority groups, were not adequately heard or valued. The focus groups themselves were seen as a rare opportunity for genuine dialogue, as opposed to the more common surveys and formal feedback mechanisms, which were perceived as ineffective. The main talking point to come from this part of the discussion was about 'writing to the standard', where students feel that English writing is far different from English speaking. It was mentioned that there's not enough support for international students in writing the English language.

### Reporting Discrimination

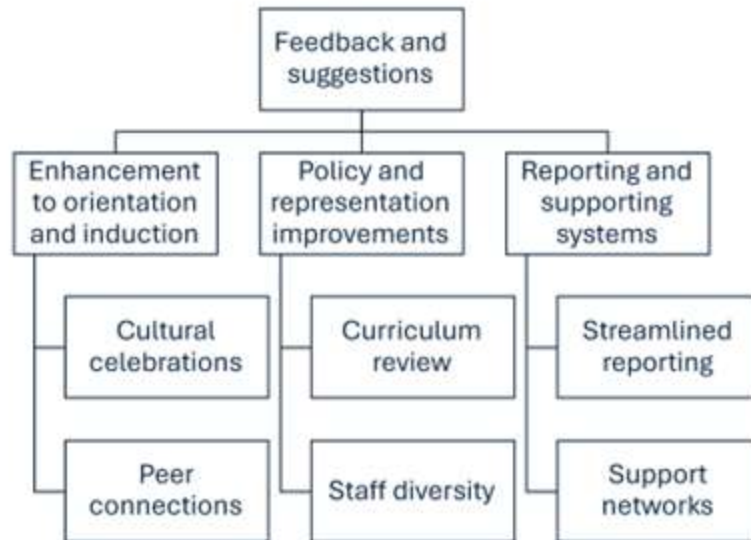
- **Reporting Mechanisms:** Students reported a lack of clarity and support regarding how to report incidents of racism, with many unaware of the processes or fearing being labelled as troublemakers. There is a general reluctance to report discriminatory incidents due to fears of marginalisation or being ignored. It was noted that upon encountering problematic comments, many students would likely remain silent, reflect at home, and possibly choose to report the incident online to avoid confrontation and identification. This hesitation is exacerbated by past experiences where issues were not adequately addressed, leading to a loss of trust in the reporting system's effectiveness.
- **Cultural Sensitivity:** The need for training in cultural sensitivity and race equality for all University staff was highlighted, alongside clearer guidelines on how to handle reports of racism and discrimination. Students stressed the importance of having staff from diverse ethnic backgrounds involved in the process, believing this would increase the likelihood of incidents being taken seriously and acted upon. A more transparent and guided reporting process was suggested to encourage more students to come forward. Additionally, the creation of simple, accessible infographics could help demystify the process and make students feel more comfortable about coming forward.
- **Language and Communication Barriers:** Non-native English speakers expressed difficulty in articulating their experiences of discrimination effectively, highlighting the need for multilingual support within the reporting process. This adjustment ensures that all students can communicate their concerns clearly and accurately.
- **Confidence in Confidentiality:** Despite concerns about the overall effectiveness of the reporting mechanisms, the group did express confidence in the University's ability to maintain confidentiality. Leveraging this trust could encourage more students to report incidents, provided they feel assured that their reports would be treated with seriousness and discretion.

### Additional Concerns

- **International Student Challenges:** International students discussed the additional barriers they face, including fears about visa implications if they report incidents. This highlights the need for policies that specifically address the unique challenges these students encounter.
- **Proactive Measures:** Students called for the University to be more proactive in its engagement with issues of race and discrimination, rather than reactive or seen as tokenistic in its efforts. Emphasising the need for

genuine, sustained action rather than temporary measures, students urge the institution to implement comprehensive strategies to foster an inclusive environment.

### 3. Feedback and Suggestions



*Figure 2: Proposed Enhancements for a More Inclusive Student Experience*

#### **Enhancements to Orientation and Induction**

- **Cultural Celebrations:** Introduce cultural events during orientation to actively promote understanding and appreciate diversity, ensuring new students feel welcomed and valued.
- **Peer Connections:** Establish mentorship programs where new students are paired with peers from similar cultural backgrounds, enhancing community support and belonging.

#### **Policy and Representation Improvements**

- **Curriculum Review:** Encourage the integration of diverse perspectives throughout the curriculum to broaden students' understanding and respect for different cultures and histories.
- **Staff Diversity:** Advocate for greater diversity among faculty and staff to mirror the student body's diversity and create a more inclusive atmosphere.

#### **Reporting and Support Systems**

- **Streamlined Reporting:** Simplify the reporting process for discrimination with clear, accessible information on how to report incidents.
- **Support Networks:** Establish support networks for dealing with racial incidents, including training allies and advocates within the student body and staff to effectively support affected students.

#### 4. Conclusions

The input gathered from the student focus groups acknowledges the University's ongoing efforts toward race equality while highlighting the significant changes still needed to make meaningful progress. The recommendations are intended to enhance a climate that is already striving to be more welcoming and supportive for all students, especially those from racial or ethnic minorities. By building on these initial efforts and implementing the suggested improvements, the University can move beyond token diversity programs and achieve genuine advancements in inclusivity and representation.

### Appendix 3: Glossary

Acronym/Phrase	Explanation
Academic	An academic is a member of the University who teaches or does research
Advance HE	A UK-based organisation that supports the higher education sector in areas including diversity, equity, and inclusion, and offers initiatives like the Race Equality Charter
AHSS	<p><b>Arts, Humanities and Social Sciences</b></p> <p>One of Cardiff University's three Colleges under which academic Schools are grouped. Schools in this College are:</p> <p><a href="#">Business School</a></p> <p><a href="#">School of English, Communication and Philosophy</a></p> <p><a href="#">School of History, Archaeology and Religion</a></p> <p><a href="#">School of Journalism, Media and Culture</a></p> <p><a href="#">School of Law and Politics</a></p> <p><a href="#">School of Modern Languages</a></p> <p><a href="#">School of Music</a></p> <p><a href="#">School of Geography and Planning</a></p> <p><a href="#">School of Social Sciences</a></p> <p><a href="#">School of Welsh</a></p>
Anti-racism training	Training aimed at educating individuals and groups on recognising, preventing, and combating racism within institutions and personal interactions
Antisemitism	Hostility to or prejudice against Jewish people
APD	<p><b>Academic Promotions Development programme</b></p> <p>Aims to address the underrepresentation of colleagues from ethnic minority backgrounds in senior academic roles</p>
ARE	Annual Review and Enhancement - this process gives Schools, Colleges and Professional Services the opportunity to review all the quality assurance and improvement activities that have been carried out during the year
Athena Swan	The gender equality charter mark

Awarding gaps	Disparities in degree award classification between students from various ethnic backgrounds. Focused on proportion of students being awarded a First or 2:1 at undergraduate level and proportion of students being awarded a Distinction or Merit at postgraduate taught level
BAME	<b>Black, Asian, and Minority Ethnic</b> A term which is defined as all ethnic groups except White ethnic groups
BI	Business Intelligence
BLS	<b>Biomedical and Life Sciences</b> One of Cardiff University's three Colleges under which academic Schools are grouped. Schools in this College are: <a href="#">School of Biosciences</a> <a href="#">School of Dentistry</a> <a href="#">School of Healthcare Sciences</a> <a href="#">School of Medicine</a> <a href="#">School of Optometry and Vision Sciences</a> <a href="#">School of Pharmacy and Pharmaceutical Sciences</a> <a href="#">School of Psychology</a>
Bronze Race Equality Charter Award	An award level from the Race Equality Charter, recognising a university's commitment to race equality through self-assessment and action planning
Caerdydd	Welsh translation of Cardiff
Careers and Employability	A professional services team which focuses on student careers and improving employability post-graduation
Community Gateway	Community Gateway is Cardiff University's flagship engagement project - a long-term partnership with Grangetown residents and businesses
COO	Chief Operating Officer
CPD	<b>Continuing Professional Development</b> Ongoing professional learning activities, such as workshops and training sessions, designed to improve employees' skills and knowledge
CSU	Cardiff Students' Union
Cyfrannu	A Welsh term to reflect our commitment to contributing to our local and global communities
Cynefin	A Welsh term for a sense of place or cultural belonging, emphasising local identity and community. Cardiff University's new strategy incorporates "culture, <i>cynefin</i> , and community" as a key focus area
DVC	Deputy Vice-Chancellor

EAP	Employee Assistance Programme providing a free confidential helpline and support for staff, and access to face-to-face or virtual counselling
EDI (Equality, Diversity, and Inclusion)	A broad framework guiding Cardiff University's policies and actions to foster a diverse and inclusive environment free from discrimination. When we refer to EDI it's inclusive of our anti-racism work
EDI and Anti-Racism Hub	A central University team coordinating EDI and anti-racism strategy
EIA	<b>Equality Impact Assessments</b> A tool used to assess the impact of decisions, policies, or procedures on various protected characteristics. Cardiff University's EIAs also include Welsh language. EIAs are soon to be replaced with Integrated Impact Assessments (IIAs)
Elevate Programme	A leadership development programme specifically for women from ethnic minority groups, aimed at enhancing representation in senior roles
Ethnic minority (EM)	A group of people with a shared culture, tradition, language, history, etc. living in a country where most people are from a different ethnic group
Estates	The Estates Department develop and maintain the University's physical estate, and provide a range of services to our students, staff and visitors. It covers the following areas: <ul style="list-style-type: none"> <li>• campus development</li> <li>• campus operations</li> <li>• campus facilities</li> </ul>
EYST	Ethnic Minorities and Youth Support Team Wales
FTE	Full Time Equivalent
Grangetown	The most ethnically diverse ward in Cardiff
HE	Higher Education
HESA	Higher Education Statistics Agency
HR	Human Resources (at Cardiff University)
IIA	<b>Integrated Impact Assessments</b> Replacing EIAs, IIAs will allow greater focus on intersectionality and other factors which may disadvantage particular groups
Inclusive Education Framework	Cardiff University's Inclusive Education Framework defines what we mean by Inclusive Education and provides a shared vision and focus for our work in this area
Intersectionality	The overlapping and interdependent systems of discrimination or disadvantage (e.g., race, gender, socioeconomic status) affecting individuals

Islamophobia	Dislike of or prejudice against Islam or Muslims, especially as a political force
Juno Award	A type of gender equality charter mark
Learning and Teaching Academy	Cardiff University's department housing specialist teams who provide advice, sector-knowledge and continuous professional development opportunities to support staff in delivering an engaging and inclusive experience for all students
LGBT+	Lesbian, gay, bisexual, trans, and other queer identities
Medr	<b>Commission for Tertiary Education and Research</b> Previously known as HEFCW (Higher Education Funding Council Wales), Medr is responsible for funding and regulating the tertiary education and research sector in Wales
MPSS	<b>Managerial and Professional Specialist Staff</b> Professional Services staff at grades 5 or above
OAGs	<b>Oversight and Advisory Groups</b> Groups aiming to play a critical role in scrutinising EDI projects, providing strategic advice, and holding the University accountable for its progress toward equity
ONS	Office for National Statistics
Operational services staff	Teams within campus operations who provide cleaning, direct labour (repairs and services), grounds maintenance, safety and compliance, porters and security services
Our Future, Together	Title of Cardiff University's strategy 2024-2035
PACE Project	<b>Promoting academic excellence</b> Aims to increase access and inspire ethnic minority pupils to consider healthcare professions
PDR	Performance Development Review
PGR	Postgraduate Research
PGT	Postgraduate Taught
PSE	<b>Physical Sciences and Engineering</b> One of Cardiff University's three Colleges under which academic Schools are grouped. Schools in this College are: <a href="#">School of Chemistry</a> <a href="#">School of Computer Science and Informatics</a> <a href="#">School of Earth and Environmental Sciences</a> <a href="#">School of Engineering</a> <a href="#">School of Mathematics</a> <a href="#">School of Physics and Astronomy</a> <a href="#">Welsh School of Architecture</a>
PS	<b>Professional Services</b> Can refer to departments or groups of administrative staff

PSS	<p><b>Professional Services Staff</b></p> <p>Professional Services staff work together across central departments, Colleges and academic Schools. Teams are:</p> <p><a href="#">Academic and Student Support Services</a></p> <p><a href="#">Campus Services</a></p> <p><a href="#">Communications and Marketing</a></p> <p><a href="#">Development and Alumni Relations</a></p> <p><a href="#">Estates</a></p> <p><a href="#">Finance department</a></p> <p><a href="#">Human Resources</a></p> <p><a href="#">Internal Audit Team</a></p> <p><a href="#">Transformation Delivery</a></p> <p><a href="#">Research and Innovation Services</a></p> <p><a href="#">Strategic Planning</a></p> <p><a href="#">University IT</a></p> <p><a href="#">University Secretary's Office</a></p> <p><a href="#">Vice-Chancellor's Office</a></p>
PVC	Pro Vice-Chancellor
R-only	<p><b>Research only</b></p> <p>A type of contract for staff where their workload is assigned solely to research projects</p>
Race Council Cymru	Overarching umbrella body with the mission to bring together key organisations within Wales to cooperate on promoting integration, championing justice and race equality in institutions and society
Race Allyship	The practice of a person in a position of privilege and power working in solidarity with a marginalised racial group
REC	<p><b>Race Equality Charter</b></p> <p>A framework for universities in the UK to tackle race inequalities in higher education through self-assessment, strategy, and institutional changes</p>
REF	Research Excellence Framework
Report and Support	Centralised reporting tool for identity-based harassment, assault, bullying, discrimination and wellbeing. Available for students to use from October 2024 and will be available for staff-to-staff reporting by academic year 2025/26.
RESP	<p><b>Race Equality Supervisory Panel</b></p> <p>Established to facilitate and support the reporting of racial inequality incidents and provide specialist advice on race equality</p>
Russell Group	A group of 24 research intensive universities in the UK
SAT	<b>Self-Assessment Team</b>

	The group responsible for conducting Cardiff University's self-assessment for the Race Equality Charter, involving diverse stakeholders across the University. Also referred to as REC-SAT
Senior Leaders Forum	A forum inclusive of all senior leaders in the university both academic and from professional services
SEP	<b>Strategic Equality Plan</b> Cardiff University's overarching equality strategy, with initiatives designed to embed equality across University functions, including race, disability, and gender equality
Staff Immigration and Global Mobility Service	Cardiff University service to support international staff recruitment
Stonewall	An LGBT+ charity
Student outcomes	A term used to encompass both student progression or award
Student progression	The percentage of students that progress to the next level study e.g. Year 1 progression is the proportion of Year 1 students who at the end of their year have passed sufficient credits to progress to Year 2
Student retention rates	The percentage of students who did not leave within 50 days of commencement and who are present in HE one year following entry
Student withdrawal rates	The proportion of students who are recorded as having enrolled in the particular academic year of interest and who have withdrawn
T&R (Teaching and Research)	<b>Teaching and Research</b> A type of contract for academic staff with workload split between teaching and research
T&S	<b>Teaching and Scholarship</b> A type of contract for academic staff with a learning and teaching focus. It includes dedicated workload time for scholarly activity but does not include requirements around research outputs
Technical staff	A type of contract for staff in specialist or technical roles
Tegwch	A Welsh phrase meaning equity for all
Together at Cardiff	A Cardiff University initiative providing community support for students, particularly those from ethnic minority backgrounds, through events and wellbeing resources
ToR	Terms of Reference
University Council	The University's decision-making body
UEB	University Executive Board

UG	Undergraduate
University Senate	The University's academic decision-making body
V+B	Values and Behaviours
VC	Vice-Chancellor
Welsh National Measures	A primary legislation in Wales
WG	Welsh Government
Widening Access	Partnership working to make HE courses and careers more accessible for Grangetown residents and beyond
WP	Widening Participation
Y Sgwrs Fawr/The Big Conversation	The University's participative exercise from September 2023 to April 2024 leading to the development of a new University Strategy (Our Future, Together)