Race Equality Charter application

Contents

Name of institution: University of Sussex

Level of award application: Bronze

Main contact for the application and contact details:

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November 2018

Dear Race Equality Charter Manager,

Membership of the Race Equality Charter

On behalf of The University of Sussex I wish to apply for membership of the Race Equality Charter (REC).

I confirm that The University of Sussex is committed to REC's aim of improving the representation, progression and success of minority ethnic staff and students within higher education.

I confirm that in working towards this aim, The University of Sussex accepts the five guiding principles of REC:

1. Racial inequalities are a significant issue within higher education. Racial inequalities are not necessarily overt, isolated incidents. Racism is an everyday facet of UK society and racial inequalities manifest themselves in everyday situations, processes and behaviours.

2. UK higher education cannot reach its full potential unless it can benefit from the talents of the whole population and until individuals from all ethnic backgrounds can benefit equally from the opportunities it affords.

3. In developing solutions to racial inequalities, it is important that they are aimed at achieving long-term institutional culture change, avoiding a deficit model where solutions are aimed at changing the individual.

4. Black and minority ethnic staff and students are not a homogenous group. People from different ethnic backgrounds have different experiences of and outcomes from/within higher education, and that complexity needs to be considered in analysing data and developing actions.

5. All individuals have multiple identities and the intersection of those identities should be considered wherever possible.

I pledge The University of Sussex:

- to undertake a comprehensive self-assessment of race equality across the institution
- to develop solutions to the issues identified through our self-assessment
- to apply for a REC award within three years of this letter
-

I understand that:

- Information on charter signatories, award holders and our institution's charter contact person will be posted on ECU's website.
- When the institution is accepted into charter membership it will be given information on the uses it can make of the institution's status as a charter signatory and use of the charter logos.

The University of Sussex has nominated Jackie Rymell as its designated REC contact. The contact will coordinate internal questions on the charter and will be the conduit for communication with the REC.

I confirm that the institution understands and accepts the guidance on REC. I understand that the guidance may change as the scheme evolves and that our charter contact will be informed of any such changes.

Yours sincerely

████████████████████

Vice-Chancellor

A subsequent letter in 2022 from Interim Vice-Chancellor█████████████, requesting a delay to submission from July 2022 to July 2023 is also available if required.

NB: Additional 250 words granted (11/01/22) to explain use of existing data due to HESA timeline.

Tuesday 11/01/22

███████████████

Thanks very much for your patience.

I was unable to find your Developmental Review booking in our records but found the attached email instructing you how to book in a review – we would be grateful if you could please complete this process so that we can formally record your 25th March 2022 date and can proceed with organising an Associate to review your application.

With regard to your query below, I have discussed this with Arun and he has advised that given the HESA timeline and your planned submission of your application (25th March 2022), you may use existing data for benchmarking/ analysis purposes with an explanation (for the peer reviewers) in your application as to why you are presenting these data. Arun has also requested that you include information in your July submission regarding how you will use new HESA data (once released) moving forward – you may have a word extension of 250 words to address this.

Can you please include a copy of this email in your submission so that there is a record for peer review purposes.
Regards.
███████████████

Charters Assessment Manager, Race Equality

Section	Words
Introduction	415
Section One	3157
Section Two	1154
Section Three	1100
Section Four	2435
Section Five	2354
Section Six	443
Section Seven	2278
Section Eight	842
Section Nine	0
Section Ten	63
Total	**14242**
Word Count allowance 14000 plus additional 250 (see above)	

List of abbreviations

ACR	Annual Course Review
APP	Access and Participation Plan
AD	Assistant Director
ADR	Achievement and Development Review
AT	Associate Tutor
BAME	Black, Asian and minority Ethnic **
BLM	Black Lives Matter
BSMS	Brighton and Sussex Medical School
CEI	Culture, Equality and Inclusion
COO	Chief Operating Officer
D&R	Dignity and Respect
DETSY	Direct Entry (into) Second Year
DPR	Discretionary Pay Review
DT	Doctoral Tutor
DTL	Director of Teaching and Learning
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EFCS	Estates, Facilities, Commercial Services
EngInf	School of Engineering and Informatics
ESW	School of English and Social Work
GCGC	General Counsel, Governance and Compliance
Global	School of Global Studies
HoPS	Heads of Professional Services
HoS	Head of School
HR	Human Resources
IDS	Institute for Development Studies
ISPB	Inclusive Sussex Programme Board
LifeSci	School of Life Sciences
LPS	School of Law, Politics and Sociology
MAH	School of Media, Arts and Humanities
MPS	School of Mathematics and Physical Sciences
NSS	National Student Survey
OD	Organisational Development
PCIC	People, Culture and Inclusion Committee
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PS	Professional Services
PSLT	Professional Services Leadership Team
Psych	School of Psychology
PVC	Pro Vice Chancellor

RDC SG	Researcher Development Concordat Steering Group
REC SAT	Race Equality Charter self-assessment team
REF	Research Excellence Framework
SAT	Self-Assessment Team
SE	Student Experience
SMT	Senior Management Team
SPRC	Strategic Performance and Resource Committee
SRAID	Student Recruitment and International Development
SU	Students Union
T&L	Teaching and Learning
TU	Trade Union
UCAS	Universities and College Admissions Service
UEC	University Education Committee
UEG	University executive group
UG	Undergraduate
ULT	University Leadership Team
UoS	University of Sussex
USBS	University of Sussex Business School
USSU	University of Sussex Students' Union
VC	Vice Chancellor
WP	Widening Participation

Notes for the panel:

- All numbers rounded to the nearest 5.
- 2.5 or less rounded to 0.
- HESA data is released end of February, impacts the inclusion of some benchmarks. No HESA benchmarks for PS staff, as collection of this is now optional for some providers.
- UCAS request ethnicity data only from UK domiciled students - non-UK domiciled applicants are assigned 'Not applicable'.
- BSMS data includes all staff regardless of home institution, and half the student population data.
- 'BAME' is a contested homogenising term which does not reflect the varied historical and lived experiences of racially minoritised people from a wide range of heritages. We take a hybrid approach; using 'BAME' where data norms/reporting processes require this but disaggregating data/other qualitative information where possible to better understand the disadvantages faced by specific minoritised groups.
- 'Black' is used to mean those of Black African and Caribbean descent.

Race Equality Charter application v1 Mar 20

The SAT have been pragmatic in collating and presenting data, given the constraints of differing University of Sussex systems plus some missing data for recruitment and promotions for the 2021/22 year.

The agreed delay to submission resulted in a further year of data being included. In some cases, the methods, format or university structures had changed, and notes included.

1. Letter of endorsement from vice-chancellor/principal

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

- why the head of the institution supports the application

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

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

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

- details of any allocated additional and ring-fenced resources for this work

Race Equality Charter application v1 Mar 20

30 March 2023

To the Chair of the Race Equality Charter Assessment Team

I am delighted to endorse the University of Sussex's application to the Race Equality Charter.

Sussex has a long and proud tradition of progressive inclusion and innovation – including through the lives and work of several generations of Black and other racially minoritized students who have gone on to undertake pioneering interventions across many domains of social, cultural and political life in the UK and beyond. Sussex is radically global in orientation and has a commitment to social justice and societal transformation that is deeply rooted in our institutional history. The University played an important role in the struggle against Apartheid in South Africa, educating many activists who became political leaders in the new South Africa, and we have been an important site of critical post-colonial thinking and research. This application sets out key aspects of our current work and through honest reflection seeks to build on this heritage.

This history and current commitments notwithstanding, both the University's executive leadership team and our Council recognise the structural issues that continue to perpetuate under-representation and disadvantage, and we are determined to address the full range of ways in which discrimination and marginalisation impact upon members of racially minoritized groups. I joined Sussex last summer and have a personal and professional mission to understand and address inequality, to support and celebrate diversity, and to promote inclusion in universities. Both before my arrival and since, Sussex has been taking steps to address the multitude of factors that allow racism in all of its forms to continue. We have recognised the strategic nature of the work that we need to do, and that more than operational delivery is required. We have many strengths but know that we must do more, better and differently, to build real inclusion across all areas of our community and work. And so the Action Plan in this application seeks to particularise our evidence-based approach.

Through the work of the REC SAT, I and the University's leadership team recognise the following key issues for minority ethnic staff and students at Sussex:

1. Lack of belief that there is recognition, acknowledgement or accountability of the problem, and of trust in the leadership to tackle the problem.

2. Lack of engagement in race equity work from staff and students – supporting the perception of low trust and potential disillusionment in addressing the issues. This is shown by low response rates to surveys and participation in focus groups, turnover in the REC SAT, also low completion rates of personal characteristic data, and a lack of engagement with local interest groups beyond the campus.

Professor Sasha Roseneil Vice-Chancellor and President
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www.sussex.ac.uk

3. Some examples of good work to tackle inequity, but without an overarching and sustainable race equity plan with embedded goals, clear ownership, monitoring and review to ensure coherence and integration.

4. Low representation and distribution of racially minoritised staff and uneven distribution across pay grades, with especially low numbers in the top two pay grades and also across professional services roles/divisions.

5. Increasing proportions of racially minoritised students, and some progress in closing awarding gaps, though these remain for all groups of racially minoritised students. The work we have done on supporting and equipping academics in race equity work has not been sufficiently systematic or far reaching and this impacts on the student experience.

6. Racially minoritised staff and students report a lack of sense of belonging and incidents of racism and discrimination, with a view that this impacts the retention of these staff.

The work of the university's leadership – including Council and Senate – to advance race equality at the University includes: consideration of the ethnicity pay gap and the action plan in place to address it; an annual EDI report; an annual dignity and respect assurance report considered; building EDI accountability into appraisal discussions and objective setting; completion of anti-racism training for the leadership team in place in 2022 and roll out of this for new members.

In addition, the University Executive Group announced an Anti-Racist Pledge in 2021, with a set of commitments and actions which are reflected in the application and Action Plan. A new Academic Promotions project has begun which seeks to advance our EDI agenda. A comprehensive programme to address decolonising teaching is underway as part of a broader Curriculum Reimagined programme.

The University leadership team includes consideration of race equity and the impacts of decisions in committee discussions and has strengthened governance processes, including better equality impact assessments which are built into policy change and decision-making processes.

The University has increased resources for race equity work in several respects. The EDI team has been expanded and a PVC for Culture, Equality, and Inclusion was appointed in 2021. We have a clear, expanded strategy - Inclusive Sussex - and strong commitment from senior leadership to address the challenges identified. The provision of dedicated funding for a five-year programme - Black @ Sussex (circa £270k total) - is a tangible demonstration of our commitment. We have a work allocation allowance for the BAME staff network chair, and School level work allocations for Race Equity/EDI Champions. Looking ahead we have made commitments to resource systems improvements which will provide a firm basis for future work, and a current externally-led review of EDI governance, oversight and of its organisational design will help deliver on our plans.

In sum, we have sought to honestly name the challenges that the University of Sussex faces, alongside setting out our ambition for change. I commend this application to you.

Yours sincerely

Professor Sasha Roseneil
Vice-Chancellor and President
University of Sussex

Edited Extracts from Heads of Schools/Faculties/Divisions letters

(Full letters will be published on the University's website.)

From the COO

> "PSLT fully recognises that we need to improve the diversity of our staff across all grades, particularly our senior management teams, to better represent the local community and our student body. We appreciate that to drive meaningful and sustainable improvements we need to embed change across our Professional Services teams, dismantle barriers and build a positive, inclusive and respectful culture for all.
>
> As a result, PSLT have signed up to the four-year REC Action Plan and a set of commitments, which we will use to drive local action plans within each of our teams.

We are committed to:

- bringing our levels of ethnic minority staff within PS to be at least in line with local census levels
- inclusive and best practice recruitment processes, supported by effective systems to help support monitoring and other improvements
- positive action in recruitment and development (promotion and career progression)
- transparent and open processes for acting up/interim appointments
- improved training provision for everyone including those in decision-making roles, supported by an effective system for monitoring mandatory training completion
- increasing the levels of staff reporting personal characteristics by communicating the benefits, explaining how the data is used to drive improvements and reinforcing this message in key interactions with our staff
- taking forward actions to ensure everyone is treated with respect and dignity, including proactive use of current data to drive insight and subsequent actions, engagement with staff to understand all perspectives, and regular communication on actions taken
- improving the levels of diversity on decision-making/governance committees."

From the Dean of the Business School

> "We want to create an anti-racist culture throughout our school, at every level, to support and celebrate our diverse student and staff

community.

As part of our commitment to anti-racism and a determination to build an inclusive environment in which all students and staff feel a strong sense of belonging, we published The Race Equity Action Plan in 2022. We have met our UG UK White: BAME access ratio target for the past three years, it having fallen to 1.9 in 2020/21. The awarding gap for non-UK BAME students reduced from 48.2% in 2018/19 to 37.9% in 2020/21, for UK Asian students from 10.6% to -1.9% and for UK Black students from 16.4% to 9.4%. The Business School has a diverse staff group and a good proportion of BAME academic staff. However, there is some scope for improvement in the number of BAME professors and BAME PS staff.

We continually work towards race-equality through:

- staff training and awareness, providing opportunities for all to access training and events related to, race equity and other matters relating to underrepresented groups
- enhancing student experience by simplifying access to information and support through an easily accessible Race Equality Canvas site, continuing annual recruitment to the ASPIRE mentoring scheme and developing a strategy to support student transition to the Business School
- reforming the curriculum to make it more inclusive and to celebrate good practice across the School
- continuing work to recruit and retain a diverse workforce, interrogating our current practices throughout the application and appointment processes as well as those for promotion. In respect of senior academic appointments, the School will increase the percentage of BAME professors to the average of the BAME representation at the other levels
- ensuring access to robust concerns/complaints procedures to provide clear reporting routes for race related incidents and ensure appropriate support is offered throughout."

From the Heads of School of the Science Cluster

"Each of our Schools has focused attention on distinctive topics and actions, given that the specific issues relating to each of the primary REC areas (academic staff, Professional Services and support staff, student progression and awarding, diversity of the curriculum) vary in nuanced ways across our subject areas.

We recognise that there is much that remains to be done in addressing core issues of diversity in our workforce, career progression, curriculum development, and student experience. EDI leads have prominent roles at a senior level, and building on the actions and progress described below, this is a personal and strategic priority for each Head of School.

The School of Life Sciences developed a comprehensive Race Equity Action Plan in collaboration with BAME students. Concrete actions addressed various issues including student experience, curriculum reform, research and laboratory experience and recruitment / retention practices. Since implementing many of these actions, our BAME awarding gaps have fallen substantially between 2018/19 and 2020/21, with the UK White: BAME access ratio also reducing over those three years. A key priority now is connecting race equity activity among the current students and staff in the school (e.g., dedicated mentoring support and teaching content) to new programmes in the wider community, including ongoing careers support for BAME alumni and widening participation work on BAME student leadership with local sixth-form students.

In the School of Engineering and informatics, the non-UK BAME awarding gap dropped substantially between 2018/19 and 2020/21. However, some fluctuations were observed in UK Asian and UK Black awarding gaps (though they remain within our institutional targets), showing us that ongoing work is required to address deep issues. In line with that, our School has established a Staff and Student Charter with guiding principles whereby diversity is highly prominent, incorporating actions such as classroom and extracurricular discussions of this area.

In BSMS, the Equality, Diversity and Staff Development Committee was established to focus on delivering an inclusive culture. It has hosted an annual conference since 2021 (with approx. 300 delegates at the inaugural event) focusing on 'anti-racist practice in medical education', leading the way in reflective practice to improve the inclusivity of work in medical schools. Ongoing work includes student-centred work to decolonise the curriculum, and our colleagues are taking forward specific curriculum advancements in terms of teaching on inequalities and inclusion in healthcare, coupled with a programme of support for allyship and training for students and staff.

EDI leads in the School of Mathematical and Physical Sciences are at an early stage of exploring strategies for decolonising the curriculum. Significant steps have been taken to improve the diversity of the student population in physics and mathematics, with the access ratio of UK White: BAME following steadily from 2018/19 to 2020/21. This occurs alongside a significant BAME representation in the academic staff at senior as well as junior levels – though not yet reflected in PS and support staff – with nearly 20% of grade 9 and grade 10 staff identifying as BAME.

In the School of Psychology, our highly active EDI Committee oversees a comprehensive programme of work focused on developing an inclusive culture. Drawing upon expertise both within and beyond the School, we have

led a regular data collection and analysis exercise, the Inclusive Culture Survey, which addresses a wide range of issues concerning the socio-relational and psychological foundations of wellbeing and belonging among our staff and students. A new senior role, Deputy Director of Teaching and Learning focused on strategic work to address awarding gaps, and to identify and remove barriers to attainment, and have launched a programme of work on decolonising the programme in concert with the development of a major interdisciplinary, strategic research focus on 'Changing Societies'. We have identified proactive race equity support for Early Career Researchers as a priority, and recently established a BAME PhD scholarship scheme with full funding for a programme of doctoral research."

From the Heads of School of the Social Science Cluster

"Each School has its own policies and strategies to achieve race equity, reflecting different contexts and challenges. They share a firm commitment to enabling working and learning environments that challenge racism and any institutional practices that oppress, limit, or marginalise our minoritised staff and students.

Each school has an EDI Committee (of academic, PS staff and students), convened by the Directors of EDI (members of school leadership teams) which oversees EDI work, including that relating to race equity). In ESW, an active Minoritised Ethnicities/Racialised Academics Network reports actions and raises concerns to the EDI Co-Directors and Head of School.

Each School has developed a Race Equity Action Plan.

Key aims/actions include:

- permanently eliminating remaining awarding gaps
- decolonising curricula and teaching styles and embedding anti-racism in our syllabi
- implementing a mentoring support programme to optimise the reach and quality of support for BAME staff and students
- actively recruiting BAME staff and students and improving recruitment practices to ensure fair and equitable opportunities
- prioritising the retention of BAME students and staff
- creating a culture of anti-racist practice and zero-tolerance for racism
- designing clear informal and formal complaints procedures and routes for individuals to report concerns of racism, sexism, ableism, or any discriminatory behaviour; to ensure resolution of these concerns and clear consequences for such behaviour; to empower individuals to challenge this behaviour.

Our Schools are committed to reassessing their processes and practices in all areas to eliminate racism and embed anti-racist practices, as well as to ensure that all students and staff members are treated equitably, without prejudice, assumption, or stereotype."

<u>From the Dean of Media Arts and Humanities</u>

"The awarding gap in MAH has been decreasing for UK BAME students. For example, it dropped from 8.5% to 1.2% between 2018/19 and 2020/21 for UK Black students and from 10.3% to 4.6% for UK Asian students in the same period (although it rose to 13.2% in the interim year). The numbers of Black and Asian students, however, remain very low and more needs to be done to widen access. The awarding gap for non-UK BAME students is on the right trajectory, dropping from 53.3% to 43.4% during this same period, but there is clearly a lot of work to be done.

Since January 2020 a dedicated team focused on coordinating the work of race equity has been established in the School; Director of Race Equity and two Deputy Directors prioritising staff and student concerns, respectively. All have undergone Advance HE training. An Associate Dean for People Inclusion and Culture, appointed in August 2022, oversees this work as part of a wider EDI remit, which has evolved in response to consultation with staff and students. An action plan is being developed using the principles of community organising to prioritise what is most important to BAME staff and students and will be launched in June 2023. The work can be divided into three main sections reflecting the priorities of the REC work.

Culture
- Hosts the **Stuart Hall Fellowship** scheme (since 2018) in partnership with the Stuart Hall Foundation to provide an opportunity for a talented, creative individual to develop their practice within an academic context.
- Membership of the **Black at Sussex** steering group
- **Race Equity Awareness Canvas site** publicises relevant events and holds race equity resources such as media output and academic articles as well as details of complaints channels and useful organisations
- **Diversifying the environment project** to update the artwork of MAH buildings, including promoting visual art from current students as well as archival art from the library, which celebrates the University's diverse history
- Policy on the **teaching of material containing offensive language** (September 2020) to address racism in the classroom, in consultation with students and ongoing pedagogical work to address this issue.
- A variety of **events** have been hosted bringing together students, staff, and Sussex alumni. A listening event was held to identify priorities for BAME staff and students drawing on the principles of community organising to feed into the Race Equity Action plan

- The Race Equity team and SMT members have had Advance HE and Santander training.

Staff
- A key issue has been the issue of **recruitment and retention**. To ensure our recruitment practices are inclusive, we have been working to support lawful positive action.
- Held workshops on **micro-aggressions**, run by Strawberry Worlds, to empower individuals to understand and challenge racist behaviour (April 2021, May 2022).
- A **MAH BAME staff networking group (**including PS, academic staff and doctoral tutors) meets termly to discuss staff concerns
- In response to BAME staff feedback, ran a **BAME staff specific training** event (early 2023) for dealing with racism and developing coping strategies.
- The Race Equity team members provided input on the University of Sussex's **'Report and Support'** tool to ensure safe and meaningful ways for staff to report race-related incidents/complaints
- The **EDI staff forum** (November 2022) focused on race/disability/intersectional issues and created a set of guidelines (Making Students Welcome) which address creating a more inclusive learning environment for all students.

Students
- Supported the appointment of **Race Equity Advocates** (since 2020) and Student Connectors (since 2021) to focus on engaging BAME students and addressing race equity issues.
- Addressed the concerns of **international students** and UK BAME students through workshops, led by the Race Equity Team, focused on the International Student Experience, drawing on the pedagogic best practice of expert teachers of multilingual classrooms, English Language Teaching professionals, and international students themselves to help staff development (since Jan 2021).
- **Hosted Decolonising the Curriculum** events for staff and students to identify actions to further decolonise the University in terms of module content and reading lists and marking, assessment and classroom dynamics.
- Offer **MA Studentships** as part of the Stuart Hall Foundation partnership and has led on the recent expansion of the partnership to create **PhD Studentships** for BAME students (with some ringfenced for Black applicants). These studentships will offer invaluable material support for BAME students wanting to go on to postgraduate research, whilst also working towards better recruiting, supporting and representing of staff of colour in HE."

2. The self-assessment process

2a Description of the self-assessment team

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

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

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

- how people were nominated or volunteered for the role and how any time involved in being a member of the team is included in any workload allocation or equivalent
- how each faculty and relevant central departments are involved and included

The REC SAT was set up in October 2019, chaired consecutively by the Provost; a School Head; an Interim PVC CEI and the permanent PVC CEI (since October 2021). All are UEG members, ensuring senior leadership commitment and engagement.

The SAT comprises staff of various ethnicities, Divisions and grades, including reserved positions for the SU, BAME Staff Network and TUs (elected by members), those appointed due to their position or group membership (e.g. Athena Swan SAT).

Their ethos is to work critically and collaboratively. Members received formal invitations and local workload allocations (where requested). Early on they and other invited staff participated in   Advance HE training (two days) to collectively develop their Terms of Reference and a shared mission statement:

> "Using an anti-racist lens, to tackle institutional racism and racial inequality through identifying and challenging the structural, cultural and other barriers, practices and discourses at the University of Sussex."

The SAT established three sub-groups populated via a callout for volunteers (see tables below);

- Culture,
- Staff Experience
- Student Experience

Over 40 staff from all parts of the University, including the SU, and a range of grades, School Heads, Teaching and Learning Directors, PS colleagues and student representatives, collaborated to develop forward thinking, sustainable, widespread change at the University for the years ahead.

Due to organisational change, there has been high turnover in the SAT (see table 2.1) This turnover may also indicate low trust in the University's leaders and their readiness

to acknowledge and address problems. Vacancies have been filled as the group has evolved whilst maintaining a manageable size. From the 17 current REC SAT members, nine identify as BAME (from a range of backgrounds), seven as White, with one unknown. In addition to Covid-19 and ongoing industrial action impacting the sector, we have undergone significant organisational change since committing to the application.

Table 2.1: List of members of the REC SAT (previous members shown in greyed out rows)

REC SAT role	Name	Role in Institution	Faculty/Dept	Grade	Ethnicity	Time
Chair	▓	PVC for Culture, Equality & Inclusion	UEG	▓		Joined November 2021
Deputy Chair		Academic Lead on Race Senior Lecturer	School of Media, Arts and Humanities			Joined October 2019 (Sept 2021 – February 2022 research leave)
EDI advisor		Assistant Director HR, Culture, Equality & Inclusion	EDI Unit, HR			Joined January 2023
OD advisor		Assistant Director HR, Culture, Organisational Development & Wellbeing	OD, HR			Joined January 2023
Academic Rep		Professor of Postcolonial & Decolonial Studies	School of Global Studies			Joined October 2019 (2-year research leave from 2023)
Planning		Planning Officer	Planning			Joined October 2019
SU Staff Member		Student Engagement Manager (Student Union)	University of Sussex Students' Union (USSU)			Joined October 2019
UEG Member		Director of Student Experience	Division for the Student Experience			Joined October 2019
PhD Student Rep		PhD student/Doctoral researcher/tutor	IDS			Joined February 2022
UEG member		Head of School of Psychology, Professor of Developmental Psychology	School of Psychology (UEG)			Joined March 2021
SU Officer		SU Officer for Diversity, Access & Participation (sabbatical from studies)	USSU			Joined January 2023

SU Officer	■■■	SU Officer for International Students	USSU	■	Joined January 2023
PS Member		Lead Student Advisor	Directorate for Student Experience		Joined March 2020
Comms		Head of Corporate Communications	Comms		Joined September 2021
Staff network chair		Head of Research Information, Quality & Impact and interim BAME Staff Network Chair	Research & Enterprise		Joined May 2022
TU Rep (Unison)		Senior Library Assistant	Library		Joined May 2022
Academic Rep		Senior Lecturer in Leadership Commissioning	BSMS		Joined January 2023
Secretary		Equality Charter Manager	EDI Unit		Joined 11 October 2021, left March 2023
EDI advisor		Director, EDI Unit	EDI Unit		Joined October 2019
Student Rep, student sub-group chair		International Students Officer	USSU		Joined July 2021, left end of SU term
Student Rep		Diversity, Access Participation Officer	USSU		Joined July 2020, left end of SU term
Academic Rep, Culture sub-group chair		Lecturer in Law	School of Law, Politics and Sociology		Joined May 2021
HR		Interim Assistant Director HR, Culture, Equality & Inclusion	HR		Joined May 2022, left November 2022

HR, Staff sub-group chair	███████	Assistant Director of Culture and Inclusion	HR		Joined March 2020, left April 2022
TU Rep		Trade Union Anti-Racist Working Group	School of Life Sciences		Joined March 2020 after TU election
PS Rep		Organisational Development Advisor	Organisational Development		Left February 2022
PVC Culture, Equality and Inclusion		PVC Culture, Equality and Inclusion	UEG		Left October 2021
Interim chair		Head of School of Psychology, UEG member	School of Psychology		Now general member of the SAT (see above)
PhD Student Rep, Culture sub-group co-chair		Doctoral Student Sussex Anti-racist Action	School of Life Sciences		Left September 2021
Acting Secretary		EDI Co-ordinator	EDI Unit		Left November 2021
Secretary		Equality Charter Manager	EDI unit		Left July 2021
Member		Communications Officer	Central Communications Team		Left July 2021
Student Rep		International Students Officer	International Office		Left July 2021 (Term ended at USSU)
Chair		Provost	UEG		Left April 2021
PS Rep		Careers Service	Careers and Employability Centre		Left July 2020
Student Rep		Education Officer	USSU		Left June 2020

Member		Director of Human Resources	UEG	Not known		Left December 2019
Deputy Chair		Deputy Pro Vice Chancellor	UEG	Not known		Left December 2019

Table 2.2: List of members of Culture sub-group (leavers in grey)

Culture Sub-group		
Name	Position	Ethnicity
	Reader, Anthropology, Global Studies	
	Senior Lecturer, Management, Business School	
	Student Welfare Advisor, BSMS	
	HR Insight Analyst	
	Senior Library Assistant	
	Lecturer, Higher Education Pedagogy, ESW	
	Lecturer, English Literature, MAH	
	Sustainability Manager	
	Ambassador Programme Manager, WP	
	Teaching Fellow, BSMS	
	Research Fellow, Anthropology	
	Digital Analyst	
	Secretary, EDI Unit	
	Co-chair, Lecturer, Law	
	Assistant Director, HR	
	Co-chair, Doctoral Student, Life Sciences	
	Secretary, EDI Unit	

Table 2.3: Agenda items for Culture sub-group

Month	Topic(s) of Discussion
Nov 2020	Introductory meeting
April 2021	Report & Support, Tackling Incidents of Racism
May 2021	Grievances/Disciplinaries
June 2021	Impact of COVID on BAME groups on campus
July 2021	Black Lives Matter

Table 2.4: List of members of Staff sub-group (leavers in grey)

Staff Sub-group		
Name	Position	Ethnicity
	Reward Manager, HR	
	Business Process Manager, Finance	
	School Administrator, Psychology	
	Head of Professional Services, Business School	
	Lecturer, Arabic and Comparative Literature, MAH	
	Associate Director, Library	
	EA to PVC-CEI, VC's Office	
	Director of Practice Learning, ESW	
	Equality & Diversity Project Officer, BSMS	
	Chair, Assistant Director of HR	
	Director, EDI Unit	
	Secretary, EDI Unit	
	Secretary, EDI Unit	

Table 2.5: Agenda items for Staff sub-group

Month	Topic(s) of Discussion
April 2021	Recruitment
May 2021	Recruitment
June 2021	Retention
July 2021	Promotion, Discretionary Pay Review
August 2021	Progression & Pay
Nov 2021	Wind up sub-group

Table 2.6: List of members of Student sub-group (leavers in grey)

Student Sub-group		
Name	Position	Ethnicity
██████	Lead Chaplain	██████
	Student Experience Officer, MAH	
	Lecturer, Media and Cultural Studies, MAH	
	Student Engagement Officer	
	Student Experience Coordinator, MAH	
	Student Adviser, Student Advice & Guidance	
	Lecturer, Academic Skills & Student Experience, LPS	
	SU Officer	
	Senior Lecturer, Law and Critical Theory, LPS	
	USSU Officer	
	USSU Officer	
	Associate Director of Communications	
	Learning Technologies Manager	
	Chair, USSU	
	Chair, International Students Officer, USSU	
	Secretary, EDI Unit	
	Secretary, EDI Unit	

Table 2.7: Agenda items for Student sub-group

Month	Topic(s) of Discussion
April 2021	Admission
May 2021	Progression and Continuation
June 2021	Awarding Gap
August 2021	Awarding Gap
Sept 2021	PG Pipeline and Employment
October 2021	Awarding gap data – MAH and Business School. Wrap-up meeting.

2b The self-assessment process

The REC SAT has met regularly since its inception, in person and then online during the pandemic, with sub-groups meeting monthly during 2021. The sub-groups report to the REC SAT which allows multiple feedback sources and reporting avenues to relevant University oversight and decision-making committees.

The meeting times and discussion outlines are listed below.

REC SAT members sit on various University committees including: Senate, ULT, PCIC and UEG, with sub-group members belonging to SMTs in schools, UEC, PS Division Leads and more. The formal reporting route for the REC SAT is outlined below.

REC SAT ➤ ISPB ➤ PCIC ➤ UEG

EDI governance arrangements are being reviewed by an external organisation; the above reporting structures may change in response to their recommendations.

Table 2.8: List of meetings of the REC SAT and its sub-groups

Date	Meeting	Attendees	Outcomes
November 2019	REC SAT Meeting 1	15/15	Established Timeline for application
January 2020	Training Day 1	12/14	Increased literacy on racial equality
February 2020	Training Day 2	14/14	Established Mission Statement, Terms of Reference and Ways of working
June 2020	REC SAT Meeting 2	16/16	BLM Statement, confirm sub-groups and chairs, Impact of COVID-19 on REC Timeline and ensure business recovery plans are including the risk of COVID to BAME Staff and Students
September 2020	REC SAT Meeting 3	14/16	Survey questions discussed with a sub-group established to finalise and open the survey
October 2020	Survey sub-group	5/5	Finalise survey prior to launch
March 2021	REC SAT Meeting 4	16/17	Finalise Sub-group agenda going ahead, Ethnicity Pay Gap data looked at and actions considered and discussions on COVID Impact
April 2021	Culture sub-group	13/15	Discussion on features needed in Report & Support and additions to REC Action Plan
	Staff sub-group	9/12	Presented with Recruitment Data & Survey results. Developed Actions for the REC Action Plan.
	Student sub-group	9/15	Presented with Admission Data and developed Actions.
May 2021	Culture sub-group	9/14	Presented with grievances/disciplinary data and developed Action for REC Action Plan.
	Staff sub-group	10/12	Continued discussion of changes to be brought to Recruitment process and making Sussex attractive for BAME Applicants
	Student sub-group	13/15	Presented with Continuation and Progression data and Actions developed for REC Action Plan
June 2021	REC SAT Meeting 5	11/17	Sub-groups reported back and Actions formally adopted into Action Plan. Discussion on BLM: One year on
	Culture sub-group	7/15	Discussion on the Impact of COVID-19 on BAME Staff and Students and developed Actions.
	Staff sub-group	6/12	Presented with Retention data and developed Actions
	Student sub-group	12/15	Presented with data on awarding gaps and developed Actions
July 2021	Culture sub-group	6/15	Discussion on BLM and developed Actions.

	Staff sub-group	6/12	Presented with Academic Promotion and PS Discretionary Pay Review (DPR) Data and Actions developed
September 2021	Staff sub-group		Progression and Pay Data
	Student sub-group		Postgrad Pipeline and Employment Data
September 2021	REC SAT Meeting 6	11/15	Sub-groups reported back and Actions formally adopted into REC Action Plan.
October 2021	Student sub-group		Awarding gap data
November 2021	REC SAT Meeting 7	9/16	Discussion around deferring submission to July 2022 and presentation session from Dr Arun Verma from Advance HE.
February 2022	REC SAT Meeting 8	9/16 (strike day)	Use of BAME terminology, anti-racism training for ULT
May 2022	REC SAT Meeting 9	15/19	Application update – discussion of deferral, Union Black training pilot
December 2022	REC SAT focus group	8/13	Extraordinary session to hold externally facilitated focus group exploring reflections and experiences around racism at Sussex
January 2023	REC SAT Meeting 10	14/18	Focus groups, developmental review, draft sections of application, HESA data, ULT anti-racism training, Black@Sussex project
June 2023	REC SAT Meeting 11	9/17	Review of Action Plan, submission timetable and governance and sign off process for REC application.

2c Involvement, consultation and communication

This section should include:

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

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

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

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

- communications to all staff and students, including any faculty-level communications with staff

The REC surveys were promoted in campus-wide communications by the REC SAT Chair COO, PVC Education & Students and other senior leaders and links appeared

on the staff and student webpages between 9 November 2020 and 22 December 2020.

Figure 2.1: Screengrabs of example survey communications
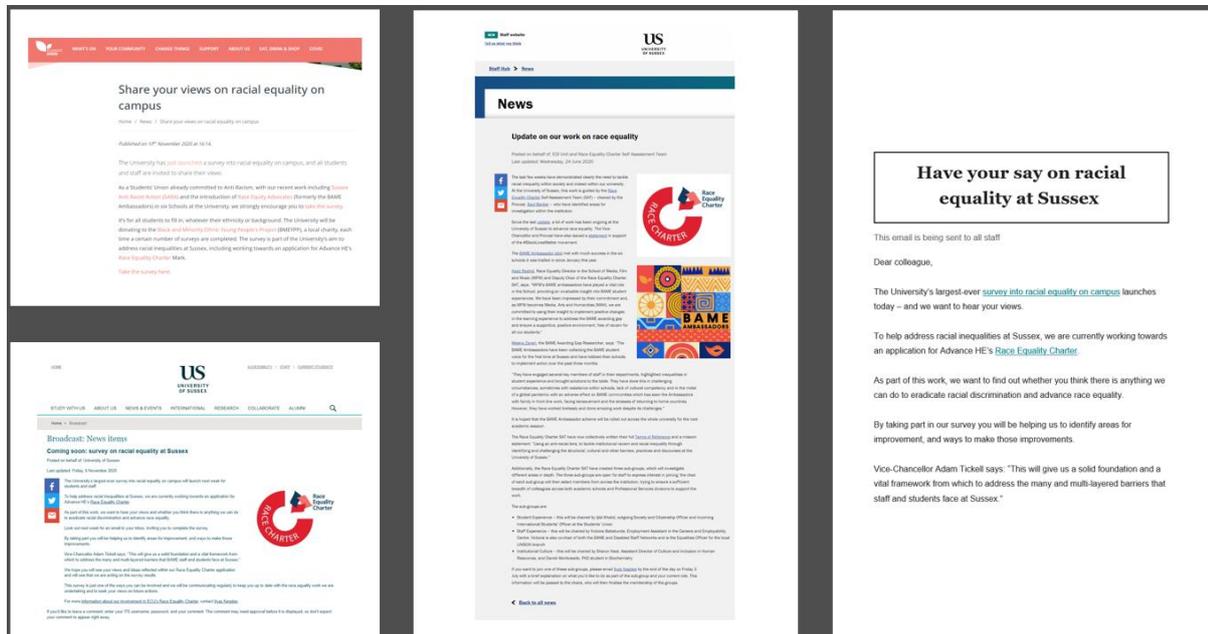
Table 2.9: REC survey respondent demographics (777 respondents total)

N.B: Cell values that represent small groups of people (five or below) have been blurred, and have been presented as: **<5.**

Ethnicity	Students	Staff
BAME Total	146	55
White Total	183	300
Prefer Not to Say	16	32
No response	15	30
Total	**360**	**417**

Detailed breakdown	Students	Staff
Arab	8	<5
Asian or Asian British - Bangladeshi	<5	<5
Asian or Asian British - Indian	13	8
Asian or Asian British - Pakistani	<5	<5
Chinese	16	7
Any other Asian background (please specify)	16	<5
Black or Black British - African	22	<5
Black or Black British - Caribbean	11	<5
Other Black background (please specify)	<5	<5

Other White background (please specify)	23	25
Mixed - White and Asian	9	8
Mixed - White and Black African	8	<5
Mixed - White and Black Caribbean	10	<5
Other Mixed background (please specify)	22	13
White	160	275
Irish Traveller	0	0
Gypsy or Traveller	0	0
Prefer not to say	16	32
No response	15	30
Total	**360**	**417**

Table 2.10: Nationality data of REC survey respondents

Survey	UK	EU	Non-EU	Prefer not to say	No response	Total
Staff	292	44	37	24	20	417
Student	235	37	59	15	14	360

Response rates were disappointing, with around 13% of the staff population and around 2% of the student body – the global pandemic impacted engagement. In future we will engage with staff and student networks when developing surveys to improve participation (1.1a) and review our communications strategy for the whole community (1.1b).

Survey data has been used by the REC SAT and its sub-groups to identify disparities and co-create actions.

Sub-groups were the main consultation route following the surveys to ensure continued involvement in the self-assessment process and action plan development. The BAME staff network was not active until its relaunch in 2022 when the interim chair joined the SAT. The REC SAT has communicated with the University community through periodic updates via various campus-wide communications, staff and student webpages and on the University's external website.

> "Hire more academics, tutors and professors from different racial backgrounds, and pay them accordingly…..Take racism seriously, that is, enforce an absolute zero tolerance policy. Implement training for ALL staff (even the VC) on racism, white supremacy/privilege and racial equality and dynamics of power..."
>
> Student REC survey response

External interest groups, such as local community groups, were not involved at this stage which we recognise as a missed opportunity. Connections to local groups and organisations have been instigated, including with the Council's race equality officer

and attendance at the local anti-racism Community Advisory Group. We will further develop these relationships (1.2b). We will also audit relevant local organisations and contact them to establish links and build engagement (1.2a).

Given the length of time since the REC surveys and the agreed submission delay racially minoritised staff and students were invited to focus groups in November 2022.

After consultation with the REC SAT SU Officers, student focus groups were split into UK and International groups – recognising the differential lived experiences.

The focus groups were conducted by external facilitators with REC experience – to encourage safety and congruence. Focus group recordings were transcribed by an external service.

The focus groups were publicised through several different channels;

- email communications
- school distribution lists,
- student societies;
- staff and student websites; via the
- SU officers and BAME staff network;
- School Canvas Race Equity site announcements
- EDI Champions network
- leaflets with QR codes for easy booking.
- Incentives were offered to student participants.

Figure 2.2: Poster for focus group sign up

For the UK student group, three students booked onto sessions and two attended.

For the International student group, four students booked but none attended.

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For the staff sessions, two people booked and two attended.

Low attendance levels are perhaps indicative of low engagement across the University community for varied reasons, including the burden (and possible trauma) for people from racially minoritised communities engaging with these events. The University did not run focus groups for White staff to consider their understanding of racism. This will be addressed in future engagement plans (1.1c).

Low trust in the institution to address staff feedback is also apparent in the most recent University Pulse Survey (October 2022); 39% of staff believed that action would be taken in response to the survey results.

Figure 2.3: Staff Pulse Survey response from October 2022
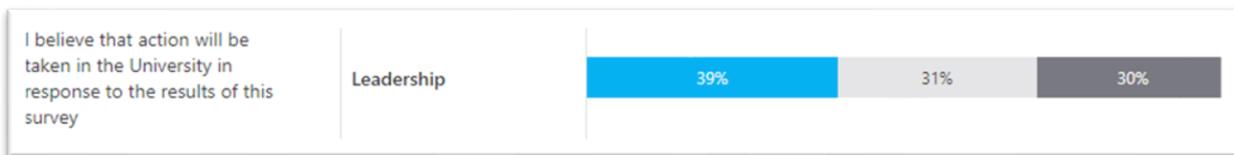
An online REC SAT focus group was held on 19 December 2022; 6/17 members attended.

The possibility of running further focus groups with the Race Equity Advocates (past and present) was discussed. It was agreed that an alternative incentive would assist going forward, to encourage engagement (1.1c).

Summary of Actions: 2c:

1.1 a Engage with staff and student networks when developing future surveys to improve survey participation.

1.1 b Review communications strategy for the whole community for future surveys.

1.1 c Include focus groups in future engagement plans – with BAME groups and with White groups.

1.2 a Undertake audit of relevant local organisations and contact them to establish links and build engagement.

1.2 b Further develop relationship with local anti-racism Community Advisory Group and local council race equality work.

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2d Future of the self-assessment team

Please outline whether the team and/or specific team members will continue to be involved:

- who will have overall responsibility for the action plan

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

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

The REC SAT meets regularly for action implementation and progress monitoring purposes. The Chair (PVC CEI) takes overall responsibility for the SAT and sits on key committees including UEG. The COO has committed to six-monthly progress reviews against commitments made by the PSLT.

Some Schools/departments have internal Race Equality Directors/Champions (some with workload allocation) and local Race Equity Action Plans. We encourage schools to follow this model. Schools/departments will be invited to report to the SAT on race equity progress to feed into the overall institutional action plan.

An EDI Unit member is secretary to the REC SAT, responsible for monitoring action plan progress, and exploring overlaps with the broader EDI work to ensure intersectionality is considered. A REC SAT membership review will be undertaken to identify gaps in representation and ensure successful Action Plan implementation (1.3a).

The REC SAT will also consider amending the ToR to include an annual membership review and consider budget and resource needs for the SAT going forward (1.3c).

Summary of Actions: 2d

1.3a REC SAT to review membership, identify gaps in representation from all key parts of the University, all grades, and those with lived experience, including consideration of representation from every School/department, invite other members of the University community as appropriate to ensure successful implementation of the Action Plan.

1.3c Consider budget and resource needs for the SAT and develop plan to meet these.

3. Institution and local context

3a Overview of your institution

Please include:
- size
- structure
- specialisms
- any other historical and/or background information that you think is relevant to your application

We are a leading research-intensive university near Brighton, with both an international and local outlook, staff and students from more than 100 countries and frequent engagement in community activities and services. We were the first new wave UK university founded in the 1960s, receiving Royal Charter in 1961. The University is a major employer citywide.

In 2021-22 the University had 18,167 students (full-time equivalent); around a fifth were postgraduates. Of our student population 76.2% are UK students and 23.8% are overseas students.

Table 3.1: 2021/22 ethnicity of students by level of study

Ethnicity	Ethnicity of students by level of study			
	UG	PGT	PGR	Total
Asian	2,585	893	122	3,600
Black	721	219	44	984
Mixed	1,166	169	32	1,367
Other	695	196	95	986
White	8,682	1,610	520	10,812
Not known/refused	260	115	43	418
Grand Total	**14,109**	**3,202**	**856**	**18,167**

Creative thinking, diversity in teaching, intellectual challenge and interdisciplinarity are fundamental to a Sussex education. Our goal is to deliver teaching and learning programmes informed by current research, attractive to students from all socioeconomic and cultural backgrounds and which deliver skills for life. Sussex has a reputation for innovation and inspiration and attracts leading thinkers and researchers.

In 2020/21 the University employed 3,490 staff which is equivalent to 2,555 full time employees, including 1,755 staff in a Teaching or Teaching and Research role (equivalent to 1,070 full time employees), with others employed in Research or PS positions.

Table 3.2: 2021/22 ethnicity of staff by function

Ethnicity	Academic	Professional services	Total
BAME	374	103	**477**
White	1,292	1,098	**2,391**
Not Known/ refused	171	145	**316**
Total FPE	**1,837**	**1,346**	**3,183**

Sussex staff have included five Nobel Prize winners, 12 British Academy Fellows and a Crafoord Prize winner.

A Doctoral School, research groups and 10 schools form our academic heart. BSMS is an equal partnership between us, the University of Brighton and SE region NHS organisations. (Students are awarded joint BM BS degrees).

Chart 3.1: Schools at the University of Sussex

Our 10 PS Divisions provide services for students, alumni, staff, clients, partners, friends, supporters and the community. Each Division comprises a range of specialist staff working with Schools and departments to help deliver our strategy in teaching, research and enterprise. We have four PS Heads overseeing school PS staff.

Chart 3.2: Directorates at the University of Sussex

Inclusion is an institutional core value: 'we will value and celebrate the diversity of our campus community and partners, and what they bring to our activities'. Our strategy's (2025) fourth pillar; Build on Strengths, recommits to reducing inequality and transforming the University so that our campus community is an inclusive environment where people can achieve their ambitions and potential.

Figure 3.1: Inclusive Sussex Symbol

Our Inclusive Sussex Strategy (2018), which was signed off by council, further underpins our EDI aims and publicly commits to achieve a Race Equality Charter Award by 2025.

Figure 3.2: Screenshot of Inclusive Sussex Measure of Success

Our measures of success

We will measure our progress towards becoming Inclusive Sussex in a number of ways including:

University KPIs
- To halve the gender pay gap by 2024.
- Year-on-year improvement in staff who believe that the University is committed to Equality, Diversity and Inclusion.

Other university measures
- Higher representation of staff with protected characteristics that are currently underrepresented, including in senior leadership positions.
- Continued reduction in student awarding gaps between those with different identities to be significantly better than national averages.

External recognition of our work through:
- Race Equality Charter Bronze award.
- Stonewall Workplace Equality Index Top 100 Employer.
- Disability Confident Leader.
- All Schools to hold Athena SWAN awards.

Other strategies and enabling programmes help us meet our goals and ensure that equality, diversity and inclusion is embedded throughout the University, including the People Strategy and APP programmes. In 2021 we made a pledge to be anti-racist. We developed actions to challenge ideas, systems and structures that perpetuate inequity for racially minoritised staff and students.

Each school has an EDI Committee with EDI Champions/Directors who are EDI Champions Group members.

We retained our institutional Athena Swan Bronze Award in 2020 with particular care given to investigating disparities with a focus on intersectionality, looking at ethnicity and gender.

Flagship and well attended events have marked dates such as Black History Month with speakers focusing on racism, education and Black Lives Matter.

Figure 3.3: Screengrab of Black History Month event
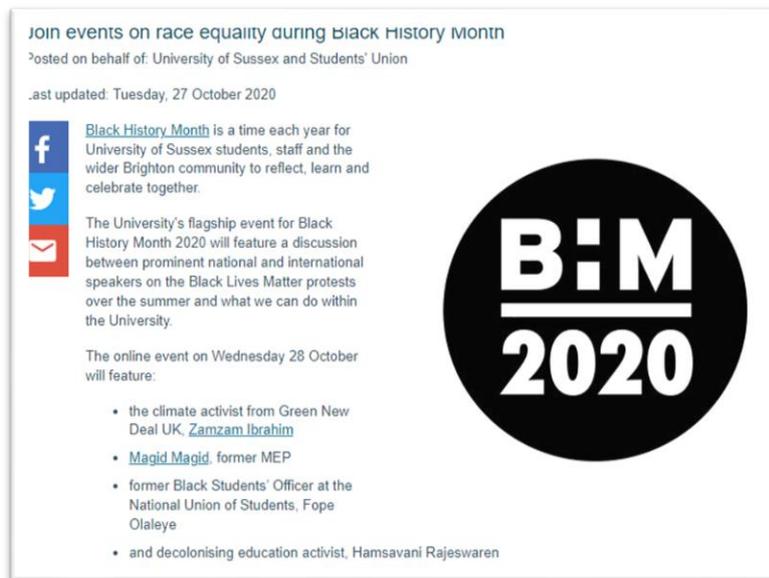
Two events were co-facilitated by women students of colour; "Black Lives Matter: Where do we go from here?" and an event organised to mark International Women's Day which was a talk and Q&A with Angela Saini.

Figure 3.4: Screengrab of International Women's Day event
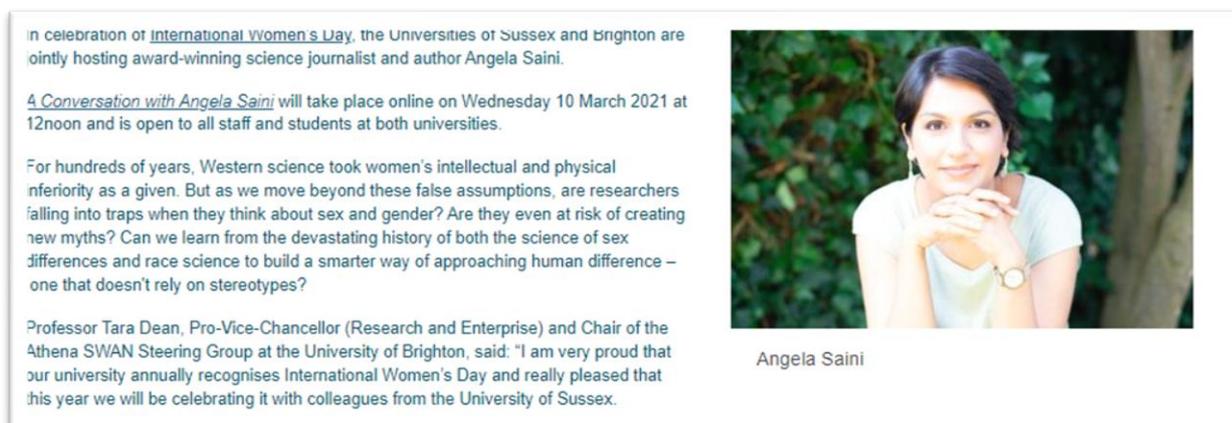
The University has a vibrant history of activism particularly on anti-apartheid. The SU main hall is named Mandela Hall, following the wave of anti-apartheid solidarity actions that swept UK Universities.

Figure 3.5 Screen grab of Mandela Scholarship landing page

- The Mandela Scholarship supports scholars progressing to postgraduate study from several African countries.
- Over 70 scholars have benefitted from this since 1973.

Alumni involved in this struggle include Albie Sachs:

Figure 3.6 Screen grab of news article about Albie Sachs

Human rights champion, Albie Sachs, to host benefit dinner at London's Conduit Club

By: Emma Wigmore

Last updated: Tuesday, 3 March 2020

Freedom fighter Albie first found his way to Sussex as an exile, having been jailed, placed in solitary confinement and tortured for his involvement in the struggle against apartheid in South Africa. He studied under the supervision of Professor Colonel Gerald Draper, and was awarded his PhD in 1972.

Albie continued to be active in the anti-apartheid movement and the ANC (African National Congress), for which he was targeted by South African agents. A bomb was planted under his car in Maputo, Mozambique in 1988, which resulted in him losing an arm and the sight in his left eye.

Undeterred, Albie returned to South Africa in 1990 and took an active role in transitioning the country to a democracy. He helped write the South African Constitution and insisted on a robust Bill of Rights; the Constitution is now considered one of the broadest human rights documents in existence.

In 1994, President Nelson Mandela appointed Albie to the Constitutional Court in Johannesburg where he was instrumental in legalising same-sex marriage in South Africa.

Albie continues to be a champion for human rights and social justice globally, and we're delighted that he will be back at Sussex to teach and inspire students and faculty.

As part of a series of events, Albie will very kindly be hosting a fundraising dinner in aid of the Mandela Scholarship at Sussex on Thursday 5 March 2020.

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Chart 3.3: Extract from REC Staff and Student survey

I considered the ethnic/racial diversity of the University of Sussex before applying to work/study here (REC Student and Staff Survey)
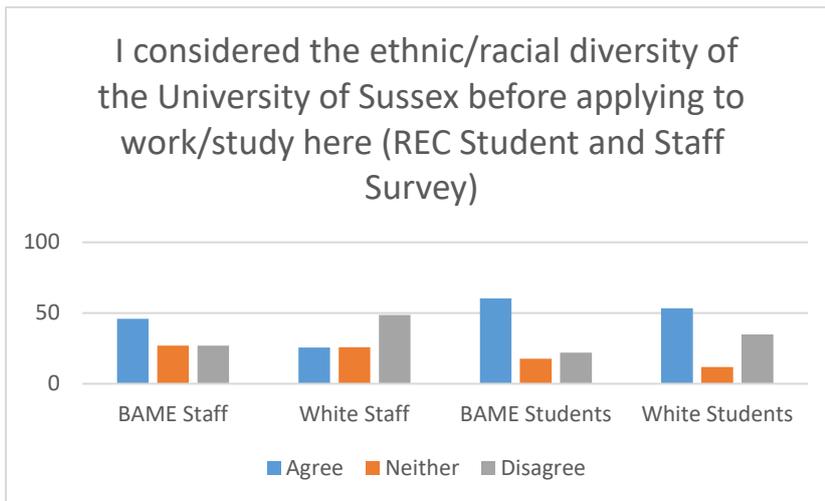
Ethnic/racial diversity at the University influences the choices that racially minoritised applicants and students make when considering employment and study. This data could be used to help in student and staff recruitment, and will be explored with HR and student recruitment to make best use of this awareness (1.3b). We will also incorporate this knowledge into communication work planned as part of action 2.1 to increase self-reporting.

Diversity also affects their experience here:

"I have experienced racism in Brighton as student of colour. I am keenly aware I am a minority walking around campus and this impacts my self-esteem and sense of belonging."

Student REC survey response

The REC SAT identified complacency; although there is a problem with race equity, some people believe Sussex is ignorant of this problem. This, together with students feeling like they don't belong, led to the introduction of a new initiative in 2022.

In February 2022, to mark the University's 60th anniversary, we celebrated Sussex alumnus Len Garrison (activist, historian and educationalist).

In March 2022 there was an 'in conversation' event with Black Sussex alumnus Bernard Coard about his seminal text *How the West Indian Child is Made Educationally Subnormal in the British School System*.

In September 2022 'Black at Sussex' was launched.

Figure 3.7 Screen grab of Black at Sussex inaugural event

Black Cultural Archives host University of Sussex's inaugural event for its 'Black at Sussex' programme

By: Alice Ingall

Last updated: Thursday, 22 September 2022

At an intimate event this evening (Thursday 22 September 2022), members of the University of Sussex, Black Cultural Archives, and figures from arts and culture, will come together to celebrate the first event of the University's five-year 'Black at Sussex' programme.

Black at Sussex aims to improve the experience of Black students at Sussex through the celebration of University of Sussex Black alumni and their contribution to British life, alongside a programme of critical discussion about the experience of being a Black student at Sussex.

Held at the Black Cultural Archives, founded by Sussex alumnus and curator of Black British history, the late Len Garrison, the event will recognise the life and work of Garrison and mark the beginning of the University's collaboration with the UK's home of Black British history.

The event, titled 'Photography, Archiving & Power,' will explore the importance of photography in documenting and archiving the Black experience and will feature internationally renowned photographers **Charlie Phillips** and **Eddie Otchere**, speaking about the Black at Sussex photography project, for which they were commissioned to take portraits of a number of influential Black University of Sussex alumni. They will be joined by filmmaker, theatre director, and writer **Topher Campbell** and the playwright, author, and educationalist **Michael McMillan**, who are two of the photographed Sussex alumni.

The Black Cultural Archives, Brixton

Chair of the Board of Trustees at Black Cultural Archives, Dr Yvonne Thompson CBE|DL says: *"It is often said that photographs say a thousand words. Therefore, as a medium, photography is a compelling way to imprint easy and accessible learning for everyone; thereby leaving an indelible footprint of our history in their memory. At Black Cultural Archives, we welcome and congratulate the Black at Sussex programme and learning around photography, archiving and power which reflect our history, heritage, and culture in its true light."*

This includes a critical discussion programme about the experience of being a Black student at Sussex. As the programme develops, we will identify the learning and communicate this to the community (1.2c).

In November 2022 we held our first Religion and Belief Forum, which provided insight into this protected groups experiences and offered proactive support. More work with local anti-racist groups will allow us to develop further initiatives to address this (1.2b).

<mark>**Summary of Actions: 3a**</mark>

1.2 c As the Black at Sussex programme develops and embeds, identify impact and learning and communicate to the community.

1.3b Work with HR and student recruitment to consider how to make best use of this awareness.

With reference to:

- population demographics
- known racial tensions either specifically within local communities or linked to the institution's staff and students
- how the institution engages with specific minority ethnic communities and how those communities engage with the institution
- where the institution recruits its professional and support staff, students and academics
- any other information your institution feels to be relevant

Brighton is less ethnically diverse than England overall, with roughly half the national average population of both Black and Asian ethnic groups. However, its mixed ethnic groups are higher than the rest of England and Wales. The wards where both Universities in the city are based have high populations of people born overseas with 21% of the city's student population born outside the UK.

> "There is very little ethnic diversity in senior management and I think this seriously impacts on ethnic diversity at this university"
>
> Staff REC survey response

In our REC survey 48% of BAME students reported having witnessed or been the victim of racial discrimination in the local area and 36% of BAME staff and 41% of BAME students said that they had witnessed or been the victim of racial discrimination on campus. Actions are planned (1.5a) to address the reporting and reduction of incidents. This includes work with staff and student networks, and external organisations to improve our approach and develop our understanding of how the diversity of the student population changes at a micro level.

High rates of BAME students (69%) and staff (62%) were aware of ethnic/racial tensions within the local community. High rates of BAME students (78%) and staff (76%) also stated that the ethnic/racial diversity of the local population impacts their day-to-day life.

> "...the image of Brighton as a liberal progressive place leads to a kind of refusal to acknowledge that there is, not only that people do racism, but there are also racists. And I often hear, oh, nobody's like that here."
>
> *REC Focus Group report*

Table 3.3: 2019 ONS population data for Brighton & Hove

Ethnicity	Brighton and Hove - all ages		Brighton and Hove - all adults		England and Wales - all ages		England and Wales - all adults	
	Total	%	Total	%	Total	%	Total	%
White	255,365	88%	213,640	89%	50,202,185	84%	40,343,291	86%
Black	4,476	2%	3,820	2%	2,154,686	4%	1,561,070	3%
Asian	12,462	4%	10,669	4%	4,789,954	8%	3,517,967	8%
Mixed	14,243	5%	8,901	4%	1,642,419	3%	885,804	2%
Other	4,339	1%	3,588	1%	650,597	1%	478,200	1%
Total	290,885	100%	240,618	100%	59,439,840	100%	46,786,333	100%

Local population demographics are relevant for PS staff recruitment (where our staff demographic is less diverse than the Brighton population), and impacts the experience of racially minoritised staff and students.

Table 3.4: Brighton & Hove residents by ethnicity 2011 census data

This information is census is from the 2011 census. We know that the city has experienced a growth in its population since then, and there is a lot of movement into and out of the city.

We expect to get initial data from the 2021 census later this year.

Brighton & Hove residents by ethnicity

Ethnicity	Brighton & Hove population	England average
White British	80.5% (220,020)	79.8%
Non-white	10.9% (29,855)	14.6%
White-non-British	8.6% (23,495)	5.7%
Mixed	3.8% (10,410)	2.3%
Asian	4.1% (11,280)	7.8%
Black	1.5% (4,190)	3.5%
Other ethnic group	1.5% (3,985)	1%
Households with multiple ethnicities	15.1% (18,340)	8.9%

Country of birth

- Born in England – 81% (221,830)
- Born outside the UK – 15.7% (42,885)

Table 3.5: Brighton & Hove residents by ethnicity 2021 census data

date	2021	
geography	Brighton and Hove	
measures	value	percent
Ethnic group		
Total: All usual residents	277,103	100.0
Asian, Asian British or Asian Welsh	13,217	4.8
Black, Black British, Black Welsh, Caribbean or African	5,458	2.0
Mixed or Multiple ethnic groups	13,228	4.8
White	236,571	85.4
Other ethnic group	8,629	3.1

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Chart 3.4: Chart showing Country of Birth of Brighton and Hove residents

19.60%

80.40%

■ Born in the UK   ■ Born outside of the UK
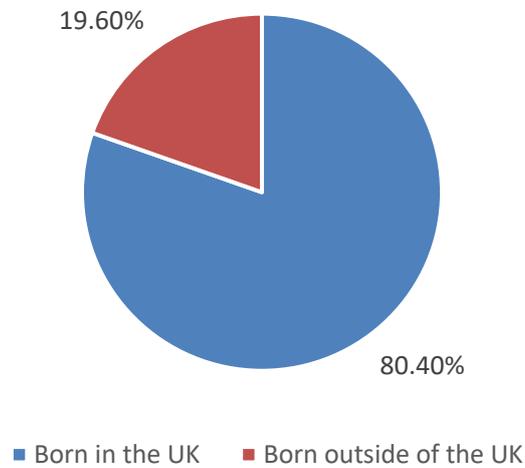
The University has engaged in local initiatives (jobs/careers fair, etc); future planned actions will be informed by stronger linkages to local groups (1.2, section 2c).

Figure 3.8: Screengrabs of fliers from the 2019 job and careers fair

Reports of racial hate crime in Sussex have jumped by more than 50% over the four years before the pandemic.

Table 3.6: Recorded racial hate crime 2108-2021, where the Local Authority has been recorded as Brighton & Hove

Local Authority	2018-2019	2019-2020	2020-2021	Total
Brighton and Hove	467	505	481	1453

Figure 3.9: Sussex PCC Graph showing all hate crimes in Brighton & Hove between 2018-2022
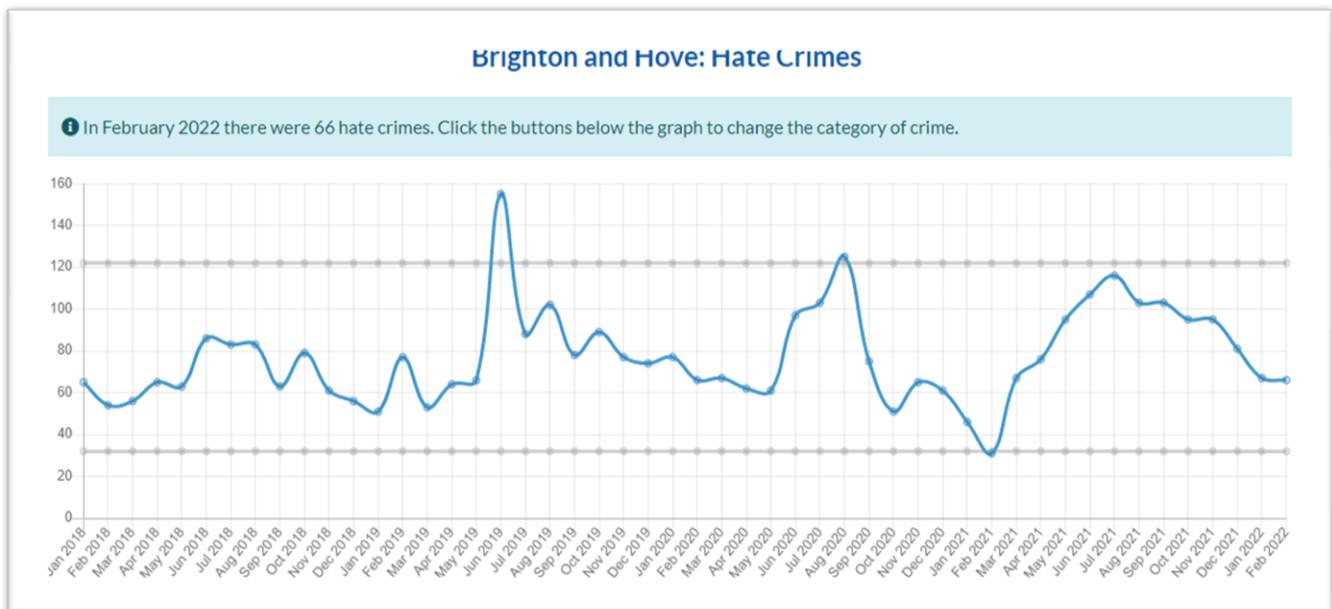
Summary of Actions: 3b

1.5a Work with external local organisations and staff and student networks to identify potential improvements to the University's current approach for reporting, responding to and reducing incidents in the local area. Develop our understanding of how the diversity of the student population changes at a micro level.

See section 4c for more actions relating to Report and Support

4. Staff profile

Reflections from school/department leaders provided in Section 1.

4a Academic staff

In our 2022/23 Equality Duty report, 23% of academic staff identified as BAME, 67% White and 9% not known/refused.

Table 4.1: Ethnicity of academic staff

		2017/18		2018/19		2019/20		2020/21		2021/22	
Year / **Ethnicity**		Count	%	Count	%	Count	%	Count	%	Count	%
UK	Asian	55	3%	45	2%	55	3%	60	3%	65	3%
	Black	15	1%	10	1%	10	0%	15	1%	15	1%
	Mixed	25	1%	25	1%	30	1%	35	2%	40	2%
	Other	30	2%	30	2%	30	1%	25	1%	30	1%
	White	940	47%	935	47%	945	47%	1015	47%	1020	48%
	Not Known/refused	105	5%	105	5%	100	5%	115	5%	115	5%
Non-UK	Asian	135	7%	135	7%	140	7%	155	7%	150	7%
	Black	25	1%	35	2%	30	2%	35	2%	30	1%
	Mixed	20	1%	20	1%	25	1%	35	2%	45	2%
	Other	55	3%	55	3%	55	3%	70	3%	75	3%
	White	465	23%	450	23%	440	22%	470	22%	445	21%
	Not Known/refused	80	4%	75	4%	85	4%	115	5%	100	5%
Not Known	Asian	0	0%	0	0%	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%	0	0%	0	0%
	Mixed	5	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
	White	30	1%	35	2%	30	1%	10	1%	10	0%
	Not Known/refused	25	1%	30	1%	30	2%	15	1%	10	1%
Total BAME		365	18%	370	18%	375	19%	425	20%	450	21%
Total White		1435	71%	1425	71%	1415	70%	1495	69%	1475	69%
Total Not Known/refused		210	10%	205	10%	220	11%	245	11%	225	11%
Total		2,010	100%	2,000	100%	2,010	100%	2,170	100%	2,150	100%

BAME academics have risen 3% across the board in the last five years, and is higher than the national average of (21% vs national 19%).

Notable points:
- slight increases for Asian and other minoritised ethnic groups over time
- rates of Black academics predominantly staying constant over time (very little movement)

- the non-UK BAME population is larger than UK BAME (13% compared to 7%)
- the largest proportion of BAME academics are non-UK Asian (composition: 2% Indian, 2% Chinese and 2% Asian other)
- just 1% of our non-UK and UK populations are Black, mirroring the national sector average, but below population levels locally and nationally (2% in Brighton & Hove).
- distribution across schools is uneven (ranging from 8% to 33%)

The REC survey highlighted concerns of homogeneity which may result in a reciprocal cause and effect cycle; if BAME staff feel like they 'don't belong' this could affect attrition and promotion rates, and act as a barrier to attracting diverse applicants in recruitment.

> "I feel the university is very mono-cultural in its approach….. Alternative worldviews…seem non-existent, unfortunately….. I am BAME myself and feel a strong dissonance of values, which could be one of the reasons why BAME academics do not make it to top positions within academic institutions. They simply feel they don't belong."
>
> Staff REC survey response

- Table 4.2 Benchmark: All academic staff – Sussex to national

Benchmark: All Academic staff - Sussex to National comparison - 6 way breakdown

Year	Ethnicity	2017/18 Sussex	2017/18 National	2018/19 Sussex	2018/19 National	2019/20 Sussex	2019/20 National	2020/21 Sussex	2020/21 National	2021/22 Sussex	2021/22 National
UK	Asian	3%	4%	2%	4%	3%	4%	3%	4%	3%	4%
	Black	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
	Mixed	1%	1%	1%	1%	1%	1%	2%	1%	2%	2%
	Other	2%	1%	2%	1%	1%	1%	1%	1%	1%	1%
	White	47%	58%	47%	57%	47%	56%	47%	55%	48%	54%
	Not Known/refused	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Non-UK	Asian	7%	5%	7%	6%	7%	6%	7%	6%	7%	7%
	Black	1%	1%	2%	1%	2%	1%	2%	1%	1%	1%
	Mixed	1%	1%	1%	1%	1%	1%	2%	1%	2%	1%
	Other	3%	1%	3%	1%	3%	1%	3%	1%	3%	2%
	White	23%	20%	23%	19%	22%	19%	22%	19%	21%	18%
	Not Known/refused	4%	3%	4%	3%	4%	3%	5%	3%	5%	3%
Not Known	Asian	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Black	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Mixed	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	White	1%	1%	2%	0%	1%	1%	1%	1%	0%	1%
	Not Known/refused	1%	0%	1%	0%	2%	0%	1%	0%	1%	0%
	Total BAME	18%	15%	18%	15%	19%	16%	20%	17%	21%	19%
	Total White	71%	78%	71%	77%	70%	75%	69%	74%	69%	73%
	Total Not Known/refused	10%	8%	10%	8%	11%	8%	11%	8%	11%	9%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

The representation of BAME staff is a significant driver of the actions identified – including in recruitment and progression for all staff groups. Our aim is to meet national averages in all schools by undertaking an equality analysis on recruitment (2.a) and taking the following actions:

- review academic recruitment processes to understand recruitment data and trend (2.9a)

- consult with BAME staff network on effective ways to attract diverse applicants (2.9j)
- procure an e-recruitment system (2.9k),
- establish a lawful positive action approach in recruitment which meets the needs of the university (2.9g)

'Not known/refused' rates are high which may indicate a lack of trust, poor engagement or basic system errors. The following actions will improve data collection:

- Undertake analysis to understand disaggregated numbers of 'not known'/ 'refused'. Identify remedial actions (2.1a)
- Communicate regularly why data is important. Clarify who sees it, how we protect and use it (2.1b)
- Set expectation to complete demographic data on MyView
- (2.1B)
- Support managers to encourage disclosure through management touchpoints (2.1c)
- Procure a digital HR solution which automates processes to improve data capture, interrogation and reporting (2.2a)

Tables 4.3: Academic staff by School (and Division where academics are present), 2017 - 2022

Academic staff by School

Brighton and Sussex Medical School

Year		2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	20	11%	25	14%	30	13%	30	13%	40	15%
	White	105	58%	100	55%	130	56%	120	57%	150	56%
	Not Known/refused	10	5%	5	4%	10	4%	10	6%	15	6%
Non-UK	BAME	10	7%	15	8%	15	7%	15	7%	20	7%
	White	30	16%	25	15%	35	15%	30	15%	40	15%
	Not Known/refused	5	2%	5	2%	5	3%	5	2%	0	1%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	5	2%	5	2%	5	2%	0	0%	0	0%
Total BAME		30	18%	40	22%	45	20%	40	20%	60	22%
Total White		130	74%	130	70%	165	71%	155	72%	190	71%
Total Not Known/refused		15	8%	15	8%	20	9%	20	8%	20	7%
Total		175	100%	185	100%	235	100%	215	100%	270	100%

Business

Year		2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	15	5%	10	4%	15	6%	15	4%	20	6%
	White	80	30%	85	32%	90	31%	100	30%	95	30%
	Not Known/refused	15	6%	15	5%	15	5%	15	4%	15	4%
Non-UK	BAME	55	22%	60	22%	70	24%	90	27%	85	27%
	White	80	30%	80	29%	80	27%	90	26%	85	26%
	Not Known/refused	15	6%	15	5%	15	6%	20	7%	20	6%
Not Known	BAME	0	0%	0	1%	0	1%	0	1%	0	0%
	White	5	1%	0	1%	0	1%	0	1%	0	1%
	Not Known/refused	0	0%	0	1%	0	0%	0	0%	0	0%
Total BAME		70	27%	75	27%	90	30%	110	32%	105	33%
Total White		160	61%	165	62%	170	59%	190	57%	180	57%
Total Not Known/refused		30	12%	30	10%	30	11%	35	11%	30	10%
Total		265	100%	270	100%	290	100%	335	100%	315	100%

Communications, Marketing and Advancement

Year	Ethnicity	2017/18 Count	%	2018/19 Count	%	2019/20 Count	%	2020/21 Count	%	2021/22 Count	%
UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	5	71%	0	0%	0	100%
	Not Known/refused	0	100%	0	0%	0	0%	0	0%	0	0%
Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	14%	0	100%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	14%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	Total White	0	0%	0	0%	5	100%	0	100%	0	100%
	Total Not Known/refused	0	100%	0	0%	0	0%	0	0%	0	0%
	Total	0	100%	0	0%	5	100%	0	100%	0	100%

Engineering and Informatics

Year	Ethnicity	2017/18 Count	%	2018/19 Count	%	2019/20 Count	%	2020/21 Count	%	2021/22 Count	%
UK	BAME	10	6%	5	4%	5	4%	10	5%	10	5%
	White	60	42%	60	39%	60	37%	70	38%	75	39%
	Not Known/refused	5	4%	5	3%	5	3%	5	3%	5	3%
Non-UK	BAME	30	20%	35	22%	30	19%	40	22%	45	24%
	White	35	24%	40	25%	40	25%	40	22%	40	21%
	Not Known/refused	0	1%	10	5%	10	7%	15	9%	15	8%
Not Known	BAME	0	1%	0	0%	0	0%	0	0%	0	0%
	White	0	1%	0	1%	0	1%	0	0%	0	0%
	Not Known/refused	0	1%	0	1%	5	4%	5	2%	0	0%
	Total BAME	35	27%	40	25%	40	24%	50	27%	55	29%
	Total White	95	68%	100	65%	105	63%	110	60%	115	60%
	Total Not Known/refused	10	6%	15	10%	20	13%	25	13%	20	11%
	Total	140	100%	155	100%	165	100%	180	100%	190	100%

Education and Social Work

Year	Ethnicity	2017/18 Count	%	2018/19 Count	%	2019/20 Count	%	2020/21 Count	%	2021/22 Count	%
UK	BAME	5	5%	5	4%	5	4%	10	9%	10	8%
	White	65	63%	75	65%	70	62%	75	64%	75	61%
	Not Known/refused	10	9%	10	11%	10	10%	10	9%	15	12%
Non-UK	BAME	5	5%	5	4%	5	5%	5	5%	5	5%
	White	5	7%	5	5%	5	6%	10	8%	10	7%
	Not Known/refused	0	2%	0	2%	0	2%	0	2%	5	3%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	5	3%	5	3%	5	4%	0	0%	0	1%
	Not Known/refused	5	6%	5	6%	10	7%	5	4%	5	3%
	Total BAME	10	10%	10	9%	10	9%	15	14%	15	13%
	Total White	75	73%	85	73%	80	72%	85	72%	85	69%
	Total Not Known/refused	15	17%	20	18%	20	19%	15	15%	20	18%
	Total	100	100%	115	100%	110	100%	115	100%	120	100%

General Counsel, Governance and Compliance

Year	Ethnicity	2017/18 Count	%	2018/19 Count	%	2019/20 Count	%	2020/21 Count	%	2021/22 Count	%
UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	5	60%	5	80%	5	67%	5	100%	5	100%
	Not Known/refused	0	40%	0	20%	0	17%	0	0%	0	0%
Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	17%	0	0%	0	0%
	Total BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	Total White	5	60%	5	80%	5	67%	5	100%	5	100%
	Total Not Known/refused	0	40%	0	20%	0	33%	0	0%	0	0%
	Total	5	100%	5	100%	5	100%	5	100%	5	100%

Global

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	10	6%	10	6%	10	8%	10	7%	10	7%
	White	55	40%	55	36%	55	39%	65	40%	65	39%
	Not Known/refused	10	6%	10	7%	10	6%	5	4%	5	3%
Non-UK	BAME	15	11%	20	12%	15	12%	25	17%	30	19%
	White	30	23%	40	29%	35	26%	40	24%	40	24%
	Not Known/refused	10	8%	10	6%	10	7%	10	7%	10	7%
Not Known	BAME	5	2%	0	1%	0	1%	0	0%	0	0%
	White	5	2%	0	1%	0	1%	0	1%	0	1%
	Not Known/refused	0	1%	0	1%	0	1%	0	0%	0	0%
	Total BAME	25	19%	30	20%	30	20%	40	24%	45	27%
	Total White	90	65%	95	66%	95	66%	105	65%	105	64%
	Total Not Known/refused	20	16%	20	14%	20	14%	15	11%	15	10%
	Total	140	100%	145	100%	140	100%	160	100%	160	100%

Library

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	0	100%	0	100%	0	100%	0	50%	0	50%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	50%	0	50%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total BAME	0	100%	0	100%	0	100%	0	50%	0	50%
	Total White	0	0%	0	0%	0	0%	0	50%	0	50%
	Total Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total	0	100%	0	100%	0	100%	0	100%	0	100%

Life Sciences

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	20	6%	15	5%	15	5%	20	6%	20	6%
	White	135	44%	140	45%	140	48%	150	48%	140	47%
	Not Known/refused	20	7%	20	6%	15	6%	25	8%	20	8%
Non-UK	BAME	45	14%	45	15%	40	13%	40	12%	40	14%
	White	70	24%	70	23%	65	23%	70	22%	60	21%
	Not Known/refused	15	4%	10	4%	10	4%	10	4%	10	3%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	5	1%	0	0%	0	0%	0	0%
	Not Known/refused	5	1%	5	1%	0	1%	0	0%	0	0%
	Total BAME	60	20%	65	20%	55	18%	55	18%	60	21%
	Total White	205	67%	215	69%	205	71%	220	70%	200	68%
	Total Not Known/refused	35	12%	35	11%	30	11%	35	12%	30	11%
	Total	305	100%	315	100%	290	100%	315	100%	295	100%

Law, Politics, Sociology

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	10	7%	10	7%	10	7%	10	7%	10	9%
	White	80	52%	80	51%	75	52%	80	55%	70	51%
	Not Known/refused	5	5%	5	4%	5	3%	5	4%	5	4%
Non-UK	BAME	15	11%	20	12%	20	14%	20	14%	20	15%
	White	35	23%	35	23%	30	21%	25	18%	25	17%
	Not Known/refused	0	1%	0	1%	0	1%	0	1%	5	4%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	5	2%	0	1%	0	1%	0	1%	0	1%
	Not Known/refused	0	0%	0	0%	0	1%	0	1%	0	1%
	Total BAME	30	18%	30	19%	30	21%	30	21%	35	24%
	Total White	115	77%	120	76%	110	75%	110	73%	95	68%
	Total Not Known/refused	10	5%	10	5%	5	5%	10	6%	10	9%
	Total	155	100%	155	100%	145	100%	150	100%	140	100%

Media, Arts and Humanities

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	20	6%	20	6%	15	5%	15	4%	15	5%
	White	205	57%	205	56%	185	55%	200	56%	190	58%
	Not Known/refused	20	5%	15	5%	15	5%	20	6%	20	6%
Non-UK	BAME	15	5%	20	5%	25	8%	30	8%	20	7%
	White	75	21%	70	19%	65	20%	70	19%	60	18%
	Not Known/refused	15	4%	10	3%	10	4%	20	6%	20	5%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	5	2%	20	5%	10	4%	5	1%	0	0%
	Not Known/refused	0	0%	5	1%	5	1%	0	0%	0	1%
	Total BAME	40	11%	40	11%	40	13%	45	13%	40	12%
	Total White	290	80%	290	80%	260	78%	270	76%	250	76%
	Total Not Known/refused	30	9%	30	9%	30	9%	40	12%	40	12%
	Total	360	100%	365	100%	335	100%	360	100%	330	100%

Mathematical and Physical Sciences

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	10	4%	5	3%	5	4%	10	4%	5	3%
	White	65	36%	60	34%	55	35%	75	40%	70	42%
	Not Known/refused	10	4%	10	6%	10	5%	5	3%	5	3%
Non-UK	BAME	25	14%	25	14%	20	14%	20	12%	20	12%
	White	60	33%	60	35%	55	37%	65	35%	60	36%
	Not Known/refused	10	5%	5	3%	5	3%	10	5%	5	4%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	1%	0	1%	0	1%	0	1%	0	0%
	Not Known/refused	5	2%	5	3%	5	2%	0	0%	0	0%
	Total BAME	35	18%	30	18%	25	17%	30	16%	25	15%
	Total White	130	70%	120	70%	115	72%	140	75%	125	79%
	Total Not Known/refused	20	12%	20	13%	15	10%	15	9%	10	6%
	Total	185	100%	175	100%	155	100%	185	100%	160	100%

Psychology

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	5	4%	5	3%	5	3%	5	2%	5	2%
	White	80	61%	70	62%	75	58%	75	52%	90	59%
	Not Known/refused	5	4%	5	3%	5	5%	10	8%	10	6%
Non-UK	BAME	5	2%	5	4%	5	4%	5	3%	10	6%
	White	30	21%	20	17%	25	18%	35	22%	30	19%
	Not Known/refused	5	5%	5	5%	10	8%	15	10%	10	6%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	5	2%	5	3%	5	2%	0	1%	0	1%
	Not Known/refused	0	1%	0	1%	0	1%	0	1%	0	1%
	Total BAME	10	6%	10	8%	10	7%	10	5%	10	8%
	Total White	110	84%	95	83%	100	79%	110	76%	120	79%
	Total Not Known/refused	10	9%	10	9%	15	14%	25	18%	20	13%
	Total	130	100%	115	100%	125	100%	145	100%	155	100%

There are low numbers of UK BAME staff in Psychology (below the institutional and national average), MAH (12%), ESW (13%) and MPS (15%): (lower than other Schools but above the average).

The Business School (33%) and EngInf (29%) have higher BAME representation overall but both have just 6% and 5% UK BAME staff respectively. Non-UK BAME numbers are higher than UK BAME, except for BSMS and ESW where the reverse is true.

Table 4.4: Academic staff by contract type

Permanent Academic staff

Year	Ethnicity	2017/18 Count	%	2018/19 Count	%	2019/20 Count	%	2020/21 Count	%	2021/22 Count	%
UK	Asian	30	3%	30	3%	35	3%	45	3%	50	4%
	Black	5	0%	5	0%	5	0%	5	0%	10	1%
	Mixed	15	1%	15	1%	20	2%	20	2%	25	2%
	Other	25	2%	25	2%	25	2%	20	2%	25	2%
	White	550	50%	560	50%	585	50%	655	51%	655	51%
	Not Known/refused	75	7%	70	6%	65	6%	70	5%	65	5%
Non-UK	Asian	60	6%	60	5%	65	5%	80	6%	85	7%
	Black	15	1%	15	1%	10	1%	15	1%	10	1%
	Mixed	5	1%	5	1%	10	1%	10	1%	10	1%
	Other	40	4%	40	3%	40	3%	35	3%	35	3%
	White	225	20%	225	20%	240	21%	260	21%	260	20%
	Not Known/refused	40	3%	40	3%	40	3%	45	3%	45	3%
Not Known	Asian	0	0%	0	0%	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
	White	10	1%	15	1%	15	1%	5	1%	10	1%
	Not Known/refused	10	1%	10	1%	15	1%	5	1%	5	1%
	Total BAME	200	18%	200	18%	210	18%	230	18%	250	19%
	Total White	785	71%	800	72%	840	72%	925	73%	925	71%
	Total Not Known/refused	120	11%	120	11%	120	10%	120	9%	115	9%
	Total	1,105	100%	1,115	100%	1,170	100%	1,275	100%	1,295	100%

Fixed-term Academic staff

Year	Ethnicity	2017/18 Count	%	2018/19 Count	%	2019/20 Count	%	2020/21 Count	%	2021/22 Count	%
UK	Asian	25	3%	15	2%	20	2%	15	2%	15	2%
	Black	10	1%	5	1%	5	0%	5	1%	5	1%
	Mixed	10	1%	10	1%	10	1%	15	1%	15	2%
	Other	5	1%	5	1%	5	0%	0	0%	5	0%
	White	390	43%	375	43%	355	42%	355	40%	365	42%
	Not Known/refused	35	4%	35	4%	35	4%	45	5%	50	6%
Non-UK	Asian	70	8%	75	9%	80	9%	75	8%	65	7%
	Black	15	2%	20	2%	20	2%	20	2%	20	2%
	Mixed	15	2%	15	1%	15	2%	25	3%	35	4%
	Other	10	1%	15	2%	15	2%	35	4%	40	5%
	White	240	27%	225	25%	200	24%	210	23%	185	22%
	Not Known/refused	40	4%	35	4%	50	6%	70	8%	55	6%
Not Known	Asian	0	0%	0	0%	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%	0	0%	0	0%
	Mixed	5	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
	White	20	2%	25	3%	15	2%	5	1%	0	0%
	Not Known/refused	15	2%	15	2%	15	2%	5	1%	5	0%
	Total BAME	165	18%	170	19%	170	20%	195	22%	195	23%
	Total White	650	72%	625	71%	575	68%	570	64%	550	64%
	Total Not Known/refused	90	10%	90	10%	100	12%	125	14%	110	13%
	Total	900	100%	880	100%	840	100%	890	100%	855	100%

Analysis of contract type shows:

- rates for BAME academics on fixed-term contracts (23%) exceeds BAME academics overall (21%) and the proportion of permanent BAME staff (19%)
- UK Black academics make up 1% of all permanent staff
- Higher rates of part-time staff on fixed-term contracts (51%) than full-time staff (24%).

Rates of fixed-term contracts (40%) are above the sector average (33%) though this is reducing and being addressed through a project to meet sector norms and strengthen the guidance for recruiting and appointing interim roles (2.10a). We will also ensure capability to monitor interim or acting roles is part of the future e-recruitment system requirements (2.10b).

- **full time/part-time contracts**

Table 4.5: Academic staff by full/part time

Full-time Academic staff

Year	Ethnicity	2017/18 Count	%	2018/19 Count	%	2019/20 Count	%	2020/21 Count	%	2021/22 Count	%
UK	Asian	30	2%	30	2%	35	3%	35	3%	30	2%
	Black	5	0%	10	1%	5	0%	10	1%	10	1%
	Mixed	15	1%	15	1%	20	2%	20	1%	25	2%
	Other	25	2%	25	2%	25	2%	20	1%	20	2%
	White	565	45%	560	45%	555	45%	600	47%	550	45%
	Not Known/refused	65	5%	70	5%	55	5%	55	4%	45	4%
Non-UK	Asian	90	7%	90	7%	100	8%	105	8%	105	9%
	Black	15	1%	15	1%	20	1%	20	2%	20	2%
	Mixed	10	1%	10	1%	10	1%	10	1%	15	1%
	Other	45	4%	45	3%	40	3%	40	3%	45	4%
	White	300	24%	310	25%	300	24%	315	24%	300	25%
	Not Known/refused	50	4%	45	4%	50	4%	50	4%	45	4%
Not Known	Asian	0	0%	0	0%	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
	White	10	1%	15	1%	15	1%	5	0%	5	1%
	Not Known/refused	10	1%	15	1%	15	1%	5	1%	5	1%
	Total BAME	240	19%	245	19%	255	20%	255	20%	270	22%
	Total White	875	71%	885	70%	875	70%	915	71%	855	70%
	Total Not Known/refused	125	10%	130	10%	120	10%	110	9%	95	8%
	Total	1,240	100%	1,255	100%	1,250	100%	1,285	100%	1,220	100%

Part-time Academic staff

Year	Ethnicity	2017/18 Count	%	2018/19 Count	%	2019/20 Count	%	2020/21 Count	%	2021/22 Count	%
UK	Asian	25	3%	15	2%	20	3%	25	3%	35	4%
	Black	10	1%	5	1%	0	0%	5	1%	5	1%
	Mixed	10	1%	10	1%	10	1%	15	2%	15	2%
	Other	10	1%	10	1%	5	1%	5	0%	5	1%
	White	375	49%	375	51%	385	51%	415	47%	470	51%
	Not Known/refused	40	5%	35	5%	45	6%	65	7%	75	8%
Non-UK	Asian	45	6%	45	6%	40	6%	50	6%	45	5%
	Black	10	2%	20	2%	15	2%	15	2%	10	1%
	Mixed	10	2%	10	1%	15	2%	25	3%	30	3%
	Other	10	1%	10	2%	15	2%	30	3%	30	3%
	White	165	21%	140	19%	140	18%	160	18%	145	15%
	Not Known/refused	30	4%	25	4%	35	5%	65	7%	55	6%
Not Known	Asian	0	0%	0	0%	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
	White	20	3%	20	3%	15	2%	5	1%	5	0%
	Not Known/refused	10	2%	15	2%	15	2%	5	1%	5	0%
	Total BAME	125	16%	125	17%	120	16%	170	19%	180	19%
	Total White	560	73%	540	73%	540	71%	580	66%	615	66%
	Total Not Known/refused	80	11%	75	10%	95	13%	135	15%	130	14%
	Total	765	100%	740	100%	760	100%	885	100%	930	100%

Full and part-time BAME staff have increased over time, though the number of part-time workers not disclosing ethnicity is high (14% vs 8% for full-time). A new Remote Working Framework (2021) and commitment to be flexible by default in recruitment has expanded the University's talent pool.

Table 4.6: Academic staff by grade

Academic staff by grade

Ethnicity	Grade	2017/18 Count	2017/18 %	2018/19 Count	2018/19 %	2019/20 Count	2019/20 %	2020/21 Count	2020/21 %	2021/22 Count	2021/22 %
UK											
BAME	Grade 6 or below	20	1%	20	1%	15	1%	25	1%	25	1%
BAME	Grade 7 & 8	50	2%	45	2%	45	2%	55	2%	50	2%
BAME	Grade 9 & 10	45	2%	50	2%	55	3%	50	2%	55	3%
BAME	Not known	10	0%	5	0%	10	0%	5	0%	15	1%
White	Grade 6 or below	200	10%	200	10%	180	9%	235	11%	250	12%
White	Grade 7 & 8	345	17%	335	17%	310	15%	340	16%	295	14%
White	Grade 9 & 10	365	18%	380	19%	415	21%	405	19%	415	19%
White	Not known	30	1%	20	1%	35	2%	35	2%	60	3%
Not Known/refused	Grade 6 or below	20	1%	20	1%	25	1%	40	2%	45	2%
Not Known/refused	Grade 7 & 8	25	1%	30	1%	20	1%	20	1%	15	1%
Not Known/refused	Grade 9 & 10	55	3%	50	2%	50	2%	45	2%	40	2%
Not Known/refused	Not known	5	0%	5	0%	5	0%	10	0%	10	1%
Non-UK											
BAME	Grade 6 or below	50	2%	70	3%	75	4%	105	5%	95	4%
BAME	Grade 7 & 8	110	6%	110	5%	105	5%	125	6%	125	6%
BAME	Grade 9 & 10	65	3%	65	3%	70	4%	65	3%	80	4%
BAME	Not known	10	1%	5	0%	0	0%	0	0%	0	0%
White	Grade 6 or below	120	6%	115	6%	110	5%	130	6%	110	5%
White	Grade 7 & 8	195	10%	190	10%	180	9%	185	9%	160	7%
White	Grade 9 & 10	140	7%	145	7%	155	8%	155	7%	170	8%
White	Not known	10	1%	0	0%	0	0%	0	0%	5	0%
Not Known/refused	Grade 6 or below	20	1%	20	1%	30	1%	60	3%	50	2%
Not Known/refused	Grade 7 & 8	25	1%	20	1%	25	1%	25	1%	25	1%
Not Known/refused	Grade 9 & 10	30	2%	30	2%	30	1%	30	1%	25	1%
Not Known/refused	Not known	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known											
BAME	Grade 6 or below	0	0%	0	0%	0	0%	0	0%	0	0%
BAME	Grade 7 & 8	5	0%	5	0%	0	0%	0	0%	0	0%
BAME	Grade 9 & 10	0	0%	0	0%	0	0%	0	0%	0	0%
BAME	Not known	0	0%	0	0%	0	0%	0	0%	0	0%
White	Grade 6 or below	15	1%	15	1%	10	0%	5	0%	0	0%
White	Grade 7 & 8	10	1%	15	1%	15	1%	5	0%	10	0%
White	Grade 9 & 10	0	0%	5	0%	5	0%	0	0%	0	0%
White	Not known	5	0%	0	0%	0	0%	0	0%	0	0%
Not Known/refused	Grade 6 or below	5	0%	10	1%	10	1%	5	0%	0	0%
Not Known/refused	Grade 7 & 8	10	0%	10	0%	10	0%	5	0%	5	0%
Not Known/refused	Grade 9 & 10	5	0%	5	0%	5	0%	5	0%	5	0%
Not Known/refused	Not known	5	0%	5	0%	5	0%	0	0%	0	0%
Total											
BAME	Grade 6 or below	70	4%	90	4%	90	4%	125	6%	120	6%
BAME	Grade 7 & 8	165	8%	155	8%	150	8%	180	8%	175	8%
BAME	Grade 9 & 10	110	5%	115	6%	125	6%	110	5%	140	6%
BAME	Not known	20	1%	10	1%	10	0%	10	0%	15	1%
White	Grade 6 or below	335	17%	330	17%	300	15%	370	17%	360	17%
White	Grade 7 & 8	550	27%	540	27%	505	25%	535	25%	465	22%
White	Grade 9 & 10	505	25%	530	26%	575	29%	560	26%	585	27%
White	Not known	45	2%	20	1%	35	2%	35	2%	60	3%
Not Known/refused	Grade 6 or below	45	2%	55	3%	65	3%	105	5%	95	4%
Not Known/refused	Grade 7 & 8	60	3%	60	3%	55	3%	50	2%	45	2%
Not Known/refused	Grade 9 & 10	90	5%	85	4%	85	4%	80	4%	70	3%
Not Known/refused	Not known	10	1%	10	0%	10	1%	10	1%	15	1%
Total		2,010	100%	2,000	100%	2,010	100%	2,170	100%	2,150	100%

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Table 4.7: Academic staff by grade – ethnicity breakdown within grade

Grade	Nationality	Ethnicity	2017/18 Count	2017/18 %	2018/19 Count	2018/19 %	2019/20 Count	2019/20 %	2020/21 Count	2020/21 %	2021/22 Count	2021/22 %
Grade 6 or below	UK	BAME	20	5%	20	4%	15	3%	25	4%	25	5%
		White	200	45%	200	43%	180	40%	235	39%	250	43%
		Not Known/refused	20	4%	20	5%	25	6%	40	7%	45	8%
	Non-UK	BAME	50	11%	70	15%	75	16%	105	17%	95	16%
		White	120	26%	115	24%	110	24%	130	22%	110	19%
		Not Known/refused	20	4%	20	4%	30	7%	60	10%	50	8%
	Not known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	15	3%	15	4%	10	2%	5	1%	0	0%
		Not Known/refused	5	1%	10	2%	10	2%	5	1%	0	0%
Grade 6 or below Total			450	100%	475	100%	455	100%	600	100%	580	100%
Grade 7 & 8	UK	BAME	50	6%	45	6%	45	6%	55	7%	50	7%
		White	345	44%	335	44%	310	44%	340	45%	295	43%
		Not Known/refused	25	3%	30	4%	20	3%	20	3%	15	2%
	Non-UK	BAME	110	14%	110	14%	105	15%	125	16%	125	18%
		White	195	25%	190	25%	180	25%	185	24%	160	24%
		Not Known/refused	25	3%	20	3%	25	4%	25	3%	25	4%
	Not known	BAME	5	1%	5	0%	0	0%	0	0%	0	0%
		White	10	1%	15	2%	15	2%	5	1%	10	1%
		Not Known/refused	10	1%	10	1%	10	1%	5	1%	5	0%
Grade 7 & 8 Total			780	100%	755	100%	710	100%	765	100%	685	100%
Grade 9 & 10	UK	BAME	45	7%	50	7%	55	7%	50	6%	55	7%
		White	365	51%	380	52%	415	53%	405	54%	415	52%
		Not Known/refused	55	8%	50	7%	50	6%	45	6%	40	5%
	Non-UK	BAME	65	9%	65	9%	70	9%	65	9%	80	10%
		White	140	20%	145	20%	155	19%	155	21%	170	21%
		Not Known/refused	30	5%	30	4%	30	4%	30	4%	25	3%
	Not known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	5	0%	5	1%	0	0%	0	0%
		Not Known/refused	5	1%	5	1%	5	1%	5	0%	5	1%
Grade 9 & 10 Total			705	100%	730	100%	785	100%	750	100%	795	100%
Not Known	UK	BAME	10	12%	5	18%	10	15%	5	13%	15	16%
		White	30	39%	20	54%	35	60%	35	61%	60	64%
		Not Known/refused	5	8%	5	13%	5	13%	10	18%	10	13%
	Non-UK	BAME	10	15%	5	8%	0	2%	0	2%	0	1%
		White	10	16%	0	0%	0	4%	0	2%	5	3%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	5	4%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	5	7%	5	8%	5	7%	0	4%	0	2%
Not Known Total			75	100%	40	100%	55	100%	55	100%	90	100%
Total			2,010		2,000		2,010		2,170		2,150	

BAME staff are unevenly represented across grades, most notably

- in grade 9-10 positions (17%)

- non-UK BAME (18% in grades 7 and 8 and 10% in grades 9 and10).

Where grade is unknown this may skew the data; therefore, we will explore why the grade is unknown and take remedial action (2.9k).

The University will increase representation through targeted recruitment (2.9f&g) and through promotion routes (2.15a-e). Increased diversity will help facilitate a culture where BAME staff feel an increased sense of belonging.

Table 4.8: All academic staff turnover

All academic staff turnover

Year		UK BAME	UK White	UK Not Known/ refused	Non-UK BAME	Non-UK White	Non-UK Not Known/ refused	Not Known BAME	Not Known White	Not Known Not Known/ refused	All BAME	All White	All Not Known/ refused	Total
2017/18	All staff	85	725	90	190	335	65	5	15	10	280	1075	165	**1520**
	Leavers	15	80	5	40	60	15	5	0	0	55	140	25	**220**
	rnover ra	16%	11%	8%	21%	18%	24%	100%	8%	9%	20%	13%	14%	**14%**
2018/19	All staff	105	825	90	225	390	65	5	30	20	330	1245	175	**1,755**
	Leavers	10	60	10	35	50	5	0	5	5	45	115	15	**180**
	rnover ra	10%	8%	10%	16%	13%	6%	0%	16%	15%	14%	9%	9%	**10%**
2019/20	All staff	115	995	95	280	475	75	5	30	20	400	1500	195	**2,095**
	Leavers	20	170	15	55	110	15	5	10	5	80	285	40	**405**
	rnover ra	16%	17%	18%	20%	23%	20%	150%	26%	33%	20%	19%	20%	**19%**
2020/21	All staff	115	910	75	275	420	85	5	15	15	395	1340	175	**1,910**
	Leavers	10	90	10	40	60	15	0	5	5	55	155	25	**235**
	rnover ra	9%	10%	10%	15%	14%	18%	33%	21%	29%	14%	11%	16%	**12%**
2021/22	All staff	140	940	80	315	435	70	5	15	10	460	1390	160	**2,010**
	Leavers	25	150	10	70	90	10	0	5	0	95	245	25	**360**
	rnover ra	17%	16%	15%	22%	21%	16%	20%	18%	20%	20%	17%	16%	**18%**

Chart 4.1: Academic staff turnover rate by ethnicity
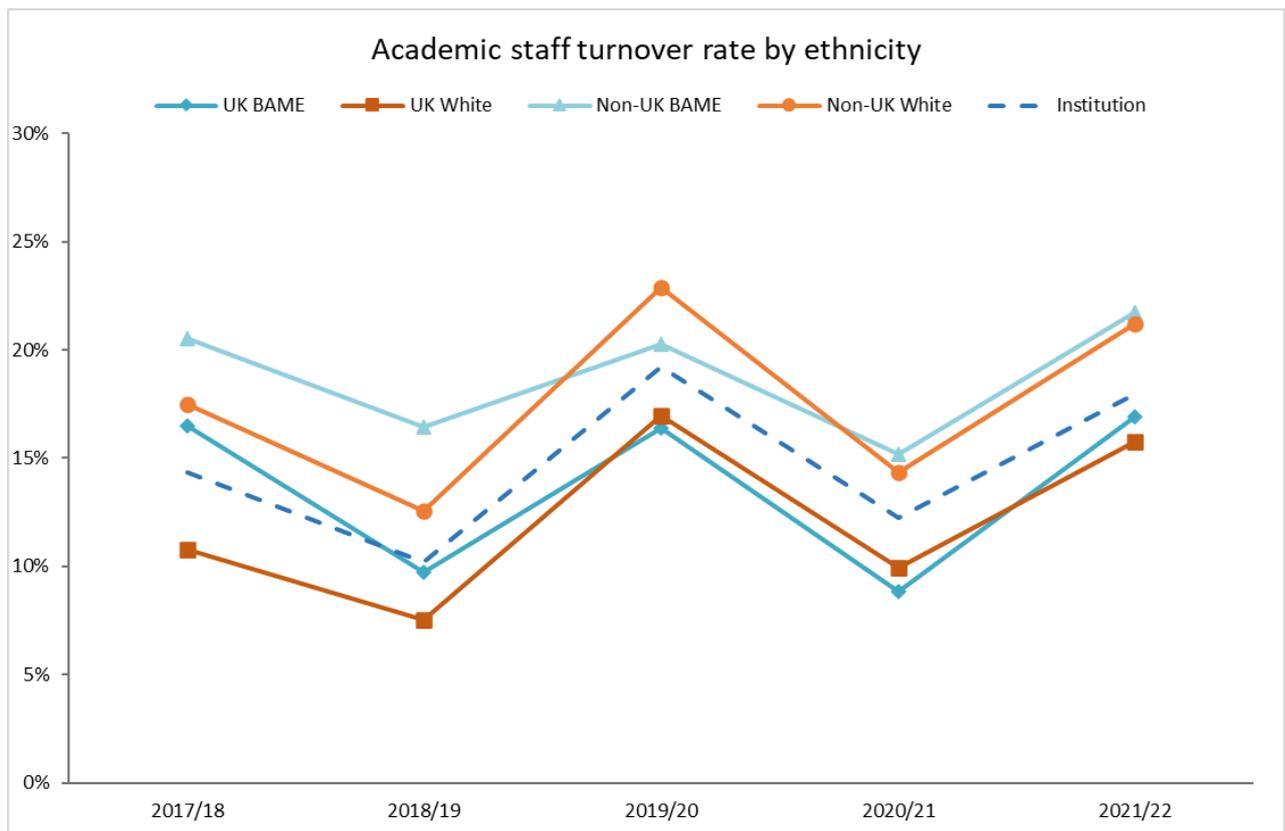
Academic staff turnover rate by ethnicity

Legend: UK BAME, UK White, Non-UK BAME, Non-UK White, Institution

Despite the perception, turnover rates show no material difference between BAME and White staff. However, non-UK staff turnover rate (22% BAME, 21% White) is higher than the UK turnover rate (9% BAME, 10% White). This is likely due to an increasingly hostile immigration landscape.

To understand turnover rates further, we will improve communication about exit surveys/interviews (2.3d). This will include adding content outlining the value of exit surveys in line management resources to support a consistent message to leavers (2.3e). We will establish current completion levels for exit surveys and set a specific target for increased completion (2.3b). Once completion increases, we will start to analyse exit survey data, gaining insight into why people leave the University (2.3a).

Table 4.9: Permanent academic staff turnover

Permanent academic staff turnover

Year		UK BAME	White	Not Known/refused	Non-UK BAME	White	Not Known/refused	Not Known BAME	White	Not Known/refused	All BAME	White	Not Known/refused	Total
2017/18	All staff	60	515	60	115	215	35	0	10	5	170	740	105	1015
	Leavers	0	15	5	10	15	5	0	0	0	10	30	10	45
	Turnover rate	2%	3%	8%	7%	6%	9%	0%	0%	0%	5%	4%	8%	5%
2018/19	All staff	75	570	65	125	230	35	0	15	10	200	815	110	1,125
	Leavers	5	25	5	10	10	0	0	0	0	15	35	5	55
	Turnover rate	7%	4%	8%	6%	5%	6%	0%	7%	0%	6%	4%	6%	5%
2019/20	All staff	85	620	60	140	260	40	0	15	10	225	890	110	1,225
	Leavers	5	30	5	5	15	0	0	0	5	15	45	10	65
	Turnover rate	7%	5%	7%	4%	7%	3%	100%	0%	25%	6%	5%	7%	5%
2020/21	All staff	85	625	55	145	270	45	0	10	5	230	900	105	1,235
	Leavers	5	55	5	10	25	5	0	0	0	10	80	10	100
	Turnover rate	5%	9%	11%	6%	10%	7%	0%	0%	14%	5%	9%	10%	8%
2021/22	All staff	100	625	55	145	260	40	0	10	5	245	895	100	1,245
	Leavers	5	45	5	15	15	0	0	0	0	20	60	5	85
	Turnover rate	7%	7%	7%	9%	6%	3%	0%	0%	14%	8%	7%	6%	7%

Chart 4.2: Permanent academic staff turnover rate by ethnicity
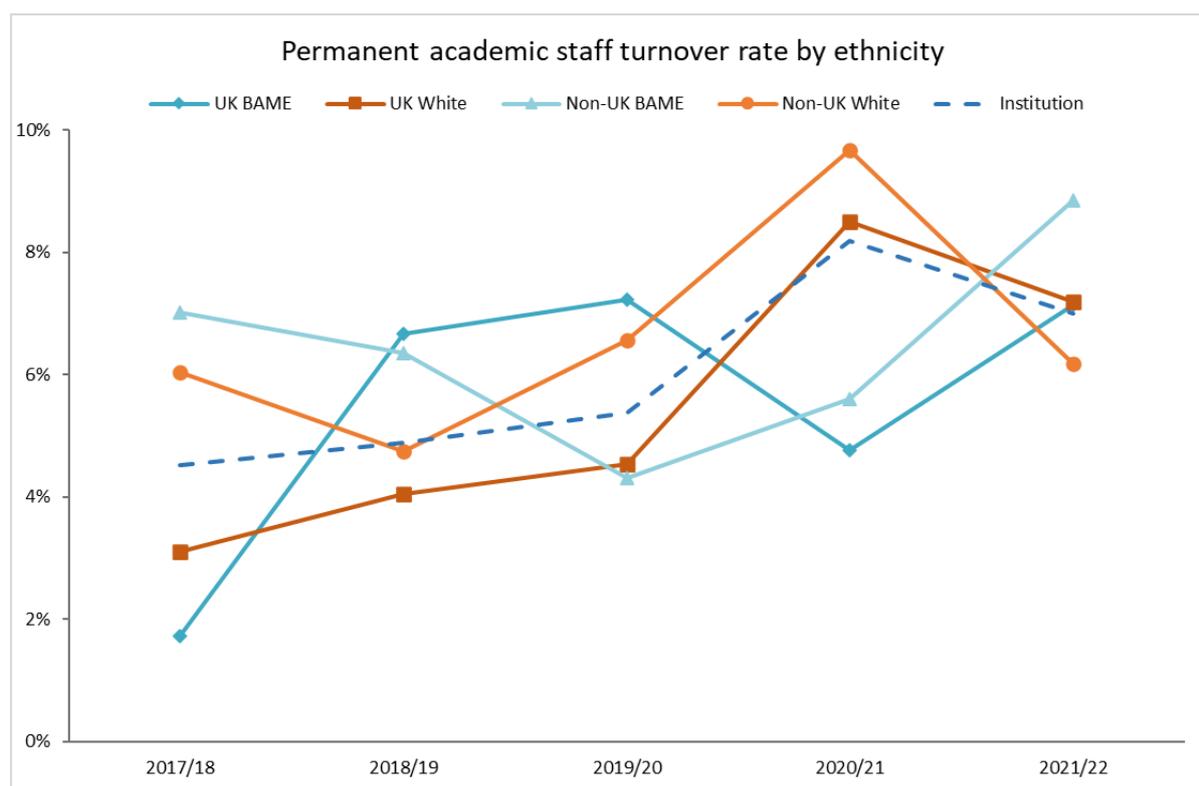
Permanent staff turnover rates for White staff have dropped for 2021/22, while there has been an increase in turnover rates for BAME staff.

Table 4.10: Fixed-term academic staff turnover

Fixed-term academic staff turnover

Year		UK BAME	UK White	UK Not Known/refused	Non-UK BAME	Non-UK White	Non-UK Not Known/refused	Not Known BAME	Not Known White	Not Known Not Known/refused	All BAME	All White	All Not Known/refused	Total
2017/18	All staff	25	210	25	75	120	30	5	5	5	105	335	60	**500**
	Leavers	15	60	0	30	45	15	5	0	0	45	110	15	**170**
	Turnover rate	48%	30%	7%	41%	38%	42%	100%	25%	25%	44%	33%	26%	**34%**
2018/19	All staff	30	255	25	100	160	30	5	15	10	130	430	65	**630**
	Leavers	5	40	5	30	40	0	0	5	5	35	80	10	**125**
	Turnover rate	18%	15%	15%	29%	24%	7%	0%	25%	25%	26%	19%	13%	**20%**
2019/20	All staff	35	375	35	140	215	35	5	15	10	180	610	80	**870**
	Leavers	15	140	15	50	90	15	0	10	5	65	240	30	**335**
	Turnover rate	39%	37%	36%	36%	42%	38%	33%	50%	44%	37%	40%	38%	**39%**
2020/21	All staff	30	285	25	135	150	40	5	5	5	170	440	70	**675**
	Leavers	5	35	0	35	35	10	0	5	5	40	75	15	**135**
	Turnover rate	21%	13%	9%	25%	23%	31%	40%	60%	43%	25%	17%	25%	**20%**
2021/22	All staff	45	315	25	165	175	30	5	5	5	215	495	60	**765**
	Leavers	15	105	10	55	75	10	0	5	0	75	180	20	**275**
	Turnover rate	39%	33%	32%	33%	43%	33%	25%	50%	33%	34%	37%	33%	**36%**

Chart 4.3: Fixed-term academic staff turnover by ethnicity
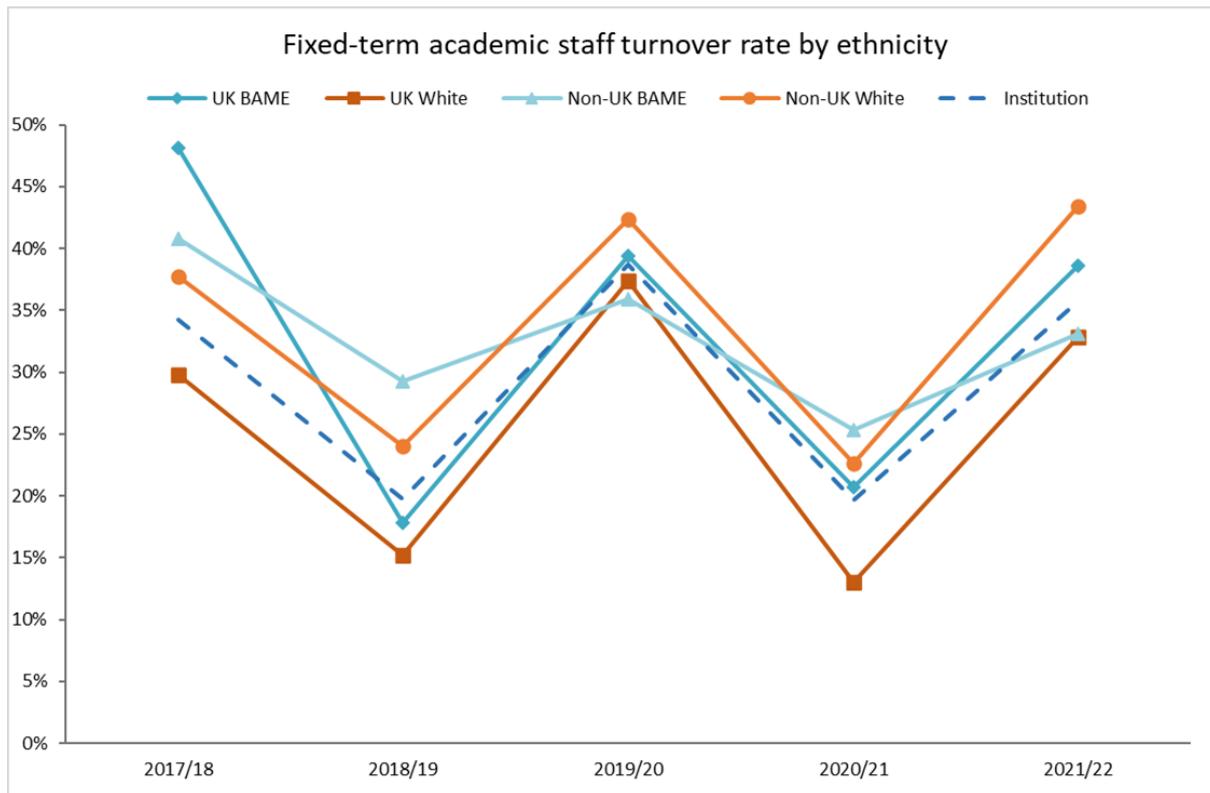
Fixed-term turnover rates follow the same spikes in turnover rates as chart 4.1, except they are more pronounced and relate to a large number of contracts ending in those years.

Summary of Actions: 4a (these actions relate to 4b PS staff)

2.1a: Undertake further analysis to understand disaggregated numbers of 'not known' and 'refused' and identify any particular approaches to address barriers to disclosure.

2.1b: Communicate regularly why disclosure is important, what is done with the data and how to raise concerns. Develop communications strategy: set out expectation to complete equality monitoring data on MyView

2.1c: Support managers to encourage disclosure through management touchpoints (achievement and development reviews and probation checklists, 121s, team meetings).

2.2a: Procure and implement a digital HR solution which automates processes to ensure consistency of experience for staff and enables improved data capture, interrogation and reporting.

2.3a: Conduct analysis of existing exit survey data to gain insight into why people leave the University.

2.3b: Establish current completion levels for exit surveys and set a specific target for increased completion.

2.3c: Identify and implement any strategic actions which may be merited as a result of the analysis.

2.3d: Improve communication with leavers around completion of exit surveys/interviews.

2.3e: Include content regarding the value of exit surveys/interviews in line management resources to support in providing consistent messaging to leavers.

2.9a: Review academic recruitment processes to understand current application and recruitment data and trends (in tandem with People Strategy actions to deliver the aims of creating an equitable pay framework, promotion criteria and job evaluation benchmarks).

2.9b: Develop outreach plan to increase BAME PS staff numbers – building on links to the community (see action 1.2), offering onsite job fairs, career events – including in schools and highlighting roles where remote and hybrid working models could widen the recruitment pool.

2.9g: Establish an approach for use of Positive Action in recruitment processes, tailored to occupational considerations and different staff groups, (especially Black academics and PS roles) which meets the needs of the university and the legal framework

2.9j: Consult with BAME staff network regarding effective ways of reaching and attracting diverse applicants, and to help understand progression through recruitment stages to identify barriers for particular group

2.9k: Procure and implement an e-Recruitment system Explore reasons why grade is unknown and remedy Further analysis of recruitment data to understand any trends by grade, seniority, or job type.

2.10a: Create guidance and processes for recruiting and appointing interim roles/acting up. Ensure communications of guidance and monitoring is in place for consistent application.

2.10b: Ensure capability to monitor interim or acting roles is part of the future Recruitment system requirements.

4b Professional and support staff

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

Please comment specifically on how the institution benchmarks the ethnic composition of its professional and support staff in the short and longer term, and what it is hoping to achieve.

- the institution as a whole

In our latest Equality Duty reporting, 9% of our PS staff identified as BAME, 83% White and 8% not known/refused. There are higher rates of BAME PS staff on fixed-term contracts.

The low representation, and uneven distribution across pay grades and contract types of BAME staff is a key challenge that we will address.

Table 4.11: All Professional Services staff

All Professional staff - 6 way breakdown

Year	Ethnicity	2017/18 Count	2017/18 %	2018/19 Count	2018/19 %	2019/20 Count	2019/20 %	2020/21 Count	2020/21 %	2021/22 Count	2021/22 %
UK	Asian	15	1%	25	2%	30	2%	30	2%	35	2%
	Black	10	1%	10	1%	15	1%	15	1%	10	1%
	Mixed	25	2%	25	2%	25	2%	30	2%	35	2%
	Other	5	0%	5	1%	5	0%	5	0%	5	0%
	White	980	75%	980	74%	1025	74%	1010	76%	1050	77%
	Not Known/refused	135	10%	140	10%	130	9%	105	8%	105	8%
Non-UK	Asian	10	1%	10	1%	15	1%	15	1%	15	1%
	Black	5	0%	5	0%	5	0%	5	0%	5	0%
	Mixed	5	0%	5	0%	5	0%	5	0%	5	0%
	Other	5	0%	5	0%	5	0%	5	0%	5	0%
	White	80	6%	80	6%	90	6%	80	6%	85	6%
	Not Known/refused	15	1%	15	1%	15	1%	10	1%	10	1%
Not Known	Asian	0	0%	0	0%	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
	White	10	1%	10	1%	10	1%	5	0%	5	0%
	Not Known/refused	15	1%	10	1%	15	1%	5	0%	0	0%
	Total BAME	80	6%	90	7%	105	8%	105	8%	115	8%
	Total White	1070	81%	1070	81%	1120	81%	1095	83%	1140	83%
	Total Not	160	12%	160	12%	160	12%	120	9%	115	8%
	Total	1,310	100%	1,320	100%	1,385	100%	1,320	100%	1,370	100%

Rates for BAME staff are low, so small changes cause large swings in data. There are six schools with around 10% BAME PS staff:
- EFCS (10%)
- GCGC (11%)
- Global Studies (10%)
- MAH (11%)
- Psychology (14%)
- Student Experience (11%)

Most areas have held the same trend for the last five years. Previous efforts to attract greater diversity have included:
- adopting the Anti-racist Pledge,
- using social media to show a visible solidarity with marginalised groups,
- developing a series of 'In Conversation' events exploring EDI topics.

The University has developed further recruitment initiatives (2.9g-m/ 2.10a&b) that will increase positive movement (see 4a).

Tables 4.12: Professional Services staff by School/dept

Professional staff by School

Brighton and Sussex Medical School

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	0	2%	0	1%	5	4%	5	5%	5	6%
	White	80	87%	75	85%	85	83%	80	79%	80	78%
	Not Known/refused	5	3%	5	3%	0	2%	5	3%	5	4%
Non-UK	BAME	0	0%	0	1%	0	1%	0	2%	5	3%
	White	5	7%	10	9%	10	9%	10	9%	10	8%
	Not Known/refused	0	1%	0	1%	0	1%	0	1%	0	1%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	1%	0	0%	0	1%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total BAME	0	2%	0	2%	5	5%	5	7%	10	9%
	Total White	85	93%	85	93%	95	92%	85	89%	90	87%
	Total Not Known/refused	5	4%	5	4%	5	3%	5	4%	5	5%
	Total	90	100%	90	100%	105	100%	100	100%	105	100%

Business

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	5	7%	5	6%	5	9%	10	11%	5	5%
	White	45	74%	50	76%	55	73%	55	74%	60	79%
	Not Known/refused	5	10%	5	10%	5	8%	5	5%	5	4%
Non-UK	BAME	0	2%	0	3%	0	3%	0	1%	0	3%
	White	5	7%	5	4%	5	7%	5	8%	5	8%
	Not Known/refused	0	2%	0	0%	0	1%	0	0%	0	1%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total BAME	5	8%	5	9%	10	12%	10	12%	5	8%
	Total White	50	80%	55	81%	60	80%	60	82%	65	87%
	Total Not Known/refused	5	11%	5	10%	5	9%	5	5%	5	5%
	Total	60	100%	70	100%	80	100%	75	100%	75	100%

Professional staff by School

Brighton and Sussex Medical School

Year	Ethnicity	2017/18 Count	%	2018/19 Count	%	2019/20 Count	%	2020/21 Count	%	2021/22 Count	%
UK	BAME	0	2%	0	1%	5	4%	5	5%	5	6%
UK	White	80	87%	75	85%	85	83%	80	79%	80	78%
UK	Not Known/refused	5	3%	5	3%	0	2%	5	3%	5	4%
Non-UK	BAME	0	0%	0	1%	0	1%	0	2%	5	3%
Non-UK	White	5	7%	10	9%	10	9%	10	9%	10	8%
Non-UK	Not Known/refused	0	1%	0	1%	0	1%	0	1%	0	1%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	White	0	0%	0	0%	0	1%	0	0%	0	1%
Not Known	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total BAME	0	2%	0	2%	5	5%	5	7%	10	9%
	Total White	85	93%	85	93%	95	92%	85	89%	90	87%
	Total Not Known/refused	5	4%	5	4%	5	3%	5	4%	5	5%
	Total	90	100%	90	100%	105	100%	100	100%	105	100%

Business

Year	Ethnicity	2017/18 Count	%	2018/19 Count	%	2019/20 Count	%	2020/21 Count	%	2021/22 Count	%
UK	BAME	5	7%	5	6%	5	9%	10	11%	5	5%
UK	White	45	74%	50	76%	55	73%	55	74%	60	79%
UK	Not Known/refused	5	10%	5	10%	5	8%	5	5%	5	4%
Non-UK	BAME	0	2%	0	3%	0	3%	0	1%	0	3%
Non-UK	White	5	7%	5	4%	5	7%	5	8%	5	8%
Non-UK	Not Known/refused	0	2%	0	0%	0	1%	0	0%	0	1%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	White	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total BAME	5	8%	5	9%	10	12%	10	12%	5	8%
	Total White	50	80%	55	81%	60	80%	60	82%	65	87%
	Total Not Known/refused	5	11%	5	10%	5	9%	5	5%	5	5%
	Total	60	100%	70	100%	80	100%	75	100%	75	100%

Race Equality Charter application v1 Mar 20

Communications, Marketing and Advancement

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	5	2%	5	3%	5	4%	5	4%	10	5%
	White	145	76%	140	78%	145	77%	135	79%	130	78%
	Not Known/refused	25	14%	25	13%	25	12%	15	10%	15	8%
Non-UK	BAME	0	1%	0	1%	5	2%	5	2%	5	3%
	White	10	4%	5	3%	5	4%	5	3%	10	5%
	Not Known/refused	0	1%	0	1%	0	1%	0	1%	5	2%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	1%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	1%	0	1%	0	1%	0	0%	0	0%
	Total BAME	5	3%	10	4%	10	5%	10	6%	15	8%
	Total White	155	81%	145	81%	155	81%	140	82%	140	83%
	Total Not Known/refused	30	16%	25	14%	25	14%	20	11%	15	10%
	Total	190	100%	180	100%	190	100%	170	100%	165	100%

Engineering and Informatics

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	0	3%	0	5%	5	9%	0	7%	0	4%
	White	25	68%	25	68%	20	62%	20	67%	20	74%
	Not Known/refused	5	12%	5	11%	5	12%	5	10%	5	11%
Non-UK	BAME	0	6%	0	3%	0	6%	5	10%	0	4%
	White	5	9%	5	8%	5	9%	0	7%	0	7%
	Not Known/refused	0	0%	0	3%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	3%	0	3%	0	3%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total BAME	5	9%	5	8%	5	15%	5	17%	0	7%
	Total White	25	79%	30	78%	25	74%	20	73%	20	81%
	Total Not Known/refused	5	12%	5	14%	5	12%	5	10%	5	11%
	Total	35	100%	35	100%	35	100%	30	100%	25	100%

Estates, Facilities and Commercial Services

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	5	7%	5	7%	5	5%	5	6%	5	8%
	White	50	74%	55	74%	60	80%	55	81%	60	69%
	Not Known/refused	5	7%	5	8%	5	5%	5	6%	15	17%
Non-UK	BAME	0	1%	0	1%	0	3%	0	1%	0	2%
	White	5	4%	5	7%	5	5%	5	4%	5	4%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	3%	0	1%	0	1%	0	1%	0	1%
	Not Known/refused	0	3%	0	1%	0	0%	0	0%	0	0%
	Total BAME	5	9%	5	8%	5	8%	5	7%	10	10%
	Total White	55	81%	60	82%	65	87%	60	87%	60	74%
	Total Not Known/refused	5	10%	5	10%	5	5%	5	6%	15	17%
	Total	70	100%	75	100%	75	100%	65	100%	85	100%

Education and Social Work

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	0	4%	0	4%	0	4%	0	4%	0	4%
	White	20	75%	15	71%	15	65%	20	76%	20	79%
	Not Known/refused	5	17%	0	8%	0	9%	0	8%	0	4%
Non-UK	BAME	0	4%	0	4%	0	4%	0	4%	0	4%
	White	0	0%	0	4%	0	4%	0	4%	0	4%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	4%	0	9%	0	4%	0	4%
	Not Known/refused	0	0%	0	4%	0	4%	0	0%	0	0%
	Total BAME	0	8%	0	8%	0	9%	0	8%	0	8%
	Total White	20	75%	20	79%	20	78%	20	84%	20	88%
	Total Not Known/refused	5	17%	5	13%	5	13%	0	8%	0	4%
	Total	25	100%	25	100%	25	100%	25	100%	25	100%

Finance

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	5	7%	5	5%	5	7%	5	6%	5	5%
	White	45	61%	50	64%	50	63%	50	68%	55	73%
	Not Known/refused	20	25%	20	24%	15	21%	15	22%	15	19%
Non-UK	BAME	0	0%	0	0%	0	1%	0	0%	0	0%
	White	0	3%	0	3%	0	3%	0	3%	0	1%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	1%	0	1%	0	1%	0	1%	0	1%
	Not Known/refused	0	3%	0	3%	5	4%	0	0%	0	0%
Total BAME		5	7%	5	5%	5	8%	5	6%	5	5%
Total White		50	65%	50	68%	50	67%	55	71%	55	76%
Total Not Known/refused		20	28%	20	26%	20	25%	15	22%	15	19%
Total		75	100%	75	100%	75	100%	75	100%	75	100%

General Counsel, Governance and Compliance

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	0	3%	5	10%	0	4%	5	9%	5	7%
	White	25	84%	25	76%	20	79%	30	70%	40	75%
	Not Known/refused	5	10%	5	10%	0	7%	5	11%	5	13%
Non-UK	BAME	0	0%	0	0%	0	0%	0	2%	0	4%
	White	0	3%	0	3%	0	4%	0	2%	0	2%
	Not Known/refused	0	0%	0	0%	0	4%	0	5%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	4%	0	0%	0	0%
Total BAME		0	3%	5	10%	0	4%	5	11%	5	11%
Total White		25	87%	25	80%	25	82%	30	73%	40	76%
Total Not Known/refused		5	10%	5	10%	5	14%	5	16%	5	13%
Total		30	100%	30	100%	30	100%	45	100%	55	100%

Global

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	0	0%	0	0%	0	5%	0	11%	0	5%
	White	20	76%	20	76%	15	67%	10	53%	10	56%
	Not Known/refused	0	4%	0	4%	0	5%	0	11%	0	10%
Non-UK	BAME	0	4%	0	4%	0	5%	0	5%	0	5%
	White	5	16%	5	16%	5	19%	5	21%	5	24%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Total BAME		0	4%	0	4%	0	10%	5	16%	0	10%
Total White		25	92%	25	92%	20	86%	15	74%	15	80%
Total Not Known/refused		0	4%	0	4%	0	5%	0	11%	0	10%
Total		25	100%	25	100%	20	100%	20	100%	20	100%

Human Resources

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	5	10%	5	11%	5	13%	5	7%	0	2%
	White	35	80%	30	73%	40	72%	50	83%	55	86%
	Not Known/refused	0	5%	5	11%	5	9%	5	5%	5	8%
Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	2%	0	2%	0	2%	5	5%	5	5%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	2%	0	2%	0	4%	0	0%	0	0%
Total BAME		5	10%	5	11%	5	13%	5	7%	0	2%
Total White		35	83%	35	75%	40	74%	55	88%	55	90%
Total Not Known/refused		5	7%	5	14%	5	13%	5	5%	5	8%
Total		40	100%	45	100%	55	100%	60	100%	65	100%

IT Services

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	5	6%	10	7%	5	5%	5	6%	5	5%
	White	90	82%	85	78%	80	77%	80	81%	80	82%
	Not Known/refused	10	7%	10	9%	10	10%	5	7%	5	6%
Non-UK	BAME	5	3%	5	4%	5	5%	5	4%	5	4%
	White	0	1%	0	1%	0	1%	0	1%	0	2%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	1%	0	1%	5	3%	0	1%	0	0%
	Total BAME	10	9%	10	11%	10	10%	10	10%	10	9%
	Total White	95	83%	85	79%	80	78%	80	82%	80	84%
	Total Not Known/refused	10	8%	10	10%	15	12%	10	8%	5	6%
	Total	110	100%	110	100%	105	100%	95	100%	95	100%

Library

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	5	3%	5	3%	5	3%	0	2%	5	3%
	White	65	66%	65	66%	70	70%	75	77%	75	78%
	Not Known/refused	20	18%	20	18%	15	16%	10	13%	10	12%
Non-UK	BAME	0	1%	0	2%	0	0%	0	0%	0	2%
	White	5	7%	10	8%	10	9%	5	6%	5	4%
	Not Known/refused	0	1%	0	1%	0	2%	0	2%	0	1%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	2%	0	2%	0	0%	0	0%	0	0%
	Not Known/refused	0	2%	0	0%	0	0%	0	0%	0	0%
	Total BAME	5	4%	5	5%	5	3%	0	2%	5	5%
	Total White	75	75%	75	76%	80	79%	80	83%	80	83%
	Total Not Known/refused	20	21%	20	19%	20	18%	15	15%	10	13%
	Total	100	100%	100	100%	100	100%	95	100%	95	100%

Life Sciences

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	5	4%	5	4%	5	4%	5	5%	5	3%
	White	60	61%	55	58%	65	63%	65	69%	60	68%
	Not Known/refused	10	9%	10	11%	10	10%	5	5%	5	6%
Non-UK	BAME	5	6%	5	5%	5	5%	5	4%	5	5%
	White	15	16%	15	16%	15	14%	10	13%	15	15%
	Not Known/refused	0	1%	0	2%	0	2%	0	0%	0	1%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	1%	0	0%	0	0%	0	0%
	Not Known/refused	0	2%	0	2%	0	2%	5	3%	0	2%
	Total BAME	10	10%	10	9%	10	9%	10	10%	5	8%
	Total White	75	78%	75	76%	80	78%	75	82%	75	83%
	Total Not Known/refused	10	12%	15	15%	15	14%	10	9%	10	9%
	Total	100	100%	100	100%	105	100%	95	100%	90	100%

Law, Politics, Sociology

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	20	95%	20	96%	20	96%	20	95%	25	100%
	Not Known/refused	0	5%	0	4%	0	4%	0	5%	0	0%
Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	Total White	20	95%	20	96%	20	96%	20	95%	25	100%
	Total Not Known/refused	0	5%	0	4%	0	4%	0	5%	0	0%
	Total	20	100%	20	100%	25	100%	20	100%	25	100%

Media, Arts and Humanities

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	5	6%	5	6%	5	7%	5	11%	5	10%
	White	55	81%	50	79%	50	74%	50	76%	50	78%
	Not Known/refused	5	5%	5	5%	5	4%	0	3%	0	3%
Non-UK	BAME	0	2%	0	2%	0	1%	0	2%	0	2%
	White	5	5%	5	6%	5	7%	5	8%	5	8%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	2%	5	4%	0	0%	0	0%
	Not Known/refused	0	2%	0	2%	0	1%	0	0%	0	0%
	Total BAME	5	8%	5	8%	5	9%	10	13%	5	11%
	Total White	55	86%	55	86%	60	86%	55	84%	55	86%
	Total Not Known/refused	5	6%	5	6%	5	6%	0	3%	0	3%
	Total	65	100%	65	100%	70	100%	65	100%	65	100%

Mathematical and Physical Sciences

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	0	6%	0	6%	0	3%	0	4%	0	3%
	White	25	72%	25	75%	25	71%	20	75%	25	78%
	Not Known/refused	0	3%	0	6%	5	12%	0	4%	0	0%
Non-UK	BAME	0	3%	0	0%	0	0%	0	0%	0	3%
	White	5	9%	5	8%	5	9%	5	14%	5	13%
	Not Known/refused	0	6%	0	6%	0	6%	0	4%	0	3%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total BAME	5	9%	0	6%	0	3%	0	4%	0	6%
	Total White	25	81%	30	83%	30	80%	25	89%	30	91%
	Total Not Known/refused	5	9%	5	11%	5	17%	0	7%	0	3%
	Total	30	100%	35	100%	35	100%	30	100%	30	100%

Psychology

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	0	5%	0	5%	0	4%	0	4%	5	14%
	White	15	68%	15	74%	20	79%	20	77%	20	79%
	Not Known/refused	0	5%	0	10%	0	9%	0	8%	0	4%
Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	9%	0	5%	0	4%	0	8%	0	4%
	Not Known/refused	5	14%	0	7%	0	4%	0	4%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total BAME	0	5%	0	5%	0	4%	0	4%	5	14%
	Total White	15	77%	15	79%	20	83%	25	85%	25	82%
	Total Not Known/refused	5	18%	5	16%	5	13%	5	11%	0	4%
	Total	20	100%	20	100%	25	100%	25	100%	30	100%

Research and Enterprise

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	5	7%	0	4%	5	5%	0	4%	5	9%
	White	30	64%	25	61%	35	64%	35	68%	30	68%
	Not Known/refused	5	9%	5	7%	5	5%	5	10%	5	9%
Non-UK	BAME	0	0%	0	0%	0	2%	0	0%	0	0%
	White	10	20%	10	25%	10	20%	10	16%	5	15%
	Not Known/refused	0	0%	0	2%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	2%	0	0%	0	1%	0	0%
	Not Known/refused	0	0%	0	0%	0	4%	0	0%	0	0%
	Total BAME	5	7%	0	4%	5	7%	0	4%	5	9%
	Total White	35	84%	40	87%	45	84%	40	86%	40	83%
	Total Not Known/refused	5	9%	5	8%	5	9%	5	10%	5	9%
	Total	45	100%	45	100%	55	100%	50	100%	45	100%

Student Experience

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	10	5%	10	7%	15	9%	15	7%	15	9%
	White	135	79%	140	79%	135	77%	135	79%	145	78%
	Not Known/refused	15	9%	15	8%	15	8%	10	6%	5	4%
Non-UK	BAME	5	2%	5	2%	0	1%	5	2%	5	3%
	White	5	3%	5	2%	5	3%	5	4%	10	6%
	Not Known/refused	0	1%	0	1%	0	1%	0	1%	0	1%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	1%	0	1%	0	1%	0	0%	0	0%
	Not Known/refused	0	1%	0	0%	0	0%	0	0%	0	0%
	Total BAME	10	6%	15	8%	15	10%	15	10%	20	11%
	Total White	145	83%	145	82%	140	81%	140	83%	160	85%
	Total Not Known/refused	20	11%	15	10%	15	9%	10	7%	10	4%
	Total	175	100%	175	100%	175	100%	170	100%	190	100%

University Operations and Strategic Planning

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME					0	0%	0	7%	0	8%
	White					10	73%	10	79%	10	77%
	Not Known/refused					5	20%	0	7%	0	8%
Non-UK	BAME					0	0%	0	0%	0	0%
	White					0	7%	0	7%	0	0%
	Not Known/refused					0	0%	0	0%	0	8%
Not Known	BAME					0	0%	0	0%	0	0%
	White					0	0%	0	0%	0	0%
	Not Known/refused					0	0%	0	0%	0	0%
	Total BAME					0	0%	0	7%	0	8%
	Total White					10	80%	10	86%	10	77%
	Total Not Known/refused					5	20%	0	7%	0	15%
	Total					15	100%	15	100%	15	100%

Not Known

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	0	0%	0	0%	0	0%	0	0%	0	100%
	White	5	100%	0	50%	0	100%	0	100%	0	0%
	Not Known/refused	0	0%	0	50%	0	0%	0	0%	0	0%
Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Total BAME	0	0%	0	0%	0	0%	0	0%	0	100%
	Total White	5	100%	0	50%	0	100%	0	100%	0	0%
	Total Not Known/refused	0	0%	0	50%	0	0%	0	0%	0	0%
	Total	5	100%	0	100%	0	100%	0	100%	0	100%

- <mark>each professional and support staff grade (where numbers are small, cluster relevant grades together)</mark>

Only 6% of all PS roles are grades 9-10 of which 2% are held by BAME staff and this has decreased over recent years, while UK White 9-10 have increased. There have been minimal increases in BAME representation in other grades. The largest proportion of BAME staff are in grade 6 or below (5% of the total PS population), halving at grade 7-8.

This requires greater scrutiny; an analysis of exit survey/interview data will help the University understand the experiences of previous employees (2.3a) and implement strategic actions identified as a result of the analysis (2.3c).

Table 4.13: Professional Services staff by grade

Professional staff by grade

Ethnicity		Year → Grade	2017/18 Count	2017/18 %	2018/19 Count	2018/19 %	2019/20 Count	2019/20 %	2020/21 Count	2020/21 %	2021/22 Count	2021/22 %
UK	BAME	Grade 6 or below	35	3%	45	3%	50	4%	50	4%	55	4%
		Grade 7 & 8	20	1%	20	2%	25	2%	25	2%	25	2%
		Grade 9 & 10	5	0%	5	0%	5	0%	5	0%	0	0%
		Not known	0	0%	0	0%	0	0%	0	0%	0	0%
	White	Grade 6 or below	600	46%	615	46%	625	45%	615	47%	640	47%
		Grade 7 & 8	330	25%	325	24%	340	25%	330	25%	340	25%
		Grade 9 & 10	45	4%	40	3%	55	4%	60	4%	70	5%
		Not known	5	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	Grade 6 or below	80	6%	75	6%	70	5%	55	4%	55	4%
		Grade 7 & 8	45	3%	45	3%	45	3%	35	3%	30	2%
		Grade 9 & 10	15	1%	15	1%	15	1%	15	1%	15	1%
		Not known	0	0%	0	0%	0	0%	0	0%	0	0%
Non-UK	BAME	Grade 6 or below	15	1%	15	1%	20	1%	15	1%	20	1%
		Grade 7 & 8	10	1%	10	1%	10	1%	15	1%	15	1%
		Grade 9 & 10	0	0%	0	0%	0	0%	0	0%	0	0%
		Not known	0	0%	0	0%	0	0%	0	0%	0	0%
	White	Grade 6 or below	55	4%	55	4%	60	4%	55	4%	55	4%
		Grade 7 & 8	20	2%	25	2%	30	2%	30	2%	30	2%
		Grade 9 & 10	0	0%	0	0%	0	0%	0	0%	0	0%
		Not known	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	Grade 6 or below	5	0%	5	0%	10	1%	5	0%	5	0%
		Grade 7 & 8	5	0%	5	0%	5	0%	5	0%	5	0%
		Grade 9 & 10	0	0%	0	0%	0	0%	0	0%	0	0%
		Not known	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	BAME	Grade 6 or below	0	0%	0	0%	0	0%	0	0%	0	0%
		Grade 7 & 8	0	0%	0	0%	0	0%	0	0%	0	0%
		Grade 9 & 10	0	0%	0	0%	0	0%	0	0%	0	0%
		Not known	0	0%	0	0%	0	0%	0	0%	0	0%
	White	Grade 6 or below	5	1%	5	1%	5	0%	0	0%	0	0%
		Grade 7 & 8	0	0%	0	0%	5	0%	0	0%	0	0%
		Grade 9 & 10	0	0%	0	0%	0	0%	0	0%	0	0%
		Not known	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	Grade 6 or below	10	1%	10	1%	10	1%	5	0%	0	0%
		Grade 7 & 8	0	0%	0	0%	5	0%	0	0%	0	0%
		Grade 9 & 10	0	0%	0	0%	5	0%	0	0%	0	0%
		Not known	0	0%	0	0%	0	0%	0	0%	0	0%
Total	BAME	Grade 6 or below	50	4%	55	4%	65	5%	65	5%	70	5%
		Grade 7 & 8	30	2%	30	2%	35	2%	35	3%	40	3%
		Grade 9 & 10	5	0%	5	0%	5	0%	5	0%	0	0%
		Not known	0	0%	0	0%	0	0%	0	0%	0	0%
	White	Grade 6 or below	660	51%	675	51%	695	50%	670	51%	700	51%
		Grade 7 & 8	350	27%	355	27%	370	27%	360	27%	375	27%
		Grade 9 & 10	50	4%	40	3%	55	4%	60	5%	70	5%
		Not known	5	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	Grade 6 or below	95	7%	90	7%	85	6%	65	5%	60	5%
		Grade 7 & 8	50	4%	55	4%	55	4%	40	3%	40	3%
		Grade 9 & 10	15	1%	15	1%	20	1%	15	1%	15	1%
		Not known	0	0%	0	0%	0	0%	0	0%	0	0%
Total			1,310	100%	1,320	100%	1,385	100%	1,320	100%	1,370	100%

Table 4.14: Professional Services staff by grade – ethnicity breakdown within grade

Grade	Nationality	Ethnicity	2017/18		2018/19		2019/20		2020/21		2021/22	
			Count	%	Count	%	Count	%	Count	%	Count	%
Grade 6 or below	UK	BAME	35	5%	45	5%	50	6%	50	6%	55	6%
		White	600	74%	615	75%	625	74%	615	77%	640	77%
		Not Known/refused	80	10%	75	9%	70	8%	55	7%	55	7%
	Non-UK	BAME	15	2%	15	2%	20	2%	15	2%	20	2%
		White	55	7%	55	7%	60	7%	55	7%	55	6%
		Not Known/refused	5	1%	5	1%	10	1%	5	1%	5	1%
	Not known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	5	1%	5	1%	5	1%	0	0%	0	0%
		Not Known/refused	10	1%	10	1%	10	1%	5	0%	0	0%
Grade 6 or below Total			810	100%	820	100%	845	100%	805	100%	830	100%
Grade 7 & 8	UK	BAME	20	4%	20	5%	25	5%	25	6%	25	6%
		White	330	77%	325	74%	340	74%	330	75%	340	76%
		Not Known/refused	45	10%	45	11%	45	10%	35	8%	30	7%
	Non-UK	BAME	10	2%	10	2%	10	2%	15	3%	15	3%
		White	20	5%	25	6%	30	6%	30	6%	30	7%
		Not Known/refused	5	1%	5	2%	5	1%	5	1%	5	1%
	Not known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	5	1%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	5	1%	0	0%	0	0%
Grade 7 & 8 Total			430	100%	435	100%	465	100%	440	100%	450	100%
Grade 9 & 10	UK	BAME	5	5%	5	5%	5	4%	5	4%	0	2%
		White	45	70%	40	67%	55	70%	60	78%	70	78%
		Not Known/refused	15	19%	15	23%	15	20%	15	17%	15	17%
	Non-UK	BAME	0	2%	0	2%	0	0%	0	0%	0	0%
		White	0	2%	0	0%	0	0%	0	0%	0	1%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	2%	0	2%	0	1%	0	1%	0	1%
		Not Known/refused	0	2%	0	2%	5	5%	0	0%	0	0%
Grade 9 & 10 Total			65	100%	60	100%	80	100%	75	100%	85	100%
Not Known	UK	BAME	0	0%	0	0%	0	0%	0	0%	0	100%
		White	5	63%	0	25%	0	0%	0	100%	0	0%
		Not Known/refused	0	13%	0	50%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	25%	0	0%	0	0%	0	0%
		White	0	13%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	13%	0	0%	0	0%	0	0%	0	0%
	Not known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known Total			10	100%	5	100%	0	0%	0	100%	0	100%
Total			1,310		1,320		1,385		1,320		1,370	

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

The following is notable:

- Higher proportion of BAME staff on fixed-term contracts (15%) compared to permanent (8%).
- Permanent BAME staff are mostly UK Asian and Mixed.
- Low numbers of non-UK permanent BAME PS staff.
- Permanent PS staff population numbers remain broadly constant over the years.
- Almost no fixed-term BAME non-UK staff. Those that are, are Asian.

(See 4a for actions).

Table 4.15 Professional Services staff by contract type

Permanent Professional staff

Year	Ethnicity	2017/18 Count	2017/18 %	2018/19 Count	2018/19 %	2019/20 Count	2019/20 %	2020/21 Count	2020/21 %	2021/22 Count	2021/22 %
UK	Asian	15	1%	20	2%	25	2%	25	2%	25	2%
	Black	10	1%	10	1%	10	1%	10	1%	10	1%
	Mixed	20	2%	20	2%	25	2%	30	2%	30	2%
	Other	5	0%	5	0%	5	0%	5	0%	5	0%
	White	835	76%	820	75%	860	75%	920	77%	945	78%
	Not Known/refused	115	11%	120	11%	115	10%	100	8%	85	7%
Non-UK	Asian	5	0%	5	0%	5	0%	10	1%	10	1%
	Black	5	0%	5	0%	5	0%	5	0%	5	0%
	Mixed	5	0%	5	0%	5	0%	5	0%	5	0%
	Other	5	0%	5	0%	5	0%	5	0%	5	0%
	White	55	5%	55	5%	60	5%	70	6%	70	6%
	Not Known/refused	10	1%	10	1%	10	1%	10	1%	5	1%
Not Known	Asian	0	0%	0	0%	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
	White	5	1%	10	1%	5	1%	5	0%	5	0%
	Not Known/refused	10	1%	10	1%	15	1%	5	0%	0	0%
	Total BAME	65	6%	70	7%	75	7%	90	7%	90	8%
	Total White	895	82%	885	81%	930	81%	990	83%	1020	85%
	Total Not Known/refused	135	12%	140	13%	140	12%	115	10%	95	8%
	Total	1,095	100%	1,090	100%	1,145	100%	1,190	100%	1,205	100%

Fixed-term Professional staff

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	Asian	0	1%	5	2%	5	3%	5	4%	5	4%
	Black	0	0%	0	0%	0	1%	5	2%	0	1%
	Mixed	5	3%	5	2%	5	2%	5	2%	5	3%
	Other	0	1%	5	1%	0	1%	0	1%	0	1%
	White	145	68%	160	70%	160	67%	90	70%	105	64%
	Not Known/refused	20	8%	15	7%	15	6%	5	5%	20	11%
Non-UK	Asian	5	3%	5	3%	10	3%	5	4%	5	3%
	Black	0	0%	0	0%	0	0%	0	0%	0	1%
	Mixed	0	0%	0	0%	0	0%	0	0%	0	1%
	Other	0	0%	0	0%	0	0%	0	1%	0	1%
	White	25	11%	25	11%	30	12%	15	11%	15	8%
	Not Known/refused	5	2%	5	2%	5	2%	0	1%	5	2%
Not Known	Asian	0	0%	0	0%	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	1%	0	0%	5	1%	0	0%	0	0%
	Not Known/refused	5	1%	0	1%	0	1%	0	0%	0	1%
	Total BAME	20	9%	20	9%	25	11%	20	14%	25	15%
	Total White	170	80%	185	81%	190	80%	105	80%	120	72%
	Total Not Known/refused	25	11%	25	10%	20	9%	5	6%	20	13%
	Total	215	100%	230	100%	240	100%	130	100%	165	100%

- <mark>full time/part-time contracts</mark>

Unable to make statistically significant comments due to low numbers.

Table 4.16: Professional Services staff by full/part time

Full-time Professional staff

	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	Asian	15	2%	20	2%	25	3%	25	2%	25	2%
	Black	10	1%	10	1%	10	1%	10	1%	10	1%
	Mixed	20	2%	20	2%	20	2%	25	3%	25	2%
	Other	0	0%	5	1%	5	1%	5	1%	5	0%
	White	690	74%	675	74%	720	73%	725	76%	755	77%
	Not Known/refused	90	10%	90	10%	90	9%	75	8%	65	7%
Non-UK	Asian	10	1%	10	1%	10	1%	10	1%	15	1%
	Black	5	0%	5	0%	5	0%	5	0%	5	0%
	Mixed	5	0%	5	0%	5	0%	5	1%	5	1%
	Other	0	0%	5	0%	5	0%	5	0%	5	0%
	White	60	6%	50	5%	55	6%	55	6%	60	6%
	Not Known/refused	10	1%	10	1%	10	1%	5	1%	10	1%
Not Known	Asian	0	0%	0	0%	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
	White	10	1%	10	1%	10	1%	5	0%	5	0%
	Not Known/refused	10	1%	10	1%	15	1%	5	0%	0	0%
	Total BAME	60	7%	70	8%	85	8%	85	9%	85	9%
	Total White	755	82%	735	80%	790	80%	785	82%	815	83%
	Total Not Known/refused	110	12%	110	12%	115	11%	85	9%	75	8%
	Total	925	100%	915	100%	985	100%	955	100%	980	100%

Part-time Professional staff

|	Year	2017/18		2018/19		2019/20		2020/21		2021/22	
	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	Asian	0	1%	5	1%	5	1%	5	2%	10	2%
	Black	5	1%	0	0%	0	0%	0	0%	5	1%
	Mixed	5	2%	5	1%	5	1%	5	2%	10	2%
	Other	5	1%	0	0%	0	0%	0	0%	0	1%
	White	290	76%	305	75%	300	75%	285	77%	300	76%
	Not Known/refused	45	12%	45	11%	40	10%	35	9%	35	9%
Non-UK	Asian	5	1%	5	1%	5	1%	5	1%	5	1%
	Black	0	0%	0	0%	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	1%
	White	20	5%	30	8%	30	8%	25	7%	25	7%
	Not Known/refused	5	1%	5	1%	5	1%	5	1%	0	1%
Not Known	Asian	0	0%	0	0%	0	0%	0	0%	0	0%
	Black	0	0%	0	0%	0	0%	0	0%	0	0%
	Mixed	0	0%	0	0%	0	0%	0	0%	0	0%
	Other	0	0%	0	0%	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known/refused	5	1%	0	0%	0	0%	0	0%	0	0%
	Total BAME	20	5%	20	5%	20	5%	20	5%	30	7%
	Total White	310	81%	335	82%	335	83%	310	84%	325	83%
	Total Not Known/refused	50	14%	50	13%	50	12%	40	11%	40	10%
	Total	385	100%	405	100%	405	100%	365	100%	395	100%

- <mark>staff turnover rates</mark>

Table 4.17: Professional Services staff turnover

Professional services staff turnover

Year		UK			Non-UK			Not Known			All			Total
		BAME	White	Not Known/ refused	BAME	White	Not Known/ refused	BAME	White	Not Known/ refused	BAME	White	Not Known/ refused	
2017/18	All staff	50	810	95	15	65	10	0	5	10	65	875	115	1055
	Leavers	5	140	5	0	10	0	0	0	5	10	150	10	170
	Turnover rate	13%	17%	6%	15%	17%	0%	0%	33%	60%	14%	17%	11%	16%
2018/19	All staff	75	990	115	20	80	15	0	10	15	95	1075	145	1310
	Leavers	15	160	20	5	15	5	0	5	5	20	175	25	220
	Turnover rate	21%	16%	17%	30%	16%	23%	0%	38%	31%	23%	16%	19%	17%
2019/20	All staff	80	1110	120	25	100	15	0	5	15	105	1215	150	1,470
	Leavers	15	140	20	5	20	0	0	0	5	15	160	25	205
	Turnover rate	16%	13%	18%	17%	22%	15%	0%	0%	20%	16%	13%	18%	14%
2020/21	All staff	85	1095	125	30	95	15	0	5	5	115	1195	140	1,455
	Leavers	20	150	20	5	15	5	0	0	0	20	165	25	205
	Turnover rate	21%	14%	15%	10%	15%	21%	0%	0%	50%	18%	14%	16%	14%
2021/22	All staff	95	1205	100	55	115	15	0	5	5	155	1325	115	1,595
	Leavers	15	200	25	10	20	5	0	0	0	25	220	35	280
	Turnover rate	16%	16%	27%	20%	16%	33%	0%	33%	67%	18%	16%	29%	17%

Chart 4.4: Professional Services staff turnover by ethnicity

Professional services staff turnover rate by ethnicity
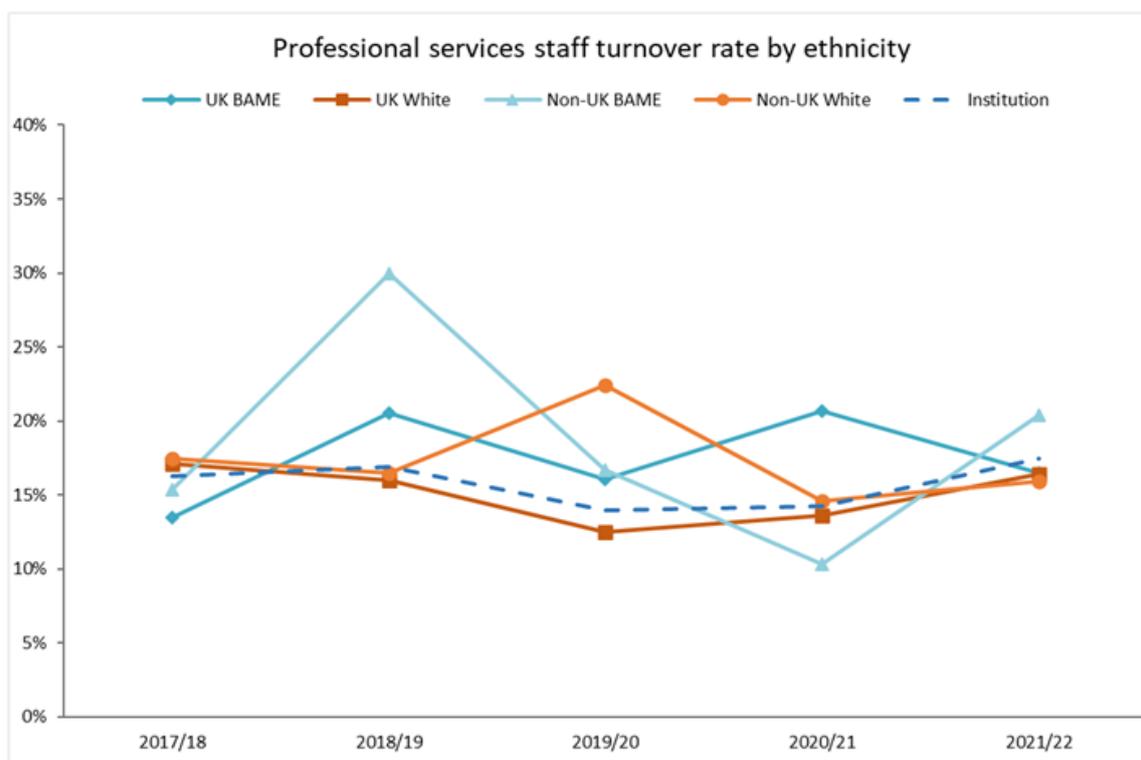
Non-UK BAME staff turnover rates were higher than UK counterparts until 2019/20. Turnover rates in 2021/22 have grouped together at 16%, except for non-UK BAME which is higher at 20%.

Table 4.18: Permanent Professional Services staff turnover

Permanent professional services staff turnover

Year		UK			Non-UK			Not Known			All			Total
		BAME	White	Not Known/ refused	BAME	White	Not Known/ refused	BAME	White	Not Known/ refused	BAME	White	Not Known/ refused	
2017/18	All staff	45	725	85	10	55	10	0	5	5	60	780	100	940
	Leavers	5	100	5	0	5	0	0	0	5	10	105	5	120
	Turnover rate	15%	14%	5%	8%	11%	0%	0%	33%	50%	14%	14%	7%	13%
2018/19	All staff	65	890	100	15	65	10	0	5	15	80	960	125	1160
	Leavers	10	115	10	5	5	0	0	0	5	15	125	15	150
	Turnover rate	16%	13%	12%	25%	10%	0%	0%	29%	23%	18%	13%	12%	13%
2019/20	All staff	65	985	115	20	70	15	0	5	15	90	1060	140	1,285
	Leavers	5	95	20	5	10	0	0	0	0	10	105	25	135
	Turnover rate	9%	10%	18%	14%	13%	0%	0%	0%	15%	10%	10%	17%	11%
2020/21	All staff	75	1010	105	20	85	10	0	5	5	100	1095	120	1,315
	Leavers	15	125	10	0	10	0	0	0	0	15	135	15	160
	Turnover rate	18%	12%	11%	0%	11%	10%	0%	0%	50%	14%	12%	12%	12%
2021/22	All staff	85	1080	90	40	90	10	0	5	5	125	1175	100	1,405
	Leavers	10	165	20	5	15	0	0	0	0	20	180	25	220
	Turnover rate	14%	15%	22%	18%	14%	18%	0%	33%	67%	15%	15%	23%	16%

Chart 4.5: Permanent Professional Services staff turnover by ethnicity
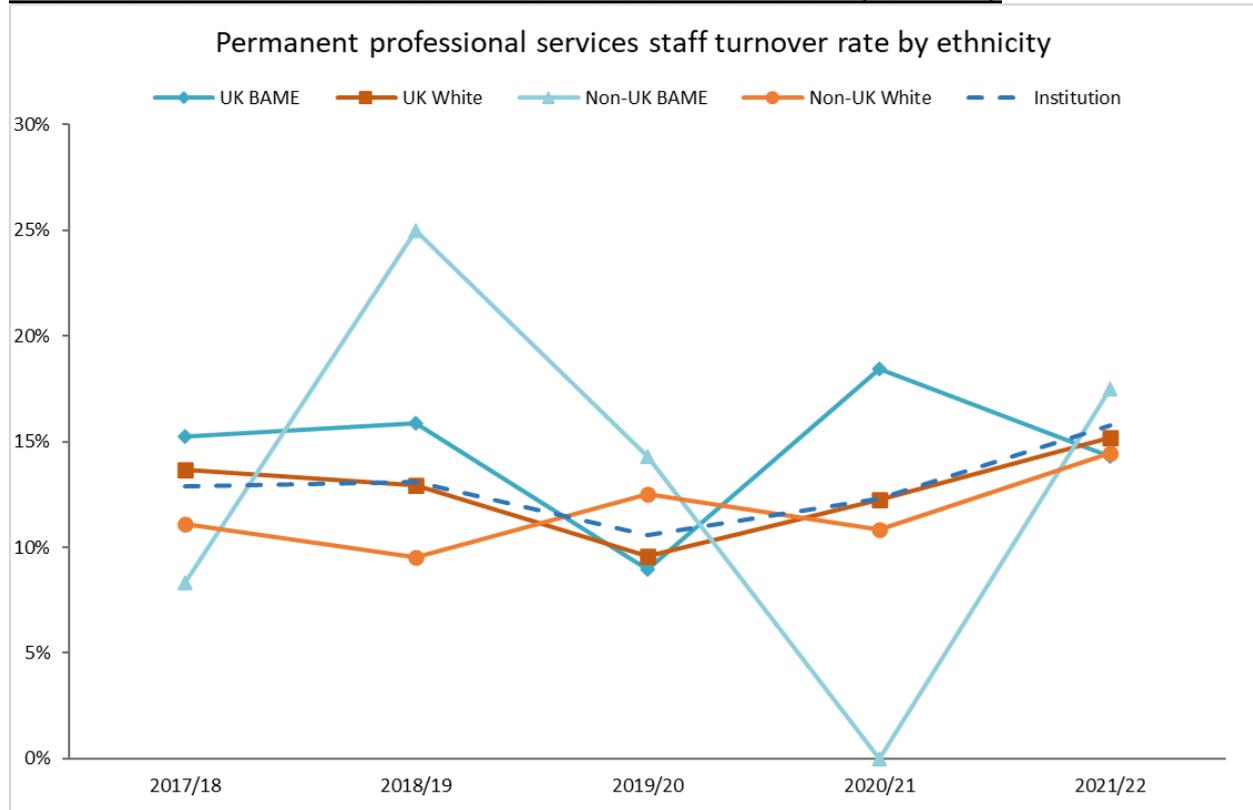
There is considerable volatility in the turnover rates for all permanent BAME staff, though 2021/22 turnover rates for all groups are very similar. For the most part, fixed-term contracts are small in number but turnover rates stay between 22% and 31%.

Table 4.19: Fixed-term Professional staff turnover

Fixed-term professional services staff turnover

Year		UK BAME	UK White	UK Not Known/ refused	Non-UK BAME	Non-UK White	Non-UK Not Known/ refused	Not Known BAME	Not Known White	Not Known Not Known/ refused	All BAME	All White	All Not Known/ refused	Total
2017/18	All staff	5	85	10	0	10	0	0	0	5	5	95	15	115
	Leavers	0	40	0	0	5	0	0	0	5	0	45	5	50
	Turnover rate	0%	46%	22%	100%	56%	0%	0%	0%	75%	14%	47%	38%	44%
2018/19	All staff	10	100	15	5	15	5	0	0	5	15	115	20	150
	Leavers	5	45	5	0	5	5	0	0	0	5	50	10	70
	Turnover rate	50%	43%	50%	50%	44%	100%	0%	100%	67%	50%	44%	60%	46%
2019/20	All staff	15	130	10	5	25	0	0	0	0	15	155	10	185
	Leavers	5	45	0	0	15	0	0	0	0	10	60	5	70
	Turnover rate	50%	35%	22%	33%	50%	0%	0%	0%	50%	47%	37%	27%	38%
2020/21	All staff	10	85	15	5	15	5	0	0	0	20	100	20	140
	Leavers	5	25	5	5	5	0	0	0	0	5	30	10	45
	Turnover rate	36%	29%	35%	43%	38%	50%	0%	0%	0%	37%	31%	38%	33%
2021/22	All staff	15	125	10	15	25	5	0	0	0	30	150	15	190
	Leavers	5	35	10	5	5	5	0	0	0	10	40	10	60
	Turnover rate	31%	27%	73%	29%	22%	75%	0%	0%	0%	29%	26%	73%	30%

Chart 4.6: Fixed-term Professional Services staff turnover by ethnicity

Fixed-term professional services staff turnover rate by ethnicity

See 4a for ACTIONS

Race Equality Charter application v1 Mar 20
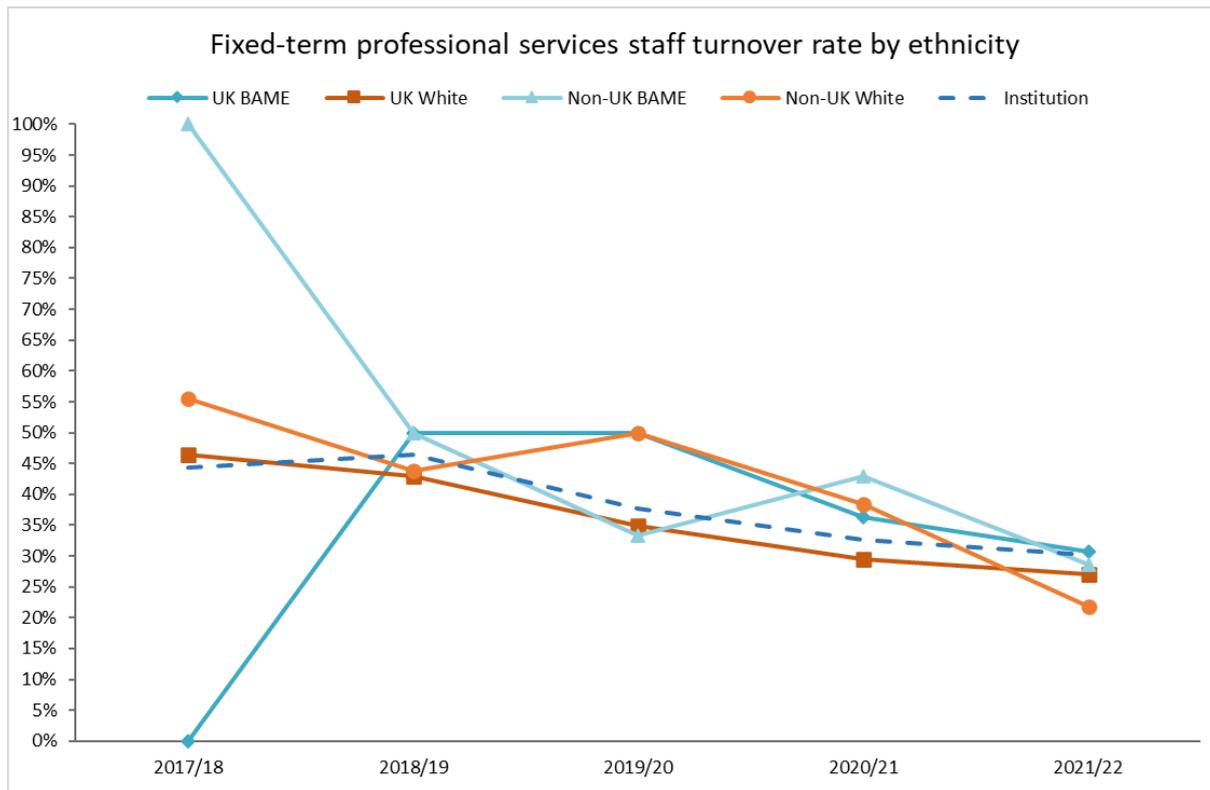
4c Grievances and disciplinaries

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

- the ethnic profile of individuals involved in grievance procedures

- the ethnic profile of individuals involved in disciplinary procedures

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

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

Figure 4.1: Total grievances and disciplinaries by ethnicity & total race related

Ethnicity	Type	2020-2022	
BAME	Grievance		18%
	Disciplinary		11%
White	Grievance		36%
	Disciplinary		32%
Unknown	Grievance		0%
	Disciplinary		4%
Totals			100%

Race Related Grievances and Disciplinaries	
2020-2022	

Numbers of grievances and disciplinaries are low, therefore we have drawn on other data to inform actions. Of REC survey respondents 60% said they believed that, if they reported a race-related incident to the institution, appropriate action would be taken. Only 49% of BAME respondents agreed.

> "People don't report what happens to them, because there is no faith or trust that anything will be done."
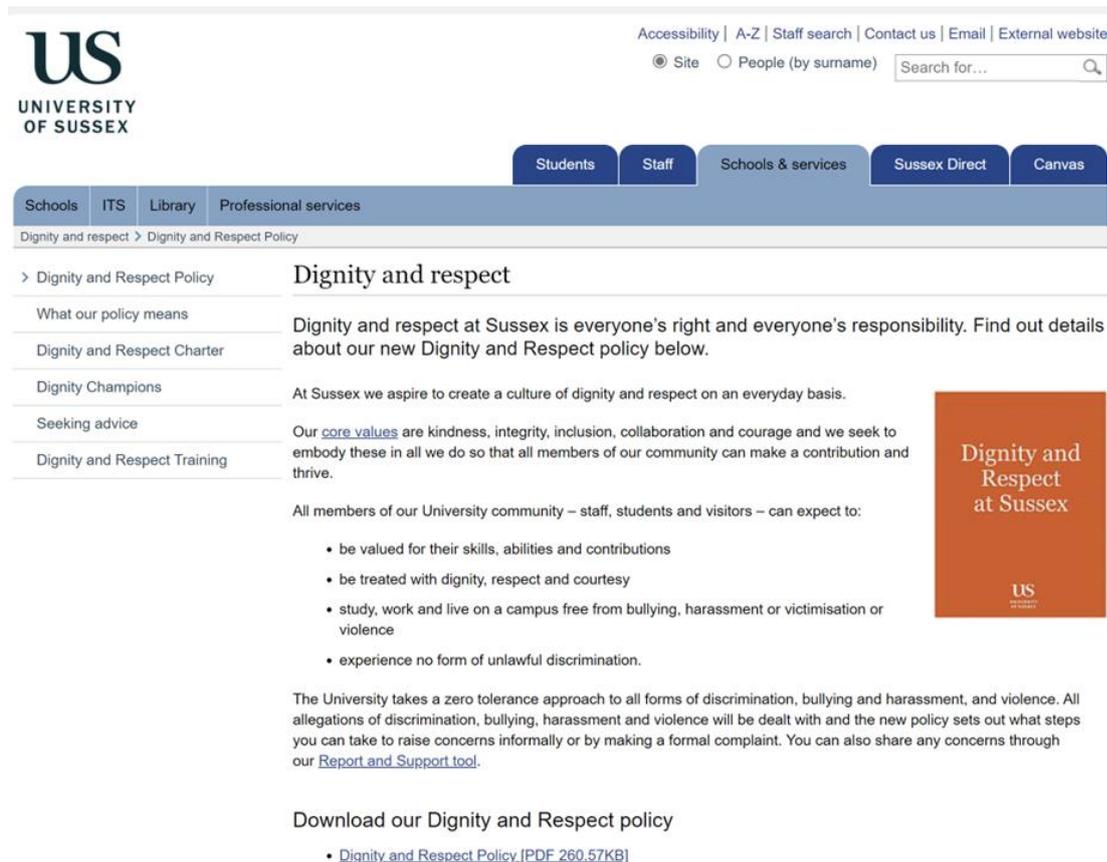>
> REC Focus Group participant

The following was also noted:

'I would know how to report it' [race related incidents]. Higher rates of White respondents (60%) agreed compared to BAME respondents (51%)

'If I have reported a race-related incident to my institution, I have found the support offered through the process to be satisfactory' Higher rates of White respondents (6%) agreed compared to BAME respondents (4%)

The University introduced a revised Dignity and Respect policy (2019).

Figure 4.2: Screenshot of Dignity and Respect webpages

Seven trained academic and PS Dignity and Respect Champions were recruited in January 2020, released for up to 0.1 FTE to meet staff affected by bullying and harassment, review their options and support them to take informed action. In the first 2.5 years there were 32 enquiries.

In August 2021 a Report and Support (R&S) online tool was introduced.

Figure 4.3: Screenshot of Report and Support landing pages
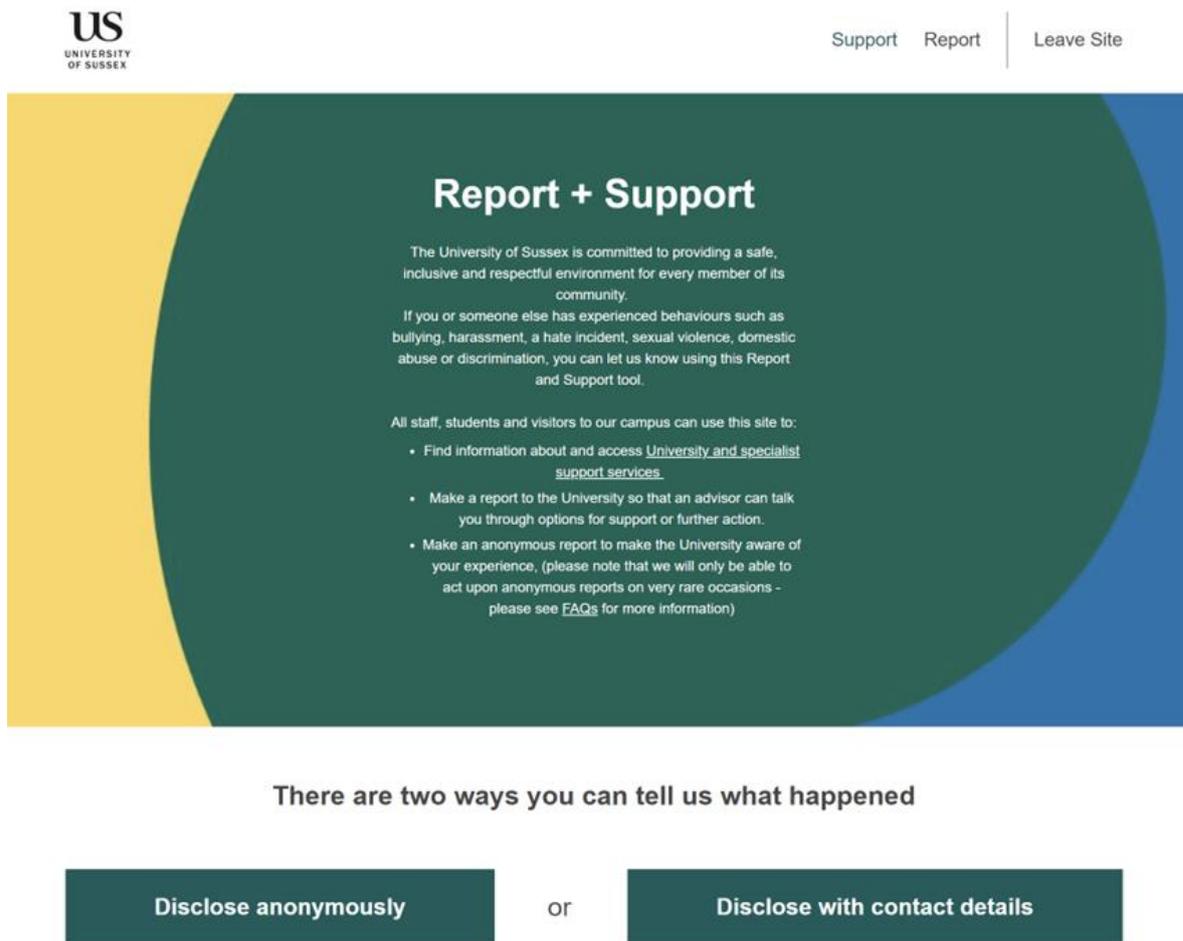
The incident type most frequently reported was bullying/harassment. Most reporters did not share their race/ethnicity so it is unknown what numbers were racially motivated.

The data collected helps the University track poor behaviour categories, assess the impact, and plan macro level responses. Between August 2021 and October 2022 there were 51 reports: 22 made with contact details and 29 made anonymously.

Both the R&S tool and the Dignity and Respect Champions network provide valuable insight into staff experience and help identify areas for action. This is reported annually to Council (1.5d).

We will take action to develop these initiatives:

- **1.4a:** Review current staff survey questions to ensure questions about trust in leadership are included.
- **1.4b:** Improve consistency in which leadership recognise and respond to potential cultural flashpoints, so that their commitment to fairness and kindness are visible.
- **1.5b**: Align recordkeeping to aid a more comparative analysis of themes.

- **1.5c:** Monitor reporter demographics to identify rates for marginalised groups and identify barriers to reporting.
- **1.5e:** Build information for incoming staff/ students into existing communication methods such as inductions to increase awareness of reporting procedures for on campus incidents.
- **1.5f:** Create communication Strategy: ensure that all staff are aware of the R&S tool. Improve trust that action is taken on reported incidents by sharing anonymised scenarios, case examples, themes identified and proactive actions to address these.
- **1.5g:** Review Grievance and Disciplinary Policies and ensure processes are accessible.
- **1.5h:** Review R&S guidance and information sections to ensure relevancy and responsiveness to emerging trends. Undertake R&S tool evaluation to review its effectiveness and the support available particularly to those raising race-related incidents.
- **1.5i:** Communication Strategy: Consult with the community periodically collaborating on developing any new promotional material for R&S and to improve our approach for reporting and responding to incidents.
- **1.5j:** Increase training and CPD opportunities for R&S responders (including anti-racist training).
- **1.5k:** Monitor R&S responders demographics and D&R champions: address gaps when recruiting new volunteers (use matrix to support diverse composition of volunteers).

Which races/ethnicities are reporting?
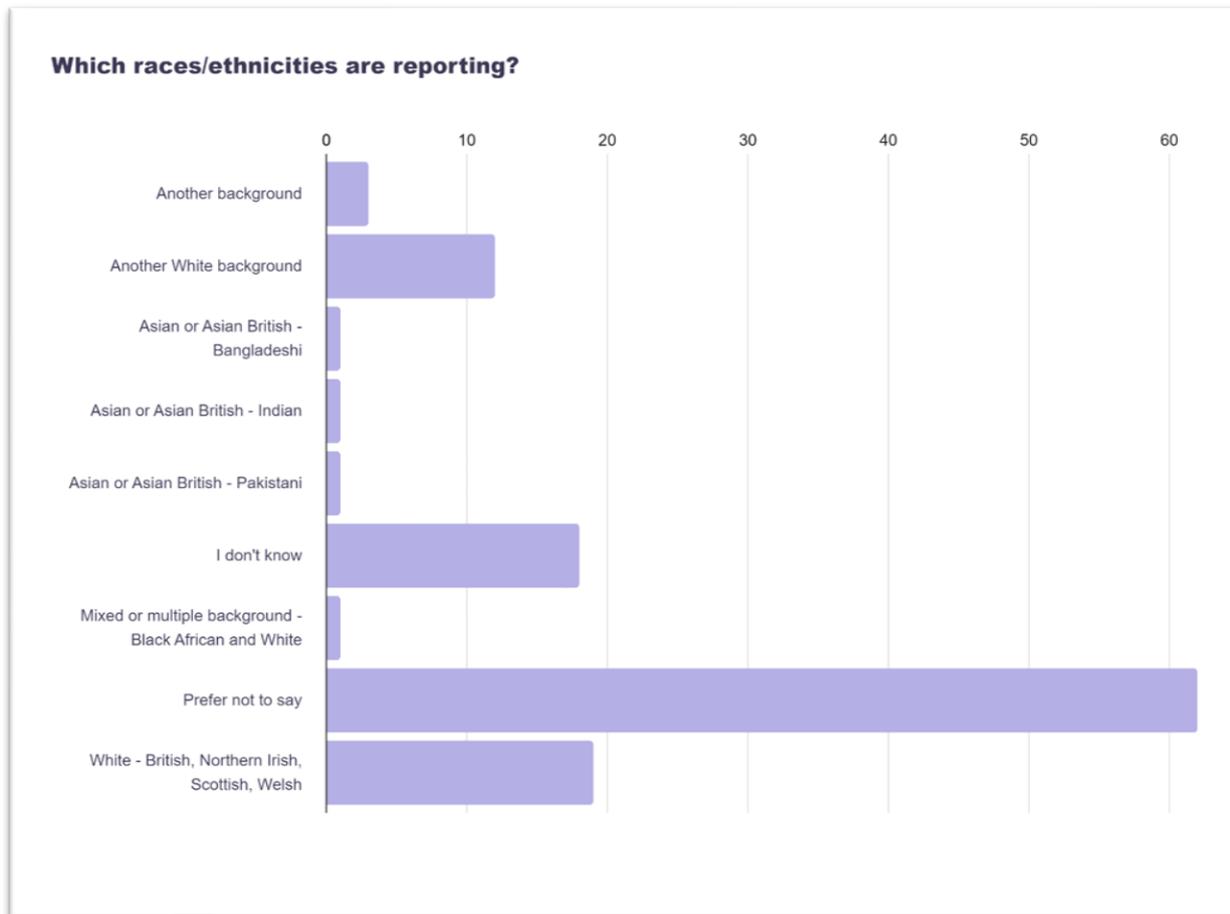
A Pulse Survey (April 2022, response rate 39%) showed:

- A six-point increase (from Oct 2021) in respondents (74%) reporting that they are treated with dignity and respect. Of respondents 12% reported experiencing bullying or harassment in the previous 12 months (11% were BAME staff, 10% White staff and 24% preferred not to say).
- Of respondents 31% made a report and 41% said the behaviour had stopped.
- Of respondents 43% were satisfied with how bullying and harassment is addressed in their School/Division (16% disagreed).

Each School/Division developed an action plan to address their results.

1.5a: Work with external local organisations to identify potential improvements to the University's current approach for reporting, responding to and reducing incidents in the local area.

1.5b: Align recordkeeping categories across different reporting routes to aid comparative analysis of themes.

1.5c: Monitor demographic data to determine whether those with marginalised identities are represented in disclosure data and whether this suggests barriers to disclosure, reporting or accessing support.

1.5d: Annual reporting to Council (of HR cases, R&S, Dignity and Respect Champions network data) to capture usage and drive forward activity and commitment.

1.5e: Build in information for all incoming and current staff and students. Include in new staff induction sessions and wider communications. For students – Freshers, induction, re-induction and wider communication.

1.5f: Communcation Strategy: Undertake regular coordinated communications to improve awareness of the range of routes for reporting and addressing concerns, including process steps and different possible outcomes, and improve trust that action is taken on reported incidents by sharing anonymised scenarios, examples of cases, themes identified and proactive actions to address these.

1.5g: Review and implement grievance and disciplinary policies, including ensuring information is presented in different and accessible ways e.g. create a flow chart.

1.5h: Review Report and Support guidance and information sections to ensure relevancy and responsiveness to emerging trends. Undertake an evaluation of the report and support tool to evaluate its effectiveness and the support available particularly to those raising race-related incidents

1.5i: Communication Strategy: Consult with the community on an ongoing basis, for example to seek collaboration and feedback on developing any new promotional material for Report and Support.

1.5j: Ensure report and support responders and dignity and respect champions have undertaken relevant training such as Union Black anti-racist training and CPD opportunities.

1.5k: Collect and monitor diversity data of report and support responders and dignity and respect champions and seek to address any

gaps when new volunteers are recruited. Implement matrix to identify gaps and guide diversity efforts.

1.4a Review current staff survey questions to ensure questions about trust in leadership are included. Monitor response rates and target actions.

1.4b: Improve consistency in which leadership recognise and respond to potential cultural flashpoints, so that their commitment to fairness and kindness is visible.

4d Decision-making boards and committees

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

- senior management team

- board of governors/council

- research and academic committees

- key departmental decision-making bodies

Equality Monitoring for all the University's decision-making boards/ committees is not yet routine. There are approximately 130 committees.

Some staff perceive high levels of homogeneity in governance which may contribute to feelings of mistrust and not belonging:

> "the majority of senior leadership team are old, white men so things won't change until there is a mix of ethnicities and genders"
>
> Staff REC survey response

We are committed to monitoring demographic data for all key governance committees and Council. We will use MyView to complete annual monitoring on internal governance committee (2.5a). School Heads will also routinely monitor school SMT data on MyView (2.6a). We will use these analytics to create annual reports on the ethnicity of SMT membership (2.6b) and we will develop and implement actions to address gaps identified (2.5b).

Although not all positions are recruited to (some are prescribed officeholders) we are committed to increase representation for decision-making bodies and will implement strategies to attract more diverse applicants, including the use of agencies such as Inclusive Boards, when vacancies appear (2.4e). We will also consider setting targets: for example, where executive recruitment agencies are used, consider requiring a 20% minimum for shortlisted BAME applicants (2.4f).

Chart 4.8: Key governance committees

Key Governance Committees
Audit and Risk Committee (of Council)
Capital Programmes Committee
Chair's Committee
Council
Executive Liaison Group
Strategic Performance and Resources Committee (of Council)
Student Experience Committee
Honorary Degrees Committee
Remuneration Committee (A) – VC Pay
Remuneration Committee (B) – Staff Pay
Senate
University Executive Group (UEG)
University Leadership Team (ULT)

> *"Increase the representation of BAME staff at senior leadership level e.g. UEG; ULT, PSLT. If you can see it you can be it."*
>
> Staff REC survey response

Figure 4.4: Key committees by ethnicity as at August 2021

UEG		
Ethnicity	**Count**	**%**
BAME		
White		
Not Known/refused		
Total	13	100%

ULT		
Ethnicity	**Count**	**%**
BAME		
White		
Not Known/refused		
Total	32	100%

Senate		
Ethnicity	**Count**	**%**
BAME		
White		
Not Known/refused		
Total	45	100%

SPRC		
Ethnicity	**Count**	**%**
BAME		
White		
Not Known/refused		
Total	8	100%

Figure 4.5: Council composition by ethnicity 2019-2022

Nationality	Ethnicity	2019/20		2020/21		2021/22	
		Count	%	Count	%	Count	%
UK	BAME	0	8%	0	8%	0	8%
	White	15	68%	20	69%	15	65%
	Not Known/refused	0	4%	0	4%	5	12%
Non-UK	BAME	0	8%	0	4%	0	4%
	White	0	4%	0	8%	0	4%
	Not Known/refused	0	4%	0	4%	0	8%
Not known	BAME	0	0%	0	0%	0	0%
	White	0	0%	0	0%	0	0%
	Not Known/refused	0	4%	0	4%	0	0%
Total BAME		5	16%	5	12%	5	12%
Total White		20	72%	20	77%	20	69%
Total Not Known/refused		5	12%	5	12%	5	19%
Total		25	100%	25	100%	25	100%

At January 2023, Council comprised:

- 21 independents
- Three elected from Senate
- One elected from PS
- Two elected academics.

Schools have differing structures for their SMTs though all are weighted towards White members (see figure 4.6). This reflects the low ethnic diversity in staff populations, impacts the pipeline to senior academic/PS roles and to university leadership.

The Nominations Committee recognises the need to enhance diversity, and we will address under-representation by:

- monitoring equality data annually for senior management, governance, Senate and Council (2.4b)
- identifying appropriate sector benchmarks and identifying targets (2.4a)
- setting target for BAME representation to reflect average by 2028 (2.4c)
- Implement recruitment strategies to attract more ethnically diverse applicants (2.4d)

Figure 4.6: SMT memberships by School as at November 2021

Business School SMT composition by ethnicity

BSMS SMT constitution by ethnicity

Race Equality Charter application v1 Mar 20

EngInf SMT composition by ethnicity

ESW SMT composition by ethnicity

Global Studies SMT composition by ethnicity

Race Equality Charter application v1 Mar 20

LifeSci SMT composition by ethnicity

Asian Other | Bangladeshi | Information refused | Not known | Other Ethnic Background | Other Mixed Background | Other White Background | White

LPS SMT composition by ethnicity

Other ethnic ...ound | Other White background | Pakistani | Not known | White

Chart Area

MAH SMT composition by ethnicity

Information refused | Not known | Other Ethnic Background | Other White Background | White

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MPS SMT composition by ethnicity

A bar chart showing MPS SMT composition by ethnicity. Bars: Asian other (low), Other Ethnic Background (low), Other White Background (medium), White (highest).

Psychology SMT constitution by ethnicity

A bar chart showing Psychology SMT constitution by ethnicity. Bars: Information refused (low), Mixed White & Asian (low), Other White Background (low), White (highest).

2.4a: Identify appropriate sector benchmark form comparison of BAME colleagues on Senate, Council and UEG.

2.4b: Monitor equality data annually for senior management, governance, Senate and Council.

2.4c: BAME representation to reflect average by 2028

2.4d: Increase representation on Senate, Council and senior decision-making bodies by implementing recruitment strategies to attract more ethnically diverse applicants. Review and amend recruitment processes.

2.4e: Nominations Committee to use agencies such as Inclusive Boards when vacancies appear (on Council).

2.4f: Set targets: where used executive recruitment agencies are used, consider requiring a minimum of 20% of shortlist to be BAME applicants (moved).

2.5a: Collect and monitor equality data for all key internal governance committees using MyView data/ annual reviews.

2.5b) Develop and implement actions to address gaps identified.

2.6a: Heads of School to routinely monitor School SMT data using MyView data.

2.6b: Create annual reports on the ethnicity of SMT membership as an evidence base for understanding representation and further action required.

4e Equal pay

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

> " I have no idea whether my colleagues in the same position are paid more or less than me or whether we are being treated equally in terms of salary."
>
> Staff REC survey response

In 2016 an Equal Pay Review compared staff doing equal work, checking base and total pay.

In 2022 another review was commissioned; however, the provider failed to meet the contractual expectations or provide a useable output. We will therefore commission another external review and develop actions to address any disparities (2.7a).

Our annual internal Equal Pay Audits show discrepancies in the top grades. To address this, we will:

- monitor existing People Strategy actions to develop an equitable pay framework, promotion criteria and job evaluation benchmarks (2.8d)
- produce guidance on starting salaries (2.8b)
- analyse pay gaps (2.8a)
- examine intersectional issues with race/ethnicity and gender (2.8c)

For tables below positive numbers favour White staff, negative favour BAME staff. Amber figures over 3% warrant investigation, red figures over 5% warranting action and will be investigated (2.7b).

Table 4.20: Equal pay of academic staff by ethnicity

2020 Academic staff by ethnicity				Total hourly pay		Base hourly pay	
Grade	BAME	White	% BAME	Mean	Median	Mean	Median
6	5	25	13%	-1.9%	0.0%	0.3%	2.9%
7	85	300	22%	0.7%	2.9%	0.4%	2.9%
8	60	240	20%	2.0%	2.9%	1.4%	2.9%
9	70	260	21%	0.7%	0.0%	0.1%	0.0%
10	25	220	9%	3.1%	7.5%	5.4%	8.8%

2021 Academic staff by ethnicity				Total hourly pay		Base hourly pay	
Grade	BAME	White	% BAME	Mean	Median	Mean	Median
5	30	115	20%	-0.1%	0.3%	0.0%	0.4%
6	55	160	25%	1.3%	2.6%	2.4%	2.0%
7	85	290	23%	-1.1%	-0.5%	0.4%	2.9%
8	60	225	22%	-0.6%	1.9%	1.8%	2.9%
9	75	275	21%	-1.4%	-1.7%	0.2%	0.0%
10	25	240	10%	4.8%	4.3%	1.7%	7.1%

2022 Academic staff by ethnicity				Total hourly pay		Base hourly pay	
Grade	BAME	White	% BAME	Mean	Median	Mean	Median
5	25	80	24%	0.2%	-0.2%	0.2%	-0.2%
6	50	160	24%	1.3%	0.3%	1.3%	0.2%
7	105	295	26%	-0.7%	0.0%	0.5%	2.9%
8	70	225	24%	2.2%	2.9%	2.1%	2.9%
9	65	260	21%	0.1%	0.0%	-0.2%	0.0%
10	25	215	10%	-1.2%	2.6%	-1.2%	6.1%

Table 4.21: Equal pay of Professional Services staff by ethnicity

2020 Professional staff by ethnicity				Total hourly pay		Base hourly pay	
Grade	BAME	White	% BAME	Mean	Median	Mean	Median
1	0	5	14%	0.0%	0.0%	1.3%	0.0%
2	0	20	10%	0.3%	0.1%	-0.6%	-2.9%
3	5	105	4%	4.8%	4.6%	4.0%	5.3%
4	25	240	10%	2.4%	2.4%	3.0%	2.8%
5	10	180	6%	-2.4%	-5.2%	-2.6%	-6.0%
6	15	125	10%	2.8%	5.1%	2.2%	4.3%
7	20	235	8%	0.0%	2.9%	1.2%	5.7%
8	10	120	7%	4.0%	5.0%	3.3%	5.7%
9	5	35	8%	0.4%	-1.7%	-1.0%	-3.0%
10	0	10	8%	-42.0%	-47.2%	-41.8%	-47.2%

2021 Professional staff by ethnicity				Total hourly pay		Base hourly pay	
Grade	BAME	White	% BAME	Mean	Median	Mean	Median
1	0	5	29%	11.0%	0.0%	1.1%	-1.0%
2	0	15	6%	-2.6%	-4.7%	-5.0%	-5.9%
3	5	95	7%	3.6%	4.5%	3.3%	5.0%
4	25	240	9%	1.2%	1.9%	2.2%	5.6%
5	15	195	8%	-0.1%	0.0%	0.5%	1.4%
6	15	130	10%	0.7%	1.2%	0.7%	2.9%
7	25	240	9%	-1.6%	-3.0%	1.9%	2.9%
8	10	130	7%	-2.6%	-1.9%	2.0%	1.5%
9	0	40	5%	-3.9%	-3.5%	-3.9%	-3.0%
10	0	15	6%	-32.6%	-46.1%	-33.4%	-44.4%

2022 Professional staff by ethnicity				Total hourly pay		Base hourly pay	
Grade	BAME	White	% BAME	Mean	Median	Mean	Median
1	0	5	33%	-0.6%	0.0%	-4.5%	-5.5%
2	0	10	9%	2.0%	2.8%	-3.1%	-3.9%
3	5	95	7%	2.5%	3.7%	2.2%	2.6%
4	25	235	10%	0.8%	0.0%	1.8%	2.9%
5	15	185	8%	0.1%	1.1%	0.8%	2.9%
6	15	140	9%	0.8%	1.8%	0.2%	0.0%
7	25	230	9%	0.3%	0.6%	2.6%	4.3%
8	15	130	9%	-0.4%	-1.5%	2.2%	0.0%
9	0	35	3%	1.3%	1.1%	-1.5%	0.0%
10	0	20	0%				

Table 4.22: Equal pay of clinical academic staff by ethnicity

2020				Total hourly pay		Base hourly pay	
Grade	BAME	White	% BAME	Mean	Median	Mean	Median
Pre-consultant	0	1	0%				
Consultant	4	6	40%	-48.8%	-51.5%	-3.6%	-6.2%

2021				Total hourly pay		Base hourly pay	
Grade	BAME	White	% BAME	Mean	Median	Mean	Median
Pre-consultant	9	19	32%	-25.7%	-74.0%	-29.3%	-90.9%
Consultant	10	23	30%	4.4%	-0.9%	2.9%	0.0%

2022				Total hourly pay		Base hourly pay	
Grade	BAME	White	% BAME	Mean	Median	Mean	Median
Pre-consultant	8	21	28%	-26.1%	-83.1%	-35.9%	-92.4%
Consultant	10	25	29%	-7.2%	-18.9%	1.9%	0.0%

Ethnicity pay gap reporting began in 2020.The mean hourly ethnicity pay gap (comparing BAME to White staff) has favoured BAME staff over that time. However, when disaggregated, there is a pay gap that favours White staff in each staff group (shown separately below). The overall value is skewed because, in the whole staff population, there are more BAME staff in the academic category than in the PS staff category. The majority of academics are in the upper pay quartiles.

For BAME academics, the top quartile has the lowest proportion (16%). PS continue to be White dominated, with BAME staff between 7% and 9% for each quartile.

Mean ethnicity pay gap 2023:

- Overall, -1.7%,
- Academic staff 6.1%,
- PS staff 7.3%

Table 4.23: Ethnicity pay gap (all) 2020-2023

Hourly Pay Gap Year on Year Comparison						
	2020	2021	2022	2023	Percentage point change since 2022	Percentage point change since 2020
Median	-3.0%	-4.7%	-4.7%	-3.0%	1.7%	0.0%
Mean	-6.7%	-2.6%	-2.5%	-1.7%	0.8%	5.0%

Table 4.24: Academic ethnicity pay gap 2020-2023

Hourly Pay Gap Year on Year Comparison						
	2020	2021	2022	2023	Percentage point change since 2022	Percentage point change since 2020
Median	5.7%	4.5%	8.3%	7.1%	-1.2%	1.4%
Mean	5.0%	5.6%	6.3%	6.1%	-0.1%	1.1%

Table 4.25: Professional Services ethnicity pay gap 2020-2023

Hourly Pay Gap Year on Year Comparison						
	2020	2021	2022	2023	Percentage point change since 2022	Percentage point change since 2020
Median	2.9%	0.0%	-2.7%	0.0%	2.7%	-2.9%
Mean	2.5%	2.8%	6.2%	7.3%	1.1%	4.8%

We committed to eliminate ethnicity pay gaps and improve workforce representation as part of the Anti-racist Pledge. Analysis is ongoing to get a better understanding of pay gaps for different staff groups including examining the intersectional issues with gender (2.8a&c).

Actions to address pay gaps are focused on improving representation, especially at senior level, and addressing barriers to promotion and progression as well as implementing guidance on starting salaries (2.8b).

Summary of Actions: 4e

2.7a: Commission an external equal pay review

2.7b: Analyse equal pay disparities above 3% and develop an action plan with the recognised trades unions to address any above 5%.

2.8a: Continue analysis of the ethnicity pay gap data to get a better understanding of the pay gap.

2.8b: Develop and implement guidance on starting salaries.

2.8c: Analyse data to understand intersectional issues with gender.

2.8d: Monitor the impact of existing People Strategy actions to develop an equitable pay framework, promotion criteria and job evaluation benchmarks.

5. Academic staff: recruitment, progression and development

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

Reflections from School/department leads are included in section 1.

5a Academic recruitment

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

• applying for academic posts

> "There is too much reliance on outside agencies to recruit staff….I don't think enough emphasis is given to equality, diversity and inclusivity during the recruitment process."
>
> Staff REC survey response

Non-UK BAME applicants have increased annually, while UK BAME applicants remain steady. BAME candidate interview rates have increased over the years, though this has not translated into an increased appointment rate. More White candidates are interviewed and appointed. We will monitor the recruitment panel demographics, ensuring the same individuals are not burdened. (2.12a). We will develop actions to diversify panels, including encouraging junior academic/PS staff to join panels to diversify representation (2.12b). We will also monitor the mandatory training compliance for panel members through the new LMS we will implement (2.11a).

We will audit recruitment literature and take actions to debias recruitment processes (2.9d).

Table 5.1: Academic recruitment - applications

		Applied									
	Year	2017		2018		2019		2020		2021	
Nationality	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	190	6%	85	4%	135	6%	145	5%	95	5%
	White	805	27%	500	23%	490	22%	565	21%	325	18%
	Not Known/refused	15	0%	20	1%	30	1%	25	1%	10	1%
Non-UK	BAME	785	26%	730	33%	740	33%	895	34%	745	43%
	White	895	30%	785	36%	530	24%	685	26%	315	18%
	Not Known/refused	35	1%	40	2%	60	3%	70	3%	35	2%
Not Known	BAME	90	3%	10	0%	40	2%	15	1%	60	3%
	White	120	4%	10	0%	60	3%	25	1%	50	3%
	Not Known/refused	95	3%	20	1%	170	7%	205	8%	115	7%
Total BAME		1065	35%	825	38%	920	41%	1055	40%	905	52%
Total White		1820	60%	1290	59%	1085	48%	1275	48%	690	39%
Total Not Known/refused		145	5%	80	4%	260	11%	300	11%	160	9%
Total		3,030	100%	2,200	100%	2,260	100%	2,630	100%	1,755	100%

Table 5.2: Academic recruitment - interviews

		Interviewed									
	Year	2017		2018		2019		2020		2021	
Nationality	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	20	5%	5	2%	15	4%	10	5%	25	6%
	White	125	35%	75	33%	120	31%	55	34%	115	26%
	Not Known/refused	0	1%	0	1%	5	1%	5	3%	5	1%
Non-UK	BAME	75	21%	55	24%	90	23%	40	25%	140	32%
	White	110	30%	75	34%	100	26%	30	21%	105	24%
	Not Known/refused	0	0%	5	2%	15	3%	0	1%	10	2%
Not Known	BAME	10	3%	0	1%	5	1%	0	1%	5	2%
	White	15	4%	0	0%	10	3%	5	2%	15	3%
	Not Known/refused	5	2%	5	1%	25	7%	10	8%	25	5%
Total BAME		105	29%	60	28%	110	29%	50	31%	170	39%
Total White		245	69%	150	68%	230	60%	90	57%	235	53%
Total Not Known/refused		10	2%	10	5%	45	12%	20	12%	35	8%
Total		360	100%	220	100%	380	100%	155	100%	440	100%

Table 5.3: Academic recruitment - appointments

Nationality	Year Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
		Appointed									
UK	BAME	10	9%	0	2%	5	3%	0	7%	5	4%
	White	35	33%	15	29%	40	39%	10	40%	30	32%
	Not Known/refused	0	1%	0	0%	0	0%	0	3%	0	2%
Non-UK	BAME	20	20%	15	25%	20	20%	10	27%	25	28%
	White	30	28%	20	40%	25	22%	5	20%	30	29%
	Not Known/refused	0	0%	0	2%	5	5%	0	0%	0	1%
Not Known	BAME	5	3%	0	0%	0	2%	0	0%	0	0%
	White	5	4%	0	0%	5	4%	0	0%	5	3%
	Not Known/refused	0	2%	0	2%	5	7%	0	3%	0	2%
	Total BAME	30	32%	15	27%	25	25%	10	33%	30	32%
	Total White	65	65%	35	69%	70	64%	20	60%	60	63%
	Total Not Known/refused	5	3%	0	4%	10	11%	0	7%	5	5%
	Total	100	100%	50	100%	105	100%	30	100%	100	100%

Chart 5.1: Academic recruitment by ethnicity
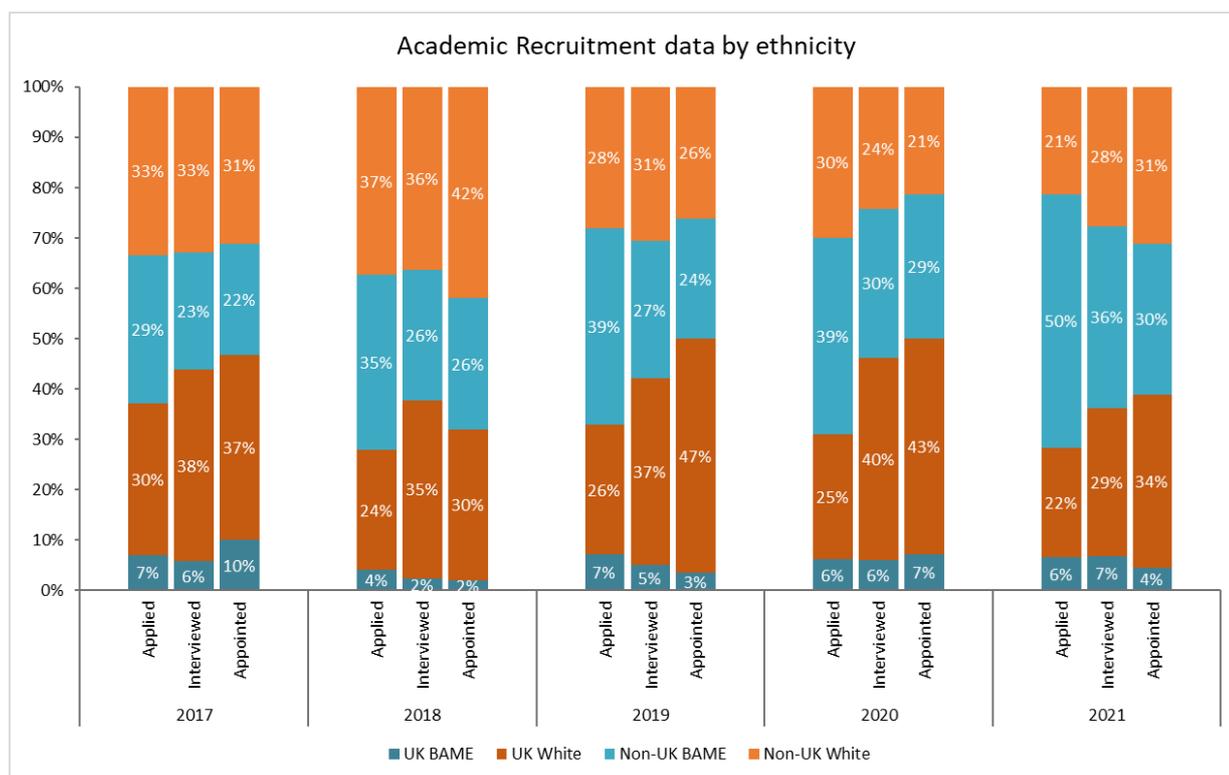
Chart 5.1: Academic recruitment by ethnicity

Tables 5.4: Academic recruitment by School

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
							Business					
		BAME	15	5%	15	2%	30	5%	25	5%	30	5%
Applied	**UK**	White	0	0%	5	0%	10	1%	5	1%	0	0%
		Not Known/refused	50	14%	35	5%	80	12%	75	14%	75	13%
	Non-UK	BAME	145	39%	330	49%	300	46%	225	42%	260	46%
		White	0	0%	10	2%	15	2%	10	2%	5	1%
		Not Known/refused	110	29%	270	41%	135	21%	145	27%	110	19%
	Not Known	BAME	20	5%	0	0%	25	4%	5	1%	20	4%
		White	15	4%	0	0%	40	6%	45	9%	45	8%
		Not Known/refused	15	4%	0	0%	20	3%	5	1%	20	4%
		Total	370	100%	665	100%	650	100%	540	100%	570	100%
Interviewed	**UK**	BAME	0	2%	0	0%	5	5%	0	2%	10	9%
		White	0	0%	0	2%	0	1%	5	6%	0	0%
		Not Known/refused	10	22%	10	15%	20	18%	20	36%	15	11%
	Non-UK	BAME	20	39%	20	37%	30	30%	15	30%	50	37%
		White	0	0%	5	5%	5	5%	0	4%	0	2%
		Not Known/refused	15	26%	25	42%	25	26%	10	17%	35	28%
	Not Known	BAME	5	7%	0	0%	0	2%	0	0%	5	2%
		White	0	0%	0	0%	10	8%	5	6%	10	8%
		Not Known/refused	0	4%	0	0%	5	6%	0	0%	5	3%
		Total	55	100%	60	100%	105	100%	55	100%	130	100%
Appointed	**UK**	BAME	0	0%	0	0%	0	0%	0	0%	0	5%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	13%	0	14%	5	16%	5	45%	5	15%
	Non-UK	BAME	5	33%	0	29%	10	32%	5	45%	10	45%
		White	0	0%	0	0%	5	12%	0	0%	0	5%
		Not Known/refused	5	33%	5	57%	5	24%	0	9%	5	25%
	Not Known	BAME	0	13%	0	0%	0	4%	0	0%	0	0%
		White	0	0%	0	0%	0	8%	0	0%	0	0%
		Not Known/refused	0	7%	0	0%	0	4%	0	0%	0	5%
		Total	15	100%	5	100%	25	100%	10	100%	20	100%

Stage	Nationality	Ethnicity	EngInf									
		Year	2017		2018		2019		2020		2021	
			Count	%	Count	%	Count	%	Count	%	Count	%
Applied	UK	BAME	15	6%	10	7%	5	4%	15	6%	10	4%
		White	0	0%	0	0%	0	1%	0	0%	0	0%
		Not Known/refused	20	9%	20	17%	15	15%	10	4%	10	5%
	Non-UK	BAME	115	55%	60	47%	40	44%	140	64%	120	64%
		White	0	0%	5	2%	5	5%	5	1%	5	3%
		Not Known/refused	45	22%	30	24%	20	23%	35	16%	20	12%
	Not Known	BAME	5	2%	0	0%	0	0%	0	1%	10	4%
		White	5	2%	5	2%	5	6%	15	7%	10	5%
		Not Known/refused	10	4%	0	1%	0	1%	0	1%	5	2%
		Total	205	100%	130	100%	95	100%	215	100%	190	100%
Interviewed	UK	BAME	0	2%	0	0%	0	4%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	5	7%	5	38%	5	25%	0	6%	5	9%
	Non-UK	BAME	25	57%	5	31%	10	36%	10	67%	25	55%
		White	0	0%	0	8%	0	4%	0	0%	0	5%
		Not Known/refused	10	29%	5	23%	5	25%	0	11%	5	14%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	2%
		White	0	2%	0	0%	0	7%	0	11%	5	11%
		Not Known/refused	0	2%	0	0%	0	0%	0	6%	0	5%
		Total	40	100%	15	100%	30	100%	20	100%	45	100%
Appointed	UK	BAME	0	10%	0	0%	0	11%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	10%	0	29%	5	44%	0	0%	5	27%
	Non-UK	BAME	5	40%	0	29%	5	33%	0	100%	5	36%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	5	30%	5	43%	0	11%	0	0%	5	27%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	10%	0	0%	0	0%	0	0%	0	9%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	10	100%	5	100%	10	100%	0	100%	10	100%

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
							ESW					
		Year	**2017**		**2018**		**2019**		**2020**		**2021**	
Stage	**Nationality**	**Ethnicity**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Applied	**UK**	BAME	10	8%	0	1%	0	4%	10	9%	0	14%
		White	0	1%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	55	43%	55	51%	15	34%	30	29%	5	57%
	Non-UK	BAME	20	15%	15	16%	15	30%	40	40%	0	14%
		White	5	3%	0	0%	0	0%	0	1%	0	0%
		Not Known/refused	25	20%	30	28%	5	14%	15	15%	0	0%
	Not Known	BAME	0	2%	5	3%	0	2%	0	0%	0	14%
		White	5	4%	0	1%	5	8%	5	6%	0	0%
		Not Known/refused	5	5%	0	0%	5	8%	0	0%	0	0%
		Total	**130**	**100%**	**105**	**100%**	**50**	**100%**	**95**	**100%**	**5**	**100%**
Interviewed	**UK**	BAME	0	6%	0	0%	0	0%	0	33%	0	50%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	15	88%	10	61%	5	38%	5	67%	0	50%
	Non-UK	BAME	0	0%	5	17%	5	19%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	5	17%	5	19%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	6%	0	6%	0	13%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	13%	0	0%	0	0%
		Total	**15**	**100%**	**20**	**100%**	**15**	**100%**	**5**	**100%**	**0**	**100%**
Appointed	**UK**	BAME	0	0%	0	0%	0	0%	0	50%	0	100%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	5	100%	0	50%	0	25%	0	50%	0	0%
	Non-UK	BAME	0	0%	0	50%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	25%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	25%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	25%	0	0%	0	0%
		Total	**5**	**100%**	**0**	**100%**	**5**	**100%**	**0**	**100%**	**0**	**100%**

Stage	Nationality	Year / Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
							Global					
Applied	UK	BAME	20	5%	10	3%	20	6%	15	4%	0	2%
		White	0	0%	5	2%	5	2%	5	2%	0	0%
		Not Known/refused	75	22%	60	21%	60	19%	55	18%	10	21%
	Non-UK	BAME	105	30%	65	24%	120	38%	75	24%	25	41%
		White	5	1%	5	2%	15	5%	15	4%	5	5%
		Not Known/refused	105	30%	125	45%	80	26%	125	39%	10	18%
	Not Known	BAME	15	4%	0	0%	0	0%	0	0%	5	9%
		White	5	2%	0	1%	15	4%	25	7%	0	2%
		Not Known/refused	20	5%	0	1%	5	1%	5	2%	0	2%
		Total	**345**	**100%**	**280**	**100%**	**315**	**100%**	**325**	**100%**	**55**	**100%**
Interviewed	UK	BAME	5	8%	0	0%	0	3%	0	18%	0	0%
		White	0	3%	0	0%	0	5%	0	9%	0	0%
		Not Known/refused	15	33%	5	15%	10	32%	0	0%	5	43%
	Non-UK	BAME	5	18%	5	15%	10	21%	5	45%	0	29%
		White	0	0%	0	0%	0	5%	0	0%	0	0%
		Not Known/refused	15	38%	10	60%	10	29%	5	27%	0	29%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	10%	0	5%	0	0%	0	0%
		Not Known/refused	0	3%	0	0%	0	0%	0	0%	0	0%
		Total	**40**	**100%**	**20**	**100%**	**40**	**100%**	**10**	**100%**	**5**	**100%**
Appointed	UK	BAME	0	10%	0	0%	0	0%	0	25%	0	0%
		White	0	10%	0	0%	0	0%	0	25%	0	0%
		Not Known/refused	5	40%	0	0%	5	57%	0	0%	0	0%
	Non-UK	BAME	0	20%	0	40%	0	0%	0	50%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	20%	0	40%	5	43%	0	0%	0	100%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	20%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	**10**	**100%**	**5**	**100%**	**5**	**100%**	**5**	**100%**	**0**	**100%**

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
							Life Sciences					
		Year	**2017**		**2018**		**2019**		**2020**		**2021**	
Stage	**Nationality**	**Ethnicity**	Count	%	Count	%	Count	%	Count	%	Count	%
Applied	**UK**	BAME	25	6%	15	6%	20	7%	5	3%	5	3%
		White	0	0%	0	1%	0	0%	0	0%	0	1%
		Not Known/refused	100	23%	65	24%	65	19%	25	23%	30	16%
	Non-UK	BAME	110	26%	105	40%	90	28%	40	40%	95	47%
		White	5	1%	0	1%	10	3%	5	3%	0	1%
		Not Known/refused	145	34%	75	27%	85	25%	20	21%	35	17%
	Not Known	BAME	10	2%	0	1%	5	2%	0	1%	10	5%
		White	20	5%	0	1%	50	14%	10	8%	15	9%
		Not Known/refused	15	3%	0	0%	5	2%	0	1%	5	3%
		Total	435	100%	270	100%	335	100%	100	100%	200	100%
Interviewed	**UK**	BAME	5	4%	0	5%	5	6%	0	0%	0	3%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	25	31%	10	50%	15	24%	5	55%	20	34%
	Non-UK	BAME	10	11%	5	20%	10	20%	0	18%	15	29%
		White	0	0%	0	0%	5	6%	0	0%	0	0%
		Not Known/refused	35	48%	5	20%	15	28%	0	18%	15	22%
	Not Known	BAME	0	3%	0	5%	0	4%	0	9%	0	3%
		White	0	0%	0	0%	5	11%	0	0%	0	3%
		Not Known/refused	5	4%	0	0%	0	2%	0	0%	5	5%
		Total	75	100%	20	100%	55	100%	10	100%	60	100%
Appointed	**UK**	BAME	0	0%	0	0%	0	5%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	10	31%	0	29%	5	20%	0	33%	10	40%
	Non-UK	BAME	5	23%	0	29%	5	25%	0	0%	5	35%
		White	0	0%	0	0%	0	10%	0	0%	0	0%
		Not Known/refused	10	38%	5	43%	5	20%	0	67%	5	20%
	Not Known	BAME	0	0%	0	0%	0	5%	0	0%	0	0%
		White	0	4%	0	0%	5	15%	0	0%	0	0%
		Not Known/refused	0	4%	0	0%	0	0%	0	0%	0	5%
		Total	25	100%	5	100%	20	100%	5	100%	20	100%

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Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
								LPS				
Applied	UK	BAME	15	10%	5	10%	20	10%	10	7%	10	12%
		White	0	0%	0	1%	0	1%	5	2%	0	0%
		Not Known/refused	45	32%	25	36%	40	22%	45	26%	20	23%
	Non-UK	BAME	25	17%	15	23%	55	32%	50	30%	30	37%
		White	0	1%	0	3%	5	2%	5	4%	5	5%
		Not Known/refused	40	28%	20	26%	40	23%	35	21%	15	20%
	Not Known	BAME	5	2%	0	0%	0	0%	0	1%	0	0%
		White	5	4%	0	1%	15	9%	10	7%	0	1%
		Not Known/refused	10	6%	0	0%	5	2%	0	0%	0	1%
		Total	**140**	**100%**	**70**	**100%**	**175**	**100%**	**165**	**100%**	**85**	**100%**
Interviewed	UK	BAME	0	0%	0	14%	0	9%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	5	36%	0	14%	10	43%	5	56%	10	42%
	Non-UK	BAME	0	7%	0	14%	5	30%	0	11%	5	32%
		White	0	0%	0	0%	0	0%	0	0%	0	5%
		Not Known/refused	0	14%	5	57%	5	17%	0	11%	5	21%
	Not Known	BAME	0	14%	0	0%	0	0%	0	0%	0	0%
		White	0	14%	0	0%	0	0%	0	22%	0	0%
		Not Known/refused	0	14%	0	0%	0	0%	0	0%	0	0%
		Total	**15**	**100%**	**5**	**100%**	**25**	**100%**	**10**	**100%**	**20**	**100%**
Appointed	UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	50%	0	0%	5	67%	0	0%	0	50%
	Non-UK	BAME	0	0%	0	50%	0	33%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	50%	0	50%	0	0%	0	0%	0	50%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	100%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	**0**	**100%**	**0**	**100%**	**5**	**100%**	**0**	**100%**	**5**	**100%**

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
							MAH					
Applied	UK	BAME	45	6%	10	4%	10	6%	25	5%	10	6%
		White	5	1%	5	2%	10	4%	5	1%	0	1%
		Not Known/refused	285	36%	135	45%	50	27%	170	35%	55	46%
	Non-UK	BAME	120	15%	30	9%	15	9%	100	20%	25	19%
		White	10	1%	10	3%	10	5%	15	3%	5	2%
		Not Known/refused	240	30%	105	35%	80	42%	135	28%	20	16%
	Not Known	BAME	25	3%	0	0%	0	1%	0	0%	0	1%
		White	25	3%	5	1%	10	4%	30	7%	5	4%
		Not Known/refused	35	4%	0	1%	5	3%	5	1%	5	4%
		Total	785	100%	305	100%	190	100%	480	100%	125	100%
Interviewed	UK	BAME	5	10%	0	2%	0	0%	0	0%	0	6%
		White	0	0%	0	0%	0	4%	0	0%	0	0%
		Not Known/refused	20	52%	25	50%	10	41%	0	40%	20	62%
	Non-UK	BAME	5	10%	5	13%	5	11%	0	0%	5	9%
		White	0	0%	0	0%	0	4%	0	0%	0	0%
		Not Known/refused	10	19%	15	33%	10	33%	0	20%	5	12%
	Not Known	BAME	0	0%	0	2%	0	0%	0	0%	0	0%
		White	0	2%	0	0%	0	4%	0	0%	0	3%
		Not Known/refused	5	7%	0	0%	0	4%	0	40%	5	9%
		Total	40	100%	50	100%	25	100%	5	100%	35	100%
Appointed	UK	BAME	0	18%	0	9%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	5	55%	5	27%	5	50%	0	50%	5	60%
	Non-UK	BAME	0	9%	0	0%	0	17%	0	0%	0	20%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	18%	5	64%	0	17%	0	50%	0	20%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	17%	0	0%	0	0%
		Total	10	100%	10	100%	5	100%	0	100%	5	100%

		MPS										
		Year	**2017**		**2018**		**2019**		**2020**		**2021**	
Stage	**Nationality**	**Ethnicity**	Count	%	Count	%	Count	%	Count	%	Count	%
Applied	**UK**	BAME	10	4%	0	2%	0	0%	0	1%	5	2%
		White	0	1%	0	0%	0	2%	0	0%	5	2%
		Not Known/refused	35	12%	20	17%	10	19%	20	10%	15	11%
	Non-UK	BAME	105	35%	45	40%	25	56%	75	35%	70	47%
		White	10	4%	0	1%	0	0%	10	5%	5	5%
		Not Known/refused	115	38%	40	38%	5	7%	60	28%	25	16%
	Not Known	BAME	10	3%	0	0%	0	0%	5	1%	5	5%
		White	5	1%	5	3%	5	14%	40	19%	15	11%
		Not Known/refused	10	3%	0	0%	0	2%	5	1%	5	2%
		Total	**295**	**100%**	**110**	**100%**	**45**	**100%**	**220**	**100%**	**150**	**100%**
Interviewed	**UK**	BAME	0	5%	0	7%	0	0%	0	0%	0	2%
		White	0	0%	0	0%	0	0%	0	0%	0	2%
		Not Known/refused	5	26%	0	13%	5	30%	5	25%	5	15%
	Non-UK	BAME	5	37%	5	40%	5	60%	5	15%	20	40%
		White	0	0%	0	0%	0	0%	0	0%	0	4%
		Not Known/refused	5	26%	5	40%	0	10%	10	50%	10	23%
	Not Known	BAME	0	5%	0	0%	0	0%	0	0%	0	2%
		White	0	0%	0	0%	0	0%	0	10%	5	9%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	2%
		Total	**20**	**100%**	**15**	**100%**	**10**	**100%**	**20**	**100%**	**45**	**100%**
Appointed	**UK**	BAME	0	0%	0	0%	0	0%	0	0%	0	8%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	33%	5	60%	5	60%	0	50%	5	33%
	Non-UK	BAME	0	33%	0	20%	0	20%	0	0%	5	25%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	17%	0	20%	0	20%	0	50%	5	25%
	Not Known	BAME	0	17%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	8%
		Total	**5**	**100%**	**5**	**100%**	**5**	**100%**	**5**	**100%**	**10**	**100%**

Stage	Nationality	Ethnicity	Psychology 2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	5	7%	10	6%	10	6%	15	6%	5	5%
		White	0	0%	0	1%	0	1%	0	1%	0	0%
		Not Known/refused	65	64%	50	31%	75	47%	75	29%	25	33%
	Non-UK	BAME	0	1%	30	18%	25	14%	75	29%	20	25%
		White	0	0%	0	1%	0	1%	5	2%	0	1%
		Not Known/refused	20	20%	70	42%	40	25%	75	28%	25	29%
	Not Known	BAME	0	0%	0	0%	0	1%	0	1%	0	1%
		White	5	5%	0	1%	10	6%	5	3%	5	4%
		Not Known/refused	0	2%	0	0%	0	1%	5	2%	0	3%
		Total	**100**	**100%**	**165**	**100%**	**160**	**100%**	**265**	**100%**	**80**	**100%**
Interviewed	UK	BAME	0	5%	0	0%	0	3%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	15	75%	0	33%	15	50%	5	56%	10	45%
	Non-UK	BAME	0	0%	0	0%	0	6%	0	0%	5	14%
		White	0	0%	0	0%	0	0%	0	0%	0	5%
		Not Known/refused	5	15%	0	67%	10	32%	5	33%	10	36%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	5	9%	0	11%	0	0%
		Not Known/refused	0	5%	0	0%	0	0%	0	0%	0	0%
		Total	**20**	**100%**	**5**	**100%**	**35**	**100%**	**10**	**100%**	**20**	**100%**
Appointed	UK	BAME	0	25%	0	0%	0	8%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	50%	0	100%	10	62%	0	0%	0	33%
	Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	17%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	5	31%	0	0%	5	50%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	25%	0	0%	0	0%	0	0%	0	0%
		Total	**5**	**100%**	**0**	**100%**	**15**	**100%**	**0**	**0%**	**5**	**100%**

Please provide information on the institution's recruitment processes.

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

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

The recruitment process involves:

- Shortlisting against person specification
- Structured panel interview
- Reference checks
- Diverse selection panel, where possible
- Reasonable adjustments, where requested
- Mandatory unconscious bias training for panel members
- Chair trained in fair recruitment and selection
- Positive action statements (where lawful)

To address the representation and distribution of BAME staff, we will:

- **2.9a U**ndertake recruitment equality analysis
- **2.9e** Standardise name-blind applications
- **2.9f** Include diversity strapline in adverts
- **2.9c:** Review, revise and debias recruitment and promotion systems to make them anti-racist and anti-discriminatory.
- **2.9l:** Create guidance on completing application forms and provide contextual examples.
- **2.9h&i:** Individual Schools/ PS Divisions Heads to develop action plans to articulate target and timescale to increase representation and distribution across pay scales.
- **2.9j:** Consult with BAME staff network regarding reaching and diverse applicants, and to identify barriers for particular groups.
- **2.9b:** Develop outreach plan to increase BAME PS staff numbers – building on links to the community (see action 1.2), offering onsite job fairs, career events – including in schools and highlighting roles where remote and hybrid working models could widen the recruitment pool.
- **2.9k:** Procure and implement an e-recruitment system.

<mark>**Summary of Action: 5a (also relevant to 6a)**</mark>

2.9a: complete equality analysis on recruitment procedures

2.9b: Develop outreach plan to increase BAME PS staff numbers – building on links to the community (see action 1.2), offering onsite job fairs, career events – including in schools and highlighting roles where remote and hybrid working models could widen the recruitment pool.

2.9c: Review, revise and debias recruitment and promotion systems to make them anti-racist and anti-discriminatory.

2.9d: Audit language used in recruitment forms and communications as part of the recruitment process.

2.9e: Standardise 'name-blind' applications across the University in all roles.

2.9f: Include straplines in adverts to demonstrate transparency regarding underrepresentation for different roles, departments and Schools and encouraging applications from underrepresented groups.

2.9h: Individual schools to develop action plans to articulate target and timescale to increase representation and distribution across pay scales.

29j: Heads of PS Divisions to develop action plans to identify specific areas for improvement to increase representation and distribution across pay scales.

2.9j: Consult with BAME staff network regarding effective ways of reaching and attracting diverse applicants, and to help understand progression through recruitment stages to identify barriers for particular groups.

2.9k: Procure and implement an e-recruitment system.

2.9l: Create guidance on completing application forms and provide contextual examples.

2.11a: Implement LMS to ensure effective monitoring of mandatory training for recruiters. Identify actions to ensure compliance of existing training provision.

2.12a: Monitor diversity of recruitment panels. Ensure the same individuals are not always burdened.

2.12b: Through communications and line management encourage more junior academic/PS staff to take part in recruitment panels to be able to have more diverse representation on panels.

5b Training

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

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

- the uptake of courses by ethnicity

- how training is evaluated

Identifying individual learning priorities is integral to the University's Achievement & Development Review (ADR) process (see section 5d).

New staff are enrolled on three mandatory trainings:

1. Unconscious bias (all staff grade 7 and above)

2. Diversity in the workplace
3. Recruitment and selection (within one month if involved in recruitment)

There are systems challenges around monitoring mandatory training. Data does not capture the course uptake by ethnicity. Currently OD monitor compliance manually, supplemented by line managers in ADR discussions.

The planned Learning Management System (LMS) will:
- target groups for learning,
- track completion,
- automate reminders
- support effective reporting (2.16).

Tables below show attendance/completion rates. (Note: individual staff attending more than one course will be counted multiple times.)

Table 5.5: Academic staff – overall e-learning 2018-2022

E-learning Category	BAME	%	Not Known	%	White	%	Grand Total
EDI	367	20%	182	10%	1323	71%	1872
Management Development	102	23%	42	10%	293	67%	437
Personal Development	1	17%	0	0%	5	83%	6
Professional Development	2	33%	2	33%	2	33%	6
Wellbeing	10	18%	5	9%	42	74%	57
Grand Total	482	20%	231	10%	1665	70%	2378

Table 5.6: Academic staff - overall workshop attendance 2018-2022

Workshop Category	BAME	%	Not Known	%	Other	%	White	%	Grand Total
EDI	11	13%	6	7%	0	0%	65	79%	82
Management Development	21	19%	6	5%	0	0%	84	76%	111
Personal Development	18	37%	2	4%	0	0%	29	59%	49
Professional Development	94	25%	26	7%	4	1%	255	67%	379
Wellbeing	9	20%	3	7%	0	0%	33	73%	45
Total	139	24%	36	6%	4	1%	404	69%	583

REC survey results show:

- of all staff 62% agreed that they were encouraged to take up career-development training

- of BAME staff 55% agreed with this statement, 7% lower

- of staff 40% overall strongly agreed/agreed that work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently

- of BAME staff 36% agreed with this statement, 4% lower

- of all academic staff 39% agreed that they had been encouraged to apply for promotion

- of BAME staff 40% agreed with this statement, 1% higher

The results indicate slightly negative views relating to encouragement and development opportunities, which was evident in other survey responses:

> *"Promotion criteria are opaque and change to favour different people. Some people have to work hard, others just have the right connections."*
>
> Staff October 2022 Pulse survey response

We will build a culture of powerful, institution-wide anti-racist literacy. All ULT members completed anti-racism training in May 2022 (facilitated by Advance HE and the Open University). Evaluation following the training indicated raised awareness for participants and increased confidence around effective bystanders' interventions. UEG members completed the six-hour online Union Black training in 2022.The wider ULT group was also encouraged to undertake the training, however sign up and completion rates were very low (two of 22 people signed up, but did not complete by the pilot end).

This may be attributable to the complicated sign-up process, static windows for enrolment and the learning time structure. However, low sign-up supports the narrative that leadership are not committed to race-equality and lack awareness of their own privilege:

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> "*The lack of any awareness and omission from white academic staff regarding the impact of their own whiteness and the institutional cultural white norm meant that students at times felt invisible, isolated, and powerless.*"
>
> REC Focus Group Report

This narrative is harmful to race-equality work, impacting relationships and trust and creating barriers to inclusion. Therefore, actions relating to anti-racist training have been developed including working with Union Black to monitor uptake (2.14a), and ensure all roles and decision-makers complete anti-racist training (2.14c-d).

Union Black training has been offered to all since October 2022. In the first three months 27 PS staff, three academics and 10 students enrolled. Hosting this on the University LMS is being explored. To support increased participation, communications will be created to include a step-by-step guide to accessing the course, which will also include a testimonial to generate increased interest (2.14e).

Figure 5.1: Screenshot of communication about Union Black course

We are launching a new training course today (17 January) for Sussex students and staff in partnership with Santander to increase understanding of Black British history, race, and racism.

All students who complete the course by 2 May 2022 will also get the chance to win one of 50 £500 Santander Development Grants to support their studies.

Focusing on how individuals can make a positive difference, the course explores black cultures in Britain, dispelling myths in order to inform, challenge and contribute to the antiracism agenda.

Developed by leading academics including Professor Marcia Wilson, Dean of Equality, Diversity and Inclusion at The Open University, the programme includes contributions from (amongst many others):

- David Olusoga, BAFTA-award-winning film-maker
- David Lammy MP, Shadow Secretary of State for Justice
- Baroness Shami Chakrabarti, human rights activist
- Kwame Kwei-Armah, artistic director of The Young Vic
- David James MBE, former England goalkeeper

The presenter of the course - Union Black: Britain's Black cultures & steps to anti-racism - is TV host and former Blue Peter presenter Ayo Akinwolere.

EXPLORE BRITAIN'S BLACK CULTURES AND STEPS TO ANTI-RACISM

Union Black - a free 6-hour online course, now available

The Inclusive Sussex strategy includes specific activities to review and enhance EDI training for all, including Council members, to help promote inclusion and equality.

In December 2022, the EDI Unit audited current EDI e-learning looking at:

- content
- target staff group

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- recommended course status

The findings showed a broad and suitable provision, with some minor amendments recommended:

- **2.14h**: Recommend the 'Challenging Behaviour' course is mandated for all staff
- **2.14f** Improve and update the EIA course
- **2.14b** Explore broader anti-racism training

Work is commencing to identify suitable training resources (workshops and e-learning) to address gaps identified, including culture, religion, and belief competence (2.14g). The implementation of a learning management system will also support better training administration (2.16a).

<mark>Summary of Actions:5b</mark>

2.14a: work with union black provide to ensure regular monitoring of take up and completion rates

2.14b: Develop alternative training to explore racism beyond the Black British experience.

2.14c: Delivery of relevant anti-racism training provision for all relevant roles and functions is embedded and feedback monitored and addressed

2.14d: Decision makers to complete six-hour Union Black training

2.14e: Create comms to promote Union Black training organisationally, including a step-by-step guide to access the training and a testimonial

2.14f: Improve and update the EIA training

2.14g: Identify suitable resources for raising and awareness session not currently catered for (Religion and Belief awareness, Ally and Bystander training, etc.)

2.14h: Mandate the 'Challenging Behaviour' course for all staff

2.16a Implement Learning Management System (LMS) is planned which will enable identification of target groups for learning, tracking completion, chasing and follow up, with automatic reminders and effective reporting.

5c Appraisal/development review

> *"I believe that largely you get out of the appraisal process what you put in. I encourage staff to engage positively with the process but work pressures mean it is very difficult to find the right head space in which to prepare"*
>
> Staff REC survey response

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

The annual Achievement & Development Review (ADR) was audited and revised as follows:

- aligned to institutional priorities
- enhanced development planning
- increased focus on wellbeing
- embedded opportunities to explore freedom of speech/ Academic freedom where relevant.

Forms and guidance are tailored depending on role, and workshops and learning resources are available for reviewees and reviewers. We will review the ADR processes to check their suitability for academic staff (2.18a). We will also explore training and consider mandated training for all reviewers (2.17a).

School Heads complete automated forms to capture completion data, and high-level learning and development needs. We will also explore a new HR and LMS system to capture appraisal data to help review compliance and suitability of them (2.16a).

As the system is manual, three years' data to include UK and non-UK staff by ethnicity is not available. Due to changes in structure the tables are also not comparable.

Table 5.7: Academic appraisals 2020-2022

2020/2021 Academics			
Name of School/Division	Total number of staff	No. of appraisals completed	% of appraisals completed
Vice-Chancellor's Office	N/A	N/A	N/A
Planning and HOPS	N/A	N/A	N/A
General Counsel, Governance and Compliance	N/A	N/A	N/A
CMA	N/A	N/A	N/A
IT Services	N/A	N/A	N/A
Library	N/A	N/A	N/A
Finance	N/A	N/A	N/A
Human Resources	N/A	N/A	N/A
Research	N/A	N/A	N/A
Estates, Facilities & Commercial Services	N/A	N/A	N/A
Student Experience	N/A	N/A	N/A
Psychology	67	63	94%
Mathematics & Physical Sciences	100	78	78%
Engineering & Informatics	91	86	94.5%
Life Sciences	92	90	97.8%
Media, Arts and Humanities	202	184	91.1%
Business School	120	112	93%
Social Science Professional Services	170	163	95.9%

2021/2022 Academics			
Name of School/Division	Total number of staff	No. of appraisals completed	% of appraisals completed
University Operations and Strategic Planning	0	0	N/A
Vice-Chancellor's Office	4	4	100%
Mathematical & Physical Sciences	111	82	73.9%
MPS	N/A	N/A	N/A
Library	N/A	N/A	N/A
Media, Arts and Humanities	Unknown	157	Unknown
Finance Division	N/A	N/A	N/A
ITS and Sussex Projects	N/A	N/A	
GCGC	N/A	N/A	N/A
Psychology	86	79	91.9%
Social Science Professional Services	N/A	N/A	N/A
Engineering & Informatics	68	61	90%
Global	97	93	95.9%
ESW	75	67	89.3%
Law, Politics and Sociology	106	104	98.1%
Division for the Student Experience	N/A	N/A	N/A
Life Sciences	217	102	47
Estates Division	N/A	N/A	N/A
CMA	N/A	N/A	N/A
Business School	196	186	94.9%
Human Resources	N/A	N/A	N/A
Research and Enterprise Division	N/A	N/A	N/A

2.16b: Explore the functionality of a new HR system to capture appraisal data.

2.17a: Consider whether appraisal training should be mandatory.

2.18a: Review of ADR process introduced in 2023 should consider the suitability for academic staff.

5d Academic promotion

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

Please provide collated data by each academic grade (i.e. promotions from each grade to the next)

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

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

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

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

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

- staff perceptions of the promotions process, including whether it is transparent and fair

Academic promotions run annually. They are advertised to all staff in late December/early January; School Heads also disseminate the message to academics.

During the pandemic, the University exercised financial prudence and paused the process for 2019/20. An equality analysis was completed at this time to measure and mitigate impact. The process resumed in 2020/21 and paused applications from 2019/20 were resubmitted.

The University offers training to promotions panel chairs on fair/equitable discussions, our institutional priorities, and increasing workforce diversity. Training sessions are provided for School Promotions Committee members to ensure consistency. Sessions were led by HR, the PVC for Education and Students, and the HR AD.

In our REC survey, when given the statement '*For academic staff, I believe the academic promotions process is fair and equitable',* of all staff 41% agreed with this statement versus 31% of BAME staff.

> *"The criteria for promotions are not clear"*
>
> Staff REC survey response

To address this, activities were offered to help demystify the promotions process:

- recording the academic promotions process and making available to the entire community in 2022 (to encourage all staff to apply)

- academic advice (i.e., the evidence type that promotions panels would look for and how to interpret academic standards) led by senior professors

- further University-wide Advice and Guidance session (February 2023) explain the process, provide advice, and give tips for writing applications in relation to career pathways and promotion criteria points.

A session recording was posted online, so that those who could not attend in person could access it later. This increased accessibility; however, participation rates cannot be monitored. The impact on applicants is also inconclusive as the 'not known' percentage (for applicant demographic data) increased 7% between 2022 and 2023. The promotion criteria include 'citizenship'; which is interpreted by panels and captures the wider contribution to the department, School or University of administrative, pastoral and outreach activities.

A project to review the academic promotions process is underway (2.15a), including reviewing criteria, such as how 'citizenship' or 'reputation in field of study' are assessed, strengthening feedback and ongoing monitoring. Modifications will mandate the recognition of a broader swathe of academic activity which will recognise a wider set of contributions. This is intended to diversify academic careers. (2.15b).

Following UCU feedback, we will implement a process to manage conflicts of interest (2.15e). This allows applicants to raise concerns about membership to the promotions panel who would be required to recuse themselves and increase assurances in the process integrity.

Table 5.8: Academic promotion

Year		UK BAME	UK White	UK Not Known/refused	Non-UK BAME	Non-UK White	Non-UK Not Known/refused	Not Known BAME	Not Known White	Not Known Not Known/refused	All BAME	All White	All Not Known/refused	Total
2015/16	All applications	20	80	5	35	45	5	0	0	0	55	125	15	195
	Successful	15	60	5	30	35	5	0	0	0	45	95	10	150
	Unsuccessful	5	20	5	5	10	0	0	0	0	10	30	5	45
	Success rate	78%	78%	57%	80%	76%	100%	100%	0%	100%	80%	77%	80%	78%
2016/17	All applications	5	80	5	25	35	5	0	0	0	30	110	15	155
	Successful	5	65	5	20	25	5	0	0	0	25	85	15	125
	Unsuccessful	0	15	0	5	10	0	0	0	0	5	25	0	30
	Success rate	83%	81%	100%	75%	70%	100%	0%	0%	100%	77%	78%	100%	80%
2017/18	All applications	15	95	10	35	55	5	0	0	5	50	150	20	220
	Successful	5	70	5	25	35	5	0	0	5	30	105	15	150
	Unsuccessful	5	25	5	10	20	0	0	0	0	20	45	5	65
	Success rate	54%	76%	50%	67%	67%	100%	0%	0%	60%	63%	71%	68%	69%
2018/19	All applications	20	90	10	35	55	5	0	0	0	50	145	15	210
	Successful	10	60	5	20	40	0	0	0	0	30	100	5	140
	Unsuccessful	5	30	5	15	15	0	0	0	0	20	40	5	70
	Success rate	63%	67%	63%	58%	76%	33%	0%	0%	50%	60%	71%	54%	67%
2020/21	All applications	30	155	10	50	70	10	0	5	0	75	230	20	325
	Successful	20	110	10	35	50	5	0	5	0	55	165	15	235
	Unsuccessful	10	45	0	10	15	5	0	0	0	20	65	5	90
	Success rate	69%	71%	89%	75%	75%	56%	0%	100%	100%	73%	73%	74%	73%

Chart 5.2: Success rate of application for promotion by ethnicity

Success rate of applications for promotion by ethnicity
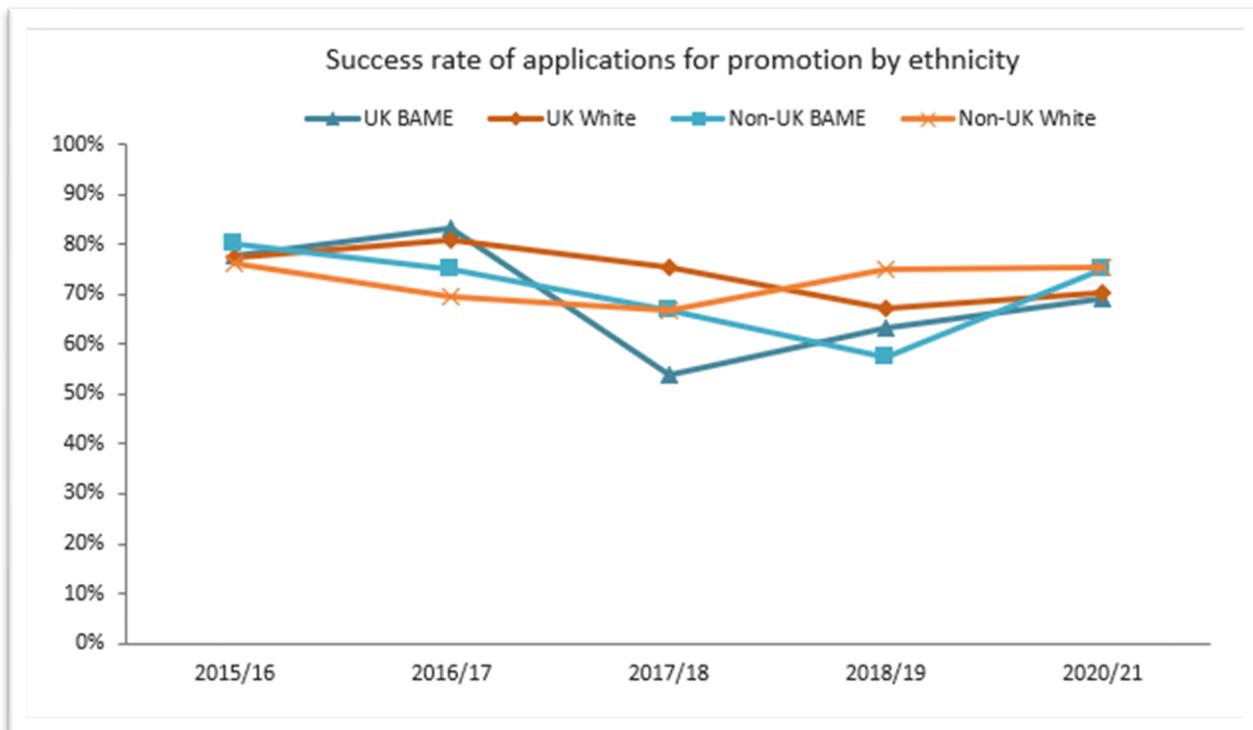
Table 5.9: Promotion data by success rate

Applications	Ethnicity	2015/16	2016/17	2017/18	2018/19	2020/21
Total	BAME	55	30	50	50	75
	White	125	110	150	145	230
	Not known/ Refused	15	15	20	10	20
	Total	195	155	220	210	325
Successful	BAME	45	25	30	30	55
	White	95	85	105	100	165
	Not known/ Refused	10	15	15	5	15
	Total	150	125	150	140	235
Unsuccessful	BAME	10	5	20	20	20
	White	30	25	45	40	65
	Not known/ Refused	5	0	5	5	5
	Total	45	30	65	70	90
Success rate	BAME	80%	77%	63%	60%	73%
	White	77%	78%	71%	71%	73%
	Not known/ Refused	80%	100%	68%	50%	74%
	Total	78%	80%	69%	67%	73%

In 2020/21 BAME applicants were higher than previous years.

In 2017/18 and 2018/19 there was a drop in success rates for BAME staff in comparison to White staff. However, the gap appears to have closed by 2020/21. The numbers are so small at School level that it is hard to interpret as success rates vary due to the sample size, however data suggests that promotion rates are comparable. Small numbers mean year-on-year trends are subject to wide variations and Schools with low numbers of BAME staff have little to no BAME promotion applicants (Psychology, ESW and Global).

Actions are needed to demonstrate the integrity of the promotions process. The University will include specific development feedback to unsuccessful applicants to support confidence in the process and encourage applicants to build on this for future promotion applications (2.15d).

> *"Promotion criteria are opaque and change to favour different people. Some people have to work hard, others just have the right connections."*
>
> Staff October 2022 Pulse survey response

Chart 5.3: Success rate of application for promotion by ethnicity
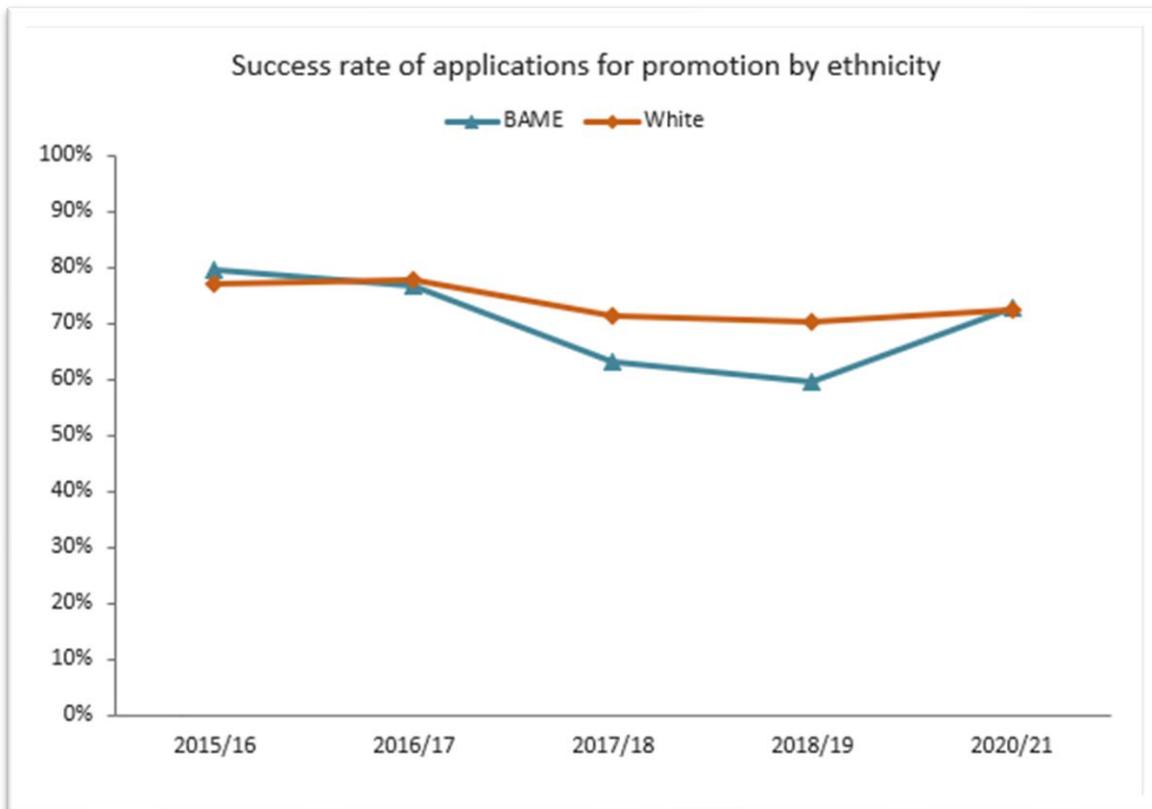
Table 5.10: Academic promotion by grade

Year	Grade	Successful				Unsuccessful				Success rate			
		BAME	White	Not Known/ Refused	Total	BAME	White	Not Known/ Refused	Total	BAME	White	Not Known/ Refused	Total
2015/16	Grade 8	20	35	5	60	5	5	0	10	83%	87%	100%	87%
	Grade 9	20	55	5	80	5	20	5	30	78%	74%	70%	74%
	Grade 10	5	5	0	15	0	5	0	5	71%	64%	100%	68%
2016/17	Grade 8	5	30	5	35	0	5	0	5	86%	82%	100%	84%
	Grade 9	15	40	5	60	5	10	0	15	74%	79%	100%	79%
	Grade 10	5	20	5	25	0	10	0	10	75%	69%	100%	75%
2017/18	Grade 8	15	35	10	55	5	5	0	10	82%	85%	100%	86%
	Grade 9	10	45	5	65	10	30	5	45	52%	59%	50%	57%
	Grade 10	5	25	0	30	5	5	0	10	56%	83%	33%	74%
2018/19	Grade 8	10	30	0	40	5	5	0	10	69%	91%	0%	81%
	Grade 9	20	55	5	75	10	25	5	40	62%	68%	50%	65%
	Grade 10	5	20	5	25	5	15	0	20	40%	59%	75%	57%
2020/21	Grade 8	20	55	5	85	0	15	0	15	92%	81%	100%	85%
	Grade 9	25	90	5	120	15	35	5	50	67%	72%	63%	70%
	Grade 10	10	25	0	35	5	15	0	25	57%	61%	50%	59%

Promotions are available at all academic grades (grades start at 7).

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Chart 5.4: Academic promotion by ethnicity and grade (2015/16 to 2020/21)

Success rate of applications for promotion by ethnicity and grade

Legend: ■ BAME ■ White ▨ Not Known/ Refused

Year	Grade	BAME	White	Not Known/ Refused
2015/16	Grade 8	83%	87%	100%
2015/16	Grade 9	78%	74%	70%
2015/16	Grade 10	71%	64%	100%
2016/17	Grade 8	86%	82%	100%
2016/17	Grade 9	74%	79%	100%
2016/17	Grade 10	75%	69%	100%
2017/18	Grade 8	82%	85%	100%
2017/18	Grade 9	52%	59%	50%
2017/18	Grade 10	56%	83%	33%
2018/19	Grade 8	69%	91%	0%
2018/19	Grade 9	62%	68%	50%
2018/19	Grade 10	40%	59%	75%
2020/21	Grade 8	92%	81%	100%
2020/21	Grade 9	67%	72%	63%
2020/21	Grade 10	57%	61%	50%

Table 5.11: Academic promotion by school

Year	BSMS Successful BAME	White	Not Known/ Refused	Total	Unsuccessful BAME	White	Not Known/ Refused	Total	Success rate BAME	White	Not Known/ Refused	Total
2015/16	0	5	0	10	0	0	0	0	50%	100%	100%	82%
2016/17	0	5	0	5	0	0	0	0	100%	75%	100%	86%
2017/18	0	10	0	10	0	5	0	5	50%	77%	100%	75%
2018/19	5	5	0	10	0	0	0	5	80%	75%	50%	73%
2020/21	5	15	0	25	0	5	0	5	100%	83%	100%	88%

Year	Business Successful BAME	White	Not Known/ Refused	Total	Unsuccessful BAME	White	Not Known/ Refused	Total	Success rate BAME	White	Not Known/ Refused	Total
2015/16	10	15	0	25	0	5	0	10	80%	71%	100%	76%
2016/17	5	15	0	25	5	5	0	10	58%	78%	100%	72%
2017/18	10	10	0	25	5	15	0	20	71%	48%	67%	57%
2018/19	10	20	0	25	10	10	0	20	47%	64%	0%	58%
2020/21	15	25	0	35	5	10	0	15	65%	75%	0%	69%

Year	EngInf Successful BAME	White	Not Known/ Refused	Total	Unsuccessful BAME	White	Not Known/ Refused	Total	Success rate BAME	White	Not Known/ Refused	Total
2015/16	0	5	0	5	0	0	0	0	0%	100%	100%	71%
2016/17	0	5	0	5	0	0	0	0	100%	80%	0%	86%
2017/18	5	10	0	15	5	5	0	5	60%	73%	100%	68%
2018/19	5	5	0	5	5	5	0	10	50%	50%	0%	47%
2020/21	5	20	0	25	0	5	0	5	88%	86%	100%	87%

Year	ESW											
	Successful				Unsuccessful				Success rate			
	BAME	White	Not Known/ Refused	Total	BAME	White	Not Known/ Refused	Total	BAME	White	Not Known/ Refused	Total
2015/16	0	0	5	5	0	0	0	0	100%	100%	100%	100%
2016/17	0	5	0	5	0	5	0	5	0%	60%	0%	60%
2017/18	0	5	0	5	0	5	5	10	0%	43%	25%	33%
2018/19	0	0	0	0	0	5	0	5	0%	29%	0%	25%
2020/21	0	10	0	15	0	10	0	10	100%	45%	100%	54%

Year	Global											
	Successful				Unsuccessful				Success rate			
	BAME	White	Not Known/ Refused	Total	BAME	White	Not Known/ Refused	Total	BAME	White	Not Known/ Refused	Total
2015/16	5	10	0	15	0	0	0	0	100%	85%	100%	89%
2016/17	0	10	0	10	0	0	0	0	0%	89%	100%	90%
2017/18	0	10	0	10	0	0	0	0	0%	100%	100%	92%
2018/19	5	5	5	15	0	0	0	0	100%	100%	100%	100%
2020/21	0	15	0	20	0	0	0	0	50%	100%	67%	90%

Year	Life Sci											
	Successful				Unsuccessful				Success rate			
	BAME	White	Not Known/ Refused	Total	BAME	White	Not Known/ Refused	Total	BAME	White	Not Known/ Refused	Total
2015/16	5	10	0	15	0	0	0	5	80%	91%	50%	80%
2016/17	0	10	0	10	0	5	0	5	67%	77%	0%	75%
2017/18	0	10	0	10	5	0	0	5	20%	100%	0%	71%
2018/19	0	5	0	10	0	5	0	10	67%	42%	50%	47%
2020/21	5	10	0	15	0	10	0	10	83%	47%	0%	57%

LPS

Year	Successful BAME	White	Not Known/ Refused	Total	Unsuccessful BAME	White	Not Known/ Refused	Total	Success rate BAME	White	Not Known/ Refused	Total
2015/16	10	10	0	20	0	0	0	5	83%	83%	0%	83%
2016/17	0	5	0	10	0	5	0	5	67%	67%	0%	67%
2017/18	5	5	0	10	0	0	0	0	100%	78%	0%	85%
2018/19	5	20	0	25	0	5	0	5	60%	88%	0%	83%
2020/21	5	20	0	30	5	5	0	15	54%	74%	100%	69%

MAH

Year	Successful BAME	White	Not Known/ Refused	Total	Unsuccessful BAME	White	Not Known/ Refused	Total	Success rate BAME	White	Not Known/ Refused	Total
2015/16	10	30	0	40	0	15	0	15	100%	70%	0%	75%
2016/17	5	20	10	30	0	5	0	5	100%	79%	100%	86%
2017/18	5	35	0	40	0	10	0	15	67%	73%	50%	72%
2018/19	5	25	0	25	5	5	0	10	57%	77%	0%	71%
2020/21	10	35	5	50	5	10	0	15	75%	75%	80%	75%

MPS

Year	Successful BAME	White	Not Known/ Refused	Total	Unsuccessful BAME	White	Not Known/ Refused	Total	Success rate BAME	White	Not Known/ Refused	Total
2015/16	5	5	0	10	0	5	0	5	75%	56%	0%	61%
2016/17	5	10	0	15	0	5	0	5	100%	73%	100%	83%
2017/18	5	10	5	15	0	0	0	5	80%	80%	75%	79%
2018/19	0	10	0	10	0	5	0	5	0%	75%	50%	63%
2020/21	5	15	0	15	0	5	0	5	75%	72%	0%	73%

Psychology

Year	Successful BAME	White	Not Known/ Refused	Total	Unsuccessful BAME	White	Not Known/ Refused	Total	Success rate BAME	White	Not Known/ Refused	Total
2015/16	0	5	0	5	0	0	0	0	0%	75%	100%	80%
2016/17	0	10	0	10	0	0	0	0	100%	100%	0%	100%
2017/18	0	10	0	10	0	5	0	5	100%	67%	100%	73%
2018/19	0	10	0	10	0	0	0	0	100%	89%	0%	90%
2020/21	0	10	0	10	0	5	0	5	0%	62%	0%	57%

The University runs an annual Discretionary Pay Review (DPR) for all staff, to encourage and reward exceptional performance.

This is the route to award bonuses or accelerated increments each year for academic, technical and PS staff and to award bonuses or salary increases for Professorial staff.

Criteria were amended in 2022 to:

- recognise staff contributions at all levels
- make rewards more accessible
- clarify eligibility for staff groups

- set minimum amounts for team bonuses.

The process for Professorial staff remains unchanged, with 33% of Professorial staff eligible for recognition in 2022.

When given the statement in our REC Survey: *'Bonuses paid under the University's discretionary pay review scheme are allocated fairly and equitably'* there was no distinction between BAME and White staff, with 19% of each group agreeing. Further action is required to understands people's negative perceptions and to ensure that the University has communicated the process transparently. We will continue to monitor promotion data annually (2.15c).

<mark>Summary of Actions: 5d</mark>

2.15a: Existing People Strategy project to complete root branch review of our academic promotion process to make it more consistent

2.15b: Broaden promotion criteria to mandate the recognition of a broader swathe of academic activity which will recognise a wider set of contributions

2.15c: Monitor promotion data annually, including applicant numbers and outcomes.

2.15d: Strengthen feedback process to, improve confidence in process and encourage future applicants

2.15e: Create 'conflict of interest' process for applicants to raise concerns about composition of promotions panel to support integrity of process

5e Research Excellence Framework (REF)

Please provide data and related commentary and actions on:

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

For REF 2021:

- of the research submitted 89% was categorised as 'world-leading' or 'internationally excellent'
- our research impact: 93% was assessed to be 'outstanding' or 'very considerable' – up from 80.7% in 2014.

As a research-intensive and inclusive University, we submitted 100% of eligible staff to REF 2021, including staff on standard education and research contracts (approximately 94%), and colleagues on research-only contracts who undertake independent research (approximately 6%).

Those on academic contracts not involved in independent research (primarily staff on Education/ Scholarship contracts) were not eligible, or submitted.

Table 5.12: REF by ethnicity as of 26 August 2021

Institutional	Ethnicity						Submitted Headcount
	BAME		White		Not Known/Refused		
	No.	% of overall total	No.	% of overall total	No.	% of overall total	
UK	57	6.5%	424	48.1%	52	5.9%	533
Non-UK	90	10.2%	217	24.6%	42	4.8%	349
Total	147	16.7%	641	72.7%	94	10.7%	882

Table 5.13: REF by ethnicity vs all academic staff

	Staff submitted to REF	All academic staff
BAME	16.7%	17.7%
White	72.7%	71.4%
Not known/refused	10.7%	10.9%

Measures taken to increase BAME REF submissions:

- increasing flexibility of academic contract changes, enabling transfer to a Teaching and Research (REF-eligible) contract where eligible; to help bring BAME representation in REF more into line with their representation in the overall academic population
- providing REF-specific training on unconscious bias to colleagues with decision-making roles in REF2021
- holding a REF Equality Assessment and Lessons Learned exercise to consider further steps to address inequalities in REF in relation to BAME staff and other protected groups
- local initiatives to improve BAME representation in specific departments or disciplines.

5f Support given to early career researchers

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

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

The following have been identified as risk factors affecting quality research and innovation, as well as posing barriers to attracting talent and supporting wellbeing:

- inflexible and uncertain career pathways

- barriers to diversity and inclusivity

- collegiality lacking

- unhealthy competition culture

- workloads over-inflated with unnecessary bureaucratic processes.

Several initiatives have been designed to address these concerns, to offer support to all ECRs and foster a creative, inclusive and collaborative research culture, with a strong focus on underrepresented groups. The Research Culture Seeding Fund (RCS) is open to ECRs and pump-primes innovative approaches to enhancing the environment in which research takes place at the University. These act as pilot projects for new ideas serving as university-wide best practice models.

Researchers can apply for £2,500 to organise initiatives focusing on, but not limited to:

- improving access and participation in research for people from underrepresented groups
- furthering open research practices
- improving research conduct and reproducibility
- tackling bullying and harassment
- improving research leadership skills across career stages
- creating routes for collaboration with businesses, third sector organisations and government

- securing and supporting the researchers' careers and associated professions
- diversifying recruitment, reward and recognition approaches at all career stages
- delivering new approaches to public dialogue and community-led research.

The pandemic posed unique challenges for those who were early in their research career and on fixed-term contracts. Therefore, the Research Staff Support Scheme was developed. The support and guidance included:

- Accessing lab, facilities, equipment, data and archives
- Navigating contract extensions with funders
- Supporting international ECRs with visa issues and other requirements
- Mentoring on career development and employability
- Help with wellbeing and mental health.

A monthly newsletter is also produced which alerts researchers, with some specific focus on ECRs, to events or opportunities available to them.

Figure 5.2: Screenshot of the Research Staff Support Scheme webpage

Research Staff Support Scheme: Post-COVID

The purpose of this scheme is to set in place an easy way for Research Staff to access help, support and advice in relation to COVID-related issues.

Figure 5.3: Screenshot of The Sussex Researcher newsletter December 2022

Seats have been added to our Researcher Development Concordat Steering Group (RDCSG) for two EDI Advocates, to profile raise for researchers from underrepresented groups.

Staff on research-only contracts are offered free, one-to-one coaching with an external qualified coach, for up to three sessions. The coach works with people to take action appropriate to their individual circumstances, providing support to help recognise challenges and achieve goals.

5g Profile-raising opportunities

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

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

In the REC survey, in response to the statement: '*Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.*' slightly lower rates of BAME staff (36%) agreed compared to White staff (42%)

School/departments have processes around conference speakers and guest lecturers. Those with specific expertise tend to be those nominated for media quotes/interviews. There is no institutional process for ensuring that profile-raising opportunities are allocated transparently and without bias. Opportunities tend to be allocated on a meritocratic basis which could be exclusionary. Therefore, the University will monitor the uptake of profile-raising opportunities (2.19a) and develop an institution-wide process that is equitable (2.19b)

Summary of actions: 5g

2.19a: Identify current processes for profile raising opportunities within Schools and directorates and develop and implement an institution wide process

2.19b: Ongoing monitoring to identify any racial disparities in uptake in uptake of profile-raising opportunities.

6. Professional and support staff: recruitment, progression and development

Reflections from School/department leads are included in section 1.

6a Professional and support staff recruitment

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

- applying for professional and support posts

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

- being offered professional and support posts

With reference to any information already provided in section 5, please comment on:

- how minority ethnic individuals, where underrepresented, are encouraged to apply and accept offers

- what is done to try to identify and address biases within the processes

The recruitment process for PS staff mirrors that for academics except that references are taken up post offer and presentations are used where relevant to the role. A key difference is that the pool for PS applicants is primarily local whereas academics are recruited from a national or international pool. The local context (see section 3) is therefore relevant and impacts staff group diversity.

UK and non-UK BAME applicants have increased slightly as have interviews and appointments for UK BAME. Overall BAME appointments are low and there were no appointments of BAME PS staff above grade 6 in 2020 or 2021.

The University will develop a positive action strategy, and Division Heads will create action plans to target identified improvements (2.9i).

> "We don't do enough to encourage Black and minority staff in Professional services. We should also undertake blind recruitment with names not divulged until interview stage."
>
> Staff REC survey response

Table 6.1: PS applications

		Applied									
Year		2017		2018		2019		2020		2021	
Nationality	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	180	6%	165	6%	165	6%	85	6%	215	8%
	White	1,910	60%	1,920	68%	1,615	60%	800	60%	1,645	59%
	Not Known/refused	30	1%	40	1%	55	2%	35	3%	40	1%
Non-UK	BAME	220	7%	220	8%	220	8%	145	11%	280	10%
	White	405	13%	410	15%	365	14%	140	10%	285	10%
	Not Known/refused	10	0%	15	1%	20	1%	10	1%	15	0%
Not Known	BAME	50	2%	5	0%	30	1%	5	1%	50	2%
	White	235	7%	25	1%	60	2%	15	1%	140	5%
	Not Known/refused	150	5%	10	0%	170	6%	100	8%	135	5%
Total BAME		450	14%	395	14%	415	15%	235	18%	545	19%
Total White		2,550	80%	2,350	84%	2,040	76%	950	72%	2,070	74%
Total Not Known/refused		190	6%	65	2%	240	9%	145	11%	185	7%
Total		3,185	100%	2,810	100%	2,695	100%	1,330	100%	2,805	100%

Table 6.2: PS interviews

		Interviewed									
Year		2017		2018		2019		2020		2021	
Nationality	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%
UK	BAME	15	5%	20	6%	30	6%	10	6%	55	9%
	White	255	69%	235	77%	370	69%	120	70%	435	67%
	Not Known/refused	0	1%	0	1%	10	2%	10	5%	5	1%
Non-UK	BAME	15	4%	15	5%	25	4%	5	4%	45	7%
	White	35	9%	30	10%	55	10%	10	5%	55	9%
	Not Known/refused	0	1%	0	0%	0	0%	0	1%	5	0%
Not Known	BAME	0	1%	0	0%	5	1%	0	0%	5	1%
	White	35	9%	5	1%	5	1%	5	2%	30	4%
	Not Known/refused	10	3%	0	0%	35	7%	15	9%	15	2%
Total BAME		35	9%	35	11%	55	11%	15	9%	105	16%
Total White		320	87%	265	88%	430	81%	130	76%	520	80%
Total Not Known/refused		15	4%	5	1%	45	8%	25	14%	25	4%
Total		370	100%	300	100%	530	100%	170	100%	650	100%

Table 6.3: PS appointed

	Appointed										
	Year	**2017**		**2018**		**2019**		**2020**		**2021**	
Nationality	**Ethnicity**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
	BAME	5	3%	5	9%	10	7%	0	4%	15	12%
UK	White	60	70%	40	74%	80	66%	20	70%	90	69%
	Not Known/refused	0	0%	0	4%	0	1%	5	11%	0	2%
	BAME	0	2%	0	2%	5	3%	0	0%	5	4%
Non-UK	White	5	7%	5	11%	15	14%	0	7%	10	6%
	Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	1%
	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
Not Known	White	15	15%	0	2%	0	1%	0	0%	5	5%
	Not Known/refused	0	2%	0	0%	10	9%	0	7%	0	2%
Total BAME		5	6%	5	11%	10	10%	0	4%	20	16%
Total White		80	92%	50	86%	100	80%	20	78%	105	80%
Total Not Known/refused		0	2%	0	4%	10	10%	5	19%	5	4%
Total		85	100%	55	100%	125	100%	25	100%	130	100%

Chart 6.1: PS recruitment by ethnicity

Professional Recruitment data by ethnicity
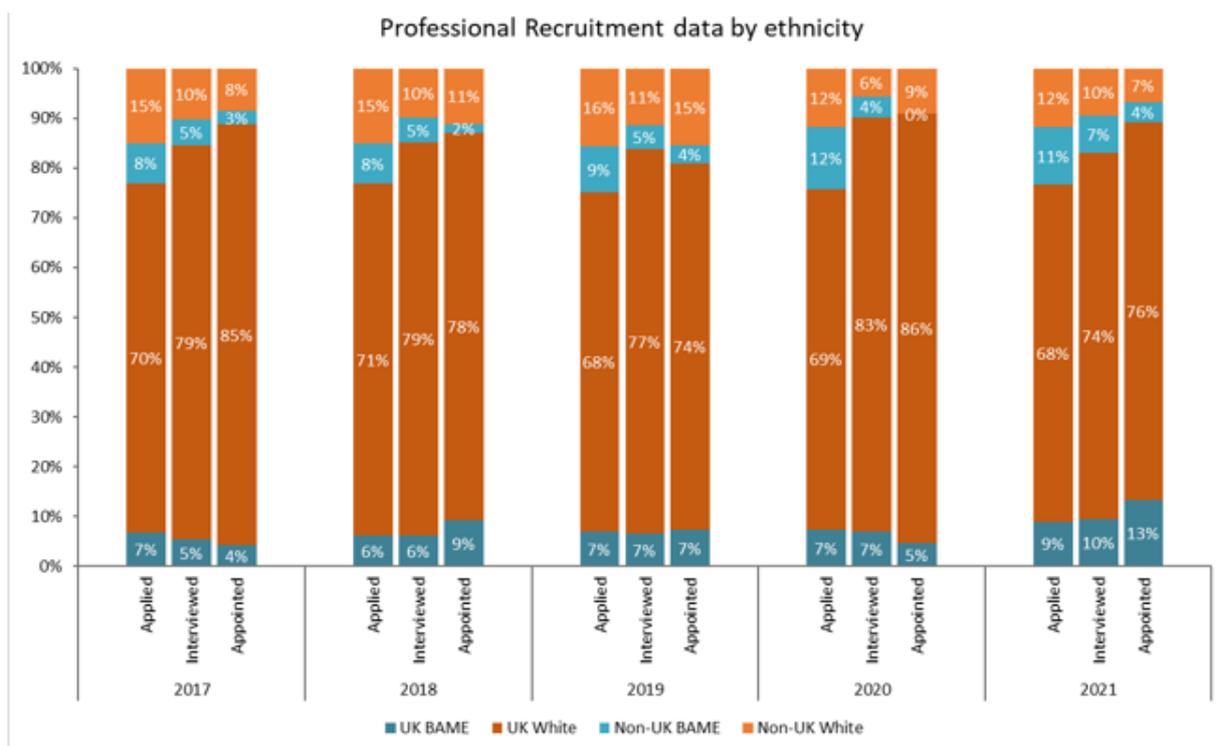
Table 6.4: PS applicants by grade

Year	Grade	Applied UK BAME	UK White	UK Not Known/Refused	Non-UK BAME	Non-UK White	Non-UK Not Known/Refused	Not Known BAME	Not Known White	Not Known Not Known/Refused	All BAME	All White	All Not Known/Refused	Total
2017	Grade 1-6	165	1,780	25	195	370	10	45	205	140	400	2,350	180	2,930
	Grade 7-8	20	130	5	20	40	0	5	30	5	45	200	10	255
	Grade 9-10	0	0	0	0	0	0	0	0	0	0	0	0	0
2018	Grade 1-6	145	1,725	35	185	355	15	5	20	10	335	2,100	60	2,490
	Grade 7-8	25	195	5	35	55	0	0	5	0	60	255	5	320
	Grade 9-10	0	0	0	0	0	0	0	0	0	0	0	0	0
2019	Grade 1-6	145	1,435	50	190	330	20	30	50	155	365	1,815	220	2,400
	Grade 7-8	20	170	5	35	35	0	0	5	15	55	210	20	285
	Grade 9-10	0	10	0	0	0	0	0	0	0	0	15	0	15
2020	Grade 1-6	60	715	30	115	120	10	5	10	90	180	845	125	1,150
	Grade 7-8	25	80	5	30	20	0	0	0	10	55	105	15	175
	Grade 9-10	0	5	0	0	0	0	0	0	0	0	5	0	5
2021	Grade 1-6	195	1,520	35	255	260	10	40	135	120	490	1,915	170	2,570
	Grade 7-8	15	105	5	20	20	0	5	5	10	40	130	15	185
	Grade 9-10	10	20	0	5	5	0	0	0	5	15	25	5	45

Table 6.5: PS interviews by grade

Year	Grade	Interviewed UK BAME	UK White	UK Not Known/Refused	Non-UK BAME	Non-UK White	Non-UK Not Known/Refused	Not Known BAME	Not Known White	Not Known Not Known/Refused	All BAME	All White	All Not Known/Refused	Total
2017	Grade 1-6	15	235	0	15	30	0	0	25	10	30	290	10	330
	Grade 7-8	0	20	0	5	5	0	0	5	0	5	30	0	40
	Grade 9-10	0	0	0	0	0	0	0	0	0	0	0	0	0
2018	Grade 1-6	15	205	0	15	25	0	0	0	0	30	230	5	260
	Grade 7-8	5	30	0	0	5	0	0	0	0	5	35	0	40
	Grade 9-10	0	0	0	0	0	0	0	0	0	0	0	0	0
2019	Grade 1-6	25	300	10	15	40	0	0	5	30	45	345	35	425
	Grade 7-8	5	60	0	5	15	0	0	0	5	15	75	10	95
	Grade 9-10	0	5	0	0	0	0	0	0	0	0	5	0	5
2020	Grade 1-6	5	100	10	5	5	0	0	0	10	10	105	20	140
	Grade 7-8	5	15	0	0	0	0	0	0	5	5	20	5	25
	Grade 9-10	0	5	0	0	0	0	0	0	0	0	5	0	5
2021	Grade 1-6	40	375	5	40	45	0	5	25	15	85	450	20	555
	Grade 7-8	10	50	0	5	5	0	0	0	0	15	60	5	75
	Grade 9-10	5	10	0	0	0	0	0	0	0	5	10	0	20

Table 6.6: PS appointments by grade

Year	Grade	Appointed UK BAME	UK White	UK Not Known/Refused	Non-UK BAME	Non-UK White	Non-UK Not Known/Refused	Not Known BAME	Not Known White	Not Known Not Known/Refused	All BAME	All White	All Not Known/Refused	Total
2017	Grade 1-6	5	55	0	0	5	0	0	10	0	5	70	0	75
	Grade 7-8	0	5	0	0	0	0	0	5	0	0	10	0	10
	Grade 9-10	0	0	0	0	0	0	0	0	0	0	0	0	0
2018	Grade 1-6	5	35	0	0	5	0	0	0	0	5	45	0	50
	Grade 7-8	0	5	0	0	0	0	0	0	0	0	5	0	5
	Grade 9-10	0	0	0	0	0	0	0	0	0	0	0	0	0
2019	Grade 1-6	5	65	0	0	10	0	0	0	10	10	75	10	95
	Grade 7-8	0	20	0	0	5	0	0	0	0	5	25	0	30
	Grade 9-10	0	0	0	0	0	0	0	0	0	0	0	0	0
2020	Grade 1-6	0	20	5	0	0	0	0	0	0	0	20	5	25
	Grade 7-8	0	0	0	0	0	0	0	0	0	0	0	0	0
	Grade 9-10	0	0	0	0	0	0	0	0	0	0	0	0	0
2021	Grade 1-6	15	75	0	5	5	0	0	5	0	20	90	5	110
	Grade 7-8	0	15	0	0	0	0	0	0	0	0	15	0	15
	Grade 9-10	0	0	0	0	0	0	0	0	0	0	0	0	5

Table 6.7: PS appointments by School/Division

Stage	Nationality	Ethnicity	BSMS									
		Year	2017		2018		2019		2020		2021	
			Count	%	Count	%	Count	%	Count	%	Count	%
Applied	UK	BAME	25	6%	30	9%	20	5%	15	5%	30	9%
		White	285	63%	265	75%	245	62%	145	56%	190	56%
		Not Known/refused	5	2%	5	1%	10	3%	5	3%	5	2%
	Non-UK	BAME	25	5%	15	4%	25	6%	20	8%	30	9%
		White	55	13%	35	10%	50	13%	30	12%	25	7%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	5	1%
	Not Known	BAME	5	1%	0	0%	0	1%	5	2%	10	3%
		White	30	6%	5	1%	5	2%	10	3%	35	10%
		Not Known/refused	20	5%	0	1%	35	9%	25	10%	10	3%
		Total	455	100%	355	100%	395	100%	260	100%	335	100%
Interviewed	UK	BAME	0	4%	5	10%	5	4%	0	4%	5	7%
		White	35	67%	30	78%	75	69%	15	61%	45	62%
		Not Known/refused	0	2%	0	0%	0	2%	0	4%	0	1%
	Non-UK	BAME	5	6%	0	2%	0	2%	0	0%	5	5%
		White	0	2%	5	7%	15	12%	0	7%	5	9%
		Not Known/refused	0	2%	0	0%	0	0%	0	0%	0	3%
	Not Known	BAME	0	2%	0	0%	0	1%	0	0%	0	1%
		White	5	12%	0	2%	0	2%	0	7%	5	9%
		Not Known/refused	0	4%	0	0%	10	8%	5	18%	0	1%
		Total	50	100%	40	100%	105	100%	30	100%	75	100%
Appointed	UK	BAME	0	8%	0	0%	0	8%	0	0%	0	0%
		White	10	75%	5	100%	20	72%	0	40%	10	75%
		Not Known/refused	0	0%	0	0%	0	0%	0	20%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	5	12%	0	0%	0	8%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	8%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	17%	0	0%	0	0%	0	0%	0	8%
		Not Known/refused	0	0%	0	0%	0	8%	0	40%	0	0%
		Total	10	100%	5	100%	25	100%	5	100%	10	100%

Business

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	20	5%	20	4%	35	7%	20	4%	15	4%
		White	270	60%	310	71%	300	60%	245	61%	185	61%
		Not Known/refused	0	0%	5	1%	5	1%	15	3%	5	2%
	Non-UK	BAME	35	7%	35	8%	45	9%	45	11%	35	11%
		White	60	14%	55	13%	55	11%	40	10%	40	14%
		Not Known/refused	5	1%	5	1%	5	1%	5	1%	0	1%
	Not Known	BAME	10	3%	0	0%	5	1%	0	0%	0	0%
		White	35	8%	10	2%	15	3%	5	1%	10	3%
		Not Known/refused	10	2%	0	0%	35	7%	35	8%	15	5%
		Total	**450**	**100%**	**430**	**100%**	**500**	**100%**	**400**	**100%**	**300**	**100%**
Interviewed	UK	BAME	0	2%	0	8%	10	9%	0	2%	5	5%
		White	35	71%	20	88%	60	64%	40	68%	55	73%
		Not Known/refused	0	0%	0	0%	0	1%	5	7%	0	1%
	Non-UK	BAME	0	2%	0	0%	0	2%	5	5%	5	5%
		White	5	12%	0	4%	5	8%	5	5%	5	8%
		Not Known/refused	0	0%	0	0%	0	0%	0	2%	0	0%
	Not Known	BAME	0	0%	0	0%	0	1%	0	0%	0	0%
		White	5	12%	0	0%	0	2%	0	2%	5	5%
		Not Known/refused	0	0%	0	0%	10	12%	5	10%	0	3%
		Total	**50**	**100%**	**25**	**100%**	**90**	**100%**	**60**	**100%**	**75**	**100%**
Appointed	UK	BAME	0	0%	0	13%	5	13%	0	0%	0	0%
		White	10	67%	5	88%	15	63%	10	82%	10	80%
		Not Known/refused	0	0%	0	0%	0	0%	0	9%	0	0%
	Non-UK	BAME	0	8%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	8%	0	9%	0	7%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	5	25%	0	0%	0	0%	0	0%	0	13%
		Not Known/refused	0	0%	0	0%	5	17%	0	0%	0	0%
		Total	**10**	**100%**	**10**	**100%**	**25**	**100%**	**10**	**100%**	**15**	**100%**

Communications, Marketing and Advancement

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	20	6%	5	4%	10	18%	0	0%	10	15%
		White	185	63%	85	70%	35	66%	5	100%	40	77%
		Not Known/refused	5	1%	0	1%	0	2%	0	0%	0	0%
	Non-UK	BAME	25	8%	10	9%	0	2%	0	0%	0	2%
		White	40	14%	20	16%	0	4%	0	0%	0	4%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	15	4%	0	0%	0	2%	0	0%	0	2%
		Not Known/refused	10	3%	0	0%	5	6%	0	0%	0	0%
		Total	**300**	**100%**	**120**	**100%**	**50**	**100%**	**5**	**100%**	**50**	**100%**
Interviewed	UK	BAME	0	6%	0	0%	5	40%	0	0%	0	17%
		White	25	81%	10	91%	5	40%	5	100%	10	83%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	3%	0	9%	0	0%	0	0%	0	0%
		White	0	3%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	6%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	20%	0	0%	0	0%
		Total	**30**	**100%**	**10**	**100%**	**10**	**100%**	**5**	**100%**	**10**	**100%**
Appointed	UK	BAME	0	0%	0	0%	0	50%	0	0%	0	33%
		White	5	83%	0	100%	0	50%	0	0%	0	67%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	17%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	**5**	**100%**	**0**	**100%**	**0**	**100%**	**0**	**0%**	**5**	**100%**

Race Equality Charter application v1 Mar 20

EngInf

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	0	4%	0	0%	5	8%	5	18%	5	9%
		White	40	69%	0	25%	20	53%	10	45%	15	40%
		Not Known/refused	0	2%	0	0%	0	3%	0	0%	0	0%
	Non-UK	BAME	0	4%	5	75%	5	11%	5	32%	15	43%
		White	5	11%	0	0%	5	8%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	2%	0	0%	0	0%	0	5%	0	0%
		White	0	2%	0	0%	0	0%	0	0%	0	3%
		Not Known/refused	5	7%	0	0%	5	17%	0	0%	0	6%
		Total	55	100%	5	100%	35	100%	20	100%	35	100%
Interviewed	UK	BAME	0	0%	0	0%	0	10%	0	33%	0	7%
		White	15	76%	0	25%	10	55%	5	67%	10	57%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	5	75%	0	5%	0	0%	5	21%
		White	5	14%	0	0%	5	15%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	7%
		Not Known/refused	0	10%	0	0%	5	15%	0	0%	0	7%
		Total	20	100%	5	100%	20	100%	5	100%	15	100%
Appointed	UK	BAME	0	0%	0	0%	0	13%	0	0%	0	33%
		White	5	60%	0	0%	5	38%	0	0%	0	67%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	100%	0	13%	0	0%	0	0%
		White	0	20%	0	0%	5	38%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	20%	0	0%	0	0%	0	0%	0	0%
		Total	5	100%	0	100%	10	100%	0	0%	5	100%

ESW

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	5	4%	5	2%	0	0%	0	0%	0	5%
		White	115	71%	130	82%	5	100%	0	0%	15	68%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	5	4%	5	4%	0	0%	0	0%	0	5%
		White	15	8%	20	11%	0	0%	0	0%	5	16%
		Not Known/refused	0	1%	0	1%	0	0%	0	0%	0	0%
	Not Known	BAME	0	1%	0	0%	0	0%	0	0%	0	0%
		White	10	5%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	10	7%	0	0%	0	0%	0	0%	0	5%
		Total	160	100%	155	100%	5	100%	0	0%	20	100%
Interviewed	UK	BAME	0	13%	0	0%	0	0%	0	0%	0	0%
		White	10	69%	15	87%	5	100%	0	0%	5	100%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	7%	0	0%	0	0%	0	0%
		White	0	13%	0	7%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	6%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	15	100%	15	100%	5	100%	0	0%	5	100%
Appointed	UK	BAME	0	33%	0	0%	0	0%	0	0%	0	0%
		White	0	67%	5	100%	0	100%	0	0%	0	100%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	5	100%	5	100%	0	100%	0	0%	0	100%

Global

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	5	6%	5	6%	10	8%	15	8%	10	10%
		White	60	55%	30	36%	75	58%	85	57%	45	48%
		Not Known/refused	0	1%	0	1%	0	1%	5	3%	5	3%
	Non-UK	BAME	10	11%	25	29%	10	8%	15	11%	15	17%
		White	15	15%	20	26%	20	16%	15	11%	10	12%
		Not Known/refused	0	0%	0	1%	0	1%	0	1%	0	1%
	Not Known	BAME	0	2%	0	0%	0	1%	0	0%	0	0%
		White	10	7%	0	0%	0	2%	0	0%	5	3%
		Not Known/refused	0	2%	0	0%	10	7%	15	9%	5	5%
		Total	110	100%	80	100%	130	100%	155	100%	100	100%
Interviewed	UK	BAME	0	0%	0	0%	0	9%	0	0%	0	4%
		White	5	71%	0	0%	15	64%	0	0%	15	60%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	9%	0	0%	0	8%
		White	0	29%	0	0%	5	14%	0	0%	5	16%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	4%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	4%
		Not Known/refused	0	0%	0	0%	0	5%	0	0%	0	4%
		Total	5	100%	0	0%	20	100%	0	0%	25	100%
Appointed	UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	50%	0	0%	0	100%	0	0%	5	83%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	50%	0	0%	0	0%	0	0%	0	17%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	0	100%	0	0%	0	100%	0	0%	5	100%

IT

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	5	22%	0	0%	0	0%	0	0%	0	0%
		White	15	53%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	3%	0	0%	0	0%	0	0%	0	0%
		White	5	13%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	6%	0	0%	0	0%	0	0%	0	0%
		White	0	3%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	30	100%	0	0%	0	0%	0	0%	0	0%
Interviewed	UK	BAME										
		White										
		Not Known/refused										
	Non-UK	BAME										
		White										
		Not Known/refused										
	Not Known	BAME										
		White										
		Not Known/refused										
		Total										
Appointed	UK	BAME										
		White										
		Not Known/refused										
	Non-UK	BAME										
		White										
		Not Known/refused										
	Not Known	BAME										
		White										
		Not Known/refused										
		Total										

		Library										
		Year	2017		2018		2019		2020		2021	
Stage	**Nationality**	**Ethnicity**	Count	%	Count	%	Count	%	Count	%	Count	%
Applied	**UK**	BAME	15	4%	40	6%	55	7%	0	3%	40	9%
		White	245	63%	425	62%	440	55%	25	86%	260	60%
		Not Known/refused	5	2%	10	1%	15	2%	0	0%	5	1%
	Non-UK	BAME	40	10%	75	11%	65	8%	0	3%	25	6%
		White	50	13%	110	16%	125	16%	0	3%	40	10%
		Not Known/refused	0	0%	10	1%	10	1%	0	0%	0	0%
	Not Known	BAME	5	1%	5	1%	20	2%	0	0%	5	1%
		White	15	4%	5	1%	30	3%	0	0%	25	6%
		Not Known/refused	10	3%	5	1%	50	6%	0	3%	30	7%
		Total	390	100%	685	100%	805	100%	30	100%	435	100%
Interviewed	**UK**	BAME	0	2%	5	4%	5	3%	0	5%	5	9%
		White	45	75%	50	70%	75	77%	15	84%	40	67%
		Not Known/refused	0	2%	0	0%	5	3%	0	0%	0	0%
	Non-UK	BAME	5	8%	5	7%	0	2%	0	5%	0	4%
		White	5	7%	10	14%	10	9%	0	0%	10	16%
		Not Known/refused	0	0%	0	1%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	1%	0	0%	0	0%
		White	0	3%	0	1%	0	2%	0	0%	0	2%
		Not Known/refused	0	3%	0	1%	5	3%	0	5%	0	4%
		Total	60	100%	70	100%	100	100%	20	100%	55	100%
Appointed	**UK**	BAME	0	0%	0	0%	0	5%	0	0%	0	13%
		White	10	92%	5	60%	10	63%	5	100%	5	63%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	13%
		White	0	0%	5	40%	5	16%	0	0%	0	13%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	8%	0	0%	0	5%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	11%	0	0%	0	0%
		Total	10	100%	10	100%	20	100%	5	100%	10	100%

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Life Sciences

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	30	8%	20	6%	10	4%	15	7%	10	5%
		White	190	53%	200	64%	145	64%	100	54%	130	64%
		Not Known/refused	0	0%	5	2%	5	3%	5	2%	0	1%
	Non-UK	BAME	20	6%	25	8%	25	11%	35	17%	5	3%
		White	50	14%	55	17%	30	12%	25	13%	20	9%
		Not Known/refused	0	1%	0	1%	0	0%	0	1%	0	0%
	Not Known	BAME	10	3%	0	0%	5	2%	0	0%	5	2%
		White	30	9%	0	1%	0	0%	0	0%	15	7%
		Not Known/refused	25	7%	0	1%	5	3%	10	6%	15	7%
		Total	**350**	**100%**	**315**	**100%**	**230**	**100%**	**190**	**100%**	**200**	**100%**
Interviewed	UK	BAME	5	6%	5	11%	0	3%	0	11%	5	11%
		White	30	56%	30	65%	40	71%	10	61%	25	69%
		Not Known/refused	0	0%	0	2%	0	2%	0	11%	0	0%
	Non-UK	BAME	5	8%	5	9%	5	10%	0	0%	0	3%
		White	10	15%	5	11%	10	14%	0	6%	0	6%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	2%	0	0%	0	0%	0	0%	0	3%
		White	5	12%	0	2%	0	0%	0	0%	0	6%
		Not Known/refused	0	2%	0	0%	0	0%	0	11%	0	3%
		Total	**50**	**100%**	**45**	**100%**	**60**	**100%**	**20**	**100%**	**35**	**100%**
Appointed	UK	BAME	0	0%	0	17%	0	0%	0	0%	0	18%
		White	10	67%	5	58%	10	63%	0	0%	5	45%
		Not Known/refused	0	0%	0	8%	0	0%	0	50%	0	0%
	Non-UK	BAME	0	7%	0	0%	0	13%	0	0%	0	9%
		White	0	7%	0	8%	5	25%	0	50%	0	18%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	13%	0	8%	0	0%	0	0%	0	9%
		Not Known/refused	0	7%	0	0%	0	0%	0	0%	0	0%
		Total	**15**	**100%**	**10**	**100%**	**15**	**100%**	**0**	**100%**	**10**	**100%**

LPS

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME									0	4%
		White									35	73%
		Not Known/refused									0	2%
	Non-UK	BAME									0	4%
		White									5	9%
		Not Known/refused									0	0%
	Not Known	BAME									0	2%
		White									0	2%
		Not Known/refused									0	2%
		Total									**45**	**100%**
Interviewed	UK	BAME									0	0%
		White									10	77%
		Not Known/refused									0	0%
	Non-UK	BAME									0	8%
		White									0	8%
		Not Known/refused									0	0%
	Not Known	BAME									0	8%
		White									0	0%
		Not Known/refused									0	0%
		Total									**15**	**100%**
Appointed	UK	BAME									0	0%
		White									0	0%
		Not Known/refused									0	0%
	Non-UK	BAME									0	0%
		White									0	0%
		Not Known/refused									0	0%
	Not Known	BAME									0	0%
		White									0	0%
		Not Known/refused									0	0%
		Total									**0**	**0%**

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Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
							MAH					
		Year	**2017**		**2018**		**2019**		**2020**		**2021**	
Stage	**Nationality**	**Ethnicity**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Applied	UK	BAME	5	3%	20	6%	15	5%	10	8%	5	7%
		White	130	63%	240	74%	170	64%	70	73%	70	66%
		Not Known/refused	0	0%	10	2%	10	3%	5	4%	0	0%
	Non-UK	BAME	5	3%	10	4%	15	6%	5	5%	10	8%
		White	25	11%	40	12%	35	13%	5	6%	15	13%
		Not Known/refused	0	0%	0	1%	0	0%	0	0%	0	0%
	Not Known	BAME	5	1%	0	0%	0	1%	0	0%	0	0%
		White	20	10%	5	1%	5	2%	0	0%	5	6%
		Not Known/refused	15	7%	0	0%	15	6%	5	3%	0	1%
		Total	**210**	**100%**	**325**	**100%**	**270**	**100%**	**100**	**100%**	**105**	**100%**
Interviewed	UK	BAME	0	0%	0	3%	0	5%	0	13%	0	3%
		White	10	89%	30	94%	35	75%	5	75%	20	70%
		Not Known/refused	0	0%	0	0%	0	2%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	5%	0	13%	5	10%
		White	0	0%	0	3%	5	7%	0	0%	0	3%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	11%	0	0%	0	0%	0	0%	5	13%
		Not Known/refused	0	0%	0	0%	5	7%	0	0%	0	0%
		Total	**10**	**100%**	**35**	**100%**	**45**	**100%**	**10**	**100%**	**30**	**100%**
Appointed	UK	BAME	0	0%	0	0%	0	0%	0	100%	0	0%
		White	0	100%	5	100%	5	67%	0	0%	5	88%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	11%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	13%
		Not Known/refused	0	0%	0	0%	0	22%	0	0%	0	0%
		Total	**0**	**100%**	**5**	**100%**	**10**	**100%**	**0**	**100%**	**10**	**100%**

MPS

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	5	5%	5	5%	5	4%	5	7%	5	6%
		White	45	56%	70	75%	45	58%	30	63%	25	48%
		Not Known/refused	0	3%	0	1%	0	1%	0	0%	0	2%
	Non-UK	BAME	10	13%	5	5%	10	15%	10	17%	10	21%
		White	10	13%	15	14%	10	15%	5	7%	5	10%
		Not Known/refused	0	0%	0	0%	0	1%	0	0%	0	0%
	Not Known	BAME	0	1%	0	0%	0	0%	0	2%	0	0%
		White	5	9%	0	0%	0	0%	0	0%	5	8%
		Not Known/refused	0	1%	0	0%	5	5%	0	4%	5	6%
		Total	**80**	**100%**	**95**	**100%**	**80**	**100%**	**45**	**100%**	**50**	**100%**
Interviewed	UK	BAME	0	0%	0	5%	0	4%	0	0%	0	5%
		White	5	67%	15	80%	15	59%	5	86%	10	60%
		Not Known/refused	0	0%	0	0%	0	4%	0	0%	0	0%
	Non-UK	BAME	0	17%	0	0%	5	15%	0	0%	5	15%
		White	0	0%	5	15%	0	7%	0	0%	0	10%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	17%	0	0%	0	0%	0	0%	0	5%
		Not Known/refused	0	0%	0	0%	5	11%	0	14%	0	5%
		Total	**5**	**100%**	**20**	**100%**	**25**	**100%**	**5**	**100%**	**20**	**100%**
Appointed	UK	BAME	0	33%	0	33%	0	0%	0	0%	0	0%
		White	0	33%	0	67%	0	67%	0	0%	5	100%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	33%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	33%	0	0%	0	0%
		Total	**5**	**100%**	**5**	**100%**	**5**	**100%**	**0**	**0%**	**5**	**100%**

Psychology

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	10	11%	10	6%	0	1%	5	10%	10	6%
		White	60	58%	120	71%	70	77%	35	72%	105	65%
		Not Known/refused	0	1%	5	3%	0	0%	0	2%	5	2%
	Non-UK	BAME	5	4%	5	4%	5	3%	5	6%	10	7%
		White	10	10%	25	16%	15	15%	5	6%	15	11%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	1%
	Not Known	BAME	0	1%	0	0%	0	0%	0	0%	0	1%
		White	15	13%	0	1%	0	0%	0	0%	5	2%
		Not Known/refused	0	2%	0	1%	5	3%	0	4%	10	6%
		Total	**105**	**100%**	**165**	**100%**	**90**	**100%**	**50**	**100%**	**160**	**100%**
Interviewed	UK	BAME	0	25%	0	5%	0	0%	0	0%	0	2%
		White	0	25%	15	79%	20	100%	5	88%	35	80%
		Not Known/refused	0	0%	0	5%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	0%	0	13%	0	5%
		White	0	0%	0	11%	0	0%	0	0%	5	7%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	25%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	25%	0	0%	0	0%	0	0%	0	5%
		Total	**5**	**100%**	**20**	**100%**	**20**	**100%**	**10**	**100%**	**40**	**100%**
Appointed	UK	BAME	0	0%	0	20%	0	0%	0	0%	0	9%
		White	0	0%	5	60%	5	100%	0	100%	10	73%
		Not Known/refused	0	0%	0	20%	0	0%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	0%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	100%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	18%
		Total	**0**	**100%**	**5**	**100%**	**5**	**100%**	**0**	**100%**	**10**	**100%**

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Research and Enterprise

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	0	3%	5	10%	5	5%	5	9%	0	0%
		White	35	54%	25	58%	60	58%	45	58%	5	60%
		Not Known/refused	0	0%	0	5%	5	3%	0	1%	0	0%
	Non-UK	BAME	5	11%	0	5%	10	11%	5	5%	0	40%
		White	10	16%	10	23%	20	19%	10	16%	0	0%
		Not Known/refused	0	2%	0	0%	0	1%	0	1%	0	0%
	Not Known	BAME	0	2%	0	0%	0	1%	0	0%	0	0%
		White	5	11%	0	0%	0	0%	0	1%	0	0%
		Not Known/refused	0	2%	0	0%	5	3%	5	8%	0	0%
		Total	65	100%	40	100%	105	100%	75	100%	5	100%
Interviewed	UK	BAME	0	0%	0	11%	5	9%	0	14%	0	0%
		White	15	65%	5	78%	20	63%	10	64%	0	33%
		Not Known/refused	0	0%	0	0%	0	3%	0	7%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	6%	0	0%	0	67%
		White	5	15%	0	11%	5	19%	0	14%	0	0%
		Not Known/refused	0	5%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	5	15%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	20	100%	10	100%	30	100%	15	100%	5	100%
Appointed	UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	40%	0	67%	5	67%	0	100%	0	100%
		Not Known/refused	0	0%	0	0%	0	11%	0	0%	0	0%
	Non-UK	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	40%	0	33%	0	22%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
	Not Known	BAME	0	0%	0	0%	0	0%	0	0%	0	0%
		White	0	20%	0	0%	0	0%	0	0%	0	0%
		Not Known/refused	0	0%	0	0%	0	0%	0	0%	0	0%
		Total	5	100%	5	100%	10	100%	0	100%	0	100%

Student Experience

Stage	Nationality	Ethnicity	2017 Count	2017 %	2018 Count	2018 %	2019 Count	2019 %	2020 Count	2020 %	2021 Count	2021 %
Applied	UK	BAME	25	6%	0	5%						
		White	220	54%	25	63%						
		Not Known/refused	5	1%	0	0%						
	Non-UK	BAME	25	6%	5	11%						
		White	50	13%	10	21%						
		Not Known/refused	0	0%	0	0%						
	Not Known	BAME	5	1%	0	0%						
		White	40	10%	0	0%						
		Not Known/refused	35	9%	0	0%						
		Total	405	100%	40	100%						
Interviewed	UK	BAME	5	12%	0	0%						
		White	20	61%	5	71%						
		Not Known/refused	0	0%	0	0%						
	Non-UK	BAME	0	3%	0	0%						
		White	0	6%	0	29%						
		Not Known/refused	0	0%	0	0%						
	Not Known	BAME	0	0%	0	0%						
		White	5	12%	0	0%						
		Not Known/refused	0	6%	0	0%						
		Total	35	100%	5	100%						
Appointed	UK	BAME	0	0%	0	0%						
		White	5	71%	0	0%						
		Not Known/refused	0	0%	0	0%						
	Non-UK	BAME	0	0%	0	0%						
		White	0	14%	0	0%						
		Not Known/refused	0	0%	0	0%						
	Not Known	BAME	0	0%	0	0%						
		White	0	14%	0	0%						
		Not Known/refused	0	0%	0	0%						
		Total	5	100%	0	0%						

2.9i: Alongside the development of a Positive Action strategy, Heads of Division to develop action plans to identify specific areas for improvement.

6b Training

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

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

- the uptake of courses by ethnicity

- how training is evaluated

"In terms of training and development on any topic, I am permitted to participate in opportunities I identify as long as they are free"

Staff REC survey response

Table 6.8: Professional Services staff – overall e-learning 2018-2022

E-learning Category	BAME	%	Not Known	%	White	%	Grand Total
EDI	218	8%	318	12%	2151	80%	2687
Management Development	61	8%	86	11%	650	82%	797
Personal Development	3	0%	1	0%	80	95%	84
Professional Development	1	2%	10	18%	44	80%	55
Wellbeing	11	5%	17	7%	211	88%	239
Total	**191**	**8%**	**288**	**12%**	**1992**	**81%**	**2471**

Table 6.9: Professional Services - overall workshop attendance 2018-2022

Workshop Category	BAME	%	Not Known	%	Other	%	White	%	Grand Total
EDI	32	7%	29	7%	2	0%	382	86%	445
Management Development	63	7%	75	8%	4	0%	827	85%	969
Personal Development	34	9%	25	7%	2	1%	309	84%	370
Professional Development	80	9%	84	9%	8	1%	745	81%	917
Wellbeing	40	9%	23	5%	0	0%	376	86%	439
Total	**221**	**8%**	**192**	**7%**	**16**	**1%**	**2254**	**84%**	**2683**

See 5b for information.

To monitor training compliance, we are implementing a Learning Management System (2.16a). This will also help us gather evaluation feedback so that training improvements can be identified. We will also include completion rates of mandatory training as part of the monthly HR KPIs report to UEG so that noncompliance can be actioned by the COO and Provost (2.11b).

Alongside formal training, the University operates an apprenticeship scheme, which combines both practical experience with study and can lead to a nationally recognised qualification. We will improve awareness of the scheme through communications (2.13a) and complete a comparative analysis following the awareness actions to analyse uptake (2.13b). This process will help us monitor uptake of the scheme and inform targeted action to increase awareness for any underrepresented groups (2.13c).

Summary of Actions: 6b (also check section 5b for actions relevant to this section)

2.16a: Implement LMS to ensure effective monitoring of mandatory training for recruiters. Identify actions to ensure compliance of existing training provision.

2.11b: Report to UEG on completion of mandatory training as part of the monthly HR data report on KPIs so that completion rates can be actioned by the COO and Provost.

2.13a: Improve awareness of Staff Apprenticeship Scheme. 2.13b: Do comparative analysis of uptake after comms (early 2025) to measure any movement 2.13c: Monitor uptake of apprenticeship scheme to understand where further exploration or targeted awareness for underrepresented groups may be required.

6c Appraisal/development review

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

"The appraisal system is uncomfortable and a waste of time. It's a box-ticking exercise that has no value to most staff. We have no formal promotion system in PS, and progression opportunities are so few and far between."
Staff REC survey response

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See Section 5c for information on our ADR process and associated actions.

Table 6.10: Professional Services appraisals 2020 - 2022

2020/2021 Professional Services (inc Technical)			
Name of School/Division	Total number of staff	No. of appraisals completed	% of appraisals completed
Vice-Chancellor's Office	11	10	90.9%
Planning and HOPS	13	12	92%
General Counsel, Governance and Compliance	25	25	100%
CMA	165	159	96.4%
IT Services	83	78	94%
Library	97	97	100%
Finance	77	76	98.7%
Human Resources	63	47	75%
Research	54	51	94.4%
Estates, Facilities & Commercial Services	22	21	95.5%
Student Experience	186	183	98.4%
Psychology	15	12	80%
Mathematics & Physical Sciences	27	26	96.3%
Engineering & Informatics	13	13	100%
Life Sciences	77	45	58.4%
Media, Arts and Humanities	45	44	97.8%
Business School	67	63	94%
Social Science Professional Services	54	52	96.3%

2021/2022 Professional Services (inc Technical)			
Name of School/Division	Total number of staff	No. of appraisals completed	% of appraisals completed
University Operations and Strategic Planning	13	12	92.3%
Vice-Chancellor's Office	2	2	100%
Mathematical & Physical Sciences	22	22	100%
MPS	10	10	100%
Library	88	87	98.9%
Media, Arts and Humanities	61	55	90.2%
Finance Division	Unknown	83	Unknown
ITS and Sussex Projects	100	84	84%
GCGC	34	34	100%
Psychology	17	10	58.9%
Social Science Professional Services	79	61	77.2%
Engineering & Informatics	27	24	88.9%
Global	N/A	N/A	N/A
ESW	N/A	N/A	N/A
Law, Politics and Sociology	N/A	N/A	N/A
Division for the Student Experience	161	135	83.9%
Life Sciences	73	25	34.2%
Estates Division	72	68	94.4%
CMA	187	184	98.4%
Business School	62	62	100%
Human Resources	74	62	83.8%
Research and Enterprise Division	53	49	92.5%

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

Please consider, with specific reference to ethnicity and race:

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

- any training or mentoring offered around promotion and progression

- comment on staff perceptions of development and progression

> "Professional services staff do not have the opportunity to be promoted or allocated additional pay scale increments, on the basis of performance….promotion practices within PS stifles talent, discourages professional development, and prevents retention of skilled employees within the organisation."
>
> Staff member REC survey response

The above sentiment may be in part due to the fact that the University does not have a structured promotions review process for PS staff, though roles can be regraded and staff can apply for vacancies. Recognition is also possible through the DPR Process (see 5d).

Where a line manager believes a job has changed it can be considered for regrading in line with the HERA job evaluation methodology.

> "There is certainly never any encouragement to get your role regraded, and the various barriers to professional progress is partly responsible for the gender pay gap given that lower PS grades are primarily occupied by women."
>
> Staff REC survey response

We have an active central mentoring programme open to all staff:

Figure 6.1: Screen grab of Mentoring landing page

Mentoring

On these pages, you'll find practical information, resources and guidance related to mentoring and the staff mentoring programme.

Mentoring is a powerful method of professional development; it can benefit individuals across all job roles and functions, within any department or discipline.

We have an active central mentoring programme open to all staff at Sussex. The programme matches mentees with suitable mentors from across the University. Mentors will usually be selected from another School or Division and be slightly ahead of the mentee in their career.

Find out more about mentoring and how it works.

There are also a number of other mentoring schemes at the University including the Library mentoring scheme, early-career mentoring for researchers from the Research Staff Office, Sussex Alumni, as well as academic mentoring in schools (contact Schools directly for more information).

Cross-institution Mentoring

We have a reciprocal relationship with the University of Brighton with regards to mentoring. If you are a prospective mentor or mentee and would like to be matched with someone from Brighton, please specify this on your mentoring registration form and we will look to find you a suitable match.

Community of Practice for Mentors (CoP) ⌄

Guidance for mentors
Discover the skills that you will need and resources to support mentoring. →

Guidance for mentees
What to look for in a mentor and mentoring scheme. →

Training and Events

Organisational Development offer the following mentoring-related workshops and events on a rolling basis every term. Click on a workshop date below to register for an upcoming event.

Becoming a Mentee*

Learn more about how the staff mentoring programme works at Sussex and the benefits of being a mentee.

Effective Skills for Mentors*

Explore the core skills involved in mentoring and practice an effective mentoring approach utilising an established model.

* More workshops to be announced soon

Community of Practice

Meet other mentors from across the University, share insights and experiences, and build capability through peer-to-peer development.

Wednesday 19 July 12:00 until 13:00 (Online)

Sign up to the Staff Mentoring Programme

To join the Staff Mentoring Programme as a mentor/mentee, or for any queries, please email od@sussex.ac.uk

Case Studies

Read about the real experiences of colleagues in the Staff Mentoring Programme and their perspective on how mentoring has supported their professional development.

A new identity-based mentoring system – allowing people to select those with similar lived experiences as mentors/mentees – is being rolled out. This program will promote skill development, connect employees to others with shared experience, and will foster a more inclusive workplace. The scheme's effectiveness will be measured through feedback from those who take part. We will also monitor uptake, including mentors and mentees demographics to ensure fair access and to career development activities (2.13d).

Summary of Actions: 6d

2.13d: Measure effectiveness of mentoring scheme through feedback and monitoring

7. Student pipeline

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

See Section 1 for reflections from Heads of School.

7a Admissions

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

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

- outline how racial biases are identified within the admissions process

Table 7.1: Offer rates by predicted grade for all of University of Sussex

School	Prior A level grade	Ethnicity	Offer rate			Number of applications		
			2020	2021	2022	2020	2021	2022
Sussex	A*A*A*	Black	100.0%	100.0%	100.0%	0	5	5
		Asian	92.3%	100.0%	100.0%	15	20	25
		Mixed	100.0%	100.0%	100.0%	15	20	20
		Other		100.0%	100.0%	0	0	5
	AAA+	White	98.9%	99.8%	99.5%	1585	1975	2065
		Black	100.0%	97.8%	100.0%	65	95	115
		Asian	100.0%	98.4%	100.0%	125	185	200
		Mixed	97.2%	100.0%	100.0%	140	200	185
		Other	96.6%	97.0%	100.0%	30	35	55
	BBB+	White	97.8%	98.8%	98.7%	2590	3550	3290
		Black	98.4%	99.3%	99.3%	190	295	300
		Asian	98.3%	98.7%	99.0%	295	455	420
		Mixed	98.4%	98.7%	99.2%	245	375	380
		Other	94.9%	98.9%	99.0%	80	90	95
	CCC+	White	94.2%	96.9%	97.1%	830	1255	1370
		Black	97.6%	91.6%	100.0%	85	155	175
		Asian	97.7%	98.6%	99.2%	130	220	255
		Mixed	96.4%	97.7%	96.6%	110	130	150
		Other	92.1%	100.0%	98.4%	40	35	65
	DDD+	White	92.9%	91.3%	93.6%	335	575	620
		Black	94.7%	86.7%	91.8%	40	60	60
		Asian	88.7%	92.7%	95.6%	70	110	115
		Mixed	72.7%	92.3%	89.3%	35	50	75
		Other	100.0%	85.7%	100.0%	10	15	30
	<DDD	White	87.5%	87.6%	88.8%	225	355	395
		Black	75.7%	91.4%	90.7%	35	60	55
		Asian	95.0%	87.7%	89.2%	40	55	65
		Mixed	89.2%	94.3%	92.9%	35	35	40
		Other	81.8%	93.8%	86.7%	10	15	30
	Unknown	White	78.3%	79.3%	80.7%	3445	3645	3655
		Black	69.1%	74.4%	76.8%	350	330	325
		Asian	78.9%	86.2%	83.1%	380	455	445
		Mixed	79.4%	81.5%	79.3%	385	415	435
		Other	76.6%	76.2%	74.6%	170	180	175

Chart 7.1: Offer rates by predicted grade 2022

Offer rates by predicted grade 2022 cycle

	A*A*A*	AAA+	BBB+	CCC+	DDD+	<DDD	Unknown
White	99.6%	99.5%	98.7%	97.1%	93.6%	88.8%	80.7%
Black	100.0%	100.0%	99.3%	100.0%	91.8%	90.7%	76.8%
Asian	100.0%	100.0%	99.0%	99.2%	95.6%	89.2%	83.1%
Mixed	100.0%	100.0%	99.2%	96.6%	89.3%	92.9%	79.3%
Other	100.0%	100.0%	99.0%	98.4%	100.0%	86.7%	74.6%

Race Equality Charter application v1 Mar 20
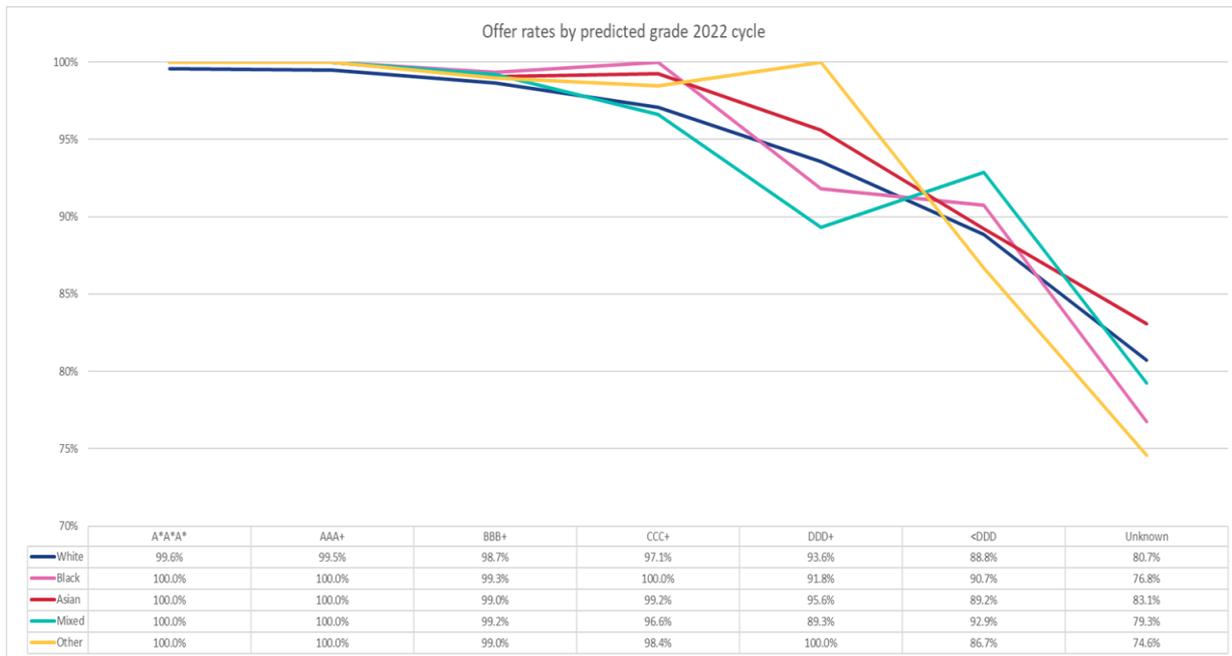
Table 7.2: Offer rates for UK only by School and all University

School	Ethnicity	Offer rate			Number of applications		
		2020	2021	2022	2020	2021	2022
Engineering and Informatics	White	86.1%	89.1%	87.7%	660	770	990
	BAME	83.1%	84.1%	88.1%	320	410	530
Education and Social Work	White	47.9%	55.3%	45.4%	405	560	535
	BAME	39.3%	33.6%	42.1%	105	115	105
Central Foundation Year Programmes	White	88.7%	88.7%	89.1%	910	720	850
	BAME	89.8%	91.5%	91.8%	470	425	505
Global Studies	White	97.1%	97.4%	97.6%	690	870	735
	BAME	98.7%	96.0%	98.1%	155	200	155
Life Sciences	White	90.3%	92.1%	94.1%	835	1080	985
	BAME	90.1%	95.0%	96.6%	345	500	495
Law, Politics and Sociology	White	95.2%	96.1%	98.1%	1205	1590	1550
	BAME	93.2%	97.5%	96.2%	400	605	600
Media, Arts and Humanities	White	93.1%	95.4%	96.5%	1910	2450	2315
	BAME	90.2%	94.2%	92.8%	355	480	475
Mathematical and Physical Sciences	White	92.8%	91.4%	94.1%	375	465	470
	BAME	86.6%	92.4%	90.1%	110	130	130
Psychology	White	85.8%	90.6%	92.5%	955	1220	1330
	BAME	81.1%	87.5%	91.9%	240	345	355
Business School	White	94.7%	95.4%	96.6%	1195	1815	1850
	BAME	91.5%	95.8%	94.1%	610	880	935
Sussex	White	89.9%	91.9%	92.4%	9135	11540	11615
	Black	83.8%	88.5%	91.5%	765	995	1035
	Asian	90.6%	94.0%	93.9%	1050	1500	1525
	Mixed	89.2%	92.6%	91.5%	965	1225	1280
	Other	85.3%	87.0%	88.9%	340	370	450

Ethnicity data is not provided during the application process. Decisions are based largely on UCAS applications. Interviews are used for under 3% of applications.

The trend shows an increase in offer rates to BAME students, and at CCC+ and above increased (though small) numbers of Black applicants. At undergraduate level, interviews take place in two areas (for professional body requirements): Social Work and Primary Education. Compared to other courses these show lower offer rates for all students, which is partly explained by the process involving applications to five universities, with five interviews. Of these, applicants prioritise their preferred institutions and do not attend all interviews, resulting in a lower offer rate.

Actions to understand the gap in offer rates between White and BAME students on these courses include further analysis at a course level and reviewing the interview process to identify any potential measures to safeguard against bias (3.2a&b).

The University operates a flexible admissions policy and accepts a wide range of qualifications. Proximity to London also contributes to a diverse student body. Outreach work focuses on students receiving free school meals, a high proportion identify as BAME. Summer schools are also offered. Further ethnicity analysis of those engaging in pre-entry initiatives will inform future focused initiatives (3.1a&b).

An entry bursary (£1,000 Y1, £500/year subsequently) is available to undergraduate students with family income below £25,000 and care leavers. The University has a Hardship Fund which all students may apply for, reducing the risk of temporary or permanent withdrawal due to financial difficulties. These funds may be used to provide support to students with disabilities and specific learning differences for support no longer available through the DSA and/or diagnostic assessment of specific learning differences.

Chart 7.2: Offer rates for UK only compared to sector

UK only: Gaps in offer rate

	Black			Asian			Mixed			Other		
	2020	2021	2022	2020	2021	2022	2020	2021	2022	2020	2021	2022
Sussex	6.1%	3.4%	0.9%	-0.6%	-2.1%	-1.5%	0.7%	-0.7%	0.9%	4.7%	4.9%	3.5%
Sector (UK)	12.5%	13.0%	12.9%	2.9%	3.8%	6.1%	1.1%	1.3%	1.9%	6.4%	7.6%	8.8%
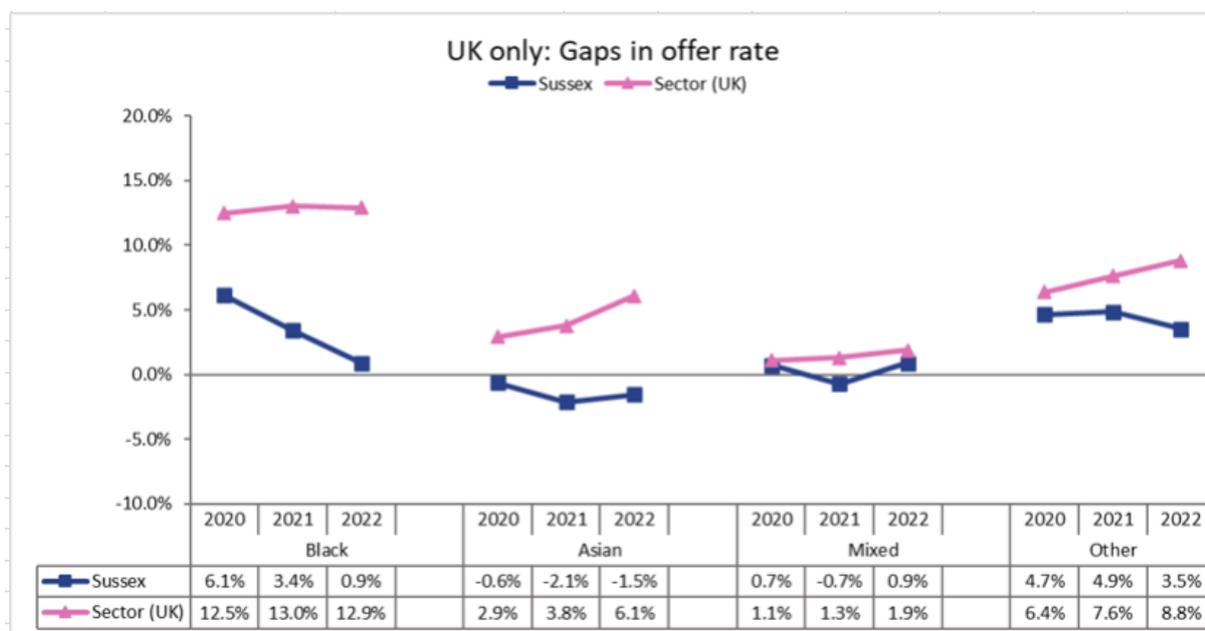
There is little variance in offer rates between White and other ethnicities; in this respect we are performing better than the sector. In 2020, we had a 6.1% gap between offer rates for White and Black UK students, reducing to 0.9% in three years. 'Other' remains the only ethnicity with a significant gap, at 3.5% as of 2022. Conversely, UK Asian applicants do have a higher offer rate than White applicants.

Summary of actions: 7a

3.2 a Undertake further analysis at a course level of ESW courses to understand gaps in offer rates between White and BAME candidates.

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3.2 b Review the interview process for ESW courses to identify any potential measures to safeguard against bias.

3.1 a Undertake collection and analysis of ethnicity data and intersecting characteristics of those accessing bursaries and hardship funds.

3.1 b Undertake further analysis of the ethnicity of those engaging in pre-entry and other initiatives to inform the focus of future initiatives.

7b Undergraduate student body

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

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

> "I am a Pakistani student and see little diversity in my courses and therefore friends. I have endured many uncomfortable conversations with peers and don't feel at all represented in the curriculum and there is not enough diversity and representation at the university."
>
> Student REC survey response

Tables 7.3: University level undergraduate student body by ethnicity

School	Domicile	Ethnicity	Undergraduate student body by ethnicity (%)				Undergraduate student body by ethnicity (Population)		
			2019/20	2020/21	2021/22	Trend	2019/20	2020/21	2021/22
Sussex	UK	White	75.9%	73.6%	71.8%		8265	8025	7895
		Black	5.4%	5.4%	5.9%		590	595	645
		Asian	8.2%	9.0%	9.9%		895	980	1085
		Mixed	8.0%	8.8%	9.1%		870	960	1005
		Other	1.9%	2.4%	2.5%		210	265	280
		Unknown	0.5%	0.8%	0.7%		55	85	80
	Non UK	White	35.7%	34.8%	29.2%		1390	1380	1080
		Black	3.1%	3.0%	3.4%		120	120	125
		Asian	39.8%	40.7%	44.4%		1550	1615	1640
		Mixed	5.1%	5.2%	5.5%		200	205	200
		Other	11.2%	12.4%	12.0%		435	495	445
		Unknown	5.1%	3.8%	5.5%		200	150	205

Chart 7.3: Undergraduate student body by ethnicity 2019 - 2022

Undergraduate student body

		White	Black	Asian	Mixed	Other	Unknown	White	Black	Asian	Mixed	Other	Unknown
		UK						Non UK					
■	2019/20	75.9%	5.4%	8.2%	8.0%	1.9%	0.5%	35.7%	3.1%	39.8%	5.1%	11.2%	5.1%
■	2020/21	73.6%	5.4%	9.0%	8.8%	2.4%	0.8%	34.8%	3.0%	40.7%	5.2%	12.4%	3.8%
■	2021/22	71.8%	5.9%	9.9%	9.1%	2.5%	0.7%	29.2%	3.4%	44.4%	5.5%	12.0%	5.5%
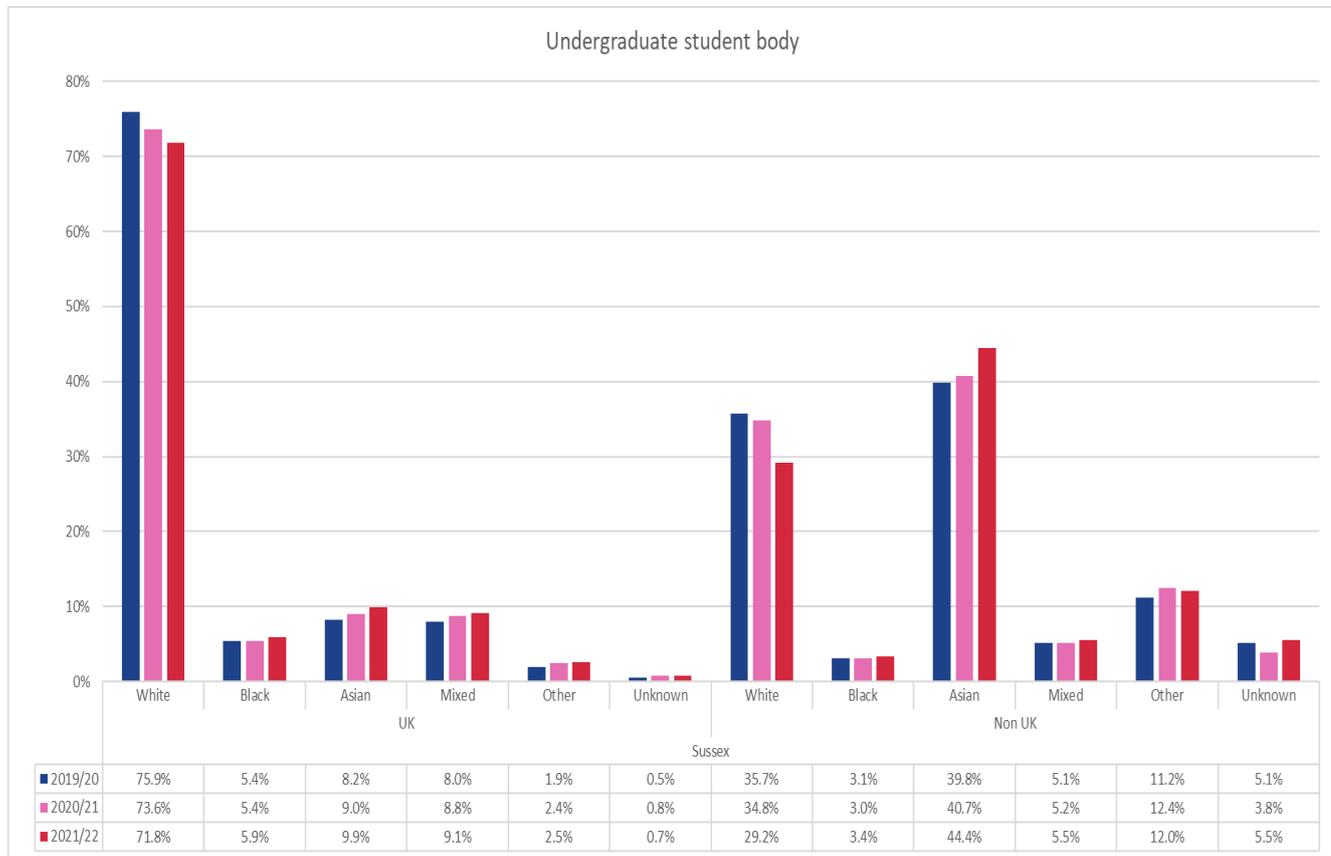
The UK BAME student population has risen from 23.5% in 2019/20 to 27.4% in 2021/22. Our non-UK BAME population has increased over the three-year period.

Table 7.4: Undergraduate student body at School level by ethnicity

School	Domicile	Ethnicity	Undergraduate student body by ethnicity (%)			Trend	Undergraduate student body by ethnicity (Population)		
			2019/20	2020/21	2021/22		2019/20	2020/21	2021/22
Central foundation year programmes	UK	White	64.1%	66.6%	59.1%		470	325	220
		BAME	34.7%	32.4%	39.8%		255	155	150
		Unknown	1.2%	1.0%	1.1%		10	5	5
	Non UK	White	49.4%	67.7%	62.1%		40	40	20
		BAME	48.2%	29.0%	37.9%		40	20	10
		Unknown	2.4%	3.2%	0.0%		0	0	0
Medical School	UK	White	56.2%	51.1%	48.4%		185	195	195
		BAME	42.3%	47.6%	49.9%		140	180	200
		Unknown	1.5%	1.3%	1.7%		5	5	5
	Non UK	White	48.8%	48.1%	0.0%		20	25	0
		BAME	46.3%	48.1%	0.0%		20	25	0
		Unknown	4.9%	3.8%	100.0%		0	0	50
Engineering and Informatics	UK	White	70.4%	69.5%	65.5%		585	550	510
		BAME	28.8%	28.6%	32.7%		240	225	255
		Unknown	0.7%	1.9%	1.8%		5	15	15
	Non UK	White	29.9%	25.2%	19.1%		125	120	90
		BAME	61.4%	70.9%	75.5%		255	330	350
		Unknown	8.7%	3.8%	5.4%		35	20	25
Education and Social Work	UK	White	86.0%	85.0%	84.4%		210	230	230
		BAME	14.0%	14.7%	15.3%		35	40	40
		Unknown	0.0%	0.4%	0.4%		0	0	0
	Non UK	White	66.7%	54.5%	38.5%		5	5	5
		BAME	33.3%	45.5%	61.5%		0	5	10
		Unknown	0.0%	0.0%	0.0%		0	0	0
Global Studies	UK	White	82.9%	80.2%	79.8%		765	715	680
		BAME	16.6%	19.0%	19.6%		155	170	165
		Unknown	0.4%	0.8%	0.6%		5	5	5
	Non UK	White	42.2%	41.0%	39.1%		140	130	105
		BAME	53.5%	54.5%	55.6%		175	170	150
		Unknown	4.3%	4.5%	5.3%		15	15	15
Life Sciences	UK	White	72.8%	70.4%	68.6%		890	800	765
		BAME	26.5%	28.7%	30.6%		325	325	340
		Unknown	0.7%	0.9%	0.7%		10	10	10
	Non UK	White	64.1%	64.6%	55.8%		180	175	135
		BAME	32.7%	29.6%	36.3%		90	80	85
		Unknown	3.2%	5.8%	7.9%		10	15	20
Law, Politics and Sociology	UK	White	74.7%	71.4%	70.1%		995	1025	1085
		BAME	25.0%	27.5%	29.1%		330	395	450
		Unknown	0.4%	1.1%	0.8%		5	15	15
	Non UK	White	42.0%	42.7%	40.9%		195	205	175
		BAME	52.4%	54.3%	55.3%		240	260	235
		Unknown	5.6%	2.9%	3.8%		25	15	15
Media, Arts and Humanities	UK	White	85.9%	83.7%	83.0%		1615	1530	1485
		BAME	13.7%	15.6%	16.3%		255	285	290
		Unknown	0.5%	0.7%	0.7%		10	10	15
	Non UK	White	35.3%	34.9%	31.6%		180	155	125
		BAME	60.7%	60.2%	64.3%		315	270	255
		Unknown	4.1%	4.9%	4.1%		20	20	15
Mathematical and Physical Sciences	UK	White	78.7%	76.8%	76.8%		455	375	300
		BAME	21.2%	22.6%	22.4%		125	110	90
		Unknown	0.2%	0.6%	0.8%		0	5	5
	Non UK	White	63.9%	48.9%	48.6%		40	20	20
		BAME	32.8%	42.2%	45.9%		20	20	15
		Unknown	3.3%	8.9%	5.4%		0	5	0
Psychology	UK	White	82.7%	79.4%	77.3%		850	970	1055
		BAME	17.1%	20.1%	22.3%		175	245	305
		Unknown	0.2%	0.5%	0.4%		0	5	5
	Non UK	White	59.1%	56.7%	49.1%		135	160	135
		BAME	39.2%	41.9%	48.0%		90	120	135
		Unknown	1.7%	1.4%	2.9%		5	5	10
Business School	UK	White	69.8%	66.4%	65.2%		1245	1310	1370
		BAME	29.9%	33.4%	34.4%		535	660	720
		Unknown	0.2%	0.3%	0.4%		5	5	10
	Non UK	White	22.5%	22.3%	18.5%		330	340	275
		BAME	71.9%	74.0%	78.0%		1055	1135	1170
		Unknown	5.6%	3.7%	3.5%		80	55	50

The majority of Schools show increasing proportions of non-UK BAME students over the three-year period:

- high and increasing undergraduate UK BAME populations in BSMS (49.9% in 2021/22), Business School (34.4% in 2021/22) and EngInf (32.7% in 2021/22).

- lowest percentages of UK BAME undergraduate students (2021/22) in MAH (16.3%) and ESW (15.3%)

- highest percentages of non-UK BAME students (2021/22) in Business School (78%) and EngInf (75.5%)

Table 7.5: UK UG body compared to sector and South East

| | Ethnicity | Undergraduate student body by ethnicity (%) | | | |
		2019/20	2020/21	2021/22	Trend
Sussex	White	75.9%	73.6%	71.8%	
	Black	5.4%	5.4%	5.9%	
	Asian	8.2%	9.0%	9.9%	
	Mixed	8.0%	8.8%	9.1%	
	Other	1.9%	2.4%	2.5%	
	Unknown	0.5%	0.8%	0.7%	
Sector (UK)	White	73.1%	72.3%	71.3%	
	Black	7.6%	7.8%	7.9%	
	Asian	11.9%	12.2%	12.6%	
	Mixed	4.3%	4.5%	4.6%	
	Other	1.8%	1.9%	2.1%	
	Unknown	1.3%	1.4%	1.5%	
Sector (South East)	White	77.3%	76.5%	75.4%	
	Black	6.7%	6.8%	7.0%	
	Asian	8.5%	8.7%	9.1%	
	Mixed	4.5%	4.6%	4.7%	
	Other	1.5%	1.6%	2.1%	
	Unknown	1.6%	1.8%	1.8%	

Chart 7.4: UK UG body compared to sector

UG student body comparison to sector

	2019/20	2020/21	2021/22		2019/20	2020/21	2021/22		2019/20	2020/21	2021/22		2019/20	2020/21	2021/22		2019/20	2020/21	2021/22
	White				Black				Asian				Mixed				Other		
Sussex	75.9%	73.6%	71.8%		5.4%	5.4%	5.9%		8.2%	9.0%	9.9%		8.0%	8.8%	9.1%		1.9%	2.4%	2.5%
Sector (UK)	73.1%	72.3%	71.3%		7.6%	7.8%	7.9%		11.9%	12.2%	12.6%		4.3%	4.5%	4.6%		1.8%	1.9%	2.1%
Sector (South East)	77.3%	76.5%	75.4%		6.7%	6.8%	7.0%		8.5%	8.7%	9.1%		4.5%	4.6%	4.7%		1.5%	1.6%	2.1%
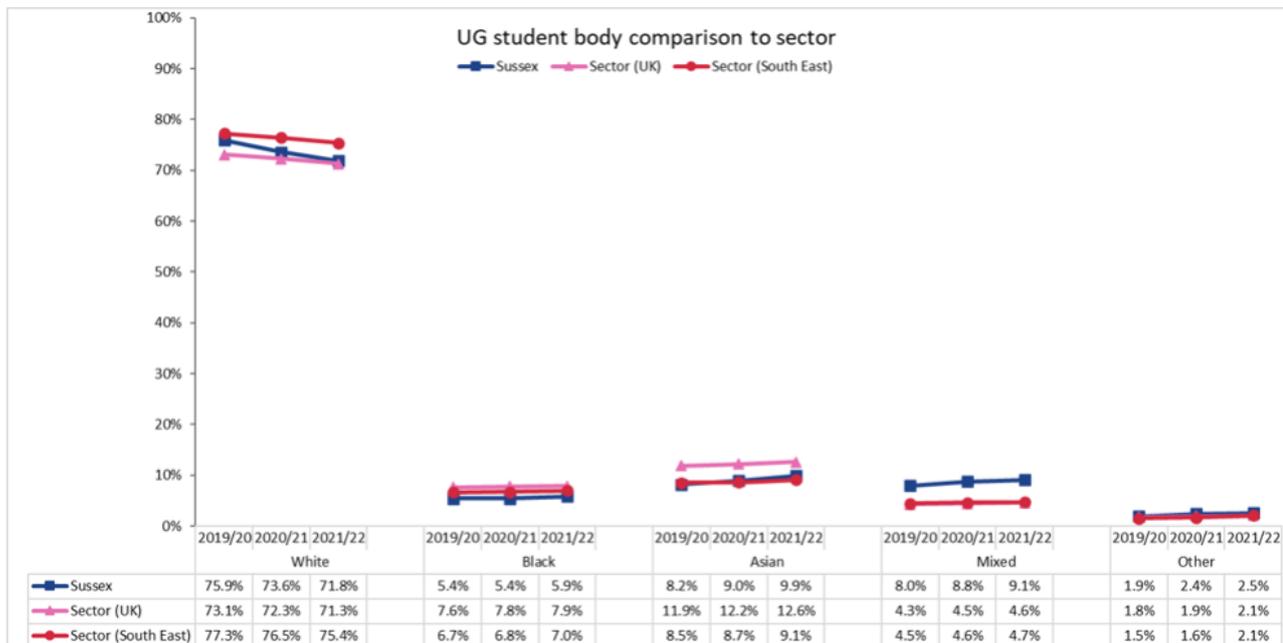
There has been a sector-wide increase in the proportion of UK BAME students over the last three years, including at Sussex. Other notable points include:

- UK UG Black population is 2% lower than the sector at 5.9% (2021/22) and 7% than the South East
- UK UG Asian population is in line with the South East at 9.9% in 2021/22, though 2.5% lower than the sector
- UK UG Mixed ethnicity student population is 4% lower than the sector and South East.

We will monitor diversity against sector benchmarks and improve admission data analysis to create targeted actions, alongside recruitment actions in our APP (3.3a,b&c).

Summary of actions: 7b

3.3 a Monitor diversity against benchmarks.

3.3 b Improve analysis of School-based admissions data and processes in order to create targeted actions.

3.3 c New APP focus on evaluation to ensure Recruitment Strategy focuses on what works for identified target groups.

7c Course progression

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

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

This data measures internal progression (there is no standard methodology, or national datasets covering annual progression rates). Successful progression is defined as a student moving to the next academic year or successfully completing their course. Other progression outcomes, in the 'not progressing' category include: course change at the same or lower year, repeating the same study year, and failure/withdrawal.

Accurate progression rates for BSMS are not available as students are registered with the University of Brighton and can intercalate at/after their third year.

A majority of students (78%) strongly agreed/agreed with the statement that they were progressing well in their course, with a small drop for BAME students (75%) (REC student survey).

Table 7.6: UG progression rates by ethnicity at University level

School	Domicile	Ethnicity	Undergraduate progression rates			Trend	Undergraduate progression population		
			2018/19	2019/20	2020/21		2018/19	2019/20	2020/21
Sussex	UK	White	92.0%	92.9%	90.9%		7870	8060	7820
		Black	86.4%	88.8%	84.9%		515	565	565
		Asian	90.5%	94.1%	92.0%		735	820	870
		Mixed	89.8%	92.1%	87.2%		770	850	935
		Other	88.6%	90.2%	89.3%		175	195	240
		Unknown	91.5%	89.6%	80.8%		45	50	80
	Non UK	White	92.8%	93.2%	92.7%		1245	1370	1355
		Black	86.3%	90.8%	89.7%		130	120	115
		Asian	91.9%	93.7%	91.1%		1560	1540	1600
		Mixed	89.1%	95.4%	90.6%		165	195	205
		Other	89.5%	94.4%	93.6%		350	430	485
		Unknown	92.7%	91.3%	86.7%		80	195	150

- Progression rates dipped in 2020/21 for all non-UK groups and for UK White, Black and Mixed groups
- Black students have the lowest progression rate (84.9% and 89.7% respectively in 2020/21) among UK and non-UK students
- Asian students have the highest progression rate (92% in 2020/21) amongst UK students
- Students from White or other background have the highest progression rate (92.7% and 93.6% in 2020/21) amongst non-UK students.

Table 7.7: UG progression data by School

School	Domicile	Ethnicity	Undergraduate progression rates				Undergraduate progression population		
			2018/19	2019/20	2020/21	Trend	2018/19	2019/20	2020/21
Central foundation year programmes	UK	White	88.6%	82.6%	81.4%		465	470	325
		BAME	86.6%	86.2%	80.3%		185	255	155
		Unknown	83.3%	100.0%	80.0%		5	10	5
	Non UK	White	81.0%	76.2%	73.8%		40	40	40
		BAME	88.9%	85.4%	77.8%		20	40	20
		Unknown	100.0%	100.0%	50.0%		0	0	0
Engineering and Informatics	UK	White	87.8%	88.9%	86.0%		630	585	550
		BAME	85.5%	85.4%	85.9%		255	240	225
		Unknown	100.0%	83.3%	73.3%		5	5	15
	Non UK	White	87.3%	89.5%	88.1%		110	125	120
		BAME	77.2%	91.0%	84.3%		270	255	330
		Unknown	85.7%	86.1%	88.9%		15	35	20
Education and Social Work	UK	White	91.1%	92.3%	93.1%		190	210	230
		BAME	84.4%	94.1%	82.5%		30	35	40
		Unknown			100.0%		0	0	0
	Non UK	White	66.7%	100.0%	83.3%		5	5	5
		BAME	100.0%	100.0%	100.0%		0	0	5
		Unknown					0	0	0
Global Studies	UK	White	93.6%	94.9%	91.6%		770	765	715
		BAME	92.0%	93.5%	83.4%		140	155	170
		Unknown	100.0%	100.0%	85.7%		5	5	5
	Non UK	White	97.9%	94.2%	96.1%		145	140	130
		BAME	88.7%	93.2%	89.4%		160	175	170
		Unknown	100.0%	92.9%	100.0%		5	15	15
Life Sciences	UK	White	92.5%	94.5%	92.0%		895	890	800
		BAME	92.3%	95.7%	92.0%		325	325	325
		Unknown	100.0%	50.0%	80.0%		10	10	10
	Non UK	White	94.4%	95.0%	95.5%		180	180	175
		BAME	86.2%	93.5%	90.1%		85	90	80
		Unknown	85.7%	88.9%	100.0%		5	10	15
Law, Politics and Sociology	UK	White	91.6%	93.3%	92.5%		950	975	1015
		BAME	88.3%	90.9%	88.3%		290	330	395
		Unknown	100.0%	100.0%	78.6%		10	5	15
	Non UK	White	91.9%	93.8%	95.0%		160	195	200
		BAME	90.6%	95.9%	92.2%		245	240	255
		Unknown	94.7%	88.5%	85.7%		20	25	15
Media, Arts and Humanities	UK	White	93.7%	92.8%	90.3%		1720	1615	1530
		BAME	89.5%	92.6%	87.0%		285	255	285
		Unknown	70.0%	100.0%	75.0%		10	10	10
	Non UK	White	90.0%	90.1%	90.4%		170	180	155
		BAME	92.1%	92.3%	90.8%		305	315	270
		Unknown	100.0%	95.2%	63.6%		10	20	20
Mathematical and Physical Sciences	UK	White	85.3%	88.8%	82.5%		510	455	375
		BAME	79.4%	92.7%	82.0%		125	125	110
		Unknown	100.0%	100.0%	66.7%		5	0	5
	Non UK	White	87.5%	89.7%	90.9%		30	40	20
		BAME	88.9%	90.0%	78.9%		20	20	20
		Unknown	50.0%	100.0%	50.0%		0	0	5
Psychology	UK	White	94.8%	95.9%	93.3%		690	850	970
		BAME	92.6%	96.6%	91.5%		120	175	245
		Unknown	100.0%	100.0%	100.0%		0	0	5
	Non UK	White	92.3%	92.0%	91.9%		115	135	160
		BAME	93.4%	91.2%	92.4%		60	90	120
		Unknown	66.7%	100.0%	100.0%		5	5	5
Business School	UK	White	94.0%	95.5%	94.0%		1050	1245	1310
		BAME	91.6%	93.1%	91.9%		430	535	660
		Unknown	100.0%	100.0%	100.0%		0	5	5
	Non UK	White	96.5%	97.6%	94.2%		285	330	340
		BAME	94.8%	95.3%	94.3%		1045	1055	1135
		Unknown	100.0%	92.7%	91.1%		20	80	55

Chart 7.5: UG progression rates by ethnicity 2018-2021

Undergraduate progression rates

	White	Black	Asian	Mixed	Other	Unknown	White	Black	Asian	Mixed	Other	Unknown
	UK						Non UK					
	Sussex											
2018/19	92.0%	86.4%	90.5%	89.8%	88.6%	91.5%	92.8%	86.3%	91.9%	89.1%	89.5%	92.7%
2019/20	92.9%	88.8%	94.1%	92.1%	90.2%	89.6%	93.2%	90.8%	93.7%	95.4%	94.4%	91.3%
2020/21	90.9%	84.9%	92.0%	87.2%	89.3%	80.8%	92.7%	89.7%	91.1%	90.6%	93.6%	86.7%
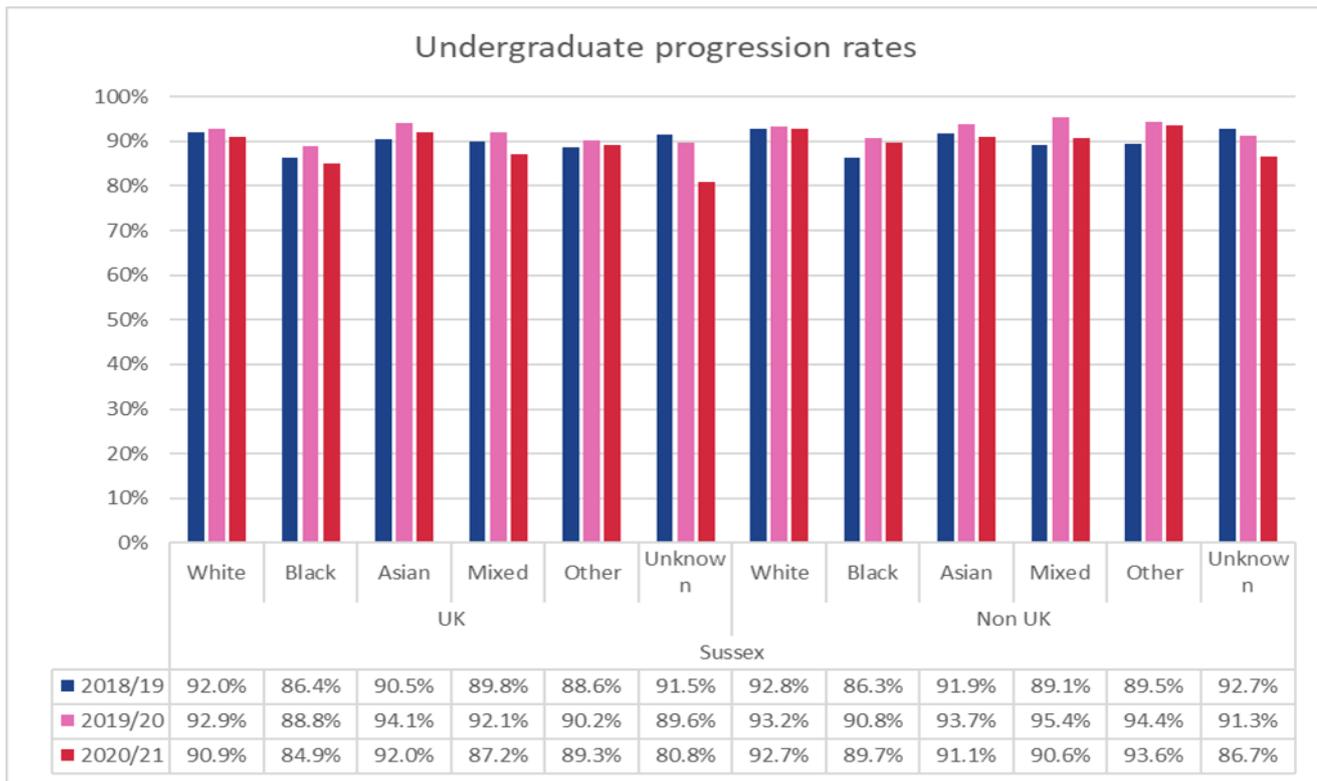
For UK BAME students the lowest progression rates are in EngInf, LPS and the Business School.

For non-UK students, there has been a shift in 2020/21 away from BAME students having higher progression rates than White students in most Schools.

Planned actions include (3.4b, c, f):

- developing guidance for teaching staff on providing assessment feedback to international students working in English as an additional language (developed by the Sussex Centre for Language Studies)

- exploring and understanding from best practices any additional academic support or changes that BAME students may benefit from, and planning implementation of these

- seeking to improve support for International Students by benchmarking UoS International Student Support provision and structures with other Higher Education Providers.

Access and Participation work highlighted students with a mental health condition, or multiple conditions having noticeable continuation gaps. Currently 82% of students who Temporarily Withdraw (TWD) and 85% of students who Permanently Withdraw (PW) are from APP target groups. Many of these do not continue due to poor mental health.

Our Student Advisors are experienced and trained to understand racial identity challenges.

Race Equality Charter application v1 Mar 20

We also have:

- Lead Advisor for Race and Culture issues

- Race and Belonging support group (run by therapists/psychological wellbeing practitioners).

For student groups with lower progression rates, we will explore their wellbeing needs and identify beneficial service changes (3.4d).

Alongside the Report and Support tool (see section 4c) we have developed an alternative to formal discipline proceedings; a Restore Respect programme to offer restorative justice approaches to disclosures. We will increase disclosures by empowering students to know how and when to use the tool, and to understand what happens when they do. We have planned actions to tailor existing wellbeing provisions to meet the needs identified by BAME students (3.4e). Including:

- Providing intercultural awareness training for student-facing staff working with international students (3.4a),

- guidance for teaching staff on providing assessment feedback to international students working in English as an additional language (3.4b)

- devising additional academic support for adaptions for BAME students that may benefit them (3.4c)

We will also seek to improve support for International Students by benchmarking UoS International Student Support provision and structures with other Higher Education Providers (3.4f).

A new University Chaplain/Lead Faith Advisor (appointed 2022) leads a multi-faith chaplain team. Working with external faith groups, our chaplains work to foster mutual understanding, tolerance and respect (3.4h).

BAME students were more likely to appeal compared to White students, but were less likely to have their appeal upheld. This trend was reported for the first time in the Academic Appeals Board report for 2020/21, and is also evident for the first time when comparing students' fee status.

Further analysis was conducted to consider whether these differences could be accounted for by the high volume of ineligible, withdrawn or invalid appeals that were submitted in 2021/22. While ineligible appeals accounts for some, the disparity in the upheld appeal percentages is still evident for both BAME and overseas students. We will explore the possible disparity causes in the upheld Academic Appeal percentages for BAME and overseas students (3.4g).

Table 7.8: Adjusted data on Academic Appeals and ethnicity 2021/22

ETHNICITY	Eligible Appeals submitted (n)	Upheld/partly upheld (n)	Upheld/partly upheld (%)
BAME	483	183	38%
White	412	204	50%
Other/not declared	68	32	47%

FEE STATUS	Eligible Appeals submitted (n)	Upheld/partly upheld (n)	Upheld/partly upheld (%)
Overseas	392	145	37%
Home	571	275	48%

Summary of Actions 7c:

3.4 a Providing training in intercultural awareness for student-facing staff to support staff working with international students (an action that will also support our Domestic Internationalisation strategy).

3.4 b Guidance for teaching staff on providing assessment feedback to international students working in English as an additional language (developed by colleagues with expertise in the Sussex Centre for Language Studies).

3.4 c Understanding from best practices any additional academic support or changes that BAME students may benefit from, and planning implementation of these.

3.4 d Explore the issues raised by students with Student Advisors to identify further actions we can take to address racial discrimination reported or wellbeing needs.

3.4 e Tailor existing mental health and wellbeing service provisions to meet the needs of BAME.

3.4 f Seek to improve support for International Students by benchmarking UoS International Student Support provision and structures with other Higher Education Providers.

3.4 g Explore the possible causes of the disparity in the percentage of Academic Appeals upheld for both BAME and overseas students.

3.4 h University Chaplain and Lead Faith Advisor to work closely with faith groups and individuals of faith to help to foster mutual understanding and respect.

7d Attainment

"Senior leadership and university management need to not just show commitments in making campus more inclusive and diverse but should also act now in order to eradicate racial inequalities and attainment gap"

Staff REC survey response

'Attainment' rate/awarding gap (which avoids inferring the gap is attributable to students as opposed to external forces) is the proportion of 1st or 2:1 qualification achieved for students with classified awards.

Table 7.9: Overall Sussex UG awarding gaps

School	Domicile	Ethnicity	Undergraduate attainment rates				Undergraduate qualifier population		
			2019/20	2020/21	2021/22	Trend	2019/20	2020/21	2021/22
Sussex	UK	White	92.4%	92.1%	89.8%		2110	2230	2020
		Black	74.3%	75.4%	71.4%		135	130	120
		Asian	85.8%	87.8%	83.8%		175	205	215
		Mixed	89.7%	90.0%	85.3%		185	210	225
		Other	88.6%	81.4%	93.2%		35	60	45
		Unknown	100.0%	100.0%	70.0%		10	5	10
	Non UK	White	82.3%	90.2%	82.6%		315	430	385
		Black	40.7%	66.7%	54.1%		25	40	35
		Asian	46.2%	53.5%	57.1%		575	615	620
		Mixed	82.4%	91.1%	82.2%		35	55	75
		Other	51.3%	60.0%	56.5%		115	155	140
		Unknown	50.0%	70.3%	68.8%		30	35	65

Table 7.10: UG awarding gaps by school

School	Domicile	Ethnicity	Undergraduate attainment rates			Trend	Undergraduate qualifier population		
			2019/20	2020/21	2021/22		2019/20	2020/21	2021/22
Engineering and Informatics	UK	White	89.7%	88.0%	86.4%		135	150	140
		BAME	84.9%	83.0%	75.8%		55	55	60
		Unknown		100.0%	0.0%		0	0	0
	Non UK	White	92.3%	88.6%	84.0%		25	35	25
		BAME	50.0%	63.2%	62.8%		75	105	120
		Unknown	60.0%	66.7%	42.9%		5	5	15
Education and Social Work	UK	White	80.4%	88.0%	80.4%		45	75	55
		BAME	72.7%	57.1%	57.1%		10	5	5
		Unknown					0	0	0
	Non UK	White	100.0%	100.0%	100.0%		0	0	0
		BAME		100.0%	100.0%		0	0	0
		Unknown					0	0	0
Global Studies	UK	White	93.3%	97.8%	94.9%		255	225	195
		BAME	95.2%	85.4%	84.2%		40	50	40
		Unknown		100.0%	100.0%		0	0	0
	Non UK	White	91.4%	93.9%	90.2%		35	50	40
		BAME	50.0%	55.4%	50.8%		50	65	60
		Unknown	0.0%	50.0%	83.3%		0	0	5
Life Sciences	UK	White	94.4%	93.9%	92.7%		270	230	230
		BAME	84.0%	87.5%	89.6%		80	90	95
		Unknown	100.0%	100.0%	100.0%		5	0	0
	Non UK	White	84.4%	88.7%	92.0%		45	55	50
		BAME	73.9%	90.0%	88.5%		25	30	25
		Unknown		100.0%	90.0%		0	0	10
Law, Politics and Sociology	UK	White	89.2%	89.4%	91.2%		275	305	250
		BAME	77.8%	80.4%	82.7%		80	90	75
		Unknown	100.0%		50.0%		0	0	0
	Non UK	White	84.2%	90.5%	86.9%		40	75	60
		BAME	40.0%	65.7%	62.5%		65	100	55
		Unknown	44.4%	85.7%	100.0%		10	5	0
Media, Arts and Humanities	UK	White	93.3%	92.9%	88.6%		480	510	420
		BAME	86.8%	90.9%	86.4%		70	90	65
		Unknown	100.0%	100.0%	100.0%		5	0	5
	Non UK	White	75.9%	89.7%	89.6%		55	60	50
		BAME	46.6%	49.6%	52.0%		115	115	100
		Unknown	100.0%	57.1%	33.3%		5	5	5
Mathematical and Physical Sciences	UK	White	86.7%	85.6%	76.5%		135	110	100
		BAME	87.9%	78.8%	67.9%		35	35	30
		Unknown	100.0%				0	0	0
	Non UK	White	91.7%	77.8%	50.0%		10	10	5
		BAME	66.7%	100.0%	40.0%		5	5	10
		Unknown		100.0%			0	0	0
Psychology	UK	White	95.2%	95.2%	92.3%		190	250	270
		BAME	90.0%	87.0%	81.3%		40	45	65
		Unknown			100.0%		0	0	0
	Non UK	White	84.0%	87.2%	83.7%		25	40	45
		BAME	66.7%	81.8%	74.4%		15	20	40
		Unknown		100.0%	100.0%		0	0	5
Business School	UK	White	94.8%	91.0%	90.6%		325	380	350
		BAME	82.0%	86.6%	83.2%		120	150	165
		Unknown	100.0%				0	0	0
	Non UK	White	75.3%	92.0%	70.5%		80	110	110
		BAME	47.5%	53.1%	57.5%		400	420	455
		Unknown	44.4%	64.3%	72.7%		10	15	20

Chart 7.6: UG attainment rates by ethnicity 2018-2021

Undergraduate attainment rates

	White	Black	Asian	Mixed	Other	Unknown	White	Black	Asian	Mixed	Other	Unknown
			UK						Non UK			
2018/19	92.4%	74.3%	85.8%	89.7%	88.6%	100.0%	82.3%	40.7%	46.2%	82.4%	51.3%	50.0%
2019/20	92.1%	75.4%	87.8%	90.0%	81.4%	100.0%	90.2%	66.7%	53.5%	91.1%	60.0%	70.3%
2020/21	89.8%	71.4%	83.8%	85.3%	93.2%	70.0%	82.6%	54.1%	57.1%	82.2%	56.5%	68.8%
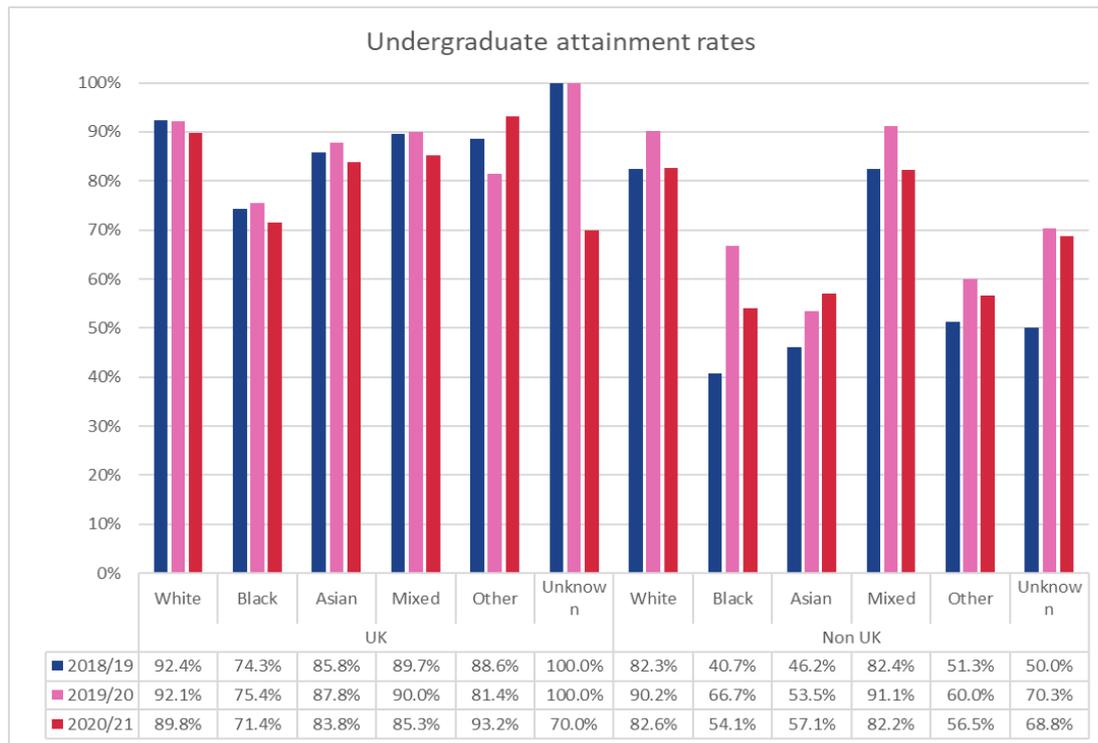
- Non-UK students have a larger awarding gap when compared to UK students
- UK students: largest awarding gap is between Black and White or 'other' students
- non-UK, Black, Asian and 'other': particularly low in comparison to White and Mixed students
- most Schools show a stark difference in awarding gaps
- in small Schools fluctuations in student numbers affect the data considerably.

Chart 7.7: Awarding gaps (between White and other ethnic groups) compared to sector and South East

Ethnicity attainment gap

Sussex — Sector (UK) — Sector (South East)

	2019/20	2020/21	2021/22		2019/20	2020/21	2021/22		2019/20	2020/21	2021/22		2019/20	2020/21	2021/22
		Black				Asian				Mixed				Other	
Sussex	18.1%	16.7%	18.4%		6.6%	4.3%	6.1%		2.7%	2.1%	4.6%		3.8%	10.8%	-3.3%
Sector (UK)	19.8%	18.4%	20.2%		8.1%	5.6%	8.1%		3.7%	2.4%	2.8%		10.6%	8.3%	10.3%
Sector (South East)	22.9%	20.8%	21.9%		8.7%	6.2%	8.2%		3.7%	1.8%	2.9%		11.5%	5.8%	10.7%
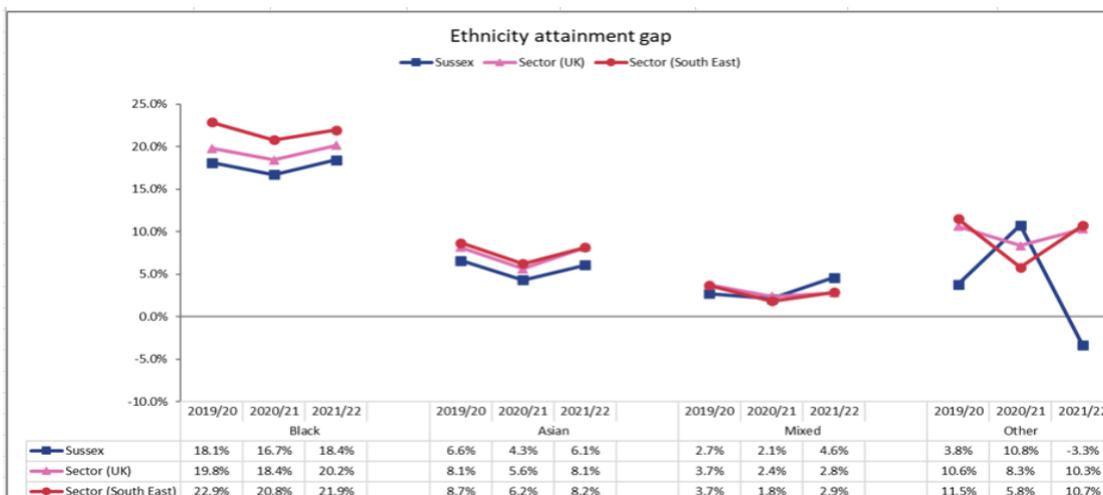
Our awarding gap for UK first degrees is consistently lower than the sector. There was a dip in the Sector and University awarding gap in 2020/21, likely due to the no detriment policy implemented during Covid-19. Except for Other which fluctuates, this could be due to the small student number in this population.

In 2021/22 the awarding gaps mirrored the sector and increased. Black students had the highest gap (18.4%) in 2021/22, though 3.5% lower than the South East and 1.6% lower than the sector. In 2021/22 our awarding gap for students of Mixed ethnicity doubled from 2.1% in 2020/21 to 4.6%, which is now 2.2% higher than the sector.

Actions to address awarding gaps aim to:
- identify BAME awarding gap causes. Develop actions to eradicate gaps
- improve degree outcomes for Black and Asian students
- increase student numbers from low-participation neighbourhoods and Black students progressing to highly skilled employment or further study when their course ends.
- review assessment and feedback mechanisms to ensure inclusive practice
- work with students to understand diversity issues to enhance inclusive practice
- engage with students and employers: advise on content, delivery and module/ programme assessments

Activities already in place include:
- online assessment
- School EDI academic leads championing and coordinating student-facing EDI initiatives
- supporting inclusive environments for racially minoritised students, (e.g. through dedicated forums for race equity work, including support statements and signposting resources)
- Race Equity Student Leads working collaboratively with School management teams to raise/address issues
- research and action at School/subject level
- Schools support for students (such as the ASPIRE mentoring initiative)
- focusing on staff/student collaboration to decolonise curricula
- Improve transitions into the University: The International Study Centre (ISC) Transitions Group partnering with academic services and tutors from the schools that ISC students' progress into. Aim to reduce the non-UK BAME awarding gap.
- Dedicated student connector projects have completed for review and lessons learned (such as an International Link Connectors project: *'Encouraging the integration of international and UK students, with a particular focus on how international students from the ISC connect with the wider student community at Sussex'*).

Figure 7.1: Business School research paper around the awarding gap

Closing the Awarding Gap:
Students of Colour Perceptions of Learning, Support and Cultural Environments at the University of Sussex Business School
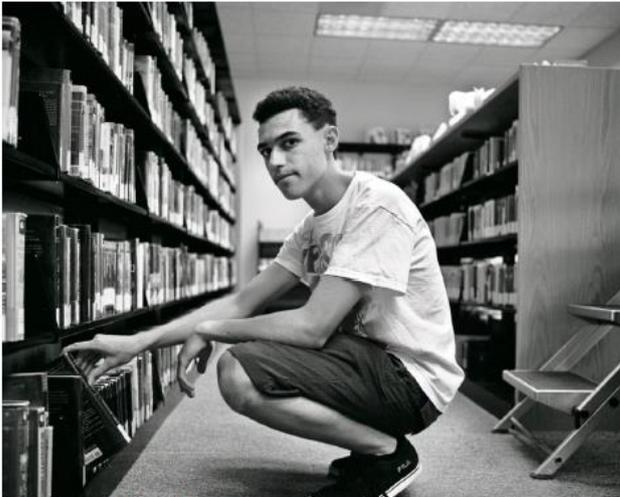
Photo by Adam Winger on Unsplash

Mark Clark, Ann McDonnell, Shameera Joy Valentine, Ying Lui, Melodie Trought, Jacqueline O'Reilly and Corinna Hattersley-Mitchell

March 2021

Closing the Awarding Gap: A University of Sussex Business School Study   1

"We both have a mixed background. At that stage I was going through an identity crisis, didn't know where I fit and felt that she'd be able to support me. Mixed-race people are often underrepresented — although Sussex is quite a diverse campus, which is good to see."
ASPIRE scheme participant

Figure 7.2: BAME women's mentoring network in Global Studies

School of Global Studies

BAME & Women's Coaching & Mentoring Network

The Black and Minority Ethnic and Women's Support Coaching and Mentoring Network provides an independent support network for staff facing oppressive and exclusionary cultures of academic life and that may be particularly vulnerable to prejudicial micro-aggressions in the day-to-day work and wider social environment. The Network is premised on the idea of building and sustaining a culture of support, development and research success for BAME staff, women, and any other colleagues, offering a space to discuss and find ways to overcome professional concerns arising from institutional stresses and structural obstacles. The Network does not provide counselling, legal support or, indeed, policy advice.

We would like to extend an open call to staff wishing to self-refer to the network. Following self-referrals, coaches/mentors and mentees will be matched and it is envisioned that mentees and mentors will set up an initial meeting to discuss coaching and mentoring possibilities. Most coaching and mentoring is done in 3-6 sessions focussed on specific issues, ranging from publishing aims, to career advancement to life/work balance concerns.

BAME C&M Network monthly social meeting

Everyone is invited to our in-person social meet ups 11am - 12pm in Dhaba, Arts C, on the first Wednesday of each month: 5/10/22; 2/11/22; 7/12/22; 11/1/23; 1/2/23; 1/3/23; 3/5/23; 7/6/23.

Further planned actions:
- Amend the exceptional circumstances definition to include a racial trauma example and other protected characteristics/response to flashpoint incidents (3.5a).

- Access and Participation Plan 2020/21 - 2024/25 delivery which specifies strategic measures and actions to reduce awarding gaps, including between BAME and White students (3.6a).

- Curriculum Reimagined project delivery which commits to tackling Awarding Gaps – particularly significant gaps for BAME students and international students (3.6b).

- Create Race Equity Advocates impact monitoring process. Monitor development of practical solutions implemented to address problems that BAME students experience in specific areas (e.g. Schools/courses/modules) (3.7a).

- Race Equity Advocates impact evaluation (3.7a).

3.5a Amend the exceptional circumstances definition to include an example of racial trauma and other protected characteristics/response to flashpoint incidents.

3.6 a Delivery of the Access and Participation Plan (APP) 2020/21 - 2024/25 which sets out a range of strategic measures and actions to reduce all awarding gaps, including between racially minoritised and White students.

3.6b Delivery of Curriculum Reimagined project which commits to tackling Awarding Gaps – particularly where these are significant for BAME students and international students.

3.7a Create process to monitor impact of Race Equity Advocates on the development of practical solutions to issues faced by BAME students in specific areas (e.g. Schools, courses, modules).

3.7b Race Equity Advocates impact evaluation.

7e Postgraduate pipeline

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

- **Provide details specifically on taught master's programmes, research master's programmes and PhD programmes.**

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

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

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

Table 7.11: University-level PGT student body by ethnicity

School	Domicile	Ethnicity	Postgraduate (Taught) student body by ethnicity (%)				Postgraduate (Taught) student body by ethnicity (Population)		
			2019/20	2020/21	2021/22	Trend	2019/20	2020/21	2021/22
Sussex	UK	White	78.6%	78.6%	76.7%		1655	1930	2045
		Black	4.9%	4.4%	4.7%		100	105	125
		Asian	6.4%	6.2%	6.8%		135	150	180
		Mixed	4.9%	5.5%	5.7%		100	135	150
		Other	2.1%	2.1%	2.4%		45	50	65
		Unknown	3.1%	3.3%	3.7%		65	80	100
	Non UK	White	18.3%	20.9%	14.7%		305	245	240
		Black	8.5%	10.6%	10.5%		140	125	170
		Asian	59.1%	51.4%	53.5%		985	595	870
		Mixed	4.4%	3.6%	5.3%		75	40	85
		Other	7.5%	11.0%	10.5%		125	130	170
		Unknown	2.0%	2.5%	5.5%		35	30	90

Data is by PGT and PGR categories.

- UK Black students' rates are low
- non-UK Black and Mixed UK has increased.
- non-UK Asian student rates have fallen; they still make up 53.5% of the non-UK population.

Most schools show a drop in non-UK BAME in 2020/21 and all schools show a subsequent increase in 2021/22, other than the Business School where numbers stayed constant. For UK BAME PGT, reductions can be seen in EngInf, IDS, LifeSci, MPS and the Business School.

Table 7.12: By School – PGT student body by ethnicity

School	Domicile	Ethnicity	Postgraduate (Taught) student body by ethnicity (%)			Trend	Postgraduate (Taught) student body by ethnicity (Population)		
			2019/20	2020/21	2021/22		2019/20	2020/21	2021/22
Medical School	UK	White	65.4%	66.1%	62.6%		165	150	195
		BAME	31.1%	31.3%	34.2%		80	70	105
		Unknown	3.5%	2.7%	3.2%		10	5	10
	Non UK	White	27.3%	25.0%	0.0%		5	5	0
		BAME	72.7%	75.0%	0.0%		15	15	0
		Unknown	0.0%	0.0%	100.0%		0	0	35
Engineering and Informatics	UK	White	70.5%	64.8%	78.7%		30	35	50
		BAME	27.3%	31.5%	16.4%		10	15	10
		Unknown	2.3%	3.7%	4.9%		0	0	5
	Non UK	White	13.3%	10.7%	7.7%		10	5	10
		BAME	83.3%	87.5%	90.4%		75	50	95
		Unknown	3.3%	1.8%	1.9%		5	0	0
Education and Social Work	UK	White	82.7%	81.7%	78.4%		590	685	745
		BAME	13.0%	14.0%	15.7%		95	120	150
		Unknown	4.3%	4.3%	5.9%		30	35	55
	Non UK	White	34.8%	39.0%	23.7%		25	30	20
		BAME	62.3%	61.0%	75.0%		45	45	55
		Unknown	2.9%	0.0%	1.3%		0	0	0
Global Studies	UK	White	80.7%	84.0%	83.8%		160	170	150
		BAME	15.7%	14.5%	15.1%		30	30	25
		Unknown	3.6%	1.5%	1.1%		5	5	0
	Non UK	White	33.7%	36.3%	24.9%		70	45	45
		BAME	62.0%	61.3%	70.9%		125	75	135
		Unknown	4.4%	2.4%	4.2%		10	5	10
Institute of Development Studies	UK	White	61.5%	74.0%	66.7%		30	35	25
		BAME	34.6%	24.0%	28.2%		20	10	10
		Unknown	3.8%	2.0%	5.1%		0	0	0
	Non UK	White	19.0%	19.8%	11.7%		45	25	20
		BAME	79.7%	77.6%	84.4%		185	90	150
		Unknown	1.3%	2.6%	3.9%		5	5	5
Life Sciences	UK	White	74.1%	86.3%	84.6%		45	65	45
		BAME	25.9%	12.3%	13.5%		15	10	5
		Unknown	0.0%	1.4%	1.9%		0	0	0
	Non UK	White	69.2%	70.8%	31.8%		20	15	5
		BAME	30.8%	29.2%	54.5%		10	5	10
		Unknown	0.0%	0.0%	13.6%		0	0	5
Law, Politics and Sociology	UK	White	74.2%	68.1%	66.4%		70	75	85
		BAME	24.7%	26.5%	30.5%		25	30	40
		Unknown	1.1%	5.3%	3.1%		0	5	5
	Non UK	White	21.6%	18.7%	10.6%		15	15	10
		BAME	73.0%	76.0%	85.6%		55	55	90
		Unknown	5.4%	5.3%	3.8%		5	5	5
Media, Arts and Humanities	UK	White	89.3%	86.6%	80.8%		220	200	175
		BAME	10.2%	10.4%	16.8%		25	25	35
		Unknown	0.4%	3.0%	2.3%		0	5	5
	Non UK	White	20.4%	20.6%	19.3%		35	30	25
		BAME	76.0%	76.6%	77.9%		125	110	110
		Unknown	3.6%	2.8%	2.9%		5	5	5
Mathematical and Physical Sciences	UK	White	61.8%	67.9%	73.2%		20	35	40
		BAME	29.4%	26.4%	23.2%		10	15	15
		Unknown	8.8%	5.7%	3.6%		5	5	0
	Non UK	White	8.9%	20.6%	12.2%		5	5	10
		BAME	91.1%	79.4%	84.7%		40	25	85
		Unknown	0.0%	0.0%	3.1%		0	0	5
Psychology	UK	White	89.8%	82.1%	84.2%		150	175	185
		BAME	8.4%	16.0%	14.4%		15	35	30
		Unknown	1.8%	1.9%	1.4%		5	5	5
	Non UK	White	42.3%	57.9%	46.9%		10	10	15
		BAME	57.7%	36.8%	50.0%		15	5	15
		Unknown	0.0%	5.3%	3.1%		0	0	0
Business School	UK	White	70.9%	75.4%	77.5%		175	305	350
		BAME	25.8%	21.6%	20.3%		65	85	90
		Unknown	3.3%	3.0%	2.2%		10	10	10
	Non UK	White	9.5%	11.8%	11.4%		65	55	75
		BAME	89.5%	85.5%	85.5%		635	405	555
		Unknown	1.0%	2.7%	3.1%		5	15	20

Chart 7.8: PGT students by ethnicity 2019 – 2022

Postgraduate (Taught) student body

| | UK | | | | | | Non UK | | | | | |
	White	Black	Asian	Mixed	Other	Unknown	White	Black	Asian	Mixed	Other	Unknown
2021/22	76.7%	4.7%	6.8%	5.7%	2.4%	3.7%	14.7%	10.5%	53.5%	5.3%	10.5%	5.5%
2020/21	78.6%	4.4%	6.2%	5.5%	2.1%	3.3%	20.9%	10.6%	51.4%	3.6%	11.0%	2.5%
2019/20	78.6%	4.9%	6.4%	4.9%	2.1%	3.1%	18.3%	8.5%	59.1%	4.4%	7.5%	2.0%
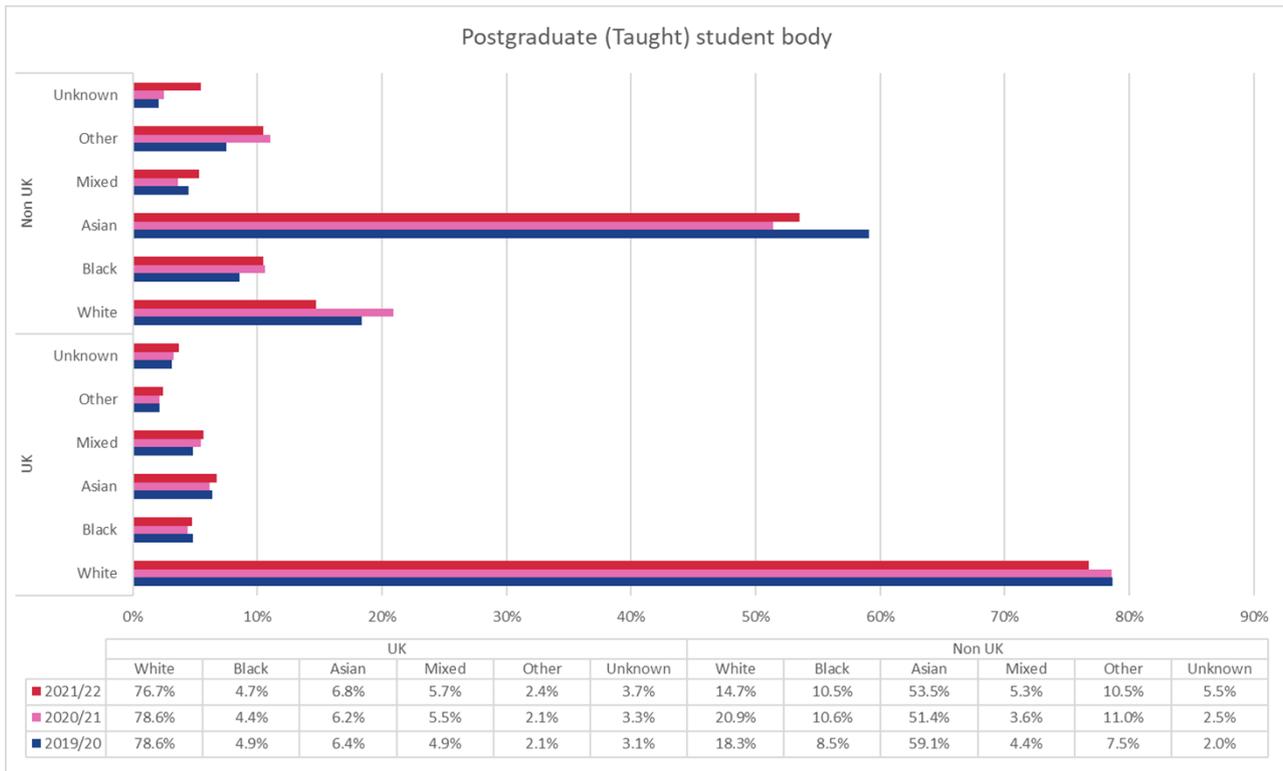
Table 7.13: University UK PGT compared to sector and south East

	Ethnicity	Postgraduate (Taught) student body by ethnicity (%)			
		2019/20	2020/21	2021/22	Trend
Sussex	White	78.6%	78.6%	76.7%	
	Black	4.9%	4.4%	4.7%	
	Asian	6.4%	6.2%	6.8%	
	Mixed	4.9%	5.5%	5.7%	
	Other	2.1%	2.1%	2.4%	
	Unknown	3.1%	3.3%	3.7%	
Sector (UK)	White	74.1%	74.2%	74.0%	
	Black	7.6%	7.4%	7.4%	
	Asian	10.1%	10.1%	10.3%	
	Mixed	3.4%	3.5%	3.7%	
	Other	1.8%	1.8%	1.9%	
	Unknown	2.9%	3.0%	2.7%	
Sector (South East)	White	76.7%	75.8%	74.9%	
	Black	6.2%	6.4%	6.3%	
	Asian	7.9%	7.9%	8.7%	
	Mixed	3.6%	3.6%	3.7%	
	Other	1.4%	1.5%	1.9%	
	Unknown	4.1%	4.7%	4.5%	

Chart 7.9: University UK PGT compared to sector and South East

PGT student body comparison to sector

	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
		White			Black			Asian			Mixed			Other	
Sussex	78.6%	78.6%	76.7%	4.9%	4.4%	4.7%	6.4%	6.2%	6.8%	4.9%	5.5%	5.7%	2.1%	2.1%	2.4%
Sector (UK)	74.1%	74.2%	74.0%	7.6%	7.4%	7.4%	10.1%	10.1%	10.3%	3.4%	3.5%	3.7%	1.8%	1.8%	1.9%
Sector (South East)	76.7%	75.8%	74.9%	6.2%	6.4%	6.3%	7.9%	7.9%	8.7%	3.6%	3.6%	3.7%	1.4%	1.5%	1.9%
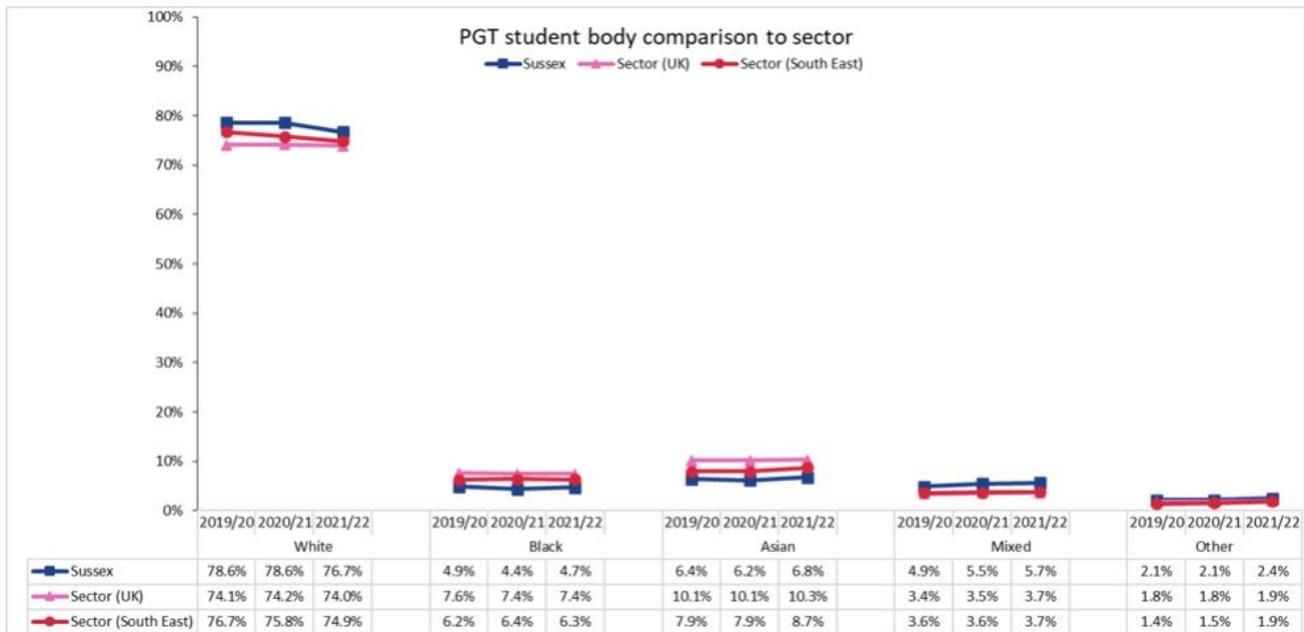
Sussex and the sector UK PGT population has seen little change across three years. As with the UG population, our PGT Black population (4.7% in 2021/22) is around 2% lower than the sector and South East. In 2021/22, Asian Students made up 6.8% of Sussex's UK PGT population. This is 3.5% lower than the sector and 2% lower than the South East.

Table 7.14: University level PGR student body by ethnicity

School	Domicile	Ethnicity	Postgraduate (Research) student body by ethnicity (%)			Trend	Postgraduate (Research) student body by ethnicity (Population)		
			2019/20	2020/21	2021/22		2019/20	2020/21	2021/22
Sussex	UK	White	85.4%	82.8%	81.2%		385	425	395
		Black	3.1%	4.9%	5.2%		15	25	25
		Asian	4.6%	5.3%	6.0%		20	25	30
		Mixed	2.9%	3.3%	3.1%		15	15	15
		Other	1.8%	1.8%	2.3%		10	10	10
		Unknown	2.2%	2.0%	2.3%		10	10	10
	Non UK	White	39.3%	32.4%	27.8%		155	135	110
		Black	6.5%	6.0%	6.5%		25	25	25
		Asian	22.4%	25.9%	24.6%		90	110	100
		Mixed	7.8%	8.4%	6.3%		30	35	25
		Other	21.2%	24.9%	28.1%		85	105	110
		Unknown	2.8%	2.4%	6.8%		10	10	25

UK BAME rates have steadily increased for PGR, reflected at School level with a few exceptions (ESW, LPS, MAH). Global has seen significant increases in UK BAME, (from 13.3% in 2019/20 to 23.5% in 2021/22), as has the Business School (from 19.2% to 34.6%), and IDS (16.7% to 42.9%) in the same period.

Non-UK BAME students increased in 2020/21, then decreased in 2021/22.

Table 7.15: By School – PGR student body by ethnicity

School	Domicile	Ethnicity	Postgraduate (Research) student body by ethnicity (%)			Trend	Postgraduate (Research) student body by ethnicity (Population)		
			2019/20	2020/21	2021/22		2019/20	2020/21	2021/22
Medical School	UK	White	76.5%	73.9%	71.4%		15	15	15
		BAME	17.6%	26.1%	28.6%		5	5	5
		Unknown	5.9%	0.0%	0.0%		0	0	0
	Non UK	White	50.0%	50.0%	0.0%		0	0	0
		BAME	50.0%	50.0%	0.0%		0	0	0
		Unknown	0.0%	0.0%	100.0%		0	0	0
Engineering and Informatics	UK	White	75.7%	70.4%	66.7%		30	20	20
		BAME	21.6%	25.9%	26.7%		10	5	10
		Unknown	2.7%	3.7%	6.7%		0	0	0
	Non UK	White	32.7%	26.7%	18.5%		20	15	10
		BAME	63.6%	71.7%	76.9%		35	45	50
		Unknown	3.6%	1.7%	4.6%		0	0	5
Education and Social Work	UK	White	70.0%	73.0%	75.0%		20	25	25
		BAME	26.7%	27.0%	25.0%		10	10	10
		Unknown	3.3%	0.0%	0.0%		0	0	0
	Non UK	White	26.7%	35.7%	33.3%		5	5	5
		BAME	73.3%	64.3%	66.7%		10	10	10
		Unknown	0.0%	0.0%	0.0%		0	0	0
Global Studies	UK	White	80.0%	78.4%	73.5%		25	30	25
		BAME	13.3%	16.2%	23.5%		5	5	10
		Unknown	6.7%	5.4%	2.9%		0	0	0
	Non UK	White	28.9%	25.5%	25.9%		15	15	15
		BAME	71.1%	74.5%	72.2%		30	40	40
		Unknown	0.0%	0.0%	1.9%		0	0	0
Institute of Development Studies	UK	White	83.3%	64.7%	57.1%		5	10	10
		BAME	16.7%	29.4%	42.9%		0	5	5
		Unknown	0.0%	5.9%	0.0%		0	0	0
	Non UK	White	22.2%	20.8%	18.8%		5	5	5
		BAME	77.8%	75.0%	68.8%		15	20	10
		Unknown	0.0%	4.2%	12.5%		0	0	0
Life Sciences	UK	White	86.3%	85.5%	84.7%		65	70	60
		BAME	12.3%	12.0%	12.5%		10	10	10
		Unknown	1.4%	2.4%	2.8%		0	0	0
	Non UK	White	62.2%	51.2%	42.5%		30	20	15
		BAME	37.8%	48.8%	50.0%		15	20	20
		Unknown	0.0%	0.0%	7.5%		0	0	5
Law, Politics and Sociology	UK	White	88.0%	86.7%	88.9%		20	25	25
		BAME	12.0%	13.3%	11.1%		5	5	5
		Unknown	0.0%	0.0%	0.0%		0	0	0
	Non UK	White	27.0%	19.4%	29.0%		10	5	10
		BAME	70.3%	77.8%	67.7%		25	30	20
		Unknown	2.7%	2.8%	3.2%		0	0	0
Media, Arts and Humanities	UK	White	88.8%	86.0%	87.5%		95	105	105
		BAME	9.3%	12.4%	9.2%		10	15	10
		Unknown	1.9%	1.7%	3.3%		0	0	5
	Non UK	White	31.5%	21.1%	16.4%		15	10	10
		BAME	64.8%	75.4%	78.2%		35	45	45
		Unknown	3.7%	3.5%	5.5%		0	0	5
Mathematical and Physical Sciences	UK	White	90.0%	87.7%	82.5%		55	55	45
		BAME	8.3%	10.8%	15.8%		5	5	10
		Unknown	1.7%	1.5%	1.8%		0	0	0
	Non UK	White	68.8%	64.1%	48.6%		35	25	20
		BAME	25.0%	30.8%	43.2%		10	10	15
		Unknown	6.3%	5.1%	8.1%		5	0	5
Psychology	UK	White	100.0%	96.0%	95.7%		40	50	45
		BAME	0.0%	4.0%	4.3%		0	0	0
		Unknown	0.0%	0.0%	0.0%		0	0	0
	Non UK	White	57.9%	54.5%	47.1%		10	10	10
		BAME	36.8%	40.9%	23.5%		5	10	5
		Unknown	5.3%	4.5%	29.4%		0	0	5
Business School	UK	White	76.9%	68.2%	61.5%		20	15	15
		BAME	19.2%	27.3%	34.6%		5	5	10
		Unknown	3.8%	4.5%	3.8%		0	0	0
	Non UK	White	28.8%	24.6%	24.3%		15	15	15
		BAME	67.8%	72.5%	70.0%		40	50	50
		Unknown	3.4%	2.9%	5.7%		0	0	5

Chart 7.10: PGR student body by ethnicity 2019–2022

Postgraduate (Research) student body

	2019/20	2020/21	2021/22
Non UK White	39.3%	32.4%	27.8%
Non UK Black	6.5%	6.0%	6.5%
Non UK Asian	22.4%	25.9%	24.6%
Non UK Mixed	7.8%	8.4%	6.3%
Non UK Other	21.2%	24.9%	28.1%
Non UK Unknown	2.8%	2.4%	6.8%
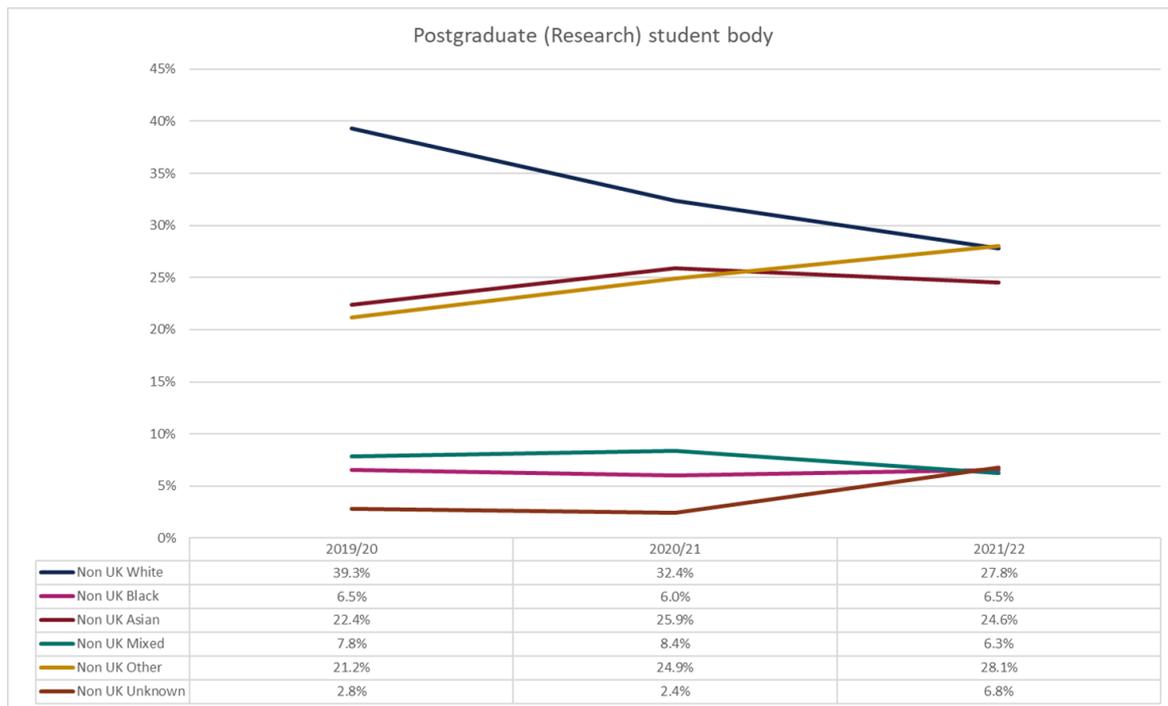
Table 7.16: University UK PGR compared to sector and South East

	Ethnicity	Postgraduate (Research) student body by ethnicity (%)			
		2019/20	2020/21	2021/22	Trend
Sussex	White	85.4%	82.8%	81.2%	
	Black	3.1%	4.9%	5.2%	
	Asian	4.6%	5.3%	6.0%	
	Mixed	2.9%	3.3%	3.1%	
	Other	1.8%	1.8%	2.3%	
	Unknown	2.2%	2.0%	2.3%	
Sector (UK)	White	78.6%	77.5%	76.9%	
	Black	4.1%	4.7%	4.9%	
	Asian	7.9%	8.3%	8.4%	
	Mixed	3.7%	3.9%	4.1%	
	Other	2.2%	2.3%	2.6%	
	Unknown	3.4%	3.3%	3.2%	
Sector (South East)	White	79.7%	78.8%	77.5%	
	Black	3.6%	4.2%	4.3%	
	Asian	7.0%	6.7%	7.4%	
	Mixed	3.8%	4.2%	4.4%	
	Other	2.1%	2.1%	2.6%	
	Unknown	3.8%	4.1%	3.9%	

PGR student body comparison to sector

	White			Black			Asian			Mixed			Other		
	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22	2019/20	2020/21	2021/22
Sussex	85.4%	82.8%	81.2%	3.1%	4.9%	5.2%	4.6%	5.3%	6.0%	2.9%	3.3%	3.1%	1.8%	1.8%	2.3%
Sector (UK)	78.6%	77.5%	76.9%	4.1%	4.7%	4.9%	7.9%	8.3%	8.4%	3.7%	3.9%	4.1%	2.2%	2.3%	2.6%
Sector (South East)	79.7%	78.8%	77.5%	3.6%	4.2%	4.3%	7.0%	6.7%	7.4%	3.8%	4.2%	4.4%	2.1%	2.1%	2.6%

Like the sector, Black, Asian and Other students steadily increased in the UK PGR population. There is little difference in the proportions across the ethnicities for Sussex, the sector and South East except for a predominantly White population at PGR (81.2%, 21/22).

Our Asian population was 3.3% below the sector and 2.6% below the South East in19/20.This gap decreased: in 21/22 PGR Asian population was 6%, 2.4% below the sector and 1.4% below the South East.

7f Postgraduate employment

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

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

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

   Metric is the OfS 'Progression' measure for UK domiciled students (managerial/professional employment/further study/travel 15 months after graduation).

Table 7.17: UG employability data – highly skilled or further study whole university 2017/18 - 2019/20), Graduate Outcomes Survey

School	Ethnicity	Undergraduate employability data - Highly skilled or further study			Undergraduate employability population - Highly skilled or further study		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Sussex	White	71.9%	69.4%	70.2%	925	1055	1185
	Black	73.4%	76.4%	71.9%	50	70	80
	Asian	71.9%	72.5%	71.2%	55	100	95
	Mixed	73.5%	66.5%	66.3%	85	90	105
	Other	90.5%	58.5%	75.3%	20	20	25
	Unknown	85.7%	70.0%	66.7%	5	10	5

Table 7.18: UG employability data – highly skilled or further study – by School

School	Ethnicity	Undergraduate employability data - Highly skilled or further			Undergraduate employability population - Highly skilled		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Medical School	White	100.0%	100.0%	100.0%	15	25	25
	BAME	87.5%	100.0%	90.0%	10	10	10
	Unknown		100.0%		0	0	0
Engineering and Informatics	White	85.7%	82.7%	80.0%	70	95	90
	BAME	100.0%	78.7%	70.4%	25	30	35
	Unknown				0	0	0
Education and Social Work	White	77.5%	69.0%	82.7%	20	30	25
	BAME	80.0%	66.7%	100.0%	5	5	5
	Unknown				0	0	0
Global Studies	White	57.4%	69.9%	69.1%	100	130	140
	BAME	72.7%	78.8%	55.5%	25	25	20
	Unknown	100.0%	100.0%		0	0	0
Life Sciences	White	66.8%	58.5%	74.1%	95	115	155
	BAME	58.1%	62.5%	75.2%	30	45	45
	Unknown	66.7%	66.7%	100.0%	5	5	0
Law, Politics and Sociology	White	70.0%	65.2%	68.2%	120	130	130
	BAME	74.9%	60.0%	70.6%	35	40	40
	Unknown	100.0%	0.0%		0	0	0
Media, Arts and Humanities	White	67.1%	68.1%	67.6%	230	265	250
	BAME	81.1%	75.4%	66.7%	35	40	35
	Unknown	100.0%		50.0%	0	0	0
Mathematical and Physical Sciences	White	77.1%	66.7%	69.6%	60	70	80
	BAME	61.5%	47.5%	75.0%	15	10	20
	Unknown		50.0%		0	0	0
Psychology	White	71.9%	68.6%	55.2%	100	85	110
	BAME	54.5%	46.2%	50.0%	15	15	20
	Unknown				0	0	0
Business School	White	84.2%	72.2%	71.6%	120	110	190
	BAME	78.0%	77.7%	72.2%	25	60	70
	Unknown		100.0%		0	0	0

Despite an awarding gap for Black UK and non-UK students, data demonstrates that, for highly skilled or further study, those students go on to have better graduate outcomes than their White peers.

The Sussex 2025 World Readiness and Employability Strategy, operationalised in 2020, steers our approach. It is designed to 'shift the dial' on graduate outcomes performance and achieve our institutional targets to:

- be in the top 10 of multi-faculty universities for graduate outcomes

- close outcomes gaps for underrepresented groups

Current strategic and operational approaches to provision will continue:

- embedding employability and entrepreneurship into the curriculum – to ensure all students access employability learning

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- complementary and coherent extra-curricular careers programme

- data-led approach to provision design, co-created with students

- expand entrepreneurship programme and (paid) work experience opportunities, with priority access for underrepresented groups.

Graduate outcome data is volatile due to the small sample sizes. Previous data has shown a graduate outcomes gap for Black students. Therefore, we will include our Black students in this priority group. Over the last three years, there has been a rise in work experience opportunities to over 500 a year. The number of students taking part in entrepreneurship programme has risen to 600 annually (9% of participants were Black).

8. Teaching and learning

8a Course content/syllabus

> *"Issues of ethnicity and race in academic discussions should always be relevant."*
>
> Student REC survey response

Of BAME students, 70% 'strongly agree/agree' to the following statement: *'The content of my course matches my expectations and includes what I thought it would include'* (REC Student Survey).

Our *Learn to Transform* Strategy includes Curriculum Reimagined, a root and branch curriculum review (launched November 2022), to ensure that our curriculum is relevant, distinctive and looks towards the future with ambition, guided by four principles (see figure 8.1). It enables staff and students to feedback on the Sussex curriculum to a steering group of PS and academic colleagues, trades union and SU representatives.

Figure 8.1: Screenshot of Curriculum Reimagined webpage

Principles of Curriculum Reimagined

The four driving principles of Curriculum Reimagined are:

Distinctive

To ensure Sussex's educational offer is distinctive, expresses our core values, and reflects our research strengths.

Inclusive

To enhance our approach to inclusivity and accessibility, including to 'design out' Reasonable Adjustments and tackle Awarding Gaps.

Streamlined

To streamline the curriculum, and underpinning administrative processes, whilst preserving interdisciplinary choice and best pedagogical practice, including the use of digital technology.

Future proofed

Ensure that our courses prepare students with the modern skills needed for work or further study so they can influence global challenges such as environmental sustainability, smart technology, and human flourishing.

The Inclusive theme includes sub-projects:

- Review of assessment modes, including Reasonable Adjustments
- Create an inclusive assessment strategy & matrix
- Design in choice of assessment.

Curriculum Change Agents are also embedded in each School.

'Sussex Choice' is the ability for students to personalise their degree structure and content, providing flexibility in the range of subjects whilst maintaining academic integrity of the core discipline. This enriches the learning experience and enhances employability.

We maintain programme quality through periodic reviews (every 3-5 years) including:
- strategies to enhance student experience,
- annual quality focussed course review,
- portfolio and programme reviews.

"I wondered about how to actually go about decolonising the curriculum… "When was the last time I read research written by someone from the Global South? When was the last time I read a study written by a woman? by a woman of colour…."

Staff member REC survey response

The 'Learn to Transform: The Pedagogical Revolution' programme included a focus on Decolonising the Curriculum (2021), with a well-attended online symposium 'Decolonising the Curriculum at Sussex: Cross-Disciplinary Conversations and Decolonial Futures'. This showcased research-led and co-created best practice examples for decolonising the curriculum at BSMS, and foregrounded student experiences and perspectives.

Curriculum Decolonisation is now embedded into programme review (3.8a). Schools focus on what decolonising means within the discipline. For example, in Medicine, student partners have been reviewed material and suggesting changes in how patient cases are presented, including diverse images, skin tone and body habitus.

Many Schools have their own Race Equity Action Plans. The University will support this work by developing further content for the Educational Enhancement webpages sharing decolonising resources for staff (3.3b):

> *'Develop guidance, support and training for all staff involved with teaching to revise their taught curriculum, to reflect wider cultural aspects in collaboration with SoC and representative student bodies'*
>
> The Business School Race Equality Action Plan

Curriculum reform

There continue to be unexplained awarding gaps across the higher education sector affecting outcomes of Students of Colour. Whilst some reduction has been achieved, we will continue our work to better understand and address the contributors to differential student outcomes. We will fund research projects and initiatives to support this important work across the Business School.

We will work to make the curriculum more inclusive and celebrate good practice across the School. An agenda item has been included in our programme portfolio review to ensure inclusivity is fully considered as we conduct reviews and effect changes to the portfolio.

FOCUS	ACTIONS	INDICATORS / DELIVERABLES
To make the curriculum more inclusive	Develop guidance, support and training for all staff involved with teaching to revise their taught curriculum, to reflect wider cultural aspects in collaboration with SoC and representative student bodies.	Audit course content on Canvas sites such as reading lists. Principles of Inclusive Curriculum incorporated into programme and module design. Reduced awarding gaps across the School.
	Share good practice e.g., Festival of Teaching and Learning.	Programme for Festival and resources.
	Include inclusivity discussion in programme portfolio review and internal moderation template.	Standing item on agenda for each course portfolio review. Updated moderation documents.

Summary of actions: 8a

3.8a The Curriculum Reimagined Project Guiding Principles include work to establish greater inclusivity, including decolonising the curriculum.

3.9a Develop further content for the Educational Enhancement webpages sharing best practice examples of decolonising resources for staff.

8b Teaching and assessment methods

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

> "I opted for assessments that avoided essays however I understand that the criteria have been reasonably altered... Ideally, it would be almost 50%-50% between essays and other assessments."
>
> Student REC survey response

Colleagues proposing changes to their programmes, teaching or assessment approaches are provided with bespoke workshops including Inclusive Curriculum Design (covers digital accessibility, universal learning design and flexible/alternative assessments).

The new Curriculum Framework, (approved UEC May 2023) provides the approach for the curriculum.

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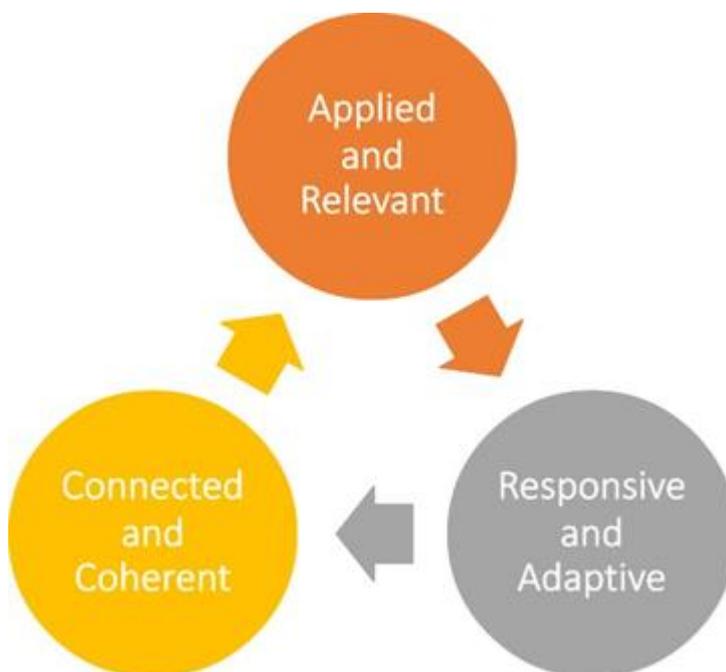
'Responsive and Adaptive' places co-creation and student voice at the center and throughout the curricula. By creating flexibility, the curricula and supporting systems can respond to student feedback. This framework enables flex within the offer to support changing student demands and advances in educational, technological and environmental change.

Our responsive and adaptive approach supports our commitment to inclusive educational processes, in line with the Inclusive Sussex strategy and Advance HE's definition (see figure 8.3).

Figure 8.3: Screenshot of Advance HE's definition of Inclusive Curriculum

An integral part of the work to address the Black and Minority Ethnic (BME) attainment gap is the development of an inclusive curriculum. An inclusive curriculum is universal and intended to improve the experience, skills and attainment of all students including those in protected characteristic groups. It aims to ensure that the principles of inclusivity are embedded within all aspects of the academic cycle.

Colleagues are encouraged and supported to attend events such as the QAA Assessment Festival (April 2023) which considered assessment practices that enhance the student experience and topics such as: '*Liberating assessments so they are fit for the future not the past: A posthumanist perspective'.*

A Decolonisation Guide provides resources for anti-racist learning, teaching and research. It supports our work on decolonising curricula and academic practice, whiles seeking to redress inherent imbalances and power-structures present in our work and embedded within wider institutional systems.

Figure 8.4: Screenshot from the Library Decolonisation Guide

Image: "Ancestral Elders: Decolonizing the Mind" by Climbing Kilimanjaro. CC BY-NC-ND 2.0.

Decolonisation and the University of Sussex Library

The Library's activities are rooted in systems of inequality built upon the racist legacies of imperialism. Libraries are not neutral. By recognising white privilege and the existence of inequality we will ensure that our collections and our work are not controlled by a single point of view and are informed by evidence-based practice.

School led initiatives have included:

- student collaboration to evaluate Law Department reading lists
- case studies from ESW showcasing best practice race equality work in teaching, including example reading lists and resources

Figure 8.5 Screenshot of Law Department actions to decolonise the curriculum

- Within the School there are ongoing projects in each department on decolonising the curriculum ongoing which include workshops, guidance and have departmental support. Where possible good practice is shared across the school in terms of resources and experiences via networks of faculty, within department workshops, and facilitation by the DTL.

- The Student Connector scheme has been utilised to foster student collaboration with faculty on small projects pertaining to a) inclusive curriculums, b) reading lists, and c) inclusivity within HE.

Figure 8.6 Screenshot of ESW case studies

- MA in International Education and Development - The whole course is based on the principles of disrupting coloniality in international education and development, building on the existing work within the Centre for International Education at Sussex.
- The Department of Education offer an Elective module in *Decolonising Education: Knowledge, Power and Society*. This module engages with the politics and history of education in both UK and international contexts to critique how the curriculum has privileged particular knowledges and identities in ways that are racialised, gendered and classed.
- The Department of Social Work have revised all module learning outcomes for their BA and MA in Social Work to include stronger focus on discrimination from societal, institutional and personal perspectives. This was a whole Department effort and engagement in order to

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embed anti-oppressive and anti-discriminatory teaching and learning across the qualifying social work courses.
- Initial Teacher Education staff and students all undertake Show Racism the Red Card Training. For the Primary PGCE and the BA in Primary and Early Years, the staff make a specific focus on challenging viewpoints. The staff updated the book lists to ensure it challenges stereotypes and focuses on children from all walks of life as main characters. As a result of this work, the Initial Teacher Education Lead, Jo Tregenza, produced a book list for the UKLA - https://ukla.org/ukla_resources/

Colleagues are encouraged to consider diversity when setting assessments such as asking students to write essays about people of colour within their field of study whether contributing academics or the research subjects.

The University's online study platform allows students to engage with module materials, lecture recordings and e-submission assignments, and some schools' Race Equity sites.

Figure 8.7: Screenshot of the MAH Race equity awareness site on Canvas

Race Equality Charter application v1 Mar 20
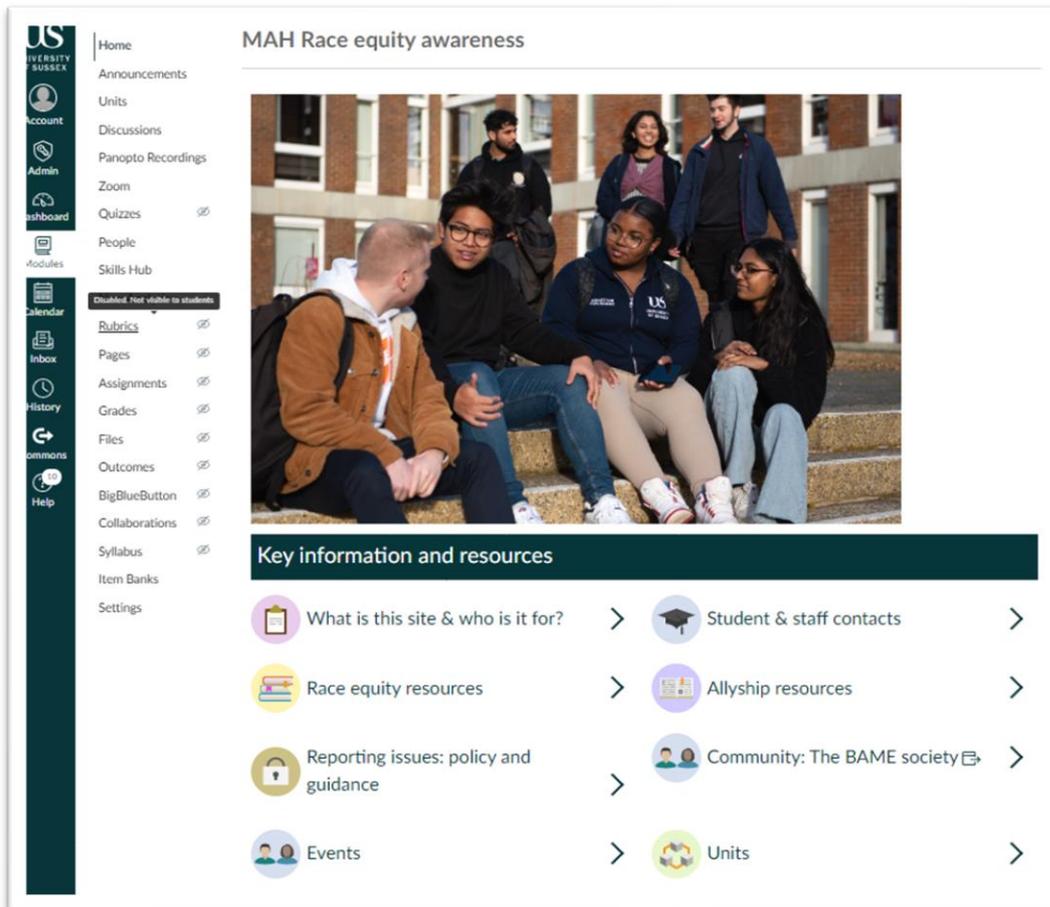
8c Academic confidence

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

> "Most of my lecturers are white middle class. I don't feel comfortable talking about my race to a group that are highly unlikely to understand it"
>
> Student REC survey response

The REC surveys and focus groups highlighted issues of how academics consider race equality in teaching and course structures.

Our REC Student Survey highlighted that 54% of BAME (versus 68% of White) students felt that, when relevant, ethnicity and race issues are included in academic discussions. Of BAME students, 49% felt that course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race.

> "Often it is left to the one student of colour in a seminar to explain readings that are concerned with race...faculty need to not only be confident in facilitating discussions, but have a level of compassion for students who have to read and discuss topics that may be extremely personal to them."
>
> Student REC survey response

Staff and student focus groups explored decolonising the curriculum. They expressed cynicism of the approach:

- process lacked depth and substance and was reduced to 'updating reading lists'
- White teaching staff lacked an understanding, skill-set, confidence, and empathy to manage the race dynamic complexities and nuances
- Concerns that White staff could develop open conversations and understandings about the racially minoritised experience.

Race Equality Charter application v1 Mar 20

Overall, it was perceived as an area that Black and racially minoritised staff would be responsible for and it was felt that fair treatment principles were being undermined.

These reflections will inform expanding and deepening existing approaches (3.10a) (such as anti-racism training for ULT, unconscious bias training and the academic forum developments). Schools take tailored approaches to support and develop their academics (figure 8.8 and 8.9). For example, in LifeSci the SMT led a campaign to foreground concerns about race equality and to make anti-racism a school mission.

Figure 8.8 Extract of LifeSci Race Equity Action Plan

We commit to highlighting historic and current biological racism as part of our teaching, to ensure that all students and staff from the School of Life Sciences are equipped with this knowledge so they do not perpetuate misconceptions that science provides justification for racism.

Key Actions

1. Staff Training and awareness; Continuing Professional Development
1.1 Require all Academic, Professional Services and Technical Services staff, PDRAS and PhD students to undertake at induction, and regularly thereafter, relevant training as identified by the School
1.2 Organise compulsory workshops on cultural competency, raising awareness and peer-to-peer learning on issues that affect BAME students
1.3 Training for staff to deal with situations and/or experiences of racism, including a clear workflow and set of options
1.4 Engagement and learning from best practice of other Universities
1.5 Messaging from the Head of School (HoS) and team to have anti-racism embedded in it, and in staff induction
1.6 Incorporate discussions on issues that affect BAME students and staff into Education 'away days'
1.7 Reverse mentoring for HoS team/management teams

Figure 8.9 Screenshot of BSMS support for academics

There are both student and staff anti-racist fora to discuss issues and share practice.

There is an anti-racist working group, chaired by the director of undergraduate studies.

There has been discussion of decolonising practice at curriculum and departmental meetings.

The main driver for change is student and colleague feedback (as outlined in box above) and we will continue this process.

The TIME (teaching and innovation in medical education) course (for all staff who teach BSMS students) involves discussion and reflection on decolonising and anti-racist pedagogy.

Each student has a personal tutor who they meet with 3 times a year for the duration of the course. These personal tutors have training in dealing with discrimination and supporting students who experience discrimination.

The inclusivity area of sharepoint has resources for staff around anti-racist and decolonising practice in medical education.

There is a qualitative research project exploring the process of decolonising the curriculum at BSMS.

There are plans for more training around unconscious bias and allyship but these are not yet formalised or funded.

Anti-racist work to diversify faculty and other staff is beginning in conjunction with colleagues from human resources.

The University has The Centre for Rights and Anti-Colonial Justice; a new initiative formed of two long-standing research centres: the Sussex Rights and Justice Research Centre and the Centre for Colonial and Postcolonial Studies, which looks at areas of intellectual concern, scholarship, and doctoral supervision.

Figure 8.10: Screenshot from webpage for The Centre for Rights and Anti-Colonial Justice

The Centre research community pursues interdisciplinary research and intellectual exchange in the ethical areas and (human) rights and justice politics, locating these in the cultures and history of the colonial modernity and present.

Summary of actions for section 8c:

3.10a: Use reflections from focus group to inform to expand and deepen approaches to decolonising the curriculum

9. Any other information

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

This is an optional section, you are not obligated to include anything; you will not be disadvantaged for not including anything here, but anything you do include will be considered by the awards panels.

10. Action plan

- The REC SAT identified six overarching priority themes from their review and data analysis and subsequent discussions (see VC's supporting letter, section 1). The table below identifies which actions will address the themes.

- The action plan, timescale and accountabilities have been discussed and agreed with UEG and with other individuals named in the plan to ensure feasibility and coherence with existing strategic plans.

Table 10.1: Matrix to show how priority themes are addressed by actions

Priority theme	Action plan number

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1. No overarching and sustainable race equity plan with embedded goals, clear ownership monitoring and review.	The whole action plan, with the process to develop and agree it, addresses this priority.
2. Lack of belief that there is recognition, acknowledgement or accountability of the problem and of trust in leadership to address the problem	1.3, 1.4, 1.5 2.4, 2.5, 2.6, 2.8, 2.14, 2.16, 2.17, 2.18, 2.19
3. Lack of engagement in race equity work by staff and students supporting the perception of low trust and potential disillusionment in addressing the issues.	1.1, 1.2, 1.3, 1.4, 2.1, 2.14
4. Low representation, uneven distribution of racially minoritised staff across paygrades, especially in two top grades, across professional services and in committees.	2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12,2.13, 2.15, 2.16, 2.17, 2.18, 2.19
5. Recognition of awarding gap but support for equipping academics on race equity to address awarding gap not systemic or far reaching enough	2.14, 2.18, 2.19 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10
6. Lack of belonging/incidents of racism which affects retention	1.2, 1.3, 1.4, 1.5 2.3, 2.4, 2.5, 2.6, 2.11, 2.13, 2.14, 2.15, 2.16, 2.18 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10