UNIVERSITY OF SUSSEX

EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT TO COUNCIL 2022/23

EQUALITY, DIVERSITY AND INCLUSION

INTRODUCTION FROM THE VICE-CHANCELLOR

Equality, diversity, and inclusion are deeply held values at the University of Sussex - values that stretch back through our history and that continue to animate our students and staff today. In this context, I am very pleased to be sharing this report about some of the many activities that we have undertaken at Sussex over the past academic year to realise our commitment to becoming *Inclusive Sussex*.

Our *Inclusive Sussex* strategy sets the ambitions for our current programme of work in relation to the themes of equality, diversity, accessibility, connection and flexibility, and whilst we must recognise that we are a long way from fully realising our goals, we have made important progress during 2022-2023.

At Sussex, as at most universities, we use external equality, diversity, and inclusion frameworks to bring benchmarking challenge and rigour to our work. We are delighted that this year we have been successful in our first application for an Advance HE Race Equality Charter (REC) Bronze award. The REC is a systemic change programme that seeks to address structural racism, including under-representation and disadvantage in universities. The data and insight gathered to prepare the application identified key issues and priorities for us to address, resulting in a four-year action plan to support systematic change. We currently hold an institutional Athena Swan Bronze award, which seeks to advance gender equality in higher education, and we will shortly be submitting to Stonewall's Workplace Equality Index for the third time, in order to benchmark our work around LGBTQ+ inclusion. As a Disability Confident Employer, we continue to embed activities to support inclusion of disabled staff, and we are working towards a submission to be recognised as a Disability Confident Leader. These are important evaluative tools that enable us to track progress in these aspects of inclusion, as well as providing structures to drive improvements and suggesting initiatives to support long-term change.

As institutions charged with the education of the next generation of global citizens, leaders, and thinkers, and with developing new ways of understanding the world through research and innovation, universities must always embrace diversity of background, belief, and identity. At Sussex, we are working energetically to create an inclusive, supportive, empathetic culture in which everyone is able to thrive, diversity flourishes, and staff and students are able to be themselves, explore new ideas, and even to change their minds. I would like to thank everyone across the University whose passion for equality, diversity and inclusion contributes to this culture and who are the architects of this year's achievements.

Professor Sasha Roseneil
Vice-Chancellor

Reflections from David Ruebain, Pro-Vice-Chancellor for Culture, Equality and Inclusion

Important progress has been made this year with the award of the University's first Race Equality Charter Bronze award. This meets one of the [Inclusive Sussex](#) strategy's key measures of success. The REC is a systemic change programme which seeks to address structural racism, including under-representation and disadvantage in universities. Through data and insight gathered to prepare the application, key issues and priorities were identified and set-out in a four-year action plan.

As well as the REC Bronze award I want to acknowledge other key activities this year that help us to advance inclusion at the University. More details are provided in the report but I think it helpful to summarise a few. We have signed up to the Gypsy, Roma, Traveller, Showmen and Boater Pledge; established a Religion and Belief Forum; successfully concluded the first phase of our Open Listening Programme pilot; enhanced our Sustainable Procurement Framework which includes equality, diversity and inclusion (EDI) considerations; reviewed our EDI e-learning provision and launched a new disability module; updated our approach to Equality Analysis and held our first two *In Conversation* events. The Black at Sussex programme continues to develop with a focus on student recruitment and retention and on understanding and enhancing the experience of racially minoritised staff and students at the University. In addition, staff networks and the EDI champions network are increasingly active.

Inevitably, planning for EDI work must allow for an evolving external context and also for emerging new priorities, as well as capacity for delivery. Meanwhile, there are changes to the University's governance and assurance arrangements which will improve our approach.

A number of activities are underway or planned for the current academic year. These include:
developing an approach to positive action in recruitment; undertaking an equal pay audit with a subsequent action plan to address any discrepancies; a project to review and improve the process to conduct exit interviews and gain insights; publishing revised guidance on personal sensitive equality information; rolling out the Open Listening Programme; implementing relevant recommendations from the Halpin EDI governance review; reviewing existing EDI-related policies and introducing new ones (particularly a Trans and Non-binary Inclusion Policy and a Religion and Belief Policy); and ongoing involvement in the project to review academic titles and promotions criteria.

Activities to progress other key measures of success in the strategy are our imminent Stonewall WEI submission and three Advance HE Athena Swan Charter School-level submissions.

Meanwhile, work continues to support and advance knowledge and understanding of freedom of speech, as complementary to EDI work. We have reviewed and developed policies, embedded principles in our new Achievement and Development Review process, written and delivered a range of blogs, videos, lectures and other thought pieces, and discussed and explored this issue in a range of meetings and fora with staff and students.

In many ways the journey is as important as the goal, in surfacing and clarifying areas to address so as to meet our ambition to be an exemplar in the sector in equality and inclusion.

INCLUSIVE SUSSEX

Equality, Diversity and Inclusion Strategy 2018-2025

In July 2018 we launched *Inclusive Sussex*, our equality, diversity and inclusion strategy for the following seven years. *Inclusive Sussex* is a key enabling strategy within the University's strategic framework *Sussex 2025 - A Better University for a Better World*. These strategies and programmes are designed to help us meet our goals and ensure that equality, diversity and inclusion is everyone's business.

Our vision is to drive inclusion, where all members of our community have equal access to opportunities, experience the University as one that enables them to fully meet their potential, and supports them to make a full contribution to the University. Reducing inequalities, addressing under-representation and disadvantage, celebrating diversity and becoming ever more inclusive allows us all to thrive. We can achieve more together than we can apart.

Equality and Diversity Goals

Inclusive Sussex sets out five key goals - equality, diversity, connectedness, accessibility and flexibility.

Equal Sussex

Reduce the gaps in representation, experience, progression and reward between those with protected characteristics that are under-represented or disadvantaged, and others.

Diverse Sussex

Be a place that celebrates and proactively supports and encourages diversity.

Connected Sussex

Build a thriving community that fosters good relations and supports a rich, diverse, rigorous, collegiate and inquisitive teaching, learning and research environment.

Accessible Sussex

Provide equal access to excellent learning, research and employment opportunities for all with particular regard to disability and also recognising the accessibility needs of those who fall within other protected characteristics.

Flexible Sussex

Become an organisation that is flexible by default to ensure we are inclusive in everything we do.

EQUAL SUSSEX

Reduce the gaps in representation, experience, progression and re- ward between those with protected characteristics that are under- represented or disadvantaged, and others.

Pay gaps

In March 2023 we published our 2022 gender pay gap data. For the fourth consecutive year we also published our disability and ethnicity pay gaps:

PAY GAP	Mean	Increase(+) or Decrease (-)	Median	Increase (+) or Decrease (-)
Disability	13.4%	-5.7%	9.5%	-4.2%
Disability - Academic	7.6%	-13.2%	7.1%	-12.8%
Disability – Professional Services	12.7%	-6.7%	7.4%	-8.7%
Gender	16.9%	-1%	12.4%	+0.4%
Gender - Academic	11.0%	-2.4%	8.8%	-0.5%
Gender – Professional Services	14.0%	+0.6%	11.1%	-0.2%
Ethnicity	-1.7%	+0.8%	-3.0%	+1.7%
Ethnicity -Academic	6.1%	-0.2%	7.1%	-1.2%
Ethnicity –Professional Services	7.3%	+1.1%	0%	+2.7%

Vice-Chancellor, Sasha Roseneil said:

"Our ambition is to make Sussex a more equitable, diverse and inclusive community, where people can realise their goals and ambitions and do their best work. It is vital that we regularly examine our pay gaps and the reasons for them. Our new People Strategy is designed with equality at its core to help us steer our work in this area and I am confident that we have the right plans in place to continue our progress towards ensuring all our staff are rewarded fairly."

Disability pay gap

The key driver of the disability pay gap is the uneven distribution of disabled staff through the pay quartiles (with 6% in the top pay quartile and 13% in the bottom pay quartile). The proportion of staff declaring a disability has however increased compared to the previous year (from 6% to 9%).

Hourly pay gap year-on-year comparison						
	2020	2021	2022	2023	Percentage point change since 2022	Percentage point change since 2020
Median	13.7%	11.3%	13.7%	9.5%	-4.2%	-4.2%
Mean	15.9%	18.3%	19.1%	13.4%	-5.7%	-2.5%

The Disability, Equality and Inclusion Steering Group will continue to review actions to address the disability pay gap, including communications to increase the numbers of staff who feel comfortable declaring a disability.

EQUAL SUSSEX

Gender pay gap

In 2018, the University set highly ambitious key performance indicators including a stretch target to halve the mean gender pay gap to a level of 10.4% by 2025. Although the trend shows yearly reductions in the gender pay gap, it is unlikely that this will be met by 2025 because the key driver – the distribution of staff across the pay quartiles – takes some time to change.

While the gender pay gap at Sussex has narrowed in recent years – with the mean 5.6% lower in 2023 than in 2019. However, as stated, it is unlikely that we will to reach the target by 2025.

Hourly pay gap year-on-year comparison							
	2019	**2020**	**2021**	**2022**	**2023**	**Percentage point change since 2022**	**Percentage point change since 2019**
Median	18.2%	16.8%	12.7%	12.0%	12.4%	+0.4%	-5.8%
Mean	22.5%	21.3%	18.4%	17.9%	16.9%	-1.0%	-5.6%

Our actions to address pay gaps focus on improvements to our recruitment and promotion processes, our pay frameworks and continuous improvement to other HR policies to become a leading employer in the sector.

Ethnicity pay gap

The mean ethnicity pay gap for 2023 is -1.7% (median is -3.0%), which indicates a pay gap in favour of racially minoritised staff. However, when the groups are disaggregated, the mean ethnicity pay gap in the academic staff group is 6.1%, and 7.3% in the Professional Services staff group.

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%

Academic staff hourly pay gap 2023	
Median	7.1%
Mean	6.1%

Professional Services staff hourly pay gap 2023	
Median	0.0%
Mean	7.3%

Overall, 16% of Sussex staff identify as racially minoritised. However, when disaggregated, 22% of academic staff identify as racially minoritised and only 9% of Professional Services staff and 77% of all racially minoritised staff are academics. As academics on average earn higher salaries than Professional Services staff, this results in under-representation in the bottom pay quartile compared to the other three pay quartiles (11% of staff in the bottom quartile compared to 18% and 19% in the mid quartiles and 15% in the top quartile) and an overall pay gap in favour of racially minoritised staff.

EQUAL SUSSEX

Hourly pay gap quartile distribution 2023			
Quartile	BAME	White	Not known / refused
Top	15%	74%	11%
Upper mid	19%	73%	8%
Lower mid	18%	72%	10%
Bottom	11%	80%	9%

Academic staff hourly pay gap quartile distribution 2023			
Quartile	BAME	White	Not known / refused
Top	16%	73%	11%
Upper mid	23%	69%	8%
Lower mid	26%	67%	7%
Bottom	21%	63%	15%

Professional staff hourly pay gap quartile distribution 2023			
Quartile	BAME	White	Not known / refused
Top	7%	80%	13%
Upper mid	8%	84%	8%
Lower mid	9%	84%	7%
Bottom	8%	85%	7%

The Race Equality Charter work provides granulated data and our action plan seeks to address the issues which are revealed. Following our successful submission for a Bronze award, the work in the action plan will now proceed. A key focus is on increasing the representation in the staff population and particularly in senior roles.

Awarding gaps

The latest published data for awarding gaps relates to the 2021/22 academic year (as student return data is received in November). The Access and Participation Plan (APP) targets for all awarding gaps is for year-on-year reductions over the strategy period.
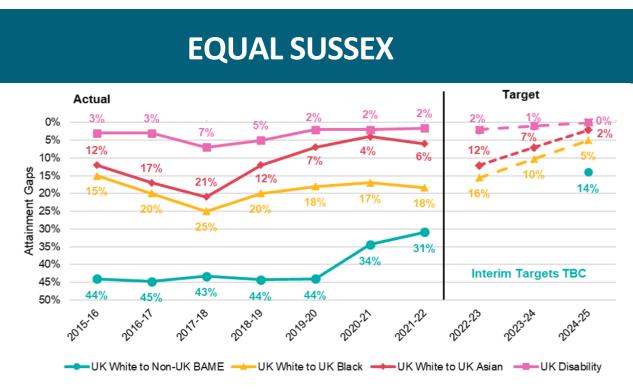
Metric	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
UK White to Non-UK BAME	44%	45%	43%	44%	44%	34%	31%
UK White to UK Black	15%	20%	25%	20%	18%	17%	18%
UK White to UK Asian	12%	17%	21%	12%	7%	4%	6%
UK Disability	3%	3%	7%	5%	2%	2%	2%

The Asian heritage awarding gap target overall is to reduce the gap from 21% to 2.1% by 2024/25. In 2021/22 the gap was 6%, a slight increase on the previous year.

The awarding gap target for Black students is to reduce the gap from 25% to 5% by 2024/25. In 21/22 the gap was 18%, a slight increase on the previous year.

The awarding gap target for students with disabilities is to eliminate the gap by 2024/25. In 21/22 the gap remained at 2%.

Targets for the APP were set against a benchmark of 2017/18. Since that time there has been steady progress to close the awarding gaps, ahead of target. The Black and Asian heritage awarding gaps have widened slightly in the most recent reporting year, which mirrors trends in the sector and is thought to be due to the removal of no-detriment policies impacting these groups more than White students.

EQUAL SUSSEX

Actual

Target

Attainment Gaps

UK White to Non-UK BAME: 44% (2015-16), 45% (2016-17), 43% (2017-18), 44% (2018-19), 44% (2019-20), 34% (2020-21), 31% (2021-22), 14% (2024-25 target)

UK White to UK Black: 15%, 20%, 25%, 20%, 18%, 17%, 18%, targets 16%, 10%, 5%

UK White to UK Asian: 12%, 17%, 21%, 12%, 7%, 4%, 6%, targets 12%, 7%, 2%

UK Disability: 3%, 3%, 7%, 5%, 2%, 2%, 2%, targets 2%, 1%, 0%

Interim Targets TBC

Legend: UK White to Non-UK BAME · UK White to UK Black · UK White to UK Asian · UK Disability

The dashed lines on the above chart show targets from the APP. The UK White to Non-UK BAME (Black and Minority Ethnic) awarding gap is not included in the APP but is an institutional key performance indicator.

Assessment

In 2020 Sussex undertook work to redesign assessment modes, initially in response to the Covid-19 pandemic but nonetheless with a focus on ensuring inclusivity in assessment. Our analysis has shown a correlation between these new assessment modes and closing of the BAME awarding gap in good degree outcomes, particularly in moving away from in-person unseen examinations. Given this, we have strategically not moved back to in-person examinations at scale, to ensure we continue to improve awarding gaps through assessment.

Curriculum

The Curriculum Reimagined programme in 22/23 has inclusivity embedded as one of its four core themes. The programme is working to define what the future of assessments at Sussex will be, drawing on the success of the changed assessment modes that have helped to reduce awarding gaps.

It will also build on pilots and local initiatives designed to reduce awarding gaps, for example the implementation of a race equity action plan in the School of Life Sciences; Student Connector projects focused on auditing and developing modules through a 'decolonising' lens; and work in the University of Sussex Business School to reduce awarding gaps for international student populations.

Access and Participation

Work began in 2022/23 to create a new Access and Participation Plan, in line with the Office for Students's revised process. This requires institutions to look at risks to equality of opportunity and to develop evidence-based interventions to address those risks. The Plan will include interventions also focused on closing awarding gaps, and for which we will be seeking Council approval in mid-2024.

The Steering Group overseeing the APP is led by the Pro-Vice-Chancellor (PVC) for Education and Students and Deputy Pro-Vice-Chancellor (DPVC) for Student Experience and, along with the PVC for Culture, Equality and Inclusion has representation from the EDI Unit and School clusters and the student community.

EQUAL SUSSEX

Project activity in 2022/23

Within the Division for the Student Experience (DSE) there are several student engagement programmes and projects which aim to deliver an enhanced support offer for BAME students amongst others within our APP cohorts.

Whilst there is no data analysis that shows whether these projects and programmes have a causal impact on closing awarding gaps, we are building a picture that suggests a strong correlation between those who engage in these interventions and positive outcomes for them.

The projects/programmes underway in 2022/23 include:

Coaching Programme: This offers one-to-one support for students with a professional coach (employed externally) over a six to eight week period. BAME students are prioritised for places as are care leavers and students from IMDQ1 (indices of multiple deprivation) backgrounds. From experience, students self-report improved confidence, sense of belonging and ability to set and reach their own goals for success.

Academic Mentoring: This is a project delivered by an external national partner, The Brilliant Club, which offers one-to-one and one-to-two support for students with a doctoral student from another institution. The academic mentor is trained by The Brilliant Club and offers bespoke support for students to improve their academic skills according to their needs. BAME students are prioritised for places as well as care leavers and students from IMDQ1 backgrounds. From experience, students self-report improved academic self-efficacy, meta-cognition and ability to set and reach their own goals for success. The most significant increase for a specific measure was that of 'academic confidence', for whom 80% of students who participated in the programme reported an improvement as compared to these feelings before the start of mentoring sessions.

"The academic mentoring programme really helped me be empathetic to myself and gave me confidence in my academic skills. Mentoring really helped me with planning and preparing for my essays and dissertation."
Feedback from participant of The Brilliant Club mentoring scheme

Spirit of Sussex Award: Students have had the opportunity to participate in the Spirit of Sussex Award (SoSA) which aims to create a community of students through the recognition of their co and extra-curricular activity. The award platform enables students to assess their skills and strengths and signposts them to student support services which can help fill any gaps. There is also a self-reflection tool built in for students to reflect on their achievements for which they receive awards. Historically, our BAME students are over-represented in our SoSA participant community, and these students typically will be awarded a good degree. As indicated, whilst we cannot yet establish causation, there is clear correlation.

These three programmes, along with the broader offer from the Division for the Student Experience, are part of the Student Support Services (SSS) Toolkit. This enables Schools to use services to create their own action plans to improve student experience, which may include specific targets around awarding gaps for BAME students.

EQUAL SUSSEX

Other activities to take forward 'Equal Sussex'

Other activities that we have taken forward this academic year include the development of a draft 'total reward' strategy, for which consultation and implementation is planned for 2023/24.

Our work to develop transparent frameworks at grade 10 has moved forward, with these in place for the ULT+ cohort. The cohort includes PVCs, DPVCs, Heads of Schools, Professional Services Directors and their deputies at G10. Work to deliver clear pay frameworks for the professoriate is still under development, with three generic job descriptions (10c, 10Bb, 10a) nearing completion for each of the three pathways which will underpin the frameworks, and criteria for how one might be promoted from the lower level G10 professorial role to the next and then to the highest.

Revised guidance on starting salaries founded on a set of principles has been developed and is being rolled out across HR.

Revised appraisal framework

A revised appraisal framework for academic and Professional Services staff has been implemented.

Over the autumn term 2022 the Appraisal Working Group worked to review, amend and user test a new package of support for appraisals – now known as Achievement & Development Reviews (ADRs). The complete package of support consists of:
- a new set of ADR Principles
- ADR forms for academic staff (x 3 categories) and Professional Services staff
- Academic Guidance and Professional Services Guidance
- delivery of face-to-face online and in-person training for both academic and Professional Services staff (including a recording available for those unable to attend face-to-face training)
- a follow-up LinkedIn learning pathway developed with further training and support on carrying out ADR meetings/conversations.

The new package of materials will be used in the upcoming ADR cycle and feedback sought from users. This will be used to make tweaks to the package and ensure that it is fit for purpose.

Identity-based mentoring

To take forward the priority to expand our mentoring scheme to offer identity-based mentoring, work has been underway over the last academic year to develop a piece of software - MentorNet. This is a new digital tool designed to streamline the user experience for our mentors and mentees, allowing them to set up profiles, search and match direct.

Through this we have been able to expand the personal and professional skills that mentors can offer to also include a range of lived experiences to help enable more meaningful matches and connections across Sussex. MentorNet will be launched in the new academic year and user experience will be monitored to ensure that the product fulfils its purpose.

EQUAL SUSSEX

EDI-themed lunch

The Vice-Chancellor hosted an EDI-themed lunch in the autumn of 2022, providing an opportunity to discuss ideas, suggestions, progress and challenges in EDI work at the University with key colleagues and to gain insights for planning of future activities.

Equality Analysis review

As part of the negotiations with the UCU during the summer of 2022, a project to review and update our approach to Equality Analysis (EA) has been taken forward.

The University uses EA to support its obligations to the Public Sector Equality Duty requirements, in respect of major projects and significant policy/business decisions and changes. Following the conclusion of 16 weeks of negotiation between the University of Sussex and the University and College Union in autumn 2022, work has been undertaken to improve and embed a revised and effective EA process.

The existing guidance and template have been refreshed and further work undertaken to review use and quality of EAs, explore barriers to effectiveness and implement actions to address barriers identified. Further resources will be developed along with improved communication of responsibilities. The EDI Unit continues to work with key stakeholders to provide support alongside the existing training provision.

GENDER EQUALITY SUSSEX

Progress in delivering our gender equality and inclusion action plan.

We currently hold a bronze institutional Athena Swan Award, which recognises our efforts to advance gender equality and create an inclusive University at Sussex.

Our revised gender equality action plan was published in 2021 and includes a goal for all of our schools to hold an Athena Swan award by 2025. This is a key objective in our inclusive Sussex strategy and a key measure for success within schools.

Currently seven of our schools hold Athena Swan awards, three of which are silver:

School	Current award
Brighton and Sussex Medical School	Silver
Life Sciences	Silver
Psychology	Silver
Mathematics and Physical Sciences	Bronze
Engineering and Informatics	Bronze
Media, Film and Music (now part of Media, Arts and Humanities)	Bronze
History, Art History and Philosophy (now part of Media, Arts and Humanities)	Bronze

We have a timetable for school submissions and each school also has an Athena Swan representative who attends termly Self-Assessment Team (SAT) meetings.

School	Award submission	Date
Brighton and Sussex Medical School	Gold award	Submitted May 2023 (awaiting outcome)
Mathematics and Physical Sciences	Bronze renewal	Submitted July 2023 (awaiting outcome)
Education and Social Work	Bronze first award	November 2023
Engineering and Informatics	Bronze renewal	March 2024
Business School	Bronze first award	March 2024
Life Sciences	Silver renewal	September 2024
Law Politics and Sociology	Bronze first award	November 2024
Media, Arts and Humanities	Bronze first award as a school	March 2025
Global Studies	Bronze first award	Spring 2025

These provisions ensure that we continue to deliver against the gender action plan. Some actions that we have made progress on this year include:

- enhancing our maternity pay and eligibility criteria
- developing a menopause policy as part of our wellbeing agenda
- producing a toolkit for managers to support the career development of academic staff who take and return from a period of carers leave of 12 weeks or more
- showcasing mentoring case studies with a good representation of female mentors and mentees.

We continue to acknowledge gender equality awareness events, such as International Women's Day, Carers Week and Non-Binary People's Day.

For International Women's Day 2023 we joined Brighton University to host a book reading and Q&A session with author Sheena Patel. The Schools of Engineering and Informatics and Life Sciences also hosted a screening of the film *Picture a Scientist.*

RACE EQUALITY

Deliver our vision for anti-racist Sussex and move towards being a more inclusive University.

Race Equality Charter

The Race Equality Charter (REC) aims to improve the representation, progression and success of minority ethnic staff and students within higher education. Between 2019-2023 the Race Equality Charter Self-Assessment Team (REC SAT) undertook a systematic process to evaluate and understand race equity at the University. The REC SAT scrutinised institutional culture and processes, using a variety of means including surveys, focus groups and data collection and analysis.

The data and insight gathered helped identify key issues and a four-year action plan was created which was designed to address these issues and support systematic change over a period of time, using measurable and context specific actions.

The action plan has been designed to meet the following criteria:

- Ensure specific, measurable, achievable, realistic and timely (SMART) actions to address the issues identified
- Increase understanding and insight
- Avoid overburdening racially minoritised staff and students
- Deliver sustained and sustainable structural change.

The objectives of the action plan are to make longstanding systemic changes that will improve:
- culture and engagement
- staff experience and representation
- student experience and support

The REC SAT identified six **priorities** that emerged from the consideration of the data and subsequent discussions in sub-groups:

- Priority One: Ensure an overarching and sustainable race equity plan with embedded goals.
- Priority Two: Address a lack of belief that there is recognition, acknowledgement or accountability of the problem and lack of trust in leadership to address the problem.
- Priority Three: Address a lack of engagement in race equity work by staff and students supporting and the perception of low trust and potential disillusionment in addressing the issues.
- Priority Four: Address low representation and uneven distribution of racially minoritised staff across pay grades, with especially low numbers in the top two pay grades and across Professional Services roles/divisions and in committees.

- Priority Five: Increase proportions of racially minoritised students, and progress the closing of awarding gaps.
- Priority Six: Address a lack of sense of belonging of racially minoritised staff and students and reported incidents of racism and discrimination, and so support retention.

The University Executive Team considered the full REC submission on 20 June 2023 date prior to submission to Advance HE on 13 July 2023.

We are delighted that this work was recognised by Advance HE with a Bronze REC Award, endorsing the identification of issues and the action plan to address them. This four-year action plan sets out our work to improve race equity at the University. Progress will be monitored by the REC SAT with regular reporting.

Gypsy, Traveller, Roma, Showman and Boater (GTRSB) Pledge

In June 2023 we signed up to the Gypsy, Traveller, Roma, Showman and Boater (GTRSB) Pledge. Acquiring this important equality charter mark demonstrates our further commitment to support GTRSB students into and within higher education in support of our widening participation aims, and is part of our commitment to race equality.

The pledge sets out to create an open and welcoming environment where members of GTRSB communities can be confident that their culture and learning needs are understood.

In this video statement Vice-Chancellor Sasha Roseneil describes how signing the pledge means we will do our utmost to celebrate the GTRSB community and support their educational progress and ambitions.

For Gypsy Roma Traveller (GRT) History Month the University flew the GRT flag at Sussex House and hosted several traveller events and activities including running **EDI Champion training around GRT awareness** and hosting the **Creating Voice Event: Exploring the Student Journey** through art, photography, music, and creative writing. These events celebrated the varied experiences of our diverse community.

RACE EQUALITY

(Image of flag flying over Sussex House for GRT History Month)

Actions to progress the pledge commitments have included:

- gathering data on GTRSB students and monitoring their progress into, through and out of higher education. This helps us to know this community better, identify relevant data patterns, and target initiatives and resource
- building a supportive culture for GTRSB students and staff at Sussex. This will be coordinated through our Belong at Sussex programme, which offers events and activities for students from under-represented groups, including those from GTRSB backgrounds
- offering outreach via our Widening Participation team to local GTRSB communities to support their journeys into further and higher education. At Sussex, we are proud of being one of the first UK universities to do this targeted work
- celebrating and commemorating GTRSB cultures and communities to raise awareness of the barriers GTRSB students may face when entering higher education and more broadly in society
- evaluating progress with our dedicated teams of best practice champions and community members who meet termly to discuss progress and co-ordinate activity.

DISABILITY EQUALITY

Progress in delivering our disability equality and inclusion work

Disability Confident

The University has committed to becoming a Disability Confident Leader (Level 3) by 2025 as one measure of success in improving practice and experience for disabled employees and applicants. The University joined the Disability Confident scheme in May 2019 with the aim of using it as a framework to shape our approach to enhancing accessibility for our employees. Level 2, Employer, was attained in December 2021. Disability Confident is a three-level government scheme aiming to help employers make the most of the opportunities provided by employing disabled people. It is voluntary and has been developed by employers and disabled people's representatives.

To support in driving this work forward the University established a Disability Equality and Inclusion Steering Group (DEISG) to collaboratively develop and oversee the delivery of a Disability Equality and Inclusion Action Plan that will deliver the University's commitment to become a Disability Confident Leader. In addition, the DEISG reviews policies and processes, supports campus accessibility and data analysis of disability reporting. Following change in the leadership structure and EDI Unit, the group had not met since 2021 but the meeting cycle has resumed and development of a comprehensive action plan is underway.

Previously, steering group members identified workplace adjustments and training as key areas requiring improvement. A workplace adjustments toolkit was launched in November 2021, developed for managers and staff. This is now being further reviewed to improve and update content. A new Disability Essentials e-learning has also been procured, with content combining legal expertise with the lived experience of disabled people. The course includes: what we mean by 'disability', disability equality and the law, types of impairments, service provision and use of language. Although staff will inevitably have a diverse range of knowledge and experiences, this resource will provide a consistent introduction based on the social model approach in supporting staff and students.

The University continues to utilise membership of the Business Disability Forum to inform and support implementing best practice and tailored advice.

DISABILITY EQUALITY

Outcomes for delivering the Equal Sussex strategic priority include reducing the disability pay gap and reducing the awarding gap between students with and without a disability. The mean disability pay gap (March 2023) is 13.4%, a reduction of 5.7% compared to the previous year. The awarding gap has reduced to around 2%, ahead of the interim milestones set in the 2020-2025 APP.

The University of Sussex Curriculum Reimagined Project has committed to a focus on decolonising and increasing inclusivity throughout the curriculum, for example in assessments and in ensuring courses are inclusive and accessible. Making assessments more inclusive will aim to reduce if not remove the need for adjustments.

Accessibility on campus

Inclusive design principles are being developed by the Estates Division as a guide to requirements for all new builds and major refurbishment of all buildings on campus (except residential buildings which are out of scope). Inclusive design aims to remove barriers which create undue effort and separation, enabling everyone to participate equally, confidently and independently in everyday activities by offering choice and flexibility of use. In developing these design principles, the needs and requirements of people from different protected groups are also being taken into account. The principles document is scheduled for publication in 2024.

Further progress includes the main Library refurbishment (scheduled for March 2026) which will see the creation of improved access routes and the Professional Services Places programme to ensure that new spaces for Professional Services staff are designed to support colleagues with a range of specific needs (scheduled for summer 2025). In 2023, work has continued to improve route signage and map accessible routes through buildings. Service response and repair times for accessibility impacts or faults have been raised to a higher category of priority.

LGBT+ EQUALITY

Continue to work towards our vision of an Inclusive Sussex for all

Brighton and Hove Pride

For a sixth consecutive year, the University of Sussex was a proud partner of Brighton & Hove Pride event on Saturday 5 August. This year marks 50 years since the first 'Brighton Gay Pride March', which was organised by the Sussex Gay Liberation Front, an organisation comprised of students and staff from the University of Sussex, along with LGBT people from the area.

This year, the University sponsored an open top bus to support those in the community unable to walk for all or part of the duration of the parade. The bus had 33 allocated seats and University staff and students who opted to take the bus were joined by other members of the Brighton & Hove community who applied for a spot.

Read more about the University's involvement in this year's Pride:
University sponsors bus to help those with mobility difficulties celebrate the 50th anniversary of Pride

Pro-Vice-Chancellor (Education and Students), Professor Kate O'Riordan, wrote a message for students:
Student update: Celebrating Pride and our local community

LGBT+ EQUALITY

Stonewall Workplace Equality Index

In our vision for *Inclusive Sussex* we set ourselves the target of achieving a top-100 ranking in the Stonewall Workplace Equality Index (WEI) by 2025. Our first application was to the 2020 WEI and we were ranked 407th. We submitted a further application to the 2022 WEI and we were ranked 264th.

The University will submit an entry into this year's Index in Autumn 2023.

In addition, we are Stonewall Diversity Champions. Membership provides access to LGBTQ+ inclusion resources, and discounted training and access to conferences.

Rather than prescribing activities, the index asks a series of 56 questions. Accurately answering these questions helps us to achieve a clear 'snapshot' of LGBTQ+ inclusion at Sussex. The more robust and clear the answers are, the more comprehensive the Index entry will be. In increasing our likelihood of scoring well in the Index, the work also contributes to LGBTQ+ Inclusion at Sussex more broadly.

Research was undertaken across many areas of the University including Human Resources and recruitment, leadership, student experience, staff networks, community engagement and staff experience to identify LGBTQ+ inclusion activities which have been undertaken in the past year, as well as the current status of actions around LGBTQ+ inclusion initiatives. In turn, these indicate areas of strength and opportunities for further development.

In an organisation that is large and complex, this has facilitated greater connections between different strands of work and there is much opportunity to further expand on this. Participating in the Index, regardless of the feedback from Stonewall, has already contributed to reducing inequality.

LGBT+ EQUALITY

Trans and Non-binary Inclusion Policy

Work toward developing a Trans and Non-binary Inclusion Policy is underway, and the full plan for development, consultation and implementation of the policy was agreed by the University Executive Group on 20 June 2023 following initial consultation work with students and staff, and research regarding best practice in trans and non-binary inclusion in higher education. The timeline of this project has been extended to include a period for further consultation, including with external LGBTQ+ organisations and the Students Union. Implementation of the policy is planned for the 2023/24 academic year.

LGBTQ+ Self-Assessment Team and Inclusion Action Plan

The LGBTQ+ Self-Assessment Team (SAT) is responsible for defining the priorities and monitoring the progress of the University's LGBTQ+ Inclusion Action Plan. The Action Plan is updated annually and is part of a more detailed plan which includes SMART goals for each action described in the plan. The LGBTQ+ Inclusion Action Plan involves steps that contribute to the Stonewall Workplace Equality Index. One of the aims is for the University to be a top 100 employer within the Index by 2025.

Some key priorities for the LGBTQ+ SAT in 2023:
- Introduce a Trans and Non-binary Inclusion Policy (described above)
- Support and develop membership of the Trans and Non-binary and LGBTQ+ Staff Networks
- Increase connections with the local community including LGBTQ+ specific organisations and events
- Launch the LGBTQ+ Stories@Sussex project and mechanisms to better understand the experiences of LGBTQ+ staff and students at Sussex

The work of the LGBTQ+ SAT will include contributing to teaching and learning through the Curriculum Reimagined work led by the PVC Education and Students and in related areas.

The LGBTQ+ SAT meets regularly with membership including staff and student representatives, an academic lead, policy and communications, and EDI and LGBTQ+ representation.

A range of LGBTQ+ events have been supported this year, including Transgender Day of Remembrance, LGBT+ History Month, and Non-Binary People's Day.

https://www.sussex.ac.uk/equalities/newsandevents?id=61395https://www.sussex.ac.uk/equalities/newsandevents?page=2&id=60863https://www.sussex.ac.uk/equalities/newsandevents?page=2&id=60565https://www.sussex.ac.uk/equalities/newsandevents?page=4&id=60026https://www.sussex.ac.uk/equalities/newsandevents?page=4&id=59287

DIVERSE SUSSEX

Be a place that celebrates and proactively supports and encourages diversity

Decolonising the curriculum

Work to review and revise our curriculum has included creating and promoting resources and workshops to improve inclusion, accessibility and to enable impactful learning. More information can be found here: https://staff.sussex.ac.uk/teaching/enhancement/support/curriculum/udl.

Wellbeing Action Plan

In line with our priorities and the commitment to fostering a positive and supportive work environment, we will soon be launching our Wellbeing Action Plan for the upcoming year 2023-2024. The goal is to ensure everyone feels valued, supported, and equipped with the tools they need to thrive both personally and professionally. The action plan considers a holistic approach to mental, financial, and physical wellbeing and seeks to provide resources, initiatives, and policies that empower individuals to flourish including but not limited to:

- Servicing our Menopause and Mental Health First Aid networks
- Management of our Occupational Health and Employee Assistance Programmes
- Delivery of wellbeing initiatives and events
- Investing in the growth and empowerment of line managers
- Review of wellbeing-related policies
- Establishing and maintaining a staff wellbeing hub with ease of access to information, support, events and training

Black at Sussex

Following the successful launch of Black at Sussex as part of the University of Sussex 60th anniversary, Black at Sussex continues to acknowledge and celebrate Black staff, students and alumni as part of a five-year funded programme.

Black at Sussex aims to improve the experience of Black students at Sussex by celebrating Black alumni and their contributions to British culture and art, as well as the University. The programme also works to highlight and tackle inequalities, by encouraging critical discussion on the Black experience and decolonising the curriculum.

The launch of Black at Sussex began with an event held at the Black Cultural Archives, founded by Sussex alumnus and curator of Black British history, the late Len Garrison. The event, titled '**Photography, Archiving & Power**', explored the importance of photography in documenting and archiving the Black experience, and featured renowned photographers Charlie Philips and Eddie Otchere who have been commissioned to take portraits of a range of influential Black University of Sussex alumni. The event also featured writer Topher Campbell, and playwright and author Michael McMillan, both of whom were photographed for the project.

DIVERSE SUSSEX

Sussex also partnered with the creative arts programme, Culture ConneX, to produce an exclusive series of local, Black-led events at the Brighton Fringe Festival 2023. Highlights included a free installation by Michael McMillan exploring the themes of Caribbean heritage, home, food and health; and artist talks with Charlie Philips and Eddie Otchere on the history of photography in terms of power, position and consent.

Freedom of speech guidance

Work continues to support and advance knowledge and understanding of freedom of speech and academic freedom (FoS/AF), as complementary to EDI work. We have reviewed and developed some policies and, following receipt of external legal advice, this work continues. We have embedded FoS/AF and also EDI principles in our new Achievement and Development Review process, updated guidance on the use of content notes to ensure compliance and continue to undertake a range of in-person engagement with Schools and various staff and student groups. Discrete work is also on-going with staff on handling difficult conversations and with students around FoS/AF. The Vice-Chancellor and Pro-Vice-Chancellor for Culture, Equality and Inclusion have written and delivered a range of blogs, videos, lectures and other thought pieces - much of which engages the intersection with EDI - both within the University and across the higher education sector.

Build a thriving community that fosters good relations and supports a rich, diverse, rigorous, collegiate, and inquisitive teaching, learning and research environment

The *Inclusive Sussex* strategy includes specific activities to review and enhance EDI training for all, including Council members, to help promote inclusion and equality. On 17 January 2022, Sussex launched its participation in the national pilot of Union Black, an online antiracism learning programme. The programme has been developed by Santander, in partnership with the Open University and its aim is to focus on how individuals can make a positive difference, exploring black cultures in Britain and dispelling myths in order to inform, challenge and contribute to the antiracism agenda.

Following a pilot earlier in 2022, we are pleased that we are able to continue to offer the course to staff and students until May 2024 via the Santander Scholarship Platform. Learners have the option of a one-hour introductory version of the course entitled 'Introducing Union Black' as well as the full six-hour course to help build a culture of powerful, institution-wide anti-racist literacy. Evaluation following the first round of this training indicated raised awareness for participants and increased confidence in effective bystander interventions.

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.

(Introductory video from Union Black Course)

In Conversation events

The University has held two 'Inclusive Sussex: In Conversation with...' events this year. The event series supports our *Inclusive Sussex* strategy by exploring issues of liberation, equality, diversity and justice with voices from all walks of life, bringing their expertise and lived experiences to the fore.

The first was with songwriter and musician Dan Gillespie Sells at the Attenborough Centre on 1 November 2022, to discuss liberation and storytelling, with conversation ranging from gender identity and activism to the influence of class and politics on creativity. A collaboration with the School of Media, Arts and Humanities and Development and Alumni Relations, the event was open to staff, students and local community partners. Dan joined a panel featuring David Ruebain, Pro-Vice-Chancellor for Culture, Equality and Inclusion, Kate O'Riordan, at that time Dean of the School of Media, Arts and Humanities and Sharon Webb, Senior Lecturer in Digital Humanities.

The audience had the opportunity to share their thoughts during a question and answer session. Earlier in the day, Dan also met with students and members of the leadership team in the School of Media, Arts and Humanities, joining several classes and visiting a music studio on campus.

CONNECTED SUSSEX

David Ruebain, said: "I was delighted to welcome Dan Gillespie Sells to the ACCA to speak with members of our community including staff, students and local partners at our first 'Inclusive Sussex: In Conversation with...' event. I was struck by the rich discussion around storytelling, identity and power, with open, honest and thought-provoking questions and insights from the audience. It's clear that sometimes the magic is working out the space between perspectives – the tussle of two narratives, resulting in something new. I think that 'something new' is where inclusion lies. Making space to hear interesting and important viewpoints from a wide range of people within and outside of our community is at the heart of our Inclusive Sussex strategy and I look forward to further events in the series."

The University of Sussex welcomed academic and disability activist Professor Tom Shakespeare to our recent 'Inclusive Sussex: In Conversation with...' event on 17 May 2023. Tom joined a panel featuring David Ruebain, Hannah Mason-Bish, Senior Lecturer in Sociology and Criminology in the School of Law, Politics and Sociology and Hadeer Elshafie, Lecturer, School of Law, Politics and Sociology.

Discussing the current picture of disability inclusion, they spoke about relationships, law, theory, disability rights, the urban environment, and interdependence - the idea that each of us is connected to, and relies on, many others. The audience of staff, students and the wider community also shared questions and comments as part of the discussion.

David Ruebain said: "We were honoured to host Tom in conversation with Hadeer, Hannah and me on a wide range of matters impacting disability liberation. We talked rights, charity, protest, theory, the environment, abuse, the law, relationships, and sex!"

Further 'In Conversation with...' events are planned for the 2023/24 year.

Religion and Belief Forum

The Equality Act 2010 provides protection against discrimination, harassment and victimisation of staff, students, or visitors on the grounds of religion or belief. These protections apply to employment, education (including higher education) and the provision of goods and services. The University, as a public body also has proactive obligations through the Public Sector Equality Duty including in respect of religion and belief.

To help meet these obligations the University established a Religion and Belief Forum in January of this year. The Forum meets once a term with the purpose of strengthening and developing the University's commitment to creating a non-discriminatory, inclusive environment where the religious and non-religious faiths and beliefs of all are respected, and where the values of open and respectful debate are upheld. This work also supports the University's fundamental commitment to ensure and advance respect for diversity of background, identity, belief, thought, discipline, and method.

The Forum has agreed terms of reference describing its role, including providing advice and information and supporting the University's policies, procedures and practices relating to this strand of EDI work. The intention is also to make links with other programmes of work, to share and build knowledge, understanding and awareness, and identify shared values that support positive engagement between people of different faiths (and none) and with a wide variety of deeply held beliefs. The Forum will consider how to support colleagues in their diversity of beliefs, and it will explore how best to promote inter-faith and inter-belief dialogue.

Review of EDI e-learning provision

We also completed a review of EDI e-learning provision. The EDI LearnUpon e-learning content available to all staff has been reviewed using criteria developed to aid in identifying the suitability or limits of content and any amendments required. The exercise found that overall, there is a broad and suitable provision of EDI e-learning with some requiring amendments to ensure provision is up to date and in line with the University approach.

Key gaps are being addressed through introduction of new or updated e-learning packages and the identification of external EDI training providers for workshops. A commitment has been made for EDI training content to be reviewed every three years to support continuous assurance and improvement.

Improved efficiency of monitoring and accountability will be enabled following the procurement of a learning management system as part of the HR Digital Strategy. Further engagement will take place with the providers of e-learning content to ensure modules meet freedom of speech and academic freedom requirements.

EDI governance review

An external review of EDI support across the University and of EDI governance has been undertaken and recommendations will be taken forward during the 2023/24 year. At present EDI matters for information and decision are taken to a termly People and Culture Board comprised of UET and additional members, with KPI data such as pay gaps and progress against strategic plans progressing to SPC and Council. In addition the PVC CEI is establishing a new leadership team to oversee operational matters and progress the implementation of the strategy.

CONNECTED SUSSEX

Open Listening Pilot Programme

The ambition to develop a programme of allyship work has evolved into an Open Listening programme, with successful initial pilot phases.

Passions and deeply held values are one of the University's great strengths, and like all great strengths they can sometimes result in conflict between colleagues. Although conflict is part of life, and has the potential to cause harm, it can also lead to understanding, stronger relationships and positive change.

The programme offers experiential and practical workshops giving participants the opportunity to explore the following:

Conflict Theory
What happens when we disagree?
Offering models for understanding the dynamics of conflict, exploring reactions, positional and personal power, choices and outcome-based responses.

Open Listening Space
What helps or hinders us in speaking and being heard?
Exploring the principles and intentions of Open Listening Space, trying out a process for listening and speaking.

Feedback from the initial pilot workshops included:
- *I felt very heard and noticed the difference between this process and a typical conversation. I liked the focus on purposeful listening.*

- *It was valuable. It got me thinking about a lot of things, and even yesterday later, I would say, resulted in my operating differently with those I was around.*

- *Certain parts of the session were very revelatory.*

- *Quite searching exercises but very well managed to create a supportive environment.*

- *I think this could be very useful for bringing about positive change at Sussex in a meaningful way.*

- *It was a very powerful session.*

Further workshops will be offered in the autumn of 2023, along with tailored sessions for leadership teams, after which it is intended that the programme be rolled out across the University.

Other activities to take forward 'Connected Sussex'

Other activities we've taken forward to support the aims of Connected Sussex include some work to update and amend the categories for personal, sensitive data on staff systems. This work will continue this year with the publication of revised guidance.

As part of the preparation to retender key activities in the University, EDI and values-based requirements were built into specific tender documents and also into the overall Procurement Strategy to strengthen an inclusive approach and ensure that new partners uphold the University's values.

ACCESSIBLE SUSSEX

Provide equal access to excellent learning, research and employment opportunities for all with particular regard to disability and also recognising the needs of those with other protected characteristics.

Accessible technology, infrastructure and systems

EDI is at the forefront of decision making in IT Services at the University. EDI related questions and an EDI assessment are integrated into procurement assessments. Microsoft Teams is being implemented as a unified communications platform to replace the existing telephony solution. The project will deliver significant EDI benefits and is being implemented in collaboration with staff networks. These enhancements are broadcast to the wider community. More information can be found on the [Transforming Sussex](#) webpages.

Development and publication of inclusive estates policy core principles

A draft inclusive design guide has been produced and is currently undergoing review by relevant parties. The intention is for the design guide to be approved in late 2023.

Good progress has been made on improving the accessibility of the Library and adjacent buildings, e.g. the Institute of Development Studies. A design for a new building containing two lifts has been developed and initial conversations with Historic England regarding planning consent have been productive. As an interim measure, new signage has been implemented to highlight accessible routes to the Library.

Smaller interventions include improvements to furniture in lecture theatres to accommodate wheelchair users, and new automated entrance doors to Pevensey I.

FLEXIBLE SUSSEX

Become an organisation that is flexible by default to ensure we are inclusive in everything we do.

Reviewing our flexible and remote working practices

During 2022 the University ran two 'pulse' surveys. The theme for the spring survey was Belonging and Inclusion and our autumn survey focused on Leadership, Development and Wellbeing. After each survey, Schools and Divisions analysed their results and produced updated action plans (all of which are available on our staff webpages). In April, staff were asked whether their School/Division enables flexible working. 83% of all those that responded did so favourably with only 6% disagreeing or strongly disagreeing. Our survey dashboard enables further analysis of the results. We can apply filters on certain staff demographics such as caring responsibilities, working patterns, gender and ethnicity.

As part of the work to use IT to enable new ways to deliver our services to staff we are implementing an applicant tracking system in the recruitment process, addressing some accessibility issues for candidates, and allowing easier collection of data and reporting. A full e-recruitment system is a priority for the 24/25 academic year.

FURTHER INFORMATION

Staff networks

Our staff networks play an important role in achieving our goals as outlined in the *Inclusive Sussex* strategy. Within the strategy we make a direct commitment to staff networks "We will actively promote awareness and understanding of a wide range of groups, giving a voice to them to share their perspectives. We are committed to the principle of collaboration and consultation to make Sussex truly inclusive. We value the crucial contribution of our staff networks and the Students' Union in sharing the staff and student voice of their membership to help shape policy and procedures which support all of our staff and students."

The University currently has five formal staff networks, each of which is run by a chair and some by co-chairs.

- Ethnic Minority Staff Network (formerly BAME Staff Network)
- Parent and Carer Network
- Disability Network
- LGBTQ+ Network
- Trans and Non-Binary Network

There are two additional networks which fall under the umbrella of the Staff Disability Network:

- Neurodiversity Network
- Long Covid Support Network

Following the impact of Covid-19 and the inability of networks to meet face to face, network activity reduced in 2020/21 with a drive in 2022/23, supported by the EDI Unit, to re-energise and re-establish the networks. Among other interventions, the introduction of Microsoft Teams channels (where the networks are now able to come together online as well as in person to share resources, information and offer peer support) has helped to achieve this.

As a result, the networks have been visibly more active in 2022/23 and have attracted wider membership through University-wide events and targeted publicity, including information shared with new members of staff as part of their induction and during new staff welcome sessions and networking events. The LGBTQ+ and Neurodiversity Networks have been particularly active and have seen their number increase dramatically with c.85 members in the Neurodiversity Network and c.180 members in the LGBTQ+ Network.

The following is a list of notable network events and activities held during 2022/23:

- [BAME Staff Network Boundary and Meander Event](#) and informal monthly coffee and catch-up opportunities held for network members in the ACCA building
- [Staff Disability Network and Neurodiversity Network picnic](#)
- [LGBTQ+ Network picnic to mark IDAHOBIT](#)
- [LGBTQ+ and Trans Non-Binary Networks Creative showcase to celebrate Trans Pride](#)
- Neurodiversity Staff Network hosted online talks, including: recruitment, retention and neurodiversity; identities and neurodiversity; the library and study environment, and neurodiversity and disability.

Chairs of the networks are also actively involved in supporting and contributing to work associated with the University's Equality Charters and sit on relevant self-assessment teams, steering groups and forums e.g. REC SAT, Athena Swan SAT and the Disability, Equality and Inclusion Steering Group, helping to highlight key areas for action and consulting with their members on University-wide proposals and activities.

Following recommendations arising from the Halpin report on EDI Governance a full review of existing staff networks and their operation and effectiveness is planned for 2023/24 with more focused activity around consultation, engagement and support.

FURTHER INFORMATION

EDI Champions

The University has a strong network of EDI Champions representing each School and Professional Services Division across the University. The Champions disseminate information and best practice, raise awareness of equality and diversity issues, encourage involvement in initiatives and help promote a culture where staff and students are treated fairly and with dignity and respect.

In 2022/23 an EDI Champions Microsoft Teams channel was established to help support a more collaborative and collegiate approach in which Champions can share information with each other about the events, activities and EDI related projects that their areas are involved in. This has proved successful and has enabled the EDI Unit to have more detailed oversight of University-wide activities and has further supported action planning and a more joined up approach across all areas.

During 2022/23 the EDI Champions met formally each term with two informal meetings held to further encourage a collaborative and joined-up approach. As with the staff networks, a full review of the role of the EDI Champions is planned for 2023/24 in light of the findings contained within the Halpin report.

Use of the term BAME

In a changing environment, clarity on use of the term BAME and how and when it might be used is provided on the EDI webpages, https://www.sussex.ac.uk/equalities/raceequality. However, there is no one universally accepted term and we will continue to evolve our understanding and approach to this.

FURTHER INFORMATION

Key statistics and publications

The University's Equality, Diversity and Inclusion Strategy, *Inclusive Sussex*, is available on our website.

Each year the University publishes equalities information relating to the protected characteristics of its staff and students.

We also publish annual data relating to pay gaps for disability, ethnicity and gender.

You can find more information about the work on each of our equality charters on the EDI webpages.

Equality, Diversity and Inclusion Unit

The Equality, Diversity and Inclusion Unit is responsible for promoting, co-ordinating and embedding equality, diversity and inclusion across the whole University community. The EDI Unit supports Prof David Ruebain, PVC (Culture, Equality and Inclusion) to implement the *Inclusive Sussex* strategy. The Unit works closely with Schools, Divisions, staff networks, EDI Champions and the University of Sussex Students' Union to deliver the University's EDI strategy.

The Unit is part of the Human Resources Division and is managed by Isobel Pearce, Assistant Director, Culture, Equality and Inclusion who reports to Colin Shipp, Director Human Resources.

Contact Us

Email: edi.unit@sussex.ac.uk

Twitter: @InclusiveSussex

Web: www.sussex.ac.uk/equalities