



Race equality charter application form

Name of institution: University of Southampton

Level of award application: Bronze

Main contact for the application: Camilla Gibson: diverse@soton.ac.uk

Word Limit: 14,000 + 500

(500 additional words approved via email 07/06/22 to "add commentary around our 2019 Staff and Student REC Surveys")

Section	Pages	Word Count
1. Letters of Endorsement	6-12	2,413
2. The Self-Assessment Process	13-25	1,112
3. Institution and Local Context	26-33	934
4. Staff Profile	34-88	2,680
5. Academic and Research Staff: Recruitment, Progression and Development	89-123	2,706
6. Professional and Support Staff: Recruitment, Progression and Development	124-144	590
7. Student Pipeline	145-171	2,516
8. Teaching and Learning	172-177	984
9. Any Other Information	178	-
10. Action Plan	179-203	-
Additional REC survey (2019) commentary	(21)	(118)
Total	203	13,935 (+118)

From: Race Charter <racecharter@advance-he.ac.uk>
Sent: 07 June 2022 12:28
To: [redacted]@soton.ac.uk
Cc: Race Charter <racecharter@advance-he.ac.uk>
Subject: RE: re; University of Southampton - REC - Word Count query

Dear [redacted]

Thank you for your email.

In response to your queries below:

- 1) We are happy to approve your request for an additional 500 words to allow some commentary around our 2019 Staff and Student REC Surveys.
- 2) [redacted]

Hope this helps.

Regards, Diana.

Dr Diana Piscitelli
Charters Assessment Manager, Race Equality

E: diana.piscitelli@advance-he.ac.uk

www.advance-he.ac.uk

Glossary of acronyms:

ACDC	Academic Career Development Committee
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AIMMS	Academic Intersectionality Mentoring in Medical Schools
AMS	Academy of Medical Sciences
APAG	Academic Promotions Advisory Group
AS	Athena Swan
A&R	Academic and research staff (Clinical, ERE and Research Nurse job families)
BAME*	Black, Asian and minority ethnic*
CAO	Community and Operational (P&S job family)
CEDARS	Culture Employment and Development in Academic Research Survey
Cf.	See, by way of comparison
CHEP	Centre for Higher Education Practice
CI	Confidence Interval
DLHE	Destinations of Leavers from Higher Education
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EDIC	University Equality, Diversity and Inclusion Committee
EIA	Equality Impact Assessment
ERE	Education, Research and Enterprise (our principal A&R job family)
FAH	Faculty of Arts and Humanities
FEB	Faculty Executive Board
FELS	Faculty of Environmental and Life Sciences
FEPS	Faculty of Engineering and Physical Sciences
FMED	Faculty of Medicine
FOM	Faculty of Medicine
FPE	Full person equivalent
FRP	Faculty Recruitment Panel
FSS	Faculty of Social Sciences
FTC	Fixed-term contract
FTE	Full-time equivalent
HEI	Higher Education Institution
HESA	Higher Education Statistics Authority
HR	Human Resources
HRBP	Human Resources Business Partner
HRSLT	Human Resources Senior Leadership Team
KEF	Knowledge Exchange Framework
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and other identities
MSA	Management, Specialist and Administrative (a P&S job family)

MSC	Medical Schools Council
OEC	Open-ended contract
OfS	Office for Students
P&S	Professional and support staff (CAO, MSA and TAE job families)
PAT	Personal Academic Tutor
PGCAP	Post Graduate Certificate in Academic Practice
PGT	Postgraduate Taught
PGR	Postgraduate Research
POLAR	Participation of Local Areas
pp	Percentage point(s)
PREP	Professional Recognition Educator Practice
PRG	Planning and Resources Group (operational subset of UEB)
PSEG	Professional Services Executive Group (senior P&S management committee)
QSAT	Quality, Standards and Accreditation Team
REC	Race Equality Charter
REC-SAT	Institutional Race Equality Charter Self-Assessment Team
REF	Research Excellence Framework
RESN	Research Nurse (an A&R job family)
SAT	Self-Assessment Team(s)
SBS	Southampton Business School
SES2018	Staff Engagement Survey 2018
SOC	Standard Occupation Classification
STEMM	Science, Technology, Engineering, Mathematics and Medicine
Sup	Supressed
SUSU	Southampton University Students' Union
TAE	Technical and Experimental (a P&S job family)
TEF	Teaching Excellence and Student Outcomes Framework
ToR	Terms of Reference
UEB	University Executive Board
UG	Undergraduate
UoS	University of Southampton
VC	Vice-Chancellor
WP&SM	Widening Participation and Social Mobility
WSA	Winchester School of Arts

* We are conscious of the limitations of the term 'BAME'. We recognise it is an imperfect term, and that by grouping people collectively, it can mask individual ethnic identities. We also acknowledge that in parts of this submission we refer to groups of people as 'BAME staff' or 'BAME students', due to the pressure of word count, where we would prefer to use more descriptive or expansive terms.

There is currently no consistent agreement as to what terminology would be more appropriate (**Action EU.1**). Our Inclusive Language Guide is regularly updated to reinforce that “we are committed to ensuring that every member – and potential member – of our community feels that they are included, welcomed and supported”.

Action EU.1 Explore and agree terminology & language with the University community through a series of facilitated conversations.

1a Letter of endorsement from vice-chancellor/principal

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



6th July 2022

Dear Dr Verma,

Bronze Race Equality Charter award application

I am pleased to present the University of Southampton's Bronze Race Equality Charter application, which outlines our commitment to race equality, provides our insight into the issues facing our university community, and sets out our commitment to the change that is clearly needed.

Our self-assessment has revealed some uncomfortable truths, and areas of concern, that we must and are addressing.

- Concerns about our recruitment of staff, where applicants from BAME backgrounds are less likely to be shortlisted, less likely to succeed in interview, and less likely to be appointed than those from White backgrounds.
- Concerns about the barriers to career development for our staff from BAME backgrounds, and the lack of ethnic diversity at senior levels of the organisation.
- Concerns about the experience of staff and students when they arrive at the University. 39% of Black, and 24% of Chinese staff survey respondents have experienced racism on campus. Over 40% of our Black student respondents do not feel they are treated equally by their fellow students. This is wholly unacceptable.
- The survey also revealed that we have staff and students who suffer in silence. Verbatim feedback and focus group feedback clearly demonstrates that staff and students do not always trust the University to respond appropriately to complaints of racism, whether it be localised micro-aggressions or overt racist incidents. We must create a climate where all people can express freely how they feel about things, and where there is deep trust across the whole community.
- Students from BAME backgrounds do not see themselves reflected in our senior leadership, and do not see a future in academia, compared to our White students. This impacts our staff pipeline and perpetuates the problems we see with representation, the apparent whiteness of our curriculum, and a lack of belonging for our student population, which is considerably more ethnically diverse than our staff population.

The Race Equality Charter has provided us with a solid framework to expose disparities, and we are confident that our action plan will ensure we achieve lasting change, on a difficult journey that we have already started.

Across the University we have dedicated staff members strongly committed to addressing the inequalities we have observed, and a number of initiatives are already in place to help us understand and make progress towards becoming an anti-racist university, we must ensure that our community is left in no doubt as to our stance on anti-racism, and our commitment to ensuring that all staff and students feel included, know that they belong here, and that our campus is a safe space for all. I will ensure we continue to develop and invest in these initiatives, many of which stem from a cross-University 'big ideas' action workshop earlier this year, to ensure enduring change.

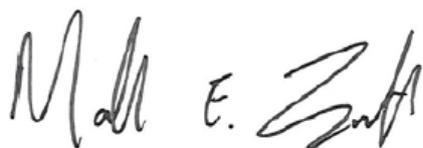
Since taking up post as President and Vice-Chancellor in October 2019, I have strengthened our commitment to Equality Diversity and Inclusion, placing it at the heart of our new University strategy, supported by a five-year strategic plan for EDI launched in autumn 2020, despite COVID-19 as it is so important. Our ambition is that EDI is seen as a major asset by our staff and students, truly embedded in all that we do, creating an inclusive community where everyone feels they belong.

In 2021 we backed up this ambition with new investment of over £300k per year to expand our central EDI team from 3 to 10 people, creating a hub of specialist advice, engagement, data analysis and project management expertise allowing us to accelerate delivery of our charter commitments and action plans, alongside the wider behavioural and systemic changes required to embed a truly inclusive culture in our community.

Visible, proactive leadership of this agenda from the top of the institution is vital, and one element of this will be ensuring we have greater racial diversity on our Executive Board (UEB). The University's EDI Champion and the sponsors of the Race Equality Charter and our other charter commitments are all UEB members, and each Faculty and Professional Service leader has EDI KPIs against which they are measured. EDI is integral to our strategic and operational decision-making, and to our discussions at UEB and our governing Council. We are now well positioned to enact change, and the University's leadership is wholly committed to doing so. In 2021 all members of UEB and our Chair of Council took part in a reverse mentoring programme, including preparatory training, which we will now roll out across wider management levels. I found this such a valuable and insightful experience that I have continued to see my mentor regularly.

I am totally and personally committed to making sure we build on what we have learnt through the self-assessment process. To the best of my knowledge, the following submission, and the information presented within it, is an honest, accurate and true representation of the University of Southampton and our efforts to provide a truly inclusive and welcoming community where *all* people can thrive.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Mark E. Smith', written in a cursive style.

Professor Mark E. Smith CBE
President and Vice-Chancellor

1b Letters from the Deans



Faculty of Arts and Humanities (FAH)

My colleagues and I, in the Faculty of Arts and Humanities, value the principles underpinning the REC which have generated very valuable reflection on race relations and equality.

Despite some areas of progress, analysis of the REC data has identified some important areas for action, including the improvement of success rates for recruitment and appointment of BAME staff and postgraduate students, as well as the narrowing of the awarding gap. Although numbers of respondents are small there is also an issue for some staff in the faculty around fair treatment and whether race/ethnicity is a factor in decision making. As with all faculties, consideration about reaffirming commitment to anti-racism and fostering a sense of belonging for all staff is a priority.

Although there is work to do, there are several examples of good practice in the faculty which are worthy of note, such as the Compassionate Inclusive Leadership workshop, delivered to the FAH leadership team and which is now available to all research staff; the development of curriculum content within the faculty that is recognised by our own students to reflect the opinions of a wide variety of people, including issues of race; and the Faculty EDI Network, which enables all colleagues to raise issues of concern, including race, in a way that informally gives voice to those that do not normally attend committee meetings.

On behalf of the faculty, I can state our commitment to exploring practical ways to redress our issues of REC concern so that we may achieve a more inclusive faculty. I can confirm we are supportive of the University aim to attain a bronze REC award.

A handwritten signature in grey ink, appearing to read "P Whittaker".

Professor Paul Whittaker
Dean, Faculty of Arts and Humanities

Faculty of Environmental and Life Sciences (FELS)

The Race Equality Charter process has offered the Faculty of Environmental and Life Sciences (FELS) an opportunity to reflect deeply on race relations and race equality. These reflections have highlighted that FELS is not sufficiently diverse in three main regards. First, there is an urgent need to improve our ability to attract applications and recruit successfully people from ethnic minority backgrounds in order to ensure our people are more representative of UK society as a whole. Second, our ethnic minority staff are acutely under-represented at more senior staff grades. Third, there is a degree awarding gap for our Black undergraduate students which requires further work to understand.

We are early in our journey to address these issues, and my Senior Management Team and I have decided to focus initially on addressing the lack of UK PhD students from Black backgrounds in our community, because it is this group who are essential to securing the long-term diversity of the academy.

Accordingly, this year we have launched two major initiatives.

First, we have recognised the lack of progression of ethnic minority students from undergraduate study through to PhD entry and funded a participatory action project exploring the experience of Black students in FELS from undergraduate to PhD level which will employ student peer researchers to collaborate on the project; in part this project seeks to inform actions around the degree awarding gap noted above.

Second, we have initiated and funded a new “Black Futures Postgraduate Research Scholarship” programme to address the lack of UK-domiciled students from Black backgrounds registered on our doctoral programmes (funding covers tuition fees, a stipend set at UKRI rates, and a research training support grant for 3.5 years for each scholar; in total 15 scholars will be funded across the next 3 academic sessions).

In the coming year we will determine actions to address our lack of attractiveness to ethnic minority staff, and particularly the lack of representation at senior levels.

I am personally committed to making my faculty, and the University of Southampton more broadly, a more inclusive and welcoming place, and I will be a passionate advocate of positive actions that will make a difference.

Yours faithfully,



Professor Jonathan Bull
Dean, Faculty of Environmental and Life Sciences

Faculty of Engineering and Physical Sciences (FEPS)

I welcome the opportunity that the REC process has given our faculty to analyse and start to address issues around ethnic diversity and inclusion in our students and staff. While we have well-established activities and action plans addressing gender diversity, and all five schools have Athena Swan awards at silver or bronze level, it is clear that we need to be more proactive in addressing BAME representation and attainment.

As a faculty with world-leading schools in science and engineering, we are fortunate to be able to attract international academics and students, especially from Asia and China, and in recent years we have seen an increase in overseas representation from these areas of the world. However, there is an under-representation of BAME staff and students from the UK as well as an under-representation of Black staff and students generally. The REC analysis shows that our faculty shares the wider University issues around staff and student recruitment, shortlisting for staff, and awarding gaps for students. We will develop plans to understand the causes of these problems and develop action plans to address these.

I am asking staff to participate in active bystander training so that they are better equipped to recognise and challenge bias in our processes. The senior leadership roles in our faculty lack gender and ethnic diversity and we are developing processes to proactively encourage and support a broader range of staff to prepare for leadership roles.



Professor Michael Butler
Dean, Faculty of Engineering and Physical Sciences

Faculty of Medicine (FMED)

I write on behalf of the Faculty of Medicine, the second largest faculty in the University of Southampton. I am deeply committed to equality and inclusivity and working towards a community, particularly amongst senior staff, where our diversity better reflects our diverse student body in Medicine. I am executive sponsor for the University Athena Swan self-assessment team and was delighted that we were successful in renewing our Silver AS Charter Mark this year.

In the Faculty of Medicine, we have about 38% minority ethnic students but a much lower proportion amongst senior staff. Amongst staff in Medicine, we have slightly lower rates of reported racial discrimination compared to other faculties but strikingly in Medicine our students observe and experience racial discrimination more than in other faculties. We are working closely with our students and NHS colleagues to address racial discrimination in the clinical placement setting and all staff have now been provided with active bystander training.

We have learned a great deal from working with our students in Medicine, initiating a reverse mentoring pilot in which students, typically but not always from ethnic minority backgrounds, mentored senior members of staff about their experience of coming to Southampton as a student of medicine. I took part in the initial pilot and personally found this an incredibly humbling and enlightening experience, and we have continued to roll this opportunity out more widely.

The student African Caribbean Medical Association and Muslim Medics Society delivered a session at the Clinical Centre's Forum attended by senior faculty staff and placement facilitators titled 'Developing Cultural Competence: How do we Talk About Race?' which again was an extremely well received and valuable experience.

We work with the ED&I groups across all UK medical schools through the Medical Schools Council and all clinical academic research staff through links with the Academy of Medical Sciences (AMS). Our faculty is a founding member of Academic Intersectionality Mentoring in Medical Schools (AIMMS) sponsored by AMS and created to support the career development of ethnic minority women within medical schools and academic medicine in the UK.

I am delighted to support the Race Equality Charter work of the University; I have been so immensely impressed by the quality of endeavour and diversity of thought that so many of our minority ethnic students demonstrate in Southampton. I have already established a diverse senior leader team (half female, 25% minority ethnic), but with the support of our newly established super recruiter facilitators and the regular data reporting we will continue to highlight any resistance to developing a more broadly diverse community recognising the importance and value of diversity as we look to the future.

Yours faithfully,



Professor Diana Eccles MD FRCP

Dean, Faculty of Medicine

Faculty of Social Sciences (FSS)

The Faculty of Social Sciences (FSS) is the most diverse faculty at the University of Southampton. We also have strong and deep research interests in, and commitments to, equality and inclusion. Even so, there is much that we must achieve within the Race Equality Charter.

For example, our faculty-level data overview conceals important school-level variances, as we house the most and least diverse schools of our institution. This variation presents an important opportunity for us in understanding and improving staff and student experience across our faculty.

Our data is clear, we must strive to deliver more. For example, it is striking that FSS has the most diverse applicant pool for staff vacancies, yet we have not translated this into more diverse appointing. And, for our student body we still observe large awarding gaps on outcomes. In each of these cases we are actively challenging ourselves to understand why, whilst also building change into our support and processes.

Whilst recognising there is much to do, we positively highlight the current and ongoing work of our FSS EDI team on REC. For example, the focus on Race as part of our faculty's 'Let's Talk ...' series last autumn, where a panel of staff shared their lived experiences with our academic and professional service colleagues. Also, our faculty EDI committee is championing the embedding of inclusive recruitment via the institution's *Super Recruiter Programme* and 'Student Recruitment and Progression' is a core faculty EDI objective for action and change over the next year. Additionally, we are supporting the embedding of active bystander training.

We fully support and endorse our institutional submission on REC and look forward to delivering change both within FSS and across the institution.



Professor Joanna K Swaffield
Dean, Faculty of Social Sciences

2 The self-assessment process

2a Description of the self-assessment team

The Race Equality Charter Self-Assessment Team (REC-SAT) was established in August 2019, chaired by Kieron Broadhead, Executive Director Student Experience. Membership has evolved since 2019, recognising needs for additional resources and cross-university representation to drive progress in understanding and addressing racial inequalities (**Table 2.1**).

- REC-SAT is supported by our EDI team, expanded in 2021 (3FTE to 10FTE) bringing together EDI specialists, communication and engagement roles and project management expertise. The team support all institutional equality charters, ensuring strategic and sustainable approaches to delivering charter commitments, maximising synergies, and strengthening impact. (**Action EU.2.1**).
- Membership comprises of both volunteers sought via open invitation, and those nominated based on their role and ability to influence and affect change.
- A broad range of disciplines, job families, departments, academic and professional grades, working patterns, lengths of service, and work-life experiences are included, however we have limited representation from junior grades (L1-2), and require increased ethnic diversity (**Figure 2.1, Figure 2.2, Figure 2.3, Figure 2.4, Action GP.1.1**).

Action EU.2.1	Utilise newly appointed engagement roles in the central EDI team to conduct consultation exercises to supplement existing quantitative and qualitative data with more detailed experiential evidence, to help us fill gaps in understanding identified in this submission. Feedback results to REC-SAT to shape the delivery of the action plan.
Action GP.1.1	We will review the terms of reference (ToRs) and membership of the SAT during 2022, focusing on succession planning, role rotation and representation: Review the terms of reference for the institutional REC-SAT, including giving consideration to i) the introduction of co-chairs to ensure resilience, continuity and lived experience, ii) the balance of membership required, iii) re-affirm workload protection and recognition for SAT members (minimum 2.5%FTE, increasing to 10%FTE ahead of submissions), and iv) recognition for SAT member contributions through appraisal and associated processes.

Table 2.1: Institutional Race Equality Charter Self-Assessment Team members

Italics denote ex-members

SAT member	University role(s)	Faculty, School/Dept	SAT role / Experience
Chair			
Kieron Broadhead	Executive Director of Student Experience	Professional Services, Student Experience	Sponsor, Chair. Member of UoS Executive Board. Responsibility for all non-academic student provision and supporting staff operations. Chair of Tackling Harassment Board, institutional lead for widening participation & social mobility.
Working Group – Academic Staff			
Alejandra Recio Saucedo	Senior Research Fellow	FMED, School of Healthcare Enterprise, and Innovation	Academic staff profile working group lead. Member of the Faculty of Medicine ED&I board and the ED&I committee (School of Healthcare Enterprise and Innovation). Member of Advance HE REC Panel.
Andy O'Bannon	Associate Professor	FEPS, School of Physics and Astronomy	Academic staff profile working group member, experience of departmental Athena Swan, former Chair of Physics and Astronomy ED&I committee, member of Expect Respect committee.
Shahina Pervin	Teaching Fellow Fashion Marketing	Winchester School of Art, Fashion & Textiles	Academic staff profile working group member.
Working Group – Professional and Support Staff (P&SS)			
Gino Graziano	Director of Widening Participation and Social Mobility	Professional Services, Widening Participation & Social Mobility	P&SS profile working group lead. ~20 years' experience with Widening Participation in academic settings. WP&SM set up to holistically consider access to, success at and progression from the UoS for students from underrepresented groups.
Ed Palmer	Domestic Services Manager, Campus Services	Professional Services, Estates and Facilities	P&SS profile working group member.
<i>Steve Parker</i>	<i>Associate Director (Faculty Projects)</i>	<i>Professional Services Estates & Facilities</i>	<i>P&SS profile working group member up until Feb 2022.</i>
Vicky Fenerty	Engagement Librarian	Library & Arts	P&SS profile working group member.
Working Group – Grievance and Disciplinary			
Sarah Flynn	HR Business Partner	Professional Services, HR Employee Relations	Grievance and Disciplinary working group lead May 2022 – present.
<i>Karen Payso</i>	<i>HR Business Partner</i>	<i>Professional Services, HR Client Services</i>	<i>P&SS profile working group member, Grievance and Disciplinary working group lead (up to May 2022).</i>
Melissa Farrugia	Head of Student Hub, Student Services Centre	Professional Services, Student Experience	Grievance and Disciplinary working group member.
Working Group – Equal Pay			
Booker Ogutu	Lecturer, Remote Sensing	FELS, School of Geography and Environmental Science	Equal Pay working group lead, member of the School of Geography and Environmental Science Management Group (2021/22).

SAT member	University role(s)	Faculty, School/Dept	SAT role / Experience
Working Group – Student Pipeline			
Florence Harvey	Head of Student Success	Professional Services, Widening Participation and Social Mobility	Student Pipeline working group lead , leads on Student Success linked activity, primarily objectives to close awarding gaps and support retention and completion.
Doreen Sekibo	UniWorkforce, Library Assistant	Professional Services, Library & Arts	Student Pipeline support and authoring for section 7.
Working Group – Teaching and Learning			
Pearl John	Public Engagement Leader, Support Staff	FEPS, School of Physics & Astronomy	Teaching and Learning working group lead.
Anna Barney	Associate Vice-President (Education)	Professional Services, School of Engineering	Teaching and Learning working group member with experience with Athena Swan SAT (School of Engineering).
Heidi Armbruster	Associate Professor, Modern Languages & Linguistics	FAH, Modern Languages and Linguistics	Teaching and Learning working group member.
Priti Mishra	Associate Professor, History	FAH, History	Teaching and Learning working group member.
Samantha Mills	Student	FMED	Paid Intern, focus on Teaching & Learning.
Stephanie Jones	Associate Professor, English	FAH, English	Teaching and Learning working group member.
Project Management Support			
Lisa Nicholas	Equality Charters Project Manager	Professional Services, HR ED&I	Project Manager for Race Equality (Jan 2022 -Jul 2022, shared).
Nathan Smith	Equality Charters Project Manager	Professional Services, HR ED&I	Project Manager for Race Equality (Jul 2021 – Jul 2022, shared).
<i>Doug Allen</i>	<i>Equality Charters Project Manager</i>	<i>Professional Services, HR ED&I</i>	<i>Project Manager for Race Equality (Jul 2019 – Jul 2021).</i>
Editorial Support			
Chloe Ballantyne	Equality Communication and Engagement Manager	Professional Services, HR ED&I	Lead Authoring , editorial team. Experienced EDI professional with a key role in enabling meaningful engagement and communication with staff and students with the REC, race equality, inclusion and cultural change.
Andrew Gameson	Head of Reward, Recognition & Inclusion	Professional Services, HR Reward and Recognition)	Lead Author for the successful Silver Institutional Athena Swan submission in 2021, and data analysis expert.
Rebecca O'Selmo	Equality Programme Manager	Professional Services, HR ED&I	Editorial team member, responsible for the development and delivery across all University equality charters and EDI projects. Member of the Institutional EDI Committee.
Data Support			
Frank Thomas	EDI Data Analyst	Professional Services, HR	Data provision and analytical support for staff data.
Marthie Cronje	Head of Institutional Research (Finance, Planning & Analytics)	Professional Services, Planning & Analytics	Data provision for student data.

SAT member	University role(s)	Faculty, School/Dept	SAT role / Experience
Harriet Filby	Market Research Coordinator, Policy & Insight	Institutional Research, Policy and Insight	Survey logistics and data provision.
Needee Myers	Associate Director Policy & Insight	Institutional Research, Policy and Insight	Survey logistics.
SAT Members / Support / Consulting roles			
<i>Adnan Hussain</i>	<i>Equality and Diversity Officer</i>	<i>Professional Services, HR ED&I</i>	<i>Provides networking support. Adnan is a former SU President at Liverpool and an EHRC committee member. Experience in networking with various stakeholders (Oct 2021 – May 2022).</i>
Alex Melhuish	Equality, Diversity and Inclusion Specialist	Professional Services, HR ED&I	Subject Matter Expert with extensive experience with Athena Swan and Advance HE submissions.
Ben Dolbear	President of SUSU Sabbatical Officer	SUSU	Student Representative.
Bernard Bempong	Teaching Fellow, HR Management & Organisational Behaviour	FSS, Southampton Business School	REC-SAT member.
Camilla Gibson	Head of Equality, Diversity and Inclusion	Professional Services, HR ED&I	REC-SAT member, experience with developing, leading and implementing cultural change. Strategic leadership, organisational development and personal and institutional leadership. Background in community development.
Chloe Eddy	Student	Southampton Education School	REC-SAT member, student inclusion.
Emily Bastable	Student	Southampton Education School	REC-SAT member, student inclusion.
Kirsten Wythe	Head of Access	Professional Services, Widening Participation & Social Mobility	REC-SAT member.
Lottie James	VP Education & Democracy, Southampton Student Union	SUSU	Student Representative.
Louise Coysh	Associate Director (Arts&Culture)	Professional Services, Library & the Arts	REC-SAT member.
Pathik Pathak	Associate Professor, Sociology Social Policy & Criminology	FSS, Sociology	REC-SAT member.
Savanna Cutts	VP Welfare & Community, SUSU	SUSU	REC-SAT member, experience in networking and working with various external stakeholders. Member of EDI Committee and EDI Network.
Simonov Kusi-Sarpong	Lecturer in Operations Management	Southampton Business School	REC-SAT member.
<i>Tanya Roberts</i>	<i>Senior Administrator, Change Portfolio Office</i>	<i>Professional Services, Change Portfolio Office</i>	<i>REC-SAT member.</i>
Ven Tauringana	Head of Department, Accounting	Southampton Business School	REC-SAT member.

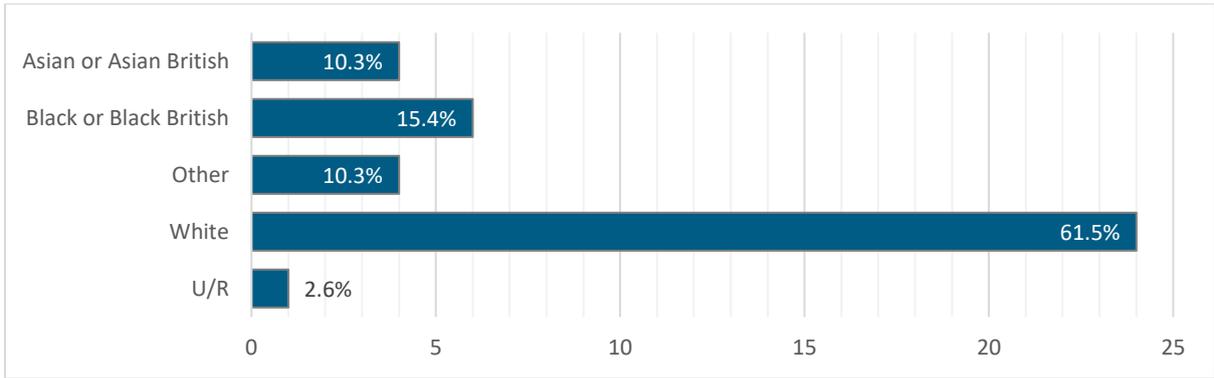


Figure 2.1: SAT profile by ethnicity

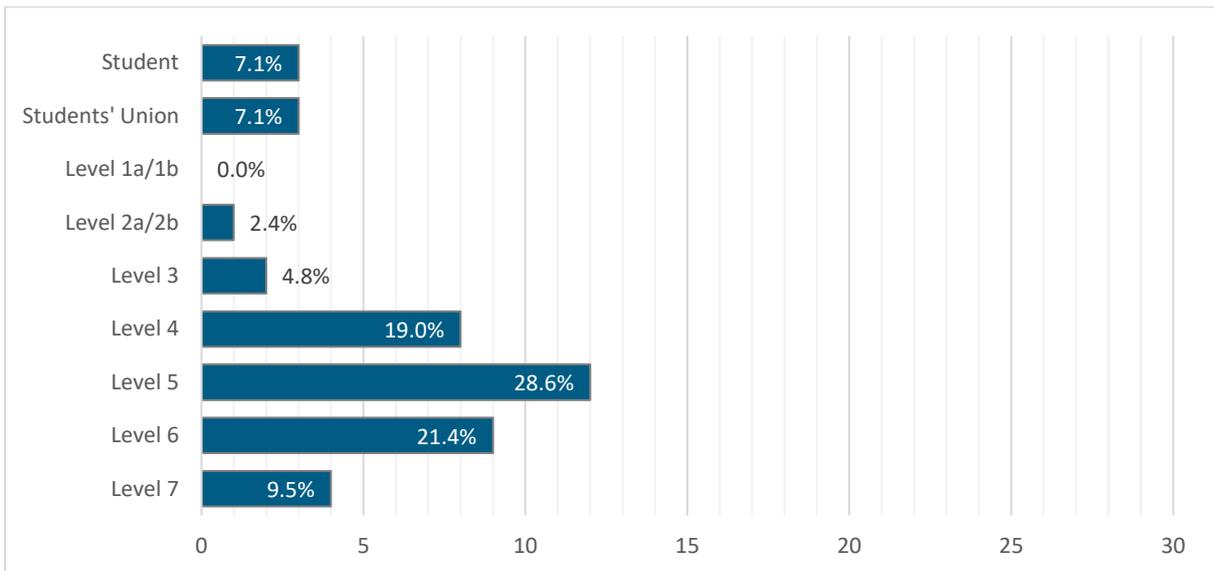


Figure 2.2: SAT profile by grade

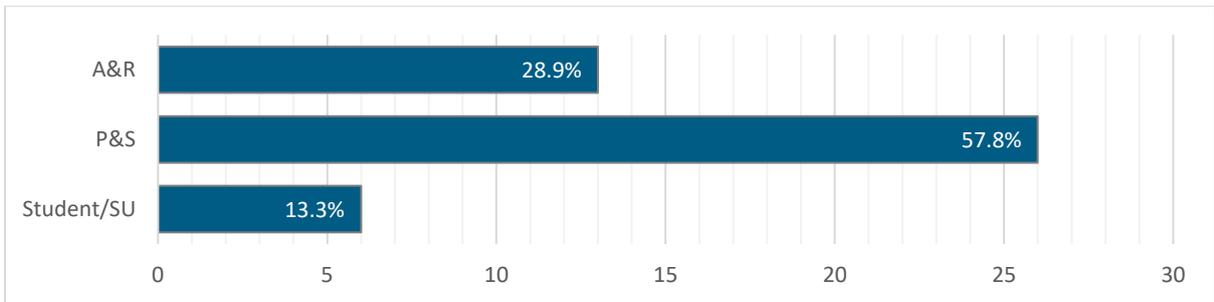


Figure 2.3: SAT profile by Academic Staff, Professional Services Staff, and Student / SUSU

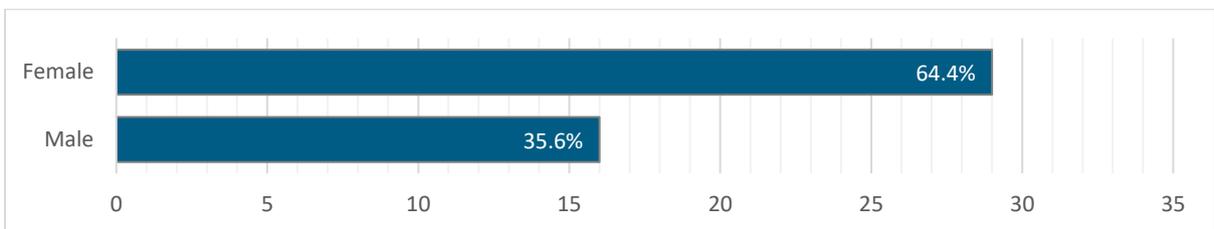


Figure 2.4: SAT profile by gender

2b The self-assessment process

- REC-SAT met 24 times with average attendance of ≈60% (**Table 2.2**).
- Themed working groups were aligned to different charter segments to provide depth of focus. Working groups were self-organised and met regularly; occasionally bringing in additional members, including a paid student intern, to broaden insight.
- The SAT and working groups had access to comprehensive data to support their work and develop content. An editorial team then assumed responsibility to ensure consistent language, presentation and highlighting of key themes; SAT members were invited to comment on submission drafts.
- The SAT Chair and EDI Team representatives met fortnightly in the final year pre-submission to discuss issues, ideas, and feedback from SAT members.
- SAT members were signposted to relevant internal and external training/events on race equality, including being encouraged to complete the “*Union Black*” anti-racism course.

Table 2.2: Institutional REC-SAT meetings

Date of meeting	Meeting name	Meeting summary	Attendees
11 Sep 2019	REC-SAT	Introduction to REC, overview, discussion of student survey1	SAT
24 Oct 2019	REC-SAT	Reviewing ToR, collaborative working, updates, mayflower incident	SAT
21 Nov 2019	REC-SAT	Feedback from ED&I committee, student survey1 questions, comms plan	SAT
1 Jan 2020	REC-SAT	Data handling, survey1 results, decolonising the curriculum, training	SAT
5 Mar 2020	REC-SAT	Data, updates, review of timeline	SAT
23 Apr 2020	REC-SAT	Decolonising the curriculum, updates	SAT
19 May 2020	REC-SAT	Feedback from REC networking event, decolonising the curriculum	SAT
16 Jun 2020	REC-SAT	Updates, review of staff/student consultation, REC survey1 results	SAT
23 Jul 2020	REC-SAT	Updates from working groups	SAT
24 Sep 2020	REC-SAT	Discussion of action plan recommendations, focus group planning	SAT
23 Oct 2020	REC-SAT	Updates from working groups	SAT
20 Jan 2021	REC-SAT	Academic Staff, Student Pipeline, Teaching and Learning focus, updates	SAT
24 Feb 2021	REC-SAT	Professional & Support Staff, Grievance & Disciplinary focus, updates	SAT
17 Mar 2021	REC-SAT	Equal Pay focus, updates	SAT
8 Sep 2021	REC-SAT	Approach to authoring, and internship update (learning and support)	SAT
6 Oct 2021	REC-SAT	Timelines, new survey preparation (survey2), submission gap analysis	SAT
10 Nov 2021	REC-SAT	Updates, calls for additional volunteers, benchmarking	SAT
15 Dec 2021	REC-SAT	Status update and preparation of data for submission	SAT
14 Jan 2022	Open Session	First discussion of survey2 results and quantitative data provision	Open
11 Feb 2022	Working group update	Discussion of progress against submission sections and data analysis	Working group Leads
4 Mar 2022	REC-SAT	Detailed discussion of survey2 results and submission update	SAT
27 Apr 2022	REC-SAT	Sharing of submission status and focus group outcomes	SAT
13 May 2022	REC-SAT	Action workshop debrief session	SAT
10 Jun 2022	REC-SAT	Update on submission and governance	SAT
8 Jul 2022	REC-SAT	Update on governance, reflection	SAT

Governance

- REC-SAT is well-positioned to influence centrally, report and recommend upwards. Responsibility for EDI is embedded through governance structures (**Figure 2.5, Figure 2.6**). Accountability for the REC submission and action plan lies with UEB.
- The REC Sponsor is a member of UEB and EDIC, providing updates on self-assessment progress and action plan implementation.
- Deans are responsible for EDI in their faculties and each school has an EDI Committee, while PSEG is responsible for EDI in Professional Services.

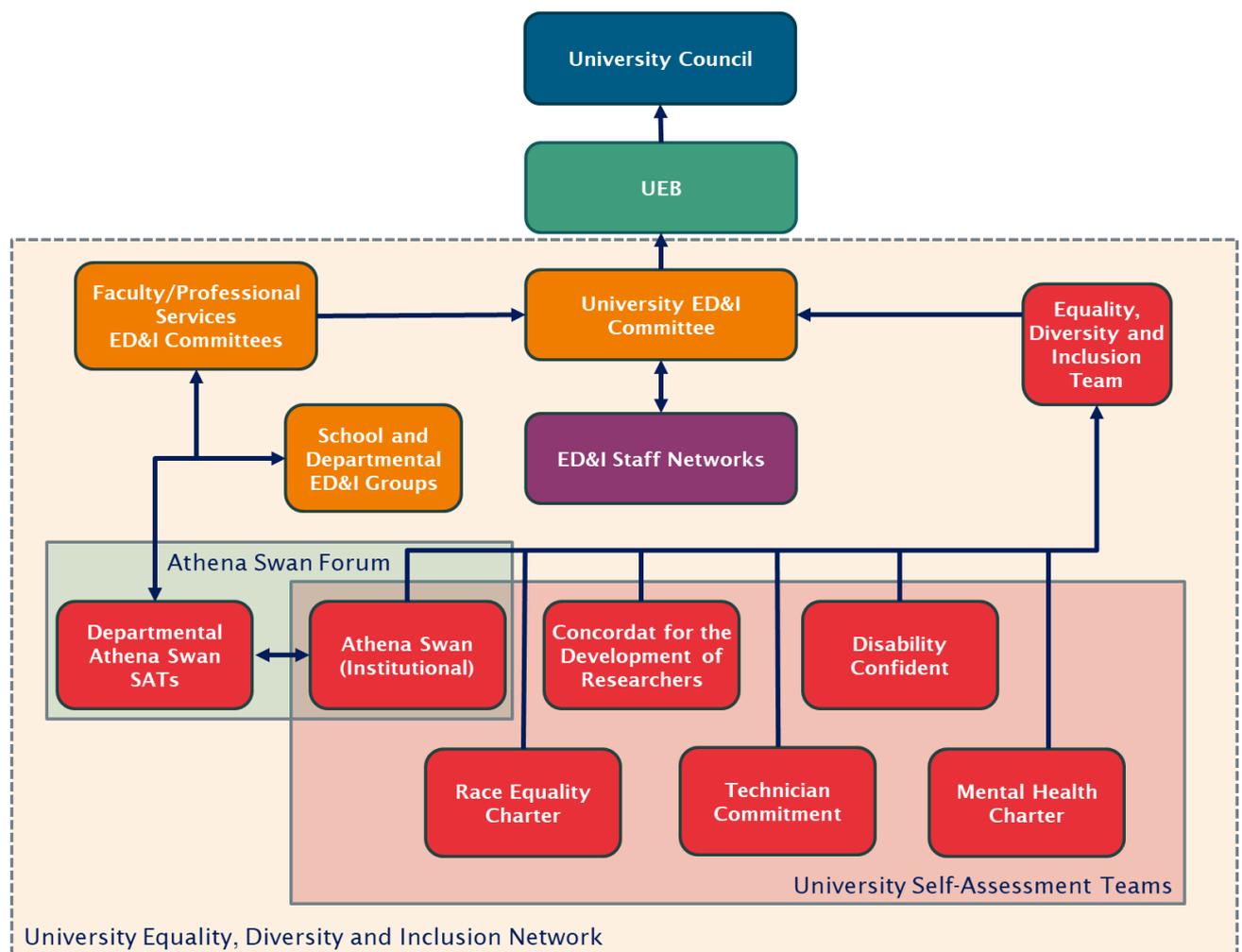


Figure 2.5: An overview of the University's Equality, Diversity and Inclusion governance framework



Figure 2.6: Members of University Equality, Diversity and Inclusion Committee (EDIC)

2c Involvement, consultation and communication

Engaging the University Community

We are early in our journey to embed racial equality. We need to engage the whole University community to affect real change. A broad calendar of events, communications and facilitated discussions have started our conversations about race, including:

- *'BAME Experiences in Higher Education: Policy making, social justice and white privilege'* – lecture and discussion.
- *'Philosophy and Race'* and *'Critical Whiteness'* – seminar series.
- *'The pandemic and the impact of racism'* – open workshop with senior leaders.
- *'Safe Listening Spaces'* – regular facilitated sessions to share experiences.
- *'Let's Talk about Race'* – panel and discussion.
- Race-focussed EDI Network sessions – triannual meetings of influential EDI leaders. Expert-led sessions with peer-to-peer sharing have focussed on furthering race equity through inclusive language, addressing awarding gaps and establishing inclusive recruitment processes.
- *'Diversity and Equity in Education: Race, ethnicity and culture'* – online conference. Student initiative in collaboration with university staff across departments.



2019 REC Survey

We ran our first REC survey in 2019. The results and insight were a powerful tool in raising awareness of the depth of racial inequality at the University, the significant impact on individual experience and psychological safety, and scale of change required.

- Survey insight was incorporated into our 2020-2025 EDI Strategic Plan and action was taken, including the launch of *Safe Listening Spaces* and our *Reverse Mentoring Programme* pilot, supported by our BAME staff network.

However, at the start of 2020 the University was urgently re-focussed on adapting and delivering through the COVID-19 pandemic and we recognise that we did not deliver the pace of progress required to address many race-related issues raised by this first REC survey.

2021 REC Survey

Our second REC survey was conducted in Q4 2021.

- 26% of staff (1,560 respondents) and 5% of students (714 respondents) participated.
 - Staff: responses were broadly representative by ethnicity (**Figure 2.7**).
 - Students: A higher proportion of our BAME students responded, relative to White respondents (**Figure 2.8**).
- Promoted via intranet, direct emails, social media, line managers/lecturers and on-campus promotion.

- Paper copies distributed to ≈450 staff in roles with limited computer access; groups that include significant proportions of the University’s Asian (16%) and Black (19%) staff.
- Uptake was lower than hoped (**Actions EU.3.1, EU.3.2, EU.3.3**).

Analysis & Focus Groups:

- Quantitative analysis completed internally. Free-text responses coded externally to mitigate potential biases.
- Seven focus groups exploring issues raised in the survey, with further groups planned (**Actions EU.2.2, EU.2.3, EU.2.4, EU.2.5, EU.6.1**).

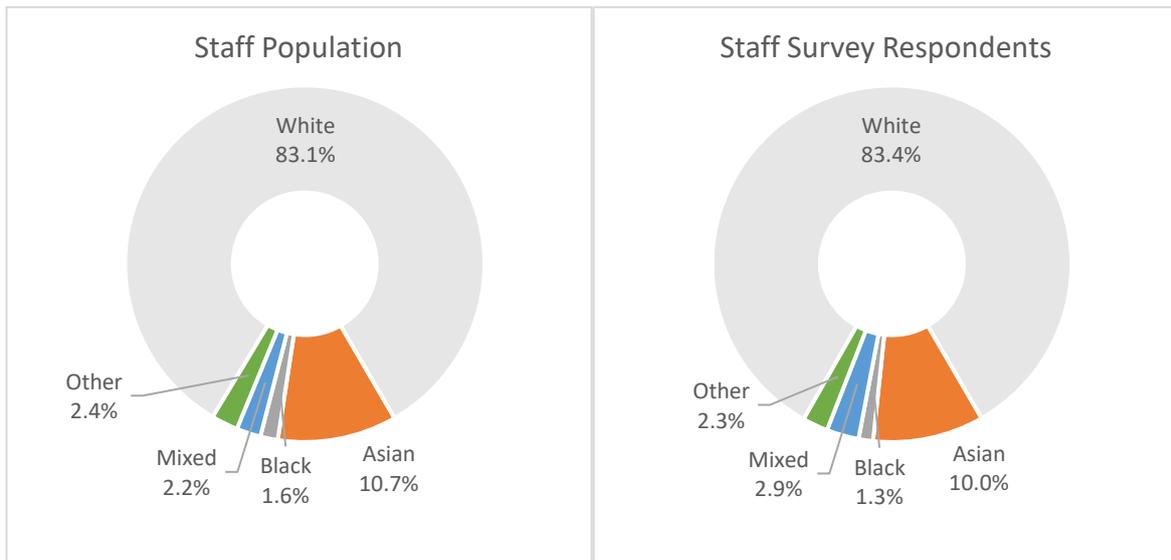


Figure 2.7: 2021 Staff population by ethnicity and staff survey response rate by ethnicity

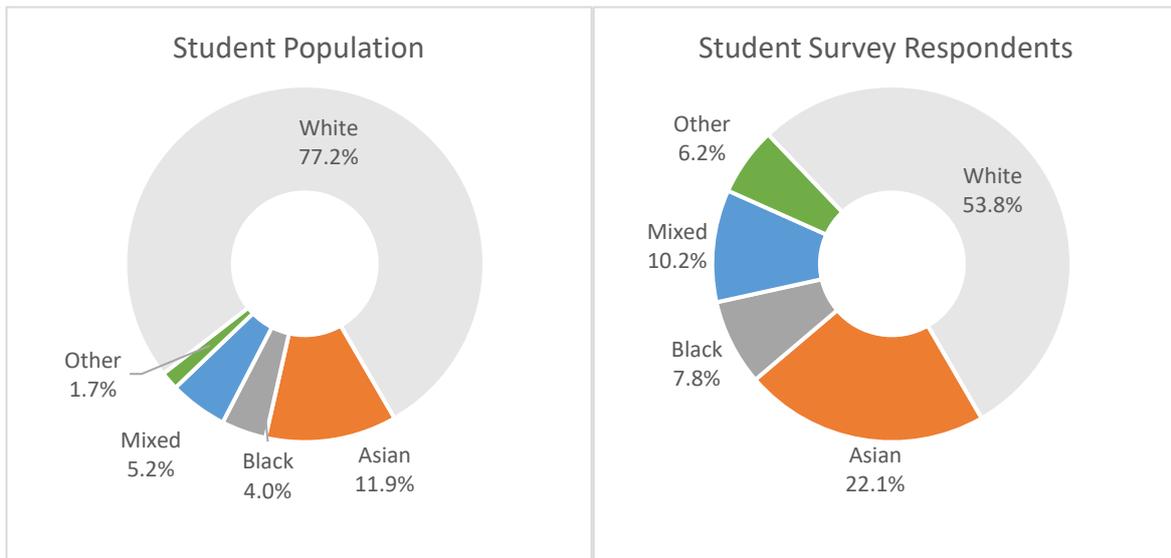


Figure 2.8: 2021 Student population by ethnicity and student survey response rate by ethnicity

Communications and Consultation

We engaged the University community on REC survey, and subsequent focus group and self-assessment findings as follows:

- Survey findings shared with REC-SAT, alongside wider quantitative data to inform action-planning.
- EDI Team presented findings and facilitated discussions with UEB, EDIC, faculty Deans, EDI Network and BAME staff network throughout the self-assessment; ensuring engagement, providing visibility of stark findings and gathering insight and input into our submission and actions.
- The Vice-Chancellor presented to the UoS Leadership Team and shared his thoughts in all staff and student communications, re-affirming UEB accountability to address the issues raised and the importance of individual and collective agency and accountability in furthering race equity.
- A series of webinars communicated the results more widely, encouraging further discussion and recognition of the part we all play in addressing inequality in our community.

Race Equality Action Workshop

Working in partnership with the BAME staff network and REC-SAT, the EDI Team brought together key individuals from across the University to co-design and agree three priority action areas that will have significant impact on furthering race equality at the University.

The half-day workshop was highly interactive to foster creativity and innovation to inform bigger, bolder ideas to drive sustainable cultural change. Attendees included those who were able to effect change, including members of UEB, and those who would be most affected by the changes, including representatives from our BAME staff and student networks.

Alongside the three priority areas, we also discussed the importance of *how* we will deliver our race equality action plan, as well as the work itself, to create meaningful change. Working with expert practitioners and in consultation with staff and students we are co-developing solutions to deliver against the priority actions (**Action PA.1**):

- Build an anti-racist student journey- systematically and proactively progressing race equity and inclusion from attraction, on-boarding and learning experience to alumni engagement.
- Invest in accelerated career development and progression for BAME staff.
- Deliver positive actions and targets in recruitment.

These priority actions form part of a broader framework of EDI 'Big Ideas' UEB are sponsoring to drive transformative cultural change.

- Action EU.2.2** Black Staff Focus Group: Recruitment Process, fairness, transparency and outcomes.
- Action EU.2.3** Black Staff Focus Group: Promotion Process; fairness, transparency and outcomes.
- Action EU.2.4** Investigate underlying reasons for under-representation of Black staff at conferences and networking events via focus groups. Breakdown by academic specialties and address any issues found. Collect data to confirm representation presenting at, and attending, academic conferences.
- Action EU.2.5** Student Focus Group: Explore with students, and specifically Arab and Black students, an assessment of current academic support and where additional measures may be required.
- Action EU.3.1** Consolidate our survey timelines and select a timing for the next REC survey that minimises the chance of survey fatigue.
- Action EU.3.2** Increase face-to-face engagement and on-campus marketing materials for the REC survey to drive staff and student response.
- Action EU.3.3** Prepare communications on launch of the REC survey that include our response to the previous survey and demonstrate outcomes (You said...We did...).
- Action EU.6.1** Conduct focus groups to understand why there is a gap between bullying casework and what is reported via staff surveys, Report+Support and other informal channels, and determine whether this has a race component.
- Action PA.1** Conduct a series of engagement activities, including expert-led sessions, to scope the practice, resource and approach to bringing the 'Big Ideas' and associated priority actions to life.

2d Future of the self-assessment team

REC-SAT will be co-chaired by the executive sponsor and chair of the BAME staff network, meeting quarterly to monitor action plan implementation (**Action GP.1.5**), increasing to monthly ahead of submissions.

Throughout 2022, we will review the structure of REC-SAT, ToR and membership, developing a model which enables collaborative delivery of our action plan and close alignment to the wider programme of equality charters (**Actions GP.1.1, GP.1.2, GP.1.3**).

- REC-SAT will maintain a broad, representative membership, including key stakeholders and action owners.
- Additional student representatives (UG/PG) will enhance the voice and engagement of the student community (**Action GP.1.4**).
- Membership will be reviewed annually to both maintain continuity and resilience of the SAT and provide opportunities for new participants.
- An equality charters project manager will coordinate delivery of the action plan, engagement and future submissions (**Action GP.1.6**).
- A REC Implementation Group comprised of action owners and business leads will convene regularly to review progress of actions, ensure delivery and maintain momentum of change (**Action GP.1.5**).
- The SAT will continue to report to EDIC and UEB. University Council will receive annual action plan updates.

Action GP.1.1	We will review the ToRs and membership of the SAT during 2022, focusing on succession planning, role rotation and representation: Review the terms of reference for the institutional REC-SAT, including giving consideration to i) the introduction of co-chairs to ensure resilience, continuity and lived experience, ii) the balance of membership required, iii) re-affirm workload protection and recognition for SAT members (minimum 2.5%FTE, increasing to 10%FTE ahead of submissions), and iv) recognition for SAT member contributions through appraisal and associated processes.
Action GP.1.2	Develop SAT role descriptors in collaboration with existing SAT members to clarify responsibilities and highlight any skills gaps.
Action GP.1.3	Review the SAT recruitment process and implement changes where required to ensure a representative SAT.
Action GP.1.4	Increase opportunities for two additional student representatives on the SAT through further engagement with SUSU, providing a role descriptor and handover plan for students to maximise the transition of student representation and include in business planning to ensure students are paid for their time.
Action GP.1.5	Bring together action owners to develop an action plan implementation group to provide overview and focus of the progress and impact of actions.
Action GP.1.6	Explore opportunities to create more efficiency between institutional SATs (e.g. Athena Swan Charter, Researcher Development Concordat, Technician Commitment, Disability Confident, and Mental Health charters).

3 Institution and Local Context

3a Overview of the institution



The University of Southampton is a research-intensive university and a founding member of the Russell Group. Founded as the Hartley Institute in 1862, the University was granted its Royal Charter in 1952.

Our mission is to *“inspire excellence to achieve the remarkable and build an inclusive world”*.

Equality, diversity and inclusion is embedded within our new University strategy, launched in 2022. At the heart of our strategy is our commitment to *“strive for greater inclusivity in our community, as diversity is a strength. It makes us more creative and accelerates our impact on society”*.

A community of around 6,000 staff (19th largest in UK; 16.0% BAME) support 21,400 students (34th largest; 22.8% BAME). We are top 20 in all three major UK league tables and 77th in the QS World Rankings. The 2021 REF placed us in the top 10% of institutions and 92% of our research has been classed as ‘world leading’ or ‘internationally excellent’. Our teaching is recognised as TEF Silver and we performed very strongly in the inaugural KEF.

We signed the Race Equality Charter in 2018. We are also signatories to several other charters (**Figure 3.1**).



Figure 3.1: UoS commitments that complement the Race Equality Charter: Researcher Development Concordat (2012, new version 2020), HR Excellence in Research (2012), Disability Confident Leader (2018), Athena Swan (founding member and institutional Silver award holder) and Technician Commitment (2018).

The University comprises five faculties made up of 22 schools and institutes, supported by 11 centralised Professional Services directorates (**Figure 3.2**). Our main campus is Highfield, a Southampton suburb, with campuses and halls of residence across the city, Winchester and Malaysia (**Figure 3.3**).

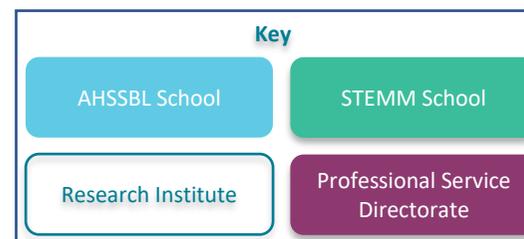
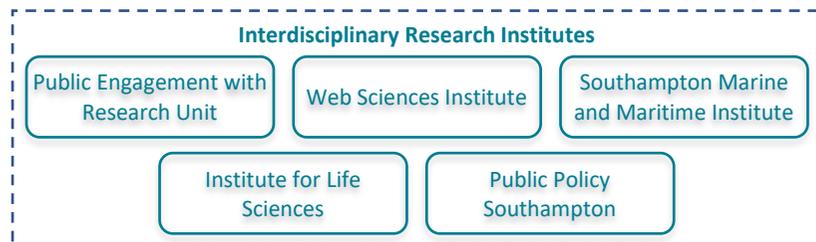


Figure 3.2: University of Southampton Faculties, Schools and Professional Services directorates



Figure 3.3: The location of our sites in Southampton, Hampshire and Malaysia

Key issues

- We lack ethnic diversity in senior roles, which leads to us having limited BAME role models.
- Only 1.5% of our staff self-identify as Black (**Figure 3.5**), and the self-reported experience of Black staff and students is consistently less favourable than other ethnic groups.
- Focus groups with staff and students revealed limited trust in the University’s commitment to race equality, with the REC survey evidencing that only 46% of BAME staff and students believe that appropriate action would be taken when reporting race-related incidents.
- The structure and culture of the University is complex, making organisation-wide change challenging; many faculties retain significant independence and further work is required to embed deeper collaboration, trust and psychological safety within the fabric of the University culture (**Action GP.11**).

Action GP.11 Faculties to develop action plans to address local EDI challenges and issues, with supporting business plans to request additional central resource where required.

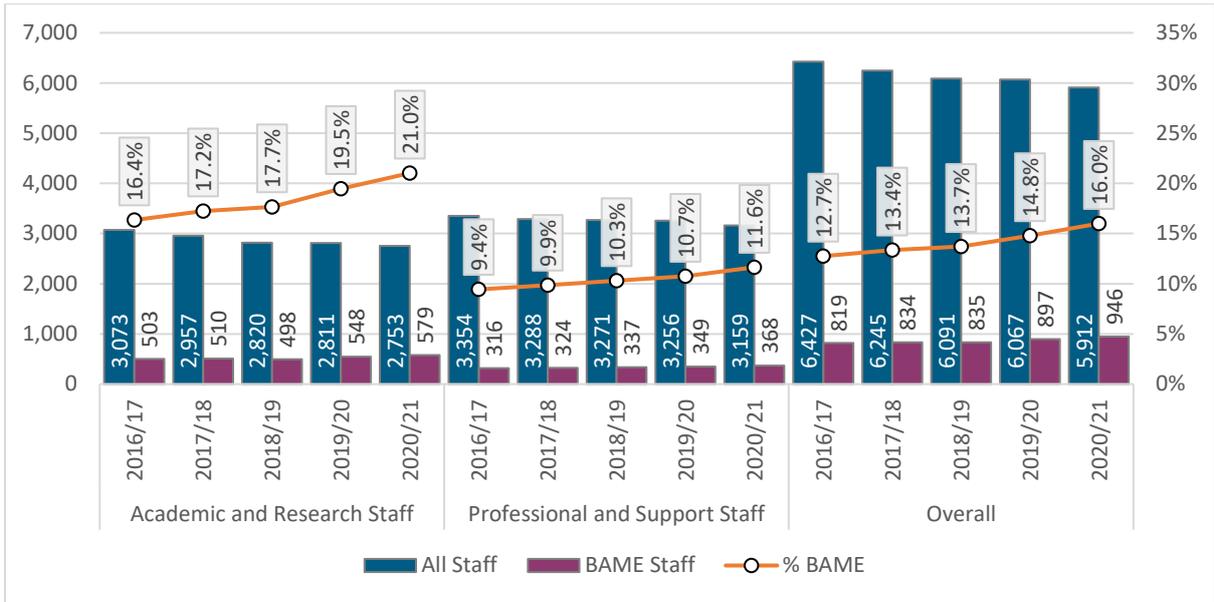


Figure 3.4: Numbers UoS staff by job category, with number and proportion of staff from a BAME background (2016/17 to 2020/21)

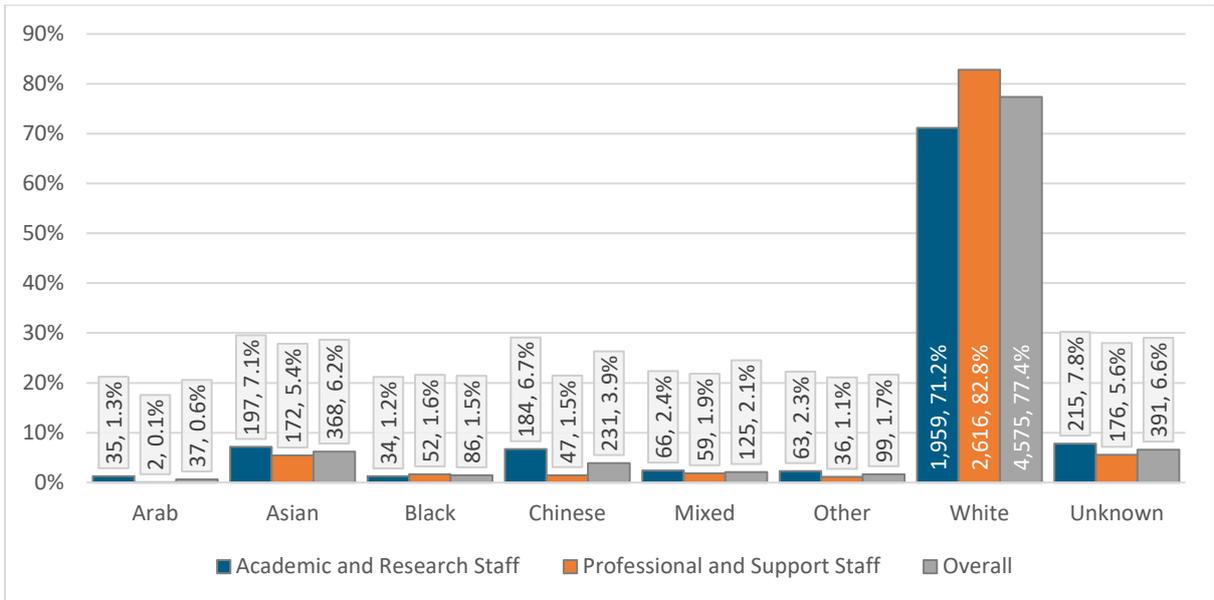


Figure 3.5: Percentage and numbers of UoS staff by ethnicity and job category 2020/21

3b Overview of the local population and context

Southampton is a diverse city (14.1% BAME; residents from >55 countries¹) within less diverse surroundings (Hampshire: 5.0% BAME, Dorset: 2.0% BAME) (**Table 3.1**).

A&R staff recruitment is national and international, whilst P&S staff are mainly recruited from Hampshire and Dorset. Although our employees are broadly representative of the local area, detailed analysis (**Sections 4a, 4b**) shows a need for our diversity to be more evenly distributed, and there is a need to better engage and recruit staff from local BAME communities into more senior positions.

UK student recruitment is primarily from the Southeast (45.8%), Greater London (18.1%) and the Southwest (14.4%). Non-UK student recruitment is primarily from Asia (64.2%; of which China 51.2%) and Europe (27.2%) (**Table 3.2, Section 7**).

Table 3.1: Ethnicity of UoS staff and students (2020/21) compared to local and national demographics (Census 2011)

Ethnicity	University						Southampton	Hampshire	Dorset	England
	Staff			Students						
	UK	Non-UK	All	UK	Non-UK	All				
Arab	0.2%	2.1%	0.6%	<0.1%	<0.1%	<0.1%	0.6%	0.1%	0.0%	0.4%
Asian (excl. Chinese)	3.7%	13.8%	6.2%	10.8%	9.0%	10.2%	6.9%	2.3%	0.7%	7.1%
Black	0.9%	3.0%	1.4%	4.1%	2.1%	3.4%	2.1%	0.6%	0.2%	3.5%
Chinese	1.1%	12.5%	3.9%	1.1%	51.5%	16.9%	1.5%	0.4%	0.2%	0.7%
Mixed	1.7%	3.5%	2.1%	5.2%	2.2%	4.3%	2.4%	1.4%	0.8%	2.3%
Other	0.9%	4.2%	1.7%	1.7%	5.0%	2.8%	0.6%	0.2%	0.1%	0.6%
All BAME	8.6%	39.1%	15.9%	22.8%	69.8%	37.6%	14.1%	5.0%	2.0%	14.6%
White	84.9%	54.7%	77.4%	76.0%	23.2%	59.4%	85.9%	95.0%	97.9%	85.4%
Unknown	6.5%	6.2%	6.7%	1.2%	7.0%	3.0%	-	-	-	-

Table 3.2: UoS Student demographic (2020/21)

Level of Study	England	Scotland	Wales	Northern Ireland	Other UK	UK Total	Europe	Rest of World	Non-UK Total	Overall
Undergraduate	11,225	25	300	70	45	11,665	1,190	1,470	2,665	14,325
Postgrad. Taught	1,720	25	35	10	10	1,800	160	3,070	3,230	5,025
Postgrad. Research	1,140	25	25	5	5	1,200	245	600	845	2,045
Totals	14,085	80	360	85	60	14,665	1,595	5,140	6,735	21,395

¹ Southampton Data Observatory [Ethnicity and language \(southampton.gov.uk\)](https://southampton.gov.uk)

Local Racial Tensions

- Racially-motivated hate crimes are rising in Hampshire, Dorset and nationally (**Figure 3.6**).
- During the pandemic, racially-motivated incidents, particularly against East-Asian individuals, were reported in the local press. In February 2020 we published an [open letter](#) expressing our solidarity with the Chinese community. In June 2020, we issued a [joint statement](#) on our work around race and ethnicity.

“People have passed racist comments on me while walking in the city centre. Some people are really very nice and kind while some just don’t want to see our faces” (Asian or Asian British)

“Recently, East Asian students and staff have been subjected to verbal abuse related to COVID-19. I have witnessed Black people being verbally abused on the street” (White)

- We are undertaking a funded project *“Understanding the Impact of Cultural Diversity and Internationalisation at the University of Southampton”* together with the Confucius Institute, consulting with Chinese staff and students to better understand their experiences and the impact of the pandemic on sense of belonging, through research, survey and focus groups (**Action OC.2**).

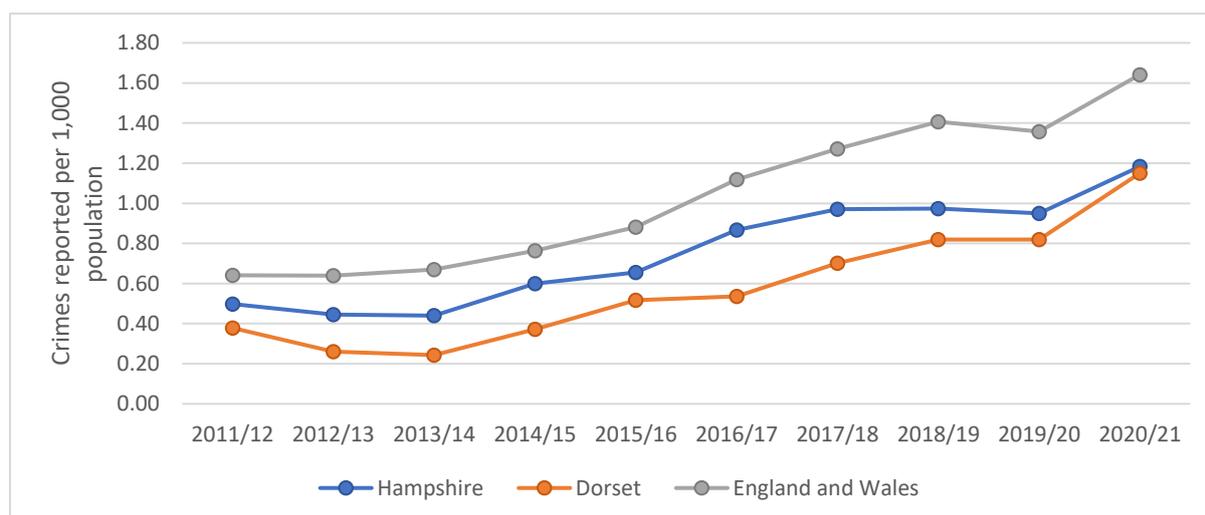


Figure 3.6: Racially-motivated hate crimes reported per 1,000 population (Source: Home Office)

- In February 2021, one of our lecturers, Dr Peng Wang, a Chinese national, was physically assaulted whilst jogging. The University came together with the wider Southampton community to show solidarity, attending an [event](#) organised by the Chinese Association of Southampton (**Figure 3.7**)



Figure 3.7: Images from local community supporting Dr Wang, speaking out against racism in Southampton.

- Our REC survey showed 1-in-3 staff and students are aware of racial tensions in the local area and have witnessed racist incidents; students told us they feel safer on campus than in the local area. Notably, White respondents are least aware of racial tensions, whilst Black staff and students report being most aware (**Figure 3.8, Figure 3.9**).

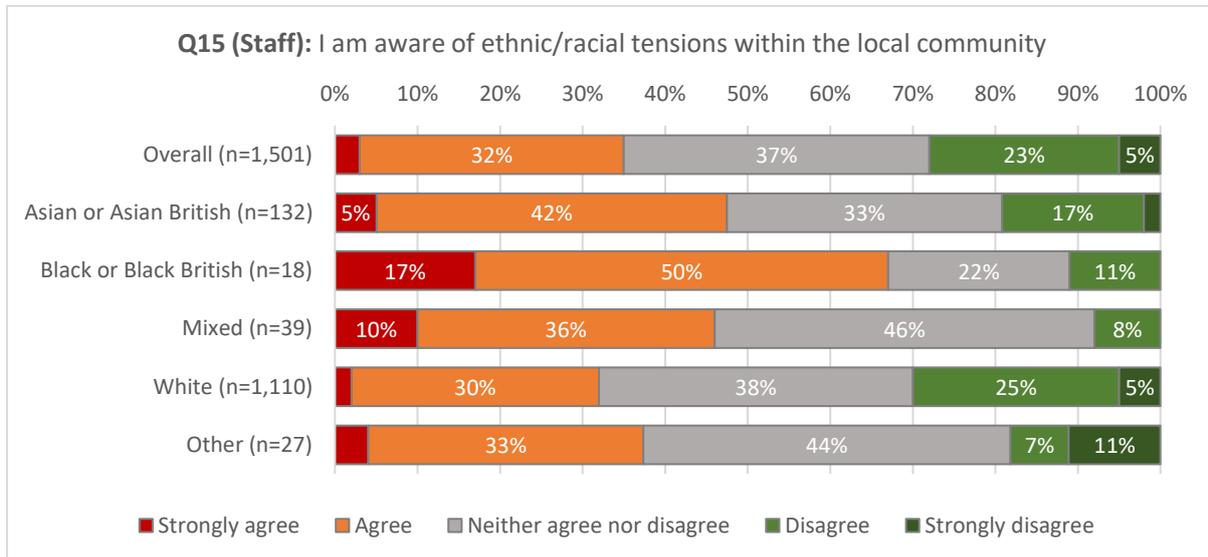


Figure 3.8: REC Staff Survey 2021 Q15: I am aware of ethnic/racial tensions within the local community

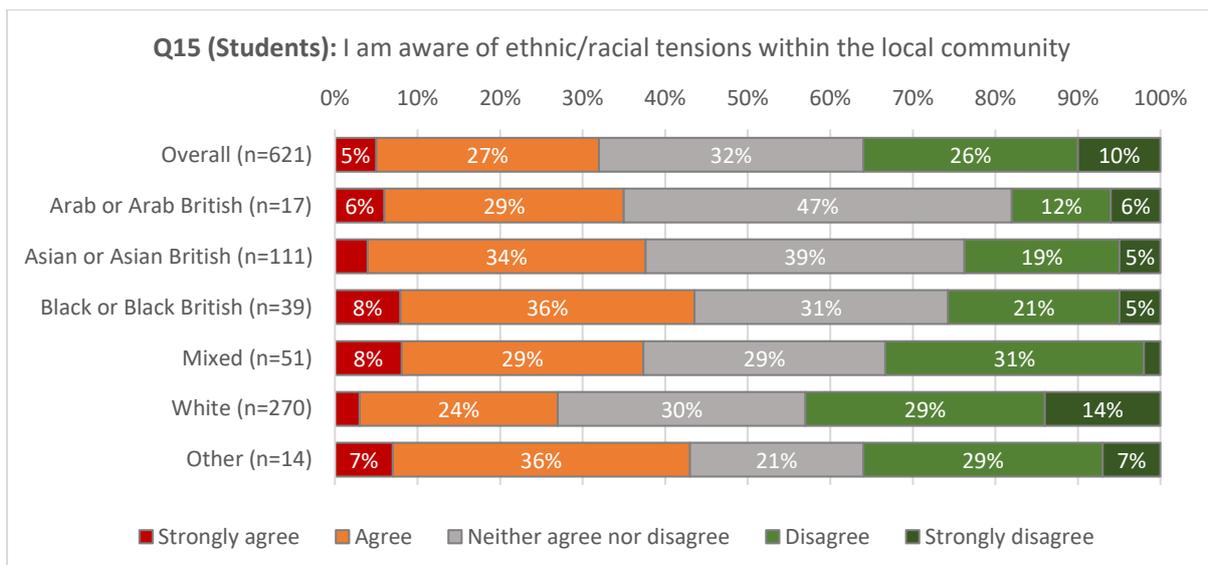


Figure 3.9: REC Student Survey 2021 Q15: I am aware of ethnic/racial tensions within the local community

Building a Culture of Equality for People of all Ethnicities in the Faculty of Medicine

We formed a collaborative research project group between UoS staff and students and members of local communities. This will be used to inform our investigation with faculty staff and students of priorities and barriers of language, culture, systems, and organisational structure related to ethnicity and its intersection with other protected characteristics. The work is designed to be transformative of the culture of the faculty and the way it engages with local communities, fostering a rich multicultural faculty.

Community Engagement

- **Our role as a Civic University:** Working with our local community to effect positive societal change, we have established a localised Civic University network, with advancing EDI as a shared objective, and are finalising our 5-year plan. In addition, we will reach out to other local REC members (**Action OC.3**).
- **Hampshire Constabulary:** New collaborative website offering information around student safety. Regular meetings with key UoS support teams, strengthened with data sharing agreements, to review issues and develop awareness raising campaigns.
- **Southampton City Council:** Regular meetings with the Community Cohesion Manager to explore issues and to inform the development of campaigns.
- **Culture Club:** Founded by the University as a network of networks, across organisations in the city, sharing good practice to advance race equality.
- **John Hansard Gallery Community Engagement:** The John Hansard Gallery is part of UoS and one of the UK's leading contemporary art galleries, playing a dynamic role in the cultural life of Southampton. EDI features heavily in its engagement programme (**Figure 3.10**) alongside community initiatives, *e.g.*, 'Schools of Sanctuary', work with local Afghani and African women's groups, local refugee charities, and with inner city schools where many pupils don't speak English as a first language.



Figure 3.10: Images from John Hansard Gallery

- | | |
|--------------------|--|
| Action OC.2 | Following completion of the project: "Understanding the Impact of Cultural Diversity and Internationalisation at the University of Southampton", publish our findings and recommendations to the REC-SAT, wider University and external experts in early 2023, with a view to incorporating any recommendations into the REC action plan for 2023 onwards. |
| Action OC.3 | Continue to build our community links and link with other REC member universities to share learning and good practice, including Portsmouth, Solent and local Race Equality networks. |

4 Staff Profile

Figure 4.1 shows University job families and grading. Staff are presented as ‘Academic and Research’ (A&R) or ‘Professional and Support’ (P&S) based on job family:

Category	Job Family
A&R	Education, Research and Enterprise (ERE)
	Research Nurse (RESN)
	Clinical (CLIN), mapped on a best-fit basis to equivalent University grades
P&S	Management, Specialist and Administrative (MSA)
	Technical and Experimental (TAE)
	Community and Operational (CAO)

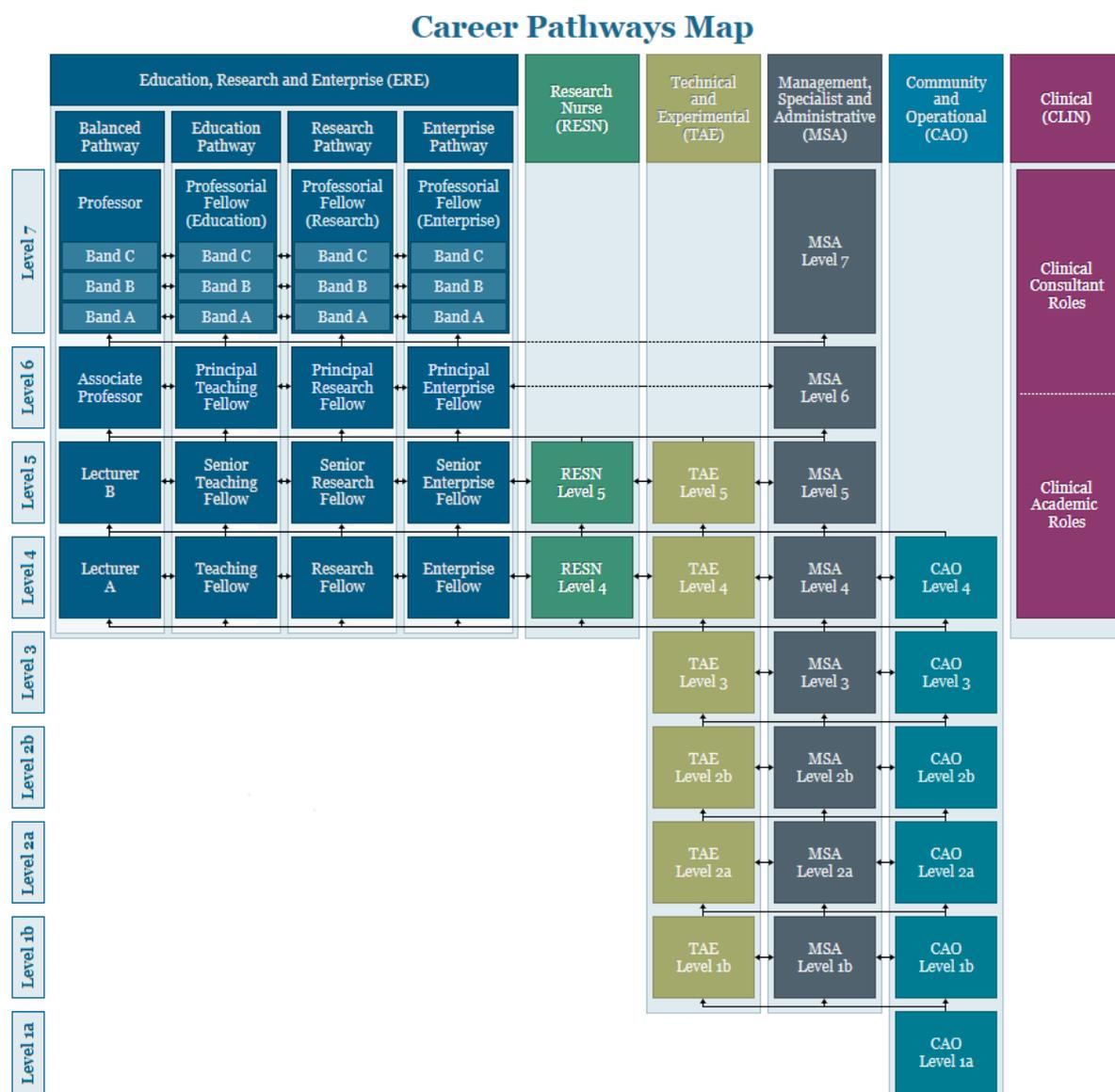


Figure 4.1: UoS job families and career pathways. Arrows indicate potential movement between job families, pathways and grades (promotion). Diagonal movement is also possible. Levels 1a through 6 map to XperTHR P-I; Level 7 maps to UCEA contract levels 5A/5B-1.

Table 4.1: Total FPE by job family, grade and ethnicity (2020/21)

Grade	Academic and Research Staff						Professional and Support Staff						Overall		
	ERE		CLIN		RESN		TAE		MSA		CAO				
	Total FPE	BAME	Total FPE	BAME	Total FPE	BAME	Total FPE	BAME	Total FPE	BAME	Total FPE	BAME	Total FPE	BAME	BAME %
Level 7	506	59	60						31	0			597	59	9.9%
Level 6	534	79	34						72	0			640	79	12.3%
Level 5	699	144	11		1	0	35	4	331	24			1,077	172	16.0%
Level 4	865	261	30		14	1	122	15	627	49	9	4	1,765	330	18.7%
Level 3							148	9	549	45	56	3	753	57	7.6%
Level 2b							35	3	497	60	41	2	573	65	11.3%
Level 2a							16	0	105	17	79	8	200	25	12.5%
Level 1b							3	0	36	7	58	9	98	16	16.3%
Level 1a											309	113	309	113	36.6%
Total	2,603	548	135	30	15	1	359	31	2,248	202	552	139	5,912	946	16.0%

Ethnicity disclosure rates

- 92.2% of A&R staff and 94.4% of P&S staff have disclosed their ethnicity. Overall disclosure rate (93.4%) is slightly above the national all-staff benchmark (93.1%).
- Non-disclosure rates are much higher in CAO (15.0%) than other job families. However, non-disclosure is associated with long-service. New starter disclosure rates are universally high, meaning overall rates are reducing. The pattern of disclosure/service for CAO staff suggests lower engagement with re-disclosure exercises (**Figure 4.2, Action EU.4**).
- Irregular patterns of ‘refused’ and ‘unknown’ records suggest these have been (incorrectly) used interchangeably in the past.

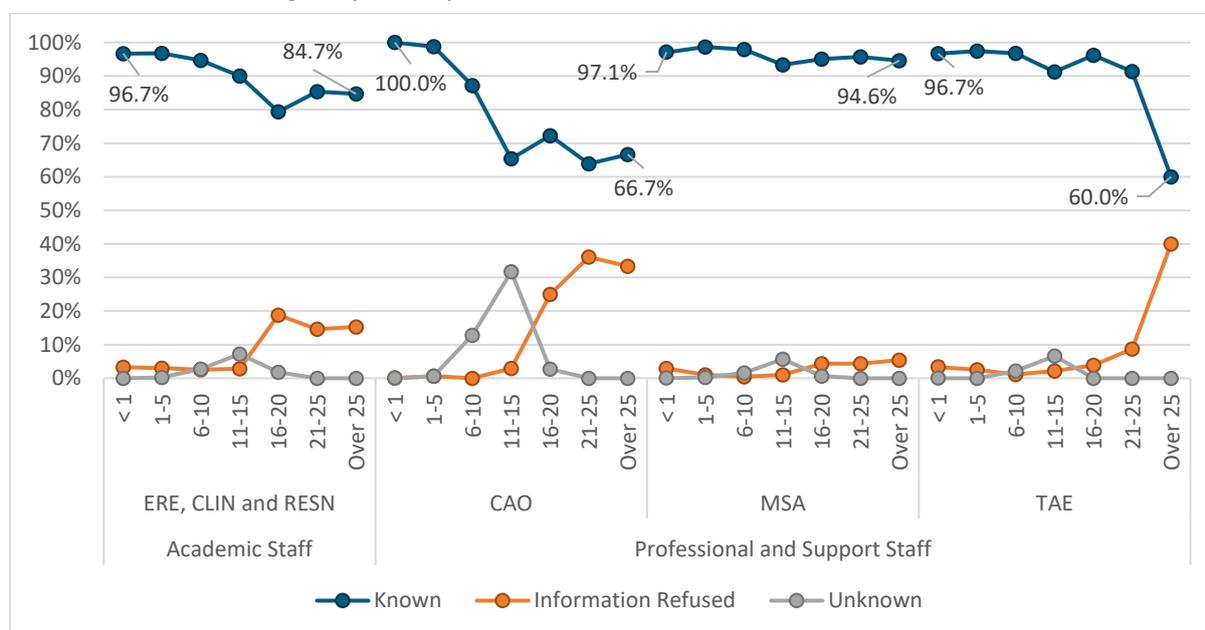


Figure 4.2: Ethnicity disclosure rates for A&R and P&S staff by length of service (2020/21)

Action EU.4

During our next redisclosure exercise, share CAO non-disclosure data with line managers within CAO and provide guidance to support completion rates for longer serving CAO staff.

4a Academic and Research Staff

The institution as a whole

- 21.0% of A&R staff (22.8% excluding unknowns) declare a Black, Asian, or other minority ethnicity background (**Table 4.2**), up from 16.4% in 2016/17, compared with 18.0% nationally (**Table 4.3**).
- UK BAME representation (9.3%) is below UK HEI (11.2%) and Russell Group (11.6%) benchmarks, while non-UK BAME representation (40.3%) is well-above UK-HEI (33.2%) and Russell Group (32.3%) benchmarks.
- Our largest minority ethnic staff groups are Asian (7.2%; 197 FPE) and Chinese (6.7%; 184 FPE). Chinese staff are over-represented relative to UK HEI benchmarks (3.9%, **Table 4.3**) and local and national demographics (1.5% and 0.7% respectively, **Section 3b**), and are non-UK nationals to a greater extent than other ethnicities.
- Black A&R staff (1.2%; 34 FPE) are under-represented relative to local demographics (2.1%, **Section 3b**) and UK HEI benchmarks (2.3%, **Table 4.3**)

Table 4.2: Summary of A&R staff by declared ethnicity and nationality (2020/21)

Ethnicity	Nationality							Totals	
	UK			Non-UK			No data	FPE	% ↓
	FPE	% ↓	% →	FPE	% ↓	% →			
All BAME	160	9.3%	27.6%	419	40.3%	72.4%	0	579	21.0%
- Arab	6	0.4%	17.1%	29	2.8%	82.9%	0	35	1.3%
- Asian (excl. Chinese)	63	3.7%	32.0%	134	12.9%	68.0%	0	197	7.2%
- Black	11	0.6%	32.4%	23	2.2%	67.6%	0	34	1.2%
- Chinese	31	1.8%	16.8%	153	14.7%	83.2%	0	184	6.7%
- Mixed	30	1.8%	45.5%	36	3.5%	54.5%	0	66	2.4%
- Other	19	1.1%	30.2%	44	4.2%	69.8%	0	63	2.3%
All White	1,403	82.0%	71.6%	557	53.6%	28.4%	0	1,959	71.2%
- White	1,362	79.6%	78.9%	364	35.0%	21.1%	0	1,726	62.7%
- White Other	41	2.4%	17.5%	193	18.6%	82.5%	0	234	8.5%
Unknown or refused	149	8.7%	69.3%	64	6.2%	29.8%	2	215	7.8%
Totals	1,712	100.0%	62.2%	1,039	100.0%	37.7%	2	2,753	100.0%

Table 4.3: Academic staff in UK HEIs by ethnicity (2018/19)

Ethnicity	Nationality						Totals	
	UK			Non-UK			FPE	% ↓
	FPE	% ↓	% →	FPE	% ↓	% →		
All BAME	15,695	11.2%	42.8%	20,995	33.2%	57.2%	36,690	18.0%
- Arab	Not separately recorded			Not separately recorded			Not applicable	
- Asian (excl. Chinese)	6,380	4.5%	45.6%	7,615	12.0%	54.4%	13,995	6.9%
- Black	2,475	1.8%	52.7%	2,225	3.5%	47.3%	4,700	2.3%
- Chinese	2,055	1.5%	25.6%	5,970	9.4%	74.4%	8,025	3.9%
- Mixed	2,875	2.0%	57.2%	2,155	3.4%	42.8%	5,030	2.5%
- Other	1,905	1.4%	38.6%	3,030	4.8%	61.4%	4,935	2.4%
White	124,815	88.8%	74.7%	42,275	66.8%	25.3%	167,090	82.0%
Totals	140,505	100.0%	69.0%	63,270	100.0%	31.0%	203,775	100.0%

Source: [AdvanceHE Statistical Report 2021](#)

Table 4.4: Number (FPE) and representation of A&R staff from minority ethnicities (2016/17 to 2020/21)

Nationality / Year	Full Person Equivalent							Representation							
	Arab	Asian	Black	Chinese	Mixed	Other	All BAME	Arab	Asian	Black	Chinese	Mixed	Other	All BAME	
UK	2016/17	6	57	15	35	29	20	162	0.3%	2.9%	0.8%	1.8%	1.5%	1.0%	8.2%
	2017/18	6	54	11	33	27	20	151	0.3%	2.9%	0.6%	1.8%	1.4%	1.1%	8.1%
	2018/19	4	56	11	31	25	18	145	0.2%	3.1%	0.6%	1.7%	1.4%	1.0%	8.1%
	2019/20	5	61	11	33	30	18	158	0.3%	3.5%	0.6%	1.9%	1.7%	1.0%	9.0%
	2020/21	6	63	11	31	30	19	160	0.4%	3.7%	0.6%	1.8%	1.8%	1.1%	9.3%
Non-UK	2016/17	10	122	24	118	16	51	341	0.9%	11.1%	2.2%	10.7%	1.5%	4.6%	30.8%
	2017/18	13	123	23	129	22	49	359	1.2%	11.4%	2.1%	11.9%	2.0%	4.5%	33.0%
	2018/19	12	120	18	129	24	50	353	1.2%	11.7%	1.7%	12.5%	2.3%	4.9%	34.2%
	2019/20	19	129	23	141	32	46	390	1.8%	12.3%	2.2%	13.4%	3.1%	4.4%	37.0%
	2020/21	29	134	23	153	36	44	419	2.8%	12.8%	2.2%	14.6%	3.4%	4.2%	40.3%
All A&R	2016/17	16	179	39	153	45	71	503	0.5%	5.8%	1.3%	5.0%	1.5%	2.3%	16.4%
	2017/18	19	177	34	162	49	69	510	0.6%	6.0%	1.1%	5.5%	1.7%	2.3%	17.2%
	2018/19	16	176	29	160	49	68	498	0.6%	6.2%	1.0%	5.7%	1.7%	2.4%	17.7%
	2019/20	24	190	34	174	62	64	548	0.9%	6.7%	1.2%	6.2%	2.2%	2.3%	19.5%
	2020/21	35	197	34	184	66	63	579	1.3%	7.1%	1.2%	6.7%	2.4%	2.3%	21.0%

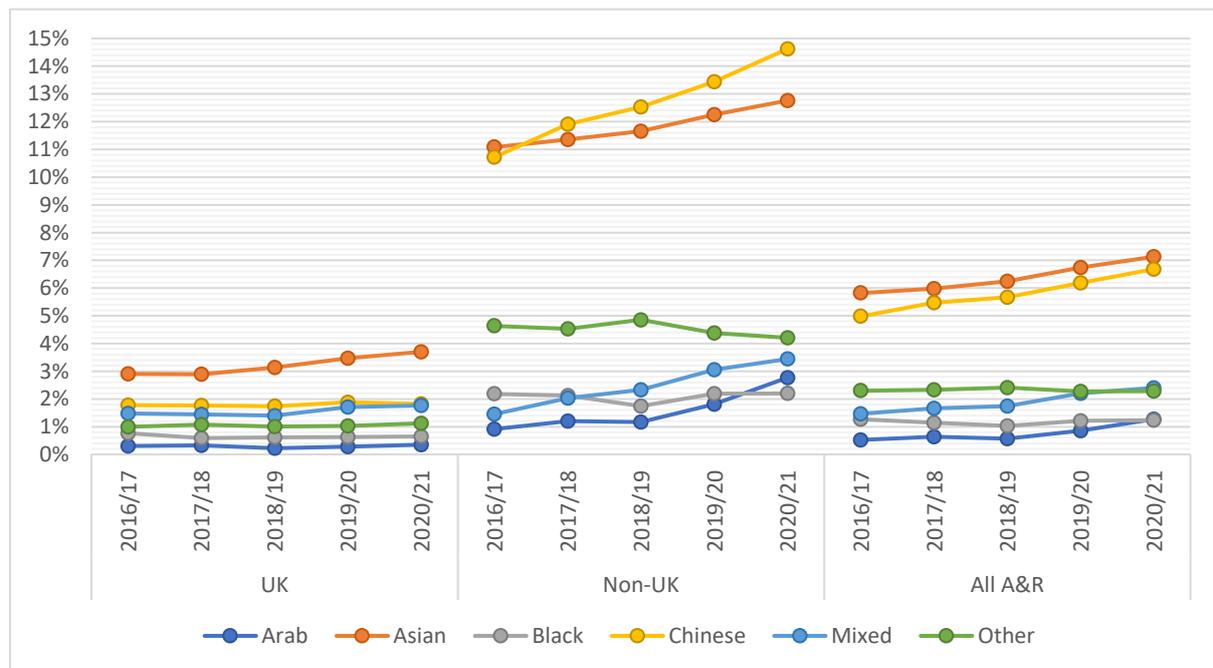


Figure 4.3: A&R staff representation by minority ethnic group and nationality (2016/17 to 2020/21)

- Gradual growth in UK BAME representation (8.2% to 9.3% since 2016/17) results from a shrinking UK White staff population (1,608→1,403), not a growing UK BAME staff population (162→160).
- Significant growth in non-UK BAME representation (30.8% to 40.3% since 2016/17) results from increasing numbers of non-UK staff from a BAME background (341→419) and a shrinking non-UK White staff population (704→557), likely influenced by Brexit; data evidence a 22.9% reduction (571→440) in White EU/EEA staff since 2016/17.
- Representation of Black (UK) and Other (non-UK) ethnicities have fallen slightly since 2016/17, despite general increases in BAME representation.

By grade

- BAME representation decreases significantly with seniority, dropping from 30.3% at L4 to 11.7% at L7 (**Table 4.5; Figure 4.6**), driven by pipeline issues for non-UK BAME staff (**Figure 4.5**) evident across all faculties (**Figure 4.9**), and consistent with external benchmarking data. Contract type/funding arrangements are significant drivers.
- UK BAME representation is relatively stable with increasing seniority (**Figure 4.4**), suggesting pipeline issues don't affect UK BAME staff to the same extent.
- Non-UK staff of all ethnicities are disproportionately lower-graded, especially for non-UK BAME staff; 54.3% at L4 compared with 35.9% of non-UK White staff and 30.0% of UK BAME staff (**Figure 4.7**).
- By faculty, representation by grade varies and is often dynamic from year-to-year (**Figure 4.8, Figure 4.9**). However, leaky pipelines are evident across all faculties for non-UK BAME staff, with glass ceilings at various stages; very broadly L4→L5 in FELS, L5→L6 in FAH, FEPS and L6→L7 in Medicine, FSS.
- Representation by minority ethnic group and grade (**Figure 4.10, Figure 4.11**) shows marked increases in the number and proportion of non-UK Chinese staff at L5 since 2018/19 (29FTE→47FTE; 12.2%→19.1%), plus sharply increased proportions of Arab and Mixed ethnicity staff at L4/L5 (from a low base).

Table 4.5: Summary of A&R staff by declared ethnicity, nationality and grade (2020/21)

Grade / Ethnicity		Nationality							Totals	
		UK			Non-UK			No data		
		FPE	% ↓	% →	FPE	% ↓	% →		FPE	% ↓
Level 4	BAME	48	10.5%	17.4%	227	50.3%	82.6%	0	275	30.3%
	White	392	85.8%	66.2%	200	44.3%	33.8%	0	592	65.2%
	Unknown or refused	17	3.7%	41.5%	24	5.3%	58.5%	0	41	4.5%
	Totals	457	100.0%	50.3%	451	100.0%	49.7%	0	908	100.0%
Level 5	BAME	40	8.6%	27.0%	108	43.7%	73.0%	0	148	20.9%
	White	392	84.7%	75.3%	129	51.8%	24.7%	0	521	73.2%
	Unknown or refused	31	6.7%	73.8%	11	4.4%	26.2%	0	42	5.9%
	Totals	463	100.0%	65.1%	248	100.0%	34.9%	0	711	100.0%
Level 6	BAME	39	10.4%	43.8%	50	26.2%	56.2%	0	89	15.7%
	White	296	78.7%	70.3%	125	65.4%	29.7%	0	421	74.1%
	Unknown or refused	41	10.9%	70.7%	16	8.4%	27.6%	1	58	10.2%
	Totals	376	100.0%	66.2%	191	100.0%	33.6%	1	568	100.0%
Level 7	BAME	33	7.9%	50.0%	33	22.1%	50.0%	0	66	11.7%
	White	323	77.6%	75.8%	103	69.1%	24.2%	0	426	75.2%
	Unknown or refused	60	14.4%	81.1%	13	8.7%	17.6%	1	74	13.1%
	Totals	416	100.0%	73.5%	149	100.0%	26.3%	1	566	100.0%
Overall	BAME	160	9.3%	27.7%	419	40.3%	72.3%	0	579	21.0%
	White	1,403	81.9%	71.6%	557	53.6%	28.4%	0	1,959	71.2%
	Unknown or refused	149	8.7%	69.3%	64	6.2%	29.8%	2	215	7.8%
	Totals	1,712	100.0%	62.2%	1,039	100.0%	37.7%	2	2,753	100.0%

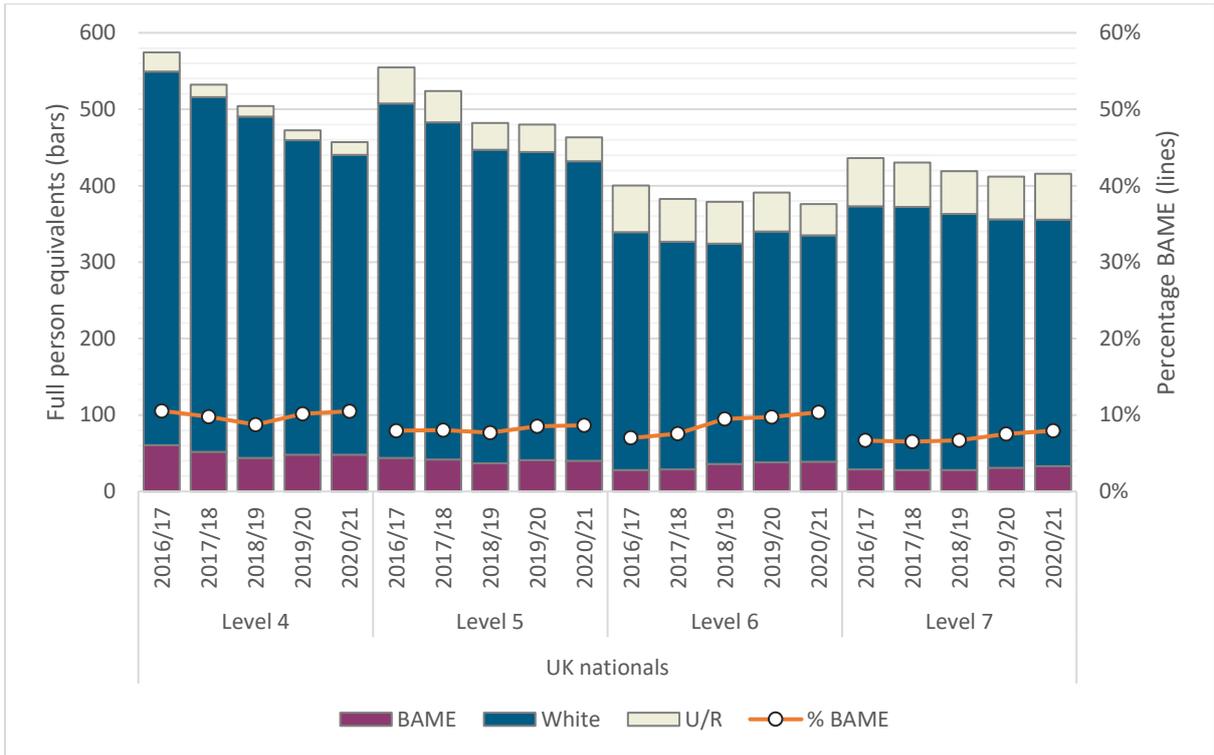


Figure 4.4: Number (FPE) of **UK** A&R staff by declared ethnicity and grade, with percentage BAME overlaid (2016/17 to 2020/21)

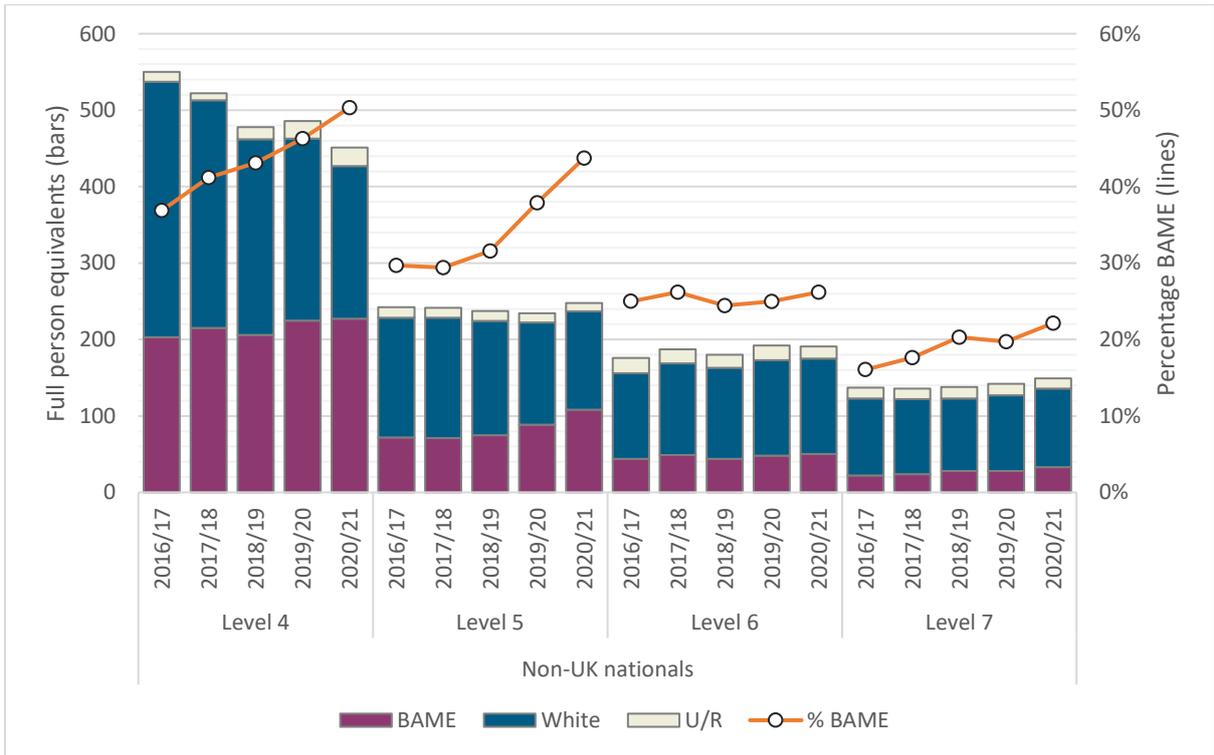


Figure 4.5: Number (FPE) of **non-UK** A&R staff by declared ethnicity and grade, with percentage BAME overlaid (2016/17 to 2020/21)

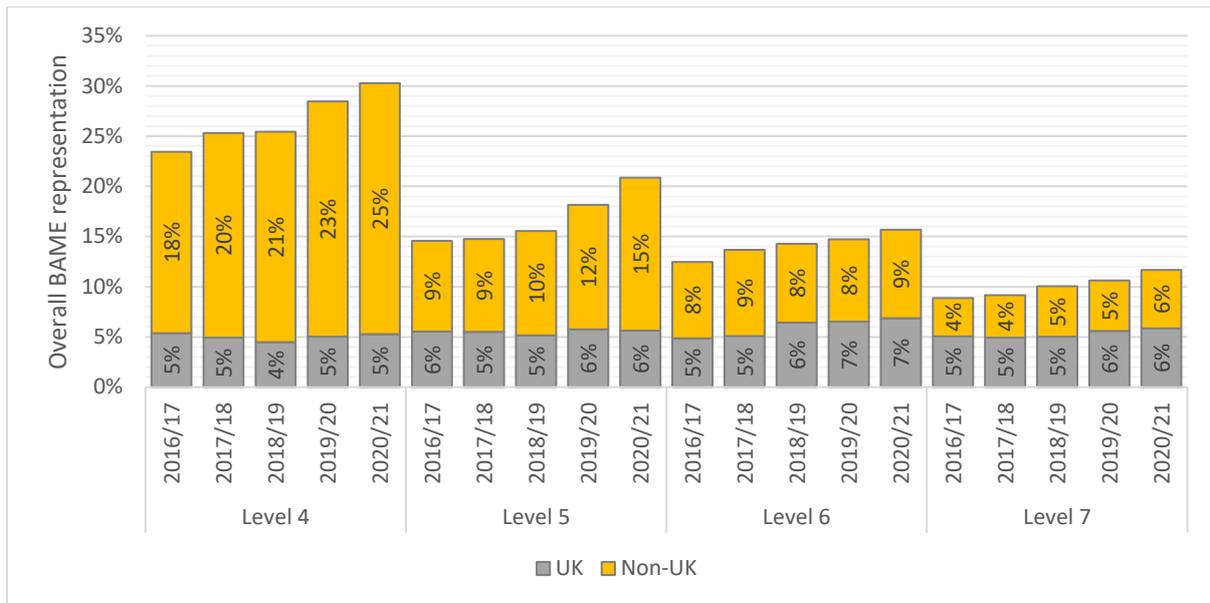


Figure 4.6: UK and non-UK contribution to overall BAME representation, by grade (2016/17 to 2020/21)

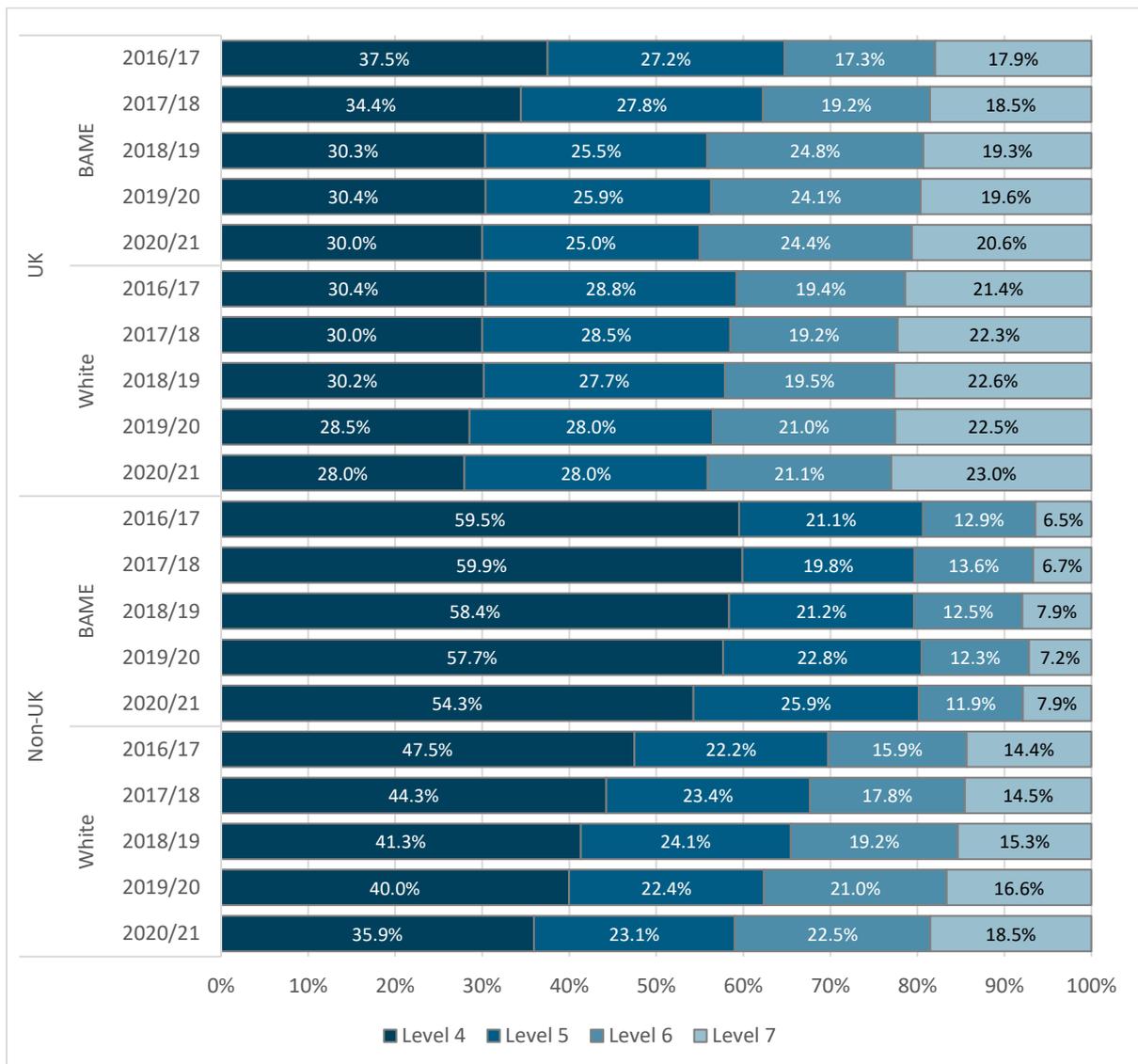


Figure 4.7: Distribution of A&R staff population by ethnicity, nationality, and grade (2016/17 to 2020/21)

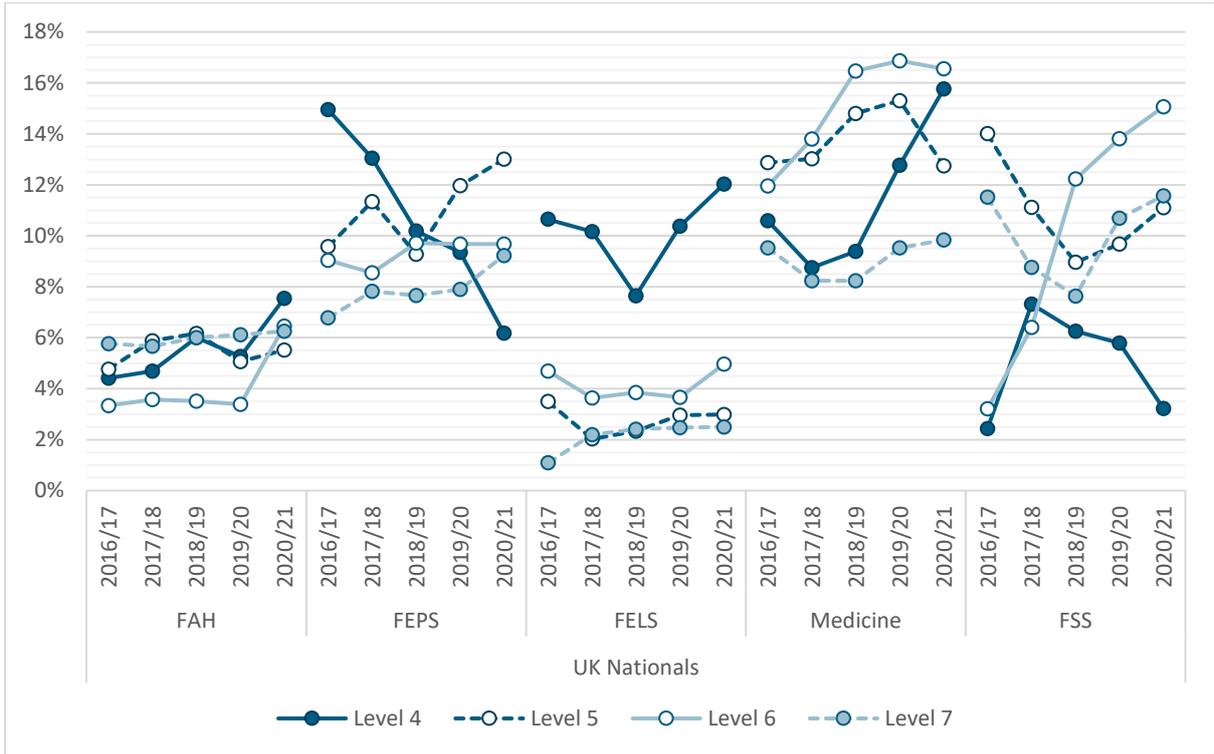


Figure 4.8: UK A&R BAME representation by faculty and grade (2016/17 to 2020/21)

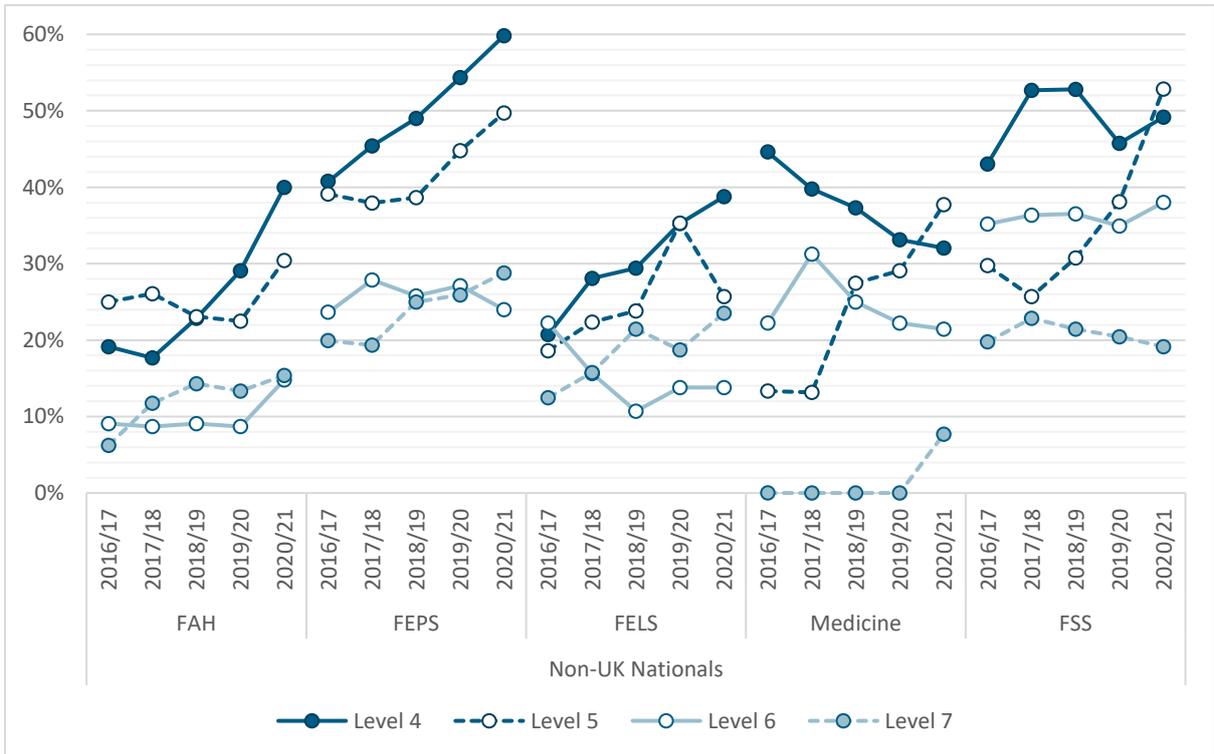


Figure 4.9: Non-UK A&R BAME representation by faculty and grade (2016/17 to 2020/21)

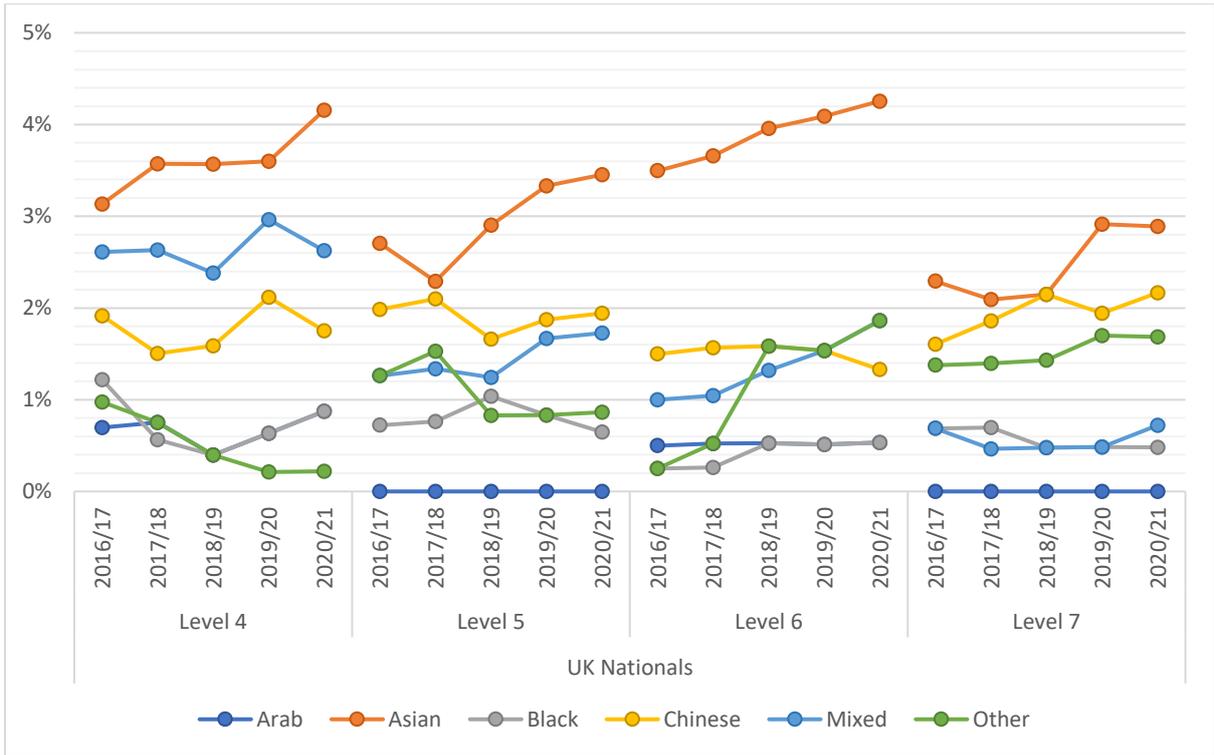


Figure 4.10: UK A&R staff representation by grade and minority ethnic group (2016/17 to 2020/21)

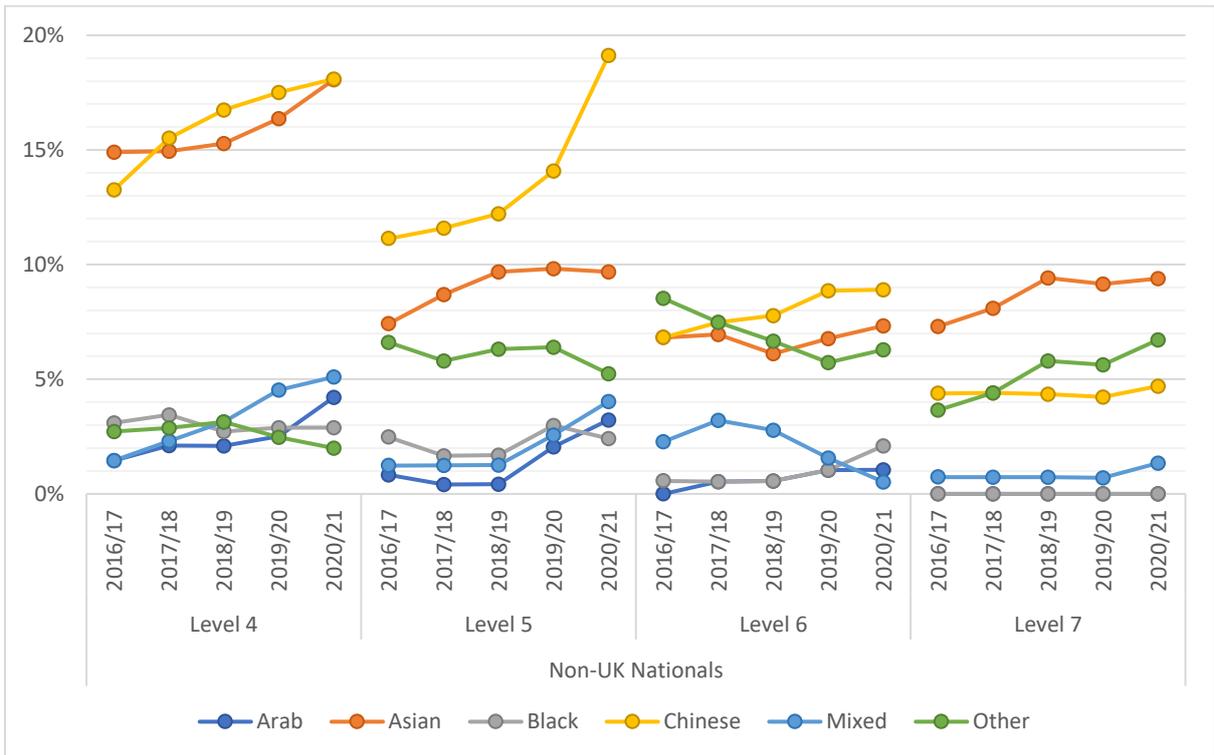


Figure 4.11: Non-UK A&R staff representation by grade and minority ethnic group (2016/17 to 2020/21)

By pathway

BAME representation is highest on Research and Balanced pathways and lower for Education and Enterprise (**Table 4.6, Figure 4.12**). Patterns/pipelines vary by nationality:

- UK BAME representation is similar for Balanced and Research pathways and rising for Enterprise, suggesting career progression opportunities exist.
- Non-UK BAME representation is high (and rising quickly) on both Research and Education pathways, but is lower for Balanced pathway, and falling for Enterprise. This indicates a relative lack of career progression from Research-focused and Education-focused roles for non-UK BAME staff, despite increasing representation (**Action SP.12**).

Action SP.12 Monitor and evaluate the impact of the introduction of Academic Career Development Committees, non-decision-making School-level panels and Covid mitigations over the course of the 2021/22, 2022/23 and 2023/24 promotion rounds, with particular focus on BAME application and success rates, and qualitative perceptions of the promotion process. Refine processes and introduce changes as required.

Table 4.6: Summary of A&R staff by declared ethnicity, nationality and pathway (2020/21)

Job Family / Ethnicity		Nationality						Totals		
		UK			Non-UK					No data
		FPE	% ↓	% →	FPE	% ↓	% →	FPE	% ↓	
Balanced	BAME	80	10.6%	34.2%	154	32.0%	65.8%	0	234	18.9%
	White	587	77.9%	66.6%	295	61.3%	33.4%	0	882	71.4%
	Unknown or refused	87	11.5%	72.5%	32	6.7%	26.7%	1	120	9.7%
	Totals	754	100.0%	61.0%	481	100.0%	38.9%	1	1,236	100.0%
Education	BAME	18	5.5%	34.0%	35	48.3%	66.0%	0	53	13.2%
	White	282	86.2%	89.8%	32	44.2%	10.2%	0	314	78.4%
	Unknown or refused	27	8.3%	80.8%	5	7.5%	16.2%	1	33	8.3%
	Totals	327	100.0%	81.7%	72	100.0%	18.1%	1	401	100.0%
Research	BAME	51	10.3%	18.5%	224	48.8%	81.5%	0	275	28.9%
	White	416	84.2%	66.4%	210	45.8%	33.6%	0	626	65.7%
	Unknown or refused	27	5.5%	52.3%	25	5.4%	47.7%	0	52	5.4%
	Totals	494	100.0%	51.9%	459	100.0%	48.1%	0	953	100.0%
Enterprise	BAME	11	8.1%	67.1%	5	20.0%	32.9%	0	16	10.1%
	White	116	86.0%	85.6%	20	72.5%	14.4%	0	136	83.7%
	Unknown or refused	8	5.9%	80.0%	2	7.4%	20.0%	0	10	6.2%
	Totals	135	100.0%	83.4%	27	100.0%	16.6%	0	162	100.0%

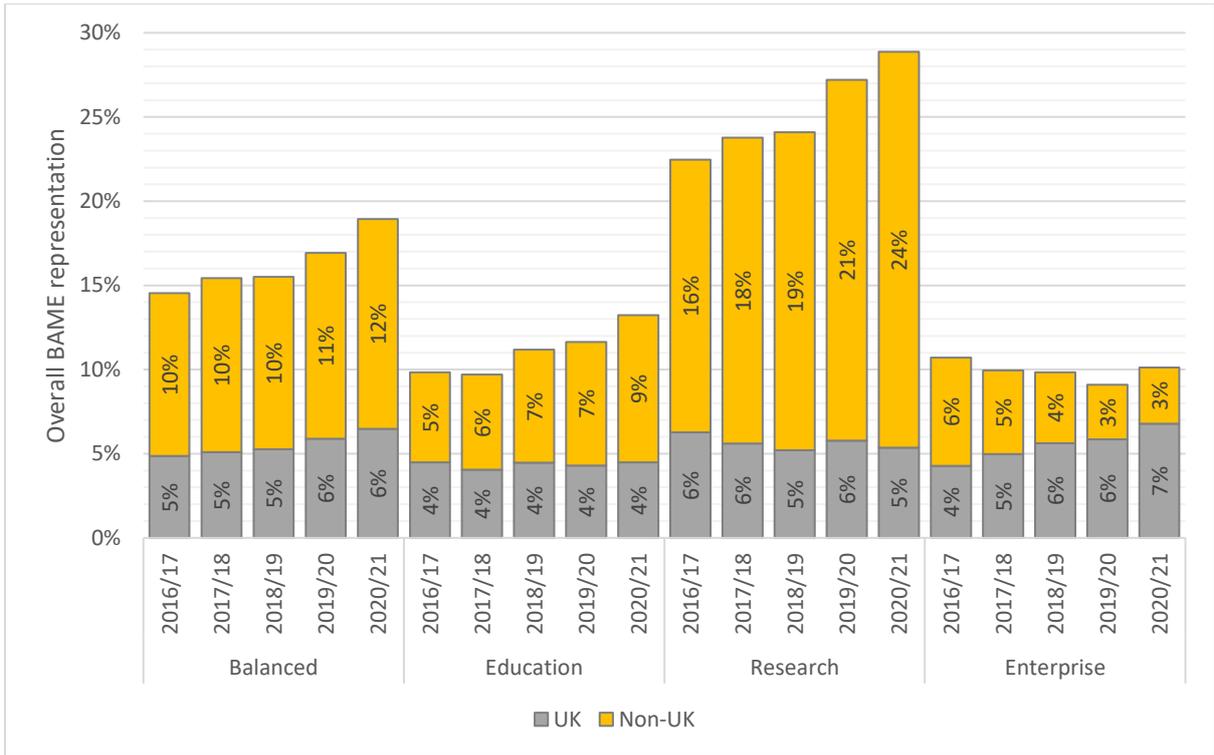


Figure 4.12: UK and Non-UK contribution to overall BAME representation, by pathway (2016/17 to 2020/21)

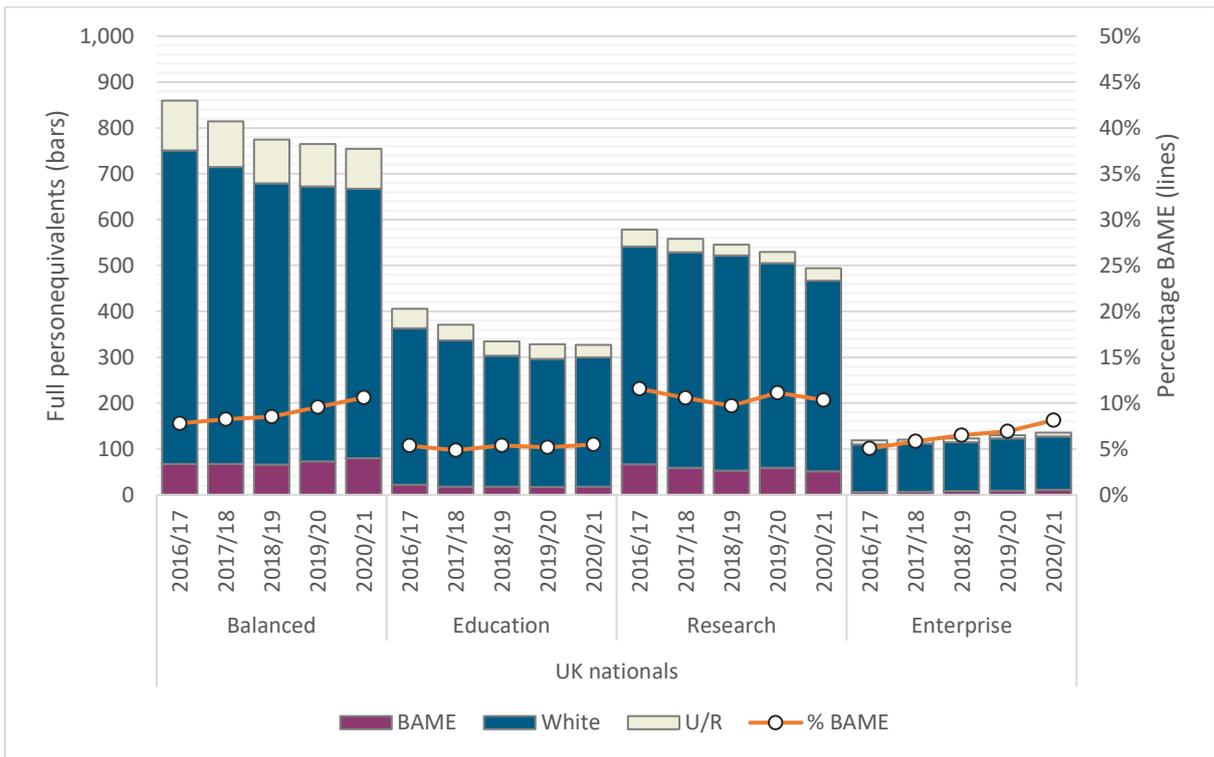


Figure 4.13: Number (FPE) of UK A&R staff by declared ethnicity and pathway with BAME representation overlaid (2016/17 to 2020/21)

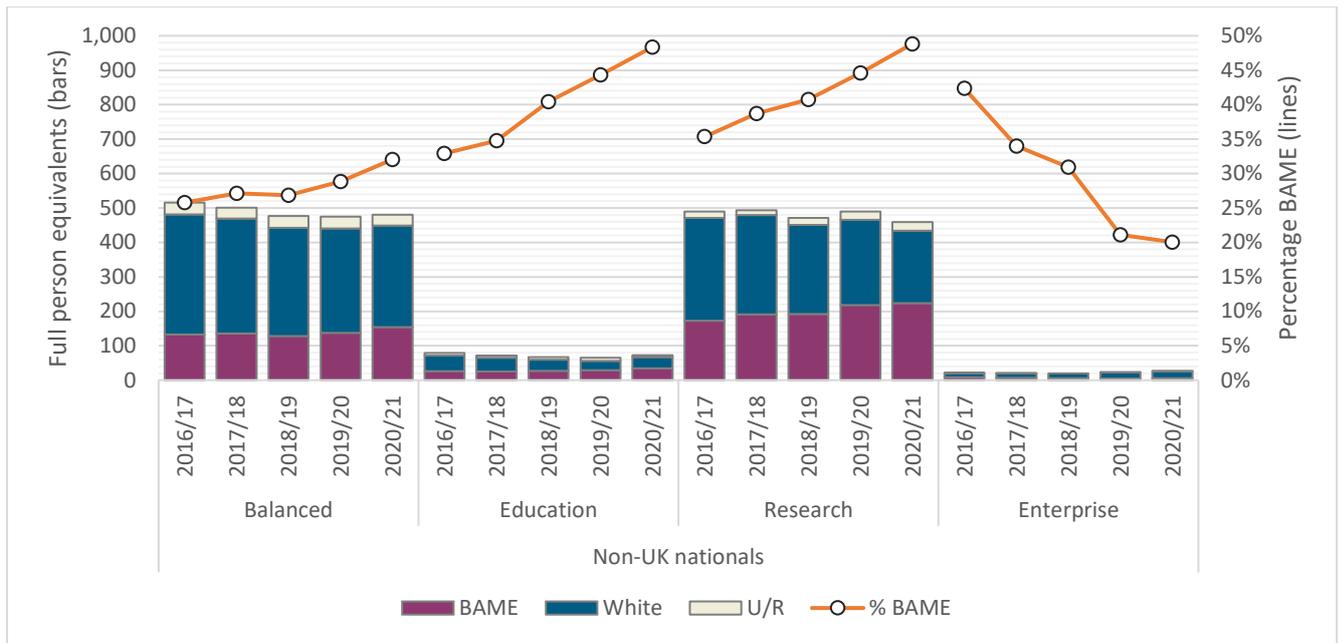


Figure 4.14: Number (FPE) of Non-UK A&R staff by declared ethnicity and pathway with BAME representation overlaid (2016/17 to 2020/21)

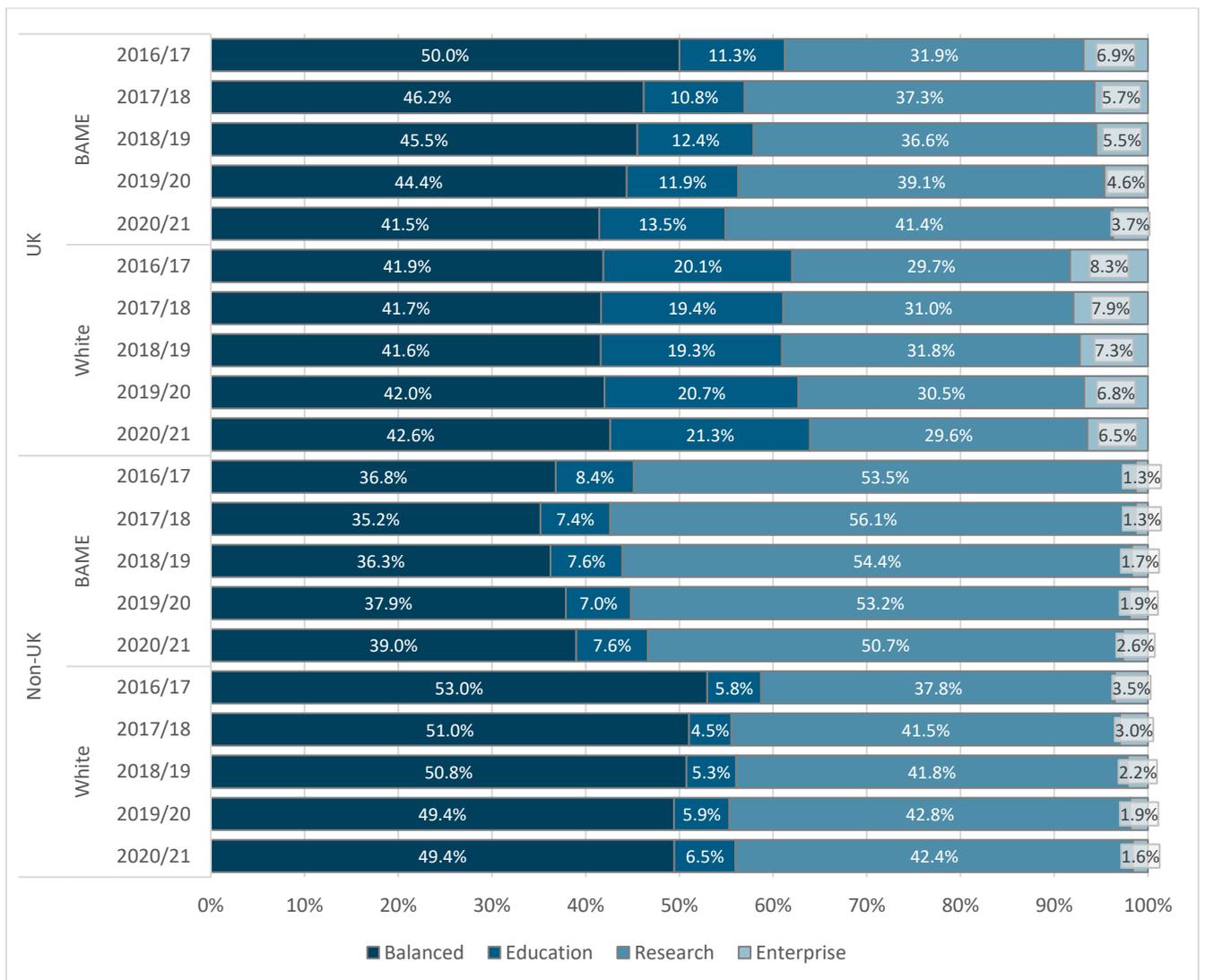


Figure 4.15: Distribution of A&R staff population by ethnicity, nationality and pathway (2016/17 to 2020/21)

By faculty

Representation varies significantly by faculty (**Table 4.7, Figure 4.18**) and school (**Figure 4.19**), especially for non-UK staff:

- BAME representation is highest in FEPS (28.8%) and FSS (27.2%). In both cases, non-UK representation has increased substantially, driven by recruitment of Asian and Chinese staff in L4/5 roles (**Figure 4.21**).
- FELS and FAH are least diverse, but with steadily increasing BAME representation (FELS: 8.8%→11.3%; FAH: 7.8%→12.1%).
- UK BAME representation is significantly higher in Medicine than all other faculties, reflecting UK-centric qualification routes for doctors/clinical roles. Medicine has seen a marked increase in UK Asian staff since 2016/17, alongside a decrease in non-UK Asian staff.
- Faculty figures conceal large school-level variances (**Figure 4.19**). For instance, FSS includes both the most and least diverse Schools in the University.
- In 2021 we launched our new EDI dashboard (**Figure 4.22**), providing easily-accessible data to help faculties identify local issues, focus action, and measure progress. EDI team members are partnered with faculties to support, share good practice and drive accountability.

Table 4.7: Summary of A&R staff by declared ethnicity, nationality and faculty (2020/21)

Job Family / Ethnicity		Nationality							Totals	
		UK			Non-UK			No data		
		FPE	% ↓	% →	FPE	% ↓	% →		FPE	% ↓
FAH	BAME	15	6.4%	37.5%	25	26.9%	62.5%	0	40	12.1%
	White	196	83.0%	75.9%	62	66.7%	24.1%	0	258	78.1%
	Unknown or refused	25	10.6%	78.1%	6	6.5%	18.8%	1	32	9.7%
	Totals	236	100.0%	71.5%	93	100.0%	28.2%	1	330	100.0%
FEPS	BAME	44	9.4%	16.8%	218	49.5%	83.2%	0	262	28.8%
	White	364	77.8%	65.6%	191	43.2%	34.4%	0	554	61.0%
	Unknown or refused	60	12.8%	65.2%	32	7.3%	34.8%	0	92	10.1%
	Totals	468	100.0%	51.5%	441	100.0%	48.5%	0	908	100.0%
FELS	BAME	21	5.4%	35.6%	38	27.6%	64.4%	0	59	11.3%
	White	341	88.3%	79.0%	91	65.9%	21.0%	0	432	82.4%
	Unknown or refused	24	6.2%	72.7%	9	6.5%	27.3%	0	33	6.3%
	Totals	386	100.0%	73.7%	138	100.0%	26.3%	0	524	100.0%
Medicine	BAME	55	13.9%	61.5%	35	29.1%	38.5%	0	90	17.4%
	White	315	79.7%	80.5%	76	64.2%	19.5%	0	391	76.0%
	Unknown or refused	25	6.3%	73.5%	8	6.7%	23.5%	1	34	6.6%
	Totals	395	100.0%	76.7%	119	100.0%	23.1%	1	514	100.0%
FSS	BAME	25	11.3%	19.5%	103	41.4%	80.5%	0	128	27.2%
	White	181	81.9%	56.9%	137	55.0%	43.1%	0	318	67.7%
	Unknown or refused	15	6.8%	62.5%	9	3.6%	37.5%	0	24	5.1%
	Totals	221	100.0%	47.0%	249	100.0%	53.0%	0	470	100.0%

Table 4.8: A&R staff by declared ethnicity, nationality and faculty (2016/17 to 2020/21)

Faculty / Year	Nationality								Overall				
	UK				Non-UK				BAME	White	U/R	%BAME	
	BAME	White	U/R	%BAME	BAME	White	U/R	%BAME					
FAH	2016/17	12	214	38	4.5%	17	78	10	16.2%	29	292	49	7.8%
	2017/18	13	210	35	5.0%	17	78	8	16.6%	30	288	44	8.3%
	2018/19	13	195	30	5.5%	18	70	9	18.6%	31	265	40	9.2%
	2019/20	11	185	29	4.9%	18	66	8	19.6%	29	251	38	9.1%
	2020/21	15	196	25	6.4%	25	62	6	26.9%	40	258	32	12.1%
	Average	13	200	31	5.2%	19	71	8	19.4%	32	271	41	9.3%
FEPS	2016/17	56	406	74	10.5%	166	269	25	36.1%	222	675	98	22.3%
	2017/18	54	399	62	10.5%	186	270	23	38.9%	240	668	85	24.2%
	2018/19	46	396	58	9.2%	190	246	28	41.0%	236	641	86	24.5%
	2019/20	47	379	58	9.7%	215	222	33	45.8%	262	600	91	27.5%
	2020/21	44	364	60	9.4%	218	191	32	49.5%	262	554	92	28.8%
	Average	49	389	62	9.9%	195	239	28	42.2%	244	628	90	25.4%
FELS	2016/17	24	412	36	5.1%	32	122	9	19.6%	56	534	45	8.8%
	2017/18	19	383	28	4.4%	35	110	7	23.1%	54	492	35	9.3%
	2018/19	16	351	27	4.1%	35	105	8	23.7%	51	456	35	9.4%
	2019/20	19	348	28	4.8%	41	90	10	29.0%	60	438	38	11.2%
	2020/21	21	341	24	5.4%	38	91	9	27.6%	59	432	33	11.3%
	Average	20	367	29	4.8%	36	103	9	24.4%	56	470	37	9.9%
Medicine	2016/17	49	360	29	11.1%	39	74	6	32.8%	88	434	36	15.7%
	2017/18	45	355	28	10.5%	34	70	6	30.9%	79	425	35	14.7%
	2018/19	48	340	27	11.6%	34	72	7	30.0%	82	412	35	15.5%
	2019/20	55	330	25	13.4%	34	82	7	27.4%	89	412	33	16.6%
	2020/21	55	315	25	13.9%	35	76	8	29.1%	90	391	34	17.4%
	Average	50	340	27	12.1%	35	75	7	30.0%	85	415	35	16.0%
FSS	2016/17	21	203	20	8.6%	86	159	11	33.7%	107	362	31	21.4%
	2017/18	20	192	18	8.7%	87	146	10	35.8%	107	338	28	22.6%
	2018/19	21	191	18	9.1%	76	127	9	35.8%	97	318	27	22.0%
	2019/20	25	193	16	10.7%	82	136	11	35.8%	107	329	27	23.1%
	2020/21	25	181	15	11.3%	103	137	9	41.4%	128	318	24	27.2%
	Average	22	192	17	9.7%	87	141	10	36.5%	109	333	27	23.3%
Overall	2016/17	162	1,595	196	8.3%	340	702	61	30.9%	502	2,297	259	16.4%
	2017/18	151	1,539	171	8.1%	359	673	54	33.1%	510	2,211	227	17.3%
	2018/19	144	1,472	160	8.1%	353	620	61	34.2%	497	2,092	223	17.7%
	2019/20	157	1,435	156	9.0%	390	596	69	37.0%	547	2,030	227	19.5%
	2020/21	160	1,396	149	9.4%	419	557	64	40.3%	579	1,952	215	21.1%
	Average	155	1,487	166	8.6%	372	629	62	35.0%	527	2,116	230	18.3%

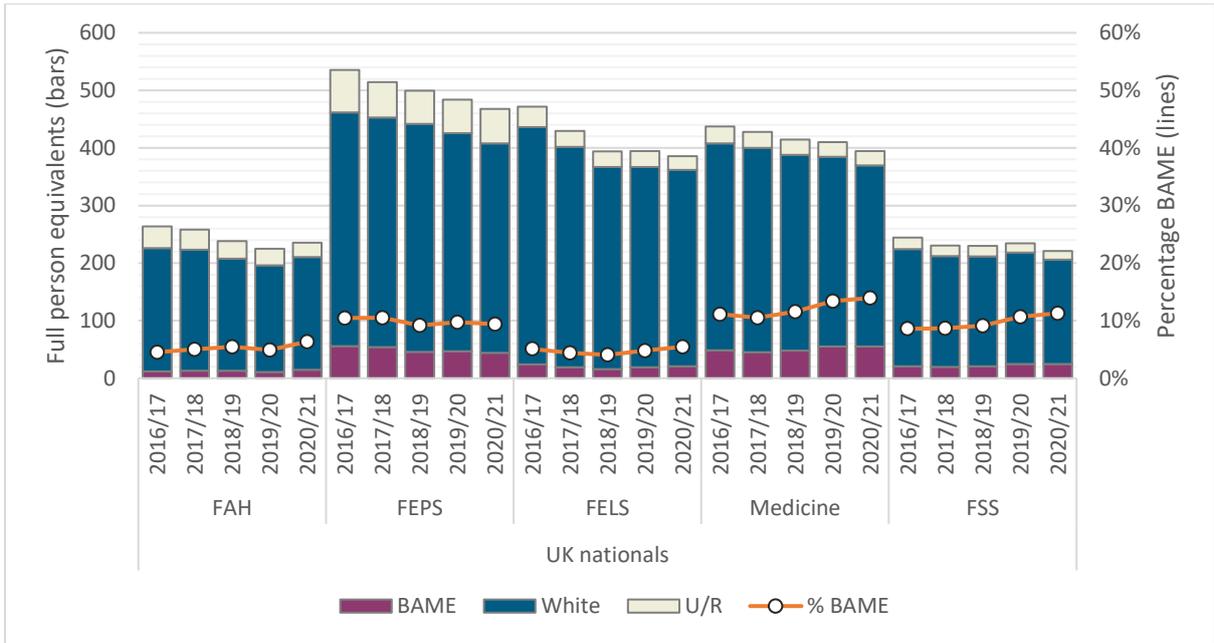


Figure 4.16: Number (FPE) of UK A&R staff by declared ethnicity and faculty with BAME representation overlaid (2016/17 to 2020/21)

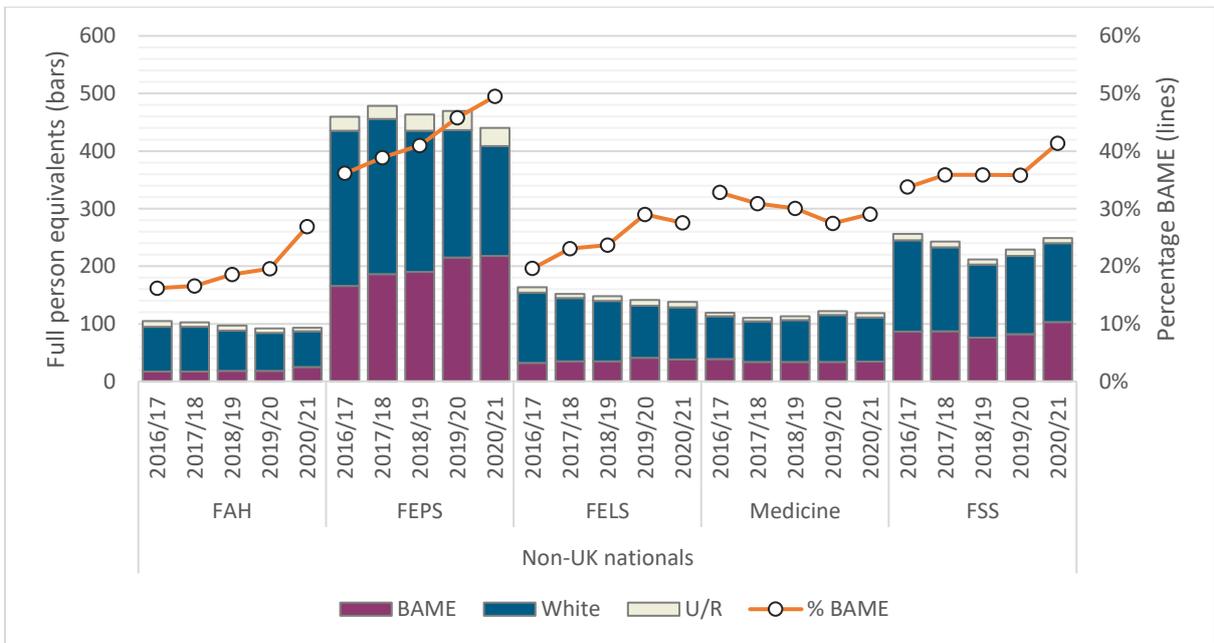


Figure 4.17: Number (FPE) of Non-UK A&R staff by declared ethnicity and faculty with BAME representation overlaid (2016/17 to 2020/21)

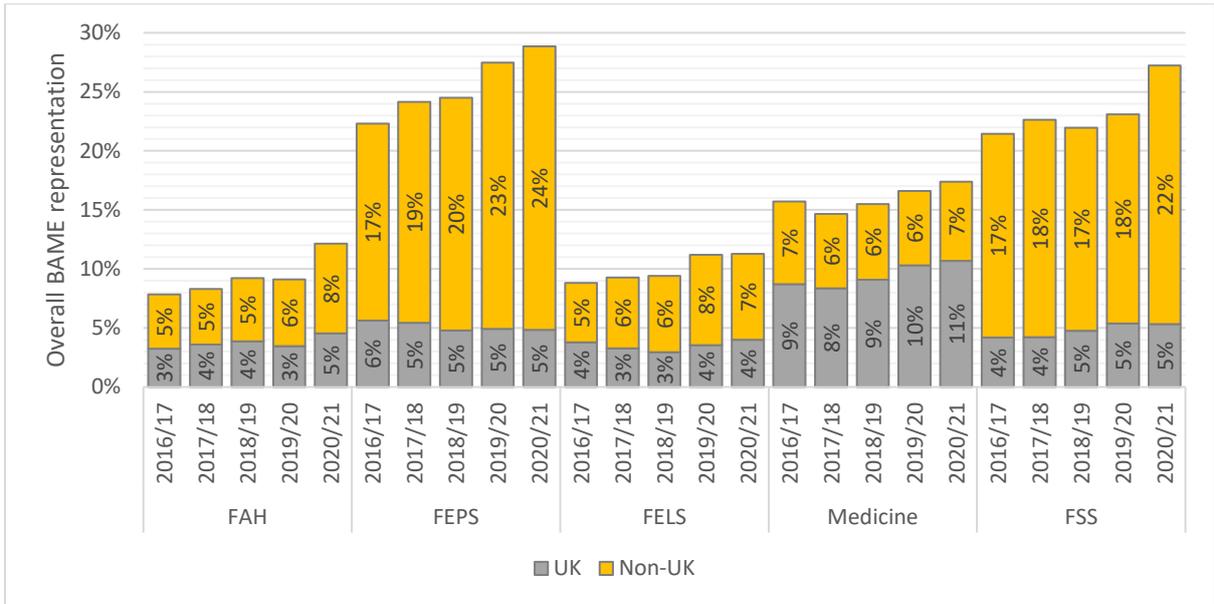


Figure 4.18: UK and Non-UK contribution to overall BAME representation, by faculty (2016/17 to 2020/21)

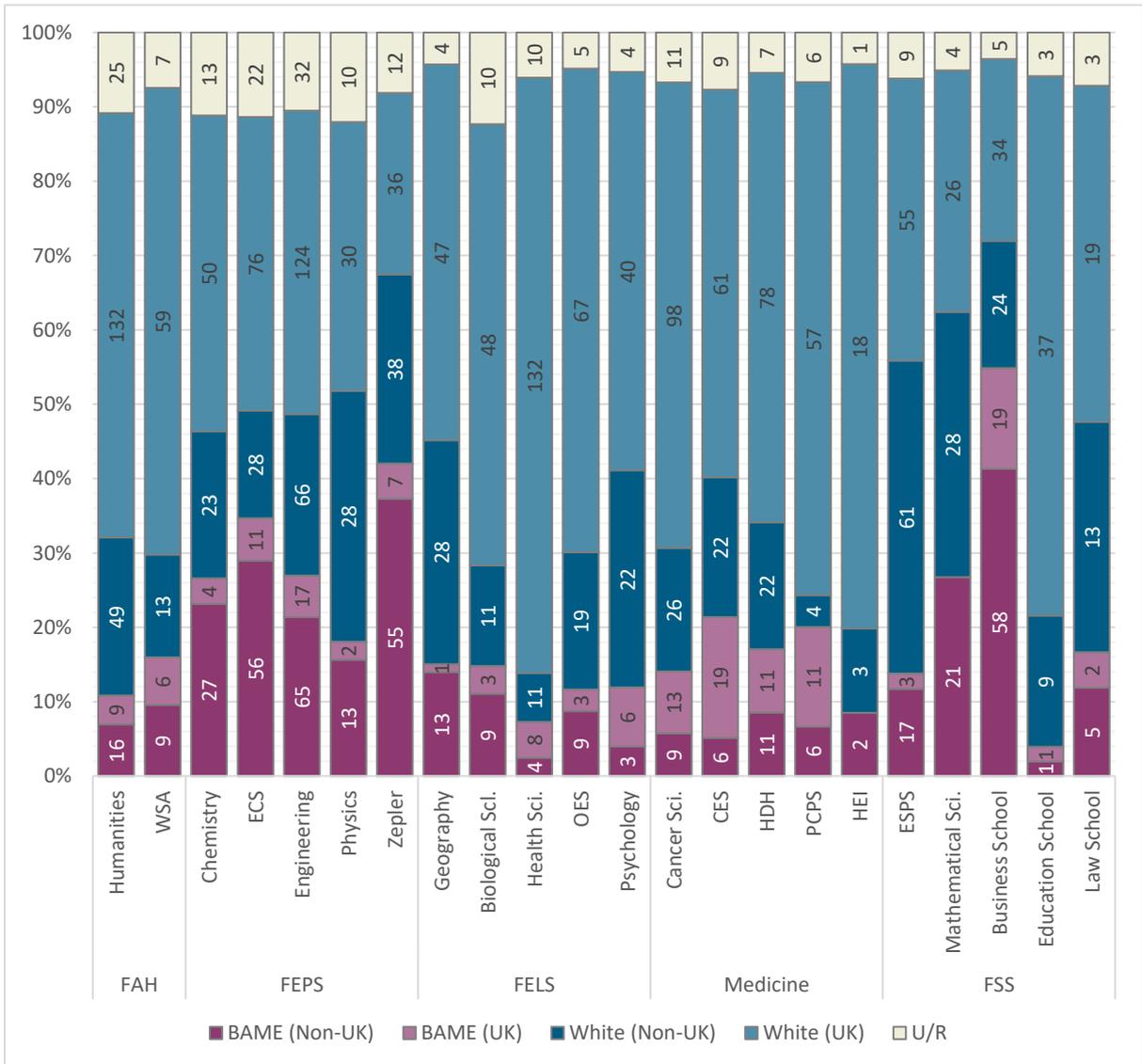


Figure 4.19: Representation of A&R staff by declared ethnicity, nationality, faculty and school

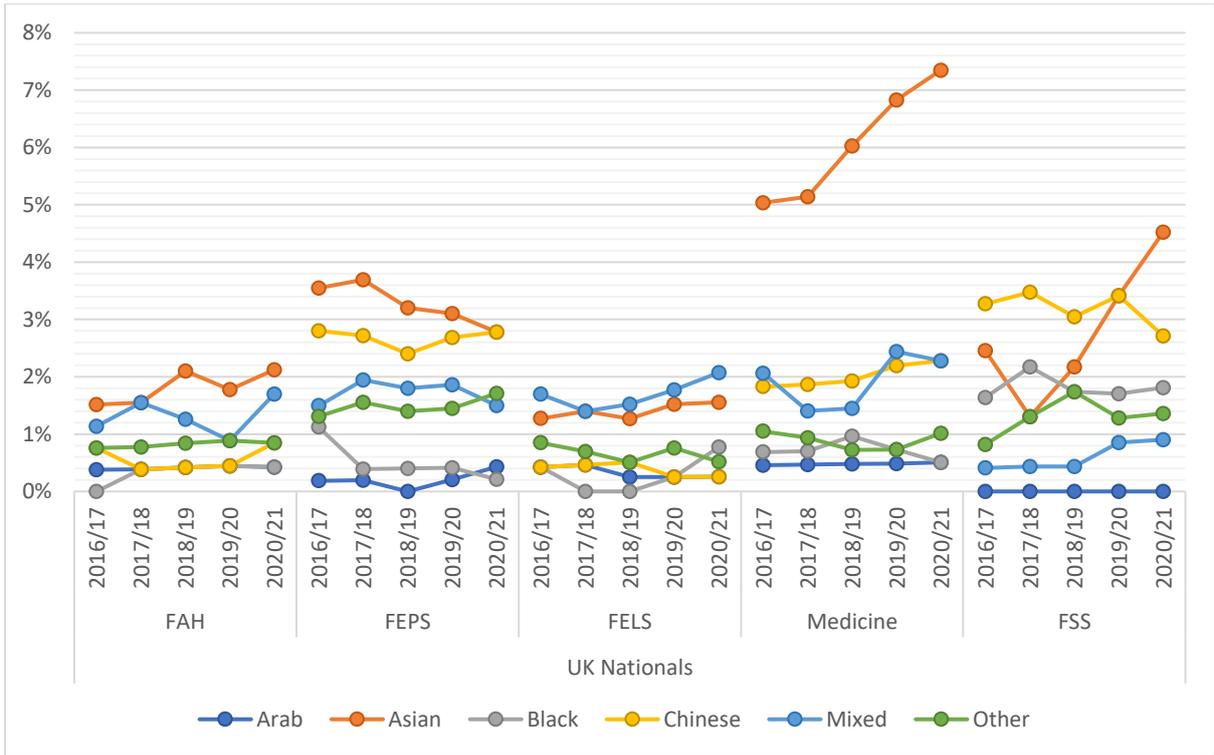


Figure 4.20: UK A&R staff representation by faculty and minority ethnic group (2016/17 to 2020/21)

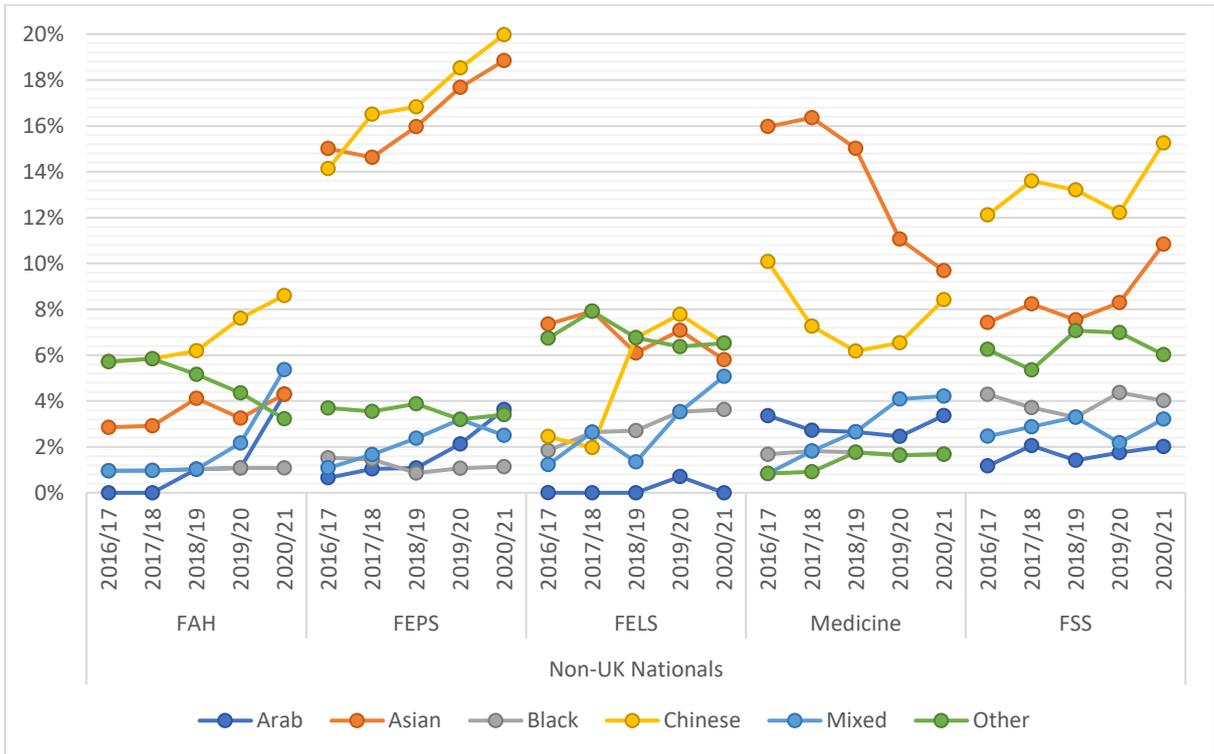


Figure 4.21: Non-UK A&R staff representation by faculty and minority ethnic group (2016/17 to 2020/21)

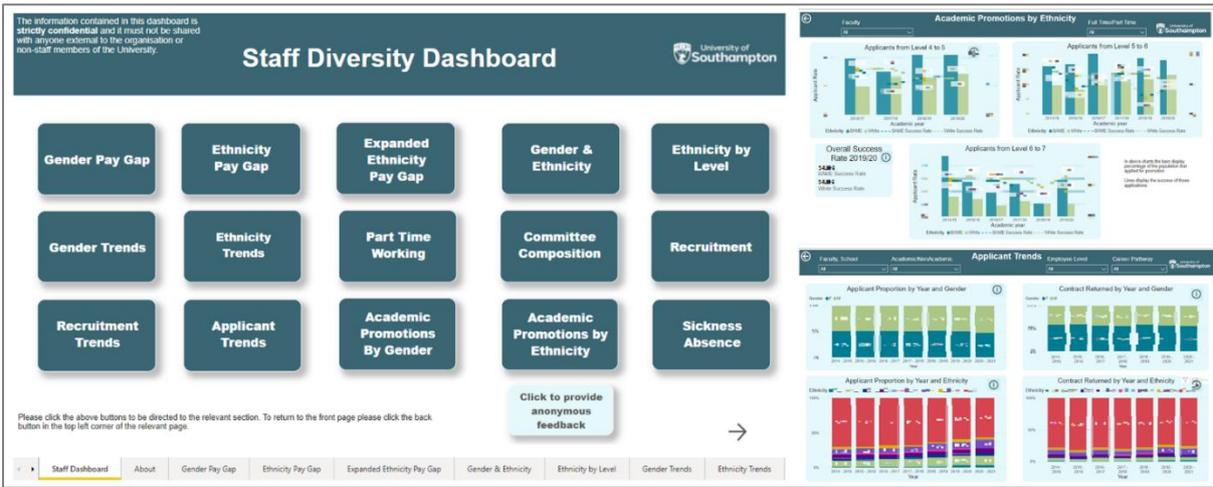


Figure 4.22: Screenshots of the Southampton Staff Diversity Dashboard, front page and two examples. Data can be filtered by faculty to enable localised data analysis. Data is deliberately blurred in images to preserve confidentiality.

By contract type

Most A&R FTCs are ECRs, meaning pathway/grade are key drivers of contract type. A higher proportion of BAME (48.7%) than White (30.3%) A&R staff are FTCs, and differentials are wider for Non-UK than UK staff (**Table 4.9**), echoing distributions by grade (**Figure 4.7**) and pathway (**Figure 4.15**).

- 83.6% of all A&R FTCs are Research-focused at L4/L5. BAME staff (UK and Non-UK) are more likely to be FTC than White staff in each case (**Table 4.10**).
- Non-UK staff are consistently more likely to be FTC than UK staff on Research, Education and Enterprise pathways, driven by the tendency to be lower-graded (**Table 4.11**, **Figure 4.23**).
- FTC usage falls with seniority (**Table 4.12**, **Figure 4.24**), however BAME staff (UK and Non-UK) are generally more likely to be FTCs than White staff, even within grades, suggesting it is harder for BAME A&R staff to secure permanent roles (**Action SP.1**).

Table 4.9: A&R staff by ethnicity, nationality and contract type (2016/17 to 2020/21)

Pathway / Year		Nationality / Ethnicity											
		UK						Non-UK					
		BAME			White			BAME			White		
		OEC	FTC	%FTC	OEC	FTC	%FTC	OEC	FTC	%FTC	OEC	FTC	%FTC
All A&R	2016/17	98	64	39.4%	1,109	499	31.0%	155	186	54.5%	389	315	44.8%
	2017/18	94	57	37.7%	1,090	457	29.5%	157	202	56.3%	390	284	42.2%
	2018/19	93	52	35.9%	1,029	451	30.5%	157	196	55.5%	366	253	40.9%
	2019/20	98	60	38.0%	1,035	407	28.2%	176	214	54.8%	364	231	38.8%
	2020/21	104	56	35.0%	1,008	395	28.1%	193	226	53.9%	358	198	35.6%
	Average	97	58	37.2%	1,054	441	29.5%	168	205	55.0%	373	256	40.7%

Table 4.10: A&R staff by ethnicity, nationality, contract type, pathway and grade (2020/21)

Pathway / Year		Nationality / Ethnicity											
		UK						Non-UK					
		BAME			White			BAME			White		
		OEC	FTC	%FTC	OEC	FTC	%FTC	OEC	FTC	%FTC	OEC	FTC	%FTC
Balanced	Level 4	-	3	100.0%	9	5	35.7%	10	1	9.1%	9	2	18.2%
	Level 5	17	4	19.0%	94	8	7.8%	64	2	3.0%	77	3	3.8%
	Level 6	23	2	8.0%	180	3	1.6%	46	-	0.0%	106	1	0.9%
	Level 7	30	1	3.2%	278	11	3.8%	31	-	0.0%	96	1	1.0%
Education	Level 4	3	1	25.0%	27	28	50.9%	9	7	43.8%	6	8	57.1%
	Level 5	9	-	0.0%	139	4	2.8%	14	1	6.7%	8	1	11.1%
	Level 6	4	-	0.0%	69	2	2.8%	3	-	0.0%	9	-	0.0%
	Level 7	-	1	100.0%	14	-	0.0%	1	-	0.0%	-	-	n/a
Research	Level 4	1	37	97.4%	31	260	89.3%	3	193	98.5%	10	156	94.0%
	Level 5	2	3	60.0%	54	46	46.0%	8	18	69.2%	13	18	58.1%
	Level 6	5	2	28.6%	13	3	18.8%	-	1	100.0%	5	3	37.5%
	Level 7	-	1	100.0%	9	1	10.0%	1	-	0.0%	3	2	40.0%
Enterprise	Level 4	2	1	33.3%	17	15	46.9%	2	2	50.0%	7	2	22.2%
	Level 5	5	-	0.0%	42	5	10.6%	1	-	0.0%	7	2	22.2%
	Level 6	3	-	0.0%	25	2	7.4%	-	-	n/a	1	-	0.0%
	Level 7	-	-	n/a	9	1	10.0%	-	-	n/a	1	-	0.0%

Table 4.11: A&R staff by ethnicity, nationality, contract type and pathway (2016/17 to 2020/21)

Pathway / Year		Nationality / Ethnicity											
		UK						Non-UK					
		BAME			White			BAME			White		
		OEC	FTC	%FTC	OEC	FTC	%FTC	OEC	FTC	%FTC	OEC	FTC	%FTC
Balanced	2016/17	60	7	10.4%	617	67	9.8%	126	7	5.3%	322	26	7.6%
	2017/18	59	8	11.9%	599	49	7.6%	128	8	5.9%	319	14	4.3%
	2018/19	61	5	7.6%	576	37	6.0%	124	4	3.1%	304	11	3.4%
	2019/20	65	8	11.0%	569	31	5.2%	133	4	2.9%	295	9	3.0%
	2020/21	70	10	12.5%	560	27	4.6%	151	3	1.9%	288	7	2.2%
	Average	63	8	10.8%	584	42	6.7%	132	5	3.8%	305	13	4.2%
Education	2016/17	19	3	12.6%	285	57	16.7%	15	11	42.3%	27	19	41.3%
	2017/18	16	2	11.1%	274	45	14.1%	15	10	40.0%	26	14	35.7%
	2018/19	16	2	11.1%	244	41	14.4%	20	7	25.9%	23	10	29.8%
	2019/20	15	2	11.8%	253	26	9.4%	27	2	6.9%	25	2	7.4%
	2020/21	16	2	11.1%	248	34	12.1%	27	8	22.9%	23	9	28.1%
	Average	16	2	11.6%	261	41	13.5%	21	8	26.8%	25	11	30.4%
Research	2016/17	14	53	79.1%	117	358	75.3%	11	162	93.6%	32	267	89.3%
	2017/18	13	46	78.0%	126	344	73.2%	10	181	94.8%	36	252	87.4%
	2018/19	9	44	83.0%	116	353	75.3%	9	183	95.3%	27	232	89.5%
	2019/20	9	50	84.7%	120	326	73.0%	13	206	94.1%	31	217	87.7%
	2020/21	8	43	84.3%	106	310	74.5%	12	212	94.6%	31	179	85.2%
	Average	11	47	81.7%	117	338	74.3%	11	189	94.5%	31	229	87.9%
Enterprise	2016/17	5	1	16.7%	87	17	16.3%	3	6	66.7%	8	3	28.9%
	2017/18	6	1	14.3%	86	19	18.0%	4	3	42.9%	9	4	28.6%
	2018/19	7	1	12.5%	88	19	17.4%	4	2	33.3%	12	1	10.4%
	2019/20	9	0	0.0%	91	24	20.7%	3	2	40.0%	14	4	20.9%
	2020/21	10	1	9.1%	93	24	20.3%	3	2	44.4%	16	4	18.1%
	Average	7	1	9.8%	89	20	18.6%	3	3	47.5%	12	3	20.8%

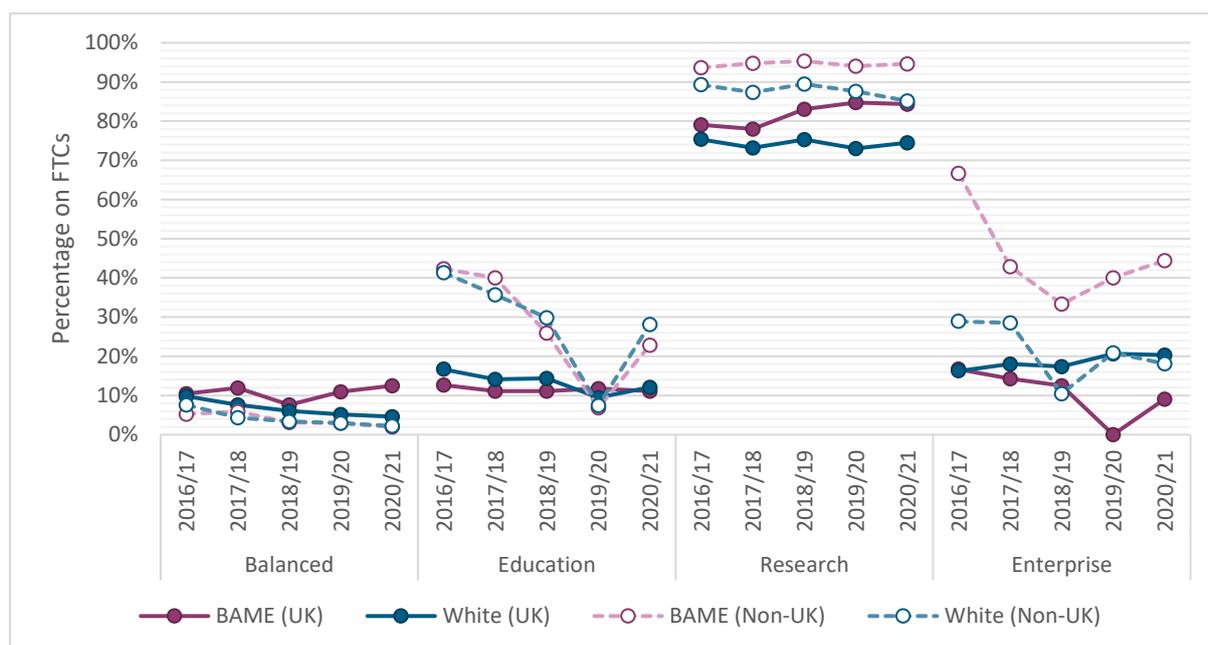


Figure 4.23: Percentages of A&R staff on FTCs by ethnicity, nationality and pathway (2016/17 to 2020/21)

Table 4.12: A&R staff by ethnicity, nationality, contract type and level (2016/17 to 2020/21)

Grade / Year		Nationality / Ethnicity											
		UK						Non-UK					
		BAME			White			BAME			White		
		OEC	FTC	%FTC	OEC	FTC	%FTC	OEC	FTC	%FTC	OEC	FTC	%FTC
Level 4	2016/17	13	48	78.5%	130	358	73.3%	32	171	84.2%	63	271	81.2%
	2017/18	9	43	82.7%	129	335	72.2%	30	185	86.0%	51	248	83.0%
	2018/19	7	37	84.1%	99	348	77.9%	30	176	85.4%	40	217	84.6%
	2019/20	6	42	87.5%	99	312	75.9%	32	193	85.8%	40	198	83.2%
	2020/21	6	42	87.5%	84	308	78.6%	24	203	89.4%	32	168	84.0%
	Average	8	42	83.8%	108	332	75.4%	30	186	86.2%	45	220	83.0%
Level 5	2016/17	32	12	27.3%	375	89	19.2%	58	14	19.4%	121	36	22.7%
	2017/18	32	10	23.8%	365	76	17.2%	55	16	22.5%	128	29	18.5%
	2018/19	28	9	24.3%	343	67	16.4%	56	19	25.3%	122	28	18.7%
	2019/20	31	10	24.4%	336	67	16.6%	69	20	22.3%	108	25	18.9%
	2020/21	33	7	17.5%	329	63	16.1%	87	21	19.7%	105	23	17.9%
	Average	31	10	23.5%	350	72	17.2%	65	18	21.7%	117	28	19.4%
Level 6	2016/17	27	1	3.6%	293	19	5.9%	43	1	2.3%	108	4	3.6%
	2017/18	27	2	6.9%	282	16	5.3%	48	1	2.0%	117	3	2.5%
	2018/19	31	5	13.9%	275	13	4.7%	43	1	2.3%	113	6	5.0%
	2019/20	33	5	13.2%	292	10	3.4%	47	1	2.1%	120	5	4.0%
	2020/21	35	4	10.3%	286	10	3.4%	49	1	2.0%	121	4	3.2%
	Average	31	3	10.0%	285	14	4.6%	46	1	2.1%	116	4	3.7%
Level 7	2016/17	26	3	10.3%	312	33	9.5%	22	0	0.0%	97	4	4.3%
	2017/18	26	2	7.1%	314	30	8.8%	24	0	0.0%	94	4	4.4%
	2018/19	27	1	3.6%	312	23	6.7%	28	0	0.0%	92	3	3.2%
	2019/20	28	3	9.7%	308	17	5.2%	28	0	0.0%	96	3	3.0%
	2020/21	30	3	9.1%	310	13	4.0%	33	0	0.0%	100	3	2.9%
	Average	27	2	8.1%	311	23	6.9%	27	0	0.0%	96	4	3.6%

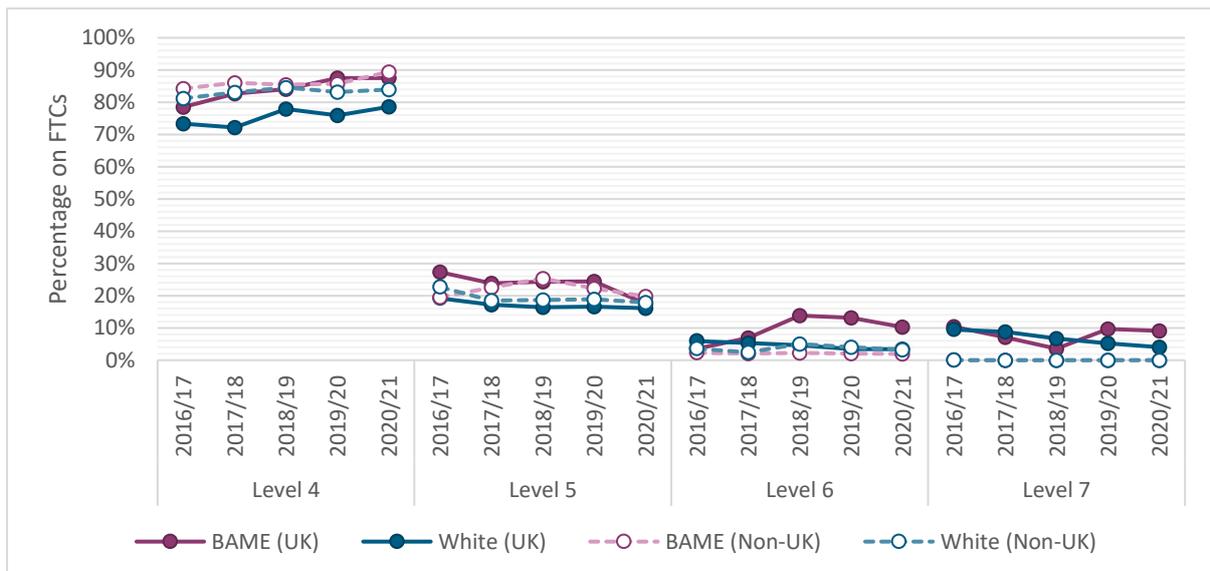


Figure 4.24: Percentages of A&R staff on FTCs by ethnicity, nationality and grade (2016/17 to 2020/21)

UoS signed the *Researcher Development Concordat* in November 2020, committing to improving job security for researchers through greater use of OECs and implementing more effective redeployment processes.

- Employees on FTCs with four years’ service and at least one renewal may request conversion to OEC. However, proportionately fewer BAME than White A&R staff move to OECs (**Figure 4.25, Action SP.1**).
- Following submission of our *Concordat* action plan in November 2021, work has begun on a multi-year project to increase the use of OECs and to define a more proactive policy and procedure for the conversion of FTCs to OECs, alongside modernised governance procedures (**Section 5f, Action SP.1**).

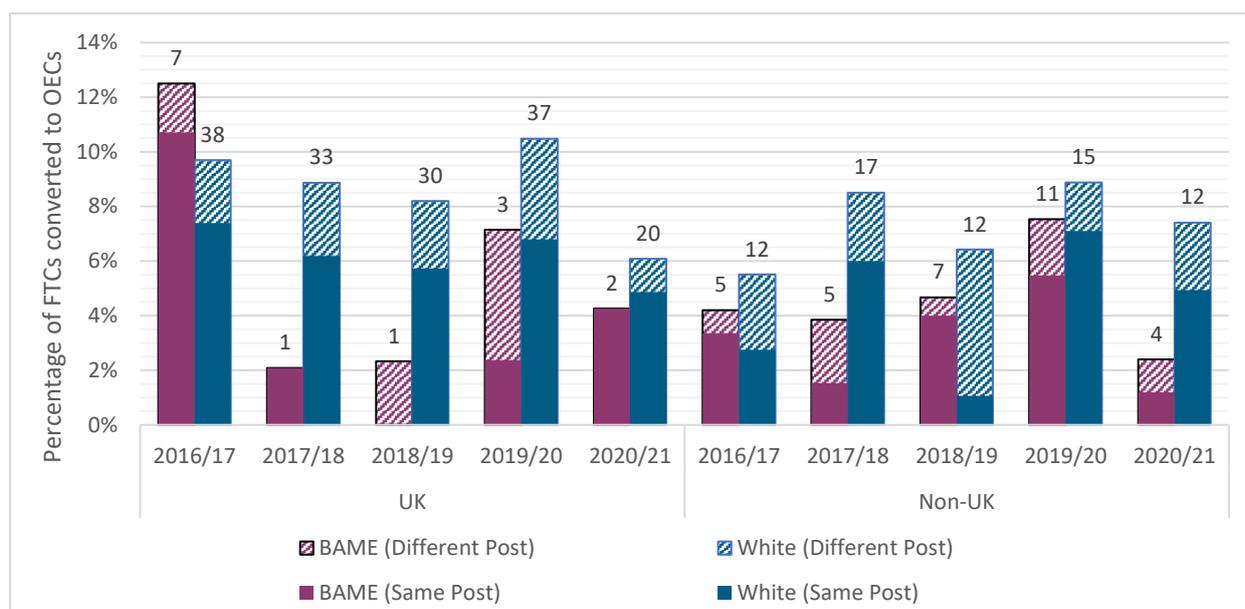


Figure 4.25: Annual conversion rate of fixed-term contracts to open-ended contracts by ethnicity and nationality (2016/17 to 2020/21; labels show total number of conversions)

Action SP.1 Improve job security for researchers and other staff through greater use of OECs (objective; see Action plan for further detail)

By working pattern

- BAME staff are consistently less likely to work part-time than White staff.
- We know from Athena Swan that women and lower-graded staff are more likely to work part-time, but after accounting for this, patterns by ethnicity generally persist (**Table 4.13**, **Figure 4.26**, **Figure 4.27**).
- Among Non-UK BAME staff, <5% work part-time (*cf.* ≈15% for White staff). Proportionately more BAME than White staff require visas, with most visas requiring full-time working, constraining part-time options (**Figure 4.28**).
- UK female part-time working rates are similar by ethnicity at L4. Clear differentials appear at L5+, although not statistically significant (95% confidence interval) due to small populations.
- The REC survey evidenced 80%+ awareness of flexible working provisions (**Figure 4.29**), but less confidence from minority ethnic staff that requests would be considered fairly (**Figure 4.30**). We cannot yet track application rates to understand this fully (**Action GP.2**).

Action GP.2 Develop a method to capture and track all flexible working requests from their point of submission by employees, their success rate and reasons for rejection (if applicable).

Table 4.13: A&R staff by ethnicity, nationality, gender and working pattern (2016/17 to 2020/21)

Gender / Year		Nationality / Ethnicity											
		UK						Non-UK					
		BAME			White			BAME			White		
		FT	PT	%PT	FT	PT	%PT	FT	PT	%PT	FT	PT	%PT
Female	2016/17	51	15	22.7%	453	261	36.6%	99	10	9.2%	229	43	15.9%
	2017/18	48	14	22.6%	424	262	38.2%	101	9	8.2%	228	36	13.7%
	2018/19	45	13	22.4%	410	242	37.1%	104	6	5.5%	200	35	14.9%
	2019/20	51	14	21.5%	400	237	37.2%	113	8	6.6%	192	41	17.6%
	2020/21	54	18	25.0%	383	229	37.4%	121	6	4.7%	186	39	17.3%
	Average	50	15	22.9%	414	246	37.3%	107	8	6.8%	207	39	15.8%
Male	2016/17	83	13	13.6%	764	131	14.6%	221	11	4.7%	405	27	6.3%
	2017/18	81	8	9.0%	741	120	13.9%	240	9	3.6%	383	28	6.7%
	2018/19	78	9	10.3%	712	115	13.9%	234	9	3.7%	363	22	5.7%
	2019/20	81	12	12.9%	679	126	15.7%	260	9	3.3%	329	34	9.4%
	2020/21	79	9	10.2%	666	124	15.7%	282	10	3.4%	301	31	9.4%
	Average	80	10	11.3%	712	123	14.7%	247	10	3.7%	356	28	7.4%
All A&R	2016/17	134	28	17.3%	1,216	392	24.4%	320	21	6.2%	634	70	10.0%
	2017/18	129	22	14.6%	1,165	382	24.7%	341	18	5.0%	610	64	9.4%
	2018/19	123	22	15.2%	1,122	357	24.1%	338	15	4.2%	563	57	9.2%
	2019/20	132	26	16.5%	1,078	363	25.2%	373	17	4.4%	521	75	12.6%
	2020/21	133	27	16.9%	1,049	353	25.2%	403	16	3.8%	487	70	12.6%
	Average	130	25	16.1%	1126	369	24.7%	355	17	4.7%	563	67	10.7%

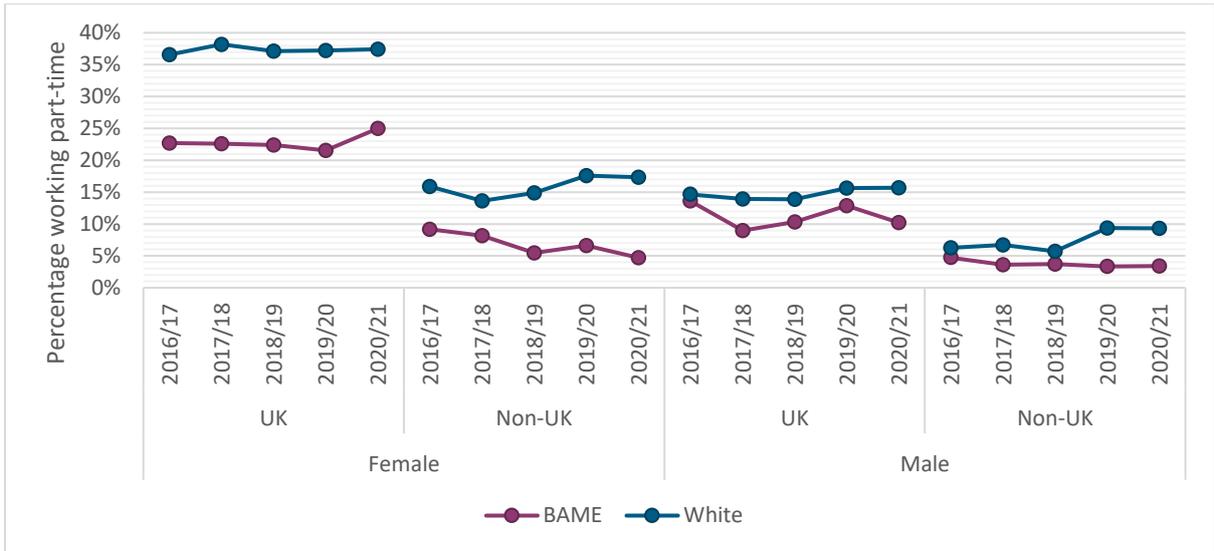


Figure 4.26: Percentages of A&R staff working part-time by ethnicity, nationality and gender (2016/17 to 2020/21)

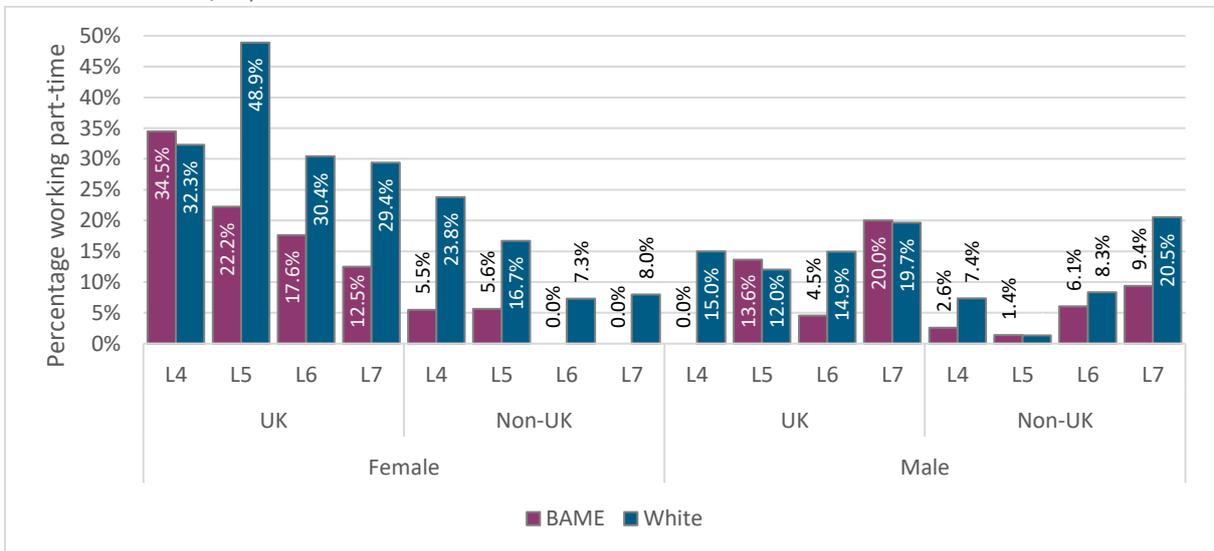


Figure 4.27: Percentages of A&R staff working part-time by grade, ethnicity, nationality and gender (2020/21)

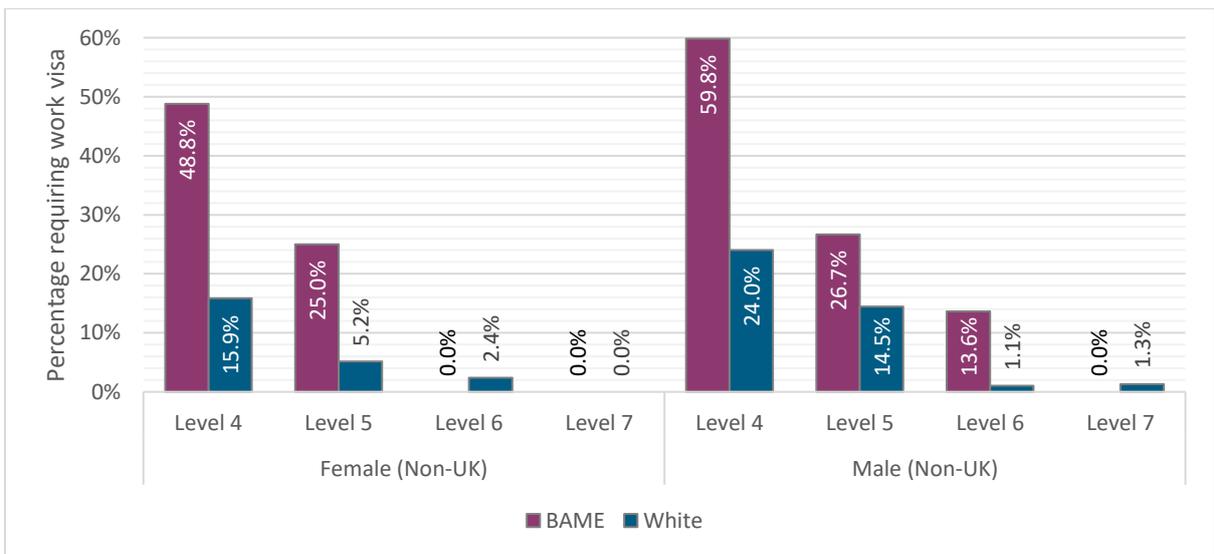


Figure 4.28: Percentages of Non-UK A&R staff requiring a visa to work for the University, by grade, ethnicity and gender (May 2022)

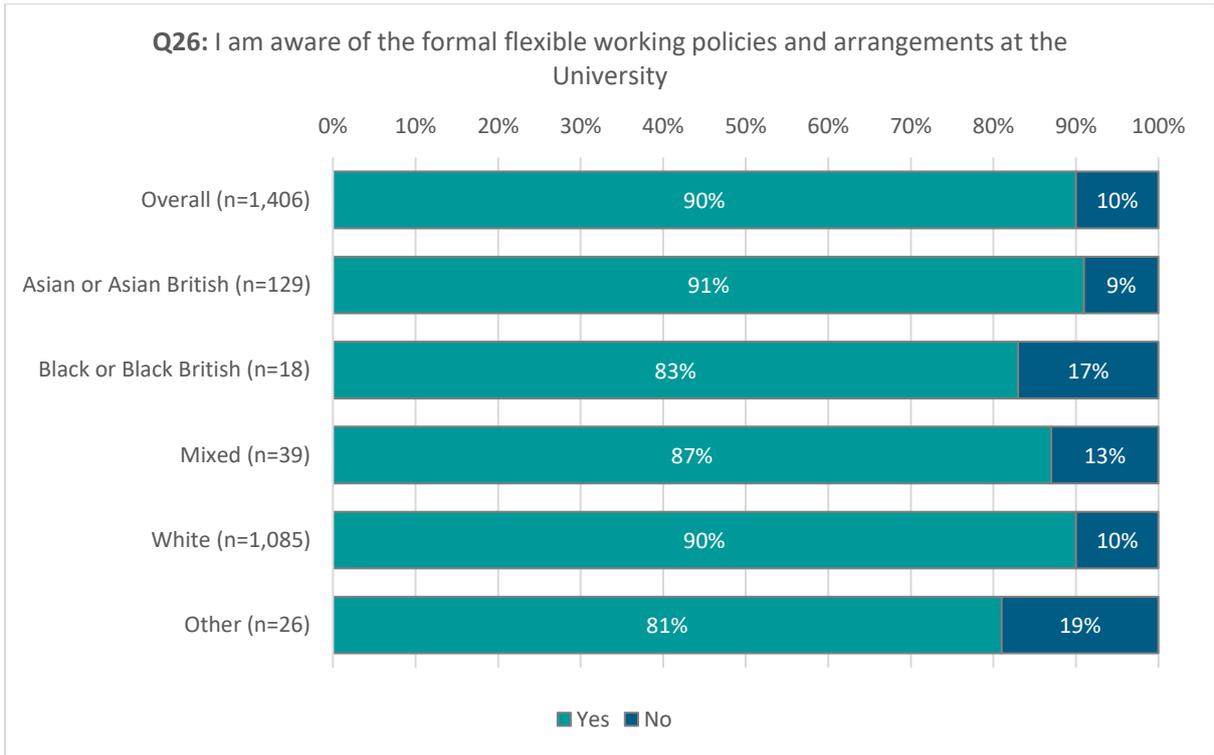


Figure 4.29: REC Staff Survey 2021 Q26: I am aware of the formal flexible working policies and arrangements at the University

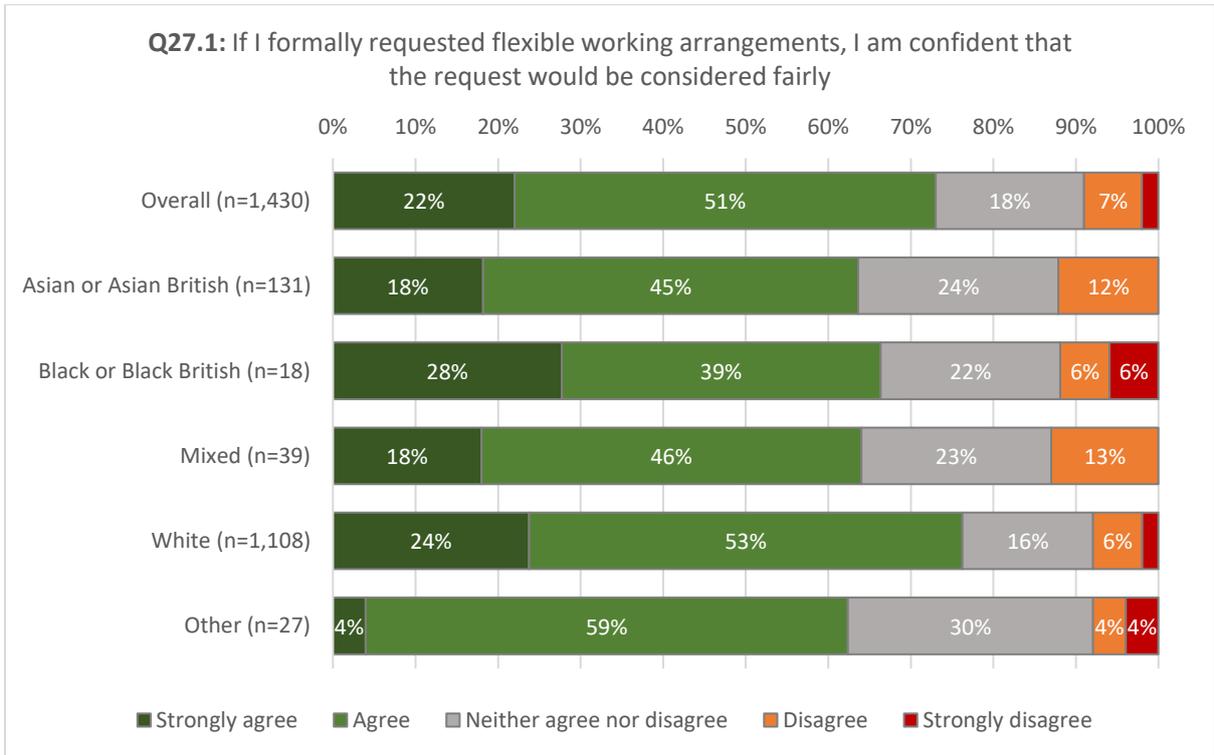


Figure 4.30: REC Staff Survey 2021 Q27.1: If I formally requested flexible working arrangements, I am confident that the request would be considered fairly

Turnover

Turnover rates are broadly comparable between BAME and White A&R staff. Contract type (**Table 4.14, Figure 4.31**) and grade (**Figure 4.32**), themselves largely synonymous with pathway – are significant factors.

- OEC turnover is typically <10%, with no significant differences by ethnicity or nationality.
- FTC turnover is substantially higher, with non-UK staff more likely to leave than UK staff, but BAME staff generally (sometimes significantly for non-UK staff) less likely to leave than White staff.
- Turnover is highest at L4 where research-only FTCs predominate.
- We need to better understand leaving reasons through improved exit surveys (**Action EU.5.1, EU.5.2**).

Action EU.5.1	Review and revise the processes for collecting information about why staff leave, examining the HR leaver form and exit questionnaire, and coding of free text responses.
Action EU.5.2	Consult with staff to understand reasons for poor completion of exit questionnaires and resignation reasons on leaver forms, and refresh guidance, training and data collection mode, if required, to improve completion rates and the quality of information disclosed.

Table 4.14: A&R leavers and turnover rate by contract type, nationality and ethnicity (2016/17 to 2020/21)

Year	Leavers				Turnover				
	UK		Non-UK		UK		Non-UK		
	BAME	White	BAME	White	BAME	White	BAME	White	
OEC	2016/17	6	66	13	29	6.1%	5.9%	8.4%	7.5%
	2017/18	8	105	9	46	8.5%	9.6%	5.7%	11.8%
	2018/19	5	76	10	32	5.4%	7.4%	6.4%	8.7%
	2019/20	8	62	9	24	8.2%	6.0%	5.1%	6.6%
	2020/21	4	95	15	17	3.8%	9.4%	7.8%	4.7%
	Average	6	81	11	30	6.4%	7.7%	6.7%	7.9%
FTC	2016/17	18	166	71	129	28.3%	33.3%	38.2%	40.9%
	2017/18	19	115	68	109	33.3%	25.2%	33.7%	38.4%
	2018/19	16	107	[53]	[102]	30.8%	23.7%	[27.0%]	[40.3%]
	2019/20	12	89	61	80	20.0%	21.9%	28.6%	34.6%
	2020/21	15	112	[66]	[86]	26.8%	28.4%	[29.3%]	[43.4%]
	Average	16	118	64	101	27.7%	26.7%	31.2%	39.5%
Overall	2016/17	24	232	84	158	14.9%	14.4%	24.6%	22.5%
	2017/18	27	220	77	155	17.9%	14.2%	21.4%	23.0%
	2018/19	21	183	63	134	14.5%	12.4%	17.8%	21.6%
	2019/20	20	151	70	104	12.7%	10.5%	18.0%	17.5%
	2020/21	19	207	81	103	11.9%	14.8%	19.4%	18.5%
	Average	22	199	75	131	14.3%	13.3%	20.2%	20.8%

Note: Differences between pairs marked in square brackets are significant at P<.05.

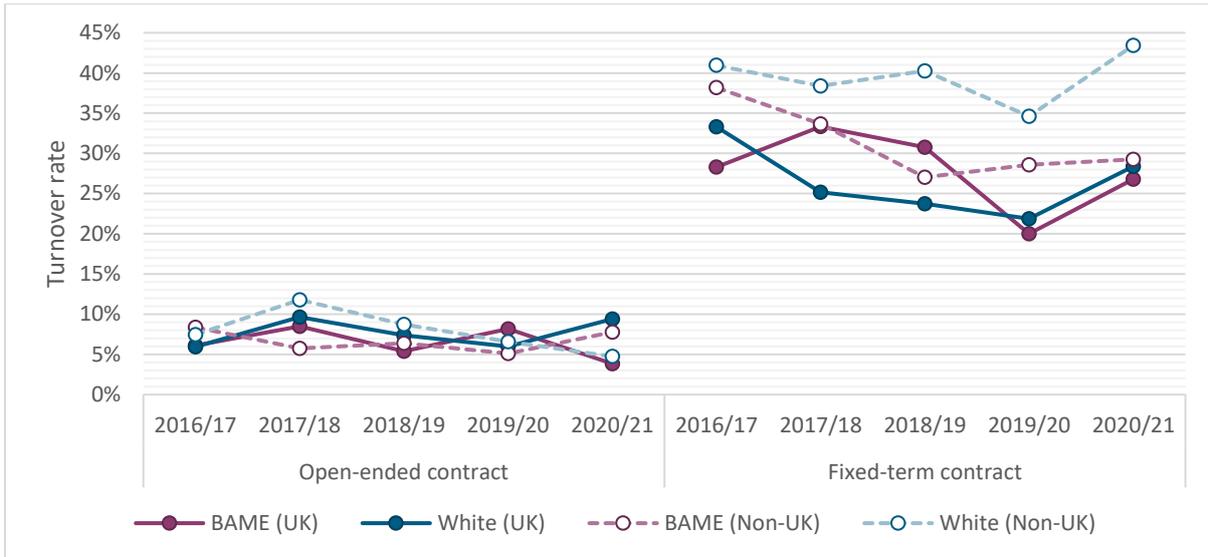


Figure 4.31: A&R turnover rate by contract type, nationality and ethnicity (2016/17 to 2020/21)

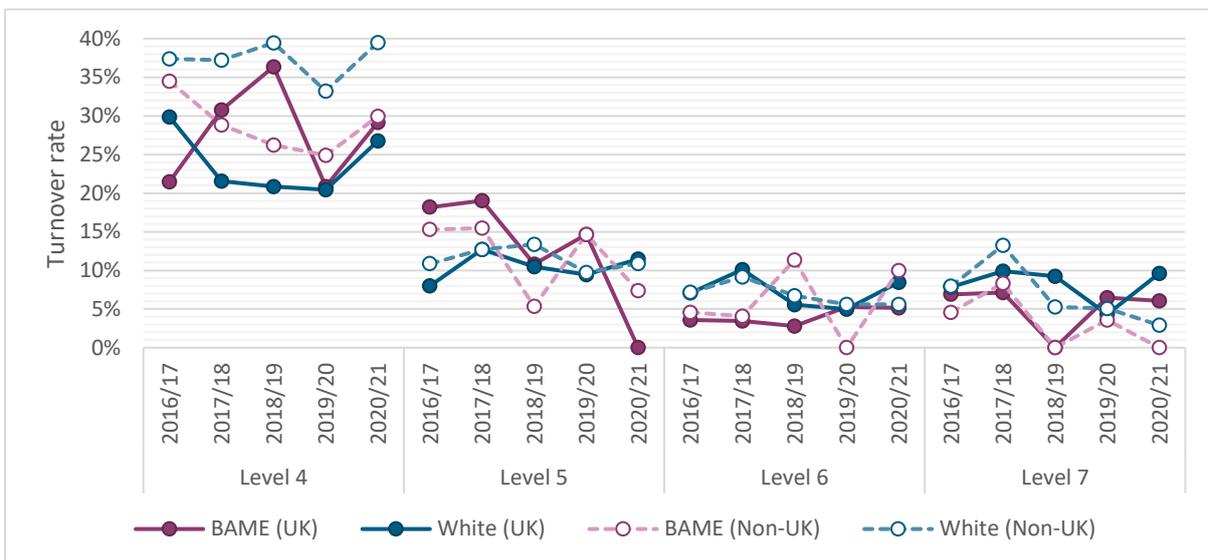


Figure 4.32: Turnover of A&R staff by grade, ethnicity and nationality (2016/17 to 2020/21)

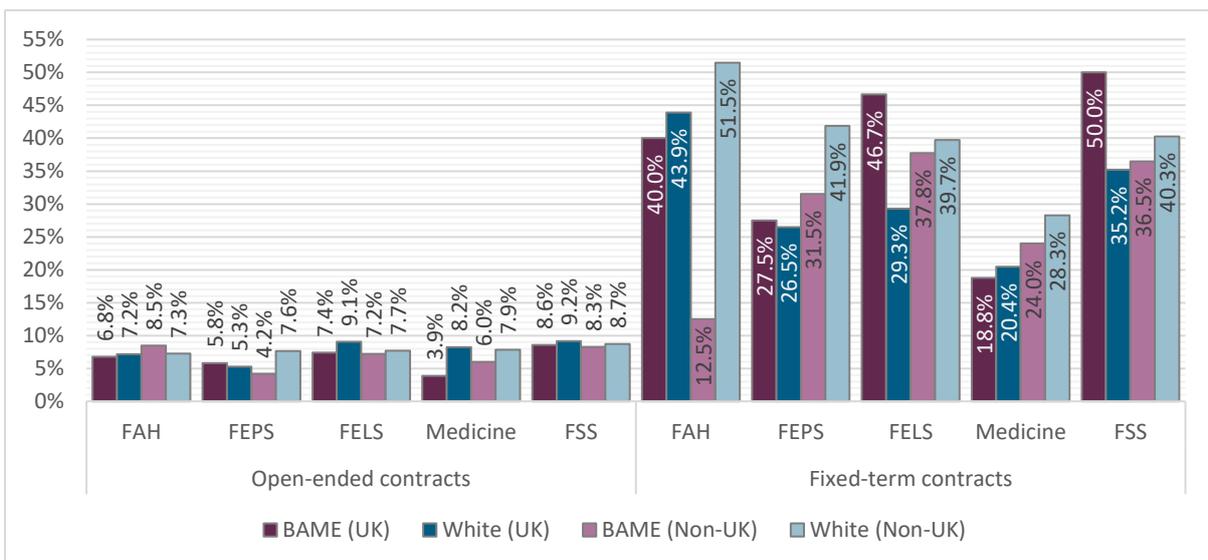


Figure 4.33: Average turnover of A&R staff by contract type, faculty, ethnicity and nationality (2016/17 to 2020/21)

Table 4.15: A&R leaver reasons by ethnicity and contract type (2016/17 to 2020/21 aggregated)

Nationality / Leaver Reason (overall most common listed first)		Fixed-Term Contract				Open-Ended Contract			
		BAME		White		BAME		White	
		Leavers	%	Leavers	%	Leavers	%	Leavers	%
UK	Resignation	34	43.0%	209	35.5%	24	77.4%	186	46.0%
	End of Fixed-Term Contract	44	55.7%	355	60.3%	n/a	n/a	n/a	n/a
	Retirement	0	0.0%	8	1.4%	0	0.0%	101	25.0%
	Voluntary Severance	0	0.0%	5	0.8%	6	19.4%	96	23.8%
	Dismissal	0	0.0%	6	1.0%	1	3.2%	11	2.7%
	Other	1	1.3%	6	1.0%	0	0.0%	10	2.5%
Non-UK	Resignation	149	46.7%	212	41.9%	48	85.7%	116	78.4%
	End of Fixed-Term Contract	163	51.1%	285	56.3%	n/a	n/a	n/a	n/a
	Retirement	0	0.0%	0	0.0%	0	0.0%	4	2.7%
	Voluntary Severance	0	0.0%	1	0.2%	3	5.4%	17	11.5%
	Dismissal	4	1.3%	2	0.4%	3	5.4%	7	4.7%
	Other	3	0.9%	6	1.2%	2	3.6%	4	2.7%

Table 4.16: A&R resignation reasons by ethnicity and contract type (2016/17 to 2020/21 aggregated)

Nationality / Leaver Reason (overall most common listed first)		Fixed-Term Contract				Open-Ended Contract			
		BAME		White		BAME		White	
		Leavers	%	Leavers	%	Leavers	%	Leavers	%
UK	Unknown or No Reason Stated	10	29.4%	85	40.7%	11	45.8%	71	38.2%
	Relocation	11	32.4%	38	18.2%	6	25.0%	36	19.4%
	Promotion (External)	1	2.9%	34	16.3%	3	12.5%	33	17.7%
	Pay	5	14.7%	19	9.1%	2	8.3%	19	10.2%
	Work/Life Balance	4	11.8%	15	7.2%	0	0.0%	16	8.6%
	Education or Training	2	5.9%	12	5.7%	1	4.2%	3	1.6%
	Discontent	0	0.0%	2	1.0%	1	4.2%	6	3.2%
	Other	1	2.9%	4	1.9%	0	0.0%	2	1.1%
Non-UK	Unknown or No Reason Stated	46	30.9%	79	37.3%	13	27.1%	36	31.0%
	Relocation	52	34.9%	73	34.4%	15	31.3%	43	37.1%
	Promotion (External)	13	8.7%	19	9.0%	9	18.8%	10	8.6%
	Pay	23	15.4%	24	11.3%	4	8.3%	14	12.1%
	Work/Life Balance	7	4.7%	12	5.7%	4	8.3%	6	5.2%
	Education or Training	1	0.7%	1	0.5%	0	0.0%	4	3.4%
	Discontent	1	0.7%	2	0.9%	1	2.1%	1	0.9%
	Other	6	4.0%	2	0.9%	2	4.2%	2	1.7%

Note: Other = Health, Carer Responsibilities and Resignation after Maternity Leave

4b Professional and Support Staff

The institution as a whole

- 11.6% of P&S staff (12.2% excluding unknowns) declare a Black, Asian or other minority ethnicity background (**Table 4.17**). There are significant underlying differences in representation, particularly by grade and job family. MSA dominates headline figures (**Figure 4.34**).
- BAME staff are over-represented in CAO (24.5%, high non-UK representation) and under-represented in MSA (8.9%) and TAE (8.6%) (**Figure 4.34, Table 4.21**), relative to the city (14.1%, [Section 3b](#)).
- BAME representation has increased gradually in MSA (2016/17: 7.0%; 2020/21: 8.9%) and remained relatively constant in TAE. An abrupt increase in CAO (20.0%→24.5%) in 2020/21 (**Figure 4.34**) followed employment of ≈75 additional cleaning staff (≈48% BAME, mostly non-UK) in response to the pandemic.

Table 4.17: Summary of P&S staff by declared ethnicity and nationality (2020/21)

Ethnicity	Nationality						Totals		
	UK			Non-UK					
	FPE	% ↓	% →	FPE	% ↓	% →	No data	FPE	% ↓
All BAME	222	8.1%	60.8%	143	36.8%	39.2%	1	365	11.6%
- Arab	1	0.0%	50.0%	1	0.3%	50.0%	0	2	<0.1%
- Asian (excl. Chinese)	106	3.9%	61.6%	65	16.8%	37.8%	1	172	5.4%
- Black	31	1.1%	59.6%	21	5.4%	40.4%	0	52	1.6%
- Chinese	20	0.7%	42.6%	27	7.0%	57.4%	0	47	1.5%
- Mixed	45	1.6%	76.3%	14	3.6%	23.7%	0	59	1.9%
- Other	21	0.8%	58.3%	15	3.9%	41.7%	0	36	1.1%
All White	2,391	86.9%	91.4%	221	57.0%	8.4%	4	2,616	82.8%
- White	2,377	86.4%	92.8%	180	46.4%	70.3%	4	2,561	81.1%
- White Other	14	0.5%	25.5%	41	10.6%	74.5%	0	55	1.7%
Unknown or refused	138	5.0%	78.4%	24	6.2%	13.6%	14	176	5.6%
Totals	2,753	100.0%	87.1%	387	100.0%	12.3%	19	3,159	100.0%

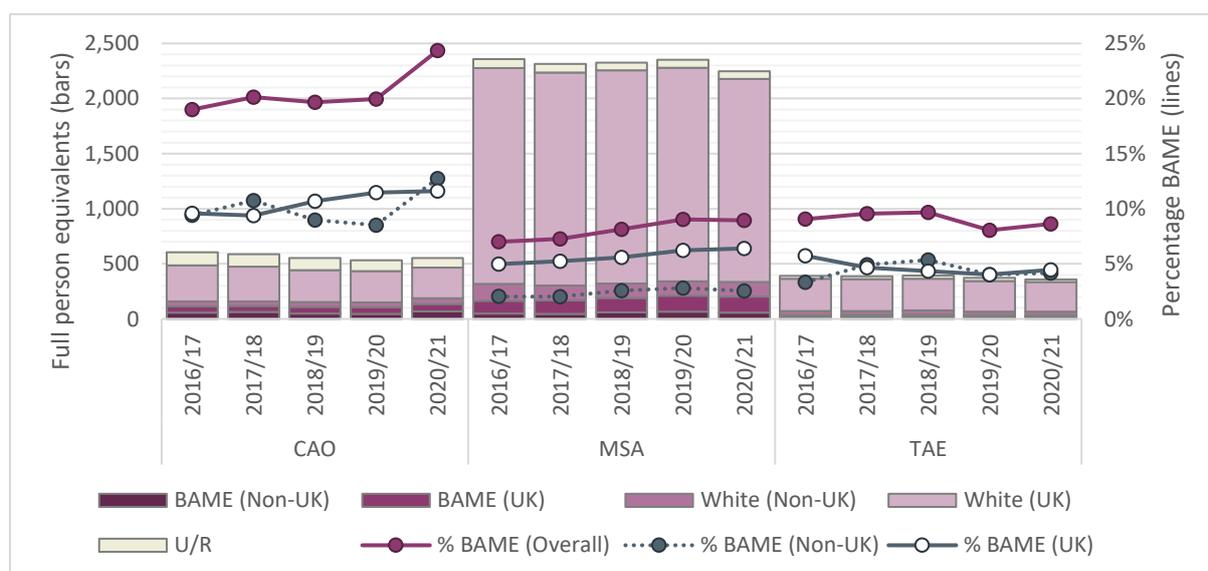


Figure 4.34: Number (FPE) of P&S staff by declared ethnicity and nationality, with BAME representation overlaid (2016/17 to 2020/21)

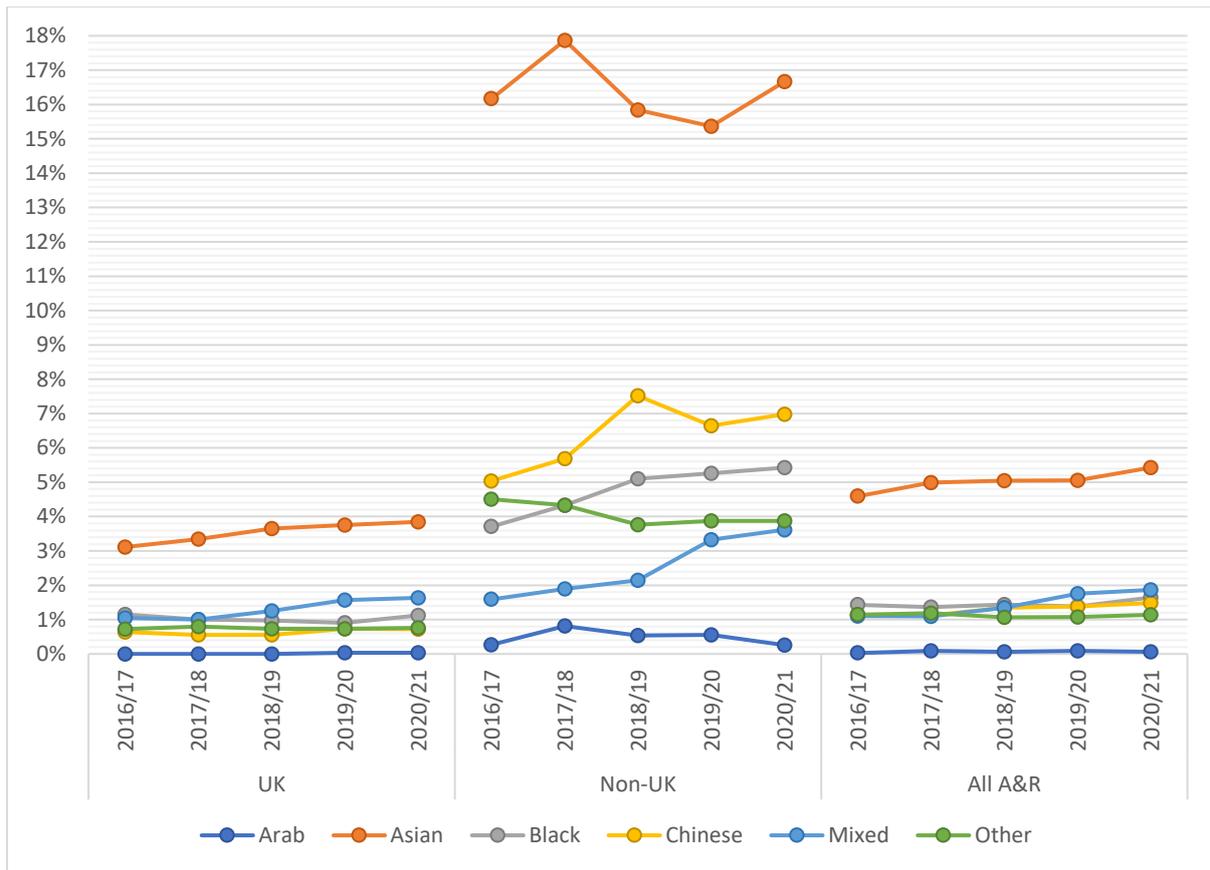


Figure 4.35: P&S staff representation by minority ethnic group and nationality (2016/17 to 2020/21)

Table 4.18: Number (FPE) and representation of P&S staff from minority ethnicities (2016/17 to 2020/21)

Nationality / Year	Full Person Equivalent							Representation							
	Arab	Asian	Black	Chinese	Mixed	Other	All BAME	Arab	Asian	Black	Chinese	Mixed	Other	All BAME	
UK	2016/17	0	92	34	19	31	21	197	0.0%	3.1%	1.2%	0.6%	1.0%	0.7%	6.7%
	2017/18	0	97	29	16	29	23	194	0.0%	3.3%	1.0%	0.6%	1.0%	0.8%	6.7%
	2018/19	0	105	28	16	36	21	206	0.0%	3.6%	1.0%	0.6%	1.3%	0.7%	7.2%
	2019/20	1	108	26	21	45	21	222	<0.1%	3.8%	0.9%	0.7%	1.6%	0.7%	7.7%
	2020/21	1	106	31	20	45	21	224	<0.1%	3.9%	1.1%	0.7%	1.6%	0.8%	8.1%
Non-UK	2016/17	1	61	14	19	6	17	118	0.3%	16.2%	3.7%	5.0%	1.6%	4.5%	31.3%
	2017/18	3	66	16	21	7	16	129	0.8%	17.9%	4.3%	5.7%	1.9%	4.3%	34.9%
	2018/19	2	59	19	28	8	14	130	0.5%	15.8%	5.1%	7.5%	2.1%	3.8%	34.9%
	2019/20	2	55	19	24	12	14	126	0.6%	15.4%	5.3%	6.6%	3.3%	3.9%	35.0%
	2020/21	1	65	21	27	14	15	143	0.3%	16.7%	5.4%	7.0%	3.6%	3.9%	36.8%
All A&R	2016/17	1	154	48	38	37	38	316	<0.1%	4.6%	1.4%	1.1%	1.1%	1.1%	9.4%
	2017/18	3	164	45	37	36	39	324	0.1%	5.0%	1.4%	1.1%	1.1%	1.2%	9.9%
	2018/19	2	165	47	44	44	35	337	0.1%	5.0%	1.4%	1.3%	1.3%	1.1%	10.3%
	2019/20	3	164	45	45	57	35	349	0.1%	5.1%	1.4%	1.4%	1.8%	1.1%	10.7%
	2020/21	2	172	52	47	59	36	368	0.1%	5.4%	1.6%	1.5%	1.9%	1.1%	11.6%

Table 4.19: Summary of P&S staff by declared ethnicity, nationality and job family (2020/21)

Job Family / Ethnicity		Nationality							Totals	
		UK			Non-UK			No data		
		FPE	% ↓	% →	FPE	% ↓	% →		FPE	% ↓
CAO	BAME	64	16.0%	47.3%	70	50.5%	52.0%	1	135	24.5%
	White	277	69.4%	83.2%	53	38.0%	15.9%	3	333	60.4%
	Unknown or refused	58	14.5%	69.9%	16	11.5%	19.3%	9	83	15.0%
	Totals	399	100.0%	72.4%	139	100.0%	25.3%	13	552	100.0%
MSA	BAME	144	7.0%	71.6%	57	29.1%	28.4%	0	201	8.9%
	White	1,845	90.0%	93.2%	133	67.8%	6.7%	1	1,979	88.0%
	Unknown or refused	61	3.0%	89.7%	6	3.1%	8.8%	1	68	3.0%
	Totals	2,050	100.0%	91.2%	196	100.0%	8.7%	2	2,248	100.0%
TAE	BAME	16	5.3%	51.6%	15	29.2%	48.4%	0	31	8.6%
	White	269	88.5%	88.7%	34	66.9%	11.3%	0	303	84.4%
	Unknown or refused	19	6.3%	76.0%	2	3.9%	8.0%	0	25	7.0%
	Totals	304	100.0%	84.6%	51	100.0%	14.3%	0	359	100.0%
Overall	BAME	224	8.1%	61.0%	143	36.8%	38.8%	1	368	11.6%
	White	2,391	86.9%	91.4%	221	57.0%	8.4%	4	2,616	82.8%
	Unknown or refused	138	5.0%	78.4%	24	6.2%	13.6%	14	176	5.6%
	Totals	2,753	100.0%	87.1%	387	100.0%	12.2%	19	3,159	100.0%

Table 4.20: Professional and support staff in UK HEIs by Standard Occupation Classification and ethnicity.

Standard Occupation Classification (SOC) / Ethnicity		Nationality						Totals	
		UK			Non-UK				
		FPE	% ↓	% →	FPE	% ↓	% →	FPE	% ↓
SOC 6-9 (≈CAO)	BAME	2,890	12.0%		2,085	44.8%		4,975	17.3%
	White	21,205	88.0%		2,570	55.2%		23,775	82.3%
	Totals	24,095	100.0%	83.8%	4,655	100.0%	16.2%	28,750	100.0%
SOC 1-4 (≈MSA)	BAME	14,080	10.4%		3,805	24.8%		17,885	11.9%
	White	121,025	89.6%		11,545	75.2%		132,570	88.1%
	Totals	135,105	100.0%	89.8%	15,350	100.0%	10.2%	150,455	100.0%
SOC 5 (≈TAE)	BAME	270	5.7%		120	27.9%		390	7.6%
	White	4,460	94.3%		310	72.1%		4,770	92.4%
	Totals	4,730	100.0%	91.7%	430	100.0%	8.3%	5,160	100.0%
Overall	BAME	17,240	10.5%		6,010	29.4%		23,250	12.6%
	White	146,690	89.5%		14,425	70.6%		161,115	87.4%
	Totals	163,930	100.0%	88.9%	20,435	100.0%	11.1%	184,365	100.0%

Source: [AdvanceHE Statistical Report 2021](#)

- Over-representation in operational roles and under-representation in management, administrative and technical roles is typical of sector benchmarks (**Table 4.20**).
- Low representation in TAE (8.6%) [echoes research by the National Technician Development Centre](#) highlighting low representation among technicians.
- 12.3% of P&S staff are non-UK nationality, slightly above the sector average (11.1%; **Table 4.20**).

By department

- Representation varies widely (**Table 4.21**). Highest representation is in E&F (24.0%), where CAO roles dominate. Representation is also significantly high in Finance (16.8%) and low in Engagement and Advancement (2.8%) (**Action SP.18**). Other differences are not statistically significant.
- Representation varies year-to-year, particularly in smaller departments, but the general tendency is progressive increases since 2016/17 (**Table 4.22**).

Table 4.21: Number (FPE) and representation of P&S staff by department (2020/21)

Department		Full Person Equivalents				Percentages →		
		BAME	White	U/R	Total	BAME	White	U/R
Faculties	Arts and Humanities	5	40	2	47	10.6%	85.2%	4.2%
	Engineering and Physical Sciences	24	230	16	270	8.7%	85.3%	5.9%
	Environmental and Life Sciences	12	125	7	144	8.4%	86.8%	4.9%
	Medicine	39	455	14	509	7.7%	89.5%	2.8%
	Social Sciences	4	60	0	64	6.3%	93.8%	0.0%
	Sub-total	84	911	39	1,033	8.1%	88.1%	3.8%
Professional Services	Estates and Facilities (E&F)	140	365	80	585	24.0%	62.4%	13.7%
	Finance, Planning and Analytics	32	154	4	190	16.8%	81.1%	2.1%
	iSolutions	23	198	11	232	9.9%	85.3%	4.7%
	Student Experience	68	687	31	786	8.7%	87.4%	3.9%
	Human Resources	6	78	2	86	7.2%	90.5%	2.3%
	Research and Innovation Services	4	64	3	71	5.6%	90.1%	4.2%
	Engagement and Advancement	3	99	4	106	2.8%	93.4%	3.8%
	Other Professional Services	7	60	2	69	10.1%	87.0%	2.9%
	Sub-total	284	1,705	137	2,126	13.3%	80.2%	6.4%
Totals	368	2,616	176	3,159	11.6%	82.8%	5.6%	

Table 4.22: P&S staff BAME representation by department (2016/17 to 2020/21)

Department		2016/17	2017/18	2018/19	2019/20	2020/21
Faculties	Arts and Humanities	9.6%	12.7%	13.3%	10.4%	10.6%
	Engineering and Physical Sciences	8.6%	9.5%	10.3%	8.0%	8.7%
	Environmental and Life Sciences	8.7%	8.0%	10.8%	11.3%	8.4%
	Medicine	5.0%	6.0%	6.0%	7.6%	7.7%
	Social Sciences	8.2%	6.9%	8.0%	6.8%	6.3%
	Faculties Overall	6.9%	7.6%	8.2%	8.3%	8.1%
Professional Services	Estates and Facilities	17.9%	19.5%	18.7%	19.9%	24.0%
	Finance, Planning and Analytics	10.3%	10.1%	12.8%	13.7%	16.8%
	iSolutions	8.9%	9.0%	10.8%	9.7%	9.9%
	Student Experience	7.6%	7.4%	7.6%	8.8%	8.7%
	Human Resources	6.2%	7.2%	8.9%	9.1%	7.2%
	Research and Innovation Services	4.5%	6.9%	9.6%	9.3%	5.6%
	Engagement and Advancement	2.8%	1.9%	2.9%	3.7%	2.8%
	Other Professional Services	9.3%	9.0%	7.1%	6.6%	10.1%
	Professional Services Overall	10.6%	10.9%	11.3%	11.9%	13.3%
All Professional and Support Staff	9.4%	9.9%	10.3%	10.7%	11.6%	

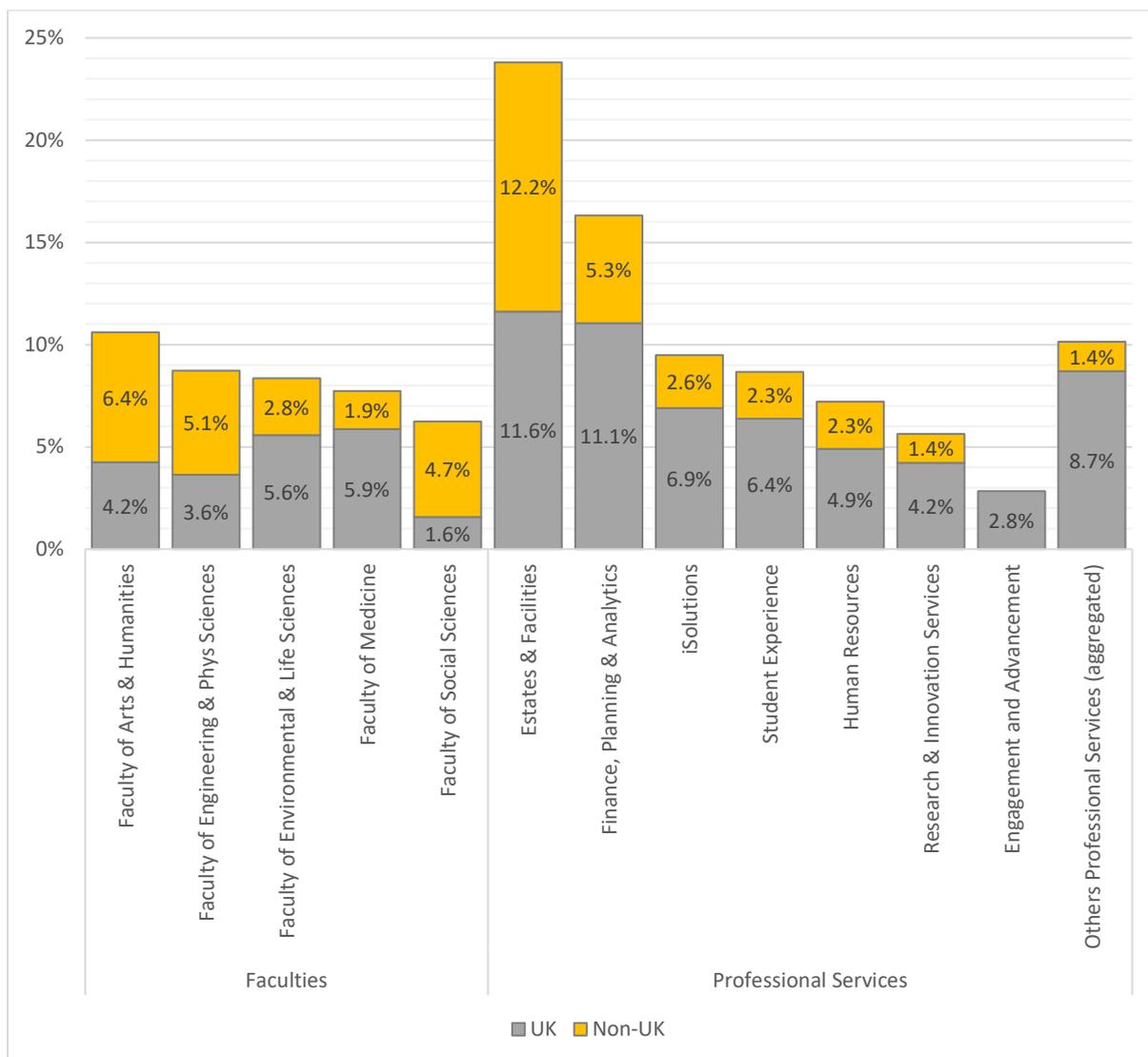


Figure 4.36: UK and Non-UK contribution to overall P&S BAME representation, by department (2020/21)

By grade

- BAME P&S staff are disproportionately represented at lower grades, particularly L1a, true for UK and especially non-UK nationalities. There is currently zero BAME representation at L6/L7 (**Table 4.23, Figure 4.37, Action PA.1**).
- Differences in distribution of BAME/White staff populations are stark, and most apparent at top and bottom of the grading structure, including an apparent glass ceiling for BAME P&S staff *above* L5 (**Figure 4.37**).
- Proportions of UK BAME staff at L4+ increased since 2016/17, but this was also true for UK White staff, suggesting a general redistribution unrelated to ethnicity (**Figure 4.37**).
- Non-UK staff are consistently less senior than UK counterparts (**Figure 4.37**).

“It is dismaying to see most of the ethnic diversity in the lowest paid jobs i.e., cleaners, catering etc.” (Asian or Asian British)

“Southampton is so dominant white that I would not in good conscience recommend a colleague of colour take a job here” (White)

Action PA.1 Conduct a series of engagement activities, including expert led sessions to scope the practice, resource and approach to bring the 'Big Ideas' and associated priority actions to life.

Table 4.23: Number (FPE) and representation of P&S staff by nationality, grade and ethnicity (2020/21)

Grade / Ethnicity		Nationality						No data	Totals	
		UK			Non-UK				FPE	% ↓
		FPE	% ↓	% →	FPE	% ↓	% →			
Level 1a	BAME	45	24.8%	39.9%	67	58.4%	59.2%	1	114	36.8%
	White	107	58.8%	76.0%	33	28.6%	23.3%	1	141	45.8%
	Unknown or refused	30	16.4%	55.6%	15	13.0%	27.8%	9	54	17.5%
	Totals	183	100.0%	59.1%	115	100.0%	37.3%	11	309	100.0%
Level 1b	BAME	11	12.7%	72.5%	4	28.3%	27.5%	0	15	14.9%
	White	67	80.1%	86.8%	10	71.7%	13.2%	0	77	78.9%
	Unknown or refused	6	7.2%	100.0%	0	0.0%	0.0%	0	6	6.1%
	Totals	83	100.0%	85.5%	14	100.0%	14.5%	0	98	100.0%
Level 2a	BAME	18	10.3%	75.2%	6	28.6%	24.8%	0	24	12.1%
	White	144	81.7%	90.6%	13	61.9%	8.2%	2	159	79.4%
	Unknown or refused	14	7.9%	82.4%	2	9.5%	11.8%	1	17	8.5%
	Totals	176	100.0%	88.0%	21	100.0%	10.5%	3	200	100.0%
Level 2b	BAME	42	8.4%	65.1%	23	31.2%	34.9%	0	65	11.3%
	White	437	87.8%	89.8%	49	67.4%	10.0%	1	487	85.1%
	Unknown or refused	19	3.8%	90.5%	1	1.4%	4.8%	1	21	3.7%
	Totals	498	100.0%	87.1%	72	100.0%	12.6%	2	573	100.0%
Level 3	BAME	42	6.0%	74.0%	15	27.3%	26.0%	0	57	7.5%
	White	629	90.3%	94.4%	37	69.0%	5.6%	0	667	88.6%
	Unknown or refused	26	3.7%	89.7%	2	3.7%	6.9%	1	29	3.9%
	Totals	697	100.0%	92.7%	54	100.0%	7.2%	1	752	100.0%
Level 4	BAME	50	7.3%	75.8%	16	22.9%	24.2%	0	66	8.7%
	White	611	89.1%	92.2%	52	74.3%	7.8%	0	663	87.5%
	Unknown or refused	25	3.6%	86.2%	2	2.9%	6.9%	2	29	3.8%
	Totals	686	100.0%	90.5%	70	100.0%	9.2%	2	758	100.0%
Level 5	BAME	16	4.8%	57.1%	12	33.8%	42.9%	0	28	7.7%
	White	301	91.2%	93.3%	22	60.6%	6.7%	0	323	88.2%
	Unknown or refused	13	3.9%	86.7%	2	5.6%	13.3%	0	15	4.1%
	Totals	330	100.0%	90.3%	36	100.0%	9.7%	0	366	100.0%
Level 6	BAME	0	0.0%	n/a	0	0.0%	n/a	0	0	0.0%
	White	67	97.1%	95.7%	3	100.0%	4.3%	0	70	97.2%
	Unknown or refused	2	2.9%	100.0%	0	0.0%	0.0%	0	2	2.8%
	Totals	69	100.0%	95.8%	3	100.0%	4.2%	0	72	100.0%
Level 7	BAME	0	0.0%	n/a	0	0.0%	n/a	0	0	0.0%
	White	27	93.1%	93.1%	2	100.0%	6.9%	0	29	93.5%
	Unknown or refused	2	6.9%	100.0%	0	0.0%	0.0%	0	2	6.5%
	Totals	29	100.0%	93.5%	2	100.0%	6.5%	0	31	100.0%

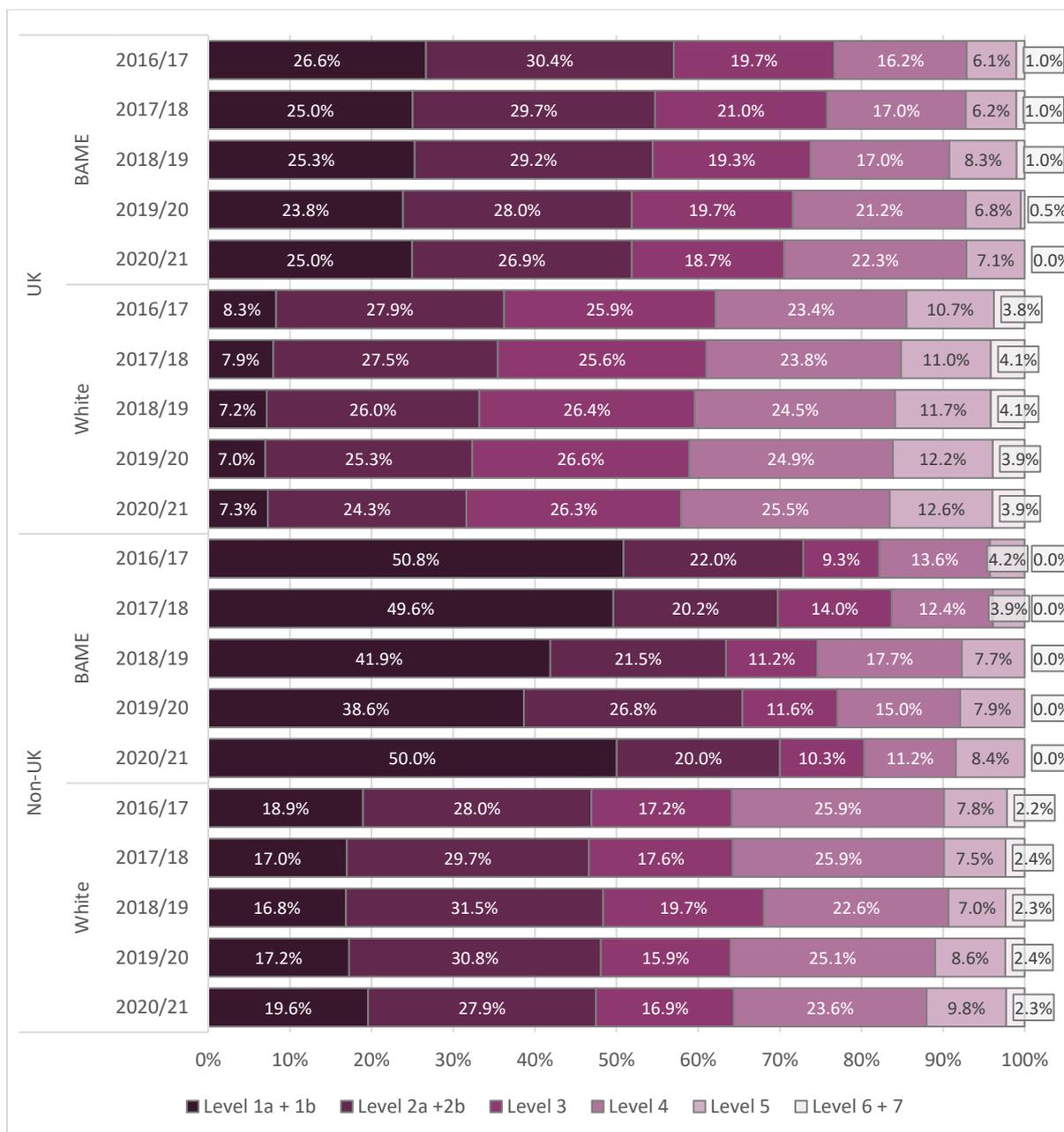


Figure 4.37: Distribution of P&S staff population by ethnicity, nationality and grade (2016/17 to 2020/21)

By job family

- BAME representation falls with increasing seniority, except in TAE roles (**Table 4.24**). The small TAE population means this only impacts overall patterns marginally.
- There is a perception that the capping of CAO roles at L4 creates a ceiling for BAME staff. However, progression of BAME staff even *within* CAO appears poorer than MSA and TAE, shown by a steeper fall in representation with seniority, and persistent zero representation at CAO L4 (**Table 4.24, Figure 4.38**).

Table 4.24: P&S staff representation by ethnicity, job family and grade (2020/21)

Job Family / Grade		Ethnicity								
		Arab	Asian (excl. Chinese)	Black	Chinese	Mixed	Other	All BAME	White	U/R
CAO	Level 1a	0.0%	23.2%	4.5%	2.6%	3.9%	2.6%	36.8%	45.8%	17.5%
	Level 1b	0.0%	5.2%	5.2%	1.7%	1.7%	1.7%	15.5%	76.0%	8.6%
	Level 2a	0.0%	4.6%	1.3%	1.3%	2.5%	0.0%	9.7%	75.1%	15.3%
	Level 2b	0.0%	2.5%	2.5%	0.0%	0.0%	0.0%	4.9%	77.8%	17.3%
	Level 3	0.0%	1.8%	1.8%	0.0%	1.8%	0.0%	5.4%	87.5%	7.1%
	Level 4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	88.9%	11.1%
	Overall	0.0%	14.6%	3.6%	1.8%	2.9%	1.6%	24.5%	60.4%	15.0%
MSA	Level 1b	0.0%	11.0%	0.0%	1.6%	0.0%	2.7%	15.3%	81.9%	2.7%
	Level 2a	0.0%	5.7%	2.8%	2.3%	2.8%	2.1%	15.7%	80.5%	3.8%
	Level 2b	0.0%	5.5%	2.4%	1.4%	1.6%	1.0%	12.0%	85.4%	2.6%
	Level 3	0.0%	3.1%	1.1%	1.1%	1.6%	1.2%	8.1%	88.8%	3.1%
	Level 4	0.2%	3.5%	0.6%	1.0%	2.1%	0.8%	8.1%	89.5%	2.4%
	Level 5	0.3%	2.1%	1.5%	0.9%	1.5%	0.9%	7.3%	88.8%	3.9%
	Level 6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	97.2%	2.8%
	Level 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	93.5%	6.5%
	Overall	0.1%	3.7%	1.3%	1.1%	1.7%	1.0%	8.9%	88.0%	3.0%
TAE	Level 1b	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
	Level 2a	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	93.8%	6.3%
	Level 2b	0.0%	2.9%	0.0%	2.9%	2.9%	0.0%	8.6%	88.6%	2.9%
	Level 3	0.0%	1.3%	1.3%	0.7%	1.3%	1.3%	6.1%	88.6%	5.4%
	Level 4	0.0%	3.3%	0.0%	6.6%	0.8%	1.6%	12.3%	77.0%	10.7%
	Level 5	0.0%	2.9%	0.0%	5.7%	2.9%	0.0%	11.4%	82.9%	5.7%
	Overall	0.0%	2.2%	0.6%	3.3%	1.4%	1.1%	8.6%	84.4%	7.0%
All P&S	Level 1a	0.0%	23.2%	4.5%	2.6%	3.9%	2.6%	36.8%	45.8%	17.5%
	Level 1b	0.0%	7.2%	3.1%	1.6%	1.0%	2.0%	14.9%	78.9%	6.1%
	Level 2a	0.0%	4.8%	2.0%	1.7%	2.5%	1.1%	12.1%	79.4%	8.5%
	Level 2b	0.0%	5.2%	2.3%	1.4%	1.6%	0.9%	11.3%	85.1%	3.7%
	Level 3	0.0%	2.6%	1.2%	0.9%	1.6%	1.2%	7.5%	88.6%	3.9%
	Level 4	0.1%	3.4%	0.5%	1.8%	1.8%	0.9%	8.7%	87.5%	3.8%
	Level 5	0.3%	2.2%	1.4%	1.4%	1.6%	0.8%	7.7%	88.2%	4.1%
	Level 6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	97.2%	2.8%
	Level 7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	93.5%	6.5%
	Overall	0.1%	5.4%	1.6%	1.5%	1.9%	1.1%	11.6%	82.8%	5.6%

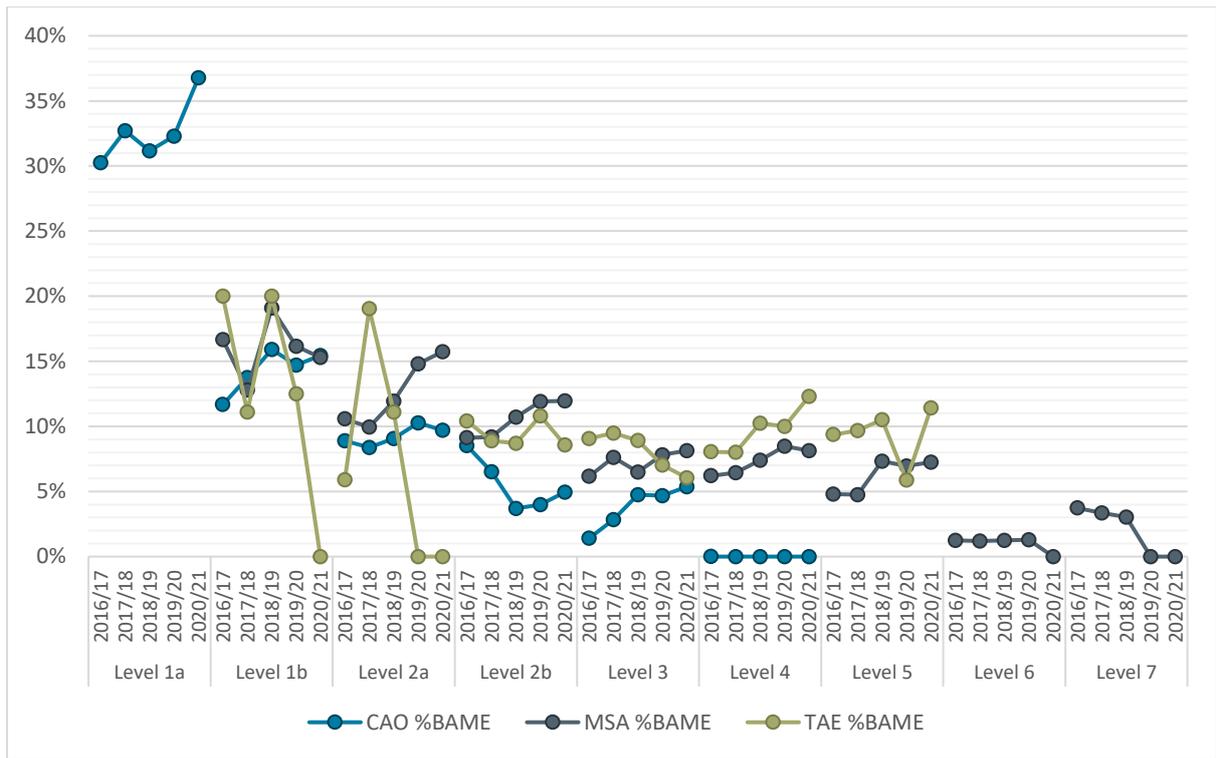


Figure 4.38: P&S staff BAME representation by job family and grade (2016/17 to 2020/21)

By contract type

- FTCs are usually rare in CAO roles, where BAME representation is highest (**Figure 4.39**).
- FTC usage is proportionately highest in TAE roles, usually linked to research funding. UK BAME TAE staff appear more likely to be FTC than their White counterparts. Small populations mean this is not statistically significant (95% confidence interval), but the trend is persistent (**Action SP.1**).

Action SP.1 Improve job security for researchers and other staff through greater use of OECs (objective; see Action plan for further detail)

Table 4.25: P&S staff by ethnicity, nationality, contract type and job family (2016/17 to 2020/21)

Job Family / Year		Nationality											
		UK						Non-UK					
		BAME			White			BAME			White		
		OEC	FTC	%FTC	OEC	FTC	%FTC	OEC	FTC	%FTC	OEC	FTC	%FTC
CAO	2016/17	58	0	0.0%	319	8	2.3%	57	0	0.0%	44	1	2.2%
	2017/18	55	0	0.0%	308	5	1.6%	63	0	0.0%	41	1	2.4%
	2018/19	59	0	0.0%	287	2	0.7%	49	0	0.0%	42	2	4.5%
	2019/20	61	0	0.0%	281	2	0.7%	45	0	0.0%	43	1	2.3%
	2020/21	59	5	7.8%	250	27	9.7%	46	24	33.9%	40	13	23.7%
	Average	58	1	1.7%	289	9	2.9%	52	5	8.4%	42	4	7.7%
MSA	2016/17	96	21	17.9%	1,687	274	14.0%	43	5	10.4%	127	25	16.3%
	2017/18	98	23	19.0%	1,673	259	13.4%	41	6	12.8%	114	21	15.6%
	2018/19	107	23	17.7%	1,696	241	12.4%	46	14	22.8%	104	26	20.0%
	2019/20	121	25	17.1%	1,682	255	13.2%	55	11	16.2%	108	21	16.3%
	2020/21	121	23	16.1%	1,557	288	15.6%	49	9	15.2%	107	27	19.6%
	Average	109	23	17.5%	1,659	263	13.7%	47	9	15.8%	112	24	17.6%
TAE	2016/17	13	9	42.0%	226	69	23.3%	7	6	46.2%	17	19	52.1%
	2017/18	11	7	38.9%	219	70	24.1%	7	12	63.2%	16	19	54.7%
	2018/19	11	6	35.3%	209	77	26.8%	8	13	61.9%	17	24	58.9%
	2019/20	8	7	46.7%	202	77	27.5%	7	8	53.3%	15	21	58.8%
	2020/21	8	8	50.0%	194	75	27.7%	8	7	46.7%	14	21	60.7%
	Average	10	7	42.3%	210	73	25.8%	7	9	55.4%	16	21	57.1%
All P&S	2016/17	167	30	15.4%	2,231	350	13.6%	107	11	9.3%	188	44	19.1%
	2017/18	164	30	15.5%	2,201	334	13.2%	111	18	14.0%	171	41	19.5%
	2018/19	177	29	14.1%	2,193	319	12.7%	103	27	20.4%	163	52	24.1%
	2019/20	190	32	14.4%	2,166	334	13.3%	108	19	14.8%	166	43	20.7%
	2020/21	188	36	16.2%	2,002	390	16.3%	103	40	27.7%	161	60	27.2%
	Average	177	32	15.1%	2,158	345	13.8%	106	23	17.6%	170	48	22.1%

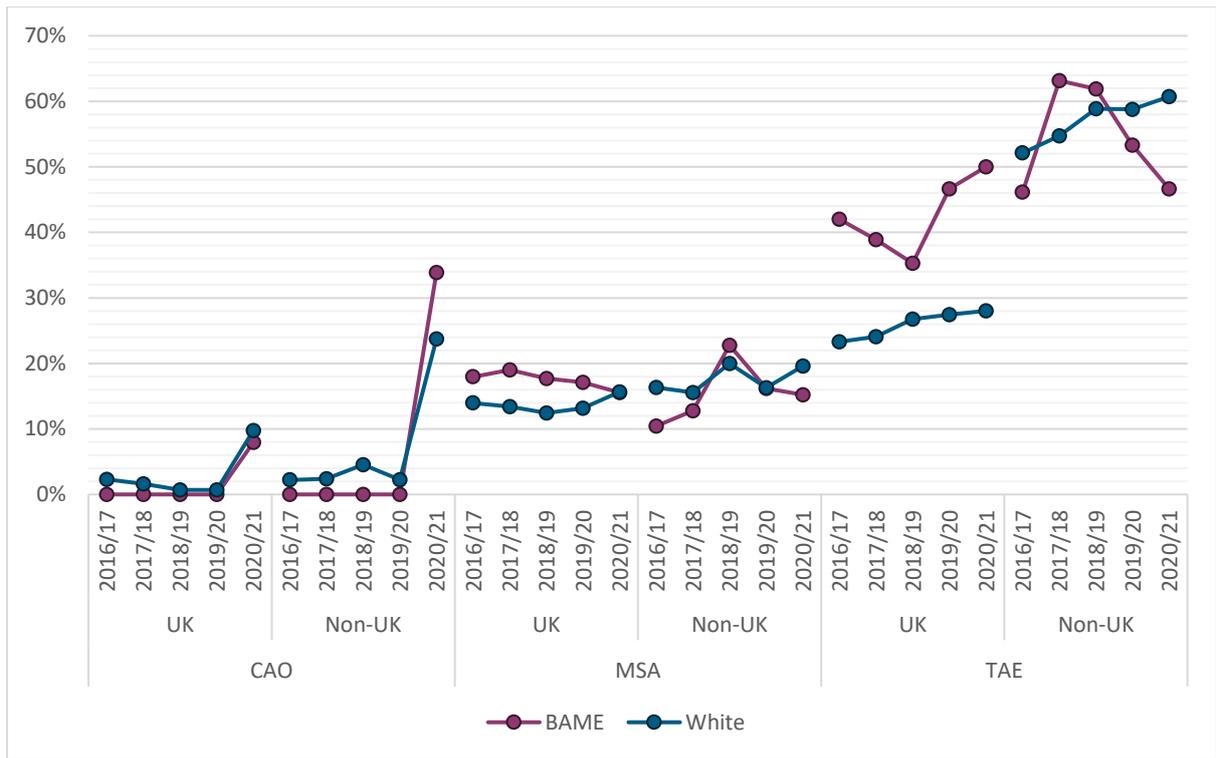


Figure 4.39: Proportion of P&S staff on FTCs by ethnicity, job family and nationality (2016/17 to 2020/21)

By working pattern

Multiple factors influence P&S working patterns. Gender is important (Table 4.26, Figure 4.40), but job family (Table 4.27, Figure 4.41) and grade (Table 4.28, Figure 4.42) are significant confounding variables. Accounting for these variables, ethnicity itself is not a significant driver. Notably, many CAO roles (where BAME staff are over-represented, especially non-UK) are only offered part-time, with a clear skewing effect on overall patterns by ethnicity (e.g., Figure 4.40).

Table 4.26: P&S staff by ethnicity, nationality, gender and working pattern (2016/17 to 2020/21)

Gender / Year		Nationality / Ethnicity											
		UK						Non-UK					
		BAME			White			BAME			White		
		FT	PT	%PT	FT	PT	%PT	FT	PT	%PT	FT	PT	%PT
Female	2016/17	60	74	55.2%	1,028	610	37.2%	29	41	58.6%	112	62	35.5%
	2017/18	65	66	50.4%	1,002	608	37.8%	35	43	55.1%	100	52	34.1%
	2018/19	71	67	48.6%	988	611	38.2%	43	41	48.8%	99	54	35.3%
	2019/20	82	74	47.4%	958	618	39.2%	44	44	49.7%	89	54	37.8%
	2020/21	86	70	44.9%	908	582	39.1%	47	52	52.8%	98	56	36.4%
	Average	73	70	49.1%	977	606	38.3%	40	44	52.7%	100	56	35.8%
Male	2016/17	54	9	14.2%	854	88	9.3%	22	26	54.2%	51	8	13.7%
	2017/18	60	3	4.8%	838	87	9.4%	24	27	52.9%	51	9	15.8%
	2018/19	64	4	5.9%	809	104	11.4%	24	22	47.8%	55	7	11.4%
	2019/20	59	7	10.6%	812	112	12.1%	21	17	44.7%	57	10	15.0%
	2020/21	61	7	10.3%	804	98	10.9%	17	27	61.4%	56	11	16.5%
	Average	60	6	9.1%	823	98	10.6%	22	24	52.4%	54	9	14.5%
All A&R	2016/17	114	83	42.0%	1,883	698	27.0%	51	67	56.8%	163	70	30.0%
	2017/18	125	69	35.6%	1,840	695	27.4%	59	70	54.3%	151	61	28.9%
	2018/19	135	71	34.5%	1,797	715	28.5%	67	63	48.5%	154	61	28.4%
	2019/20	141	81	36.5%	1,770	730	29.2%	65	61	48.2%	146	64	30.5%
	2020/21	147	77	34.4%	1,712	680	28.4%	64	79	55.4%	154	67	30.4%
	Average	132	76	36.5%	1800	704	28.1%	61	68	52.6%	153	65	29.7%

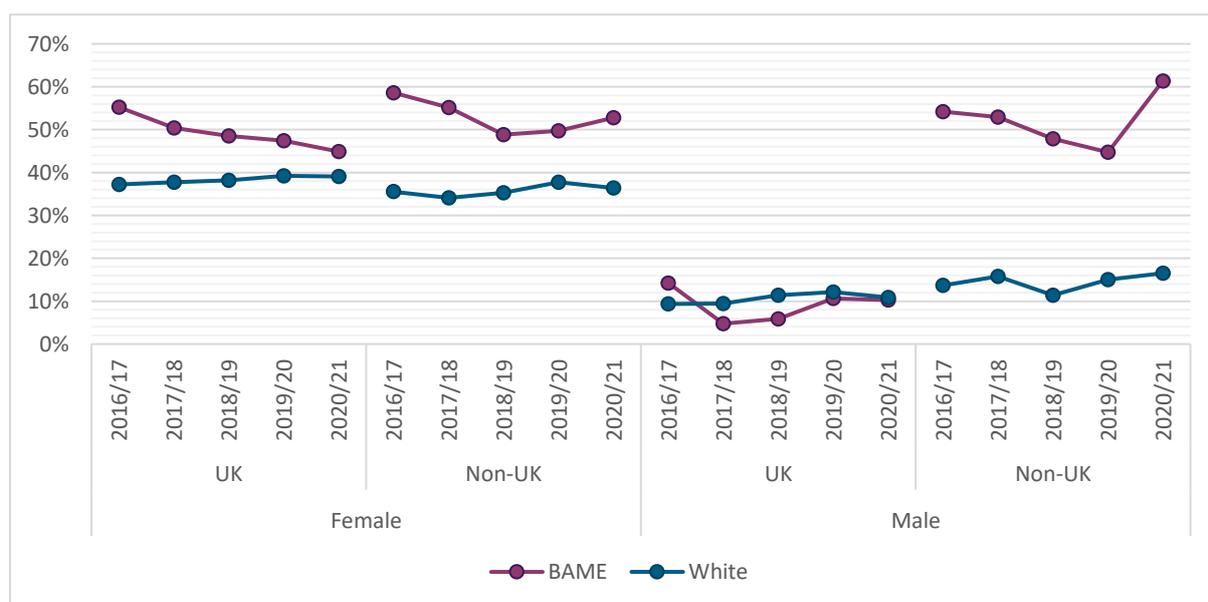


Figure 4.40: Proportion of P&S staff working part-time by ethnicity, nationality and gender (2016/17 to 2020/21)

Table 4.27: P&S staff by ethnicity, nationality, working pattern and job family (2016/17 to 2020/21)

Job Family / Year	Nationality												
	UK						Non-UK						
	BAME			White			BAME			White			
	FT	PT	%PT	FT	PT	%PT	FT	PT	%PT	FT	PT	%PT	
CAO	2016/17	13	45	77.6%	208	118	36.2%	7	50	87.7%	22	23	51.1%
	2017/18	15	40	72.7%	198	115	36.8%	10	53	84.1%	23	19	45.2%
	2018/19	17	42	71.2%	180	109	37.8%	7	42	85.8%	25	19	43.2%
	2019/20	17	44	72.1%	176	107	37.9%	7	38	83.9%	25	19	43.2%
	2020/21	18	46	71.9%	166	111	40.1%	8	62	88.2%	29	24	45.3%
	Average	16	43	73.1%	186	112	37.7%	8	49	86.1%	25	21	45.6%
MSA	2016/17	82	35	29.9%	1430	531	27.1%	34	14	29.2%	109	43	28.2%
	2017/18	93	28	23.1%	1403	530	27.4%	36	11	23.4%	97	38	28.1%
	2018/19	102	28	21.5%	1383	554	28.6%	42	18	29.5%	95	35	27.0%
	2019/20	109	37	25.3%	1371	567	29.3%	44	22	33.2%	92	37	28.8%
	2020/21	114	30	20.8%	1319	526	28.5%	41	16	28.0%	98	35	26.4%
	Average	100	32	24.0%	1381	542	28.2%	39	16	29.0%	98	38	27.7%
TAE	2016/17	19	3	13.4%	245	49	16.6%	10	3	23.1%	32	4	11.3%
	2017/18	17	1	5.6%	239	50	17.3%	13	6	31.6%	31	4	12.6%
	2018/19	16	1	5.9%	234	52	18.2%	18	3	14.3%	34	7	17.0%
	2019/20	15	0	0.0%	223	56	20.1%	14	1	6.7%	29	8	21.6%
	2020/21	15	1	6.3%	227	42	15.6%	14	1	6.7%	27	8	22.9%
	Average	16	1	6.8%	234	50	17.6%	14	3	16.9%	30	6	17.1%

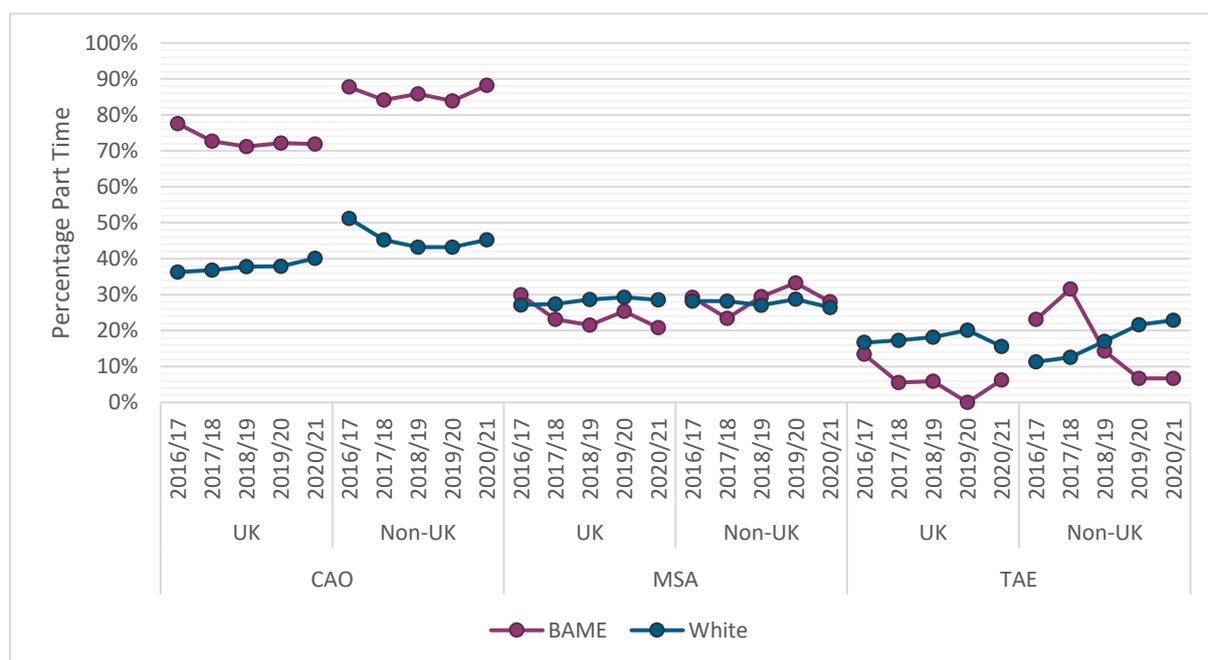


Figure 4.41: Proportion of P&S staff working part-time by ethnicity, nationality and job family (2016/17 to 2020/21)

Table 4.28: P&S staff by ethnicity, nationality, working pattern, job family and grade (2020/21)

Job Family / Year		Nationality											
		UK						Non-UK					
		BAME			White			BAME			White		
		FT	PT	%PT	FT	PT	%PT	FT	PT	%PT	FT	PT	%PT
CAO	Level 1a	3	42	92.6%	17	90	84.2%	5	62	92.1%	11	22	66.7%
	Level 1b	8	0	0.0%	33	5	13.7%	1	0	0.0%	6	0	0.0%
	Level 2a	3	4	60.3%	40	12	22.6%	1	0	0.0%	5	1	16.7%
	Level 2b	2	0	0.0%	27	1	3.6%	0	0	n/a	4	0	0.0%
	Level 3	2	0	0.0%	44	3	6.4%	1	0	0.0%	1	1	50.0%
	Level 4	0	0	n/a	6	0	0.0%	0	0	n/a	2	0	0.0%
MSA	Level 1b	0	3	100.0%	7	20	73.8%	0	3	100.0%	0	3	100.0%
	Level 2a	9	2	21.0%	46	34	42.3%	1	4	80.0%	2	3	60.0%
	Level 2b	32	6	15.8%	259	123	32.1%	17	5	23.3%	28	14	33.7%
	Level 3	28	6	17.7%	319	142	30.8%	10	1	9.3%	21	4	15.7%
	Level 4	34	9	20.9%	375	149	28.4%	6	2	25.0%	30	8	21.3%
	Level 5	11	4	26.7%	229	50	17.8%	8	1	11.1%	13	3	19.4%
	Level 6	0	0	n/a	58	9	13.4%	0	0	n/a	3	0	0.0%
	Level 7	0	0	n/a	26	1	3.7%	0	0	n/a	2	0	0.0%
TAE	Level 1b	0	0	n/a	2	0	0.0%	0	0	n/a	1	0	0.0%
	Level 2a	0	0	n/a	10	3	23.1%	0	0	n/a	0	2	100.0%
	Level 2b	1	1	50.0%	22	6	21.4%	1	0	0.0%	2	1	33.3%
	Level 3	6	0	0.0%	100	22	17.7%	2	1	33.3%	9	1	8.8%
	Level 4	7	0	0.0%	71	11	12.9%	8	0	0.0%	9	4	32.0%
	Level 5	1	0	0.0%	22	1	4.3%	3	0	0.0%	6	0	0.0%

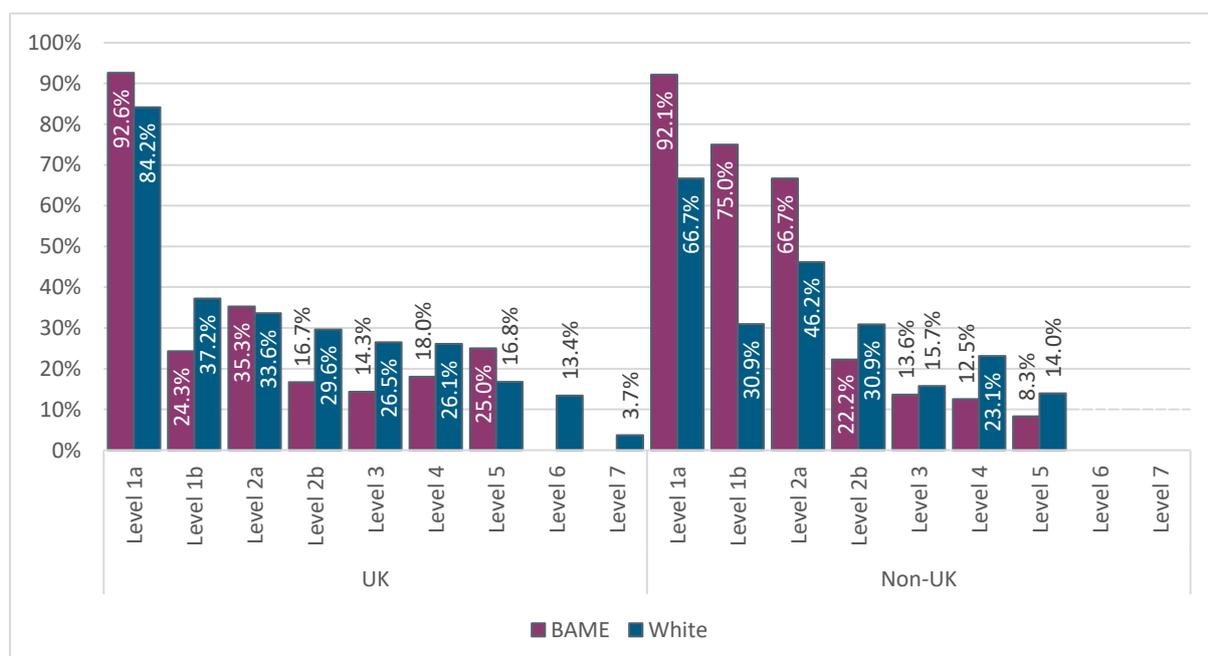


Figure 4.42: Proportion of P&S staff working part-time by ethnicity, nationality and grade (2020/21)

Turnover

Turnover is higher for BAME than White P&S staff (**Table 4.29, Figure 4.43**). Contract type and nationality are key variables (**Action EU.5.1, EU.5.2**):

- For OECs, turnover rates are slightly lower for BAME than White UK staff. However, non-UK turnover has been higher for BAME staff, driven by an unusually high number of CAO resignations in 2017/18 and 2018/19.
- For FTCs, turnover is variable due to relatively low FTC usage. However, UK BAME staff on FTCs have been consistently more likely to leave than UK White staff. High non-UK BAME turnover in 2020 relates to the appointment (and subsequent turnover) of additional cleaning staff (≈48% BAME, mostly non-UK).
- UK BAME staff appear slightly more likely to resign from FTCs than White UK staff, but this isn't statistically significant (p=0.190).
- Very few BAME staff leave citing retirement (3 UK, 0 non-UK since 2016/17, cf. 152 White staff; 148 UK, 4 non-UK). Further analysis shows BAME leavers are significantly younger than White leavers (despite no significant age difference in the underlying population), but data quality may also contribute (**Action EU.5.1, EU.5.2**).

Action EU.5.1 Review and revise the processes for collecting information about why staff leave, examining the HR leaver form and exit questionnaire, and coding of free text responses.

Action EU.5.2 Consult with staff to understand reasons for poor completion of exit questionnaires and resignation reasons on leaver forms, and refresh guidance, training and data collection mode, if required, to improve completion rates and the quality of information disclosed.

Table 4.29: P&S leavers and turnover rate by contract type, nationality and ethnicity (2016/17 to 2020/21)

Year	Leavers				Turnover				
	UK		Non-UK		UK		Non-UK		
	BAME	White	BAME	White	BAME	White	BAME	White	
OEC	2016/17	17	220	20	40	10.2%	9.9%	18.7%	21.3%
	2017/18	14	256	42	26	8.5%	11.6%	37.8%	15.2%
	2018/19	15	221	29	33	8.5%	10.1%	28.0%	20.3%
	2019/20	14	205	16	25	7.4%	9.5%	14.8%	15.0%
	2020/21	23	302	14	16	12.2%	15.1%	13.6%	10.0%
	Average	17	241	24	28	9.4%	11.2%	22.7%	16.5%
FTC	2016/17	15	91	1	21	49.3%	26.0%	9.1%	47.5%
	2017/18	13	85	8	18	43.3%	25.5%	44.4%	43.5%
	2018/19	13	92	5	17	44.8%	28.8%	18.8%	32.8%
	2019/20	8	63	11	15	25.0%	18.9%	58.8%	34.6%
	2020/21	15	112	26	14	41.4%	28.7%	65.8%	23.4%
	Average	13	89	10	17	40.6%	25.7%	44.8%	35.3%
Overall	2016/17	32	311	21	61	16.2%	12.0%	17.8%	26.3%
	2017/18	27	341	50	44	13.9%	13.5%	38.8%	20.7%
	2018/19	28	313	34	50	13.6%	12.5%	26.2%	23.3%
	2019/20	22	268	27	40	9.9%	10.7%	21.3%	19.1%
	2020/21	38	414	40	30	17.0%	17.3%	28.1%	13.6%
	Average	29	329	34	45	14.1%	13.2%	26.6%	20.7%

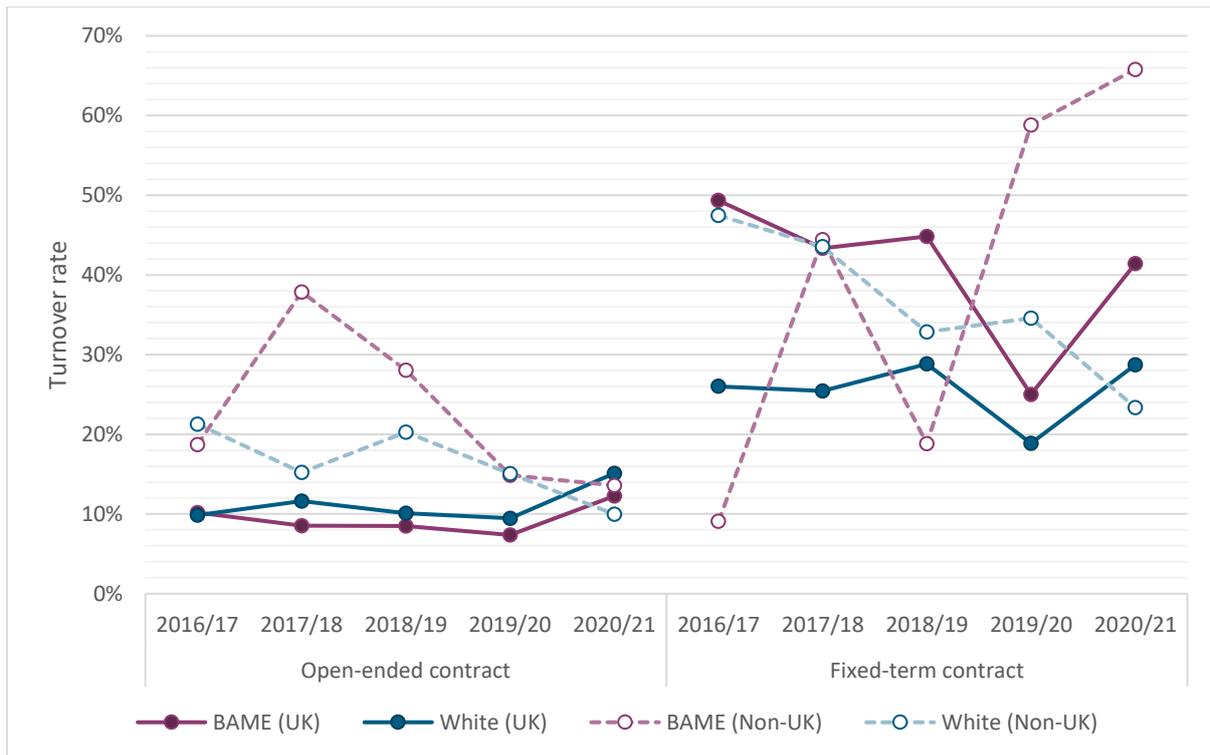


Figure 4.43: P&S turnover rate by contract type, nationality and ethnicity (2016/17 to 2020/21)

Table 4.30: P&S leaver reasons by ethnicity and contract type (2016/17 to 2020/21 aggregated)

Nationality / Leaver Reason (overall most common listed first)		Fixed-Term Contract				Open-Ended Contract			
		BAME		White		BAME		White	
		Leavers	%	Leavers	%	Leavers	%	Leavers	%
UK	Resignation	41	64.1%	247	55.8%	58	69.9%	761	63.2%
	End of Fixed-Term Contract	19	29.7%	169	38.1%	n/a	n/a	n/a	n/a
	Retirement	1	1.6%	7	1.6%	2	2.4%	141	11.7%
	Voluntary Severance	0	0.0%	10	2.3%	17	20.5%	234	19.4%
	Dismissal	1	1.6%	5	1.1%	6	7.2%	52	4.3%
	Other	2	3.1%	5	1.1%	0	0.0%	16	1.3%
Non-UK	Resignation	20	39.2%	35	41.2%	108	90.8%	115	82.1%
	End of Fixed-Term Contract	28	54.9%	48	56.5%	n/a	n/a	n/a	n/a
	Retirement	0	0.0%	0	0.0%	0	0.0%	4	2.9%
	Voluntary Severance	1	2.0%	0	0.0%	4	3.4%	7	5.0%
	Dismissal	1	2.0%	0	0.0%	7	5.9%	10	7.1%
	Other	1	2.0%	2	2.4%	0	0.0%	4	2.9%

Table 4.31: P&S resignation reasons by ethnicity and contract type (2016/17 to 2020/21 aggregated)

Nationality / Leaver Reason (overall most common listed first)		Fixed-Term Contract				Open-Ended Contract			
		BAME		White		BAME		White	
		Leavers	%	Leavers	%	Leavers	%	Leavers	%
UK	Unknown or No Reason Stated	22	53.7%	103	41.7%	15	25.9%	291	38.3%
	Relocation	6	14.6%	34	13.8%	6	10.3%	88	11.6%
	Promotion (External)	3	7.3%	23	9.3%	13	22.4%	100	13.2%
	Pay	3	7.3%	35	14.2%	6	10.3%	85	11.2%
	Work/Life Balance	1	2.4%	15	6.1%	10	17.2%	76	10.0%
	Education or Training	4	9.8%	11	4.5%	3	5.2%	31	4.1%
	Discontent	1	2.4%	9	3.6%	0	0.0%	28	3.7%
	Other	1	2.4%	17	6.9%	5	8.6%	60	7.9%
Non-UK	Unknown or No Reason Stated	5	26.3%	13	37.1%	39	36.1%	38	33.3%
	Relocation	4	21.1%	7	20.0%	39	36.1%	29	25.4%
	Promotion (External)	3	15.8%	3	8.6%	3	2.8%	9	7.9%
	Pay	1	5.3%	1	2.9%	5	4.6%	13	11.4%
	Work/Life Balance	2	10.5%	4	11.4%	9	8.3%	6	5.3%
	Education or Training	3	15.8%	4	11.4%	6	5.6%	10	8.8%
	Discontent	0	0.0%	1	2.9%	0	0.0%	3	2.6%
	Other	1	5.3%	2	5.7%	7	6.5%	6	5.3%

Note: Other = Health, Carer Responsibilities and Resignation after Maternity Leave

4c Grievances and Disciplinary Processes

Data on grievances (**Table 4.32**) and disciplinarys (**Table 4.33**) shows:

- Proportions of BAME staff subject to disciplinarys (15.5%) and raising grievances (17.3%) are broadly equivalent to overall BAME representation (16.0%).
- Of disciplinary cases (**Table 4.33**) where racism was alleged, 60% led to formal sanction (including 1 dismissal), 20% led to informal action.
- A gap between formal casework volumes and experiences reported via Harassment Contacts, staff surveys and focus groups (**Action EU.6.1**).

Action EU.6.1 Conduct focus groups to understand why there is a gap between formal casework volumes and what is reported via staff surveys, Report+Support, and other informal channels, and whether this has a race component.

Table 4.32: Ethnic profile of individuals raising formal grievances (2017/18 to 2020/21)

Ethnicity of person raising grievance	2017/18*	2018/19*	2019/20	2020/21	Overall
BAME	2	3	9	4	18 (17.3%) , including: 3 x race-related 4 x bullying/harassment 4 x conduct/behaviour
White	14	28	18	18	78 (75.0%)
Unknown/Refused	1	3	3	1	8 (7.7%)
Total	17	34	30	23	104

***Note:** We introduced an Employee Relations case tracker in February 2019 to improve data collection. Data prior to this has been compiled from available records but is less comprehensive.

Table 4.33: Ethnic profile of individuals subject to formal disciplinary action (2017/18 to 2020/21)

Ethnicity of subject of disciplinary	2017/18*	2018/19*	2019/20	2020/21	Overall
BAME	1	18	9	2	30 (15.5%)
White	19	46	33	39	137 (71.0%) , including: 10 x racism alleged
Unknown/Refused	3	12	5	6	26 (13.5%)
Total	23	76	47	47	193

***Note:** We introduced an Employee Relations case tracker in February 2019 to improve data collection. Data prior to this has been compiled from available records but is less comprehensive.

Perceptions

Low trust is a significant issue. Our research revealed concerns from minority ethnic staff that claims would not be properly understood, taken seriously or lead to appropriate consequences (**Figure 4.44, Figure 4.45, Actions EU.6.1, EU.7**). This was cited as a barrier to reporting and detrimental to staff and student experience.

Confidence has also been impacted by poor handling of high-profile incidents. In 2019, a video recording of alleged racist chanting by a student sports team (the “Mayflower Bus Incident”) gained national press coverage. Staff and student feedback was that the handling of the case and communication was poor, and SUSU’s Chief Executive acknowledged later that “*things could have been handled differently*”. Many feel that the incident significantly eroded trust in SUSU and especially the University.

“[The] Mayflower bus incident was a total disgrace- the way the Uni handled it was embarrassing. I know about report and support, and know people on the frontline care, but ultimately the University will do all it can to protect its reputation, rather than really tackle racism” (White)

“It’s not so much discrimination as a series of continued microaggressions: i.e., preferring to talk to my subordinate white colleagues, snide comments from colleagues about Asian students etc” (Asian or Asian British)

“It’s been hard to report instances of micro-aggressions or of negative racial experiences, as the staff you’re talking to are white, and make you feel as though the thing you’ve been hurt by is nothing- that person didn’t mean it like that, you’re twisting things etc” (Mixed)

“I was racially targeted by a student on campus... I was happy with the way they handled the situation. I felt protected by them, but I was very disappointed at the fact there seemed to be no consequence at all for the student who had made racist comments towards me.” (Black or Black British)

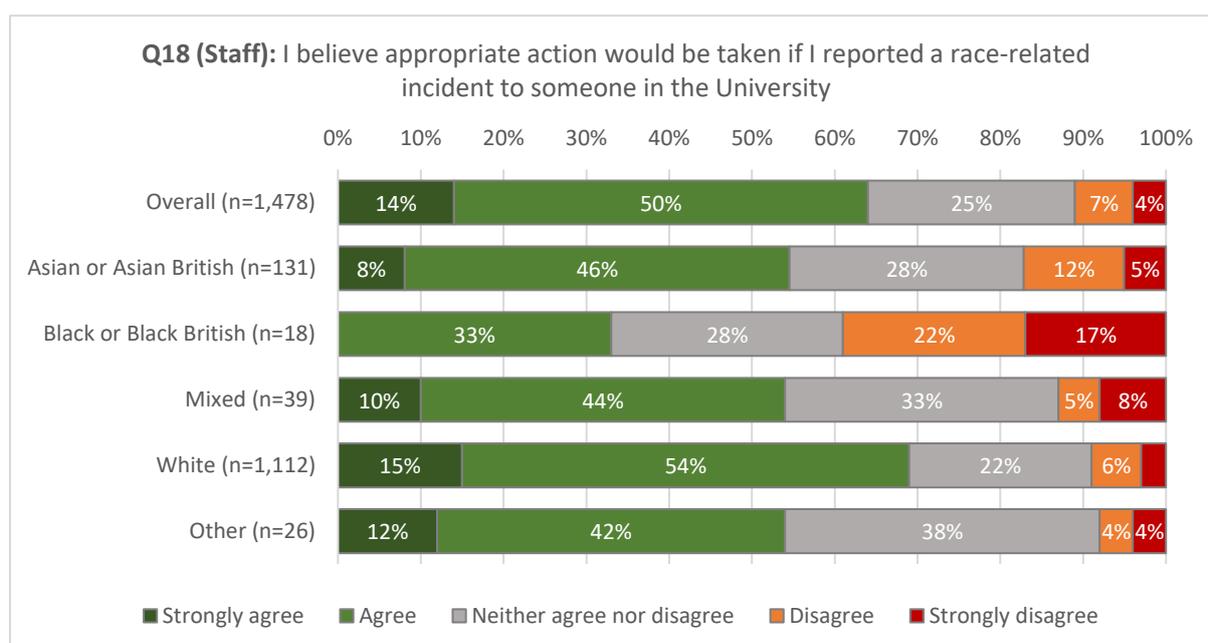


Figure 4.44: REC Staff Survey 2021 Q18: I believe appropriate action would be taken if I reported a race-related incident to someone in the University

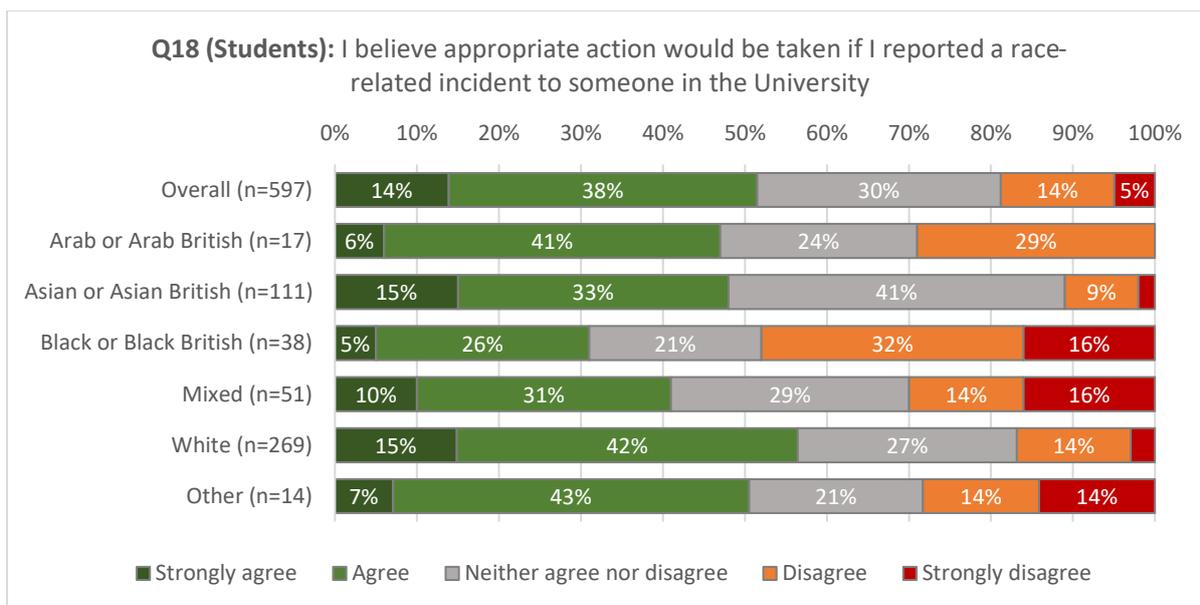


Figure 4.45: REC Student Survey 2021 Q18: I believe appropriate action would be taken if I reported a race-related incident to someone in the University

To begin addressing these issues, we launched ‘*Report+Support*’ in 2021:

Report+Support

- ‘*Report+Support*’ provides a secure environment for staff and students to report issues including harassment and hate crimes, including anonymously.
- Ensuring the ‘Support’ provision is a critical focus, recognising that failure to support victims contributes to severe physical and psychological effects of racial harassment.
- 215 reports were received in the last 12 months (158 students), 23 included a racial element.
- The REC survey highlighted further work was required to increase awareness of *Report+Support* (54% awareness, **Action EU.6.2, EU.6.3**). We have already updated staff induction materials and ‘quick links’ for staff.

We have:

- **An established network of Harassment Contacts** (trained volunteers providing confidential support to staff and students experiencing, or accused of, bullying or harassment), with accompanying internal website and signposting.
- **A Tackling Harassment Board** (chaired by REC-SAT chair, reporting to EDIC) responsible for coordinating anti-harassment work.
- **Signed the ‘Can’t Buy My Silence’ pledge not to use NDAs** for complaints about bullying and misconduct.
- **Delivered pilot ‘Active Bystander’ workshops** to staff and students, helping develop skills to challenge unacceptable behaviours (**Action OC.4**).

We will reaffirm our commitment to being an anti-racist university (**Actions OC.5.1, OC.5.2**), provide further training (**Action OC.6**), and publicise data from Report+Support to increase transparency and drive positive cultural change (**Action GP.3**).

Action EU.7	Design and implement a communication plan to re-engage staff with the Southampton behaviours, including facilitated discussions, safe spaces and guidance on how to use the behaviours to create a sense of belonging
Action EU.6.1	Conduct focus groups to understand why there is a gap between formal casework volumes and what is reported via staff surveys, Report+Support, and other informal channels, and whether this has a race component.
Action EU.6.2	Improve awareness of Report+Support (and how it is used) amongst both staff and students, include links in all EDI story comms, update posters/comms to include further guidance, update website to refresh appearance and add additional information, and prepare video content further explaining the tool and the roles of those involved in the Respect Campaign.
Action EU.6.3	Monitor take-up and impact of Report+Support reporting system, introduced in March 2021. Increase the visibility of data (including a leadership report with themes).
Action OC.4	Active Bystander training to be rolled-out and made available to all staff and students.
Action OC.5.1	Establish a clearer, and more public, zero tolerance statement about racism and racial harassment with an accompanying communications campaign to raise awareness.
Action OC.5.2	Provide guides / one-pagers to support staff in recognising and responding to race-related incidents.
Action OC.6	Source the provision of anti-racism training course(s) and micro-learning modules, to be delivered to various staff and student groups, and embedded within the University processes including Grievance and Disciplinary Hearing Panels, Line Manager Training, Appraisal with Confidence Training, Super-Recruiter Community, PGCAP, REC-SAT members, Harassment Contacts and Counsellors, Personal Tutors, promotion panels, and within Learning and Assessment.
Action GP.3	Publicise data and trends from Report+Support and share how the University has addressed any issues.

4d Decision-making boards and committees

Many influential decision-making boards and committees are White-dominated (**Table 4.34**), often falling short of overall BAME staff representation (16.0%), but also BAME representation at L7 (9.9%) and L6 (12.3%) from which most committee members are drawn.

This limited diversity is concerning, particularly on UEB and FEBs, where membership is primarily ex-officio, highlighting a more general lack of racial diversity amongst senior post holders (**Action GP.4.1**). In absence of representation, reverse mentoring has facilitated some insight – members of UEB were mentored by (paid) minority ethnic staff and students; engaging openly and actively listening to lead to change in both individual awareness, behaviour, and actions, and in our leadership of the University (**Section 5b**).

Action GP.4.1 Use the EDI Dashboard to run regular reports on the composition of management committees, including Faculty and School Boards, by race and other protected characteristics and address any under-representation via EDI governance.

- Council pro-actively sought to restore BAME representation in 2020/21, although sub-committees lack BAME representation (**Action GP.4.2**).
- Revised Senate composition increased BAME representation in 2020/21, this needs to be maintained (**Action GP.4.3**).
- EDIC and APAG expanded in 2019/20 and 2020/21 respectively to increase diversity.

Action GP.4.2 Revise the Terms of Reference of the Nominations Committee to ensure representation on Council sub-committees is actively considered.

Action GP.4.3 Encourage diverse members of the University community to stand for senate election by using role model campaigns and recognising it in career pathways.

Table 4.34: Representation of Black and minority ethnic staff on influential boards and committees

Board or Committee	2016/17			2017/18			2018/19			2019/20			2020/21			
	BAME	White	%BAME	BAME	White	%BAME	BAME	White	%BAME	BAME	White	%BAME	BAME	White	%BAME	
Council	3	16	16%	1	18	5%	0	19	0%	0	19	0%	3	16	16%	
Senate	9	125	7%	10	131	7%	10	119	8%	9	111	7%	8	53	13%	
University Exec. Board	1	13	7%	1	13	7%	2	10	17%	0	11	0%	0	12	0%	
Faculty Executive Boards	FAH	Not applicable			Not applicable			1	9	10%	0	10	0%	0	9	0%
	FELS	Not applicable			Not applicable			0	13	0%	0	13	0%	0	14	0%
	FEPS	Not applicable			Not applicable			1	13	7%	0	14	0%	0	13	0%
	Medicine	Not applicable			Not applicable			2	11	14%	3	8	25%	4	7	29%
	FSS	Not applicable			Not applicable			1	11	8%	1	12	7%	0	13	0%
Academic Promotions Advisory Group	0	7	0%	0	7	0%	1	6	14%	0	7	0%	1	8	10%	
Education Committee	Not applicable			Not applicable			0	16	0%	1	17	6%	1	19	5%	
Institutional EDI Committee	1	13	7%	1	13	7%	2	10	17%	3	11	19%	3	11	19%	

Note: Representation is as at the end of each year (31 July). For clarity of presentation, unknown/refused ethnicities are not tabulated but are included in calculations of BAME representation.

Equality Impact Assessments (EIAs)

EIAs are required as part of the development, implementation and review of institutional policies and procedures. They are an integral part of our decision-making processes but can be seen as burdensome and complex.

A simplified EIA was used during the pandemic to ensure equality was considered during a period of fast-paced decision-making.

The University's standard reporting template, used by all institutional decision-making bodies, was updated in 2021, requiring explicit consideration of equality and diversity (**Action GP.5**).

- Action GP.5** Further improve the current EIA process by
- i) providing a single, systemised route for completion and submission
 - ii) building in quality assurance and auditing processes, overseen by EDIC
 - iii) providing a library of past EIAs to inform new EIAs.

4e Equal Pay

Whole-University ethnicity pay gaps (**Table 4.35**) have closed since 2017, but progress is slow, and gaps exceed sector averages². These gaps reflect the lack of ethnic diversity in senior roles, and higher concentrations of BAME staff in lower grades (P&S:L1a, A&R:L4), i.e., vertical segregation.

- By grade and job family (**Table 4.36 to Table 4.39**) most pay gaps are within +/-3% tolerance, but there are larger gaps, some of which are persistent (MSA L5, TAE L3/L5), linked to longer lengths of service (therefore higher incremental progression) for White staff.
- Many gaps show year-to-year volatility inherent from small population sizes, making conclusions problematic. Unlike more established gender pay reporting, there is less consistency in the way ethnicity pay data is analysed and presented making it more challenging to understand trends and track outcomes of actions (**Actions GP.6.1, GP.6.2, GP.7**).
- When additional pay is considered (bonuses and allowances), pay gaps tend to increase.
- REC survey data showed BAME staff are slightly less likely (52%) than White staff (56%) to think they are paid the same as colleagues doing the same job (**Figure 4.46**).
- BAME staff were also slightly less likely (44%) to believe that pay increases are allocated transparently and fairly, compared to White staff (48%). More markedly, 28% of Black staff disagreed with this statement, compared to 15% average across all other ethnicities (**Figure 4.47**).
- Further work is required to understand and address drivers of ethnicity pay gaps (**Action SP.3**).
- We will standardise analysis methods to improve consistency, with increased scrutiny of ‘bonus’ and ‘additional’ payments (**Action GP.6.1, GP.6.2**). We will publish our Ethnicity Pay Gap data from 2023 onwards to improve transparency (**Action GP.7**).

Table 4.35: University level ethnicity pay gap figures

Ethnicity Pay Gap		2017	2018	2019	2020	2021
Equal Pay Review methodology (Employees only)	Mean	+9.3%	+6.8%	+6.3%	+6.4%	+6.5%
	Median	+5.7%	+5.7%	+5.7%	+2.9%	+5.7%
Statutory Gender Pay Gap methodology (Employees and Casual Workers)	Mean	-	+12.3%	+12.8%	+13.5%	+8.3%
	Median	-	+5.7%	+4.6%	+11.1%	+4.5%

² Advance HE ‘Equality in higher education: staff data 2021’ (Ethnicity pay gaps - UK staff, mean 1.4%; median 0.0%; Non-UK staff, mean 12.8%; median 8.4%)

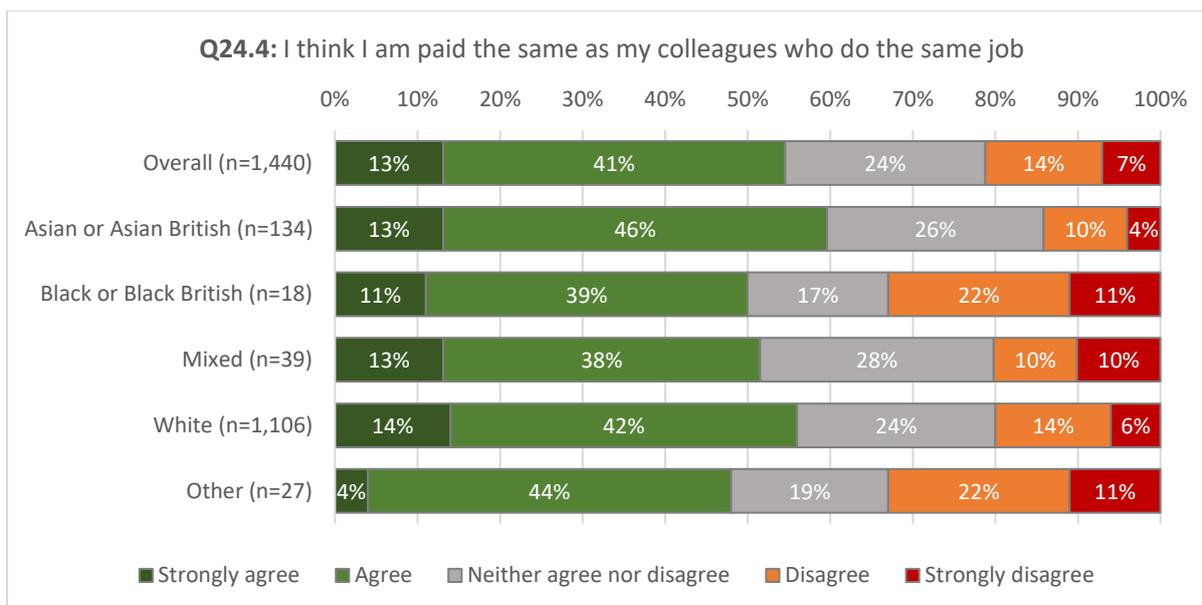


Figure 4.46: REC Staff Survey 2021 Q24.4 - I think I am paid the same as my colleagues who do the same job

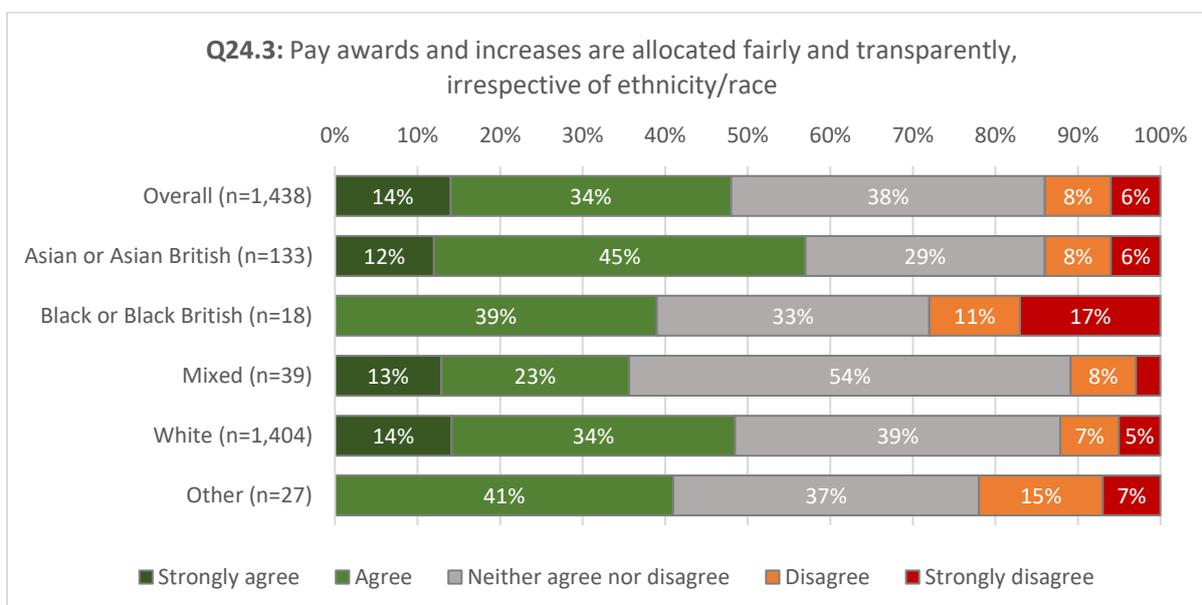


Figure 4.47: REC Staff Survey 2021 Q24.3 - Pay awards and increases are allocated fairly and transparently, irrespective of ethnicity/race

- Action GP.6.1** Design a consistent data analysis protocol including intersectional breakdown by different ethnic groups, nationality and by gender.
- Action GP.6.2** Further investigate causes of the ethnicity pay gap, particularly for ‘bonus’ and ‘additional’ payments, and develop mechanisms to address these causes
- Action GP.7** Proactively publish our ethnicity pay gap.
- Action SP.3** Conduct quantitative and qualitative cohort (longitudinal) analysis by race/ethnicity to identify career choices and career progression differences, and motivating/influencing factors, over an extended period (10+ years), including: i) Promotion outcomes over time, ii) Fixed term contract end reasons, and iii) Progression of P&S staff.

Table 4.36: 2018 mean and median pay gaps by ethnicity, grade and job family

Grade	Job Family										
	CAO		MSA		TAE		ERE		RESN		
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	
Level 1a	+0.5%	0.0%	-	-	-	-	-	-	-	-	-
Level 1b	+0.4%	0.0%	-4.6%	0.0%	<3%	>3%	-	-	-	-	-
Level 2a	<3%	>3%	+3.5%	+2.7%	<3%	<3%	-	-	-	-	-
Level 2b	<3%	<3%	+0.1%	0.0%	>3%	<3%	-	-	-	-	-
Level 3	<3%	<3%	+2.2%	+3.0%	+2.9%	+5.1%	-	-	-	-	-
Level 4	<3%	<3%	+2.9%	+2.9%	-4.5%	0.0%	+0.8%	0.0%	<3%	<3%	<3%
Level 5	-	-	+3.0%	+4.3%	>5%	>5%	+0.9%	+2.9%	<3%	<3%	<3%
Level 6	-	-	<3%	<3%	-	-	+1.8%	+1.5%	-	-	-
MSA 7 (20)	-	-	<3%	<3%	-	-	-	-	-	-	-
MSA 7 (21)	-	-	>5%	>5%	-	-	-	-	-	-	-
MSA 7 (22)	-	-	<3%	<3%	-	-	-	-	-	-	-
MSA 7 (23)	-	-	<3%	<3%	-	-	-	-	-	-	-
MSA 7 (24)	-	-	<3%	<3%	-	-	-	-	-	-	-
ERE 7 (A)	-	-	-	-	-	-	+1.0%	+2.9%	-	-	-
ERE 7 (B)	-	-	-	-	-	-	<3%	<3%	-	-	-
ERE 7 (C)	-	-	-	-	-	-	>5%	<3%	-	-	-

Note: In this and subsequent tables, pay gaps preceded by '+' favour White staff; pay gaps preceded by '-' favour BAME staff. Where pay gaps are shown simply as '<3%', '>3%' or '>5%' it means that one of the sample populations (White or BAME) contained five or fewer people. Where both populations were larger than this, pay gaps are quoted in full, to one decimal place.

Table 4.37: 2019 mean and median pay gaps by ethnicity, grade and job family

Grade	Job Family										
	CAO		MSA		TAE		ERE		RESN		
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median	
Level 1a	-0.6%	0.0%									
Level 1b	+0.1%	0.0%	+0.4%	0.0%	<3%	<3%					
Level 2a	+7.9%	+6.5%	+1.7%	0.0%	<3%	<3%					
Level 2b	>5%	<3%	+1.1%	+1.4%	>3%	<3%					
Level 3	<3%	<3%	+2.2%	+5.7%	+5.2%	+8.4%					
Level 4	<3%	<3%	+3.1%	+8.5%	-1.7%	+1.5%	+1.4%	0.0%	>5%	>5%	>5%
Level 5			+3.1%	+2.9%	>5%	>5%	+1.2%	+2.9%	<3%	<3%	<3%
Level 6			>5%	>5%			-0.1%	0.0%			
MSA 7 (20)			<3%	<3%							
MSA 7 (21)			<3%	<3%							
MSA 7 (22)			<3%	<3%							
MSA 7 (23)			<3%	<3%							
MSA 7 (24)			<3%	<3%							
ERE 7 (A)							-1.1%	+1.0%			
ERE 7 (B)							<3%	<3%			
ERE 7 (C)							<3%	>5%			

Table 4.38: 2020 mean and median pay gaps by ethnicity, grade and job family

Grade	Job Family									
	CAO		MSA		TAE		ERE		RESN	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Median
Level 1a	0.0%	0.0%								
Level 1b	+0.5%	0.0%	-2.3%	0.0%	<3%	<3%				
Level 2a	+1.0%	-1.6%	+2.3%	0.0%	<3%	<3%				
Level 2b	<3%	<3%	+1.1%	0.0%	>5%	>5%				
Level 3	<3%	<3%	+2.5%	+8.4%	+3.8%	+7.1%				
Level 4	<3%	<3%	+2.2%	+2.9%	-1.0%	0.0%	+1.9%	+2.9%	>5%	>5%
Level 5			+3.1%	+5.7%	>5%	>5%	+2.1%	+5.7%	<3%	<3%
Level 6			<3%	<3%			+0.7%	+2.9%		
MSA 7 (20)			<3%	<3%						
MSA 7 (21)			<3%	<3%						
MSA 7 (22)			<3%	<3%						
MSA 7 (23)			<3%	<3%						
MSA 7 (24)			<3%	<3%						
ERE 7 (A)							-0.6%	0.0%		
ERE 7 (B)							<3%	<3%		
ERE 7 (C)							>5%	>5%		

Table 4.39: Mean and median pay gaps by ethnicity for clinical roles (2018 to 2020)

Clinical Pay Grouping	2018		2019		2020	
	Mean	Median	Mean	Median	Mean	Median
Clinical Lecturer (in Training)	-2.6%	0.0%	-3.2%	0.0%	-2.9%	-2.1%
Clinical Lecturer (Senior)	>5%	>5%	<3%	<3%	<3%	<3%
Senior/Principal Teaching Fellow	<3%	<3%	<3%	<3%	<3%	<3%
Clinical Academic Consultant	+2.1%	+5.8%	+1.9%	+2.9%	+2.3%	0.0%

5 Academic and Research Staff: Recruitment, Progression and Development

5a Academic and Research Staff Recruitment

Despite BAME A&R staff representation increasing from 16.4% in 2016/17 to 21.0% in 2020/21 (Table 4.4), BAME applicants remain consistently less likely to be appointed than White applicants (Table 5.1, Table 5.2, Action SP.4.2). Differentials at shortlisting and interview are the biggest source of concern, suggesting systemic bias within recruitment processes (Figure 5.3, Figure 5.4, Figure 5.5).

Furthermore, REC survey data showed less positive perceptions of the fairness of recruitment processes from minority ethnic (particularly Black) staff (Figure 5.1, Figure 5.2, Action EU.2.2).

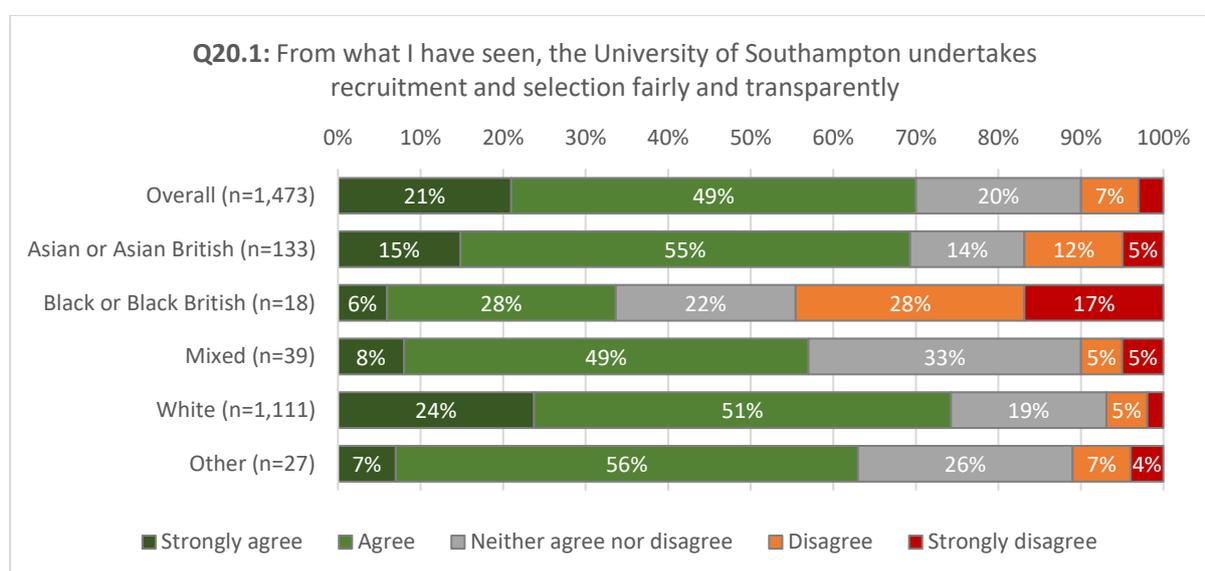


Figure 5.1: REC Staff Survey 2021 Q20.1: From what I have seen, the University of Southampton undertakes recruitment and selection fairly and transparently

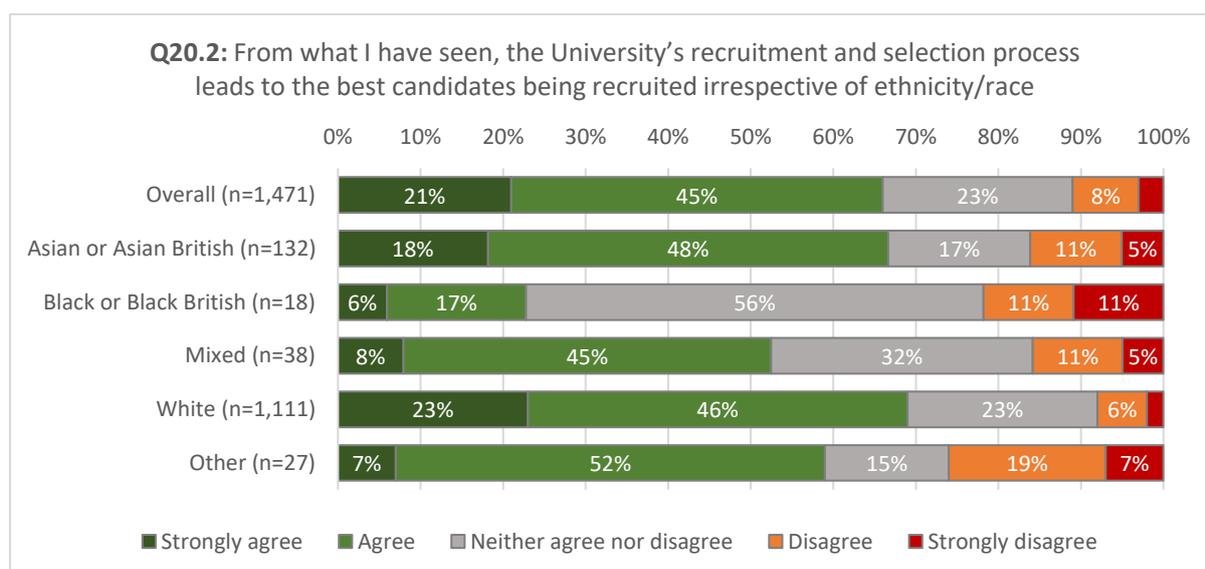


Figure 5.2: REC Staff Survey 2021 Q20.2: From what I have seen, the University's recruitment and selection process leads to the best candidates being recruited irrespective of ethnicity/race

“My experience with recruitment at Southampton is that it’s difficult to get a job here unless you are already connected to the University... so while the recruitment process itself has checks and balances to ensure equality there is a strong bias toward the existing cultural demographic, which is predominantly white.” (White)

“Recruitment of staff is inconsistent and not fair... as is the pathway to permanency and promotion... In my school, several white post-docs are offered [in their first year] proleptic lectureships without formal interview processes whilst others, ethnically different, have to jump many hoops/interviews...” (Arab)

“My suspicion is that there is a strong unconscious bias effect in our recruitment... I was immediately struck by how much everyone in the team seemed the same, they looked the same and behaved the same... I’m not sure if there was a single non-white person.” (White)

Fostering Inclusive Recruitment: Super-Recruiter Project launched in 2021/22

Addressing systemic bias in the recruitment process is a priority and we have already invested resources to develop, implement and evaluate an extensive programme to improve recruitment from start to finish. This peer-led programme embeds best practice and addresses implicit biases from job design through to appointment.

We have grown a network of 270 *Super-Recruiters* across the University, supported by senior sponsors, with the resources and training to:

- ensure an inclusive approach to all recruitment activity
- provide guidance and advice (recognising half of recruiting managers recruit, at most, once a year)
- challenge unconscious bias and poor practice
- explore and share good practice
- influence change
- developing e-Recruit to include the ability to conduct blind shortlisting.

Due to the volume and specialisms of roles advertised each year by the University our managers play a central role in recruitment. The *Super-Recruiter* project has been critical in supporting managers to think more broadly about how to attract more diverse talent and mitigate bias in the recruitment process. We hope to evidence a positive impact in the next 12-18 months (**Actions SP.4.1, SP.4.2, SP4.3, SP.4.4**).

We have invested resources to improve our recruitment processes to attract diverse talent, increase diversity in senior academic applicant pools and embed inclusion:

- Job descriptions, shortlisting criteria and interview questions developed using best-practice guidelines, informed by external memberships, and reviewed by HR for bias/inclusivity.
- Many departments include an EDI statement in the job advert and encourage applications from under-represented groups.
- Panellists must have completed EDI training.
- Recruitment and Selection training has been incorporated into our new Line Manager Development Programme.

- Shortlisting uses standardised merit-based scoring.
- Interviews are arranged to accommodate applicants' needs, e.g., religious observances.
- Application/interview feedback is provided to all candidates on request.
- Our chosen executive search partner, TalentEdu, specialise in attracting diverse applicants for senior appointments to secure high-quality longlists and shortlists and have been successful in attracting diverse applicant pools.

We will further prioritise diverse and equitable recruitment by:

- Upskilling our recruiting managers, through training, system improvements, and provision of toolkits, to increase their confidence (**Action OC.6, SP.5.1, SP.5.2**).
- Reviewing the University's position on positive action (**Actions SP.6**).

Action EU.2.2	We will run Focus Groups specifically for Black staff and students to understand their experiences more deeply at the University across a range of topics (Objective – see action plan for detail).
Action SP.4.1	Put a training programme in place for all Super-Recruiters to include; unconscious bias training, Inclusive Recruitment webinar, active bystander training & LMD e-learning modules.
Action SP.4.2	Super-Recruiters identified in each Faculty/Professional Service area at Level 3 upwards in order to act as role models for the recruitment process and challenge unconscious bias and inclusion at each stage of the recruitment process.
Action SP.4.3	Implement recommendations from the review of the Super-Recruiter project to shape & enhance our current offer and inform future recruitment training and practices.
Action SP.4.4	Capture and analyse recruitment experience feedback provided by Super-Recruiters and support the escalation of concerns to HRBPs and senior sponsors to ensure we are working towards an improved recruitment experience.
Action OC.6	Source the provision of anti-racism training course(s) and micro-learning modules, to be delivered to various staff and student groups, and embedded within the University processes. Including Grievance and Disciplinary Hearing Panels, Line Manager Training, Appraisal with Confidence Training, Super-Recruiter Community, PGCAP, REC-SAT members, Harassment Contacts and Counsellors, Personal Tutors, promotion panels, and within Learning and Assessment.
Action SP.5.1	Create an internal recruitment SharePoint site to showcase inclusive recruitment processes and offer visibility of executive recruitment processes. Ensure that inclusive recruitment processes are embedded within system guidance, advert templates and recruitment training for new managers. Super-Recruiters to advocate inclusive recruitment practices at faculty/service level.
Action SP.5.2	Investigate the use and publication of KPIs in relation to inclusive recruitment.
Action SP.6	Clarify guidance around the use of positive action, make any required updates to the EDI training modules, and share relevant outcomes via comms, recruitment SharePoint and Super-Recruiter community.

Table 5.1: UK A&R staff recruitment by year and ethnicity (2016/17 to 2020/21)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
2016/17	BAME	238	75	25	24	[31.5%]	[33.3%]	96.0%	[10.1%]
	White	793	320	173	164	[40.4%]	[54.1%]	94.8%	[20.7%]
	%BAME	22.3%	18.7%	12.5%	12.6%	-	-	-	-
2017/18	BAME	245	64	24	22	[26.1%]	37.5%	91.7%	[9.0%]
	White	851	433	216	206	[50.9%]	49.9%	95.4%	[24.2%]
	%BAME	21.6%	12.5%	9.8%	9.4%				
2018/19	BAME	238	82	25	22	[34.5%]	[30.5%]	88.0%	[9.2%]
	White	657	330	172	159	[50.2%]	[52.1%]	92.4%	[24.2%]
	%BAME	25.5%	19.2%	12.3%	11.8%	-	-	-	-
2019/20	BAME	287	81	21	20	[28.2%]	[25.9%]	95.2%	[7.0%]
	White	728	311	151	140	[42.7%]	[48.6%]	92.7%	[19.2%]
	%BAME	26.6%	19.7%	11.5%	11.8%	-	-	-	-
2020/21	BAME	285	83	29	25	[29.1%]	[34.9%]	86.2%	[8.8%]
	White	688	340	161	142	[49.4%]	[47.4%]	88.2%	[20.6%]
	%BAME	27.9%	19.4%	15.1%	14.9%	-	-	-	-
Overall	BAME	1,293	385	124	113	[29.8%]	[32.2%]	91.1%	[8.7%]
	White	3,717	1,734	873	811	[46.7%]	[50.3%]	92.9%	[21.8%]
	%BAME	24.7%	17.7%	12.1%	11.9%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at P<.05. 4.4% of UK applicants didn't declare ethnicity. These applicants are not tabulated for clarity of presentation but are included in calculations of representation.

Table 5.2: Non-UK A&R staff recruitment by year and ethnicity (2016/17 to 2020/21)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
2016/17	BAME	1,936	348	108	93	[18.0%]	[31.0%]	86.1%	[4.8%]
	White	1,392	328	142	121	[23.6%]	[43.3%]	85.2%	[8.7%]
	%BAME	56.1%	49.7%	40.9%	41.2%	-	-	-	-
2017/18	BAME	2,045	347	95	72	[17.0%]	[27.4%]	75.8%	[3.5%]
	White	1,265	390	153	128	[30.8%]	[39.2%]	83.7%	[10.1%]
	%BAME	59.4%	45.4%	36.7%	34.3%	-	-	-	-
2018/19	BAME	2,318	385	105	78	[16.6%]	[27.3%]	74.3%	[3.4%]
	White	1,098	328	116	90	[29.9%]	[35.4%]	77.6%	[8.2%]
	%BAME	64.8%	51.1%	44.5%	43.3%	-	-	-	-
2019/20	BAME	2,796	426	120	103	[15.2%]	[28.2%]	85.8%	[3.7%]
	White	1,125	284	110	98	[25.2%]	[38.7%]	89.1%	[8.7%]
	%BAME	67.6%	57.3%	50.0%	48.8%	-	-	-	-
2020/21	BAME	2,624	429	83	55	[16.3%]	19.3%	66.3%	[2.1%]
	White	898	236	61	44	[26.3%]	25.8%	72.1%	[4.9%]
	%BAME	71.2%	61.1%	54.2%	51.9%	-	-	-	-
Overall	BAME	11,719	1,935	511	401	[16.5%]	[26.4%]	78.5%	[3.4%]
	White	5,778	1,566	582	481	[27.1%]	[37.2%]	82.6%	[8.3%]
	%BAME	64.1%	52.8%	44.4%	43.0%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at $P < .05$. 4.4% of non-UK applicants didn't declare ethnicity. These applicants are not tabulated for clarity of presentation but are included in calculations of representation.

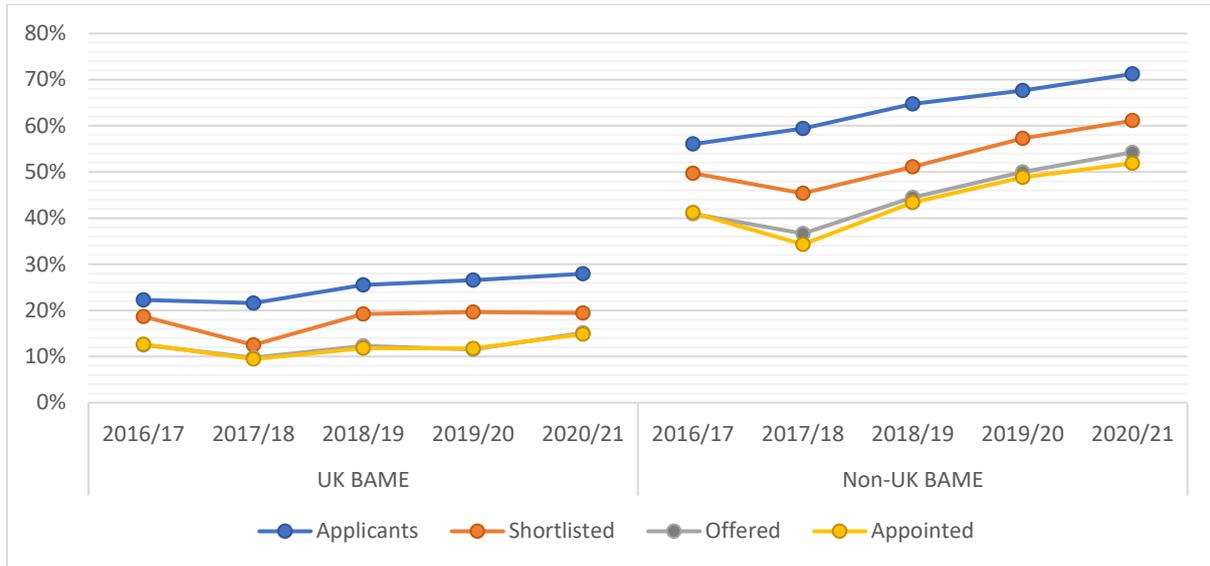


Figure 5.3: BAME representation at each recruitment stage, by nationality (2016/17 to 2020/21)

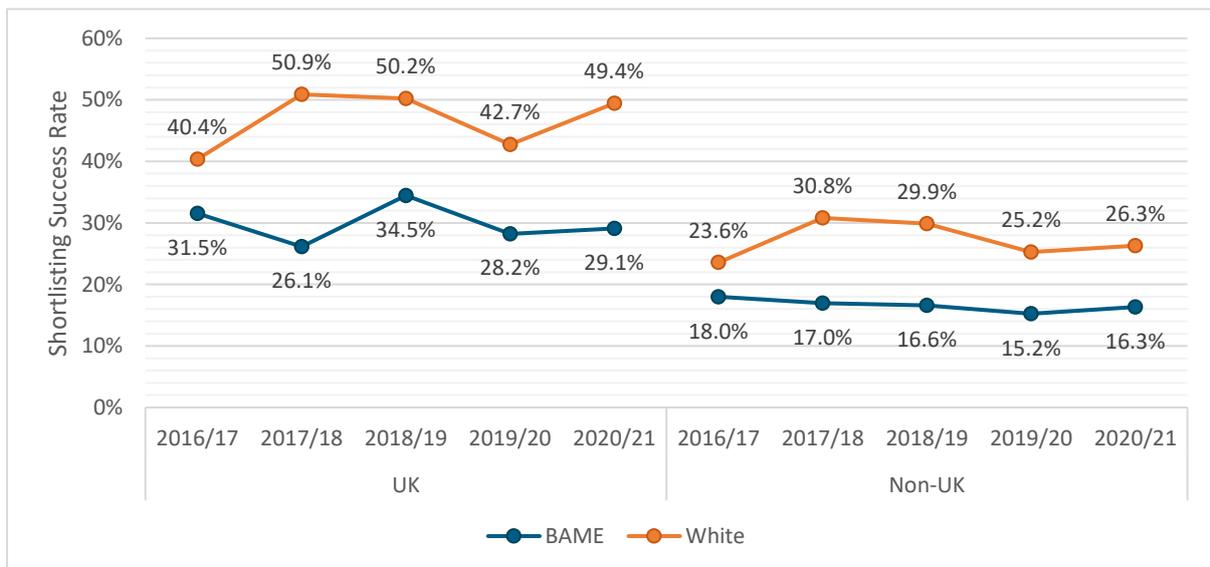


Figure 5.4: A&R shortlisting success rates by ethnicity and nationality (2016/17 to 2020/21)

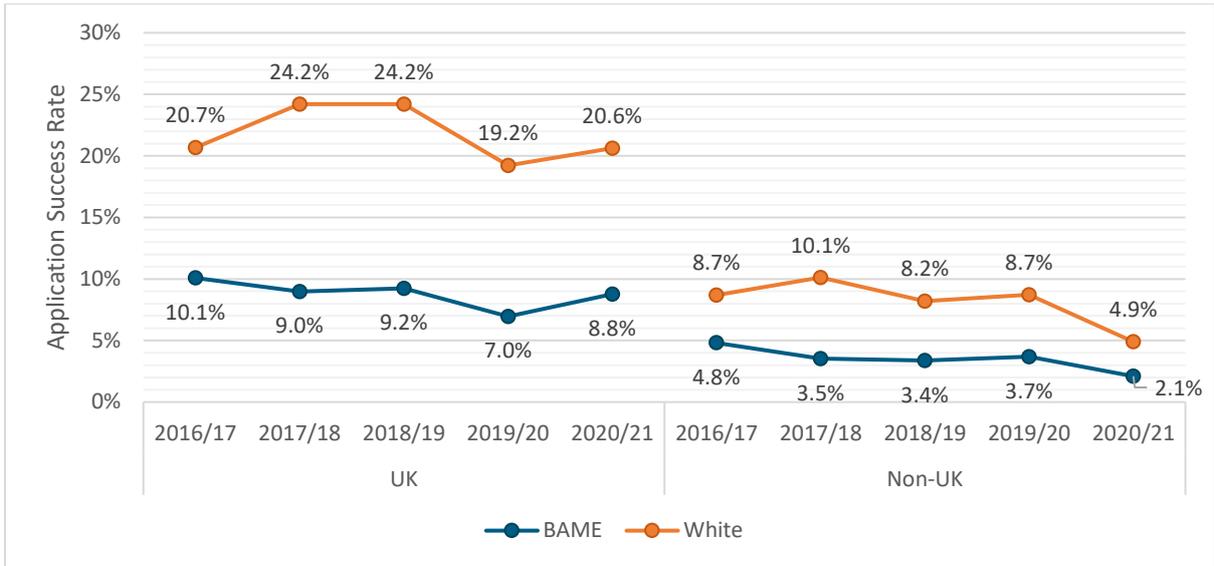


Figure 5.5: A&R overall application success rates by ethnicity and nationality (2016/17 to 2020/21)

By minority ethnic group

- UK applicants: All minority ethnicities except Mixed ethnicity applicants have lower shortlisting and overall success rates than White applicants (**Table 5.3**).
- Non-UK applicants: White applicants have the highest overall success rate.
- Black applicants are least likely to be appointed amongst both UK (4.9% success rate) and Non-UK applicants (1.6% success rate).
- Mean shortlisting scores for rejected applications indicate that rejected candidates of Black, Asian or Arab ethnicity score lower than other ethnic groups (**Figure 5.9**). This could be related to unconscious biases in scoring methods or panels, or situational or cultural differences causing more speculative applications from different ethnic groups. Further investigation is required to better understand (**Action SP.7.1**).
- For candidates of all minority ethnic groups excepting 'Mixed', there is a drop in representation at every recruitment stage (**Figure 5.6**).

Action SP.7.1 Complete a review of shortlisting scores by ethnicity, audit applications and undertake qualitative research, to understand the shortlisting score differences between e.g., rejected Black, Asian, Arab applicants, and White applicants.

Table 5.3: A&R staff recruitment by ethnic group (2016/17 to 2020/21 aggregated)

Ethnicity		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
UK	Arab	94	25	5	5	26.6%	20.0%	100.0%	5.3%
	Asian	557	166	55	48	29.8%	33.1%	87.3%	8.6%
	Black	205	45	11	10	22.0%	24.4%	90.9%	4.9%
	Chinese	160	54	15	13	33.7%	27.8%	86.7%	8.1%
	Mixed	171	72	32	31	42.1%	44.4%	96.9%	18.1%
	Other	106	23	6	6	21.7%	26.1%	100.0%	5.7%
	White	3,717	1,734	873	811	46.7%	50.3%	92.9%	21.8%
	Overall	5,238	2,179	1,023	947	41.6%	46.9%	92.6%	18.1%
Non-UK	Arab	1,030	129	31	27	12.5%	24.0%	87.1%	2.6%
	Asian	6,201	844	198	151	13.6%	23.5%	76.3%	2.4%
	Black	1,023	120	20	16	11.7%	16.7%	80.0%	1.6%
	Chinese	2,202	576	186	148	26.2%	32.3%	79.6%	6.7%
	Mixed	645	140	45	35	21.7%	32.1%	77.8%	5.4%
	Other	618	126	31	24	20.4%	24.6%	77.4%	3.9%
	White	5,778	1,566	582	481	27.1%	37.2%	82.6%	8.3%
	Overall	18,294	3,664	1,152	933	20.0%	31.4%	81.0%	5.1%

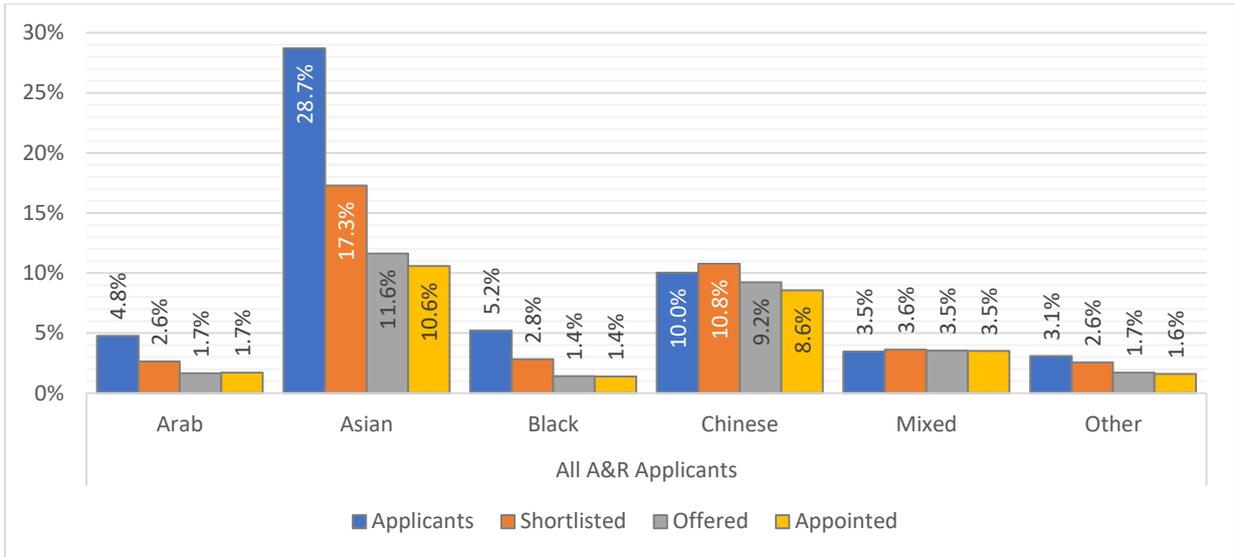


Figure 5.6: Minority ethnic group representation at each A&R recruitment stage (ALL A&R Applicants, 2016/17 to 2020/21 aggregated)

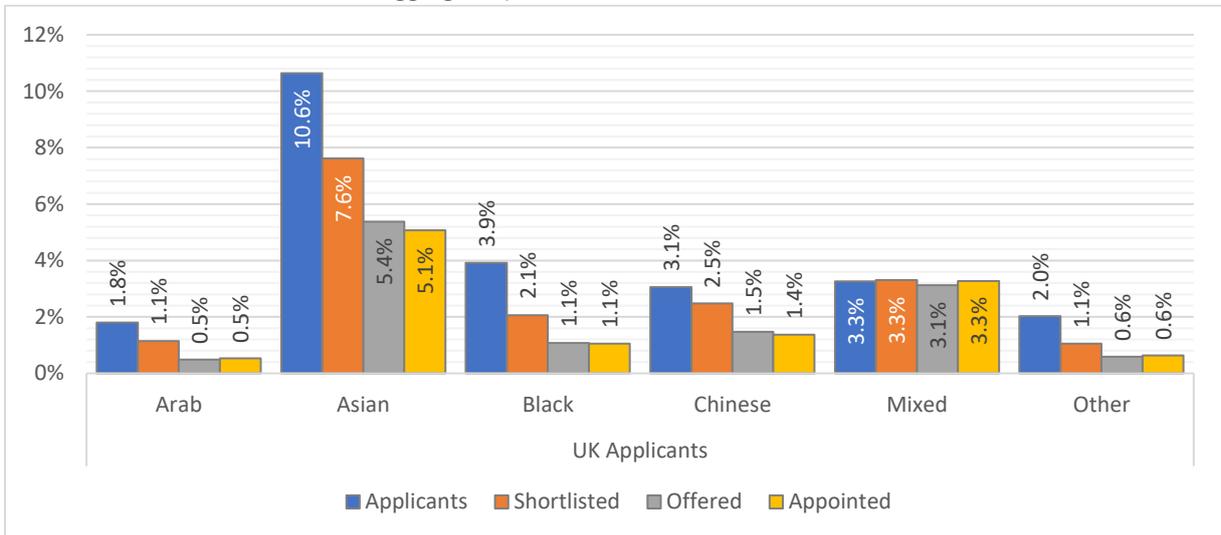


Figure 5.7: Minority ethnic group representation at each A&R recruitment stage (UK A&R Applicants, 2016/17 to 2020/21 aggregated)

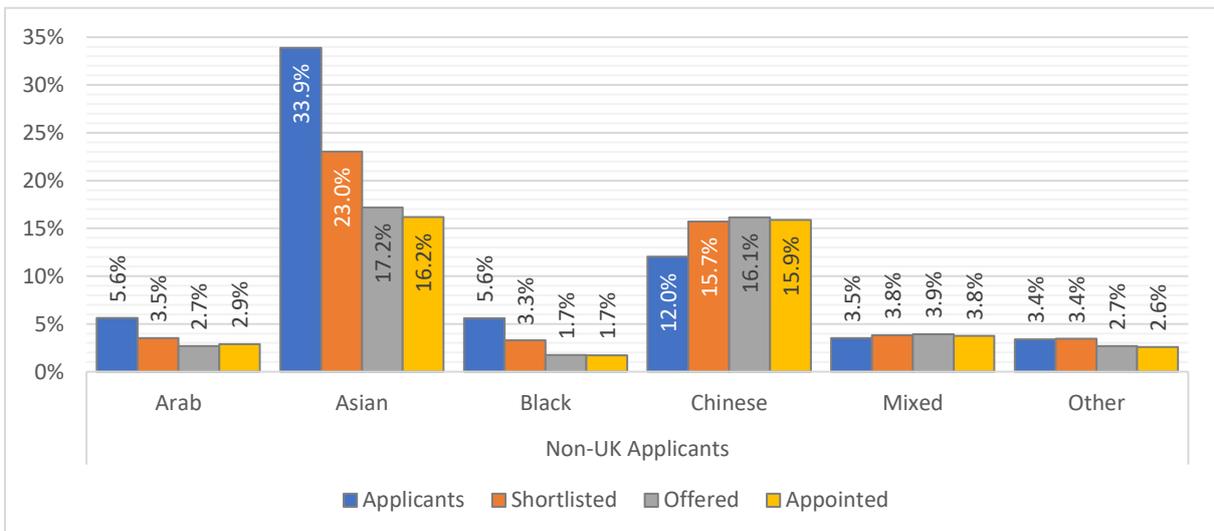


Figure 5.8: Minority ethnic group representation at each A&R recruitment stage (Non-UK A&R Applicants, 2016/17 to 2020/21 aggregated)

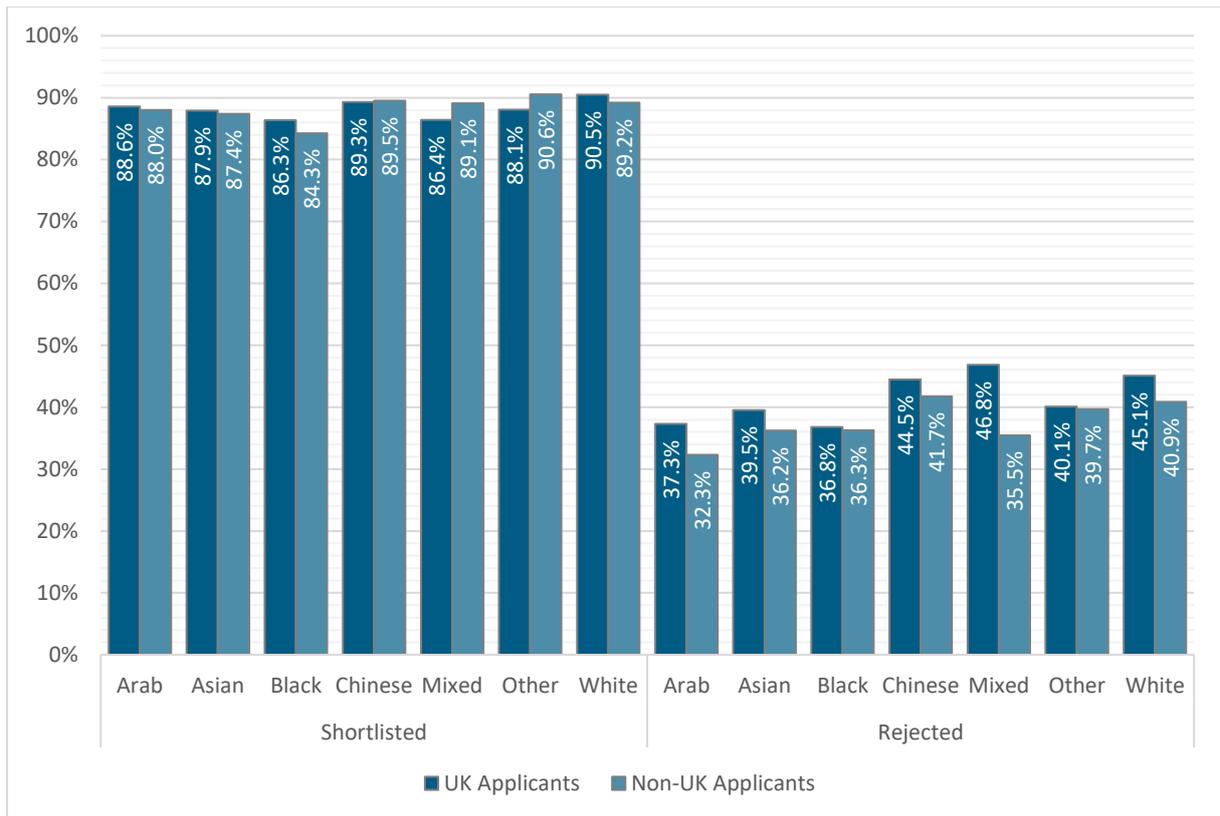


Figure 5.9: Mean shortlisting score for shortlisted and rejected A&R applications by ethnic group and nationality (2016/17 to 2020/21 aggregated. Shortlisting score expressed as a percentage of the highest-scoring applicant per role; minimum 3 applicants required)

By grade

- Significant issues at shortlisting and assessment stage are present at every grade. The Super-recruiter project is designed to help address systemic bias in recruitment processes.

Table 5.4: UK A&R staff recruitment by grade and ethnicity (2016/17 to 2020/21 aggregated)

		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
Level 4	BAME	665	214	72	69	[32.2%]	[33.6%]	95.8%	[10.4%]
	White	2,373	1,174	600	570	[49.5%]	[51.1%]	95.0%	[24.0%]
	%BAME	20.9%	15.1%	10.5%	10.6%	-	-	-	-
Level 5	BAME	364	89	26	21	[24.5%]	[29.2%]	80.8%	[5.8%]
	White	843	352	174	158	[41.8%]	[49.4%]	90.8%	[18.7%]
	%BAME	28.8%	19.4%	12.6%	11.4%	-	-	-	-
Level 6	BAME	189	58	19	16	[30.7%]	32.8%	84.2%	[8.5%]
	White	362	146	66	53	[40.3%]	45.2%	80.3%	[14.6%]
	%BAME	32.9%	27.6%	21.6%	22.5%	-	-	-	-
Level 7	BAME	69	18	3	3	26.1%	[16.7%]	100.0%	[4.3%]
	White	126	50	22	20	39.7%	[44.0%]	90.9%	[15.9%]
	%BAME	33.7%	25.0%	11.1%	12.0%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at $P < .05$.

Table 5.5: Non-UK A&R staff recruitment by grade and ethnicity (2016/17 to 2020/21 aggregated)

		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
Level 4	BAME	8,224	1,468	400	318	[17.9%]	[27.2%]	[79.5%]	[3.9%]
	White	3,775	1,167	458	389	[30.9%]	[39.2%]	[84.9%]	[10.3%]
	%BAME	65.5%	53.2%	44.0%	42.3%	-	-	-	-
Level 5	BAME	2,565	342	82	66	[13.3%]	[24.0%]	80.5%	[2.6%]
	White	1,315	276	87	69	[21.0%]	[31.5%]	79.3%	[5.2%]
	%BAME	63.4%	53.2%	46.6%	47.1%	-	-	-	-
Level 6	BAME	815	114	25	14	[14.0%]	21.9%	56.0%	1.7%
	White	536	99	27	14	[18.5%]	27.3%	51.9%	2.6%
	%BAME	57.9%	50.2%	47.2%	48.3%	-	-	-	-
Level 7	BAME	111	9	2	1	8.1%	22.2%	50.0%	[0.9%]
	White	150	24	10	9	16.0%	41.7%	90.0%	[6.0%]
	%BAME	39.9%	25.7%	16.7%	10.0%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at $P < .05$.

Table 5.6: A&R staff applications by grade, ethnicity and nationality (2016/17 to 2020/21)

Nationality / Year		Level 4		Level 5		Level 6		Level 7	
		BAME	% BAME						
UK	2016/17	186	18.7%	41	29.7%	21	28.0%	10	25.6%
	2017/18	169	18.2%	50	23.0%	29	33.7%	15	31.3%
	2018/19	168	20.5%	80	28.9%	25	33.3%	12	44.4%
	2019/20	162	20.0%	75	32.9%	64	31.2%	16	42.1%
	2020/21	140	19.8%	118	34.0%	50	45.5%	16	37.2%
Non-UK	2016/17	1,583	57.5%	279	60.0%	66	54.1%	28	29.2%
	2017/18	1,716	62.4%	250	55.8%	95	52.8%	18	38.3%
	2018/19	1,684	69.4%	578	59.7%	109	60.2%	7	38.9%
	2019/20	1,907	72.6%	578	69.7%	336	59.5%	24	47.1%
	2020/21	1,537	72.9%	880	75.2%	209	69.0%	34	69.4%

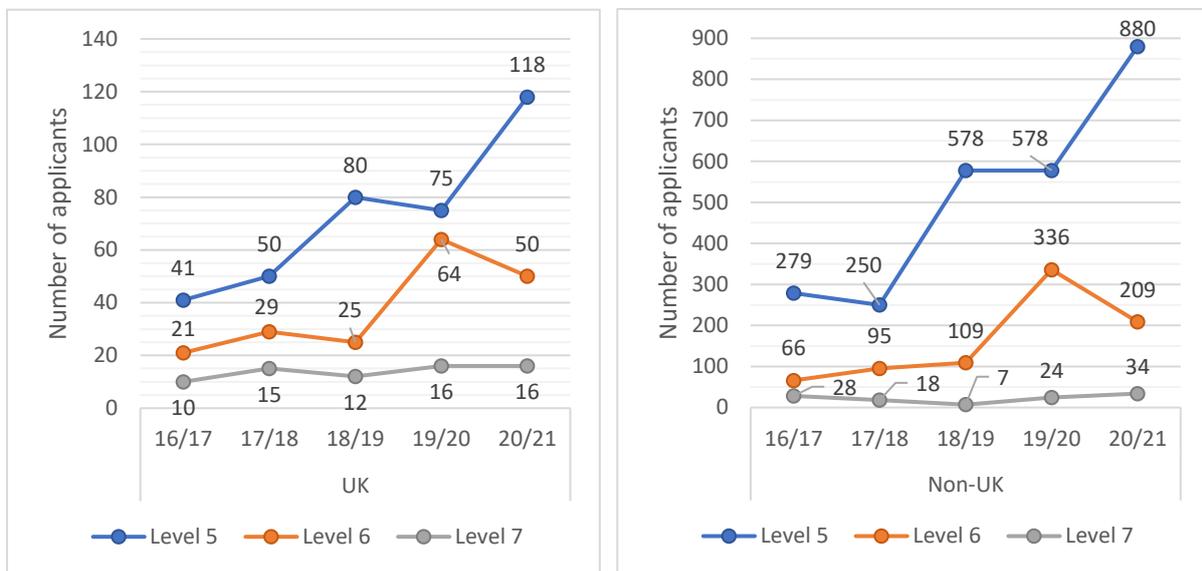


Figure 5.10: Applications to L5-7 A&R roles from individuals from BAME backgrounds (2016/17 to 2020/21)

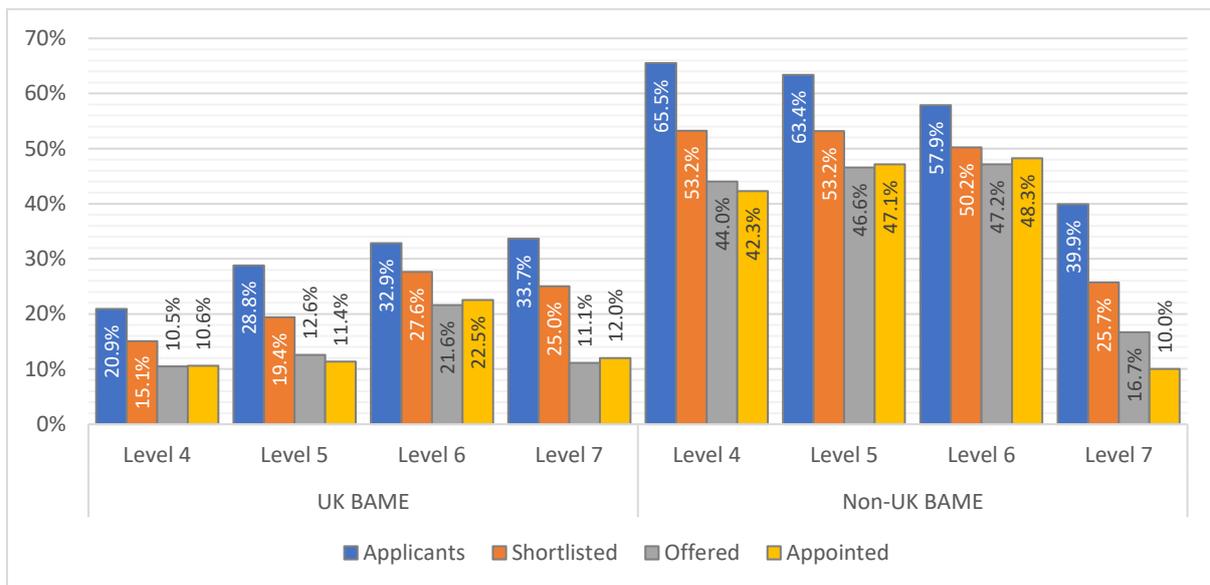


Figure 5.11: BAME representation at each recruitment stage, by nationality and grade (2016/17 to 2020/21 aggregated)

By faculty

- For UK staff, success rates are higher for White staff in every faculty (**Table 5.7**) with the exception of the shortlisting rate in FAH, which is not ethnicity dependent (**Action SP.7.2**).

Action SP.7.2 Complete a review of the shortlisting rates across faculties and understand any differences in recruitment processes between e.g. FAH and other faculties, through further quantitative and qualitative analysis.

Table 5.7: UK A&R staff recruitment by faculty and ethnicity (2016/17 to 2020/21 aggregated)

Job Family		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
FAH	BAME	87	22	6	6	25.3%	27.3%	100.0%	6.9%
	White	652	174	72	66	26.7%	41.4%	91.7%	10.1%
	%BAME	11.4%	11.2%	7.7%	8.3%	-	-	-	-
FEPS	BAME	423	94	37	33	[22.2%]	[39.4%]	89.2%	7.8%
	White	834	376	215	201	[45.1%]	[57.2%]	93.5%	24.1%
	%BAME	31.7%	19.3%	14.2%	13.6%	-	-	-	-
FELS	BAME	164	53	20	19	[32.3%]	37.7%	95.0%	[11.6%]
	White	808	442	219	200	[54.7%]	49.5%	91.3%	[24.8%]
	%BAME	16.1%	10.4%	8.1%	8.4%	-	-	-	-
Medicine	BAME	227	116	44	41	[51.1%]	[37.9%]	93.2%	[18.1%]
	White	691	475	246	235	[68.7%]	[51.8%]	95.5%	[34.0%]
	%BAME	24.1%	19.3%	15.0%	14.7%	-	-	-	-
FSS	BAME	391	99	17	14	[25.3%]	[17.2%]	82.4%	[3.6%]
	White	732	267	121	109	[36.5%]	[45.3%]	90.1%	[14.9%]
	%BAME	33.2%	26.1%	11.8%	10.9%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at P<.05

Table 5.8: Non-UK A&R staff recruitment by faculty and ethnicity (2016/17 to 2020/21 aggregated)

Job Family		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
FAH	BAME	285	54	14	13	18.9%	25.9%	92.9%	4.6%
	White	672	134	32	29	19.9%	23.9%	90.6%	4.3%
	%BAME	28.3%	27.1%	28.6%	29.5%	-	-	-	-
FEPS	BAME	6,975	1,133	322	258	[16.2%]	[28.4%]	80.1%	3.7%
	White	2,322	631	289	229	[27.2%]	[45.8%]	79.2%	9.9%
	%BAME	71.7%	61.3%	49.9%	49.9%	-	-	-	-
FELS	BAME	1,245	178	36	25	[14.3%]	[20.2%]	[69.4%]	[2.0%]
	White	976	273	94	79	[28.0%]	[34.4%]	[84.0%]	[8.1%]
	%BAME	53.7%	37.7%	26.3%	22.7%	-	-	-	-
Medicine	BAME	927	204	44	37	[22.0%]	[21.6%]	84.1%	[4.0%]
	White	483	215	76	66	[44.5%]	[35.3%]	86.8%	[13.7%]
	%BAME	63.4%	47.0%	35.8%	34.9%	-	-	-	-
FSS	BAME	2,287	366	95	68	[16.0%]	26.0%	[71.6%]	[3.0%]
	White	1,325	313	91	78	[23.6%]	29.1%	[85.7%]	[5.9%]
	%BAME	60.5%	51.5%	48.0%	43.6%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at P<.05

5b Training

We offer comprehensive free training to all staff, and have invested heavily in training provisions (**Table 5.9**) in recent years:

Table 5.9: Highlights of our training provision

Training Type	Training Highlights
Academic Development	Postgraduate Certificate in Academic Practice (PGCAP), PhD supervisor training, Planning Your Career in Research.
Management Development	Line Manager Development, Appraising with Confidence, Managing Underperformance.
Personal Development	Preparing for Promotion, Springboard (female-only), Leadership Circles.
EDI Training	EDI Essentials (mandatory), Managing EDI.

- Our *Line Manager Development Programme* was launched November 2020. We expect all current line managers to complete the programme by 2023; 48% are enrolled as of March 2022. EDI is embedded through the training, including race-specific case studies.
- Training needs are identified through line management and appraisal. Some courses are role-requirements/mandatory (e.g., academic staff complete PGCAP during probation).
- Training opportunities are advertised via all-staff intranet and promoted through other channels (e.g., management cascade, HRBPs).
- Participant feedback is sought after every course, with quarterly reviews ensuring courses remain fit-for-purpose. Feedback is generally positive (**Table 5.10**) but anonymous, meaning data cannot be analysed by race (**Action SP.8**).

Table 5.10: Average feedback scores for all training workshops (January 2019 to March 2020)

Question	Average Score
How relevant was this workshop to your role?	4.4 / 5.0 (88% positive)
What impact will your learning have on your role	3.9 / 5.0 (78% positive)
How has your knowledge of this topic increased	4.0 / 5.0 (80% positive)
How useful did you find hearing from other participants	4.2 / 5.0 (84% positive)
How likely is it that you would recommend this workshop to a colleague?	8.1 / 10.0 (81% positive)

Action SP.8 Capture equal opportunities data with training evaluations. Establish regular reporting of training evaluation and impact, including analysis by race and other protected characteristics, to HRSLT, SATs and EDIC.

EDI related training

- **Online EDI training:** 71.2% completion by A&R staff as of 1 December 2020 (**Table 5.11**), a large increase since 2016. We will review the training for 2023 to align more closely with updated EDI policies (**Action GP.10.1, GP.10.2, GP.10.3, GP.8**), and to address feedback received about a lack of clear messaging around positive action (**Action SP.6**).

Table 5.11: Proportion A&R staff who have completed EDI training

EDI Training	1-Dec-14	1-Dec-15	1-Dec-16	1-Dec-17	1-Dec-18	1-Dec-19	1-Dec-20
A&R staff	3.6%	4.1%	7.9%	43.8%	61.9%	70.9%	71.2%

- **Active bystander training:** 3,500 staff and students have completed the training, including Student experience and Super-Recruiters. The training equips colleagues with a practical way of effectively responding to micro or macro aggressions and receives extremely positive feedback. Further sessions will be made available on a voluntary basis (**Action OC.4**).
- **Compassionate Inclusive Leadership workshop** has been delivered to the FAH leadership team and is available to all research staff in 2022; 47 registrations by May 2022. The aim of the learner-centred workshop is to support participants in developing ways of working that help to build compassionate and inclusive cultures utilising transformative change practice.
- **Improving Inclusive Leadership through Reverse Mentoring** (pilot 2021): Members of UEB were mentored by (paid) staff and students from under-represented groups (inc. race/ethnicity). Evaluation of impact is ongoing; if positive, the intent is to roll-out reverse mentoring more widely. (**Action SP.2.1, SP.2.2**).
- **Self-directed learning:** MindTools and LinkedIn learning provide thousands of EDI resources and the library has a curated EDI reading list. We promoted the Open University ‘*Union Black: Britain’s Black cultures and steps to anti-racism*’ online course to staff and student networks and will produce bite-sized sessions to engage a wider audience. (**Action OC.1**).
- **Anti-racist training:** We will deliver anti-racist training via multiple routes to staff and students, through stand-alone courses, and embedding modules within standard University processes (e.g., “Appraisal with Confidence” training for appraisers) (**Action OC.6**).

“[We need] training for line managers in having difficult conversations re: unacceptable behaviours, perhaps together with cognitive bias training.” (Black or Black British)

“I have completed online training in EDI policy. It was informative and helped me to reflect on these issues.” (White)

Faculty of Medicine: Cross-institutional Intersectionality Mentoring Scheme

In conjunction with the Academy of Medical Sciences, we have partnered with several other medical schools in the UK to launch a cross-institutional intersectional mentoring scheme. The purpose of the scheme is to connect females from ethnic minority backgrounds at various career levels in academic medicine, providing peer support, reciprocal mentoring and highlighting great role models.

Action GP.10.1	Establish a co-design panel, with a representative group of staff and students, to develop a set of principles we want to embed in our EDI policies: Equal Opportunities; Dignity at Work and Study; Gender Identity; and Religion and Belief. Obtain approval for the principles from key University decision makers: HR SLT, Education Committee, EDIC and Senate.
Action GP.10.2	Redraft the policies, incorporating the agreed principles. Undertake statutory consultation with trade and student unions (where needed) and ratify the policies.
Action GP.10.3	Develop accompanying guidance (as necessary) for the policies. Publish and promote the new policies via internal networks and communications channels.
Action GP.8	Review and update EDI training to align with updated policies (Equal Opportunities; Dignity at Work and Study; Gender Identity; Religion and Belief).
Action SP.6	Clarify guidance around the use of positive action, make any required updates to the EDI training modules, and share relevant outcomes via comms, recruitment SharePoint and Super-Recruiter community.
Action OC.4	Active Bystander training to be rolled-out and available to all staff and students
Action SP.2.1	Evaluate the outcome of the Reverse Mentoring Pilot (1 year on) and present the findings and recommendations to UEB.
Action SP.2.2	Contingent on action SP.2.1, assign ownership of the Reverse Mentoring program and roll out to the wider University, establishing business as usual process.
Action OC.1	Liaise with the provider for 'Union Black: Britain's Black cultures and steps to anti-racism' to implement a shorter (1hr) version of the training, in order to engage a wider audience and prompt conversations and learning.
Action OC.6	Source the provision of anti-racism training course(s) and micro-learning modules, to be delivered to various staff and student groups, and embedded within the University processes including; Grievance and Disciplinary Hearing Panels, Line Manager Training, Appraisal with Confidence Training, Super-Recruiter Community, PGCAP, REC-SAT members, Harassment Contacts and Counsellors, Personal Tutors, promotion panels, and within Learning and Assessment.

Data Insight

- BAME A&R staff are consistently more likely to attend training than White staff (**Figure 5.13**), generally due to higher uptake of academic development, including PGCAP, consistent with BAME A&R staff tending to be lower-graded (**Figure 5.14**).
- Analysis of training uptake by grade (**Table 5.12, Figure 5.15**) and faculty (**Table 5.13, Figure 5.16**) shows no *significant* differences by ethnicity, but highlights a slightly higher uptake of personal development training for BAME staff.
- REC survey data showed Black staff more strongly disagreed that work-related opportunities for development are allocated fairly and transparently staff (**Figure 5.12, Action EU.2.2**).

Action EU2.2	Black Staff Focus Group: Recruitment Process, fairness, transparency and outcomes
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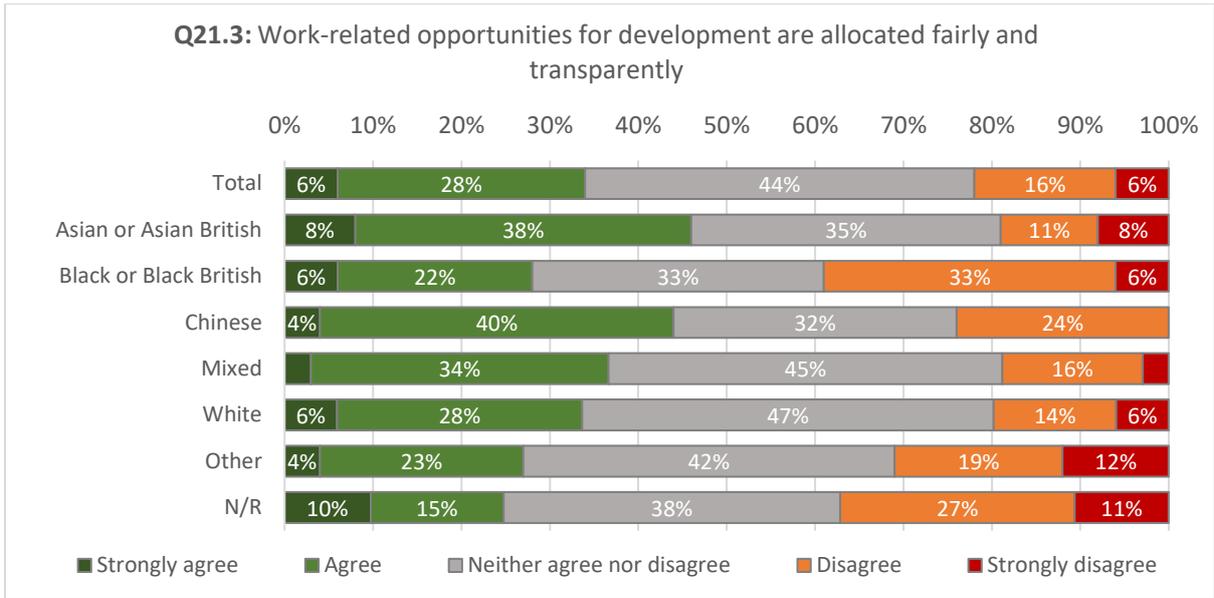


Figure 5.12: REC Staff Survey 2021: Q21.3 - Work-related opportunities for development are allocated fairly and transparently

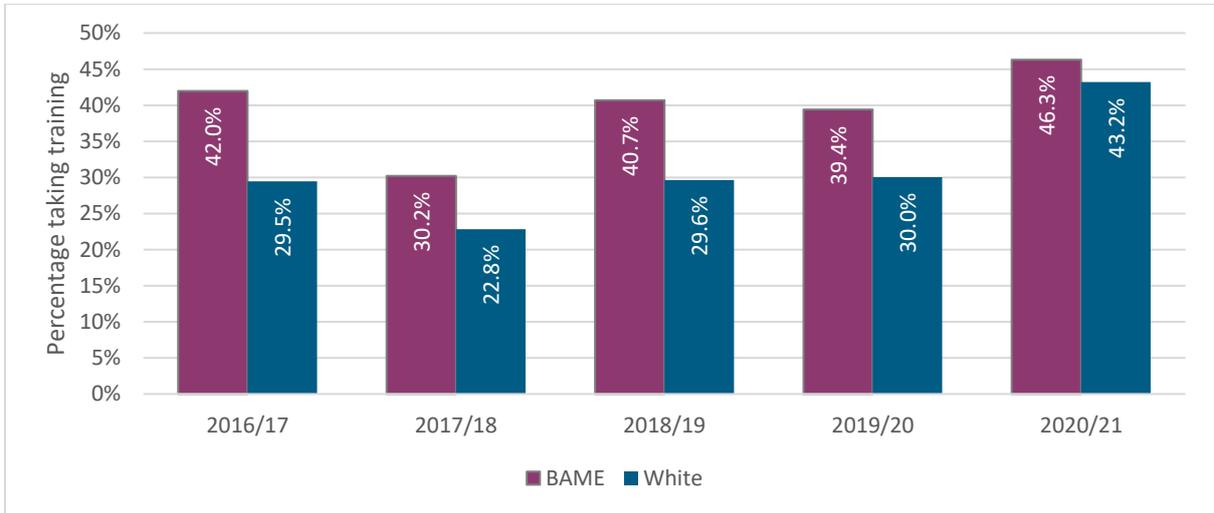


Figure 5.13: Uptake of training by BAME and White A&R staff as a proportion of the underlying population

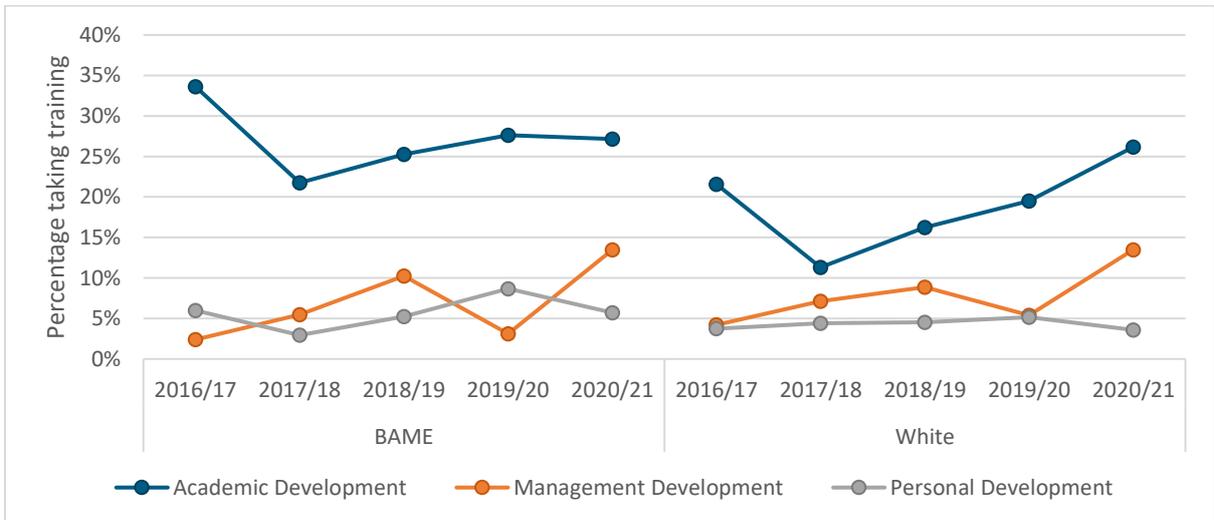


Figure 5.14: Uptake of training by BAME and White A&R staff by training type, as a proportion of the underlying population

Table 5.12: A&R staff taking training each year by training type, grade and ethnicity (2016/17 to 2020/21)

Faculty / Year	Academic Development			Management Development			Personal Development			EDI Training			Overall			
	BAME	White	%BAME	BAME	White	%BAME	BAME	White	%BAME	BAME	White	%BAME	BAME	White	%BAME	
Level 4	2016/17	95	236	28%	1	2	33%	11	26	29%	15	36	29%	122	299	28%
	2017/18	74	118	37%	6	8	43%	2	12	14%	103	333	23%	185	470	28%
	2018/19	72	146	33%	18	32	36%	14	20	40%	33	88	27%	137	286	32%
	2019/20	61	117	34%	5	6	45%	23	26	44%	86	140	38%	175	289	37%
	2020/21	55	137	28%	17	21	42%	17	26	40%	41	133	23%	130	318	28%
Level 5	2016/17	55	165	24%	4	19	17%	11	39	22%	11	47	17%	81	270	22%
	2017/18	24	111	17%	5	33	12%	7	53	11%	53	334	13%	89	531	14%
	2018/19	35	112	23%	19	66	22%	10	46	17%	16	54	21%	79	277	21%
	2019/20	65	155	29%	3	21	12%	17	44	25%	30	87	24%	115	307	26%
	2020/21	62	205	22%	29	61	30%	11	33	23%	24	117	16%	126	416	22%
Level 6	2016/17	16	57	21%	3	25	10%	8	17	30%	5	26	14%	32	125	19%
	2017/18	12	19	37%	11	40	19%	6	29	15%	47	234	15%	76	322	17%
	2018/19	13	60	16%	9	61	12%	2	26	7%	5	52	8%	29	198	12%
	2019/20	20	94	16%	3	37	7%	7	28	16%	13	70	14%	43	229	14%
	2020/21	26	113	17%	22	95	18%	4	8	31%	15	79	15%	67	295	17%
Level 7	2016/17	3	40	7%	4	52	7%	0	4	0%	6	29	16%	13	125	9%
	2017/18	1	4	14%	7	77	7%	0	4	0%	22	255	7%	30	340	7%
	2018/19	6	23	18%	5	28	14%	0	3	0%	9	77	9%	20	131	12%
	2019/20	5	31	13%	6	46	11%	1	6	10%	11	96	9%	23	178	10%
	2020/21	15	58	19%	10	87	9%	1	3	25%	13	83	13%	39	230	13%
Overall	2016/17	169	498	24%	12	97	10%	30	86	25%	37	138	19%	248	818	22%
	2017/18	111	251	29%	28	158	14%	15	98	13%	225	1,156	15%	379	1,663	17%
	2018/19	126	341	26%	51	186	20%	26	95	21%	63	270	17%	266	892	22%
	2019/20	151	397	26%	17	110	13%	47	104	28%	140	393	25%	355	1,003	25%
	2020/21	157	512	22%	78	264	21%	33	70	31%	93	412	18%	361	1,259	21%

Note: In this table, individuals are counted once per year and category, even if they attended multiple training courses/sessions per year and category. Those with unknown ethnicity are not tabulated for clarity of presentation, but are included in the calculations of representation.

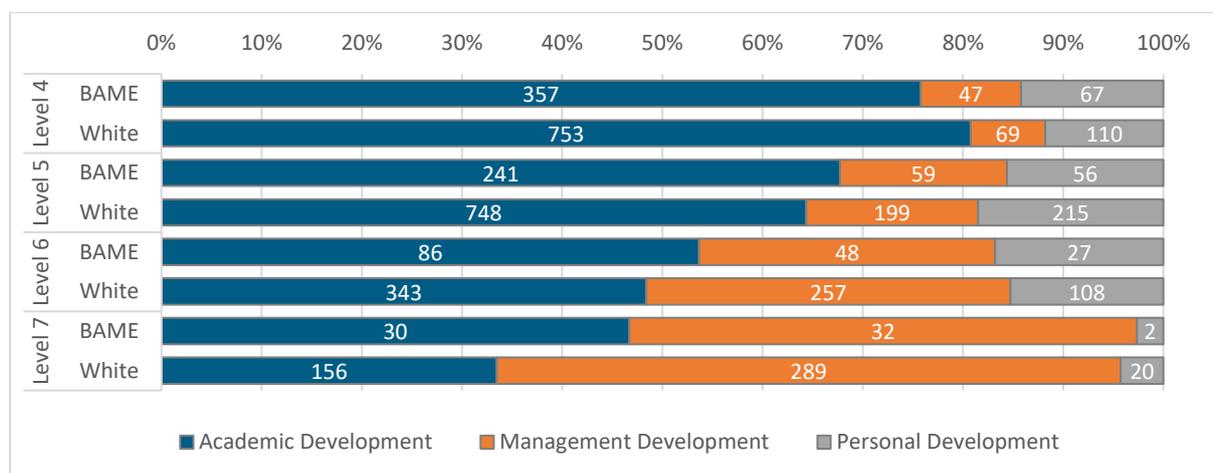


Figure 5.15: Distribution of non-EDI training by grade and ethnicity (2016/17 to 2020/21 aggregated)

Table 5.13: A&R staff taking training each year by training type, faculty and ethnicity (2016/17 to 2020/21)

Faculty / Year	Academic Development			Management Development			Personal Development			EDI Training			Overall			
	BAME	White	%BAME	BAME	White	%BAME	BAME	White	%BAME	BAME	White	%BAME	BAME	White	%BAME	
FAH	2016/17	12	73	14%	3	5	30%	2	11	14%	0	1	0%	17	90	15%
	2017/18	8	28	21%	5	15	22%	1	8	10%	11	137	7%	25	188	11%
	2018/19	13	58	17%	0	17	0%	3	16	15%	11	63	13%	27	154	14%
	2019/20	11	51	17%	2	23	8%	6	10	38%	6	68	7%	25	152	13%
	2020/21	12	65	13%	7	44	13%	4	5	44%	12	55	17%	35	169	16%
FEPS	2016/17	65	128	33%	1	22	4%	16	22	39%	14	27	32%	96	199	31%
	2017/18	57	75	42%	12	41	20%	8	16	32%	100	334	21%	177	466	25%
	2018/19	46	59	42%	22	64	24%	8	24	24%	30	113	19%	106	259	27%
	2019/20	54	102	33%	9	18	32%	24	33	37%	91	142	37%	178	295	35%
	2020/21	53	105	26%	35	61	34%	13	17	42%	36	61	36%	137	244	34%
FELS	2016/17	21	126	14%	3	24	11%	4	26	13%	14	68	16%	42	244	14%
	2017/18	9	68	11%	2	38	5%	3	34	8%	19	270	6%	33	410	7%
	2018/19	17	101	14%	12	45	21%	6	23	21%	6	40	12%	41	209	16%
	2019/20	20	97	17%	2	31	6%	7	20	21%	7	49	12%	36	197	14%
	2020/21	19	173	12%	5	59	7%	2	27	7%	13	128	9%	39	387	9%
Medicine	2016/17	21	62	23%	1	10	8%	4	13	22%	1	7	10%	27	91	21%
	2017/18	15	37	25%	1	20	5%	0	20	0%	36	237	13%	52	314	13%
	2018/19	18	54	24%	10	36	20%	2	12	13%	10	33	23%	40	135	22%
	2019/20	18	48	27%	1	23	4%	7	23	23%	13	53	17%	39	147	20%
	2020/21	24	73	15%	18	50	25%	8	11	42%	21	128	13%	71	262	20%
FSS	2016/17	50	106	31%	4	33	11%	4	13	24%	8	35	16%	66	187	25%
	2017/18	22	43	34%	8	42	14%	3	20	13%	59	167	24%	92	272	24%
	2018/19	32	67	31%	7	22	22%	7	20	24%	6	19	23%	52	128	27%
	2019/20	48	99	31%	3	15	16%	4	19	17%	23	76	23%	78	209	26%
	2020/21	49	96	41%	13	50	19%	6	10	33%	11	38	22%	79	194	28%

Note: In this table, individuals are counted once per year and category, even if they attended multiple training courses/sessions per year and category. Those with unknown ethnicity are not tabulated for clarity of presentation, but are included in the calculations of representation.

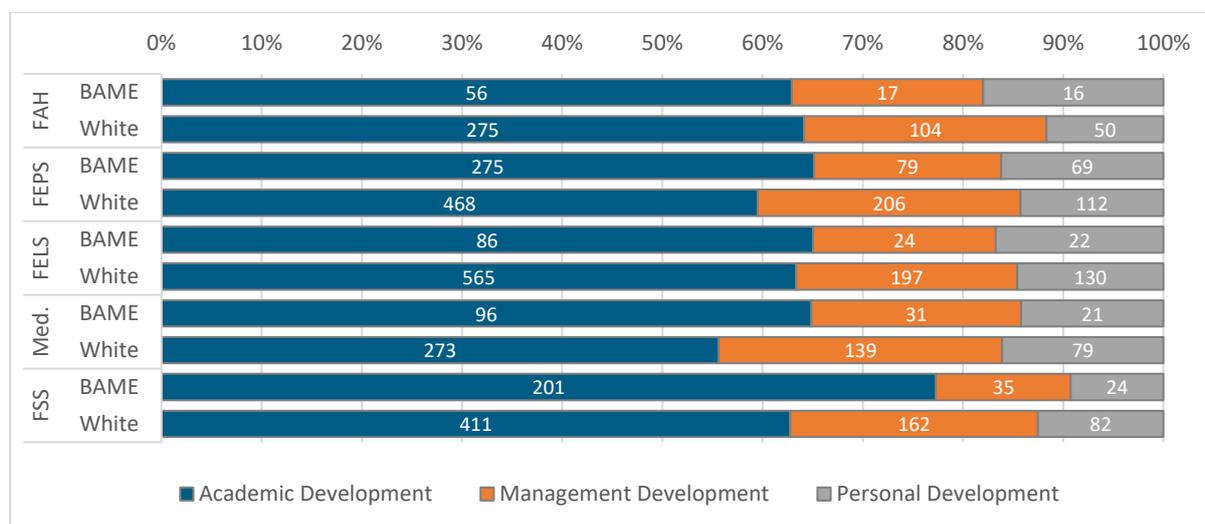


Figure 5.16: Distribution of non-EDI training by faculty and ethnicity (2016/17 to 2020/21 aggregated)

5c Appraisal/Development Review

Appraisals/development reviews are compulsory for all A&R staff, including ECRs/FTCs.

- Career aspirations, development needs and readiness for promotion are explicitly recorded. Discussion of wellbeing and work-life balance are highlighted as good practice, especially when agreeing objectives.
- There is regular communication of appraisal timelines, responsibilities, guidance/tips and training. For new starters, probation includes appraisal.

Training

- Training is mandatory for appraisers: ‘License to Appraise’ workshops were comprehensively updated and relaunched in 2018 as ‘Appraising with Confidence’, with tailored versions for appraising staff at different levels.
- Training uptake is monitored. New appraisers are contacted to attend. Over 92% of A&R line managers have completed appraisal training; managers of L4 and clinical staff are slightly less likely to have completed training.
- Online guidance (good usage: 3,095 unique users since February 2018, c.4,000 target audience) and e-Learning also available for appraisers and appraisees.

Completion rates

- Recorded appraisal completion rates have risen from 76% in 2015/16 to 91% in 2019/20.
- Completion rates by ethnicity and nationality have become more consistent in recent years and are broadly similar by ethnicity, particularly since 2018 (**Figure 5.17, Figure 5.18, Figure 5.19, Figure 5.20**).

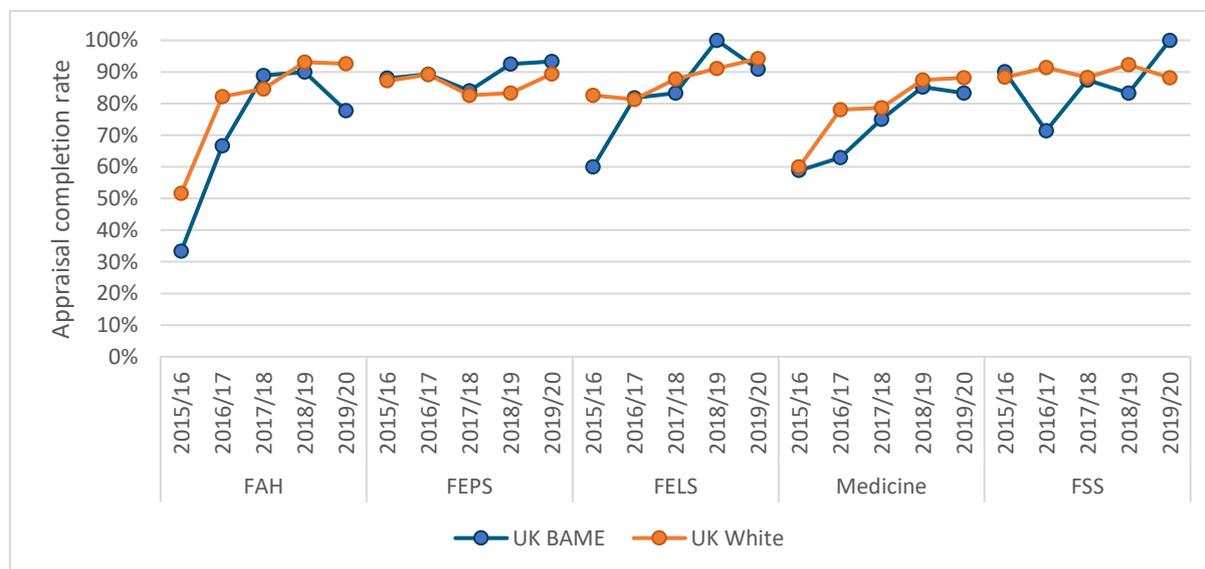


Figure 5.17: UK A&R staff appraisal completion rates by faculty and ethnicity (2015/16 to 2019/20)

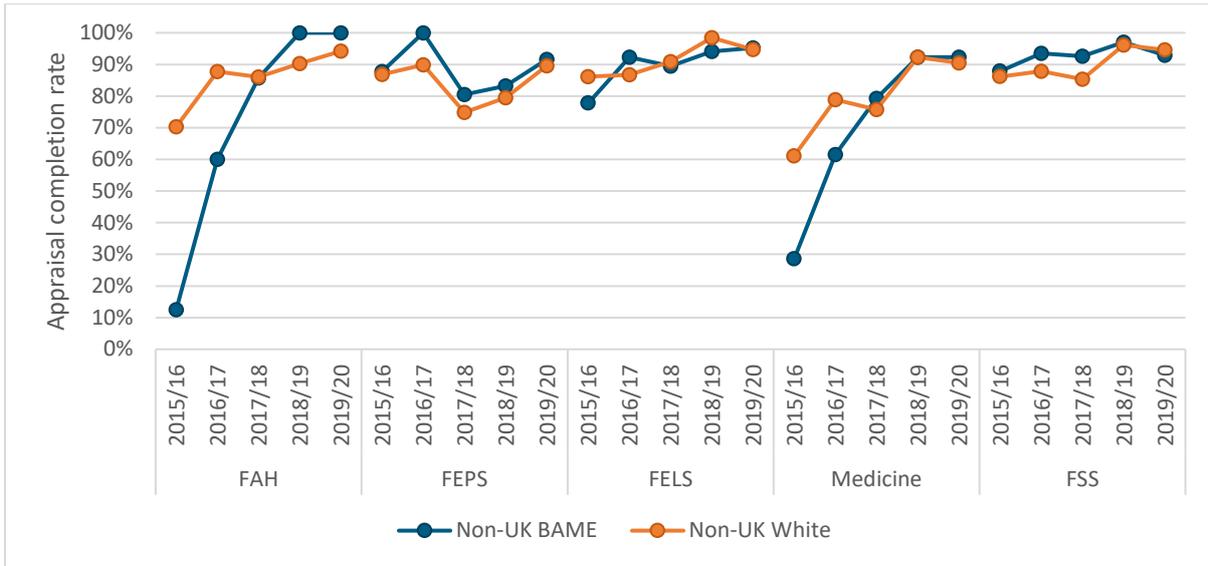


Figure 5.18: Non-UK A&R staff appraisal completion rates by faculty and ethnicity (2015/16 to 2019/20)

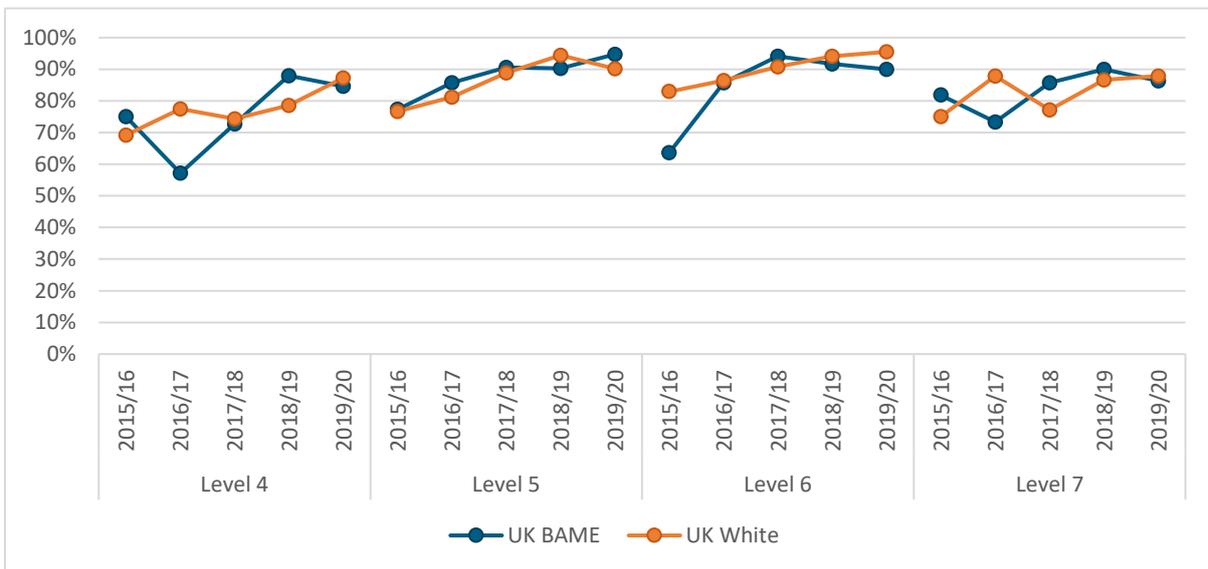


Figure 5.19: UK A&R staff appraisal completion rates by grade and ethnicity (2015/16 to 2019/20)

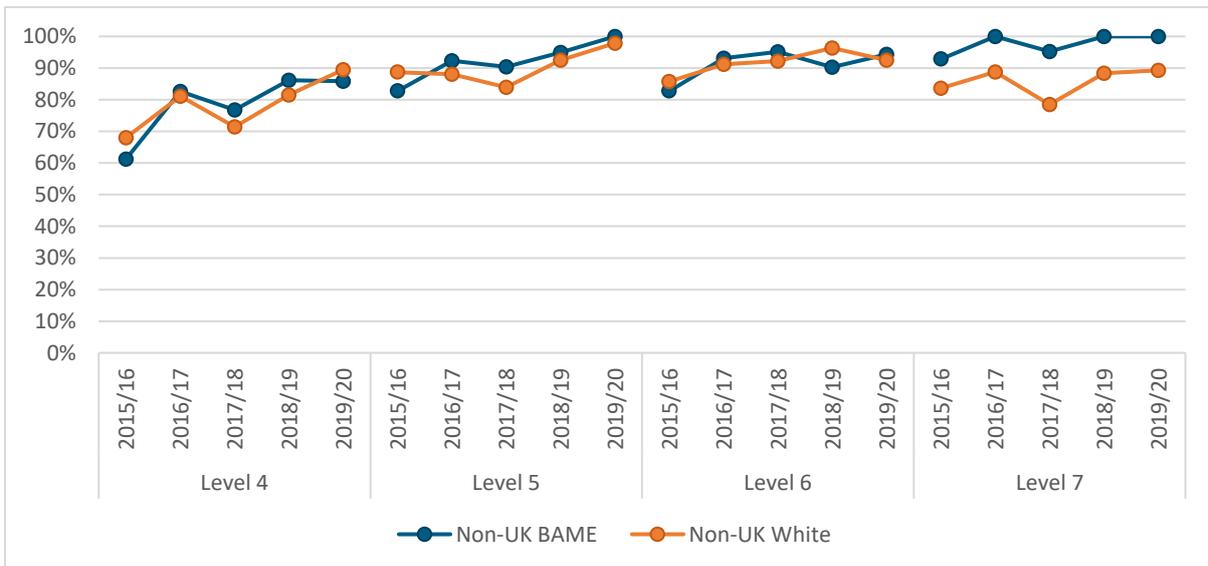


Figure 5.20: Non-UK A&R staff appraisal completion rates by grade and ethnicity (2015/16 to 2019/20)

Outcomes and Scoring

- Appraisal ratings follow an indicative distribution and were subject to moderation until 2019/20. There are no significant differences by ethnicity in the distribution of appraisal ratings within faculties (**Table 5.14**) or grade (**Table 5.15**).
- There is a trend for higher-graded A&R staff to receive higher appraisal ratings, slightly more pronounced for BAME than White staff (**Figure 5.21, Action SP.9.1, SP.9.2**)

Action SP.9.1	Ensure that guidance and associated training accompanying the revised appraisal process from 2022 highlights and addresses the issue of lower appraisal rating outcomes for junior staff.
Action SP.9.2	Monitor appraisal outcomes under the revised appraisal process from 2022 to see whether the issue improves, persists or worsens, and use this to inform ongoing actions.

Table 5.14: Mean appraisal scores for A&R staff, by faculty, ethnicity and nationality (2015/16 to 2019/20)

Faculty / Year	UK		Non-UK		BAME v White Variance		UK v Non-UK Variance		
	BAME	White	BAME	White	UK	Non-UK	BAME	White	
FAH	2015/16	3.0	3.0	3.1	2.9	Nil	0.2	0.1	-0.1
	2016/17	3.2	3.3	2.4	3.1	Nil	-0.7	-0.8	-0.2
	2017/18	3.1	3.1	2.8	3.1	Nil	-0.3	-0.3	Nil
	2018/19	3.1	3.1	3.1	3.2	Nil	-0.1	Nil	Nil
	2019/20	3.1	3.2	3.2	3.1	-0.1	0.1	0.1	-0.1
FEPS	2015/16	3.1	3.0	3.0	3.1	0.1	-0.1	-0.1	0.1
	2016/17	2.8	3.2	3.1	3.2	-0.4	Nil	0.3	Nil
	2017/18	3.0	3.0	2.8	2.9	-0.1	-0.1	-0.2	-0.1
	2018/19	3.0	3.1	3.1	3.0	-0.1	0.1	0.1	-0.1
	2019/20	3.3	3.4	3.3	3.2	-0.1	Nil	Nil	-0.1
FELS	2015/16	2.6	3.1	2.8	3.2	-0.5	-0.4	0.2	0.1
	2016/17	3.3	3.1	3.5	3.1	0.2	0.3	0.1	Nil
	2017/18	2.9	3.1	3.0	3.1	-0.2	-0.1	0.1	-0.1
	2018/19	3.3	3.3	3.1	3.3	Nil	-0.2	-0.2	Nil
	2019/20	3.3	3.4	3.2	3.2	-0.1	Nil	-0.1	-0.2
Medicine	2015/16	3.1	2.9	2.8	3.0	0.3	-0.2	-0.4	0.2
	2016/17	2.8	2.9	2.6	3.0	-0.1	-0.4	-0.2	0.1
	2017/18	2.3	2.5	2.4	2.5	-0.2	Nil	0.2	Nil
	2018/19	2.9	2.9	2.6	3.0	Nil	-0.4	-0.3	0.1
	2019/20	3.0	3.2	3.0	3.1	-0.2	-0.1	Nil	-0.1
FSS	2015/16	3.3	3.2	3.4	3.0	0.2	0.4	0.1	-0.2
	2016/17	3.1	3.3	3.1	3.2	-0.2	-0.1	Nil	-0.1
	2017/18	3.2	3.1	2.9	3.2	0.2	-0.2	-0.3	0.1
	2018/19	3.4	3.3	3.2	3.3	0.1	Nil	-0.2	Nil
	2019/20	3.6	3.4	3.4	3.4	0.2	Nil	-0.2	Nil
Overall	2015/16	3.1	3.0	3.1	3.0	0.1	Nil	Nil	Nil
	2016/17	3.0	3.1	3.0	3.1	-0.2	-0.1	Nil	Nil
	2017/18	2.9	2.9	2.8	3.0	-0.1	-0.2	-0.1	Nil
	2018/19	3.1	3.1	3.1	3.1	Nil	Nil	Nil	Nil
	2019/20	3.3	3.3	3.3	3.2	Nil	Nil	Nil	-0.1

Table 5.15: Mean appraisal scores for A&R staff, by grade, ethnicity and nationality (2015/16 to 2019/20)

Grade / Year		UK		Non-UK		BAME v White Variance		UK v Non-UK Variance	
		BAME	White	BAME	White	UK	Non-UK	BAME	White
Level 4	2015/16	2.8	2.9	2.8	2.8	-0.1	Nil	Nil	-0.1
	2016/17	2.7	3.0	2.8	3.0	-0.3	-0.2	Nil	Nil
	2017/18	2.6	2.6	2.5	2.6	Nil	-0.1	-0.1	0.1
	2018/19	3.0	2.9	3.0	3.0	0.2	Nil	Nil	0.1
	2019/20	3.2	3.2	3.2	3.2	Nil	Nil	Nil	Nil
Level 5	2015/16	3.0	2.9	3.1	2.9	0.1	0.2	0.1	Nil
	2016/17	3.0	3.0	3.1	3.1	-0.1	-0.1	0.1	0.1
	2017/18	2.9	3.0	2.9	3.0	Nil	-0.1	Nil	Nil
	2018/19	3.2	3.2	3.2	3.1	Nil	0.1	Nil	-0.1
	2019/20	3.2	3.3	3.3	3.2	-0.1	0.1	0.2	-0.1
Level 6	2015/16	3.2	2.9	3.2	3.2	0.3	Nil	Nil	0.3
	2016/17	3.0	3.2	3.3	3.1	-0.2	0.2	0.3	-0.1
	2017/18	3.1	2.9	3.3	3.2	0.2	0.1	0.2	0.3
	2018/19	3.0	3.2	3.2	3.3	-0.2	-0.1	0.3	0.1
	2019/20	3.3	3.3	3.5	3.3	Nil	0.2	0.1	Nil
Level 7	2015/16	3.6	3.3	3.5	3.2	0.3	0.3	Nil	-0.1
	2016/17	3.3	3.4	3.1	3.3	-0.1	-0.2	-0.2	Nil
	2017/18	3.1	3.3	3.2	3.2	-0.2	-0.1	0.1	-0.1
	2018/19	3.2	3.3	3.1	3.2	-0.1	Nil	-0.1	-0.1
	2019/20	3.3	3.4	3.2	3.2	-0.1	-0.1	-0.1	-0.1
Overall	2015/16	3.1	3.0	3.1	3.0	0.1	Nil	Nil	Nil
	2016/17	3.0	3.1	3.0	3.1	-0.2	-0.1	Nil	Nil
	2017/18	2.9	2.9	2.8	3.0	-0.1	-0.2	-0.1	Nil
	2018/19	3.1	3.1	3.1	3.1	Nil	Nil	Nil	Nil
	2019/20	3.3	3.3	3.3	3.2	Nil	Nil	Nil	-0.1

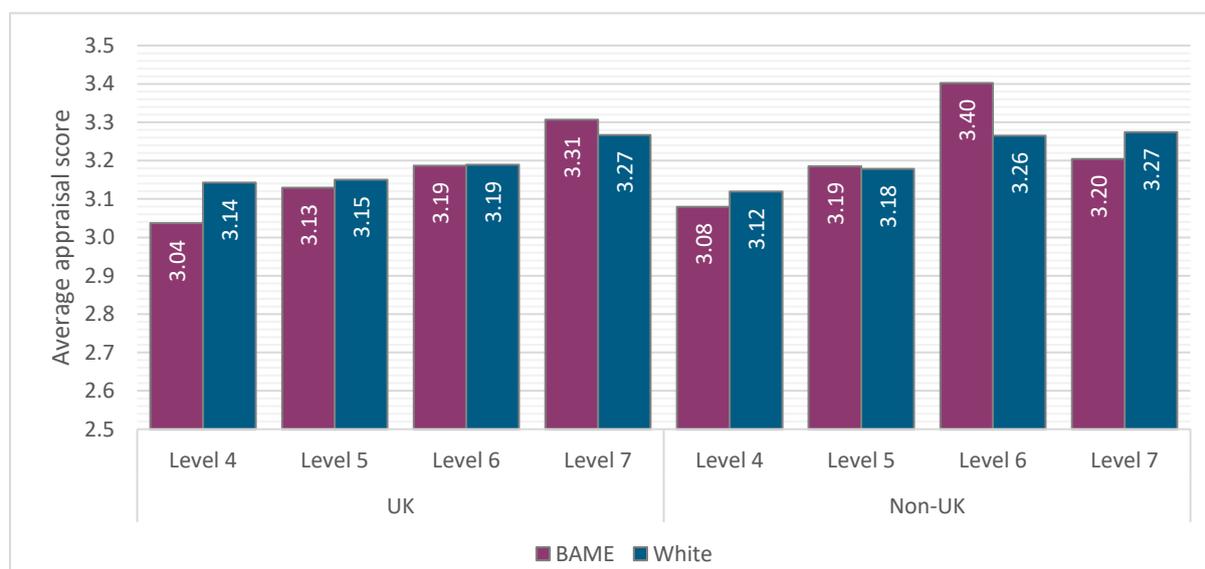


Figure 5.21: Average A&R staff appraisal score by grade, nationality and ethnicity (2016/17 to 2019/20)

Perceptions and planned improvements

The current appraisal process is not universally liked. Whilst most REC respondents believe the process is evidence-based and transparent (**Figure 5.22**), only 52% report finding appraisal useful (**Figure 5.23**) and BAME staff were more likely to disagree that their manager makes time for their development and progression compared to White staff (**Figure 5.24**).

“A mixed bag with a real range of perceptions of what an appraisal is e.g., either a way to get a pay rise or an opportunity to get told off” (Undisclosed)

The University has reviewed both the L4-7 appraisal and L1-3 PPDR processes (**Section 6c, Action SP.10.1, SP.10.2**). Feedback was sought from senior leaders, managers, staff representing all levels and trade unions. This has informed planned improvements to ratings, process and timeline harmonisation, and revised moderation processes.

Action SP.10.1 To improve transparency and trust, replace the current moderation process with a “consistency check” which will be carried out by a second line reviewer, normally the appraiser’s direct manager.

Action SP.10.2 Provide an additional appraisal summary for Heads of School / Deans / Directors, with a breakdown of EDI based statistics including gender, ethnicity, full time/part time, level and pathway. Statistics will be reported to the EDI Committee to help with planning action/options to help address patterns and trends, and a summary included in the EDI annual report.

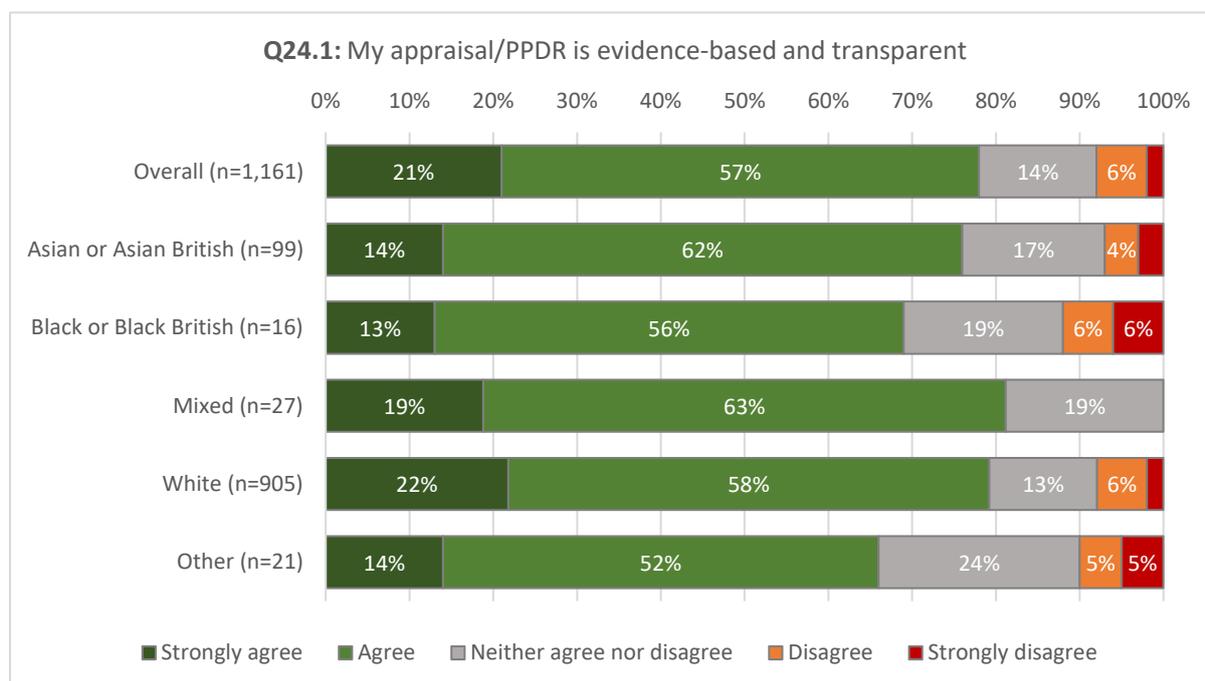


Figure 5.22: REC Survey 2021 Q24.1 (all employees) - My appraisal/PPDR is evidence-based and transparent

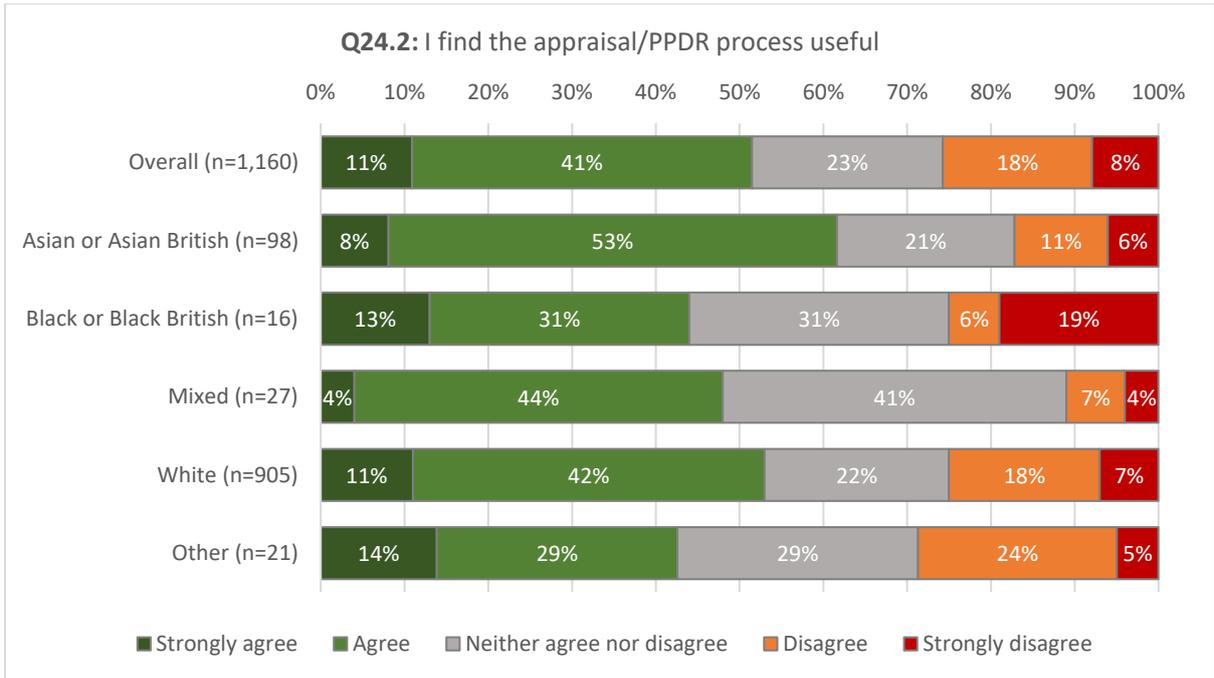


Figure 5.23: REC Survey 2021 Q24.2 (all employees) - I find the appraisal/PPDR process useful

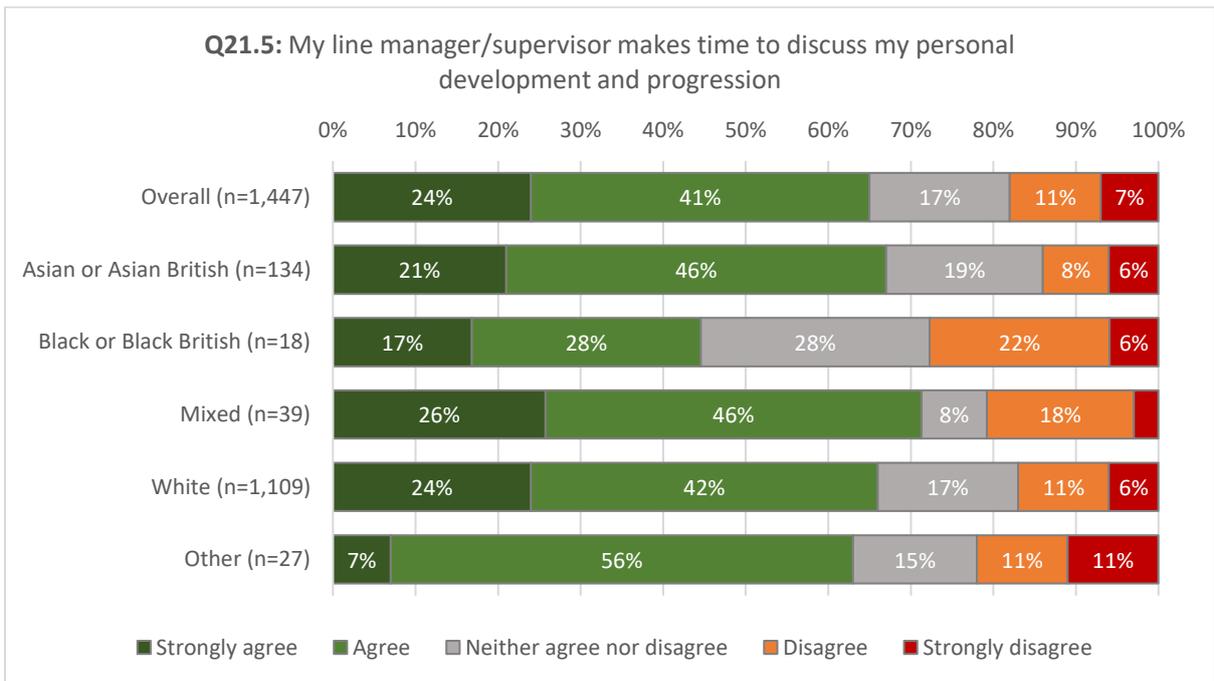


Figure 5.24: REC Survey 2021 Q21.5 (all employees) - My line manager/supervisor makes time to discuss my personal development and progression

5d Academic Promotion

Clarity, accessibility and fairness of our promotion process is a key priority:

- Annual online launch event, hosted by a Vice-President.
- Expectations and promotion criteria are clearly detailed in *Contribution Matrices* for each pathway and level. All pathways recognise contributions towards Leadership, Management and Engagement (including administrative, pastoral and outreach work).
- Promotion website (high usage: 2,334 unique users since February 2018 refresh) provides comprehensive resources to support applicants, decision-makers and administrators.
- Interview panels must include at least one member from groups under-represented in the academic area.
- Promotion outcomes are moderated by the *Academic Promotions Advisory Group*.

However, REC survey and focus group feedback highlighted perceptions of inequitable support and lack of transparency in the promotion process (particularly Black academics) (**Action SP.11**).

“It's always the case that preference is given to White colleagues. They're always promoted in their first attempts while non-white colleagues are given this excuse of 'procedures', 'standards', 'performance'.” (Did not wish to disclose)

Recognising higher BAME application rates but lower success rates as a consistent theme (**Action EU.2.3**), in 2021/22 we introduced:

- *Academic Career Development Committees* in every school to identify potential promotion applicants and assign mentors, especially among under-represented groups. Committees should include a member who can speak for EDI, either from school management, or co-opted (**Action SP.12**).
- Non-decision-making School-level panels to provide constructive feedback on applications prior to submission.
- Diversity dashboards to help leadership teams understand and address issues.

“[The University needs to]... acknowledge and consider in promotion processes that racialised colleagues (just as women) on average receive lower teaching evaluations and more rejections of publications and grant applications. That means that it is easier for white men to meet the promotion criteria” (White)

From 2021/22 student teaching evaluation scores were removed from our academic CV (and therefore promotion process), mitigating potential bias.

Additional support for applicants and assessors to promote equality

- Mandatory *Inclusive Leadership Training* delivered to all promotion panel members in 2016/17 to address unconscious bias. Subsequently, all promotion panel meetings begin with a briefing and video on unconscious bias, updated periodically to maintain impact.
- Since 2019, all prospective promotion applicants can request a mentor.
- All interviewees are invited to promotion training workshops, to understand the purpose of promotion interviews and improve interview technique. 80% attend; 88% go on to be promoted. Feedback is positive.

- *Responsible Research Metrics* policy, introduced 2019, ensures fair and appropriate use of research metrics by applicants and assessors.
- Application forms invite applicants to declare circumstances impacting their promotion portfolio (e.g., disabilities, leave, illness). Panels adjust assessments accordingly, applying a founding principle of ‘quality not quantity’.
- Covid-19 mitigations introduced for 2021/22 and at least three years thereafter.

Promotions data

- Overall, BAME A&R staff are more likely to apply for promotion to L6 and L7 than White staff, but less likely to be successful, resulting in similar proportions of the underlying applicant pools being promoted (**Action SP.12**). Application and success rates for L5 promotion are comparable by ethnicity (**Table 5.16**).
- These trends are not always statistically significant, but are persistent from year-to-year (**Figure 5.25, Figure 5.26, Figure 5.27**). In 2018/19 none of the seven BAME applicants to L7 were successful (**Action SP.5.1**). These cases were reviewed by APAG for additional assurance of correct outcomes.
- Non-UK staff (both BAME and White) are generally more likely to apply than UK staff. Success rates are broadly similar (**Table 5.16**).
- Application and success trends are not uniform by ethnic group. Higher BAME application rates tend to be driven by Mixed, Other and (less so) Chinese and Asian applicants, but these aren’t always the same groups experiencing lower success rates. Mixed staff tend to have strong success rates, but Asian, Other and Black staff are less successful (**Table 5.17**).

Action SP.11	Document and publish the University’s out-of-rounds promotion process on the promotion website. Provide a regularly updated, anonymised summary of the numbers of cases and aggregate outcomes of both in-round and out-of-rounds applications.
Action SP.12	Monitor and evaluate the impact of the introduction of Academic Career Development Committees, non-decision-making School-level panels and Covid mitigations over the course of the 2021/22, 2022/23 and 2023/24 promotion rounds, with particular focus on BAME application and success rates, and qualitative perceptions of the promotion process. Refine processes and introduce changes as required.
Action EU.2.3	Black Staff Focus Group: Promotion Process; fairness, transparency and outcomes.
Action SP.5.1	Create internal recruitment SharePoint site to showcase inclusive recruitment processes and offer visibility of executive recruitment processes. Ensure that inclusive recruitment processes are embedded within system guidance, advert templates and recruitment training for new managers. Super-Recruiters to advocate inclusive recruitment practices at faculty/service level.

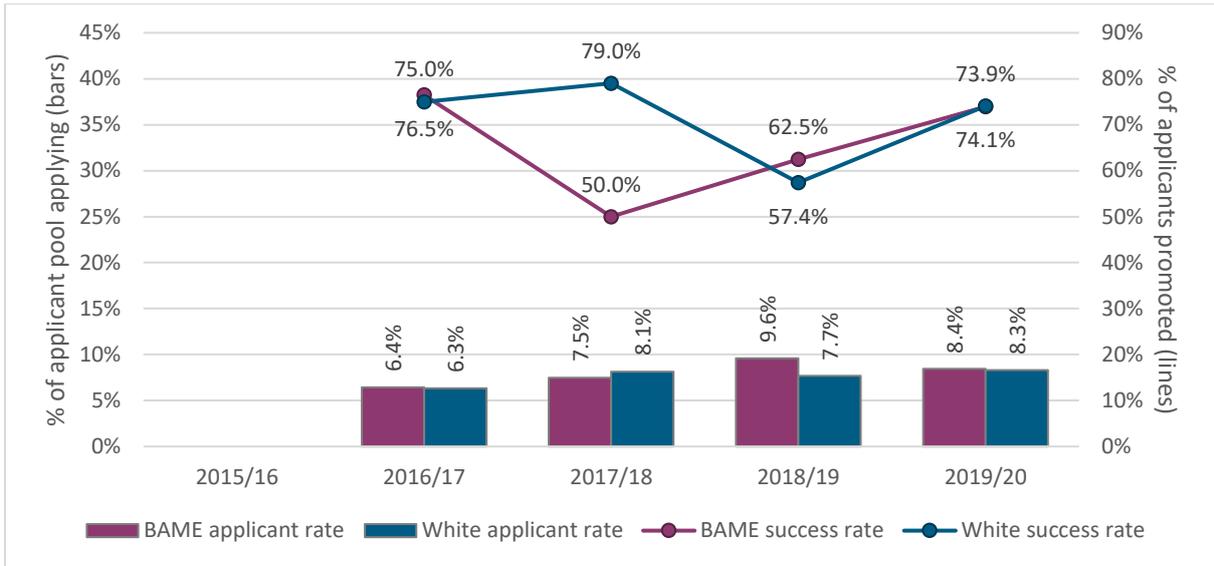


Figure 5.25: Level 5 promotion application and success rates by ethnicity (2016/17 to 2019/20)

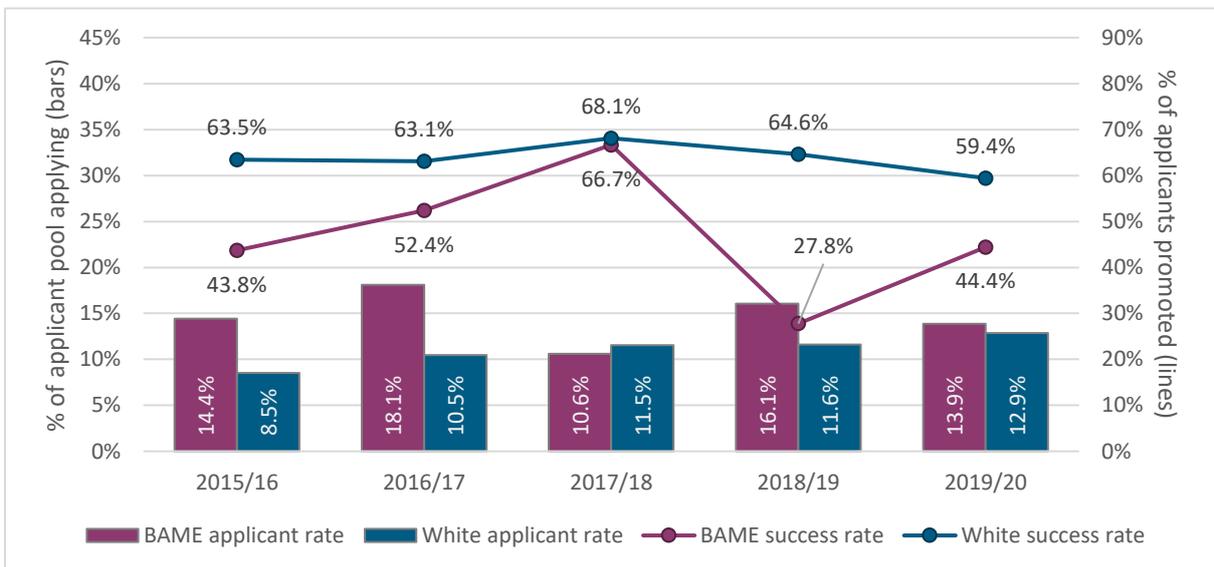


Figure 5.26: Level 6 promotion application and success rates by ethnicity (2015/16 to 2019/20)

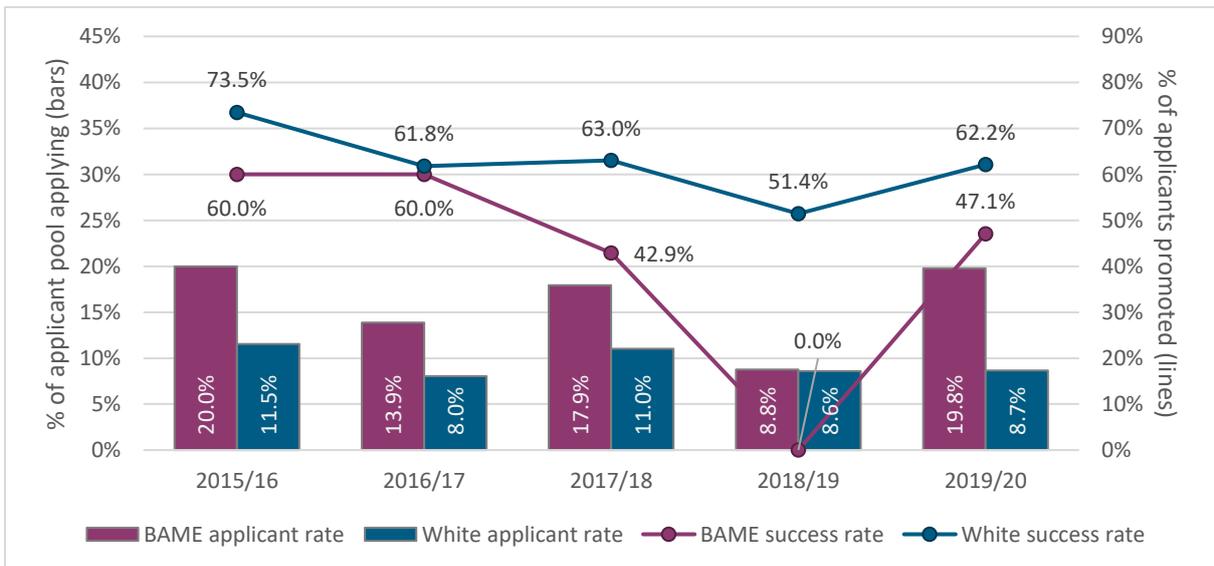


Figure 5.27: Level 7 promotion application and success rates by ethnicity (2015/16 to 2019/20)

Table 5.16: Summary of promotion application and success rates by ethnicity and nationality

Nationality / Measure		Promotion to Level 5 (2016/17* to 2019/20)		Promotion to Level 6 (2015/16 to 2019/20)		Promotion to Level 7 (2015/16 to 2019/20)	
		BAME	White	BAME	White	BAME	White
UK	Total applications	161 (incl. 3 x U/R)		246 (incl. 20 U/R)		184 (incl. 30 U/R)	
	Applicants	13	145	29	197	18	136
	Successful	9	102	13	127	11	88
	Average application rate	6.3%	8.0%	[13.8%]	[9.1%]	11.2%	9.0%
	Average success rate	69.2%	70.3%	[44.8%]	[64.5%]	61.1%	64.7%
	Average % of applicant pool promoted*	4.4%	5.6%	6.2%	5.8%	6.8%	5.8%
Non-UK	Total applications	158 (incl. 5 x U/R)		193 (incl. 9 U/R)		126 (incl. 14 U/R)	
	Applicants	71	82	57	127	45	67
	Successful	46	58	26	81	18	41
	Average application rate	8.4%	7.3%	15.3%	16.9%	[19.6%]	[11.5%]
	Average success rate	64.8%	70.7%	[45.6%]	[63.8%]	[40.0%]	[61.2%]
	Average % of applicant pool promoted*	5.4%	5.2%	[7.0%]	[10.8%]	7.8%	7.1%
Overall	Total applications	319 (incl. 8 x U/R)		439 (incl. 29 U/R)		310 (incl. 44 x U/R)	
	Applicants	84	227	86	324	63	203
	Successful	55	160	39	208	29	129
	Average application rate	8.0%	7.7%	[14.8%]	[11.1%]	[16.1%]	[9.7%]
	Average success rate	65.5%	70.5%	[45.3%]	[64.2%]	[46.0%]	[63.5%]
	Average % of applicant pool promoted*	5.2%	5.5%	6.7%	7.1%	7.4%	6.1%

Note: Data in this table, and subsequent charts and tables, include standard promotion routes but exclude in-level transfers. Applicant pools are the number of staff in the preceding grade (i.e., at Level 4, for promotion to Level 5). Data on promotion to Level 5 only collected centrally from 2016/17 onwards. Differences between pairs marked in square brackets are significant at P<.05.

Table 5.17: Summary of promotion application and success rates by ethnic group

Level / Measure		Arab	Asian	Black	Chinese	Mixed	Other	White
To Level 5 (16/17 to 19/20)	Applicants	2	22	9	36	7	9	227
	Successful	2	16	6	23	5	4	160
	Average application rate	3.7%	5.7%	11.7%	10.1%	6.3%	12.9%	7.7%
	Average success rate	100.0%	72.7%	66.7%	63.9%	71.4%	44.4%	70.5%
	Average % of applicant pool promoted*	3.7%	4.2%	7.8%	6.5%	4.5%	5.7%	5.5%
To Level 6 (15/16 to 19/20)	Applicants	1	26	4	21	12	22	324
	Successful	1	7	1	11	10	9	208
	Average application rate	9.1%	14.8%	8.5%	11.2%	[21.8%]	[20.8%]	11.1%
	Average success rate	100.0%	[26.9%]	25.0%	52.4%	83.3%	[40.9%]	64.2%
	Average % of applicant pool promoted*	9.1%	4.0%	2.1%	5.9%	[18.2%]	8.5%	7.1%
To Level 7 (15/16 to 19/20)	Applicants	0	21	2	17	6	17	203
	Successful	n/a	11	0	8	3	7	129
	Average application rate	0.0%	[15.4%]	15.4%	[17.2%]	13.6%	[20.0%]	9.7%
	Average success rate	n/a	52.4%	0.0%	47.1%	50.0%	41.2%	63.5%
	Average % of applicant pool promoted*	0.0%	8.1%	0.0%	8.1%	6.8%	8.2%	6.1%

Note: This table presents UK and non-UK data aggregated. We have analysed these data on a disaggregated basis but the numbers of applicants were too small to draw any meaningful conclusions. Figures for minority ethnic groups are marked in square brackets where they are significantly different to the equivalent figures for White staff at P<.05.

By faculty

- Application rates are higher in AHSSBL-focused than STEMM-focused faculties. University-level patterns of higher BAME application rates and lower success rates tend to be more pronounced in AHSSBL-focused faculties (**Table 5.18**).

Table 5.18: Summary of promotion application and success rates by ethnicity and faculty

Faculty / Measure		Promotion to Level 5 (2016/17* to 2019/20)		Promotion to Level 6 (2015/16 to 2019/20)		Promotion to Level 7 (2015/16 to 2019/20)	
		BAME	White	BAME	White	BAME	White
FAH (AHSSBL)	Total applications	71 (incl. 4 U/R)		60 (incl. 4 U/R)		32 (incl. 7 U/R)	
	Applicants	6	61	7	49	3	22
	Successful	3	54	4	36	2	16
		43	311	41	334	16	259
	Average application rate	14.0%	19.6%	17.1%	14.7%	18.8%	8.5%
	Average success rate	[50.0%]	[88.5%]	57.1%	73.5%	66.7%	72.7%
	Average % of applicant pool promoted*	7.0%	17.4%	9.8%	10.8%	12.5%	6.2%
FELS (STEMM)	Total applications	52 (incl. 1 U/R)		112 (incl. 7 U/R)		57 (incl. 9 U/R)	
	Applicants	11	40	17	88	6	42
	Successful	7	24	7	54	4	25
		119	564	54	635	31	368
	Average application rate	9.2%	7.1%	[31.5%]	[13.9%]	19.4%	11.4%
	Average success rate	63.6%	60.0%	41.2%	61.4%	66.7%	59.5%
	Average % of applicant pool promoted*	5.9%	4.3%	13.0%	8.5%	12.9%	6.8%
FEPS (STEMM)	Total applications	97 (incl. 3 U/R)		128 (incl. 9 U/R)		89 (incl. 11 U/R)	
	Applicants	31	63	27	92	27	51
	Successful	18	36	11	54	17	31
		573	1035	203	629	97	410
	Average application rate	5.4%	6.1%	13.3%	14.6%	[27.8%]	[12.4%]
	Average success rate	58.1%	57.1%	40.7%	58.7%	63.0%	60.8%
	Average % of applicant pool promoted*	3.1%	3.5%	5.4%	8.6%	17.5%	7.6%
Medicine (STEMM)	Total applications	46 (zero U/R)		39 (incl. 5 U/R)		61 (incl. 5 U/R)	
	Applicants	10	36	5	29	9	47
	Successful	8	21	3	21	2	31
		180	761	59	310	68	297
	Average application rate	5.6%	4.7%	8.5%	9.4%	13.2%	15.8%
	Average success rate	80.0%	58.3%	60.0%	72.4%	[22.2%]	[66.0%]
	Average % of applicant pool promoted*	4.4%	2.8%	5.1%	6.8%	2.9%	10.4%
FSS (AHSSBL)	Total applications	53 (zero U/R)		100 (incl. 4 U/R)		71 (incl. 12 U/R)	
	Applicants	26	27	30	66	18	41
	Successful	19	25	14	43	4	26
		138	264	114	395	104	337
	Average application rate	[18.8%]	[10.2%]	[26.3%]	[16.7%]	17.3%	12.2%
	Average success rate	73.1%	92.6%	46.7%	65.2%	[22.2%]	[63.4%]
	Average % of applicant pool promoted*	13.8%	9.5%	12.3%	10.9%	3.8%	7.7%

By gender

- BAME women (UK and non-UK) have been more likely to apply for L6 promotion than White women, White men *and* BAME men, but less likely to succeed (**Table 5.19**)
- No non-UK Female BAME staff have been successfully promoted to L7 since 2015/16.

Table 5.19: Summary of promotion application and success rates by ethnicity and gender

Nationality and Gender / Measure		Promotion to Level 5 (2016/17* to 2019/20)		Promotion to Level 6 (2015/16 to 2019/20)		Promotion to Level 7 (2015/16 to 2019/20)		
		BAME	White	BAME	White	BAME	White	
UK	Female	Total applications	70 (incl. 1 U/R)		97 (incl. 8 U/R)		62 (incl. 6 U/R)	
		Applicants	6	63	13	76	5	51
		Successful	4	44	6	47	4	36
		Average application rate	6.1%	7.0%	16.3%	6.3%	7.0%	8.9%
		Average success rate	66.7%	69.8%	46.2%	61.8%	80.0%	70.6%
		Average % of applicant pool promoted*	4.1%	4.9%	7.5%	3.9%	5.6%	6.3%
	Male	Total applications	91 (incl. 2 U/R)		149 (incl. 12 U/R)		122 (incl. 24 U/R)	
		Applicants	7	82	16	121	13	85
		Successful	5	58	7	80	7	52
		Average application rate	6.5%	9.1%	12.3%	12.6%	14.4%	9.0%
		Average success rate	71.4%	70.7%	43.8%	66.1%	53.8%	61.2%
Average % of applicant pool promoted*		4.7%	6.4%	5.4%	8.3%	7.8%	5.5%	
Non-UK	Female	Total applications	66 (incl. 1 U/R)		77 (incl. 4 U/R)		34 (incl. 3 U/R)	
		Applicants	28	37	27	46	7	24
		Successful	17	28	11	33	0	18
		Average application rate	9.4%	7.2%	21.3%	14.5%	12.5%	13.0%
		Average success rate	60.7%	75.7%	[40.7%]	[71.7%]	0.0%	75.0%
		Average % of applicant pool promoted*	5.7%	5.4%	8.7%	10.4%	0.0%	9.8%
	Male	Total applications	92 (incl. 4 U/R)		116 (incl. 5 U/R)		92 (incl. 11 U/R)	
		Applicants	43	45	30	81	38	43
		Successful	29	30	15	48	18	23
		Average application rate	7.8%	7.4%	[12.2%]	[18.6%]	21.8%	10.8%
		Average success rate	67.4%	66.7%	50.0%	59.3%	47.4%	53.5%
		Average % of applicant pool promoted*	5.3%	4.9%	6.1%	11.0%	10.3%	5.8%

Length of service

There is a low correlation between length of service and promotion success rate, and the gap between BAME and White success rates narrows with increasing length of service (**Figure 5.28**).

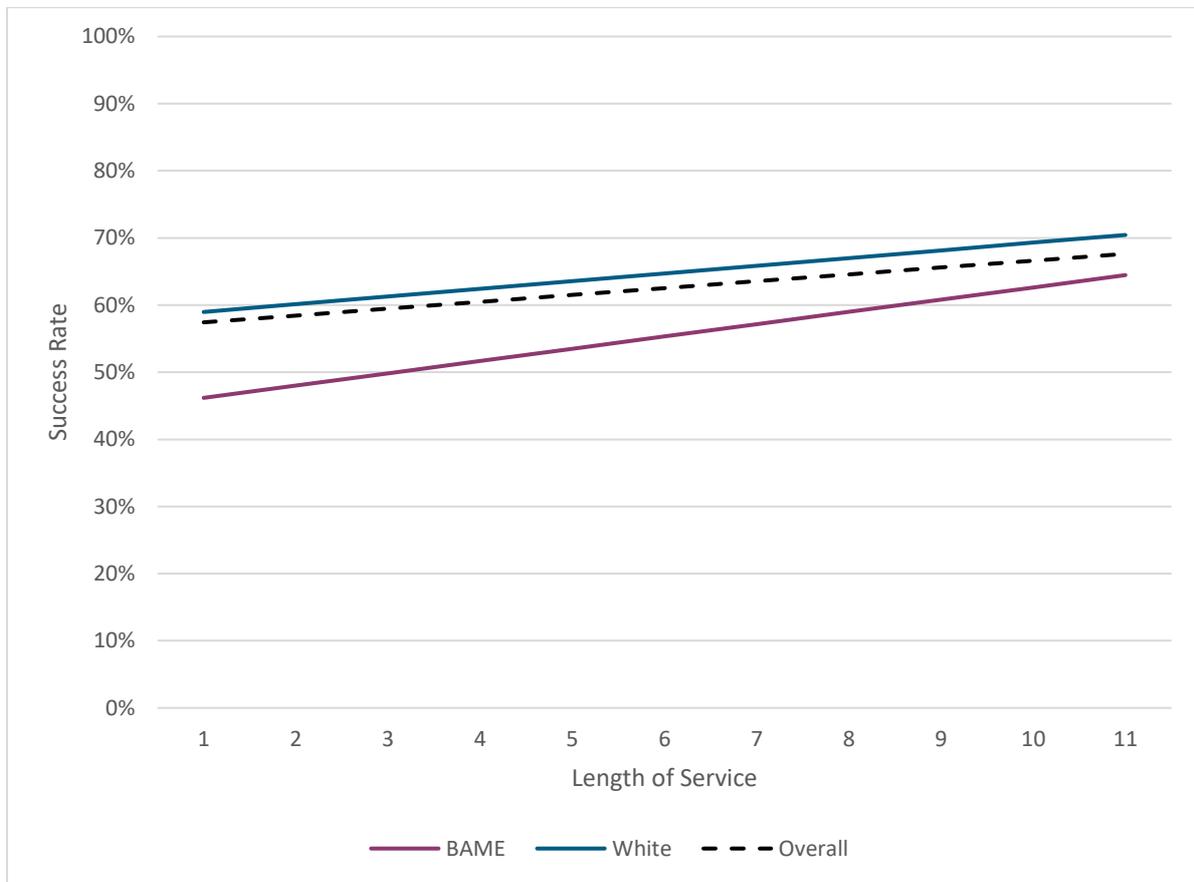


Figure 5.28: Academic Promotion: Linear trend of success rate by length of service and ethnicity

5e Research Excellence Framework (REF)

For REF2014, our policy was to return all eligible staff with outputs rated 3* and above. For REF2021, all eligible A&R staff were returned, including all (<0.2FTE) L4+ balanced staff and all research-focused L5+ staff, satisfying one or more indicators of independence. A rigorous selection and appeals process, involving REF EDI Committee, determined independence, per our REF Code of Practice.

- In both REF2014 (**Table 5.20**) and REF2021 (**Table 5.21**) non-UK BAME staff were significantly less likely to be eligible (2014: χ^2 , P=0.002; 2021: χ^2 , P<0.001), and in REF2014, significantly less likely to be submitted (χ^2 , P=0.026) than non-UK White staff.
- Differences in eligibility and return rates between UK BAME and White staff were not statistically significant for REF2014 or REF2021.
- These eligibility patterns are fundamentally driven by the relative distributions of A&R staff by grade, pathway, ethnicity and nationality (see [Section 4a](#)).
- Our final REF EIA showed no significant differences by ethnicity (χ^2 , P=0.393) or nationality (χ^2 , P=0.776) in research-focused staff deemed eligible.

Table 5.20: Number of staff (headcount) eligible for and returned in REF 2014, by nationality and ethnicity

Nationality	Ethnicity	A&R staff	REF eligible	Proportion of A&R staff REF eligible	REF returned	Proportion of REF eligible staff returned
UK	White	2,136	669	31.3%	596	89.1%
	BAME	169	53	31.4%	43	81.1%
	U/R	345	136	39.4%	121	89.0%
Non-UK	White	751	285	37.9%	262	91.9%
	BAME	402	116	28.9%	98	84.5%
	U/R	152	53	34.9%	44	83.0%
Overall	White	2,887	954	33.0%	858	89.9%
	BAME	571	169	29.6%	141	83.4%
	U/R	497	189	38.0%	165	87.3%

Table 5.21: Number of staff (headcount) eligible for and returned in REF 2021, by nationality and ethnicity

Nationality	Ethnicity	A&R staff	REF eligible	Proportion of A&R staff REF eligible	REF returned	Proportion of REF eligible staff returned
UK	White	1,551	681	43.9%	681	100.0%
	BAME	169	84	49.7%	84	100.0%
	U/R	167	99	59.3%	99	100.0%
Non-UK	White	613	342	55.8%	342	100.0%
	BAME	423	167	39.5%	167	100.0%
	U/R	71	39	54.9%	39	100.0%
Overall	White	2,165	1,023	47.3%	1,023	100.0%
	BAME	592	251	42.4%	251	100.0%
	U/R	240	138	57.5%	138	100.0%

In preparation for REF2021 we took several actions, informed by an EIA:

- Approximately 200 decision-makers (including all members of UEB) completed REF-specific EDI training in 2018/19 covering unconscious bias and mitigations. Feedback was positive.
- We ran approximately 100 open-forum workshops explaining REF2021 plans and guidance, alongside the publication of REF2021 information papers.

*“It was helpful to reflect on where unconscious bias can operate within the REF process. That will be useful to me in my role as [Associate Dean Research]. In fact it has already prompted me to suggest that we provide UoS leads with the EDI stats for their unit in the benchmarking exercise.”
(Unattributed)*

5f Support Given to Early Career Researchers

Overview

- We are a member of *Vitae*, a *Concordat* signatory and have held the *HR Excellence in Research Award* since 2012.
- Wide use of FTCs is a key issue affecting ECRs' job stability and career progression (**Action SP.1**).
- Our *ECR Development Hub* provides guidance, resources and training, alongside access to our Careers and Employability Service.
- New staff are directed to our *Induction Portal* (high usage: 2,330 unique users between December 2019-April 2022). For A&R staff, the portal also provides information about relevant development (CHEP, PGCAP, PREP), quality standards, and sources of academic support.
- Additionally, each department provides local induction, including workshops and mentoring/buddy arrangements. We will review local processes, share good practice and ensure consistent access to such opportunities across the University (**Actions SP.13, SP.14**).

Action SP.1	Improve job security for researchers and other staff through greater use of OECs. (objective – see action plan for detail)
Action SP.13	Collaborate with the Researcher Development Concordat Advisory Group to investigate the current induction offerings and provide guidance, good practice and/or principles to ensure effective support around EDI topics across faculties and departments.
Action SP.14	Introduce 'New Starter Questionnaires' as a means of collecting data on uptake/completion of different elements of induction and probation, so that we can understand their value, and analyse for any differences in experience by ethnicity

Anniversary Fellowship Scheme

The Anniversary Fellowship Scheme offers an opportunity for exceptional ECRs to advance their research careers. Anniversary Fellows will benefit from three-years' independent research funding, the link to a permanent academic post and access to mentoring, career development and networking across the University and beyond.

The scheme is open to exceptional researchers from around the world, and applications from minority ethnic individuals has been encouraged; 43% of applicants are from a BAME background, with the outcomes due to be announced in September 2022.

Data Insight

In 2021 we carried out a [CEDARS](#) culture survey specifically for the academic community:

- In general, the experiences of BAME staff were reported slightly more positively than the experiences of White staff.

- Although 9/10 White and minority ethnic ECR staff have not felt discriminated against whilst at work, almost 1/3 do not feel comfortable reporting discrimination suggesting potential trust challenges (**Actions OC.5.1, OC.5.2, GP.3, EU.6.2**).
- Due to the small numbers, we are unable to provide a breakdown by ethnicity, but there are some notable negative experiences reported by Black ECRs, specifically in relation to opportunities for promotion and lack of confidence reporting discrimination (**Action EU.2.3**).

Action OC.5.1	Establish a clearer, and more public, zero tolerance statement about racism and racial harassment with an accompanying communications campaign to raise awareness.
Action OC.5.2	Provide guides / one-pagers to support staff in recognising and responding to race-related incidents.
Action GP.3	Publicise data and trends from Report+Support and share how the University has addressed any issues.
Action EU.6.2	Improve awareness of Report+Support (and how it is used) amongst both staff and students, include links in all EDI story comms, update posters/comms to include further guidance, update website to refresh appearance and add additional information, and prepare video content further explaining the tool and the roles of those involved in the Respect Campaign.
Action EU.2.3	Black Staff Focus Group: Promotion Process; fairness, transparency and outcomes.

5g Profile-Raising Opportunities

A large number of profile-raising opportunities exist, providing platforms for a diverse range of staff to raise their profile, including the annual Vice-Chancellor's Awards, which includes an EDI award to recognise and celebrate those working towards a more inclusive University culture.

Nomination criteria for *Outstanding Alumni Awards* specify that panellists must ensure a diverse range of subject areas and specialisms are covered and that stories of alumni who have not previously been celebrated are surfaced.

Further good practice is driven locally and those running events and awarding panels will typically intentionally consider diversity as part of the planning process. We will strengthen guidance to help support this further (**Action GP.9**).

Action GP.9 Develop and share guidance to ensure that those running events (such as award ceremonies) consider diversity in the planning process, including balanced and diverse shortlisting panels and the inclusion of EDI questions throughout, including at shortlisting stage

Whilst all staff are encouraged to raise their profile there is no systematic process for profile-raising opportunities to ensure equitable exposure.

An audit of 2021 UoS media appearances showcased in our monthly online staff magazine found that 14% of celebrated staff were from a BAME background, though notably none of these were Black staff. We will engage the academic community to establish an annual communication plan to amplify ethnic minority voices (**Actions EU.2.4 & OC.7**).

Action EU.2.4 Investigate underlying reasons for under-representation of Black staff at conferences and networking events via focus groups. Breakdown by academic specialties and address any issues found. Collect data to confirm representation presenting at, and attending academic conferences.

Action OC.7 Establish an annual communication plan to underpin the EDI Strategic plan that marks key events and initiatives both within and without the University (inc. graduation, VC awards, promotions, annual lectures etc.) highlighting opportunities for staff to represent the University at profile raising events and opportunities. Share this plan in advance with faculties so they can contribute to a coordinated campaign to increase representation of staff from BAME backgrounds.

6 Professional and Support Staff: Recruitment, Progression and Development

6a Professional and Support Staff Recruitment

Recruitment processes, data trends and accompanying actions for P&S staff closely mirror A&R staff ([Section 5a](#), [Actions SP.4.1](#), [SP.4.2](#), [SP.4.3](#), [SP.4.4](#), [SP.5.1](#), [SP.5.2](#), [SP.6](#), [OC.6](#)).

- With few exceptions, BAME representation decreases from applicant pool through to appointment. The sharpest drop is typically at shortlisting stage (**Figure 6.8**, **Figure 6.9**, **Action SP.15**).
- Our UK applicant pool has a similar ethnic profile to our local area, with a slight under-representation of Asian applicants. However, BAME applicants are overrepresented at L1a, raising the apparent diversity of the applicant pool.
- When BAME candidates reach interview, success rates are marginally lower than for White staff, although data is variable.
- Of 80 BAME applicants for L6/7 roles since 2016/17, only 15 were shortlisted and none appointed (**Table 6.4**, **Table 6.5**).

Action SP.4.1	Put a training programme in place for all Super-Recruiters to include; unconscious bias training, Inclusive Recruitment webinar, active bystander training & LMD e-learning modules.
Action SP.4.2	Super-Recruiters identified in each Faculty/Professional Service area at Level 3 upwards in order to act as role models for the recruitment process and challenge unconscious bias and inclusion at each stage of the recruitment process.
Action SP.4.3	Implement recommendations from the review of the Super-Recruiter project to shape & enhance our current offer and inform future recruitment training and practices.
Action SP.4.4	Capture and analyse recruitment experience feedback provided by Super-Recruiters and support the escalation of concerns to HRBPs and senior sponsors to ensure we are working towards an improved recruitment experience.
Action SP.5.1	Create an internal recruitment SharePoint site to showcase inclusive recruitment processes and offer visibility of executive recruitment processes. Ensure that inclusive recruitment processes are embedded within system guidance, advert templates and recruitment training for new managers. Super-Recruiters to advocate inclusive recruitment practices at faculty/service level.
Action SP.5.2	Investigate the use and publication of KPIs in relation to inclusive recruitment.
Action SP.6	Clarify guidance around the use of positive action, make any required updates to the EDI training modules, and share relevant outcomes via comms, recruitment SharePoint and Super-Recruiter community

- Action OC.6** Source the provision of anti-racism training course(s) and micro-learning modules, to be delivered to various staff and student groups, and embedded within the University processes including; Grievance and Disciplinary Hearing Panels, Line Manager Training, Appraisal with Confidence Training, Super-Recruiter Community, PGCAP, REC-SAT members, Harassment Contacts and Counsellors, Personal Tutors, promotion panels, and within Learning and Assessment.
- Action SP.15** Consider options with the recruitment system to enable more inclusive processes, such as an option for 'blind shortlisting' to redact applicant personal information and protected characteristics (for Professional and Support Staff roles).

Data

Table 6.1: UK P&S staff recruitment by year and ethnicity (2016/17 to 2020/21)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
2016/17	BAME	712	168	39	38	[23.6%]	23.2%	97.4%	[5.3%]
	White	5,324	1,840	463	422	[34.6%]	25.2%	91.1%	[7.9%]
	%BAME	11.5%	8.2%	7.5%	8.0%	-	-	-	-
2017/18	BAME	698	187	39	36	[26.8%]	20.9%	92.3%	[5.2%]
	White	5,084	1,820	452	421	[35.8%]	24.8%	93.1%	[8.3%]
	%BAME	11.8%	9.2%	7.8%	7.7%	-	-	-	-
2018/19	BAME	736	217	53	48	[29.5%]	24.4%	90.6%	[6.5%]
	White	4,504	1,638	422	383	[36.4%]	25.8%	90.8%	[8.5%]
	%BAME	13.8%	11.5%	11.1%	11.1%	-	-	-	-
2019/20	BAME	626	152	38	34	[24.3%]	25.0%	89.5%	[5.4%]
	White	4,044	1,307	363	346	[32.3%]	27.8%	95.3%	[8.6%]
	%BAME	12.9%	10.1%	9.2%	8.7%	-	-	-	-
2020/21	BAME	672	197	51	44	[29.3%]	25.9%	86.3%	6.5%
	White	3,909	1,395	346	322	[35.7%]	24.8%	93.1%	8.2%
	%BAME	14.3%	12.0%	12.5%	11.8%	-	-	-	-
Overall	BAME	3,444	921	220	200	[26.7%]	23.9%	90.9%	[5.8%]
	White	22,865	8,000	2,046	1,894	[35.0%]	25.6%	92.6%	[8.3%]
	%BAME	12.8%	10.1%	9.5%	9.3%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at $P < .05$. Approximately 2.5% of UK applicants choose not to declare their ethnicity. These applicants are not tabulated for clarity of presentation but are included in the calculations of representation.

Table 6.2: Non-UK P&S staff recruitment by year and ethnicity (2016/17 to 2020/21)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
2016/17	BAME	818	147	47	44	[18.0%]	32.0%	93.6%	5.4%
	White	1,227	288	69	62	[23.5%]	24.0%	89.9%	5.1%
	%BAME	38.8%	32.7%	38.5%	39.3%	-	-	-	-
2017/18	BAME	759	134	51	49	17.7%	[38.1%]	96.1%	6.5%
	White	1,097	228	61	59	20.8%	[26.8%]	96.7%	5.4%
	%BAME	38.9%	34.8%	43.6%	43.4%	-	-	-	-
2018/19	BAME	719	148	45	37	[20.6%]	30.4%	82.2%	5.1%
	White	1,056	263	62	48	[24.9%]	23.6%	77.4%	4.5%
	%BAME	39.0%	35.1%	40.9%	42.0%	-	-	-	-
2019/20	BAME	770	172	56	53	22.3%	32.6%	94.6%	6.9%
	White	947	213	60	57	22.5%	28.2%	95.0%	6.0%
	%BAME	43.2%	43.4%	46.7%	46.9%	-	-	-	-
2020/21	BAME	866	142	30	24	[16.4%]	21.1%	80.0%	[2.8%]
	White	699	167	44	40	[23.9%]	26.3%	90.9%	[5.7%]
	%BAME	53.5%	44.7%	39.5%	36.4%	-	-	-	-
Overall	BAME	3,932	743	229	207	[18.9%]	30.8%	90.4%	5.3%
	White	5,026	1,159	296	266	[23.1%]	25.5%	89.9%	5.3%
	%BAME	42.3%	37.7%	42.0%	42.1%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at P<.05. Approximately 3.7% of non-UK applicants choose not to declare their ethnicity. These applicants are not tabulated for clarity of presentation but are included in the calculations of representation.

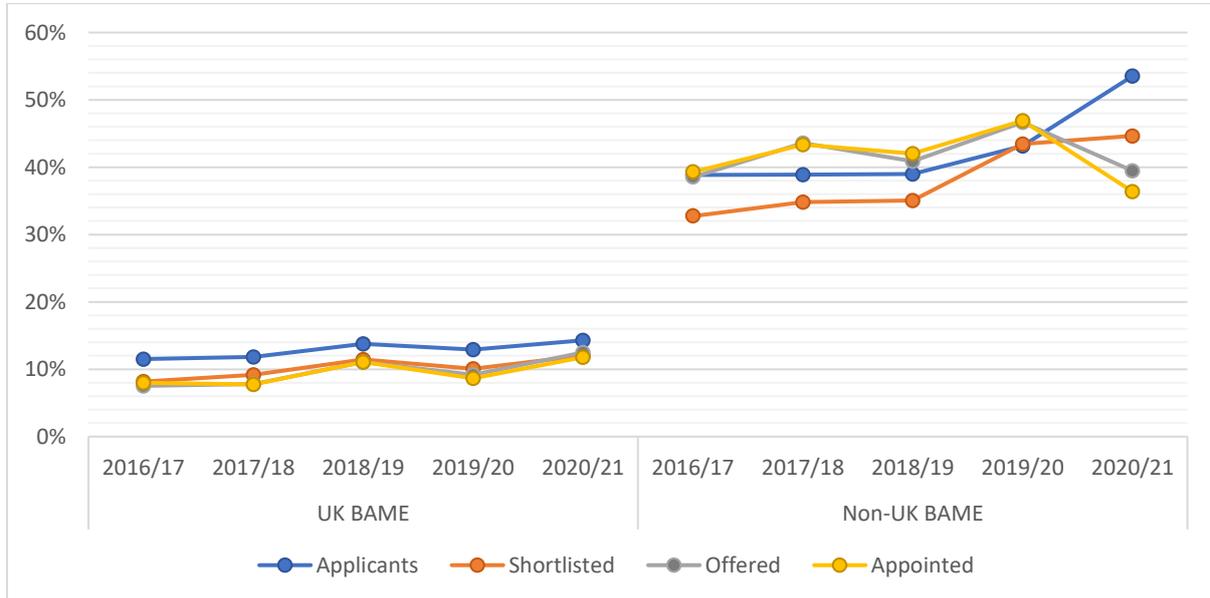


Figure 6.1: BAME representation at each P&S recruitment stage, by nationality (2016/17 to 2020/21)

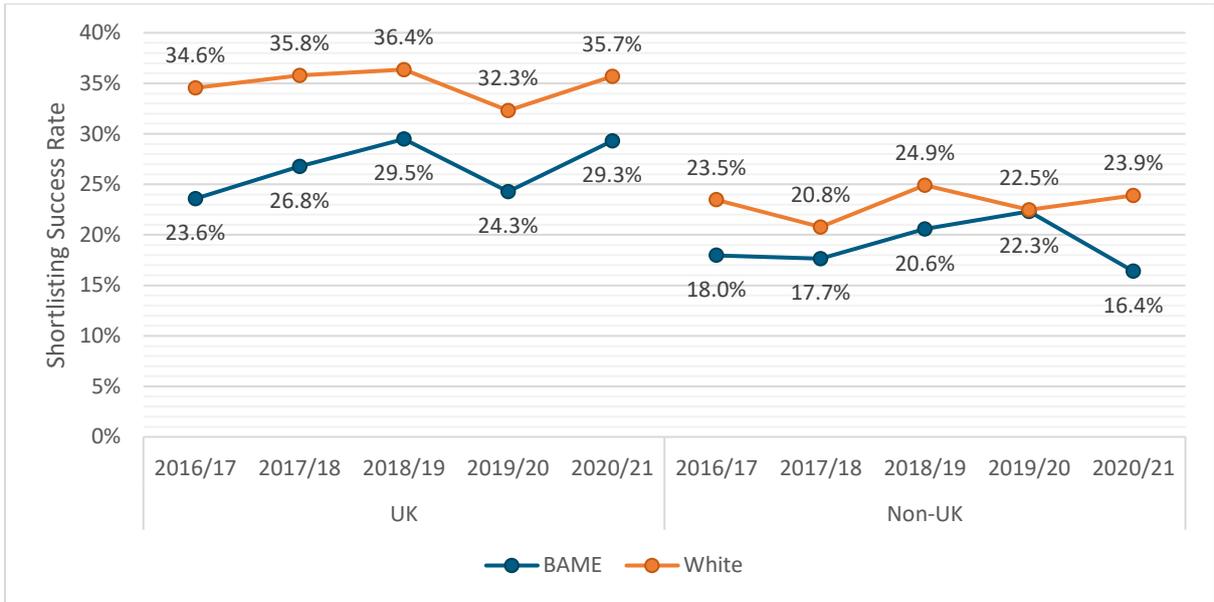


Figure 6.2: P&S shortlisting success rates by ethnicity and nationality (2016/17 to 2020/21)

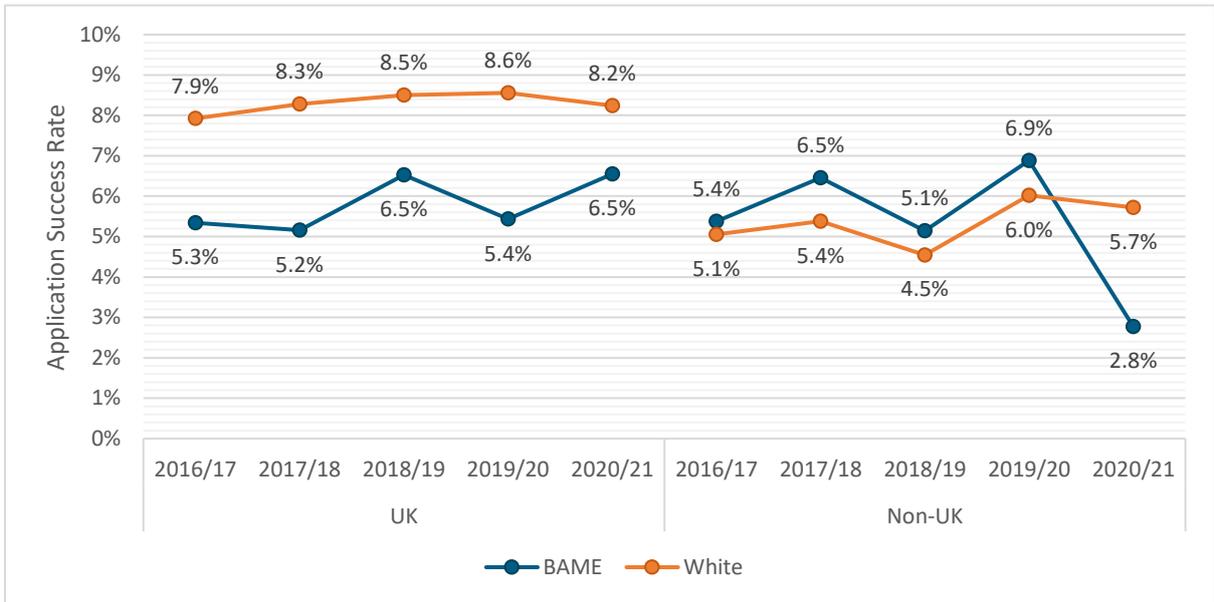


Figure 6.3: P&S overall application success rates by ethnicity and nationality (2016/17 to 2020/21)

By minority ethnic group

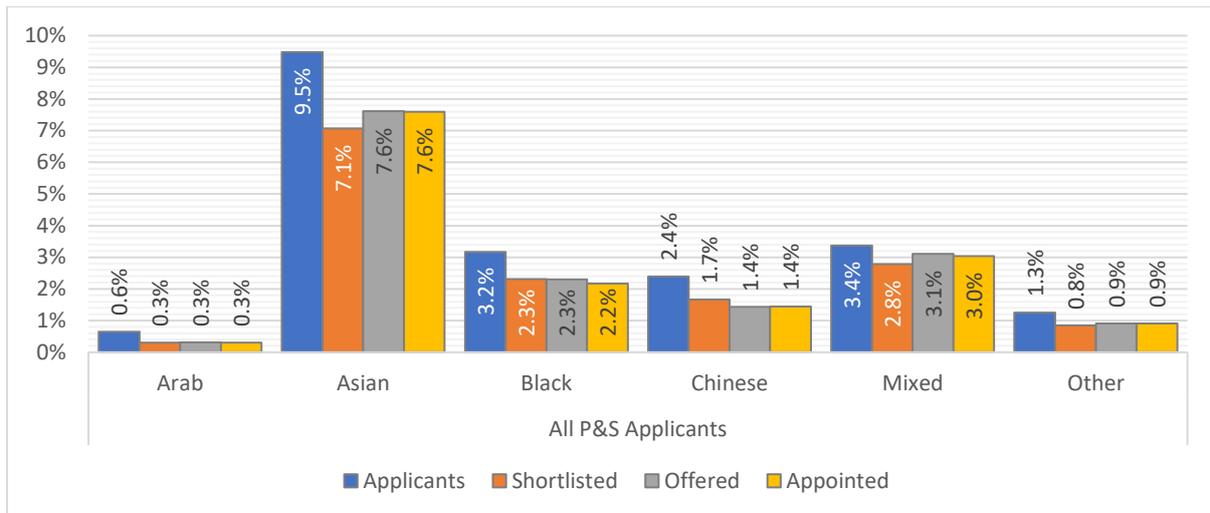


Figure 6.4: Minority ethnic group representation at each P&S recruitment stage (All P&S Applicants, 2016/17 to 2020/21 aggregated)

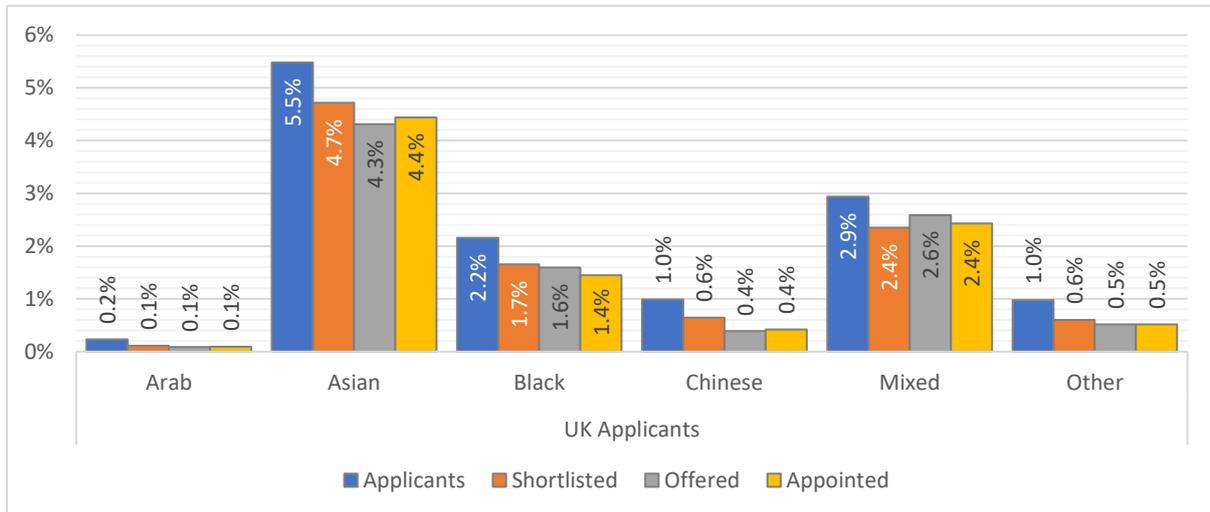


Figure 6.5: Minority ethnic group representation at each P&S recruitment stage (UK applicants, 2016/17 to 2020/21 aggregated)

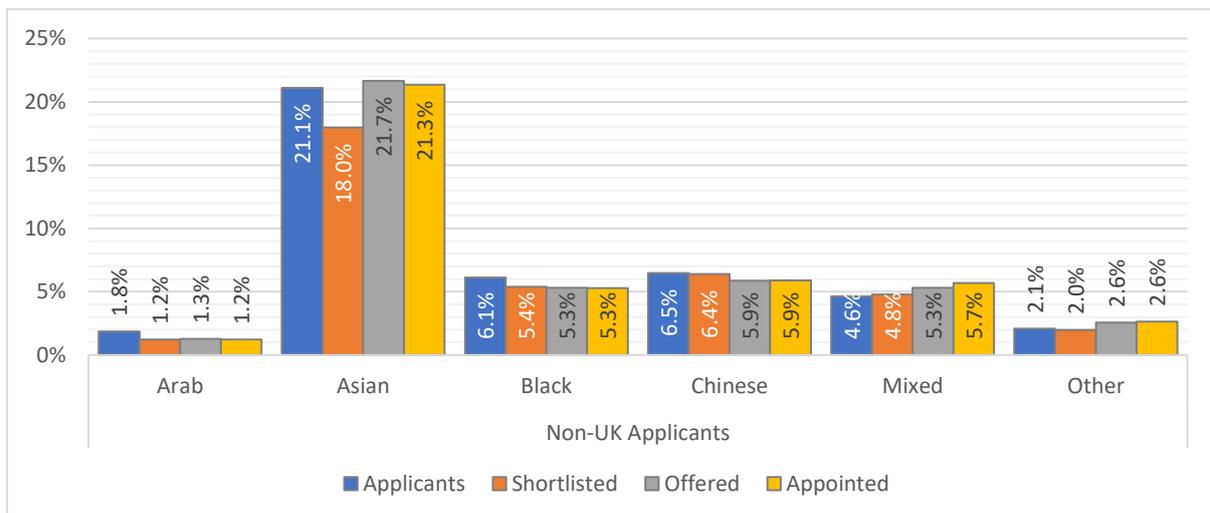


Figure 6.6: Minority ethnic group representation at each P&S recruitment stage (non-UK applicants, 2016/17 to 2020/21 aggregated)

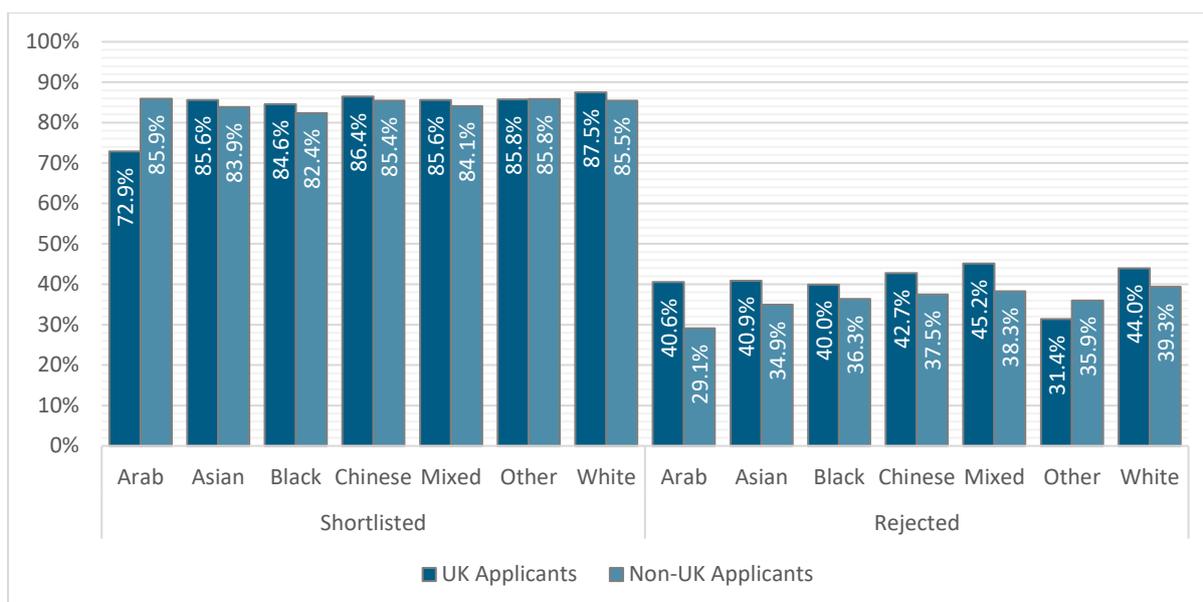


Figure 6.7: Mean shortlisting score for shortlisted and rejected P&S applications by ethnic group and nationality (2016/17 to 2020/21 aggregated)

Table 6.3: P&S staff recruitment by ethnic group (2016/17 to 2020/21 aggregated)

Ethnicity		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
UK	Arab	63	10	2	2	15.9%	20.0%	100.0%	3.2%
	Asian	1,478	431	100	95	29.2%	23.2%	95.0%	6.4%
	Black	582	151	37	31	25.9%	24.5%	83.8%	5.3%
	Chinese	266	59	9	9	22.2%	15.3%	100.0%	3.4%
	Mixed	792	215	60	52	27.1%	27.9%	86.7%	6.6%
	Other	263	55	12	11	20.9%	21.8%	91.7%	4.2%
	White	22,865	8,000	2,046	1,894	35.0%	25.6%	92.6%	8.3%
	Overall	26,976	9,137	2,319	2,140	33.9%	25.4%	92.3%	7.9%
Non-UK	Arab	172	24	7	6	14.0%	29.2%	85.7%	3.5%
	Asian	1,963	354	118	105	18.0%	33.3%	89.0%	5.3%
	Black	569	106	29	26	18.6%	27.4%	89.7%	4.6%
	Chinese	603	126	32	29	20.9%	25.4%	90.6%	4.8%
	Mixed	432	94	29	28	21.8%	30.9%	96.6%	6.5%
	Other	193	39	14	13	20.2%	35.9%	92.9%	6.7%
	White	5,026	1,159	296	266	23.1%	25.5%	89.9%	5.3%
	Overall	9,301	1,970	545	492	21.2%	27.7%	90.3%	5.3%

By grade

Table 6.4: UK P&S staff recruitment by grade and ethnicity (2016/17 to 2020/21 aggregated)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
Level 1a	BAME	145	83	22	20	57.2%	26.5%	90.9%	13.8%
	White	419	262	87	71	62.5%	33.2%	81.6%	16.9%
	%BAME	25.1%	23.4%	20.0%	21.7%	-	-	-	-
Level 1b	BAME	202	44	11	7	[21.8%]	25.0%	63.6%	3.5%
	White	936	318	75	66	[34.0%]	23.6%	88.0%	7.1%
	%BAME	17.4%	12.0%	12.5%	9.3%	-	-	-	-
Level 2a	BAME	338	95	22	21	[28.1%]	23.2%	95.5%	6.2%
	White	2,324	834	197	183	[35.9%]	23.6%	92.9%	7.9%
	%BAME	12.5%	10.1%	10.0%	10.2%	-	-	-	-
Level 2b	BAME	1,068	248	50	44	[23.2%]	20.2%	88.0%	[4.1%]
	White	7,098	2,111	466	428	[29.7%]	22.1%	91.8%	[6.0%]
	%BAME	12.9%	10.3%	9.5%	9.1%	-	-	-	-
Level 3	BAME	921	202	52	49	[21.9%]	25.7%	94.2%	[5.3%]
	White	5,946	1,936	501	463	[32.6%]	25.9%	92.4%	[7.8%]
	%BAME	13.0%	9.2%	9.1%	9.3%	-	-	-	-
Level 4	BAME	537	181	45	41	[33.7%]	24.9%	91.1%	[7.6%]
	White	4,063	1,680	492	458	[41.3%]	29.3%	93.1%	[11.3%]
	%BAME	11.3%	9.4%	8.1%	8.0%	-	-	-	-
Level 5	BAME	172	54	18	18	[31.4%]	33.3%	100.0%	10.5%
	White	1,563	691	187	185	[44.2%]	27.1%	98.9%	11.8%
	%BAME	9.6%	7.1%	8.6%	8.7%	-	-	-	-
Level 6	BAME	45	11	0	0	24.4%	0.0%	n/a	0.0%
	White	341	129	31	31	37.8%	24.0%	100.0%	9.1%
	%BAME	11.3%	7.5%	0.0%	0.0%	-	-	-	-
Level 7	BAME	16	3	0	0	18.8%	0.0%	n/a	0.0%
	White	175	39	10	9	22.3%	25.6%	90.0%	5.1%
	%BAME	8.2%	7.0%	0.0%	0.0%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at P<.05.

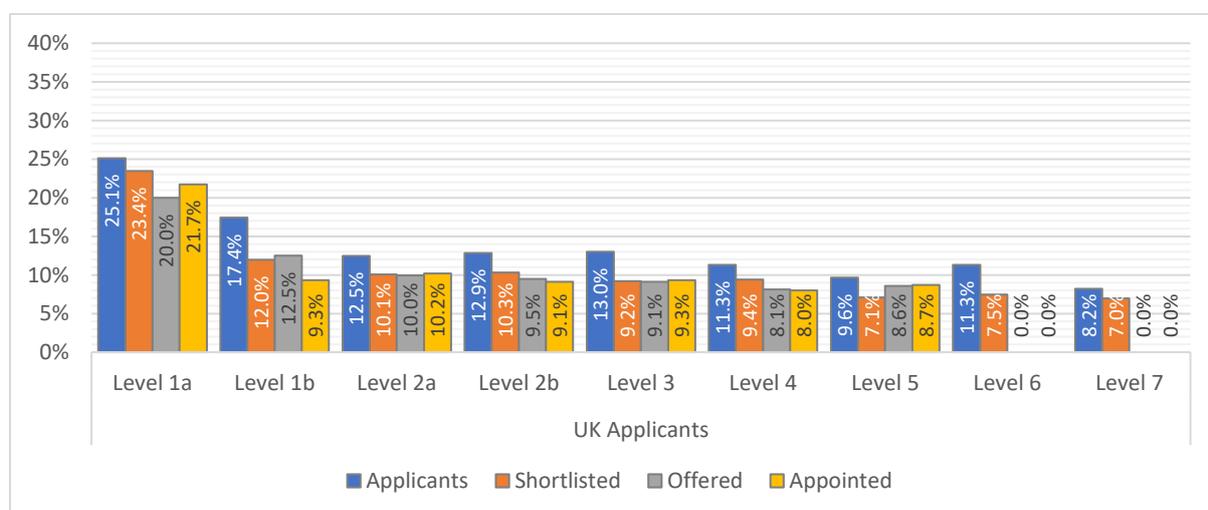


Figure 6.8: UK BAME representation by P&S recruitment stage and grade (2016/17 to 2020/21 aggregated)

Table 6.5: Non-UK P&S staff recruitment by grade and ethnicity (2016/17 to 2020/21 aggregated)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
Level 1a	BAME	394	235	104	95	59.6%	44.3%	91.3%	24.1%
	White	184	106	41	34	57.6%	38.7%	82.9%	18.5%
	%BAME	66.0%	67.7%	70.7%	72.5%	-	-	-	-
Level 1b	BAME	175	28	5	4	16.0%	17.9%	80.0%	2.3%
	White	267	40	11	11	15.0%	27.5%	100.0%	4.1%
	%BAME	38.5%	39.4%	29.4%	25.0%	-	-	-	-
Level 2a	BAME	483	79	15	15	[16.4%]	19.0%	100.0%	3.1%
	White	635	146	35	33	[23.0%]	24.0%	94.3%	5.2%
	%BAME	41.4%	33.9%	28.3%	29.4%	-	-	-	-
Level 2b	BAME	860	105	24	23	[12.2%]	22.9%	95.8%	[2.7%]
	White	1,457	312	71	65	[21.4%]	22.8%	91.5%	[4.5%]
	%BAME	35.7%	24.3%	24.2%	25.0%	-	-	-	-
Level 3	BAME	998	136	41	37	[13.6%]	30.1%	90.2%	3.7%
	White	1,335	261	60	55	[19.6%]	23.0%	91.7%	4.1%
	%BAME	41.2%	32.9%	38.7%	38.1%	-	-	-	-
Level 4	BAME	777	126	33	28	[16.2%]	26.2%	84.8%	[3.6%]
	White	855	217	62	55	[25.4%]	28.6%	88.7%	[6.4%]
	%BAME	46.0%	35.2%	34.0%	32.9%	-	-	-	-
Level 5	BAME	226	33	7	5	[14.6%]	21.2%	71.4%	2.2%
	White	238	67	13	10	[28.2%]	19.4%	76.9%	4.2%
	%BAME	46.7%	31.4%	30.4%	29.4%	-	-	-	-
Level 6	BAME	14	1	0	0	7.1%	0.0%	n/a	0.0%
	White	45	9	3	3	20.0%	33.3%	100.0%	6.7%
	%BAME	23.0%	10.0%	0.0%	0.0%	-	-	-	-
Level 7	BAME	5	0	0	0	0.0%	n/a	n/a	0.0%
	White	10	1	0	0	10.0%	0.0%	n/a	0.0%
	%BAME	31.3%	0.0%	n/a	n/a	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at P<.05.

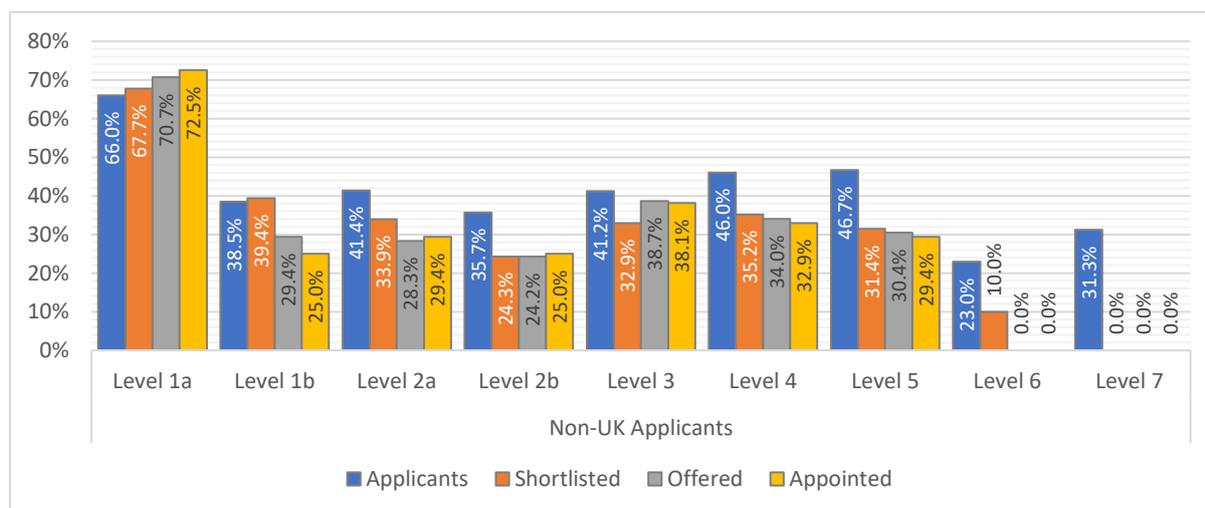


Figure 6.9: Non-UK BAME representation by P&S recruitment stage and grade (2016/17 to 2020/21 aggregated)

By job family

Table 6.6: UK P&S staff recruitment by job family and ethnicity (2016/17 to 2020/21 aggregated)

Job Family		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
CAO	BAME	323	143	38	33	[44.3%]	26.6%	86.8%	10.2%
	White	1,545	834	225	199	[54.0%]	27.0%	88.4%	12.9%
	%BAME	17.1%	14.5%	14.4%	14.2%	-	-	-	-
MSA	BAME	2,735	699	159	145	[25.6%]	22.7%	91.2%	[5.3%]
	White	19,273	6,405	1,576	1,464	[33.2%]	24.6%	92.9%	[7.6%]
	%BAME	12.1%	9.6%	9.0%	8.8%	-	-	-	-
TAE	BAME	386	79	23	22	[20.5%]	29.1%	95.7%	[5.7%]
	White	2,047	761	245	231	[37.2%]	32.2%	94.3%	[11.3%]
	%BAME	15.1%	9.1%	8.2%	8.4%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at P<.05

Table 6.7: Non-UK P&S staff recruitment by job family and ethnicity (2016/17 to 2020/21 aggregated)

Job Family		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
CAO	BAME	542	257	107	98	47.4%	41.6%	91.6%	18.1%
	White	417	191	66	57	45.8%	34.6%	86.4%	13.7%
	%BAME	55.0%	56.2%	60.8%	62.0%	-	-	-	-
MSA	BAME	2,519	362	82	76	[14.4%]	22.7%	92.7%	[3.0%]
	White	3,695	756	165	150	[20.5%]	21.8%	90.9%	[4.1%]
	%BAME	38.9%	30.9%	31.5%	31.9%	-	-	-	-
TAE	BAME	871	124	40	33	[14.2%]	32.3%	82.5%	[3.8%]
	White	914	212	65	59	[23.2%]	30.7%	90.8%	[6.5%]
	%BAME	47.2%	36.2%	36.7%	34.4%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at P<.05

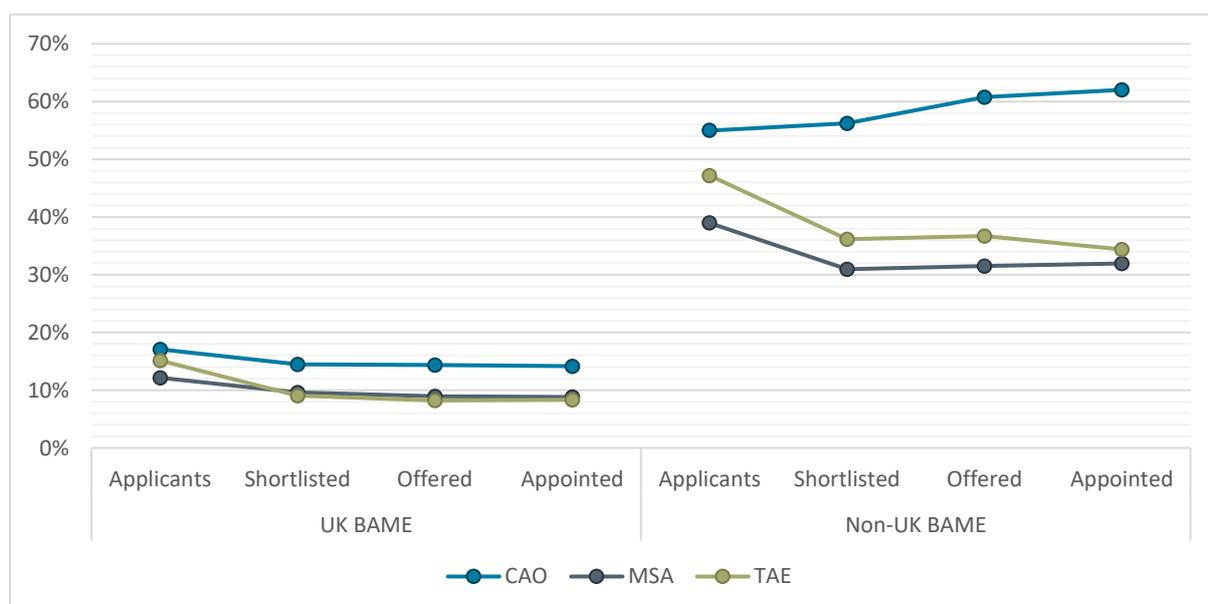


Figure 6.10: BAME representation at each P&S recruitment stage, by nationality and job family (2016/17 to 2020/21, aggregated)

6b Training

Training for P&S staff closely mirrors provision for A&R staff ([Section 5b](#)).

- There is low training uptake for CAO and TAE staff, relative to MSA, for both BAME and White staff – especially Management and Personal Development training. Overall training figures are dominated by mandatory EDI training (**Table 6.8, Figure 6.11, Figure 6.12**).
- There are clear grade-related trends in the uptake of Management (**Figure 6.13**) and Personal Development (**Figure 6.14**) training, but no significant differences by ethnicity.

Table 6.8: Number of P&S staff participating in training each year by training type and ethnicity (2016/17 to 2020/21)

Job Family / Year		Management Development			Personal Development			EDI Training			Overall		
		BAME	White	%BAME	BAME	White	%BAME	BAME	White	%BAME	BAME	White	%BAME
CAO	2016/17	0	0	n/a	0	0	n/a	0	1	0%	0	1	0%
	2017/18	1	12	8%	0	1	0%	44	173	17%	45	186	16%
	2018/19	6	29	15%	1	5	17%	9	17	29%	16	51	21%
	2019/20	5	33	10%	4	6	36%	2	46	4%	11	85	10%
	2020/21	0	12	0%	0	3	0%	30	90	20%	30	105	18%
	Average	2	17	11%	1	3	24%	17	65	17%	20	86	16%
MSA	2016/17	11	192	5%	14	77	15%	2	25	7%	27	294	8%
	2017/18	31	419	7%	3	23	12%	87	1,179	7%	121	1,621	7%
	2018/19	25	318	7%	32	362	8%	33	266	11%	90	946	8%
	2019/20	33	287	10%	35	341	9%	67	582	10%	135	1,210	10%
	2020/21	24	329	7%	4	95	3%	20	243	8%	48	667	7%
	Average	25	309	7%	18	179	9%	42	459	8%	84	947	8%
TAE	2016/17	1	3	25%	3	9	24%	2	15	10%	6	27	16%
	2017/18	1	13	7%	3	7	30%	15	162	8%	19	182	9%
	2018/19	1	17	5%	1	10	4%	4	49	7%	6	76	6%
	2019/20	0	13	0%	1	21	4%	10	65	13%	11	99	9%
	2020/21	1	20	4%	0	7	0%	0	12	0%	1	39	2%
	Average	1	13	5%	2	11	11%	6	61	9%	9	84	8%
Overall	2016/17	12	195	6%	17	85	16%	4	41	8%	33	321	9%
	2017/18	33	444	7%	6	31	16%	146	1,514	8%	185	1,989	8%
	2018/19	32	364	8%	34	377	8%	46	332	12%	112	1,073	9%
	2019/20	38	333	10%	40	367	9%	79	693	10%	157	1,393	10%
	2020/21	25	361	6%	4	105	3%	50	345	12%	79	811	8%
	Average	28	339	7%	20	193	9%	65	585	9%	113	1,117	9%

Note: In this table, individuals are counted once per year and category, even if they attended multiple training courses/sessions per year and category



Figure 6.11: Proportion of P&S staff taking training each year by ethnicity and job family (2016/17 to 2020/21)

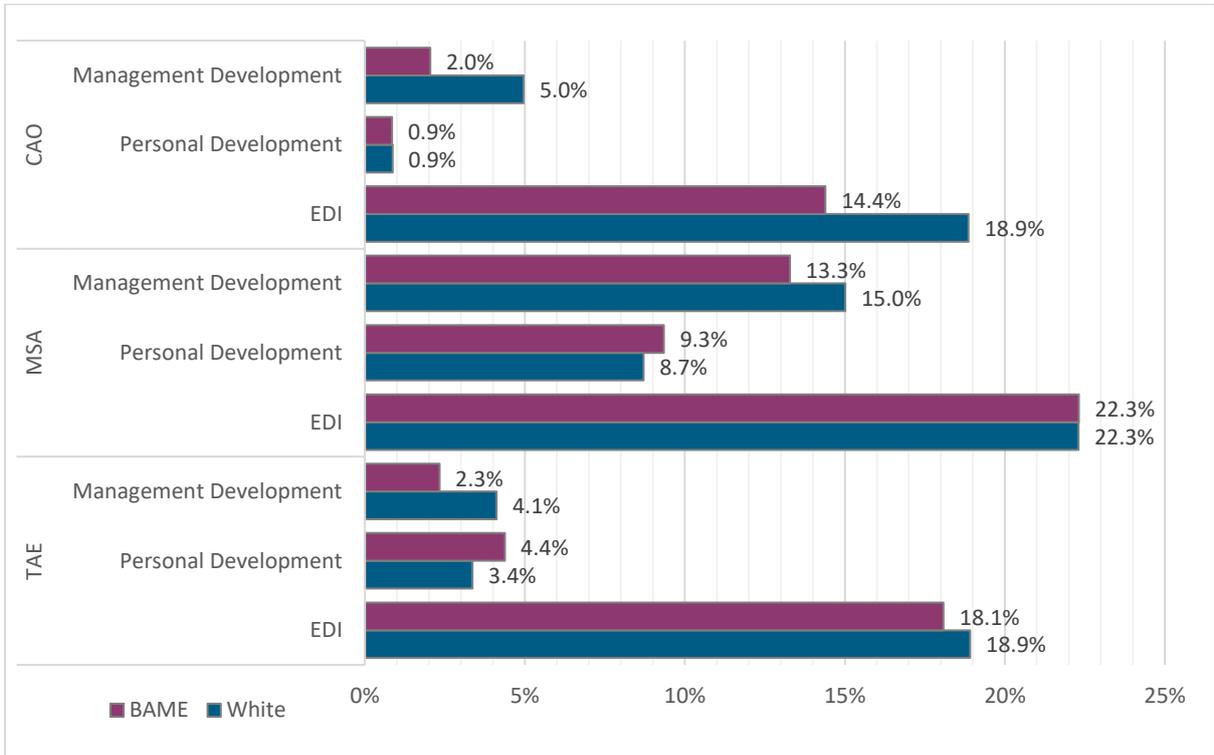


Figure 6.12: Average proportion of P&S staff taking training per year by ethnicity, job family and training type (2016/17 to 2020/21 aggregated)

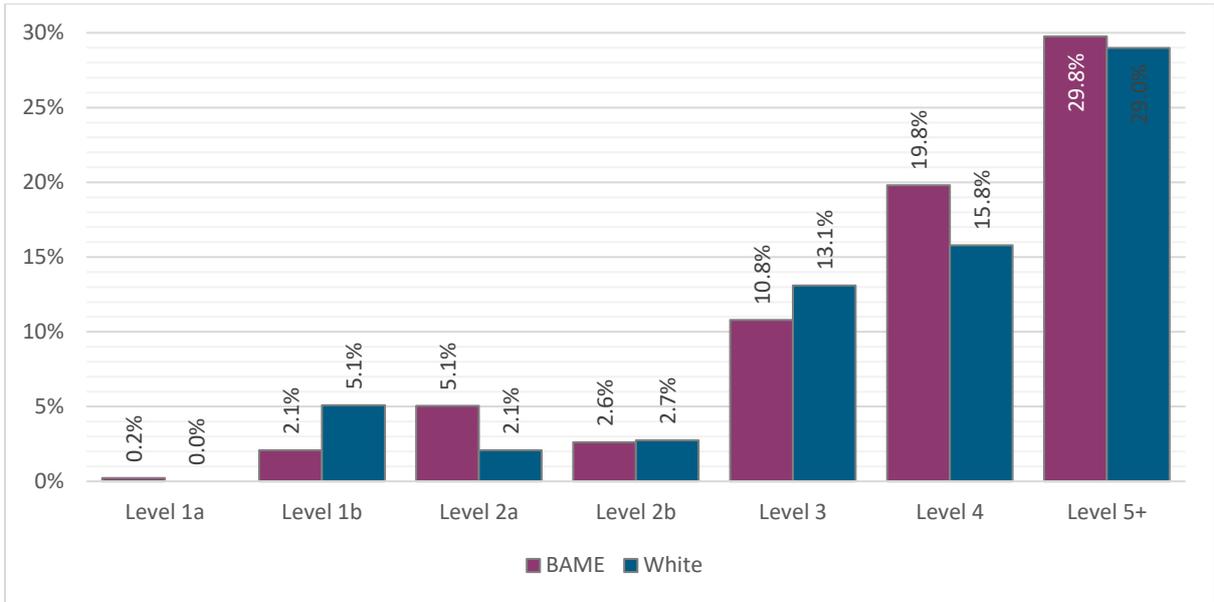


Figure 6.13: Average proportion of P&S staff taking Management Development training per year by ethnicity and grade (2016/17 to 2020/21 aggregated)

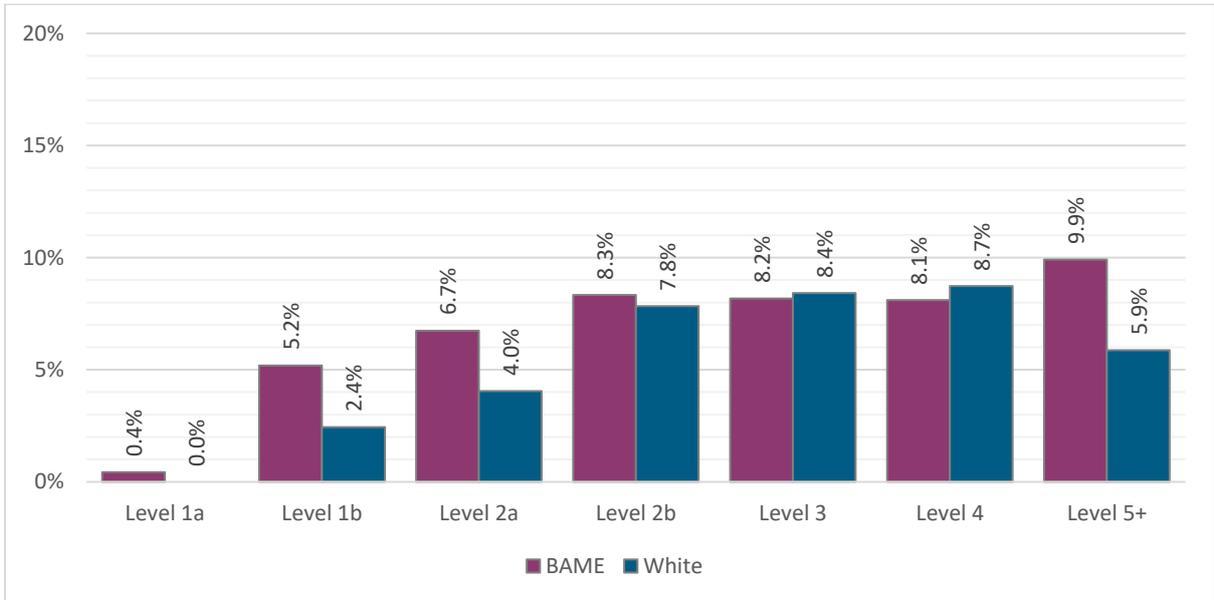


Figure 6.14: Average proportion of P&S staff taking Personal Development training per year by ethnicity and grade (2016/17 to 2020/21 aggregated)

6c Appraisal/Development Review

Appraisal for L4-7 P&S staff is fundamentally the same as for A&R staff ([Section 5c](#)).

- 89% of BAME staff and 90% of White staff (UK/non-UK average) completed online appraisals (figure only available for online appraisals). There are no significant differences in uptake by ethnicity and grade or job family (**Figure 6.15, Figure 6.16**).
- L4-7 appraisal ratings follow an indicative distribution and there are no significant differences by ethnicity.

L1-3 P&S staff use a paper-based Personal Performance and Development Review (PPDR), not compulsory, but strongly promoted. This will be replaced by a primarily-online process (**Action SP.16**).

- In addition to points noted in [Section 5c](#), the different appraisal/PPDR processes for L1-3 have built a perception that development and progression of staff at these levels is less important to the University, the grade correlation suggests this would disproportionately impact BAME staff.
- Appraisal training completion rates are lower for line managers of L1-3 staff; *Appraising with Confidence* introduced tailored training to address this, which will become mandatory when L1-3 appraisals go online.
- Self-reported appraisal/PPDR completion rates from SES2018 showed much lower completion at L1-3 than L4-7, likely disproportionately impacting BAME staff (**Figure 6.17**). Results by ethnicity (but not grade) from the REC Survey generally support this hypothesis (**Figure 6.18**). The move to a primarily-online process for L1-3 is expected to improve completion rates in junior grades.

“Been here almost 10 years, had maybe two appraisals. Uni doesn't care about low level staff regardless of race.” (White)

“I have never had appraisal, despite working in my role for more than 4 years. My professional development and career progression have never been discussed.” (Did not wish to disclose)

Action SP.16 All Level 1-3 staff to adopt the online process, with an improved, accessible, printable version of the appraisal form available for staff with limited access to a computer at work (approximately 230 staff in Estates and Facilities).

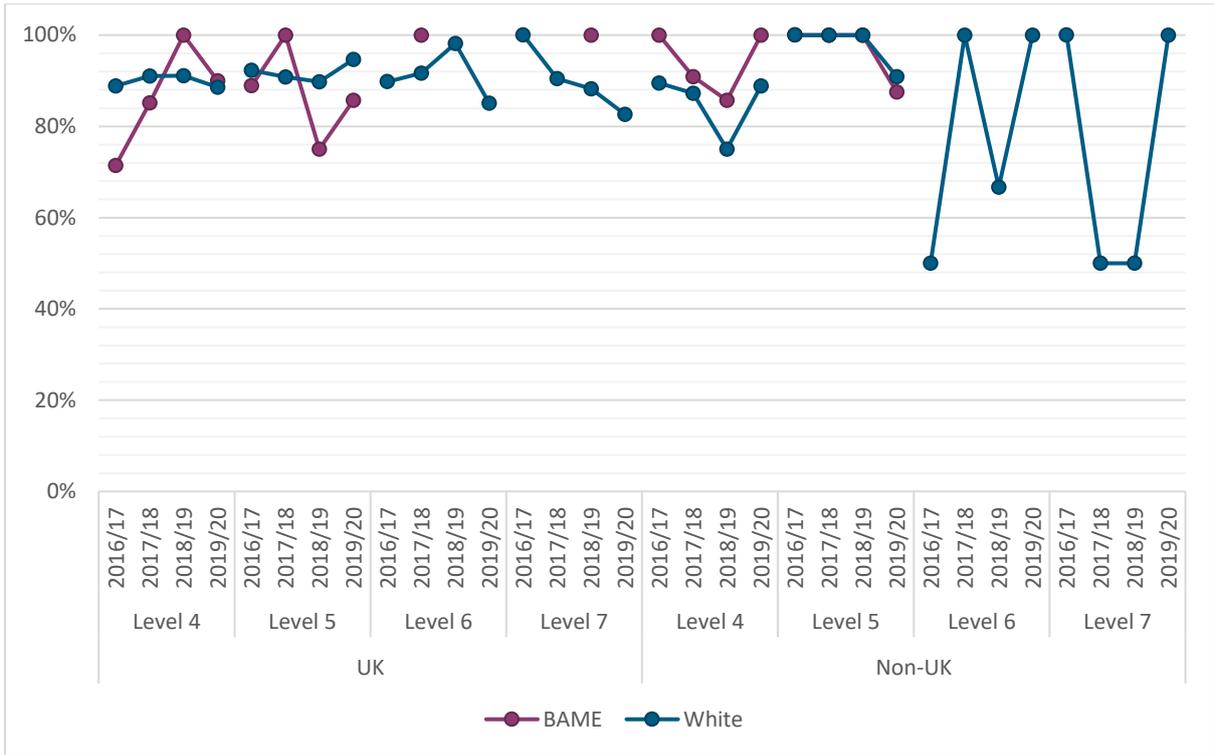


Figure 6.15: P&S staff appraisal completion rates by grade, nationality and ethnicity (2016/17 to 2019/20)



Figure 6.16: P&S staff appraisal completion rates by job family, nationality and ethnicity (2016/17 to 2019/20)

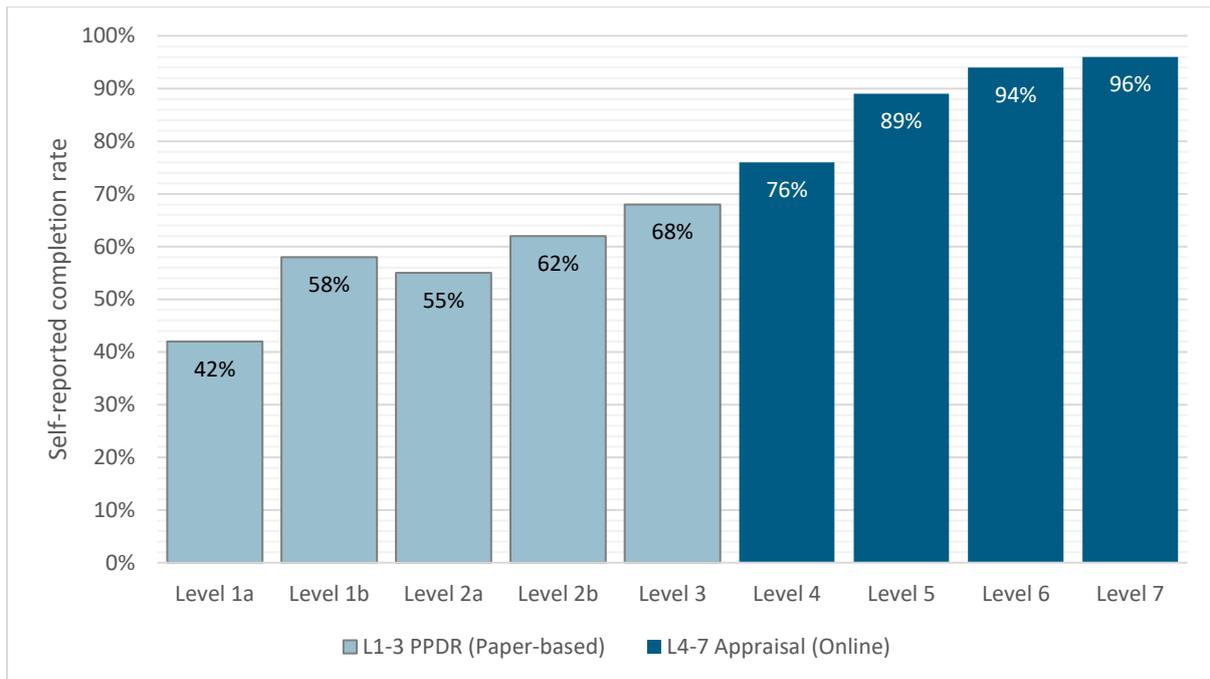


Figure 6.17: Self-reported appraisal/PPDR completion rate by grade (all employees; SES2018)

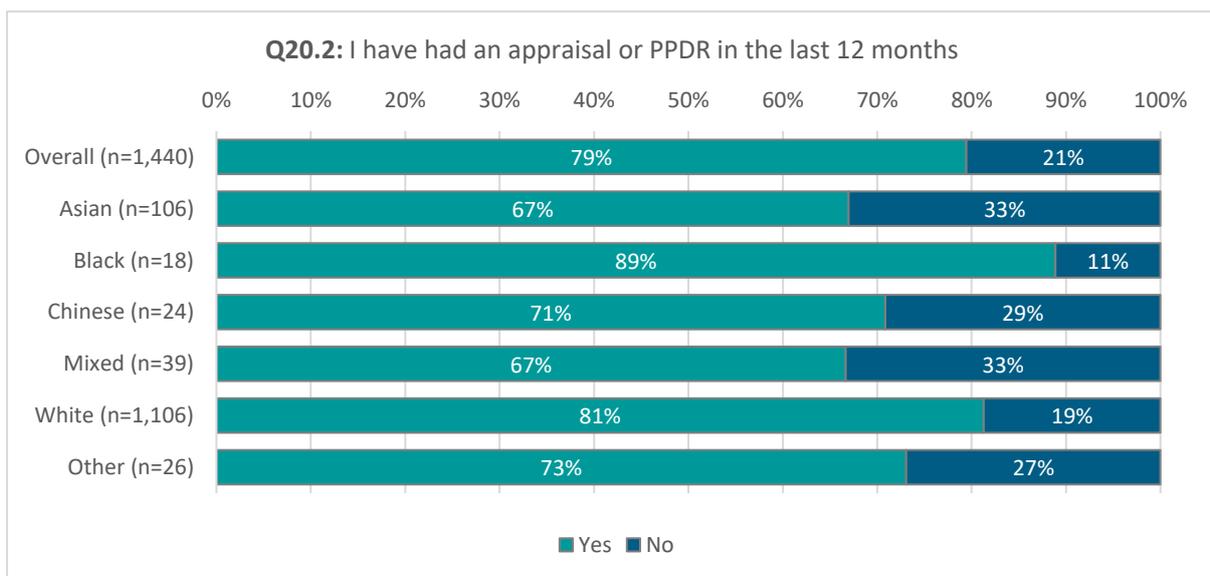


Figure 6.18: Self-reported appraisal/PPDR completion rate by ethnicity (all employees; REC Survey 2021)

Table 6.9: Mean appraisal scores for L4-7 P&S staff, by ethnicity and nationality (2016/17 to 2019/20)

Year	UK		Non-UK		BAME v White Variance		UK v Non-UK Variance		
	BAME	White	BAME	White	UK	Non-UK	BAME	White	
Overall	2016/17	3.0	3.1	3.4	3.0	-0.1	0.4	0.4	-0.1
	2017/18	3.2	3.1	3.2	3.1	0.1	0.1	Nil	Nil
	2018/19	3.1	3.2	3.3	3.0	-0.1	0.3	0.2	-0.2
	2019/20	3.0	3.1	3.2	3.2	-0.1	Nil	0.2	0.1

Note: Breakdown is not provided by grade or job family due to the small numbers of staff appraised in several categories and the chance of disclosing individual appraisal scores.

6d Professional and Support Staff Promotions

There is no formal promotion process for P&S staff, but progression can be achieved by applying for vacancies at higher grades or job re-grading.

Discussions about career development form part of appraisal and one-to-one meetings.

Analysing progression trends shows:

- Progression rates are variable (**Figure 6.19**) but, on average, BAME P&S staff are less likely to progress than White staff (4.2% v 5.3%). The data indicates that the disparity in progression rates by ethnicity is linked to the higher concentrations of BAME P&S staff in our most junior grades, especially CAO (**Action SP.17**).
- Progression rates are similar for BAME and White P&S staff by grade (**Figure 6.20**), but mid-graded staff are much more likely to progress than junior or senior staff.
- CAO staff, particularly BAME, are significantly less likely to progress than MSA or TAE (**Figure 6.21**).

Analysing internal recruitment trends (**Table 6.10, Table 6.11, Figure 6.22, Figure 6.23**) shows:

- UK BAME applicants are consistently and significantly less likely to be shortlisted (χ^2 , $P<.001$), offered (χ^2 , $P=0.032$) and appointed (χ^2 , $P<.001$) than UK White applicants.
- Non-UK BAME applicants are just as likely to be shortlisted, offered and appointed as non-UK White applicants, but both are less likely to be successful than UK White applicants.

There are some significant differences in the likelihood of certain minority ethnic internal applicants being shortlisted (**Table 6.12, Table 6.13**), notably UK Black, Chinese and Other and non-UK Arab ethnicities (**Actions SP.4.1, SP4.2, SP4.3, SP.4.4, SP.5.1, SP.5.2, SP.6, SP.15, OC.6**).

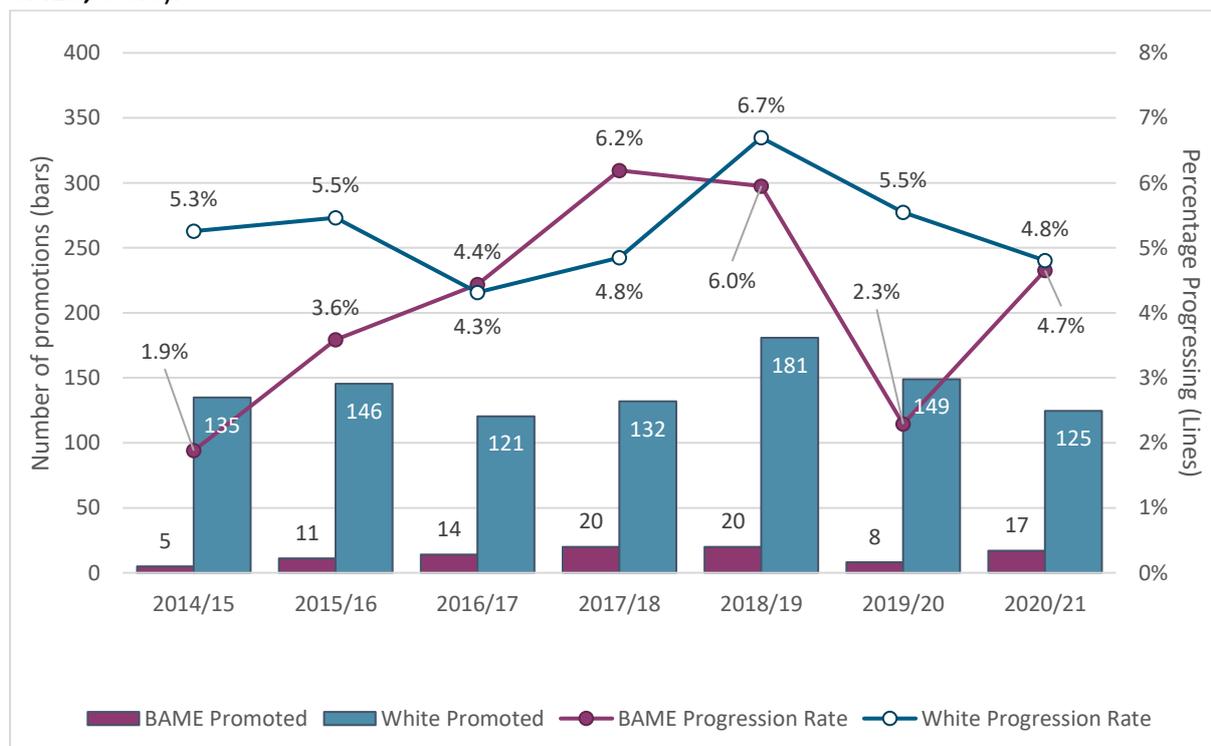


Figure 6.19: P&S promotions and progression rates ethnicity and year (2014/15 to 2020/21)

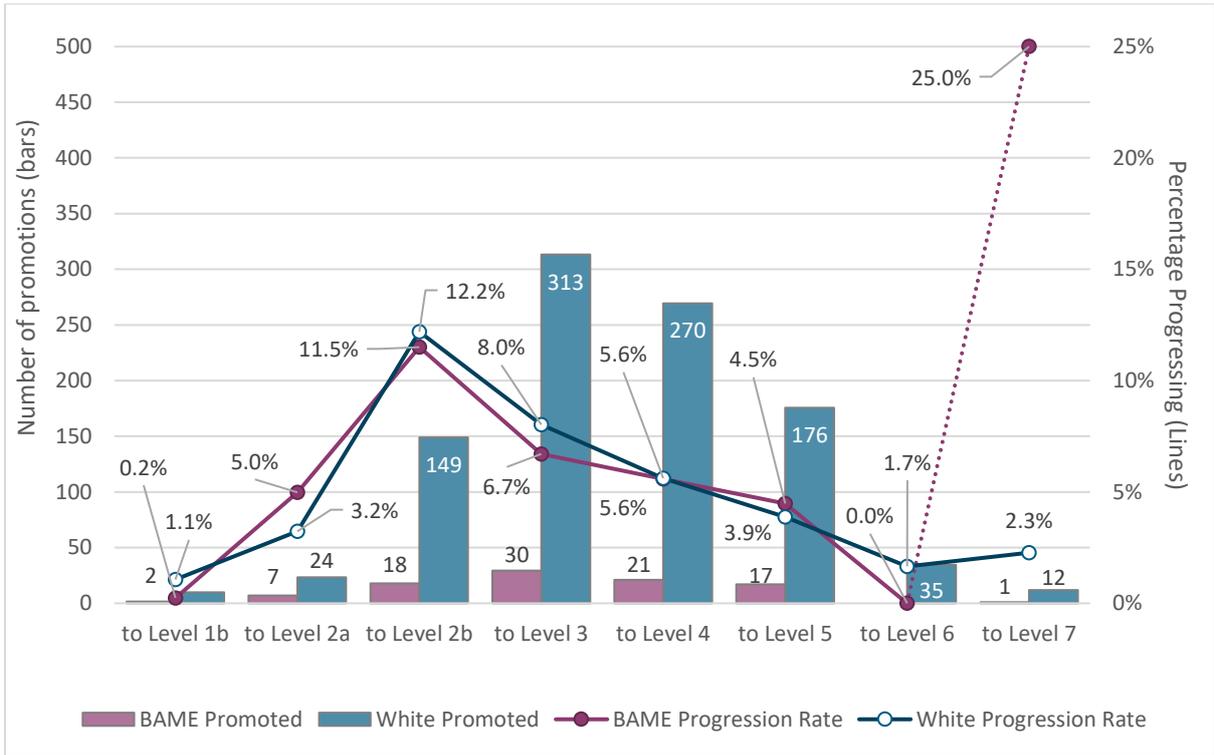


Figure 6.20: P&S promotions and progression rates by ethnicity and grade (2014/15 to 2020/21 aggregated)

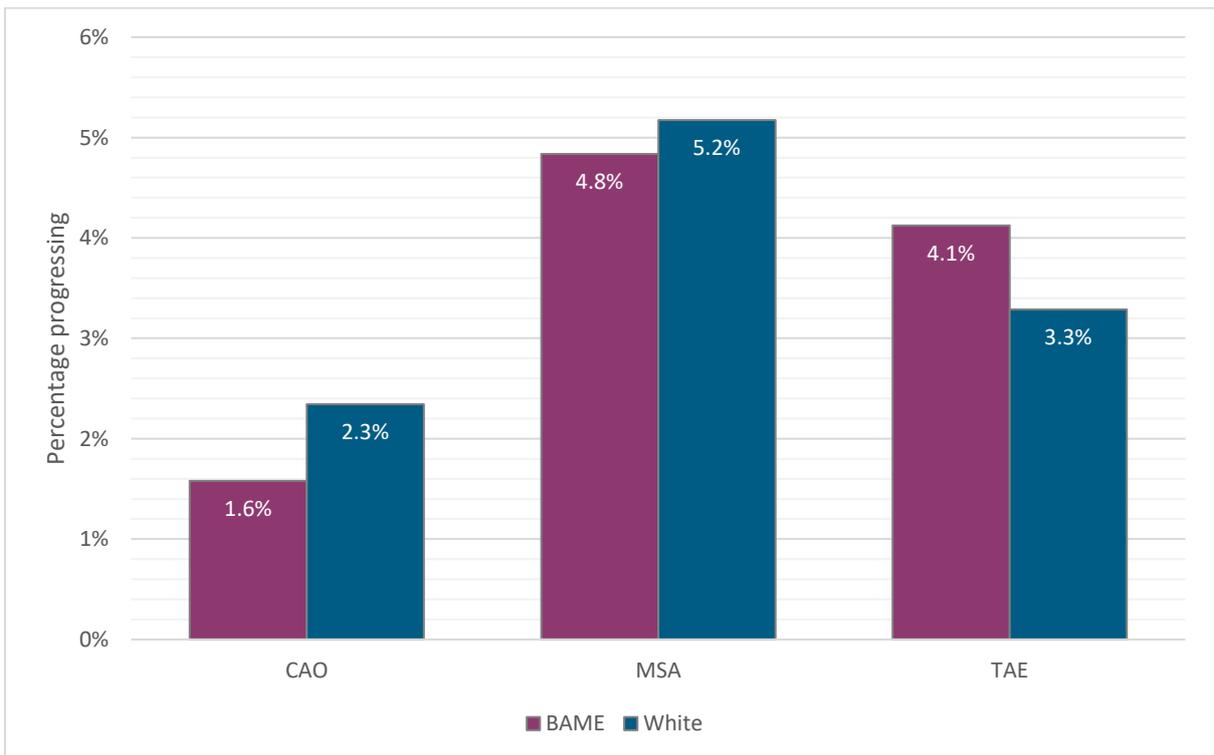


Figure 6.21: P&S progression rates by ethnicity and job family (2014/15 to 2020/21 aggregated)

Table 6.10: Internal UK P&S staff recruitment by year and ethnicity (2016/17 to 2020/21)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
2016/17	BAME	127	53	11	10	[41.7%]	[20.8%]	90.9%	[7.9%]
	White	899	554	197	187	[61.6%]	[35.6%]	94.9%	[20.8%]
	%BAME	11.9%	8.4%	5.0%	4.8%	-	-	-	-
2017/18	BAME	102	58	16	16	56.9%	27.6%	100.0%	15.7%
	White	885	522	197	187	59.0%	37.7%	94.9%	21.1%
	%BAME	10.0%	9.8%	7.4%	7.7%	-	-	-	-
2018/19	BAME	119	57	21	20	[47.9%]	36.8%	95.2%	16.8%
	White	738	448	179	172	[60.7%]	40.0%	96.1%	23.3%
	%BAME	13.4%	11.0%	10.5%	10.4%	-	-	-	-
2019/20	BAME	76	37	13	13	48.7%	35.1%	100.0%	17.1%
	White	598	360	136	134	60.2%	37.8%	98.5%	22.4%
	%BAME	10.8%	9.1%	8.5%	8.6%	-	-	-	-
2020/21	BAME	82	44	15	14	53.7%	34.1%	93.3%	17.1%
	White	503	323	117	110	64.2%	36.2%	94.0%	21.9%
	%BAME	13.5%	11.5%	10.9%	10.9%	-	-	-	-
Overall	BAME	506	249	76	73	[49.2%]	[30.5%]	96.1%	[14.4%]
	White	3623	2207	826	790	[60.9%]	[37.4%]	95.6%	[21.8%]
	%BAME	11.8%	9.8%	8.2%	8.2%	-	-	-	-

Note: Data includes all internal recruitment applications, which are not necessarily applications for jobs at a higher grade (i.e., promotion). Differences between pairs marked in square brackets are significant at $P < .05$.

Table 6.11: Internal non-UK P&S staff recruitment by year and ethnicity (2016/17 to 2020/21)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
2016/17	BAME	121	47	12	12	38.8%	25.5%	100.0%	9.9%
	White	137	61	21	19	44.5%	34.4%	90.5%	13.9%
	%BAME	44.8%	41.2%	34.3%	36.4%	-	-	-	-
2017/18	BAME	98	51	23	22	52.0%	45.1%	95.7%	22.4%
	White	144	62	21	20	43.1%	33.9%	95.2%	13.9%
	%BAME	35.9%	39.5%	47.9%	47.8%	-	-	-	-
2018/19	BAME	99	48	21	19	48.5%	43.8%	90.5%	19.2%
	White	169	90	25	19	53.3%	27.8%	76.0%	11.2%
	%BAME	34.1%	33.3%	43.7%	47.5%	-	-	-	-
2019/20	BAME	125	63	26	23	50.4%	41.3%	88.5%	18.4%
	White	121	63	25	25	52.1%	39.7%	100.0%	20.7%
	%BAME	48.1%	48.1%	49.1%	46.9%	-	-	-	-
2020/21	BAME	52	19	4	4	[36.5%]	21.1%	100.0%	7.7%
	White	77	43	12	12	[55.8%]	27.9%	100.0%	15.6%
	%BAME	38.2%	28.8%	22.2%	22.2%	-	-	-	-
Overall	BAME	495	228	86	80	46.1%	37.7%	93.0%	16.2%
	White	648	319	104	95	49.2%	32.6%	91.3%	14.7%
	%BAME	40.3%	39.0%	42.6%	43.0%	-	-	-	-

Note: Data includes all internal recruitment applications, which are not necessarily applications for jobs at a higher grade (i.e., promotion). Differences between pairs marked in square brackets are significant at $P < .05$.

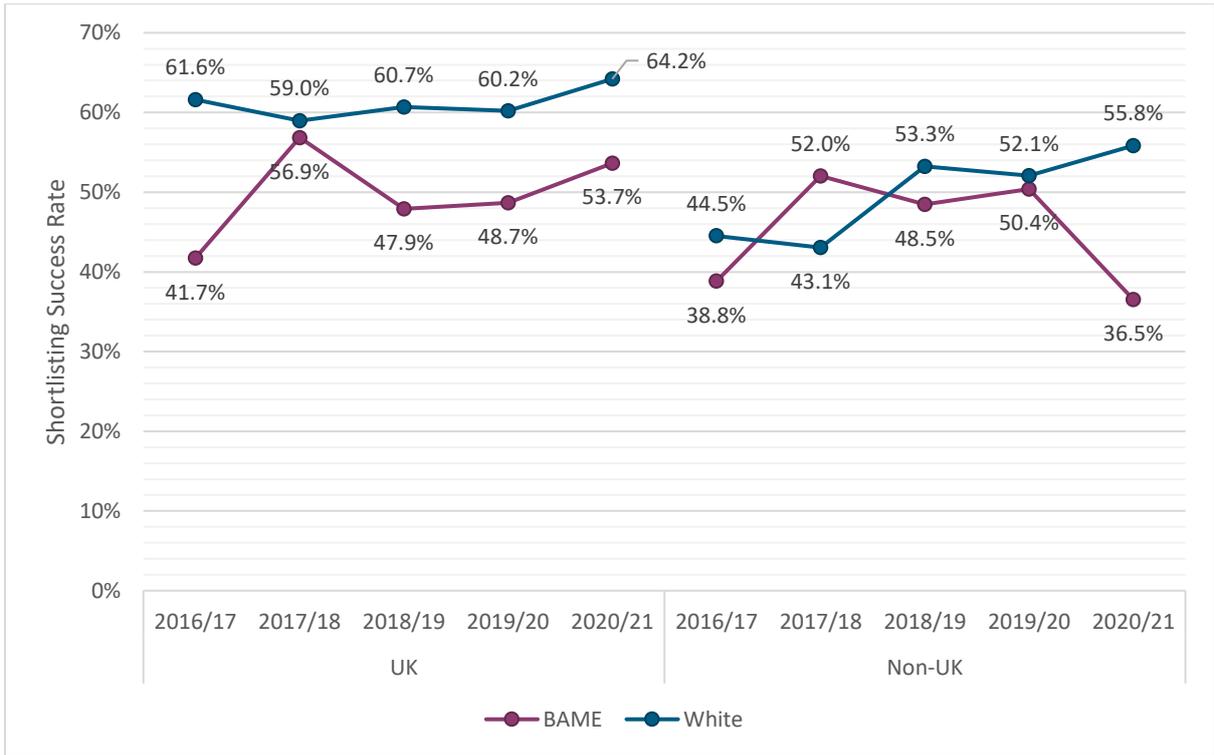


Figure 6.22: P&S shortlisting success rates by ethnicity and nationality (internal candidates only; 2016/17 to 2020/21)

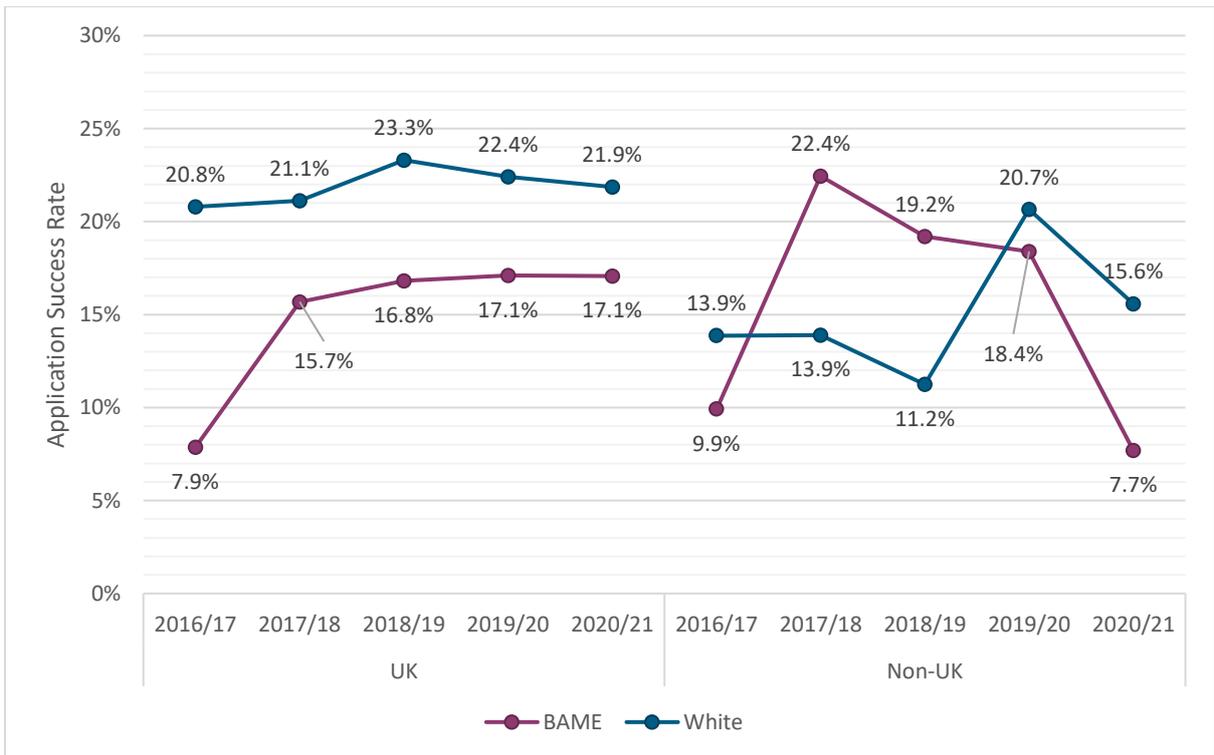


Figure 6.23: P&S overall application success rates by ethnicity and nationality (internal candidates only; 2016/17 to 2020/21)

Table 6.12: Internal UK P&S staff recruitment by ethnic group (2016/17 to 2020/21 aggregated)

Ethnicity		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
UK	Arab	3	0	0	0	0.0%	n/a	n/a	0.0%
	Asian	220	127	36	34	57.7%	[28.3%]	94.4%	15.5%
	Black	91	34	12	12	[37.4%]	35.3%	100.0%	13.2%
	Chinese	40	17	5	5	[42.5%]	29.4%	100.0%	12.5%
	Mixed	109	55	19	18	[50.5%]	34.5%	94.7%	16.5%
	Other	43	16	4	4	[37.2%]	25.0%	100.0%	9.3%
	White	3,623	2,207	826	790	60.9%	37.4%	95.6%	21.8%
	Overall	4,283	2,530	925	886	59.1%	36.6%	95.8%	20.7%

Note: Figures in square brackets differ significantly to White recruitment figures (P<.05).

Table 6.13: Internal non-UK P&S staff recruitment by ethnic group (2016/17 to 2020/21 aggregated)

Ethnicity		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
Non-UK	Arab	11	1	1	1	[9.1%]	100.0%	100.0%	9.1%
	Asian	296	132	54	50	44.6%	40.9%	92.6%	16.9%
	Black	39	25	9	7	64.1%	36.0%	77.8%	17.9%
	Chinese	70	32	8	8	45.7%	25.0%	100.0%	11.4%
	Mixed	43	26	10	10	60.5%	38.5%	100.0%	23.3%
	Other	36	12	4	4	33.3%	33.3%	100.0%	11.1%
	White	648	319	104	95	49.2%	32.6%	91.3%	14.7%
	Overall	1,229	584	202	186	47.5%	34.6%	92.1%	15.1%

Note: Figures in square brackets differ significantly to White recruitment (P<.05).

- Action SP.4.1** Put a training programme in place for all Super-Recruiters to include; unconscious bias training, Inclusive Recruitment webinar, active bystander training & LMD e-learning modules.
- Action SP.4.2** Super-Recruiters identified in each Faculty/Professional Service area at Level 3 upwards in order to act as role models for the recruitment process and challenge unconscious bias and inclusion at each stage of the recruitment process.
- Action SP.4.3** Implement recommendations from the review of the Super-Recruiter project to shape & enhance our current offer and inform future recruitment training and practices.
- Action SP.4.4** Capture and analyse recruitment experience feedback provided by Super-Recruiters and support the escalation of concerns to HRBPs and senior sponsors to ensure we are working towards an improved recruitment experience.
- Action SP.5.1** Create an internal recruitment SharePoint site to showcase inclusive recruitment processes and offer visibility of executive recruitment processes. Ensure that inclusive recruitment processes are embedded within system guidance, advert templates and recruitment training for new managers. Super-Recruiters to advocate inclusive recruitment practices at faculty/service level.
- Action SP.5.2** Investigate the use and publication of KPIs in relation to inclusive recruitment.
- Action SP.6** Clarify guidance around the use of positive action, make any required updates to the EDI training modules, and share relevant outcomes via comms, recruitment SharePoint and Super-Recruiter community

Action SP.15	Consider options with the recruitment system to enable more inclusive processes, such as an option for 'blind shortlisting' to redact applicant personal information and protected characteristics (for Professional and Support Staff roles).
Action SP.17	Improved Career Pathways guidance to support career development and movement between different career pathways at Southampton. In particular, this will include greater clarity on i) the career progression routes available to P&S staff, ii) how a career may move between P&S pathways (CAO, MSA, TAE) and from P&S pathways to the ERE pathway, iii) expanded advice on how skills growth and experience can be achieved in-role.
Action OC.6	Source the provision of anti-racism training course(s) and micro-learning modules, to be delivered to various staff and student groups, and embedded within the University processes including; Grievance and Disciplinary Hearing Panels, Line Manager Training, Appraisal with Confidence Training, Super-Recruiter Community, PGCAP, REC-SAT members, Harassment Contacts and Counsellors, Personal Tutors, promotion panels, and within Learning and Assessment.

7 Student Pipeline

7a Admissions

Undergraduate admissions data by ethnicity was compiled from UCAS data and refers to UK-domiciled applicants only. The equivalent data for non-UK domiciled applicants is unavailable.

Delivering a transformative, egalitarian, and inclusive integrated student learning experience from admissions to post-graduate employment is at the heart of the new UoS 2022-27 Student Experience and Education Strategic plan.

Process

UoS is a signatory of the '[Fair admissions code of practice](#)', embedding commitment to fair and transparent admissions practices through our published [Admissions Policy](#).

Applications exceed available places, creating a competitive admissions process. Achievement (or predicted achievement) of relevant qualifications does not itself guarantee an offer of admission.

The University may also consider contextual data information, including school performance data and socio-economic markers.

Data Insight

- BAME individuals have been a steadily-increasing proportion of UK undergraduate applicants and entrants since 2014 (**Figure 7.1**), and have been consistently more likely than White individuals to apply, per 10,000 population (**Figure 7.2**).
- From 2014 to 2020, offer rates fluctuated, but were consistently lower for BAME than White applicants (**Table 7.1, Figure 7.3**).
- This partially reflects a tendency for BAME applicants to apply for courses with more competitive entry requirements. Percentage point differences are smaller – sometimes negligible – when comparing headline offer rates with average offer rates (which consider the predicted grades and subject choices of applicants). However, some larger, persistent negative gaps remain – notably for Black applicants (**Figure 7.4, Action SE.4**).

Recent work on social mobility has also identified an inconsistent approach to offers based on non-traditional qualifications, including BTECs, compared to A-Levels. Research evidences that BAME students are more likely to have taken non-traditional Level 3 qualifications³. A review is underway to ensure applicants are not disadvantaged by their Level 3 qualifications, inform curriculum development and enable better transition support (**Action SE.2**).

Admission

- BAME applicants were more strongly represented, relative to White applicants, among 'All placed applicants' than among 'Placed June deadline applicants' (**Table 7.2, Figure 7.5**), indicating BAME applicants disproportionately entered outside of the main-cycle, or through clearing (**Action SE.4**).

³ <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/bame-student-attainment.pdf>

Action SE.2 To complete a review of the non-A Level qualifications accepted across the institution understanding the impact of differential application of offers based on non-traditional qualifications with specific focus on BAME applicants. A focus for this work will be on the impact on applications, offers and degree outcomes. Data will be shared with faculties.

Action SE.4 Further investigate the application/admissions data by subject area, including the differences between June deadline and Final offer data for BAME students, against the national average to understand application rates in a wider context and identify any disparities. Cross-reference with other datasets and qualitative research e.g., from Action SE.2, focus groups.

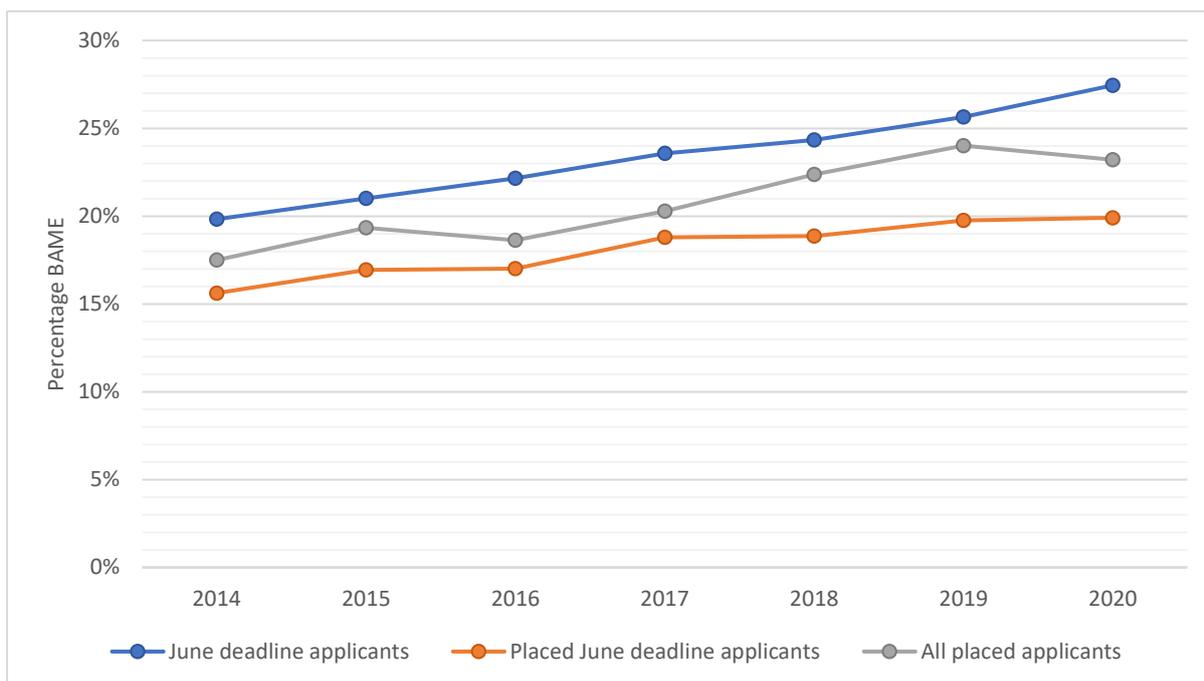


Figure 7.1: Proportion of UK undergraduate applicants and placed applicants who were from a BAME background (2014 to 2020)

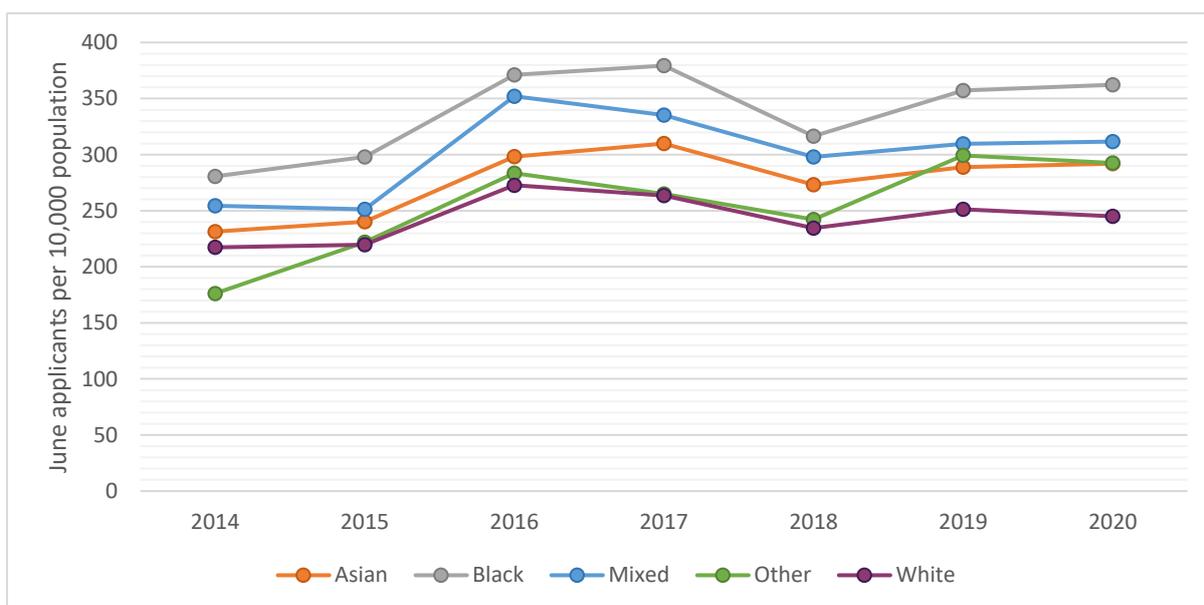


Figure 7.2: June deadline applicants per 10,000 population, by ethnicity (2014 to 2020)

Table 7.1: Applications and offer rates to 18-year-olds by ethnic group (2014 to 2020)

Measure / Ethnicity	2014	2015	2016	2017	2018	2019	2020	Average	
June deadline applications	Asian	1,595	1,720	2,185	2,315	2,100	2,300	2,405	2,089
	Black	860	955	1,170	1,205	1,025	1,195	1,215	1,089
	Mixed	745	795	1,120	1,105	985	1,050	1,110	987
	Other	165	220	285	280	270	345	335	271
	White	13,750	14,055	16,900	16,030	13,770	14,360	13,665	14,647
Offers	Asian	1,100	1,325	1,650	1,580	1,525	1,675	1,795	1,521
	Black	530	650	790	755	635	710	740	687
	Mixed	585	680	920	880	800	830	895	799
	Other	120	145	210	185	180	235	240	188
	White	11,435	12,100	14,250	13,040	11,365	11,625	11,150	12,138
Offer rate	Asian	69.0%	77.0%	75.4%	68.2%	72.7%	72.9%	74.7%	72.8%
	Black	61.9%	68.0%	67.6%	62.6%	62.1%	59.6%	60.6%	63.2%
	Mixed	78.9%	85.6%	82.1%	79.7%	81.3%	79.0%	80.4%	81.0%
	Other	71.9%	67.0%	74.4%	64.9%	67.9%	68.7%	72.7%	69.6%
	White	83.2%	86.1%	84.3%	81.4%	82.5%	80.9%	81.6%	82.9%
Average offer rate <i>(Offer rate to all applicants applying to the same courses with the same grades, as the specified group)</i>	Asian	71.5%	77.8%	75.4%	69.1%	73.1%	72.2%	74.8%	73.4%
	Black	64.4%	70.6%	70.6%	65.3%	66.9%	63.9%	64.8%	66.6%
	Mixed	81.4%	85.2%	82.1%	79.6%	81.3%	79.0%	81.0%	81.4%
	Other	71.7%	72.9%	76.3%	67.0%	69.7%	70.6%	72.5%	71.5%
	White	82.6%	85.8%	84.1%	81.0%	82.1%	80.6%	81.2%	82.5%
Percentage point difference <i>(Offer rate v Average Offer Rate)</i>	Asian	-2.5	-0.8	-0.1	-1.0	-0.4	+0.7	-0.1	-0.6
	Black	-2.5	-2.5	-2.9	-2.7	-4.8	-4.3	-4.2	-3.4
	Mixed	-2.5	+0.4	0.0	+0.1	0.0	+0.1	-0.7	-0.4
	Other	+0.1	-5.9	-1.9	-2.1	-1.8	-1.9	+0.2	-1.9
	White	+0.6	+0.3	+0.3	+0.4	+0.4	+0.3	+0.4	+0.4

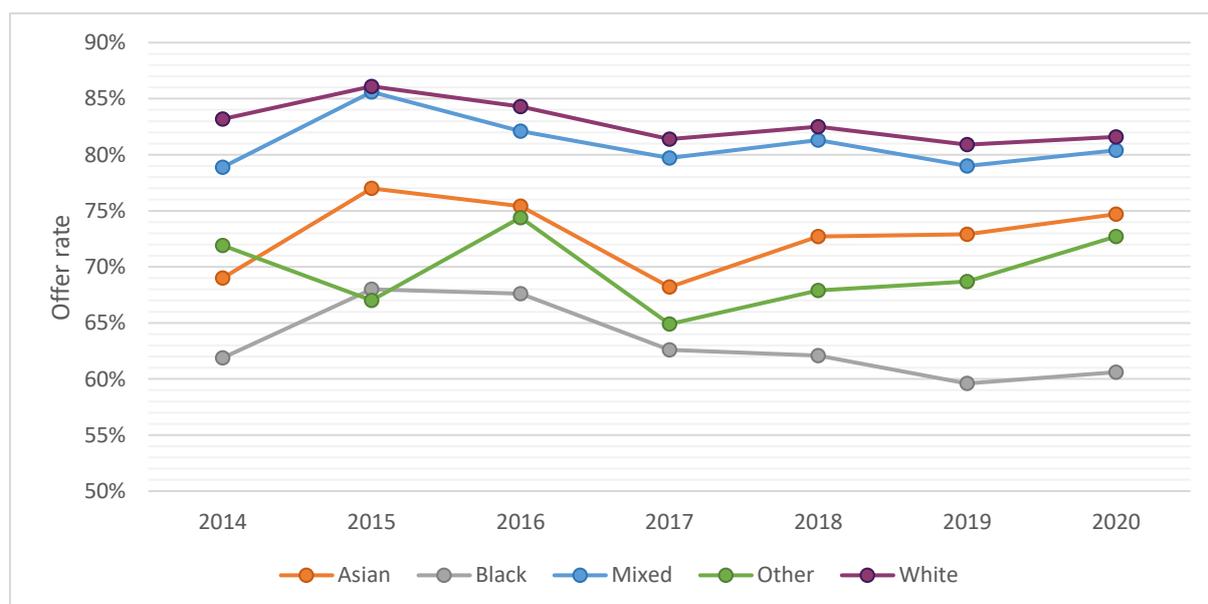


Figure 7.3: Offer rates to 18-year-olds, by ethnic group (2014 to 2020)

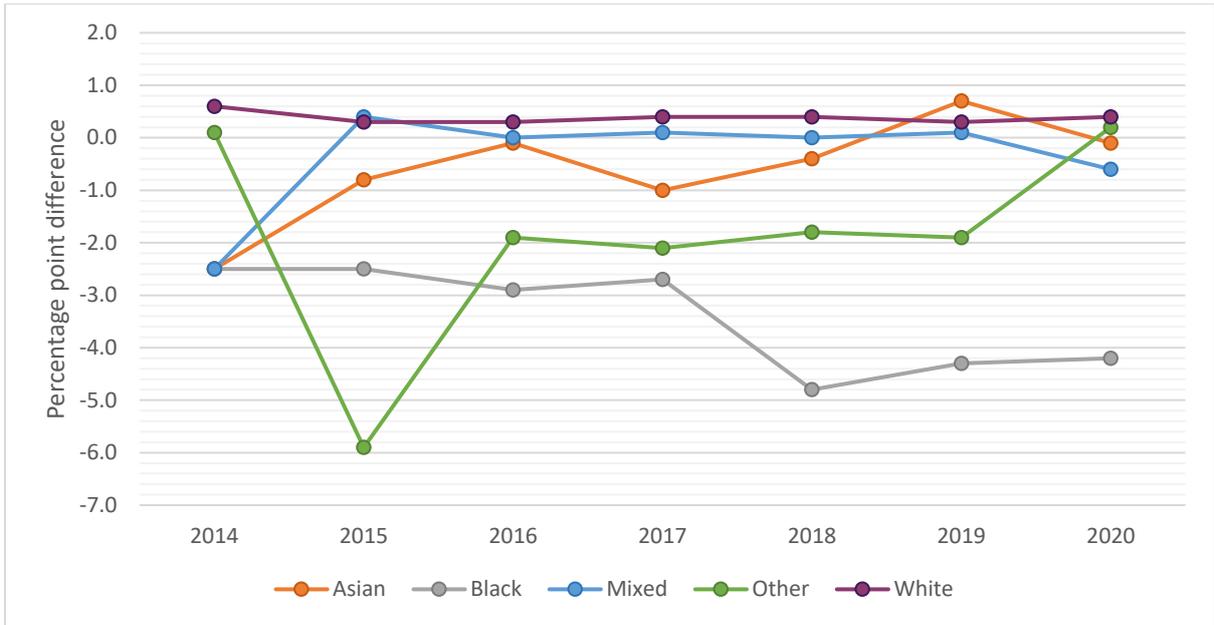


Figure 7.4: Percentage point differences between offer rates and average offer rates to 18-year-olds, by ethnic group (2014 to 2020)

Table 7.2: 18-year-old applicants by ethnic group (2014 to 2020)

Measure / Ethnicity		2014	2015	2016	2017	2018	2019	2020	Average
June deadline applicants	Asian	1,570	1,700	2,145	2,280	2,065	2,255	2,370	2,055
	Black	850	950	1,160	1,195	1,020	1,180	1,200	1,079
	Mixed	730	775	1,110	1,075	965	1,020	1,080	965
	Other	165	215	280	275	260	335	325	265
	White	13,405	13,685	16,500	15,635	13,395	13,885	13,150	14,236
Placed June deadline applicants	Asian	170	255	200	240	215	200	230	216
	Black	90	100	95	95	60	70	50	80
	Mixed	105	125	130	110	115	100	120	115
	Other	20	35	25	20	10	25	35	24
	White	2,080	2,525	2,195	2,010	1,720	1,605	1,750	1,984
All placed applicants (Including those who apply out of the main cycle, or through clearing)	Asian	240	345	250	300	320	305	330	299
	Black	110	140	115	115	85	105	85	108
	Mixed	115	165	150	130	150	135	155	143
	Other	25	45	30	25	20	35	45	32
	White	2,310	2,900	2,380	2,240	1,995	1,835	2,035	2,242
June deadline applicants per 10,000 population	Asian	231.4	240.1	298.2	309.9	273.1	289.0	291.9	276.2
	Black	280.7	298.1	371.2	379.4	316.6	357.3	362.3	338.9
	Mixed	254.4	251.3	352.1	335.2	297.9	309.7	311.6	302.7
	Other	176.2	222	283.4	265	242.3	299.3	292.6	254.4
	White	217.3	219.7	272.8	263.5	234.4	251.2	244.9	243.4
Placed June deadline applicants per 10,000 population	Asian	24.8	35.7	27.8	32.3	28.4	25.8	28.6	29.1
	Black	30.0	32.0	31.0	29.5	18.0	20.9	14.5	25.1
	Mixed	36.1	40.2	40.7	33.6	35.8	30.4	35.1	36.0
	Other	19.3	37.3	26.1	18.4	11.2	21.4	29.6	23.3
	White	33.7	40.6	36.3	33.9	30.1	29.0	32.6	33.7
All placed applicants per 10,000 population	Asian	35.4	48.6	34.7	40.5	42.2	39.2	40.5	40.2
	Black	35.6	43.7	36.7	36.5	27.1	31.2	25.3	33.7
	Mixed	40.0	53.2	47.4	40.2	46.0	41.3	44.1	44.6
	Other	26.9	45.6	30.1	24.3	18.6	31.2	42.2	31.3
	White	37.4	46.6	39.4	37.7	34.9	33.2	37.9	38.2

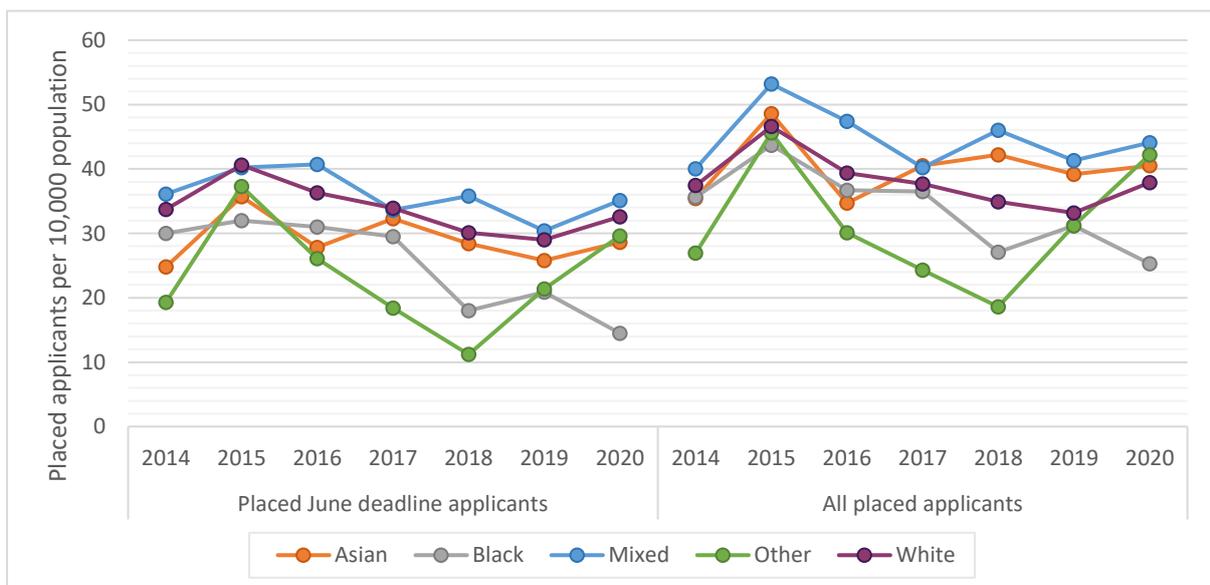


Figure 7.5: Placed applicants per 10,000 population, by ethnicity (2014 to 2020)

7b Undergraduate Student Body

Overview

- 24.8% of UK and 44.1% of non-UK undergraduate students are from BAME backgrounds (**Table 7.3**).
- Asian students are the largest minority ethnic group, increasing in number and representation among UK and non-UK student populations since 2018/19, despite an overall reduction in student numbers.
- Medicine and FSS have the most ethnically diverse undergraduate student bodies, driven by high Asian representation (24.0% and 17.5%, respectively). FAH is the least diverse faculty (**Table 7.6**).

Non-UK undergraduate students:

- From 2018/19-2020/21, non-UK undergraduate BAME representation increased by 2.6pp (**Table 7.3**)
- During this time, overall non-UK student numbers fell, but the proportion of Asian students increased by +2.9pp, the majority of Asian students identifying as Chinese (**Table 7.4**)
- 14.0% of non-UK undergraduate students have not disclosed their ethnicity. Although falling from 16.5% in 2018/19, this requires investigation (**Action SE.6**).

Action SE.6 Explore and address high non-disclosure rates for non-UK undergraduate students.

UK undergraduate students:

- From 2018/19-2020/21, our UK undergraduate student body become more diverse (+2.7pp BAME), predominately driven by an increase in Asian students (**Table 7.5**).
- Representation of minority ethnic groups among the UK student population is broadly in line with sector, except that Black students appear under-represented (4.4% v 8.0%) (**Table 7.5**).
- However, when compared with the demographics of the areas from which our undergraduate students are drawn, our student body is more diverse (**Table 7.4**).

Whilst we may be representative compared to sector averages, the REC survey evidenced a negative difference in perception of ethnic diversity before and after joining (**Action SP.18**); the limited representation of BAME staff and students negatively impacts on sense of belonging and desire to stay.

"I find certain subjects tend to have more diversity in race and ethnicity than others- as a humanities student, at first I was a bit overwhelmed by the lack of diversity on my course." (Asian)

"Severe lack of diversity in lecturers within my faculties. This has been noticed by myself and other people of colour on my course and worsens feelings of isolation when those you look up to cannot relate to your experiences or circumstances." (Mixed)

"...[I] have had racial abuse towards me in my first year at halls and this very much effected how i perceived Southampton... Southampton is not one of the most diverse areas of the UK and I was already aware of this, and a lack of diverseness does tie into less of a feeling of belonging" (Black)

Action SP.18 Run a workshop with training around unconscious bias in marketing materials and review our UG prospectus for any potential biases. Include E&A directorate, and student ambassadors.

Alongside action to increase race awareness and diversify staff recruitment (**Sections 5a, 6a**) we are:

- Re-focussing our targeting strategy- building trusting relationships with schools in more ethnically diverse regions in London.
- Delivering new social mobility programme ‘Ignite Southampton’- designed to expand access to UoS and provide financial and development support from UG to PGT for an annual cohort of 30 students (2021/22 69% BAME). Work in Widening Participation has identified intersectionality between race and social class in the geographical areas we recruit, we are investing in our data tools to improve the sophistication of analysis between social class and other protected characteristics.
- Delivering faculty action plans- equipped with data at school/module level faculties can deliver targeted interventions, e.g. [Physics summer school for Black students \(50% female participants\)](#) focuses on diversifying recruitment at a local level where underrepresentation is most apparent.

Partnering with The Cowrie Scholarship Foundation

The CSF, founded by Southampton Professor Richard Oreffo, aims to provide 100 scholarships for disadvantaged Black British students to study at leading UK universities.

UoS is supporting CSF by providing scholarships for three students over a ten-year period to study an undergraduate programme of their choice.



Prof. Richard Oreffo

Table 7.3: Overview of the undergraduate student body by ethnic group (2020/21)

Ethnicity	UK			Non-UK		Overall	
	Number	%	UK Sector Average	Number	%	Number	%
Asian	1,520	13.0%	12.2%	895	33.7%	2,415	16.9%
Black	510	4.4%	8.0%	65	2.4%	575	4.0%
Mixed	670	5.7%	4.5%	85	3.3%	755	5.3%
Other	200	1.7%	1.9%	125	4.7%	325	2.3%
All BAME	2,900	24.8%	26.5%	1,170	44.1%	4,070	28.4%
White	8,655	74.2%	72.0%	1,120	42.0%	9,775	68.2%
Unknown	105	0.9%	1.5%	375	14.0%	480	3.4%
Totals	11,665	100.0%	100.0%	2,665	100.0%	14,325	100.0%

Table 7.4: Demographics of the areas our UK undergraduate students are drawn from

Region/Local Authority	% of UoS UG Intake	Local Demographics (Census 2011)					
		Asian	Black	Mixed	Other	All BAME	White
Greater London	18.1%	18.5%	13.3%	5.0%	3.4%	40.2%	59.8%
Hampshire	13.3%	2.7%	0.6%	1.4%	0.3%	5.0%	95.0%
Surrey	6.2%	5.6%	1.1%	2.1%	0.8%	9.6%	90.4%
Southampton	5.3%	8.4%	2.1%	2.4%	1.1%	14.1%	85.9%
Kent	3.4%	3.3%	1.1%	1.5%	0.5%	6.3%	93.7%
West Sussex	3.3%	3.5%	0.9%	1.5%	0.3%	6.2%	93.8%
Bournemouth and Poole	2.8%	3.9%	1.0%	2.3%	0.9%	8.0%	92.0%
Hertfordshire	2.6%	6.5%	2.8%	2.5%	0.6%	12.4%	87.6%
Wales	2.5%	2.3%	0.6%	1.0%	0.5%	4.4%	95.6%
Wiltshire	2.3%	1.3%	0.7%	1.2%	0.2%	3.4%	96.6%
Oxfordshire	2.3%	4.8%	1.7%	2.0%	0.5%	9.1%	90.9%
Buckinghamshire	2.2%	8.6%	2.1%	2.4%	0.5%	13.6%	86.4%
Dorset	2.1%	0.9%	0.2%	0.8%	0.1%	2.1%	97.9%
Essex	2.1%	2.5%	1.3%	1.5%	0.4%	5.7%	94.3%
Devon	1.8%	1.2%	0.2%	0.9%	0.2%	2.5%	97.5%
Portsmouth	1.6%	6.1%	1.8%	2.7%	1.1%	11.6%	88.4%
Weighted Average	100.0%	7.2%	3.7%	2.4%	1.1%	14.4%	85.6%

Table 7.5: UK domiciled undergraduate students by ethnic group (2018/19 to 2020/21)

Ethnicity		Student Numbers			Representation		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Asian	<i>Bangladeshi</i>	115	120	125	0.9%	1.0%	1.1%
	<i>Indian</i>	520	540	605	4.0%	4.5%	5.2%
	<i>Pakistani</i>	175	185	185	1.4%	1.5%	1.6%
	<i>Chinese</i>	210	195	190	1.6%	1.6%	1.6%
	<i>Other Asian background</i>	405	410	415	3.1%	3.4%	3.6%
	Asian Total	1,430	1,450	1,520	11.0%	12.1%	13.0%
Black	<i>African</i>	445	455	425	3.5%	3.8%	3.7%
	<i>Caribbean</i>	85	75	65	0.6%	0.6%	0.6%
	<i>Other Black background</i>	30	25	15	0.2%	0.2%	0.1%
	Black Total	560	555	510	4.3%	4.6%	4.4%
Mixed	<i>White and Asian</i>	210	215	200	1.6%	1.8%	1.7%
	<i>White and Black African</i>	65	65	70	0.5%	0.5%	0.6%
	<i>White and Black Caribbean</i>	130	115	115	1.0%	1.0%	1.0%
	<i>Other Mixed background</i>	285	270	280	2.2%	2.3%	2.4%
	Mixed Total	695	665	670	5.4%	5.6%	5.7%
Other	<i>Arab</i>	Sup	Sup	Sup	0.0%	0.0%	0.0%
	<i>Gypsy or Traveller</i>	Sup	Sup	Sup	0.0%	0.0%	0.0%
	<i>Other ethnic background</i>	175	175	195	1.4%	1.4%	1.7%
	Other Total	180	180	200	1.4%	1.5%	1.7%
All BAME		2,865	2,850	2,900	22.1%	23.8%	24.8%
White		9,985	8,990	8,655	77.2%	75.2%	74.2%
Unknown		80	120	105	0.6%	1.0%	0.9%
Totals		12,930	11,965	11,665	100.0%	100.0%	100.0%

Table 7.6: UK domiciled undergraduate students by faculty and ethnic group (2020/21)

Ethnicity	Faculty					Overall
	FAH	FELS	FEPS	Medicine	FSS	
Asian	5.8%	8.2%	14.6%	24.0%	17.5%	13.0%
Black	2.8%	4.0%	3.2%	6.9%	6.4%	4.4%
Mixed	6.3%	4.6%	5.7%	5.2%	7.0%	5.7%
Other	0.8%	1.5%	1.8%	3.9%	1.6%	1.7%
All BAME	15.7%	18.3%	25.3%	40.0%	32.5%	24.8%
White	83.9%	80.9%	73.4%	58.4%	66.9%	74.2%
Unknown	0.5%	0.8%	1.3%	1.7%	0.6%	0.9%

Table 7.7: Non-UK domiciled undergraduate students by ethnic group (2018/19 to 2020/21)

Ethnicity		Student Numbers			Representation		
		2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Asian	<i>Bangladeshi</i>	<i>Sup</i>	<i>Sup</i>	<i>Sup</i>	0.0%	0.1%	0.3%
	<i>Indian</i>	105	110	110	3.7%	4.0%	4.2%
	<i>Pakistani</i>	<i>Sup</i>	<i>Sup</i>	<i>Sup</i>	0.3%	0.4%	0.5%
	<i>Chinese</i>	640	635	660	22.3%	23.2%	24.8%
	<i>Other Asian background</i>	125	115	105	4.4%	4.2%	3.9%
	Asian Total	880	875	895	30.8%	31.9%	33.7%
Black	<i>African</i>	50	50	45	1.8%	1.8%	1.6%
	<i>Caribbean</i>	<i>Sup</i>	<i>Sup</i>	<i>Sup</i>	0.5%	0.6%	0.7%
	<i>Other Black background</i>	0	0	0	0.1%	0.1%	0.1%
	Black Total	70	65	65	2.4%	2.4%	2.4%
Mixed	<i>White and Asian</i>	30	25	25	1.0%	1.0%	0.9%
	<i>White and Black African</i>	<i>Sup</i>	<i>Sup</i>	<i>Sup</i>	0.3%	0.3%	0.3%
	<i>White and Black Caribbean</i>	<i>Sup</i>	<i>Sup</i>	<i>Sup</i>	0.1%	0.1%	0.2%
	<i>Other Mixed background</i>	50	55	50	1.8%	2.0%	2.0%
	Mixed Total	90	95	85	3.2%	3.4%	3.3%
Other	<i>Arab</i>	0	<i>Sup</i>	<i>Sup</i>	0.0%	0.0%	0.1%
	<i>Gypsy or Traveller</i>	0	0	0	0.0%	0.0%	0.0%
	<i>Other ethnic background</i>	145	140	125	5.1%	5.0%	4.7%
	Other Total	145	140	125	5.1%	5.0%	4.7%
All BAME		1,185	1,175	1,170	41.5%	42.7%	44.1%
White		1,205	1,145	1,120	42.1%	41.8%	42.0%
Unknown		470	425	375	16.5%	15.4%	14.0%
Totals		2,860	2,740	2,665	100.0%	100.0%	100.0%

Table 7.8: Non-UK domiciled undergraduate students by faculty and ethnic group (2020/21)

Ethnicity	Faculty					Overall
	FAH	FELS	FEPS	Medicine	FSS	
Asian	45.5%	20.0%	32.0%	20.9%	40.0%	33.7%
Black	1.8%	1.8%	1.8%	2.3%	3.8%	2.4%
Mixed	1.8%	7.3%	3.2%	4.7%	2.5%	3.3%
Other	5.5%	1.8%	5.0%	7.0%	4.4%	4.7%
All BAME	54.6%	30.9%	42.0%	34.9%	50.7%	44.1%
White	29.1%	58.2%	45.0%	58.1%	31.9%	42.0%
Unknown	16.4%	7.0%	13.1%	7.0%	17.5%	14.0%

7c Course Progression

Student Retention

Overall, student retention rates are high (97.5% in 2019/20⁴) (**Table 7.9**), relative to the sector⁵ and improving year-on-year.

- From 2018/19, White students had the highest non-continuation rates, compared to BAME students. However, non-continuation rates by ethnicity are volatile due to small numbers, (**Table 7.9**). This is especially true at faculty (**Table 7.10**) and school level.
- Intersectionality is important; transfer/non-continuation rates are worse for POLAR4 Q16 students that are also of Black ethnicity. We have set a goal to reduce this from 12.5% to 3.5% by 2024/25 as part of our Access and Participation Plan.

Student Progression

- Student progression rates improve with each year of study and the data follows a similar pattern for UK/non-UK White students and BAME students. However, proportionately UK BAME students are more likely to experience negative outcomes⁷ vs. UK White students.
- Outcomes in 2019/20 were affected by the pandemic; this means that comparing 2020/21 and 2019/20 outcomes is misleading.

Work is underway to expand the range of student success metrics to cover more aspects of the student journey and improve insight (**Action SE.7**).

Action SE.7 Improve data collection and capture more detailed leaver reasons for student withdrawals, identifying themes and recommendations for action.

There are several welfare support provisions in place for students which may contribute to the low rate of student withdrawals, including:

- The Student Early Warning System- monitors students' engagement with online systems, highlighting those who seem to be at risk of disengaging from their studies, for early support intervention.
- Personal academic tutors assigned to each student- EDI woven into bespoke PAT training.
- Student Hub- support available 24/7 for financial, wellbeing, academic and career queries.

However, the REC focus groups highlighted that there is mixed awareness of the support services available and BAME students are seeking support from the few BAME staff at UoS, creating an unequal balance of pastoral care responsibilities across staff (**Action SE.1**).

⁴ Based on the HESA Performance Indicator for Non-Continuation: <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

⁵ Sector rates: 94.7% for Young and 88.1% for Mature in 2019/20

⁶ Higher Education Funding Council for England constructed geodemographic classification in which small geographical areas (census area statistic wards) are classified into one of five quintiles depending on rate of participation in higher education (HE), with quintile 1 (or Q1) corresponding to areas with the lowest HE participation rates of young people, and Q5 to areas with the highest participation.

⁷ Negative Outcomes: Fail, repeat, repeat (special considerations), suspension, transfer, transfer (as failed to progress), withdrawn. Positive Outcomes: Award, Progress

“My PAT is great but I am aware that some other students don't have much communication with theirs. Other than my PAT I wouldn't know who to turn to for help and advice so I'm not sure who these students have to support them” (Mixed Ethnicity)

Action SE.1 Collaborate with the Mental Health Charter self-assessment team and Student Wellbeing team within Student & Education Services to further develop our counsellor provision in terms of cultural competence and access to support for those from different cultural backgrounds.

Awarding Gap Panel



The Student Inclusion Team have recruited (paid) Black students on the new ‘Awarding Gap Project’ panel. Working collaboratively with the project team, the panel is empowered to think creatively to develop activities and interventions for Black students with the aim of improving their university experience and build trust (100% strongly agree that they have made significant change through the panel).

Working in partnership with other local Universities, activity has included creating a ‘Black Fresher’s Guide’ to Southampton, including information about where to find Black hair shops, and hosting a Cultural Gala (93% attendees would attend similar future events).

Latitude Prize

A cross-faculty team of academics have led a successful bid for the Latitude prize for a project exploring the experience of Black students in FELS from UG to PGR level. This is a participatory action research project, and will employ student peer researchers to collaborate on the project (**Action SE.5**).

Action SE.5 Deliver a project looking at the experience of Black students in FELS from UG to PGR level. Organise a networking/career advice/inspiration event, to be attended by both internal and external speakers, with the aim of linking up Black students with their peers, providing insights into potential career paths and how to navigate their futures.

Table 7.9: UK undergraduate student non-continuation rates (2016/17 to 2019/20)

Ethnicity	Cohort (Total Number of Entrants)				Non-Continuation Rate			
	2016/17	2017/18	2018/19	2019/20	2016/17	2017/18	2018/19	2019/20
Asian	380	425	435	435	3.7%	5.4%	1.2%	0.7%
Black	185	170	135	170	3.3%	4.2%	2.2%	1.2%
Mixed/Other	280	230	235	255	5.4%	1.7%	2.1%	2.3%
All BAME	840	820	805	860	4.2%	4.1%	1.6%	1.3%
White	3,315	2,975	2,635	2,445	4.3%	3.8%	3.3%	2.9%
Unknown	25	25	20	25	14.8%	0.0%	4.5%	4.2%
Overall	4,185	3,820	3,465	3,330	4.4%	3.9%	2.9%	2.5%

Note: Non-continuation is defined as the percentage of students who do not progress into the second year of their undergraduate programme at the same or another institution.

Table 7.10: UK undergraduate student non-continuation rates by faculty (2016/17 to 2019/20)

Faculty / Year		Asian	Black	Mixed/Other	White	Unknown	Overall
FAH	2016/17	4.4%	0.0%	5.6%	3.7%	Sup	3.8%
	2017/18	6.7%	4.3%	1.7%	2.7%	Sup	2.8%
	2018/19	0.0%	5.9%	2.0%	2.6%	Sup	2.4%
	2019/20	3.0%	0.0%	0.0%	2.7%	Sup	2.4%
FELS	2016/17	2.7%	5.5%	6.8%	4.8%	Sup	4.8%
	2017/18	7.4%	8.0%	0.0%	4.7%	Sup	4.8%
	2018/19	0.0%	0.0%	0.0%	4.1%	Sup	3.3%
	2019/20	0.0%	0.0%	4.8%	2.4%	Sup	2.3%
FEPS	2016/17	5.4%	0.0%	6.0%	5.2%	Sup	5.3%
	2017/18	5.4%	6.3%	0.0%	4.8%	Sup	4.6%
	2018/19	1.8%	0.0%	0.0%	4.0%	Sup	3.2%
	2019/20	0.9%	2.6%	3.4%	3.7%	Sup	3.2%
Med.	2016/17	4.9%	0.0%	0.0%	2.8%	Sup	2.8%
	2017/18	8.9%	6.3%	0.0%	3.1%	Sup	4.5%
	2018/19	0.0%	0.0%	7.1%	2.0%	Sup	1.8%
	2019/20	0.0%	0.0%	0.0%	1.6%	Sup	0.9%
FSS	2016/17	2.3%	5.3%	4.3%	4.1%	Sup	4.1%
	2017/18	2.8%	0.0%	5.1%	3.3%	Sup	3.1%
	2018/19	2.0%	4.2%	5.6%	2.6%	Sup	2.8%
	2019/20	0.7%	1.8%	1.6%	2.9%	Sup	2.4%

Progression data

Table 7.11: UG full-time student's academic progression rates⁸

Nationality / Year of Programme / Academic Year			BAME		White		Unknown		Overall	
			Students	% Negative Outcome	Students	% Negative Outcome	Students	% Negative Outcome	Students	% Negative Outcome
UK	0 Found ation	2018/19	50	49.02%	85	44.58%	5	Sup	140	45.71%
		2019/20	60	10.17%	85	9.30%	5	Sup	150	10.07%
		2020/21	60	19.67%	80	21.95%	5	Sup	145	22.45%
	1	2018/19	890	[19.12%]	2,765	[13.32%]	20	10.53%	3,670	14.71%
		2019/20	925	5.07%	2,570	6.89%	25	7.41%	3,520	6.42%
		2020/21	825	[15.27%]	2,665	[9.86%]	25	8.00%	3,515	11.12%
	2+	2018/19	1,905	[8.46%]	7,070	[5.70%]	55	7.55%	9,025	6.29%
		2019/20	1,845	3.95%	6,265	3.08%	90	8.89%	8,200	3.34%
		2020/21	1,995	[9.28%]	5,825	[6.46%]	75	10.39%	7,895	7.21%
Non-UK	0 Found ation	2018/19	25	37.04%	35	37.14%	10	Sup	70	36.62%
		2019/20	30	3.33%	25	7.69%	15	0.00%	70	4.29%
		2020/21	15	28.57%	20	5.56%	5	Sup	40	21.05%
	1	2018/19	280	15.60%	315	16.09%	160	18.63%	760	16.45%
		2019/20	300	5.70%	360	5.00%	145	2.76%	805	4.86%
		2020/21	330	[14.55%]	325	[9.20%]	105	15.09%	760	12.34%
	2+	2018/19	870	8.83%	845	6.38%	300	9.97%	2,020	7.97%
		2019/20	845	3.79%	755	3.45%	265	4.18%	1,860	3.71%
		2020/21	815	6.01%	770	5.86%	260	8.88%	1,840	6.35%

Note: Differences between pairs marked in square brackets are significant at $P < .05$.

This table uses a denominator of 10 as the level at which suppression is applied; denominators rounded to the nearest 5.

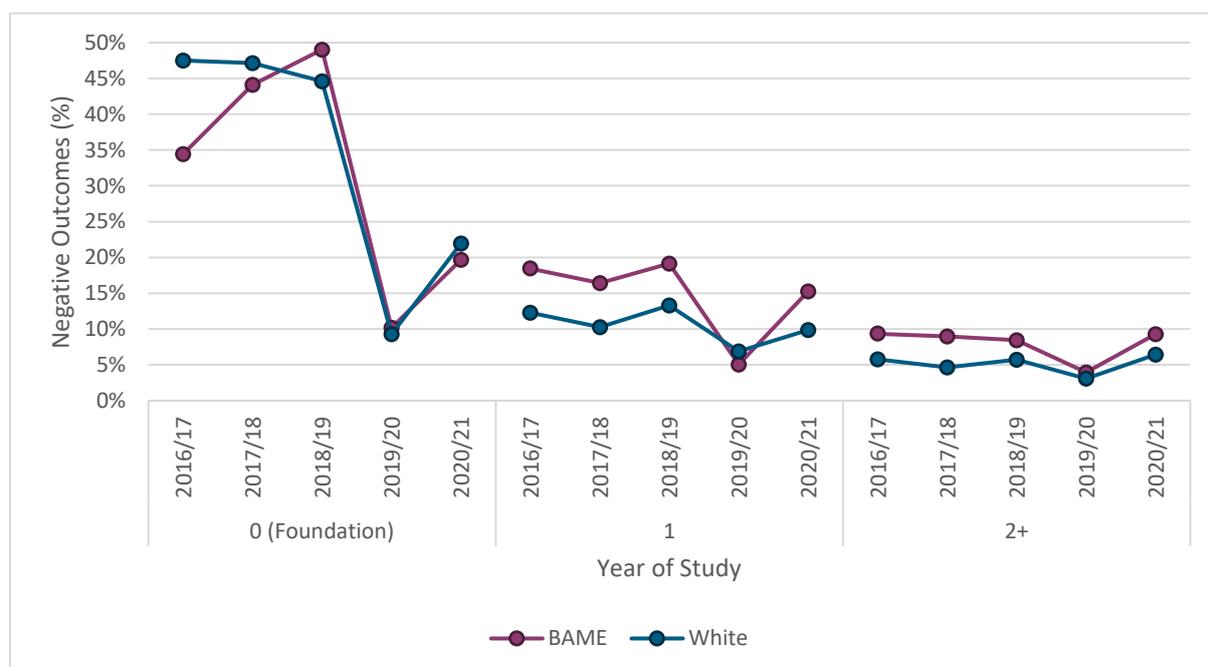


Figure 7.6: UK Student Percentage of Negative Outcomes by Year of Study

⁸ Negative Outcomes: Fail, repeat, repeat (special considerations), suspension, transfer, transfer (as failed to progress), withdrawn. Positive Outcomes: Award, Progress.

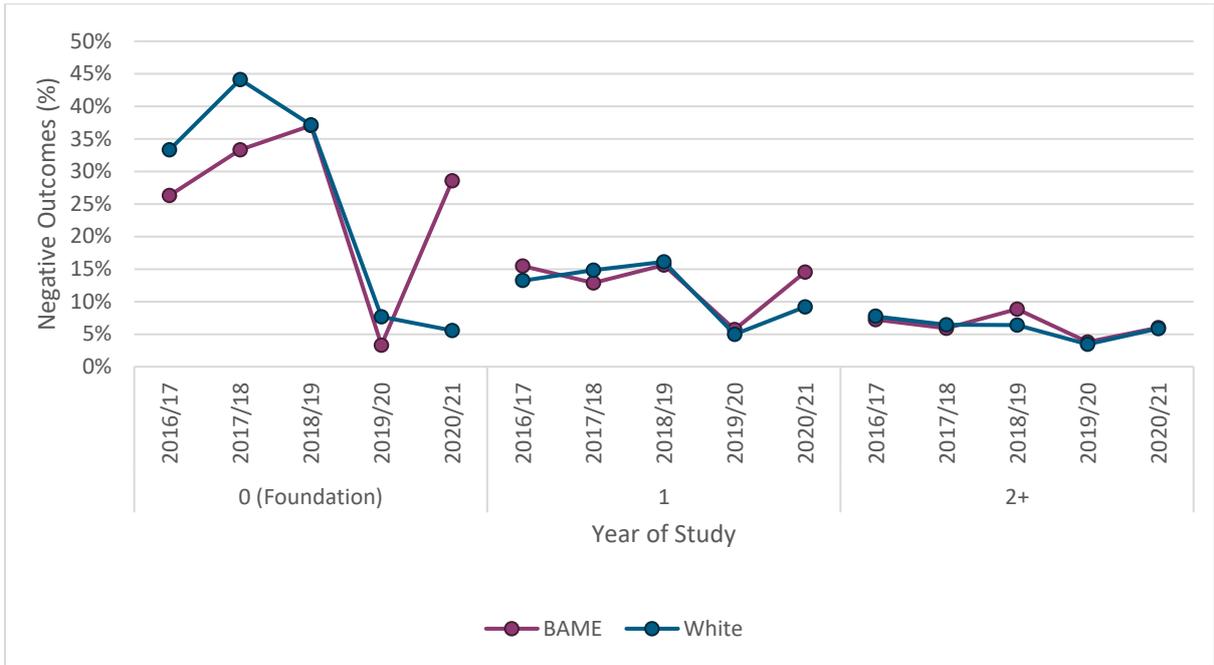


Figure 7.7: Non-UK Student Percentage of Negative Outcomes by Year of Study

7d Attainment

Awarding data in this section is solely for UK undergraduate students.

Students from BAME backgrounds are consistently less likely to be awarded a 'good undergraduate degree' (First or 2:1) than White students. BAME students are consistently less likely to be awarded a 'good undergraduate degree' (first or 2:1) than White students (**Table 7.12, Figure 7.8**).

- The awarding gap between Black and White students is significant (10.1pp-20.9pp since 2017/18), compared to 9.0pp in the Russell Group (2019/20)⁹. This was reviewed as we developed our *Access and Participation Plan*, and our objective is to reduce this gap to 5% by 2024/25 and eradicate it by 2034/35.
- Faculty data varies widely, but awarding gaps are persistent in almost all cases, and often widest between Black and White students (**Table 7.13**).
- From 2017/18 to 2019/20 the awarding gap between White and BAME students has grown, primarily driven by the increasing (+3.1pp) proportion of White students awarded a first/2.1. However, this is a complex picture:
 - The awarding gap to White students has grown for Black and Asian students and narrowed for Mixed and Other ethnicities.
- Further work is required to understand increasing awarding gaps, which are “unexplained”, in that they cannot be explained by prior achievement/entry grades.

REC survey responses showed:

- Students from Black and Mixed ethnicities had higher expectations of achieving firsts/2:1s than students from other ethnic groups.
- White students were more likely to report progressing well in their course, compared to BAME students.
- BAME students reported lower teaching satisfaction and were less comfortable contributing to class discussions.

Focus group insight further evidenced the negative impact of racial harassment, micro-aggressions, and lack of visible BAME role models on the learning environment, sense of belonging and wellbeing. The likely implications for mental health are particularly concerning and in 2021 we signed the Student Minds University Mental Health Charter (**Action SE.1**).

Action SE.1	Collaborate with the Mental Health Charter self-assessment team and Student Wellbeing team within Student & Education Services to further develop our counsellor provision in terms of cultural competence and access to support for those from different cultural backgrounds.
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⁹ [Ethnicity awarding gaps in UK higher education in 2019/20 | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/ethnicity-awarding-gaps-in-uk-higher-education-in-2019/20)

Driving faculty-level accountability is a priority for addressing awarding gaps, through:

- A new **module outcome dashboard**- providing schools and programme leads with data to enable targeted action for modules with large awarding gaps, working alongside students to implement institutional change initiatives. Funding has been awarded to the Faculty of Medicine to complete supporting qualitative analysis to identify areas for change.
- **Faculty action plans**- supporting our University-wide *Access and Participation Plan*, including targeting reduced awarding gaps between Black and White students.

Cross-institutional work to reduce awarding gaps:

- **Awarding Gap Project**: Cross-faculty project led by WP&SM in partnership with a panel of paid Black students. As part of this project students can submit for funding to address the awarding gap as part of the 'Student Activity and Engagement Fund' (**Action SE.10**).
- **EDI Learning and Teaching Toolkit**: Work has begun, in collaboration with staff and students, to build a toolkit to engage our teaching staff in considering EDI within their education practice. (**Actions SE.8, SE.9.1, SE.9.2**).
- **Academic Skills Services**: Including maths and academic writing support and peer-assisted learning scheme; 50% of users were international students in 2020/21.
- **£650,000 investment in computer equipment for students**: Recognising that differential access to online learning would severely affect attainment during the COVID-19 pandemic.

Action SE.8	Evaluate the feedback and reviews received so far from the EDI learning & teaching toolkit and design preparation work.
Action SE.9.1	Continue to build on the development and co-design (staff and students) of an EDI learning and teaching toolkit to support inclusive learning and teaching across the different stages of learning experience (from module design through to assessment).
Action SE.9.2	Deliver and embed EDI learning and teaching toolkit into the programme approval process- through peer-to-peer learning groups and training (including external advisors). Establish a community of practice for peer-to-peer learning.
Action SE.10	Awarding Gap Project: To work with our student panel to create targeted initiatives for change & review module outcomes data to embed targeted interventions in areas with large awarding gaps.

Table 7.12: Proportion of UK undergraduate students awarded 1st/2:1 by ethnic group, plus awarding gaps relative to White students (2017/18 to 2020/21)

Faculty / Year		Asian	Black	Mixed	Other	White	Unknown
1 st /2:1	2017/18	82.3%	82.1%	81.5%	68.4%	87.6%	83.3%
	2018/19	80.5%	69.2%	84.5%	68.8%	90.9%	82.4%
	2019/20	84.5%	70.6%	88.6%	71.4%	91.4%	83.3%
Gaps	2017/18	-6.2	-10.1	-6.7	-13.2	n/a	-29.6
	2018/19	-8.8	-20.9	-6.7	-18.5	n/a	-15.2
	2019/20	-10.1	-15.7	-4.3	-12.8	n/a	-15.1

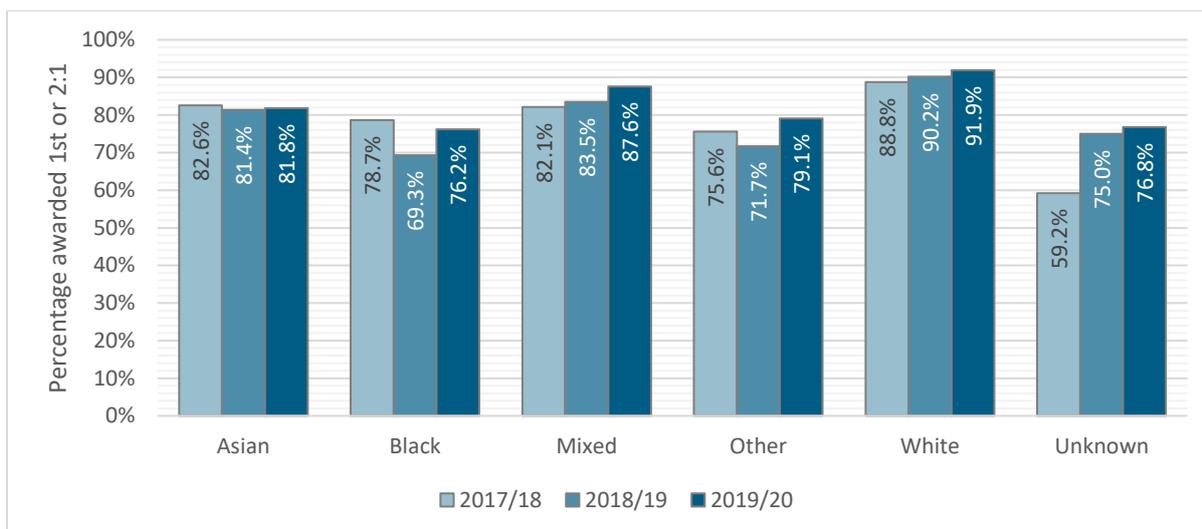


Figure 7.8: Proportion of UK undergraduate students awarded 1st/2:1 by ethnic group (2017/18 to 2020/21)

Table 7.13: Proportion of UK undergraduate students awarded 1st/2:1 by faculty and ethnic group, plus awarding gaps relative to White students (2017/18 to 2020/21)

Faculty / Year		Asian	Black	Mixed	Other	White	Unknown	
Awarded 1 st /2:1	FAH	2017/18	85.2%	69.2%	77.6%	Sup	89.7%	64.3%
		2018/19	75.6%	78.3%	80.7%	Sup	90.8%	81.3%
		2019/20	80.5%	83.3%	91.5%	Sup	93.0%	Sup
	FELS	2017/18	78.9%	80.0%	87.0%	Sup	89.8%	33.3%
		2018/19	84.9%	66.7%	88.5%	90.9%	90.1%	68.0%
		2019/20	70.6%	80.9%	90.7%	Sup	91.6%	63.6%
	FEPS	2017/18	84.3%	75.0%	83.3%	Sup	86.6%	61.1%
		2018/19	83.5%	65.2%	81.6%	58.3%	85.6%	75.8%
		2019/20	88.1%	71.4%	74.2%	76.9%	87.9%	79.2%
	Med.	2017/18	Sup	Sup	Sup	Sup	Sup	Sup
		2018/19	Sup	Sup	Sup	Sup	Sup	Sup
		2019/20	Sup	Sup	Sup	Sup	Sup	Sup
FSS	2017/18	82.3%	82.1%	81.5%	68.4%	87.6%	83.3%	
	2018/19	80.5%	69.2%	84.5%	68.8%	90.9%	82.4%	
	2019/20	84.5%	70.6%	88.6%	71.4%	91.4%	83.3%	
Awarding Gaps	FAH	2017/18	-4.5	-20.5	-12.1	Sup	n/a	-25.4
		2018/19	-15.2	-12.5	-10.1	Sup	n/a	-9.5
		2019/20	-12.5	-9.7	-1.5	Sup	n/a	Sup
	FELS	2017/18	-10.9	-9.8	-2.8	Sup	n/a	-56.5
		2018/19	-5.2	-23.4	-1.6	+0.8	n/a	-22.1
		2019/20	-21.0	-10.7	-0.9	Sup	n/a	-28.0
	FEPS	2017/18	-2.3	-11.6	-3.3	Sup	n/a	-25.5
		2018/19	-2.1	-20.4	-4.0	-27.3	n/a	-9.8
		2019/20	+0.2	-16.5	-13.7	-11.0	n/a	-8.7
	Med.	2017/18	Sup	Sup	Sup	Sup	n/a	Sup
		2018/19	Sup	Sup	Sup	Sup	n/a	Sup
		2019/20	Sup	Sup	Sup	Sup	n/a	Sup
FSS	2017/18	-5.3	-5.5	-6.1	-19.2	n/a	-4.3	
	2018/19	-10.4	-21.7	-6.4	-22.1	n/a	-8.5	
	2019/20	-6.9	-20.8	-2.8	-20.0	n/a	-8.1	

7e Postgraduate Pipeline

- 14.7% of UK-PGT Students / 14.0% of UK-PGR students are from BAME backgrounds (**Table 7.14, Table 7.20**).
- 92.7% of non-UK-PGT Students / 63.7% of non-UK-PGR students are from BAME backgrounds (**Table 7.14, Table 7.20**).
- BAME students are less likely to continue to PGT/PGR programmes; Mixed ethnicity students and Black students are the least likely to continue (**Action EU.2.6**).

Action EU.2.6 Student Focus groups to understand why students may be choosing to undertake postgraduate programmes at different providers and their expectations of PGT/PGR programmes at UoS

Postgraduate Taught

- UK-PGT population is less diverse than UK-UG. (**Figure 7.9**)
- 88.1% of the international PGT population are Asian (**Table 7.17**); 80.4% of those identify as Chinese.
- PGT numbers dropped in 2020/21 due to the impact of Covid-19 on students' ability to study internationally. The number of Asian and Black students reduced by 18% and 23% respectively.
- There is a mixed picture across the faculties (**Table 7.16, Table 7.18**). In 2020/21:
 - Over 80% of our FAH, FSS and FEPS PGT students come from outside of the UK and these faculties contain a large proportion of non-UK Asian PGT students (84.8%, 65.4%, and 64.5% respectively).
 - Over 80% of our FELS and Medicine PGT students are from the UK and these faculties contain a large proportion of UK White PGT students (78.7%, 54.2% respectively).

Postgraduate Research

- Black students are the least likely to study at PGR level, compared with students from all other ethnicities, both when looking at UK and non-UK populations (**Table 7.21, Table 7.23**).
- Asian (6.3%) and Black (1.7%) students are under-represented in our UK PGR student body, compared to HESA 2020/21 national rates (**Table 7.19**).
- Increasing the ethnic diversity of our research community is core to our new UoS Research Strategic plan (**Action SE.11.1, SE.11.2**), alongside specific faculty investment including the FELS "Black Futures Postgraduate Research Scholarships" (15 scholarships over three years).

Ensuring a strong BAME student pipeline is critical to the future diversity of academia, however the lack of visible role models in the teaching staff and inequitable learning experience is impacting the ambition of students from a BAME background to stay in academia. Once in the academia talent pipeline, providing wellbeing, sponsorship and mentoring support is critical (**Action SE.12**).

A dedicated Doctoral College has been established to support students at PGR level, including access to a mentor and a professional development programme to help them maximise their future as a researcher and enhance future projects.

- Action SE.11.1** £2m+ annual investment in the Presidential Scholarships Scheme to enhance the diversity of our PGR population, developing strategic international partnerships and co-ordinating fee waiver schemes.
- Action SE.11.2** £100k annual investment to develop internship and PGR opportunities, targeting students from underrepresented backgrounds, supplemented by networking events and plenary talks including, e.g., about doctoral study and how to apply.
- Action SE.12** To complete a research project which seeks to understand in more detail the path to PGT and PGR study for Black, Asian and minority ethnic students which includes a review of funding for these students and mentoring support.

Table 7.14: Overview of the postgraduate taught student body by ethnic group (2020/21)

Ethnicity	UK			Non-UK		Overall	
	Number	%	UK Sector Average	Number	%	Number	%
Asian	130	7.2%	10.3%	2,845	88.1%	2,975	59.2%
Black	65	3.5%	7.5%	50	1.5%	115	2.3%
Mixed	45	2.4%	3.6%	30	0.9%	75	1.5%
Other	30	1.6%	1.9%	70	2.2%	100	2.0%
All BAME	270	14.7%	23.3%	2,995	92.7%	3,265	65.0%
White	1,500	83.4%	73.4%	170	5.3%	1,670	33.2%
Unknown	35	1.9%	3.3%	65	2.0%	100	2.0%
Totals	1,800	100.0%	100.0%	3,230	100.0%	5,025	100.0%

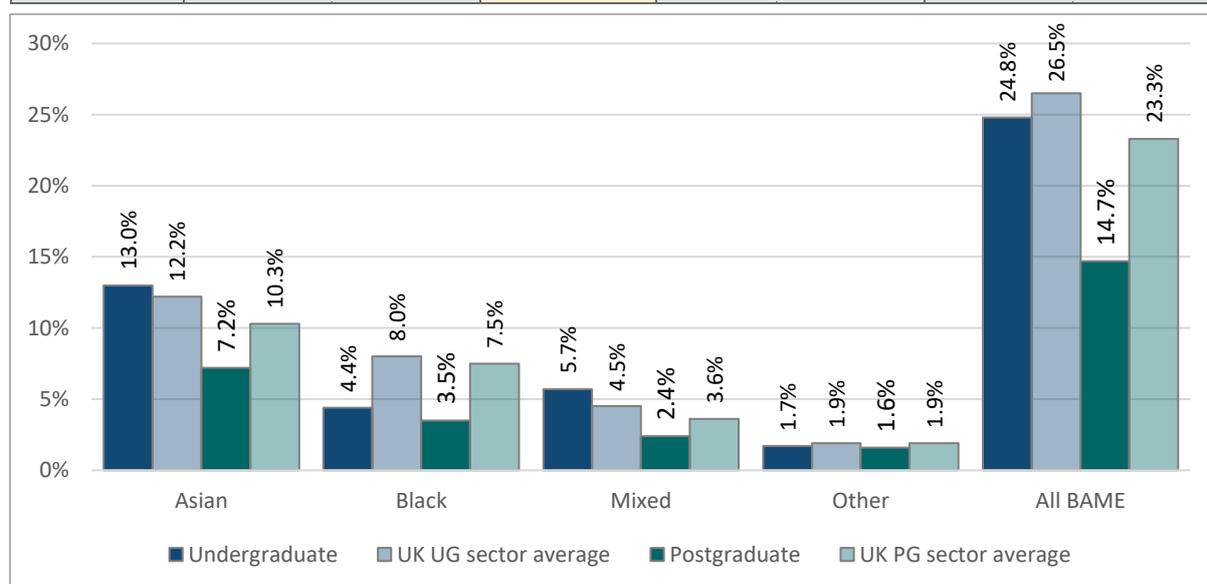


Figure 7.9: Ethnic Diversity of UoS UK-UG and UK-PG student bodies, compared with UK sector averages

Table 7.15: UK domiciled postgraduate **taught** students by ethnic group (2018/19 to 2020/21)

Ethnicity	Student Numbers			Representation		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Asian	110	120	130	6.0%	7.0%	7.2%
Black	65	60	65	3.7%	3.5%	3.5%
Mixed	35	65	45	2.1%	3.8%	2.4%
Other	25	20	30	1.3%	1.1%	1.6%
All BAME	235	265	270	13.1%	15.4%	14.7%
White	1,535	1,400	1,500	85.5%	82.3%	83.4%
Unknown	25	40	35	1.4%	2.3%	1.9%
Totals	1,795	1,705	1,800	100.0%	100.0%	100.0%

Table 7.16: UK postgraduate **taught** students by ethnic group and faculty (2018/19 to 2020/21)

Faculty / Year		Asian	Black	Mixed	Other	White	Unknown	Overall
FAH	2018/19	5	0	0	0	120	0	125
	2019/20	10	0	5	0	105	5	115
	2020/21	10	0	5	0	80	0	90
FELS	2018/19	40	30	15	5	715	5	810
	2019/20	55	35	20	5	705	10	825
	2020/21	55	35	15	10	685	10	805
FEPS	2018/19	15	5	0	5	75	0	95
	2019/20	15	5	10	5	75	5	110
	2020/21	20	0	5	0	80	5	105
Med.	2018/19	15	5	5	0	70	0	100
	2019/20	10	5	5	0	60	0	85
	2020/21	10	5	0	5	65	0	85
FSS	2018/19	35	30	10	15	555	20	660
	2019/20	35	15	25	10	460	20	570
	2020/21	45	20	15	15	590	20	710

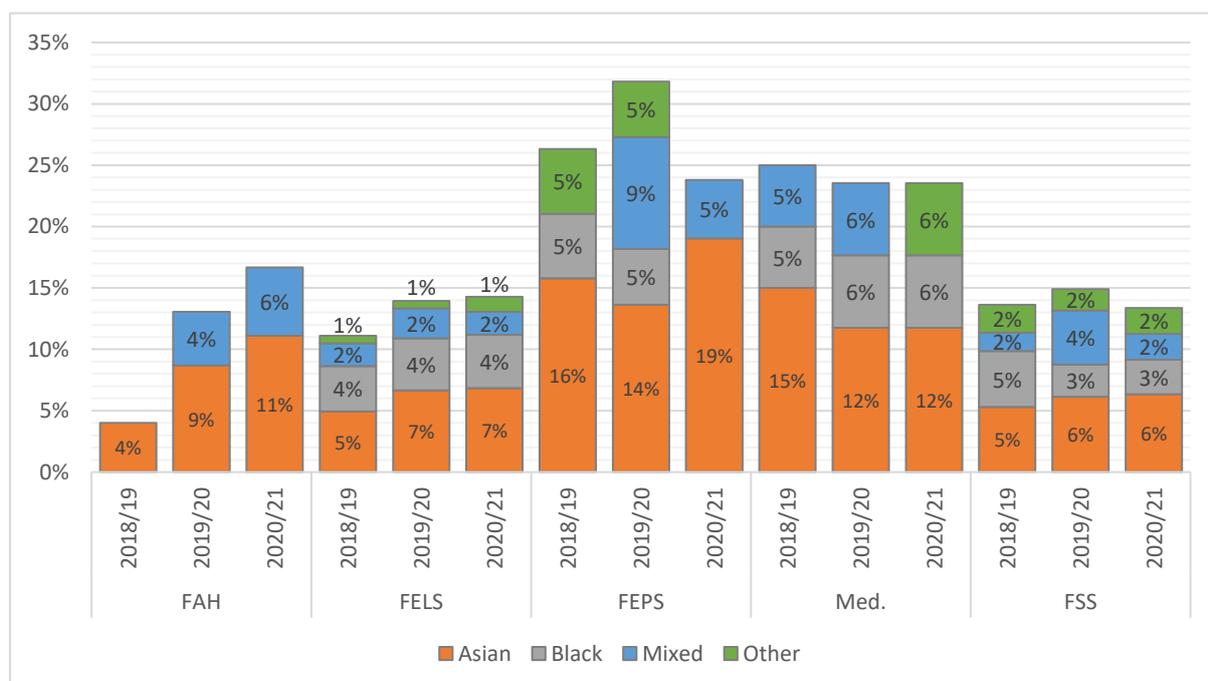


Figure 7.10: Representation of minority ethnic UK postgraduate **taught** students by faculty (2018/19 to 2020/21)

Table 7.17: Non-UK domiciled postgraduate **taught** students by ethnic group (2018/19 to 2020/21)

Ethnicity	Student Numbers			Representation		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Asian	2,410	3,490	2,845	82.7%	86.9%	88.1%
- Chinese	2,085	3,185	2,595	71.4%	79.3%	80.4%
Black	65	60	50	2.3%	1.4%	1.5%
Mixed	35	45	30	1.1%	1.1%	0.9%
Other	125	115	70	4.3%	2.9%	2.2%
All BAME	2,635	3,710	2,995	90.4%	92.3%	92.7%
White	260	255	170	8.8%	6.3%	5.3%
Unknown	25	55	65	0.8%	1.3%	2.0%
Totals	2,915	4,015	3,230	100.0%	100.0%	100.0%

Table 7.18: Non-UK postgraduate **taught** students by ethnic group and faculty (2018/19 to 2020/21)

Faculty / Year	Asian	Black	Mixed	Other	White	Unknown	Overall
FAH	2018/19	800	0	10	10	25	845
	2019/20	885	0	5	15	20	935
	2020/21	755	0	5	10	15	800
FELS	2018/19	40	10	10	10	30	105
	2019/20	55	10	5	10	30	110
	2020/21	20	10	0	10	20	60
FEPS	2018/19	300	10	10	45	95	475
	2019/20	460	15	15	35	115	650
	2020/21	400	10	10	20	55	510
Med.	2018/19	10	5	0	0	5	20
	2019/20	10	5	0	5	5	30
	2020/21	15	5	0	5	10	35
FSS	2018/19	1,255	40	5	55	105	1,470
	2019/20	2,075	25	15	50	85	2,285
	2020/21	1,655	25	15	30	65	1,830

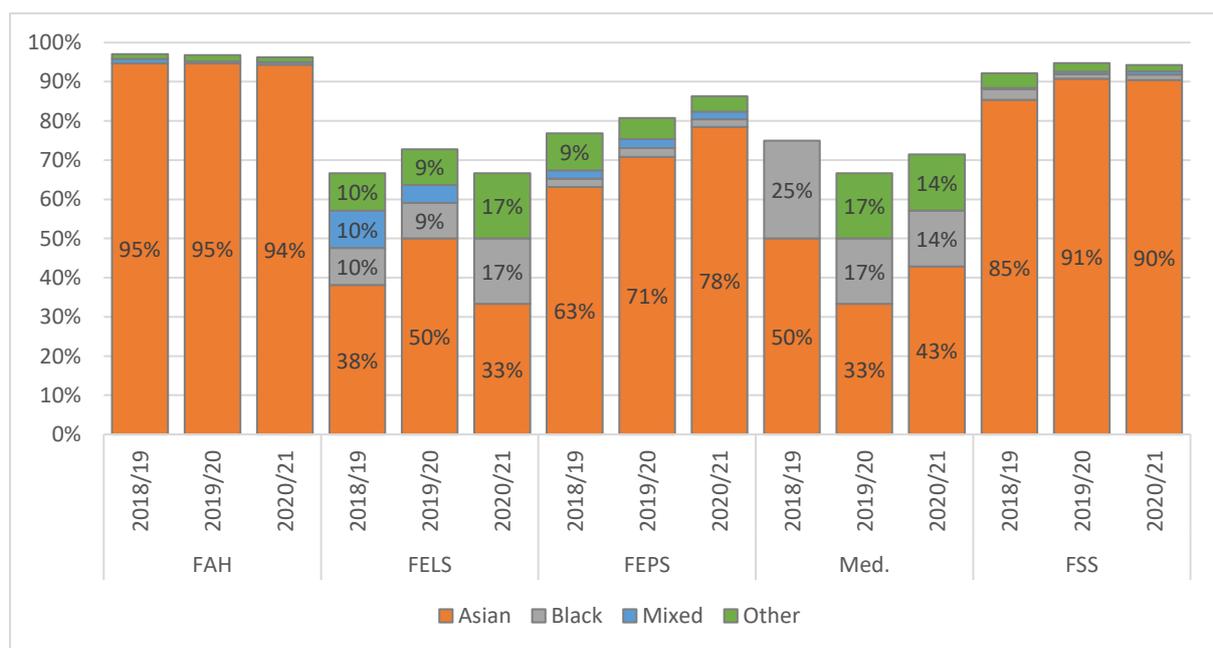


Figure 7.11: Representation of minority ethnic non-UK postgraduate **taught** students by faculty (2018/19 to 2020/21)

Table 7.19: PGR Student body by ethnicity (2020/21)

	Asian	Black	Mixed	Other	White	Unknown	TOTAL
UK PGR	6.3%	1.7%	3.8%	1.7%	83.5%	3.0%	100.0%
Non-UK PGR	39.2%	2.3%	4.7%	17.5%	32.7%	3.5%	100.0%
TOTAL	20.1%	2.0%	4.2%	8.3%	62.3%	3.2%	100.0%
HESA national rates (UK)	9%	5%	4%	2%	80%	-	100.0%

Table 7.20: Overview of the postgraduate research student body by ethnic group (2020/21)

Ethnicity	UK			Non-UK		Overall	
	Number	%	UK Sector Average	Number	%	Number	%
Asian	85	7.1%	8.3%	335	39.5%	420	20.5%
Black	20	1.7%	4.7%	25	2.7%	45	2.2%
Mixed	45	3.8%	3.9%	35	4.0%	80	3.9%
Other	20	1.7%	2.3%	145	17.4%	165	8.1%
All BAME	170	14.0%	19.2%	540	63.7%	710	34.7%
White	990	82.8%	77.5%	275	32.5%	1,265	61.9%
Unknown	40	3.2%	3.3%	30	3.8%	70	3.4%
Totals	1,200	100.0%	100.0%	845	100.0%	2,045	100.0%

Table 7.21: UK domiciled postgraduate research students by ethnic group (2018/19 to 2020/21)

Ethnicity	Student Numbers			Representation		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Asian	75	85	85	5.7%	6.3%	7.1%
Black	20	20	20	1.5%	1.5%	1.7%
Mixed	35	40	45	2.7%	3.0%	3.8%
Other	15	25	20	1.1%	1.9%	1.7%
All BAME	145	170	170	11.1%	12.7%	14.2%
White	1,125	1,125	990	86.2%	84.0%	82.5%
Unknown	40	45	40	3.1%	3.4%	3.3%
Totals	1,305	1,340	1,200	100.0%	100.0%	100.0%

Table 7.22: UK postgraduate research students by ethnic group and faculty (2018/19 to 2020/21)

Faculty / Year		Asian	Black	Mixed	Other	White	Unknown	Overall
FAH	2018/19	5	0	5	0	125	0	135
	2019/20	0	0	5	0	125	5	135
	2020/21	0	0	5	0	100	0	105
FELS	2018/19	15	5	10	5	350	5	390
	2019/20	10	5	10	5	370	5	405
	2020/21	10	5	15	5	335	5	375
FEPS	2018/19	25	5	15	10	385	15	455
	2019/20	35	10	15	15	365	20	460
	2020/21	35	10	15	10	330	15	415
Med.	2018/19	20	5	5	0	140	10	180
	2019/20	25	0	5	5	150	10	195
	2020/21	20	0	5	5	125	10	165
FSS	2018/19	5	5	5	0	120	5	140
	2019/20	15	5	5	0	120	5	150
	2020/21	10	5	5	0	100	5	125

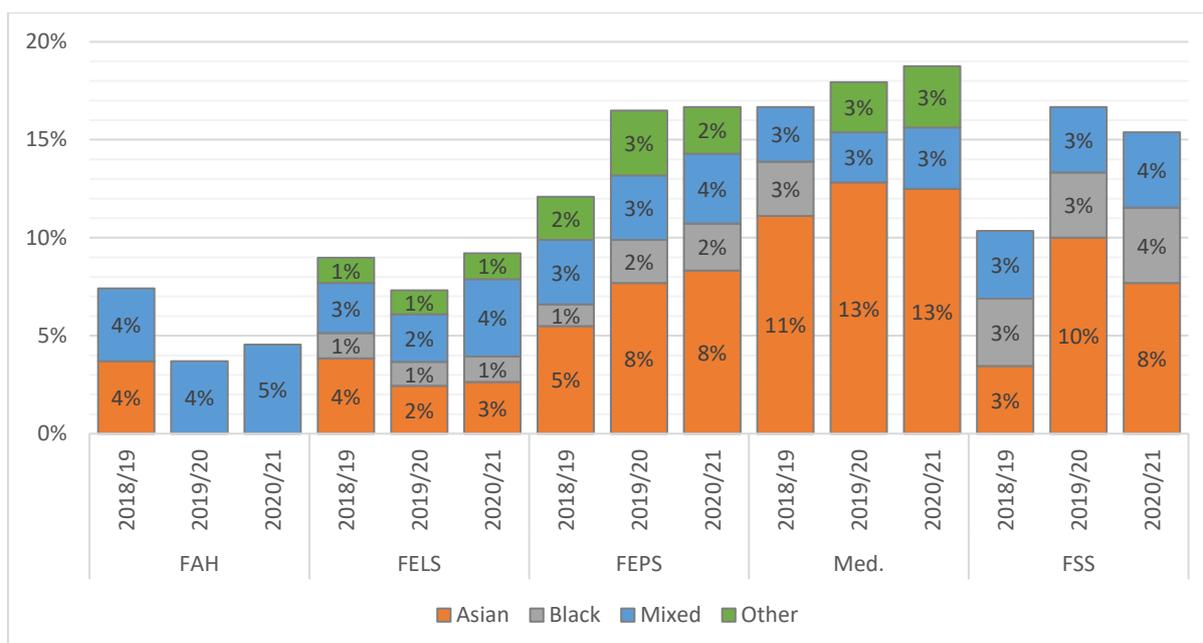


Figure 7.12: Representation of minority ethnic UK postgraduate research students by faculty (2018/19 to 2020/21)

Table 7.23: Non-UK domiciled postgraduate research students by ethnic group (2018/19 to 2020/21)

Ethnicity	Student Numbers			Representation		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
Asian	315	315	335	34.9%	34.6%	39.5%
Black	20	30	25	2.4%	3.1%	2.7%
Mixed	55	40	35	6.1%	4.5%	4.0%
Other	155	165	145	17.0%	18.1%	17.4%
All BAME	545	550	540	60.4%	60.4%	63.7%
White	320	315	275	35.3%	34.6%	32.5%
Unknown	40	45	30	4.3%	5.0%	3.8%
Totals	905	905	845	100.0%	100.0%	100.0%

Table 7.24: Non-UK postgraduate research students by ethnic group and faculty (2018/19 to 2020/21)

Faculty / Year		Asian	Black	Mixed	Other	White	Unknown	Overall
FAH	2018/19	40	0	10	35	40	5	130
	2019/20	40	0	10	50	40	5	145
	2020/21	40	0	10	45	40	0	135
FELS	2018/19	25	5	10	20	60	5	125
	2019/20	25	10	5	20	50	10	120
	2020/21	30	5	5	20	35	5	100
FEPS	2018/19	185	10	20	60	165	20	460
	2019/20	185	5	10	60	155	25	440
	2020/21	185	5	10	60	150	20	430
Med.	2018/19	5	0	5	10	15	0	35
	2019/20	5	0	5	10	15	0	35
	2020/21	5	0	5	5	15	0	30
FSS	2018/19	60	5	15	25	40	5	150
	2019/20	55	10	10	25	50	10	160
	2020/21	75	10	10	20	40	5	160



Figure 7.13: Representation of minority ethnic non-UK postgraduate research students by faculty (2018/19 to 2020/21)

7f Postgraduate Employment

This section reports data for UK full-time 1st degree students by ethnic group from the Graduate Outcomes and DLHE surveys. Both surveys are statutory returns governed by HESA. We introduce eight years of data below, however this includes data which was collected using different research methods. Greater focus is placed on professional-level destinations vs. employment rates.

- UoS graduate employment rates are above UK-HE sector average; top 20% and UK-HE upper quartile for professional-level destinations (Guardian).
- In line with sector trends, the latest employment rates and professional-level destinations are down, 2.5% and 4.9% respectively, due to the pandemic in 2020. Early indicators of ongoing surveys and unpublished data suggest that numbers are already recovering towards pre-pandemic levels.
- UoS data shows greater fluctuations in employment rates over the last 8 years for all groups other than those who identify as White.
- Since 2016/17, Black graduates are more likely to be employed in graduate-level employment, compared to all other ethnic groups; 7.6pp above the institutional average in 2018/19 (Table 7.26, Figure 7.14).
- Asian graduates are more likely to be in graduate-level employment, compared to the University average and White graduates, although they have the lowest employment rates overall (Figure 7.14).
- Mixed ethnicity graduates have the highest employment rates (equal to White graduates) but are the least likely to be in graduate-level employment (Figure 7.14).

Further work is required to understand the driving factors for these differences (Action SE.13).

Action SE.13 To complete a research project which reviews the driving factors which result in different employment rate / graduation level employment patterns by ethnicity, (such as subject choice, degree outcomes etc.), including the low professional destination % of Mixed ethnicity graduates.

Within our REC survey focus groups, students were positive about the career support they had accessed, including seminars and online tools, however many were unaware of the breadth of support available or felt they did not have the time to access the available support.

“There have been plenty of seminars/events about employability or careers for my department, but they clashed with my personal commitments. Maybe at the end of term, a module/course leader could spend a few minutes going over some opportunities and key skills briefly or integrate these skills into lectures and practical demos.” (Mixed ethnicity)

“[The] 'mycareer' site is wonderful in careers help and providing opportunities” (Black)

We are in the process of creating consistency and engagement across all programmes as well as improving access to engagement data via a new career registration tool (Action SE.14). Additionally:

- New Director of Careers, Employability and Enterprise appointed, and newly developed dedicated directorate based within our Student Experience function (June 2022). A new Student Employability and Curriculum Liaison Manager will be working in partnership with

faculty Employability leads to further improve student employability support and embed employability within the curriculum.

- Successful collaboration and promotion of [external #10,000 Black Interns scheme](#); 99 Black graduates applied (2021) and positive feedback received.
- Investigation into UoS Law graduate data (2022) identified White men are more successful at securing graduate-level employment, compared to women and all other ethnicities. Individual career coaching conversations have been established to provide guidance and help us further understand why to implement further targeted support.

Action SE.14 Improve access to data to measure engagement with career support tools through our central provision- by ethnicity and international/UK student status and implement recommendations to improve engagement.

Table 7.25: Employment Rate following study at UoS (2011/12 to 2018/19)

Measure		Employment Rate (former UKPI)					Gap to All					
		Asian	Black	Mixed	Other	White	All	Asian	Black	Mixed	Other	White
DLHE	2011/12	87.6%	91.3%	92.6%	83.3%	93.4%	93.0%	-5.4%	-1.7%	-0.4%	-9.6%	0.4%
	2012/13	86.1%	91.8%	95.5%		93.4%	92.9%	-6.8%	-1.1%	2.5%		0.4%
	2013/14	91.1%	89.1%	94.6%	97.1%	94.3%	94.0%	-2.9%	-4.9%	0.6%	3.1%	0.3%
	2014/15	88.0%	91.9%	93.2%		94.7%	94.2%	-6.2%	-2.2%	-1.0%		0.5%
	2015/16	92.6%	91.4%	93.9%		95.9%	95.4%	-2.8%	-4.1%	-1.5%		0.5%
	2016/17	92.7%	96.2%	93.3%	92.3%	96.0%	95.5%	-2.9%	0.7%	-2.2%	-3.2%	0.4%
GO	2017/18	93.3%	93.7%	99.0%	91.7%	95.5%	95.3%	-2.0%	-1.6%	3.7%	-3.6%	0.2%
	2018/19	87.2%	93.0%	92.0%	84.4%	93.7%	92.8%	-5.6%	0.2%	-0.9%	-8.4%	0.8%
UoS Average		90.3%	92.7%	94.3%	89.5%	94.6%	94.2%	-3.9%	-1.5%	0.1%	-4.6%	0.4%

Note: This table combines current Graduate Outcomes (GO) data with historic Destinations of Leavers from Higher Education (DLHE) data. This used to be the UK Performance Indicator (UKPI) for graduate employment but has since been discontinued. This data includes unemployment data as a negative progression.

Table 7.26 Professional Destinations following study at UoS (2011/12 to 2018/19)

Measure		Professional Destinations (Guardian Metric)					Gap to All					
		Asian	Black	Mixed	Other	White	All	Asian	Black	Mixed	Other	White
DLHE	2011/12	77.0%	73.9%	75.9%	77.8%	76.1%	76.1%	0.9%	-2.2%	-0.2%	-9.6%	0.0%
	2012/13	76.8%	73.5%	75.3%		78.1%	77.9%	-1.1%	-4.4%	-2.6%		0.3%
	2013/14	76.7%	73.0%	80.4%	85.7%	78.2%	78.1%	-1.4%	-5.1%	2.3%	3.1%	0.1%
	2014/15	79.6%	81.0%	77.2%		78.5%	78.7%	1.0%	2.3%	-1.4%		-0.2%
	2015/16	81.3%	78.8%	67.3%		80.7%	80.2%	1.1%	-1.5%	-12.9%		-3.2%
	2016/17	82.3%	84.9%	79.6%	88.0%	82.5%	82.5%	-0.2%	2.4%	-2.9%	-3.2%	0.0%
GO	2017/18	84.0%	84.9%	82.1%	80.0%	84.1%	84.0%	0.0%	0.9%	-1.9%	-4.0%	0.1%
	2018/19	80.3%	86.7%	75.2%	84.4%	78.7%	79.1%	1.2%	7.6%	-3.9%	5.2%	-0.4%
UoS Average		80.4%	80.9%	76.7%	83.0%	79.6%	79.6%	0.8%	1.3%	-2.9%	3.4%	0.0%

Note: This table combines current Graduate Outcomes (GO) data with historic Destinations of Leavers from Higher Education (DLHE) data, based on Standard Occupational Classifications 1-3 and graduate level further study; the standard used for competitor benchmarking in the sector (i.e., league tables). Here we use the Guardian metric which is the most inclusive in its methodology of all three league tables.

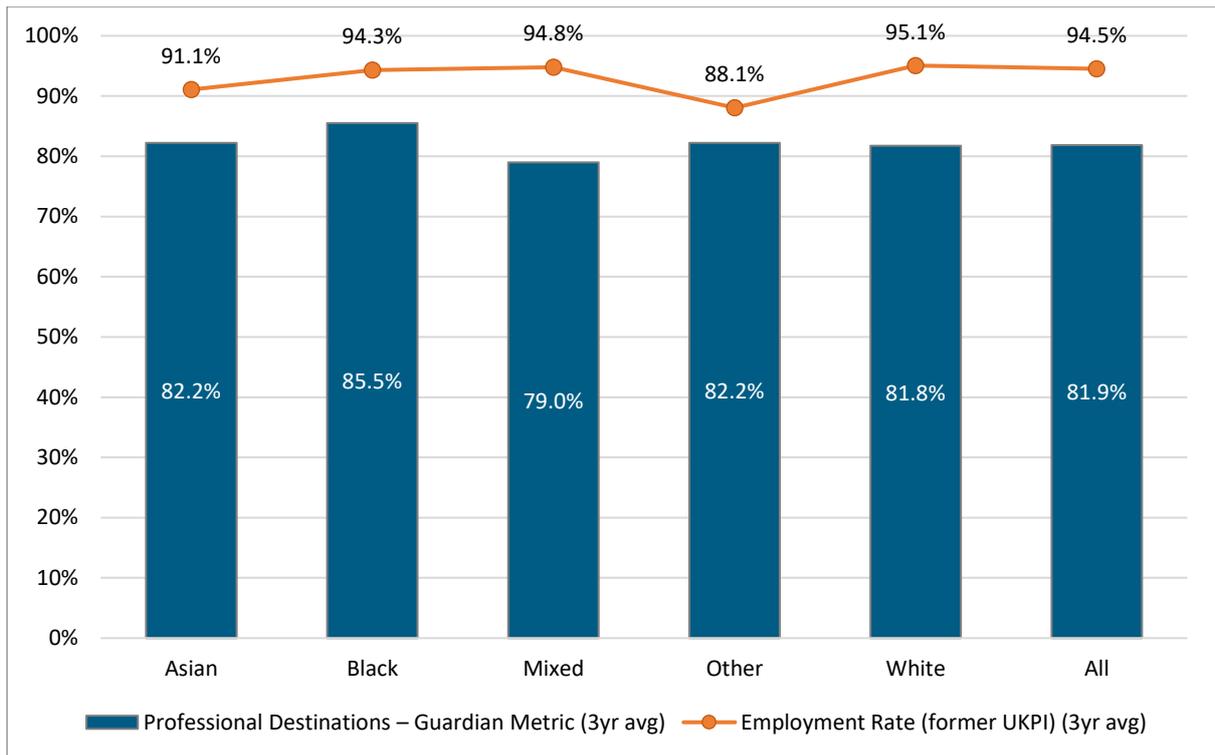


Figure 7.14: Professional Destination % and Employment Rate % following study at the University of Southampton from 2016/17 – 2018/19

8 Teaching and Learning

8a Course Content/Syllabus

Current State

- To date, diversifying the curriculum and incorporating race equality within course content and teaching has not been consistent across faculties. There are some positive examples, however, allocation of resource to drive sustained progress is variable and much progress has been largely driven by passionate and engaged individuals. Examples include:
 - FAH: Course content includes histories of violence (imperial, colonial, decolonial, and postcolonial); significant resistance movements; theoretical frameworks, including intersections between epistemes of oppression (race, class, gender, sexuality); and core texts by diverse/under-recognised researchers, activists, artists, writers.
 - BSc Education and Psychology programme: A group of students founded the 'Partnership for Educational Reform' focussed on upskilling staff and students in issues pertaining to anti-racism in Education.
- The content of a range of core and elective modules in all but one faculty address: histories of racism and resistance; the bearing of policy and technology on racial inequality; qualitative and quantitative work on race; and publications by diverse researchers.
- Staff identified 116 examples of modules that engage students in learning about race; 2.5% of 2021/22 student enrolment completed these modules.
- While the University's quality assurance documents are attentive to EDI principles, there is no explicit requirement to consider race equality in setting programme and module level learning outcomes. **(Action SE.15)**

Action SE.15 To ensure positive consideration of inclusion, in relation to race and other protected characteristics, is embedded in the expectations of Programme Approval and Review.

REC Survey & Focus Groups: Key Issues

- Diversity of curriculum is important to students and the absence of race is noticed; only 41% of all students feel that issues of ethnicity and race are included in relevant academic discussions.
- It is possible for students to graduate without having an opportunity to learn about or discuss race inequality in the context of their discipline and students are not systematically taught about the histories and current potential of bias in the methods and technologies underpinning research in their field.

"The Medicine course is severely lacking in teaching us about a range of skin types and only uses white skin to demonstrate conditions." (White)

"There is a massive assumption that western liberal thought is above everything else and this is still very pervasive" (Not disclosed)

- Not all staff and students understand and recognise the value and importance of diversifying the curriculum, particularly for STEMM subjects. Evidencing the case for change to bring everyone on the journey will be critical to success.

“Race shouldn’t be a factor in science or engineering” (White)

“During a lecture the prof. mentioned how racial bias can be introduced when designing tech and the ethics of data collection. It would be good if lecturers made students aware of things like this ... It’s important that students understand people of colour must be included in training and testing of tech.” (Black or Black British)

Taking Action

The University Strategy articulates clearly our commitment to inclusion, with this further articulated in our Education and Student Experience Strategic plans (launched 2022); ensuring an inclusive experience for all students is a key goal. This will be realised through providing our educators with the tools to review and reflect upon how inclusive our programmes are, and what can be done to ensure an inclusive experience for all (**Action SE.3, Action SE.9.1, Action SE.9.2, Action SE.16**).

We believe that inclusive curricula, and the wider student experience, should be constantly reviewed using all of the machinery of the University. This includes reflection on the experience of BAME students and their educational performance: in annual programme review and monitoring; through detailed analysis of the awards students receive and awarding gaps; and, in programme design and review.

To support this, our *Centre for Higher Education Practice* will work in partnership with our Quality Assurance team to both upskill our staff in this regard, and also to provide data and evidence through which teams can review and refine their practice.

We believe strongly that to make real change across the community this work needs to be embedded and considered ‘business as usual’.

Action SE.3	Run and promote a series of ‘kickstarter’ sessions for academic colleagues to enable them to address matters relating to equality in curricular, co-curricular and extra-curricular activities (with dedicated focus on race equality).
Action SE.9.1	Continue to build on the development and co-design (staff and students) of an EDI learning and teaching toolkit to support inclusive learning and teaching across the different stages of learning experience (from module design through to assessment).
Action SE.9.2	Deliver and embed EDI learning and teaching toolkit into the programme approval process - through peer-to-peer learning groups and training (including external advisors). Establish a community of practice for peer-to-peer learning.
Action SE.16	Equip and enable teaching staff to spend time further developing inclusive teaching skills and diversify the curriculum, addressing racial inequalities. We will review how we recognise, support, and protect time.
Action SE.3	Run and promote a series of ‘kickstarter’ sessions for academic colleagues to enable them to address matters relating to equality in curricular, co-curricular and extra-curricular activities (with dedicated focus on race equality).

8b Teaching and Assessment Methods

The University holds a Silver Teaching Excellence Framework (TEF) Award and in the 2021 OfS National Student Survey scored above the benchmark for student satisfaction in several aspects of teaching.

Positive Examples of Inclusive and Equitable Assessment:

- Double-blind marking and moderation policy in place.
- Training available in exam technique and reading rubrics, recognising that students may not have had the opportunity to develop these skills during the pandemic.
- University policy to not schedule any examinations and assessments around religious festivals, observances and holidays.

Student Experience

The REC survey and focus groups evidenced BAME students:

- Experience racial harassment and micro-aggressions in the learning environment, particularly in laboratory-based subjects (**Action EU.6.2, EU.6.3, OC.4, OC.5.1, OC.5.2**).
- Report much lower satisfaction in the teaching of their course, assessment procedures and knowledge of where to get academic support (**Action EU.2.5**).
- Significantly more likely to disagree that they feel comfortable contributing to class discussions, vs. White students (**Figure 8.1**).
- Additionally, International students raised concerns with assessment methods that may include a language bias against non-native speakers of English (**Action SE.17**).

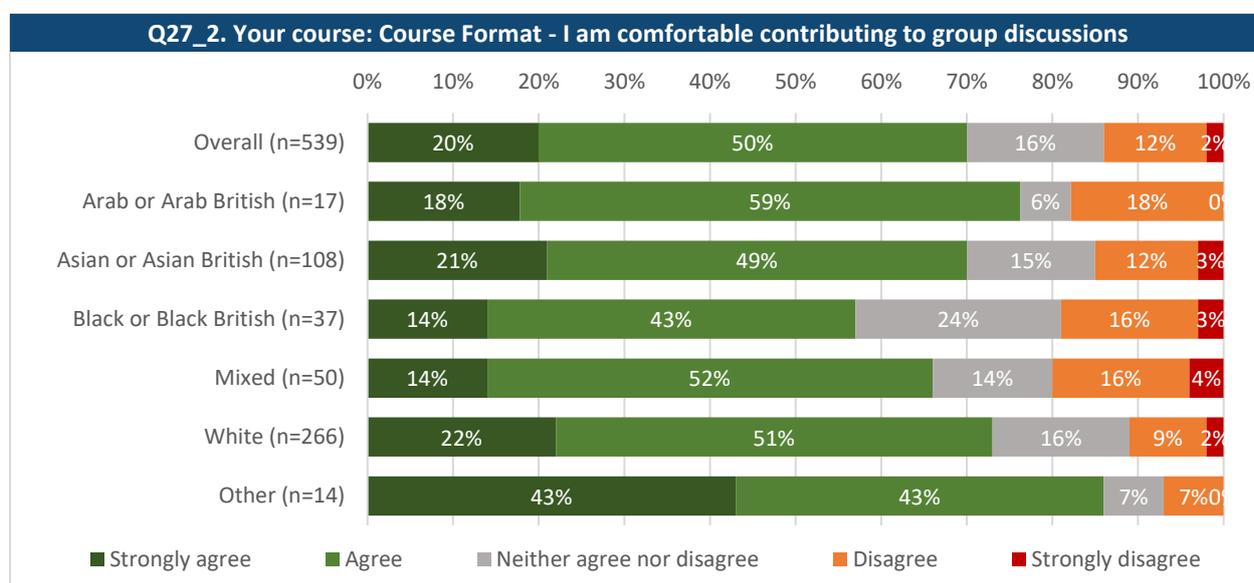


Figure 8.1 2021 REC Student Survey Data- Contribution to class discussions

This evidences psychological and educational deficit for our BAME students, likely impacting the awarding gap, limiting student potential and ambition to stay in academia. Fostering a more inclusive environment is critical (**Action OC.6**).

- Action EU.6.2** Improve awareness of Report+Support (and how it is used) amongst both staff and students, include links in all EDI story comms, update posters/comms to include further guidance, update website to refresh appearance and add additional information, and prepare video content further explaining the tool and the roles of those involved in the Respect Campaign.
- Action EU.6.3** Monitor take-up and impact of the "Report+Support" reporting system, introduced in March 2021. Increase the visibility of data (including a leadership report with themes).
- Action OC.4** Active Bystander training to be rolled-out and available to all staff and students.
- Action OC.5.1** Establish a clearer, and more public, zero tolerance statement about racism and racial harassment with an accompanying communications campaign to raise awareness.
- Action OC.5.2** Provide guides / one-pagers to support staff in recognising and responding to race-related incidents.
- Action EU.2.5** Student Focus Group: Explore with students, and specifically Arab and Black students, an assessment of current support and where additional support may be required.
- Action SE.17** Through qualitative research, investigate and review the support given to international BAME students and identify any areas for improvement in our provision or engagement with current support, feeding back to the Academic Centre for International Students (ACIS) with any recommendations.
- Action OC.6** Source provision of anti-racism training course(s) and micro-learning modules, to be delivered to various staff and student groups, and embedded within the University processes including; Grievance and Disciplinary Hearing Panels, Line Manager Training, Appraisal with Confidence Training, Super-Recruiter Community, PGCAP, REC-SAT members, Harassment Contacts and Counsellors, Personal Tutors, Promotion Panels, Learning and Assessment.

8c Academic Confidence

Our teaching staff are required to meet the UK's Professional Standards Framework for teaching and supporting learning; commitment to equality and diversity is embedded in the core values.

UoS employs three main vehicles to educate its staff about race equality:

- Online EDI training, including "Equality & Diversity in Practice" and 'Unconscious Bias'; ~75% of Academic and Research staff have completed the EDI training.
- The Centre for Higher Education Practice (CHEP) promotes academic professional learning for all University staff, delivering two accredited programmes specifically addressing EDI in training and tutoring.
- Race equality seminars and workshops delivered by UoS research centres that are well-informed about race equality issues, open to all staff in support of their professional development.

Equity in Education: Steps to Anti-Racism- Race, Ethnicity, and Culture Virtual Conference (July 2022)

Delivered in collaboration by the UoS Student Partnership for Education Reform, CHEP, School of Education and WP&SM, the staff and student conference featured a variety of panel discussions and talks focussed on the importance of EDI in educational settings, and specifically, explored the lived experience of Black students and steps to anti-racism (+200 registrations). (Figure 8.2)

6th July Programme

2.35pm - 3.30pm
Dr Angelina Osborne
 "Putting the Black back into British History".

1pm - 1.20pm
Professor Deborah Gill
 Welcome talk from Deborah Gill, Vice-President of Education and Student Experience at the University of Southampton.

1.30pm - 2pm
Stephen Grant
 "The lived experiences of black and mixed students at Prestigious Higher Education Institutions".

2pm - 2.30pm
Student Panel Discussion
 "The lived experiences of black students in Higher Education".
Chair: Dr Pathik Pathak
 Panelists include Stephen Grant, Osasere Osayimwen, and more to be confirmed.

4pm - 4.55pm
Harry Kutty
 "We're in this together: Explaining the benefits to the local and wider community of creating truly inclusive schools".

5pm - 5.45pm
Liz Pemberton
 "Why is anti-racist practice important in the early years?"

5.50pm - 6.30pm
Aiman Alzetani, Muhammad Shan Zaib Ilyas, Yasmin Sheikay, Muhsin Zaiq, Ruqayyah Karim and Professor Sally Curtis.
 "Faith in Medical Education and Practice".

Keynote Speakers

- Liz Pemberton**
 Director of the Black Nursery Manager Ltd and winner of the 2022 Guardian Angel award at the Glomama Awards.
- Dr Angelina Osborne**
 Historian, writer and heritage consultant, co-author of 100 Great Black Britons.
- Harry Kutty**
 Headteacher of Cantel Secondary School in Hampshire and Chair of the Aspire Community Trust.

7th July Programme

2.35pm - 3.30pm
Dr Paul Bridgen, Professor Rosalind Edwards, Isabelle Asghar-Williams, Emily Lanham, Melissa Powell and Dr Bindi Shah.
 "Building reflection on everyday racialisation processes into a module".

4pm - 4.55pm
Niamh McGuirk
 "Primary Schools and teacher positionality: towards a transformative praxis of anti-racism education".

5pm - 6pm
Dr Pathik Pathak
 "Justice, Diversity and Belonging: A Framework to Transform Higher Education".

6pm - 6.20pm
Partnership for Educational Reform
 Join us in closing Diversity and Equity in Education 2022 and thanking our brilliant speakers.

12.15pm - 12.55pm
Samantha Mills, Dr Aude Campmas, Gary Hickey, Dr Kathleen Kendall, Dr Alejandra Recio Saucedo and Dr Lucy Green.
 "Ethnicity and race: Experiences of working and learning in the Faculty of Medicine, University of Southampton".

1pm - 1.30pm
Chido Chipato
 "Minding the Gap: An insight into student-led interventions for awarding gaps".

1.35pm - 2.30pm
Dr Dave Thomas
 "The inclusive university: Why we need to reimagine curricula to make them more culturally sensitive".

Keynote Speakers

- Dr Dave Thomas**
 Senior advisor at Advance HE and a specialist in Equality, Diversity, Inclusion and Inclusive Leadership
- Niamh McGuirk**
 Assistant Professor in Ethical and Intercultural Education in the Institute of Education, DCU.
- Dr Pathik Pathak**
 Founding Director of the Social Impact Lab and Associate Professor in Sociology at the University of Southampton.

Supported by the Southampton University Centre for Higher Education Practice (CHEP) and Funded by the Southampton University School of Education and Widening Participation Team.

Figure 8.2 Equity in Education: Conference Programme July 2022

The REC survey and focus groups highlighted an uncomfortably wide disparity in staff knowledge, understanding, skills and confidence in considering race equality in their teaching and course development (**Action SE.8, SE.9.1, SE.9.2**).

“The few sessions I have listened in to that broach the subject of race do so incredibly vaguely. Academics do not seem comfortable with the topic” (Mixed)

“Staff on my course think they are experts in the lived experience of non-white individuals and continue to ignore us.” (Asian or Asian British)

Alongside planned ‘kick-starter’ sessions, CHEP have begun building an EDI toolkit to support our teaching staff further deliver an inclusive education experience for all students; focussing on both ‘how’ and ‘what’ is taught, including addressing racial inequalities. Adoption of the toolkit will be embedded in the programme approval process.

We will continue to work closely with staff and students and draw on internal/external good practice to ensure the toolkit is engaging and accessible. Ongoing support will be supplemented with bespoke faculty workshops and peer-to-peer mentoring (**Actions SE.3, SE.8, SE.9.1, SE.9.2, SE.16**).

Action SE.3	Run and promote a series of ‘kickstarter’ sessions for academic colleagues to enable them to address matters relating to equality in curricular, co-curricular and extra-curricular activities (with dedicated focus on race equality).
Action SE.8	Evaluate the feedback and reviews received so far from the EDI learning & teaching toolkit and design preparation work.
Action SE.9.1	Continue to build on the development and co-design (staff and students) of an EDI learning and teaching toolkit to support inclusive learning and teaching across the different stages of learning experience (from module design through to assessment).
Action SE.9.2	Deliver and embed EDI learning and teaching toolkit into the new programme approval process - through peer-to-peer learning groups and training (including external advisors). Establish a community of practice for peer-to-peer learning.
Action SE.16	Equip and enable teaching staff to spend time further developing inclusive teaching skills and diversifying the curriculum, addressing racial inequalities. We will review how we recognise, support, and protect time.

9. Any Other Information

10. Action Plan

10.1. PA Theme: Priority Areas

Our action plan engagement workshop provided an opportunity to identify three priority areas which will create impact and change at the scale and pace required. We are committed to further engagement with both staff and students to agree our approach and the resource required to bring these 'big ideas' to life. We will focus on how we deliver race equality with a focus on shifting mind-sets and creating transformative cultural change, sponsored by our University Executive Board.

The Priority areas are:

- Build an anti-racist student journey, systematically and proactively progressing race equity and inclusion from attraction and on-boarding to the curriculum and University environment to alumni engagement
- Invest in accelerated career development & progression for minority ethnic staff
- Deliver positive actions and targets in recruitment

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
PA.1	Bring to life the 4 Big Ideas that were established during the Race Equality Action Workshop: <ul style="list-style-type: none"> • Build an anti-racist student journey • Invest in accelerated career development & progression for minority ethnic staff • Deliver positive actions and targets in recruitment 	The priority actions form part of a broader framework of EDI 'Big Ideas' UEB are sponsoring to drive transformative cultural change at UoS, not constrained by individual equality charters.	Conduct a series of engagement activities, including expert led sessions to scope the practice, resource and approach to bring the 'Big Ideas' and associated priority actions to life.	Develop Project scope and timelines and develop business plans for approval by UEB, for; <ul style="list-style-type: none"> •Building an anti-racist student journey. •Investing in accelerated career development & progression for minority ethnic staff. •Delivering positive actions and targets in recruitment. Arising actions are incorporated into section PA of this action plan. Progress on our institutional maturity model for EDI (moving to Integration, e.g. led by senior leaders, actions of managers are consistent with institutional messages, culture shows clear signs of change, lived experience improving).	EDIC / REC-SAT	Jun-22	Dec-22

10.2. EU Theme: Engage and Understand

We will further our engagement to better understand our findings. We will take a proactive approach to creating an anti-racist University, addressing practices that require change. We will use an evidenced approach by enhancing our data collection methods and conducting regular data analysis and information sharing.

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
EU.1	Enable the University community to talk confidently about race.	As a university we are aware of the limitations of the term 'BAME', and we recognise that there is no consistent agreement with regards to what terminology should be used.	Explore and agree terminology & language with the University community through a series of facilitated conversations.	A paper will be presented to UEB outlining our conclusions and updates made to our inclusive language guide.	EDI Team	Jan-22	Dec-23
EU.2.1	We will run focus groups specifically for Black staff and students to more deeply understand their experiences at the University across a range of topics.	There are areas where further consultation is needed to understand specific issues identified in the REC submission, and to engage more regularly with the wider University community. We recruited specific roles to the central EDI team in November 2021 to address this, including an Equality Communications and Engagement Manager, and an EDI Officer.	Utilise newly appointed engagement roles in the central EDI team to conduct consultation exercises to supplement existing quantitative and qualitative data with more detailed experiential evidence, to help us fill gaps in understanding identified in this submission. Feedback results to REC-SAT to shape the delivery of the action plan.	A minimum of 5 race related engagement consultation exercises are carried out with results feeding back into the REC-SAT and EDI committee(s).	EDI Team / REC-SAT working groups	Aug-22	Jan-26
EU.2.2		Only 23% of Black staff feel that the recruitment process leads to the best candidate being recruited irrespective of race/ethnicity, compared to 69% of White staff (REC Survey 2021).	Black Staff Focus Group: Recruitment Process; fairness, transparency and outcomes.				
EU.2.3		There are some notable negative experiences reported by Black ECRs in our CEDARs survey, specifically in relation to opportunities for promotion.	Black Staff Focus Group: Promotion Process; fairness, transparency and outcomes.				
EU.2.4		Only 8% of Black staff regularly attend knowledge transfer activities (e.g., conferences, networking events etc) vs. 44% of all respondents and 71% of Chinese staff (REC Survey 2021).	Investigate underlying reasons for under-representation of Black staff at conferences and networking events via focus groups. Breakdown by academic specialties and address any issues found. Collect data to confirm representation presenting at, and attending, academic conferences.				

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
EU.2.5	We will run focus groups specifically for Black staff and students to more deeply understand their experiences at the University across a range of topics.	Minority ethnic students report much lower satisfaction in the teaching of their course, assessment procedures and knowledge of where to get academic support.	Student Focus Group: Explore with students, and specifically Arab and Black students, an assessment of current academic support and where additional measures may be required.	A minimum of 5 race related engagement consultation exercises are carried out with results feeding back into the REC-SAT and EDI committee(s).	EDI Team / REC-SAT working groups	Aug-22	Jan-26
EU.2.6		BAME students are less likely than White students to continue to PGT or PGR programmes; Mixed ethnicity students and Black students are the least likely to continue.	Student focus groups to understand why students may be choosing to undertake postgraduate programmes at different providers and their expectations of PGT/PGR programmes at UoS.				
EU.3.1	Increase community engagement in race equality issues.	Response rates for the REC survey 2021 were 26% for Staff, and 5.1% for Students, indicating low engagement around race issues.	Consolidate our survey timelines and select a timing for the next REC survey that minimises the chance of survey fatigue.	Survey response rates for the REC survey for our next submission (2027) reach: Student Survey : 25% (up from 5.1% in 2021) Staff Survey: 50% (up from 26% in 2021)	EDI Team, REC-SAT	Jan-26	Jun-26
EU.3.2			Increase face-to-face engagement and on-campus marketing materials for the REC survey to drive staff and student response.				
EU.3.3			Prepare communications to launch the REC survey that include our response to the previous survey and demonstrate outcomes (You said...We did...).				
EU.4	Improve disclosure rates across all staff, particularly CAO.	Non-disclosure rates are much higher in CAO (15.0%) than other job families. However, non-disclosure is associated with long-service. New starter disclosure rates are universally high, meaning overall non-disclosure rates are reducing. The pattern of disclosure/service for CAO staff suggests lower engagement with re-disclosure exercises.	During our next redisclosure exercise, share CAO non-disclosure data with line managers within CAO and provide guidance to support completion rates for longer serving CAO staff.	Disclosure rates from CAO staff increase by 10%.	EDI Team	Nov-22	Dec-22

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
EU.5.1	Better understand why staff leave.	Resignation reasons are unknown or not stated for >50% of staff, irrespective of discipline, contract type or race. This is likely a consequence of this information being sought from line managers completing an HR leaver notification, rather than being sought directly from employees. In addition, completion of exit questionnaires is low; they are completed by approximately 17% of A&R leavers and approximately 30% of P&S leavers.	Review and revise the processes for collecting information about why staff leave, examining the HR leaver form and exit questionnaire, and coding of free text responses.	Information collection process review completed and recommendations made. Changes approved and implemented.	HR BPs	Jan-22	Dec-22
EU.5.2			Consult with staff to understand reasons for poor completion of exit questionnaires and resignation reasons on leaver forms, and refresh guidance, training and data collection mode, if required, to improve completion rates and the quality of information disclosed.	An increase in documented resignation reasons to >75%. An increase in exit questionnaire completions to >50%. Common demographic questions used, enabling analysis by protected characteristics.			
EU.6.1	Address inconsistencies in reporting levels of bullying / harassment.	In the Staff Engagement Survey 2018, 19% of employees said they had experienced bullying or harassment in the 12 months prior to the survey, however instances of bullying reported through Harassment Contacts and formal case work is significantly lower. Anecdotally, staff are pessimistic about the usefulness of reporting to managers and the effectiveness of the formal processes in dealing with bullying complaints.	Conduct focus groups to understand why there is a gap between formal casework volumes and what is reported via staff surveys, Report+Support and other informal channels, and determine whether this has a race component.	More detailed understanding of the factors affecting staff survey vs formal reporting rates, which can inform Tackling Harassment actions and interpretation of Report+Support data.	Respect Campaign Respect Campaign	Aug-22	Dec-22
EU.6.2		The REC survey 2021 evidenced that further work is required to increase awareness of the Report+Support tool (54% awareness for Staff, 29% awareness for Students).	Improve awareness of Report+Support (and how it is used) amongst both staff and students -Include links in all EDI story comms -Update posters/comms to include further guidance -Update website to refresh appearance and add additional information -Prepare video content further explaining the tool and the roles of those involved in the Respect Campaign.	Increase in REC staff survey reported awareness of Report+Support, from 54% average to > 75% average. Increase in REC student survey reported awareness of Report+Support, from 29% average to >50% average.		Jul-22	Aug-23

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
EU.6.3	Address inconsistencies in reporting levels of bullying / harassment.	The REC survey 2021 evidenced that further work is required to increase awareness of the Report+Support tool (54% awareness for Staff, 29% awareness for Students).	Monitor take-up and impact of the "Report+Support" reporting system, introduced in March 2021. Increase the visibility of data (including a leadership report with themes).	Report+Support take-up is monitored and feedback from staff and students is more positive that reporting will be handled appropriately. The discrepancy between reported cases (e.g., through Report+Support) and survey responses is reduced.	Respect Campaign	Nov-21	Nov-26
EU.7	Improve engagement of Staff with the Southampton Behaviours.	The Southampton behaviours are currently under-utilised but could provide an effective tool to support staff with conversations around EDI, professional development and creating a more inclusive team environment.	Design and implement a communication plan to re-engage staff with the Southampton behaviours, including facilitated discussions, safe spaces and guidance on how to use the behaviours to create a sense of belonging.	Communication plan implemented and guidance available on the EDI webpages for staff to access. EDI partners assigned to faculties to support team discussion and the implementation of Southampton Behaviours at faculty/service level.	EDI Team/LMD	Jan-22	Mar-23

10.3. GP Theme: Governance and Process

We want our governance structures to reflect the University community. We will regularly report on the composition of all University committees and take proactive steps to address areas of under- or over-representation, ensuring representation from minority ethnic staff and/or students whilst encouraging diverse membership of elected bodies. We will use data to monitor flexible working requests, the ethnicity pay gap and the effectiveness of Report+Support, and provide transparency over their outcomes.

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
GP.1.1	Review and refresh the membership and terms of reference of the REC-SAT and its operation and report on the progress and output of actions to ensure delivery to maintain the momentum of change.	The completion of a submission cycle provides an ideal opportunity to review and refresh the membership and terms of reference of the REC-SAT. We have limited representation from junior grades (L1-2), whilst a greater range of ethnicity also needs to be represented.	We will review the ToR and membership of the SAT during 2022, focusing on succession planning, role rotation and representation: Review the terms of reference for the institutional REC-SAT, including giving consideration to i) the introduction of co-chairs to ensure resilience, continuity and lived experience, ii) the balance of membership required, iii) re-affirm workload protection and recognition for SAT members (minimum 2.5% FTE, increasing to 10% FTE ahead of submissions), and iv) recognition for SAT member contributions through appraisal and associated processes.	EDI manager assigned as co-chair of REC-SAT. Refreshed ToR. SAT members allocated minimum 2.5% FTE, increasing to 10% FTE ahead of submission.	EDI Team, REC-SAT, EDIC	Nov-21	Oct-22
GP.1.2			Develop SAT role descriptors in collaboration with existing SAT members to clarify responsibilities and highlight any skills gaps.	Role descriptors developed. Clear understanding of the existing skills within the SAT. Recruit to updated SAT with a focus on identified skills gaps New skills/gap assessment in early 2023 to assess progress.	EDI Team, REC-SAT	Apr-22	Jan-23
GP.1.3			Review the SAT recruitment process and implement changes where required to ensure a representative SAT.	The ethnic diversity of the SAT increases from 36% BAME to at least 46% BAME by end 2024. At least two members from levels 1-3.	EDI Team, REC-SAT	Jan-23	Apr-23
GP.1.4			Increase opportunities for two additional student representatives on the SAT through further engagement with SUSU, providing a role descriptor and handover plan for students to maximise the transition of student representation, and include in business planning to ensure students are paid for their time.	Two paid students in post by 2024.	REC-SAT Sponsor / SUSU	Jan-23	Dec-23

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
GP.1.5	Review and refresh the membership and terms of reference of the REC-SAT and its operation and report on the progress and output of actions to ensure delivery to maintain the momentum of change.	The completion of a submission cycle provides an ideal opportunity to review and refresh the membership and terms of reference of the REC-SAT. We have limited representation from junior grades (L1-2), whilst a greater range of ethnicity also needs to be represented.	Bring together action owners to develop an action plan implementation group to provide overview and focus of the progress and impact of actions.	Action implementation group is live and meets a minimum of 4 times per year to monitor progress against the action plan.	Equality Charters Project Manager (Race Equality)	Aug-22	Aug-26
GP.1.6			Explore opportunities to create more efficiency between institutional SATs (e.g., Athena Swan Charter, Researcher Development Concordat, Technician Commitment, Disability Confident, and Mental Health charters).	Programme approach moved towards a holistic approach to project management, working across the charters with a focus on allocated key themes which are reflected in more than one charter e.g., inclusive recruitment. Aligned project management processes and software /application tools to ensure consistency and data integrity across charters.	EDI Team	Jan-22	Dec-22
GP.2	Improve the transparency and tracking of flexible working requests.	We have limited data on flexible working requests; flexible working requests are currently received by and discussed with line managers before any notification to HR, and data are only recorded centrally once a change is approved. Consequently, we cannot document success rates for flexible working requests.	Develop a method to capture and track all flexible working requests from their point of submission by employees, their success rate and reasons for rejection (if applicable).	HR Request for flexible working is implemented. Requests are submitted and we have data on the nature of requests (e.g., change of hours/change of pattern, time-bound/open-ended) and workflow (accept/reject rates) that we can compare by race/ethnicity, role, department, etc. Data is used to identify if further interventions are required to address inconsistency in acceptance rates, and types of flexible working requests received and approved.	HR Systems / Ask HR / Transactions	May-22	Dec-22

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
GP.3	Improve the transparency of our data and increase accountability.	There are barriers to reporting that result in under-reporting of incidents involving race, evidenced by differences in our reported incidents, and experiences shared in the REC surveys.	Publicise data and trends from Report+Support and share how the University has addressed any issues.	An annual report is shared with all staff and students via the intranet, from Summer 2023 onwards.	Respect Campaign	Jan-23	Aug-23
GP.4.1	Improve the representation of ethnic minority staff on University committees (and sub-committees).	There is a need to ensure University committees have improved representation across a range of ethnic groups and are fully sighted on all equality impacts within decision making.	Use the EDI Dashboard to run regular reports on the composition of management committees, including Faculty and School Boards, by race and other protected characteristics and address any under-representation via EDI governance.	The composition of management committees include representation from different ethnic groups with actions in place and monitored by EDIC to address areas of underrepresentation.	EDIC	Nov-21	Apr-22
GP.4.2		Membership on Council sub-committees, UEB and Faculty Executive Boards are primarily ex-officio, highlighting a more general lack of racial diversity amongst senior post holders.	Revise the Terms of Reference of the Nominations Committee to ensure representation on Council sub-committees is actively considered.	Terms of Reference refined. BAME representation on Council subcommittees (aggregated) increases from 0% to 10% by 2025.	Governance	Aug-22	Dec-22
GP.4.3		Improve the representation of staff from BAME backgrounds on University Senate.	Encourage diverse members of the University community to stand for Senate election by using role model campaigns and recognising it in career pathways.	Maintain >13% BAME representation of Senate members.	EDI team (Comms)	Mar-23	Mar-26

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
GP.5	Ensure committees are fully sighted on equality impacts and mitigations as part of decision-making by streamlining the Equality Impact Assessment process.	Equality Impact Assessments are required as part of the development, implementation and review of institutional policies and procedures. They are an integral part of our decision-making processes but can be seen as burdensome and complex and need to be simplified to ensure consistency.	Further Improve the current Equality Impact Assessment process by i) providing a single, systemised route for completion and submission ii) building in quality assurance and auditing processes, overseen by EDIC iii) providing a library of past Equality Impact Assessments to inform New EIAs.	Single route, systemised Equality Impact Assessment process is put in place in Q4 2023. Samples audited by EDIC to review the impact of Equality Impact Assessments in decision making. Representative sample of past Equality Impact Assessments and all new Equality Impact Assessments added to a reference library once the new system is in place.	EDI Team	Jan-23	Dec-23
GP.6.1	Provide consistent data and a consistent approach to ethnicity pay gap analysis.	There is a lack of consistency in the way the data is analysed and presented (this makes it hard to deduce trends and track outcomes of actions). It also seems to be an "Appendix" of the Gender Equal Pay review. Therefore, a standardised analysis and reporting protocol dedicated to Ethnicity Equal Pay review needs to be developed and adopted by the University.	Design a consistent data analysis protocol including intersectional breakdown by different ethnic groups, nationality and gender.	Consistent information on causes of pay gaps at all levels.	HR Reward and Recognition	Jan-23	Apr-23
GP.6.2			Further investigate causes of the ethnicity pay gap, particularly for 'bonus' and 'additional' payments, and develop mechanisms to address these causes.	Concrete steps to address these causes in order to achieve equal pay are added to the REC action plan.			
GP.7	Increase transparency of data around the ethnicity pay gap.	Our REC survey reveals an issue with how fairly and transparently all staff feel pay rewards are allocated (46% of staff from a BAME background agree v. 48% of White staff).	Proactively publish our ethnicity pay gap.	The ethnicity pay gap is published externally in 2023 and 2024, along with an accompanying narrative/explanatory text, and is embedded as business as usual by 2025.	HR Reward and Recognition	Mar-23	Mar-25
GP.8	Enhance our EDI training provision.	EDI training is due for review.	Review and update EDI training to align with updated policies (Equal Opportunities; Dignity at Work and Study; Gender Identity; and Religion and Belief).	Training modules reflect the updates and are aligned with EDI policies.	EDI Team	Nov-22	Jan-23

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
GP.9	We will develop and share guidance and diversity principles to ensure that those running events consistently consider diversity.	Alumni awards and VC awards should consider diversity in shortlisting, so we will share good practice and make guidance available to all staff involved with organising profile-raising opportunities.	Develop and share guidance to ensure that those running events (such as award ceremonies) consider diversity in the planning process, including balanced and diverse shortlisting panels and the inclusion of EDI questions throughout, including at shortlisting stage.	Guidance is available and accessible to staff involved with organising profile-raising opportunities.	EDI Team / Comms	Nov-22	Apr-23
GP.10.1	Update our suite of Equality, Diversity and Inclusion policies through consultation and engagement with staff, students and other relevant stakeholders.	Our Equality, Diversity and Inclusion policies (Equal Opportunities, Dignity at Work and Study, Gender Identity, and Religion and Belief) have not been updated for several years. They are still useful, and although we have only had concerns raised about our dated Gender Identity Policy, they would all benefit from being updated to better reflect current best practice and the University's common policy format. It is important that we engage with staff and students from a range of backgrounds to make these policies relevant and supportive for all.	Establish a co-design panel, with a representative group of staff and students, to develop a set of principles we want to embed in our EDI policies: Equal Opportunities; Dignity at Work and Study; Gender Identity; and Religion and Belief. Obtain approval for the principles from key University decision makers: HR SLT, Education Committee, EDIC and Senate.	Principles agreed by HR SLT, Education committee, EDIC and Senate and then embedded into our EDI policies.	EDI Team	Jan-22	Jul-22
GP.10.2			Redraft the policies, incorporating the agreed principles. Undertake statutory consultation with trade and student unions (where needed) and ratify the policies.	The revised EDI policies are brought in line with the University EDI Strategic Vision, and they incorporate views from across the University community.	EDI Team, HR Policy Hub, SAA	Jul-22	Dec-22
GP.10.3			Develop accompanying guidance (as necessary) for the policies. Publish and promote the new policies via internal networks and communications channels.	Guidance documents developed, written into the EDI communications plan and communicated.	EDI Team, HR Policy Hub, SAA	Jan-23	Mar-23
GP.11	Develop SMART action plans for addressing the EDI challenges within each faculty.	The structure and culture of the University is complex, making organisation-wide change challenging; many faculties retain significant independence and further work is required to embed deeper collaboration, trust and psychological safety within the fabric of the University culture.	Faculties to develop action plans to address local EDI challenges and issues, with supporting business plans to request additional central resource where required.	Each faculty has an approved and costed action plan in place, regularly reviewed and fed back through the faculty EDI partners, and updates provided to the institutional EDI committee on an annual basis.	Faculty Deans	Aug-22	Jul-23

10.4. OC Theme: Organisation and Culture

We recognise that to create an anti-racist university, our culture within the institution will need to transform. We will achieve this through education, partnerships and communication driven by strong, inclusive leadership and accountability at all levels across the University.

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
OC.1	Enhance staff and student racial literacy.	The Union Black course is 6hrs long, but feedback has been that it can take longer. To reach a higher number of staff and students, we want to provide access to a more accessible shorter version of the training that will help spread the key messages.	Liaise with the provider for ‘Union Black: Britain’s Black cultures and steps to anti-racism’ to implement a shorter (1hr) version of the training, in order to engage a wider audience and prompt conversations and learning.	Bite-sized sessions provided, and access given to all University staff. Training presented to UEB directly.	EDI Team	Aug-22	Aug-23
OC.2	Address Sinophobia.	Hate crime reports are on the rise in Hampshire, increasing by 45% from 2015/16 to 2019/2020. Since the beginning of the pandemic, racially motivated incidents, particularly against those with East-Asian heritage, have increased.	Following completion of the project: “Understanding the Impact of Cultural Diversity and Internationalisation at the University of Southampton”, publish our findings and recommendations to the REC-SAT, wider University and external experts in early 2023, with a view to incorporating any recommendations into the REC Action Plan for 2023 onwards.	Findings published and recommendations incorporated into the REC Action Plan.	Confucius Institute, Equality Charters Project Manager (Race Equality)	Jan-22	Mar-23
OC.3	Improve links with the local community - Southampton Race Equality Forum and Solent University (other local university).	Whilst we do have good links with community groups, we want to further improve, and build EDI links with other local universities.	Continue to build our community links and link with other REC member universities to share learning and good practice, including Portsmouth, Solent and local Race Equality networks.	UoS presence at local meetings and events.	EDI Team, REC-SAT, BAME Network	Jan-23	Dec-23
OC.4	Equip staff and students to react appropriately when witnessing incidents of harassment/bullying and embed collective responsibility into the University culture.	Active Bystander training sessions have been rolled out in parts of the University e.g. in Student Experience and for Super-Recruiters. The training equips colleagues with a practical way of effectively and compassionately responding to micro- or macro-aggressions and receives extremely positive feedback from participants.	Active Bystander training to be rolled-out and available to all staff and students.	17 sessions available each year for staff and students, subject to business planning in July 2022.	EDI Team	Sep-22	Aug-23

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
OC.5.1	Demonstrate our commitment to anti-racism to the whole University.	Nearly 20% of all staff from BAME backgrounds, and specifically 39% of Black staff, respondents have been the victim of racial discrimination on campus, compared to 1% of White staff. Only 52% of students and 64% of staff believe that appropriate action would be taken by the University when reporting race-related incidents.	Establish a clearer, and more public, zero tolerance statement about racism and racial harassment with an accompanying communications campaign to raise awareness.	At least 20% Increase in the proportion of staff and students in our next REC survey who believe appropriate action will be taken when a racist incident is reported.	EDIC, Engagement and Advancement	Aug-23	Dec-23
OC.5.2			Provide guides / one-pagers to support staff in recognising and responding to race-related incidents.				
OC.6	We will build capability across the University community to address racism with confidence.	Student surveys and focus groups highlighted the failure of staff in understanding or addressing racist comments/behaviour.	<p>Source the provision of anti-racism training courses and micro-learning modules, to be delivered to various staff and student groups, and embedded within the University processes including;</p> <p>Grievance and Disciplinary Hearing Panels Line Manager Training Appraisal with Confidence Training Super-Recruiter Community PGCAP REC-SAT members Harassment Contacts and Counsellors Personal Tutors Promotion Panels Learning and Assessment</p>	<p>Anti-racist training identified, and proposal included in business planning rounds for 2023-2024.</p> <p>A significant (>20% rel.) increase in positive responses to the REC survey questions relating to Trust and Confidence.</p>	EDIC, LMD, CHEP, Student Services	Aug-23	Oct-26
OC.7	Institutional communications and events are meaningfully inclusive and representative by design.	We want to ensure that all University communications are meaningfully inclusive with strong (but not unrealistic) representation of ethnicity in a variety of roles, and that all individuals have the opportunity to contribute their views, expertise and experience through our internal and external engagement.	Establish an annual communication plan to underpin the EDI Strategic plan that marks key events and initiatives both within and without the University (inc. graduation, VC Awards, promotions, annual lectures etc.) highlighting opportunities for staff to represent the University at profile raising events and opportunities. Share this plan in advance with faculties so that they can contribute to a coordinated campaign to increase representation of staff from BAME backgrounds.	<p>Regular events take place with a diversity of topics, speakers and panellists.</p> <p>No significant differences by ethnicity in the proportions of staff that report they are contributing to profile raising opportunities through the REC surveys.</p>	EDI Team, Internal Comms	Aug-22	Jul-23

10.5. SP Theme: Staff Pipeline

Our people are our greatest asset. We need to proactively attract, onboard and retain candidates from all walks of life. We will enhance our recruitment process, using data compiled from various sources to inform any changes. We want all staff to feel that they are stimulated to deliver their best work and feel supported to reach for career development opportunities - we will address our current appraisal, promotion, development and profile-raising processes to remove any racial biases.

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SP.1.1	Improve job security for researchers and other staff through greater use of OECs	We recognise that FTCs affect job security and sense of belonging, creating barriers to retention and career progression. Work has begun on a multi-year project to increase the use of OECs and to define a better, more proactive policy and procedure for the conversion of FTCs to OECs, alongside modernised redundancy procedures.	Work in collaboration with the Concordat Advisory Group, Athena Swan SAT and Technician Commitment Implementation Group to build an evidence base and comprehensive understanding of current practice around FTCs, to support next steps.	Engagement across REC, Concordat, Athena Swan and the Technician Commitment will result in a cohesive and comprehensive report on current practice	EDI Charters	Jan-22	Oct-22
SP.1.2			Update the governance procedures and policies around the redundancy processes to reduce the bureaucracy required.	A Flexible governance procedure is in place which enables a higher level of commitment to conversion of FTC to OEC.	Modernising the governance	Aug-22	Jul-23
SP.1.3		As the level of employment increases, the percentage of staff on FTCs decreases, however staff from a UK and non-UK BAME background are still generally more likely to be on a FTC (Table 4.12). This suggests it is harder for academics from a BAME background to secure a first permanent academic role.	Agree and introduce strengthened principles and policy on the use of FTCs, updating associated governance processes, systems, procedures, guidance and training accordingly.	Grant-funded staff are routinely employed on open-ended contracts.	HR	Jan-23	Jul-23
SP.1.4			Redesign FTC to OEC conversion policy and procedures to be more proactive, and automatic where possible, especially where four years' service is achieved.	More FTC staff currently employed transferred to open-ended contracts.		Aug-23	Aug-24
SP.1.5			Review all staff currently employed on FTCs with >4 years' service, with a view to offering those eligible an OEC. We aspire to extend this provision further, subject to the specific provisions agreed as part of SP.1.3.	More FTC staff currently employed transferred to open-ended contracts.		Aug-23	Dec-24

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SP.2.1	Roll out of Reverse Mentoring Programme.	The Reverse Mentoring Pilot received very positive feedback, but the longer-term impact is still to be assessed.	Evaluate the outcome of the Reverse Mentoring Pilot (1 year on) and present the findings and recommendations to UEB.	Paper presented to UEB with recommendations.	EDI Team	Apr-22	Aug-22
SP.2.2		Dependent on the impact of the reverse mentoring pilot.	Contingent on action SP.2.1, assign ownership of the Reverse Mentoring program and roll out to the wider University, establishing business as usual process.	Contingent on Action SP.2.1, programme rolled out and in place.	EDIC	Sep-22	Oct-23
SP.3	Use cohort analysis to improve our understanding of career choices and career progression at an individual level.	Much of our REC data analysis is based on time series snapshot data, which cannot document experiences at an individual level, where longitudinal cohort analysis could provide much more insight. We hold extensive data which can be used to characterise the career trajectories of given cohorts which, appropriately analysed and supported by qualitative insight, will help us better understand and identify the key attrition points and their causes enabling better identification of where to focus resources to retain and develop more staff from BAME backgrounds in the University.	Conduct quantitative and qualitative cohort (longitudinal) analysis by race/ethnicity to identify career choices and career progression differences, and motivating/influencing factors, over an extended period (10+ years), including: i) Promotion outcomes over time, ii) Fixed term contract end reasons, iii) Progression of P&S staff.	Recommendations for mitigation made available for EDIC.	HR Reward and Recognition	Aug-22	Dec-23
SP.4.1	Ensure consistency and consideration of EDI in all recruitment activity initially using a cohort of 'Super-Recruiters' who will act as 'critical friends' throughout the recruitment process, ensuring awareness of unconscious bias and offering guidance for best practice for inclusive recruitment.	We recognise that half of recruiting managers recruit, at most, once a year, meaning that recruitment knowledge, skills and practical experience are potentially at risk even where training has been undertaken previously.	Put a training programme in place for all Super-Recruiters to include unconscious bias training, Inclusive Recruitment webinar, active bystander training & LMD e-learning modules.	Training programme in place and all active super-recruiters are fully trained.	Strategic Recruitment	Jul-21	Dec-23
SP.4.2		Utilising the Super-Recruiter cohort will ensure that there is consistent and up-to-date skills, training and knowledge present across all recruitment activities.	Super-Recruiters identified in each Faculty/Professional Service area at Level 3 upwards in order to act as role models for the recruitment process and challenge unconscious bias and inclusion at each stage of the recruitment process.	At least one Super-Recruiter on every panel. Master spreadsheet held centrally and updated quarterly.	Strategic Recruitment, HRBPs	Jul-21	Apr-23
SP.4.3		There is a need for a more structured feedback mechanism to capture the practical reality of recruitment.	Implement recommendations from the review of the Super-Recruiter project to shape & enhance our current offer and inform future recruitment training and practices.	Recruitment practices are inclusive and project recommendations in place.	Strategic Recruitment	May-22	Dec-22

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SP.4.4	Ensure consistency and consideration of EDI in all recruitment activity initially using a cohort of 'Super-Recruiters' who will act as 'critical friends' throughout the recruitment process, ensuring awareness of unconscious bias and offering guidance for best inclusive recruitment practice.	<p>We recognise that half of recruiting managers recruit, at most, once a year, meaning that recruitment knowledge, skills and practical experience are potentially at risk even where training has been undertaken previously.</p> <p>Utilising the Super-Recruiter cohort will ensure that there is consistent and up-to-date skills, training and knowledge present across all recruitment activities.</p> <p>There is a need for a more structured feedback mechanism to capture the practical reality of recruitment.</p>	<p>Capture and analyse recruitment experience feedback provided by Super-Recruiters and support the escalation of concerns to HRBPs and senior sponsors to ensure we are working towards an improved recruitment experience.</p>	<p>Feedback and review mechanisms are used to ensure training content remains relevant and up to date. Super-Recruiter feedback and support forms are completed and used to inform and implement change. Recommendations for change are implemented and reviewed on a 6-monthly basis, with progress monitored by the relevant committees.</p>	<p>Talent and Recruitment Team</p> <p>HRBP</p>	May-22	May-24
SP.5.1	Promote and support inclusive recruitment practices and increase visibility of our recruitment processes.	<p>Our 2021 REC Survey data showed differences in perception. Most significantly only 34% of Black staff believed that UoS undertakes recruitment and selection fairly and transparently, compared to 75% of White staff. Furthermore, only 23% of Black staff feel that the recruitment process leads to the best candidate being recruited irrespective of race/ethnicity, compared to 69% of White staff.</p>	<p>Create an internal recruitment SharePoint site to showcase inclusive recruitment processes and offer visibility of executive recruitment processes. Ensure that inclusive recruitment processes are embedded within system guidance, advert templates and recruitment training for new managers. Super-Recruiters to advocate inclusive recruitment practices at faculty/service level.</p>	<p>6 monthly reviews of hits on recruitment webpages to ensure they are increasing and that staff are engaging with the site.</p> <p>Significant Increase (>20%) of Black staff responding positively that recruitment is fair and transparent in the next REC staff survey.</p>	Talent and Recruitment Team	Aug-21	Dec-22
SP.5.2			<p>Investigate the use and publication of KPIs in relation to inclusive recruitment.</p>	<p>Inclusive recruitment KPIs agreed and measuring the success of inclusive recruitment practices.</p> <p>Significant Increase (>20%) of Black staff responding positively that recruitment is fair and transparent in the next REC staff survey.</p>			

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SP.6	Provide a clear position on the use of positive action and update our training modules.	Feedback received about a lack of clear messaging around positive action. Training module currently states that the University position is to NOT use positive action.	Clarify guidance around the use of positive action, make any required updates to the EDI training modules, and share relevant outcomes via comms, recruitment SharePoint and Super-Recruiter community.	Decision reached about the use of positive action. Outcomes communicated; EDI training modules updated.	EDI Team	Nov-22	Jan-23
SP.7.1	Carry out further qualitative research by faculty and ethnicity to understand the reasons behind disparities in shortlisting.	Mean shortlisting scores for rejected applications indicate that rejected candidates of Black, Asian or Arab ethnicity score lower than other ethnic groups (Figure 5.7). This could be related to unconscious biases in scoring methods on panels, or due to situational or cultural differences causing more speculative applications from different ethnic groups. However, as it is possible that bias against international applicants from a BAME background is affecting the perceptions of recruiters, and therefore further investigation is required.	Complete a review of shortlisting scores by ethnicity, audit applications and undertake qualitative research, to understand the shortlisting score differences between e.g., rejected Black, Asian, Arab applicants, and White applicants.	Complete a review of shortlisting scores by ethnicity and provide explanations for disparities. Compile any recommendations and incorporate any actions into the REC Action Plan and feedback to EDI Leads via EDI Partners.	REC-SAT Academic Staff Working Group	Aug-22	May-23
SP.7.2		For UK staff, success rates are higher for White staff across all faculties, with the only exception being the shortlisting rate in FAH, which is not ethnicity dependent for UK or non-UK staff.	Complete a review of the shortlisting rates across faculties and understand any differences in recruitment processes between e.g., FAH and other faculties, through further quantitative and qualitative analysis.	Complete a review of shortlisting rates by faculty and provide explanations for disparities. Compile any recommendations and incorporate any actions into the REC Action Plan.	REC-SAT Academic Staff Working Group	Aug-22	May-23
SP.8	Greater equality of training uptake.	There is some data collection on uptake of training and evaluation, but it does not capture race (or other protected characteristics).	Capture equal opportunities data with training evaluations. Establish regular reporting of training evaluation and impact, including analysis by race and other protected characteristics, to HRSLT, SATs and EDIC.	Majority of training data are available with breakdown by protected characteristics, and data are regularly reviewed for impact. We will know if there are differences in the experience of training by race (and other protected characteristics), enabling us to take action to address any issues identified.	HR LMD	Nov-22	Mar-23

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SP.9.1	Increase the fairness of the appraisal processes.	There is a slight tendency for higher-graded staff to receive higher ratings, which may then have a disproportionate impact on those from a BAME background. An ongoing review will reform our ratings distribution and moderation process from 2022.	Ensure that guidance and associated training accompanying the revised appraisal process from 2022 highlights and addresses the issue of lower appraisal rating outcomes for junior staff.	Reduced tendency for high-graded staff to receive higher ratings (ideally no differential). Reduced tendency for full-time staff to receive higher ratings than part-time staff (ideally no differential).	HR LMD	Mar-22	Jul-24
SP.9.2			Monitor appraisal outcomes under the revised appraisal process from 2022 to see whether the issue improves, persists or worsens, and use this to inform ongoing actions.				
SP.10.1	Evaluate our Appraisal processes with an EDI lens.	The University has reviewed both the L4-7 appraisal and L1-3 PPDR processes and identified the need to focus on; fairness of ratings; moving to one process for all staff with one timeline; and improving the moderation process.	To improve transparency and trust, replace the current moderation process with a “consistency check” which will be carried out by a second line reviewer, normally the appraiser’s direct manager.	L4-7 Oct 2023, L1-3 Jul 2024 Consistency check is embedded into the appraisal process.	HR LMD	Jan-22	Jul-24
SP.10.2			Provide an additional appraisal summary for Heads of School / Deans / Directors, with a breakdown of EDI based statistics including gender, ethnicity, full time/part time, level and pathway. Statistics will be reported to the EDI Committee to help with planning action/options to help address patterns and trends, and a summary included in the EDI annual report.	L4-7 Nov 2023, L1-3 Aug 2024 Appraisal summaries are embedded into the appraisal process. Summary packs are distributed to Deans and HRBPs, to identify any patterns or trends pertaining to specific or protected staff groups. Any issues which are identified should be followed up with actions (e.g. training, communication), seeking advice from EDI experts if relevant, to help raise awareness and reduce unconscious bias in the future. EDI annual report includes a summary of outcomes.	HR LMD, EDIC, Deans, HRBPs	Jan-22	Aug-24

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SP.11	Increase the transparency of the promotion process.	4% of promotion cases were considered out-of-rounds between 2013/14 and 2019/20. Although well-established, this process is not clearly documented, and A&R staff perception is that it is neither fair nor transparent.	Document and publish the University's out-of-rounds promotion process on the promotion website. Provide a regularly updated, anonymised summary of the numbers of cases and aggregate outcomes of both in-round and out-of-rounds applications.	Increased transparency of out-of-rounds promotion processes. Out of rounds cases to be maintained at <5% of all cases.	HR Reward and Recognition	Jan-22	Oct-22
SP.12	Proactively encourage and provide support for under-represented groups to apply for academic promotion.	Feedback has highlighted inequitable support and lack of transparency in the promotion process negatively impacting minority ethnic staff. Furthermore, the experience of our Black academics was consistently less favourable, and they are more likely to disagree that they had been encouraged to apply for promotion, have had access to a mentor or received personal development support from their line manager.	Monitor and evaluate the impact of the introduction of Academic Career Development Committees, non-decision-making School-level panels and Covid mitigations over the course of the 2021/22, 2022/23 and 2023/24 promotion rounds, with particular focus on BAME application and success rates, and qualitative perceptions of the promotion process. Refine processes and introduce changes as required.	An increase in the number of BAME staff identified and encouraged to apply for promotion, resulting in an increase in the success rate of BAME applicants.	HR Reward and Recognition	Oct-21	Jul-24
SP.13	Identify any gaps in local induction processes.	University induction is not sufficient for all local needs, so faculties and departments all have their own local induction practices, leading to a risk of inconsistency in quality and provision.	Collaborate with the Researcher Development Concordat Advisory Group to investigate the current induction offerings and provide guidance, good practice and/or principles to ensure effective support around EDI topics across faculties and departments.	Completed a review of local induction processes and identified areas of alignment and good practice, and areas where additional support is needed.	Academic Staff Working Group, LMD (for any central implementations), CAG	Sep-22	Dec-23
SP.14	Improve induction and probation processes.	There is no central mechanism to record/verify that the local/departmental induction has been completed, or that it has achieved its aims.	Introduce 'New Starter Questionnaires' as a means of collecting data on uptake/completion of different elements of induction and probation, so that we can understand their value, and analyse for any differences in experience by ethnicity.	Data on the uptake, completion and usefulness of induction and probation procedures is readily available and supports future recommendations and actions to address low uptake, as well as identifying any imbalances.	HR LMD, HR Reward and Recognition	Jan-23	Dec-23

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SP.15	Reduce opportunities for conscious or unconscious bias in our recruitment shortlisting.	With few exceptions, BAME representation decreases from application pool through to appointment. The sharpest drop is typically at shortlisting stage. Blind shortlisting is difficult to implement for academic staff where publications etc. are critical information, but it could have an impact for Professional and Support staff.	Consider options with the recruitment system to enable more inclusive processes, such as an option for 'blind shortlisting' to redact applicant personal information and protected characteristics, (for Professional and Support Staff roles).	Recruitment system updated to include tools which enable inclusive recruitment, including options for blind shortlisting (where appropriate). Use of blind shortlisting analysed to understand effectiveness and impact.	Strategic Recruitment, HR Systems	Jul-21	Dec-23
SP.16	Ensure our appraisals processes are consistent across all job grades.	L1-3 P&S staff currently use a paper-based Personal Performance and Development Review (PPDR), which is not compulsory, but strongly promoted. This will soon be replaced by a primarily online process.	All Level 1-3 staff to adopt the online appraisal process, with an improved, accessible, printable version of the appraisal form available for staff with limited access to a computer at work (approximately 230 staff in Estates and Facilities).	An increase in completion rates for L1-3 Staff from average 57% to > 80%.	HR LMD	May-22	Jul-23
SP.17	Increased support, awareness and encouragement for P&S staff to take advantage of career development and progression opportunities.	Only a third of P&S 2019 REC Survey respondents reported being encouraged to apply for promotion to address the over-representation of BAME staff in the lower grades - particularly CAO, due to a lack of mobility in the CAO community.	Improved Career Pathways guidance to support career development and movement between different career pathways at Southampton. In particular, this will include greater clarity on: i) the career progression routes available to P&S staff, ii) how a career may move between P&S pathways (CAO, MSA, TAE) and from P&S pathways to the ERE pathway, iii) expanded advice on how skills growth and experience can be achieved in-role.	An increase from 50% to 65% of staff responding positively that work-related development opportunities are allocated fairly.	HR Reward and Recognition (action also shared with Technician Commitment)	Jul-22	Jul-23
SP.18	Review key marketing materials for unconscious bias, including UG prospectus.	There is a lack of lived experience in our Engagement and Advancement directorate, with only 2.8% of staff coming from BAME backgrounds. The REC survey evidenced that the expectations of ethnic diversity at Southampton before joining were more positive than the reality after joining.	Run a workshop with training around unconscious bias in marketing materials and review our UG prospectus for any potential biases. Include E&A directorate, and student ambassadors.	Prospectus reviewed and future marketing materials consider unconscious bias during the design phase.	Global Recruitment and Admissions	Oct-22	Mar-23

10.6. SE Theme: Student Experience

It is our collective responsibility to continue to develop and deliver a transformative student experience to enable our students and alumni to thrive. Our goals are to ensure our curriculum design, content and practices reflect the University's priorities on equity, inclusivity, and sustainability. We will work closer with our students from BAME backgrounds to better understand and take proactive steps towards improving their experience, from admission through to addressing the awarding gaps and investing in our postgraduate pipeline.

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SE.1	Enhance our counsellor provision in terms of cultural competence and provide better access to support for those from different cultural backgrounds.	We recognise that students from BAME backgrounds, and particularly non-UK backgrounds, face additional barriers and specific cultural concerns when seeking counselling, that require specialist training and/or experience. We need to review our current offering and where necessary, enhance it.	Collaborate with the Mental Health Charter self-assessment team and Student Wellbeing team within Student & Education Services to further develop our counsellor provision in terms of cultural competence and access to support for those from different cultural backgrounds.	The Mental Health Charter action plan includes actions (to be owned by Student & Education Services) to address cultural competence and diversity of counselling provision to students. Actions are added into the REC Action Plan.	Student Wellbeing Team	Jan-22	Mar-23
SE.2	Complete a review to standardise offers ensuring that applicants are not disadvantaged by their level 3 qualifications.	We have identified that offers based on non-traditional qualifications including BTECs have, at times, been out of sync with offers based on A Levels.	To complete a review of the non-A Level qualifications accepted across the institution understanding the impact of differential application of offers based on non-traditional qualifications with specific focus on BAME applicants. A focus for this work will be on the impact on applications, offers and degree outcomes. Data will be shared with faculties.	Resource allocated to investigate and complete the review. A data dashboard is developed which provides faculty and school-level data on the impact of entry qualifications on final awards and any impact this may have on the awarding gap between Black and White students. Findings are presented to the Student Experience programme board and targeted interventions are approved.	Global Recruitment and Admissions / Data and Insights	Jun-22	Dec-23

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SE.3	Engage Academic colleagues with considering race equality issues when designing and delivering curricular, co-curricular, and extra-curricular activities.	Our Education and Student Experience Strategic plans contain the goal to ensure an inclusive experience for all students. We believe that inclusive curricular, and the wider student experiences, should be constantly reviewed using all of the machinery of the University.	Run and promote a series of 'kick-starter' sessions for academic colleagues to enable them to address matters relating to equality in curricular, co-curricular and extra-curricular activities (with dedicated focus on race equality).	Sessions delivered, with feedback gathered, attendance monitored, with interventions where necessary if take-up is low.	CHEP, WP&SM, QSAT	Jan-23	Dec-24
SE.4	Understand the offer rate gap between White and BAME applicants and design actions to address this, to increase the diversity of the UG student population.	The largest average offer rate gap exists between White and Black applicants; this has barely reduced from 18% to 17% in 5 years. Black applicants consistently have the lowest success rate of receiving an offer, compared to applicants from all other ethnic backgrounds.	Further investigate the application/admissions data by subject area, including the differences between June deadline and Final Offer data for BAME students, against the national average to understand application rates in a wider context and identify any disparities. Cross-reference with other datasets and qualitative research e.g., from Action SE.2, focus groups.	Resource allocated to investigate and complete review. Findings are shared with the REC-SAT to inform further action/recommendations.	Student Experience / REC-SAT	Jul-22	Jan-23
SE.5	Better understand the experience of Black students from UG to PGR level.	The biggest gap in outcomes for students, particularly Black students, is at non-continuation and awarding. Latitude prize funding has been awarded for a project to look at the experiences of Black students in FELS.	Deliver a project looking at the experience of Black students in FELS from UG to PGR level. Organise a networking/career advice/inspiration event, to be attended by both internal and external speakers, with the aim of linking up Black students with their peers, providing insights into potential career paths and how to navigate their futures.	Engage 8 students as Junior Research Fellows to deliver on the project objectives. A report on the experiences of Black students in FELS, detailing the causes of the attainment gap, reasons for lack of progression to postgraduate studies and relevant action plans/points for FELS to address some of these issues (incorporating insight gained from the networking event).	FELS / Geography	Feb-22	Oct-22
SE.6	Decrease non-disclosure rates for non-UK UG students.	14% of non-UK UG students did not disclose their ethnicity; this is high and requires further investigation.	Explore and address high non-disclosure rates for non-UK undergraduate students.	>95% of non-UK UG students disclose their ethnicity, by 2025.	Student Records / Student Comms	Jul-22	Jul-25

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SE.7	Better understand the reasons why students withdraw from courses and whether there is any dependency on ethnicity.	Factors influencing course progression are multivariant, and further analysis is needed to focus corrective actions.	Improve data collection and capture more detailed leaver reasons for student withdrawals, identifying themes and recommendations for action.	Data is available, enabling an in-depth study of student withdrawal reasons, and identifying any ethnicity component.	Student Hub	Jun-22	Jun-23
SE.8	Evaluate the work carried out on the EDI learning & teaching toolkit and feed into wider discussions around curriculum co-design.	EDI learning & teaching toolkit: Designed to support all staff involved in teaching and learning to become engaged in and to develop an understanding of equity, diversity and belonging in their education practice.	Evaluate the feedback and reviews received so far from the EDI learning & teaching toolkit and design preparation work.	Feedback report collated and lessons learned. Share and incorporate learnings into further development (Action SE.9.1).	CHEP	Jan-22	Dec-22
SE.9.1	Providing academic staff with the tools to move beyond compliance and towards a positive consideration of diversity within module content, incorporating student voice in the design and review of course content.	The University's quality assurance documents are attentive to EDI principles, there is no explicit requirement to consider race equality when setting module level learning outcomes.	Continue to build on the development and co-design (staff and students) of an EDI learning and teaching toolkit to support inclusive learning and teaching across the different stages of learning experience (from module design through to assessment).	EDI learning and teaching toolkit and guidance co-created and embedded into the new programme approval process.	CHEP	Dec-22	Jul-23
SE.9.2			Deliver and embed EDI learning and teaching toolkit into the new programme approval process - through peer-to-peer learning groups and training (including external advisors). Establish a community of practice for peer-to-peer learning.	Reviewed impact of inclusive teaching and learning guidance and toolkit, including take up and feedback from faculties.	CHEP	Jul-23	Jul-24
SE.10	To review the awarding gaps present at module level to understand where these gaps are initiated and to work with students to understand their perception of the gaps	The biggest gap in outcomes for students, particularly Black students, are at non-continuation and awarding.	Awarding Gap Project (Student-Led): To work with our student panel to support targeted initiatives for change & review module outcomes data to embed targeted interventions in areas with large awarding gaps.	Evidence of initiatives being implemented and narrowing of Black/White student awarding gap below 5% by 2025 and eradicated by 2035.	Black Student Panel	Sep-22	Jul-23

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SE.11.1	Increasing the ethnic diversity of our research community is core to our new Research Strategic plan	Black students are the least likely to study at PGR level, compared to students from all other ethnicities both when looking at UK and non-UK populations.	£2m+ annual investment in the Presidential Scholarships Scheme to enhance the diversity of our PGR population, developing strategic international partnerships and co-ordinating fee waiver schemes.	Increase the percentage of Asian and Black UK PGR students to HESA 2020/21 national rates, by 2027:	Doctoral College	Jul-22	Dec-27
SE.11.2			£100k annual investment to develop internship and PGR opportunities, targeting students from underrepresented backgrounds, supplemented by networking events and plenary talks including, e.g., about doctoral study and how to apply.	For Black PGR students to represent 5% of the UK PGR student body. For Asian PGR students to represent 9% of the UK PGR student body. Grow the intake of first year overseas PGR students by 100%.	Doctoral College	Jul-22	Dec-27
SE.12	To gain a greater understanding of continuation and withdrawal rates for PGR students which looks at ethnicity in addition to other, intersectional characteristics including gender, disability, and social economic factors, as well as support available to undergraduates considering PGR/PGT programmes	Ensuring a strong BAME student pipeline will be critical to the future diversity of academia, however, the lack of visible role models in teaching staff and inequitable learning experience is impacting the ambition of our students from a BAME background to stay in academia. Once in the academia talent pipeline, the provision of wellbeing, sponsorship and mentoring support is critical.	To setup and complete a research project which seeks to understand in more detail the path to PGT and PGR study for BAME students which includes a review of funding for these students and mentoring support.	Business case approved by PRG and UEB to secure required resources. Establish and implement an action plan to address issues raised and ensure consistency across different faculties	Doctoral College	Jun-23	Jun-24
SE.13	Understand the differences in employment rate patterns by ethnicity	Since 2016/17, Black graduates are more likely to be employed in graduate level employment, compared to all other ethnic groups; 7.6pp above the institutional average in 2018/19. Mixed ethnicity graduates have the highest employment rates but are least likely to be in graduate level employment.	To complete a research project which reviews the driving factors which result in different employment rate / graduation level employment patterns by ethnicity, (such as subject choice, degree outcomes etc.), including the low professional destination% of Mixed ethnicity graduates.	Project completed with review summary and any recommendations presented to REC-SAT and EDIC (to be channelled through appropriate additional governance dependent on arising actions).	Careers, Employability and Enterprise	Sep-22	Mar-22

Action Ref #	Objective	Rationale	Action(s)	Measures	Action Owner	Start Date	End Date
SE.14	Assess/improve engagement levels with career support tools	Students were positive about the career support they had accessed, including seminars and online tools, however many were unaware of the breadth of support available or felt they did not have the time to access the available support.	Improve access to data to measure engagement with career support tools through our central provision - by ethnicity and international/UK student status and implement recommendations to improve engagement.	Career Registration tools are introduced and provide more information on both the stage of career development students are at, and their interests. Data analysed at a granular level and bespoke initiatives are in place to address areas of low engagement.	Careers, Employability and Enterprise	Aug-22	Dec-22
SE.15	Move beyond compliance and towards a positive consideration of diversity within programme content	There is no explicit requirement to consider race equality in setting programme level learning outcomes.	To ensure positive consideration of inclusion, in relation to race and other protected characteristics, is embedded in the expectations of Programme Approval and Review.	AQSC's Programme Approval and Review panels can identify clear evidence of positive consideration of race within the Programme Approval and Review process documentation produced by programme teams.	AQSC	Jul-22	Jul-23
SE.16	University to recognise work on diversifying the curriculum in Faculty, School and Discipline workloads	Staff focus group comments indicate that decolonising the curriculum is not recognised in workload planning.	Equip and enable teaching staff to spend time further developing inclusive teaching skills and diversifying the curriculum, addressing racial inequalities. We will review how we recognise, support, and protect time.	UEB agree that % time to be allocated in academic workload models.	REC-SAT, VP Education	Sep-22	Jul-23
SE.17	Evaluate our support for international students and make recommendations to ACIS for potential improvements	Our centre for international students offers a range of support for international students when they arrive but focus group outputs have inferred that there may be some areas for improvement. The REC-SAT student pipeline team will look at the process in more detail to identify any areas for improvement.	Through qualitative research, investigate and review the support given to international BAME students and identify any areas for improvement in our provision or engagement with current support, feeding back to the ACIS with any recommendations.	Report summary and recommendations presented to REC-SAT and ACIS.	REC-SAT Student Pipeline working group	Jan-23	Jul-23

10.7. Glossary of acronyms used in the Action Plan

ACIS	Academic Centre for International Students	LMD	Leadership & Management Development
AQSC	Academic Quality and Standards Committee	MSA	Management, Specialist and Administrative (a P&S job family)
A&R	Academic and research staff (Clinical, ERE and Research Nurse job families)	OC	Organisation & Culture
BAME	Black, Asian and Minority Ethnic(ity)	OEC	Open-ended contract
BTEC	Business and Technology Education Council	P&S	Professional and support staff (CAO, MSA and TAE job families)
CAG	Concordat Advisory Group	PA	Priority Action
CAO	Community and Operational (P&S job family)	PG	Post Graduate
CHEP	Centre for Higher Education Practice	PGR	Post Graduate Researcher
ECR	Early Career Researcher	PGT	Post Graduate Taught
EDI	Equality, Diversity and Inclusion	PPDR	Personal Performance and Development Review
EDIC	(institutional) Equality, Diversity and Inclusion Committee	PRG	Planning and Resources Group
ERE	Education, Research and Enterprise (principal A&R job family)	QSAT	Quality, Standards and Accreditation Team
EU	Engage & Understand	REC	Race Equality Charter
FAH	Faculty of Arts and Humanities	REC-SAT	Institutional Race Equality Charter Self-Assessment Team
FELS	Faculty of Environmental and Life Sciences	SAA	Strategic Approval Applications
FTC	Fixed-term contract	SAT	Self-assessment team(s)
FTE	Full-time equivalent	SE	Student Experience
GP	Governance & Process	SUSU	Southampton University Students' Union
HR	Human Resources	TAE	Technical and Experimental (a P&S job family)
HRBP	Human Resources Business Partner	ToR	Terms of Reference
HRSLT	Human Resources Senior Leadership Team	UEB	University Executive Board
KPI	Key Performance Indicator	UG	Undergraduate
L	Level	UoS	University of Southampton
		VC	Vice-Chancellor