



Race equality charter application form

Name of institution: University of Cambridge

Level of award application: Bronze

Main contact for the application and contact details:

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This application form is accurate for the purpose of applications made after: January 2016

GLOSSARY

In the application, we use the term “racialised group” rather than “ethnic”, “racial” or “ethnic/racial minority” group in recognition that “race” is a social construct. We write the word *race* without inverted commas to avoid confusion. We use the acronym “BAME” as a result of staff consultation when setting up the BAME Staff Network: “BAME” term was selected (rather than BME or any of the terms discussed above).

To ensure anonymity and to comply with the General Data Protection Regulation, numbers between 1-4 (inclusive) were removed from all tables and figures, and were replaced with a dot “●”.

ACCMEN	Advisory Committee on Committee Membership and External Nominations
ACP	Academic Career Pathways
ACS	African-Caribbean Society
AP	Action Plan reference number
APP	Access and Participation Plan
BAME	Black, Asian and Minority Ethnic
CAO	Cambridge Admissions Office
CamSIS	Cambridge Student Information System
CECF	Cambridge Ethnic Community Forum
CCTL	Cambridge Centre for Teaching and Learning
CDHC	College Discrimination and Harassment Contacts
CIS	Contribution Increment Scheme
CREATE	Campaign for Race Equality and Awareness using Training and Education
CRS	Contribution Reward Scheme
CUSU	Cambridge University Student Union
DoR	Director of Research
DPCCN	Departmental Postdoc Committee Chairs' Network
DPMMS	Department of Pure Mathematics and Mathematical Statistics
DRC	Disability Resource Centre
DRF	Diverse Recruitment Framework
E&D	Equality and Diversity
EDC	E&D Committee
EDESC	Equality & Diversity in Education Standing Committee
EDI	Equality, Diversity and Inclusion
EIA	Equality Impact Assessment
ESP	Educational & Student Policy
FSM	Free School Meal
FTC	Fixed Term Contract
FTE	Full Time Equivalent
FT	Full-time
FW	Flexible working
GB	General Board
GU	Graduate Union
HE	Higher Education
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoD	Head of Department
HoH	Head of House
HoS	Head of School
HoI	Head of Institution
HRBM	Human Resources Business Manager
HR	Human Resources
HRC	Human Resources Committee
IB	Implicit Bias
ISoc	Islamic Society
KPI	Key Performance Indicator

LSOA	Lower Layer Super Output Area
NSI	Non-School Institution
NST	Natural Sciences Tripos (degree)
OfS	Office for Students
OPdA	Office of Postdoctoral Affairs
OSCCA	Office of Student Conduct, Complaints and Appeals
PdOC	Postdocs of Cambridge Society
PhD	Doctor of Philosophy
PN	Priority Number
PPD	Personal and Professional Development
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
Prof	Professor
PSS	Professional and Support Staff
PVC	Pro-Vice-Chancellor
PVCI	Pro-Vice-Chancellor for Institutional and International Relations
QAA	Quality Assurance Agency
RAE	Research Assessment Exercise
RCP	Research Career Path
REI	University's Race Equality and Inclusion Champion
RD	Research Development
RDF	Researcher Development Framework
REC	Race Equality Charter
REF	Research Excellence Framework
RG	Russell Group
SAH	School of Arts and Humanities
SAP	Senior Academic Promotions
SAT	Self-Assessment Team
SBS	School of the Biological Sciences
SCM	School of Clinical Medicine
SCWF	Standing Committee on Welfare and Finance
SHSS	School of the Humanities & Social Sciences
SL	Senior Lecturer
SLP	Senior Leadership Programme
SPS	School of the Physical Sciences
SRA	Senior Research Associate
SRD	Staff Review & Development
SRP	Senior Research Promotions
ST	School of Technology
SWOT	Strengths, Weaknesses, Opportunities, and Threats
T&L	Teaching and Learning
ToR	Terms of Reference
TUs	Trade Unions
UAS	Unified Administrative Service
UKCGE	UK Council for Graduate Education
UCAS	Universities & Colleges Admission Services
UDF	University Diversity Fund
UG	Undergraduate
UIS	University Information Service
UoC	University of Cambridge
UoM	University of Manchester
VC	Vice-Chancellor
WG	Working Group
WP	Widening Participation
WRS	Web Recruitment System

Institution application	Bronze
Word limit	14,000
Words used	14,069
1. Letter of endorsement	684
2. The self-assessment process	1,255
3. Institution and local context	1,397
4. Staff profile	3,302
5. Academic staff: recruitment, progression and development	1,983
6. Professional and support staff: recruitment, progression and development	1,146
7. Student pipeline	3,455
8. Teaching and Learning	847
9. Any other information	0

1 Letter of endorsement from vice-chancellor/principal

Please provide a letter written by the vice-chancellor (or equivalent).

The letter should include:

- = why the head of the institution supports the application
- = details of the issues senior management believe exist for minority ethnic staff and students within the institution
- = details of how race equality is being advanced by the senior management team, council and senate (or equivalent) and regularity with which it is discussed
- = how the senior management team, council and senate ensure race equality is embedded within the decisions they take
- = details of any allocated additional and ringfenced resources for this work

Ms Ammara Khan
Head of Race Equality Charter, Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

17 July 2019

Dear Ms Khan

I am writing to express my wholehearted support for the University of Cambridge's application for the Race Equality Charter (REC) Bronze award, and for the bold and decisive actions through which we are addressing some of the serious challenges at our institution. I am fully committed to personally leading on this agenda, and on pushing forward the interventions planned for the next three years.

Universities thrive on talent. As well as being an ethical imperative, inclusiveness and diversity underpin true excellence. Seeking out and supporting the most talented individuals at all levels of our organization – from our undergraduate students to our most senior Professors and institutional leaders – is central to our mission.

Since taking up the post of Vice-Chancellor nearly two years ago, I have heard from numerous students and staff who have expressed concerns about the representation, progression and success of minority ethnic students and staff at Cambridge. These concerns were not always about the conspicuous imbalance between white and non-white students, or the scarcity of BAME staff in senior academic or academic-related posts – there is only one black Professor at the University, for instance. They were sometimes about feeling patronised, profiled or singled out; or about being the object of ill-judged remarks or actions that chip away at a person's self-esteem. I am always deeply saddened to learn about these experiences, and their effect on individuals' mental health.

Our overarching priorities for the next three years include improving the experience of BAME staff and students, diversifying our recruitment and curriculum, and achieving greater representation of BAME staff in senior leadership and in governance structures. Underlying these priorities is a strong focus on institutional change, and embedding race equality within the University's complex structure.

These objectives are closely aligned to the University's overall strategy.

In order to take this forward, I will personally champion actions that the University is taking to address the issues. These actions include the adoption of new Diverse Recruitment Guidelines, the roll out of Inclusive Leadership training for line managers, and work towards diversifying the curriculum and addressing the black students' attainment gap. I have agreed that the University signs

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up to the recently launched UUK-NUS framework "Addressing the BAME attainment gap: Vice-Chancellor Checklist".

I am convinced that, to make substantial progress, we cannot only focus on revising and improving our policies and procedures. We need to shift our culture, including normalising conversations about "race" and racism. There is no quick fix, but work is underway to address these complex issues. Some of that work begins with understanding and acknowledging the structural nature of some of the inequalities we see today.

Earlier this year, I launched a two-year inquiry into ways in which the University contributed to, benefited from or challenged the slave trade and other historical forms of coerced labour. I have allocated Vice-Chancellor Discretionary Funds to support a number of culture-changing initiatives, including a reverse-mentoring pilot scheme through which BAME staff mentor White members of the senior leadership team. I have strongly benefited from being one of the mentees in the pilot scheme.

Vice-Chancellor Discretionary Funds have been released to support the recruitment of a dedicated Race Equality Project Coordinator to help implement our key initiatives. They have also been used to launch a Diversity Fund, which in its first call for bids supported thirteen applications for projects aiming to address inequality issues at departmental level. I was particularly glad to learn that seven successful applications focus on "race". Importantly, the funding will also support rolling out University-wide training in race awareness.

We have an excellent and highly motivated Equality and Diversity team, and I am fully confident of their capacity to deliver these training sessions. I am committed to taking part in the training myself, and hope that others in leadership positions across the University will follow my example.

Taken together, I hope these steps will allow us to collectively address underlying issues of equality and diversity. I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

Yours sincerely,



Professor Stephen J Toope
The Vice-Chancellor



Letter of Endorsement from the Head of the School of Arts and Humanities

As Head of the School of Arts and Humanities, I fully endorse and support the values and principles underlying the REC. As a School, my colleagues and I are committed to increasing and enhancing the diversity of our student and staff communities to supporting BAME staff and students, and to educating ourselves about race and racism.

The University of Cambridge's mission - 'to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence' - lies at the core of what we do. We understand this mission as a global one: to remain relevant, we must develop, foster and cherish cultures and viewpoints from around the world. Since the beginning of 2019, we have been developing a new strategic priority - Global Humanities - which will allow us to focus our educational, institutional and philanthropic efforts on the world's rich and diverse cultures, increasing visibility of BAME academics and their scholarship within the School.

For the School of Arts and Humanities, however, diversity and equality are not just a theme but a social imperative that we aim to pursue throughout our institution. We have recently established a Working Group to take forward the Cambridge Admissions Office's excellent analysis of Widening Participation at student level. Through this we will be scrutinizing and ameliorating our levels of access and attainment at the undergraduate, Masters and doctoral stages. We are currently refining our processes for recruiting to academic posts. The changes we are making will help us improve the search for and assessment of talent both across the globe and in BAME communities nationally. We will be looking closely at the trajectories of BAME colleagues towards professorial promotions.

The School of Arts and Humanities takes issues of race and diversity very seriously indeed. Its Council considers the Race Equality Charter Student and Staff Surveys. E&D training is compulsory for all members of appointments boards; and we will encourage our staff to take the in-depth training in race awareness. We will continue to benefit from and contribute to all of the University's important initiatives in this area.

Professor Chris Young

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July 2019

Letter of endorsement from the Head of Humanities and Social Sciences

On behalf of the School of Humanities and Social Sciences, I fully support the School's participation in the Race Equality Charter.

I am keen to build on the work to date across the University as a whole and also within the School relating to staff and students ethnicity within higher education.

The suggested recommendations for the School included the following:

- Maintaining the relatively high overall numbers of BME candidates and offers for academic, research and academic related posts
- Identifying why assistant staff application to offer rate is lower than for other staff categories
- Identifying good practices in recruitment that allow the School to increase the numbers of BME candidates and offers.

This focus within the School has highlighted issues that we want to address in terms of race equality in line with our attention and promotion of gender equality.

It is important that this inclusive culture and environment mean that all are able to thrive in this community. I endorse the changes that will make a real difference to staff so that the diverse talents of all are respected and supported. It is important that as Head of this School, I will lead and embed change in these practices in the way we recruit and develop BME staff so they continue to flourish at the School.



Professor Phil Allmendinger
Professor of Land Economy, Director of Studies Clare College
Head of School, Humanities & Social Sciences



28 May 2019

Race Equality – Statement from the Head of the School of Clinical Medicine

As Head of the School of Clinical Medicine, which includes 23% of all University staff, I am delighted to support the University's application under this Charter. We take very seriously the need to optimise working culture and to improve diversity in all its varieties, and firmly believe that a diverse and happy work community will be best placed to fulfil the University's mission.

While we were pleased that our School ethnicity data showed levels above average for the University, we cannot afford to be complacent and continuously strive to improve further. Our specifically-resourced School-wide Equality, Diversity and Inclusion programme supports this, with a myriad of activities and training opportunities across the whole employee journey from recruitment to career development, and including a major focus on wellbeing.

We are expecting to be a pilot site for the forthcoming University Race Equality Reverse mentoring programme, and continue to liaise with the central University to make sure that events within the REC theme are delivered locally to maximise staff and student engagement.

Professor Patrick Maxwell

12th July, 2019

Race Equality Charter: Priorities for Action

The School of Technology together with its constituent departments is committed to Equality and Diversity. This commitment is stated explicitly in the School's statement of core HR values and its philosophy is embedded in our daily processes.

The Race Equality data for the School show that, overall, we have attracted relatively high numbers of BME applications for academic, research and academic-related posts and these have translated into a satisfactory number of offers to BME applicants. However, maintaining and improving this position remains a priority. In particular, we shall (i) continue to encourage applications from BME UK candidates, (ii) identify why the ratio of BME offers to applications for assistant staff is lower than for other staff categories, (iii) identify why the ratio of offers to applications for BME non-UK applicants is lower than for BME UK applicants, and (iv) ensure best practice in recruitment.

The recent formation of a School of Technology Equality and Diversity Forum has been endorsed by the School's HR Committee. A priority for the Forum is to coordinate and promote diversity initiatives, including race equality, across the School. Stringent efforts are also being taken towards making it a mandatory requirement within the School for all those involved in academic recruitment to undertake the University's Recruitment Essentials training, reference to which is contained in the School's process for academic recruitment.

Yours sincerely,



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16th July 2019**Application for Race Equality Charter Bronze Award**

The School of the Physical Sciences values the principles of the *Race Equality Charter*, and gives full support to the University's application and institutional action plan.

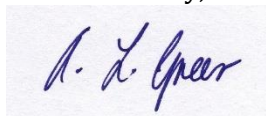
Whilst the School's number of BAME staff is in line with the University benchmark and the national average for Higher Education Institutions, the data highlight a need to consider how to address the low number of BAME academic staff, in particular in more senior academic roles, in the School.

Our responses to these issues will include more targeted recruitment efforts to address underrepresentation and ensuring that those involved in the recruitment process are aware of and consider the ethnic balance of long- and short-lists.

In addition to attracting and recruiting BAME staff, the School is committed to developing the careers of BAME staff across all roles. We will encourage Heads of Department to be proactive in identifying and supporting BAME staff who may be ready for promotion in applying for new roles; this will include providing such staff with mentors as appropriate.

The School's *Equality, Diversity and Inclusion Forum* has identified race equality as a priority area and is developing an action plan that will begin to address issues highlighted across the School and its institutions through local forums.

Yours faithfully,



Head of the School of the Physical Sciences

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**UNIVERSITY OF
CAMBRIDGE**
School of the Biological
Sciences

Professor A L Fowden

*Head of the School of the Biological Sciences,
Professor of Perinatal Physiology in the
Department of Physiology, Development and
Neuroscience*

17 July 2019

Letter in support of the University's Race Equality Charter submission

The School of the Biological Sciences is fully committed to Equality and Diversity which forms part of its core values.

The analysis of the Race Equality data for the School has highlighted some specific issues that we will analyse and address. We will encourage appropriate applications from BME candidates, investigate why staff application to offer rate is lower across all staff categories for BME candidates, and continue to identify and develop good practices in recruitment. BME employees account for 12% of all staff; among Researchers, the figure is 20%. However, at Professorial level, the figure amounts to 4%, and is only 1% for Lecturers.

Analysis of the data in conjunction with the School's expansion of our Athena SWAN work will support us in the development of actively advancing race equality in tandem with gender equality.

We will strongly encourage all those involved in academic recruitment to urgently undertake the University's Recruitment Essentials training to mitigate bias and help to improve the number of BME staff at Researcher, Lecturer and Professorial level. The programme is a key requirement contained within the School's process for academic recruitment, with equality, diversity and implicit bias as the principle focus points of the training.

We will continue to raise awareness that racial harassment will not be tolerated at the School or the University, and will ensure that staff within the School are aware of the existing support and reporting mechanisms in cases of racial and other types of harassment through our Dignity at Work training, grievances and disciplinary procedures.

Yours faithfully

2 The self-assessment process

Word count: 1,255

2a Description of the self-assessment team

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

- = team members, their role within the institution and the SAT, their faculty/department, grade and ethnicity
- = how people were nominated or volunteered for the role and how any time involved in being a member of the team is included in any workload allocation or equivalent
- = how each faculty and relevant central departments are involved and included

The SAT first met in April 2017 and was co-chaired by the University Race Equality and Inclusion Champion (REI), Dr Mónica Moreno-Figueroa, and the Pro-Vice-Chancellor for Institutional and International Relations (PVCi) Professor Eilís Ferran. The decision to create a new committee was driven by the awareness that matters concerning racism at Cambridge required commitment of a carefully appointed team that would focus solely on addressing racial inequalities.

SAT members were co-opted ensuring representation from all the University Schools and key Non-School Institutions (NSIs), Trade Unions (TU), students, colleges and other stakeholders from across the University.

Members also participated in Working Groups (WGs) (on the different staff types and students), and in two sub-groups (Action Plan, Communications). WGs co-opted additional members to broaden the insight of these groups. We did not have a workload allocation model, voluntary participation was required with the support of line managers. Members of E&D team were dedicated to the REC project and a funded PhD researcher undertook qualitative analysis of REC surveys.

Figure 1: REC SAT membership by role at UoC and in the SAT and racialised group

Name & Staff Category	Job Title & Responsibility	Additional Information	Racialised group
Andrew Aldridge (Professional and Support Staff)	Head of Internal Communications, Communications Office	Andrew leads the internal communications team, which has played a key role in engaging staff, faculties and departments with the REC.	White British (UK)
Phil Allmendinger (Academic Staff)	Head of the School of Humanities and Social Sciences	Phil is responsible for the overall management of resource allocation and strategy for the departments and faculties within the School.	White British (UK)
Alice Benton (Professional and Support Staff)	Head of Education Services	Alice is leading on the development of an inclusive approach to teaching and student support.	White British (UK)
Mary Beth-Benbenek (Professional and Support Staff)	Researcher Developer for Postdoctoral Researchers and Research Staff	Mary Beth supports postdoctoral and early career researchers, with a particular focus on teaching and learning in higher education.	White Other (Non-UK)
Sarah Botcherby (Professional and Support Staff)	Head of Resourcing Team, HR Division	Sarah leads a team delivering a professional and expert resourcing service to the University.	White British (UK)
Sarah D'Ambrumenil (Professional and Support Staff)	Head of Office, OSCCA	Sarah is responsible for handling student complaints about all University matters including those relating to racial harassment and racial discrimination.	White British (UK)

Manali Desai (Academic Staff)	Reader in Sociology/ UCU Equalities Officer	Manali is engaged in E&D work through the UCU, and co-convenes the Anti-Racist Working Group within the UCU.	BAME - Asian (Non-UK)
Eilís Ferran FBA (Academic Staff)	Pro-Vice-Chancellor for Institutional & International Relations, SAT Co-Chair	Eilís is the strategic lead for E&D at the University. She is Professor of Company and Securities Law.	White - Other (UK)
Mónica Moreno Figueroa (Academic Staff)	Senior Lecturer in Sociology, SAT Co-Chair, University Race Equality and Inclusion (REI) Champion	Mónica's research focuses on the lived experience of 'race' and racism, institutional racism and antiracism, with a focus on Mexico.	BAME - Mixed (UK)
Nita Forouhi (Academic Staff)	Programme Leader, MRC Epidemiology Unit	Nita is a University professor and committed to the race equality agenda through her role as Equality Champion at the Clinical School.	BAME - Asian (UK)
Lindsay Greer (Academic Staff)	Head of School & Physical Sciences	Lindsay is concerned with ensuring that race equality is promoted and achieved at every level of the School of Physical Sciences.	White British (UK)
Vasanti Jadva (Research Staff)	Affiliated Lecturer, Department of Psychology	Vasanti is a Senior Research Associate at the Centre for Family Research, and race equality champion for the Department of Psychology.	BAME - Asian (UK)
Joanna Jasiewicz (Professional and Support Staff)	E&D Consultant, HR Division	Joanna specialises in the area of race and racism, and is particularly interested in exploring and addressing White fragility and White privilege	White Other (Non-UK)
Kusam Leal (Professional and Support Staff)	HR Adviser, HR Division	Kusam is a member of University E&D Committee and Co-Chair of BAME Staff Network.	BAME - Asian (UK)
Miriam Lynn (Professional and Support staff)	Head of E&D, HR Division	Miriam leads the E&D team with a commitment to enabling meaningful engagement and action to bring about cultural change across the institution.	White British (Welsh)
Casey Mein (Professional and Support Staff)	Departmental Administrator, Department of Sociology	Casey's department has a strong commitment to lead on issues of equality and diversity in terms of teaching and research.	White British (UK)
Perveez Mody (Academic Staff)	Lecturer, Department of Social Anthropology	Perveez is a Senior Tutor at King's College. She also sits on General Board's Equality & Diversity Education Standing Committee.	BAME - Asian (UK)
Roger Mosey (Professional and Support Staff)	Master of Selwyn College	Roger's College (Selwyn) strongly believes in diversity in both its own right, and as a way of improving academic standards.	White British (UK)
Kamal Munir (Academic Staff)	Reader in Strategy & Policy, University Race Equality and Inclusion (REI) Champion	Kamal studies inequality in organisations at the Judge Business School, and holds a deep commitment to eliminating discrimination at Cambridge.	BAME - Asian (UK)
Sue Pandey (Professional and Support Staff)	Head of Learning & Development	Sue has a key role in contributing to new training provision to drive race equality, as well as ensuring that existing provision reinforces good practice with regard to equality and diversity.	White British (UK)
Sarah Peck (Professional and Support Staff)	Reporting & Information Analyst, HR Division	Sarah develops institutional Equality and Diversity data, in order for it to be most accessible and user friendly.	White British (UK)
Christine Pungong (UG Student)	Welfare & Rights Officer (CUSU and GU)	Christine ensures that students' rights to wellbeing are protected. An example of this is her involvement in the Sociology Department's 'End Everyday Racism' Project.	BAME - Black (UK)
Helen Reed (Professional and Support Staff)	Head of Admissions & Data Services, CAO	Helen provides support to ensure that all applicants with the potential to succeed at Cambridge have the opportunity to do so.	White British (UK)

Rajen Shah (Academic Staff)	Lecturer, DPMMS	Rajen has been at the University of Cambridge as an undergraduate and PhD student, and is now a faculty member.	BAME - Asian (UK)
Liz Simmonds (Professional and Support Staff)	Assistant Head of OPdA	Liz is responsible for developing strategy and policy to support postdoctoral researchers, including that related to race equality	White British (UK)
Will Smith (Professional and Support Staff)	University Computing Service	Will is a Trade union representative, and Branch and Membership Secretary for Unite.	White British (UK)
Arathi Sriprakash (Academic Staff)	Sociologist, Faculty of Education	Arathi's research examines issues of racism in educational institutions. Joined the University of Cambridge's Faculty of Education in 2015.	BAME - Asian (Non-UK)
Emma Stone (Professional and Support Staff)	Director of Human Resources	Emma is responsible for delivering the People Strategy.	White British (UK)
Sharon Walker (PhD Student)	PhD Student, Faculty of Education	Sharon's research addresses race inequity in UK HE. She wrote a final report communicating qualitative findings from both REC surveys.	BAME - Black (UK)

2b The self-assessment process

This section should include:

- = how the team met and communicated
- = how often they met and communicated. For face-to-face meetings please provide the dates of the meetings, attendees and a brief description of the outcomes of the meeting

Note: the SAT is expected to meet in full at least three time

- = how the team fits in with other existing committees and structures

The SAT met face-to-face nine times from April 2017 with average attendance 21 people per meeting, 62% of SAT (see **Figure 2**).

Each WG met at least once. The WG on Students met twice in partnership with the Equality and Diversity in Education Standing Committee (EDESC) – drawing on existing expertise regarding teaching and learning. The SAT reported to the University Council and the General Board through the E&D and HR Committees.

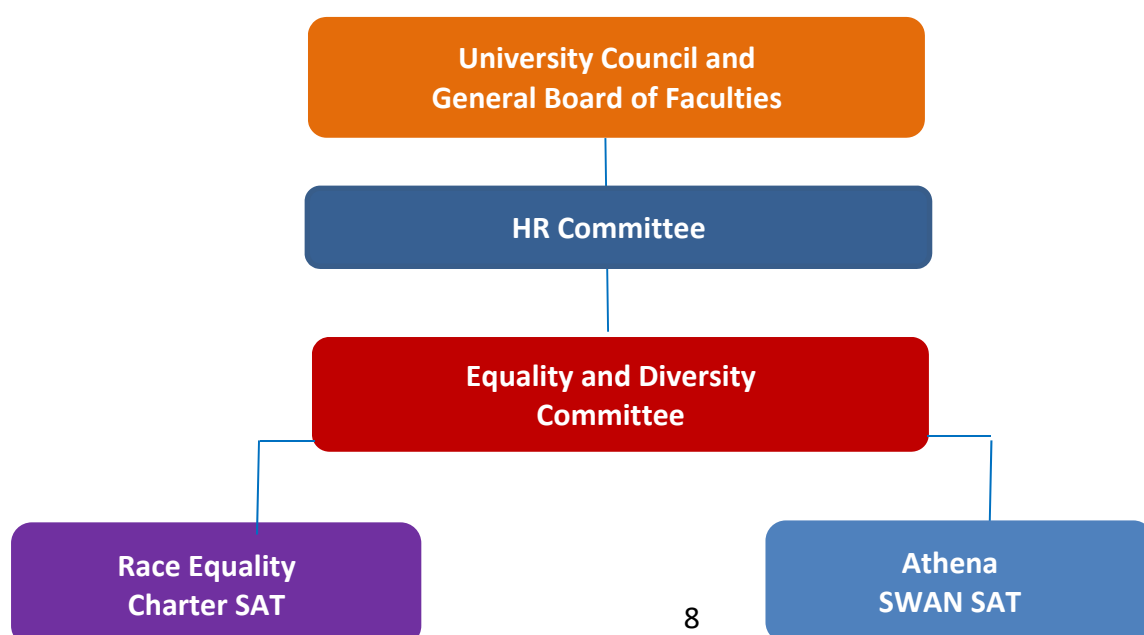


Figure 2: REC process, SAT and WGs face-to-face meetings

19 April 2017, SAT meeting 1: opening event for members of the SAT and WGs <ul style="list-style-type: none"> ❖ Patrick Johnson (University of Manchester) on lessons learnt from their REC submission ❖ University-level student and staff data ❖ talk by REI Champion Dr Moreno Figueroa on race and racism
31 May 2017: Student WG <ul style="list-style-type: none"> ❖ qualitative analysis REC survey
7 June 2017: Dr Moreno Figueroa delivered a workshop for SAT on race and racism to equip the SAT with the confidence to challenge the institutional status quo
22 June 2017: Postdoc WG <ul style="list-style-type: none"> ❖ data analysis results and action-planning
10 July 2017, SAT meeting 2 <ul style="list-style-type: none"> ❖ reports from WGs, discussion on recommendations
05 October 2017: PSS WG <ul style="list-style-type: none"> ❖ data analysis results and action-planning
12 October 2017: Academic Staff WG <ul style="list-style-type: none"> ❖ data analysis results and action-planning
13 November 2017, SAT meeting 3 <ul style="list-style-type: none"> ❖ reports from WGs, discussion on recommendations ❖ SWOT analysis that clarifying strategic priorities in the area of race ❖ REC survey findings
29 January 2018: Miscellaneous issues WG <ul style="list-style-type: none"> ❖ analysis & action planning: grievances, disciplinarys, equal pay, decision making committees, REF
20 February 2018, SAT meeting 4 <ul style="list-style-type: none"> ❖ report from WGs, discussion on recommendations ❖ approval to widely share our paper with definitions of race and racism (AP1)
24 May 2018: Students WG <ul style="list-style-type: none"> ❖ quantitative analysis and teaching and learning
11 June 2018, SAT meeting 5 <ul style="list-style-type: none"> ❖ report from WG, discussion on recommendations ❖ findings from focus groups ❖ discussion on meetings held with Heads of Schools (HoS) to discuss School data
11 September 2018, SAT meeting 6 <ul style="list-style-type: none"> ❖ race communications strategy and plans
21 November 2018, SAT meeting 7 <ul style="list-style-type: none"> ❖ update on progress with implementation of new REC actions: reverse mentoring (AP21), training in race awareness (AP65), University Diversity Fund (UDF) (AP66) ❖ draft REC action plan and draft diverse recruitment guidelines (AP9) ❖ update on establishing the BAME Staff Network (AP38)
6 February 2019, SAT Action Plan WG <ul style="list-style-type: none"> • draft REC action plan discussed
04 March 2019, SAT meeting 8 <ul style="list-style-type: none"> • draft REC action plan discussed
04 June 2019: SAT meeting 9 <ul style="list-style-type: none"> • draft REC application & action plan discussed

2c Involvement, consultation and communication

This section should include:

- = how the staff and student survey was conducted, disseminated and analysed and how many staff and students responded (with specific reference to their ethnicity and nationality)
- = how minority ethnic staff and students were further involved and consulted in the self-assessment and development of actions
- = how relevant staff and student networks were involved (this may include a statement from any relevant networks)
- = how you involved external interest groups, for example local race equality groups
- = communications to all staff and students, including any faculty-level communications with staff

Multiple consultation and engagement channels were utilised to ensure that the SAT was guided by the true lived experiences of racism at UoC.

Educational and Student Policy (ESP) section, Cambridge University Students' Union (CUSU), HR, and student and staff community were consulted to ensure REC surveys were adapted to UoC context.

REC SURVEY DISSEMINATION

- The whole staff and student population were invited by the PVCI to participate via email
- Student survey ran 10 March - 10 April 2017. Staff survey ran 10 May - 25 June 2017.
- Survey information featured in local newsletters, and on staff and selected Schools' and CUSU websites

REC SURVEY RESPONSE RATE: STUDENTS

- 3162 respondents (c.14.5% of student population)
- BAME respondents (961) constituted 18% of the total UoC student BAME population while the White respondents (1229) constituted 9% of UoC White students (some responded did not declare racial identity)
- 44% of BAME student respondents were from the UK and 38% from outside the EU

REC SURVEY RESPONSE RATE: STAFF

- 2561 respondents (approximately 27% of all staff)
- BAME respondents (377) constituted 34% of UoC BAME staff population while the White respondents (1637) constituted 20% of UoC White staff
- 38% of BAME staff respondents were from the UK and 41% from outside the EU

A funded PhD researcher undertook a qualitative analysis of both surveys over 4 months.

BAME staff and students were further involved and consulted through:

- Five **focus groups** with: academic, research and professional staff, PGs, UGs
- **V-C consultations** with BAME students to learn about their experience at UoC and collect ideas that fed into the action plan
- Regular meetings between E&D team and the **President of CUSU** and **President of CUSU BME Campaign**

- Two **BAME Staff Networking Dinners** (2018: 57 participants, 2019: 70). The V-C gave speeches and mingled with staff on both occasions
- Event “**Let’s Talk about Race**” (17 October 2018, attended by 120 people) where results of survey data analysis were presented, and staff and students were invited to comment on proposed actions. (AP1)

Quote from an article published after the event in UoC student newspaper “Varsity”

‘Dr Manali Desai, equality officer at the Cambridge Universities and Colleges Union, as well as head of its new anti-racism network, referenced the University’s recent ‘Let’s Talk About Race’ event as evidence that “the University is aware that there’s a race problem” and is trying to make progress. She said that “it is very clear that the data-gathering itself is a start”, and will allow the University to track its progress, although she wants to see Cambridge “work with this data to produce a set of goals” that will allow it to “monitor whether it’s succeeding” in its aims.’

We are addressing this by providing institutions with Equality Dashboards and UoC Internal Indicators to help institutions track progress and improve (AP3).

- **Meetings with the six HoSs took place** March-June 2018 to identify local actions, embed commitment to change, and to support the implementation of the REC action plan (AP3).
- **A BAME Staff Network** was created and launched in October 2018 as a result of staff feedback. The Co-Chair of the Network joined the SAT. Feedback from the Network helped shape the action plan.
- Joint UoC and TU survey: “**Nurturing a culture of mutual respect**” (2018) (see [Section 4c](#)).

Discussions were held with the **Cambridge Ethnic Community Forum** (CECF), who provide services to local BAME groups. We will work with CECF to establish effective ways to reach local BAME community (AP13).

The wider local community are invited to attend open events on race matters within the annual Festival of Ideas and our Annual Race Equality Lecture (REL). REL has high attendance of c150-180 people, and attracts many non-staff.

Our self-assessment and consultations allowed the SAT to identify six University priorities for action in the next three years. These priorities provide the structure for our action plan:

- PN1. Embedding the responsibility for race equality across the University institutions**
- PN2. Diverse recruitment and student admission**
- PN3. BAME representation at senior levels and in governance structures**
- PN4. Improving the support for, and experience of, BAME students and staff at the University**
- PN5. Inclusive teaching and learning practices**
- PN6. Bringing about culture change**

ACTIONS

- AP1** Raise awareness and understanding of race and racism at UoC
- AP3** Provide improved equality data to Schools and NSIs to help to track progress and make interventions
- AP13** Increase numbers of BAME staff applying for PSS roles from Cambridge and local area
- AP66** Evaluate and run annually a new University Diversity Fund (UDF)

2d Future of the self-assessment team

Please outline:

- = whether the team and/or specific team members will continue to be involved
- = who will have overall responsibility for the action plan
- = how the action plan will be monitored within other existing committees and structures, for example, the senior management team
- = who will be responsible for the next application in four years; for example, will a different SAT be convened, how will the current team provide handover to that team

The SAT will continue to be chaired by PVCI and REI Champion; it will meet every 2-3 months to oversee the implementation of the action plan and advise on next steps. The SAT will maintain a broad representative membership and will continue to include key members with oversight of actions.

Membership will be partially renewed every year to provide opportunities for new members to get involved, and maintain some continuity of membership allowing progressive handover. Two additional student representatives will be invited (one UG, one PG) (**AP55**) to ensure more robust student representation.

The SAT will continue to report to the HR Committee via E&D Committee and, through that body, to the General Board and the University Council, with separate annual updates on action plan implementation provided to the University Council and the General Board directly.

ACTIONS

AP55 Acknowledge the efforts of BAME student groups and societies in addressing racial inequalities at UoC by, among other things, ensuring greater representation of students in the REC SAT

3 Institution and local context

Word count: 1,397

3a Overview of your institution

Please include:

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

The UoC is a research-focused institution, with 23,573 students and 12,278 staff (2018). 34.5% of our staff come from overseas and BAME international staff constitute a significant part of the BAME staff body (Figure 3).

International students account for 42% of BAME UG, and c.80% of BAME PG students (Figure 4).

Data considerations

Figure 3 includes “Information refused” (staff actively chose not to reveal nationality or racial identity) and “Unknown” (staff have not marked any option allowing identification of racial identity). Unless explicitly stated, data in this application is based on the population **without** unknowns to allow for benchmarking against the sector. However, by removing the unknowns for racial identity **and** nationality the proportions of BAME staff increase and White staff decrease, as larger proportions of White staff (107) than BAME staff (3) have not declared their nationality.

Figure 3: All University staff by racialised group and nationality including non-disclosure data

Racialised group	Non UK	% of total population	UK	% of total population	Total	% of total population	% of those who have disclosed
BAME	920	7.5%	549	4.5%	1469	12.0%	13.4%
White	2606	21.2%	6533	53.2%	9139	74.4%	83.6%
Information refused	155	1.3%	164	1.3%	319	2.6%	2.9%
Not known	551	4.5%	800	6.5%	1351	11.0%	-
Total	4232	34.5%	8046	65.5%	12278	100.0%	100.0%

Of the 86.2% of staff who disclosed their ethnicity and nationality, 13.3% are BAME (Figure 3) which is above the national average of 13.1%¹.

Racial identity of 13.6% staff is unknown. Researchers (23.7%) and academic staff (17.3%) are least likely to disclose. Non-disclosure for assistant staff is 12.5% and academic-related staff 9.4%². It is concerning that our REC surveys suggest that one reason for high non-disclosure is fear of potential negative consequences related to being “identified” as BAME.

This application refers solely to staff on the central University payroll and to its institutional policies and practices. Students, as well as being members of the University and an academic department, also belong to one of the 31 independent, self-governing Colleges.

¹ Unless explicitly stated otherwise, we use Advance HE Equality in Higher Education statistical reports (2018) as a source of benchmarking data.

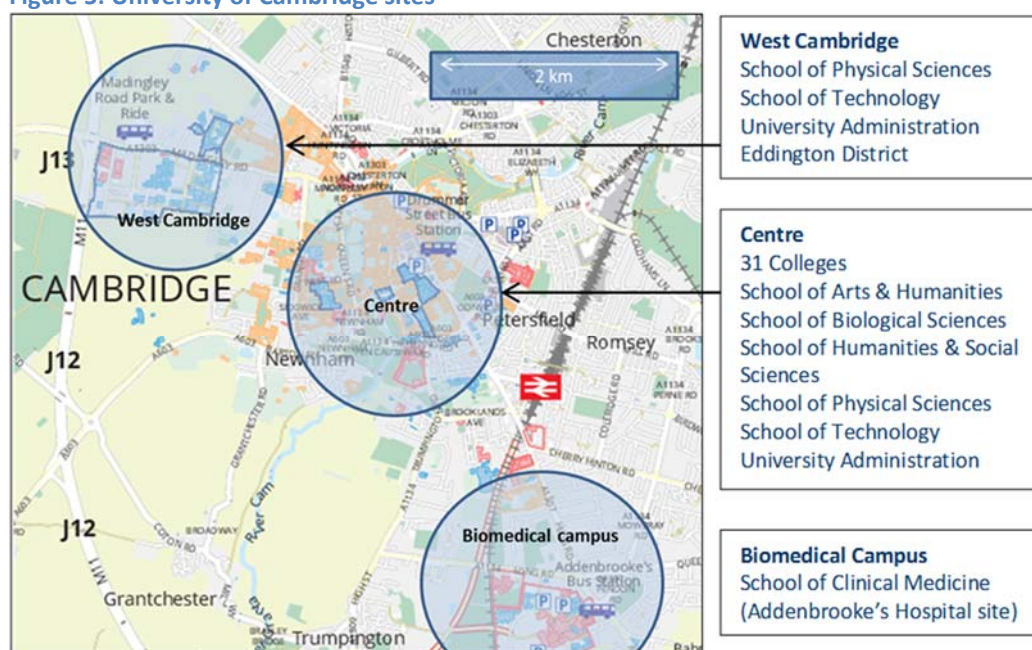
² Professional staff (PSS) at UoC include assistant staff (grades 1-7) and academic-related staff (grades 6 and above). Employment of staff within these categories is guided by, at times, different internal regulations and we provide disaggregated data where it helps to understand the patterns.

Figure 4: UG and PG student body by race and nationality

Level of Study	Ethnicity	Non UK	% of total population	UK	% of total population	Total	% of total population
UG	BAME	1360	11.3%	1872	15.6%	3232	27.0%
	White	1209	10.1%	7312	61.0%	8521	71.1%
	Information refused	71	0.6%	165	1.4%	236	2.0%
	Total	2640	22.0%	9349	78.0%	11989	100.0%
PG Taught	BAME	860	32.6%	203	7.7%	1063	40.2%
	White	847	32.1%	629	23.8%	1476	55.9%
	Information Refused	74	2.8%	28	1.1%	102	3.9%
	Total	1781	67.4%	860	32.6%	2641	100.0%
PG Research	BAME	2003	22.4%	565	6.3%	2568	28.7%
	White	2665	29.8%	3265	36.5%	5930	66.3%
	Information Refused	285	3.2%	160	1.8%	445	5.0%
	Total	4953	55.4%	3990	44.6%	8943	100.0%
Grand total		9374	39.8%	14199	60.2%	23573	

The University is located in three sites (**Figure 5**) linked by a University-subsidised bus service. BAME staff are most numerous in the Schools of Technology and Physical Sciences (**Figure 6**), situated predominantly on the West Cambridge site.

Figure 5: University of Cambridge sites



UoC consists of six academic School and a number of NSIs (**Figure 6**) employing mostly PSS, twelve Strategic Research Initiatives & Networks, and eight Interdisciplinary Research Centres.

Figure 6: Organisational structure of UoC including the proportions of academic and professional staff self-identifying as BAME (including non-disclosure data), 2018

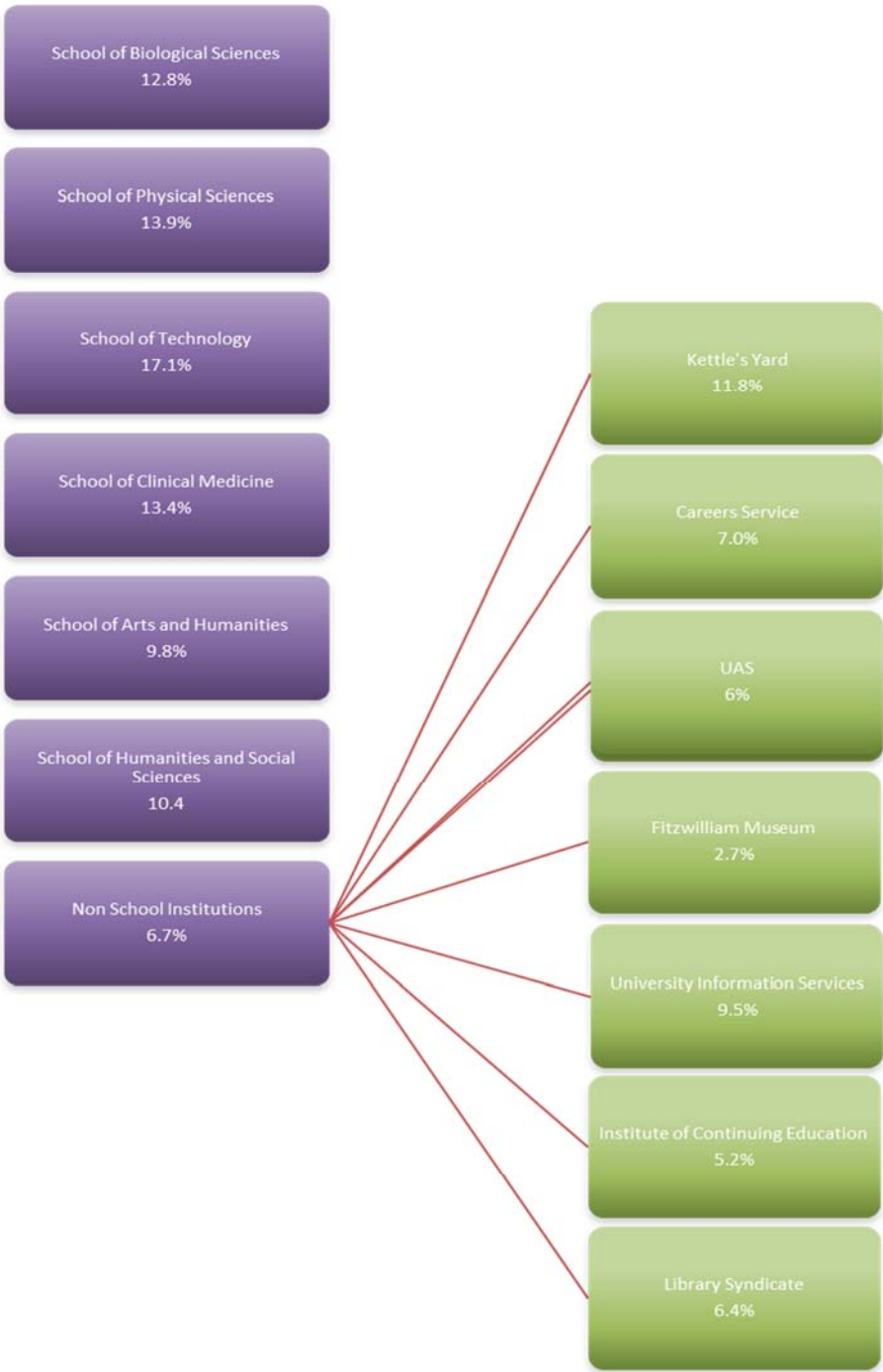


Figure 7: University staff population by staff category and racialised group 2016-2018

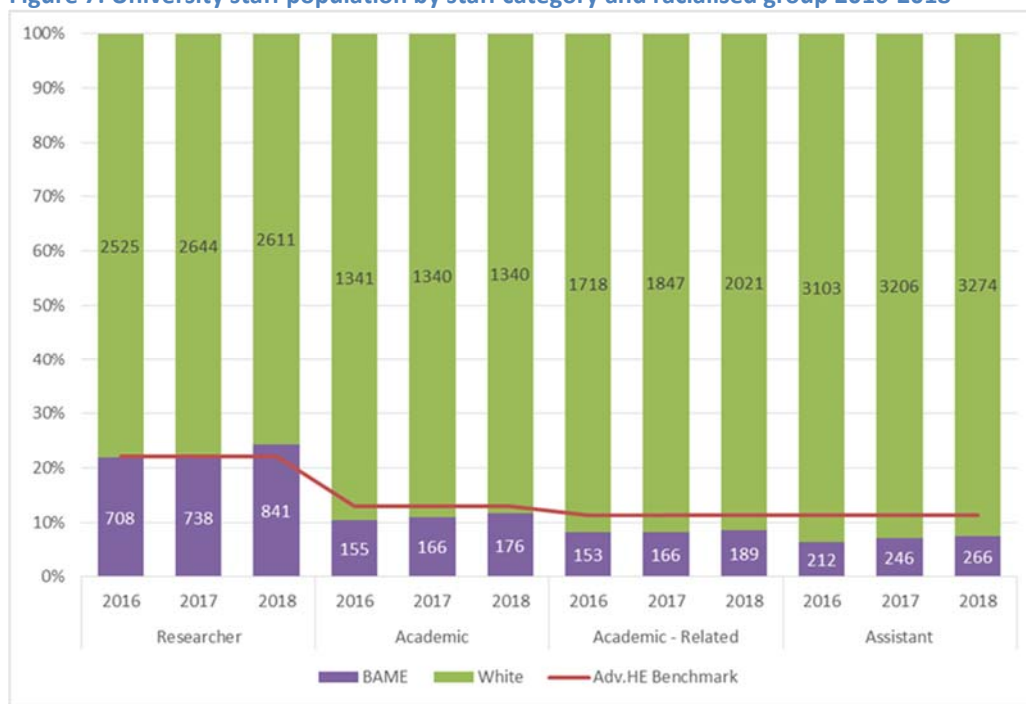


Figure 8: University staff population by staff category, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Research	3212	33.0	3380	33.0	3449	32.5
BAME	708	22.0	738	21.8	841	24.4
UK	174	5.4	173	5.1	176	5.1
Non UK	534	16.6	565	16.7	665	19.3
White	2504	78.0	2642	78.2	2608	75.6
UK	1191	37.1	1295	38.3	1282	37.2
Non UK	1313	40.9	1347	39.9	1326	38.4
Academic	1495	15.3	1505	14.7	1515	14.3
BAME	155	10.4	166	11.0	176	11.6
UK	81	5.4	84	5.6	85	5.6
Non UK	74	4.9	82	5.4	91	6.0
White	1340	89.6	1339	89.0	1339	88.4
UK	945	63.2	922	61.3	908	59.9
Non UK	395	26.4	417	27.7	431	28.4
Academic Related	1864	19.1	2004	19.6	2202	20.8
BAME	152	8.2	165	8.2	188	8.5
UK	97	5.2	110	5.5	122	5.5
Non UK	55	3.0	55	2.7	66	3.0
White	1712	91.8	1839	91.8	2014	91.5
UK	1440	77.3	1540	76.8	1668	75.7
Non UK	272	14.6	299	14.9	346	15.7
Assistant	3171	32.5	3342	32.7	3442	32.4
BAME	210	6.6	244	7.3	264	7.7
UK	130	4.1	147	4.4	166	4.8
Non UK	80	2.5	97	2.9	98	2.8
White	2961	93.4	3098	92.7	3178	92.3
UK	2510	79.2	2616	78.3	2675	77.7
Non UK	451	14.2	482	14.4	503	14.6
BAME	1225	12.6	1313	12.8	1469	13.8
White	8517	87.4	8918	87.2	9139	86.2
Total	9742	100.0	10231	100.0	10608	100.0
Information refused	267	2.7	308	3.0	323	3.0
Not known	1567	16.1	1455	14.2	1503	14.2

Figure 9: University staff by racialised group 2018³

All Staff		
	2018	
	No.	↓%
BAME	1472	13.7
Asian	591	5.5
Bangladeshi	21	0.2
Indian	319	3.0
Pakistani	33	0.3
Other Asian background	218	2.0
Black	98	0.9
African	62	0.6
Caribbean	19	0.2
Other Black background	17	0.2
Chinese	425	4.0
Mixed	254	2.4
Asian/White	69	0.6
Black African/White	22	0.2
Black Caribbean/White	20	0.2
Other mixed background	143	1.3
Other	104	1.0
Arab	36	0.3
Other ethnic background	68	0.6
White	9246	86.3
Total	10718	100.0
Information refused	323	2.6
Not known	1393	11.2

Figure 10: University staff population by staff category and racialised group 2018

	Researcher		Academic		Academic Related		Assistant	
	No.	↓%	No.	↓%	No.	↓%	No.	↓%
BAME	841	24.4	176	11.6	189	8.6	266	7.5
Asian	348	10.1	89	5.9	62	2.8	92	2.6
Black	35	1.0	●	0.3	23	1.0	36	1.0
Chinese	298	8.6	30	2.0	44	2.0	53	1.5
Mixed	113	3.3	34	2.2	41	1.9	66	1.9
Other	47	1.4	19	1.3	19	0.9	19	0.5
White	2611	75.7	1340	88.4	2021	91.8	3274	95.1
Total	3452	100.0	1516	100.0	2210	100.0	3540	100.0
Information refused	168	4.9	51	3.4	49	2.2	55	1.6
Not known	650	18.8	210	13.9	158	7.1	375	10.6

KEY ISSUES

- Numbers of BAME staff have risen in each staff category, but **we lag behind national benchmarks for all but research staff (Figure 7, Figure 8)**. Only 0.9% staff self-identified as “Black” (Figure 9, Figure 10).

There are almost no black academics at Cambridge. (...) There are very few black faces or faces of other ethnicities at all levels of the university. (REC survey, Academic staff, BAME)

- High non-disclosure rates:** our consultations indicate that while some BAME staff do not feel confident to reveal their racial identity, White people often think that “race” is something that only BAME people have, and hence they do not disclose. We aim to increase disclosure rates, by supporting BAME staff and educating White staff (PN4, PN6, AP68).

“White people here don’t see themselves as a race; it doesn’t concern them (...) The University needs to work with whites” (REC survey, Academic staff, BAME)

³ Numbers in Figure 8 do not match with Figure 3 as Figure 8 shows numbers of those who disclosed racial identity, and does not include a breakdown by nationality, affecting the numbers of unknowns.

- **Limited trust in the University's commitment to race equality.** Low numbers of staff report racism at UoC through HR procedures and BAME staff and students often do not believe that if they had reported, that UoC would have taken action (**AP69**)
- **Isolation and limited sense of belonging for BAME staff and students.** Some institutions have very low proportions of BAME staff and students which may contribute to experiencing exclusion, while being hyper-visible at the same time.

Cambridge is a wonderful place, but as a black student and then a black staff member, I never felt like I belonged. (REC survey, Academic staff, BAME)

In response to these findings, UoC will prioritise diverse recruitment (**PN2**) and supporting BAME staff (**PN3**).

- **Legacy:** UoC has strong traditions which may reproduce preferences for White people from higher social classes. Some aspects of UoC culture (e.g. the "old White boy" culture) may contribute to feelings of "not belonging". Surveys also revealed a frequently-voiced belief in meritocracy, while the ways in which these contribute to sustaining racial inequalities are rarely discussed. We address this through **PN1** and **PN6** by focusing on institutional change.

Tradition is a very strong and important aspect of the University of Cambridge. This, unfortunately, has implications for equality. There are people from some backgrounds who take to it, with its chapel services, its formal halls and various other trappings like fish to water and others who really feel themselves out of place. These different reactions have nothing to do with academic merit and do impact the quality of life of people from minority backgrounds in particular, but also people from less privileged backgrounds generally. (REC survey, Academic staff, BAME)

It does not follow that diversity of gender, race, ethnicity leads to diversity of ideas. What has been proven through centuries of the human experience is that meritocracy leads to better people and better people generate better ideas. (REC survey, PG student, White)⁴

- **The structure of the University is complex and devolved** with local institutions retaining significant independence. This provides a challenge when embedding racial equality with regard to effective communications of University's expectations, raising awareness and tracking progress.

WHAT WE HAVE DONE SO FAR

- ❖ Started to engage UoC and educate to normalise conversations about race and racism. The topics of events have been strategically planned to get conversations about race started across the institution.
- ❖ **Annual Race Equality Lecture: *The Realities of Racism***, October 2017 (Prof. Kalwant Bhopal, Prof. Francisco Bethencourt) **181 attendees**
- ❖ **BAME Staff Networking Dinner**, February 2018 and June 2019, both attended and with speech by the V-C, **2018, 57 attendees and 2019, 70 attendees**
- ❖ **Why Racial and Ethnic Diversity at the Top Remains a Challenge: *Exploring Career Progression and Inclusion at the University***, May 2018 (Prof. Franklin Aigbirhio), **40 attendees**
- ❖ **Let's Talk About Race**, October 2018 (V-C, CUSU, BAME Staff Network speakers), **120 attendees**
- ❖ **Annual Race Equality Lecture - *Race and Merit: Dismantling Myths***, October 2018 (Baroness Valerie Amos), **141 attendees**

⁴ The quotes included in the application are individual responses to the REC survey and reflect a variety of voices, opinions and experiences; some reveal the prejudice of the person and others are more critical.

- ❖ ***Conversations on Career Progression and Race***, November 2018 (BAME Staff Network Chair and postdoctoral fellow on PSS and research career progression) **28 attendees**
- ❖ ***Reporting Racism at Cambridge***, February 2019 (Stop Hate UK, The Whistle, HR, OSCCA), **24 attendees**

- Launched an inquiry into the legacies of historical forms of enslavement at UoC (AP6).
- Piloted race awareness training (AP65) and reverse mentoring scheme (AP21).
- Supported the **Black Cantabs Research Society**, a student organisation, in increasing public visibility of Black staff role models through an exhibition showcasing prominent Black UoC alumnae.



- Put focus on attracting BAME students to apply through ‘Get In Cambridge’ campaign (see [Section 7](#)). While we want to strategically tackle the existing structural issues, we are responsive to opportunities, and the Stormzy Scholarships presented an opportunity not just to acquire financial investment but also media attention and momentum for the Scholarship to reach wide audience.

British musician Stormzy has announced ‘The Stormzy Scholarship’, a new studentship scheme for UoC students which will see four British black students provided with financial support.



ACTIONS

PN1 Embed responsibility for race equality across the University

PN2 Improve the University's procedures and engage with local communities to increase the numbers of BAME staff, particularly on higher grades and from local community

PN3 Increase BAME representation at senior levels and in governance structures

PN4 Improve the support for and experience of BAME students and staff at the University

PN6 Actions within this priority aim to normalise discourse about race, increase disclosure and build capacity to address racism at the institution.

AP6 Conduct an inquiry into the legacies of historical forms of enslavement at the University

AP21 Evaluate the pilot reverse mentoring scheme and roll out at UoC

AP65 Instigate institutional change by rolling out training in race awareness to equip staff and students with knowledge and skills to be able to talk about race, see and challenge racism

AP68 Achieve greater ethnicity disclosure rate at UoC

AP69 Ensure that staff and students are aware of existing support and reporting mechanisms and feel supported when they report

3b Overview of the local population and context

With reference to:

= population demographics

= known racial tensions either specifically within local communities or linked to the institution's staff and students

= how the institution engages with specific minority ethnic communities and how those communities engage with the institution

= where the institution recruits its professional and support staff, students and academics

= any other information your institution feels to be relevant

Local demographics

Figure 11: Local statistics from National Census 2011

Area	Racialised Group				
	White	Asian	Black	Mixed	Other
Cambridgeshire	92.6%	4.2%	1.1%	1.7%	0.5%
Cambridge	82.5%	11%	1.7%	3.2%	1.6%

17.5% of Cambridge population identified as BAME in the 2011 Census (**Figure 11**). Cambridge has the largest proportion of Chinese residents in England & Wales (3.6%). The next largest ethnic groups are Indian, Other Asian, and Bangladeshi representing 2.8%, 2.6% and 1.5% of the population.

We are aware that we could recruit more assistant staff from the city's BAME population as there are only 7.7% BAME employees among our assistant staff (**Figure 8**). We are committed to engaging with and recruiting staff from local BAME communities (**AP13**). We will learn from one of UoC's museums which has successfully increased the diversity of its staff from 7% BAME in 2016 to 11.8% in 2018 by pro-actively engaging with local community.

Local racial tension

Cambridgeshire recently saw a 134% increase in hate crime: from 93 incidents in 2015/16 to 218 in 2017/18. These tensions have had an impact on staff and we are continuing to support our employees and students in this context (**AP44**).

It is difficult. Things are both inside and outside the University. Things have become more hostile. (Focus group, Academic staff, BAME)

A few weeks after the Brexit vote, I discovered that a public bench that I frequented at lunchtimes was covered in swastikas (REC survey, Professional staff, White)

REC survey provides evidence of experiencing racist incidents outside University grounds:

On the football pitch was the first place I was racially abused in Cambridge - when you're surrounded by whites it's hard for your voice to be heard sometimes. (REC survey, PhD student, BAME)

I have been called a 'chink' by locals (REC survey PhD student, BAME)

A new role of College Discrimination and Harassment Contact (CDHC) ([AP53](#)) has been set up in each College to ensure that Colleges and the University have clear communication channels regarding policy and practice. Some Colleges use CDHCs to signpost students to the appropriate support and reporting options.

In 2018, we put in place an [Anonymous Reporting Tool](#), allowing staff, students and visitors to inform UoC anonymously about experienced or witnessed discrimination, bullying or harassment both within UoC and Cambridge (see [Section 4c](#)).

We describe our engagement with the local community in [Section 2c](#).

ACTIONS

AP13 Increase numbers of BAME staff applying for PSS roles from local area

AP44 Support all staff at UoC experiencing or witnessing hate crime

AP53 Ensure students are supported through a new CDHC structure

AP69 Ensure that staff and students are aware of existing support and reporting mechanisms and feel supported when they report

4 Staff profile

Word count: 3,302

Where possible for sections 4a and 4b below, please provide the data for each academic faculty/central department. Please also provide a brief overview statement on section 4 as a whole from the head of each faculty/central department, setting out their reaction to the data and priorities for action.

Overview statements are included at the beginning of our application and cover academic and PSS sections.

4a Academic staff

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

- = the institution as a whole
- = each academic faculty
- = each academic grade (where numbers are small, cluster relevant grades together)
- = contract type (permanent/open-ended or fixed-term)
- = full time/part-time contracts
- = staff turnover rates

Silver level: It is anticipated that the institution will have undertaken further detailed analysis, considering the intersectionality of ethnicity with other protected characteristics.

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

ETHNIC PROFILE OF UNIVERSITY AND ACADEMIC SCHOOLS

KEY ISSUES

- UoC has significantly lower proportions of BAME academics on teaching, and teaching and research contracts (11.6%) than on research-only contracts (22.4%) (**Figures 12, 13**). This mirrors national trends of BAME academics being more highly represented on short-term research-only contracts (see **Section 4a**⁵).
- This pattern is particularly stark for UK BAME academics who represent only 5.1% of research-only staff and 5.6% of academic staff. These numbers have remained static over the last three years, indicating that something significant needs to change. We will prioritise diverse recruitment and pay particular attention to UK recruitment through **PN2**.
- Overall, our staff from overseas are more diverse than UK staff (**Figures 16, 17, 18**)

Those who are here are international and not British. Also, they are funded. (...) I have never met a black British person at senior level. (BAME academic, focus group)

- REC data show that limited diversity of the University community affects students and staff. BAME students agreed to a greater extent (71%) than White students (52%) that racial diversity of the University impacts on their sense of belonging at Cambridge (**PN4, AP51-55**)

⁵ In our application we frequently disaggregate the "academic staff" category into "academics" (staff on teaching, and teaching and research contracts) and "researchers" (staff on research only contracts, most of whom are Early Career Researchers – ECR). This is for transparency reasons: our research staff is more diverse than academic staff.

The only BME staff I see are cleaners. Other staff are all white. (Focus group, UG student, BAME)

- UK Indian is the biggest racialised group (**Figure 15**), while some groups are particularly underrepresented: in 2018, there were only four Black academics at the University (**Figure 14** for UoC, **Figures 30, 33, 36, 39, 42, 45** for Schools), all of them were British. Our respondents reported seeing unfairness and bias in appointment processes:

Very able people around me who are from non-White backgrounds have been unfairly biased against in appointment decisions.... My experience has been that the senior member of an appointment's team often speaks first and can express bias - even in a non-unconscious way which can cow the other members of the team. Recent examples I can remember include "We can't take the brash Australian" (Even though that candidate was the expressed favourite of the rest of the team) and "This is not the sort of person we would like to be seen to appoint by our colleagues" (said before the interview of the only black candidate for the job by the chair of the panel). (REC survey, Professional staff, White)

- Numbers of BAME academics vary by School: School of Technology (ST, 17%) and School of Clinical Medicine (SCM, 14.8%) are the most diverse while School of Biological Sciences (SBS, 5%) is the least diverse (**Figure 24**)⁶. ST employs relatively large numbers of international Asian and Chinese staff (**Figure 36**) while SCM has a larger proportion of Asian UK employees than other Schools (**Figure 45**). This reflects national trends with Medicine being one of preferred courses for BAME students.

We will work to embed racial equality across UoC Schools and help departments identify issues at local level through actions within **PN1**. Providing regular local data through **Equality Dashboards** and establishing UoC **Internal Indicators (AP3)** will be carried out simultaneously with actions to raise awareness and understanding of race and racism, and of our research results (**AP1, AP2**).

- Limited diversity affects the expressed feelings of being hyper-visible and isolated at the same time, and the added burden of carrying BAME identity.

We are addressing this through efforts to hire more BAME staff (**PN2**), educating White staff about race (**AP65**) and supporting UoC BAME community (**PN4**) through a number of initiatives including increasing the visibility of BAME staff role models (**AP40**) and providing enhanced support for BAME academics through induction (**AP42**).

As an ethnic minority Faculty member, I feel the burden of carrying my identity - in relation to having to speak on issues connected to it, in intellectual contexts as well as in relation to policy matters. (REC survey, Academic staff, BAME)

ACTIONS

PN1 Embed responsibility for race equality across the University

PN2 Improve the University's procedures and engage with local communities to increase the numbers of BAME staff, particularly on higher grades and from the local community

PN4 Improve the support for and experience of BAME students and staff at the University

AP2 Raise and embed awareness of research results presented in the UoC REC submission

AP3 Provide improved equality data to Schools and NSIs to help to track progress and make interventions

AP9 Create a Diverse Recruitment Framework and accompanying materials

AP40 Increase the visibility of BAME staff role models

AP42 Provide enhanced support to new BAME academics through induction

AP65 Roll out training in race awareness

⁶ Benchmarking by subject area is difficult because topics at UoC Schools do not easily match with national comparators.

UNIVERSITY LEVEL DATA

Figure 12: UoC academic and researcher staff by racialised group 2016-2018

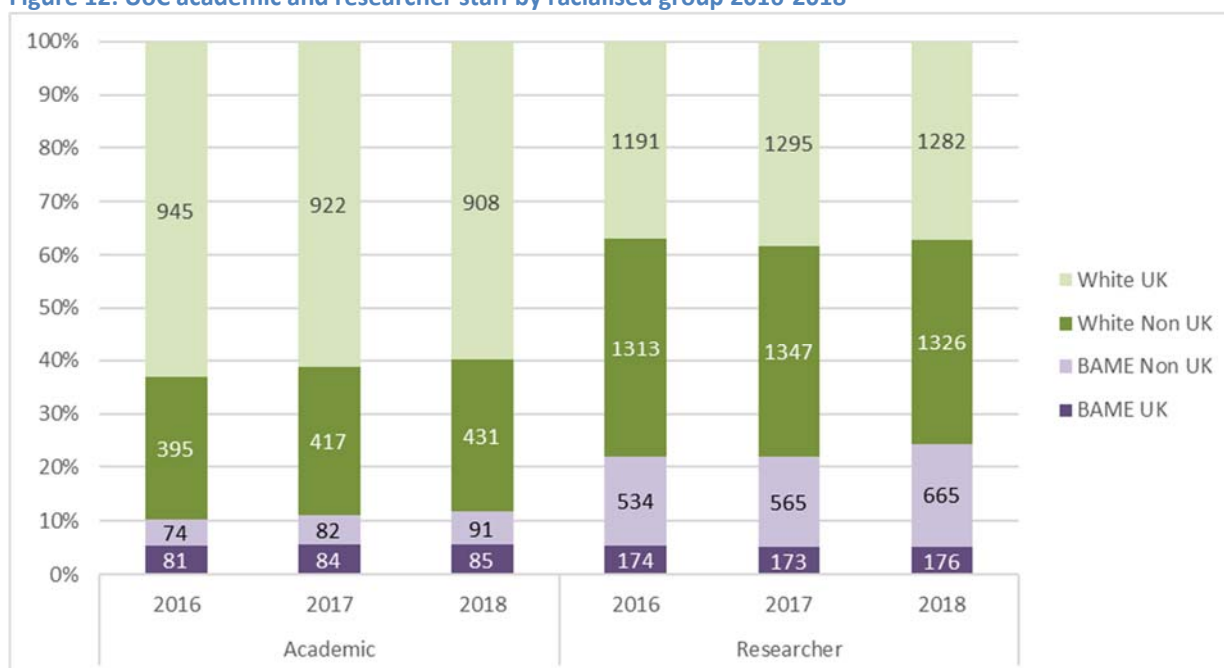


Figure 13: UoC academic and researcher staff by racialised group 2016-2018

	2016		2017		2018	
Academic	1495	31.8	1505	30.8	1515	30.5
BAME	155	10.4	166	11.0	176	11.6
UK	81	5.4	84	5.6	85	5.6
Non UK	74	4.9	82	5.4	91	6.0
White	1340	89.6	1339	89.0	1339	88.4
UK	945	63.2	922	61.3	908	59.9
Non UK	395	26.4	417	27.7	431	28.4
Researcher	3212	68.2	3380	69.2	3449	69.5
BAME	708	22.0	738	21.8	841	24.4
UK	174	5.4	173	5.1	176	5.1
Non UK	534	16.6	565	16.7	665	19.3
White	2504	78.0	2642	78.2	2608	75.6
UK	1191	37.1	1295	38.3	1282	37.2
Non UK	1313	40.9	1347	39.9	1326	38.4
BAME	863	18.3	904	18.5	1017	20.5
White	3844	81.7	3981	81.5	3947	79.5
Total	4707	100.0	4885	100.0	4964	100.0
Information refused	183	3.9	217	4.4	219	4.4
Not known	892	19.0	834	17.1	864	17.4

Figure 14: UoC academic staff by racialised group (detailed) 2016-2018

Academic staff						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	155	10.4	166	11.0	176	11.6
Asian	76	5.1	86	5.7	89	5.9
<i>Bangladeshi</i>	●	0.2	●	0.1	●	0.1
<i>Indian</i>	49	3.3	56	3.7	60	4.0
<i>Pakistani</i>	●	0.3	6	0.4	6	0.4
<i>Other Asian background</i>	20	1.3	22	1.5	21	1.4
Black	4	0.3	4	0.3	4	0.3
<i>African</i>	●	0.3	●	0.3	●	0.3
<i>Caribbean</i>	0	0.0	●	0.0	0	0.0
<i>Other Black background</i>	6	0.4	●	0.0	●	0.0
Chinese	32	2.1	30	2.0	30	2.0
Mixed	27	1.8	29	1.9	34	2.2
<i>Asian/White</i>	10	0.7	12	0.8	14	0.9
<i>Black African/White</i>	●	4.0	●	0.1	●	0.0
<i>Black Caribbean/White</i>	●	0.1	●	0.1	●	0.1
<i>Other mixed background</i>	15	1.0	15	1.0	19	1.3
Other	16	1.1	17	1.1	19	1.3
<i>Arab</i>	●	0.1	●	0.2	●	0.2
<i>Other ethnic background</i>	15	1.0	14	0.9	16	1.1
White	1341	89.6	1340	89.0	1340	88.4
Total	1496	100.0	1506	100.0	1516	100.0
Information refused	42	2.4	48	2.7	51	2.9
Not known	218	12.4	218	12.3	210	11.8

Figure 15: UoC BAME academic staff by racialised group (detailed) 2016-2018

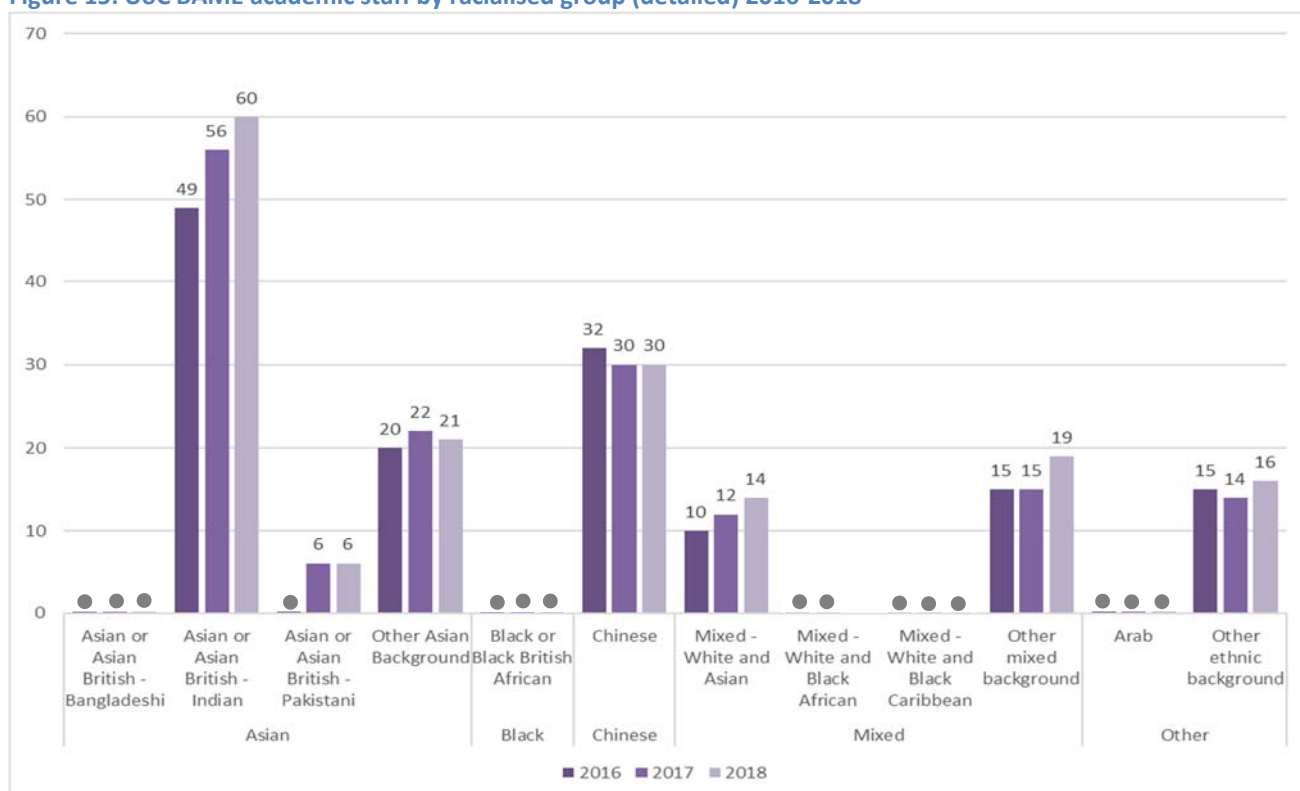


Figure 16: Academic staff by racialised group and nationality 2018

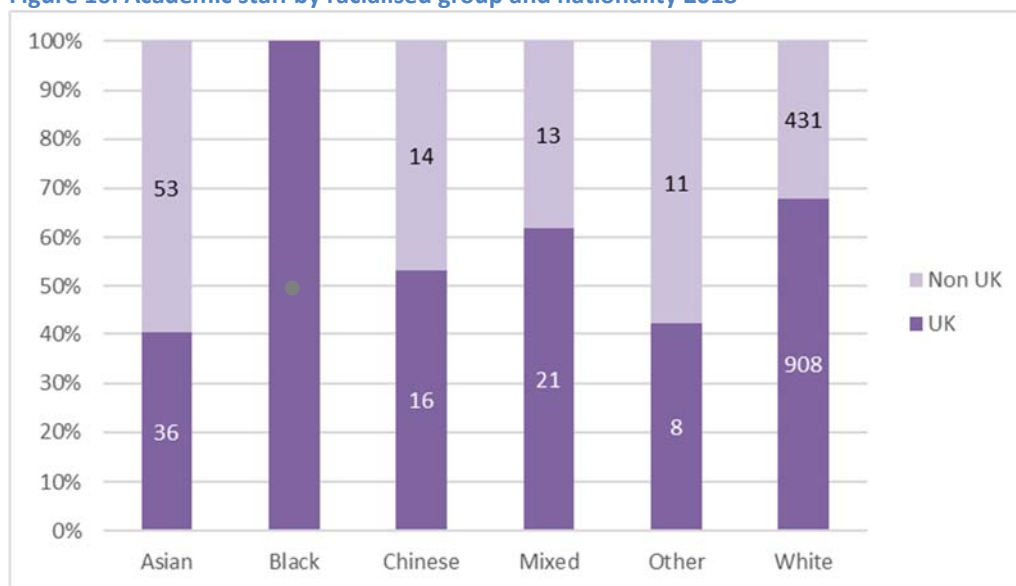


Figure 17: UK BAME academic staff by racialised group 2016-2018

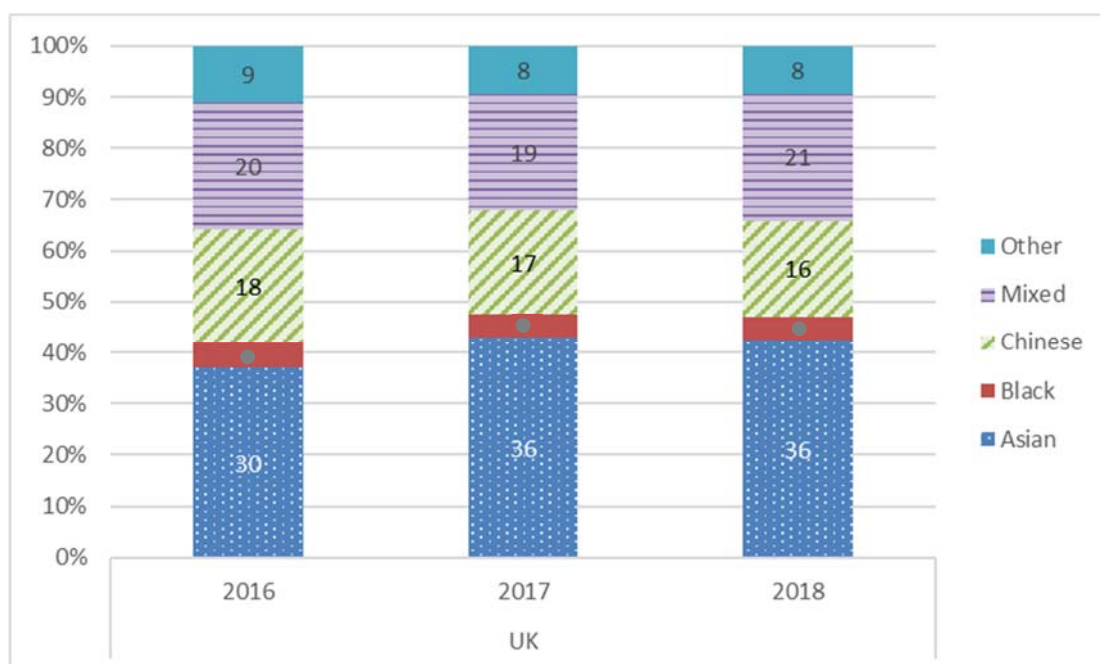


Figure 18: Non-UK BAME academic staff by racialised group 2016-2018

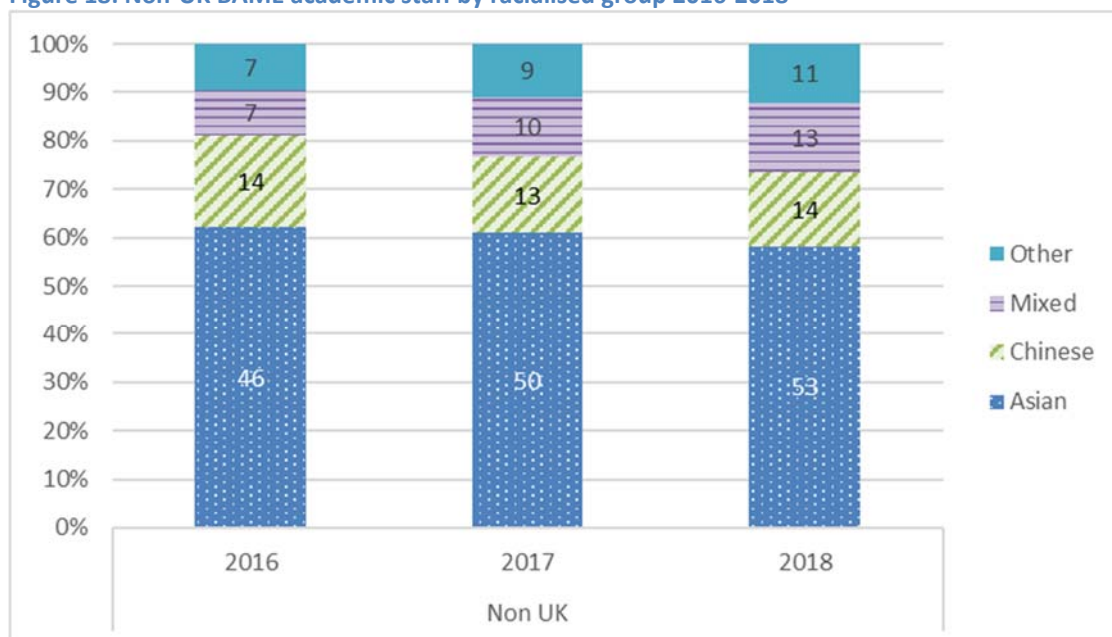


Figure 19: UoC research staff by racialised group (detailed) 2016-2018

Research						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	702	21.8	701	21.0	841	24.4
Asian	319	9.9	315	9.4	348	10.1
Bangladeshi	●	0.1	9	0.3	12	0.3
Indian	157	4.9	150	4.5	175	5.1
Pakistani	19	0.6	15	0.4	14	0.4
Other Asian background	139	4.3	141	4.2	147	4.3
Black	31	1.0	35	1.0	35	1.0
African	19	0.6	24	0.7	22	0.6
Caribbean	8	0.2	5	0.1	●	0.1
Other Black background	●	0.1	6	0.2	9	0.3
Chinese	246	7.6	265	7.9	298	8.6
Mixed	75	2.3	43	1.3	113	3.3
Asian/White	21	0.7	20	0.6	26	0.8
Black African/White	6	0.2	7	0.2	13	0.4
Black Caribbean/White	●	0.1	●	0.1	●	0.1
Other mixed background	45	1.4	49	1.5	70	2.0
Other	31	1.0	43	1.3	47	1.4
Arab	16	0.5	19	0.6	25	0.7
Other ethnic background	21	0.7	24	0.7	22	0.6
White	2525	78.2	2644	79.0	2611	75.6
Total	3227	100.0	3345	100.0	3452	100.0
Information refused	141	3.5	169	4.1	168	3.9
Not known	652	18.7	613	14.9	650	15.2

Figure 20: UoC BAME research staff by racialised group (detailed) 2016-2018

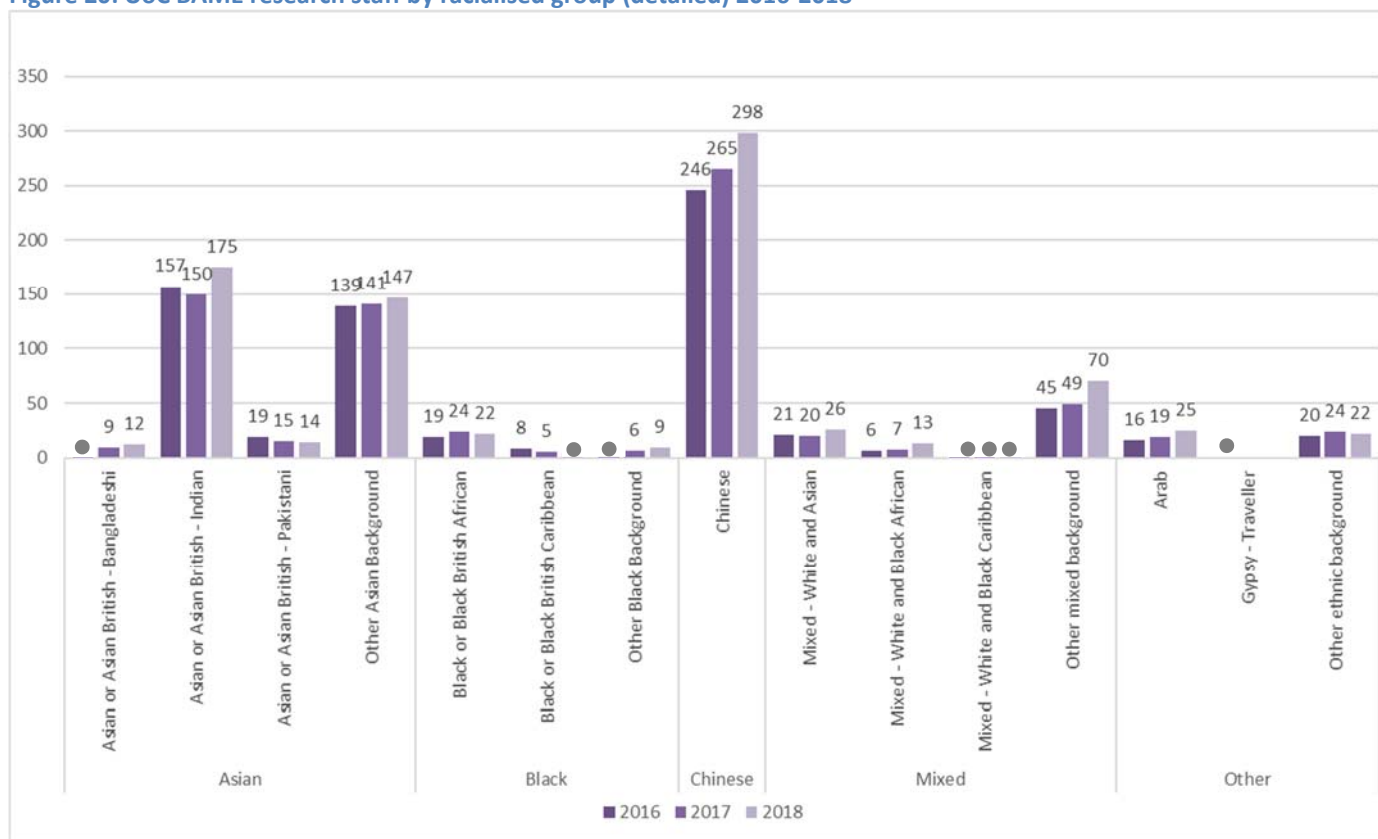


Figure 21: Research staff by racialised group and nationality 2018

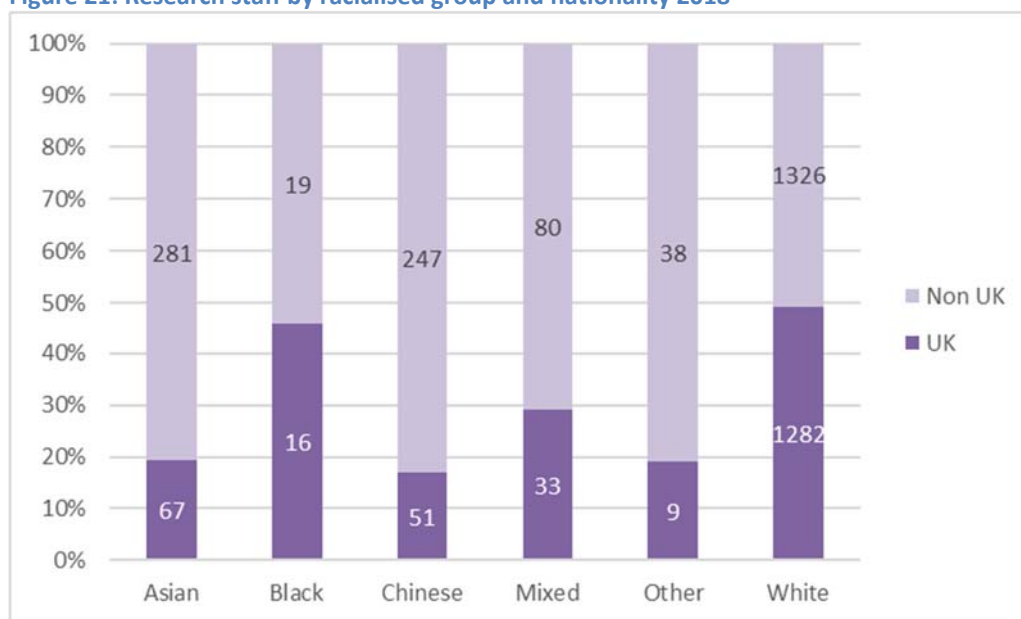


Figure 22: UK research staff by racialised group 2016-2018

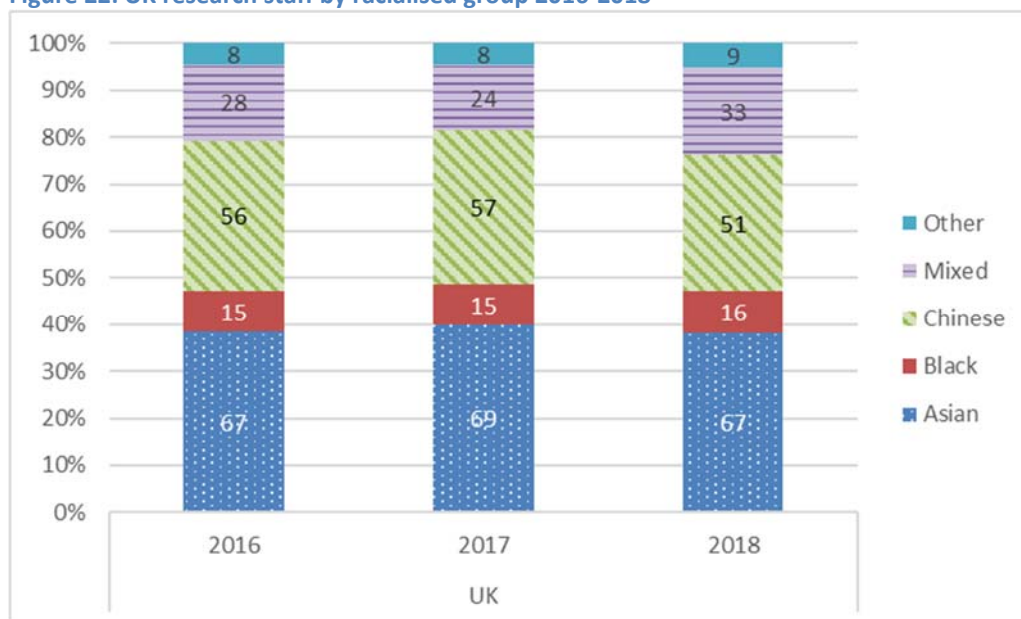
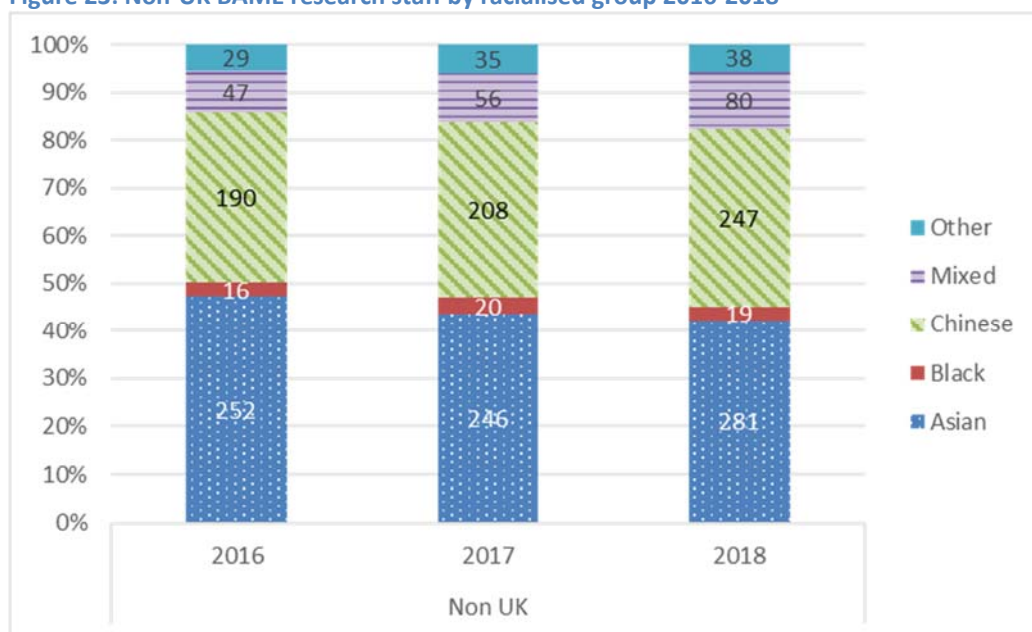


Figure 23: Non-UK BAME research staff by racialised group 2016-2018



SCHOOL LEVEL DATA

Figure 24: Academic staff by School, racialised group and nationality 2016-2018

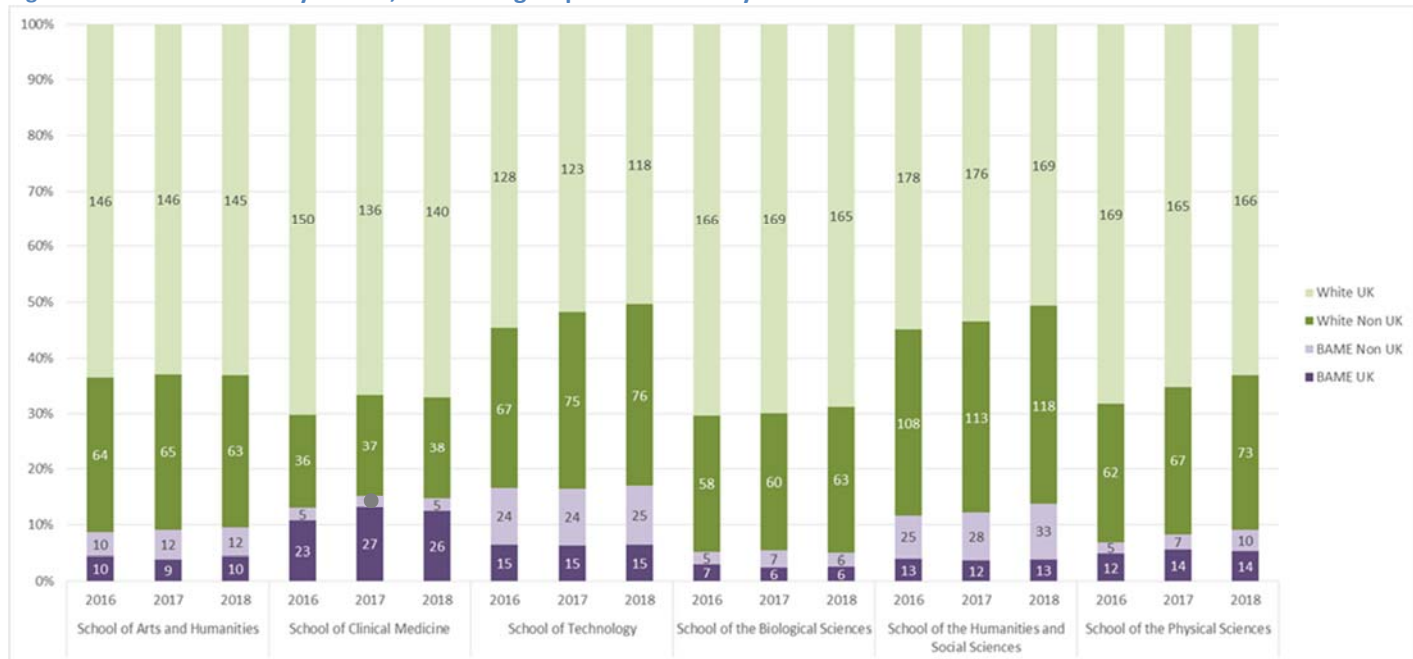


Figure 25: Academic staff by School, racialised group and nationality 2016-2018

Academic	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
School of Arts and Humanities	230	15.5	232	6.9	230	6.7
BAME	20	8.7	21	9.1	22	9.6
White	210	91.3	211	90.9	208	90.4
School of Clinical Medicine	215	6.7	205	6.1	210	6.2
BAME	28	13.0	31	15.1	31	14.8
White	187	87.0	174	84.9	179	85.2
School of Technology	234	7.3	237	7.1	234	6.9
BAME	39	16.7	39	16.5	40	17.1
White	195	83.3	198	83.5	194	82.9
School of the Biological Sciences	236	7.4	242	7.2	240	7.0
BAME	12	5.1	13	5.4	12	5.0
White	224	94.9	229	94.6	228	95.0
School of the Humanities and Social Sciences	324	10.1	329	9.8	333	9.8
BAME	38	11.7	40	12.2	46	13.8
White	286	88.3	289	87.8	287	86.2
School of Physical Sciences	248	7.7	253	7.5	263	7.7
BAME	17	6.9	21	8.3	24	9.1
White	231	93.1	232	91.7	239	90.9
BAME	154	10.4	165	11.0	175	11.6
White	1333	89.6	1333	89.0	1335	88.4
Total	1487	100.0	1498	100.0	1510	100.0

Figure 26: Research staff by School, racialised group and nationality 2016-2018

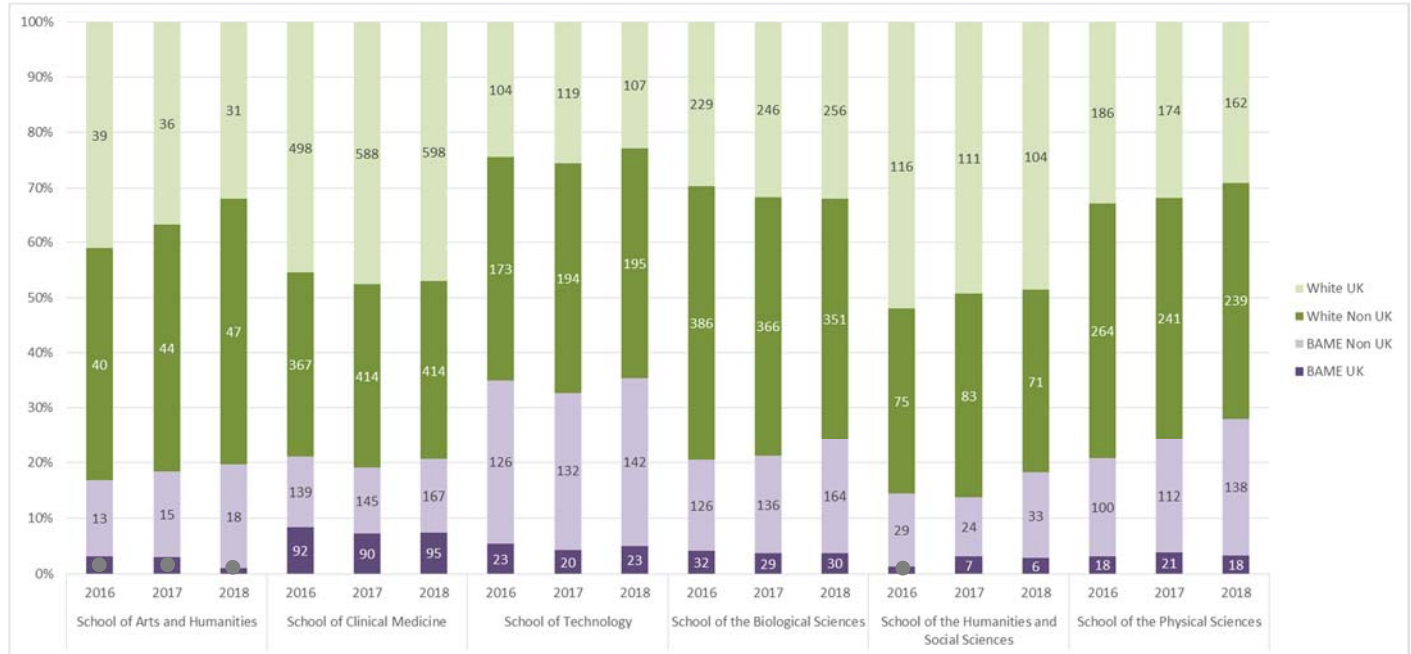


Figure 27: Research staff by School, racialised group and nationality 2016-2018

Research	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
School of Arts and Humanities	95	3.0	98	2.9	97	2.8
BAME	16	16.8	18	18.4	19	19.6
White	79	83.2	80	81.6	78	80.4
School of Clinical Medicine	1099	34.3	1239	37.0	1276	37.4
BAME	231	21.0	235	19.0	262	20.5
White	868	79.0	1004	81.0	1014	79.5
School of Technology	431	13.5	465	13.9	467	13.7
BAME	149	34.6	152	32.7	165	35.3
White	282	65.4	313	67.3	302	64.7
School of the Biological Sciences	776	24.2	777	23.2	802	23.5
BAME	158	20.4	165	21.2	194	24.2
White	618	79.6	612	78.8	608	75.8
School of the Humanities and Social Sciences	227	7.1	225	6.7	214	6.3
BAME	32	14.1	31	13.8	39	18.2
White	195	85.9	194	86.2	175	81.8
School of Physical Sciences	574	17.9	548	16.3	557	16.3
BAME	118	20.6	133	24.3	156	28.0
White	456	79.4	415	75.7	401	72.0
BAME	704	22.0	734	21.9	835	24.5
White	2498	78.0	2618	78.1	2578	75.5
Total	3202	100.0	3352	100.0	3413	100.0

Figure 28: SAH by research and academic staff, racialised group & nationality 2016 -2018

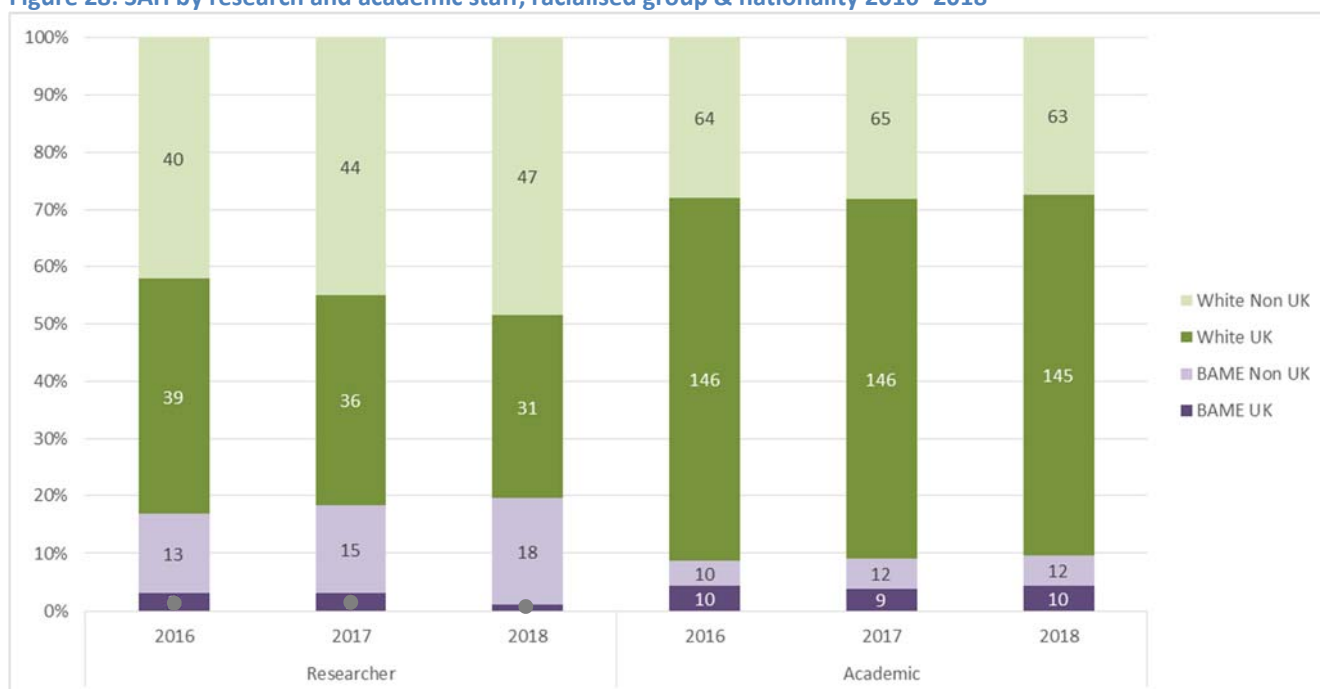


Figure 29: SAH by research and academic staff, racialised group & nationality 2016 -2018

	2016		2017		2018	
Researcher	95	29.2	98	29.7	97	29.7
BAME	16	16.8	18	18.4	19	19.6
UK	3	3.2	3	3.1	1	1.0
Non UK	13	13.7	15	15.3	18	18.6
White	79	83.2	80	81.6	78	80.4
UK	39	41.1	36	36.7	31	32.0
Non UK	40	42.1	44	44.9	47	48.5
Academic	230	70.8	232	70.3	230	70.3
BAME	20	8.7	21	9.1	22	9.6
UK	10	4.3	9	3.9	10	4.3
Non UK	10	4.3	12	5.2	12	5.2
White	210	91.3	211	90.9	208	90.4
UK	146	63.5	146	62.9	145	63.0
Non UK	64	27.8	65	28.0	63	27.4
BAME	36	11.1	39	11.8	41	12.5
White	289	88.9	291	88.2	286	87.5
Total	325	100.0	330	100.0	327	100.0
Information refused	20	6.2	24	7.3	24	7.3
Not known	58	17.8	53	16.1	55	16.8

Figure 30: SAH by research and academic staff together, racialised group (in detail) 2016 -2018

SAH						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	36	11.1	39	11.8	41	12.5
Asian	15	4.6	12	3.6	11	3.4
Bangladeshi	0	0.0	●	0.3	●	0.3
Indian	5	1.5	●	1.2	●	1.2
Pakistani	0	0.0	0	0.0	0	0.0
Other Asian background	10	3.1	7	2.1	6	1.8
Black	●	0.3	●	0.3	●	0.3
African	0	0.0	0	0.0	0	0.0
Caribbean	●	0.3	●	0.3	●	0.3
Other Black background	0	0.0	0	0.0	0	0.0
Chinese	7	2.2	10	3.0	11	3.4
Mixed	8	2.5	9	2.7	12	3.7
Asian/White	5	1.5	5	1.5	5	1.5
Black African/White	0	0.0	0	0.0	●	0.3
Black Caribbean/White	0	0.0		0.0		0.0
Other mixed background	●	0.9	●	1.2	6	1.8
Other	5	1.5	7	2.1	6	1.8
Arab	●	0.3	●	0.9	●	0.9
Other ethnic background	●	1.2	●	1.2	●	0.9
White	289	88.9	291	88.2	286	87.5
Total	325	100.0	330	100.0	327	100.0
Information refused	20	5.0	24	5.9	24	5.9
Not known	58	1.0	53	0.9	55	0.9

Figure 31: SHSS by research and academic staff, racialised group & nationality 2016 -2018

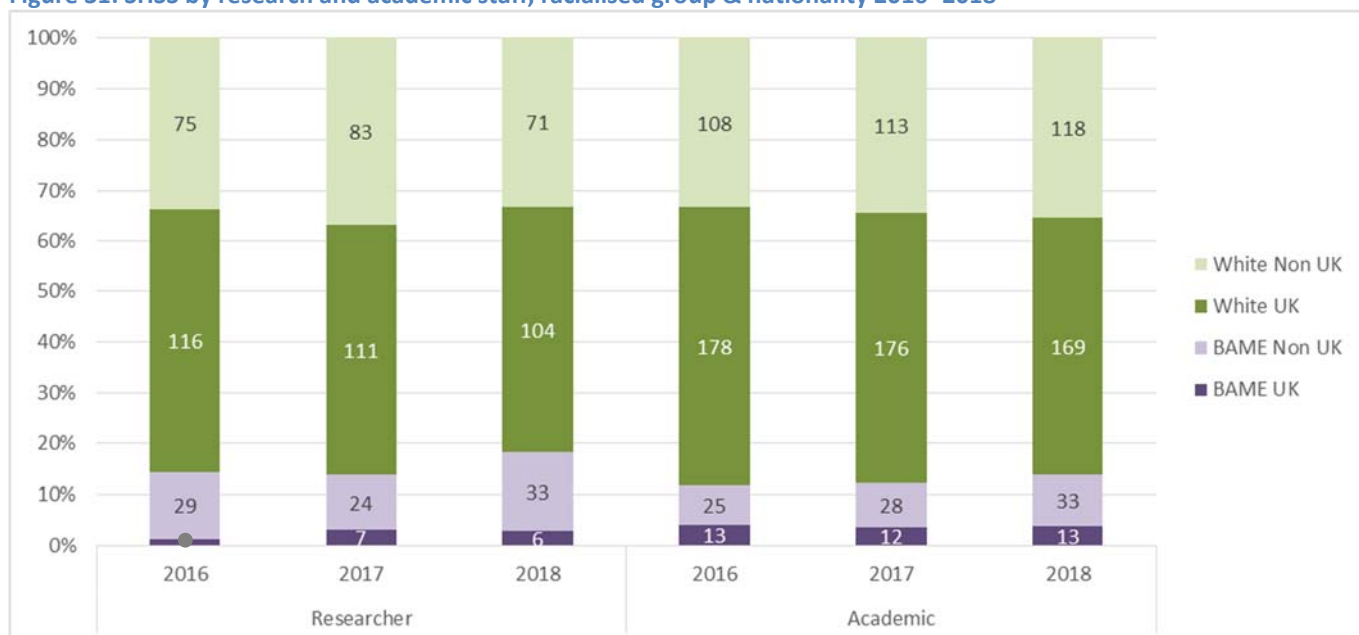


Figure 32: SHSS by research and academic staff, racialised group & nationality 2016 -2018

	2016		2017		2018	
Researcher	223	40.8	225	40.6	214	39.1
BAME	32	14.3	31	13.8	39	18.2
UK	●	1.3	7	3.1	6	2.8
Non UK	29	13.0	24	10.7	33	15.4
White	191	85.7	194	86.2	175	81.8
UK	116	52.0	111	49.3	104	48.6
Non UK	75	33.6	83	36.9	71	33.2
Academic	324	59.2	329	59.4	333	60.9
BAME	38	11.7	40	12.2	46	13.8
UK	13	4.0	12	3.6	13	3.9
Non UK	25	7.7	28	8.5	33	9.9
White	286	88.3	289	87.8	287	86.2
UK	178	54.9	176	53.5	169	50.8
Non UK	108	33.3	113	34.3	118	35.4
BAME	70	12.8	71	12.8	85	15.5
White	477	87.2	483	87.2	462	84.5
Total	547	100.0	554	100.0	547	100.0
Information refused	19	3.5	16	2.9	12	2.2
Not known	130	23.8	128	23.1	124	22.7

Figure 33: SHSS by research and academic staff together, racialised group (in detail) 2016 -2018

SHSS						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	70	12.7	71	12.8	85	15.5
Asian	29	5.3	28	5.1	31	5.7
Bangladeshi		0.0	●	0.2		0.0
Indian	16	2.9	15	2.7	18	3.3
Pakistani	●	0.4	●	0.2		0.0
Other Asian background	11	2.0	11	2.0	13	2.4
Black	●	0.7	●	0.7	●	0.9
African	●	0.5	●	0.5	●	0.5
Caribbean		0.0		0.0		0.0
Other Black background	●	0.2	●	0.2	●	0.4
Chinese	9	1.6	9	1.6	14	2.6
Mixed	18	3.3	21	3.8	25	4.6
Asian/White	●	0.5	●	0.5	●	0.9
Black African/White	●	0.2	●	0.2	●	0.2
Black Caribbean/White	●	0.2	●	0.2	●	0.4
Other mixed background	13	2.4	16	2.9	17	3.1
Other	10	1.8	9	1.6	10	1.8
Arab	●	0.5	●	0.4	●	0.2
Other ethnic background	7	1.3	7	1.3	9	1.6
White	481	87.3	483	87.2	462	84.5
Total	551	100.0	554	100.0	547	100.0
Information refused	19	2.7	16	2.3	12	1.8
Not known	126	2.2	128	2.2	124	2.1

Figure 34: ST by research and academic staff, racialised group and nationality 2016 -2018

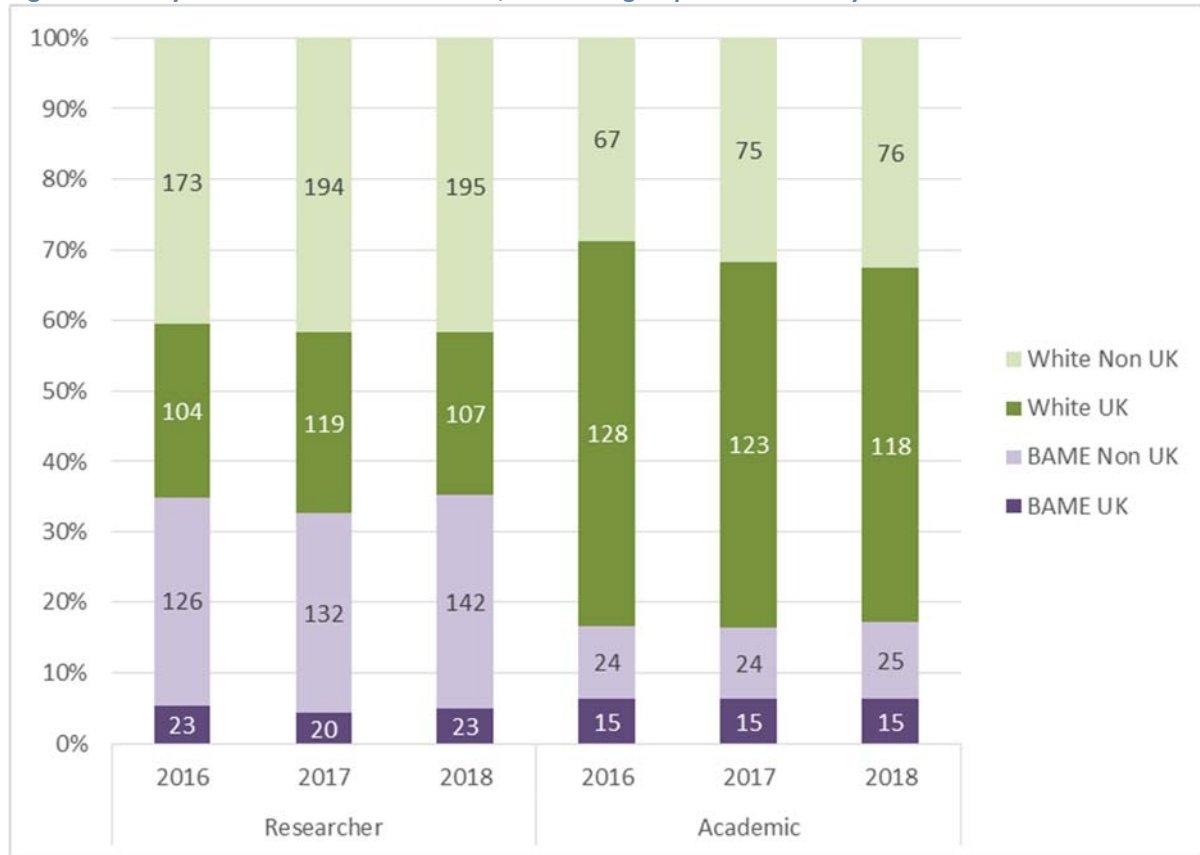


Figure 35: ST by research and academic staff, racialised group & nationality 2016 -2018

	2016		2017		2018	
Researcher	426	64.5	465	66.2	467	66.6
BAME	149	35.0	152	32.7	165	35.3
UK	23	5.4	20	4.3	23	4.9
Non UK	126	29.6	132	28.4	142	30.4
White	277	65.0	313	67.3	302	64.7
UK	104	24.4	119	25.6	107	22.9
Non UK	173	40.6	194	41.7	195	41.8
Academic	234	35.5	237	33.8	234	33.4
BAME	39	16.7	39	16.5	40	17.1
UK	15	6.4	15	6.3	15	6.4
Non UK	24	10.3	24	10.1	25	10.7
White	195	83.3	198	83.5	194	82.9
UK	128	54.7	123	51.9	118	50.4
Non UK	67	28.6	75	31.6	76	32.5
BAME	188	28.5	191	27.2	205	29.2
White	472	71.5	511	72.8	496	70.8
Total	660	100.0	702	100.0	701	100.0
Information refused	42	6.4	50	7.1	40	5.7
Not known	89	13.5	78	11.1	83	11.8

Figure 36: ST by research and academic staff together, racialised group (in detail) 2016 -2018

SOT						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	188	28.3	191	27.2	205	29.2
Asian	85	12.8	83	11.8	82	11.7
<i>Bangladeshi</i>	●	0.3	●	0.3	●	0.6
<i>Indian</i>	42	6.3	45	6.4	45	6.4
<i>Pakistani</i>	11	1.7	8	1.1	6	0.9
<i>Other Asian background</i>	30	4.5	28	4.0	27	3.9
Black	6	0.9	8	1.1	6	0.9
<i>African</i>	5	0.8	8	1.1	5	0.7
<i>Caribbean</i>	●	0.2		0.0		0.0
<i>Other Black background</i>		0.0		0.0	●	0.1
Chinese	75	11.3	80	11.4	92	13.1
Mixed	16	2.4	10	1.4	14	2.0
<i>Asian/White</i>	●	0.6	●	0.4	●	0.6
<i>Black African/White</i>	●	0.2		0.0	●	0.3
<i>Black Caribbean/White</i>	●	0.2	●	0.1		0.0
<i>Other mixed background</i>	10	1.5	6	0.9	8	1.1
Other	6	0.9	10	1.4	11	1.6
<i>Arab</i>	●	0.2	●	0.4	6	0.9
<i>Other ethnic background</i>	5	0.8	7	1.0	5	0.7
White	477	71.7	511	72.8	496	70.8
Total	665	100.0	702	100.0	701	100.0
Information refused	42	5.3	50	6.0	40	4.9
Not known	84	1.5	78	1.3	83	1.4

Figure 37: SPS by research and academic staff, racialised group & nationality 2016 -2018

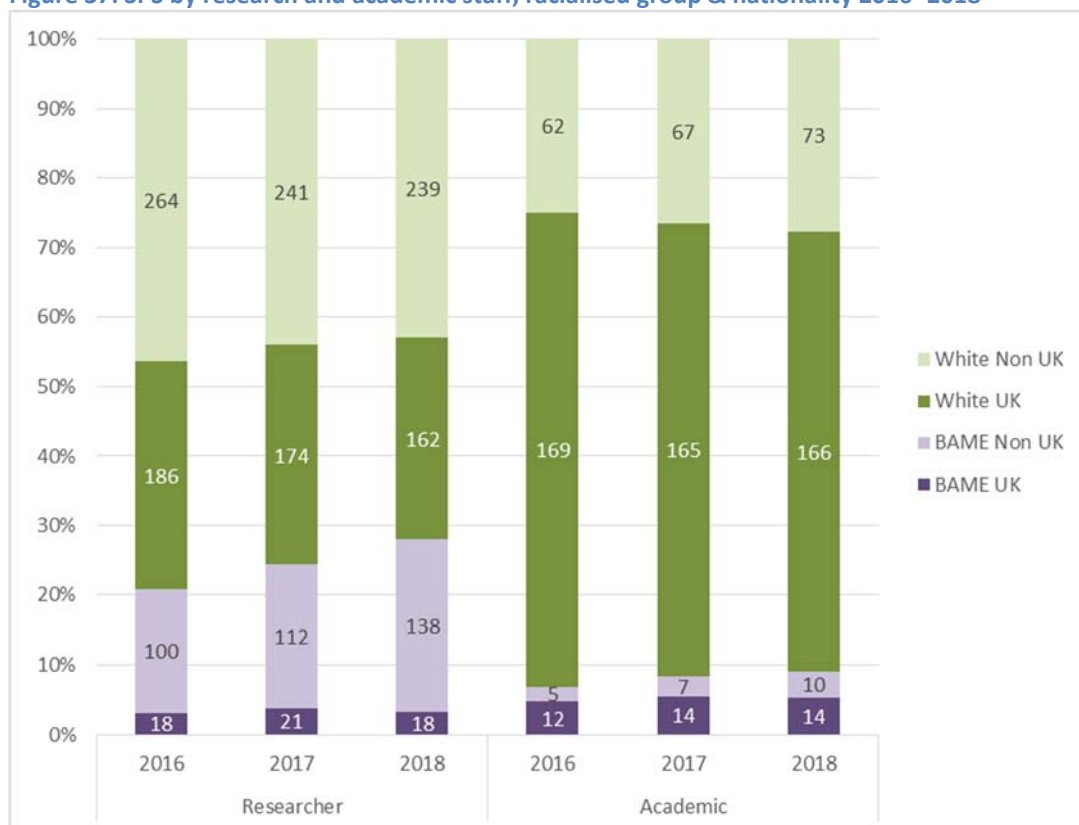


Figure 38: SPS by research and academic staff, racialised group & nationality 2016 -2018

	2016		2017		2018	
Researcher	568	69.6	548	68.4	557	67.9
BAME	118	20.8	133	24.3	156	28.0
UK	18	3.2	21	3.8	18	3.2
Non UK	100	17.6	112	20.4	138	24.8
White	450	79.2	415	75.7	401	72.0
UK	186	32.7	174	31.8	162	29.1
Non UK	264	46.5	241	44.0	239	42.9
Academic	248	30.4	253	31.6	263	32.1
BAME	17	6.9	21	8.3	24	9.1
UK	12	4.8	14	5.5	14	5.3
Non UK	5	2.0	7	2.8	10	3.8
White	231	93.1	232	91.7	239	90.9
UK	169	68.1	165	65.2	166	63.1
Non UK	62	25.0	67	26.5	73	27.8
BAME	135	16.5	154	19.2	180	22.0
White	681	83.5	647	80.8	640	78.0
Total	816	100.0	801	100.0	820	100.0
Information refused	37	4.5	36	4.5	43	5.2
Not known	191	23.4	149	18.6	136	16.6

Figure 39: SPS by research and academic staff together, racialised group (in detail) 2016 -2018

	SPS					
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	135	16.4	154	19.2	180	22.0
Asian	67	8.2	71	8.9	78	9.5
Bangladeshi		0.0		0.0		0.0
Indian	37	4.5	35	4.4	46	5.6
Pakistani	●	0.2	●	0.1	●	0.1
Other Asian background	28	3.4	35	4.4	31	3.8
Black	●	0.2	●	0.4	●	0.5
African	●	0.1	●	0.2	●	0.2
Caribbean	●	0.1		0.0		0.0
Other Black background		0.0	●	0.1	●	0.2
Chinese	41	5.0	47	5.9	59	7.2
Mixed	15	1.8	23	2.9	29	3.5
Asian/White	6	0.7	9	1.1	10	1.2
Black African/White	●	0.1	●	0.2	●	0.2
Black Caribbean/White		0.0	●	0.1	●	0.1
Other mixed background	8	1.0	11	1.4	16	2.0
Other	10	1.2	10	1.2	10	1.2
Arab	●	0.4	●	0.2	●	0.2
Other ethnic background	7	0.9	8	1.0	8	1.0
White	687	83.6	647	80.8	640	78.0
Total	822	100.0	801	100.0	820	100.0
Information refused	37	3.5	36	3.7	43	4.3
Not known	185	3.2	149	2.5	136	2.2

Figure 40: SBS by research and academic staff, racialised group & nationality 2016 -2018

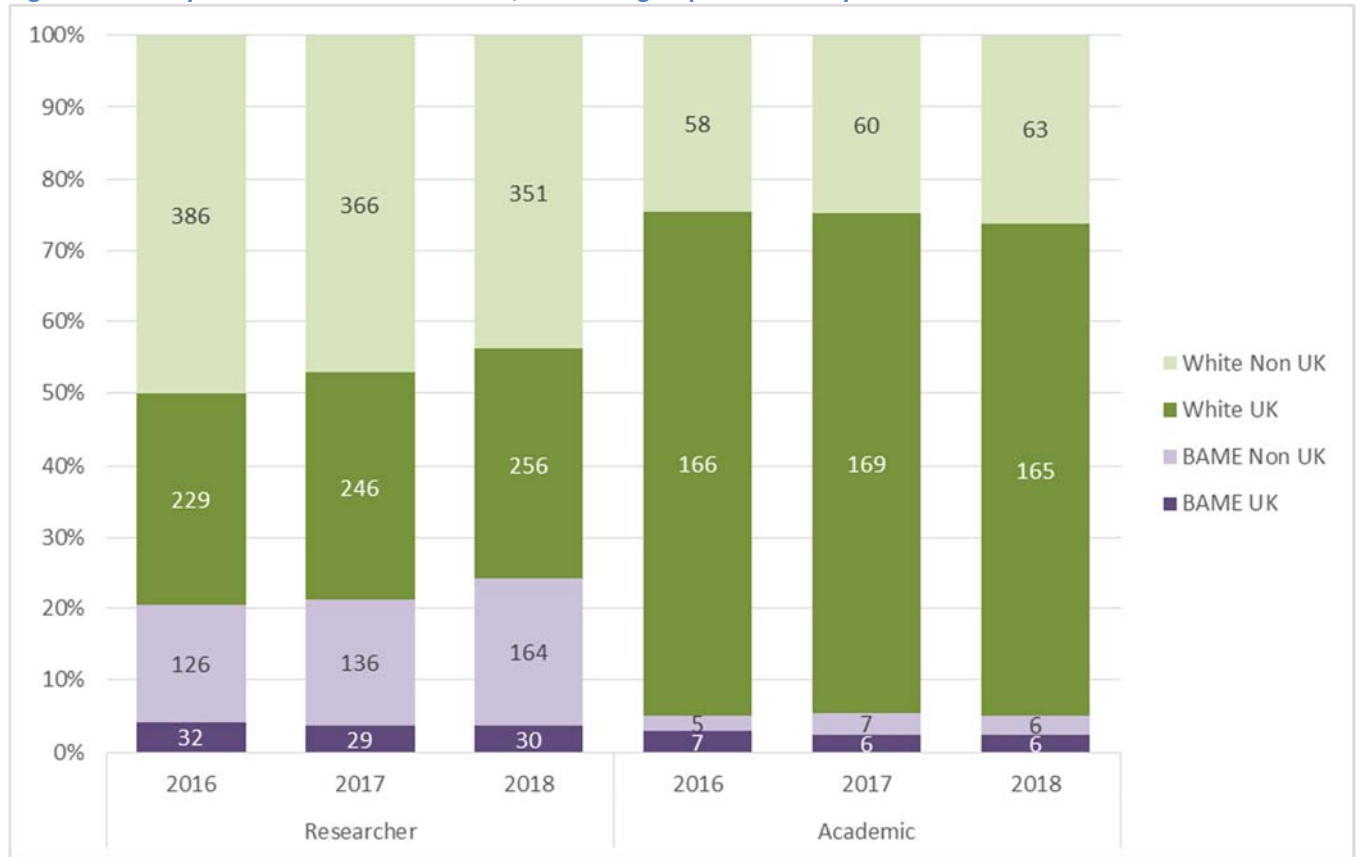


Figure 41: SBS by research and academic staff, racialised group & nationality 2016 -2018

	2016		2017		2018	
Researcher	773	76.6	777	76.3	801	76.9
BAME	158	20.4	165	21.2	194	24.2
UK	32	4.1	29	3.7	30	3.7
Non UK	126	16.3	136	17.5	164	20.5
White	615	79.6	612	78.8	607	75.8
UK	229	29.6	246	31.7	256	32.0
Non UK	386	49.9	366	47.1	351	43.8
Academic	236	23.4	242	23.7	240	23.1
BAME	12	5.1	13	5.4	12	5.0
UK	7	3.0	6	2.5	6	2.5
Non UK	5	2.1	7	2.9	6	2.5
White	224	94.9	229	94.6	228	95.0
UK	166	70.3	169	69.8	165	68.8
Non UK	58	24.6	60	24.8	63	26.3
BAME	170	16.8	178	17.5	206	19.8
White	839	83.2	841	82.5	835	80.2
Total	1009	100.0	1019	100.0	1041	100.0
Information refused	32	3.2	38	3.7	36	3.5
Not known	134	13.3	134	13.2	165	15.9

Figure 42: SBS by research and academic staff together, racialised group (in detail) 2016 -2018

SBS						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	170	16.8	178	17.5	206	19.8
Asian	78	7.7	74	7.3	91	8.7
<i>Bangladeshi</i>	●	0.1	●	0.2	●	0.4
<i>Indian</i>	36	3.6	32	3.1	41	3.9
<i>Pakistani</i>	●	0.1	●	0.1	●	0.1
<i>Other Asian background</i>	40	4.0	39	3.8	45	4.3
Black	6	0.6	9	0.9	9	0.9
<i>African</i>	5	0.5	7	0.7	5	0.5
<i>Caribbean</i>	●	0.1	●	0.1	●	0.2
<i>Other Black background</i>	●	0.0	●	0.1	●	0.2
Chinese	61	6.0	65	6.4	66	6.3
Mixed	16	1.6	19	1.9	23	2.2
<i>Asian/White</i>	●	0.4	5	0.5	●	0.4
<i>Black African/White</i>	●	0.2	●	0.2	●	0.3
<i>Black Caribbean/White</i>	●	0.0	●	0.0	●	0.0
<i>Other mixed background</i>	10	1.0	12	1.2	16	1.5
Other	9	0.9	11	1.1	17	1.6
<i>Arab</i>	5	0.5	7	0.7	12	1.2
<i>Other ethnic background</i>	●	0.4	●	0.4	5	0.5
White	842	83.2	841	82.5	836	80.2
Total	1012	100.0	1019	100.0	1042	100.0
Information refused	32	2.7	38	3.2	36	2.9
Not known	131	2.3	134	2.3	164	2.7

Figure 43: SCM by research and academic staff, racialised group & nationality 2016 -2018

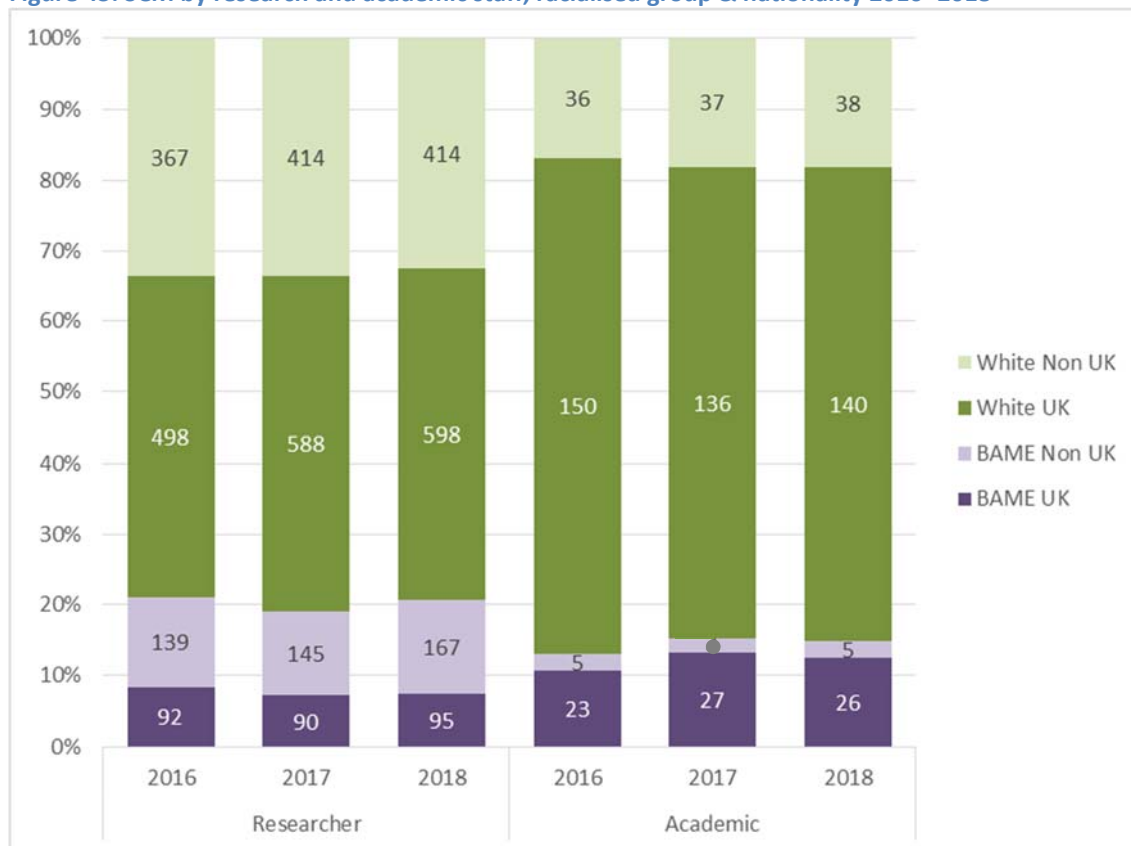


Figure 44: SCM by research and academic staff, racialised group & nationality 2016 -2018

	2016		2017		2018	
Researcher	1096	83.7	1237	85.8	1274	85.9
BAME	231	21.1	235	19.0	262	20.6
UK	92	8.4	90	7.3	95	7.5
Non UK	139	12.7	145	11.7	167	13.1
White	865	78.9	1002	81.0	1012	79.4
UK	498	45.4	588	47.5	598	46.9
Non UK	367	33.5	414	33.5	414	32.5
Academic	214	16.3	204	14.2	209	14.1
BAME	28	13.1	31	15.2	31	14.8
UK	23	10.7	27	13.2	26	12.4
Non UK	5	2.3	●	2.0	5	2.4
White	186	86.9	173	84.8	178	85.2
UK	150	70.1	136	66.7	140	67.0
Non UK	36	16.8	37	18.1	38	18.2
BAME	259	19.8	266	18.5	293	19.8
White	1051	80.2	1175	81.5	1190	80.2
Total	1310	100.0	1441	100.0	1483	100.0
Information refused	31	2.4	52	3.6	64	4.3
Not known	286	21.8	287	19.9	295	19.9

Figure 45: SCM by research and academic staff together, racialised group (in detail) 2016 -2018

SCM						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	259	19.7	266	18.4	293	19.7
Asian	120	9.1	132	9.1	142	9.6
Bangladeshi	●	0.3	5	0.3	●	0.3
Indian	69	5.3	74	5.1	80	5.4
Pakistani	7	0.5	10	0.7	12	0.8
Other Asian background	40	3.0	43	3.0	46	3.1
Black	15	1.1	13	0.9	13	0.9
African	8	0.6	7	0.5	10	0.7
Caribbean	●	0.3	●	0.2	●	0.1
Other Black background	●	0.2	●	0.2	●	0.1
Chinese	84	6.4	83	5.7	85	5.7
Mixed	27	2.1	25	1.7	42	2.8
Asian/White	9	0.7	7	0.5	12	0.8
Black African/White	●	0.2	●	0.2	●	0.3
Black Caribbean/White	●	0.2	●	0.1	●	0.1
Other mixed background	14	1.1	13	0.9	24	1.6
Other	13	1.0	13	0.9	11	0.7
Arab	●	0.3	5	0.3	●	0.2
Other ethnic background	9	0.7	8	0.6	8	0.5
White	1055	80.3	1178	81.6	1193	80.3
Total	1314	100.0	1444	100.0	1486	100.0
Information refused	31	1.9	52	2.9	64	3.5
Not known	282	4.9	284	4.8	292	4.8

ACADEMIC GRADE: UNIVERSITY AND SCHOOL LEVEL

Figure 46: Outline of UoC grades and job type associated with them

2018	Staff Numbers	BAME			White			Not Known (Inc Information Refused)			% BAME	Contract Types	Typical Grades	UCEA Codes
		UK	Non UK	Not Known	UK	Non UK	Not Known	UK	Non UK	Not Known				
Academic Staff	1,777	85	91	-	908	431		30	20	7	9.9	Teaching and Research Contracts. A small number on Teaching-only Contracts.	-	5A,I,J
Professor	682	28	18	-	382	137		15	5		6.7		12	
Reader	289	13	17	-	144	78	-			-	10.4		11	
Senior Lecturer	246	12	7	-	137	61	-	5		-	7.7		10	
Lecturer	472	22	46	-	196	151	-		10		14.4		9	
Other Academic	88	10		-	49		-				14.8		9 to 12 depending on	
Research Staff	4270	176	665	-	1282	1326	-	53	115	9	19.7	Research-only contracts.	-	I,J,K,M
Director of Research	54			-	25	11	-			-	3.7		12	
Principal Research Associate	65	6		-	36	11	-			-	13.8		11	
Research Fellow/ Senior Research Associate	640	32	26	-	195	137	-	12	13		9.1		9	
Research Associate	2248	85	517	-	536	803	-	26	75	-	26.8		7	
Research Assistant	692	36	72	-	288	196	-	13	15	-	15.6		5	
Other Research role	571	16	46	-	202	168	-		8	6	10.9			
PSS	6387	288	164		4343	849		487	121	26	7.1	-	-	-
Academic-Related Staff	2417	122	66		1668	346		162	42		7.8	-	6 and above	I-K
Assistant Staff	3970	166	98		2675	503		325	79	24	6.7	-	1 to 7	K,L,N,O,P
Total	12,434										11.8	Total BAME %		

KEY ISSUES

- In 2018, the main pipeline drop off point for BAME international staff is from Researcher (19.3%) to Lecturer (11.1%) (**Figures 47-49**). The drop from Lecturer to Senior Lecturer (SL) (3.2%) can be explained by the fact that many Lecturers, particularly in STEMM where many of our BAME international staff are employed, move from Lecturer to Reader.
- Three workshops on the needs of staff caring for elderly dependents highlighted the challenges that BAME international staff may face as “international carers”, which could affect their career progression at UoC. We will ensure that provision for carers addresses these unique challenges (**AP43**).
- UoC employs very few UK BAME researchers (5%) and this proportion of BAME UK academics stay constant at c.5% across all grades from Lecturer to Professor. Although the numbers of BAME UK researchers, readers and professors increased since 2016, we are lagging behind national benchmark of 6.7% for BAME UK academics (**PN2**).
- Staff consultation showed shortcomings of the Senior Academic Promotion (SAP) process; limited transparency and progression paths for teaching-focused roles, perceived unfairness, and administrative burden placed on both applicants and administrators.

*There are not enough academics with ethnic backgrounds. Not because there is a lack of capable persons, but because certain backgrounds and characteristics (tall white male) are more likely to be promoted. The same is true for students. (**Academic staff, BAME, REC survey**)*

In response, a new **Academic Career Pathway** (ACP) scheme will deliver a promotions process that is fair, inclusive, and transparent through:

- ❖ **Clear evaluative criteria** accompanied by example ‘indicators of excellence’
- ❖ Better **recognition of inclusive leadership**, collegiality and service
- ❖ Clearly set out **probationary arrangements for Lecturers** and **career progression up to Senior Lecturer** (Lecturers who pass probation will automatically progress to SL)
- ❖ Appropriate budget and online application portal to reduce administrative load

Through the ACP, we will:

- ❖ Ensure Hols pro-actively encourage BAME staff to apply for promotion (**AP25**).
- ❖ Undertake an Equality Impact Assessment (EIA) of the ACP and monitor its long-term impact on BAME promotions (**AP26**).
- ❖ Review the **Research Career Path** (RCP) to ensure transparency and fairness in research career progression (**AP30**) and will align this with the ACP.
- ❖ Undertake a review of **career pathways for teaching-focused staff**.

We will improve the quality of appraisals (**AP23**) and increase the numbers of BAME staff attending leadership courses (**AP24**).

- UoC BAME professors increased to 8.1% in 2018 (**Figure 48**) through an increase in BAME international (4) and BAME UK (2) staff, but this is still lower than the national benchmark of 9.6%. Numbers of professors are particularly low for some groups: there is only one Black professor at the University (**Figure 49**).

Limited BAME academic role models negatively affect students and staff:

*There are very few visible non-White British academics in the University to provide convincing role models to students who would want to stay in the academic sector. (**REC survey, Professional staff, BAME**)*

We want to increase numbers of BAME and in particular Black professors through:

- Diverse recruitment at professorial level and we are currently undertaking a review of the **professorial recruitment process (AP29)**.
- **Training in race awareness** targeting those involved in recruitment, promotions and line-managing others (**AP65**).
- New **Inclusive Leadership** training (featuring a strong theme of race and racism) run by Pearn Kandola (**AP39**).
- Increasing the visibility of **BAME staff role models (AP40)**.
- All Schools see a decline in numbers from Researcher to Professor levels (**Figures 50-61**) but they differ in attrition points:
 - some Schools see a decrease from Lecturer to Reader stage, while other Schools keep high numbers of Readers, but there is a sharp decline from Reader to Professor: the ratio of BAME Lecturers/Readers/Professors in **ST** is 27%/24%/12% while in **SBS**: 7.3%/0%/3% (**Figures 52- 55, 58- 59**).

Through actions in **PN1** Institutions will be asked to commit to three pledges and develop local actions (**AP1**).

KEY ACTIONS INCLUDE

PN1 Embed responsibility for race equality across the University

PN2 Improve the University's procedures and engage with local communities to increase the numbers of BAME staff, particularly on higher grades and from the local community

AP1 Raise awareness and understanding of race and racism at UoC

AP23 Improve support for BAME staff in their career progression by increasing quality and uptake of appraisals

AP24 Increase the numbers of HoI who nominate and encourage BAME staff to attend leadership courses in preparation for senior management.

AP25 Ensure that Heads of Institutions pro-actively encourage and support BAME staff to apply for promotion through the new ACP

AP26 Undertake EIA of the new ACP and monitor ACP impact on BAME staff promotion numbers over time

AP29 Review professorial appointment process

AP30 Ensure transparency and fairness in career progression within the research career path

AP39 Roll out the Inclusive Leadership Training Programme

AP40 Increase the visibility of BAME staff role models

AP43 Ensure UoC supports BAME international staff who are providing care to their families overseas

AP65 Roll out training in race awareness

Figure 47: UoC academic staff by academic grade, year and racialised group

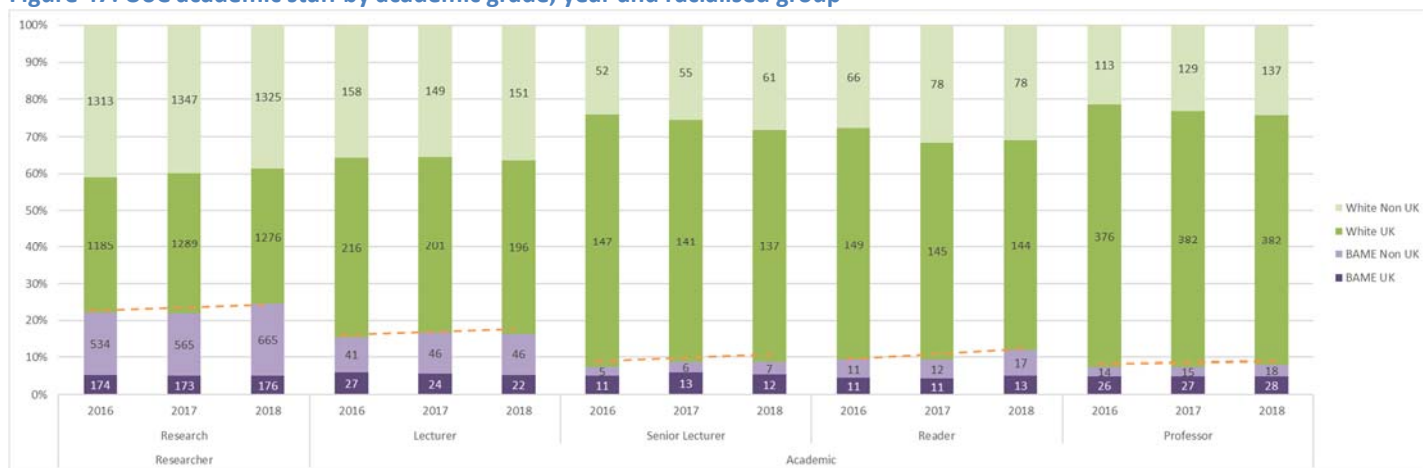


Figure 48: UoC academic staff by academic grade, year and racialised group

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Research	3206	69.3	3374	70.2	3442	70.4
BAME	708	22.1	738	21.9	841	24.4
UK	174	5.4	173	5.1	176	5.1
Non UK	534	16.7	565	16.7	665	19.3
White	2498	77.9	2636	78.1	2601	75.6
UK	1185	37.0	1289	38.2	1276	37.1
Non UK	1313	41.0	1347	39.9	1325	38.5
Lecturer	442	9.5	420	8.7	415	8.5
BAME	68	15.4	70	16.7	68	16.4
UK	27	6.1	24	5.7	22	5.3
Non UK	41	9.3	46	11.0	46	11.1
White	374	84.6	350	83.3	347	83.6
UK	216	48.9	201	47.9	196	47.2
Non UK	158	35.7	149	35.5	151	36.4
Snr Lecturer	215	4.6	215	4.5	217	4.4
BAME	16	7.4	19	8.8	19	8.8
UK	11	5.1	13	6.0	12	5.5
Non UK	5	2.3	6	2.8	7	3.2
White	199	92.6	196	91.2	198	91.2
UK	147	68.4	141	65.6	137	63.1
Non UK	52	24.2	55	25.6	61	28.1
Reader	237	5.1	246	5.1	252	5.2
BAME	22	9.3	23	9.3	30	11.9
UK	11	4.6	11	4.5	13	5.2
Non UK	11	4.6	12	4.9	17	6.7
White	215	90.7	223	90.7	222	88.1
UK	149	62.9	145	58.9	144	57.1
Non UK	66	27.8	78	31.7	78	31.0
Professor	529	11.4	553	11.5	565	11.6
BAME	40	7.6	42	7.6	46	8.1
UK	26	4.9	27	4.9	28	5.0
Non UK	14	2.6	15	2.7	18	3.2
White	489	92.4	511	92.4	519	91.9
UK	376	71.1	382	69.1	382	67.6
Non UK	113	21.4	129	23.3	137	24.2
BAME	854	18.4	892	18.6	1004	20.5
White	3775	81.6	3916	81.4	3887	79.5
Total	4629	100.0	4808	100.0	4891	100.0
Information refused	181	3.9	215	4.5	216	4.4
Not known	869	0.0	810	16.8	841	17.2

Figure 49: UoC academic staff by grade, racialised group, 2018

Academic Grade	UK															Non UK															BAME			White			Total	
	Asian			Black			Chinese			Mixed			Other			Asian			Black			Chinese			Mixed			Other			No.			No.			No.	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
Professor	12	11.7	2.1	●	5.0	0.2	●	3.0	0.4	8	14.8	1.4	5	29.4	0.9	13	3.9	2.3	●	0.0	0.0	●	0.0	0.0	●	0.0	0.0	5	10.2	0.9	46	4.5	8.1	519	13.1	91.9	565	11.4
Reader	8	7.8	3.2	●	0.0	0.0	●	4.5	1.2	●	1.9	0.4	●	5.9	0.4	13	3.9	5.2	●	0.0	0.0	●	0.4	0.4	●	1.1	0.4	●	4.1	0.8	30	2.9	11.9	222	5.6	88.1	252	5.1
Senior Lecturer	●	1.0	0.5	●	10.0	0.9	●	6.0	1.8	●	7.4	1.8	●	5.9	0.5	●	0.9	1.4	●	0.0	0.0	●	1.1	1.4	●	0.0	0.0	●	2.0	0.5	19	1.9	8.8	198	5.0	91.2	217	4.4
Lecturer	10	9.7	2.4	●	5.0	0.2	●	6.0	1.0	6	11.1	1.4	●	5.9	0.2	22	6.6	5.3	●	0.0	0.0	10	3.8	2.4	11	11.8	2.7	●	6.1	0.7	68	6.7	16.4	347	8.8	83.6	415	8.4
Research	67	65.0	1.9	16	80.0	0.5	51	76.1	1.5	33	61.1	1.0	9	52.9	0.3	281	84.1	8.2	19	100.0	0.6	247	94.6	7.2	80	86.0	2.3	38	77.6	1.1	841	82.7	24.4	2,604	65.9	75.6	3,445	69.3
Other Academic	5	4.9	6.8	●	0.0	0.0	●	4.5	4.1	—	3.7	2.7	●	0.0	0.0	●	0.6	2.7	●	0.0	0.0	●	0.0	0.0	●	1.1	1.4	●	0.0	0.0	13	1.3	17.6	61	1.5	82.4	74	1.5
Total	103	100	2.1	20	100	0.4	67	100	1.3	54	100	1.1	17	100	0.3	334	100	6.7	19	100	0.4	261	100	5.3	93	100	1.9	49	100	1.0	1,017	100	20.5	3,951	100	79.5	4,968	100

Figure 50: SAH academic staff by academic grade, year and racialised group

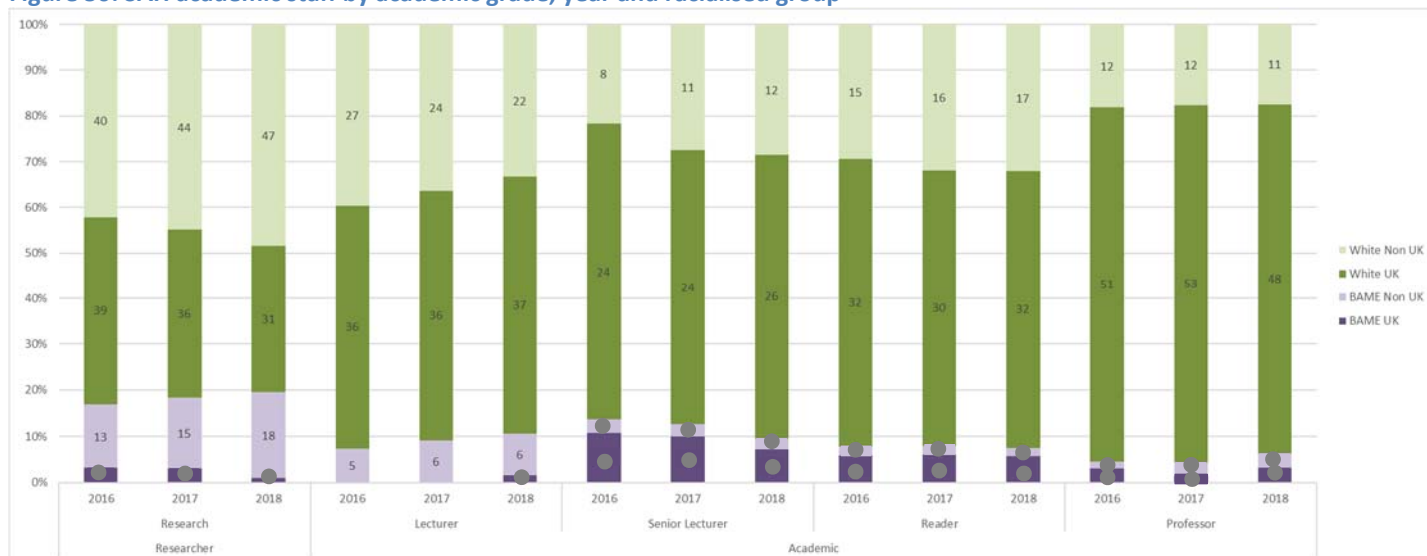


Figure 51: SAH academic staff by academic grade, year and racialised group

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Research	95	30.0	98	30.4	97	30.2
BAME	16	16.8	18	18.4	19	19.6
UK	●	3.2	●	3.1	●	1.0
Non UK	13	13.7	15	15.3	18	18.6
White	79	83.2	80	81.6	78	80.4
UK	39	41.1	36	36.7	31	32.0
Non UK	40	42.1	44	44.9	47	48.5
Lecturer	68	21.5	66	20.5	66	20.6
BAME	5	7.4	6	9.1	7	10.6
UK	●	0.0	●	0.0	●	1.5
Non UK	5	7.4	6	9.1	6	9.1
White	63	92.6	60	90.9	59	89.4
UK	36	52.9	36	54.5	37	56.1
Non UK	27	39.7	24	36.4	22	33.3
Snr Lecturer	37	11.7	40	12.4	42	13.1
BAME	5	13.5	5	12.5	●	9.5
UK	●	10.8	●	10.0	●	7.1
Non UK	●	2.7	●	2.5	●	2.4
White	32	86.5	35	87.5	38	90.5
UK	24	64.9	24	60.0	26	61.9
Non UK	8	21.6	11	27.5	12	28.6
Reader	51	16.1	50	15.5	53	16.5
BAME	●	7.8	●	8.0	●	7.5
UK	●	5.9	●	6.0	●	5.7
Non UK	●	2.0	●	2.0	●	1.9
White	47	92.2	46	92.0	49	92.5
UK	32	62.7	30	60.0	32	60.4
Non UK	15	29.4	16	32.0	17	32.1
Professor	66	20.8	68	21.1	63	19.6
BAME	●	4.5	●	4.4	●	6.3
UK	●	3.0	●	1.5	●	3.2
Non UK	●	1.5	●	2.9	●	3.2
White	63	95.5	65	95.6	59	93.7
UK	51	77.3	53	77.9	48	76.2
Non UK	12	18.2	12	17.6	11	17.5
BAME	33	10.4	36	11.2	38	11.8
White	284	89.6	286	88.8	283	88.2
Total	317	100.0	322	100.0	321	100.0
Information refused	20	6.3	24	7.5	24	7.5
Not known	55	17.4	50	15.5	53	16.5

Figure 52: SHSS academic staff by academic grade, year and racialised group

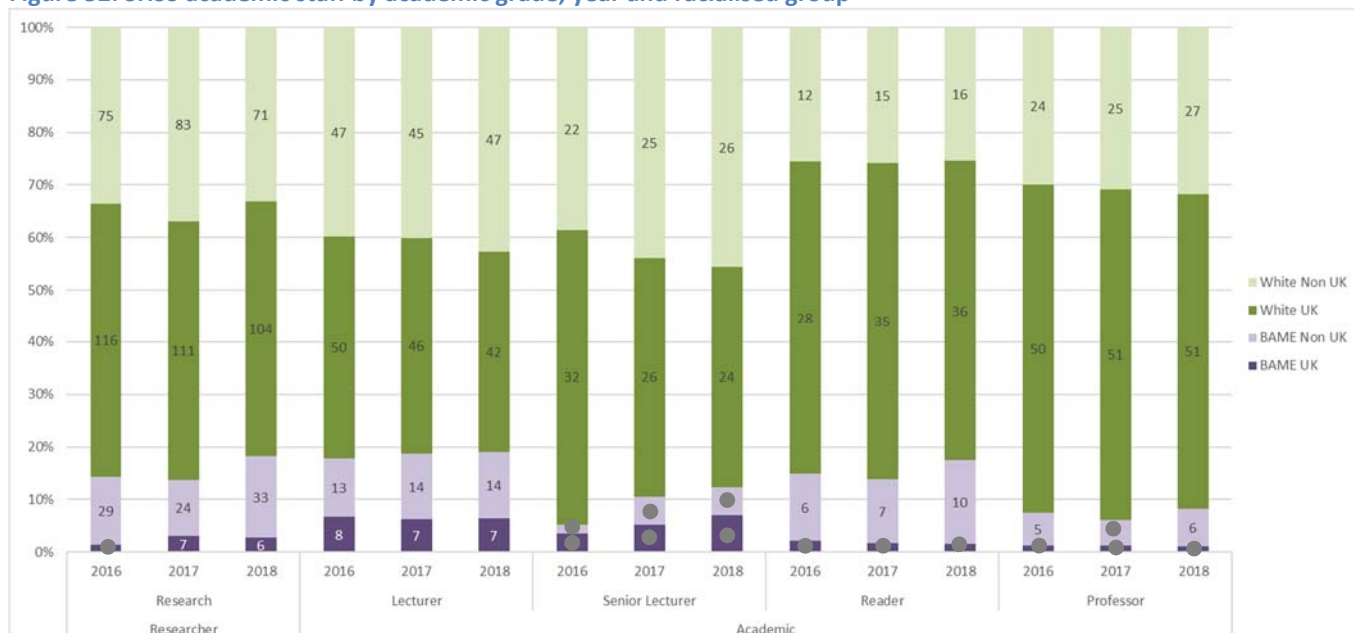


Figure 53: SHSS academic staff by academic grade, year and racialised group

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Research	223	42.5	225	42.2	214	40.5
BAME	32	14.3	31	13.8	39	18.2
UK	1	1.3	7	3.1	6	2.8
Non UK	29	13.0	24	10.7	33	15.4
White	191	85.7	194	86.2	175	81.8
UK	116	52.0	111	49.3	104	48.6
Non UK	75	33.6	83	36.9	71	33.2
Lecturer	118	22.5	112	21.0	110	20.8
BAME	21	17.8	21	18.8	21	19.1
UK	8	6.8	7	6.3	7	6.4
Non UK	13	11.0	14	12.5	14	12.7
White	97	82.2	91	81.3	89	80.9
UK	50	42.4	46	41.1	42	38.2
Non UK	47	39.8	45	40.2	47	42.7
Snr Lecturer	57	10.9	57	10.7	57	10.8
BAME	6	5.3	6	10.5	7	12.3
UK	1	3.5	1	5.3	1	7.0
Non UK	1	1.8	1	5.3	1	5.3
White	54	94.7	51	89.5	50	87.7
UK	32	56.1	26	45.6	24	42.1
Non UK	22	38.6	25	43.9	26	45.6
Reader	47	9.0	58	10.9	63	11.9
BAME	7	14.9	8	13.8	11	17.5
UK	1	2.1	1	1.7	1	1.6
Non UK	6	12.8	7	12.1	10	15.9
White	40	85.1	50	86.2	52	82.5
UK	28	59.6	35	60.3	36	57.1
Non UK	12	25.5	15	25.9	16	25.4
Professor	80	15.2	81	15.2	85	16.1
BAME	6	7.5	5	6.2	7	8.2
UK	1	1.3	1	1.2	1	1.2
Non UK	5	6.3	1	4.9	6	7.1
White	74	92.5	76	93.8	78	91.8
UK	50	62.5	51	63.0	51	60.0
Non UK	24	30.0	25	30.9	27	31.8
BAME	69	13.1	71	13.3	85	16.1
White	456	86.9	462	86.7	444	83.9
Total	525	100.0	533	100.0	529	100.0
Information refused	19	3.6	16	3.0	12	2.3
Not known	125	23.8	123	23.1	119	22.5

Figure 54: ST academic staff by academic grade, year and racialised group

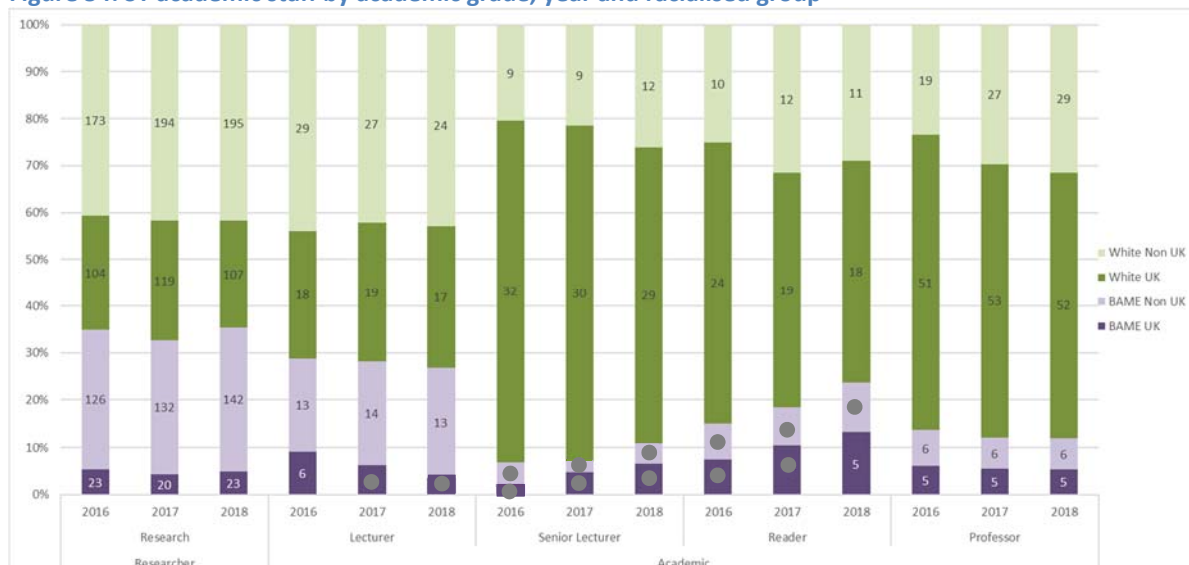


Figure 55: ST academic staff by academic grade, year and racialised group

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Research	426	64.8	465	66.4	467	66.8
BAME	149	35.0	152	32.7	165	35.3
UK	23	5.4	20	4.3	23	4.9
Non UK	126	29.6	132	28.4	142	30.4
White	277	65.0	313	67.3	302	64.7
UK	104	24.4	119	25.6	107	22.9
Non UK	173	40.6	194	41.7	195	41.8
Lecturer	66	10.0	64	9.1	56	8.0
BAME	19	28.8	18	28.1	15	26.8
UK	6	9.1	6	6.3	5	3.6
Non UK	13	19.7	14	21.9	13	23.2
White	47	71.2	46	71.9	41	73.2
UK	18	27.3	19	29.7	17	30.4
Non UK	29	43.9	27	42.2	24	42.9
Snr Lecturer	44	6.7	42	6.0	46	6.6
BAME	6	6.8	7	7.1	5	10.9
UK	2	2.3	4	4.8	5	6.5
Non UK	4	4.5	3	2.4	4	4.3
White	41	93.2	39	92.9	41	89.1
UK	32	72.7	30	71.4	29	63.0
Non UK	9	20.5	9	21.4	12	26.1
Reader	40	6.1	38	5.4	38	5.4
BAME	6	15.0	7	18.4	9	23.7
UK	5	7.5	5	10.5	5	13.2
Non UK	1	7.5	2	7.9	4	10.5
White	34	85.0	31	81.6	29	76.3
UK	24	60.0	19	50.0	18	47.4
Non UK	10	25.0	12	31.6	11	28.9
Professor	81	12.3	91	13.0	92	13.2
BAME	11	13.6	11	12.1	11	12.0
UK	5	6.2	5	5.5	5	5.4
Non UK	6	7.4	6	6.6	6	6.5
White	70	86.4	80	87.9	81	88.0
UK	51	63.0	53	58.2	52	56.5
Non UK	19	23.5	27	29.7	29	31.5
BAME	188	28.6	191	27.3	205	29.3
White	469	71.4	509	72.7	494	70.7
Total	657	100.0	700	100.0	699	100.0
Information refused	42	6.4	50	7.1	40	5.7
Not known	87	13.2	76	10.9	82	11.7

Figure 56: SPS academic staff by academic grade, year and racialised group

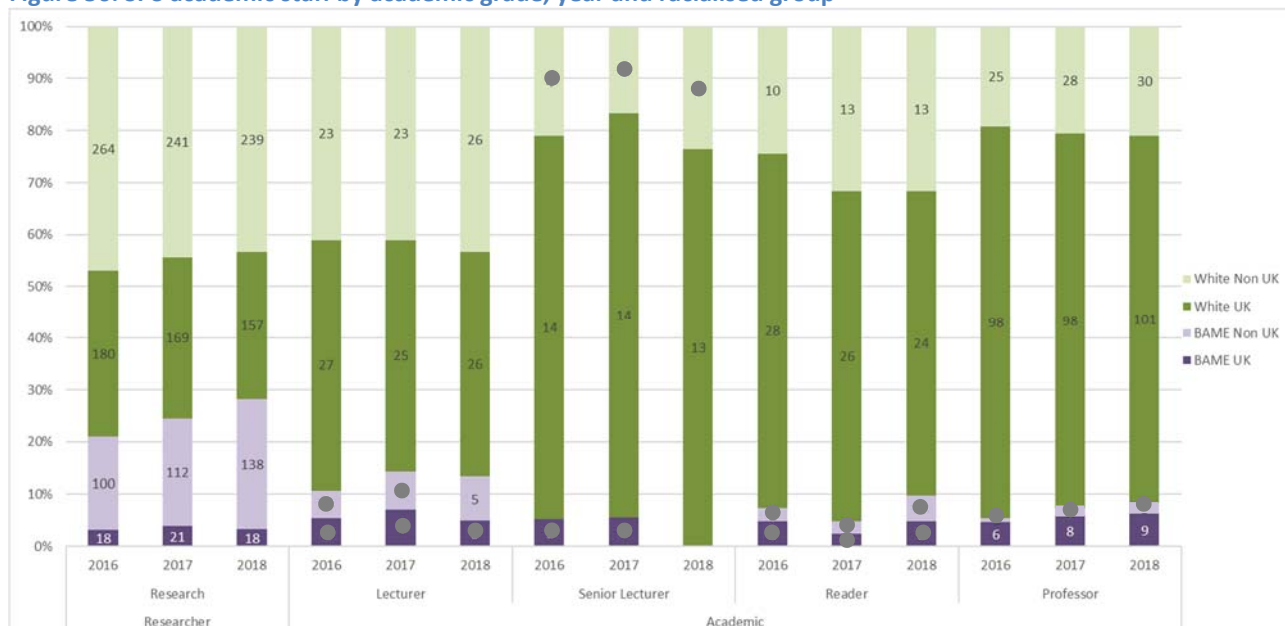


Figure 57: SPS academic staff by academic grade, year and racialised group

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Research	562	69.6	543	68.4	552	67.9
BAME	118	21.0	133	24.5	156	28.3
UK	18	3.2	21	3.9	18	3.3
Non UK	100	17.8	112	20.6	138	25.0
White	444	79.0	410	75.5	396	71.7
UK	180	32.0	169	31.1	157	28.4
Non UK	264	47.0	241	44.4	239	43.3
Lecturer	56	6.9	56	7.1	60	7.4
BAME	6	10.7	8	14.3	8	13.3
UK	●	5.4	●	7.1	●	5.0
Non UK	●	5.4	4	7.1	5	8.3
White	50	89.3	48	85.7	52	86.7
UK	27	48.2	25	44.6	26	43.3
Non UK	23	41.1	23	41.1	26	43.3
Snr Lecturer	19	2.4	18	2.3	17	2.1
BAME	●	5.3	●	5.6	0	0.0
UK	●	5.3	●	5.6	0	0.0
Non UK	●	0.0	0	0.0	0	0.0
White	18	94.7	17	94.4	17	100.0
UK	14	73.7	14	77.8	13	76.5
Non UK	●	21.1	●	16.7	●	23.5
Reader	41	5.1	41	5.2	41	5.0
BAME	●	7.3	●	4.9	●	9.8
UK	●	4.9	●	2.4	●	4.9
Non UK	●	2.4	●	2.4	●	4.9
White	38	92.7	39	95.1	37	90.2
UK	28	68.3	26	63.4	24	58.5
Non UK	10	24.4	13	31.7	13	31.7
Professor	130	16.1	136	17.1	143	17.6
BAME	7	5.4	10	7.4	12	8.4
UK	6	4.6	8	5.9	9	6.3
Non UK	●	0.8	●	1.5	●	2.1
White	123	94.6	126	92.6	131	91.6
UK	98	75.4	98	72.1	101	70.6
Non UK	25	19.2	28	20.6	30	21.0
BAME	135	16.7	154	19.4	180	22.1
White	673	83.3	640	80.6	633	77.9
Total	808	100.0	794	100.0	813	100.0
Information refused	19	2.4	16	2.0	12	1.5
Not known	125	15.5	123	15.5	119	14.6

Figure 58: SBS academic staff by academic grade, year and racialised group

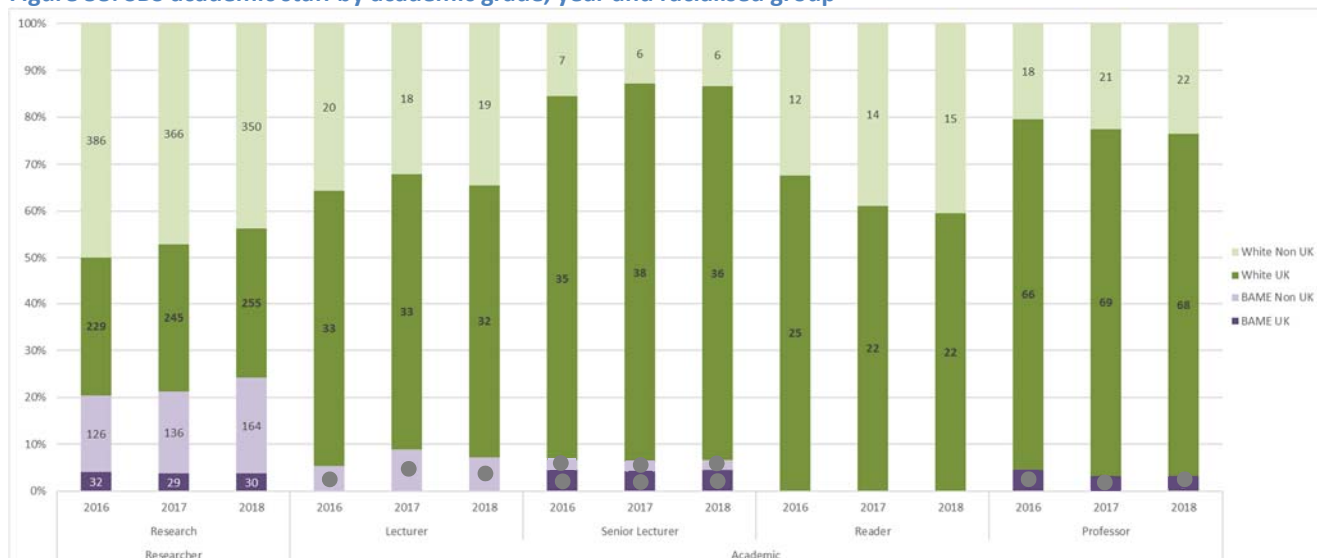


Figure 59: SBS academic staff by academic grade, year and racialised group

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Research	773	77.4	776	77.0	799	77.6
BAME	158	20.4	165	21.3	194	24.3
UK	32	4.1	29	3.7	30	3.8
Non UK	126	16.3	136	17.5	164	20.5
White	615	79.6	611	78.7	605	75.7
UK	229	29.6	245	31.6	255	31.9
Non UK	386	49.9	366	47.2	350	43.8
Lecturer	56	5.6	56	5.6	55	5.3
BAME	0	5.4	5	8.9	0	7.3
UK	0	0.0	0	0.0	0	0.0
Non UK	0	5.4	5	8.9	0	7.3
White	53	94.6	51	91.1	51	92.7
UK	33	58.9	33	58.9	32	58.2
Non UK	20	35.7	18	32.1	19	34.5
Snr Lecturer	45	4.5	47	4.7	45	4.4
BAME	0	6.7	0	6.4	0	6.7
UK	0	4.4	0	4.3	0	4.4
Non UK	0	2.2	0	2.1	0	2.2
White	42	93.3	44	93.6	42	93.3
UK	35	77.8	38	80.9	36	80.0
Non UK	7	15.6	6	12.8	6	13.3
Reader	37	3.7	36	3.6	37	3.6
BAME	0	0.0	0	0.0	0	0.0
UK	0	0.0	0	0.0	0	0.0
Non UK	0	0.0	0	0.0	0	0.0
White	37	100.0	36	100.0	37	100.0
UK	25	67.6	22	61.1	22	59.5
Non UK	12	32.4	14	38.9	15	40.5
Professor	88	8.8	93	9.2	93	9.0
BAME	0	4.5	0	3.2	0	3.2
UK	0	4.5	0	3.2	0	3.2
Non UK	0	0.0	0	0.0	0	0.0
White	84	95.5	90	96.8	90	96.8
UK	66	75.0	69	74.2	68	73.1
Non UK	18	20.5	21	22.6	22	23.7
BAME	168	16.8	176	17.5	204	19.8
White	831	83.2	832	82.5	825	80.2
Total	999	100.0	1008	100.0	1029	100.0
Information refused	31	3.1	37	3.7	35	3.4
Not known	134	13.4	131	13.0	161	15.6

Figure 60: SCM academic staff by academic grade, year and racialised group

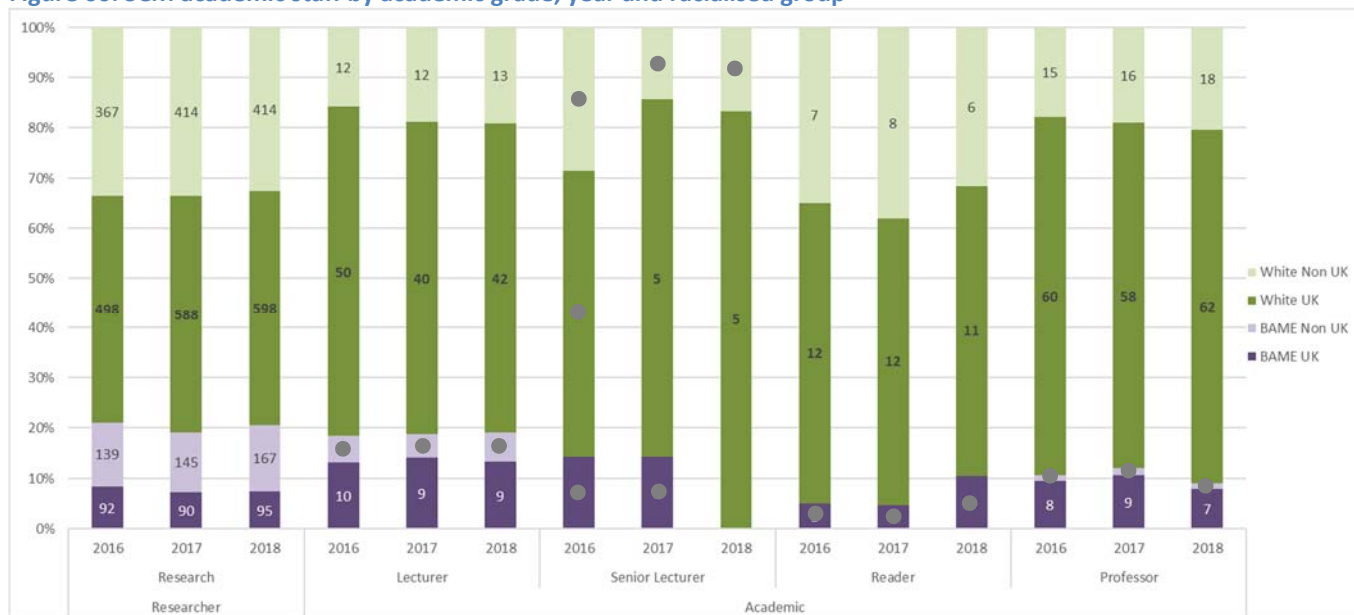


Figure 61: SCM academic staff by academic grade, year and racialised group

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Research	1096	166.8	1237	87.5	1274	87.6
BAME	231	21.1	235	19.0	262	20.6
UK	92	8.4	90	7.3	95	7.5
Non UK	139	12.7	145	11.7	167	13.1
White	865	78.9	1002	81.0	1012	79.4
UK	498	45.4	588	47.5	598	46.9
Non UK	367	33.5	414	33.5	414	32.5
Lecturer	76	11.6	64	4.5	68	4.7
BAME	14	18.4	12	18.8	13	19.1
UK	10	13.2	9	14.1	9	13.2
Non UK	4	5.3	3	4.7	4	5.9
White	62	81.6	52	81.3	55	80.9
UK	50	65.8	40	62.5	42	61.8
Non UK	12	15.8	12	18.8	13	19.1
Snr Lecturer	7	1.1	7	0.5	6	0.4
BAME	1	14.3	1	14.3	1	0.0
UK	1	14.3	1	14.3	1	0.0
Non UK	5	0.0	5	0.0	4	0.0
White	6	85.7	6	85.7	5	100.0
UK	5	57.1	5	71.4	4	83.3
Non UK	1	28.6	1	14.3	1	16.7
Reader	20	3.0	21	1.5	19	1.3
BAME	1	5.0	1	4.8	1	10.5
UK	1	5.0	1	4.8	1	10.5
Non UK	18	0.0	19	0.0	17	0.0
White	19	95.0	20	95.2	17	89.5
UK	12	60.0	12	57.1	11	57.9
Non UK	7	35.0	8	38.1	6	31.6
Professor	84	12.8	84	5.9	88	6.0
BAME	9	10.7	10	11.9	8	9.1
UK	8	9.5	9	10.7	7	8.0
Non UK	1	1.2	1	1.2	1	1.1
White	75	89.3	74	88.1	80	90.9
UK	60	71.4	58	69.0	62	70.5
Non UK	15	17.9	16	19.0	18	20.5
BAME	256	39.0	259	18.3	285	19.6
White	1027	156.3	1154	81.7	1170	80.4
Total	1283	195.3	1413	100.0	1455	100.0
Information refused	30	2.3	51	3.6	62	4.3
Not known	274	21.4	277	19.6	285	19.6

Contract type (permanent/open-ended or fixed-term), contract mode (full-time or part-time) and staff turnover rates

- Higher proportions of BAME than White academics are on FTCs: 16.5% of BAME UK, and 14% of BAME non-UK vs. c8% of White UK and non-UK staff (**Figure 62**). Numbers of BAME academics on FTCs have risen among those who identify as Asian, Mixed and Other (**Figure 63**).

BAME academics employed fixed-term are predominantly at the Lecturer level (74%, 2018). This suggests it is harder for BAME staff to secure a first permanent academic role. We will address this by raising awareness of disproportionality among those responsible for appointments, training senior leadership, producing specific guidelines and regular monitoring (**AP37**).

- BAME UK researchers are more frequently employed on permanent contracts than any other group (53% vs 51% White) (**Figure 64**). However, there are few of them overall, therefore we will focus on recruitment with particular attention on BAME UK researchers regardless of their contract (**PN2**). BAME non-UK researchers who identify as Mixed, Chinese and Asian are most likely to be on FTCs (**Figure 65**). This relates to FTCs being more often used in the ST and SCM where many international researchers are employed.

UoC provides redeployment, training, and careers advice to all staff at risk of redundancy, including those coming to the end of a FTC (usually when funding ends). Researchers can also access specific career advice (see **5f**).

- Most academics and researchers work full-time (**Figure 66, 68**). Slightly more UK than non-UK staff are employed part-time (**Figures 66-69**). When we look at mode and type of contract together (**Figures 70-71**), trends are not consistent. It is possible that UK staff might have more access to information about part-time working, and this could also be gender-related.
- Despite at times difficult experiences at UoC (see **4c**), for the first time in 2018 BAME academics and researchers left UoC less often than White staff (**Figures 72-77**). We will monitor this and will develop an online exit survey to better understand staff reasons for leaving (**AP41**).

ACTIONS

PN2 Improve the University's procedures and engage with local communities to increase the numbers of BAME staff, particularly on higher grades and from local community

AP37 Decrease the overrepresentation of BAME staff on FTCs by raising awareness, training, sharing guidelines and monitoring

AP41 Develop UoC online exit survey for all leavers to understand staff destinations and reasons for leaving

Figure 62: Academic staff by contract type, racialised group, nationality 2016 - 2018

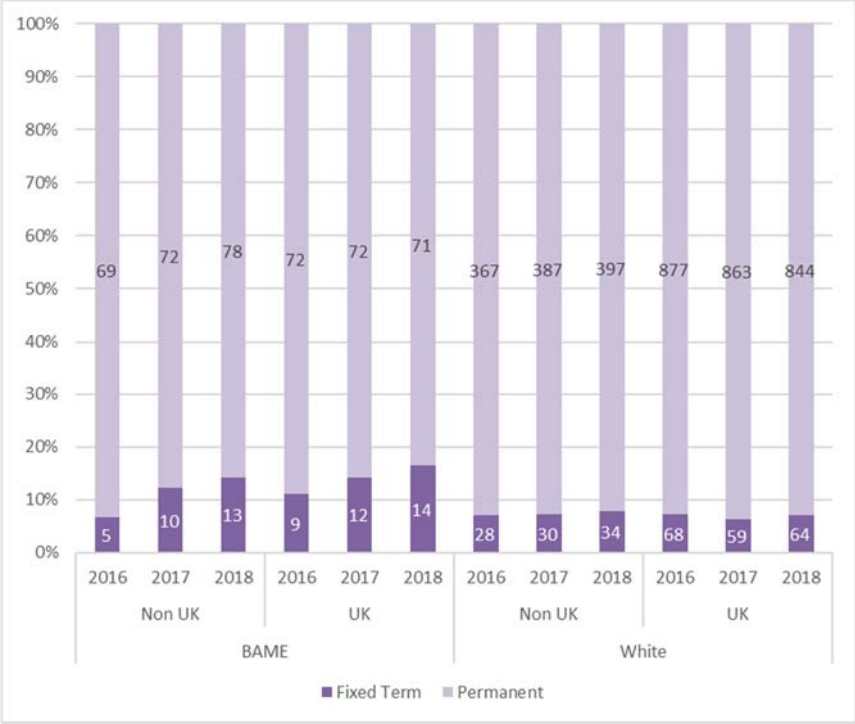


Figure 63: Academic staff by contract type, racialised group (detailed) 2016 - 2018

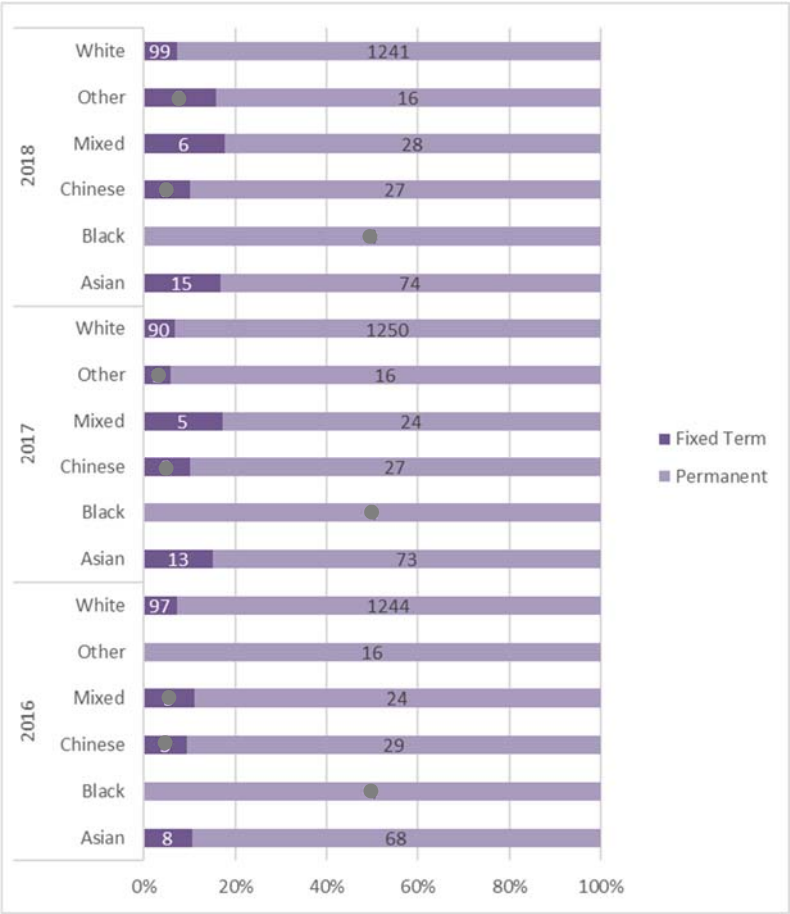


Figure 64: Research staff by contract type, racialised group, nationality 2016 – 2018

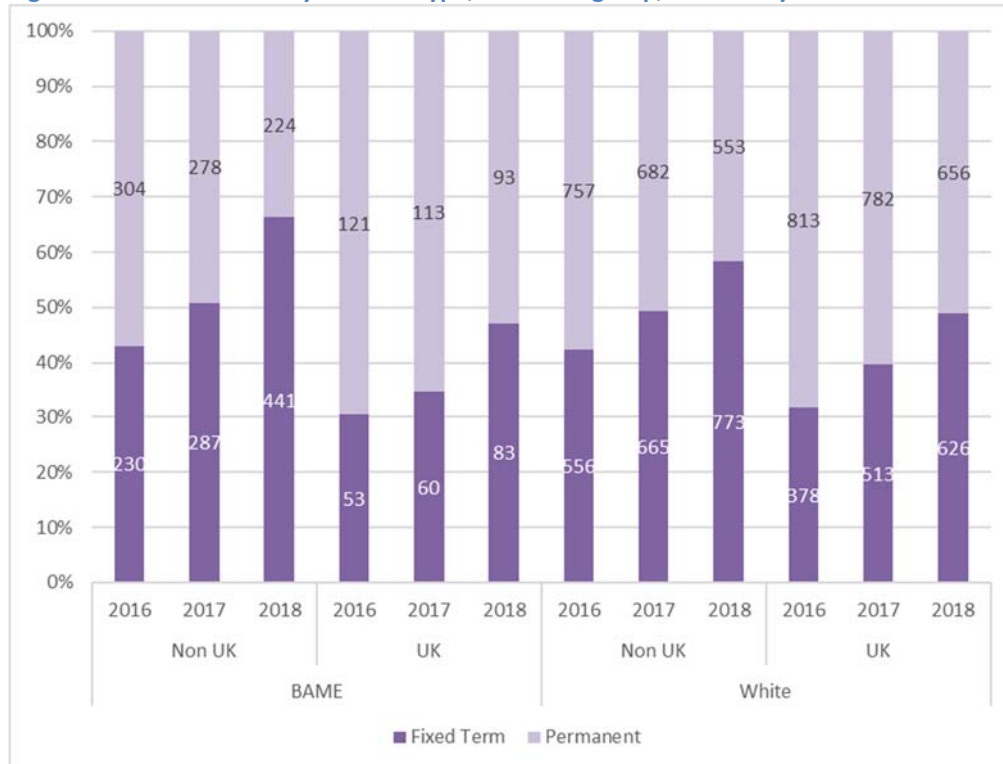


Figure 65: Research staff by contract type, racialised group (detailed) 2016 - 2018

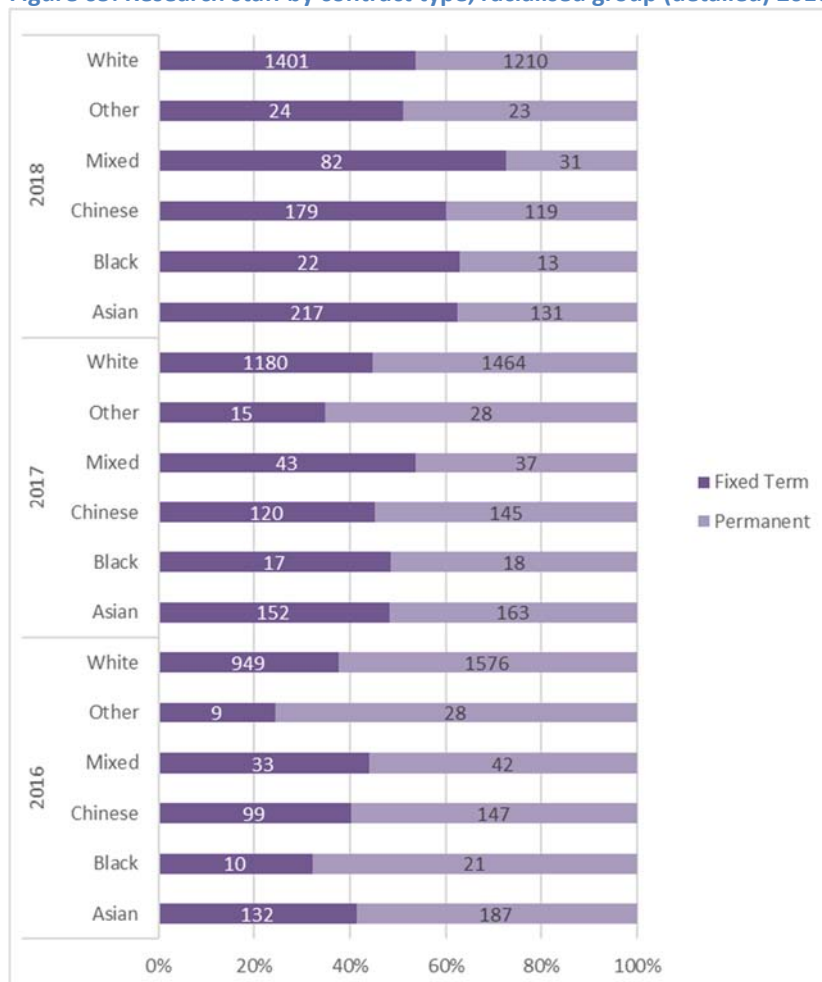


Figure 66: Academic staff by contract mode, racialised group, nationality 2016 – 2018

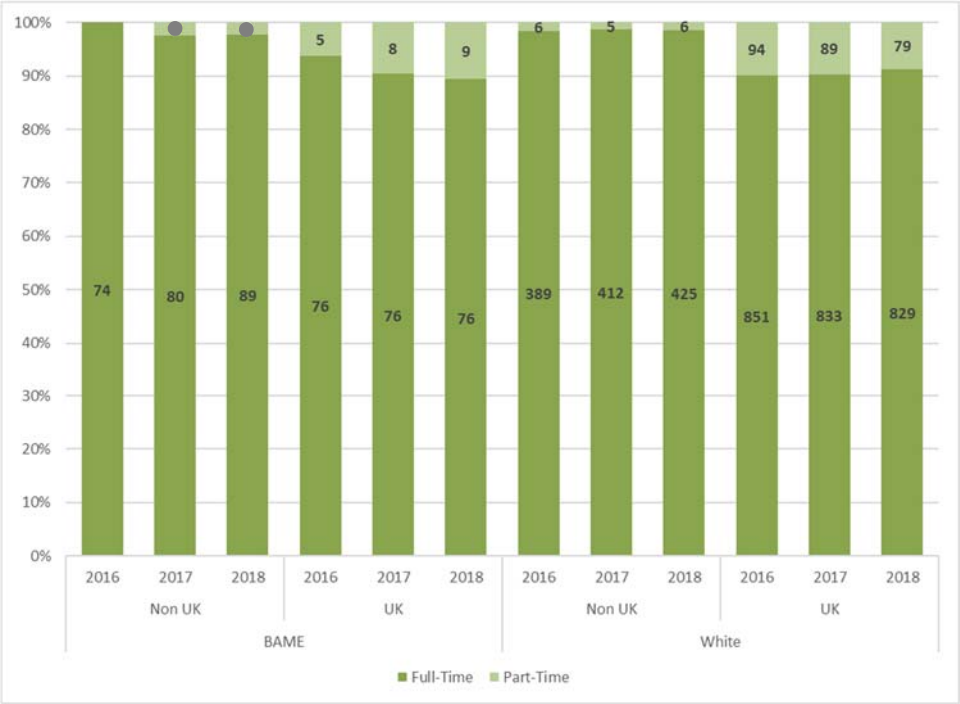


Figure 67: Academic staff by contract mode, racialised group (detailed) 2016 - 2018

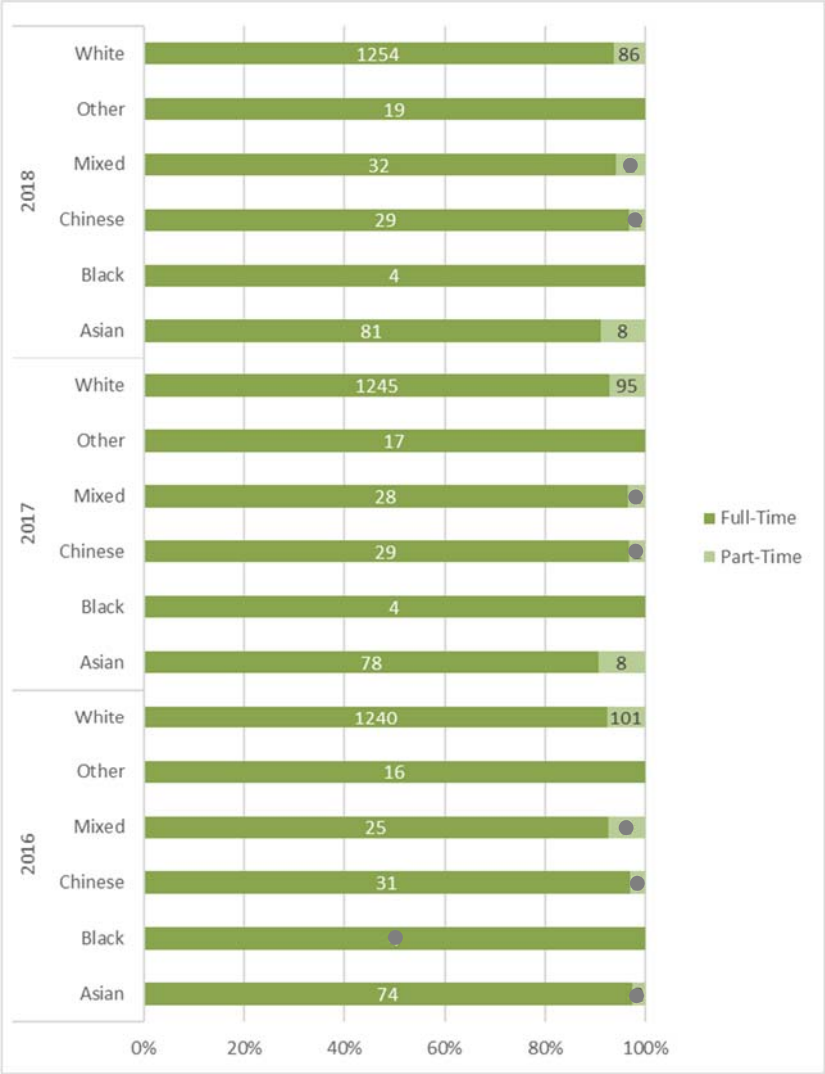


Figure 68: Research staff by contract mode, racialised group, nationality 2016 – 2018

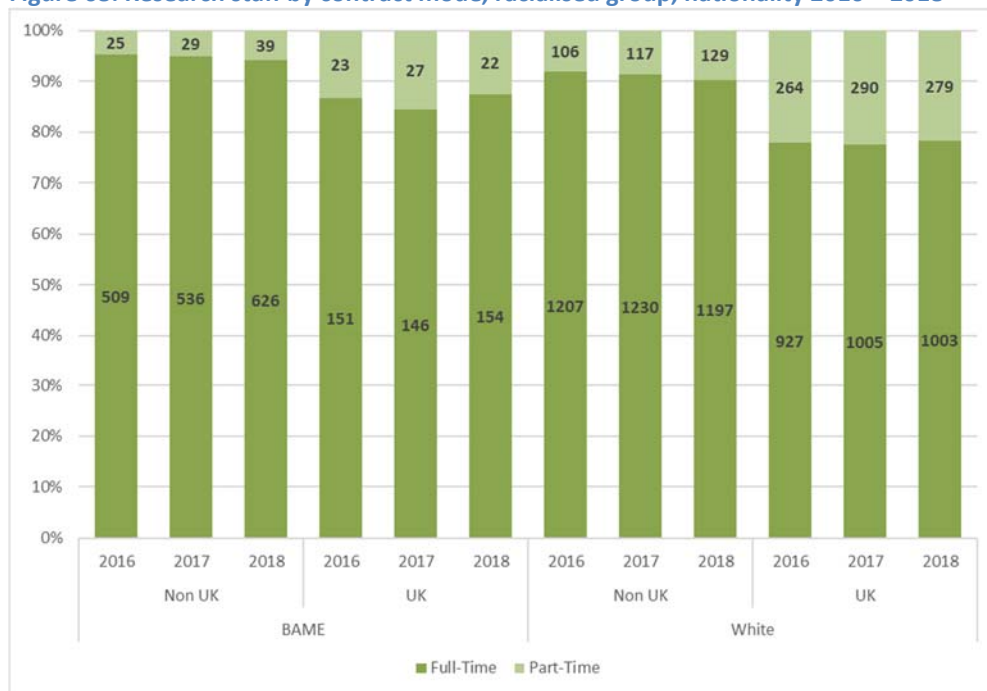


Figure 69: Research staff by contract mode, racialised group (detailed) 2016 – 2018

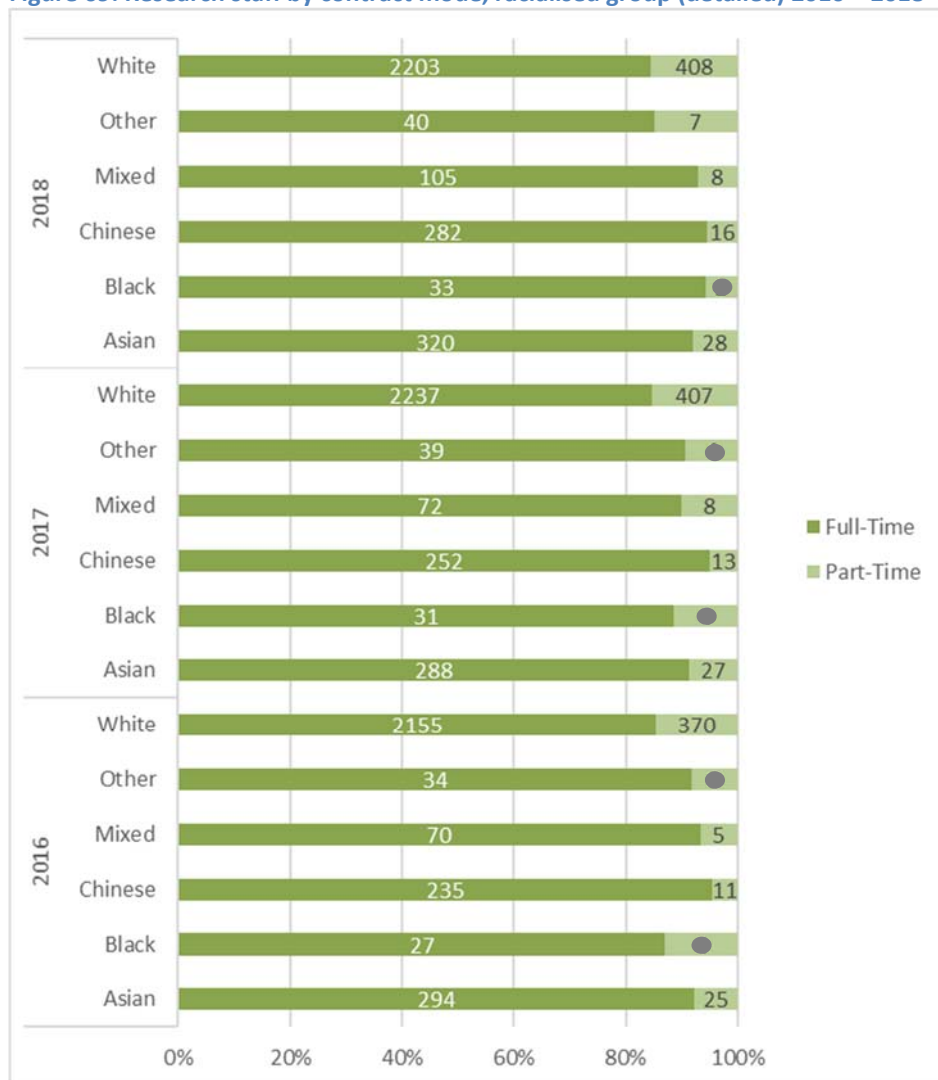


Figure 70: Academic staff by contract type and mode, racialised group and nationality 2018

Academic		White			BME			Total	
		No.	%↓	%→	No.	%↓	%→	No.	%↓
UK	Full-time								
	Open/permanent	793	95.4	92.5	64	90.1	6.9	857	95.0
	Fixed-term	38	4.6	84.4	7	9.9	13.5	45	5.0
	Total	831	100.0	92.1	71	100.0	7.3	902	100.0
	Part-time								
	Open/permanent	65	72.2	95.6	●	33.3	4.2	68	68.7
	Fixed-term	25	27.8	80.6	6	66.7	16.2	31	31.3
	Total	90	100.0	90.9	9	100.0	8.3	99	100.0
Non-UK	Full-time								
	Open/permanent	388	93.5	84.5	71	86.6	13.4	459	92.4
	Fixed-term	27	6.5	71.1	11	13.4	22.4	38	7.6
	Total	415	100.0	83.5	82	100.0	14.2	497	100.0
	Part-time								
	Open/permanent	8	57.1	80.0	●	100.0	16.7	10	62.5
	Fixed-term	6	42.9	100.0	0	0.0	0.0	6	37.5
	Total	14	100.0	87.5	●	100.0	11.1	16	100.0

Figure 71: Research staff by contract type and mode, racialised group and nationality 2018

Researcher		White			BME			Total	
		No.	%↓	%→	No.	%↓	%→	No.	%↓
UK	Full-time								
	Open/permanent	487	49.5	85.0	86	58.9	13.1	573	50.7
	Fixed-term	497	50.5	89.2	60	41.1	9.7	557	49.3
	Total	984	100.0	87.1	146	100.0	11.4	1130	100.0
	Part-time								
	Open/permanent	171	63.1	91.9	15	71.4	7.5	186	63.7
	Fixed-term	100	36.9	94.3	6	28.6	5.4	106	36.3
	Total	271	100.0	92.8	21	100.0	6.7	292	100.0
Non-UK	Full-time								
	Open/permanent	520	43.3	70.7	216	37.8	22.7	736	41.5
	Fixed-term	682	56.7	65.8	355	62.2	25.5	1037	58.5
	Total	1202	100.0	67.8	571	100.0	24.4	1773	100.0
	Part-time								
	Open/permanent	60	52.2	77.9	17	56.7	18.1	77	53.1
	Fixed-term	55	47.8	80.9	13	43.3	16.0	68	46.9
	Total	115	100.0	79.3	30	100.0	17.1	145	100.0

Table 72: Turnover rate, academic staff by racialised group (detailed), nationality 2016 - 2018

Academic		2016			2017			2018		
		Total staff	Leavers	Turnover rate (%)	Total staff	Leavers	Turnover rate (%)	Total staff	Leavers	Turnover rate (%)
UK	BME	81	●	4.9	84	●	3.6	85	●	4.7
	Asian	30	●	3.3	36	●	2.8	36	●	5.6
	Black	●	●	25.0	●		0.0	●		0.0
	Chinese	18		0.0	17		0.0	16	●	6.3
	Mixed	20	●	10.0	19	●	5.3	21	●	4.8
	Other	9		0.0	8	●	12.5	8		0.0
	White	945	57	6.0	922	62	6.7	908	59	6.5
	Total	1026	61	5.9	1006	65	6.5	993	63	6.3
Non-UK	BME	74	8	10.8	82	●	4.9	91	5	5.5
	Asian	46	6	13.0	50	0	0.0	53	●	5.7
	Black	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!
	Chinese	14	●	7.1	13	●	15.4	14	0	0.0
	Mixed	7		0.0	10	●	10.0	13	●	15.4
	Other	7	●	14.3	9	●	11.1	11	0	0.0
	White	395	19	4.8	417	11	2.6	431	30	7.0
	Total	469	27	5.8	499	15	3.0	522	35	6.7

Figure 73: Turnover rate, UK academic staff by racialised group (detailed) and nationality 2016- 2018

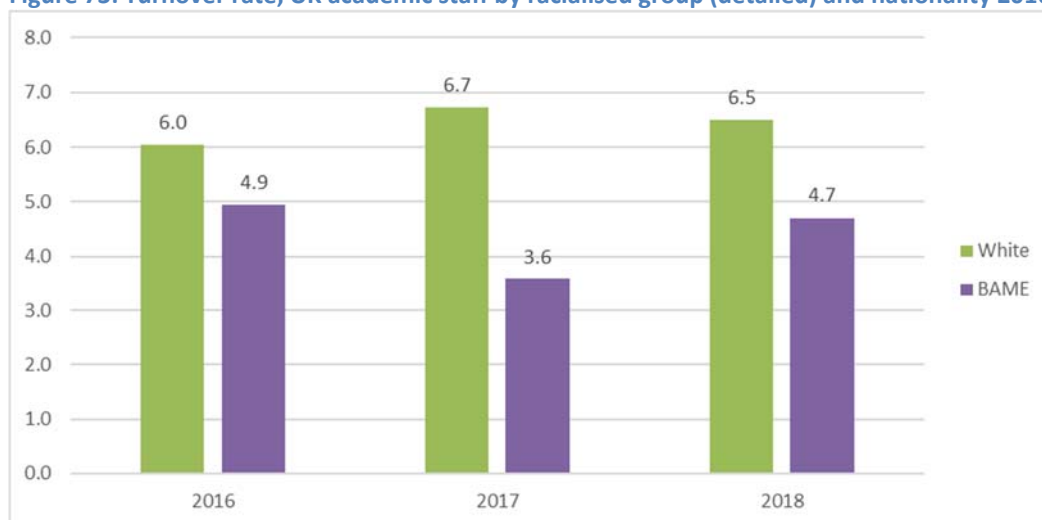


Figure 74: Turnover rate, non-UK academic staff by racialised group (detailed) and nationality 2016- 2018

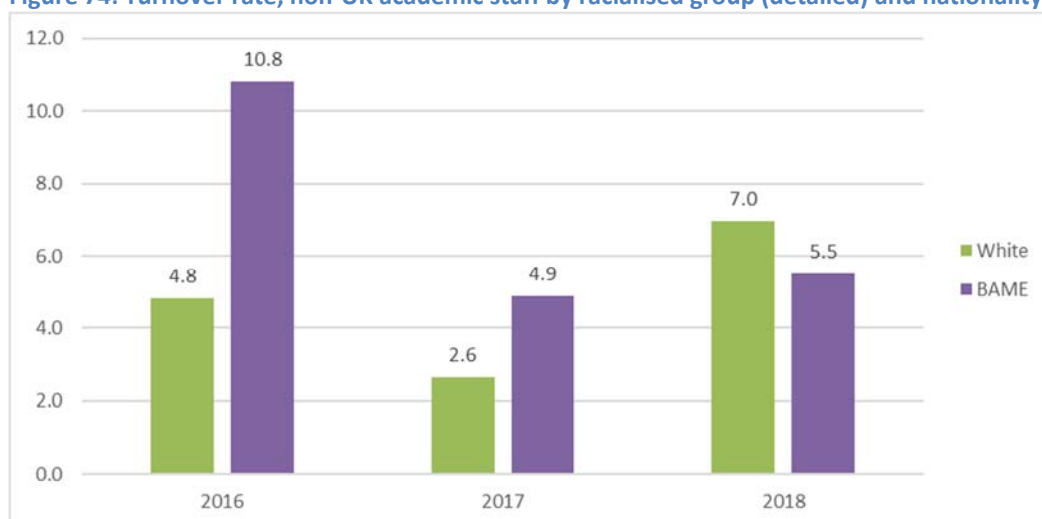


Figure 75: Turnover rate, research staff by racialised group (detailed), nationality 2016 - 2018

Researcher		2016			2017			2018		
		Total staff	Leavers	Turnover rate (%)	Total staff	Leavers	Turnover rate (%)	Total staff	Leavers	Turnover rate (%)
UK	BAME	174	34	19.5	173	43	24.9	176	35	19.9
	Asian	67	10	14.9	69	14	20.3	67	15	22.4
	Black	15	5	33.3	15	●	26.7	16	●	18.8
	Chinese	56	7	12.5	57	9	15.8	51	11	21.6
	Mixed	28	10	35.7	24	13	54.2	33	●	9.1
	Other	8	●	25.0	8	●	37.5	9	●	33.3
	White	1191	265	22.3	1295	244	18.8	1282	286	22.3
	Total	1365	299	21.9	1468	287	19.6	1458	321	22.0
Non-UK	BAME	534	152	28.5	565	175	31.0	665	166	25.0
	Asian	252	64	25.4	246	89	36.2	281	79	28.1
	Black	16	●	25.0	20	7	35.0	19	8	42.1
	Chinese	190	62	32.6	208	57	27.4	247	58	23.5
	Mixed	47	14	29.8	56	15	26.8	80	12	15.0
	Other	29	8	27.6	35	7	20.0	38	9	23.7
	White	1313	373	28.4	1347	381	28.3	1326	411	31.0
	Total	1847	525	28.4	1912	556	29.1	1991	577	29.0

Figure 76: Turnover rate, UK research staff by racialised group (detailed) and nationality 2016- 2018

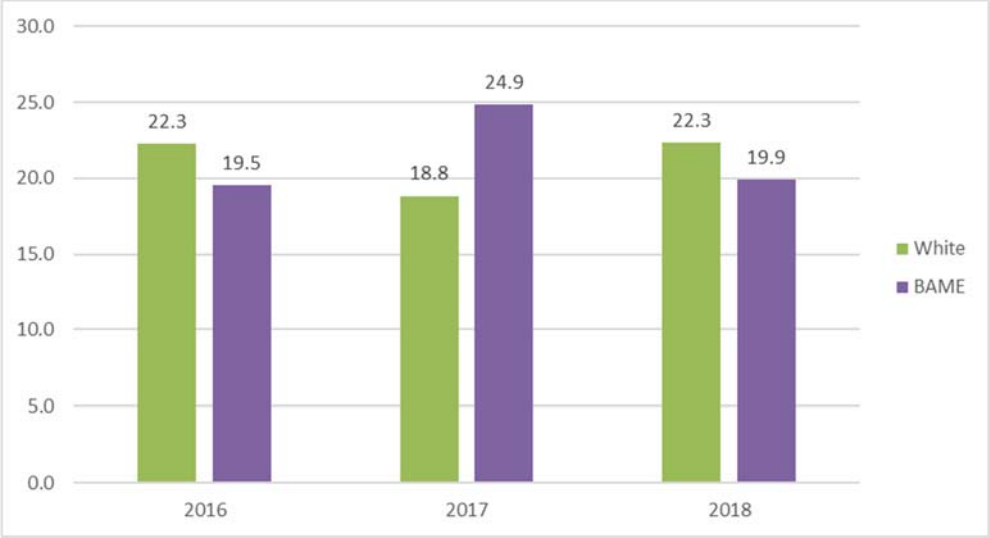
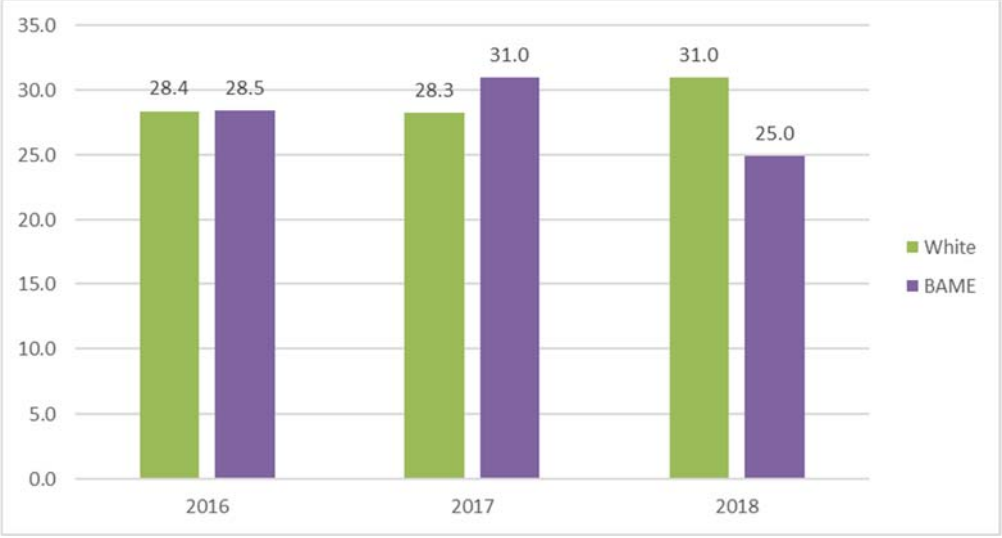


Figure 77: Turnover rate, non-UK research staff by racialised group (detailed) and nationality 2016- 2018



4b Professional and support staff

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

- = the institution as a whole
- = each central department (and where relevant, each academic faculty)
- = each professional and support staff grade (where numbers are small, cluster relevant grades together)
- = contract type (permanent/open-ended or fixed-term)
- = full time/part-time contracts
- = staff turnover rates

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

KEY ISSUES

- c8.5% of PSS are BAME at UoC (to compare, as of March 2018, 7.18% of staff declared to be BAME at Cambridge City Council). Although BAME PSS numbers have increased since 2016 (**Figures 78-79**), UoC is behind the national benchmark (11.3%) and the proportions of BAME community in Cambridge – 17.5% (see **3b**).
- The non-disclosure rate for academic-related staff is 9.4% and for assistant staff is 12.5%. We plan to take actions to increase disclosure among all staff (**AP68**).

We will partner with local BAME groups and promote our PSS vacancies particularly among Black Caribbean, Pakistani and Bangladeshi communities who are least represented (**Figures 80-81**) (**AP13**). We will address BAME PSS underrepresentation through a number of actions within **PN2**. Specifically, rolling out the “Recruitment Essentials” training to staff involved in PSS appointments, and promoting the new Diverse Recruitment Framework (**AP9**) which may help attract and appoint more BAME staff to PSS roles (**AP11**).

- PSS are less international than other staff categories which may be linked to strict British visa regulations (**Figures 82-84**)

UNIVERSITY LEVEL DATA

Figure 78: PSS by racialised group and nationality 2016 - 2018

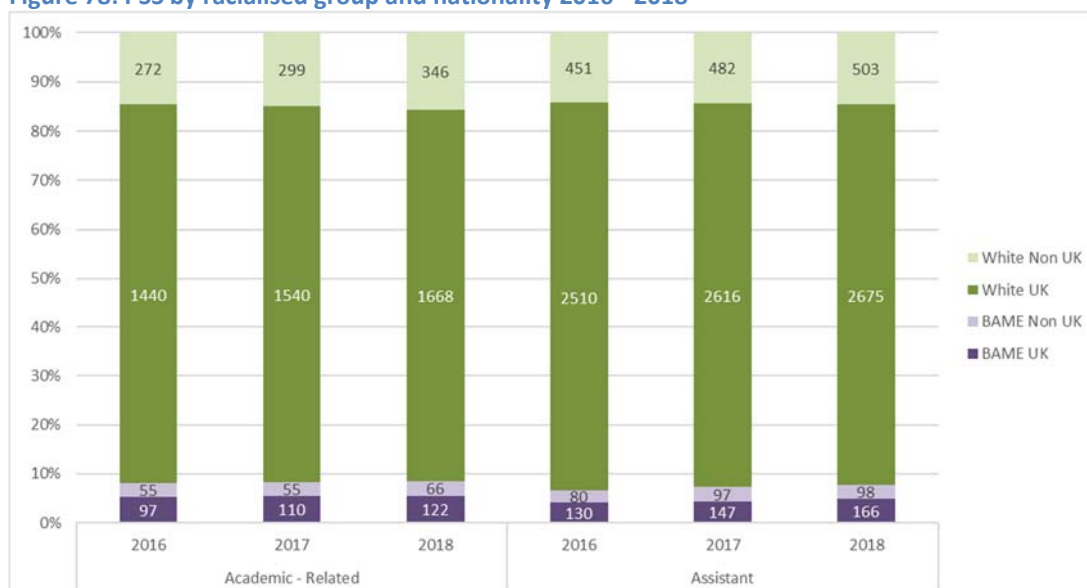


Figure 79: PSS by racialised group and nationality 2016 - 2018

PSS						
	2016		2017		2018	
Academic - Related	1864	37.0	2004	37.5	2202	39.0
BAME	152	8.2	165	8.2	188	8.5
UK	97	5.2	110	5.5	122	5.5
Non UK	55	3.0	55	2.7	66	3.0
White	1712	91.8	1839	91.8	2014	91.5
UK	1440	77.3	1540	76.8	1668	75.7
Non UK	272	14.6	299	14.9	346	15.7
Assistant	3171	63.0	3342	62.5	3442	61.0
BAME	210	6.6	244	7.3	264	7.7
UK	130	4.1	147	4.4	166	4.8
Non UK	80	2.5	97	2.9	98	2.8
White	2961	93.4	3098	92.7	3178	92.3
UK	2510	79.2	2616	78.3	2675	77.7
Non UK	451	14.2	482	14.4	503	14.6
BAME	362	7.2	409	7.7	452	8.0
White	4673	92.8	4937	92.3	5192	92.0
Total	5035	100.0	5346	100.0	5644	100.0
Information refused	183	3.6	217	4.1	219	3.9
Not known	892	17.7	834	15.6	864	15.3

Figure 80: PSS by racialised group (detailed), 2016-2018

PSS						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	365	7.0	412	7.5	455	7.9
Asian	114	2.2	134	2.5	154	2.7
Bangladeshi	6	0.1	7	0.1	7	0.1
Indian	66	1.3	74	1.4	84	1.5
Pakistani	8	0.2	9	0.2	13	0.2
Other Asian background	34	0.7	44	0.8	50	0.9
Black	42	0.8	46	0.8	59	1.0
African	22	0.4	29	0.5	36	0.6
Caribbean	14	0.3	12	0.2	15	0.3
Other Black background	6	0.1	5	0.1	8	0.1
Chinese	91	1.8	100	1.8	97	1.7
Mixed	81	1.6	94	1.7	107	1.9
Asian/White	22	0.4	27	0.5	29	0.5
Black African/White	6	0.1	7	0.1	9	0.2
Black Caribbean/White	10	0.2	11	0.2	15	0.3
Other mixed background	43	0.8	49	0.9	54	0.9
Other	37	0.7	38	0.7	38	0.7
Arab	7	0.1	7	0.1	8	0.1
Other ethnic background	30	0.6	31	0.6	30	0.5
White	4821	93.0	5053	92.5	5295	92.1
Total	5186	100.0	5465	100.0	5750	100.0
Information refused	84	1.4	91	1.5	104	1.6
Not known	524	9.0	502	8.3	533	8.3

Figure 81: PSS by racialised group (detailed), 2016-2018

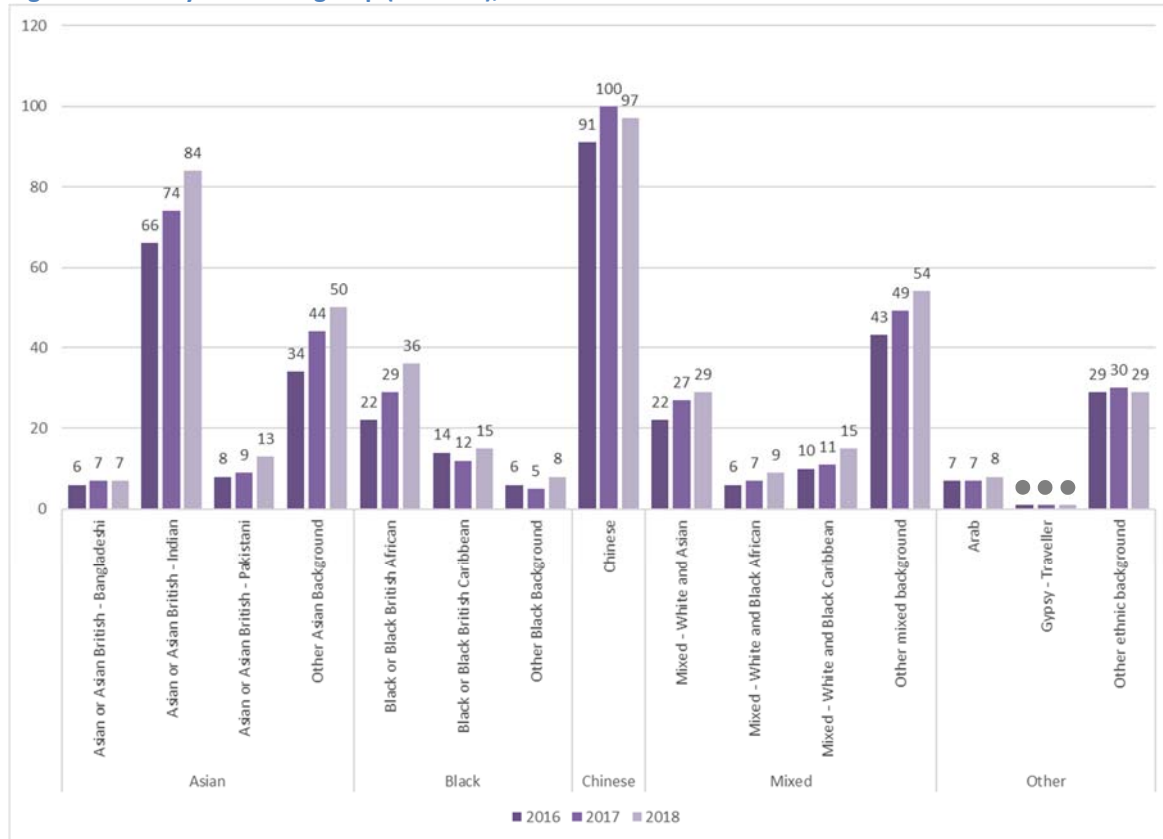
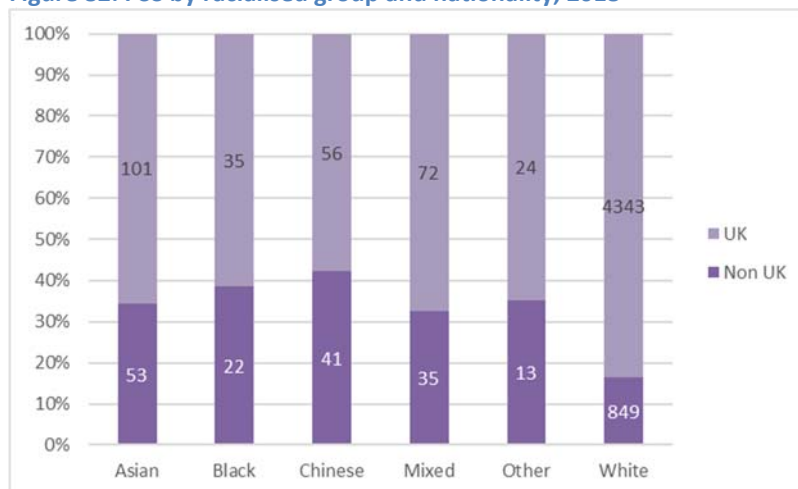


Figure 82: PSS by racialised group and nationality, 2018⁷



⁷ Number of Black staff in Figure 82 is 57 and in Figure 80 is 59 because two PSS Black staff have not declared their nationality.

Figure 83: UK PSS by racialised group and nationality, 2018

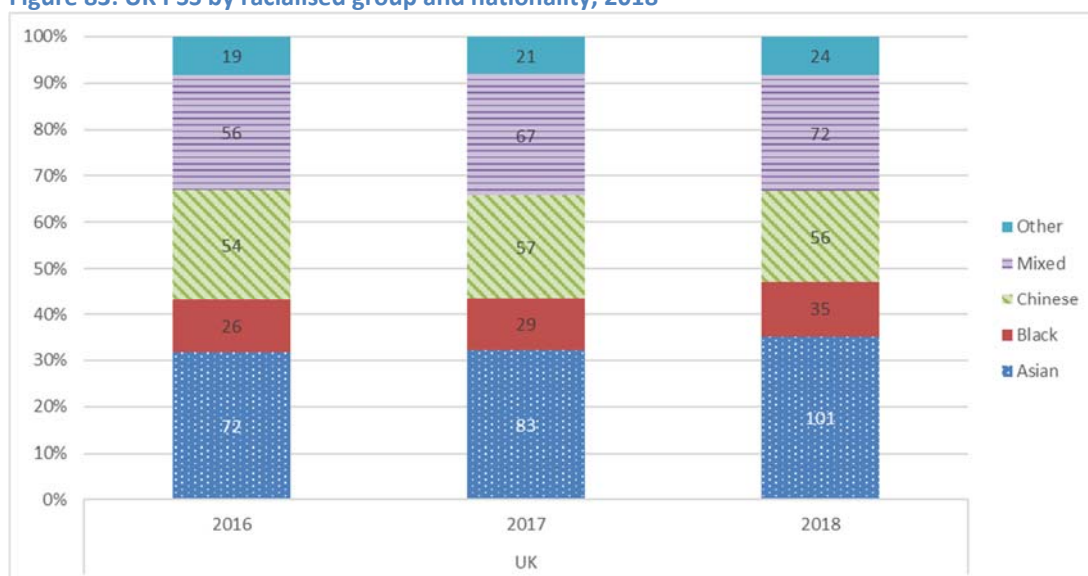
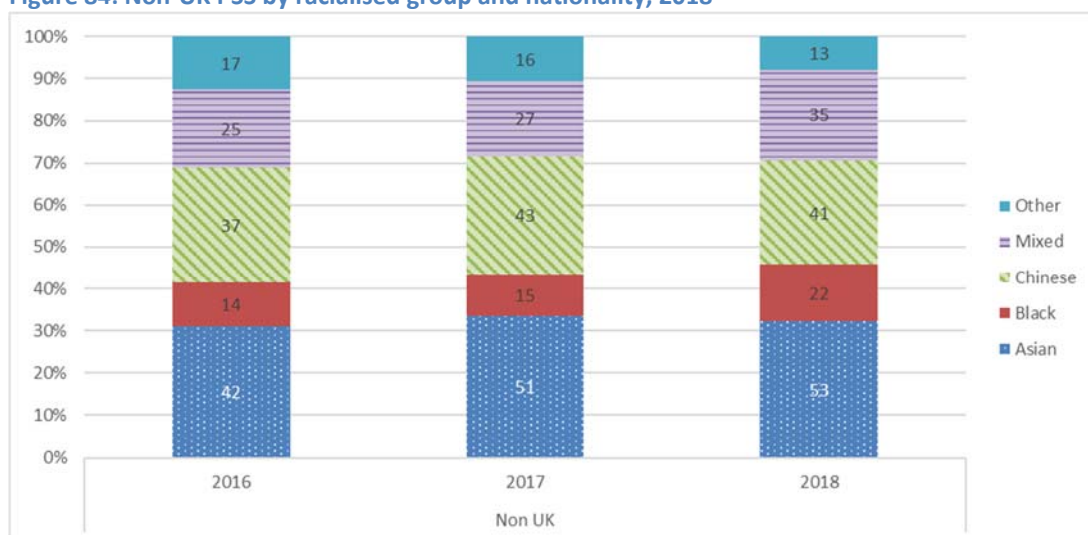


Figure 84: Non-UK PSS by racialised group and nationality, 2018



- While SCM and SAH have the highest proportions of BAME PSS, exceeding national benchmarks (Figures 88-89, 102-104), numbers of BAME PSS in NSIs and SHSS are low (Figures 90-92, 105-107). SAH employs relatively more staff that identify as Asian in office support roles, and SCM more Asian staff in computing and office support roles.
- There is underrepresentation of Black staff in SHSS and SAH (Figures 89, 92), and Bangladeshi staff across all Schools and in NSIs (Figures 80, 81, 89, 92, 95, 98, 104, 107).

Underrepresentation contributes to BAME professional staff experiencing exclusion:

We need to have networking events so that people can find contacts. You can feel so isolated. I have lived in Cambridge for 20 years. The city is very diverse which is so different compared to the University. (Professional staff, BAME, focus group)

There is a constant reminder that we are different, that we don't fit in. They don't need to do that. We don't do that to white people. (Professional staff, BAME, REC survey)

We will address underrepresentation, and embed awareness at School level through **PN1**. Besides **AP1-3**, described earlier, we hope that the revised **Equality Champions** structure at UoC will help tackle local issues (**AP4**). We will continue to support all BAME staff through the BAME Staff Network (**AP38**) and increase the visibility of BAME role models (**AP40**). We will extend the annual E&DI Departmental Survey to NSIs to better address issues at local levels (**AP45**).

ACTIONS

PN1 Embed responsibility for race equality across the University

PN2 Improve the University's procedures and engage with local communities to increase the numbers of BAME staff, particularly on higher grades and from local community

AP1 Raise awareness and understanding of race and racism at UoC

AP2 Raise and embed awareness of research results presented in the UoC REC submission

AP3 Provide improved equality data to Schools and NSIs to help to track progress and make interventions

AP4 Improve Equality Champions structure

AP9 Create a Diverse Recruitment Framework and accompanying materials

AP11 Roll out 'Recruitment Essentials' training for recruitment of Professional and Support Staff

AP13 Increase numbers of BAME staff applying for PSS roles from Cambridge and local area

AP38 Support BAME staff by providing a programme of activities informed by the new BAME Staff Network; use the Network as a mechanism to consult BAME staff on relevant policies, processes and procedures.

AP40 Increase the visibility of BAME staff role models

AP45 Extend annual EDI Departmental Survey to NSIs

AP68 Achieve greater ethnicity disclosure rate at UoC

SCHOOL LEVEL DATA

Figure 85: PSS by racialised group, nationality and School, 2016-2018

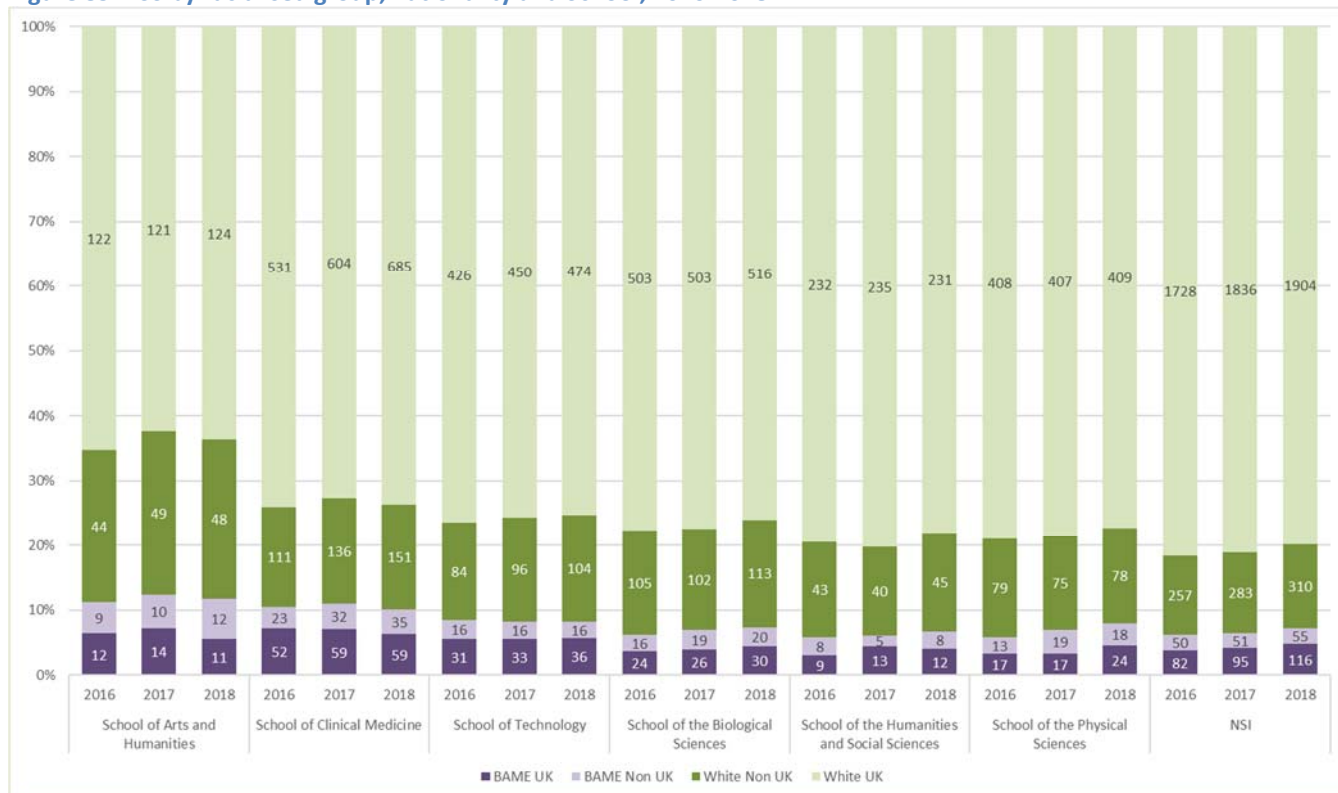


Figure 86: PSS by racialised group, nationality and School, 2016-2018

PSS	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
School of Arts and Humanities	192	3.7	197	3.6	197	3.4
BAME	21	10.9	24	12.2	23	11.7
White	171	89.1	173	87.8	174	88.3
School of Clinical Medicine	722	13.9	832	15.2	931	16.2
BAME	75	10.4	91	10.9	94	10.1
White	647	89.6	741	89.1	837	89.9
School of Technology	570	11.0	608	11.1	642	11.2
BAME	47	8.2	49	8.1	52	8.1
White	523	91.8	559	91.9	590	91.9
School of the Biological Sciences	685	13.2	680	12.4	705	12.3
BAME	42	6.1	47	6.9	52	7.4
White	643	93.9	633	93.1	653	92.6
School of the Humanities and Social Sciences	304	5.9	302	5.5	304	5.3
BAME	17	5.6	18	6.0	20	6.6
White	287	94.4	284	94.0	284	93.4
School of Physical Sciences	532	10.3	530	9.7	540	9.4
BAME	30	5.6	36	6.8	42	7.8
White	502	94.4	494	93.2	498	92.2
NSI's	2181	42.1	2316	42.4	2431	42.3
BAME	133	6.1	147	6.3	172	7.1
White	2048	93.9	2169	93.7	2259	92.9
BAME	365	7.0	412	7.5	455	7.9
White	4821	93.0	5053	92.5	5295	92.1
Total	5186	100.0	5465	100.0	5750	100.0

Figure 87: SAH by academic related and assistant staff, racialised group and nationality 2016-2018

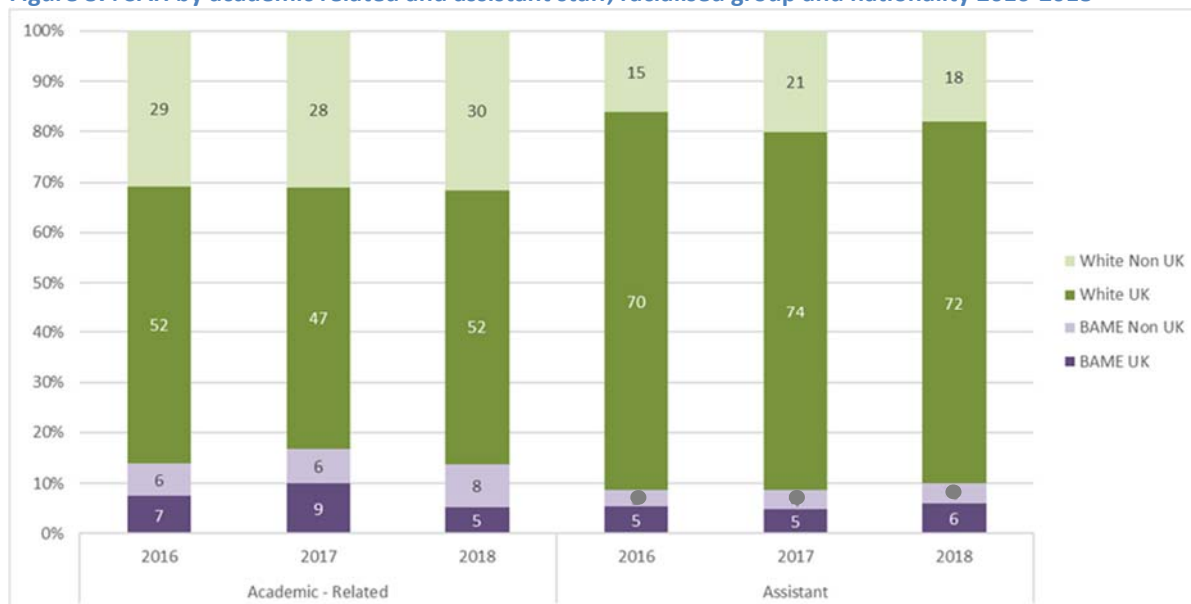


Figure 88: SAH by academic related and assistant staff, racialised group and nationality 2016-2018

SAH						
	2016		2017		2018	
Academic Related	94	50.3	90	46.4	95	48.7
BAME	13	13.8	15	16.7	13	13.7
UK	7	7.4	9	10.0	5	5.3
Non UK	6	6.4	6	6.7	8	8.4
White	81	86.2	75	83.3	82	86.3
UK	52	55.3	47	52.2	52	54.7
Non UK	29	30.9	28	31.1	30	31.6
Assistant	93	49.7	104	53.6	100	51.3
BAME	8	8.6	9	8.7	10	10.0
UK	5	5.4	5	4.8	6	6.0
Non UK	●	3.2	●	3.8	●	4.0
White	85	91.4	95	91.3	90	90.0
UK	70	75.3	74	71.2	72	72.0
Non UK	15	16.1	21	20.2	18	18.0
BAME	21	11.2	24	12.4	23	11.8
White	166	88.8	170	87.6	172	88.2
Total	187	100.0	194	100.0	195	100.0
Information refused	●	1.1	●	1.0	●	2.1
Not known	57	30.5	62	32.0	50	25.6

Figure 89: SAH by PSS, racialised group (in detail) and nationality 2016-2018

PSS SAH						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	21	10.9	24	12.2	23	11.7
Asian	6	3.1	6	3.0	6	3.0
Bangladeshi	0	0.0	0	0.0	0	0.0
Indian	●	1.0	●	1.0	●	0.5
Pakistani	●	0.5	●	0.5	0	0.0
Other Asian background	●	1.6	●	1.5	5	2.5
Black	●	0.5	●	0.5	●	0.5
African	0	0.0	0	0.0	0	0.0
Caribbean	●	0.5	●	0.5	●	0.5
Other Black background	0	0.0	0	0.0	0	0.0
Chinese	●	1.0	●	1.5	●	2.0
Mixed	7	3.6	9	4.6	6	3.0
Asian/White	●	1.0	●	2.0	●	1.0
Black African/White	●	0.5	●	0.5	●	0.5
Black Caribbean/White	0	0.0	0	0.0	0	0.0
Other mixed background	●	2.1	5	2.5	●	1.5
Other	5	2.6	5	2.5	6	3.0
Arab	●	1.0	●	1.0	●	1.0
Other ethnic background	●	1.6	●	1.5	●	2.0
White	171	89.1	173	87.8	174	88.3
Total	192	100.0	197	100.0	197	100.0
Information refused	●	0.0	●	0.0	●	0.1
Not known	52	11.5	59	1.4	48	1.1

Figure 90: SHSS by academic related and assistant staff, racialised group and nationality 2016-2018

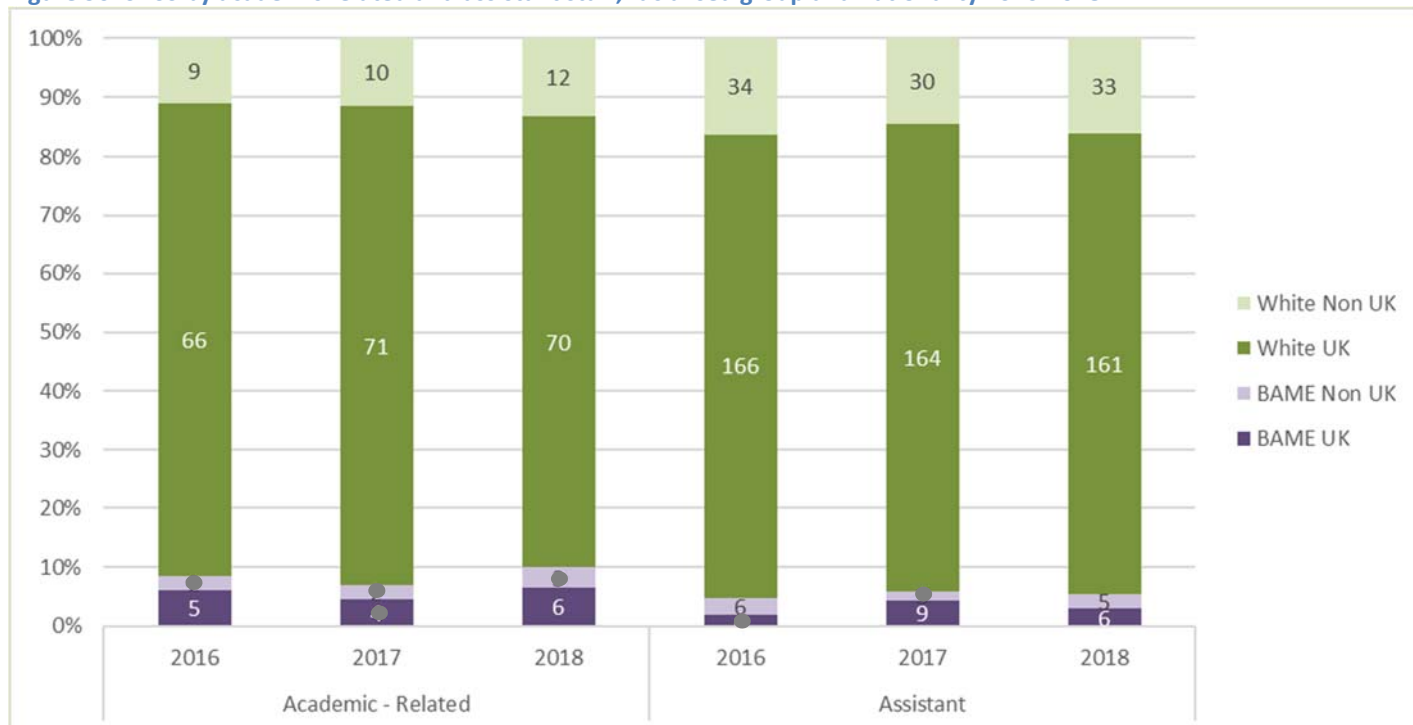


Figure 91: SHSS by academic related and assistant staff, racialised group and nationality 2016-2018

SHSS						
	2016		2017		2018	
Academic Related	82	28.1	87	29.7	91	30.7
BAME	7	8.5	6	6.9	9	9.9
UK	5	6.1	●	4.6	6	6.6
Non UK	●	2.4	●	2.3	●	3.3
White	75	91.5	81	93.1	82	90.1
UK	66	80.5	71	81.6	70	76.9
Non UK	9	11.0	10	11.5	12	13.2
Assistant	210	71.9	206	70.3	205	69.3
BAME	10	4.8	12	5.8	11	5.4
UK	●	1.9	9	4.4	6	2.9
Non UK	6	2.9	●	1.5	5	2.4
White	200	95.2	194	94.2	194	94.6
UK	166	79.0	164	79.6	161	78.5
Non UK	34	16.2	30	14.6	33	16.1
BAME	17	5.8	18	6.1	20	6.8
White	275	94.2	275	93.9	276	93.2
Total	292	100.0	293	100.0	296	100.0
Information refused	●	1.4	●	1.4	●	1.4
Not known	36	12.3	27	9.2	26	8.8

Figure 92: SHSS by PSS, racialised group (in detail) and nationality 2016-2018

PSS SHSS						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	17	8.9	18	9.1	20	10.2
Asian	7	3.6	5	2.5	7	3.6
Bangladeshi	0	0.0	0	0.0	0	0.0
Indian	6	3.1	●	2.0	●	2.0
Pakistani	0	0.0	0	0.0	●	0.5
Other Asian background	●	0.5	●	0.5	●	1.0
Black	●	0.5	●	1.0	●	0.5
African	●	0.5	●	1.0	●	0.5
Caribbean	0	0.0	0	0.0	0	0.0
Other Black background	0	0.0	0	0.0	0	0.0
Chinese	0	0.0	●	1.0	●	1.0
Mixed	9	4.7	8	4.1	10	5.1
Asian/White	0	0.0	●	0.5	●	1.0
Black African/White	●	0.5	●	0.5	●	0.5
Black Caribbean/White	●	0.5	0	0.0	●	1.0
Other mixed background	7	3.6	6	3.0	5	2.5
Other	0	0.0	●	0.5	0	0.0
Arab	0	0.0	●	0.5	0	0.0
Other ethnic background	0	0.0	0	0.0	0	0.0
White	287	149.5	284	144.2	284	144.2
Total	304	158.3	302	153.3	304	154.3
Information refused	●	0.1	●	0.1	●	0.1
Not known	24	5.3	18	0.4	18	0.4

Figure 93: ST by academic related and assistant staff, racialised group and nationality 2016-2018

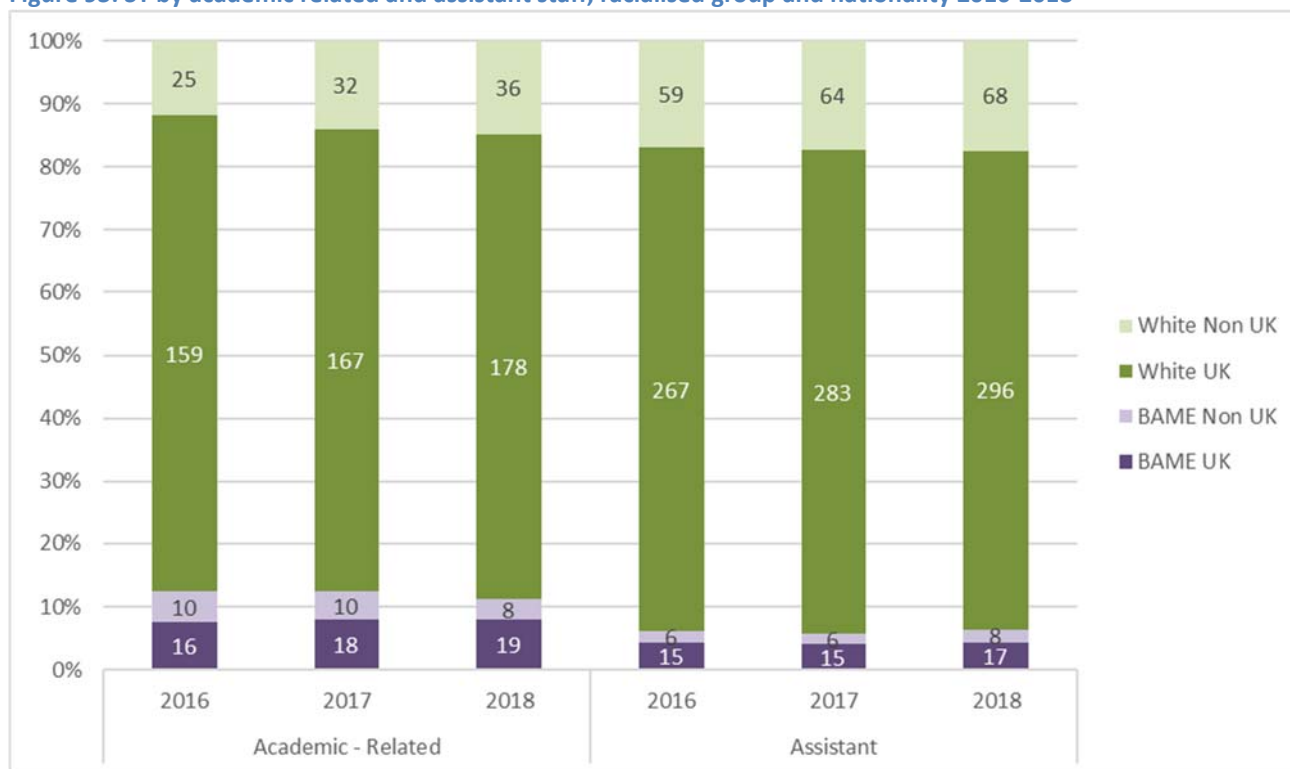


Figure 94: ST by academic related and assistant staff, racialised group and nationality 2016-2018

PSS ST						
	2016		2017		2018	
Academic Related	210	37.7	227	38.2	241	38.3
BAME	26	12.4	28	12.3	27	11.2
UK	16	7.6	18	7.9	19	7.9
Non UK	10	4.8	10	4.4	8	3.3
White	184	87.6	199	87.7	214	88.8
UK	159	75.7	167	73.6	178	73.9
Non UK	25	11.9	32	14.1	36	14.9
Assistant	347	62.3	368	61.8	389	61.7
BAME	21	6.1	21	5.7	25	6.4
UK	15	4.3	15	4.1	17	4.4
Non UK	6	1.7	6	1.6	8	2.1
White	326	93.9	347	94.3	364	93.6
UK	267	76.9	283	76.9	296	76.1
Non UK	59	17.0	64	17.4	68	17.5
BAME	47	8.4	49	8.2	52	8.3
White	510	91.6	546	91.8	578	91.7
Total	557	100.0	595	100.0	630	100.0
Information refused	5	0.9	7	1.2	13	2.1
Not known	50	9.0	41	6.9	40	6.3

Figure 95: ST by PSS, racialised group (in detail) and nationality 2016-2018

PSS ST						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	47	24.5	49	24.9	52	26.4
Asian	18	9.4	19	9.6	18	9.1
Bangladeshi	●	0.5	●	0.5	●	0.5
Indian	9	4.7	10	5.1	7	3.6
Pakistani	●	2.1	●	2.0	6	3.0
Other Asian background	●	2.1	●	2.0	●	2.0
Black	●	2.1	●	2.0	5	2.5
African	●	1.0	●	1.0	●	1.0
Caribbean	●	0.5	●	0.5	●	1.0
Other Black background	●	0.5	●	0.5	●	0.5
Chinese	16	8.3	16	8.1	15	7.6
Mixed	5	2.6	6	3.0	9	4.6
Asian/White	●	2.1	●	2.0	●	2.0
Black African/White	0	0.0	0	0.0	●	1.0
Black Caribbean/White	0	0.0	●	0.5	●	1.5
Other mixed background	●	0.5	●	0.5	5	2.5
Other	●	2.1	●	2.0	5	2.5
Arab	0	0.0	0	0.0	0	0.0
Other ethnic background	●	2.1	●	2.0	5	2.5
White	523	272.4	559	283.8	590	299.5
Total	570	296.9	608	308.6	642	325.9
Information refused	5	0.1	7	0.2	13	0.3
Not known	37	8.2	28	0.7	28	0.7

Figure 96: SPS by academic related and assistant staff, racialised group and nationality 2016-2018

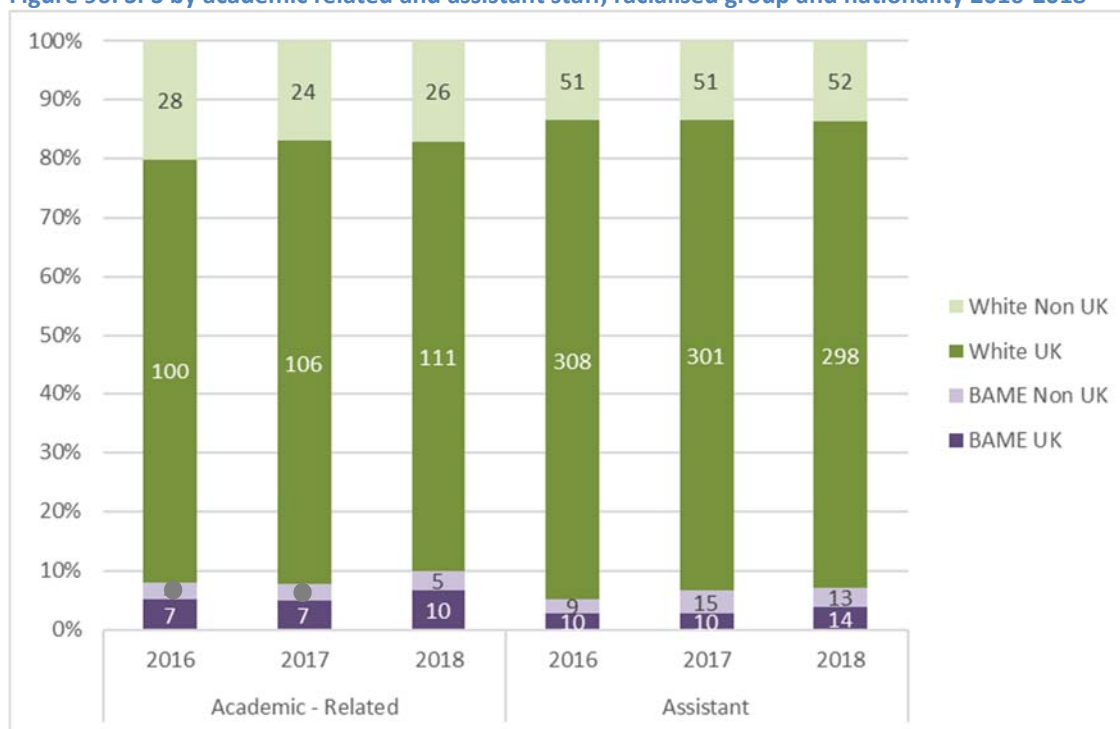


Figure 97: SPS by academic related and assistant staff, racialised group and nationality 2016-2018

PSS SPS						
	2016		2017		2018	
Academic Related	139	26.9	141	27.2	152	28.7
BAME	11	7.9	11	7.8	15	9.9
UK	7	5.0	7	5.0	10	6.6
Non UK	●	2.9	●	2.8	5	3.3
White	128	92.1	130	92.2	137	90.1
UK	100	71.9	106	75.2	111	73.0
Non UK	28	20.1	24	17.0	26	17.1
Assistant	378	73.1	377	72.8	377	71.3
BAME	19	5.0	25	6.6	27	7.2
UK	10	2.6	10	2.7	14	3.7
Non UK	9	2.4	15	4.0	13	3.4
White	359	95.0	352	93.4	350	92.8
UK	308	81.5	301	79.8	298	79.0
Non UK	51	13.5	51	13.5	52	13.8
BAME	30	5.8	36	6.9	42	7.9
White	487	94.2	482	93.1	487	92.1
Total	517	100.0	518	100.0	529	100.0
Information refused	8	1.5	9	1.7	11	2.1
Not known	69	13.3	62	12.0	56	10.6

Figure 98: SPS by PSS, racialised group (in detail) and nationality 2016-2018

PSS SPS						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	30	15.6	36	18.3	49	24.9
Asian	9	4.7	13	6.6	16	8.1
Bangladeshi		0.0		0.0	●	0.5
Indian	●	1.6	5	2.5	7	3.6
Pakistani		0.0	●	0.5	●	0.5
Other Asian background	6	3.1	7	3.6	7	3.6
Black	●	1.6	●	1.5	7	3.6
African	●	0.5	●	1.0	5	2.5
Caribbean	●	1.0	●	0.5	●	0.5
Other Black background		0.0		0.0	●	0.5
Chinese	9	4.7	13	6.6	12	6.1
Mixed	5	2.6	4	2.0	10	5.1
Asian/White	●	0.5	●	0.5	●	1.0
Black African/White	0	0.0	0	0.0	●	0.5
Black Caribbean/White	0	0.0	0	0.0	●	1.0
Other mixed background	●	2.1	●	1.5	5	2.5
Other	●	2.1	●	1.5	●	2.0
Arab	●	0.5	●	0.5	●	1.0
Other ethnic background	●	1.6	●	1.0	●	1.0
White	502	261.5	494	250.8	498	252.8
Total	532	277.1	530	269.0	547	277.7
Information refused	8	0.2	9	0.2	11	0.3
Not known	54	11.9	50	1.2	45	1.1

Figure 99: SBS by academic related and assistant staff, racialised group and nationality 2016-2018

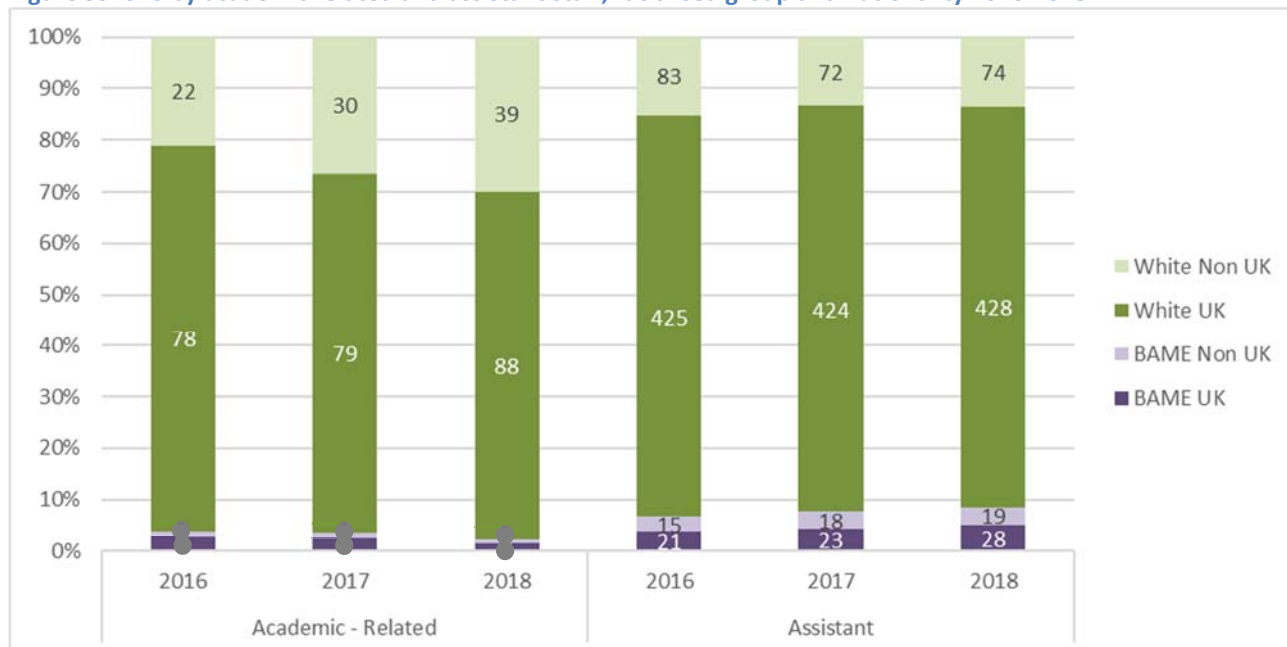


Figure 100: SBS by academic related and assistant staff, racialised group and nationality 2016-2018

PSS SBS						
	2016		2017		2018	
Academic Related	104	16.0	113	17.4	130	19.1
BAME		3.8		3.5		2.3
UK		2.9		2.7		1.5
Non UK		1.0		0.9		0.8
White	100	96.2	109	96.5	127	97.7
UK	78	75.0	79	69.9	88	67.7
Non UK	22	21.2	30	26.5	39	30.0
Assistant	544	84.0	537	82.6	549	80.9
BAME	36	6.6	41	7.6	47	8.6
UK	21	3.9	23	4.3	28	5.1
Non UK	15	2.8	18	3.4	19	3.5
White	508	93.4	496	92.4	502	91.4
UK	425	78.1	424	79.0	428	78.0
Non UK	83	15.3	72	13.4	74	13.5
BAME	40	6.2	45	6.9	50	7.4
White	608	93.8	605	93.1	629	92.6
Total	648	100.0	650	100.0	679	100.0
Information refused	15	2.3	17	2.6	14	2.1
Not known	84	13.0	71	10.9	82	12.1

Figure 101: SBS by PSS, racialised group (in detail) and nationality 2016-2018

PSS SBS						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	42	21.9	47	23.9	52	26.4
Asian	6	3.1	11	5.6	14	7.1
Bangladeshi	0	0.0		1.0		1.0
Indian		1.0		0.5	6	3.0
Pakistani	0	0.0	0	0.0	0	0.0
Other Asian background		2.1	8	4.1	6	3.0
Black	10	5.2	10	5.1	9	4.6
African	5	2.6	5	2.5		2.0
Caribbean		1.6		1.5		1.5
Other Black background		1.0		1.0		1.0
Chinese	12	6.3	10	5.1	13	6.6
Mixed	11	5.7	11	5.6	13	6.6
Asian/White		1.0		1.0		0.5
Black African/White		0.5		0.5		1.0
Black Caribbean/White		1.6		1.0		1.0
Other mixed background	5	2.6	6	3.0	8	4.1
Other		1.6	5	2.5		1.5
Arab	0	0.0	0	0.0	0	0.0
Other ethnic background		1.6	5	2.5		1.5
White	643	334.9	633	321.3	653	331.5
Total	685	356.8	680	345.2	705	357.9
Information refused	15	0.4	17	0.4	14	0.3
Not known	47	10.4	41	1.0	56	1.3

Figure 102: SCM by academic related and assistant staff, racialised group and nationality 2016-2018

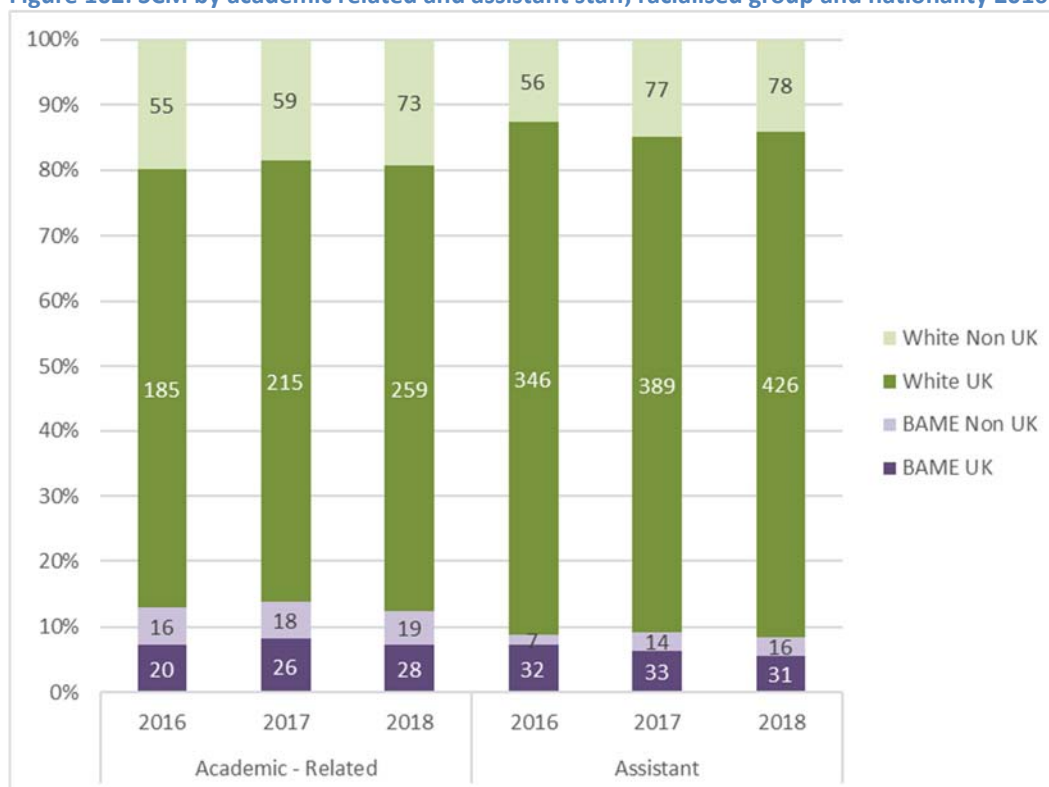


Figure 103: SCM by academic related and assistant staff, racialised group and nationality 2016-2018

PSS SCM						
	2016		2017		2018	
Academic Related	276	38.5	318	38.3	379	40.8
BAME	36	13.0	44	13.8	47	12.4
UK	20	7.2	26	8.2	28	7.4
Non UK	16	5.8	18	5.7	19	5.0
White	240	87.0	274	86.2	332	87.6
UK	185	67.0	215	67.6	259	68.3
Non UK	55	19.9	59	18.6	73	19.3
Assistant	441	61.5	513	61.7	551	59.2
BAME	39	8.8	47	9.2	47	8.5
UK	32	7.3	33	6.4	31	5.6
Non UK	7	1.6	14	2.7	16	2.9
White	402	91.2	466	90.8	504	91.5
UK	346	78.5	389	75.8	426	77.3
Non UK	56	12.7	77	15.0	78	14.2
BAME	75	10.5	91	11.0	94	10.1
White	642	89.5	740	89.0	836	89.9
Total	717	100.0	831	100.0	930	100.0
Information refused	15	2.1	22	2.6	19	2.0
Not known	89	12.4	88	10.6	102	11.0

Figure 104: SCM by PSS, racialised group (in detail) and nationality 2016-2018

PSS SCM						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	75	39.1	91	46.2	94	47.7
Asian	33	17.2	36	18.3	42	21.3
<i>Bangladeshi</i>	●	1.6	●	0.5	●	0.5
<i>Indian</i>	20	10.4	23	11.7	28	14.2
<i>Pakistani</i>	●	1.0	●	0.5	●	1.0
<i>Other Asian background</i>	8	4.2	11	5.6	11	5.6
Black	7	3.6	11	5.6	16	8.1
<i>African</i>	5	2.6	9	4.6	12	6.1
<i>Caribbean</i>	●	1.0	●	1.0	●	2.0
<i>Other Black background</i>	0	0.0	0	0.0	0	0.0
Chinese	20	10.4	24	12.2	19	9.6
Mixed	8	4.2	12	6.1	12	6.1
<i>Asian/White</i>	●	1.0	●	1.5	●	1.5
<i>Black African/White</i>	0	0.0	0	0.0	0	0.0
<i>Black Caribbean/White</i>	●	0.5	●	0.5	●	1.0
<i>Other mixed background</i>	5	2.6	8	4.1	7	3.6
Other	7	3.6	8	4.1	5	2.5
<i>Arab</i>	●	1.0	●	1.0	●	0.5
<i>Other ethnic background</i>	5	2.6	6	3.0	●	2.0
White	647	337.0	741	376.1	837	424.9
Total	722	376.0	832	422.3	931	472.6
Information refused	15	0.4	22	0.5	19	0.4
Not known	84	18.6	87	2.1	101	2.4

Figure 105: NSI by academic related and assistant staff, racialised group and nationality 2016-2018

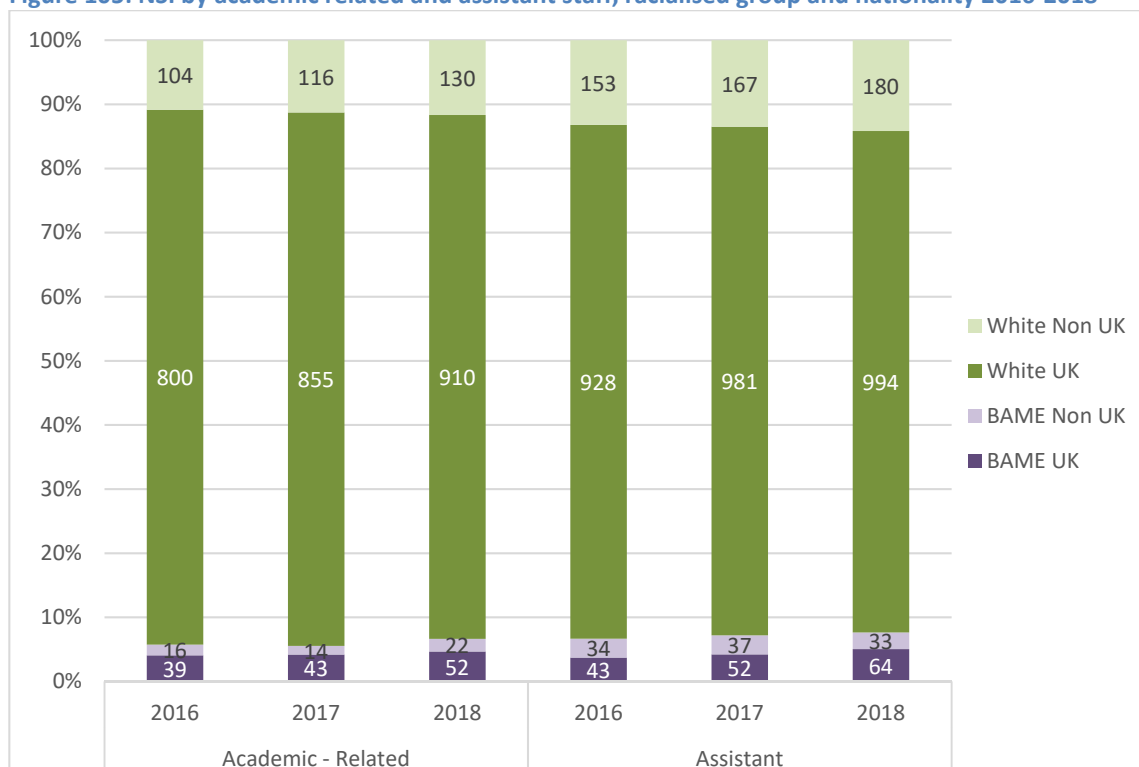


Figure 106: NSI by academic related and assistant staff, racialised group and nationality 2016-2018

PSS NSI						
	2016		2017		2018	
Academic Related	959	45.3	1028	45.4	1114	46.7
BAME	55	5.7	57	5.5	74	6.6
UK	39	4.1	43	4.2	52	4.7
Non UK	16	1.7	14	1.4	22	2.0
White	904	94.3	971	94.5	1040	93.4
UK	800	83.4	855	83.2	910	81.7
Non UK	104	10.8	116	11.3	130	11.7
Assistant	1158	54.7	1237	54.6	1271	53.3
BAME	77	6.6	89	7.2	97	7.6
UK	43	3.7	52	4.2	64	5.0
Non UK	34	2.9	37	3.0	33	2.6
White	1081	93.4	1148	92.8	1174	92.4
UK	928	80.1	981	79.3	994	78.2
Non UK	153	13.2	167	13.5	180	14.2
BAME	132	6.2	146	6.4	171	7.2
White	1985	93.8	2119	93.6	2214	92.8
Total	2117	100.0	2265	100.0	2385	100.0
Information refused	35	1.7	30	1.3	39	1.6
Not known	290	13.7	270	11.9	283	11.9

Figure 107: NSI by PSS, racialised group (in detail) and nationality 2016-2018

PSS NSI						
	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
BAME	133	69.3	147	74.6	172	87.3
Asian	35	18.2	44	22.3	51	25.9
Bangladeshi	●	1.0	●	1.5	●	1.0
Indian	24	12.5	29	14.7	31	15.7
Pakistani	●	0.5	●	1.0	●	1.5
Other Asian background	8	4.2	10	5.1	15	7.6
Black	16	8.3	15	7.6	20	10.2
African	8	4.2	9	4.6	12	6.1
Caribbean	5	2.6	●	2.0	●	2.0
Other Black background	●	1.6	●	1.0	●	2.0
Chinese	32	16.7	32	16.2	32	16.2
Mixed	36	18.8	44	22.3	54	27.4
Asian/White	11	5.7	12	6.1	16	8.1
Black African/White	●	1.6	●	2.0	5	2.5
Black Caribbean/White	5	2.6	7	3.6	7	3.6
Other mixed background	17	8.9	21	10.7	26	13.2
Other	14	7.3	12	6.1	15	7.6
Arab	●	1.0	●	0.5	●	1.5
Other ethnic background	12	6.3	11	5.6	12	6.1
White	2048	1066.7	2169	1101.0	2259	1146.7
Total	2181	1135.9	2316	1175.6	2431	1234.0
Information refused	35	0.9	30	0.7	39	0.9
Not known	226	50.0	219	5.3	237	5.6

PSS GRADES

- The proportion of BAME staff drops sharply from 10.7% (grade 1) to 2% (grade 12) (**Figure 108**). Decreasing numbers when moving up the career ladder is experienced by both academic-related and assistant staff and by all BAME racialised groups (**Figures 109-113**) but most acutely by Black staff (**Figure 109**).

*There is a sense of having to try harder to make the same impact [as white colleagues]. When things are happening, they don't look at you to be involved. You have to wave your hand to say that you have a contribution. This results in a sense of invisibility (**Focus group, Professional staff, BAME**)*

We will increase representation of BAME staff at senior levels by greater focus on training in bias and race awareness for those who nominate and/or encourage PSS to take part in leadership courses (**AP24**). Through the *ourcambridge* programme, we will develop an inclusively designed framework to improve opportunities for PSS career progression (**AP32**) and we will increase access to secondment opportunities for BAME PSS (**AP33**). We hope that the reverse mentoring scheme, once widely rolled out, will enhance awareness of racism among White staff responsible for PSS promotion and thus contribute to increasing diversity at senior PSS levels (**AP21**).



*our*cambridge

ourcambridge is a programme open for all professional services staff, which means all those in non-academic roles. It is guided by feedback from you. The focus is on ensuring you feel valued and recognised for the critical contribution you make, simplifying overly complicated processes and helping improve the ways we work. Make your voice heard and let us know how you want to be better supported in your role!

Join the conversation on Yammer: www.yammer.com
(login via MS 365, find *ourcambridge*)

Contact the team: ourcambridge@admin.cam.ac.uk

www.ourcambridge.admin.cam.ac.uk

- PSS progression at UoC may be influenced, at times, by excessive focus on qualifications, and the REC survey provides clues that BAME staff might be affected by racial inequalities intersecting with class inequality:

*I feel like I need to have a doctorate to progress. How much will I progress with one? My superior doesn't have one. The focus should be on knowledge and experience. (**Professional staff, BAME**)*

We engaged staff in conversations about racial inequalities and meritocracy through open events. We are committed to engaging staff further in critical conversations (**AP1**).

- We see some positive trends: since 2016, proportions of BAME assistant staff on grades 4-8 have increased (**Figure 111**), and there is an increase in academic-related staff numbers on grades 9-12 (**Figure 113**)

ACTIONS

AP1 Raise awareness and understanding of race and racism at UoC

AP21 Roll out reverse mentoring scheme

AP24 Increase the numbers of Hol who nominate and encourage BAME staff to attend leadership courses in preparation for senior management.

AP32 Implement an inclusively designed framework to improve opportunities for career progression of PSS

AP33 Increase BAME staff numbers in senior PSS grades by developing a career progression framework PSS

PSS GRADES: UNIVERSITY LEVEL DATA

Figure 108: PSS by grade and racialised group, 2018

Grade	Asian			Black			Chinese			Mixed			Other			BME			White			Total	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
Grade 1	12	7.8	3.6	8	13.6	2.4	7	7.2	2.1	7	6.5	2.1	5	5.3	0.6	36	7.9	10.7	301	5.7	89.3	337	5.9
Grade 2	5	3.2	2.1	3	3.4	0.9	2	2.1	0.9	9	8.4	3.9	0	0.0	0.0	18	4.0	7.7	215	4.1	92.3	233	4.1
Grade 3	14	9.1	2.8	6	6.8	0.8	10	10.3	2.0	13	12.1	2.6	5	5.3	0.4	43	9.5	8.4	466	8.8	91.6	509	8.9
Grade 4	20	13.0	2.3	7	11.9	0.8	18	18.6	2.1	12	11.2	1.4	5	13.2	0.6	62	13.6	7.2	798	15.1	92.8	860	15.0
Grade 5	24	15.6	2.6	9	15.3	1.0	14	14.4	1.5	15	14.0	1.6	8	21.1	0.9	70	15.4	7.5	867	16.4	92.5	937	16.3
Grade 6	15	9.7	2.4	9	15.3	1.4	3	3.1	0.5	12	11.2	1.9	5	10.5	0.6	43	9.5	6.8	588	11.1	93.2	631	11.0
Grade 7	22	14.3	2.8	7	11.9	0.9	20	20.6	2.6	14	13.1	1.8	7	18.4	0.9	70	15.4	9.0	707	13.4	91.0	777	13.5
Grade 8	19	12.3	3.0	6	6.8	0.6	12	12.4	1.9	12	11.2	1.9	6	15.8	0.9	53	11.6	8.3	582	11.0	91.7	635	11.0
Grade 9	9	5.8	2.4	3	6.8	1.1	4	4.1	1.1	3	3.7	1.1	2	2.6	0.3	22	4.8	5.9	349	6.6	94.1	371	6.5
Grade 10	5	3.2	2.4	1	1.7	0.5	2	2.1	0.9	1	1.9	0.9	1	5.3	0.9	12	2.6	5.7	199	3.8	94.3	211	3.7
Grade 11	0	0.0	0.0	0	0.0	0.0	3	3.1	5.5	0	0.0	0.0	0	0.0	0.0	0	0.7	5.5	52	1.0	94.5	55	1.0
Grade 12	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.9	2.0	0	0.0	0.0	0	0.2	2.0	49	0.9	98.0	50	0.9
Other	9	5.8	6.3	3	6.8	2.8	2	2.1	1.4	6	5.6	4.2	2	2.6	0.7	22	4.8	15.3	122	2.3	84.7	144	2.5
Total	154	100.0	2.7	59	100.0	1.0	97	100.0	1.7	107	100.0	1.9	38	100.0	0.7	455	100.0	7.9	5,295	100.0	92.1	5,750	100.0

Figure 109: PSS by grade and racialised group (without white), 2018

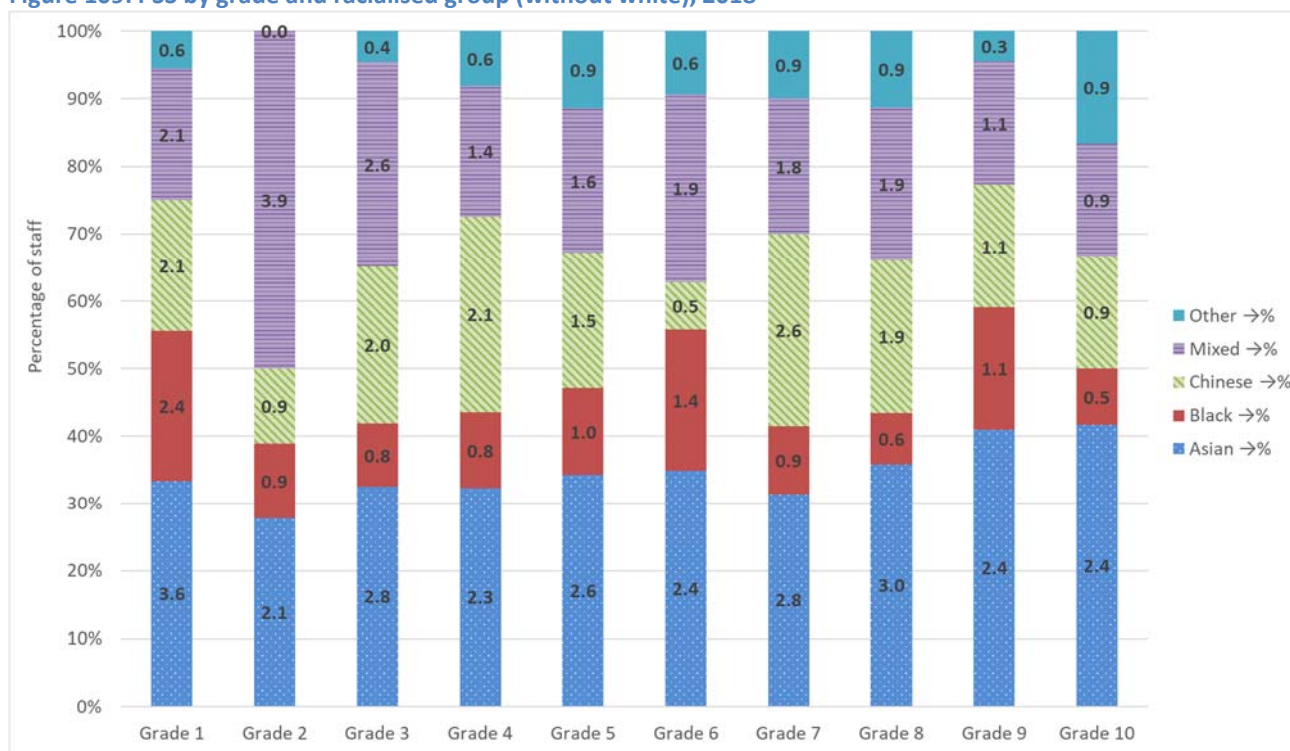


Figure 110: Assistant staff by grade, nationality and racialised group 2016-2018

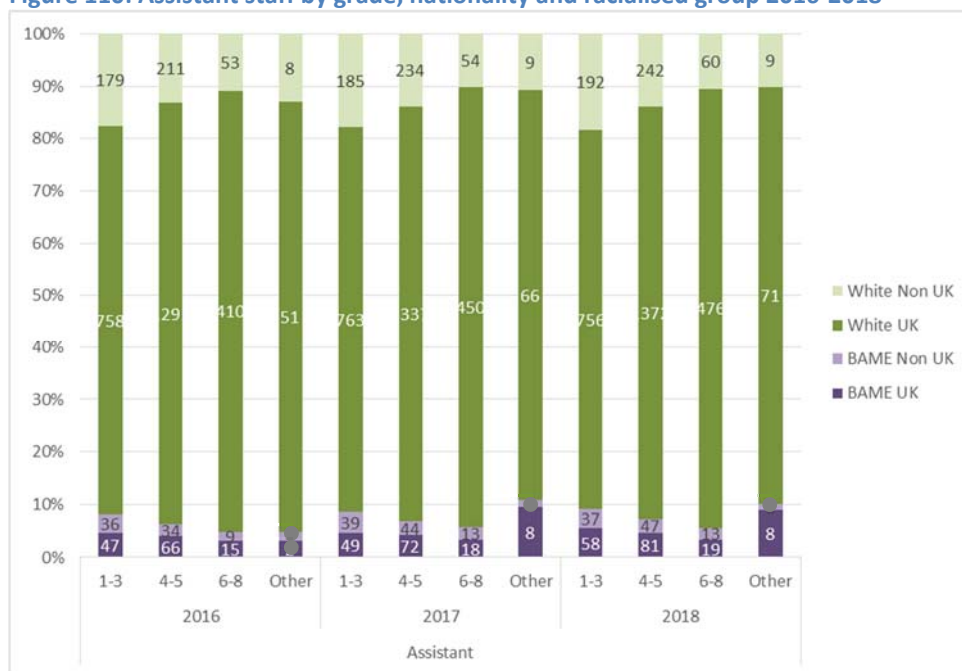


Figure 111: Assistant staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Assistant						
1-3	1020	32.2	1036	31.0	1043	30.3
BAME	83	8.1	88	8.5	95	9.1
UK	47	4.6	49	4.7	58	5.6
Non UK	36	3.5	39	3.8	37	3.5
White	937	91.9	948	91.5	948	90.9
UK	758	74.3	763	73.6	756	72.5
Non UK	179	17.5	185	17.9	192	18.4
4-5	1602	50.5	1687	50.5	1742	50.6
BAME	100	6.2	116	6.9	128	7.3
UK	66	4.1	72	4.3	81	4.6
Non UK	34	2.1	44	2.6	47	2.7
White	1502	93.8	1571	93.1	1614	92.7
UK	1291	80.6	1337	79.3	1372	78.8
Non UK	211	13.2	234	13.9	242	13.9
6-8	487	15.4	535	16.0	568	16.5
BAME	24	4.9	31	5.8	32	5.6
UK	15	3.1	18	3.4	19	3.3
Non UK	9	1.8	13	2.4	13	2.3
White	463	95.1	504	94.2	536	94.4
UK	410	84.2	450	84.1	476	83.8
Non UK	53	10.9	54	10.1	60	10.6
Other	62	2.0	84	2.5	89	2.6
BAME	●	4.8	9	10.7	9	10.1
UK	●	3.2	8	9.5	8	9.0
Non UK	●	1.6	●	1.2	●	1.1
White	59	95.2	75	89.3	80	89.9
UK	51	82.3	66	78.6	71	79.8
Non UK	8	12.9	9	10.7	9	10.1
BAME	210	6.6	244	7.3	264	7.7
White	2961	93.4	3098	92.7	3178	92.3
Total	3171	100.0	3342	100.0	3442	100.0
Information refused	48	1.5	50	1.5	55	1.6
Not known	500	15.8	462	13.8	473	13.7

Figure 112: Academic-related staff by grade, nationality and racialised group 2016-2018

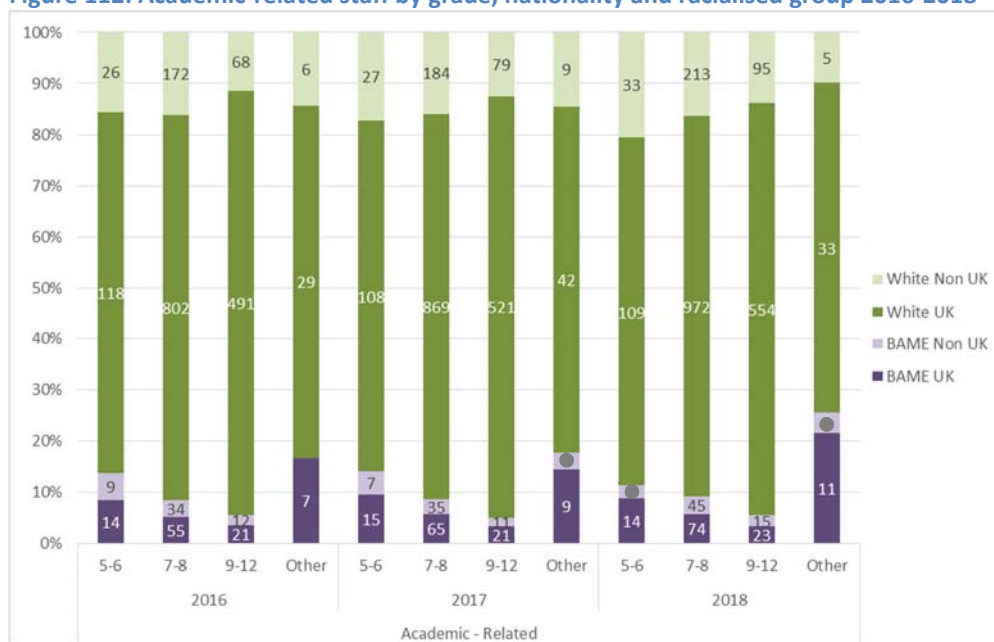


Figure 113: Academic-related staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Academic Related						
5-6	167	9.0	157	7.8	160	7.3
BAME	23	13.8	22	14.0	18	11.3
UK	14	8.4	15	9.6	14	8.8
Non UK	9	5.4	7	4.5	●	2.5
White	144	86.2	135	86.0	142	88.8
UK	118	70.7	108	68.8	109	68.1
Non UK	26	15.6	27	17.2	33	20.6
7-8	1063	57.0	1153	57.5	1304	59.2
BAME	89	8.4	100	8.7	119	9.1
UK	55	5.2	65	5.6	74	5.7
Non UK	34	3.2	35	3.0	45	3.5
White	974	91.6	1053	91.3	1185	90.9
UK	802	75.4	869	75.4	972	74.5
Non UK	172	16.2	184	16.0	213	16.3
9-12	592	31.8	632	31.5	687	31.2
BAME	33	5.6	32	5.1	38	5.5
UK	21	3.5	21	3.3	23	3.3
Non UK	12	2.0	11	1.7	15	2.2
White	559	94.4	600	94.9	649	94.5
UK	491	82.9	521	82.4	554	80.6
Non UK	68	11.5	79	12.5	95	13.8
Other	42	2.3	62	3.1	51	2.3
BAME	7	16.7	11	17.7	13	25.5
UK	7	16.7	9	14.5	11	21.6
Non UK	●	0.0	●	3.2	●	3.9
White	35	83.3	51	82.3	38	74.5
UK	29	69.0	42	67.7	33	64.7
Non UK	6	14.3	9	14.5	5	9.8
BAME	152	8.2	165	8.2	188	8.5
White	1712	91.8	1839	91.8	2014	91.5
Total	1864	100.0	2004	100.0	2202	100.0
Information refus	36	1.9	41	2.0	49	2.2
Not known	175	9.4	159	7.9	166	7.5

PSS GRADES: SCHOOL LEVEL DATA

All Schools and NSIs see a leaky pipeline and overall small numbers of BAME academic-related and assistant staff on higher grades (Figures 114-141)

Figure 114: SAH assistant staff by grade, nationality and racialised group 2016-2018

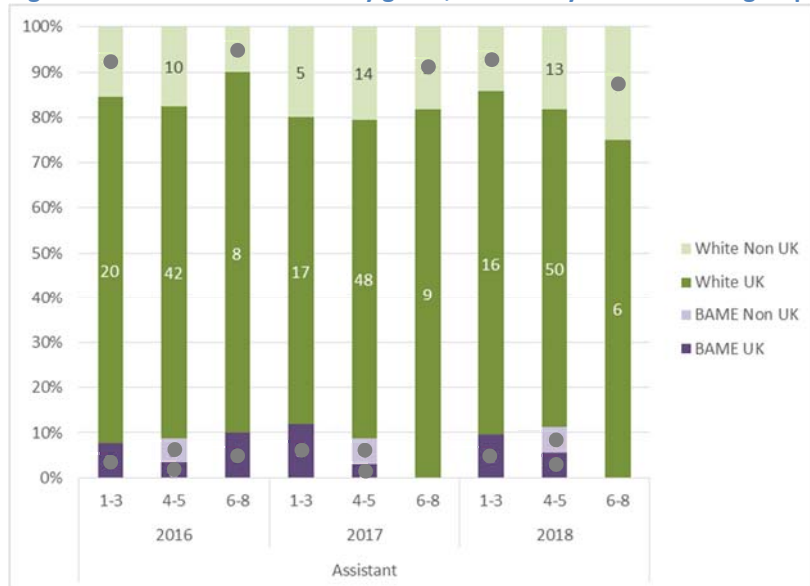


Figure 115: SAH assistant staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Assistant						
1-3	26	28.0	25	24.0	21	21.0
BAME		7.7		12.0		9.5
UK		7.7		12.0		9.5
Non UK		0.0	0	0.0		0.0
White	24	92.3	22	88.0	19	90.5
UK	20	76.9	17	68.0	16	76.2
Non UK		15.4	5	20.0		14.3
4-5	57	61.3	68	65.4	71	71.0
BAME	5	8.8	6	8.8	8	11.3
UK		3.5		2.9		5.6
Non UK		5.3		5.9		5.6
White	52	91.2	62	91.2	63	88.7
UK	42	73.7	48	70.6	50	70.4
Non UK	10	17.5	14	20.6	13	18.3
6-8	10	10.8	11	10.6	8	8.0
BAME		10.0		0.0		0.0
UK		10.0		0.0		0.0
Non UK		0.0		0.0		0.0
White	9	90.0	11	100.0	8	100.0
UK	8	80.0	9	81.8	6	75.0
Non UK		10.0		18.2		25.0
Other		0.0		0.0		0.0
BAME		0.0		0.0		0.0
UK		0.0		0.0		0.0
Non UK		0.0		0.0		0.0
White		0.0		0.0		0.0
UK		0.0		0.0		0.0
Non UK		0.0		0.0		0.0
BAME	8	8.6	9	8.7	10	10.0
White	85	91.4	95	91.3	90	90.0
Total	93	100.0	104	100.0	100	100.0
Information refused		0.0		0.0		1.0
Not known	48	51.6	54	51.9	45	45.0

Figure 116: SAH academic-related staff by grade, nationality and racialised group 2016-2018

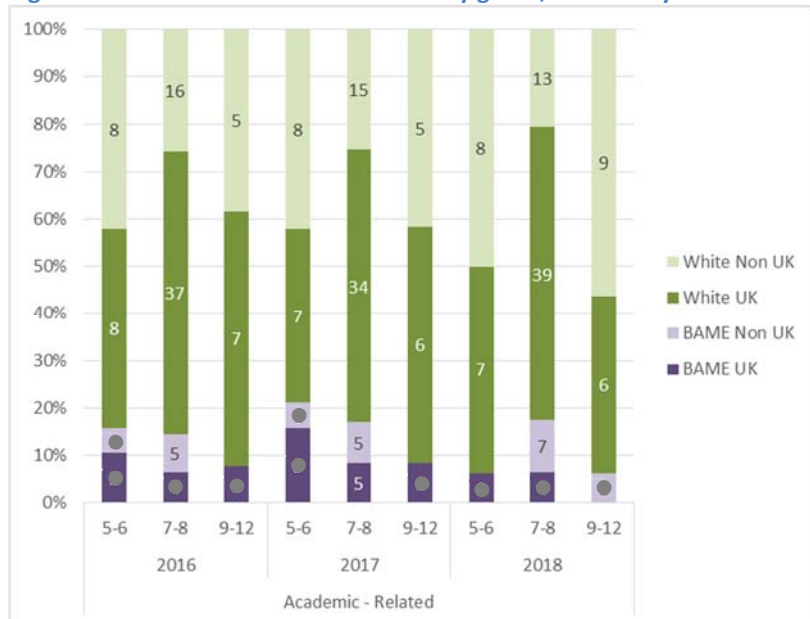


Figure 117: SAH academic-related staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Academic Related						
5-6	19	20.2	19	21.1	95	86.4
BAME	●	15.8	●	21.1	16	16.8
UK	●	10.5	●	15.8	●	1.1
Non UK	●	5.3	●	5.3		0.0
White	16	84.2	15	78.9	15	15.8
UK	8	42.1	7	36.8	7	7.4
Non UK	8	42.1	8	42.1	8	8.4
7-8	62	66.0	59	65.6	63	57.3
BAME	9	14.5	10	16.9	11	17.5
UK	●	6.5	5	8.5	●	6.3
Non UK	5	8.1	5	8.5	7	11.1
White	53	85.5	49	83.1	52	82.5
UK	37	59.7	34	57.6	39	61.9
Non UK	16	25.8	15	25.4	13	20.6
9-12	13	13.8	12	13.3	16	14.5
BAME	●	7.7	●	8.3	●	6.3
UK	●	7.7	●	8.3		0.0
Non UK		0.0		0.0	●	6.3
White	12	92.3	11	91.7	15	93.8
UK	7	53.8	6	50.0	6	37.5
Non UK	5	38.5	5	41.7	9	56.3
Other		0.0		0.0		0.0
BAME		0.0		0.0		0.0
UK		0.0		0.0		0.0
Non UK		0.0		0.0		0.0
White		0.0		0.0		0.0
UK		0.0		0.0		0.0
Non UK		0.0		0.0		0.0
BAME	13	13.8	15	16.7	28	25.5
White	81	86.2	75	83.3	82	74.5
Total	94	100.0	90	100.0	110	100.0
Information refused	●	2.1	●	2.2	●	1.8
Not known	9	9.6	8	8.9	5	4.5

Figure 118: SHSS assistant staff by grade, nationality and racialised group 2016-2018

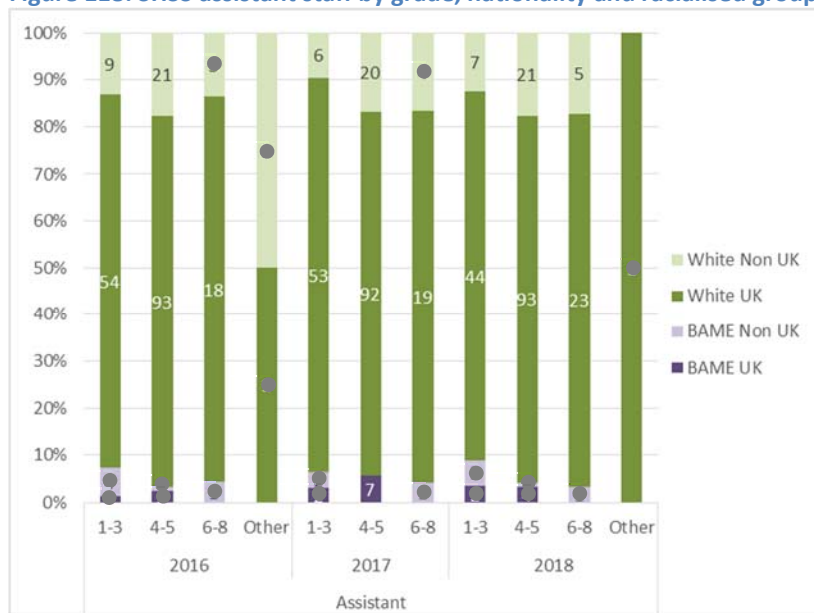


Figure 119: SHSS assistant staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Assistant						
1-3	68	32.4	63	30.6	56	27.3
BAME	5	7.4	●	6.3	5	8.9
UK	●	1.5	●	3.2	●	3.6
Non UK	●	5.9	●	3.2	●	5.4
White	63	92.6	59	93.7	51	91.1
UK	54	79.4	53	84.1	44	78.6
Non UK	9	13.2	6	9.5	7	12.5
4-5	118	56.2	119	57.8	119	58.0
BAME	●	3.4	7	5.9	5	4.2
UK	●	2.5	7	5.9	●	3.4
Non UK	●	0.8	●	0.0	●	0.8
White	114	96.6	112	94.1	114	95.8
UK	93	78.8	92	77.3	93	78.2
Non UK	21	17.8	20	16.8	21	17.6
6-8	22	10.5	24	11.7	29	14.1
BAME	●	4.5	●	4.2	●	3.4
UK	●	0.0	●	0.0	●	0.0
Non UK	●	4.5	●	4.2	●	3.4
White	21	95.5	23	95.8	28	96.6
UK	18	81.8	19	79.2	23	79.3
Non UK	●	13.6	●	16.7	5	17.2
Other	●	1.0	●	0.0	●	0.5
BAME	●	0.0	●	0.0	●	0.0
UK	●	0.0	●	0.0	●	0.0
Non UK	●	0.0	●	0.0	●	0.0
White	●	100.0	●	0.0	●	100.0
UK	●	50.0	●	0.0	●	100.0
Non UK	●	50.0	●	0.0	●	0.0
BAME	10	4.8	12	5.8	11	5.4
White	200	95.2	194	94.2	194	94.6
Total	210	100.0	206	100.0	205	100.0
Information refused	●	1.9	●	2.1	●	2.0
Not known	24	11.4	18	8.7	17	8.3

Figure 120: SHSS academic-related staff by grade, nationality and racialised group 2016-2018

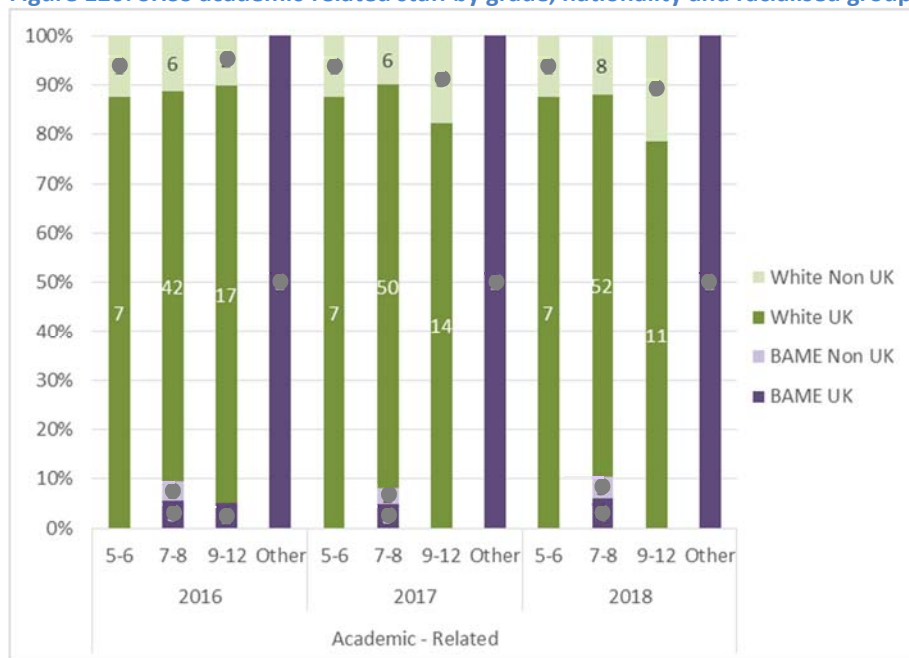


Figure 121: SHSS academic-related staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Academic Related						
5-6	8	9.8	8	9.2	8	8.8
BAME		0.0		0.0		0.0
UK		0.0		0.0		0.0
Non UK		0.0		0.0		0.0
White	8	100.0	8	100.0	8	100.0
UK	7	87.5	7	87.5	7	87.5
Non UK	1	12.5	1	12.5	1	12.5
7-8	53	64.6	61	70.1	67	73.6
BAME	5	9.4	5	8.2	7	10.4
UK	48	90.6	56	91.8	60	89.6
UK	42	79.2	50	82.0	52	77.6
Non UK	6	11.3	6	9.8	8	11.9
9-12	20	24.4	17	19.5	14	15.4
BAME	19	95.0	17	100.0	14	100.0
UK	17	85.0	14	82.4	11	78.6
Non UK	2	10.0	3	17.6	3	21.4
Other	1	1.2	1	1.1	1	2.2
BAME	1	100.0	1	100.0	1	100.0
UK	1	100.0	1	100.0	1	100.0
Non UK	0	0.0	0	0.0	0	0.0
White	0	0.0	0	0.0	0	0.0
UK	0	0.0	0	0.0	0	0.0
Non UK	0	0.0	0	0.0	0	0.0
BAME	7	8.5	6	6.9	9	9.9
White	75	91.5	81	93.1	82	90.1
Total	82	100.0	87	100.0	91	100.0
Information refused		0.0		0.0		0.0
Not known	12	14.6	9	10.3	9	9.9

Figure 122: ST assistant staff by grade, nationality and racialised group 2016-2018

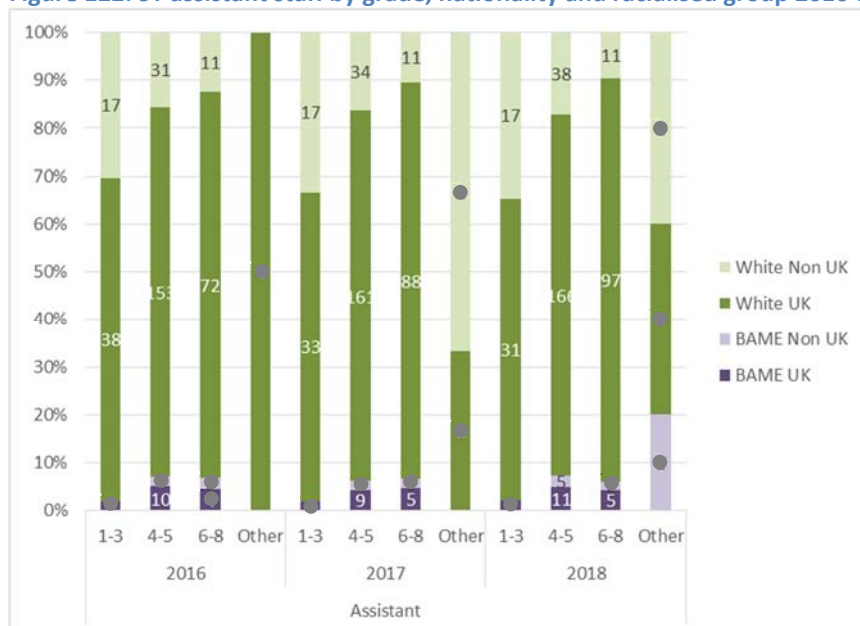


Figure 123: ST assistant staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Assistant						
1-3	56	16.1	51	13.9	49	12.6
BAME	●	1.8	●	2.0	●	2.0
UK	●	1.8	●	2.0	●	2.0
Non UK		0.0		0.0		0.0
White	55	98.2	50	98.0	48	98.0
UK	38	67.9	33	64.7	31	63.3
Non UK	17	30.4	17	33.3	17	34.7
4-5	198	57.1	208	56.5	220	56.6
BAME	14	7.1	13	6.3	16	7.3
UK	10	5.1	9	4.3	11	5.0
Non UK	●	2.0	●	1.9	5	2.3
White	184	92.9	195	93.8	204	92.7
UK	153	77.3	161	77.4	166	75.5
Non UK	31	15.7	34	16.3	38	17.3
6-8	89	25.6	106	28.8	115	29.6
BAME	6	6.7	7	6.6	7	6.1
UK	●	4.5	5	4.7	5	4.3
Non UK	●	2.2	●	1.9	●	1.7
White	83	93.3	99	93.4	108	93.9
UK	72	80.9	88	83.0	97	84.3
Non UK	11	12.4	11	10.4	11	9.6
Other	●	1.2	●	0.8	5	1.3
BAME		0.0		0.0	●	20.0
UK		0.0		0.0		0.0
Non UK		0.0		0.0	●	20.0
White	●	100.0	●	100.0	●	80.0
UK	●	100.0	●	33.3	●	40.0
Non UK		0.0	●	66.7	●	40.0
BAME	21	6.1	21	5.7	25	6.4
White	326	93.9	347	94.3	364	93.6
Total	347	100.0	368	100.0	389	100.0
Information refused	●	0.3	●	0.6	6	1.5
Not known	36	10.4	31	8.4	30	7.7

Figure 124: ST academic-related staff by grade, nationality and racialised group 2016-2018

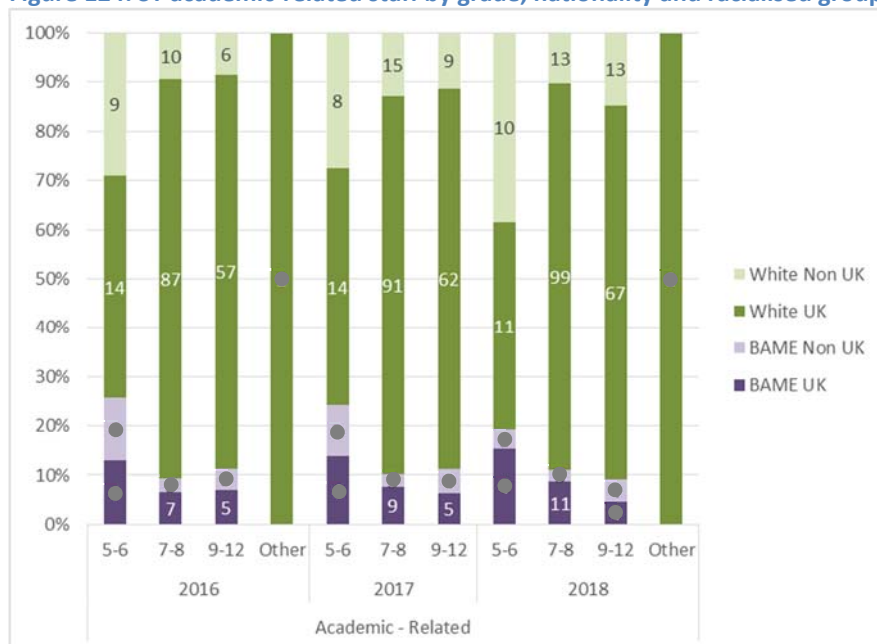


Figure 125: ST academic-related staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Academic Related						
5-6	31	14.8	29	12.8	26	10.8
BAME	8	25.8	7	24.1	5	19.2
UK	●	12.9	●	13.8	●	15.4
Non UK	●	12.9	●	10.3	●	3.8
White	23	74.2	22	75.9	21	80.8
UK	14	45.2	14	48.3	11	42.3
Non UK	9	29.0	8	27.6	10	38.5
7-8	107	51.0	118	52.0	126	52.3
BAME	10	9.3	12	10.2	14	11.1
UK	7	6.5	9	7.6	11	8.7
Non UK	●	2.8	●	2.5	●	2.4
White	97	90.7	106	89.8	112	88.9
UK	87	81.3	91	77.1	99	78.6
Non UK	10	9.3	15	12.7	13	10.3
9-12	71	33.8	80	35.2	88	36.5
BAME	8	11.3	9	11.3	8	9.1
UK	5	7.0	5	6.3	●	4.5
Non UK	●	4.2	●	5.0	●	4.5
White	63	88.7	71	88.8	80	90.9
UK	57	80.3	62	77.5	67	76.1
Non UK	6	8.5	9	11.3	13	14.8
Other	●	0.5	●	0.0	●	0.4
BAME		0.0		#DIV/0!		0.0
UK		0.0		#DIV/0!		0.0
Non UK		0.0		#DIV/0!		0.0
White	●	100.0		#DIV/0!	●	100.0
UK	●	100.0		#DIV/0!	●	100.0
Non UK		0.0		#DIV/0!		0.0
BAME	26	12.4	28	12.3	27	11.2
White	184	87.6	199	87.7	214	88.8
Total	210	100.0	227	100.0	241	100.0
Information refused	●	1.9	5	2.2	7	2.9
Not known	14	6.7	10	4.4	10	4.1

Figure 126: SPS assistant staff by grade, nationality and racialised group 2016-2018

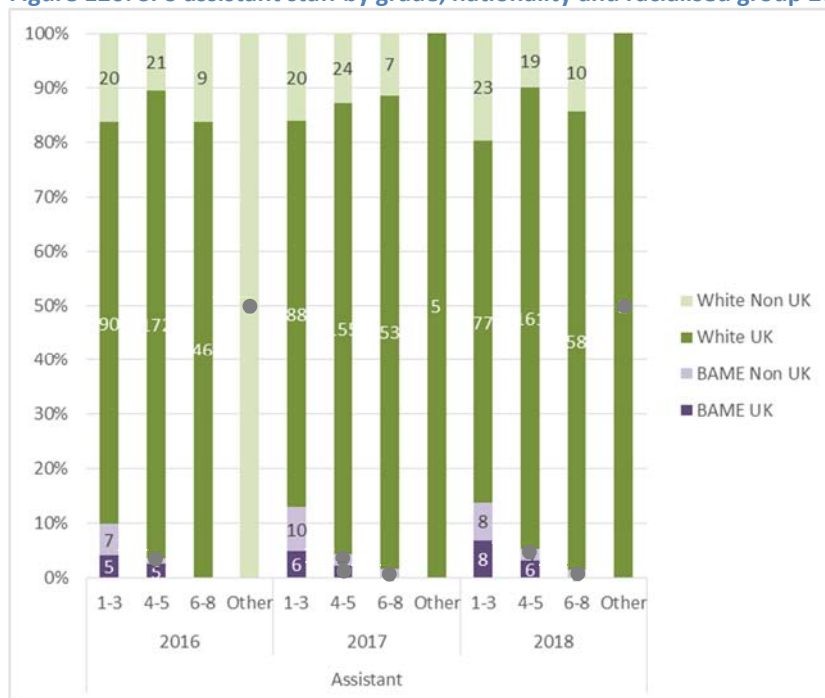


Figure 127: SPS assistant staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Assistant						
1-3	122	32.3	124	32.9	116	30.8
BAME	12	9.8	16	12.9	16	13.8
UK	5	4.1	6	4.8	8	6.9
Non UK	7	5.7	10	8.1	8	6.9
White	110	90.2	108	87.1	100	86.2
UK	90	73.8	88	71.0	77	66.4
Non UK	20	16.4	20	16.1	23	19.8
4-5	200	52.9	187	49.6	190	50.4
BAME	7	3.5	8	4.3	10	5.3
UK	5	2.5	●	2.1	6	3.2
Non UK	●	1.0	●	2.1	●	2.1
White	193	96.5	179	95.7	180	94.7
UK	172	86.0	155	82.9	161	84.7
Non UK	21	10.5	24	12.8	19	10.0
6-8	55	14.6	61	16.2	69	18.3
BAME	●	0.0	●	1.6	●	1.4
UK	●	0.0	●	0.0	●	0.0
Non UK	●	0.0	●	1.6	●	1.4
White	55	100.0	60	98.4	68	98.6
UK	46	83.6	53	86.9	58	84.1
Non UK	9	16.4	7	11.5	10	14.5
Other	●	0.3	5	1.3	●	0.5
BAME	●	0.0	●	0.0	●	0.0
UK	●	0.0	●	0.0	●	0.0
Non UK	●	0.0	●	0.0	●	0.0
White	●	100.0	5	100.0	●	100.0
UK	●	0.0	5	100.0	●	100.0
Non UK	●	100.0	●	0.0	●	0.0
BAME	19	5.0	25	6.6	27	7.2
White	359	95.0	352	93.4	350	92.8
Total	378	100.0	377	100.0	377	100.0
Information refused	5	1.3	5	1.4	6	1.6
Not known	52	13.8	47	12.5	44	11.7

Figure 128: SPS academic-related staff by grade, nationality and racialised group 2016-2018

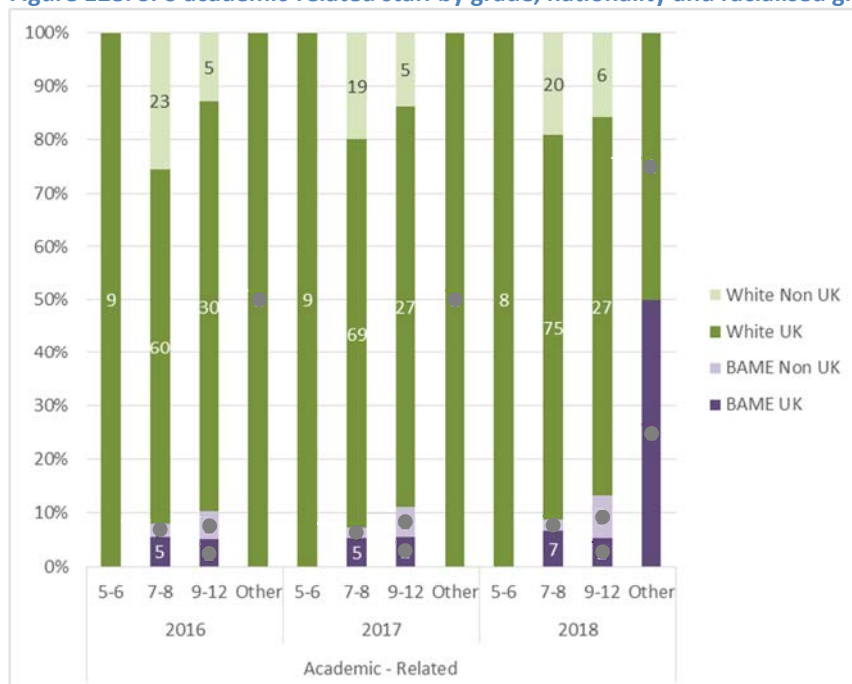


Figure 129: SPS academic-related staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Academic Related						
5-6	9	6.5	9	6.4	8	5.3
BAME		0.0		0.0		0.0
UK		0.0		0.0		0.0
Non UK		0.0		0.0		0.0
White	9	100.0	9	100.0	8	100.0
UK	9	100.0	9	100.0	8	100.0
Non UK		0.0		0.0		0.0
7-8	90	64.7	95	67.4	104	68.4
BAME	7	7.8	7	7.4	9	8.7
UK	5	5.6	5	5.3	7	6.7
Non UK	2	2.2	2	2.1	2	1.9
White	83	92.2	88	92.6	95	91.3
UK	60	66.7	69	72.6	75	72.1
Non UK	23	25.6	19	20.0	20	19.2
9-12	39	28.1	36	25.5	38	25.0
BAME	10	10.3	11	11.1	5	13.2
UK	5	5.1	5	5.6	5	5.3
Non UK	5	5.1	6	5.6	0	7.9
White	35	89.7	32	88.9	33	86.8
UK	30	76.9	27	75.0	27	71.1
Non UK	5	12.8	5	13.9	6	15.8
Other	1	0.7	1	0.7	1	1.3
BAME	0	0.0	0	0.0	50	50.0
UK	0	0.0	0	0.0	50	50.0
Non UK	0	0.0	0	0.0	0	0.0
White	1	100.0	1	100.0	50	50.0
UK	1	100.0	1	100.0	50	50.0
Non UK	0	0.0	0	0.0	0	0.0
BAME	11	7.9	11	7.8	15	9.9
White	128	92.1	130	92.2	137	90.1
Total	139	100.0	141	100.0	152	100.0
Information refused	2	2.2	2	2.8	5	3.3
Not known	17	12.2	15	10.6	12	7.9

Figure 130: SBS assistant staff by grade, nationality and racialised group 2016-2018

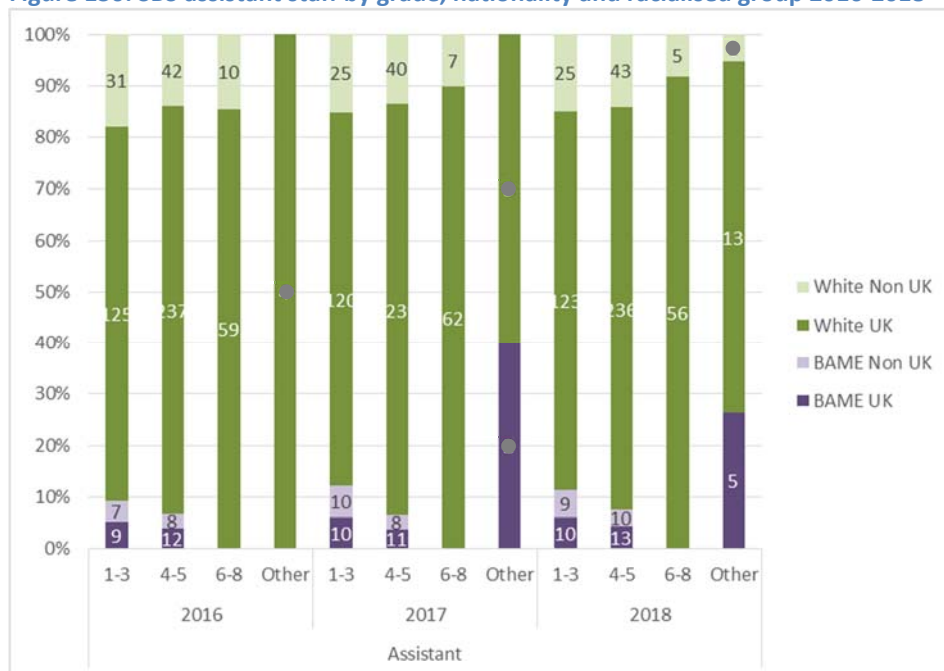


Figure 131: SBS assistant staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Assistant						
1-3	172	31.6	165	30.7	167	30.4
BAME	16	9.3	20	12.1	19	11.4
UK	9	5.2	10	6.1	10	6.0
Non UK	7	4.1	10	6.1	9	5.4
White	156	90.7	145	87.9	148	88.6
UK	125	72.7	120	72.7	123	73.7
Non UK	31	18.0	25	15.2	25	15.0
4-5	299	55.0	298	55.5	302	55.0
BAME	20	6.7	19	6.4	23	7.6
UK	12	4.0	11	3.7	13	4.3
Non UK	8	2.7	8	2.7	10	3.3
White	279	93.3	279	93.6	279	92.4
UK	237	79.3	239	80.2	236	78.1
Non UK	42	14.0	40	13.4	43	14.2
6-8	69	12.7	69	12.8	61	11.1
BAME		0.0		0.0		0.0
UK		0.0		0.0		0.0
Non UK		0.0		0.0		0.0
White	69	100.0	69	100.0	61	100.0
UK	59	85.5	62	89.9	56	91.8
Non UK	10	14.5	7	10.1	5	8.2
Other	0.7	0.7	5	0.9	19	3.5
BAME		0.0		40.0	5	26.3
UK		0.0		40.0	5	26.3
Non UK		0.0		0.0		0.0
White		100.0		60.0	14	73.7
UK		100.0		60.0	13	68.4
Non UK		0.0		0.0		5.3
BAME	36	6.6	41	7.6	47	8.6
White	508	93.4	496	92.4	502	91.4
Total	544	100.0	537	100.0	549	100.0
Information refused	12	2.2	12	2.4	10	1.8
Not known	70	12.9	58	10.8	60	10.9

Figure 132: SBS academic-related staff by grade, nationality and racialised group 2016-2018

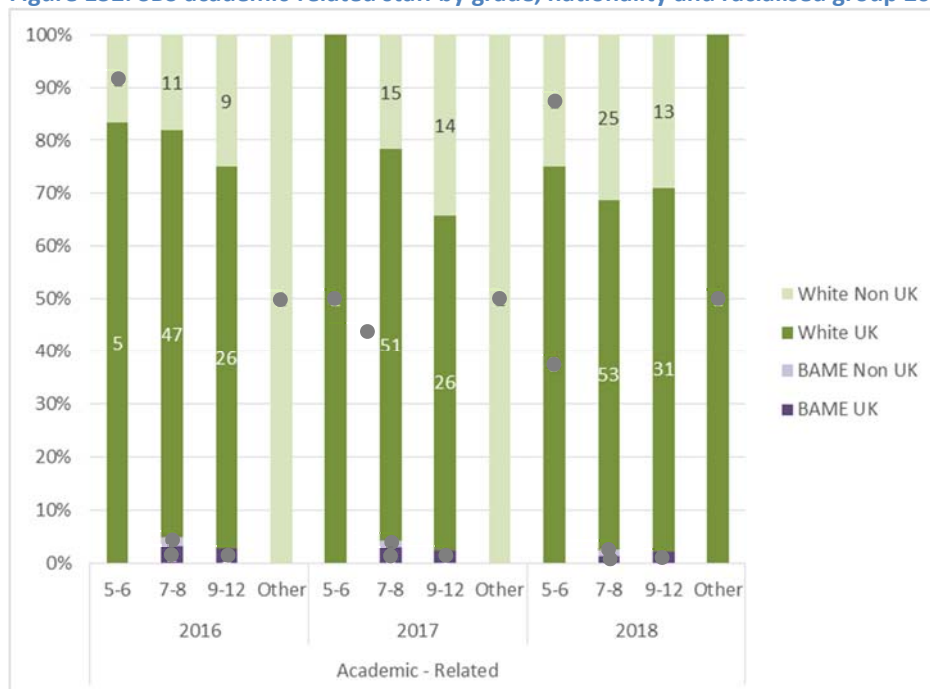


Figure 133: SBS academic-related staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Academic Related						
5-6	6	5.8	6	1.8	6	3.1
BAME		0.0		0.0		0.0
UK		0.0		0.0		0.0
Non UK		0.0		0.0		0.0
White	6	100.0	6	100.0	6	100.0
UK	5	83.3	5	100.0	5	75.0
Non UK	1	16.7	1	0.0	1	25.0
7-8	61	58.7	69	61.1	80	61.5
BAME		4.9		4.3		2.5
UK		3.3		2.9		1.3
Non UK		1.6		1.4		1.3
White	58	95.1	66	95.7	78	97.5
UK	47	77.0	51	73.9	53	66.3
Non UK	11	18.0	15	21.7	25	31.3
9-12	36	34.6	41	36.3	45	34.6
BAME		2.8		2.4		2.2
UK		2.8		2.4		2.2
Non UK		0.0		0.0		0.0
White	35	97.2	40	97.6	44	97.8
UK	26	72.2	26	63.4	31	68.9
Non UK	9	25.0	14	34.1	13	28.9
Other	1	1.0	1	0.9	1	0.8
BAME		0.0		0.0		0.0
UK		0.0		0.0		0.0
Non UK		0.0		0.0		0.0
White	1	100.0	1	100.0	1	100.0
UK	1	100.0	1	0.0	1	100.0
Non UK	0	0.0	0	100.0	0	0.0
BAME	1	3.8	1	3.5	1	2.3
White	100	96.2	109	96.5	127	97.7
Total	104	100.0	113	100.0	130	100.0
Information refused		2.9	5	4.4		3.1
Not known	14	13.5	13	11.5	22	16.9

Figure 134: SCM assistant staff by grade, nationality and racialised group 2016-2018

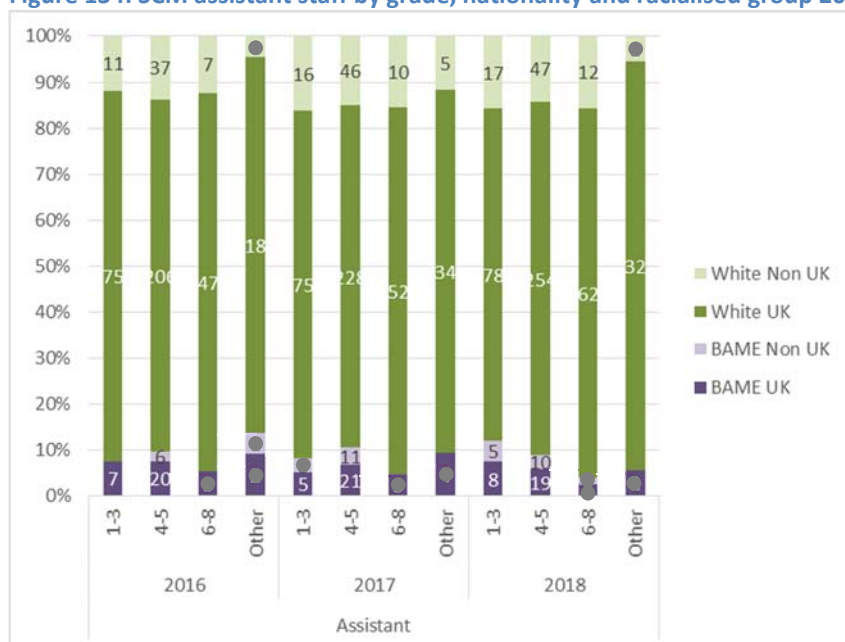


Figure 135: SCM assistant staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Assistant						
1-3	93	21.1	99	19.3	108	19.6
BAME	7	7.5	8	8.1	13	12.0
UK	7	7.5	5	5.1	8	7.4
Non UK		0.0		3.0	5	4.6
White	86	92.5	91	91.9	95	88.0
UK	75	80.6	75	75.8	78	72.2
Non UK	11	11.8	16	16.2	17	15.7
4-5	269	61.0	306	59.6	330	59.9
BAME	26	9.7	32	10.5	29	8.8
UK	20	7.4	21	6.9	19	5.8
Non UK	6	2.2	11	3.6	10	3.0
White	243	90.3	274	89.5	301	91.2
UK	206	76.6	228	74.5	254	77.0
Non UK	37	13.8	46	15.0	47	14.2
6-8	57	12.9	65	12.7	77	14.0
BAME		5.3		4.6		3.9
UK		5.3		4.6		2.6
Non UK		0.0		0.0		1.3
White	54	94.7	62	95.4	74	96.1
UK	47	82.5	52	80.0	62	80.5
Non UK	7	12.3	10	15.4	12	15.6
Other	22	5.0	43	8.4	36	6.5
BAME		13.6		9.3		5.6
UK		9.1		9.3		5.6
Non UK		4.5		0.0		0.0
White	19	86.4	39	90.7	34	94.4
UK	18	81.8	34	79.1	32	88.9
Non UK		4.5	5	11.6		5.6
BAME	39	8.8	47	9.2	47	8.5
White	402	91.2	466	90.8	504	91.5
Total	441	100.0	513	100.0	551	100.0
Information refused	8	1.8	12	2.6	8	1.5
Not known	58	13.2	54	10.5	66	12.0

Figure 136: SCM academic-related staff by grade, nationality and racialised group 2016-2018

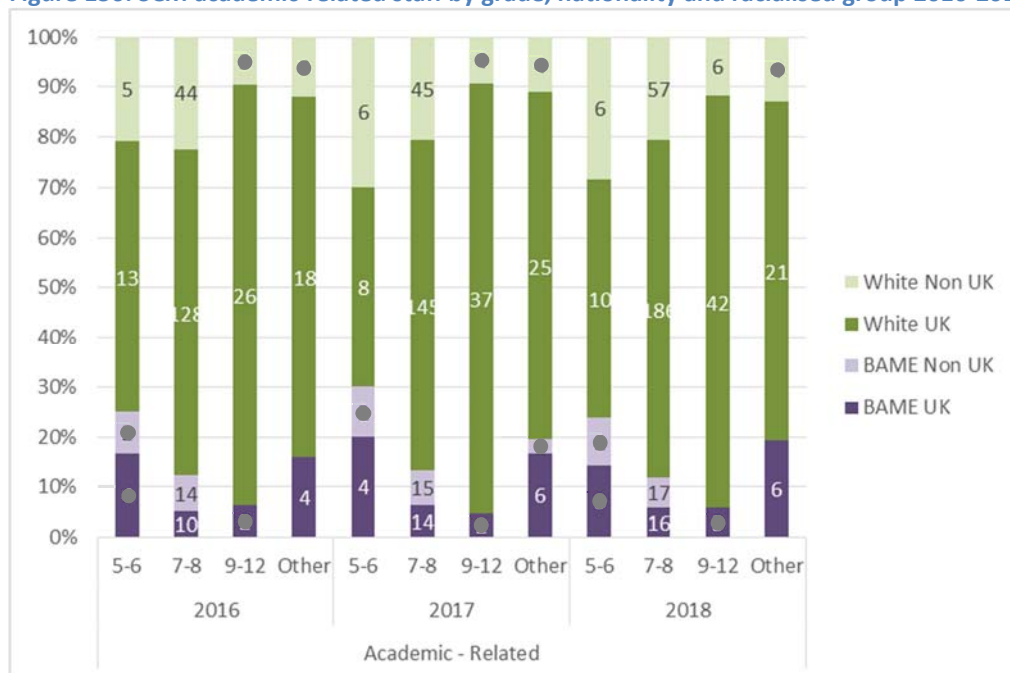


Figure 137: SCM academic-related staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Academic Related						
5-6	24	8.7	20	6.3	21	5.5
BAME	6	25.0	6	30.0	5	23.8
UK	●	16.7	●	20.0	●	14.3
Non UK	●	8.3	●	10.0	●	9.5
White	18	75.0	14	70.0	16	76.2
UK	13	54.2	8	40.0	10	47.6
Non UK	5	20.8	6	30.0	6	28.6
7-8	196	71.0	219	68.9	276	72.8
BAME	24	12.2	29	13.2	33	12.0
UK	10	5.1	14	6.4	16	5.8
Non UK	14	7.1	15	6.8	17	6.2
White	172	87.8	190	86.8	243	88.0
UK	128	65.3	145	66.2	186	67.4
Non UK	44	22.4	45	20.5	57	20.7
9-12	31	11.2	43	13.5	51	13.5
BAME	●	6.5	●	4.7	●	5.9
UK	●	6.5	●	4.7	●	5.9
Non UK		0.0		0.0		0.0
White	29	93.5	41	95.3	48	94.1
UK	26	83.9	37	86.0	42	82.4
Non UK	●	9.7	●	9.3	6	11.8
Other	25	9.1	36	11.3	31	8.2
BAME	●	16.0	7	19.4	6	19.4
UK	●	16.0	6	16.7	6	19.4
Non UK		0.0	●	2.8		0.0
White	21	84.0	29	80.6	25	80.6
UK	18	72.0	25	69.4	21	67.7
Non UK	●	12.0	●	11.1	●	12.9
BAME	36	13.0	44	13.8	47	12.4
White	240	87.0	274	86.2	332	87.6
Total	276	100.0	318	100.0	379	100.0
Information refused	7	2.5	10	3.1	11	2.9
Not known	31	11.2	34	10.7	36	9.5

Figure 138: NSI assistant staff by grade, nationality and racialised group 2016-2018

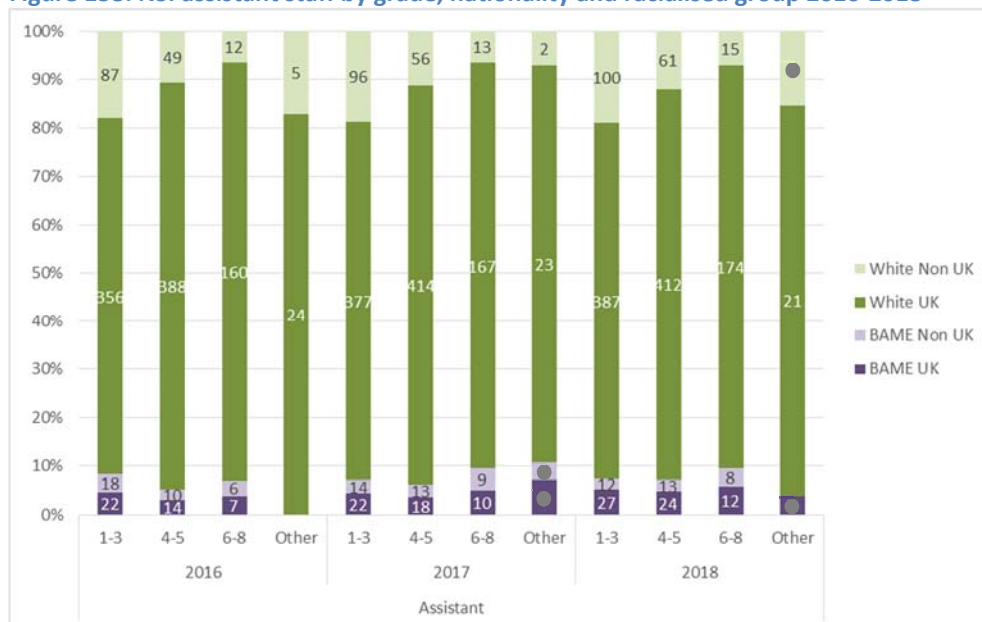


Figure 139: NSI assistant staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Assistant						
1-3	483	41.7	509	41.1	526	41.4
BAME	40	8.3	36	7.1	39	7.4
UK	22	4.6	22	4.3	27	5.1
Non UK	18	3.7	14	2.8	12	2.3
White	443	91.7	473	92.9	487	92.6
UK	356	73.7	377	74.1	387	73.6
Non UK	87	18.0	96	18.9	100	19.0
4-5	461	39.8	501	40.5	510	40.1
BAME	24	5.2	31	6.2	37	7.3
UK	14	3.0	18	3.6	24	4.7
Non UK	10	2.2	13	2.6	13	2.5
White	437	94.8	470	93.8	473	92.7
UK	388	84.2	414	82.6	412	80.8
Non UK	49	10.6	56	11.2	61	12.0
6-8	185	16.0	199	16.1	209	16.4
BAME	13	7.0	19	9.5	20	9.6
UK	7	3.8	10	5.0	12	5.7
Non UK	6	3.2	9	4.5	8	3.8
White	172	93.0	180	90.5	189	90.4
UK	160	86.5	167	83.9	174	83.3
Non UK	12	6.5	13	6.5	15	7.2
Other	29	2.5	28	2.3	26	2.0
BAME		0.0		10.7		3.8
UK		0.0		7.1		3.8
Non UK		0.0		3.6		0.0
White	29	100.0	25	89.3	25	96.2
UK	24	82.8	23	82.1	21	80.8
Non UK	5	17.2		7.1		15.4
BAME	77	6.6	89	7.2	97	7.6
White	1081	93.4	1148	92.8	1174	92.4
Total	1158	100.0	1237	100.0	1271	100.0
Information refused	18	1.6	15	1.3	20	1.6
Not known	212	18.3	200	16.2	211	16.6

Figure 140: NSI academic-related staff by grade, nationality and racialised group 2016-2018

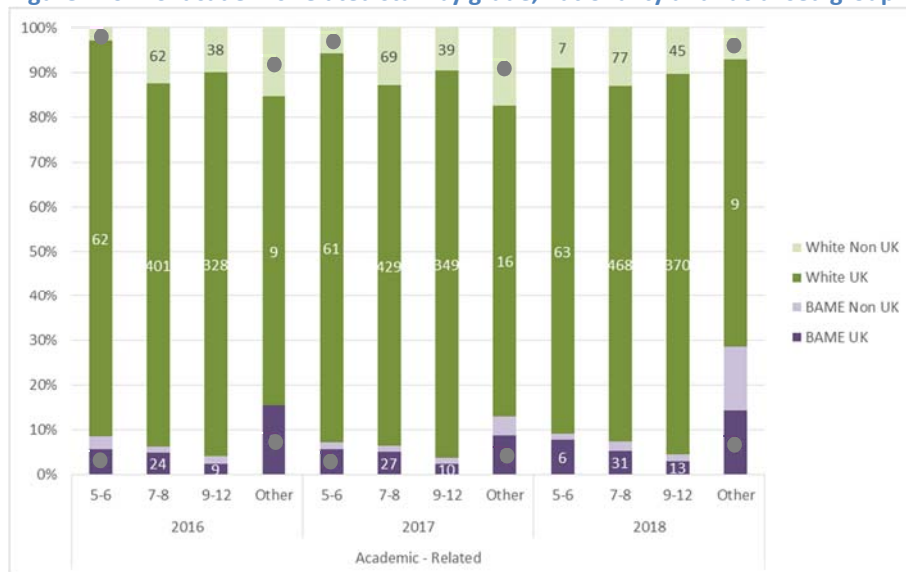


Figure 141: NSI academic-related staff by grade, nationality and racialised group 2016-2018

	2016		2017		2018	
	No.	↓%	No.	↓%	No.	↓%
Academic Related						
5-6	70	7.3	70	6.8	77	6.9
BAME	6	8.6	5	7.1	7	9.1
UK	●	5.7	●	5.7	6	7.8
Non UK	●	2.9	●	1.4	●	1.3
White	64	91.4	65	92.9	70	90.9
UK	62	88.6	61	87.1	63	81.8
Non UK	●	2.9	●	5.7	7	9.1
7-8	494	51.5	532	51.8	588	52.8
BAME	31	6.3	34	6.4	43	7.3
UK	24	4.9	27	5.1	31	5.3
Non UK	7	1.4	7	1.3	12	2.0
White	463	93.7	498	93.6	545	92.7
UK	401	81.2	429	80.6	468	79.6
Non UK	62	12.6	69	13.0	77	13.1
9-12	382	39.8	403	39.2	435	39.0
BAME	16	4.2	15	3.7	20	4.6
UK	9	2.4	10	2.5	13	3.0
Non UK	7	1.8	5	1.2	7	1.6
White	366	95.8	388	96.3	415	95.4
UK	328	85.9	349	86.6	370	85.1
Non UK	38	9.9	39	9.7	45	10.3
Other	13	1.4	23	2.2	14	1.3
BAME	●	15.4	●	13.0	●	28.6
UK	●	15.4	●	8.7	●	14.3
Non UK		0.0	●	4.3	●	14.3
White	11	84.6	20	87.0	10	71.4
UK	9	69.2	16	69.6	9	64.3
Non UK	●	15.4	●	17.4	●	7.1
BAME	55	5.7	57	5.5	74	6.6
White	904	94.3	971	94.5	1040	93.4
Total	959	100.0	1028	100.0	1114	100.0
Information refused	17	1.8	15	1.5	19	1.7
Not known	78	8.1	70	6.8	72	6.5

PSS contract type (permanent/open-ended or fixed-term), full time/part-time contracts, staff turnover rates

- Proportions of BAME and White PSS on FTCs have risen since 2016. This increase is most stark for BAME UK staff where more than 30% were employed on FTCs in 2018 vs. 20% White PSS staff that year (**Figure 142**). PSS of Asian, Black and mixed background are most affected by this increase (**Figure 143**).

The increase in BAME PSS numbers on FTCs was driven mainly by new appointments in NSIs (e.g. UIS) and transfer of a number of MRC Units to SCM. We are addressing this through new specific guidelines for these institutions (**AP37**) and FTC monitoring through Equality Dashboards (**AP3**)

UoC provides redeployment, training, and careers advice to PSS at risk of redundancy, including those coming to the end of a FTC.

- There are no major differences in full-time/part-time contracts for BAME and White PSS – c. 73-75% of all staff regardless of ethnicity and nationality work full-time. Black staff are most likely to be employed full-time (**Figures 144-146**).
- Turnover rates for BAME and White international staff were similar in 2018 reaching 15%, while for UK staff, BAME PSS turnover rate (17.2%) was higher than for White staff (12.2%). This is linked with the fact that BAME staff who left UoC in 2018 were hired on limited funding FTCs (**AP37**). We will develop an online exit survey to better understand staff reasons for leaving (**AP41**).

ACTIONS

AP3 Provide improved equality data to Schools and NSIs to help to track progress and make interventions

AP37 Decrease the overrepresentation of BAME staff on FTCs by raising awareness among those responsible for appointments and training senior leadership

AP41 Develop UoC online exit survey for all leavers to understand staff destinations and reasons for leaving

Figure 142: PSS by fixed term/permanent contract, nationality and racialised group 2016-2018



Figure 143: PSS by fixed term/permanent contract, nationality and racialised group (detailed) 2016-2018

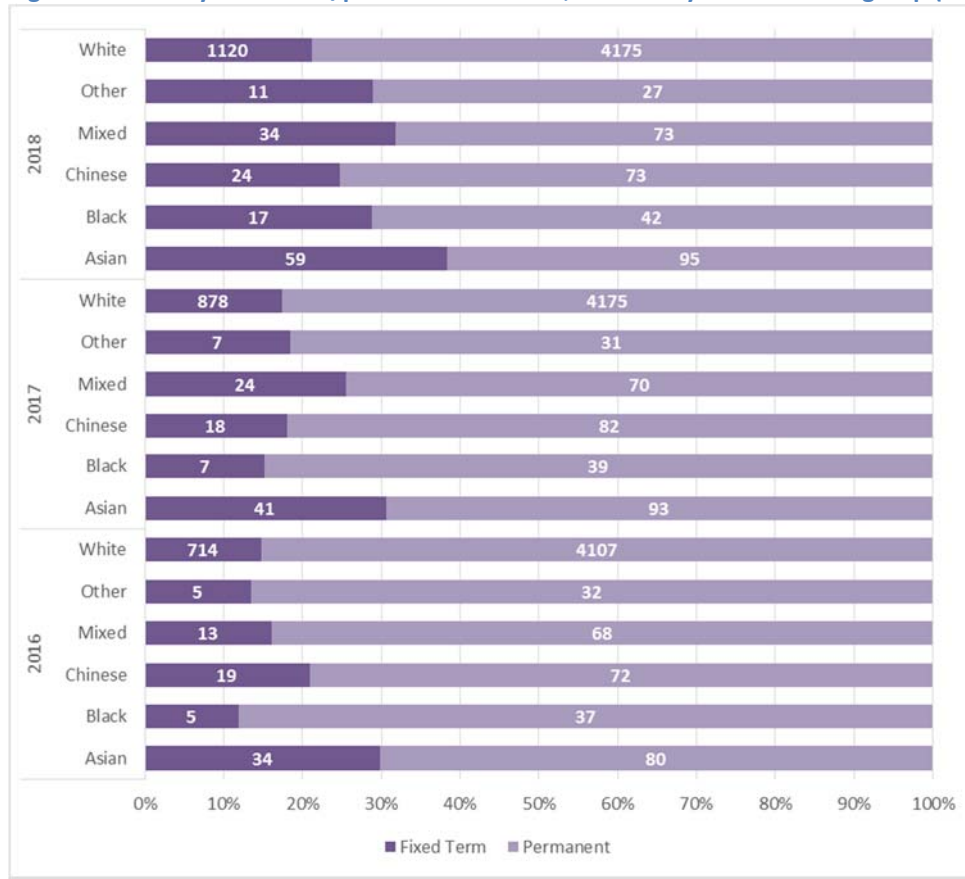


Figure 144: PSS by full-time/part-time contract, nationality and racialised group 2016-2018

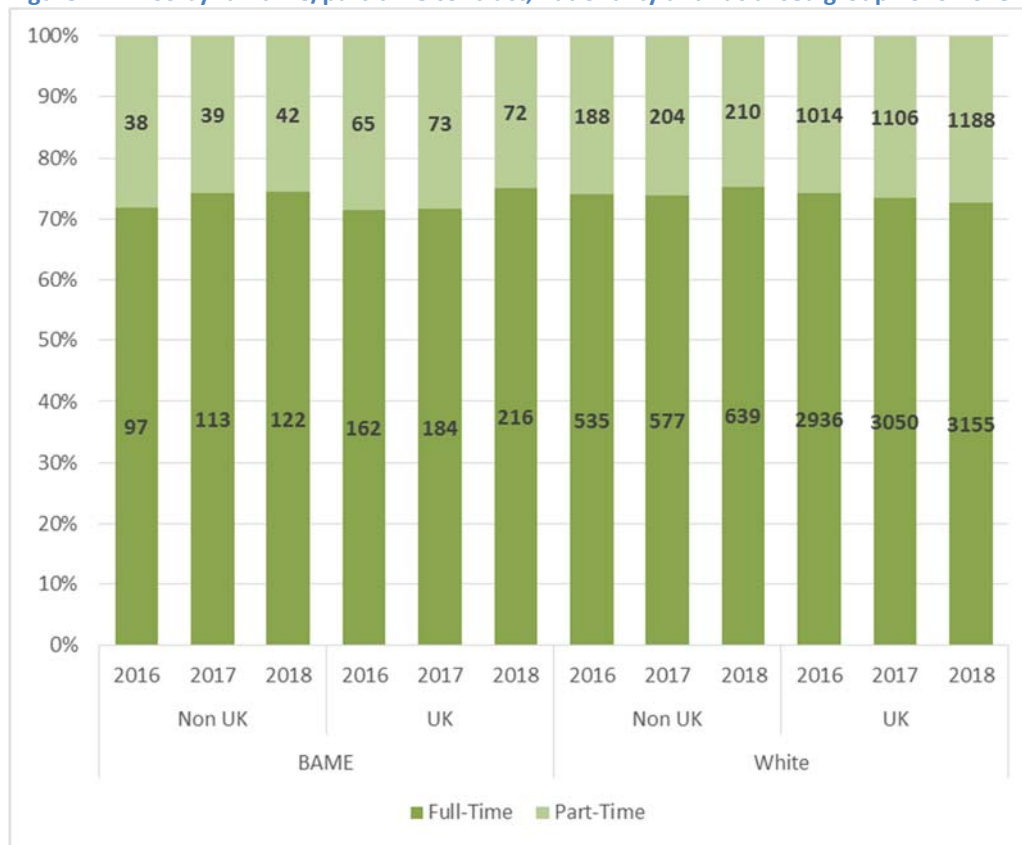


Figure 145: PSS by full-time/part-time contract, nationality and racialised group (detailed) 2016-2018

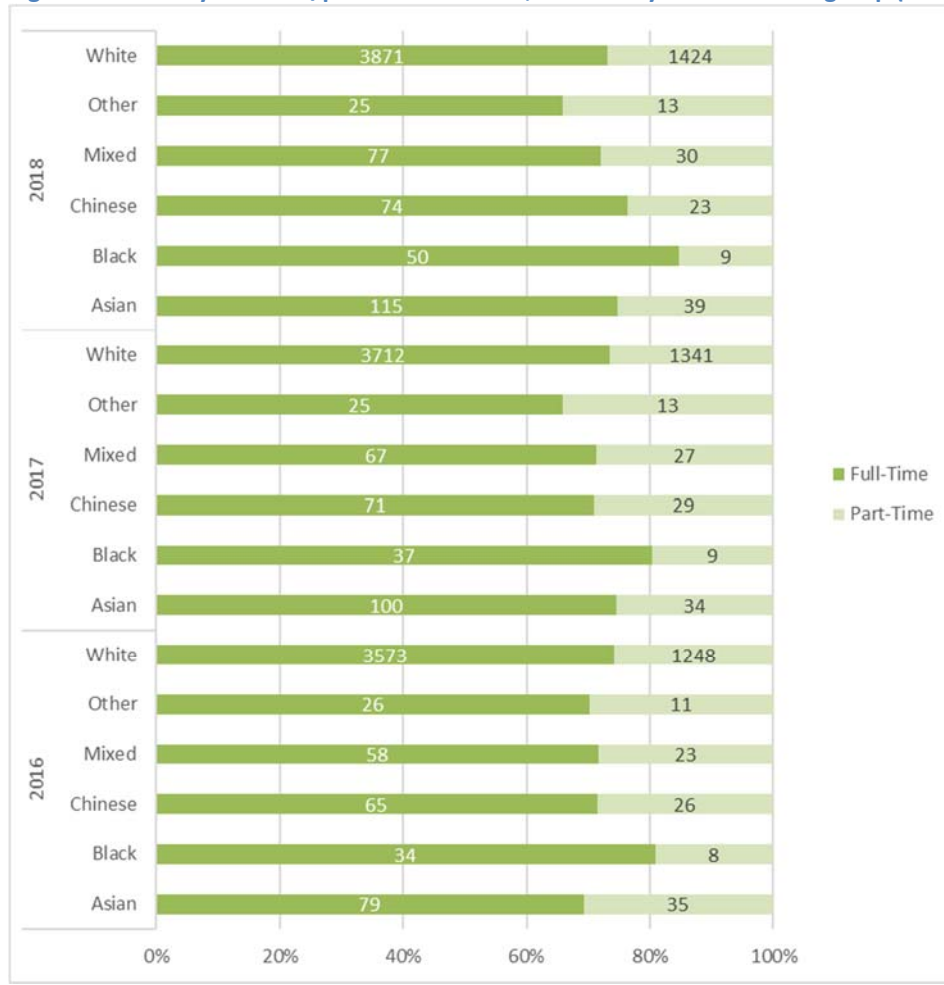


Figure 146: PSS by fixed term/permanent & full-time/part-time contract, nationality and racialised group 2016-2018

PSS		White			BME			Total		
		No.	%↓	%→	No.	%↓	%→	No.	%→	%↓
UK	Full-time									
	Open/permanent	2553	80.9	94.6	145	67.1	5.1	2698	5.1	80.0
	Fixed-term	602	19.1	89.5	71	32.9	9.5	673	9.5	20.0
	Total	3155	100.0	93.6	216	100.0	6.0	3371	6.0	100.0
	Part-time									
	Open/permanent	65	72.2	95.6	●	33.3	4.2	68	4.2	68.7
	Fixed-term	25	27.8	80.6	6	66.7	16.2	31	16.2	31.3
	Total	90	100.0	90.9	9	100.0	8.3	99	8.3	100.0
Non-UK	Full-time									
	Open/permanent	388	93.5	84.5	71	86.6	13.4	459	13.4	92.4
	Fixed-term	27	6.5	71.1	11	13.4	22.4	38	22.4	7.6
	Total	415	100.0	83.5	82	100.0	14.2	497	14.2	100.0
	Part-time									
	Open/permanent	8	57.1	80.0	●	100.0	16.7	10	16.7	62.5
	Fixed-term	6	42.9	100.0	●	0.0	0.0	6	0.0	37.5
	Total	14	100.0	87.5	●	100.0	11.1	16	11.1	100.0

Figure 147: PSS turnover, nationality and racialised group (detailed) 2016-2018

		2016			2017			2018		
		Total staff	Leavers	Turnover rate (%)	Total staff	Leavers	Turnover rate (%)	Total staff	Leavers	Turnover rate (%)
UK	BAME	227	29	12.8	257	36	14.0	288	49	17.0
	Asian	72	10	13.9	83	13	15.7	101	14	13.9
	Black	26	●	7.7	29	●	10.3	35	7	20.0
	Chinese	54	5	9.3	57	7	12.3	56	9	16.1
	Mixed	56	9	16.1	67	10	14.9	72	12	16.7
	Other	19	●	15.8	21	●	14.3	24	7	29.2
	White	###	543	13.7	4156	525	12.6	4343	529	12.2
	Total	###	572	13.7	4413	561	12.7	4631	578	12.5
Non-UK	BAME	135	21	15.6	152	35	23.0	164	25	15.2
	Asian	42	11	26.2	51	11	21.6	53	12	22.6
	Black	14	●	21.4	15	●	13.3	22		0.0
	Chinese	37	5	13.5	43	12	27.9	41	6	14.6
	Mixed	25	●	8.0	27	7	25.9	35	●	8.6
	Other	17		0.0	16	●	18.8	13	●	30.8
	White	723	102	14.1	781	149	19.1	849	130	15.3
	Total	858	123	14.3	933	184	19.7	1013	155	15.3

Figure 148: UK PSS turnover, nationality and racialised group 2016-2018

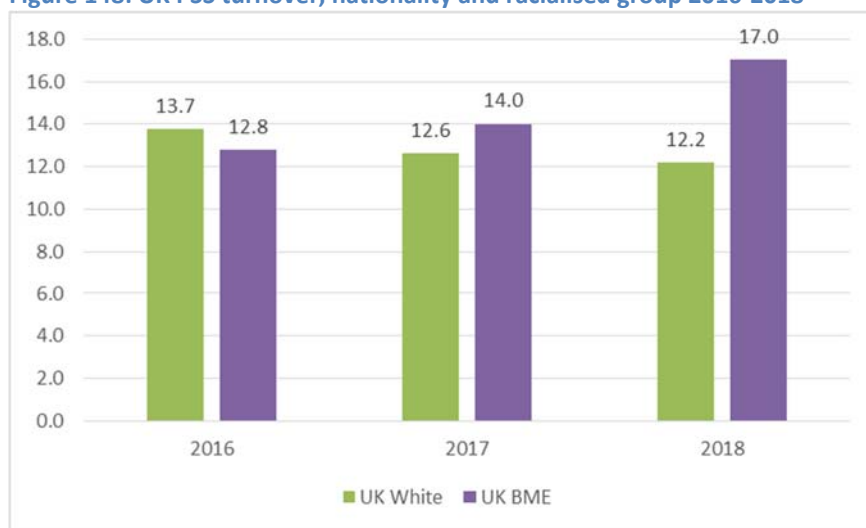
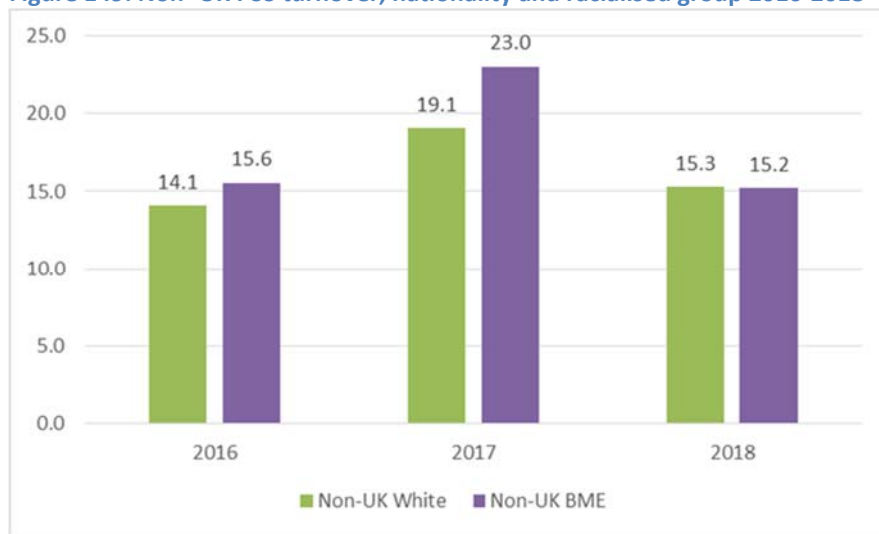


Figure 149: Non-UK PSS turnover, nationality and racialised group 2016-2018



4c Grievances and disciplinarys

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

= the ethnic profile of individuals involved in grievance procedures

= the ethnic profile of individuals involved in disciplinary procedures

= whether the nature of any grievances and disciplinarys are race-related

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

- Numbers of formal race-related grievances and disciplinary procedures from staff at UoC are very small. Since 2012, there have been only five formal complaints of racial harassment to UoC HR, three of which involved the use of grievance procedure.

We know through survey and consultations that staff do witness and experience racism at UoC, and BAME (26%, N=93) staff more often than White (8%, N=113). We also know that more BAME staff (21%, N=67) than White staff (8%, N=116) disagree that appropriate action would be taken if a race-related incident was reported.

This is also reflected in the results of joint UoC and TU survey "Nurturing a culture of mutual respect" (2018) where 72 respondents (5.9%) cited "ethnicity" as the reason for the experienced or witnessed bullying and harassment.

BAME staff who experience racism discuss it within groups of BAME colleagues, rarely report to their line managers and HR, and are more confident to report anonymously:

- Our **Anonymous Reporting Tool**, set-up (2017), shows that out of 421 cases received from 5 May 2017, 21 (5%) reports completed by students and staff (excluding reports made by visitors) related to "ethnicity".

As our surveys suggest, BAME staff do not report due to:

- Concerns about being considered a troublemaker and not being believed, about the perpetrator retaliating
- Uncertainty about how to report, the transparency of the systems, and how procedures work
- Concerns over reporting 'minor' incidents (e.g. micro-aggressions) and if these will be taken seriously

People try to be blasé. Like here, I went to one of those college fellow deal [thing] and a fellow casually, on learning what I study, pointed out that his ancestors were slave owners, they lived in Bristol and that they continued to trade in slaves even after the trade had been abolished. (...) I descend from slave owners and slaves. People talk about safe spaces. That's a load of nonsense; there are no safe spaces on the Earth.

(Academic staff, BAME, focus group)

It is about understanding how people feel, for example when people say, "Your English is very good". I was born here! (Professional staff, BAME, focus group)

In response to these disturbing reports we have two goals:

- 1. Normalise conversations about race and racism, educating White people to ensure BAME employees' trust in White people's capacity to see and challenge racism increases.**

White people often think they can be indifferent to race. This may lead to indifference to racism and unwillingness to recognise the impact of actions.

Most people I meet are race-blind, which is as it should be. (REC survey, Academic staff, White)

I think the biggest problem is that race equality is not on the radar for the vast majority of academic staff at the University. In my experience most academics, if pressed on this, don't regard this as a problem. (REC survey, Academic staff, White)

We aim to achieve this goal through:

- training in race awareness, prioritising HR staff and senior leadership in the first instance (**AP65**)
- reverse mentoring scheme (**AP21**)
- strengthened engagement on race and racism (**AP68, 69**)
- raising institutional awareness of REC results (**AP2**) and what racism is (**AP1**)
- creating a toolkit for academics on how to approach issues of race in teaching (**AP60**)
- prioritising E&D and Implicit Bias online training completion rates (**AP67**)

2. Support BAME staff and students who report racism through College Discrimination and Harassment Contacts roles (**AP53**), supporting student-led campaigns (**AP52**) and BAME Staff Network (**AP38**). We have already:

- Established a network of Dignity at Work Contacts who provide advice to those who experience difficult working relationships, including racism. Contacts received training in race awareness;
- Revised our procedures explicitly clarifying that reporting racial discrimination is encouraged;
- Held events to raise awareness of how to report - we will continue this engagement (**AP69**);
- Two REI Champions have often been first points of contact for those experiencing racism. We recognise this additional burden and aim to support them (**AP36**).
- Set up *Race Equality at Cam* website with overview of support and reporting options.

Department of Sociology launched an “End Everyday Racism” campaign and reporting tool allowing anonymous reporting, logging the place where discrimination happened. Our actions will consider the findings.

There is a perception that concerns about the public image of UoC at times hinder open conversations about racism. Our work on raising awareness and embedding responsibility through **PN1** and **PN2** will help to address this.

I get the impression that the university prioritises its academic reputation and how it is viewed by class of people who have attended here historically over the wellbeing of vulnerable people and its moral obligations. (REC survey, Undergraduate student, BAME)

ACTIONS

PN1 Embed responsibility for race equality across the University

PN2 Improve the University’s procedures and engage with local communities to increase the numbers of BAME staff, particularly on higher grades and from local community

AP1 Raise awareness and understanding of race and racism at UoC

AP2 Raise and embed awareness of research results presented in the UoC REC submission

AP21 Roll out reverse mentoring scheme

AP36 Recognise and reward BAME staff who give time to help UoC address racial inequalities

AP38 Support BAME staff by providing a programme of activities informed by the new BAME Staff Network; use the Network as a mechanism to consult BAME staff on relevant policies, processes and procedures.

AP52 Organise a Campaign for Race Equality and Awareness using Training and Education (CREATE)

AP53 Ensure students are supported through the new CDHC structure

AP64 Develop resources about “race” and inclusive teaching and learning practices

AP65 Roll out training in race awareness

AP67 Increase uptake of E&D and Implicit Bias training

AP68 Achieve greater ethnicity disclosure rate at UoC

AP69 Ensure that staff and students are aware of existing support and reporting mechanisms and feel supported when they report

4d Decision-making boards and committees

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

= senior management team; board of governors/council

= research and academic committees; key departmental decision-making bodies

- BAME staff are underrepresented in School Councils and key central committees (**Figure 150, 151**): while there are 13.9% BAME staff at UoC (11.6% BAME academics), BAME colleagues accounted for 3.55% members of key committees in 2018 and this decreased to 1.44% in 2019. There was some improvement at the School Council level where BAME representation increased from 4.62% in 2018 to 5.92% in 2019 (**Figure 151**). None of the senior management team including PVCs is BAME.
- Lack of diversity in governance structures is of great concern. Membership in key committees is most often ex officio, so to improve BAME staff representation on these committees we need to tackle BAME staff underrepresentation among senior staff from whom members of these committees are drawn. We hope actions within **PN2** and **PN3** will help, particularly **AP22** through which we will make committees' ToR explicit about diversifying membership.
- Non-disclosure among key committees' members is above the already high UoC average. Anecdotal evidence suggest one of the reasons is that some White senior staff members do not see themselves as carrying a racial/ethnic identity. We address this through **AP68**.

Figure 150: Membership in eight key University Committees by racialised group, 2018 and 2019⁸

Racialised group	Central University Committees			
	2018 Numbers	2019 Numbers	2018 %	2019 %
BAME Non UK	0	0	2.13%	0%
BAME UK	0	0	1.42%	1.44%
Not Known	41	30	29.08%	21.58%
White Non UK	0	6	0.71%	4.32%
White UK	77	73	54.61%	52.52%
N/A	17	28	12.06%	20.14%
Total	141	139	100%	100%

Figure 151: Membership in six University School Councils by racialised group, 2018 and 2019

Racialised group	Council of six University Schools			
	2018 Numbers	2019 Numbers	2018 %	2019 %
BAME Non UK	0	0	2.31%	2.22%
BAME UK	0	5	2.31%	3.70%
Not Known	27	20	20.77%	14.81%
White Non UK	9	8	6.92%	5.93%
White UK	73	69	56.15%	51.11%
N/A	15	30	11.54%	22.22%
Total	130	135	100%	100%

ACTIONS

PN2 Improve the University's procedures and engage with local communities to increase the numbers of BAME staff, particularly on higher grades and from local community

PN3 Increase BAME representation at senior levels and in governance structures

AP22 Increase the representation of BAME staff in senior committee membership

AP68 Achieve greater ethnicity disclosure rate at UoC

⁸These include Audit Committee, Board of Scrutiny, University Council, General Board of Faculties, HR Committee, Finance Committee, Planning and Resource Committee and Resource Management Committee.

4e Equal pay

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

Annual intersectional equal pay reviews with regard to race/ethnicity and nationality commenced in 2017. We include mean and median basic pay by race/ethnicity, nationality, grade and staff category (**Figures 152, 153, 156, 157**). We also provide information on basic and additional pay (such as market pay) (**Figures 154, 155, 158, 159**). The section shows some positive trends with regard to narrowing the gap for BAME UK staff.

- In 2017, UoC had an overall racial mean pay gap of 3% for BAME UK and 12% for BAME non-UK staff (**Figure 152**). This mean pay gap is a result of proportionately more BAME than White staff concentrated in lower grades across all staff categories.
- In 2018, these mean gaps decreased slightly to 2% for BAME UK and 11% for BAME non-UK staff. Pay gaps decreased for all staff categories (**Figure 157**). Whilst we welcome this, we need to understand the causes through an intersectional pay gap analysis with gender (**AP35**)
- Pay gaps are driven strongly by nationality:
 - in 2018 mean pay gap for BAME Non-UK researchers was 13% while for BAME UK 1% (**Figure 157**)
 - BAME non-UK academics experience large 13% mean pay gap while mean pay of BAME UK academics is higher than of White UK academics (expressed by “-2%”) (**Figure 157**).
- There are large mean pay gaps for academic-related staff, both UK and international (8% and 10%, respectively, **Figures 153, 157**)
- When additional pay is considered (**Figures 154, 155, 158, 159**), pay gaps decrease, suggesting that additional pay reduces inequality in pay for BAME staff – this is a reverse pattern to what we see in gender equal pay analysis.
- We do not see major differences within grades (racial equal pay issue). However, there is a large mean pay gap in grade 12, where BAME UK and non-UK academics are paid 16% and 22% more than White UK academics (**Figure 158**). This is driven by a small number of BAME Professors on high salaries in Clinical School, Judge Business School and Faculty of Economics.
- BAME staff are less likely to think (46%, N=167) than White staff (56%, N=880) that they are paid the same as their colleagues who do the same job. Fewer BAME staff agree (32%, N=115) than White staff (43%, N=668) that pay awards and increases are allocated fairly and transparently.

BAME staff in our survey noticed a disparity in reward opportunities for academic and PSS, and commented on transparency of the pay reward system:

I think it is a fair process, but it is not transparent once you get beyond the initial job application stage (REC survey, BAME staff.)

There is a significant difference between academic increment awards and other staff, academics are certain to get an increment if applied for, and academic related and assistant staff are unlikely to get an increment (REC survey, Professional staff, BAME)

This analysis revealed a complex picture where nationality as well as race matter. As inequalities are intersectional, we will undertake analysis by gender and ethnicity to unpick the underlying reasons of inequalities and implement targeted interventions (AP35). We will publish University Racial Pay Gap data prior to it becoming mandatory. (AP34). We will explore how to recognise and reward BAME staff who give time to help UoC address racial inequalities (AP36).

ACTIONS

AP34 Publish annually the University Race Pay Gap before it becomes mandatory

AP35 Embed race with the existing UoC Equal Pay Review reporting

AP36 Recognise and reward BAME staff who give time to help UoC address racial inequalities

Figure 152: Basic Pay by grade and race 2017

	Mean Basic Pay				% Mean Pay Gap			Median Basic Pay				% Median Pay Gap		
	BAME UK	BAME Non UK	White UK	White Non UK	% BAME UK Pay Gap	% BAME Non UK Pay Gap	% White Non UK Pay Gap	BAME UK	BAME Non UK	White UK	White Non UK	% BAME UK Pay Gap	% BAME Non UK Pay Gap	% White Non UK Pay Gap
Grade 1	£16,185	£16,400	£16,277	£16,310	0.6%	-0.8%	-0.2%	£16,289	£16,289	£16,289	£16,289	0.0%	0.0%	0.0%
Grade 2	£17,886	£18,037	£18,053	£17,631	0.9%	0.1%	2.3%	£18,412	£18,419	£17,898	£17,180	-2.9%	-2.9%	4.0%
Grade 3	£20,614	£20,913	£20,933	£20,485	1.5%	0.1%	2.1%	£20,335	£20,922	£21,220	£20,046	4.2%	1.4%	5.5%
Grade 4	£23,912	£23,780	£24,564	£23,759	2.7%	3.2%	3.3%	£23,164	£23,164	£25,298	£23,879	8.4%	8.4%	5.6%
Grade 5	£28,057	£27,890	£28,257	£27,826	0.7%	1.3%	1.5%	£28,452	£28,452	£28,452	£28,452	0.0%	0.0%	0.0%
Grade 6	£31,265	£29,801	£31,666	£30,795	1.3%	5.9%	2.8%	£30,626	£30,175	£32,004	£31,076	4.3%	5.7%	2.9%
Grade 7	£36,083	£33,273	£35,109	£34,069	-2.8%	5.2%	3.0%	£37,075	£32,004	£34,956	£33,943	-6.1%	8.4%	2.9%
Grade 8	£43,334	£39,995	£43,428	£41,947	0.2%	7.9%	3.4%	£44,240	£39,324	£44,240	£41,709	0.0%	11.1%	5.7%
Grade 9	£48,179	£46,754	£48,076	£46,683	-0.2%	2.7%	2.9%	£49,772	£47,626	£49,772	£48,327	0.0%	4.3%	2.9%
Grade 10	£56,513	£56,018	£56,573	£55,782	0.1%	1.0%	1.4%	£55,998	£55,998	£55,998	£55,998	0.0%	0.0%	0.0%
Grade 11	£60,058	£59,641	£60,241	£59,726	0.3%	1.0%	0.9%	£59,400	£59,400	£59,400	£59,400	0.0%	0.0%	0.0%
Grade 12	£91,008	£86,193	£86,726	£82,840	-4.9%	0.6%	4.5%	£85,889	£79,773	£82,161	£75,202	-4.5%	2.9%	8.5%
Total	£37,766	£34,886	£38,478	£37,914	1.8%	9.3%	1.5%	£33,943	£32,004	£32,958	£33,943	-3.0%	2.9%	-3.0%

Figure 153: Basic Pay by category of staff and race 2017

Staff Category	Mean Basic Pay				Difference from White UK			Pay Gap		
	BAME UK	BAME Non UK	White UK	White Non UK	BAME UK	BAME Non UK	White Non UK	BAME UK	BAME Non UK	White Non UK
Academic	£ 65,348	£ 57,083	£ 65,889	£ 60,539	£ 541	£ 8,806	£ 5,350	1%	13%	8%
Academic-Related	£ 40,530	£ 38,876	£ 44,720	£ 41,802	£ 4,190	£ 5,844	£ 2,918	9%	13%	7%
Assistant	£ 24,110	£ 23,015	£ 23,526	£ 23,526	-£ 584	£ 511	£ -	-2%	2%	0%
Research	£ 38,002	£ 33,250	£ 39,180	£ 35,193	£ 1,178	£ 5,930	£ 3,987	3%	15%	10%
Overall Average	£ 41,998	£ 38,056	£ 43,329	£ 40,265	£ 1,331	£ 5,273	£ 3,064	3%	12%	7%

Figure 154: Basic + additional pay by grade and race 2017

	Mean Additional Pay				% Mean Pay Gap			Median Additional Pay				% Median Pay Gap		
	BAME UK	BAME Non UK	White UK	White Non UK	% BAME UK Pay Gap	% BAME Non UK Pay Gap	% White Non UK Pay Gap	BAME UK	BAME Non UK	White UK	White Non UK	% BAME UK Pay Gap	% BAME Non UK Pay Gap	% White Non UK Pay Gap
Grade 1	£16,416	£16,697	£16,400	£16,628	-0.1%	-1.8%	-1.4%	£16,322	£16,676	£16,289	£16,399	-0.2%	-2.4%	-0.7%
Grade 2	£17,911	£18,121	£18,151	£17,776	1.3%	0.2%	2.1%	£18,412	£18,516	£18,043	£17,399	-2.0%	-2.6%	3.6%
Grade 3	£21,042	£20,915	£21,529	£20,567	2.3%	2.9%	4.5%	£20,373	£20,943	£21,220	£20,046	4.0%	1.3%	5.5%
Grade 4	£23,938	£23,817	£24,691	£23,871	3.1%	3.5%	3.3%	£23,164	£23,164	£25,298	£23,879	8.4%	8.4%	5.6%
Grade 5	£28,091	£27,913	£28,352	£27,870	0.9%	1.5%	1.7%	£28,452	£28,452	£28,452	£28,452	0.0%	0.0%	0.0%
Grade 6	£31,288	£29,926	£31,831	£31,136	1.7%	6.0%	2.2%	£30,726	£30,175	£32,004	£31,076	4.0%	5.7%	2.9%
Grade 7	£36,175	£33,322	£35,222	£34,192	-2.7%	5.4%	2.9%	£37,075	£32,004	£34,956	£33,943	-6.1%	8.4%	2.9%
Grade 8	£43,494	£40,122	£43,639	£42,124	0.3%	8.1%	3.5%	£44,240	£39,324	£45,278	£41,709	2.3%	13.1%	7.9%
Grade 9	£48,459	£47,953	£48,836	£47,707	0.8%	1.8%	2.3%	£49,772	£48,327	£49,772	£48,327	0.0%	2.9%	2.9%
Grade 10	£57,031	£60,131	£57,713	£57,129	1.2%	-4.2%	1.0%	£55,998	£55,998	£55,998	£55,998	0.0%	0.0%	0.0%
Grade 11	£61,671	£63,083	£61,903	£62,454	0.4%	-1.9%	-0.9%	£59,400	£59,400	£59,400	£59,400	0.0%	0.0%	0.0%
Grade 12	£99,474	£108,094	£91,416	£90,886	-8.8%	-18.2%	0.6%	£94,890	£89,785	£84,622	£82,161	-12.1%	-6.1%	2.9%
Total	£38,382	£35,628	£39,149	£38,742	2.0%	9.0%	1.0%	£33,943	£32,004	£32,958	£33,943	-3.0%	2.9%	-3.0%

Figure 155: Basic +additional pay by category of staff and race 2017

Staff Category	Mean Additional Pay				Difference from White UK			Pay Gap		
	BAME UK	BAME Non UK	White UK	White Non UK	BAME UK	BAME Non UK	White Non UK	BAME UK	BAME Non UK	White Non UK
Academic	£ 69,124	£ 63,083	£ 68,426	£ 63,753	-£ 697	£ 5,343	£ 4,673	-1%	8%	7%
Academic-Related	£ 40,719	£ 39,070	£ 45,305	£ 42,552	£ 4,586	£ 6,236	£ 2,753	10%	14%	6%
Assistant	£ 24,239	£ 23,112	£ 23,656	£ 23,656	-£ 583	£ 544	£ -	-2%	2%	0%
Research	£ 38,072	£ 33,390	£ 39,600	£ 35,540	£ 1,528	£ 6,210	£ 4,059	4%	16%	10%
Overall Average	£ 43,038	£ 39,664	£ 44,247	£ 41,376	£ 1,209	£ 4,583	£ 2,871	3%	10%	6%

Figure 156: Basic Pay by grade and race 2018

	Mean Basic Pay				% Mean Pay Gap			Median Basic Pay				% Median Pay Gap		
	BAME UK	BAME Non UK	White UK	White Non UK	% BAME UK Pay Gap	% BAME Non UK Pay Gap	% White Non UK Pay Gap	BAME UK	BAME Non UK	White UK	White Non UK	% BAME UK Pay Gap	% BAME Non UK Pay Gap	% White Non UK Pay Gap
Grade 1	£16,673	£16,755	£16,721	£16,701	0.3%	-0.2%	0.1%	£16,654	£16,654	£16,654	£16,654	0.0%	0.0%	0.0%
Grade 2	£18,301	£18,481	£18,515	£18,219	1.2%	0.2%	1.6%	£17,764	£18,777	£18,777	£17,764	5.4%	0.0%	5.4%
Grade 3	£21,061	£21,852	£21,304	£20,923	1.1%	-2.6%	1.8%	£20,989	£22,214	£21,585	£20,411	2.8%	-2.9%	5.4%
Grade 4	£24,206	£24,618	£24,915	£24,321	2.8%	1.2%	2.4%	£24,285	£25,728	£24,983	£24,285	2.8%	-3.0%	2.8%
Grade 5	£28,610	£28,593	£28,828	£28,334	0.8%	0.8%	1.7%	£28,936	£28,936	£28,936	£28,936	0.0%	0.0%	0.0%
Grade 6	£32,278	£30,545	£32,270	£31,447	0.0%	5.3%	2.6%	£32,548	£30,702	£32,548	£31,604	0.0%	5.7%	2.9%
Grade 7	£36,434	£34,132	£35,849	£34,883	-1.6%	4.8%	2.7%	£36,613	£32,548	£35,550	£34,520	-3.0%	8.4%	2.9%
Grade 8	£44,113	£43,483	£44,140	£42,433	0.1%	1.5%	3.9%	£44,992	£44,992	£44,992	£41,212	0.0%	0.0%	8.4%
Grade 9	£49,035	£47,644	£48,974	£47,561	-0.1%	2.7%	2.9%	£50,618	£47,722	£50,618	£49,149	0.0%	5.7%	2.9%
Grade 10	£57,339	£56,153	£57,551	£56,694	0.4%	2.4%	1.5%	£56,950	£56,950	£56,950	£56,950	0.0%	0.0%	0.0%
Grade 11	£61,345	£61,071	£61,187	£60,725	-0.3%	0.2%	0.8%	£60,410	£60,410	£60,410	£60,410	0.0%	0.0%	0.0%
Grade 12	£95,217	£88,599	£86,994	£84,646	-9.5%	-1.8%	2.7%	£91,293	£81,129	£81,129	£76,481	-12.5%	0.0%	5.7%
Total	£38,442	£35,738	£38,541	£38,953	0.3%	7.3%	-1.1%	£33,518	£32,548	£33,518	£34,520	0.0%	2.9%	-3.0%

Figure 157: Basic Pay by category of staff and race 2018

Staff Category	Mean basic Pay				Difference from White UK			Pay Gap		
	BAME UK	BAME Non UK	White UK	White Non UK	BAME UK	BAME Non UK	White Non UK	BAME UK	BAME Non UK	White Non UK
Academic	£ 68,047	£ 57,932	£ 66,879	£ 62,258	-£ 1,168	£ 8,947	£ 4,621	-2%	13%	7%
Academic-Related	£ 41,713	£ 40,742	£ 45,330	£ 41,872	£ 3,617	£ 4,588	£ 3,458	8%	10%	8%
Assistant	£ 24,333	£ 23,677	£ 24,115	£ 24,115	-£ 218	£ 439	£ -	-1%	2%	0%
Research	£ 38,741	£ 34,254	£ 39,196	£ 36,522	£ 455	£ 4,942	£ 2,674	1%	13%	7%
Overall Average	£ 43,209	£ 39,151	£ 43,880	£ 41,192	£ 672	£ 4,729	£ 2,688	2%	11%	6%

Figure 158: Basic + additional pay by grade and race 2018

	Mean Additional Pay				% Mean Pay Gap			Median Additional Pay				% Median Pay Gap		
	BAME UK	BAME Non UK	White UK	White Non UK	% BAME UK Pay Gap	% BAME Non UK Pay Gap	% White Non UK Pay Gap	BAME UK	BAME Non UK	White UK	White Non UK	% BAME UK Pay Gap	% BAME Non UK Pay Gap	% White Non UK Pay Gap
Grade 1	£16,860	£17,000	£16,833	£16,964	-0.2%	-1.0%	-0.8%	£16,669	£17,071	£16,678	£16,679	0.1%	-2.4%	0.0%
Grade 2	£18,325	£18,558	£18,638	£18,316	1.7%	0.4%	1.7%	£17,787	£18,973	£18,777	£17,764	5.3%	-1.0%	5.4%
Grade 3	£21,483	£21,852	£21,915	£21,072	2.0%	0.3%	3.8%	£20,989	£22,214	£21,585	£20,707	2.8%	-2.9%	4.1%
Grade 4	£24,210	£24,662	£25,027	£24,423	3.3%	1.5%	2.4%	£24,285	£25,728	£25,716	£24,285	5.6%	0.0%	5.6%
Grade 5	£28,718	£28,602	£28,919	£28,363	0.7%	1.1%	1.9%	£28,936	£28,936	£29,104	£28,936	0.6%	0.6%	0.6%
Grade 6	£32,300	£30,545	£32,431	£31,484	0.4%	5.8%	2.9%	£32,548	£30,702	£33,518	£31,604	2.9%	8.4%	5.7%
Grade 7	£36,513	£34,150	£35,947	£34,999	-1.6%	5.0%	2.6%	£36,613	£32,548	£35,550	£34,520	-3.0%	8.4%	2.9%
Grade 8	£44,359	£43,496	£44,386	£42,799	0.1%	2.0%	3.6%	£44,992	£44,992	£44,992	£41,475	0.0%	0.0%	7.8%
Grade 9	£49,161	£49,021	£49,780	£48,936	1.2%	1.5%	1.7%	£50,618	£50,589	£50,618	£49,918	0.0%	0.1%	1.4%
Grade 10	£58,653	£57,873	£58,569	£58,115	-0.1%	1.2%	0.8%	£56,950	£56,950	£56,950	£56,950	0.0%	0.0%	0.0%
Grade 11	£64,219	£65,970	£62,637	£64,693	-2.5%	-5.3%	-3.3%	£60,410	£60,410	£60,410	£60,410	0.0%	0.0%	0.0%
Grade 12	£107,228	£112,960	£92,308	£92,690	-16.2%	-22.4%	-0.4%	£102,729	£91,310	£86,060	£83,558	-19.4%	-6.1%	2.9%
Total	£39,326	£36,473	£39,211	£39,912	-0.3%	7.0%	-1.8%	£33,518	£32,548	£33,518	£34,520	0.0%	2.9%	-3.0%

Figure 159: Basic +additional pay by category of staff and race 2018

Staff Category	Mean Additional Pay				Difference from White UK			Pay Gap		
	BAME UK	BAME Non UK	White UK	White Non UK	BAME UK	BAME Non UK	White Non UK	BAME UK	BAME Non UK	White Non UK
Academic	£ 72,751	£ 64,181	£ 69,807	£ 66,095	-£ 2,944	£ 5,626	£ 3,712	-4%	8%	5%
Academic-Related	£ 42,314	£ 40,886	£ 45,870	£ 42,632	£ 3,556	£ 4,983	£ 3,238	8%	11%	7%
Assistant	£ 24,508	£ 23,755	£ 24,240	£ 24,240	-£ 268	£ 485	£ -	-1%	2%	0%
Research	£ 38,949	£ 34,403	£ 39,552	£ 36,932	£ 603	£ 5,149	£ 2,620	2%	13%	7%
Overall Average	£ 44,630	£ 40,806	£ 44,867	£ 42,475	£ 237	£ 4,061	£ 2,392	1%	9%	5%

5 Academic staff: recruitment, progression and development

Word count: 1,983

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

Overview statements are included at the beginning of our application and cover academic and PSS sections.

5a Academic recruitment

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

= applying for academic posts

= being shortlisted/invited to interview for academic posts

= being offered academic posts

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

Please provide information on the institution's recruitment processes.

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

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

- Although proportions of BAME academics increased from 10.4% in 2016 to 11.6% in 2018, and researchers from 22% to 22.4% respectively (mainly through an increase in international staff numbers), BAME applicants for academic and research roles, particularly international, are less likely to be appointed than White candidates (**Figures 161, 162, 165, 166**). The numbers of BAME international candidates consistently decrease from application to appointment stage (**Figures 160, 161**), particularly Chinese applicants for academic jobs (**Figure 163**)

Staff involved in academic recruitment reported that large numbers of international applications from BAME candidates are speculative. We will investigate this (**AP12**) - it is possible that bias against international BAME applicants affects the perceptions of recruiters.

*Applications from Asia seem to often be paid less attention than those from Europe and other Western countries. (**Academic staff, BAME, REC survey**)*

- It is particularly noticeable that Black applicants rarely progress to appointment stage. In 2018, there were 105 Black applicants and only one was offered a job (**Figure 162**).
- More BAME staff (21%, N=81) have concerns about the fairness and transparency of the recruitment process than White staff (9%, N=144). White staff agreed in greater proportions (80%, N=1032) that current recruitment practice leads to the best candidates being recruited (66% BAME staff agreed, N=251)

We will prioritise diverse and fair recruitment through **PN2**. We will roll out **Diverse Recruitment Framework** (DRF) (**AP9**), changes to positive action statement (**AP7**), changes to Web Recruitment System (used to manage recruitment at UoC) allowing monitoring diversity of the longlists (**AP8**) and work with head-hunters so that they provide viable diverse lists of applicants (**AP10**).

DRF will include advice on recommended actions at each recruitment stage from creating job adverts, advertising, interviewing and appointing, to improve fairness and transparency of the process.

In response to staff consultations, we reviewed recruitment processes and updated recruitment guidelines to increase diversity in senior academic applicant pools, improve consistency of practices, and support fair and professional selection methods including:

- Broader searches, encouraging application from BAME applicants known to the search committee
- Writing adverts using inclusive language
- Highlighting culture and family-friendly policies in further particulars
- Providing detailed feedback to unsuccessful candidates.

Academic selection committee members attend a half-day recruitment briefing (“Recruitment essentials”) including IB awareness. Completion of E&D online training is required for those taking part in recruitment panels (**AP67**). Staff involved in academic recruitment will also be encouraged to attend sessions in race awareness (**AP65**) which will help to address bias.

- School-level recruitment data (**Figures 168-173**) show high variability. Regular provision of recruitment data through Equality Dashboards and provision of UoC Internal Indicators may help improve BAME staff recruitment at School levels (**AP3**).

KEY ACTIONS

PN2 Improve the University’s procedures and engage with local communities to increase the numbers of BAME staff, particularly on higher grades and from local community

AP3 Provide improved equality data to Schools and NSIs to help to track progress and make interventions

AP7 Promote and evaluate the impact of new UoC positive action statement for job advertisements

AP8 Implement and evaluate changes to the University Web Recruitment System

AP9 Create a Diverse Recruitment Framework and accompanying materials

AP10 Require external head-hunters to provide a viable list of diverse candidates

AP12 Undertake research project to understand why the numbers of BAME Non-UK applicants drop significantly from long lists to appointments

AP65 Roll out training in race awareness

AP67 Increase uptake of E&D and Implicit Bias training

UNIVERSITY-LEVEL DATA

Figure 160: Academic recruitment by racialised group and nationality 2016-2018

	Academic	Applied		Shortlisted			Accepted		
		No.	%↓	No.	%↓	%→	No.	%↓	%→
2016	BAME	1222	30.8	91	18.3	7.4	28	23.7	2.3
	BAME UK	164	4.1	21	4.2	12.8	12	10.2	7.3
	BAME Non UK	1058	26.6	70	14.1	6.6	16	13.6	1.5
	White	2750	69.2	405	81.7	14.7	90	76.3	3.3
	White UK	723	18.2	133	26.8	18.4	53	44.9	7.3
	White Non UK	2027	51.0	272	54.8	13.4	37	31.4	1.8
	Total	3972	100.0	496	100.0	12.5	118	100.0	2.6
2017	BAME	1119	30.4	177	26.0	15.8	21	18.3	1.9
	BAME UK	158	4.0	29	5.8	18.4	9	7.6	5.7
	BAME Non UK	961	24.2	148	29.8	15.4	12	10.2	1.2
	White	2563	69.6	504	74.0	19.7	94	81.7	3.7
	White UK	698	17.6	159	32.1	22.8	46	39.0	6.6
	White Non UK	1865	47.0	345	69.6	18.5	48	40.7	2.6
	Total	3682	100.0	681	100.0	18.5	115	100.0	2.6
2018	BAME	1542	33.5	200	48.9	13.0	19	20.0	1.2
	BAME UK	190	4.1	16	3.2	8.4	9	9.5	4.7
	BAME Non UK	1352	29.3	184	37.1	13.6	10	10.5	0.7
	White	3067	66.5	209	51.1	6.8	76	80.0	2.5
	White UK	766	16.6	47	11.5	6.1	40	42.1	5.2
	White Non UK	2301	49.9	162	39.6	7.0	36	37.9	1.6
	Total	4609	100.0	409	100.0	8.9	95	100.0	1.9

Figure 161: Academic recruitment by racialised group and nationality 2016-2018

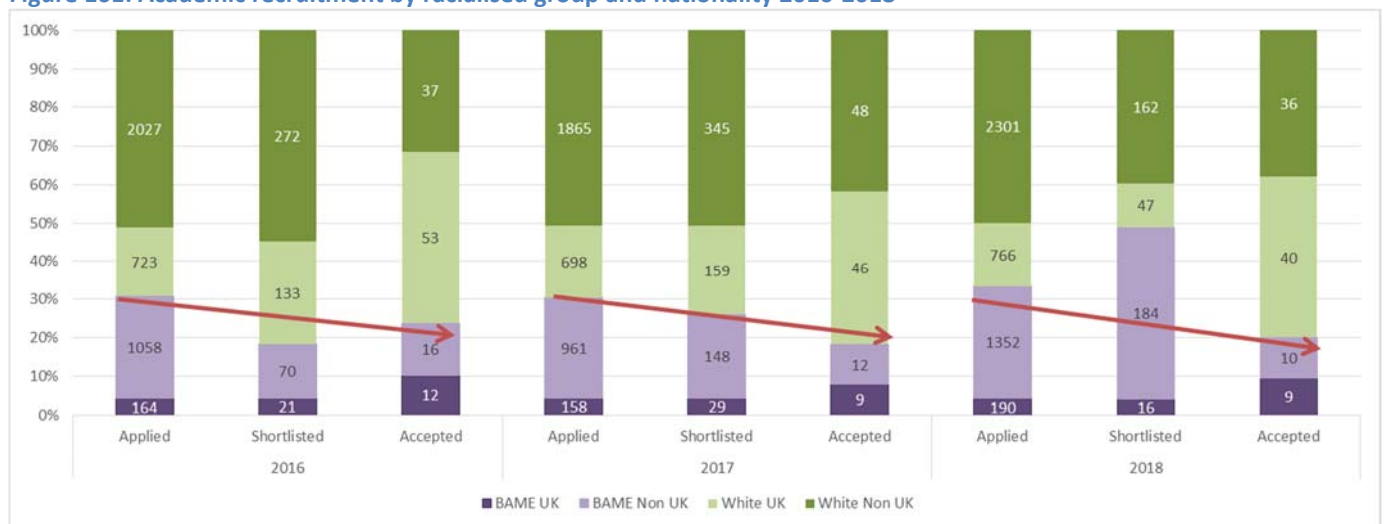


Figure 162: Academic recruitment by racialised group (detailed) 2016-2018

	Academic	Applied		Shortlisted			Accepted		
		No.	%↓	No.	%↓	%→	No.	%↓	%→
2018	BAME	1542	33.5	200	48.9	13.0	19	20.0	38.9
	Asian	606	13.1	80	19.6	13.2	8	8.4	40.9
	Black	105	2.3	11	2.7	10.5	●	1.1	37.2
	Chinese	377	8.2	63	15.4	16.7	●	2.1	13.0
	Mixed	241	5.2	21	5.1	8.7	6	6.3	116.9
	Other	213	4.6	25	6.1	11.7	●	2.1	32.7
	White	3067	66.5	209	51.1	6.8	76	80.0	148.7
	Total	4609	100.0	409	100.0	8.9	95	100.0	1.9
	Information refused	384	7.7	26	6.0	5.6	●	4.0	1.0
2017	BAME	1119	30.4	177	26.0	15.8	21	18.1	1.9
	Asian	472	12.8	59	8.7	12.5	11	9.5	2.3
	Black	81	2.2	31	4.6	38.3		0.0	0.0
	Chinese	241	6.5	40	5.9	16.6		0.0	0.0
	Mixed	151	4.1	31	4.6	20.5	6	5.2	4.0
	Other	174	4.7	16	2.3	9.2	●	3.4	2.3
	White	2565	69.6	504	74.0	19.6	95	81.9	3.7
	Total	3684	100.0	681	100.0	18.5	116	100.0	2.7
	Information refused	345	8.6	63	8.5	7.8	5	4.1	1.2
2016	BAME	1222	30.8	91	18.3	7.4	28	23.7	2.3
	Asian	506	12.7	31	6.3	6.1	15	12.7	3.0
	Black	72	1.8	5	1.0	6.9		0.0	0.0
	Chinese	295	7.4	17	3.4	5.8	●	1.7	0.7
	Mixed	186	4.7	22	4.4	11.8	9	7.6	4.8
	Other	163	4.1	16	3.2	9.8	●	1.7	1.2
	White	2750	69.2	405	81.7	14.7	90	76.3	3.3
	Total	3972	100.0	496	100.0	12.5	118	100.0	2.6
	Information refused	324	7.5	34	6.4	6.0	17	12.6	4.7

Figure 163: Academic recruitment by racialised group and nationality (detailed) 2016-2018

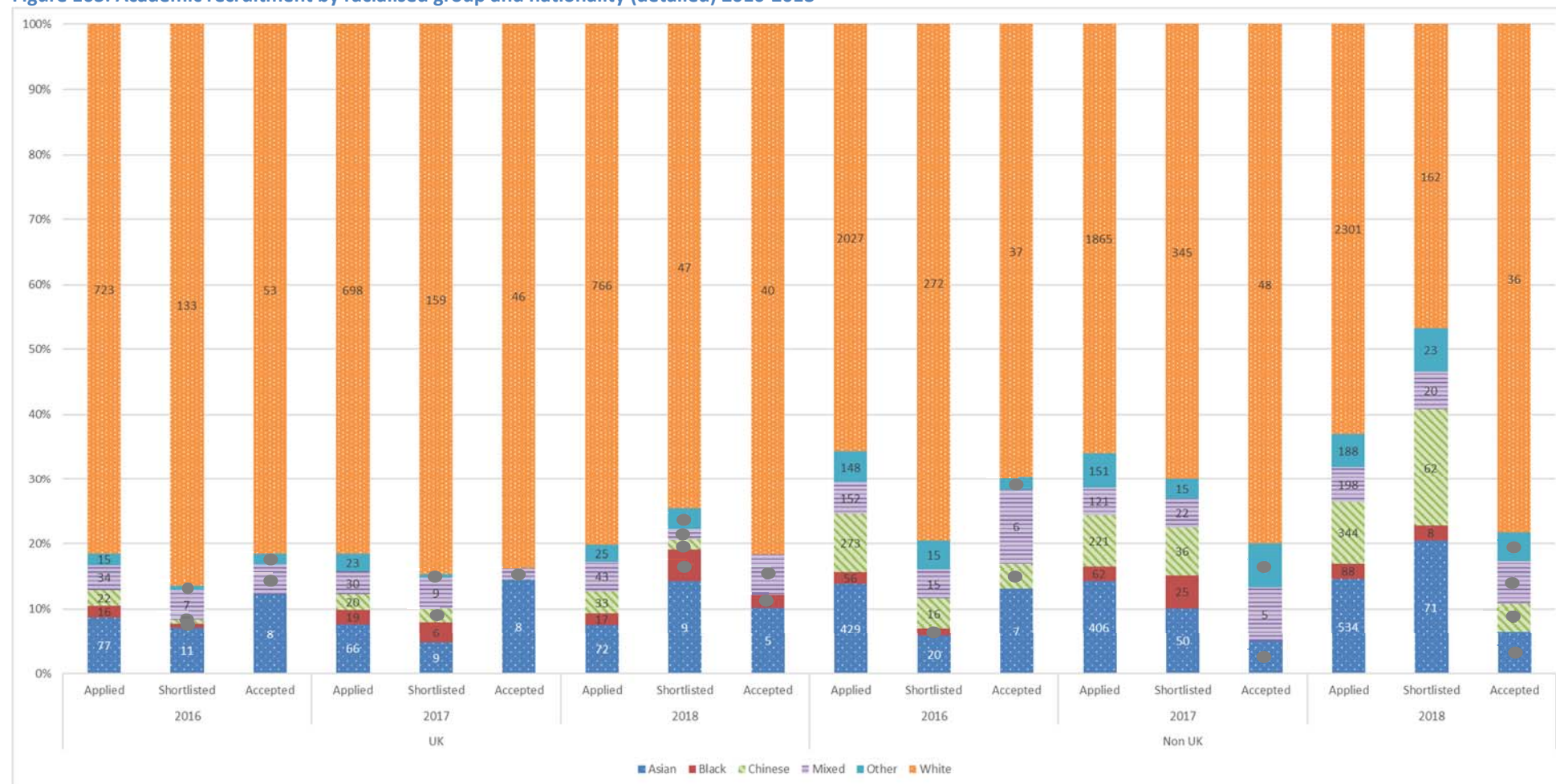


Figure 164: Research recruitment by racialised group and nationality 2016-2018

	Research	Applied		Shortlisted			Accepted		
		No.	%↓	No.	%↓	%→	No.	%↓	%→
2016	BAME	9915	48.2	213	52.3	2.1	258	29.3	2.6
	BAME UK	1199	5.8	22	180.0	1.8	42	4.8	3.5
	BAME Non UK	8716	42.4	191	1215.0	2.2	216	24.5	2.5
	White	10643	51.8	194	47.7	1.8	624	70.7	5.9
	White UK	3375	16.4	55	451.0	1.6	248	28.1	7.3
	White Non UK	7268	35.4	139	991.0	1.9	376	42.6	5.2
	Total	20558	100.0	407	100.0	2.0	882	100.0	4.2
2017	BAME	10599	52.7	222	48.4	2.1	278	29.0	2.6
	BAME UK	989	4.9	22	94.0	2.2	36	3.8	3.6
	BAME Non UK	9610	47.8	200	892.0	2.1	242	25.2	2.5
	White	9494	47.3	237	51.6	2.5	682	71.0	7.2
	White UK	2991	14.9	57	241.0	1.9	272	28.3	9.1
	White Non UK	6503	32.4	180	600.0	2.8	410	42.7	6.3
	Total	20093	100.0	459	100.0	2.3	960	100.0	4.7
2018	BAME	12316	55.3	796	44.2	6.5	289	31.6	2.3
	BAME UK	1107	5.0	136	76.0	12.3	35	3.8	3.2
	BAME Non UK	11209	50.3	660	828.0	5.9	254	27.8	2.3
	White	9966	44.7	1004	55.8	10.1	625	68.4	6.3
	White UK	3267	14.7	367	275.0	11.2	259	28.3	7.9
	White Non UK	6699	30.1	637	547.0	9.5	366	40.0	5.5
	Total	22282	100.0	1800	100.0	8.1	914	40.0	3.8

Figure 165: Research recruitment by racialised group and nationality 2016-2018

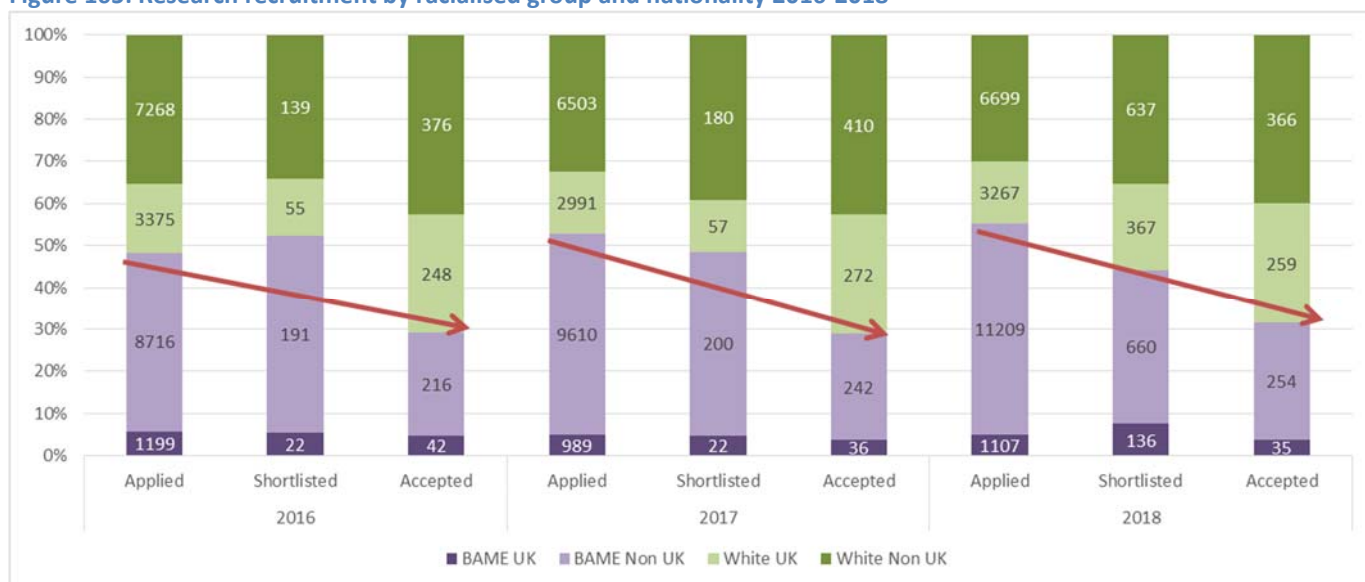
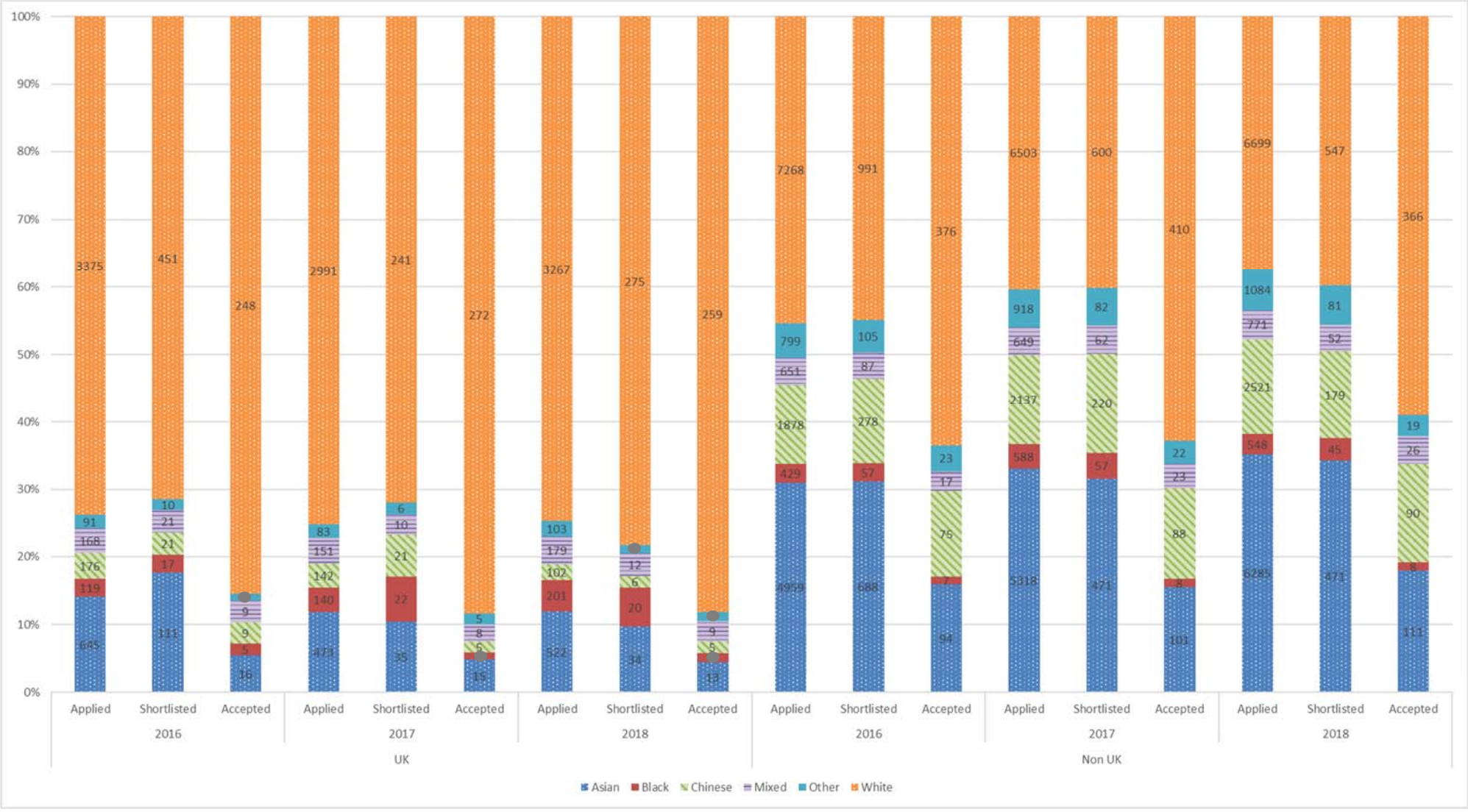


Figure 166: Research recruitment by racialised group (detailed) 2016-2018

	Research	Applied		Shortlisted			Accepted		
		No.	%↓	No.	%↓	%→	No.	%↓	%→
2018	BAME	12317	55.3	904	52.4	7.3	289	31.6	551.8
	Asian	6808	30.6	505	29.3	7.4	124	13.6	423.8
	Black	749	3.4	65	3.8	8.7	12	1.3	318.6
	Chinese	2623	11.8	185	10.7	7.1	95	10.4	886.3
	Mixed	950	4.3	64	3.7	6.7	35	3.8	943.9
	Other	1187	5.3	85	4.9	7.2	23	2.5	467.0
	White	9966	44.7	822	47.6	8.2	625	68.4	1312.3
	Total	22283	100.0	1726	100.0	7.7	914	100.0	3.8
	Information refused	1431	6.0	109	5.9	5.6	73	7.4	4.7
2017	BAME	10602	52.8	986	54.0	9.3	278	29.0	2.6
	Asian	5793	28.8	506	27.7	8.7	116	12.1	2.0
	Black	728	3.6	79	4.3	10.9	11	1.1	1.5
	Chinese	2279	11.3	241	13.2	10.6	93	9.7	4.1
	Mixed	800	4.0	72	3.9	9.0	31	3.2	3.9
	Other	1002	5.0	88	4.8	8.8	27	2.8	2.7
	White	9495	47.2	841	46.0	8.9	682	71.0	7.2
	Total	20097	100.0	1827	100.0	9.1	960	100.0	4.4
	Information refused	1206	5.7	102	5.3	5.0	76	7.3	5.8
2016	BAME	9915	48.2	1395	49.2	14.1	258	29.3	2.6
	Asian	5604	27.3	799	28.2	14.3	110	12.5	2.0
	Black	548	2.7	74	2.6	13.5	12	1.4	2.2
	Chinese	2054	10.0	299	10.5	14.6	84	9.5	4.1
	Mixed	819	4.0	108	3.8	13.2	26	2.9	3.2
	Other	890	4.3	115	4.1	12.9	26	2.9	2.9
	White	10644	51.8	1442	50.8	13.5	624	70.7	5.9
	Total	20559	100.0	2837	100.0	13.8	882	100.0	3.8
	Information refused	947	4.4	132	4.4	4.3	91	9.4	8.4

Figure 167: Research recruitment by racialised group (detailed) 2016-2018



SCHOOL-LEVEL RECRUITMENT DATA

Figure 168: Academic recruitment by racialised group, nationality and School 2016

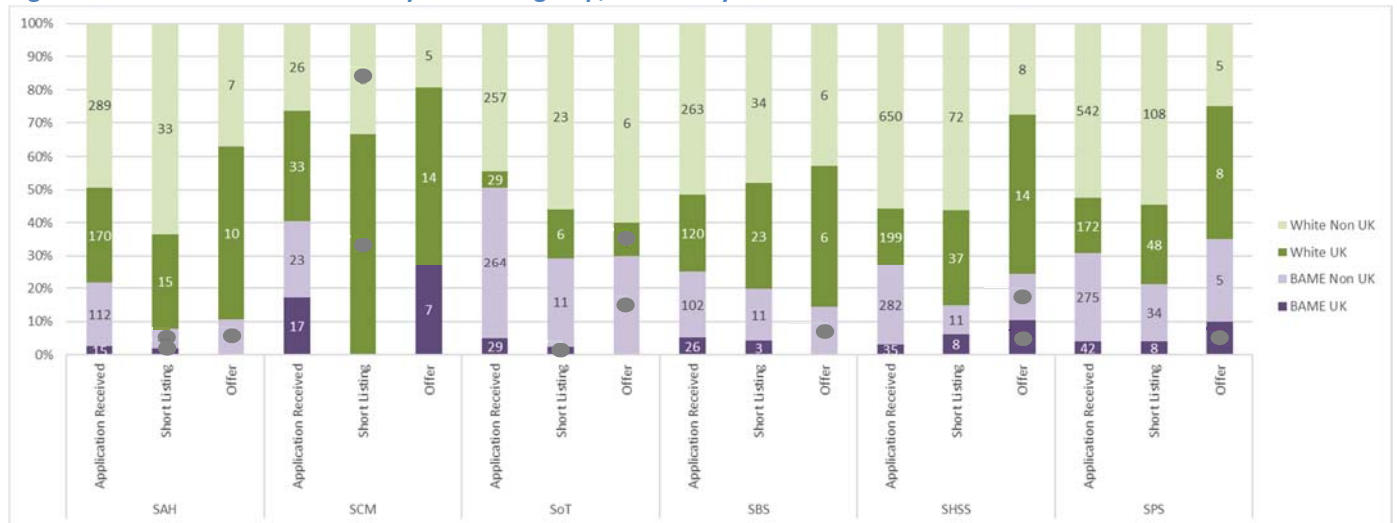


Figure 169: Academic recruitment by racialised group, nationality and School 2017

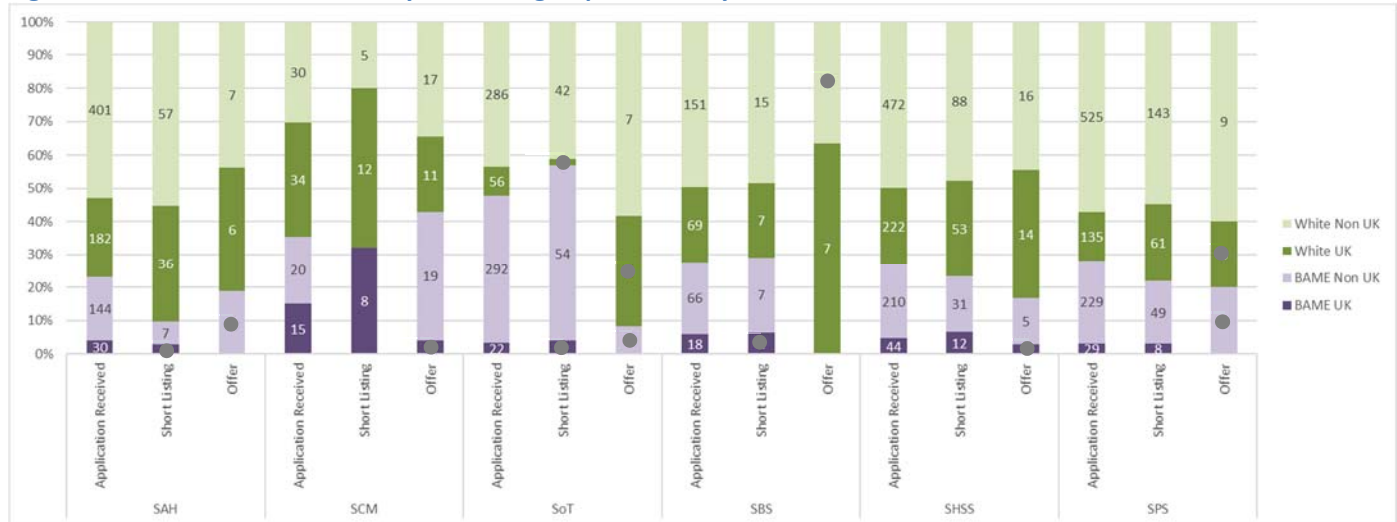


Figure 170: Academic recruitment by racialised group, nationality and School 2018

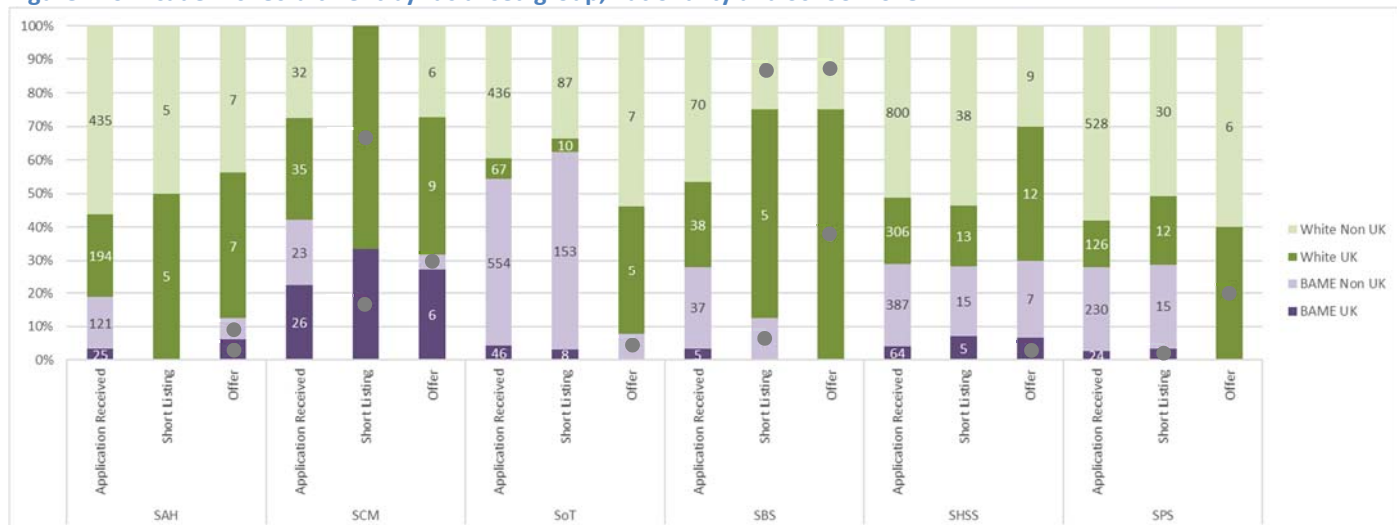


Figure 171: Research recruitment by racialised group, nationality and School 2016

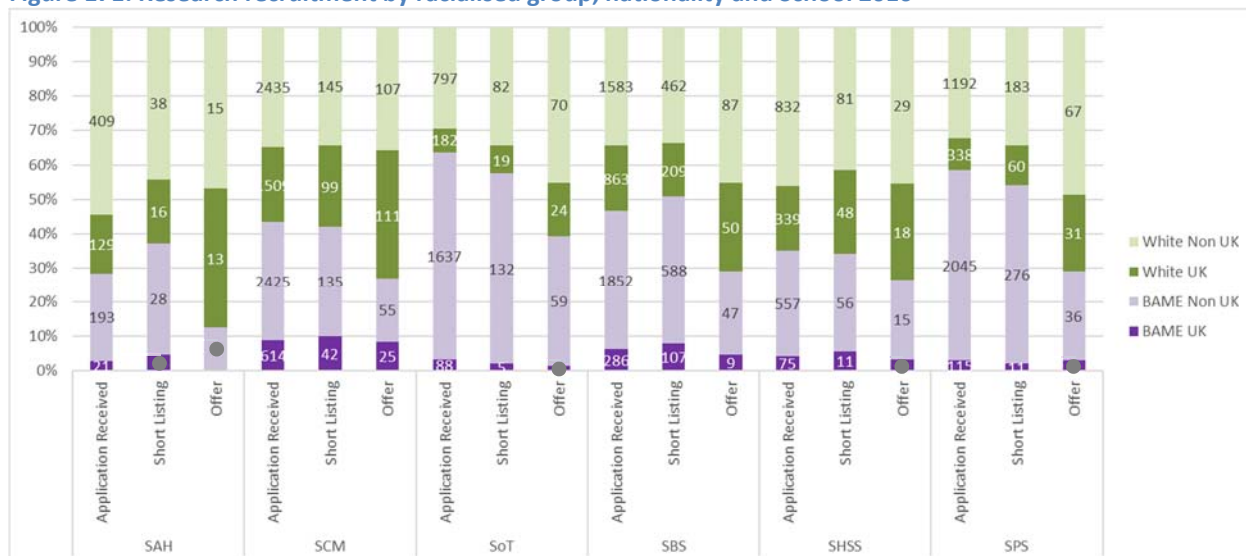


Figure 172: Research recruitment by racialised group, nationality and School 2017

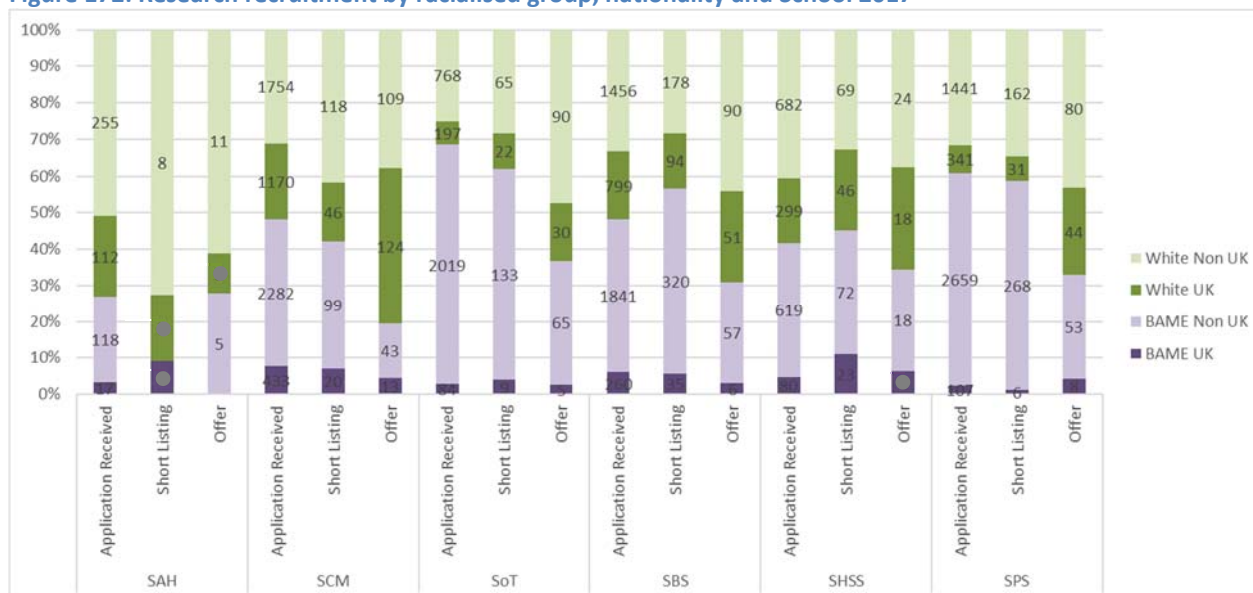
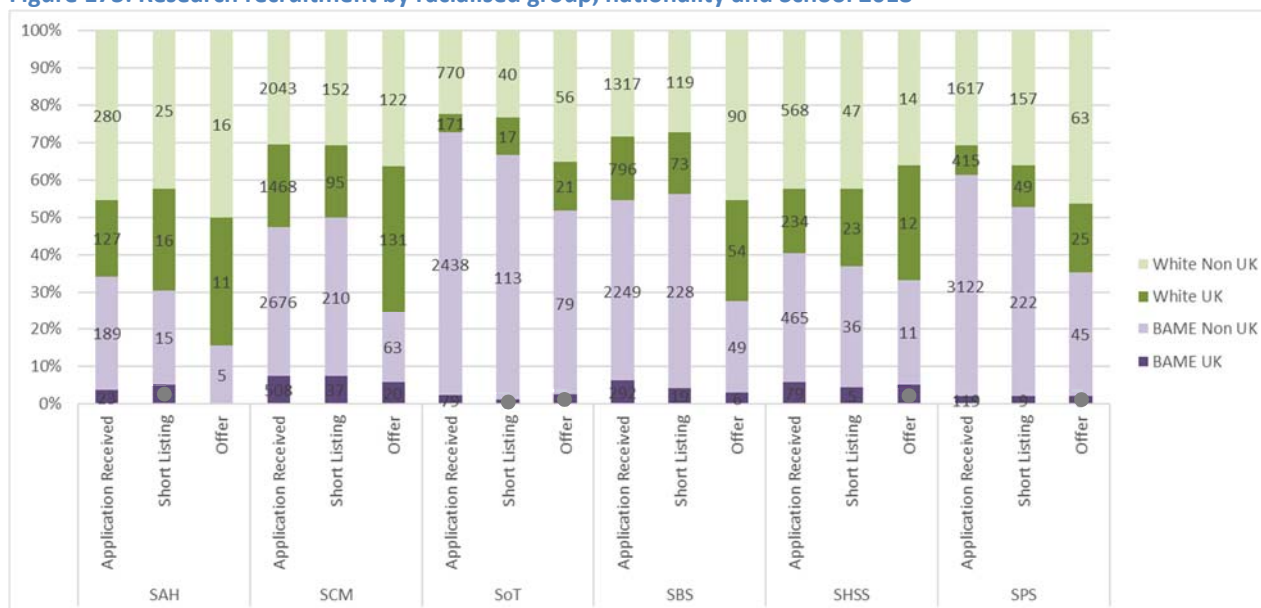


Figure 173: Research recruitment by racialised group, nationality and School 2018



5b Training

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

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

= the uptake of courses by ethnicity

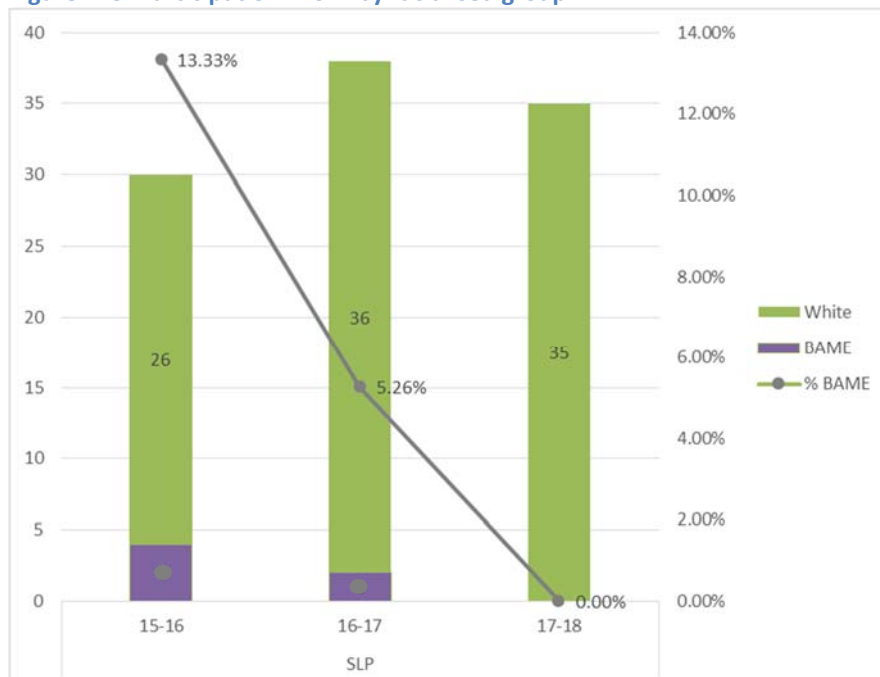
= how training is evaluated

The central **Personal and Professional Development** (PPD) team coordinates a portfolio of training combining workshops and online modules including **Senior Leadership Programmes** (SLP), the main leadership training for academics who are considering becoming Heads of Institution (**Figure 174**).

Figure 174: Overview of Leadership Development Programme for Academics mapped across staff grades

Grade	Programme		
12	Senior Leadership Programme Level 1	Senior Leadership Programme Level 2	Senior Leadership Programme Level 3
11	(considering Head of Institution role)	(new Heads of Institution)	(experienced Heads of Institution)
10			
9			

Figure 175: Participation in SLP by racialised group



Although numbers of overall SLP participants have increased since 2015/16, BAME academics' participation decreased and no BAME participants took part in 2017/18 (**Figure 175**).

This is concerning and we take actions to address this (AP24). Potential causes are:

- BAME academics not being nominated to participate in SLP by senior leaders in their institutions (potential bias in a way that they are not seen as “leaders”). We are addressing this through training senior leaders in: Inclusive Leadership (AP39), race awareness (AP65), and reverse mentoring (AP21)
- BAME academics not wanting to become Heads of Institutions where they would be even more visible. The uncomfortable feeling of over-visibility was frequently reported through the REC surveys. We address this through PN2, attempting to recruit more BAME staff particularly to higher academic and PSS grades.
- Participants in SLP 2 and SLP 3 (Figure 174) are normally professors and underrepresentation of BAME staff on these courses is therefore interrelated with issues regarding BAME academic career progression

Not being put forward or encouraged to participate in leadership courses is a part of a wider issue: BAME colleagues may not be getting the same level of attention as White staff (e.g. in nomination for a prize, or ignored when they make a comment in a meeting).

No longitudinal training evaluations are undertaken, so previous SLP participants will be contacted to assess the impact it has made on their careers (AP24).

KEY ACTIONS

PN2 Improve the University’s procedures and engage with local communities to increase the numbers of BAME staff, particularly on higher grades and from local community

AP21 Roll out reverse mentoring scheme

AP24 Increase the numbers of HoI who nominate and encourage BAME staff to attend leadership courses in preparation for senior management roles

AP39 Roll out the Inclusive Leadership Training Programme

AP65 Roll out training in race awareness

5c Appraisal/development review

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

- UoC expects all staff to have the opportunity of an appraisal meeting at least every two years but uptake is low. We started to use an online HR system to record appraisals in 2016. The proportions of appraised staff have been consistently growing since then (Figure 176) but not all line managers are recording appraisals online yet. BAME non-UK staff (particularly research) are less often appraised than any other group (Figures 177, 178).
- Our REC survey shows that BAME staff overall disagree more frequently than White staff that the appraisal process is useful

I find the appraisal process useful.

- Strongly agree, Agree, Somewhat agree –57% (191) of BME staff, 67% (923) of White staff
- Somewhat disagree, Disagree, Strongly disagree –29% (96) BME staff, 22% (309) White staff

Qualitative data suggests that this might be caused by appraisals being implemented inconsistently and limited skills of line managers. We are encouraging staff to undertake new training for appraisers and appraisees, and developing straightforward system to log appraisals (**AP23**)

I have been appraised only once in ten years. On that occasion, I found the experience extremely helpful. (REC survey, Academic staff, BAME,)

The appraisal helps me to set my goals more clearly and being concise in my career (REC survey, Academic staff, BAME,)

Figure 176: Percentage of staff who completed appraisal by racialised group, nationality and staff category 2016-2018

Staff category	BAME Non UK			BAME UK			White Non UK			White UK		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Academic	4.1%	9.8%	9.9%	2.5%	16.7%	15.3%	6.8%	8.9%	14.6%	7.2%	10.4%	16.1%
Research	5.4%	6.7%	17.1%	6.3%	7.5%	34.7%	3.9%	10.5%	22.5%	7.7%	11.8%	28.9%

Figure 177: Numbers of recorded appraisals by academic staff, racialised group and nationality 2016-2018

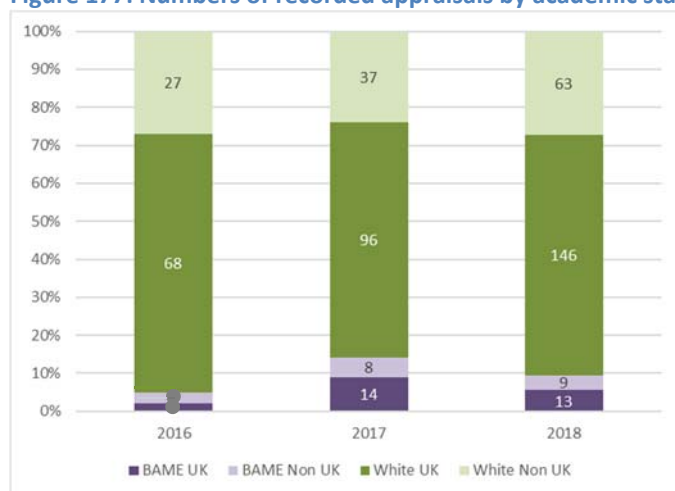
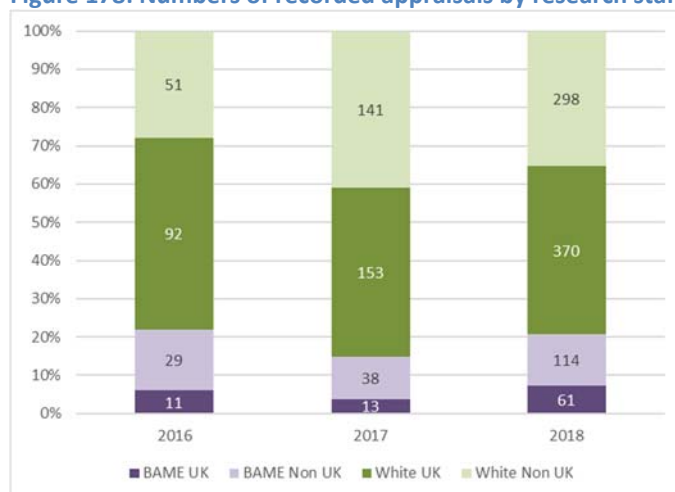


Figure 178: Numbers of recorded appraisals by research staff, racialised group and nationality 2016-2018



ACTIONS

AP23 Improve support for BAME staff in their career progression by increasing quality and uptake of appraisals

5d Academic promotion

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

Please provide collated data by each academic grade (ie promotions from each grade to the next) Where possible, please provide the data for each academic faculty.

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

- = how candidates are identified, and how the process and criteria are communicated to staff
- = how the criteria for promotion consider the full range of work-related activities (including administrative, pastoral and outreach work)
- = details of any training, support or relevant opportunities including temporary promotions/interim positions
- = staff perceptions of the promotions process, including whether it is transparent and fair

We operate an annual SAP exercise for promotion to Senior Lecturer, Reader, and Professor. Applicants are assessed under three criteria: Research, Teaching and General Contribution.

Applications for senior lectureships⁹ (Figure 179)

Proportionately fewer BAME than White academics in the eligible pools apply for senior lectureships, and these proportions have decreased since 2016 – in 2018, 4.9% eligible BAME academics applied vs. 10% of eligible White staff. Those BAME candidates who do apply tend to be more successful than White applicants.

Applications for readerships (Figure 180)

2017 saw relatively similar proportions of BAME and White eligible staff (10% vs. 12%) applying, and lower success rates of BAME candidates (50% vs. 68% of White applicants). This changed in 2018 when BAME applications increased with 13.4% eligible staff putting themselves forward for promotion (vs. 9.7% of White), out of whom 91% were successful (10 out of 11 BAME candidates). In 2019 we see an expected drop reflecting success rate in previous round.

Applications for professorships (Figure 181)

Since 2017, fewer eligible BAME than White staff have applied for professorships (staying below 3.7% for BAME, and oscillating c. 6-7% for White staff). Apart from 2019, BAME candidates who applied were more successful than White applicants – we are pleased to see this and will continue to monitor this dynamic.

REC survey sheds light on the discrepancy between BAME academics eligible for promotion, and the numbers of applications - BAME academics (43%, N=68) more often than White academics (37%, N=137) disagree that they have been encouraged to apply:

The system for promotion relies on individuals putting themselves forward and talking to people. If someone has personality traits or a background where they are not used to coming forward, or are not used to the University culture, or they might come from a low social class, or they might lack confidence. If the head of department is looking out for them, then it might work. (Academic staff, BAME, focus group)

⁹ In STEMM Schools it is not unusual to bypass SL stage progressing from Lecturer to Reader.

Figure 179: Promotions to Senior Lecturer by racialised group and School 2016 - 2018

SENIOR ACADEMIC PROMOTIONS - SENIOR LECTURESHIPS																				
	2019						2018						2017							
	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unknown n	Total	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unknown n	Total	BAME	% of total BAME/White	White	% of total BAME/White	Unknown wn	Total
Eligible Pool																				
A&H	7	10.6%	59	89.4%	66	5	71	5	7.7%	60	92.3%	65	9	74	5	7.1%	65	92.9%	70	80
BS	4	7.0%	53	93.0%	57	4	61	13	14.1%	79	85.9%	92	16	108	13	13.0%	87	87.0%	100	115
CS	7	21.2%	26	78.8%	33	11	44	19	17.6%	89	82.4%	108	19	127	21	17.5%	99	82.5%	120	141
H&SS	20	18.3%	89	81.7%	109	19	128	19	14.3%	48	85.7%	56	8	64	6	10.5%	51	89.5%	57	68
PS	8	13.6%	51	86.4%	59	8	67	8	27.7%	47	72.3%	65	10	75	18	27.3%	48	72.7%	66	73
T	15	25.4%	44	74.6%	59	8	67	18	16.3%	323	83.7%	386	62	448	63	15.3%	350	84.7%	413	477
Total	61	15.9%	322	84.1%	383	55	438	63	0.0%	9	15.0%	9	12	0	0.0%	7	10.8%	7	8	
Applicants																				
A&H	0	0.0%	5	8.5%	5	0	6	0	0.0%	9	6.3%	5	0	6	0	0.0%	8	9.2%	8	8
BS	0	0.0%	9	17.0%	9	0	9	0	0.0%	5	12.4%	13	0	15	0	0.0%	13	13.1%	17	19
CS	0	0.0%	0	3.8%	0	0	0	0	10.5%	11	4.2%	0	0	0	0	0.0%	0	2.1%	0	0
H&SS	0	15.0%	15	16.9%	18	5	23	0	16.7%	31	9.6%	36	7	43	5	7.9%	29	8.3%	34	37
PS	0	0.0%	0	6.8%	0	0	0	5	7.9%	6	66.7%	6	0	9	0	0.0%	0	57.1%	0	5
T	0	4.9%	33	10.2%	36	6	42	5	0.0%	3	60.0%	10	0	10	0	75.0%	9	69.2%	12	13
Total	0	0.0%	12	80.0%	14	0	18	0	100.0%	8	50.0%	5	0	5	0	100.0%	0	100.0%	0	0
Successful Applicants	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unknown n	Total	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unknown n	Total	BAME	% of total BAME/White	White	% of total BAME/White	Unknown wn	Total
A&H	0	0.0%	7	77.8%	7	0	7	0	0.0%	3	60.0%	10	0	0	0	0.0%	0	37.5%	0	0
BS	0	0.0%	0	0.0%	0	0	0	0	0.0%	8	72.7%	5	0	10	0	75.0%	9	69.2%	12	13
CS	0	0.0%	12	80.0%	14	0	18	0	0.0%	0	50.0%	0	0	0	0	0.0%	0	0.0%	0	0
H&SS	0	0.0%	0	0.0%	0	0	0	0	66.7%	21	67.7%	25	0	29	0	80.0%	17	58.6%	21	23
PS	0	0.0%	0	0.0%	0	0	0	0	80.0%	0	0.0%	0	0	5	0	100.0%	0	0.0%	0	0
T	0	0.0%	27	81.8%	29	5	34	0	80.0%	0	0.0%	0	0	0	0	0.0%	0	0.0%	0	0
Total	0	0.0%	27	81.8%	29	5	34	0	80.0%	0	0.0%	0	0	0	0	0.0%	0	0.0%	0	0

Figure 180: Promotions to Reader by racialised group and School 2016 - 2018

SENIOR ACADEMIC PROMOTIONS - READERSHIPS													
Eligible Pool	2019						2018						2017
	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unknowns wn	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unknowns wn	
A&H	11	9.8%	101	90.2%	112	16	10	9.2%	99	90.8%	109	17	130
BS	7	6.9%	95	93.1%	102	8	17	11.7%	128	88.3%	145	21	172
CS	7	17.9%	32	82.1%	39	13	52	11.7%	128	88.3%	145	21	172
H&SS	27	16.3%	139	83.7%	166	23	189	15.2%	140	84.8%	165	23	202
PS	8	10.5%	68	89.5%	76	12	88	12.2%	65	87.8%	74	13	92
T	20	19.2%	84	80.8%	104	12	116	19.6%	86	80.4%	107	15	124
Total	80	13.4%	519	86.6%	599	84	683	13.7%	518	86.3%	600	89	720
Applicants	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unknowns wn	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unknowns wn	Total
A&H	●	9.1%	9	8.9%	10	●	●	10.0%	10	10.1%	11	●	16
BS	●	0.0%	9	9.5%	9	0	●	11.8%	10	7.8%	12	●	18
CS	●	14.3%	●	12.5%	5	0	5	16.0%	12	8.6%	16	●	18
H&SS	●	3.7%	17	12.2%	18	●	21	22.2%	8	12.3%	10	●	18
PS	●	0.0%	9	13.2%	9	●	10	9.5%	10	11.6%	12	●	18
T	●	5.0%	8	9.5%	9	●	10	13.4%	50	9.7%	12	●	18
Total	●	5.0%	56	10.8%	60	8	68	13.4%	50	9.7%	61	10	88
Successful Applicants	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unknowns wn	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unknowns wn	Total
A&H	●	100.0%	●	44.4%	5	0	5	100.0%	5	50.0%	6	●	6
BS	●	0.0%	5	55.6%	5	0	5	50.0%	7	70.0%	8	●	11
CS	●	100.0%	●	75.0%	4	0	●	100.0%	10	83.3%	14	●	14
H&SS	●	100.0%	11	64.7%	12	●	14	100.0%	7	87.5%	9	●	14
PS	●	0.0%	8	88.9%	8	●	9	100.0%	6	60.0%	8	●	14
T	●	100.0%	8	100.0%	9	0	9	100.0%	35	70.0%	45	●	59
Total	●	100.0%	39	69.6%	43	●	46	90.9%	35	70.0%	45	●	59

Figure 181: Promotions to Professor by racialised group and School 2016 - 2018

SENIOR ACADEMIC PROMOTIONS - PROFESSORSHIPS																
Eligible Pool	BAME	2019					2018					2017				
		% of total BAME/White	White	% of total BAME/White	Total	Unkno wn	% of total BAME/White	White	% of total BAME/White	Total	Unkno wn	% of total BAME/White	White	% of total BAME/White	Total	Unkno wn
A&H	15	9.0%	152	91.0%	167	24	9.3%	146	90.7%	161	25	9.1%	150	90.9%	165	25
BS	7	5.0%	132	95.0%	139	11	8.9%	184	91.1%	202	25	8.6%	191	91.4%	209	23
CS	9	15.3%	50	84.7%	59	14	14.8%	190	85.2%	223	26	13.8%	194	86.2%	225	28
H&SS	38	16.6%	191	83.4%	229	27	9.6%	104	90.4%	115	20	8.5%	107	91.5%	117	21
PS	12	10.3%	105	89.7%	117	20	19.9%	117	80.1%	146	23	18.0%	123	82.0%	150	18
T	29	20.4%	113	79.6%	142	24	12.5%	741	87.5%	847	119	11.7%	765	88.3%	866	115
Total	110	12.9%	743	87.1%	853	120	6.7%	43	5.8%	46	7	3.0%	56	7.3%	59	5
Applicants	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unkno wn	% of total BAME/White	White	% of total BAME/White	Total	Unkno wn	% of total BAME/White	White	% of total BAME/White	Total	Unkno wn
A&H	●	0.0%	7	4.6%	7	●	6.7%	7	4.8%	8	●	0.0%	10	6.7%	10	●
BS	●	0.0%	6	4.5%	6	●	0.0%	13	7.1%	13	●	5.6%	20	10.5%	21	●
CS	●	0.0%	6	12.0%	6	●	3.0%	5	2.6%	6	●	3.2%	6	3.1%	7	●
H&SS	●	2.6%	14	7.3%	15	●	9.1%	10	9.6%	11	●	10.0%	8	7.5%	9	●
PS	●	8.3%	8	7.6%	9	●	0.0%	8	6.8%	8	●	0.0%	12	9.8%	12	●
T	●	6.9%	9	8.0%	11	●	2.8%	43	5.8%	46	7	3.0%	56	7.3%	59	5
Total	●	3.6%	50	6.7%	54	11	100.0%	10	76.9%	10	●	0.0%	9	45.0%	10	●
Successful Applicants	BAME	% of total BAME/White	White	% of total BAME/White	Total	Unkno wn	% of total BAME/White	White	% of total BAME/White	Total	Unkno wn	% of total BAME/White	White	% of total BAME/White	Total	Unkno wn
A&H	●	0.0%	●	42.9%	●	●	100.0%	●	28.6%	●	●	100.0%	5	50.0%	5	●
BS	●	0.0%	●	66.7%	●	●	0.0%	10	76.9%	10	●	100.0%	9	45.0%	10	●
CS	●	0.0%	6	100.0%	6	●	0.0%	5	100.0%	6	●	100.0%	●	50.0%	●	●
H&SS	●	100.0%	11	78.6%	12	●	100.0%	8	80.0%	9	●	100.0%	8	100.0%	9	●
PS	●	0.0%	6	75.0%	6	●	0.0%	5	62.5%	5	●	0.0%	9	75.0%	9	●
T	●	50.0%	5	55.6%	6	●	100.0%	30	69.8%	33	●	100.0%	34	60.7%	37	5
Total	●	50.0%	35	70.0%	37	6	43	8	100.0%	43	43	100.0%	34	60.7%	37	5

We will raise awareness among HoDs about patterns and imperative to ensure that BAME academics are pro-actively encouraged to apply, and to receive support (AP25). We will ensure BAME staff are encouraged to take part in the CV Mentoring Scheme, supporting staff throughout the process by a senior academic (AP28).

We are pleased that BAME staff are likely to be successful when applying for promotion. We will be transparent about promotion success rates, which may help address the perceptions of staff about the process.

We need to identify whether BAME staff wait longer before applying (AP27).

UoC runs a yearly CV Mentoring Scheme where senior academics provide 1:1 advice on the promotion process. In the last three years, BAME academics constituted 13% of all scheme participants, and of those who took part in the programme, 35% were successful (vs. 37% of White CV Scheme successful participants).

Some BAME staff felt that limited support overall and restricted information about the scheme specifically are barriers in applying for promotion:

Individuals are required to navigate their own way through promotion/development processes -- there is little systemic support for this at the faculty level. Many of the initiatives (e.g. CV mentoring scheme) is unknown to many of my colleagues... no centralised communication of support mechanisms so staff either drift or are required to use their cultural capital (white, male networks) to advance themselves (REC survey, Academic, BAME)

We are taking action to increase participation of BAME staff in the CV Mentoring Scheme for academic and research staff (AP28) through more pro-active communications and encouragement.

We are revising the SAP scheme to make it more transparent and to increase fairness (AP25, AP26). The Academic Career Pathway (ACP) scheme will replace the SAP and probationary scheme. **ACP will introduce:**

- ❖ PPCI led briefing & training to all Promotion Committees, HOS and HOD on mitigating implicit bias
- ❖ More **transparent promotion criteria** and **greater recognition of teaching and service**
- ❖ Ethnicity data on promotion outcomes across Schools will clarify BAME success rates, enable investigation and implementation of local interventions.

We are revising the **Senior Research Promotions (SRP)** Scheme that provides support for Senior Research Associates (SRA) to apply to positions of Principal Research Associate (PRA) and Director of Research. SRP scheme will be aligned with ACP to support career progression for research staff (AP30). We are embarking on a review of the career pathway for teaching focused staff aligning with the ACP.

KEY ACTIONS

AP25 Ensure that Heads of Institutions pro-actively encourage and support BAME staff to apply for promotion

AP26 Undertake an Equality Impact Assessment of ACP process and implement the ACP, ensuring sharing ethnicity data on promotion application rates and outcomes across Schools

AP27 Investigate if BAME applicants take longer to apply for promotion

AP28 Increase participation of BAME staff in the CV Mentoring Scheme

AP30 Ensure transparency and fairness in career progression within the research career path

5e Research Excellence Framework (REF)

Please provide data and related commentary and actions on:

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

In RAE 2008 (**Figures 182, 183**), 86% of eligible BAME staff were returned, 2 percentage points lower than the respective figure for White staff (88%). In REF 2014 (**Figures 184, 185**), BAME staff were less likely to be submitted than White staff (83% versus 86%).

UoC aims to conduct REF 2021 in line with the highest E&D standards, ensuring that racial equality is explicitly considered in all processes (**AP31**). We are undertaking a three stage Equality Impact Assessment (EIA) of the REF 2021 in preparations towards submission. Fairness and transparency will be ensured through, among other things, establishing rigorous and inclusive appeal and staff circumstances processes.

Figure 182: RAE 2008 BAME staff return

BAME staff	Returned		Not Returned		Eligible	
Non-UK	68	85%	12	15%	80	100%
UK	66	86%	10	13%	76	100%
Total BME	134	86%	22	14%	156	100%

Figure 183: RAE 2008 White Staff return

White staff	Returned		Not Returned		Eligible	
Non-UK	420	90%	44	10%	464	100%
UK	1151	86%	177	14%	1328	100%
Total White	1581	88%	224	12%	1805	100%

Figure 184: REF 2014: BAME Staff return

BAME staff	Returned		Not Returned		Eligible	
Total BAME	131	83%	27	17%	158	100%

Figure 185: REF 2014: White Staff return

White staff	Returned		Not Returned		Eligible	
Total White	1399	86%	219	13%	1618	100%

ACTIONS

AP31 Conduct the 2021 REF in line with the highest E&D standards, ensuring that racial equality is explicitly considered in all REF processes

5f Support given to early career researchers

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

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

25% of research staff are BAME (out of all research staff, 9% are BAME UK and 33.5% - BAME non-UK vs. respective benchmarks 11.7% and 32%) (**Figures 12, 13**). We will develop specific support for BAME researchers within the overall programme of support for research staff, recognising that BAME researchers face particular difficulties in the already tough process of moving from research to permanent academic roles. We will support BAME researchers through improved induction (**AP49**) and support for BAME researchers applying for fellowships (**AP48**). E&D matters including racial equality will become focus of committees led by postdocs (**AP46, AP47**). We will increase the visibility of BAME postdoc role models (particularly BAME UK) (**AP50**) and promote BAME Staff Network through induction for researchers (**AP49**). We will start to advertise UoC research jobs among relevant national BAME networks (**AP9**).

Researchers from outside the UK are more likely to be employed on FTCs: 34% of BAME non-UK researchers vs. 41% of White non-UK researchers (**Figure 64**). Securing a permanent position in the UK might be particularly challenging when coming from overseas and we provide redeployment, training, and careers advice to staff coming to the end of a FTC. We also provide specific support for research staff:

- Below-market rate housing at the new Eddington development for key staff groups, including currently 67% postdoctoral research staff. Weighting of criteria for allocation prioritises international staff arriving from outside the UK.
- Office of Postdoctoral Affairs (OPdA) coordinates the improvement of policies and procedures for research staff across UoC
- Induction events twice termly for research staff plus departmental induction events
- Programme of training around entrepreneurship and translational research specifically for postdocs
- Administrative support to postdoc-led groups to facilitate networking, additional training and events
- **Mentoring for postdoc staff** in addition to departmental schemes
- Postdoc Careers team with specialists in broad discipline areas (STEMM, Life Sciences, AHSS) providing **1-to-1 careers advice** and a programme of careers events and workshops
- Team supporting **Researcher Development Programme** (RDP) that provides training including 1-2-1 coaching

Analysis of researchers' participation in the three support schemes above (**Figures 186-188**) shows an increase in BAME staff engagement since 2016 but the numbers of researchers participating in the mentoring scheme are low. We will further increase BAME researchers' access to development and leadership opportunities (**AP48**).

ACTIONS

AP9 Create a Diverse Recruitment Framework and accompanying materials

AP46 Improve the support for and experience of BAME postdocs through stronger focus on E&D matters and specifically "race" by Departmental Postdoc Committee Chairs' Network

AP47 Improve the support for and experience of BAME postdocs through stronger focus on "race" and racism by the PdOC Committee and PdOC Society

AP48 Enhance the support for BAME postdocs through increasing access to development and leadership opportunities

AP49 Ensure greater support for BAME postdocs is provided through induction

AP50 Establish a new Postdoc Award and widely share information about BAME award winners

Figure 186: Participation in OPdA mentoring scheme



Figure 187: Participation in 1-to-1 career advice sessions run by Careers Team

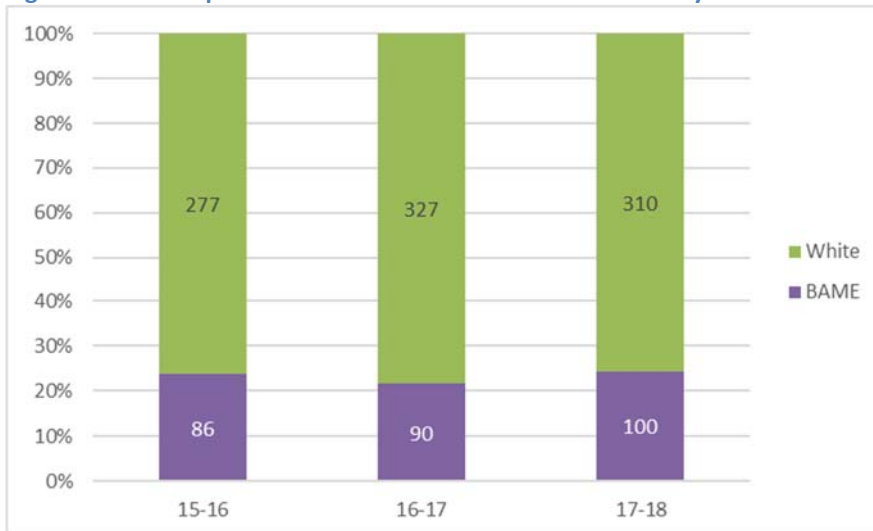
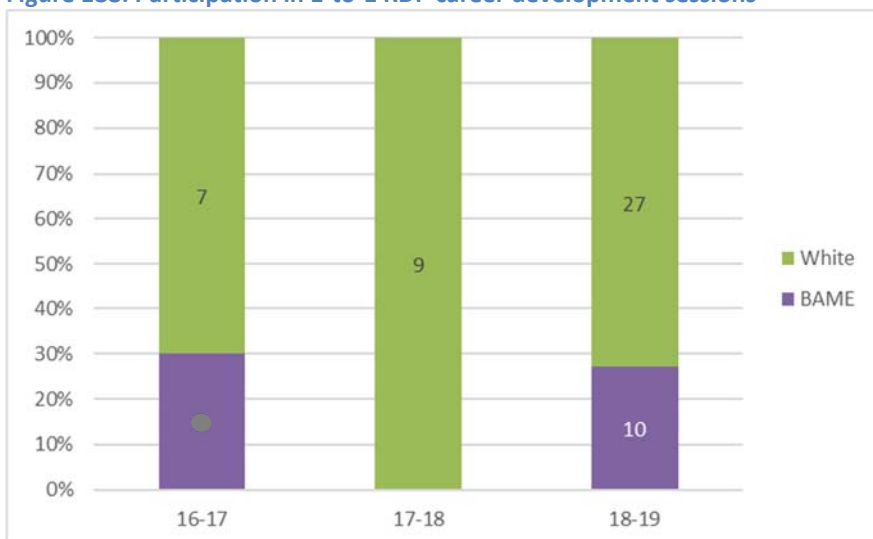


Figure 188: Participation in 1-to-1 RDP career development sessions



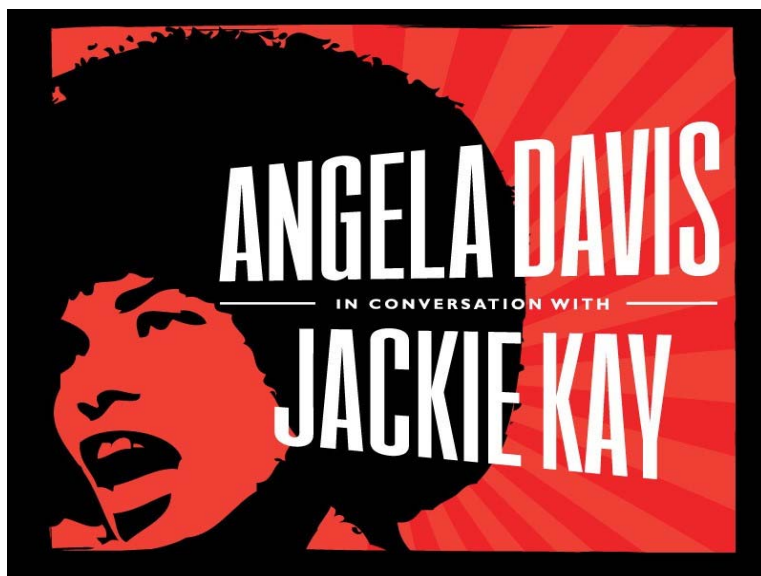
5g Profile-raising opportunities

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

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

Multiple events and lectures take place each term, providing opportunities for a diverse range of staff and students to raise their profile. Recent guidance was published online by the E&D Section to ensure that those running events consider diversity as part of the planning process.

Decolonise Sociology in partnerships with the V-C hosted an event where Angela Davis was in conversation with Jackie Kay. This talk was chaired by the University's REI Champion with 1500 attendees.



APRIL 23, 2019 | 5 PM
VENUE: CORN EXCHANGE, CAMBRIDGE
TICKETS: CAMBRIDGE LIVE TICKETS



Honorary degrees

6% of honorary degrees were conferred to members of the BAME community over the last three years, the most recent BAME honoured was Baroness Lawrence (2019).

ACTIONS

AP40 Increase the visibility of BAME staff role models:

Ensure that 50% of the list of names put forward for conferment for an Honorary degree are from underrepresented groups.

6 Professional and support staff: recruitment, progression and development

Word count: 1,146

Where possible, for each of the sections below, please provide the data for each central department/academic faculty, depending on your structure and staff numbers. Please also provide a brief overview statement on section 6 as a whole from the head of each central department/academic faculty.

Overview statements are included at the beginning of our application.

6a Professional and support staff recruitment

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

= applying for professional and support posts

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

= being offered professional and support posts

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

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

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

PSS recruitment is administered via an online Web Recruitment System (WRS) by academic Departments and NSIs, supported by central HR School Teams.

- Our 2016-2018 data shows some positive trends: an increase in BAME applicants applying for PSS roles (19% - 21%), a rise in BAME applicants shortlisted (17%-20%) and appointed (7.1%-9.8%) since 2016 (**Figures 189, 190**). Particularly numbers of BAME UK candidates appointed have risen - from 40 in 2016 to 85 - this might be linked to increased engagement and communications about race at UoC, and lead from the V-C on diverse recruitment. These positive trends are for both assistant and academic-related staff (**Figures 191-192**)
- We receive high numbers of BAME non-UK applicants many of whom are not shortlisted: we will conduct a research project to understand these patterns for academics and PSS (**AP12**)
- There is variance in recruitment of different racialised groups, and we see some positive patterns: the numbers of appointed Black candidates increased from 12 in 2016 to 18 in 2018 (**Figures 193, 194**)
- At School level we see a positive trend of more BAME UK PSS moving from shortlisting to appointments between 2016 -2018 (**Figures 195-197**). While we welcome the fact that the overall numbers of BAME applicants and appointees have risen since 2016, we know we need to do more to move towards and exceed the national benchmark for PSS (our PSS body in 2018: 8.5%, national benchmark: 11.3%), addressing the concerns of many BAME and White staff (see **Section 5a**).

As discussed in **5a**, we review the UoC recruitment process to increase the diversity in senior applicant pools, improve its consistency, fairness and transparency. One of the review outcomes involves rolling out our "Recruitment Essentials" training to staff involved in recruiting PSS(**AP11**).

We recognise that we need to recruit more from the local Cambridge population (17.5% BAME) and will engage with BAME local communities through events and workshops (**AP13**). We think that one of the

barriers that may keep local BAME applicants from applying is the perception of the UoC as elitist – we will engage with the communities to try to understand this further and work to break those barriers down.

We are taking other measures to improve our recruitment processes and increase diversity of PSS (**PN2**). We will explicitly brief head-hunters that UoC expects them to provide diverse lists of viable applicants for senior PSS roles (**AP10**).

KEY ACTIONS

AP10 Require external head hunters to provide a viable list of diverse candidates

AP11 Roll out 'Recruitment Essentials' training for recruitment of Professional and Support Staff

AP12 Undertake research project to understand why the numbers of BAME Non-UK applicants drop significantly from long lists to appointments

AP13 Increase numbers of BAME staff applying for PSS roles from Cambridge and local area

PSS RECRUITMENT: UNIVERSITY-LEVEL DATA

Figure 189: PSS recruitment by racialised group and nationality 2016 -2018

	PSS	Applied		Shortlisted			Accepted		
		No.	%↓	No.	%↓	%→	No.	%↓	%→
2016	BAME	4575	19.2	715	16.9	15.6	83	7.1	1.8
	BAME UK	1750	7.4	291	6.9	16.6	40	3.4	2.3
	BAME Non UK	2825	11.9	424	10.0	15.0	43	3.7	1.5
	White	19224	80.8	3505	83.1	18.2	1090	92.9	5.7
	White UK	12874	54.1	2409	57.1	18.7	854	72.8	6.6
	White Non UK	6350	26.7	1096	26.0	17.3	236	20.1	3.7
	Total	23799	100.0	4220	100.0	17.7	1173	100.0	4.2
2017	BAME	4316	18.6	712	16.8	16.5	134	10.4	3.1
	BAME UK	1758	7.4	265	6.3	15.1	66	5.6	3.8
	BAME Non UK	2558	10.7	447	10.6	17.5	68	5.8	2.7
	White	18855	81.4	3530	83.2	18.7	1150	89.6	6.1
	White UK	12706	53.4	2360	55.9	18.6	900	76.7	7.1
	White Non UK	6149	25.8	1170	27.7	19.0	250	21.3	4.1
	Total	23171	100.0	4242	100.0	18.3	1284	100.0	4.7
2018	BAME	5023	21.0	577	20.2	11.5	129	9.8	2.6
	BAME UK	1912	8.0	235	5.6	12.3	85	7.2	4.4
	BAME Non UK	3111	13.1	342	8.1	11.0	44	3.8	1.4
	White	18856	79.0	2274	79.8	12.1	1182	90.2	6.3
	White UK	12436	52.3	1543	36.6	12.4	920	78.4	7.4
	White Non UK	6420	27.0	731	17.3	11.4	262	22.3	4.1
	Total	23879	100.0	2851	100.0	11.9	1311	100.0	4.9

Figure 190: PSS recruitment by racialised group and nationality 2016 -2018



Figure 191: Academic-related staff recruitment by racialised group and nationality 2016 -2018

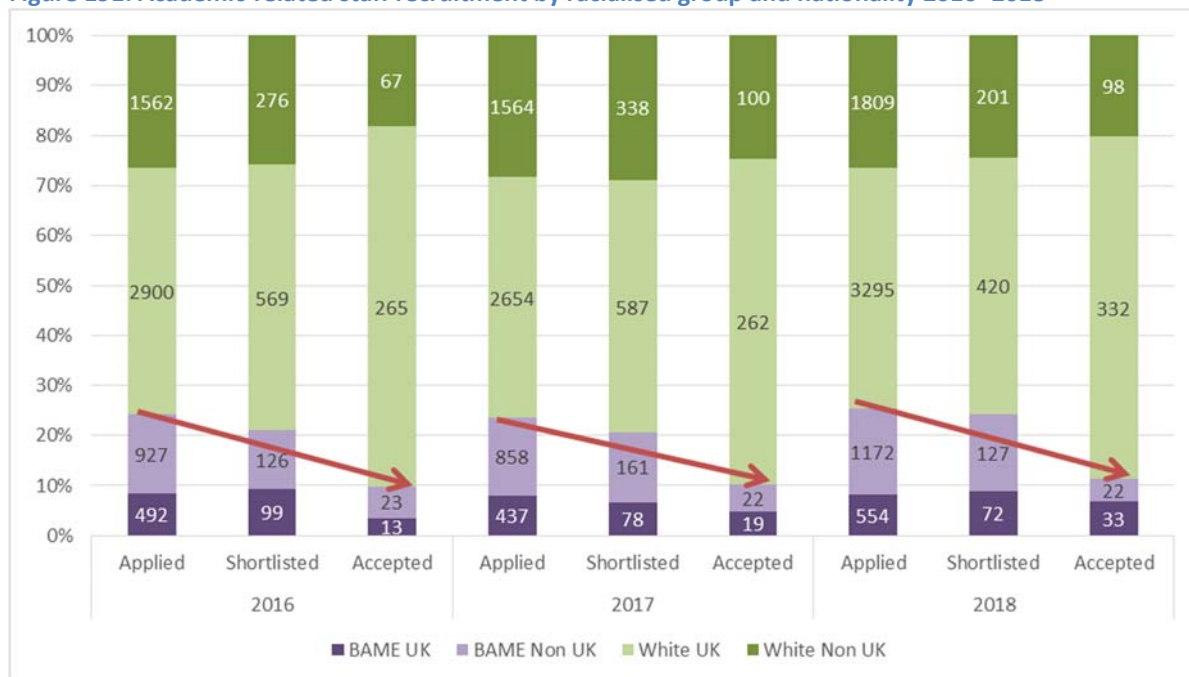


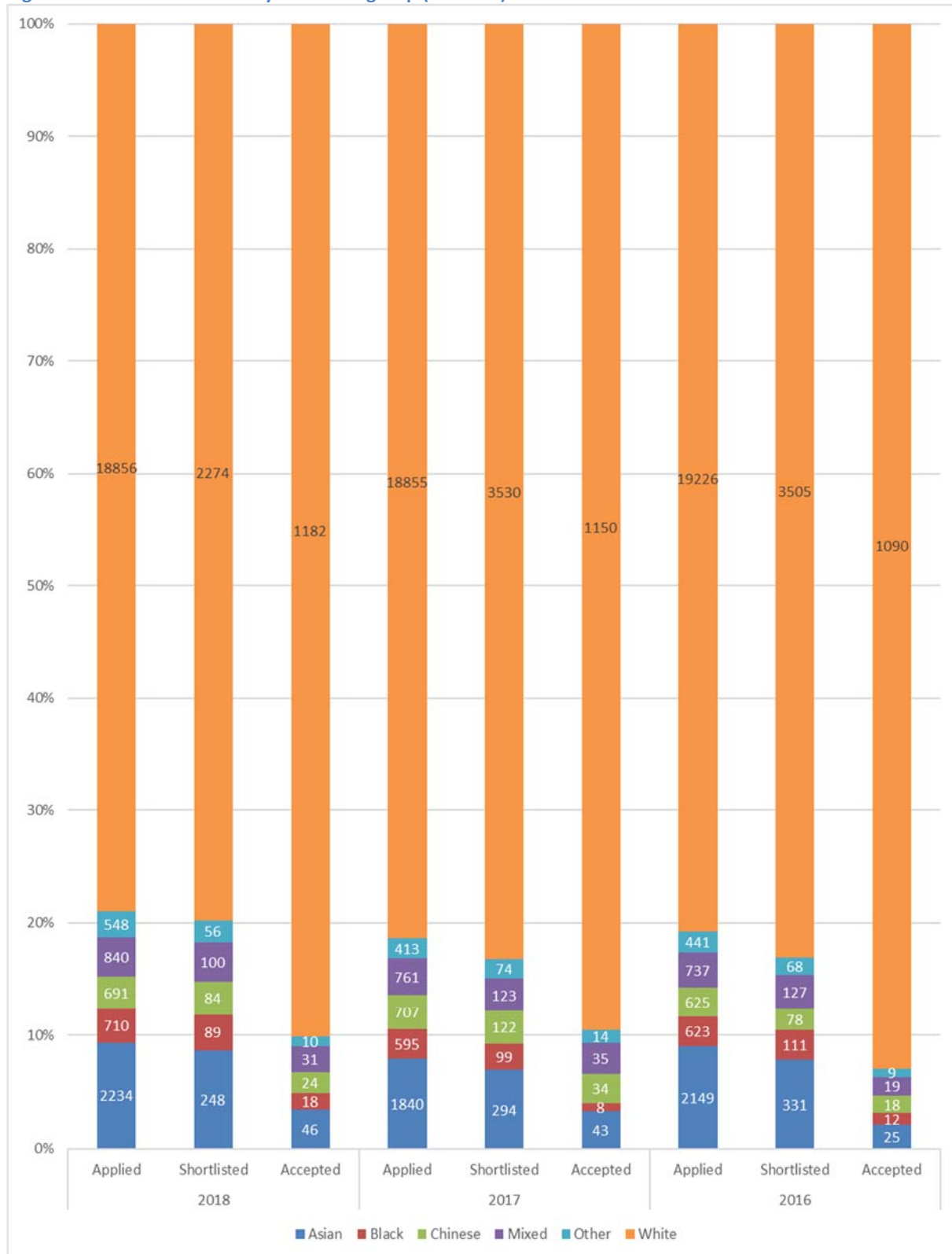
Figure 192: Assistant staff recruitment by racialised group and nationality 2016 -2018



Figure 193: PSS recruitment by racialised group (detailed) 2016 -2018

	PSS	Applied		Shortlisted			Accepted		
		No.	%↓	No.	%↓	%→	No.	%↓	%→
2018	BAME	5023	21.0	577	20.2	11.5	129	9.8	637.4
	Asian	2234	9.4	248	8.7	11.1	46	3.5	528.8
	Black	710	3.0	89	3.1	12.5	18	1.4	576.6
	Chinese	691	2.9	84	2.9	12.2	24	1.8	814.6
	Mixed	840	3.5	100	3.5	11.9	31	2.4	883.8
	Other	548	2.3	56	2.0	10.2	10	0.8	509.1
	White	18856	79.0	2274	79.8	12.1	1182	90.2	1481.9
	Total	23879	100.0	2851	100.0	11.9	1311	100.0	4.9
	Information refused	1104	4.4	132	4.4	4.2	61	4.4	4.9
2017	BAME	472	2.4	712	16.8	150.8	134	10.4	28.4
	Asian	1840	9.5	294	6.9	16.0	43	3.3	2.3
	Black	595	3.1	99	2.3	16.6	8	0.6	1.3
	Chinese	707	3.7	122	2.9	17.3	34	2.6	4.8
	Mixed	761	3.9	123	2.9	16.2	35	2.7	4.6
	Other	413	2.1	74	1.7	17.9	14	1.1	3.4
	White	18855	97.6	3530	83.2	18.7	1150	89.6	6.1
	Total	19327	100.0	4242	100.0	21.9	1284	100.0	5.4
	Information refused	827	4.1	160	3.6	3.5	57	4.3	5.8
2016	BAME	4575	19.2	715	16.9	15.6	83	7.1	1.8
	Asian	2149	9.0	331	7.8	15.4	25	2.1	1.2
	Black	623	2.6	111	2.6	17.8	12	1.0	1.9
	Chinese	625	2.6	78	1.8	12.5	18	1.5	2.9
	Mixed	737	3.1	127	3.0	17.2	19	1.6	2.6
	Other	441	1.9	68	1.6	15.4	9	0.8	2.0
	White	19226	80.8	3505	83.1	18.2	1090	92.9	5.7
	Total	23801	100.0	4220	100.0	17.7	1173	100.0	4.2
	Information refused	921	3.7	133	3.1	3.0	60	4.9	5.7

Figure 194: PSS recruitment by racialised group (detailed) 2016 -2018



PSS RECRUITMENT: SCHOOL-LEVEL DATA

Figure 195: PSS recruitment by racialised group, nationality, Schools and NSIs 2016

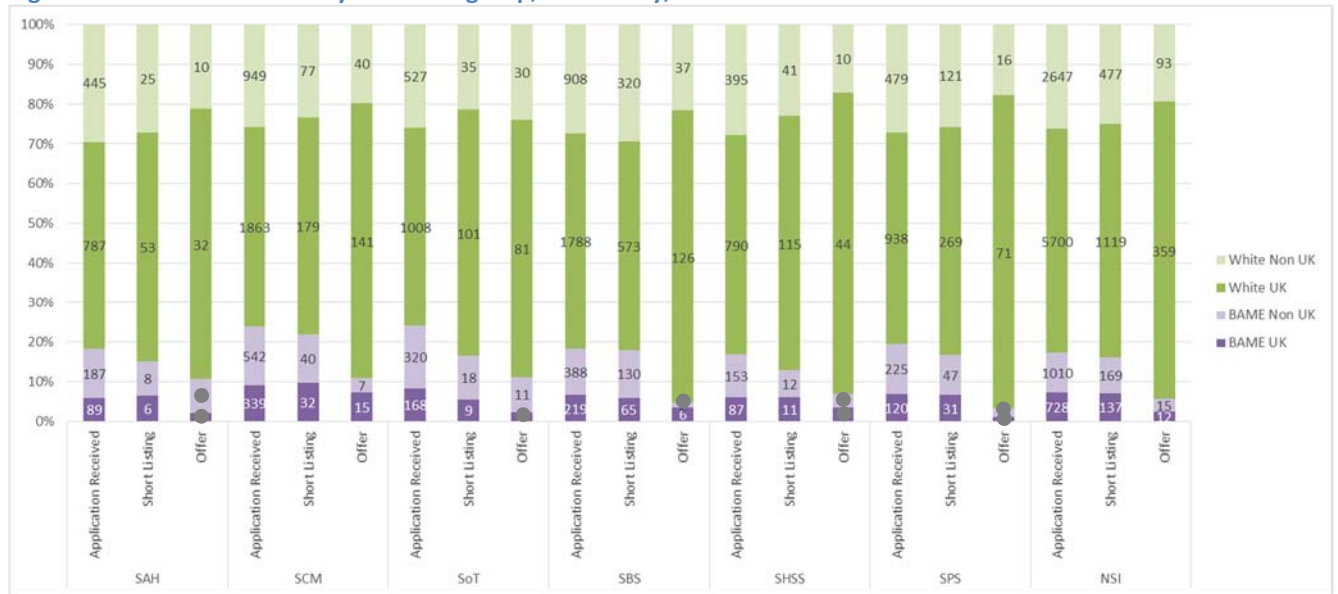


Figure 196: PSS recruitment by racialised group, nationality, Schools and NSIs 2017

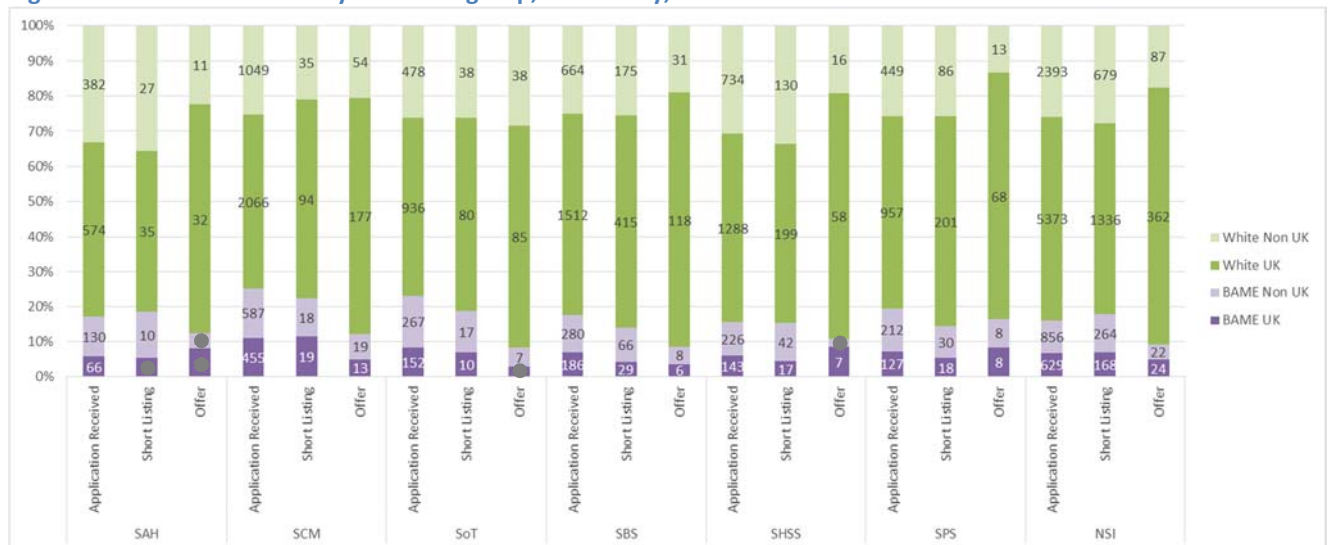
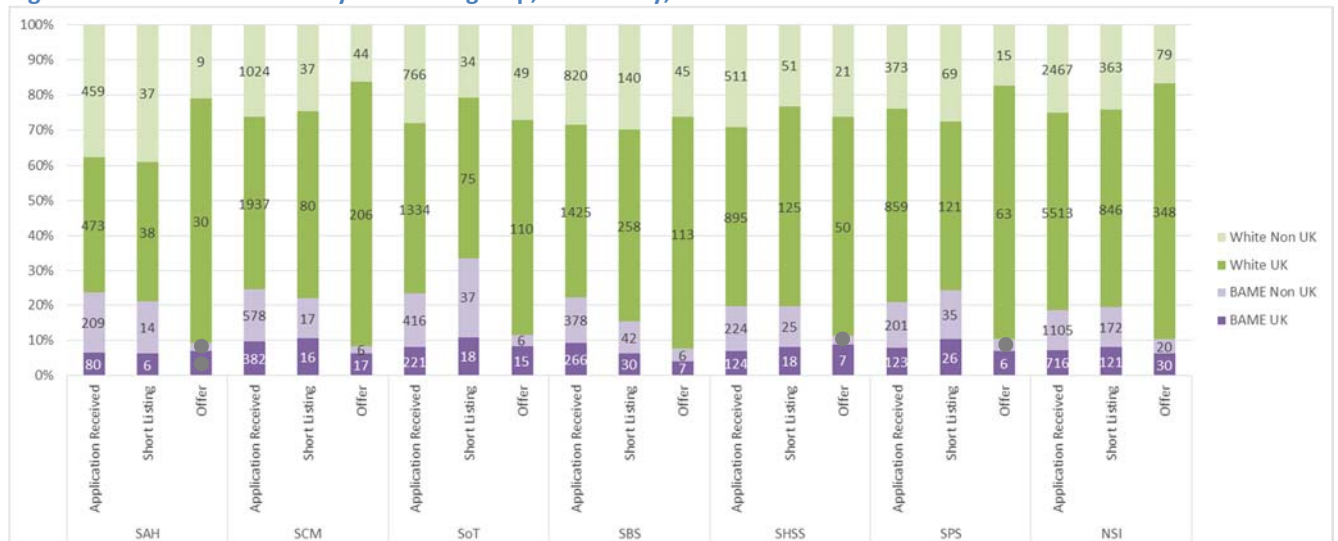


Figure 197: PSS recruitment by racialised group, nationality, Schools and NSIs 2018



6b Training

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

- = courses related to management, leadership, and/or other opportunities linked to career progression
- = the uptake of courses by ethnicity
- = how training is evaluated

Figure 198 shows a structure of leadership training programme for PSS. Data on BAME PSS participating in those courses (**Figure 199**) informs our actions to:

- increase BAME staff numbers on the entry level ILM (only 2.3% BAME representation in 2018 vs. 9.5%–15.4% BAME staff at UoC on grades 4-7) (**Figure 199**).
- increase BAME staff numbers on the next level - Leadership Essentials - training (in 2018, only 6.8% participants were BAME vs. 9.5%–15.4% BAME staff on grades 5-8).
- While proportions of BAME staff on two programmes for senior leaders exceed PSS BAME proportions on those grades (12.2% BAME participants), we will take actions (see below) to encourage BAME participation to address BAME staff underrepresentation in senior roles.

Reasons for underrepresentation of BAME staff on leadership training are multiple (see **5b**) and might be related to receiving less encouragement from line managers. The costs of sending staff on ILM are covered by departments and there might be bias in decisions on who should be offered the place.

We will address this by greater focus on training in bias and race awareness for line-managers who nominate and/or encourage staff to take part in leadership training (**AP24**), Inclusive Leadership (**AP39**) and race awareness sessions (**AP65**). Long-term, rolling out widely the reverse mentoring scheme (**AP21**) may help to change perceptions of who is regarded as potential “leader” and boost numbers of BAME staff encouraged to participate in leadership courses.

The focus on PSS achieving potential was a key feature in the V-C's My Cambridge consultation (2018). PSS commented on career progression and development, pay, affordability, housing, and transport.



In response, the Registry is developing a structured professional career pathway to support progression (**AP32**). This may contribute to improving diversity in senior PSS grades through increasing access to secondment and job shadowing opportunities for BAME staff (**AP33**).

Survey data indicated that PSS are reasonably satisfied with the training they receive (51-64%), however, no standardised longitudinal evaluations of leadership courses are currently undertaken (**AP24**).

ACTIONS

AP21 Evaluate a pilot reverse mentoring scheme where BAME staff mentor White members of senior leadership (mentees)

AP24 Increase the numbers of Hol who nominate and encourage BAME staff to attend leadership courses in preparation for senior management.

AP32 Implement an inclusively designed framework to improve opportunities for career progression of PSS

AP33 Increase BAME staff numbers in senior PSS grades by developing a career progression framework PSS

AP39 Roll out the Inclusive Leadership Training Programme

AP65 Roll out training in race awareness

Figure 198: Overview of Leadership Development Programme aimed at PSS

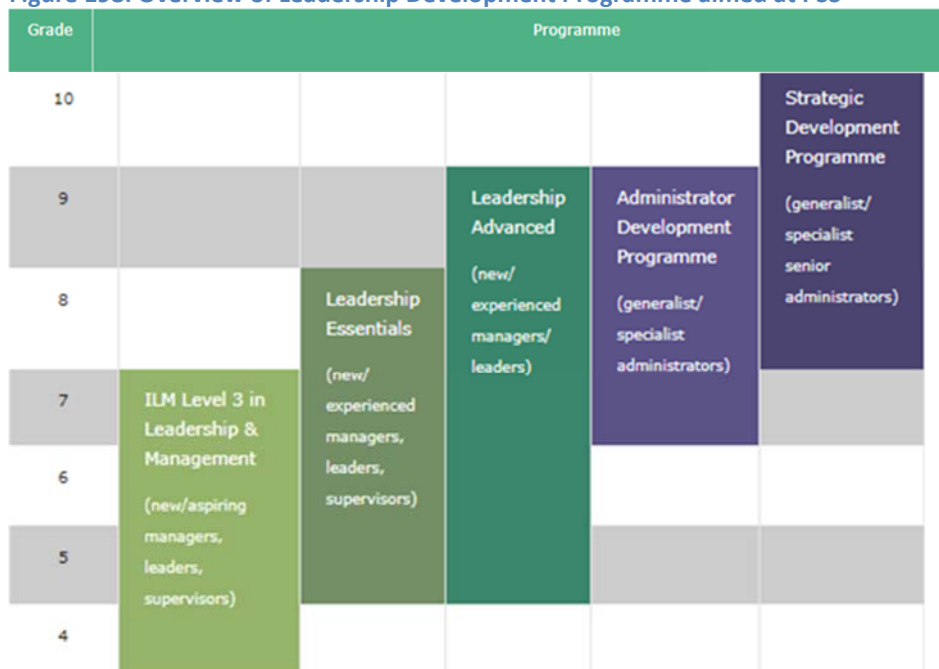
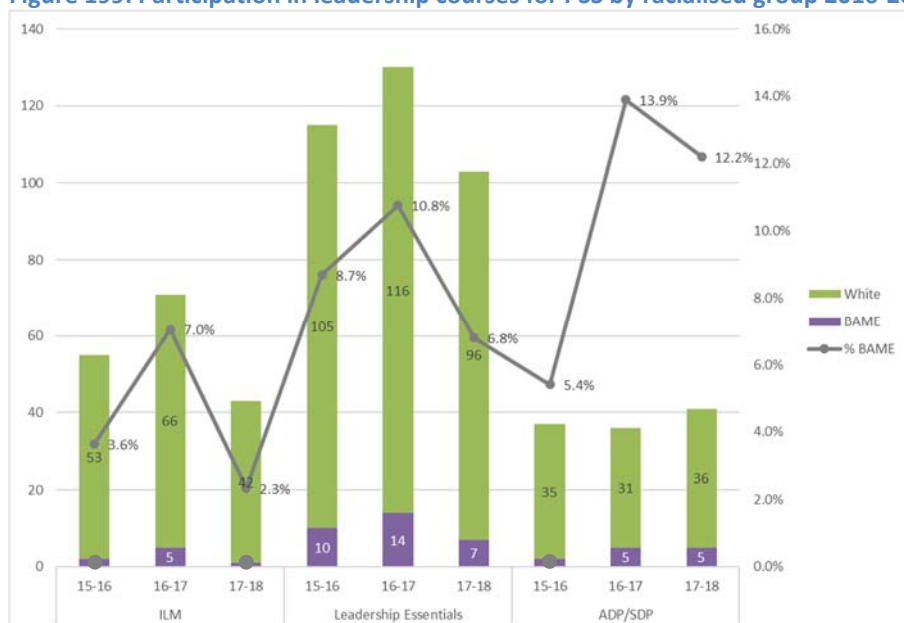


Figure 199: Participation in leadership courses for PSS by racialised group 2016-2018



Leadership Advanced training is excluded from **Figure 199** as it ran only once in 2017-18 (for 16 people) and will not be repeated – we now prioritise Inclusive Leadership training (**AP39**).

6c Appraisal/development review

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

UoC expects all staff to have the opportunity of an appraisal at least every two years but the uptake of HR online tool to log appraisals is low (**Figures 201- 202**) (see **5c**). Proportions of BAME staff who completed appraisals and have it logged in the system have risen for all but BAME non-UK academic-related staff (**Figure 200**). We are unsure why this is the case, and are encouraging all staff to undertake training for appraisers and appraisees, improving the system to log in appraisals (**AP23**). The recent University staff survey (2019) indicated that 70% of BAME and 71% of White respondents have had an appraisal in the last two years.

PSS share similar concerns to academic staff about the skills of managers undertaking appraisals and the consistency with which appraisals are conducted:

I have recently been assigned a new manager and the appraisal process is a lot more useful and transparent. I think the review process is inconsistently applied as I did not have an appraisal with my old manager even though I was at the University for two years (BAME Professional Staff, REC survey)

We will work to increase the uptake of appraisals through training for line managers to ensure they are accountable for discussing staff performance and better supporting their staff. Inclusive Leadership training (**AP39**), and race awareness training (**AP65**), in addition to the specific training for appraisers (**AP23**), may help to improve the quality and consistency of this key process.

KEY ACTION

AP23 Improve support for BAME staff in their career progression by increasing quality and uptake of appraisals

AP39 Roll out the Inclusive Leadership Training Programme

AP65 To roll out training in race awareness

Figure 200: Percentage of staff who completed appraisal by racialised group, nationality and staff category

PSS	BAME Non UK			BAME UK			White Non UK			White UK		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Academic - related	10.9%	18.2%	10.6%	12.4%	10.0%	25.4%	8.1%	12.0%	18.8%	10.6%	12.4%	14.8%
Assistant	12.5%	14.4%	21.4%	18.5%	12.9%	19.9%	11.3%	10.4%	19.5%	13.1%	16.2%	20.8%

Figure 201: Numbers of recorded appraisals by academic-related staff, racialised group and nationality 2016-2018

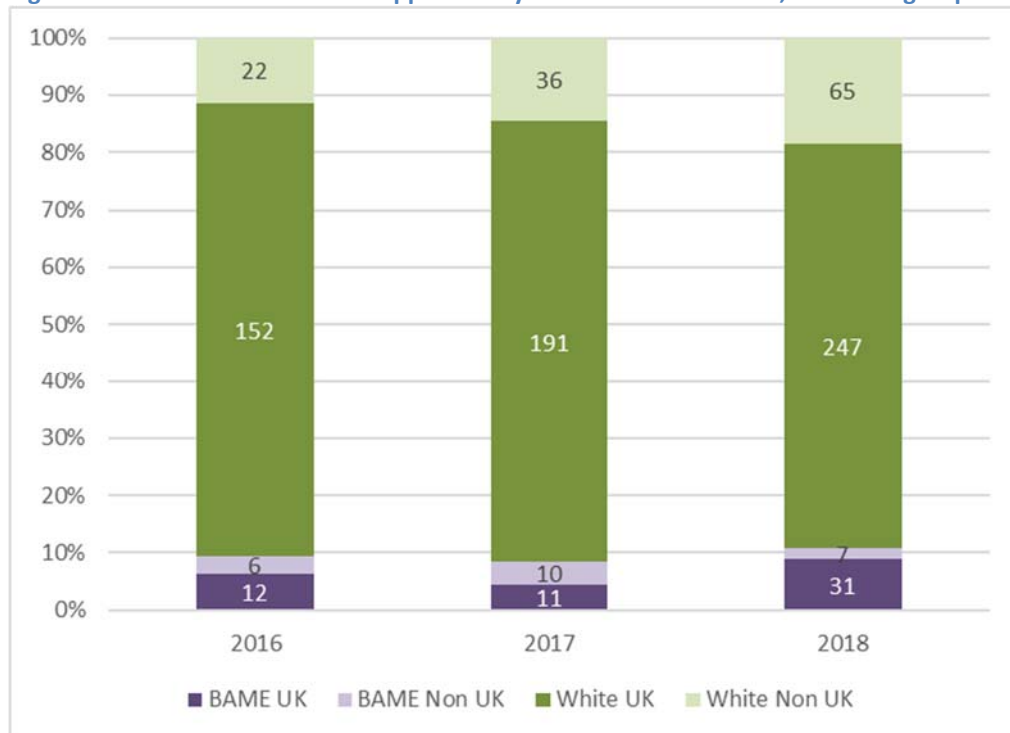
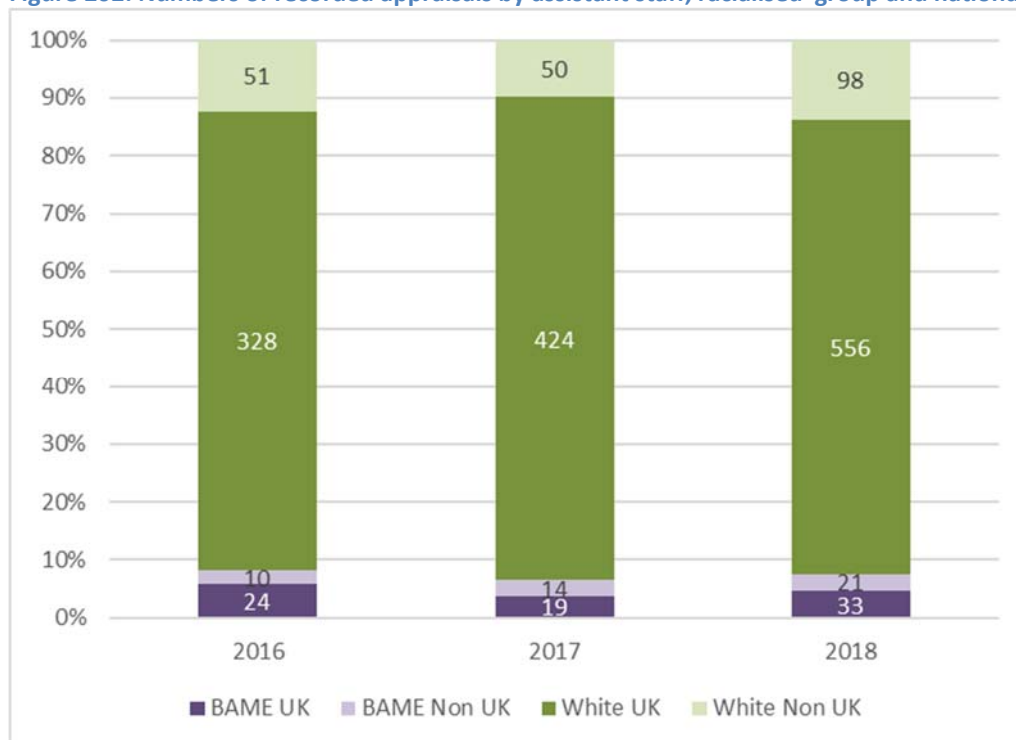


Figure 202: Numbers of recorded appraisals by assistant staff, racialised group and nationality 2016-2018



6d Professional and support staff promotions

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

Please consider, with specific reference to ethnicity and race:

- = any formal processes for promotion/regrading for professional and support staff
- = any training or mentoring offered around promotion and progression
- = comment on staff perceptions of development and progression

Promotion for PSS is either through re-grading of the current role or through application and appointment to another role at a higher grade.

The numbers of BAME UK and non-UK staff who moved to a higher grade increased since 2016 from 3.4% of BAME non-UK and 3.7% of BAME UK to 4.7% and 8% in 2018, respectively. In 2018, BAME UK PSS were more likely to move up the career ladder than White PSS. Active support of secondments by PPD may help to explain this positive dynamic (AP33). We will further support BAME PSS progression through the new PSS career progression framework that provides improved mentoring, coaching and peer to peer support (AP32).

While these are positive trends, results of REC survey show that BAME PSS more often (57%, N=97) than White respondents (43%, N=460) disagree that they have been encouraged to apply for jobs at a higher grade/to have their roles regraded:

Our focus in the next three years is embedding awareness, educating and training White people, equipping staff to challenge racism. We hope that by taking this approach (PN1 and PN6), particularly rolling out training in race awareness (AP65), Inclusive Leadership training (AP39), and the reverse mentoring scheme (AP21) more widely, will change White staff's awareness of racism, and through this, contribute to line managers (who are predominantly White) to pro-actively supporting BAME staff in their career progression.

KEY ACTIONS

PN1 Embed responsibility for race equality across the University

PN6 Actions within this priority aim to normalise discourse about race, increase disclosure and build capacity to address racism at the institution

AP21 Roll out reverse mentoring scheme

AP32 Implement an inclusively designed framework to improve opportunities for career progression of PSS

AP33 Increase BAME staff numbers in senior PSS grades by developing a career progression framework PSS

AP39 Roll out the Inclusive Leadership Training Programme

AP65 Roll out training in race awareness

Figure 203: PSS “promotions” by racialised group and nationality 2016 - 2018

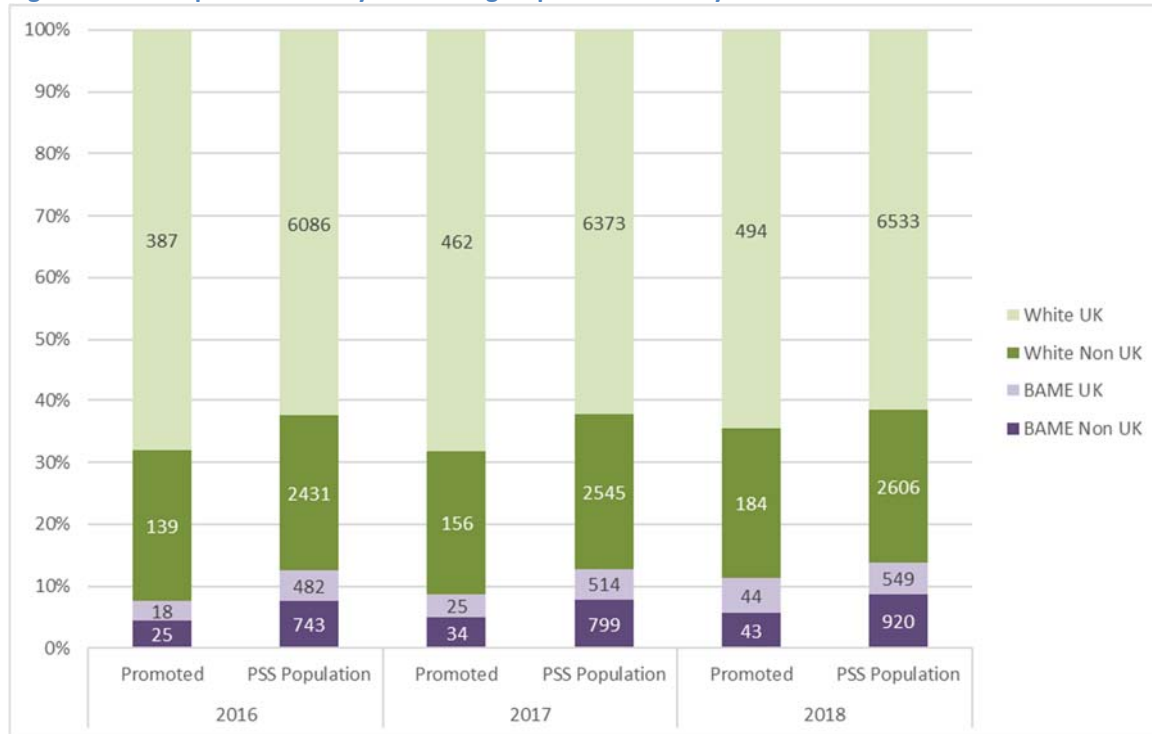


Figure 204: PSS “promotions” by racialised group and nationality 2016 - 2018

Year	.	BAME Non UK	BAME UK	White Non UK	White UK
2016	Promoted	25	18	139	387
	PSS Population	743	482	2431	6086
	%	3.4%	3.7%	5.7%	6.4%
2017	Promoted	34	25	156	462
	PSS Population	799	514	2545	6373
	%	4.3%	4.9%	6.1%	7.2%
2018	Promoted	43	44	184	494
	PSS Population	920	549	2606	6533
	%	4.7%	8.0%	7.1%	7.6%

7 Student Pipeline

Word count: 3,455

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

7a Admissions

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

- = highlight whether ethnicity has an impact on the likelihood of students with the same predicted/actual grades being offered a place at your university
- = outline how racial biases are identified within the admissions process

Racial diversity data for UG applications is collected by UCAS for UK domiciled applicants only; we are therefore unable to analyse non-UK UG admissions on the basis of ethnicity, but provide data on the nationality of non-UK domiciled applicants to provide context. We do not refer to tariff points to be consistent with the way admissions operates at UoC, where offers are not made with reference to tariff points. Our actions aim to improve the number of applications from both UK and non-UK UG BAME candidates.

UG students are admitted to the Collegiate University by 29¹ legally autonomous Colleges. UoC and the Colleges work closely to ensure that equality, including racial equality, is embedded in admissions.

Applicants are considered individually through a holistic assessment providing a more comprehensive picture of the circumstances which underpin student applications including:

- Contextual information
- Academic performance
- Performance in UoC admissions assessments.

A significant obstacle is that UoC does not currently receive racial diversity data of applicants from UCAS at the point of application. Through **AP14** we will provide racial composition data to each College on their first year entrants.

A typical A-level offer at UoC is either A*A*A (for STEM and a few other subjects) or A*AA (for other subjects). UoC receives, on average, five UG applications per place.

¹ There are 31 Colleges and two Colleges do not admit UG students. Please see panel briefing for further information.

Figure 206: UK-domiciled applicants by racialised group 2016-2018

		Asian	Black	Mixed	Other	BAME total	White	Unknown	Total
Apply	2016	1226	302	545	145	2218	7238	494	9950
		12.30%	3.00%	5.40%	1.50%	22.20%	72.70%	5.00%	100.00%
	2017	1444	350	684	169	2647	7679	598	10924
		13.10%	3.20%	5.40%	1.60%	23.30%	70.30%	5.50%	100.00%
	2018	1776	467	724	200	3167	7870	705	11742
		15.20%	3.90%	6.10%	1.70%	26.90%	67.00%	6.00%	100.00%
Offer	2016	369	53	183	54	659	2475	67	3201
		11.40%	1.60%	5.70%	1.60%	20.60%	77.30%	2.10%	100.00%
	2017	368	74	228	36	706	2545	77	3328
		11.10%	2.20%	6.90%	1.10%	21.30%	76.50%	2.30%	100.00%
	2018	427	89	214	49	779	2501	98	3378
		12.70%	2.60%	6.30%	1.50%	23.10%	74.00%	2.90%	100.00%
Accept	2016	325	39	158	45	567	2037	18	2622
		12.30%	1.50%	6.10%	1.70%	21.60%	77.70%	0.70%	100.00%
	2017	307	58	182	27	574	2014	24	2612
		11.80%	2.20%	6.90%	1.10%	22.00%	77.10%	0.90%	100.00%
	2018	346	61	155	35	597	1945	32	2574
		13.40%	2.40%	6.00%	1.30%	23.10%	75.60%	1.20%	100.00%

Figure 207: UK UG admissions by racialised groups, 2016-2018

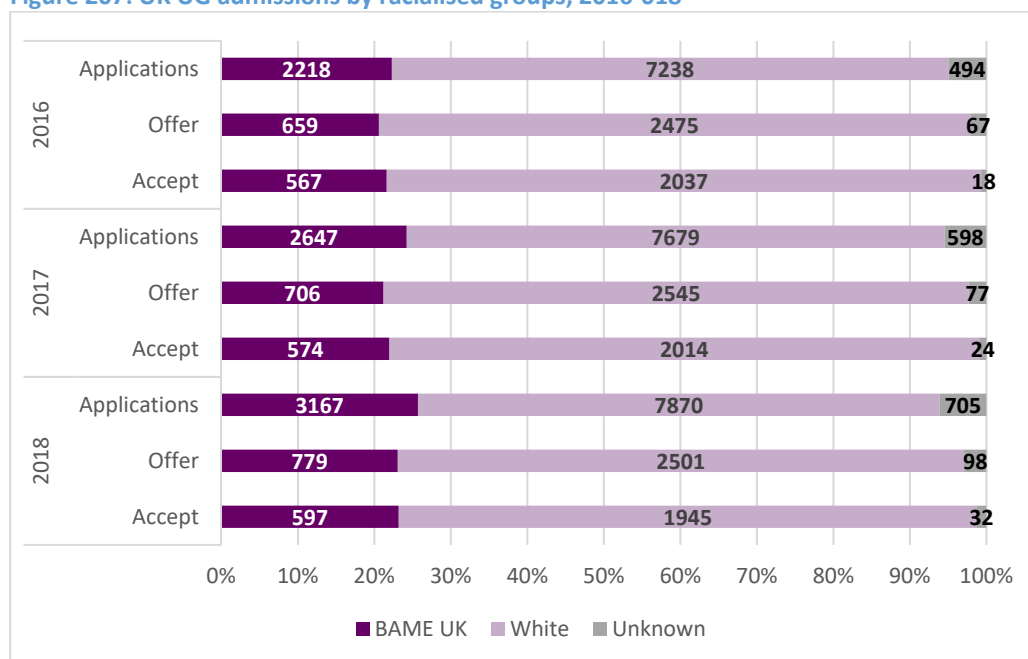


Figure 208: Change in applications and acceptance rates, UK UG applicants by racialised group (2016-2018)

	Applications			Acceptance		
	2016	2018	% change	2016	2018	% change
Asian	1226	1776	44.86%	325	346	6.46%
Black	302	467	54.64%	39	61	56.41%
Mixed	545	724	32.84%	158	155	-1.90%
Other	145	200	37.93%	45	35	-22.22%
BAME (Total)	2218	3167	42.79%	567	597	5.29%
White	7238	7870	8.73%	2037	1945	-4.52%
Unknown	494	705	42.71%	18	32	77.78%
Total	9950	11742	18.01%	2622	2574	-1.83%

Figure 209: UK UG admissions by racialised group in comparison with the sector (2013/14 –2017/18) showing proportions of full-time UK UG admitted students to UoC from each racialised group compared to the proportion of full-time UK UG and apprenticeship entrants from each group in the sector as a whole, the racial composition of the UK population, and the population attaining A*AA+ at A-level. Most of the figures in this table were sourced from the Office for Student's Access and Participation dataset, with the exceptions of: a) "Change of proportion over last 5 years" which is a calculated field, and b) the percentages for the composition of the population attaining A*AA+ at A-level, which were generated from 2018 UCAS end of cycle applicant data (calculated for those who attained 3+ A levels). We used 2018 UCAS end of cycle applicant data to generate the percentages (calculated for those who attained 3+ A levels).

Proportion of entrants from each racialised group		2013/14	2014/15	2015/16	2016/17	2017/18	Change of proportion over last 5 years	Composition of UK 18 year old population	Composition of UK A*AA+ attaining population
Asian	Cambridge	8.9%	11.3%	12.0%	12.4%	11.8%	1.33	8.2%	13.6%
	Sector	11.9%	12.5%	12.9%	13.3%	13.7%	1.15		
Black	Cambridge	1.0%	1.4%	1.6%	1.5%	2.2%	2.20	3.6%	1.9%
	Sector	8.6%	9.8%	10.2%	10.4%	10.5%	1.22		
Mixed	Cambridge	5.2%	5.5%	5.4%	6.1%	6.3%	1.21	3.2%	5.1%
	Sector	4.1%	4.4%	4.6%	4.7%	4.8%	1.17		
Other	Cambridge	0.9%	0.9%	1.6%	1.5%	0.9%	1.00	1.1%	1.3%
	Sector	1.5%	1.7%	1.8%	1.9%	2.2%	1.47		
BAME	Cambridge	16.0%	19.2%	20.5%	21.4%	21.2%	1.33	16.0%	21.9%
	Sector	26.2%	28.4%	29.5%	30.4%	31.1%	1.19		
White	Cambridge	84.0%	80.8%	79.5%	78.6%	78.8%	0.94	84.0%	78.1%
	Sector	73.8%	71.6%	70.5%	69.6%	68.9%	0.93		
Total no. entrants	Cambridge	2670	2640	2610	2590	2550			
	Sector	367800	394360	412380	419950	423510			

KEY ISSUES

- Since 2016, there has been a marked increase in UK BAME applications by 42.8% (949), vs. 8.7% (632) for White applicants. The increase in BAME applicants was driven primarily by a rise in Asian and Black applicants (**Figure 208**). WP initiatives, such as Target Oxbridge, may have contributed to this increase. We have also made better use of social media, for example 'Get in Cambridge' 2019 campaign targeting BAME prospective students and will continue to do so (**AP20**).
- We have seen a 5.3% increase in the proportion of admitted BAME students (**Figure 208**).
- We are concerned that the average success rate of admission for BAME applicants is lower than White applicants (22% vs. 26.4%); there are mixed trends for different groups over the three years. The greatest fall was for Asian students – with a 1.8% decrease between application and acceptance (**Figure 206**).
- **Figure 209** shows an underrepresentation between our entrants and the UK population for Black students; once attainment is considered our Black UG entrants are representative of the composition of the UK. We continue to work with a variety of organisations to encourage Black students to apply to UoC.

Figure 208 shows a significant entry rate gap for Asian and Black students. For Black applicants, much of this gap is explained by prior academic attainment: in the UK only 1.9% of A-level students who attain A*AA or higher are Black, compared to 3.6% of the UK 18-year-old population.

To further understand reasons for entry gaps, we will conduct intersectional research into underrepresentation in admissions by racialised group and other characteristics (**AP16**).

We aim to increase the numbers of successful applications from BAME UG applicants (**AP15**) by working with students and Colleges to identify opportunities for sponsorship of BAME applicants, and continue encouraging applications from students from Black Caribbean and African groups through developing the 'Target Oxbridge' campaign.

All staff involved in admissions will be trained in E&D, implicit bias (**AP17**) and race awareness (**AP65**) and hope this will translate into higher awareness of race issues in the student admissions processes (**AP21**, **AP38**, **AP65**).

'The lack of diversity in the existing body may also affect the number of BME applicants likely to apply here.'
(**REC survey, Professional Staff, White**)

Student survey data shows that limited representation of BAME groups, and perception of the institution as white and elitist, are key issues. Students often refer to the intersection of socio-economic background and BAME background, and point out the need for more targeted BAME initiatives e.g. open days and campaigns (**AP15**).

I think the fact that Cambridge is so white reminds me of how the admissions process cannot be truly 'meritocratic' which reminds me of the privileges a large minority of people have and that makes me feel like I less belong. (**REC survey, UG student, White**)

We will take action to break down the image of UoC as white and elitist through a follow-up to "I too am Cambridge" (**AP1**).

Can you target under-represented students a lot more please? When I see a black student, I have to do a double take because it's just odd. Why is that the case? (**REC Survey, UG student, BAME**)

To encourage BAME students to apply, we will continue to organise WP initiatives that include:

Programme	Description	Outcome
Summer School, with the Sutton Trust	Week-long residential for c.500 Y12 students targeting those who have been in local authority care, in low participation neighbourhoods, in receipt of FSM and at low performing schools.	2016/17 - 19% of attendees were BAME 2017/18 - this figure was 27%
Target Oxbridge (independent organisation), with University of Oxford	Information and guidance specifically tailored towards Oxford and Cambridge applications for Black students. UoC prioritises students in local authority care, from low-participation neighbourhoods and who have been on FSM.	Increased engagement: 2015 - 48 attendees 2019 - >800 attendees In 2017, 8 attendees received an offer 2018 - 11 received offers 2019 - 33 received offers
Student-led outreach	Delivered by current students through the African-Caribbean Society and Islamic Society	New initiatives engage with prospective applicants and offer holders including regional events and conferences.
The Stormzy Scholarship	Covers full cost of tuition fees for four Black students (two in 2018 and two in 2019), and a maintenance grant for up to four years of any UG course.	In 2018, 61 new Black students began their studies at UoC (the largest number ever). The scholarship aims to encourage more Black students to apply to UoC
Get In Cambridge	Social media encouraging BAME applicants through sharing experiences of UoC students.	Campaign has been running in 2019 and the potential impact will be seen in 2020.
CamSpire	Run by CUSU to inspire Bangladeshi, Pakistani and Arab students to apply to UoC.	CamSpire is a novel initiative in its first year.

It's true the gates of Cambridge were once closed to people like me. However, here I am, a Cambridge graduate – I've done it and people who look like me can see they can do it too.

— YouTube vlogger and Robinson College alumna Courtney Daniella

Non-UK domiciled applicants

International racial diversity data are unavailable from UCAS. We are therefore unable to conduct analysis for international UG admissions but we provide data on the nationality of our applicants to provide context (**Figure 210**); we understand the limitations of this approach. 2016-2018 saw a decline in applications from Africa, the Caribbean, Central America and Europe, and a drop in acceptance rates for candidates from those regions. We saw a significant rise in applicants from and offers to Asian applicants. UCAS data shows that the growth in applications from India and China is a sector-wide phenomenon.

Figure 210: Citizenship of international applicants for UG courses at UoC

Citizenship of Non-UK Domiciled Applicants	Applications				Acceptance			
	2016	2017	2018	% change	2016	2017	2018	% change
Africa	138	129	107	-22.5%	10	5	8	17.2%
Asia	2519	2509	2773	10.1%	328	399	407	56.4%
Caribbean	45	17	27	-40.0%	0	0	0	-20.7%
Central and South America	17	7	11	-35.3%	0	0	0	-1.9%
Europe	3364	2911	3015	-10.4%	437	421	415	-22.2%
Middle East	97	145	120	23.7%	7	5	5	5.3%
North America	227	409	417	83.7%	28	38	34	-4.5%
Oceania	128	106	125	-2.3%	23	17	21	-8.6%
Total	6535	6233	6595	0.90%	834	885	890	6.70%

ACTIONS

P2 Improve UoC procedures and engage with communities to increase the numbers of BAME staff, particularly on higher grades

AP1 Raise awareness and understanding of “race” and racism at UoC

AP14 Proactively provide racial composition data on first year UG cohort to each College by December each year

AP15 Increase the number of successful applications from BAME applicants for UG courses

AP16 Research admissions gaps by ethnicity, and intersectionality with other characteristics

AP17 Ensure all staff involved in the admissions process are trained in E&D matters and IB

AP20 Enhance the use of social media and other channels to engage with underrepresented groups

AP21 Evaluate the pilot reverse mentoring scheme and roll out at UoC

AP65 Roll out training in race awareness

7b Undergraduate student body

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

KEY ISSUES

- 21.6% of all **UK UG students** and 52.2% of all non-UK UGs are BAME (**Figure 211**)
- Over the last three years, the proportion of UK BAME undergraduates has increased from 18.4% to 21.5% (289), despite overall static UK UG numbers (**Figures 211, 212, 213**).

While we are pleased to see this increase, we are very concerned by a number of issues:

- UK Black UGs only make up 1.4% of UoC UG students, compared to 3.1% nationally
- The number of UK Black Caribbean UG students has remained stagnant at UoC across the last three years (**Figure 212**)

Figure 211: UK undergraduates (UGs) by racialised group, 2016-2018

	2015-16		2016-2017		2017-2018		HESA RG
	No.	%	No.	%	No.	%	
Asian	1023	10.90%	1097	11.70%	1181	12.60%	9.90%
Black	118	1.30%	131	1.40%	164	1.80%	3.10%
Mixed	484	5.20%	514	5.50%	546	5.80%	3.70%
Other	107	1.10%	130	1.40%	130	1.40%	1.00%
White	7443	79.40%	7312	78.20%	7183	76.70%	60.60%
Unknown	205	2.20%	165	1.80%	167	1.80%	22.80%
Total	9380	100.00%	9349	100.00%	9371	100.00%	

Figure 212: UK UGs by racialised group, 2016-2018 (detailed)

	2015-16	2016-2017	2017-2018	2015-16	2016-2017	2017-2018
	No.	No.	No.	%	%	%
Arab	31	34	39	0.30%	0.40%	0.40%
Bangladeshi	41	45	59	0.40%	0.50%	0.60%
Indian	472	525	549	5.00%	5.60%	5.90%
Pakistani	77	88	102	0.80%	0.90%	1.10%
Black African	91	104	133	1.00%	1.10%	1.40%
Black Caribbean	25	22	25	0.30%	0.20%	0.30%
Chinese	274	283	311	2.90%	3.00%	3.30%
Gypsy or Traveller	0	●	●	0.00%	0.03%	0.04%
White and Asian	284	301	316	3.00%	3.20%	3.40%
White and Black African	36	35	42	0.40%	0.40%	0.50%
White and Black	38	46	49	0.40%	0.50%	0.50%
Other Asian	159	156	160	0.017	0.017	0.017
Other Black	●	5	6	0.02%	0.05%	0.06%
Other	76	93	87	0.80%	1.00%	0.90%
Other Mixed	126	132	139	1.30%	1.40%	1.50%
Unknown	205	165	167	2.20%	1.80%	1.80%
White	7443	7312	7183	79.40%	78.20%	76.70%
Total	9380	9349	9371	100.00%	100.00%	100.00%

Figure 213: UK UGs - overall change in BAME and White cohorts' numbers, 2016-18

	UK BAME UGs	% of Total UK UGs	UK White UGs	% of Total UK UGs	Unknown	% of Total UK UGs	Total UK UGs
	No.	%	No.	%	No.	%	No.
2015-16	1732	18.50%	7443	79.40%	205	2.20%	9380
2016-17	1872	20.10%	7312	78.20%	165	1.70%	9349
2017-18	2021	21.60%	7183	76.60%	167	1.80%	9371
% change	16.70%		-3.50%		-18.50%		-0.10%

- Limited representation of BAME students and staff adversely affects students' sense of belonging. BAME students agreed to a greater extent (71%, N=592) than White students (52%, N=470).

The alienation, the exclusion, the erasure, the invisibility. (REC survey, UG Student, BAME)

Survey data revealed a series of common issues for staff and students that highlight the structural character of racial inequalities. Those common issues include:

- Limited sense of belonging
- Experiencing isolation and feelings of being invisible while being hyper-visible at the same time
- Experiencing racism, but rarely reporting it to White staff, seeking support from BAME groups instead.

Because there is such little knowledge of the real world emotional and physiological effects of racism at this university, there is no way I would rely on it to solve or even aid a claim of racial abuse. I would instead, go to groups like the BME Campaign and FLY who would not only provide better emotional support, but would not interrogate/question my claim of racism or imply that it was merely a "misunderstanding." (REC survey, UG student, BAME)

We hope that our actions on race awareness (AP1), staff recruitment (PN2) and providing BAME role models (AP51) will result in enhanced visibility of BAME staff which, in turn, may improve students' feeling of belonging. However, visibility increases the risk for the BAME role models of being targeted by media. CUSU and UoC leadership are developing a resource to support academics and students in those situations.

We encourage senior leadership responsible for student issues to participate in the reverse mentoring scheme, to enhance understanding of the challenges that BAME students and staff experience (AP21).

I really wish I had chosen a university that had more ethnic minority students (REC Survey, UG Student, BAME)

Limited numbers of BAME students feeling of belonging is concerning; there is research which suggests that this may impact on students' mental health and attainment. We have taken action to improve the support that BAME students can access and, since 2018, as a result of CUSU's research and awareness raising, BAME students are now able to request a BAME counsellor from the Student Counselling Service, recognising that BAME students may feel more comfortable discussing issues and experiences relating to race with another BAME person. We will offer a targeted training session in race awareness for all student and staff counsellors (AP65).

If counselling services are needed, are there counsellors who are specially trained or sensitive to issues specific to particular races and cultures? (REC survey, Academic staff, BAME)

We will support and work closely with the Graduate Union and CUSU to support student campaigns for race equality across undergraduate and graduate communities (AP52). Following student feedback, we will explore the potential for funding for a students' union BAME Officer (AP54).

Projects such as ***Black Cantabs: History Makers***, a touring exhibition that presents portraits of Cambridge's Black graduates, seeks to breakdown stereotypes of what a Cambridge student looks like. The exhibition is a collaboration between UoC and the Black Cantabs Research Society. All UGs starting in 2018 were encouraged to view the exhibition as part of their induction. Putting a spotlight on Black alumnae stimulated conversations around the underrepresentation of BAME staff and students , and influenced a move towards a more racially inclusive culture.

Image taken at the “Black Cantabs: History Makers” exhibition at the University Library



We hope that the fact that UoC is taking steps to tackle structural racism, focussing on educating White people (through **AP1**, **AP2**, **AP21**, **AP65**, **AP67**, **AP69**) and initiating an inquiry into the legacy of slavery (**AP6**), will increase students' trust in UoC and help to enhance their feeling of belonging.

However, the University's history does clash with my own family history. This sometimes leaves me with a sense of discomfort particularly when I note the University's lack of commitment in engaging with its history and its legacies. (REC survey, PhD student, BAME)

We are pleased that the numbers of BAME UK UGs have increased in all Schools since 2016; SBS and SCM have particularly high proportions of BAME students. Least diverse is SAH, with just 12.8% of BAME students (**Figure 214**). Our actions on UG admissions (**AP14-AP17**) will address this, and **PN1** initiatives that aim to embed responsibility for race equality across the Schools for both students and staff may help to address student underrepresentation and experience.

Figure 214: UK UGs by School and racialised group 2016-2018

	BAME			White		Unknown		Total	
	School	No.	%	No.	%	No.	%	No.	%
2015-2016	SAH	263	11.50%	1960	85.90%	55	2.40%	2278	100.00%
	SBS	336	27.90%	843	70.00%	25	2.10%	1204	100.00%
	SCM	171	34.30%	319	64.10%	8	1.60%	498	100.00%
	SHSS	363	19.50%	1452	78.20%	43	2.30%	1858	100.00%
	SPS	153	18.60%	652	79.40%	16	2.00%	821	100.00%
	ST	234	21.50%	836	76.60%	21	1.90%	1091	100.00%
2016-2017	SAH	283	12.40%	1940	85.20%	55	2.40%	2278	100.00%
	SBS	369	30.70%	816	67.80%	19	1.60%	1204	100.00%
	SCM	183	37.00%	307	62.00%	5	1.00%	495	100.00%
	SHSS	389	21.10%	1422	77.20%	30	1.60%	1841	100.00%
	SPS	162	20.80%	605	77.80%	11	1.40%	778	100.00%
	ST	254	22.70%	842	75.30%	22	2.00%	1118	100.00%
2017-2018	SAH	290	12.80%	1934	85.60%	36	1.60%	2260	100.00%
	SBS	372	32.50%	763	66.60%	10	0.90%	1145	100.00%
	SCM	230	38.80%	359	60.50%	●	0.70%	593	100.00%
	SHSS	412	22.60%	1392	76.20%	23	1.30%	1827	100.00%
	SPS	171	21.70%	608	77.30%	8	1.00%	787	100.00%
	ST	297	25.90%	841	73.30%	10	0.90%	1148	100.00%

Non-UK UG students

BAME students have made up the majority of all international UG students over the last three years (52.1% in 2017-18). However, in 2017-18, over a third of international UGs (35.25%) were from a Chinese background with other racialised groups underrepresented, indicating work needed in making Cambridge a truly internationally inclusive institution (Figure 215 and 216) (AP15).

In 2017-18, the proportion of international BAME UG students ranged from 29% in SAH to 59% in SBS, with an increased representation in 5 out of 6 Schools between 2015-16 and 2017-18 (Figure 218).

There's a fairly large community of students from my home country and I feel very comfortable interacting with them, so I feel much more a part of that community.
(REC Survey, UG student, BAME)

Cambridge is quite international and that makes me feel quite comfortable. (REC Survey, UG Student, BAME)

Figure 215: Non-UK UGs by racialised group, 2016-2018

	2015-16		2016-2017		2017-2018	
	No.	%	No.	%	No.	%
Asian	1117	44.70%	1204	45.60%	1309	46.70%
Black	20	0.80%	23	0.90%	21	0.80%
Mixed	90	3.60%	96	3.60%	96	3.40%
Other	28	0.80%	37	1.40%	37	1.30%
White	1171	46.80%	1209	45.80%	1257	44.80%
Unknown	74	3.00%	71	2.70%	86	3.10%
Total	2500	100.00%	2640	100.00%	2806	100.00%

Figure 216: Non-UK UGs by racialised group (detailed) 2016 – 2018

	2015-16		2016-2017		2017-2018	
	No.	%	No.	%	No.	%
Arab	8	0.00%	11	0.42%	12	0.43%
Bangladeshi	●	0.16%	5	0.19%	●	0.14%
Indian	91	3.64%	82	3.11%	84	2.99%
Pakistani	15	0.60%	19	0.72%	26	0.93%
African	14	0.56%	17	0.64%	18	0.64%
Caribbean	●	0.08%	●	0.04%	0	0.00%
Chinese	845	33.80%	913	34.58%	989	35.25%
Gypsy or Traveller	●	0.04%	●	0.04%	0	0.00%
White and Asian	52	2.08%	52	1.97%	52	1.85%
White and Black African	7	0.28%	9	0.34%	7	0.25%
White and Black Caribbean	●	0.16%	6	0.23%	7	0.25%
Other Asian	162	6.48%	185	7.01%	206	7.34%
Other Black	●	0.16%	5	0.19%	●	0.11%
Other	19	0.76%	25	0.95%	25	0.89%
Other Mixed	27	1.08%	29	1.10%	30	1.07%
Unknown	74	3.28%	71	2.67%	96	3.60%
White	1171	46.84%	1209	45.80%	1257	44.80%
Total	2500	100.00%	2640	100.00%	2806	100.00%

Figure 217: Non-UK UGs - overall change in BAME and White cohorts, 2016-18

	Non-UK BAME	% of Total Non-UK UGs	Non-UK White	% of Total Non-UK UGs	Unknown	% of Total Non-UK UG	Total Non-UK UGs
	No.	%	No.	%	No.	%	No.
2015-16	1255	49.88%	1771	46.84%	74	2.96%	2500
2016-17	1360	51.52%	1209	45.80%	71	2.69%	2640
2017-18	1463	52.14%	1257	44.80%	86	3.06%	2806
% change	16.57%		7.34%		16.22%		12.24%

Figure 218: Non-UK UGs by School and racialised group 2016-2018

	School	BAME		White		Unknown		Total	
		No.	%	No.	%	No.	%	No.	%
2015-16	SAH	58	25.00%	162	69.83%	12	5.17%	232	100.00%
	SBS	89	53.94%	74	44.85%	●	1.21%	165	100.00%
	SCM	45	61.64%	28	38.36%	0	0.00%	73	100.00%
	SHSS	373	52.68%	311	43.93%	24	3.39%	708	100.00%
	SPS	134	49.45%	137	50.55%	0	0.00%	271	100.00%
	ST	343	58.43%	231	39.35%	13	2.21%	587	100.00%
2016-2017	SAH	77	30.20%	167	65.49%	11	4.31%	255	100.00%
	SBS	92	55.42%	70	42.17%	●	2.41%	166	100.00%
	SCM	48	57.83%	33	39.76%	●	2.41%	83	100.00%
	SHSS	394	53.75%	319	43.52%	20	2.73%	733	100.00%
	SPS	164	51.25%	145	45.31%	11	3.44%	320	100.00%
	ST	365	60.83%	223	37.17%	12	2.00%	600	100.00%
2017-2018	SAH	79	29.37%	181	67.29%	9	3.35%	269	100.00%
	SBS	104	59.09%	68	38.64%	●	2.27%	176	100.00%
	SCM	49	56.32%	35	40.23%	●	3.45%	87	100.00%
	SHSS	433	55.30%	320	40.87%	30	3.83%	783	100.00%
	SPS	171	52.62%	141	43.38%	13	4.00%	325	100.00%
	ST	386	58.66%	258	39.21%	14	2.13%	658	100.00%

ACTIONS

PN1 Embed awareness of race across UoC by communicating data and expectations, and putting structures in place that ensure local buy-in and commitment.

PN2 Improve UoC procedures and engage with communities to increase the numbers of BAME staff, particularly on higher grades

AP1 Raise awareness and understanding of race and racism at UoC

AP2 Raise and embed awareness of research results presented in the UoC REC submission

AP6 Conduct an inquiry into the legacies of historical forms of enslavement at the University

AP15 Increase the number of successful applications from BAME applicants for UG courses

AP21 Evaluate the pilot reverse mentoring scheme and roll out at UoC

AP51 Provide BAME students with visible BAME role models

AP52 Work closely with the Graduate Union and CUSU to support student campaigns for race equality across undergraduate and graduate communities

AP54 Explore the potential for funding for a students' union BAME Officer

AP65 Instigate institutional change by rolling out training in race awareness to equip staff and students in knowledge and skills to be able to talk about race, and to identify and challenge racism

AP67 Increase uptake of E&D and IB training

AP69 Ensure that staff and students are aware of existing support and reporting mechanisms and feel supported when they report

7c Course progression

Please provide details of the ethnic profile by specific ethnic group of UK undergraduate students', and separately non-UK undergraduate students', continuation rates through their course (i.e. progression rates from one year to the next), and reasons for permanently leaving the university. Where possible, please provide the data for each academic faculty.

KEY ISSUES

- Overall student retention rates at UoC are very high in comparison with the sector. Out of 7,760 UK undergraduates in 2017-18, there were 19 student withdrawals overall. However, out of those withdrawals, 32% were BAME (6 BAME and 13 White) (**Figure 219**). We saw a decline in White students' withdrawals (from 24 in 2015-16 and 21 in 2016-17 to 13 in 2017-18) while BAME student withdrawals remained the same over the years.

Figure 219: UK UGs withdrawals by School and racialised group 2016- 2018

	School	BAME		White		Unknown		Total	
		No.	%	No.	%	No.	%	No.	%
2015-2016	SAH	●	0.09%	6	0.26%	●	0.04%	2278	100.00%
	SBS	0	0.00%	●	0.25%	0	0.00%	1204	100.00%
	SCM	0	0.00%	●	0.20%	●	0.80%	498	100.00%
	SHSS	●	0.05%	7	0.38%	0	0.00%	1858	100.00%
	SPS	●	0.12%	●	0.24%	●	0.12%	821	100.00%
	ST	●	0.18%	5	0.46%	0	0.00%	1091	100.00%
2016-2017	SAH	●	0.04%	6	0.26%	0	0.00%	2278	100.00%
	SBS	0	0.00%	0	0.00%	0	0.00%	1204	100.00%
	SCM	●	0.20%	●	0.20%	0	0.00%	495	100.00%
	SHSS	●	0.05%	6	0.33%	0	0.00%	1841	100.00%
	SPS	●	0.26%	5	0.64%	0	0.00%	778	100.00%
	ST	●	0.09%	●	0.27%	●	0.09%	1118	100.00%
2017-2018	SAH	●	0.04%	●	0.09%	0	0.00%	2260	100.00%
	SBS	0	0.00%	●	0.02%	0	0.00%	1145	100.00%
	SCM	0	0.00%	0	0.00%	0	0.00%	593	100.00%
	SHSS	●	0.11%	●	0.16%	0	0.00%	1827	100.00%
	SPS	●	0.38%	●	0.25%	0	0.00%	787	100.00%
	ST	0	0.00%	●	0.35%	0	0.00%	1148	100.00%

Figure 220: Non-UK UGs withdrawals by School and racialised group 2016- 2018

		BAME		White	Unknown		Total		
	School	No.	%	No.	%	No.	%	No.	%
2015-2016	SAH	0	0.00%	●	0.43%	0	0.00%	232	100.00%
	SBS	0	0.00%	0	0.00%	0	0.00%	165	100.00%
	SCM	0	0.00%	●	1.37%	0	0.00%	73	100.00%
	SHSS	●	0.14%	0	0.00%	0	0.00%	708	100.00%
	SPS	●	0.37%	●	0.74%	0	0.00%	271	100.00%
	ST	●	0.17%	●	0.17%	0	0.00%	587	100.00%
2016-2017	SAH	0	0.00%	0	0.00%	0	0.00%	255	100.00%
	SBS	●	0.60%	0	0.00%	●	0.60%	166	100.00%
	SCM	●	1.20%	0	0.00%	0	0.00%	83	100.00%
	SHSS	●	0.14%	0	0.00%	●	0.14%	733	100.00%
	SPS	●	0.63%	0	0.00%	0	0.00%	320	100.00%
	ST	●	0.17%	●	0.17%	0	0.00%	600	100.00%
2017-2018	SAH	●	0.37%	0	0.00%	0	0.00%	269	100.00%
	SBS	0	0.00%	0	0.00%	0	0.00%	176	100.00%
	SCM	0	0.00%	0	0.00%	0	0.00%	87	100.00%
	SHSS	●	0.26%	0	0.00%	0	0.00%	783	100.00%
	SPS	0	0.00%	●	0.31%	0	0.00%	325	100.00%
	ST	0	0.00%	●	0.15%	0	0.00%	658	100.00%

- With regard to patterns at School level, White students withdrew more frequently from SHSS, SAH and ST over the three years, while no BAME student withdrew from SBS since 2015-16 (**Figure 219**).

Out of 2,298 international UGs in 2017-18, there were 5 student withdrawals: 3 BAME and 2 White (**Figure 220**). While these numbers are small, we are aware that BAME students withdraw in higher numbers than White students. UoC non-continuation rates were lower every year (2016-2018) for each racialised group than for the sector.

Our actions include ensuring that students have more visible BAME role models to progress and feel they belong while studying at UoC (**AP51**).

This low rate of student drop-outs can be partially explained by welfare support offered by the collegiate system. In addition to College Tutors and Directors of Studies, students also have access to other staff including College Porters, College Nurses, Counsellors and administrative tutorial staff. However, CUSU's feedback suggests that resources are unevenly distributed across the Colleges.

ACTIONS

AP51 Provide BAME students with visible BAME role models

7d Attainment

Please provide details of the ethnic profile, by specific ethnic group, of your institution's degree attainment gap for UK, and separately, non-UK students. Please focus specifically on differences, by ethnicity, of students being awarded a first/2:1 (a 'good degree').

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

UoC does not have a single degree classification system. The data presented is for Year 3 examination results, rather than the degree as a whole.

KEY ISSUES

- The awarding gap (AG) between BAME and White UGs in 2018 was 4.8% for all UGs (UK and international) (**Figure 221**), compared to an average gap of 11.7% for UK UGs at Russell Group Universities (RGUs) for a "good degree" in the same period. The UoC AG has increased from 3.5% in 2015-16, and 4.4% in 2016-17.
 - for UK UGs, there was a 5.7% awarding gap between BAME and White UGs in 2017-18 (**Figure 225**), and since 2015, the average AG was 5.4% for good results (first and 2.1) and 4.1% for firsts
 - 79.4% of BAME non-UK UGs obtained a "good honours" in 2017-18 compared to 80.4% of White (**Figure 230**)
- There was no AG between White and BAME students in 2017-18 with regard to Firsts: 27.9% of BAME and 27.9% White final year students were awarded a First, compared with 23.5% BAME and 32.1% White for RGUs in 2017-18 (**Figure 222**).

While we are pleased that the AG is smaller at UoC than nationally, we are aware that performing better than the national average does not mean performing well.

- There is considerable variation in the AG by racialised group with Black UK and Black international students less likely to receive "good honours" compared to other groups. The gap in 2018 was 12.3% for all Black UGs with 12.9% for UK Black UGs, and 8.2% for international Black UGs (**Figures 223, 227, 229**)
- For UK and international students, a greater proportion of White students receive good honours results, followed by Mixed, Chinese and Asian students (**Figure 223**)
- The overall AG in good honours results showed no particular trend for the disciplines, although the Natural Sciences degree showed the biggest gaps for UK and international students (**Figure 224**). There have been years and Schools where the proportions of BAME international students achieving a good honours result has been higher than that for White students (**Figure 231**).

These findings require action to eliminate AGs, particularly for Black students, and our approach to this is underpinned by strong leadership: the Vice-Chancellor has signed the recent (2019) UUK-NUS BAME attainment gap "**Vice-Chancellor Checklist**". We will follow the Checklist recommendations, and implement further specific to UoC actions:

- We will share equality data with Departments via Equality Dashboards that will include AGs to allow planning of effective interventions (**AP3**). We will set internal indicators on AGs (and specifically on Black AG) (**AP3**) to share expectations and measure progress.

- We will open up spaces where students, leadership, and academics can speak directly about what is causing the gaps. We will write a joint statement with these groups clearly signalling that removing racial inequalities and AGs is embedded in UoC strategic priorities (AP57). This statement will help to drive change locally. (PN1, PN6).
- We will reward staff and students who champion the removal of racial inequalities (AP36)
- The Senior Pro-Vice-Chancellor (Education) will provide a yearly update on the AG to ensure transparency (AP57)
- The Cambridge Centre for Teaching and Learning (CCTL) is leading on identifying specific solutions to the AG (AP57); and also on identifying and embedding good practice in teaching (AP64), and to providing targeted academic support (AP56, AP58, 60).

REC survey data challenges the theory that the AG might be caused by limited aspirations: BAME student respondents had higher expectations of achieving a First (30%, N=160) than White students (23%, N=169). Among BAME students who anticipate graduating with a First, UK students are a majority (125). 35% of Black British African students and 34% of Chinese students who responded to the question above anticipate graduating with a first class degree.

- The limited representation of BAME students and low numbers of BAME role models undermines students' feeling of belonging (which correlates with attainment). The limited diversity of curriculum contributes to students feeling that they belong less.

Although I am white, and so I recognise that I am in a comfortable position in terms of visibility and belonging. (REC survey, PhD student, White)

In addition, the lack of representation within the courses means that you're constantly made to feel that the course isn't for you because it doesn't actually represent your experience or interests. (REC survey, UG student, BAME)

- REC survey data shows BAME students (29%, N=274) experienced or witnessed racial discrimination on University or College grounds more frequently than White students (14%, N=166) and they less often believe that if they reported the incident, the institution would take action (BAME UG 32%, N=401 disagree vs White 15%, N=177 disagree). These negative experiences may undermine feeling of belonging, and affect attainment.

In 2017 an Anonymous Reporting Tool for students, staff and visitors to UoC was created to report harassment, discrimination or sexual misconduct. Between 5 May 2017 and 10 July 2019 there have been 348 reports of which 20 (6%) were linked to 'ethnicity'. To have only received 20 reports regarding ethnicity is likely to be partly influenced by a campaign on sexual misconduct at the time, which led to confusion that the tool could not be used for other forms of discrimination. The reporting tool has been re-branded ensuring clearer communication of its aims.

People copy my accent all the time because I have a really distinct one - it only ever seems to be white people who do this.. (REC survey, UG student, BAME)

I believe I have never witnessed a racially-aggravated incident. I hear a very large amount of talk in my department that refers to people's nationality and race, but I think it is generally very light-hearted. (REC survey, PhD student, White)

In response to the survey results, as discussed in [Section 4c](#), we identified actions to achieve two goals:

1. **Normalise conversations about race and racism**, educating and training White people to ensure an increase in BAME students' and staff's trust in White people's capacity to see and challenge racism ([AP1](#), [AP2](#), [AP21](#), [AP61](#), [AP65](#), [AP67](#), [AP68](#), [69](#)). Specifically, we intend to create a toolkit for academics on how to approach issues of race in teaching ([AP64](#)).
2. **Support BAME students to report** incidents of racism through setting up College Discrimination and Harassment Contacts (CDHC) roles ([AP53](#))

Figure 221: Proportions of UK and international UG students receiving good honours by racialised group 2016-2018

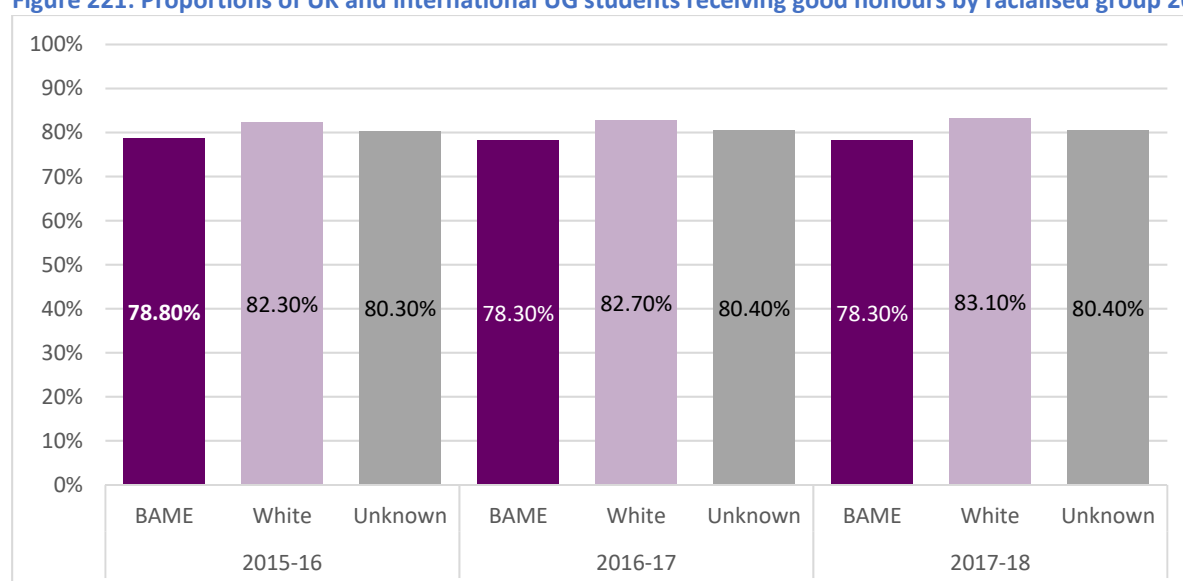


Figure 222: Three-year average of UK and international UG degree classification 2016-2018 by racialised group

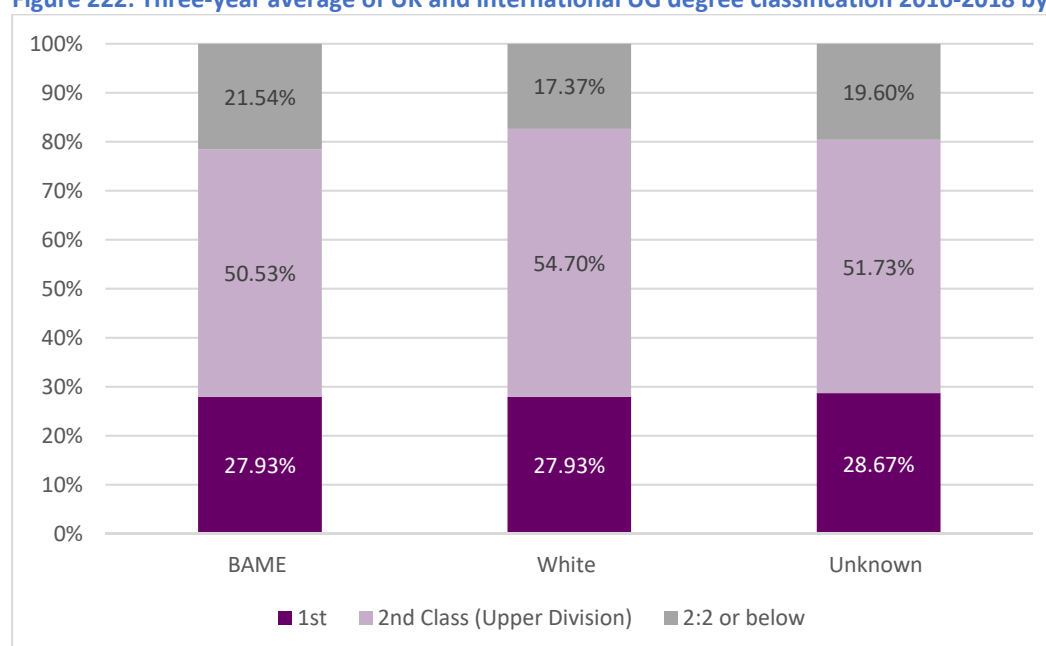


Figure 223: Proportions of UK and international UG students awarded good honours by racialised group 2016-2018 (detailed)

Year	Racialised Group	Good Honours
2015-2016	Asian	78.90%
	Black	65.30%
	Mixed	82.50%
	Other	74.80%
	White	82.30%
	Unknown	80.30%
2016-17	Asian	78.90%
	Black	67.70%
	Mixed	79.30%
	Other	75.40%
	White	82.70%
	Unknown	80.40%
2017-18	Asian	78.30%
	Black	70.80%
	Mixed	80.40%
	Other	80.20%
	White	83.10%
	Unknown	80.40%

Figure 224: Proportions of UK and international UG students awarded good honours by School

	School	BAME		White		Unknown	
		Good Honours	2:2 or below	Good Honours	2:2 or below	Good Honours	2:2 or below
2015-16	NST	64.50%	35.50%	67.30%	32.70%	76.40%	23.60%
	SAH	87.10%	12.90%	91.20%	8.80%	83.60%	16.40%
	SBS	76.80%	23.20%	81.60%	18.40%	85.70%	14.30%
	SCM	72.90%	27.10%	78.70%	21.30%	33.30%	66.70%
	SHSS	90.20%	9.80%	92.80%	7.20%	88.70%	11.30%
	SPS	76.80%	23.20%	78.00%	22.00%	66.70%	33.30%
	ST	78.30%	21.70%	81.50%	18.50%	85.20%	14.80%
2016-17	NST	66.50%	33.50%	67.90%	32.10%	79.50%	20.50%
	SAH	87.00%	13.00%	90.70%	9.30%	86.00%	14.00%
	SBS	72.70%	27.30%	80.90%	19.10%	25.00%	75.00%
	SCM	75.50%	24.50%	74.20%	25.80%	57.10%	42.90%
	SHSS	87.40%	12.60%	92.00%	8.00%	82.20%	17.80%
	SPS	72.70%	27.30%	83.10%	16.90%	76.20%	23.80%
	ST	78.50%	21.50%	83.90%	16.10%	87.00%	13.00%
2017-18	NST	64.30%	35.70%	68.90%	31.10%	72.20%	27.80%
	SAH	86.40%	13.60%	89.90%	10.10%	78.40%	21.60%
	SBS	78.80%	21.20%	83.40%	16.60%	60.00%	40.00%
	SCM	74.90%	25.10%	72.70%	27.30%	57.10%	42.90%
	SHSS	90.00%	10.00%	93.00%	7.00%	92.70%	7.30%
	SPS	72.40%	27.60%	83.00%	17.00%	73.90%	26.10%
	ST	78.50%	21.50%	81.80%	18.20%	86.40%	13.60%

Figure 225: Proportions of UK UG students receiving good honours by racialised group 2016-2018

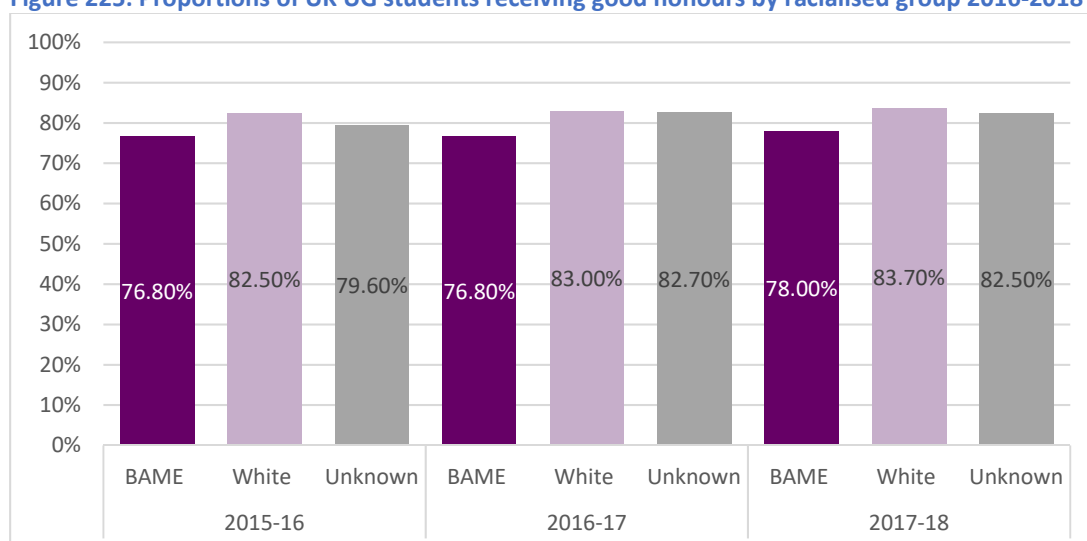


Figure 226: Three year average of UK UG degree classification 2016-2018 by racialised group

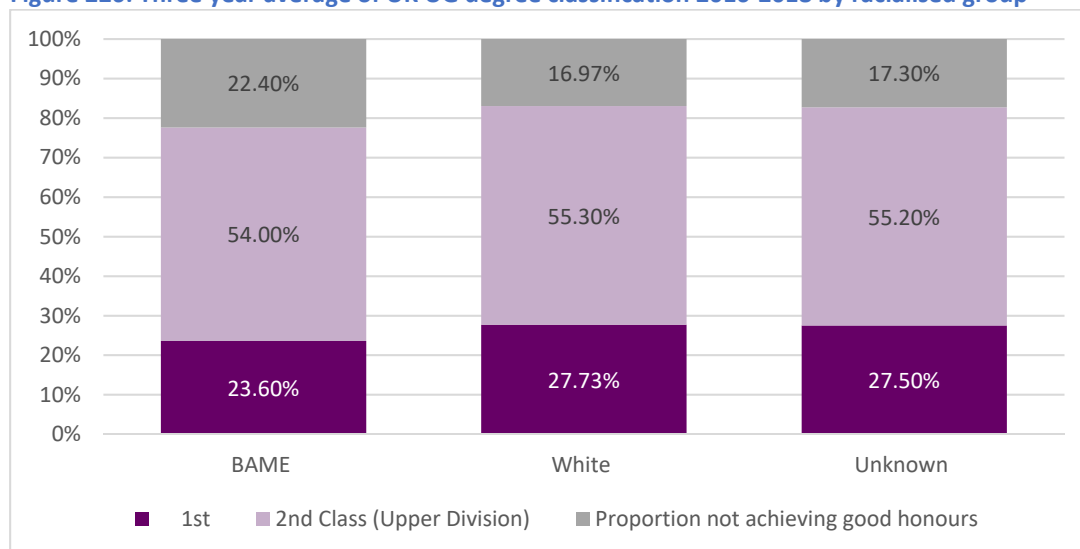


Figure 227: Proportions of UK UG students awarded good honours by racialised group 2016-2018

Year	Racialised Group	Good Honours
2015-16	Asian	75.90%
	Black	66.70%
	Mixed	81.60%
	Other	74.10%
	White	82.50%
	Unknown	79.60%
2016-17	Asian	77.30%
	Black	67.90%
	Mixed	78.50%
	Other	75.50%
	White	83.00%
	Unknown	82.70%
2017-18	Asian	77.10%
	Black	70.80%
	Mixed	79.80%
	Other	79.80%
	White	83.70%
	Unknown	82.50%

Figure 228: Proportions of UK UG students awarded good honours by School

		BAME		White		Unknown		Attainment Gap
		Good Honours	2:2 or below	Good Honours	2:2 or below	Good Honours	2:2 or below	
2015-16	NST	63.80%	36.20%	67.20%	32.80%	80.50%	19.50%	3.40%
	SAH	86.90%	13.10%	91.40%	8.60%	83.70%	16.30%	4.50%
	SBS	72.00%	28.00%	80.50%	19.50%	83.30%	16.70%	8.50%
	SCM	69.90%	30.10%	78.50%	21.50%	33.30%	66.70%	8.60%
	SHSS	88.30%	11.70%	93.80%	6.20%	92.10%	7.90%	5.50%
	SPS	71.50%	28.50%	77.70%	22.30%	61.50%	38.50%	6.20%
	ST	78.10%	21.90%	82.20%	17.80%	76.50%	23.50%	4.10%
2016-17	NST	66.90%	33.10%	68.50%	31.50%	82.10%	17.90%	1.60%
	SAH	85.60%	14.40%	90.80%	9.20%	90.00%	10.00%	5.20%
	SBS	62.50%	37.50%	79.70%	20.30%	50.00%	50.00%	17.20%
	SCM	73.30%	26.70%	73.70%	26.30%	57.10%	42.90%	0.40%
	SHSS	86.40%	13.60%	93.20%	6.80%	85.20%	14.80%	6.80%
	SPS	73.60%	26.40%	83.80%	16.20%	70.00%	30.00%	10.20%
	ST	74.70%	25.30%	82.80%	17.20%	84.60%	15.40%	8.10%
2017-18	NST	65.40%	34.60%	69.80%	30.20%	75.00%	25.00%	4.40%
	SAH	87.10%	12.90%	90.60%	9.40%	80.40%	19.60%	3.50%
	SBS	66.70%	33.30%	82.30%	17.70%	50.00%	50.00%	15.60%
	SCM	70.30%	29.70%	73.90%	26.10%	80.00%	20.00%	3.60%
	SHSS	91.40%	8.60%	94.00%	6.00%	100.00%	0.00%	2.60%
	SPS	69.90%	30.10%	84.40%	15.60%	76.90%	23.10%	14.50%
	ST	80.10%	19.90%	81.50%	18.50%	81.80%	18.20%	1.40%

Figure 229: Proportions of international UG students receiving good honours by racialised group 2016-2018

Year	Racialised Group	Good Honours
2015-16	Asian	81.60%
	Black	57.90%
	Mixed	87.20%
	Other	76.90%
	White	80.90%
	Unknown	81.80%
2016-17	Asian	80.20%
	Black	66.70%
	Mixed	83.30%
	Other	75.00%
	White	80.90%
	Unknown	75.80%
2017-18	Asian	79.20%
	Black	72.20%
	Mixed	82.80%
	Other	80.00%
	White	80.40%
	Unknown	77.60%

Figure 230: Three year average of international UG degree classification 2016-2018 by racialised group

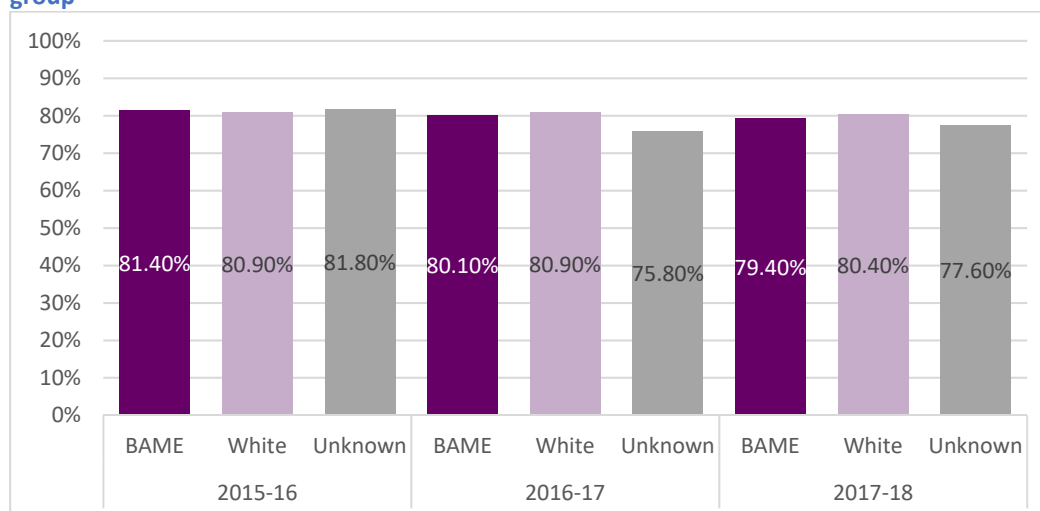
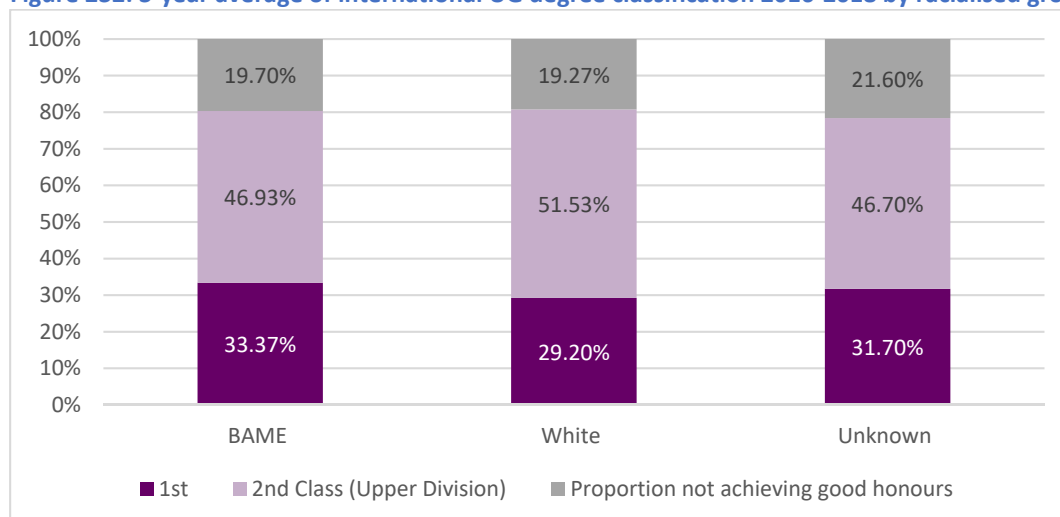


Figure 231: Proportions of international UG students awarded good honours by School

		BAME		White		Unknown		Attainment Gap
		Good Honour	2:2 or below	Good Honours	2:2 or below	Good Honours	2:2 or below	
2015-16	NST	65.50%	34.50%	67.90%	32.10%	64.30%	35.70%	2.40%
	SAH	88.00%	12.00%	88.80%	11.20%	83.30%	16.70%	0.80%
	SBS	80.60%	19.40%	90.00%	10.00%	100.00%	0.00%	9.40%
	SCM	91.20%	8.80%	81.80%	18.20%	0.00%	100.00%	-9.40%
	SHSS	91.90%	8.10%	88.90%	11.10%	83.30%	16.70%	-3.00%
	SPS	82.90%	17.10%	79.30%	20.70%	80.00%	20.00%	-3.60%
2016-17	ST	78.50%	21.00%	78.80%	21.20%	100.00%	0.00%	0.30%
	NST	66.00%	34.00%	64.60%	35.40%	72.70%	27.30%	-1.40%
	SAH	92.10%	7.90%	88.90%	11.10%	70.00%	30.00%	-3.20%
	SBS	80.60%	19.40%	90.30%	9.70%	0.00%	100.00%	9.70%
	SCM	80.00%	20.00%	88.90%	11.10%	0.00%	100.00%	8.90%
	SHSS	88.40%	11.60%	87.10%	12.90%	77.80%	22.20%	-1.30%
2017-18	SPS	71.80%	28.20%	80.20%	19.80%	81.80%	18.20%	8.40%
	ST	81.50%	18.50%	87.60%	12.40%	90.00%	10.00%	6.10%
	NST	68.30%	31.70%	69.50%	30.50%	69.20%	30.80%	1.20%
	SAH	84.10%	15.90%	83.50%	16.50%	66.70%	33.30%	-0.60%
	SBS	90.90%	9.10%	92.30%	7.70%	66.70%	33.30%	1.40%
	SCM	85.00%	15.00%	84.00%	16.00%	0.00%	100.00%	-1.00%
	SHSS	88.70%	11.30%	89.10%	10.90%	86.70%	13.30%	0.40%
	SPS	74.80%	25.20%	77.20%	22.80%	70.00%	30.00%	2.40%
	ST	77.40%	22.60%	82.60%	17.40%	91.70%	8.30%	5.20%

Figure 232: 3-year average of international UG degree classification 2016-2018 by racialised group



ACTIONS

PN1 Embed awareness of race across UoC by communicating data and expectations, and putting structures in place that ensure local buy-in and commitment.

PN6 Normalise discourse about race, increase disclosure and build capacity to address racism at the institution.

AP1 Raise awareness and understanding of race and racism at UoC

AP2 Raise and embed awareness of research results presented in the UoC REC submission

AP3 Ensure provision of Equality Dashboards and Internal Indicators to institutions

AP21 Evaluate the pilot reverse mentoring scheme and roll out at UoC

AP36 Recognise and reward BAME staff and students who give time to help UoC address racial inequalities

AP39 Roll out the Inclusive Leadership Training Programme

AP52 Work closely with the Graduate Union and CUSU to support student campaigns for race equality across undergraduate and graduate communities

AP53 Ensure students are supported through a new CDHC structure

AP56 Establish an Inclusive Teaching, Learning and Curriculum Advisory Group focussing on BAME student educational experiences

AP57 Decrease the awarding gap for BAME UG students, particularly Black UK undergraduates

AP58 Identify and support a pilot group of academic allies to address T&L issues that impact on BAME student experiences

AP60 Develop resources about race and inclusive teaching and learning practices

AP61 Embed inclusive T&L material, including a specific focus on race, in development courses covering E&D online training

AP64 Increase integration of inclusion, particularly around race, in curriculum enhancement processes

AP65 Roll out training in race awareness

AP66 Evaluate and run annually a new University Diversity Fund (UDF)

AP67 Increase uptake of E&D and Implicit Bias training

AP68 Improve ethnicity disclosure rates at UoC

AP69 Ensure that staff and students are aware of existing support and reporting mechanisms and feel supported when they report

7e Postgraduate pipeline

Please provide details of the ethnic profile, by specific ethnic group, of your institution's UK postgraduate student body, and separately non-UK postgraduate student body. Please make specific reference to taught master's programmes, research master's programmes and PhD programmes. Where possible, please provide the data for each academic faculty.

The majority of UoC master's courses are taught (PGT), with a small number being research only (PGR).

KEY ISSUES

- While PG applications have increased since 2015-16 with a rise of 32.2% (**Figure 233**)², in 2017-18, the BAME application to acceptance rate decreased. The greatest fall was for Black PG applications – with a 6.3% decrease between application and acceptance.
- We are pleased to see a rise in the numbers of Asian PG applicants accepting offers from 809 (2015-16) to 898 (2017-18) (**Figure 233**).
- The number of Black UK PGs has decreased since 2015-16, and Black UK PGs represented only 1.29% of all UK PGs in 2017-18 (**Figure 234**). The number of Black international PGs has increased since 2015-16 from 150 to 168 in 2017-18 but Black international PGs still represent only 2.44% of all non-UK PGs (**Figure 235**). These patterns are concerning.
- In 2017-18, 23.6% of UK PGT applicants identified as BAME (**Figure 236**): matching the proportion of UK BAME UGs applying to UoC. The proportion is higher for Non-UK PGTs, at 48.9% (**Figure 237**). These proportions have remained relatively static with only an increase of 1.6% (**Figure 236**) in three years for UK PGT and a drop of 0.1% for Non-UK students (**Figure 237**). In the same academic year, 13.6% of UK PGR applicants identified as BAME, an increase of 1% over three years (**Figure 238**). The proportion is much higher for Non-UK PGR, at 40.9% but has remained static (**Figure 239**).
- Schools differ with regard to the proportions of BAME PGs, with the highest proportion for UK and international PG students in ST. Between 2015-16 and 2017-18, the proportion of BAME postgraduates, particularly non-UK, in SHSS has increased (**Figures 240, 241**) (**AP3**).

The recent Graduate Union (GU) **Postgraduate Mental Health Report**, which includes results of a survey showing that 27% of BAME PG respondents noted that racism has affected their mental health (including experiencing anxiety, depression, isolation, difficult supervisor relationships).

I'm lucky that my supervisor took me seriously when I trusted him with my experiences of racism [...], but then he didn't do anything about it, which I guess makes me feel supported and not supported at the same time. (GU survey, PG student)

Responding to the recommendations of the GU report, we have established CDHC roles in Colleges (**AP53**). We hope that focusing on institutional change (**PN1**) and normalising discourse about race and racism (**PN6**) will help us tackle racism and will provoke a decrease in the numbers of students experiencing it.

Our PG and UG students are taking action through the BME Campaign and the Decolonisation Network to raise awareness of racial inequalities among students, and we will support their efforts (**AP52**).

² Figure 233 does not disaggregate the UK and non UK PG admissions data – we began to improve our system to enable disaggregation, but the data cannot be retrospectively separated to show the required three-year period.

We recently hosted a UKCGE conference on WP in PG study. We are in the process of appointing of a new PG WP Coordinator who will analyse and monitor PG admissions conversion rates by group to better identify underlying issues, and will develop a detailed action plan to address them (**AP18**).

We are aware that the ways in which racial diversity data is collected in PG admissions is not always coherent and we will ensure consistent data collection across all admitting authorities (**AP19**).

ACTIONS

PN1 Embed awareness of race across UoC by communicating data and expectations, and putting structures in place that ensure local buy-in and commitment.

PN6 Normalise discourse about race, increase disclosure and build capacity to address racism at the institution.

AP3 Ensure provision of Equality Dashboards and Internal Indicators to institutions

AP18 Analyse, monitor and address issues in PG admissions conversion rates

AP19 Ensure that PG admissions ethnicity data is collected consistently across all admitting authorities

AP21 Evaluate the pilot reverse mentoring scheme and roll out at UoC

AP52 Work closely with the Graduate Union and CUSU to support student campaigns for race equality across undergraduate and graduate communities

AP53 Ensure students are supported through a new CDHC structure

Figure 233: UK and Non-UK postgraduate admissions by racialised group 2016- 2018

		Asian	Black	Mixed	Other	White	Unknown
Apply	2015-2016	5989	707	716	515	7664	865
		36.40%	4.30%	4.40%	3.10%	46.60%	5.30%
	2016-2017	5697	732	856	702	7864	777
		34.30%	4.40%	5.20%	4.20%	47.30%	4.70%
	2017-2018	7726	2148	1146	1102	9235	419
		35.50%	9.86%	5.30%	5.10%	42.40%	1.90%
Offer	2015-2016	1693	149	298	171	3847	340
		26.10%	2.30%	4.60%	2.60%	59.20%	5.20%
	2016-2017	1597	130	325	204	3869	325
		24.80%	2.00%	5.00%	3.20%	60.00%	5.00%
	2017-2018	1805	192	377	236	4073	161
		26.40%	2.80%	5.50%	3.50%	59.50%	2.40%
Accept	2015-2016	809	74	167	93	2247	166
		22.80%	2.10%	4.70%	2.60%	63.20%	4.70%
	2016-2017	798	60	166	104	2246	151
		22.60%	1.70%	4.70%	3.00%	63.70%	4.30%
	2017-2018	898	72	191	124	2416	100
		24.70%	1.90%	5.00%	3.30%	63.60%	2.60%

Figure 234: UK PG students by racialised group 2016-2018

	2015-16	2015-16	2016-2017	2016-2017	2017-2018	2017-2018
	No.	%	No.	%	No.	%
Asian	408	8.54%	439	9.05%	415	8.47%
Black	67	1.40%	73	1.51%	63	1.29%
Mixed	180	3.77%	182	3.75%	202	4.12%
Other	82	1.72%	74	1.53%	67	1.37%
White	3846	80.49%	3894	80.29%	3990	81.43%
Unknown	195	4.08%	188	3.88%	163	3.33%
Total	4778	100.00%	4850	100.00%	4900	100.00%

Figure 235: Non-UK PG students by racialised group 2016-2018

	2015-16	2015-16	2016-2017	2016-2017	2017-2018	2017-2018
	No.	%	No.	%	No.	%
Asian	2094	32.06%	2138	31.75%	2185	31.79%
Black	150	2.30%	154	2.29%	168	2.44%
Mixed	290	4.44%	307	4.56%	307	4.47%
Other	239	3.66%	264	3.92%	305	4.44%
White	3405	52.14%	3512	52.15%	3566	51.88%
Unknown	353	5.40%	359	5.33%	342	4.98%
Total	6531	100.00%	6734	100.00%	6873	100.00%

Figure 236: UK PGT postgraduates by racialised group 2016-2018

	2015-16	2016-2017	2017-2018	2015-16	2016-2017	2017-2018
	No.	No.	No.	%	%	%
Asian	102	129	156	13.30%	15.00%	14.40%
Black	20	26	24	2.60%	3.00%	2.20%
Mixed	29	29	57	3.80%	3.40%	5.30%
Other	20	19	18	2.60%	2.20%	1.70%
White	582	629	790	75.40%	73.10%	73.00%
Unknown	19	28	37	2.50%	3.30%	3.40%
Total	772	860	1082	100.00%	100.00%	100.00%

Figure 237: Non-UK PGT postgraduates by racialised group 2016-2018

	2015-16	2016-2017	2017-2018	2015-16	2016-2017	2017-2018
	No.	No.	No.	%	%	%
Asian	529	624	688	36.30%	35.00%	35.90%
Black	43	55	61	3.00%	3.10%	3.20%
Mixed	76	93	92	5.20%	5.20%	4.80%
Other	65	88	96	4.50%	4.90%	5.00%
White	682	847	896	46.80%	47.60%	46.70%
Unknown	63	74	85	4.30%	4.20%	4.40%
Total	1458	1781	1918	100.00%	100.00%	100.00%

Figure 238: UK PGR postgraduates by racialised group 2016-2018

	2015-16	2016-2017	2017-2018	2015-16	2016-2017	2017-2018
	No.	No.	No.	%	%	%
Asian	306	310	335	7.60%	7.80%	8.50%
Black	47	47	43	1.20%	1.20%	1.10%
Mixed	151	153	158	3.80%	3.80%	4.00%
Other	62	55	51	1.55%	1.40%	1.30%
White	3264	3265	3200	81.50%	81.80%	81.60%
Unknown	176	160	135	4.40%	4.00%	3.40%
Total	4006	3990	3922	100.00%	100.00%	100.00%

Figure 239: Non-UK PGR Postgraduates by racialised group 2016-2018

	2015-16	2016-2017	2017-2018	2015-16	2016-2017	2017-2018
	No.	No.	No.	%	%	%
Asian	1565	1514	1497	30.90%	30.60%	30.20%
Black	107	99	107	2.10%	2.00%	2.20%
Mixed	214	214	215	4.20%	4.30%	4.30%
Other	174	176	209	3.40%	3.60%	4.20%
White	2723	2665	2670	53.70%	53.80%	53.90%
Unknown	290	285	257	5.70%	5.70%	5.20%
Total	5073	4953	4955	100.00%	100.00%	100.00%

Figure 240: UK PG students by School and racialised group 2016-2018

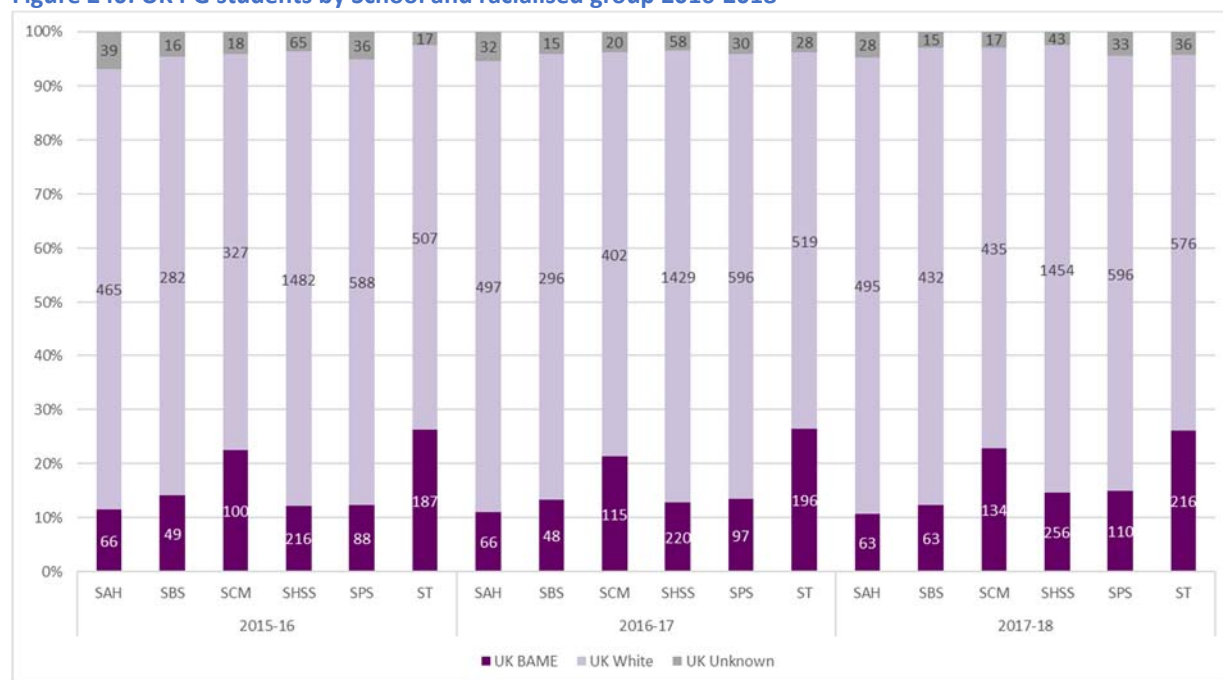
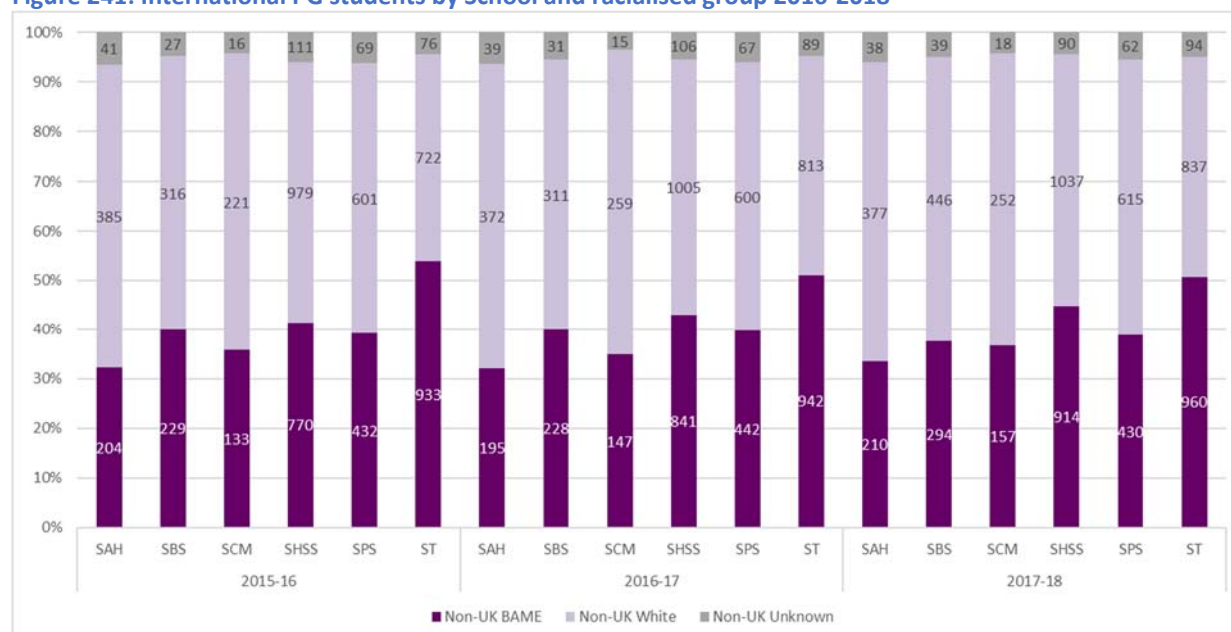


Figure 241: International PG students by School and racialised group 2016-2018



7f Postgraduate employment

Please provide details of the ethnic profile, by specific ethnic group, of your graduates in employment six months after graduating and in graduate-level employment six months after graduating.

Figures 242 and 243 (DLHE data 2016-17) below report progression rates of students from different racialised groups, from 2012/13 to 2016/17. UoC data shows fluctuations over the five-year period for all groups other than those that identify as White, particularly where very small numbers are involved. This is particularly true for those who identify as Black, where progression rates range between 47.1% (2015/16) and 90.9% (2014/15). This is in contrast to the sector as a whole where there is a consistently improving trend across all racialised groups.

Figure 242: Percentage of UoC students progressing to employment or further study by racialised group

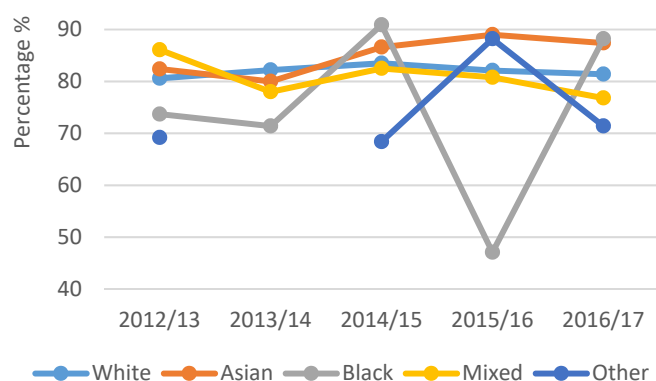
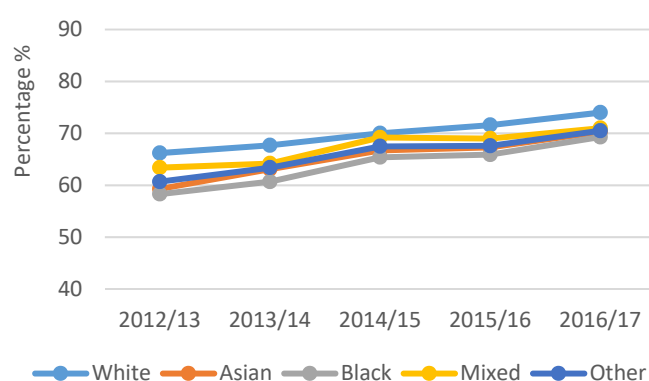


Figure 243: Percentage of sector students progressing to employment or further study by racialised group



While sector data shows White students consistently outperforming all other ethnicities, this is not true of UoC where students identifying as Asian outperformed students who identify as White in four of the five years presented.

We are unsure about the reasons for inconsistent patterns and will undertake further analysis to determine the extent to which subject and occupational choice play a part in progression differences observed between groups, and develop informed interventions (**AP63**)

ACTIONS

AP63 Undertake further analysis to determine the extent to which subject and occupational choice play a part in the differences in progression observed between racialised groups.

8 Teaching and learning

Word count: 847

This section is an opportunity for your institution to consider the impact of academic practices. Your analysis and commentary should be race-specific. Throughout this section please refer to relevant internal and external data and research.

8a Course content/syllabus

Please outline how you consider race equality within course content. This should include reference to new and existing courses.

Silver level: Include specific examples of good practice from individual faculties.

KEY ISSUES

- REC survey data show that:
 - BAME students more frequently disagree (26%, N=195) than White students (14%, N=132) that, when relevant, issues of ethnicity and race are included in academic discussions,
 - BAME students more frequently disagree (24%, N=211) than White students (17%, N=184), that course content represents a variety of people
 - BAME students more frequently disagree (16%, N=149), than White students (10%, N=121) that they enjoy the way their course is taught.

REC survey data show that diversity of curriculum is important to students, and that the absence of race is noticed: 259 BAME and White students out of 3162 respondents identify that issues of race and racism (historical and contemporary) are not referred to as a part of their everyday T&L experiences.

I am white myself, and I would really love for the conversations, syllabus, faculty, and student base to better reflect the diversity of modern Britain and the global scholarly community (REC survey, PhD student, White)

Supervisions are the only time that discourse on race, gender sexuality etc. is brought in and this is only if you have a supervisor who takes an interest in these areas. (REC survey, UG student, White)

To date the focus on diversifying the curriculum has been driven by student groups and their academic allies, most notably in connection with the student-led **Decolonise Assembly / Cambridge Decolonisation Network (DA/CDN)**. UoC is extremely grateful for these efforts which are taken above and beyond students' and staff everyday teaching and learning efforts. Some examples include:

- *Decolonise Sociology*: implementing measures to decolonise all aspects of departmental life, organises events and talks
- *Decolonise POLIS* (Department of Politics and International Studies): organises talks, liaises with Oxford and SOAS student groups, works to engage more academics

While these student-led groups are achieving notable engagement amongst their peers and academic allies, wider institutional change and commitment is necessary.

Representatives from the **DA/CDN** were invited to speak at the annual Teaching Forum so that staff become more aware about integrating inclusive practices, particularly from the perspective of BAME students. To increase visibility we will publicly acknowledge students' efforts during high profile university events and will support their efforts through, for instance, the University's new Diversity Fund (**AP55**). We will recognise and reward BAME students who champion addressing racial inequalities, including those referring to T&L (**AP36**).

The CCTL leads on enhancement of inclusivity in T&L and has developed a plan to address issues reflected in REC surveys which encourages close collaboration with students and academics (**PN5**). CCTL will develop resources to ensure that race is included in discussions and decisions about the course content, enhance educational development programmes for academics and facilitate sharing of expertise in reviewing approaches to race in curricula and teaching (**AP60, AP61, AP62**).

These issues haven't come up that often! But perhaps they should, with a course with a broader focus (REC survey, UG student, White)

We are conscious that we need to distinguish between teaching practices that are aware of how racism impacts in the classroom from teaching content on race (which will pertain to many disciplines but in different ways). The Sociology Department started to think about content to include previously excluded knowledge, considering impact and sources of developed knowledge and reassess what counts as knowledge. We are keen to learn from all departments (**AP62**).

ACTIONS

PN5 Address the ethnicity awarding gaps, embed inclusive and diverse T&L practices across the UoC, and improve the capacities of teaching staff to discuss race and challenge racism.

AP36 Recognise and reward BAME staff and students who give time to help UoC address racial inequalities

AP55 UoC will acknowledge the efforts of BAME student groups in addressing racial inequalities

AP60 Develop resources about race and inclusive teaching and learning practices

AP61 Enhance CCTL's development programmes for staff to include material related to race

AP62 Increase sharing of expertise perspectives and inclusive teaching practices by staff on race issues

8b Teaching and assessment methods

Please outline how you consider race equality within different teaching and assessment methods. This should include reference to new and existing courses.

Silver level: Include specific examples of good practice from individual faculties

While we have identified AGs particularly of Black British students, we are not certain which specific learning, teaching, assessment or curriculum enhancement interventions will have the biggest impact on students' performance and achievement. We are investigating the specific approaches that impact specific groups.

Two projects on inclusive teaching and assessment methods are underway:

- the Inclusive Teaching and Learning Project (**AP56, AP58, AP60, AP62**)
- the Assessment and Feedback project (**AP63, AP64**) focusing on inclusive and diversified assessment practices.

CCTL is currently undertaking the initial research and investigation phase for both projects, and has developed an inclusive methodology that involves student-staff partnerships to co-investigate and co-develop a range of initiatives in different educational contexts across UoC (**AP59**). CCTL will work with academics, student societies and student representatives to further this work and develop an action plan.

ACTIONS

AP56 Establish an Inclusive Teaching, Learning and Curriculum Advisory Group

AP58 Identify and support a pilot group of academic allies to address T&L issues that impact on BAME student experiences

AP59 Develop an inclusive methodology to enable and support BAME students to co-research the issues that impact their educational experiences, and co-create projects to address these

AP60 Develop resources about race and inclusive teaching and learning practices

AP62 Increase sharing of expertise, perspectives and inclusive teaching practices by staff on race issues

AP63 Enhance inclusive assessment and feedback practices

AP64 Increase integration of inclusion, particularly around race, in curriculum enhancement processes

8c Academic confidence

Please outline how academics are supported and developed to ensure they have the knowledge, skills and confidence to consider race equality in their teaching and course development.

Silver level: Include specific examples of good practice from individual faculties.

- 24% (N=171) of BAME students disagreed that their Lecturers were 'confident and competent in facilitating discussions around ethnicity and race' compared to 12% (N=115) of White students.

In positive comments, students were likely to name specific lecturers – frequently women and BAME lecturers. Negative comments centred on:

- limited expertise and reluctance to address these issues and need for lecturers/supervisors to be better equipped to address them
- inability to address racist (and sexist) comments in sessions, often passing racist comments off as a joke
- lecturers/supervisors being criticised as condescending and dismissive
- lacking diversity leading to a lack of understanding and empathy with regard to race

It would help if there were more diversity of professors, so they could speak with more understanding and prominence regarding issues of race and ethnicity. (REC survey, UG student, BAME)

In my experience individual academics are not at all comfortable with issues relating to ethnicity and race, and would rather not talk about it. (REC survey, PhD student, BAME)

Besides focusing on hiring more BAME staff, we are undertaking a number of actions to equip existing staff in skills to discuss race and challenge racism:

- offer open sessions on race awareness to all staff (**AP65**), and targeted training to departments. Inclusive Leadership training (**AP39**) will equip academics with relevant skills.
- develop a toolkit for academics on how to approach race issues in teaching (**AP60**).
- improve our E&D and IB online training to include T&L issues (**AP61**), and focus on increasing the uptake of training (**AP67**).

REC survey results provides an uncomfortable overview of a lack of academic confidence regarding race, and the responsibility often falls on students to ameliorate their educational experience, or to provide support to their peers. CCTL has taken steps to recognise and reward student contributions. CCTL piloted a new student award (2019). This Outstanding Student Contribution to Education Award received over 100

nominations, majority of which focused on the 'inclusive' category. The student winners will be showcased to recognise contributions.

ACTIONS

AP39 Roll out the Inclusive Leadership Training Programme

AP60 Develop a toolkit of resources about race and inclusive teaching and learning practices

AP61 Embed inclusive T&L material, including a specific focus on race, in educational development courses for staff covering E&D online training

AP65 Roll out training in race awareness

AP67 Increase uptake of E&D and Implicit Bias training

9 Any other information

This section is an opportunity to provide details of any other actions or learning which are relevant to race equality, but which have not been included in previous sections.

This is an optional section, you are not obligated to include anything; you will not be disadvantaged for not including anything here, but anything you do include will be considered by the awards panels.

Due to word limit, we cannot provide more information.

10 Action plan

Please ensure that your action plan clearly indicates what the action is, who is undertaking the action, the timelines for completion and what the action will achieve.

Please also consider the following.

Cross-reference actions so that when a panellist reads the action plan the rationale for the action is clear.

Schedule actions across the four-year duration of the award.

Actions (and action plans) should be SMART (specific, measurable, achievable, relevant and time-bound).

Include overarching objectives with actions underpinning their completion.

Order action plans logically with progression from the actions that need to come first in order start an initiative, followed by actions that build on the initiative and sustain progress over the course of the award.

Specify who is responsible for completing actions.

Specify the performance of individual faculties as well as measuring the institution's progress as a whole.

Include details of the monitoring or development of measures already in place.

Indicate how the success of an action will be measured.