1 Letter of endorsement from vice-chancellor/ principal

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

The letter should explain how the university's race equality action plan and activities contribute to the overall university strategy and academic mission.

The letter is an opportunity for the vice-chancellor to confirm their support for the application and to endorse and commend any initiatives that have made a significant contribution to the achievement of the university mission. The letter should include:

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

= details of how race equality is monitored and scrutinised 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
For example, where policy and procedural decisions are being made, has an equality impact assessment been completed before the decision is made?

= details of any allocated additional, ring-fenced resources for this work
It is important that race equality work does not re-direct any existing resources away from current work, particularly work in relation to disability, religion/belief and sexual orientation and age. It is likely that support will be required for different faculties and departments within the institution and details of how that will be provided and funded should be included here.

21 April 2015

RE: Race Equality Charter Mark Application for Institutional Award

Dear Race Equality Charter Mark Team,

I wholeheartedly endorse the University application for a Race Equality Award and its three-year action plan.

The University has three core goals: world-class research, outstanding student experience and social responsibility. All of these goals are underpinned by our commitment to equality of opportunity. We know that we can only recruit and retain the best scholars and continue

to develop a vibrant academic community if we embrace diversity and provide an environment where everyone can flourish.

We are proud to have received a number of equality and diversity awards, including the University's Athena SWAN Bronze Award, five Silver and ten Bronze School Awards, Investors in people, Stonewall, Time to Change and Disability Two Ticks. Our Equality and Diversity Office provides strong support for all the initiatives that are helping us create an equitable workplace. I am delighted that our Race Equality Work is being recognised beyond the institution, evidenced in 2014 when our Equality and Diversity Unit won the prestigious Business in the Community Award for our inclusive approach to our BME population.

Across our University 19% of academic and research staff and 10% of our professional support services staff are from a black and minority ethnic background. Whilst these figures compare well with the national picture we recognise the sector as a whole needs to do more to increase the number of BME staff, particularly at senior levels. To support this I included in the University's strategy a key performance indicator on ethnicity, with specific targets to increase the proportion of BME staff at all levels so they are representative of national and local populations. To help achieve this goal the University works in partnership with the wider community through our two dedicated race centres, the Centre on Dynamics of Ethnicity (CoDE) and the Race Relations Resource Centre.

Our work on ethnicity really started to develop in 2003 when we piloted a BME mentoring programme. This led to the development of the BME staff network group which is still active today. We identified early on that there was an issue with the lack of visible minorities in senior positions. My predecessor commissioned a report on Race in Leadership in 2006 and recommendations were presented in 2007.

We have ensured that equality and diversity is embedded in the University's planning and accountability cycle (Annual Performance Reviews) by introducing equality monitoring of recruitment, promotions and the staff profile in 2007. Recognising the value of this additional monitoring we expanded to include student degree attainment in 2012. Bi-annual meetings take place with senior leaders (For example, Vice Presidents and Deans, Registrar and Secretary, Director of HR) to discuss identified issues and to develop actions. These meetings are linked to operational plans and are supported at a local level by equality and diversity committees.

You will see throughout this submission that we have developed a number of initiatives to help identify potential and to support our BME staff and students. This has included:
investigating and developing succession planning for senior positions; promotions monitoring and targeting through individual discussions; workshops and video; coaching and mentoring; and the initiation of a degree attainment advisory group.

I am fully aware that this is just the beginning. Embedding Race Equality activities in parts of the University will take time and strong leadership. Key priorities for us, contained in our action plan, will be to increase the number of BME staff, particularly at senior levels and have them joining key decision making committees; reduce the attainment gap; gain stronger belief from our BME staff that we will take seriously and deal with race related incidents appropriately; and increase the disclosure rate so that we can continue to robustly monitor the profile of our population.

Through our commitment to this Charter Mark we are taking appropriate steps to ensure our BME colleagues are not disadvantaged and we have established the necessary framework to report and monitor our progress towards an organisational culture where all can thrive, are equally valued and experience equality of opportunity for development and progression.

Yours sincerely,

President and Vice-Chancellor

Section 1: 670 words

2 Details of the self assessment team and process

2a Please describe your self-assessment team including:

= a description of the self-assessment team: members' roles, both within the university and as part of the team, and why they wanted to be involved

= how the team represents minority ethnic staff and students

= how people were nominated/volunteered for the role and how they were able to make time for their involvement in addition to their usual day-to-day duties

= how the team is representative of the different parts of the institution and the different grades and job roles (including professional and support staff as well as academics)

The Race Equality Charter Mark (REM) self-assessment team (SAT) brings together staff from across the University, at both early-career and senior levels for both academic and professional support staff, with a good gender balance (8F, 9M) and from different ethnic backgrounds (see Table 1). The Chair of the BME Staff Network Group sits on the committee to ensure strong consultation with our BME community. Furthermore there is representation for students from the Diversity Officer within the Students Union and a student admissions; we also have trade union representation (UCU and Unison). The Chair of the SAT is the Associate Vice President for Social Responsibility and he reports directly to the President and Vice-chancellor. The members bring a variety of experiences and are actively involved in applying the Race Equality Charter Mark principles across their individual Faculties, Schools and teams.

Table 1: Race Equality Charter Mark Self-Assessment Team

Name	Role within University, and SAT
Professor X (Chair) Male	• Associate Vice President for Social responsibility • Reports directly to the President of the University
X (Secretary) Male	• BME Professional Support Services (PSS) staff member • Head of Equality and Diversity - Advisor on E&D policy and practice • Reports to the University's main decision making committee for staff (HR-Sub Committee) ***Committees and Networks:*** • Equality and Diversity Forum • BME staff network • Social Responsibility Operational Group • Disability Consultative Group • Student Experience Leads Forum

Name	Role within University, and SAT
Professor X **Female**	• BME academic staff member, works full-time • Professor within School of Social Sciences (Faculty of Humanities) • Director of Social Responsibility/External Relations ***Committees and Networks:*** • Senior Executive Group • School Promotions Committee • School Undergraduate Teaching and Learning Committee • Faculty External Relations Committee • Humanities Working Group on Equality and Diversity
X **Male**	• BME PSS staff member, Grade 2, works full-time • Visitor Team Assistant, Museum • Background in specialist education BME and SEND ***Committees and Networks:*** • Particular outreach focus on BME staff across lower grades • Trustee Muslim Chaplaincy in Higher Education Trust (MCHET) • Community Consultancy across Shia and Sunni Communities in the North West
Dr X **Female**	• BME PSS staff member, works full-time • Risk Manager, Office of Compliance & Risk ***Committees and Networks:*** • University Risk and Emergency Management Group • BME Staff Network • Northern University Insurance Group • Higher Education Business Continuity Network
Dr X **Male**	• BME academic staff, works full-time • Senior Lecturer, School of Arts, Languages and Culture (Faculty of Humanities) ***Committees and Networks:*** • Chair of the School of Arts, Languages and Cultures Board, • Chair of the Faculty of Humanities Malpractice Hearings • Divisional Representative for AHVS, Drama and Music on the SALCs UG Assessment Committee
Dr X **Female**	• BME academic staff, works full-time • Senior Lecturer, School of Psychological Sciences (Faculty of Medical and Human Sciences) ***Committees and Networks:*** • FMHS Representative Research Staff Development Working Group • Member FMHS Social and Health Inequalities Network • Member Global Health Research Network

Name	Role within University, and SAT
X **Female**	• BME PSS staff, Grade 6, works full-time • PG Programmes Manager, Pharmacy School (Faculty of Medical and Human Sciences) ***Committees and Networks:*** ***MHS Networks*** • Network for Teaching and Learning • Graduate Administration Forum • Student Administration Management Group- Student Records Maintenance Subgroup ***Staff Network Groups*** • BME Staff Network Group • Christian Staff Network Group
X **Female**	• BME Student Union Officer • Diversity Officer, University Students' Union ***Committees and Networks:*** • Member, BME Students Campaign • Member, Equality and Diversity committee of the Students' Union • Member, 'Liberate Our Curriculum' campaign • Student representative, University International Strategy Group • Student representative, Senate of the University
Professor X **Male**	• BME academic staff, works full-time • Professor within School of Mechanical, Aerospace and Civil Engineering (Faculty of Engineering and Physical Sciences) • Director of Research for MACE ***Committees and Networks:*** • School of MACE Leadership Team • EPS Faculty Research Committee • EPS Directors of Research • Member of the University Senate • Member of the General Assembly
X **Male**	• PSS staff, works full-time • Deputy Director of HR ***Committees and Networks:*** • Member of Faculty of Humanities Equality and Diversity Group • Responsible for staff equality and diversity plan in Faculty of Humanities • Chair of University Equal Pay Audit Working Group
X **Male**	• BME PSS staff, works full-time • Student admissions administrator • Representative for Unison

Name	Role within University, and SAT
Dr X **Male**	• BME academic staff, works full-time • Senior Project Manager & Honorary Lecturer, School of Mechanical, Aerospace and Civil Engineering (MACE) ***Committees and Networks:*** • Founder member of BME Network • Chair of the MACE School Board • Member of MACE IT/ITS Committee.
Dr X **Female**	• BME Social Responsibility, Grade 7, works part-time • Wellcome Trust Engagement Fellow, Faculty of Life Sciences ***Committees and Networks:*** • Chair of BME staff network • Equality and Diversity Forum • Outreach Group, Social Responsibility, Life Sciences
X **Female**	• BME PSS staff, works full-time • Project Manager • Equalities Officer for UCU
Dr X **Female**	• PSS staff member, Grade 6, works full-time, fixed-term • Former UG, PGR student and Research Staff at the University • University Charter Marks Coordinator (gender and race focus). ***Committees and Networks:*** • Equality and Diversity Forum • All School Athena SWAN SAT
Dr X **Male**	• PSS staff, works full-time • Director of Research and Business Engagement Support Services • PSS senior leadership team equality lead

The SAT was formed following an open call to all academic, research and PSS staff. The expression of interest call attracted 21 individuals and those selected ensured the final membership was well-balanced and diverse with representation from all the different parts of the University. A number of individuals were approached where a gap was noted and the eleven that were not selected have been asked to comment on the submission.

The purpose and the terms of reference for the committee are outlined below and available on the Equality and Diversity Website:

Purpose of Race Equality Charter Mark Self-Assessment Team

To act as an advisory and consultative forum at key stages of the race equality charter mark submission process and to support and contribute to identifying and promoting good practice and the development of the submission action plan.

Terms of Reference

1. To discuss and comment on relevant data to identify key findings, gaps and areas that require further action;
2. To identify existing areas of good practice within faculties/PSS/Library and Cultural Institutions;
3. To propose new initiatives that will promote good practice in line with the Race Equality Charter Mark principles;
4. To provide comment and feedback at key stages of the development of the submission, ensuring that the information gathered is relevant and accurate;
5. To share good practice with north-west universities involved in the charter mark trial;
6. Once the submission is complete, to agree arrangements for the delivery and implementation of the Race Equality Charter Mark action plan.

2b   Please describe the self-assessment process, including:

= 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 brief description of the outcomes of the meeting
= how the team fits in with other committees and structures, for example, the senior management team, existing equality and diversity committees and departmental decision-making committees

The SAT met 5 times following its formation in September 2014 (Table 2). Dates for face-to-face meetings were chosen following a doodle poll. Attendance rates have been, on average, 65%. The President and Vice-chancellor joined the first meeting alongside two senior leaders; the Registrar, Secretary and Chief Operating Officer, and the Director of HR to give her support and commitment to the charter mark. Five small sub-groups were formed to address the various sections of the submission and these groups met face-to-face two or three times in addition to the SAT meetings. Notes for each meeting were taken and circulated. A submission plan was drafted to give structure to the committee, to keep track of progress and ensure deadlines could be met.

Table 2: SAT meetings

Dates of meetings	Brief description of meeting outcome
29 September 2014	Overview of the Race Equality Charter Mark – short presentation and Q&A session from the newly formed team. Terms of Reference agreed Initial data (staff and student) reviewed and discussed
10 November 2014	Data review Agreement to form sub-groups to ensure each member can contribute effectively towards the submission
15 December 2014	Sub-group discussion Charter Mark Staff and Student Survey discussion
27 February 2015	Sub group reporting Discussion of actions and action plan
11 March 2015	Sub group reporting Discussion of actions and action plan

The SAT reports directly to the HR sub-committee and the President and Vice-chancellor (Senior Leadership Team). Table 1 shows how members are involved in School-level, Faculty-level and University-level decision-making committees as well as their participation in Staff Network Groups. This overlap allows for appropriate dissemination of the Race Equality work through these channels. The University Race Equality work has also been reported at Faculty and School level E&D committees and this will be expanded going forward, see Section 2d for detail.

2c Please describe the process of involvement, consultation and communication with reference to the following:

= how the staff and student survey was conducted, disseminated and analysed and how and who responded
= further involvement and consultation with minority ethnic staff and students
= staff and student networks (this may include a statement from any relevant networks)
   Please include details of the aims and size of the networks, how they have been involved and how they will be involved in the future.
= external interest groups, for example local race equality groups
= communications to all staff and students, including any departmental communications with staff

All members of the team contributed to this submission, developed through discussion within their everyday environment and smaller informal group work, using results from the staff and student survey and feedback from focus groups we conducted.

The survey was sent out via the Equality and Diversity Team with a clear message that results would be held within the E&D Unit and all analysis would ensure no individuals were identifiable. It was also made clear that the survey had been developed through an independent organisation (ECU). The University's online portals for staff and students, were used for dissemination. The Race Equality Pilot work and survey featured in the President's Weekly e-Update to encourage participation. Furthermore, the Chair for the BME Staff Network Group sent the link to its membership, and the Students Union Diversity Officer ensured the student survey was well advertised to our student body. It was recognised though that not all members of staff have access to the internet and therefore the survey. Those mainly affected were from Estates staff and House Services. To ensure that these individuals had the opportunity to participate three focus groups were available over a two week period. Communication was through the weekly briefing meetings and sign-up was via telephone to the E&D Unit. The focus groups were conducted by an external facilitator and these took place in the morning (with time away from work agreed by managers) and breakfast was provided.

We had 470 responses in total; 385 staff, 84 students and 1 that did not specify staff/student. These were 208 women, 128 men, 31 who selected Prefer not to say and 102 who skipped that question.

Table 3: Survey responses asking for Ethnicity

Background	Staff (385 total)	Students (84 total)
Asian	92 (24%)	27 (32%)
Black	39 (10%)	13 (15%)
Mixed	47 (12%)	12 (14%)
White	72 (19%)	8 (10%)
Prefer not to say	36 (9%)	2 (2%)
Skipped question	99 (26%)	22 (26%)

The analysis conducted gave the overall level of agreement and disagreement for each question and also the agreement/disagreement levels for the broad ethnic groups. The survey results, and comments from the survey and focus groups, have been included in this submission as appropriate.

External consultation has been through discussions via online Race Equality Forum, regional REM meetings and two members of the SAT attending the Race Equality Workshop to share good practice with other pilot institutions.

2d Please describe the ongoing role of the self assessment team and any transfer of responsibility for the work including:

= 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 three years, for example, will a different self-assessment team be convened, how will the current team provide handover to that team

The self-assessment team will continue to meet twice a year and report annually on progress against the action plan to the HR sub-committee and the University's Senior Leadership Team. The action plan will also be monitored at Faculty/Professional Support Services (PSS) level through the individual E&D committees as a standing item on the agenda. These Faculty/PSS level E&D committees have representatives from each School/area, as well as representation of network groups including BME, LGBT, and Disabled, and report back to Heads of School and the PSS Leadership Team. The E&D Team, from 2014, provide each Faculty/PSS with an Equality Data Report which provides an overview of statistics for race, gender and disability. This will continue to be provided annually and School-level race data will be made available. This framework and central source of support will allow the principles in relation to race equality and actions to be implemented.

Overall responsibility for the Race Charter Equality Mark action plan will lie with the Associate VP for Social Responsibility. Individual members of the SAT will continue to work with and support their own School (and beyond) to ensure that good practice is disseminated effectively and adopted across the institution. They will contribute to the continuing development of university-wide policies, **Action 1**.

Membership of the SAT will be reviewed annually to ensure the team is representative of the whole of the institution. This will be done by annual open calls for members. The team will continue to be chaired by the Associate VP for Social Responsibility and supported by the Head of E&D, who will share responsibility for future applications, bringing both experience and continuity to the self-assessment process.

Section 2: 1208 words

3   Institution and local context

The purpose of this section is to understand more about the culture and background of the institution and the local context in which it is situated.

3a   Please provide an overview of your institution, including its:

= size

= structure

= specialisms

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

The University's strategic plan focuses on three core goals: (i) world-class research, (ii) outstanding learning and student experience, and (iii) social responsibility. These are supported by eight enabling strategies, of which the first is to be an **exemplary employer**. To this end the University is committed to pursuing *'policies and practices that ensure equality and diversity in the workplac*e', for example our Dignity at Work and Study Policy. Our Equality and Diversity Team provides strong support for all the initiatives that are helping us create an equitable workplace.

The University currently (2013/14) has 2,637 academic staff, 1,968 research staff, 4,890 support staff and over 38,000 students. 17% of academic and research staff are BME – Figure 1a below shows the pipeline from student-staff (with any unknown ethnicity data removed).
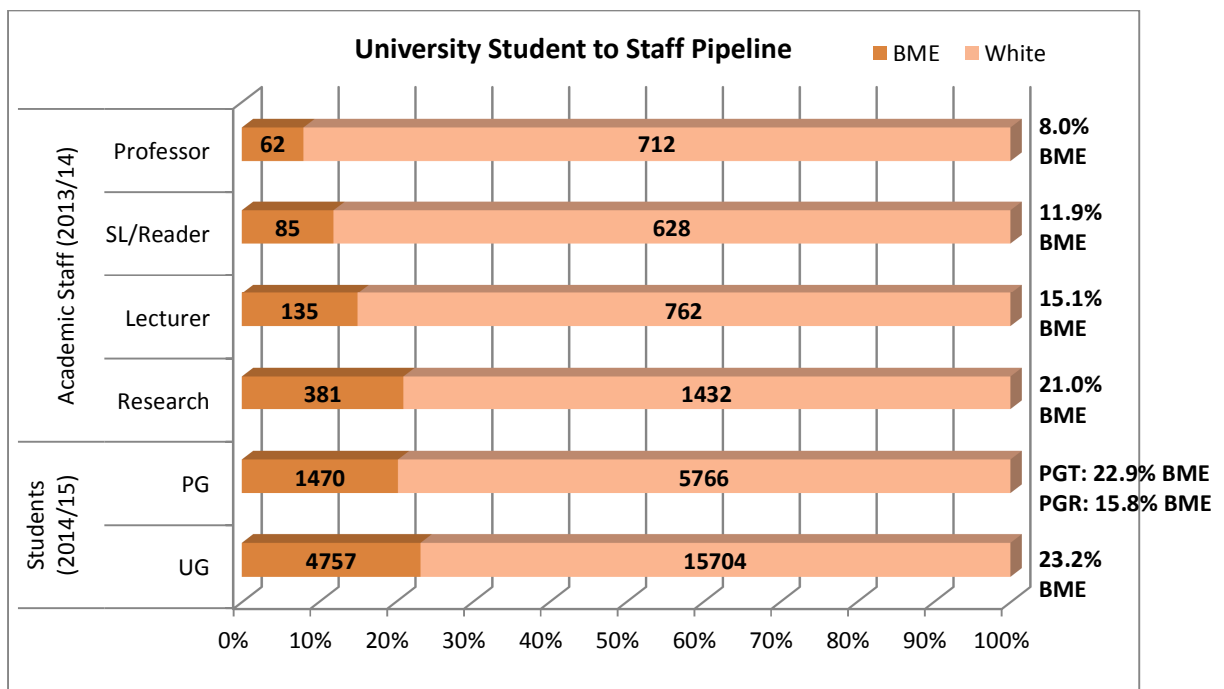
Figure 1(a): University Profile of staff and students – academic/research track

University Support Staff Profile

Legend: BME | White

Grade	BME	White	BME %
Grade 8 & 9	14	223	5.9% BME
Grade 7	33	632	5.0% BME
Grade 5 & 6	163	1568	9.4% BME
Grade 1-4	306	2095	12.7% BME
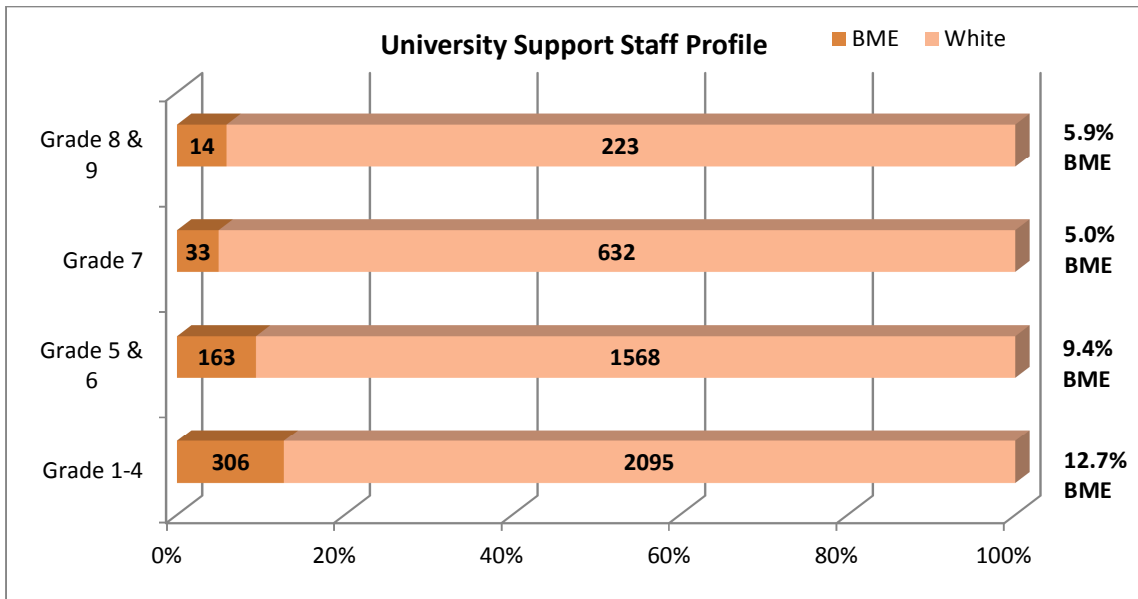
Figure 1(b): University Profile of for Professional Support Services Staff

The University's 20 schools are grouped into four faculties.

Faculty of Engineering and Physical Sciences

- ➤ School of Chemical Engineering and Analytical Science (CEAS)
- ➤ School of Chemistry
- ➤ School of Computer Science
- ➤ School of Earth, Atmospheric and Environmental Science (SEAES)
- ➤ School of Electrical and Electronic Engineering (EEE)
- ➤ School of Materials
- ➤ School of Mathematics
- ➤ School of Mechanical, Aerospace and Civil Engineering (MACE)
- ➤ School of Physics and Astronomy

Faculty of Medical and Human Sciences

- ➤ School of Medicine comprising of
  - ○ Institute of Brain, Behaviour and Mental Health
  - ○ Institute of Cancer Sciences
  - ○ Institute of Cardiovascular Sciences
  - ○ Institute of Human Development
  - ○ Institute of Inflammation and Repair
  - ○ Institute of Population Health
  - ○ Medical School
- ➤ Pharmacy School
- ➤ School of Dentistry
- ➤ School of Nursing, Midwifery and Social Work
- ➤ School of Psychological Sciences

Faculty of Humanities

- ➤ Business School
- ➤ School of Arts, Languages and Cultures
- ➤ School of Environment, Education and Development
- ➤ School of Law
- ➤ School of Social Science

Figure 2: University Structure

Faculty of Life Sciences

Faculty of Life Sciences (FLS)

Faculty of Engineering and Physical Sciences (EPS)

Faculty of Humanities (HUM)

Faculty of Medical and Human Sciences (MHS)

The University has held a Bronze Athena SWAN Award since 2008. All 15 STEMM Schools hold Athena SWAN Awards (5 Silver, 10 Bronze). Sharing good practice and initiatives from our success with Athena SWAN has helped shape this submission. The Race survey revealed that 67% of staff and 76% of students agreed that the University is committed to creating an inclusive environment for all. Our action plan will provide the necessary framework to report and monitor our progress towards equality of opportunity.

The University celebrates Black History Month (October) with a series of presentations, workshops and informal drop-in sessions dedicated to celebrating equality and culture. These events are advertised through our BME Networks, E&D Unit and university intranet. In 2014 the month was marked with the unveiling of a large plaque to commemorate Sir Arthur Lewis, the University's (and UK's) first Black Professor (1948-1956). The University building is also named 'Arthur Lewis' and on the wall outside it has a large photograph and key information about him to help raise the aspirations of students, staff and the local community who walk pass.

3b   Please provide an 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
= any other information your institution feels to be relevant

The 2013 Annual Population Survey for people in employment for the region revealed that 14% of the Black and Minority Ethnic (BME) population were employed in Professional Occupations (UK-BME 12%). Within the University 10% of PSS staff is BME (with 7% at a professional level – grade 6 or above). The University has been monitoring this situation for a number of years as well as trialling initiatives. The pace of change has been slow, so in response, the University established a PSS Equality and Diversity Working Group to develop actions to seek to increase the number of BME staff in leadership positions.

In terms or racist incidents (verbal, physical) formally reported to the University between 2010 and 2015, there have been 3 verbal racial incidents, all taking place in 2011. None of these incidents were upheld. In the Race survey whilst 81% of staff and 71% of students believed racially inappropriate behaviour and banter is not tolerated in the workplace just 59% of staff and 65% of students believed that if they reported a race-related incident that appropriate action would be taken. There was 21% disagreement overall and 19% who were neutral in their response. **Action 2** will raise awareness of the University's Zero tolerance to Discrimination, Bullying and Harassment *We Get It* Campaign.

The University's third goal – social responsibility helps us to bring together the different themes of work we are prioritising to make a difference in our region and community. It highlights research on the region, teaching activities benefiting the community, our work with schools and colleges in less advantaged areas, widening access to culture, student and staff volunteering, social enterprise work and organising key public events and activities. In all of these areas, we are placing particular emphasis on addressing inequalities. Encouragingly 75% of staff (78% Asian, 74% Black, 89% Other and 81% White) and 86% of students (85% Asian, 92% Black, 92% Other and 88% White) responding to the Race Equality Survey said that they would recommend the University to a prospective employee/student.

The University is also the coordinator of a key partnership called '**The Works'** where we seek to support the local community to gain employment. Since 2011 we have helped 2,340 local people secure employment. We have two centres which are both in areas with a high BME population.

The Race Relations Resource Centre (part of the University) is one of Europe's leading specialist libraries on migration, race and ethnicity. The centre is based at the city's central library and engages directly with the community as well as supporting local teachers in educating young people growing up in multicultural Britain.

The University's Race Equality Work is being recognised beyond the institution, evidenced in 2014 when our Equality and Diversity Unit won the prestigious Business in the Community *Race for Opportunity* 'Transparency, Monitoring and Action' award, which is awarded to an organisation for an initiative that recognises best practice in monitoring and evaluating the attraction, recruitment, progression and development of BME employees in their workplace.

Section 3: 812 Words

4   Staff profile

This section should illustrate the staffing profile of your institution. The section should be informed by extensive analysis of the institution's quantitative data, as well as the results from the mandatory race equality survey, and any other appropriate quantitative and qualitative sources.

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take.

4a   Please provide details of the ethnic profile (by specific ethnic group as far as possible) of your academic staff broken down by:

=   UK/non-UK staff
=   department/faculty
=   grade/job type
=   contract type (permanent/open-ended contract or fixed-term contract)
=   full time/part-time
=   turnover rates

You may want to provide further analysis with more than one of these variables (for example, contract type *and* department) where numbers allow.

Please ensure you include details of whether the data is based on full person equivalent or full time equivalent, and explanations for where the data has not been provided.

The data is based on academic staff employed during 2013/14. The cohort includes any staff employed during this data period which consists of staff employed at the end of the academic year and those that left during the data period.

Within each section the basic data requirements are fulfilled and then further cross tabulation of the data is provided where appropriate for discussion. The data has been split by the four primary ethnicity groups (Asian, Black, White and Other) and subsequently into the full ethnicity categories.

The data is based on Full Person Equivalent data (FPE). The Unknown data has been removed from the analysis but footnotes are included to indicate levels of unknown data.

Historical data for the last three years has been provided in the form of graphs which displays both the count and % values. Again any Unknown data has been removed.

All academic and research staff

Table 4: Levels of BME and White academic and research staff (2013/14)

BME/White	Count	%
Asian	772	13.0%
Black	90	1.5%
Other	276	4.6%
BME Total	**1138**	**19.1%**
White	4820	80.9%
All Academic and research Staff	**5958**	100.0%
Note: 354 (6%) staff with missing Ethnicity data and they have been removed from the table		

Historical data:
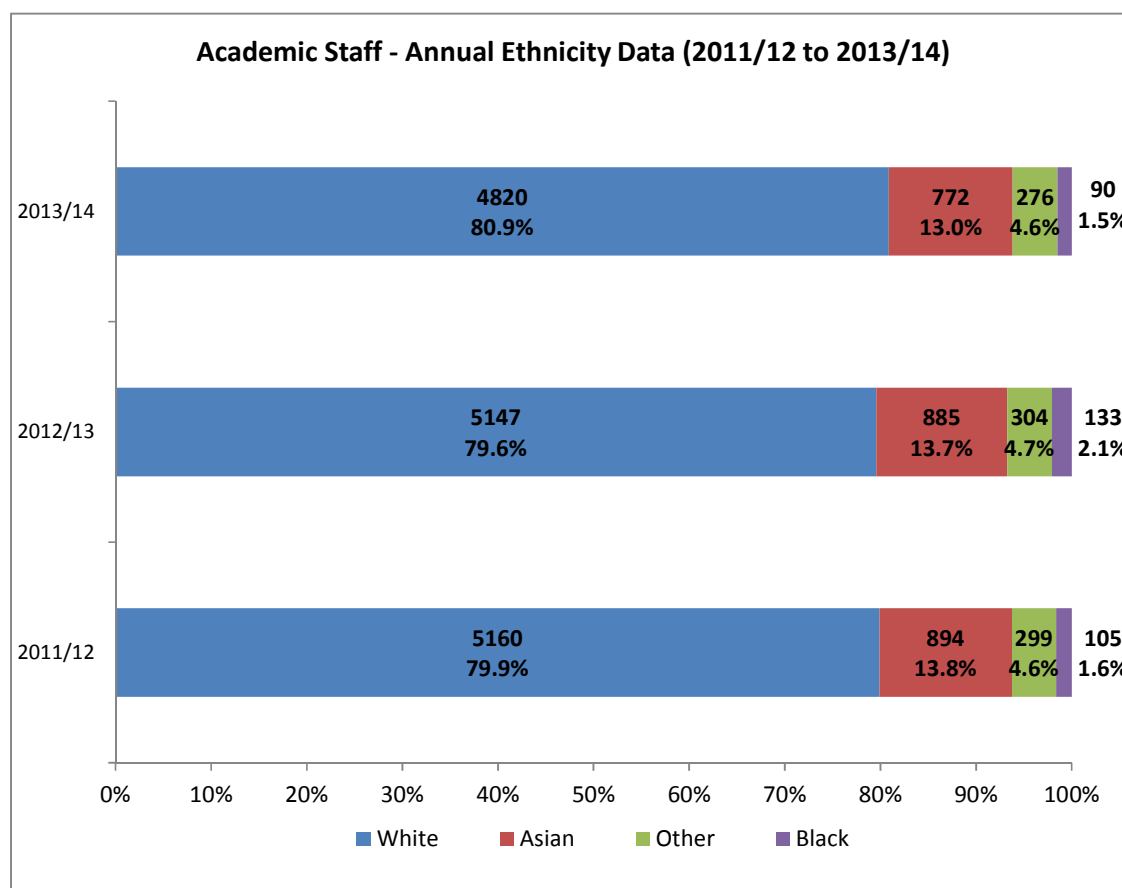
Figure 3: Levels of BME and White academic and research staff for the last 3 years

There are 19% BME academic and research staff (Table 4) with the proportion dropping slightly from 20% in 2011/12. 68% of the BME proportion are Asian and a quarter 'Other'. Overall numbers of staff have fallen from 6458 to 5958 in the last three years (Figure 3) with a more notable proportional drop in the percentage of Asian and Black staff (~14% drop) than White and Other staff (~7% drop). **Action 3** will introduce an exit questionnaire to find out why staff are leaving.

According to the 2011 UK Census, people from an Asian background in the United Kingdom represented around 4.9% of the population, 5.5% of England's population and about 10% of the local population. The Asian academic and research population at the University in 2015 is 13.0%.

The black population formed around 3.0% of the UK's population, 3.5% for England and 8.5% for the local area. The population of black academic and research staff at the University is 1.5% in 2015. We will benchmark this data against similar UK HEIs to see if action is needed.

= **UK/non-UK staff**

Table 5: Levels of UK/non-UK staff split by ethnicity (2013/14)

UK/Non-UK		Asian		Black		Other		BME Total		White		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Non-UK	Count	514	26.5%	54	2.8%	163	8.4%	731	**37.7%**	1207	62.3%	1938	100%
	%	67.4%		62.1%		59.9%		65.2%		25.2%		32.8%	
UK	Count	249	6.3%	33	0.8%	109	2.7%	391	**9.8%**	3583	90.2%	3974	100%
	%	32.6%		37.9%		40.1%		34.8%		74.8%		67.2%	
All Academic Staff	Count	763	12.9%	87	1.5%	272	4.6%	1122	**19.0%**	4790	81.0%	**5912**	100%
	%	100%		100%		100%		100%		100%		100%	
Note: 354 (6%) staff have missing Ethnicity data and they have been removed from the table. A further 46 (1%) staff with missing UK/non-UK data have been removed. These are 9 Asian, 3 Black, 4 Other and 30 White													

Table 5 shows that international recruitment boosts the BME staff population at the University and this may mask the low success or engagement of UK BME staff in accessing higher education jobs. On the positive, it is noted that the University is making progress in attracting a diverse range of academic and research staff from international markets.

Historical data:

Annual Staff Profile - BME and UK/Non-UK (2011/12-2013/14)

	UK-BME	Non-UK BME	UK-White	Non-UK White
2013/14 BME: 19.0% / WHITE: 81.0%	391	731	3583	1207
2012/13 BME: 20.3% / WHITE: 79.7%	414	896	3819	1321
2011/12 BME: 20.1% / WHITE: 79.9%	388	908	3860	1297
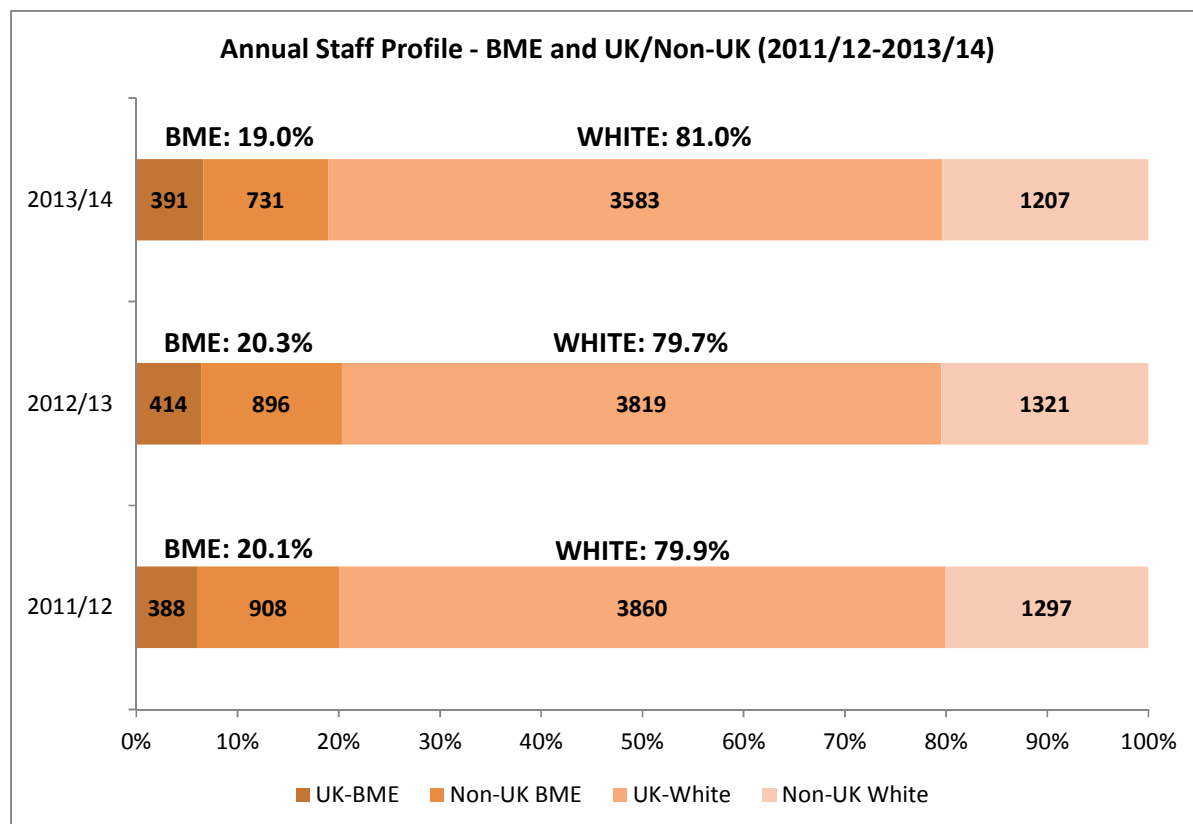
Figure 4: Levels of UK and non-UK academic and research staff for the last 3 years

Overall, approximately a third of academic and research staff are non-UK with a small reduction in proportion over the last three years from 34.2% in 2011/12 to 32.8% in 2013/14 (Figure 4). Approximately a third of our BME academic and research staff are non-UK (Table 5) with a notable drop in the number from 908 to 731 (19%) as compared to White non-UK (7%) in the last three years, attributable to the fall in Asian staff noted previously.

National comparative data is given in Table 6 highlighting the University has slightly more UK-BME academic staff than the national average and almost double the proportion of non-UK BME academic staff. Table 5 shows the University's proportion of UK-Asian academic staff is 6.3% which compares favourably to the national average of 4.5% however for UK-Black academic staff the University is just below the national average at 0.8% (1.0% nationally).

Table 6: Levels of UK/non-UK academic staff compared to National data

Ethnic Group	University	National
UK-White	60.6%	68.8%
UK-BME	**6.6%**	**5.9%**
Non-UK White	20.4%	18.5%
Non-UK BME	**12.4%**	**6.9%**

Data analysis was performed at Faculty level to show levels of BME staff within each of the four Faculties; Faculty of Engineering and Physical Sciences (EPS), Faculty of Life Sciences (FLS), Faculty of Humanities (HUM) and Faculty of Medical and Human Sciences (MHS).

= **Department/Faculty**

Table 7: Levels of academic & research staff split by BME/White across Faculties (2013/14)

Faculty		BME		White		Total	
		Count	%	Count	%	Count	%
EPS	Count	476	**26.5%**	1320	73.5%	1796	100%
	%	41.8%		27.5%		30.2%	
FLS	Count	142	**19.3%**	593	80.7%	735	100%
	%	12.5%		12.3%		12.4%	
HUM	Count	277	**16.1%**	1439	83.9%	1716	100%
	%	24.3%		30.0%		28.9%	
MHS	Count	243	**14.4%**	1450	85.6%	1693	100%
	%	21.4%		30.2%		28.5%	
All Academic Staff	Count	1138	**19.2%**	4802	80.8%	**5940**	100%
	%	100%		100%		100%	
Note: 354 (6%) staff have missing Ethnicity data and they have been removed from the table. A further 18 staff (18 White) have roles in the Professional Support Services (PSS) and they are not included in the table.							
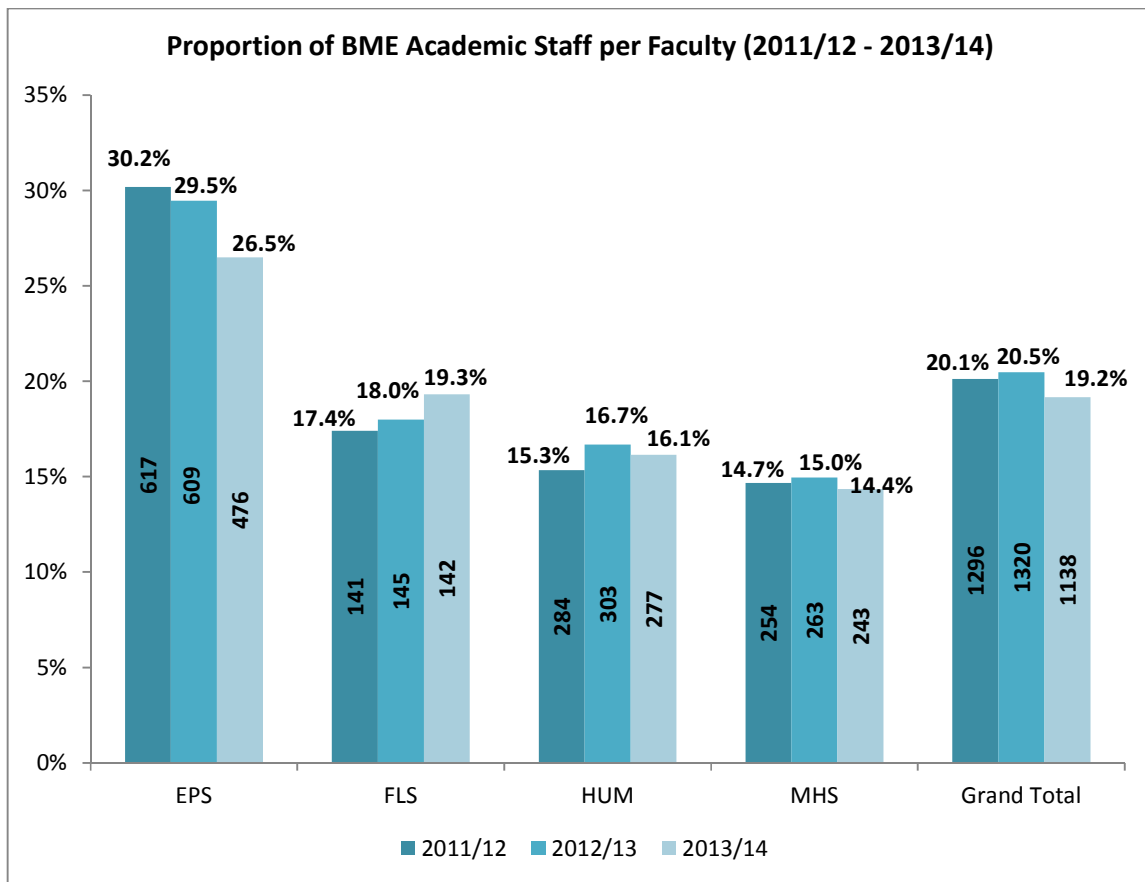
Figure 5: Levels of BME academic and research staff across Faculties for the last 3 years

The Faculty of EPS dominates in terms of BME staff, with over a quarter of staff identifying as BME and of the total BME cohort over 40% residing in the UK (Table 7). We however do note a reduction in both the number and proportion of BME staff within EPS over the last three years (Figure 5). The Faculty of MHS has 5% less BME staff than the University as a whole and this has remained unchanged for the last three years. Some improvement in proportion is noted for FLS although count data shows this is attributed to White staff leaving rather than an increase in BME staff (count data 142 cf. 141, percent data 19.3% cf. 17.4%). **Action 4** will look to identify good practice within EPS to disseminate.

Tables 8 and 9 look in detail at the ethnic groups and the UK/non-UK split for the Faculties. National comparative data is available for UK academic staff in SET and non-SET subject areas where the proportion of BME staff is 9.5% and 6.2% respectively. This compares to the University's 10.5% for SET UK BME staff and 8.3% for non-SET UK BME staff.

Table 8: Levels of Faculty staff split by broad ethnic groups and UK/non-UK (2013/14)

Faculty & UK/Non-UK			Asian		Black		Other		BME TOTAL		White		Total	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
EPS	Non-UK	Count	256	33.8%	28	3.7%	72	9.5%	**356**	**47.0%**	401	53.0%	757	100%
		%	33.6%		32.2%		26.5%		**31.7%**		8.4%		12.8%	
	UK	Count	79	7.7%	14	1.4%	21	2.1%	**114**	**11.2%**	907	88.8%	1021	100%
		%	10.4%		16.1%		7.7%		**10.2%**		19.0%		17.3%	
EPS TOTAL		Count	335	18.8%	42	2.4%	93	5.2%	**470**	**26.4%**	1308	73.6%	1778	100%
		%	43.9%		48.3%		34.2%		**41.9%**		27.4%		30.2%	
FLS	Non-UK	Count	65	27.1%	5	2.1%	26	10.8%	**96**	**40.0%**	144	60.0%	240	100%
		%	8.5%		5.7%		9.6%		**8.6%**		3.0%		4.1%	
	UK	Count	29	6.0%	1	0.2%	11	2.3%	**41**	**8.4%**	446	91.6%	487	100%
		%	3.8%		1.1%		4.0%		**3.7%**		9.3%		8.3%	
FLS TOTAL		Count	94	12.9%	6	0.8%	37	5.1%	**137**	**18.8%**	590	81.2%	727	100%
		%	12.3%		6.9%		13.6%		**12.2%**		12.4%		12.3%	
HUM	Non-UK	Count	117	19.1%	17	2.8%	49	8.0%	**183**	**29.9%**	429	70.1%	612	100%
		%	15.3%		19.5%		18.0%		**16.3%**		9.0%		10.4%	
	UK	Count	45	4.1%	7	0.6%	38	3.5%	**90**	**8.3%**	1000	91.7%	1090	100%
		%	5.9%		8.0%		14.0%		**8.0%**		21.0%		18.5%	
HUM Total		Count	162	9.5%	24	1.4%	87	5.1%	**273**	**16.0%**	1429	84.0%	1702	100%
		%	21.2%		27.6%		32.0%		**24.3%**		29.9%		28.9%	
MHS	Non-UK	Count	76	23.2%	4	1.2%	16	4.9%	**96**	**29.3%**	232	70.7%	328	100%
		%	10.0%		4.6%		5.9%		**8.6%**		4.9%		5.6%	
	UK	Count	96	7.1%	11	0.8%	39	2.9%	**146**	**10.7%**	1213	89.3%	1359	100%
		%	12.6%		12.6%		14.3%		**13.0%**		25.4%		23.1%	
MHS Total		Count	172	10.2%	15	0.9%	55	3.3%	**242**	**14.3%**	1445	85.7%	1687	100%
		%	22.5%		17.2%		20.2%		**21.6%**		30.3%		28.6%	
All Academic Staff		Count	763	12.9%	87	1.5%	272	4.6%	**1122**	**19.0%**	4772	81.0%	**5894**	100%
		%	100%		100%		100%		**100%**		100%		100%	

Note: 354 (6%) staff have missing Ethnicity data and they have been removed from the table. A further 46 (1%) staff with missing UK/non-UK data have been removed. These are 9 Asian, 3 Black, 4 Other and 30 White. A further 18 staff (18 White) in the Professional Support Services (PSS) have been removed from the table.

Table 9: Levels of Faculty academic & research staff split by ethnicity categories (2013/14)

Ethnic Group	Ethnicity		EPS		FLS		HUM		MHS		All staff	
			Count	%	Count	%	Count	%	Count	%	Count	%
Asian	Asian or Asian British - Bangladeshi	Count	8	29.6%	2	7.4%	10	37.0%	7	25.9%	27	100%
		%	0.4%		0.3%		0.6%		0.4%		0.5%	
	Asian or Asian British - Indian	Count	64	40.3%	20	12.6%	29	18.2%	46	28.9%	159	100%
		%	3.6%		2.7%		1.7%		2.7%		2.7%	
	Asian or Asian British - Pakistani	Count	31	40.3%	13	16.9%	13	16.9%	20	26.0%	77	100%
		%	1.7%		1.8%		0.8%		1.2%		1.3%	
	Chinese	Count	177	54.3%	42	12.9%	58	17.8%	49	15.0%	326	100%
		%	9.9%		5.7%		3.4%		2.9%		5.5%	
	Other Asian background	Count	58	31.7%	20	10.9%	54	29.5%	51	27.9%	183	100%
		%	3.2%		2.7%		3.1%		3.0%		3.1%	
ASIAN TOTAL		Count	338	43.8%	97	12.6%	164	21.2%	173	22.4%	772	100%
		%	18.8%		13.2%		9.6%		10.2%		13.0%	
Black	Black or Black British - African	Count	37	50.7%	5	6.8%	22	30.1%	9	12.3%	73	100%
		%	2.1%		0.7%		1.3%		0.5%		1.2%	
	Black or Black British - Caribbean	Count	3	30.0%	0	0.0%	1	10.0%	6	60.0%	10	100%
		%	0.2%		0.0%		0.1%		0.4%		0.2%	
	Other Black background	Count	3	42.9%	1	14.3%	3	42.9%	0	0.0%	7	100%
		%	0.2%		0.1%		0.2%		0.0%		0.1%	
BLACK TOTAL		Count	43	47.8%	6	6.7%	26	28.9%	15	16.7%	90	100%
		%	2.4%		0.8%		1.5%		0.9%		1.5%	
Other	Arab	Count	5	83.3%	1	16.7%	0	0.0%	0	0.0%	6	100%
		%	0.3%		0.1%		0.0%		0.0%		0.1%	
	Mixed - White and Asian	Count	11	30.6%	6	16.7%	10	27.8%	9	25.0%	36	100%
		%	0.6%		0.8%		0.6%		0.5%		0.6%	
	Mixed - White and Black African	Count	2	22.2%	1	11.1%	2	22.2%	4	44.4%	9	100%
		%	0.1%		0.1%		0.1%		0.2%		0.2%	
	Mixed - White and Black Caribbean	Count	1	11.1%	0	0.0%	5	55.6%	3	33.3%	9	100%
		%	0.1%		0.0%		0.3%		0.2%		0.2%	
	Other Ethnic background	Count	51	34.7%	21	14.3%	47	32.0%	28	19.0%	147	100%
		%	2.8%		2.9%		2.7%		1.7%		2.5%	
	Other Mixed background	Count	25	36.2%	10	14.5%	23	33.3%	11	15.9%	69	100%
		%	1.4%		1.4%		1.3%		0.6%		1.2%	
OTHER TOTAL		Count	95	34.4%	39	14.1%	87	31.5%	55	19.9%	276	100%
		%	5.3%		5.3%		5.1%		3.2%		4.6%	
BME TOTAL		Count	**476**	**41.8%**	**142**	**12.5%**	**277**	**24.3%**	**243**	**21.4%**	**1138**	**100%**
		%	**26.5%**		**19.3%**		**16.1%**		**14.4%**		**19.2%**	

Ethnic Group	Ethnicity		EPS		FLS		HUM		MHS		All staff	
			Count	%	Count	%	Count	%	Count	%	Count	%
White	White	Count	1320	27.5%	593	12.3%	1439	30.0%	1450	30.2%	4802	100%
		%	73.5%		80.7%		83.9%		85.6%		80.8%	
WHITE TOTAL		Count	1320	27.5%	593	12.3%	1439	30.0%	1450	30.2%	4802	100%
		%	73.5%		80.7%		83.9%		85.6%		80.8%	
TOTAL		Count	1796	30.2%	735	12.4%	1716	28.9%	1693	28.5%	**5940**	100%
		%	100%		100%		100%		100%		100%	
Note: 354 (6%) staff have missing Ethnicity data and a further 18 staff (18 White) with PSS roles have been removed.												

For BME staff both UK and Non-UK Asian academic is the highest category and within this group Chinese staff dominate at 42%, Tables 8 and 9. There is double the proportion of Asian staff within EPS than MHS and HUM. FLS has half the proportion of MHS and HUM. The category 'Other' is much higher than the Black category, 4.6% cf. 1.5%, with a similar proportion (~5%) across the Faculties except MHS (3.3%). For the Black category there are two Faculties, FLS and MHS who have less than 1% of their staff identifying as Black. EPS has the highest proportion of Black staff at just 2.4%. Within the Black category, African is the majority (81%).

Data analysis by job-type has been performed with the historical data showing any change in the proportion of BME staff over the last three years.

= **Grade/job-type**

Table 10: Levels of academic & research staff split by BME/White and Job type (2013/14)

Job Type		BME Total		White		Total	
		Count	**%**	Count	%	Count	%
Professor	Count	**67**	**8.2%**	748	91.8%	815	100%
	%	**5.9%**		15.5%		13.7%	
Senior Lecturer /Reader	Count	**88**	**11.9%**	652	88.1%	740	100%
	%	**7.7%**		13.5%		12.4%	
Lecturer	Count	**149**	**15.2%**	833	84.8%	982	100%
	%	**13.1%**		17.3%		16.5%	
Research	Count	**480**	**21.8%**	1723	78.2%	2203	100%
	%	**42.2%**		35.7%		37.0%	
Teaching Only	Count	**354**	**29.1%**	864	70.9%	1218	100%
	%	**31.1%**		17.9%		20.4%	
All Academic Staff	Count	**1138**	**19.1%**	4820	80.9%	**5958**	100%
	%	**100%**		100%		100%	
Note: 354 (6%) staff have missing Ethnicity data and they have been removed from the table.								

Annual Academic Staff Profile - Proportion of BME staff per Academic level (2011/12 - 2013/14)

	Professor	SL/Reader	Lecturer	Research	Teaching only	All Academic staff
2011/12	7.7% (58)	10.4% (80)	15.1% (135)	21.0% (465)	30.7% (560)	20.1% (1298)
2012/13	8.2% (65)	11.2% (84)	15.8% (150)	21.3% (481)	31.8% (542)	20.4% (1322)
2013/14	8.2% (67)	11.9% (88)	15.2% (149)	21.8% (480)	29.1% (354)	19.1% (1138)
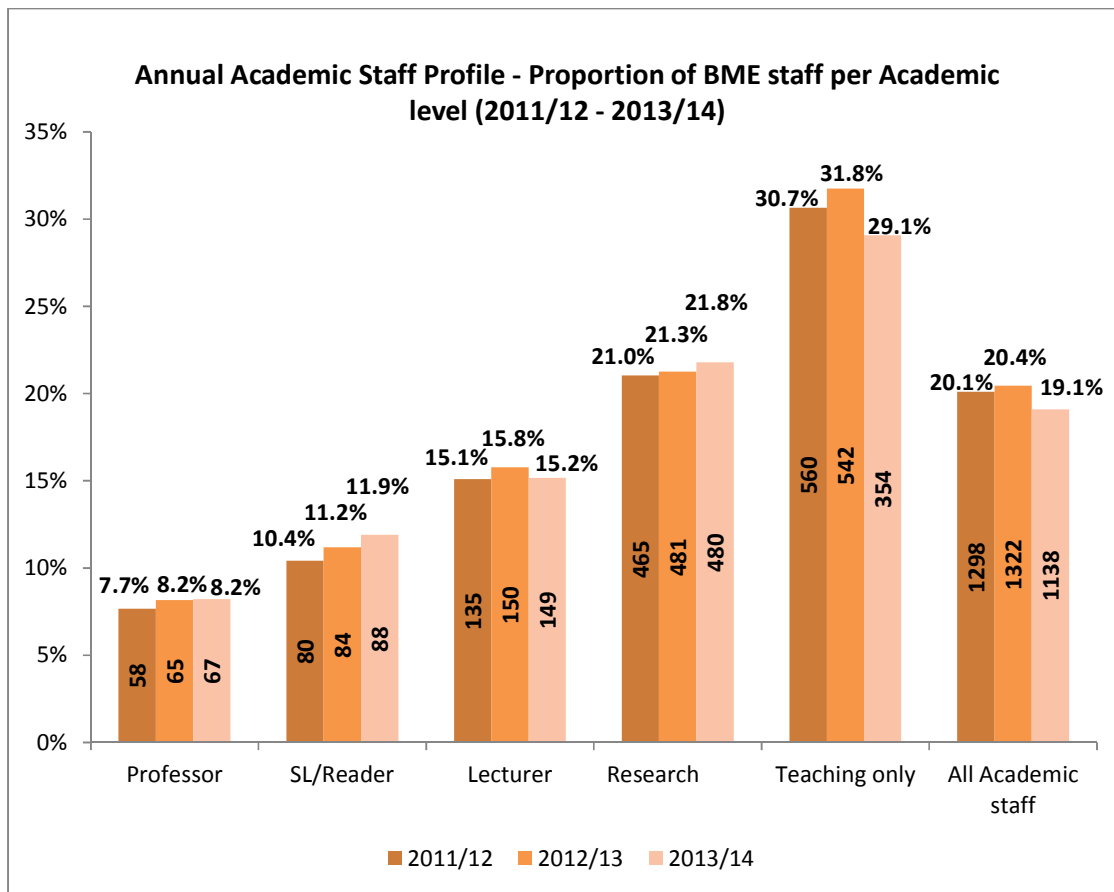
Figure 6: Levels of BME academic and research staff per job type for the last 3 years

Table 10 shows that a high proportion (29%) of Teaching Only positions are taken by BME staff. The *Teaching Only* term refers to Tutors, Teaching Assistants and Teaching Fellows. We acknowledge that Teaching Assistants do include PhD students but these have been left in the current data presented as they are employed and form part of our academic pipeline. SAT members have questioned whether or not this reflects the challenge of BME staff in forging teaching and research careers or research only careers. **Action 5** will investigate this further. Figure 6 notes an increase in the proportion of BME Senior Lecturers/Readers from 10.4% to 11.9% over the last three years (change in count data of 8). The proportions for the other job types have remained unchanged. 42% of BME staff at the University are researchers compared to 36% of White colleagues. Of the BME cohort in senior academic posts only 7.7% of BME staff are at Senior Lecturer/Reader level and 5.9% at Professor level. This compares to 13.5% for White staff (almost double) at SL/Reader level and 15.5% for Professors (almost triple).

Tables 11 and 12 look in detail at the ethnic groups and the UK/non-UK split for the job types. National comparative data is available for UK and non-UK academic staff who are a Professor where the proportion of BME staff is 7.1% and 14.0% respectively. This compares to the University's 7.4% for UK BME Professors and 11.9% for non-UK BME Professors.

= **Additional analysis has been completed by Job Type**

Table 11: Levels of UK/non-UK staff split by ethnicity and job type (2013/14)

Job Type & UK/Non-UK			Asian		Black		Other		BME TOTAL		White		Total	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Prof	Non-UK	Count	16	10.6%	1	0.7%	1	0.7%	**18**	**11.9%**	133	88.1%	151	100%
		%	2.1%		1.1%		0.4%		**1.6%**		2.8%		2.6%	
	UK	Count	33	5.0%	1	0.2%	15	2.3%	**49**	**7.4%**	613	92.6%	662	100%
		%	4.3%		1.1%		5.5%		**4.4%**		12.8%		11.2%	
Professor Total		Count	49	6.0%	2	0.2%	16	2.0%	**67**	**8.2%**	746	91.8%	813	100%
		%	6.4%		2.3%		5.9%		**6.0%**		15.6%		13.8%	
Senior Lecturer /Reader	Non-UK	Count	22	13.6%	5	3.1%	7	4.3%	**34**	**21.0%**	128	79.0%	162	100%
		%	2.9%		5.7%		2.6%		**3.0%**		2.7%		2.7%	
	UK	Count	34	5.9%	3	0.5%	16	2.8%	**53**	**9.2%**	523	90.8%	576	100%
		%	4.5%		3.4%		5.9%		**4.7%**		10.9%		9.7%	
Senior Lecturer /Reader Total		Count	56	7.6%	8	1.1%	23	3.1%	**87**	**11.8%**	651	88.2%	738	100%
		%	7.3%		9.2%		8.5%		**7.8%**		13.6%		12.5%	
Lecturer	Non-UK	Count	62	19.8%	3	1.0%	22	7.0%	**87**	**27.8%**	226	72.2%	313	100%
		%	8.1%		3.4%		8.1%		**7.8%**		4.7%		5.3%	
	UK	Count	40	6.0%	4	0.6%	18	2.7%	**62**	**9.4%**	601	90.6%	663	100%
		%	5.2%		4.6%		6.6%		**5.5%**		12.5%		11.2%	
Lecturer Total		Count	102	10.5%	7	0.7%	40	4.1%	**149**	**15.3%**	827	84.7%	976	100%
		%	13.4%		8.0%		14.7%		**13.3%**		17.3%		16.5%	
Research	Non-UK	Count	249	29.6%	13	1.5%	63	7.5%	**325**	**38.6%**	516	61.4%	841	100%
		%	32.6%		14.9%		23.2%		**29.0%**		10.8%		14.2%	
	UK	Count	97	7.2%	13	1.0%	37	2.8%	**147**	**10.9%**	1196	89.1%	1343	100%
		%	12.7%		14.9%		13.6%		**13.1%**		25.0%		22.7%	
Research Total		Count	346	15.8%	26	1.2%	100	4.6%	**472**	**21.6%**	1712	78.4%	2184	100%
		%	45.3%		29.9%		36.8%		**42.1%**		35.7%		36.9%	
Teaching Only	Non-UK	Count	165	35.0%	32	6.8%	70	14.9%	**267**	**56.7%**	204	43.3%	471	100%
		%	21.6%		36.8%		25.7%		**23.8%**		4.3%		8.0%	
	UK	Count	45	6.2%	12	1.6%	23	3.2%	**80**	**11.0%**	650	89.0%	730	100%
		%	5.9%		13.8%		8.5%		**7.1%**		13.6%		12.3%	
Teaching Only Total		Count	210	17.5%	44	3.7%	93	7.7%	**347**	**28.9%**	854	71.1%	1201	100%
		%	27.5%		50.6%		34.2%		**30.9%**		17.8%		20.3%	
All Academic Staff		Count	763	12.9%	87	1.5%	272	4.6%	**1122**	**19.0%**	4790	81.0%	**5912**	100%
		%	100%		100%		100%		**100%**		100%		100%	

Note: 354 (6%) staff have missing Ethnicity data and they have been removed from the table.
Note: A further 46 (1%) staff with missing UK/non-UK data have been removed. These are 9 Asian, 3 Black, 4 Other and 30 White

Table 12: Levels of academic & research staff split by ethnicity (2013/14)

Ethnic Group	Ethnicity		Professor		SL/Reader		Lecturer		Research		Teaching Only		All academic staff	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Asian	Asian or Asian British - Bangladeshi	Count	1	3.7%	2	7.4%	4	14.8%	12	44.4%	8	29.6%	27	100%
		%	0.1%		0.3%		0.4%		0.5%		0.7%		0.5%	
	Asian or Asian British - Indian	Count	16	10.1%	9	5.7%	24	15.1%	72	45.3%	38	23.9%	159	100%
		%	2.0%		1.2%		2.4%		3.3%		3.1%		2.7%	
	Asian or Asian British - Pakistani	Count	2	2.6%	6	7.8%	4	5.2%	38	49.4%	27	35.1%	77	100%
		%	0.2%		0.8%		0.4%		1.7%		2.2%		1.3%	
	Chinese	Count	22	6.7%	27	8.3%	38	11.7%	158	48.5%	81	24.8%	326	100%
		%	2.7%		3.6%		3.9%		7.2%		6.7%		5.5%	
	Other Asian background	Count	8	4.4%	13	7.1%	32	17.5%	72	39.3%	58	31.7%	183	100%
		%	1.0%		1.8%		3.3%		3.3%		4.8%		3.1%	
	ASIAN TOTAL	Count	49	6.3%	57	7.4%	102	13.2%	352	45.6%	212	27.5%	772	100%
		%	6.0%		7.7%		10.4%		16.0%		17.4%		13.0%	
Black	Black or Black British - African	Count	1	1.4%	7	9.6%	5	6.8%	20	27.4%	40	54.8%	73	100%
		%	0.1%		0.9%		0.5%		0.9%		3.3%		1.2%	
	Black or Black British - Caribbean	Count	1	10.0%	1	10.0%	0	0.0%	6	60.0%	2	20.0%	10	100%
		%	0.1%		0.1%		0.0%		0.3%		0.2%		0.2%	
	Other Black background	Count	0	0.0%	0	0.0%	2	28.6%	1	14.3%	4	57.1%	7	100%
		%	0.0%		0.0%		0.2%		0.0%		0.3%		0.1%	
	BLACK TOTAL	Count	2	2.2%	8	8.9%	7	7.8%	27	30.0%	46	51.1%	90	100%
		%	0.2%		1.1%		0.7%		1.2%		3.8%		1.5%	
Other	Arab	Count	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%	6	100%
		%	0.0%		0.0%		0.0%		0.0%		0.4%		0.1%	
	Mixed - White and Asian	Count	2	5.6%	5	13.9%	7	19.4%	11	30.6%	11	30.6%	36	100%
		%	0.2%		0.7%		0.7%		0.5%		0.9%		0.6%	

Ethnic Group	Ethnicity		Professor		SL/Reader		Lecturer		Research		Teaching Only		All academic staff	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	Mixed - White and Black African	Count	0	0.0%	0	0.0%	1	11.1%	4	44.4%	4	44.4%	9	100%
		%	0.0%		0.0%		0.1%		0.2%		0.3%		0.2%	
	Mixed - White and Black Caribbean	Count	1	11.1%	0	0.0%	2	22.2%	3	33.3%	3	33.3%	9	100%
		%	0.1%		0.0%		0.2%		0.1%		0.2%		0.2%	
	Other Ethnic background	Count	11	7.5%	11	7.5%	20	13.6%	61	41.5%	44	29.9%	147	100%
		%	1.3%		1.5%		2.0%		2.8%		3.6%		2.5%	
	Other Mixed background	Count	2	2.9%	7	10.1%	10	14.5%	21	30.4%	29	42.0%	69	100%
		%	0.2%		0.9%		1.0%		1.0%		2.4%		1.2%	
OTHER TOTAL		Count	16	5.8%	23	8.3%	40	14.5%	101	36.6%	96	34.8%	276	100%
		%	2.0%		3.1%		4.1%		4.6%		7.9%		4.6%	
BME TOTAL		Count	**67**	**5.9%**	**88**	**7.7%**	**149**	**13.1%**	**480**	**42.2%**	**354**	**31.1%**	**1138**	**100%**
		%	**8.2%**		**11.9%**		**15.2%**		**21.8%**		**29.1%**		**19.1%**	
White	White	Count	748	15.5%	652	13.5%	833	17.3%	1723	35.7%	864	17.9%	4820	100%
		%	91.8%		88.1%		84.8%		78.2%		70.9%		80.9%	
WHITE TOTAL		Count	748	15.5%	652	13.5%	833	17.3%	1723	35.7%	864	17.9%	4820	100%
		%	91.8%		88.1%		84.8%		78.2%		70.9%		80.9%	
TOTAL		Count	815	13.7%	740	12.4%	982	0.16482	2203	37.0%	1218	20.4%	**5958**	100%
		%	100%		100%		100%		100%		100%		100%	
Note: 354 (6%) staff have missing Ethnicity data and have been removed.														

Looking at staff grades for all ethnic groups there are more BME staff at lower grades compared to White staff. For BME staff, Asian staff dominate senior academic positions; of the BME Professors 73% are Asian, with the majority (45%) being Chinese. It is noted that the proportion of higher grade UK BME (compared to non-UK) increases and there is a suggestion that this may be linked to naturalisation. Table 11 shows that there are just 2 Black Professors in the University. There are just 15 additional Black academics in the University and these sit

within the Faculty of EPS (4), the Faculty of Humanities (9) and the Faculty of MHS (2). Section 5 and 6 looks in detail at the recruitment and career progression of BME staff and suggest appropriate actions which will support BME staff to attain and progress through academic posts.

Further analysis by job-type for each Faculty has been performed for the historical data showing any change in the proportion of BME staff over the last three years.
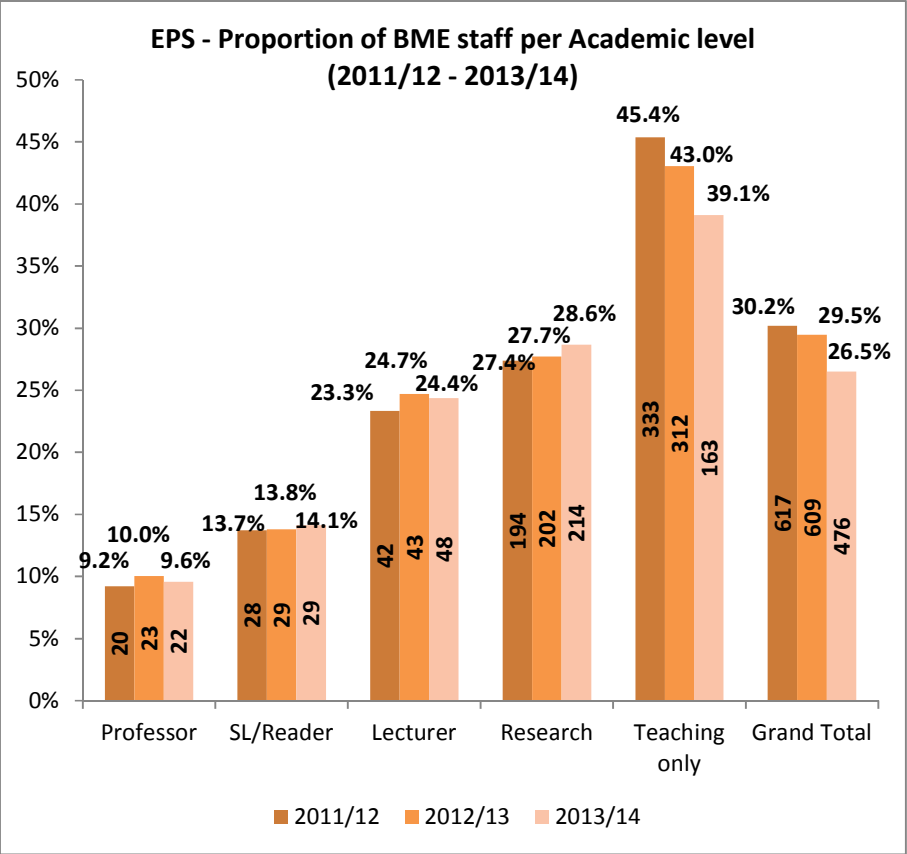
Figure 7a: Levels of BME academic EPS staff for the last 3 years
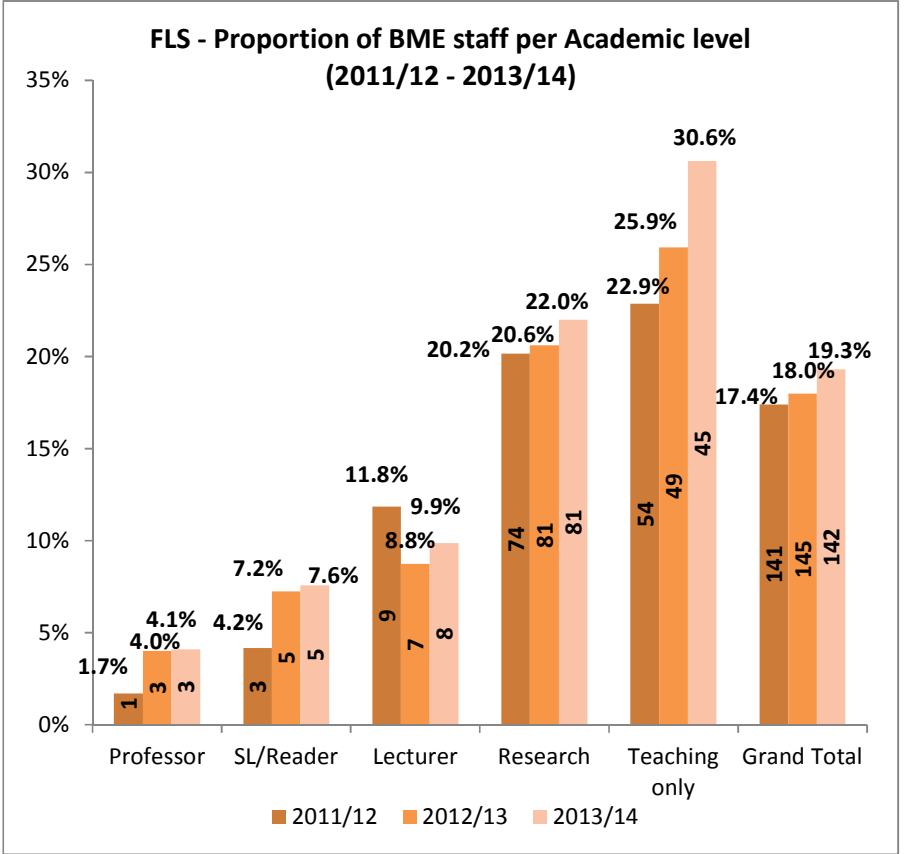
Figure 7b: Levels of BME academic FLS staff for the last 3 years

HUM - Proportion of BME staff per Academic level (2011/12 - 2013/14)

Professor: 9.0% (27), 9.7% (28), 9.7% (29)
SL/Reader: 10.8% (32), 11.7% (31), 13.2% (34)
Lecturer: 15.2% (56), 15.0% (64), 13.8% (61)
Research: 13.0% (30), 12.6% (28), 11.7% (25)
Teaching only: 21.1% (139), 24.8% (152), 25.4% (128)
Grand Total: 15.3% (284), 16.7% (303), 16.1% (277)

Legend: 2011/12, 2012/13, 2013/14

MHS - Proportion of BME staff per Academic level (2011/12 - 2013/14)

Professor: 5.6% (10), 5.4% (11), 6.2% (13)
SL/Reader: 8.7% (17), 9.2% (19), 9.4% (20)
Lecturer: 10.4% (28), 13.3% (36), 12.3% (32)
Research: 18.5% (167), 18.6% (170), 18.3% (160)
Teaching only: 17.5% (32), 16.7% (27), 13.4% (18)
Grand Total: 14.7% (254), 15.0% (263), 14.4% (243)

Legend: 2011/12, 2012/13, 2013/14

Figure 7c: Levels of BME academic HUM staff for the last 3 years
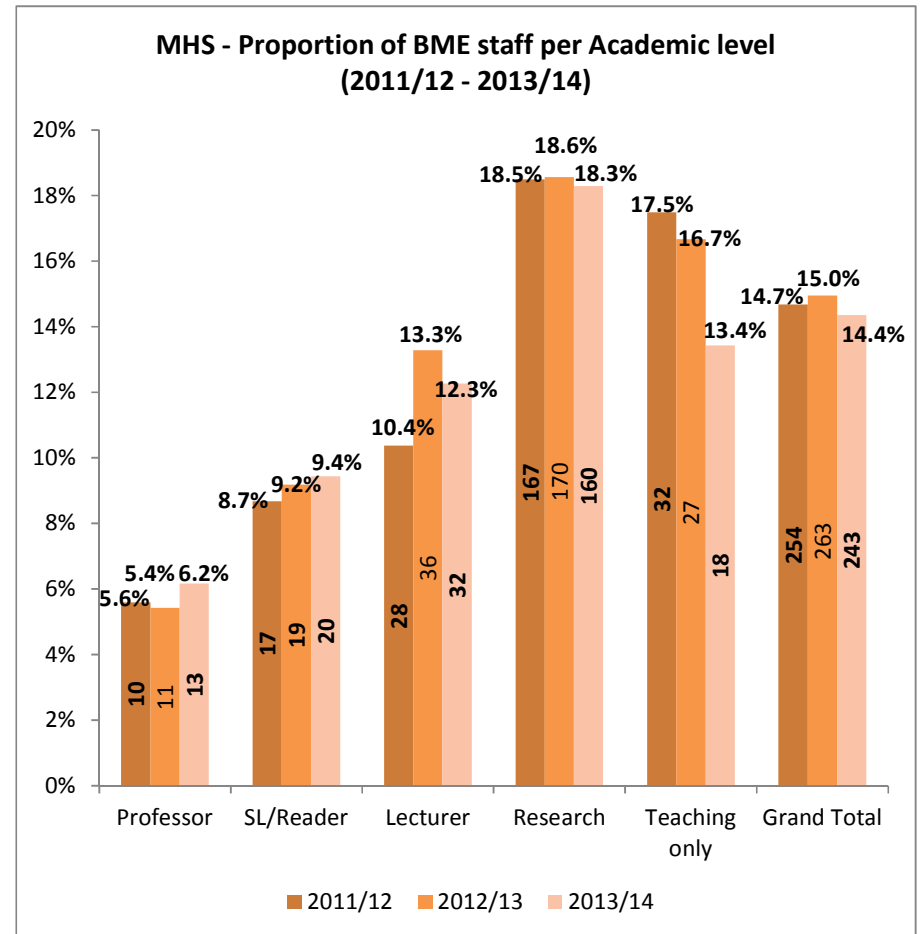
Figure 7d: Levels of BME academic MHS staff for the last 3 years

Over the last three years count data have remained constant, except for teaching only staff where there is a drop in the count number in all four faculties, but more significantly in EPS (50%) and MHS (44%) due to the University reviewing the use of this *Teaching Only* term.

=   **Contract Type**

Table 13: Levels of academic & research staff split by broad ethnicity groups by contract type (2013/14)

Position Type		Asian		Black		Other		BME Total		White		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Fixed-term	Count	561	16.1%	77	2.2%	200	5.7%	**838**	**24.0%**	2654	76.0%	3492	100%
	%	72.7%		85.6%		72.5%		**73.6%**		55.1%		58.6%	
Open-ended	Count	14	13.7%	0	0.0%	3	2.9%	**17**	**16.7%**	85	83.3%	102	100%
	%	1.8%		0.0%		1.1%		**1.5%**		1.8%		1.7%	
Permanent	Count	197	8.3%	13	0.6%	73	3.1%	**283**	**12.0%**	2078	88.0%	2361	100%
	%	25.5%		14.4%		26.4%		**24.9%**		43.1%		39.6%	
All Academic Staff	Count	772	13.0%	90	1.5%	276	4.6%	**1138**	**19.1%**	4817	80.9%	**5955**	100%
	%	100%		100%		100%		**100%**		100%		100%	
Note: 354 (6%) staff with missing Ethnicity data and a further 3 staff (3 White) have been removed as seconded.													

Historical Data:
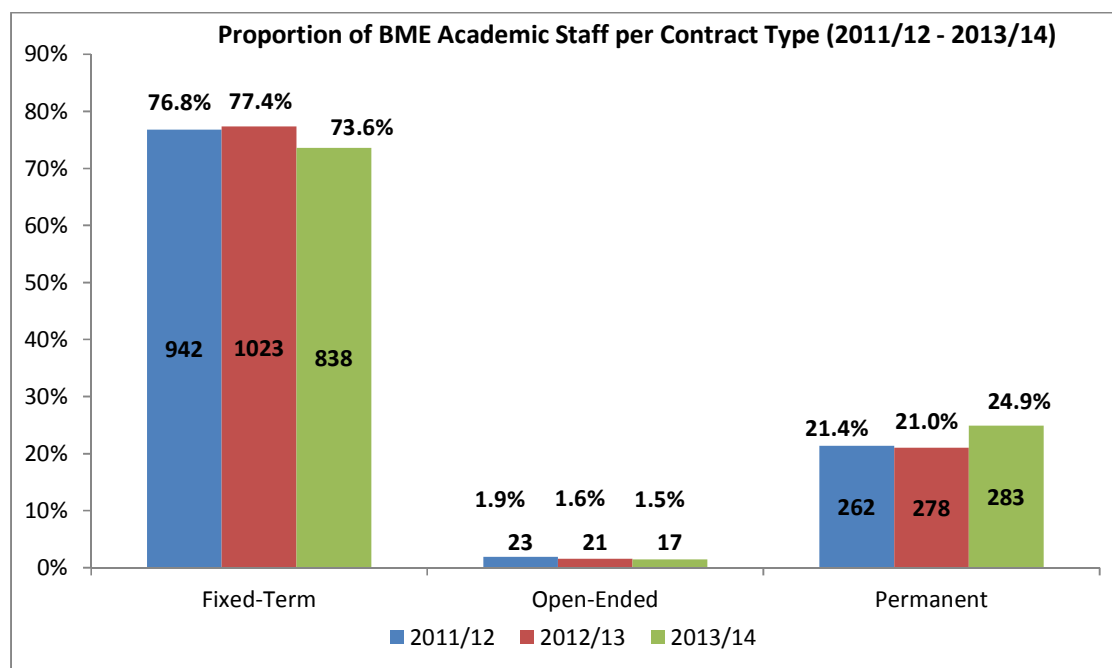
Figure 8: Levels of BME academic and research staff per contract type for the last 3 years

There is a greater proportion of BME staff on fixed-term contracts compared to White colleagues (74% cf. 55%). This has dropped slightly over the last three years. The proportion of White staff on permanent contracts is almost double that for BME (43% cf. 25%). National comparison figures show for BME staff 56.2% are on permanent/open contracts and 43.8% on fixed term. This compares to 26.4% and 73.6% at our University. This is attributed to the

large proportion of BME staff being in Research (42%) and Teaching Only (31%) noted earlier. **Action 5** will investigate reasons why BME colleagues are over-represented on fixed-term contracts.

= **Full-time/Part-time**

Table 14: Levels of academic & research staff split by ethnicity by mode of employment (2013/14)

Employment		Asian		Black		Other		BME Total		White		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Full-time	Count	524	12.6%	39	0.9%	167	4.0%	**730**	**17.6%**	3415	82.4%	4145	100%
	%	67.9%		43.3%		60.5%		**64.1%**		70.9%		69.60%	
Part-time	Count	248	13.7%	51	2.8%	109	6.0%	**408**	**22.5%**	1405	77.5%	1813	100%
	%	32.1%		56.7%		39.5%		**35.9%**		29.1%		30.40%	
All Academic Staff	Count	772	13.0%	90	1.5%	276	4.6%	**1138**	**19.1%**	4820	80.9%	**5958**	100%
	%	100%		100%		100%		**100%**		100%		100%	
Note: 354 (6%) staff have missing Ethnicity data and a further 3 staff (3 White) have been removed as seconded.													

Historical Data:
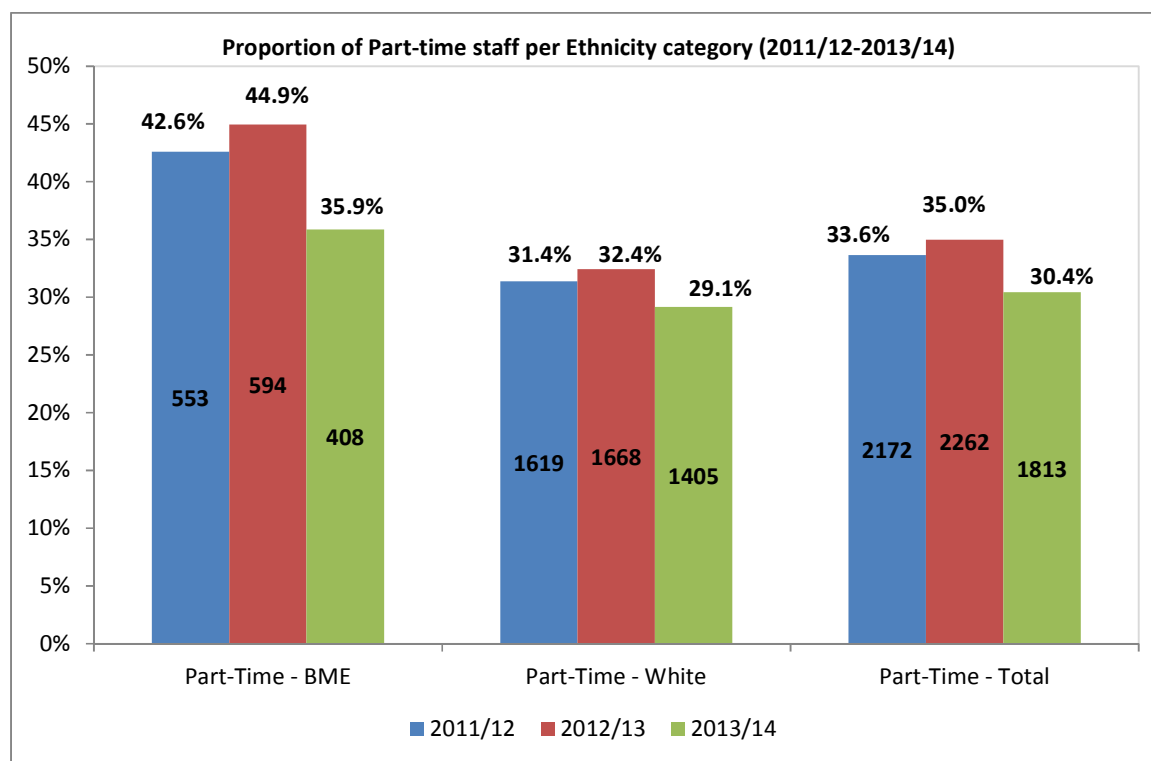
Figure 9: Levels of BME/White academic and research part-time staff for the last 3 years

There is a greater proportion of BME staff on part-time contracts compared to White staff (36% cf. 29%). This proportion has dropped from 43% in 2011/12. National comparison figures show for BME staff, 73% hold full-time contracts and for White staff, 66% hold full-time contracts. This compares to 64% and 71% at our University. **Action 5** will investigate this further to establish if there is a need for concern.

= **Turnover data**

Table 15: Academic and research staff Turnover rates (2013/14)

BME/White	Employed at end of 2013/14	Leavers 2013/14	Total Number of employees 2013/14	Turnover Rate
Asian	665	113	778	14.5%
Black	81	9	90	10.0%
Other	238	32	270	11.9%
BME Total	**984**	**154**	**1138**	**13.5%**
White	4325	495	4820	10.3%
Grand Total	**5309**	**649**	**5958**	**10.9%**
Note: 354 (6%) staff have missing Ethnicity data and they have been removed from the table				
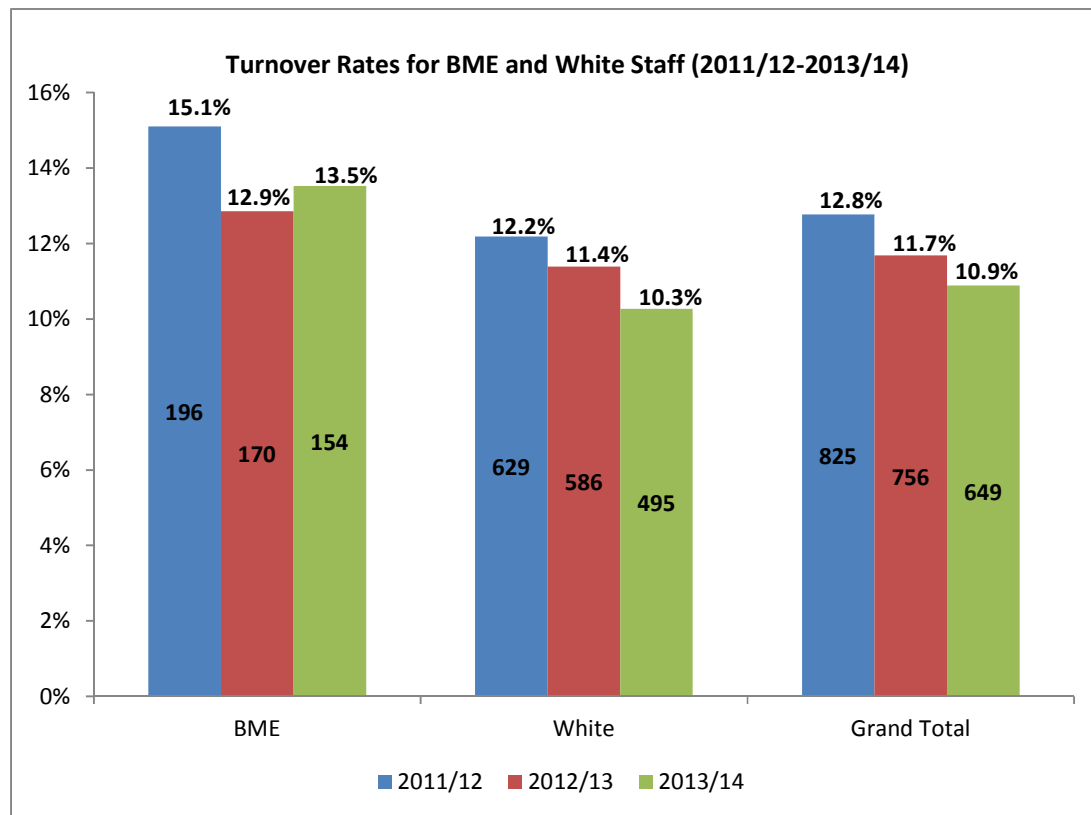
Figure 10: Turnover of BME/White academic and research staff for the last 3 years

There is a slightly higher turnover rate for BME staff than White (13.5% cf. 10.3%). This is much lower than the national rate of 22% for BME staff and 16.3% for White staff. The Asian turnover rate is the highest of the ethnic groups at 14.5%. The turnover rate has fallen by ~2% for both White and BME over the last three years. It was assumed that turnover is mainly due to fixed term contracts ending. Table 16 investigates this.

= **Additional analysis has been completed for Leavers data**

Table 16: Academic and research staff leavers by UK/non-UK and contract type (2013/14)

Faculty & UK/Non-UK			Asian		Black		Other		BME TOTAL		White		Total	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Fixed term	Non-UK	Count	76	33.5%	3	1.3%	17	7.5%	**96**	**42.3%**	131	57.7%	227	100%
		%	67.9%		33.3%		53.1%		**62.7%**		26.5%		35.1%	
	UK	Count	30	9.3%	5	1.6%	10	3.1%	**45**	**14.0%**	277	86.0%	322	100%
		%	26.8%		55.6%		31.3%		**29.4%**		56.1%		49.8%	
FIXED TERM TOTAL		Count	106	19.3%	8	1.5%	27	4.9%	**141**	**25.7%**	408	74.3%	549	100%
		%	94.6%		88.9%		84.4%		**92.2%**		82.6%		**84.9%**	
Permanent	Non-UK	Count	3	10.7%	1	3.6%	4	14.3%	**8**	**28.6%**	20	71.4%	28	100%
		%	2.7%		11.1%		12.5%		**5.2%**		4.0%		4.3%	
	UK	Count	3	4.3%	0	0.0%	1	1.4%	**4**	**5.7%**	66	94.3%	70	100%
		%	2.7%		0.0%		3.1%		**2.6%**		13.4%		10.8%	
PERMANENT TOTAL		Count	6	6.1%	1	1.0%	5	5.1%	**12**	**12.2%**	86	87.8%	98	100%
		%	5.4%		11.1%		15.6%		**7.8%**		17.4%		**15.1%**	
All Leavers		Count	112	17.3%	9	1.4%	32	4.9%	**153**	**23.6%**	494	76.4%	**647**	100%
		%	100%		100%		100%		**100%**		100%		100%	
Note: 2 leavers with missing UK/non-UK data (1 White, 1 Asian) have been removed														

Table 16 shows that 85% of turnover is due to fixed term contracts. However it is noted that once BME have a permanent position they are much less likely to leave than their White colleagues (7.8% cf. 17.4%).

Section 4a: 1656 Words

4b Please provide details of the ethnic profile (by specific ethnic group as far as possible) of your professional and support staff broken down by:

= UK/non-UK staff
= department/faculty
= grade/job type
= contract type (permanent/open-ended contract or fixed-term contract)
= full-time/part-time
= turnover rates

You may want to provide further analysis with more than one of these variables (for example, contract type *and* department) where numbers allow.

Please ensure you include details of whether the data is based on full person equivalent or full time equivalent, and explanations for where the data has not been provided.

The data is based on professional support service (PSS) staff employed during 2013/14. The cohort includes any staff employed during this data period which consists of staff employed at the end of the academic year and those that left during the data period.

Within each section the basic data requirements are fulfilled and then further cross tabulation of the data is provided where appropriate for discussion. The data has been split by the four primary ethnicity groups (Asian, Black, White and Other) and subsequently into the full ethnicity categories.

The data is based on Full Person Equivalent data (FPE). The Unknown data has been removed from the analysis but footnotes are included to indicate levels of unknown data.

Historical data for the last three years has been provided in the form of graphs which displays both the count and % values. Again any Unknown data has been removed from the analysis.

The SAT believes that the data would be enhanced by additional data to take account of intersections between protected groups and the impact this may have. Although it is recognised that this goes beyond the scope of the trial we will look to include this data in the future, particularly gender and (if sufficient disclosure of data) faith – **Action 6**.

= All professional and support service (PSS) staff

Table 17: Levels of BME and White staff (2013/14)

BME/White	Count	%
Asian	298	5.3%
Black	177	3.1%
Other	129	2.3%
BME Total	**604**	**10.7%**
White	5042	89.3%
All Professional and Support Service Staff	**5646**	100.0%
Note: 143 (2%) staff with missing Ethnicity data and they have been removed from the table		

Historical Data:
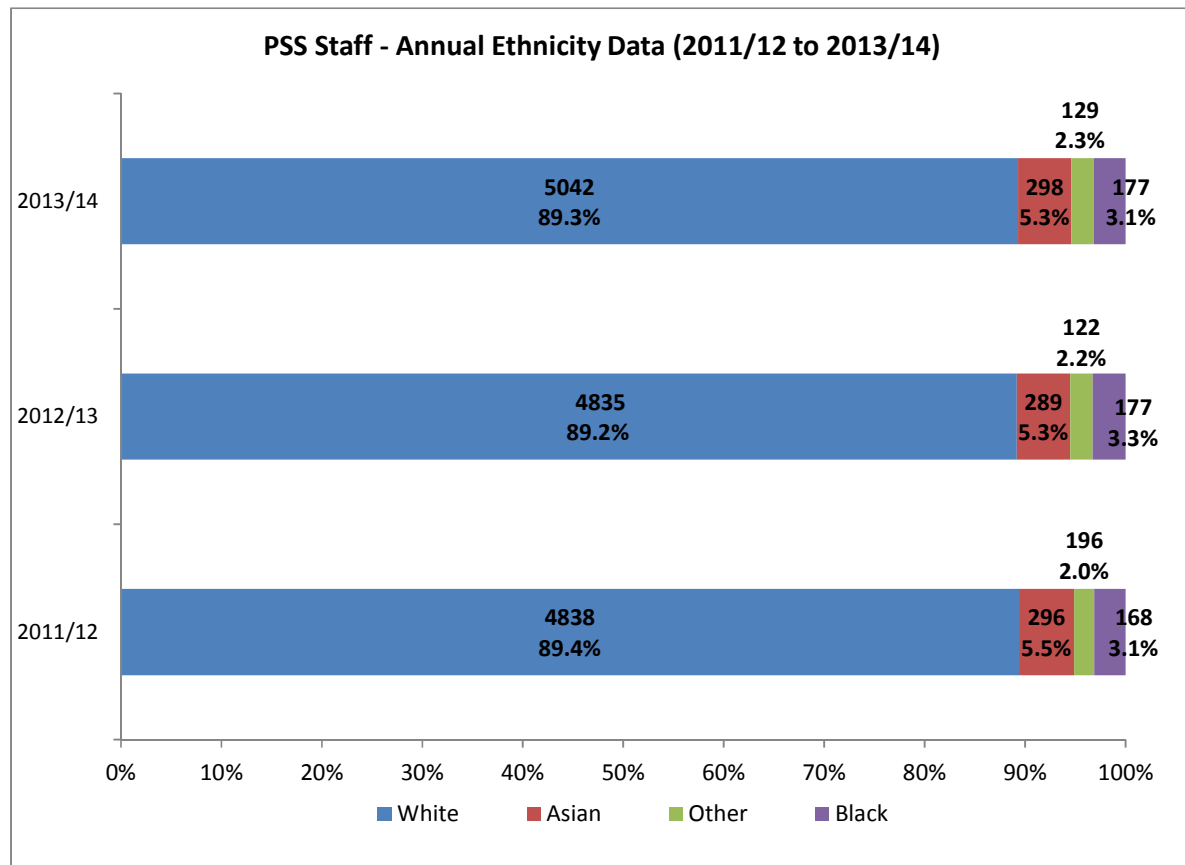
Figure 11: Levels of BME and White PSS staff for the last 3 years

At the University there are 11% BME PSS staff (Table 17) remaining unchanged in the last three years. Half of the BME proportion is Asian and almost a third Black. Overall numbers of staff have fallen slightly from 660 to 604 in the last three years with a notable drop in the number of 'Other' staff from 196 to 129 (Figure 11). **Action 4** will investigate the drivers for the differences between each BME group representation, in particular at a local level.

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Table 18: Levels of UK/non-UK staff split by ethnicity (2013/14)

UK/Non-UK		Asian		Black		Other		BME		White		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Non-UK	Count	89	21.4%	38	9.1%	34	8.2%	**161**	**38.7%**	255	61.3%	416	100%
	%	30.0%		21.5%		26.6%		**26.7%**		5.1%		7.4%	
UK	Count	208	4.0%	139	2.7%	94	1.8%	**441**	**8.5%**	4767	91.5%	5208	100%
	%	70.0%		78.5%		73.4%		**73.3%**		94.9%		92.6%	
All PSS Staff	Count	297	5.3%	177	3.1%	128	2.3%	**602**	**10.7%**	5022	89.3%	**5624**	100%
	%	100%		100%		100%		**100%**		100%		100%	
Note: 143 (2%) staff with missing Ethnicity data and they have been removed from the table. Note: A further 22 (<1%) staff with missing UK/non-UK data have been removed (20 White, 1 Asian and 1 Other).													

Historical Data:
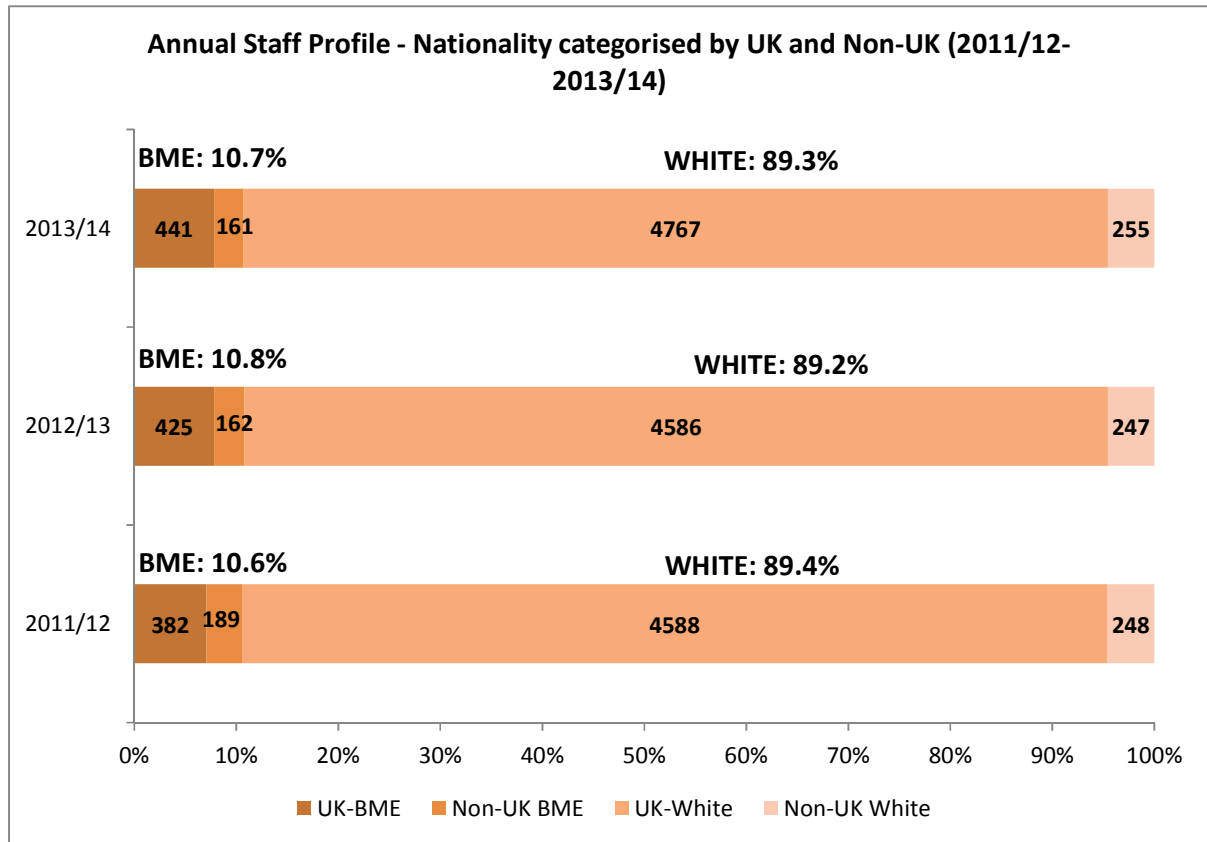
Figure 12: Levels of UK and non-UK PSS staff for the last 3 years

The majority (93%) of staff are from the UK and figures have remained unchanged for the last three years (Figure 12). Of the BME proportion the ratio is 3:1 in favour of UK-BME (Table 18) as expected as these roles often will not command work permits and do not offer sufficient rewards to attract permissible overseas candidates.

National comparative data is given in Table 19 below highlighting the University is comparable with the national average with a slightly higher proportion of UK PSS staff. Table 18 shows the University's proportion of Black PSS staff compares favourably to the national average with UK-Black at 2.7% compared to 1.8%, and non-UK-Black at 9.1% compared to 4.6% nationally.

Table 19: Levels of UK/non-UK PSS staff compared to National data

Ethnic Group	University	National
UK-White	84.8%	83.7%
UK-BME	7.8%	7.1%
Non-UK White	4.5%	6.2%
Non-UK BME	2.9%	3.1%

Data analysis was performed at Faculty level to show levels of BME staff within each of the Faculties for PSS staff; Faculty of Engineering and Physical Sciences (EPS), Faculty of Life Sciences (FLS), Faculty of Humanities (HUM), Faculty of Medical and Human Sciences (MHS), Central PSS and Library and Cultural Institutions (LCIs).

= **Department/Faculty**

Table 20: Levels of PSS staff split by BME/White across Faculties (2013/14)

Faculty		BME		White		Total	
		Count	%	Count	%	Count	%
EPS	Count	88	**10.8%**	725	**89.2%**	813	100%
	%	14.6%		14.4%		14.4%	
FLS	Count	47	**12.3%**	335	**87.7%**	382	100%
	%	7.8%		6.6%		6.8%	
HUM	Count	62	**7.8%**	731	**92.2%**	793	100%
	%	10.3%		14.5%		14.1%	
MHS	Count	117	**11.0%**	943	**89.0%**	1060	100%
	%	19.4%		18.7%		18.8%	
Central PSS	Count	247	**11.8%**	1844	**88.2%**	2091	100%
	%	40.9%		36.6%		37.0%	
Library and Cultural Institutions	Count	43	**8.5%**	464	**91.5%**	507	100%
	%	7.1%		9.2%		9.0%	
All PSS Staff	Count	**604**	**10.7%**	5042	**89.3%**	5646	100%
	%	100%		100%		100%	
Note: 143 (2%) staff with missing Ethnicity data and they have been removed from the table.							
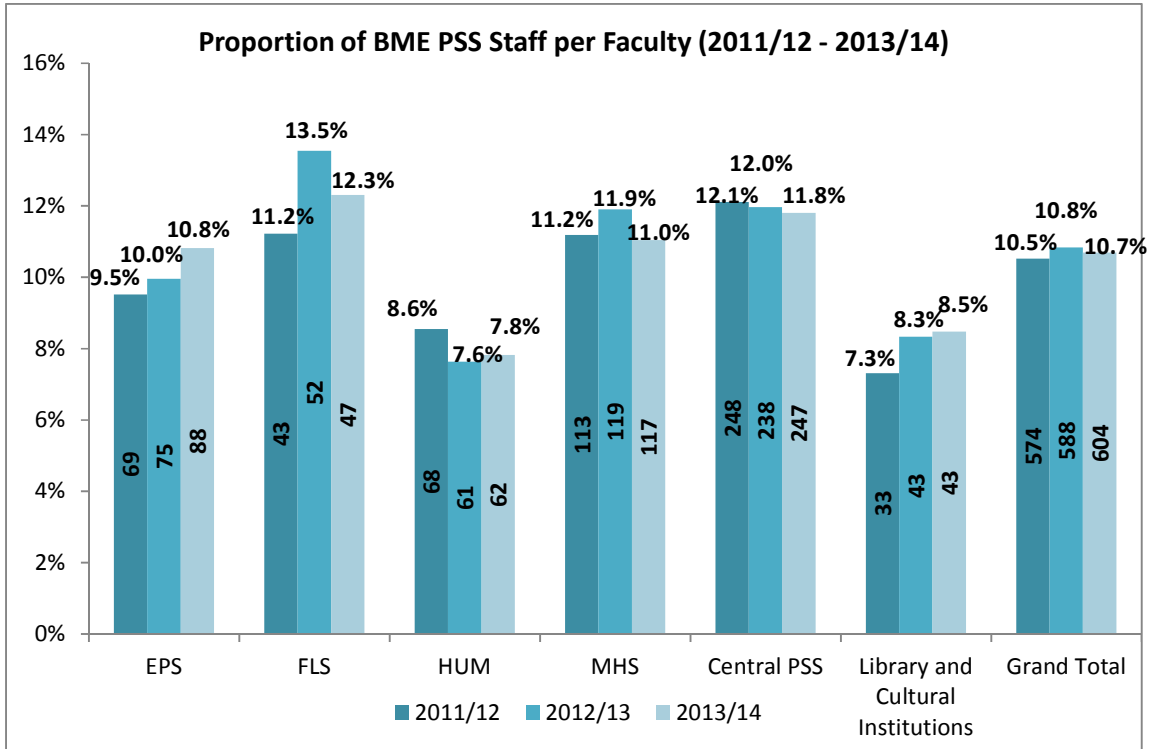
Figure 13: Levels of BME PSS staff across Faculties for the last 3 years

There are no major disparities across the Faculties, with the overall % broadly uniform, although Table 20 shows 'dips' for BME staff in the Faculty of HUM (7.8%) and LCIs (8.5%). We will investigate further the pipeline data, roles and whether or not people *self-censor* (i.e. not apply), **Action 4.** Over a third of BME staff (41%) reside within central PSS possibly reflecting the comparative size of the service and availability of relevant roles. Count and proportions have remained relatively unchanged for the last three years (Figure 13).

Tables 21 and 22 look in detail at the ethnic groups and the UK/non-UK split for the Faculties.

Table 21: Levels of PSS staff split by broad ethnic groups and UK/non-UK (2013/14)

Faculty & UK/Non-UK			Asian		Black		Other		BME TOTAL		White		Total	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
EPS	Non-UK	Count	16	25.4%	7	11.1%	3	4.8%	**26**	**41.3%**	37	58.7%	63	100%
		%	5.4%		4.0%		2.3%		4.3%		0.7%		1.1%	
	UK	Count	36	4.8%	14	1.9%	12	1.6%	**62**	**8.3%**	684	91.7%	746	100%
		%	12.1%		7.9%		9.4%		10.3%		13.6%		13.3%	
EPS TOTAL		Count	52	6.4%	21	2.6%	15	1.9%	**88**	**10.9%**	721	89.1%	809	100%
		%	17.5%		11.9%		11.7%		14.6%		14.4%		14.4%	
FLS	Non-UK	Count	11	26.2%	1	2.4%	4	9.5%	**16**	**38.1%**	26	61.9%	42	100%
		%	3.7%		0.6%		3.1%		2.7%		0.5%		0.7%	
	UK	Count	17	5.0%	9	2.6%	5	1.5%	**31**	**9.1%**	309	90.9%	340	100%
		%	5.7%		5.1%		3.9%		5.1%		6.2%		6.0%	
FLS TOTAL		Count	28	7.3%	10	2.6%	9	2.4%	47	**12.3%**	335	87.7%	382	100%
		%	9.4%		5.6%		7.0%		7.8%		6.7%		6.8%	
HUM	Non-UK	Count	8	12.3%	2	3.1%	6	9.2%	**16**	**24.6%**	49	75.4%	65	100%
		%	2.7%		1.1%		4.7%		2.7%		1.0%		1.2%	
	UK	Count	32	4.4%	4	0.6%	10	1.4%	**46**	**6.4%**	678	93.6%	724	100%
		%	10.8%		2.3%		7.8%		7.6%		13.5%		12.9%	
HUM Total		Count	40	5.1%	6	0.8%	16	2.0%	62	**7.9%**	727	92.1%	789	100%
		%	13.5%		3.4%		12.5%		10.3%		14.5%		14.0%	
MHS	Non-UK	Count	16	21.9%	4	5.5%	9	12.3%	**29**	**39.7%**	44	60.3%	73	100%
		%	5.4%		2.3%		7.0%		4.8%		0.9%		1.3%	
	UK	Count	51	5.2%	17	1.7%	19	1.9%	**87**	**8.9%**	895	91.1%	982	100%
		%	17.2%		9.6%		14.8%		14.5%		17.8%		17.5%	
MHS Total		Count	67	6.4%	21	2.0%	28	2.7%	116	**11.0%**	939	89.0%	1055	100%
		%	22.6%		11.9%		21.9%		19.3%		18.7%		18.8%	
Central PSS	Non-UK	Count	33	22.1%	23	15.4%	12	8.1%	**68**	**45.6%**	81	54.4%	149	100%
		%	11.1%		13.0%		9.4%		11.3%		1.6%		2.6%	
	UK	Count	55	2.8%	86	4.4%	37	1.9%	**178**	**9.2%**	1759	90.8%	1937	100%
		%	18.5%		48.6%		28.9%		29.6%		35.0%		34.4%	
Central PSS Total		Count	88	4.2%	109	5.2%	49	2.3%	246	**11.8%**	1840	88.2%	2086	100%
		%	29.6%		61.6%		38.3%		40.9%		36.6%		37.1%	
Library and CIs	Non-UK	Count	5	20.8%	1	4.2%	0	0.0%	**6**	**25.0%**	18	75.0%	24	100%
		%	1.7%		0.6%		0.0%		1.0%		0.4%		0.4%	
	UK	Count	17	3.5%	9	1.9%	11	2.3%	**37**	**7.7%**	442	92.3%	479	100%
		%	5.7%		5.1%		8.6%		6.1%		8.8%		8.5%	
Library and CIs		Count	22	4.4%	10	2.0%	11	2.2%	43	**8.5%**	460	91.5%	503	100%
		%	7.4%		5.6%		8.6%		7.1%		9.2%		8.9%	
All PSS Staff		Count	297	5.3%	177	3.1%	128	2.3%	602	**10.7%**	5022	89.3%	**5624**	100%
		%	100%		100%		100%		**100%**		100%		100%	

Note: 143 (2%) staff with missing Ethnicity data and they have been removed from the table.
Note: A further 22 (<1%) staff with missing UK/non-UK data have been removed (20 White, 1 Asian and 1 Other).

Table 22: Faculty PSS staff split by ethnicity (2013/14)

Ethnicity			EPS		FLS		HUM		MHS		Central PSS		Library and CIs		All PSS Staff	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Asian	Asian or Asian British - Bangladeshi	Count	2	14.3%	0	0.0%	3	21.4%	5	35.7%	3	21.4%	1	7.1%	14	100%
		%	0.2%		0.0%		0.4%		0.5%		0.1%		0.2%		0.2%	
	Asian or Asian British - Indian	Count	13	18.3%	4	5.6%	8	11.3%	19	26.8%	25	35.2%	2	2.8%	71	100%
		%	1.6%		1.0%		1.0%		1.8%		1.2%		0.4%		1.3%	
	Asian or Asian British - Pakistani	Count	10	14.1%	6	8.5%	7	9.9%	19	26.8%	23	32.4%	6	8.5%	71	100%
		%	1.2%		1.6%		0.9%		1.8%		1.1%		1.2%		1.3%	
	Chinese	Count	15	21.4%	12	17.1%	9	12.9%	14	20.0%	17	24.3%	3	4.3%	70	100%
		%	1.8%		3.1%		1.1%		1.3%		0.8%		0.6%		1.2%	
	Other Asian background	Count	12	16.7%	6	8.3%	13	18.1%	11	15.3%	20	27.8%	10	13.9%	72	100%
		%	1.5%		1.6%		1.6%		1.0%		1.0%		2.0%		1.3%	
ASIAN TOTAL		Count	52	17.4%	28	9.4%	40	13.4%	68	22.8%	88	29.5%	22	7.4%	298	100%
		%	6.4%		7.3%		5.0%		6.4%		4.2%		4.3%		5.3%	
Black	Black or Black British - African	Count	8	12.3%	5	7.7%	2	3.1%	8	12.3%	40	61.5%	2	3.1%	65	100%
		%	1.0%		1.3%		0.3%		0.8%		1.9%		0.4%		1.2%	
	Black or Black British - Caribbean	Count	11	13.4%	4	4.9%	3	3.7%	12	14.6%	45	54.9%	7	8.5%	82	100%
		%	1.4%		1.0%		0.4%		1.1%		2.2%		1.4%		1.5%	
	Other Black background	Count	2	6.7%	1	3.3%	1	3.3%	1	3.3%	24	80.0%	1	3.3%	30	100%
		%	0.2%		0.3%		0.1%		0.1%		1.1%		0.2%		0.5%	
BLACK TOTAL		Count	21	11.9%	10	5.6%	6	3.4%	21	11.9%	109	61.6%	10	5.6%	177	100%
		%	2.6%		2.6%		0.8%		2.0%		5.2%		2.0%		3.1%	
Other	Arab	Count	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100%
		%	0.1%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
	Mixed - White and Asian	Count	1	5.9%	2	11.8%	4	23.5%	4	23.5%	4	23.5%	2	11.8%	17	100%
		%	0.1%		0.5%		0.5%		0.4%		0.2%		0.4%		0.3%	

Ethnicity			EPS		FLS		HUM		MHS		Central PSS		Library and CIs		All PSS Staff	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	Mixed - White and Black African	Count	2	11.8%	0	0.0%	2	11.8%	1	5.9%	11	64.7%	1	5.9%	17	100%
		%	0.2%		0.0%		0.3%		0.1%		0.5%		0.2%		0.3%	
	Mixed - White and Black Caribbean	Count	1	5.3%	2	10.5%	1	5.3%	3	15.8%	10	52.6%	2	10.5%	19	100%
		%	0.1%		0.5%		0.1%		0.3%		0.5%		0.4%		0.3%	
	Other Ethnic background	Count	8	20.0%	4	10.0%	6	15.0%	10	25.0%	9	22.5%	3	7.5%	40	100%
		%	1.0%		1.0%		0.8%		0.9%		0.4%		0.6%		0.7%	
	Other Mixed background	Count	2	5.7%	1	2.9%	3	8.6%	10	28.6%	16	45.7%	3	8.6%	35	100%
		%	0.2%		0.3%		0.4%		0.9%		0.8%		0.6%		0.6%	
OTHER TOTAL		Count	15	11.6%	9	7.0%	16	12.4%	28	21.7%	50	38.8%	11	8.5%	129	100%
		%	1.8%		2.4%		2.0%		2.6%		2.4%		2.2%		2.3%	
BME TOTAL		**Count**	**88**	**14.6%**	**47**	**7.8%**	**62**	**10.3%**	**117**	**19.4%**	**247**	**40.9%**	**43**	**7.1%**	**604**	**100%**
		%	**10.8%**		**12.3%**		**7.8%**		**11.0%**		**11.8%**		**8.5%**		**10.7%**	
White	White	Count	725	14.4%	335	6.6%	731	14.5%	943	18.7%	1844	36.6%	464	9.2%	5042	100%
		%	89.2%		87.7%		92.2%		89.0%		88.2%		91.5%		89.3%	
WHITE TOTAL		Count	725	14.4%	335	6.6%	731	14.5%	943	18.7%	1844	36.6%	464	9.2%	5042	100%
		%	89.2%		87.7%		92.2%		89.0%		88.2%		91.5%		89.3%	
TOTAL		Count	813	14.4%	382	6.8%	793	14.0%	1060	18.8%	2091	37.0%	507	9.0%	**5646**	100%
		%	100%		100%		100%		100%		100%		100%		100%	
Note: 143 (2%) staff with missing Ethnicity data and they have been removed from the table.																	

As previously mentioned the majority (41%) of BME staff reside within Central PSS and within this area Black staff dominate at 62% (Table 21). This is in contrast to all other Faculties where they are the lowest represented ethnic group (range 3%-12%). We will look into the possibility of occupational segregation for different ethnic groups, **Action 7**.

Table 22 reveals that the Bangladeshi proportion is six times lower than Pakistani or Chinese. **Action 8** will investigate further as this proportion (just 0.2%) is not reflective of the local Bangladeshi communities.

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Data analysis by Grade has been performed with the historical data showing any change in the proportion of BME staff over the last three years.

= **Grade/job-type**

Table 23: Levels of PSS staff split by BME/White and Job type (2013/14)

Job Type		BME Total		White		Total	
		Count	%	Count	%	Count	%
Grade 1-4	Count	335	12.8%	2273	91.80%	2608	100%
	%	55.5%		45.1%		46.2%	
Grade 5 & 6	Count	176	9.7%	1640	88.10%	1816	100%
	%	29.1%		32.5%		32.2%	
Grade 7	Count	33	4.8%	661	84.80%	694	100%
	%	5.5%		13.1%		12.3%	
Grade 8 & 9	Count	14	5.7%	230	78.20%	244	100%
	%	2.3%		4.6%		4.3%	
Grade Unknown	Count	46	16.2%	238	70.90%	284	100%
	%	7.6%		4.7%		5.0%	
All PSS Staff	Count	604	10.7%	5042	89.30%	5646	100%
	%	100%		100%		100%	
Note: 143 (2%) staff have missing Ethnicity data and they have been removed from the table.							

Historical Data:

Annual PSS Staff Profile - Proportion of BME staff per Grade (2011/12 - 2013/14)
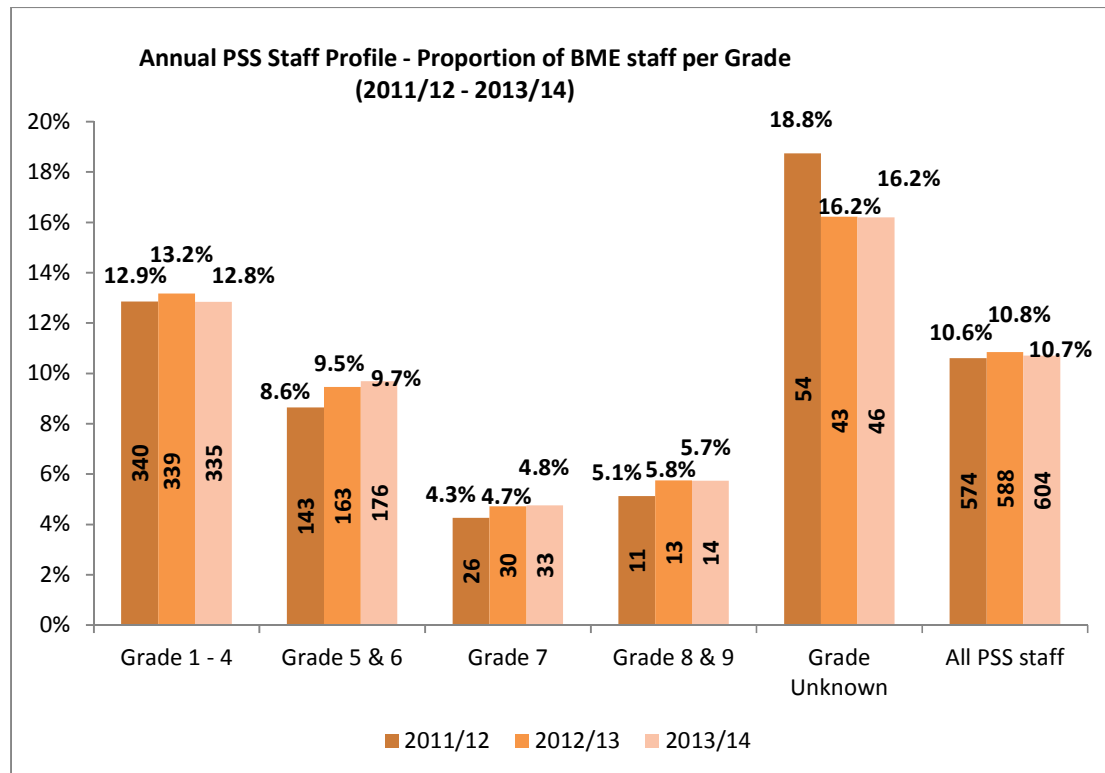
Figure 14: Levels of BME academic and research staff per job type for the last 3 years

Table 23 shows that over half of the BME population (56%) hold the lowest paid positions (Grades 1-4). It is also noted that the proportion of White staff in the highest grade positions (Grade 8 & 9) is double that of BME staff (4.6% cf. 2.3%) and at Grade 7 the margin is higher with just 5.5% of BME staff compared to 13.1% of White staff which raises questions about aspiration and barriers to progression (investigated in Section 6). Figure 14 shows little difference over the last three years with a slight increase of BME staff in Grades 5 & 6 which is promising.

Tables 24 and 25 look in detail at the ethnic groups and the UK/non-UK split for the job types. National comparative data is available for UK and non-UK PSS staff who are on a salary over than £50,000 (equivalent to Grades 8-9) where the proportion of UK-BME staff is 3.6% and non-UK-BME is 1.6%. This compares to the University's 0.3% for UK-BME Grade 8-9 PSS staff and 0.0% for non-UK-BME. Sections 5 and 6 on Recruitment and Career Progression have actions for tackling these low proportions.

= **Additional analysis has been completed by Grade**

Table 24: Levels of UK/non-UK staff split by ethnicity (2013/14)

Job Type & UK/Non-UK			Asian		Black		Other		BME TOTAL		White		Total	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Grade 1-4	Non-UK	Count	31	15.3%	28	13.8%	19	9.4%	**78**	**38.4%**	125	61.6%	203	100%
		%	10.4%		15.8%		14.8%		**13.0%**		2.5%		3.6%	
	UK	Count	91	3.8%	109	4.6%	55	2.3%	**255**	**10.7%**	2138	89.3%	2393	100%
		%	30.6%		61.6%		43.0%		**42.4%**		42.6%		42.5%	
Grade 1-4 Total		Count	122	4.7%	137	5.3%	74	2.9%	**333**	**12.8%**	2263	87.2%	2596	100%
		%	41.1%		77.4%		57.8%		**55.3%**		45.1%		46.2%	
Grade 5 & 6	Non-UK	Count	37	27.8%	6	4.5%	8	6.0%	**51**	**38.3%**	82	61.7%	133	100%
		%	12.5%		3.4%		6.3%		**8.5%**		1.6%		2.4%	
	UK	Count	85	5.1%	19	1.1%	21	1.3%	**125**	**7.5%**	1552	92.5%	1677	100%
		%	28.6%		10.7%		16.4%		**20.8%**		30.9%		29.8%	
Grade 5 & 6 Total		Count	122	6.7%	25	1.4%	29	1.6%	**176**	**9.7%**	1634	90.3%	1810	100%
		%	41.1%		14.1%		22.7%		**29.2%**		32.5%		32.2%	
Grade 7	Non-UK	Count	3	7.7%	1	2.6%	3	7.7%	**7**	**17.9%**	32	82.1%	39	100%
		%	1.0%		0.6%		2.3%		**1.2%**		0.6%		0.7%	
	UK	Count	15	2.3%	3	0.5%	8	1.2%	**26**	**4.0%**	627	96.0%	653	100%
		%	5.1%		1.7%		6.3%		**4.3%**		12.5%		11.6%	
Grade 7 Total		Count	18	2.6%	4	0.6%	11	1.6%	**33**	**4.8%**	659	95.2%	692	100%
		%	6.1%		2.3%		8.6%		**5.5%**		13.1%		12.3%	
Grade 8 & 9	Non-UK	Count	0	0.0%	0	0.0%	0	0.0%	**0**	**0.0%**	6	100%	6	100%
		%	0.0%		0.0%		0.0%		**0.0%**		0.1%		0.1%	
	UK	Count	5	2.1%	3	1.3%	6	2.5%	**14**	**5.9%**	224	94.1%	238	100%
		%	1.7%		1.7%		4.7%		**2.3%**		4.5%		4.2%	
Grade 8 & 9 Total		Count	5	2.0%	3	1.2%	6	2.5%	**14**	**5.7%**	230	94.3%	244	100%
		%	1.7%		1.7%		4.7%		**2.3%**		4.6%		4.3%	
Grade Unknown Only	Non-UK	Count	18	51.4%	3	8.6%	4	11.4%	**25**	**71.4%**	10	28.6%	35	100%
		%	6.1%		1.7%		3.1%		**4.2%**		0.2%		0.6%	
	UK	Count	12	4.9%	5	2.0%	4	1.6%	**21**	**8.5%**	226	91.5%	247	100%
		%	4.0%		2.8%		3.1%		**3.5%**		4.5%		4.4%	
Grade Unknown Total		Count	30	10.6%	8	2.8%	8	2.8%	**46**	**16.3%**	236	83.7%	282	100%
		%	10.1%		4.5%		6.3%		**7.6%**		4.7%		5.0%	
All PSS Staff		Count	297	5.3%	177	3.1%	128	2.3%	**602**	**10.7%**	5022	89.3%	**5624**	100%
		%	100%		100%		100%		**100%**		100%		100%	

Note: 143 (2%) staff with missing Ethnicity data and they have been removed from the table.
Note: A further 22 (<1%) staff with missing UK/non-UK data have been removed (20 White, 1 Asian and 1 Other).

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Table 25: Levels of PSS staff split by ethnicity (2013/14)

Ethnic Group	Ethnicity		Grade 1-4		Grade 5&6		Grade 7		Grade 8&9		Grade Unknown		All PSS Staff	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Asian	Asian or Asian British - Bangladeshi	Count	10	71.4%	2	14.3%	0	0.0%	0	0.0%	2	14.3%	14	100%
		%	0.4%		0.1%		0.0%		0.0%		0.7%		0.2%	
	Asian or Asian British - Indian	Count	31	43.7%	27	38.0%	4	5.6%	0	0.0%	9	12.7%	71	100%
		%	1.2%		1.5%		0.6%		0.0%		3.2%		1.3%	
	Asian or Asian British - Pakistani	Count	27	38.0%	28	39.4%	6	8.5%	1	1.4%	9	12.7%	71	100%
		%	1.0%		1.5%		0.9%		0.4%		3.2%		1.3%	
	Chinese	Count	24	34.3%	33	47.1%	6	8.6%	1	1.4%	6	8.6%	70	100%
		%	0.9%		1.8%		0.9%		0.4%		2.1%		1.2%	
	Other Asian background	Count	31	43.1%	32	44.4%	2	2.8%	3	4.2%	4	5.6%	72	100%
		%	1.2%		1.8%		0.3%		1.2%		1.4%		1.3%	
ASIAN TOTAL		Count	123	41.3%	122	40.9%	18	6.0%	5	1.7%	30	10.1%	298	100%
		%	4.7%		6.7%		2.6%		2.0%		10.6%		5.3%	
Black	Black or Black British - African	Count	50	76.9%	9	13.8%	1	1.5%	1	1.5%	4	6.2%	65	100%
		%	1.9%		0.5%		0.1%		0.4%		1.4%		1.2%	
	Black or Black British - Caribbean	Count	63	76.8%	14	17.1%	2	2.4%	1	1.2%	2	2.4%	82	100%
		%	2.4%		0.8%		0.3%		0.4%		0.7%		1.5%	
	Other Black background	Count	24	80.0%	2	6.7%	1	3.3%	1	3.3%	2	6.7%	30	100%
		%	0.9%		0.1%		0.1%		0.4%		0.7%		0.5%	
BLACK TOTAL		Count	137	77.4%	25	14.1%	4	2.3%	3	1.7%	8	4.5%	177	100%
		%	5.3%		1.4%		0.6%		1.2%		2.8%		3.1%	
Other	Arab	Count	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100%	1	100%
		%	0.0%		0.0%		0.0%		0.0%		0.4%		0.0%	
	Mixed - White and Asian	Count	8	47.1%	6	35.3%	1	5.9%	1	5.9%	1	5.9%	17	100%
		%	0.3%		0.3%		0.1%		0.4%		0.4%		0.3%	

Ethnic Group	Ethnicity		Grade 1-4		Grade 5&6		Grade 7		Grade 8&9		Grade Unknown		All PSS Staff	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	Mixed - White and Black African	Count	15	88.2%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	17	100%
		%	0.6%		0.1%		0.0%		0.0%		0.0%		0.3%	
	Mixed - White and Black Caribbean	Count	10	52.6%	5	26.3%	1	5.3%	2	10.5%	1	5.3%	19	100%
		%	0.4%		0.3%		0.1%		0.8%		0.4%		0.3%	
	Other Ethnic background	Count	22	55.0%	11	27.5%	4	10.0%	1	2.5%	2	5.0%	40	100%
		%	0.8%		0.6%		0.6%		0.4%		0.7%		0.7%	
	Other Mixed background	Count	20	57.1%	5	14.3%	5	14.3%	2	5.7%	3	8.6%	35	100%
		%	0.8%		0.3%		0.7%		0.8%		1.1%		0.6%	
OTHER TOTAL		Count	75	58.1%	29	22.5%	11	8.5%	6	4.7%	8	6.2%	129	100%
		%	2.9%		1.6%		1.6%		2.5%		2.8%		2.3%	
BME TOTAL		Count	335	55.5%	176	29.1%	33	5.5%	14	2.3%	46	7.6%	604	100%
		%	12.8%		9.7%		4.8%		5.7%		16.2%		10.7%	
White	White	Count	2273	45.1%	1640	32.5%	661	13.1%	230	4.6%	238	4.7%	5042	100%
		%	87.2%		90.3%		95.2%		94.3%		83.8%		89.3%	
WHITE TOTAL		Count	2273	45.1%	1640	32.5%	661	13.1%	230	4.6%	238	4.7%	5042	100%
		%	87.2%		90.3%		95.2%		94.3%		83.8%		89.3%	
TOTAL		Count	2608	46.2%	1816	32.2%	694	12.3%	244	4.3%	284	5.0%	5646	100%
		%	100%		100%		100%		100%		100%		100%	
Note: 143 (2%) staff with missing Ethnicity data and they have been removed from the table.														

Looking at staff grades for all ethnic groups there are more BME staff at lower grades compared to White staff. For BME staff, Asian staff dominate senior positions (Grades 7, 8 & 9). For all grades BME staff are split approximately equally across the three ethnic groups; for example the 14 Grade 8/9 UK-BME staff, 5 are Asian, 3 Black and 6 Other. Section 5 and 6 look in detail at the recruitment and career progression of BME staff and suggest appropriate action which will support BME staff to attain and progress through PSS posts.

Table 26: Levels of PSS staff split by ethnicity by contract type (2013/14)

Position Type		Asian		Black		Other		BME		White		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Fixed-term	Count	105	9.1%	18	1.6%	44	3.8%	**167**	**14.5%**	983	85.5%	1150	100%
	%	36.1%		10.3%		34.4%		**28.1%**		19.8%		20.7%	
Open-ended	Count	4	5.3%	1	1.3%	1	1.3%	**6**	**7.9%**	70	92.1%	76	100%
	%	1.4%		0.6%		0.8%		**1.0%**		1.4%		1.4%	
Permanent	Count	182	4.2%	156	3.6%	83	1.9%	**421**	**9.7%**	3907	90.3%	4328	100%
	%	62.5%		89.1%		64.8%		**70.9%**		78.8%		77.9%	
All PSS Staff	Count	291	5.2%	175	3.2%	128	2.3%	**594**	**10.7%**	4960	89.3%	**5554**	100%
	%	100%		100%		100%		**100%**		100%		100%	

Note: 143 (2%) staff with missing Ethnicity data and these have been removed from the table.
Note: A further 92 staff (7 Asian, 2 Black, 1 Other and 82 White) have been removed as they were seconded.

Historical Data:
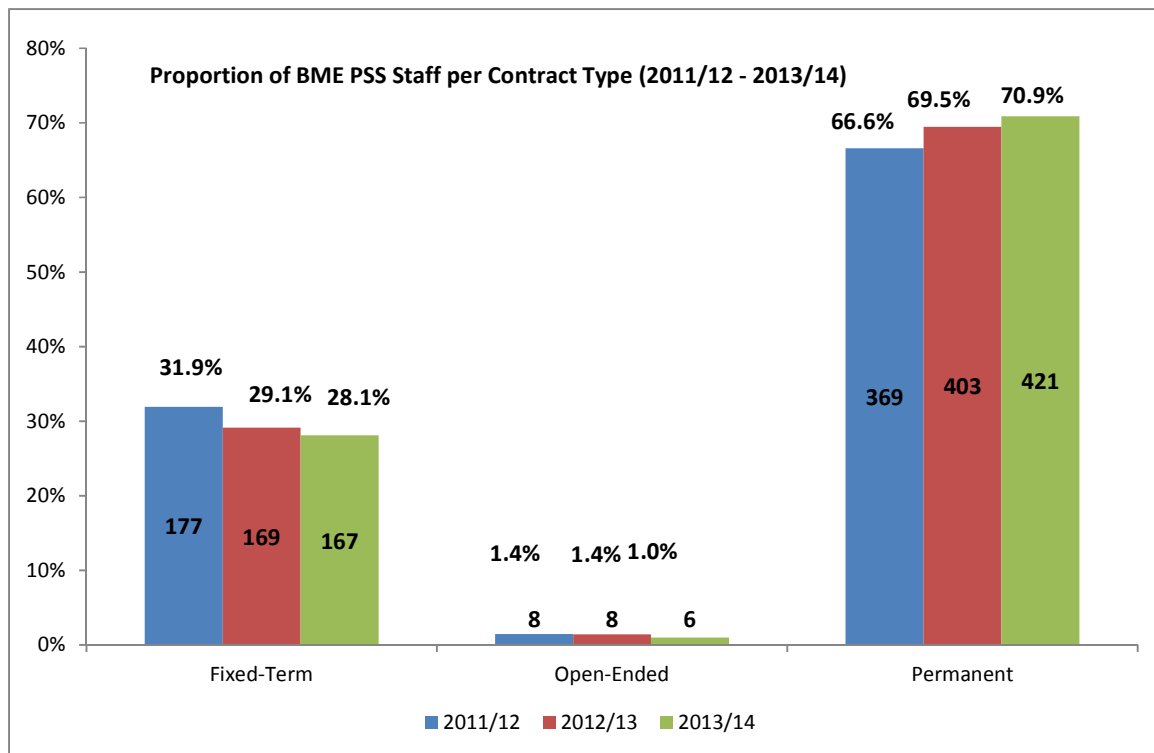
Figure 15: Levels of BME PSS staff per contract type for the last 3 years

BME staff are disproportionately overrepresented on fixed-term contracts compared to White colleagues (28% cf. 20%). The proportion of BME staff on permanent contracts has risen by 4.3% over the last three years although it is still less than White staff (70.9% cf. 78.8%). Almost 90% of Black PSS staff are on permanent contracts (compared to 63% and

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65% for Asian staff and staff from an 'Other' Ethnic background). National comparison figures show for BME staff 79.8% are on permanent/open contracts and 20.2% on fixed term. This compares to 70.9% and 28.1% at our University. We will investigate this further, **Action 5** and develop actions as appropriate.

Full-time/Part-time

Table 27: Levels of PSS staff split by ethnicity by mode of employment (2013/14)

Employment		Asian		Black		Other		BME		White		Total	
		Count	%	Count	%	Count	%	**Count**	%	Count	%	Count	%
Full-time	Count	226	4.8%	115	2.5%	95	2.0%	**436**	**10.0%**	3942	90.0%	4378	100%
	%	75.8%		65.0%		73.6%		**72.2%**		78.2%		77.5%	
Part-time	Count	72	4.8%	62	4.1%	34	2.3%	**168**	**13.3%**	1100	86.8%	1268	100%
	%	24.2%		35.0%		26.4%		**27.8%**		21.8%		22.5%	
All PSS Staff	Count	298	5.0%	177	3.0%	129	2.2%	**604**	**10.7%**	4820	89.3%	**5646**	100%
	%	100%		100%		100%		**100%**		100%		100%	
Note: 143 (2%) staff have missing Ethnicity data and these have been removed from the table.													

Historical Data:
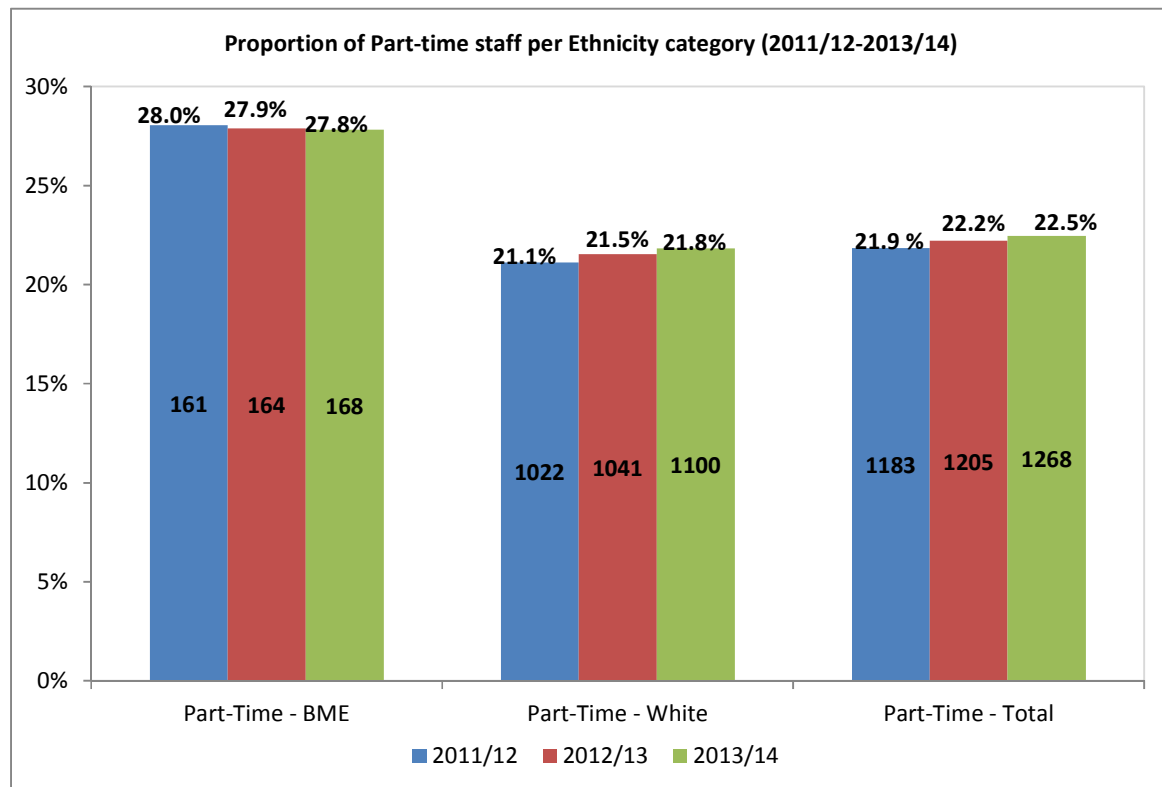
Figure 16: Levels of BME/White PSS part-time staff for the last 3 years

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There is a greater proportion of BME staff on part-time contracts compared to White staff (28% cf. 22%) with proportions of part-time staff remaining unchanged for the last three years. National comparison figures show for BME staff, 64% hold full-time contracts and for White staff, 68% hold full-time contracts. This compares to 72% and 79% at our University.

= **Turnover data**

Table 28: PSS staff Turnover rates (2013/14)

BME/White	Employed at end of 2013/14	Leavers 2013/14	Total Number of employees 2013/14	Turnover Rate
Asian	264	34	298	11.4%
Black	164	13	177	7.3%
Other	120	9	129	7.0%
BME Total	548	56	604	9.3%
White	4718	324	5042	6.4%
Grand Total	5266	380	5646	15.7%
Note: 143 (2%) staff have missing Ethnicity data and they have been removed from the table				

Historical Data:

Figure 17: Turnover of BME/White PSS staff for the last 3 years

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Table 29: PSS staff leavers by UK/non-UK and contract type (2013/14)

Faculty & UK/Non-UK			Asian		Black		Other		BME TOTAL		White		Total	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Fixed term	Non-UK	Count	13	40.6%	1	3.1%	2	6.3%	**16**	**50.0%**	16	50.0%	32	100%
		%	38.2%		7.7%		22.2%		**28.6%**		5.0%		8.5%	
	UK	Count	12	8.7%	2	1.4%	3	2.2%	**17**	**12.3%**	121	87.7%	138	100%
		%	35.3%		15.4%		33.3%		**30.4%**		37.7%		36.6%	
FIXED TERM TOTAL		Count	25	14.7%	3	1.8%	5	2.9%	**33**	**19.4%**	137	80.6%	170	100%
		%	73.5%		23.1%		55.6%		**58.9%**		42.7%		45.1%	
Permanent	Non-UK	Count	3	20.0%	3	20.0%	1	6.7%	**7**	**46.7%**	8	53.3%	15	100%
		%	8.8%		23.1%		11.1%		**12.5%**		2.5%		4.0%	
	UK	Count	6	3.1%	7	3.6%	3	1.6%	**16**	**8.3%**	176	91.7%	192	100%
		%	17.6%		53.8%		33.3%		**28.6%**		54.8%		50.9%	
PERMANENT TOTAL		Count	9	4.3%	10	4.8%	4	1.9%	**23**	**11.1%**	184	88.9%	207	100%
		%	26.5%		76.9%		44.4%		**41.1%**		57.3%		54.9%	
All Leavers		Count	34	9.0%	13	3.4%	9	2.4%	**56**	**14.9%**	321	85.1%	**377**	100%
		%	100%		100%		100%		**100%**		100%		100%	

Note: 1 leaver with missing UK/non-UK data (1 White) has been removed.
1 leaver on an open-ended contract and 1 leaver on secondment have also been removed (both White)

Table 28 shows there are a higher turnover rate for BME staff than White staff (9.3% cf. 6.4%). As for the academics the Asian staff turnover rate is the highest of the ethnic groups at 11.4%. The turnover rate has fallen by 2% for both White and BME staff over the last three years. Table 29 shows that 45% of turnover is due to fixed term contracts. It is noted that it would be helpful to monitor exit data to identify the reasons for why staff leave (i.e. career progression elsewhere, further study/training, family reasons, due to cultural differences, etc). See **Actions 3 & 6**.

Throughout the data sections (4a and b) we note that 6% (count=354) of academic and research staff and 2% (count=143) of PSS staff have not disclosed ethnicity information, **action 9** will look to improve this.

Section 4b: 1270 Words

4c Please provide details of the ethnic profile of any grievances/ disciplinaries at institutional level.

This should include whether the grievance/disciplinary was race-related and also whether there are trends in rates by ethnicity.

Table 30: Grievance Cases 2013-2014

Ethnicity	Outcome	Total
BME	not upheld	6
	withdrawn	1
BME Total		**7**
Not Known	not upheld	2
Not Known Total		2
Other White	not upheld	1
	partially upheld	1
	pending	2
	withdrawn	1
Other White Total		5
White British	compromise agreement	1
	not upheld	8
	pending	3
	upheld	1
	withdrawn	2
White British Total		15
Grand Total		**29**

In 2013/14 there were 29 grievance cases (5 pending) at the University. Of the 29 cases, 24% were from BME staff. There is an overrepresentation of BME staff bringing forward grievances. A large proportion (87%) of BME grievances are not upheld. **Action 10** will seek to address this. Two of the grievances were race-related and these were from Other White colleagues. Of these two cases one is pending and one has not been upheld.

From the race survey 59% of staff (58% Asian, 54% Black, 72% Other and 79% White) believe appropriate action would be taken if a race-related incident was reported and commonly mentioned issues from the open comments included complaints never get anywhere (9 comments), too afraid to report incidents (7 comments) and the institutional commitment to equality is not always implemented (6 comments).

Table 31: Disciplinary Cases 2013-2014

Ethnicity	Outcome	Total count
BME	Dismissal	3
	Final Written Warning	2
	not upheld	1
	Oral Warning	3
	pending	2
	resignation	1
	Written Warning	1
BME Total		**13**
Not Known	Dismissal	1
	Oral Warning	1
Not Known Total		2
Other White	Dismissal	2
	not upheld	1
	Oral Warning	1
	pending	5
Other White Total		9
White British	Dismissal	3
	Final Written Warning	3
	First Written Warning	1
	not upheld	2
	Oral Warning	10
	pending	13
	resignation	4
	Written Warning	4
White British Total		40
Grand Total		**64**

Of the 64 disciplinary cases, 20% were BME staff. A third of staff dismissed were BME (3). We note that there is again an over representation of BME staff who are disciplined. Examining the whole population of staff in the university, BME staff are twice as likely to be disciplined. None of the disciplinary cases were race-related. We monitor grievances and disciplinary data by ethnicity annually and will continue to do this and investigate any issues we find, **Action 10**.

Tables 32 and 33 below show the overall data were low. There had been 31 grievance cases in 2012-13 compared to 22 in 2011-12. There had been 44 disciplinary cases in 2012-13 (over 60% of which were in the PSS) compared to 57 in 2011-12 and 81 in 2010-11. There had been six tribunal applications compared to eight in each of the previous two years. However, the data showed that a disproportionately high number of grievance cases (32%) were from BME staff and it is important to ascertain if there are any underlying issues (**Action 10**).

HISTORICAL DATA:

Table 32: Grievance/Disciplinary Cases over the last three years

	Grievance (count)			Disciplinary Cases (count)		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
PSS	14	21	17	35	27	22
University Library	0	1	2	2	0	5
Museum	0	0	0	0	0	0
Art Gallery	0	0	0	0	0	1
University Press	0	0	0	0	0	0
Discovery Centre	0	1	0	0	0	0
CRUKMI	0	1	0	3	1	1
Faculty of HUM	0	4	6	2	1	15
Faculty of MHS	4	3	2	5	3	5
Faculty of EPS	2	0	1	8	8	8
Faculty of Life Sciences	2	0	1	2	4	7
Total	**22**	**31**	**29**	**57**	**44**	**64**

Table 33: Grievance/Disciplinary Cases over the last three years by ethnicity

2011/12	Ethnicity count				Ethnicity %			
	BME	Other White	White British	Unknown	BME	Other White	White British	Unknown
Grievance	7	1	11	3	32%	4%	50%	14%
Disciplinary Cases	6	4	44	3	11%	7%	77%	5%

2012/13	Ethnicity count				Ethnicity %			
	BME	Other White	White British	Unknown	BME	Other White	White British	Unknown
Grievance	10	2	19	0	32%	7%	61%	0%
Disciplinary Cases	6	2	36	0	14%	4%	82%	0%

2013/14	Ethnicity count				Ethnicity %			
	BME	Other White	White British	Unknown	BME	Other White	White British	Unknown
Grievance	7	5	15	2	24%	17%	52%	7%
Disciplinary Cases	13	9	40	2	20%	14%	63%	3%

4d Please provide details of the ethnic profile (by specific ethnic group as far as possible) of your decision making boards and committees, including:

= senior management team
= board of governors/council
= research and academic committees
= key departmental decision-making bodies
= any other key decision making committees

These should be presented separately as far as possible, although you may wish to additionally aggregate the data for all of the committees to then disaggregate it by specific ethnic group.

Tables 34a - 34e show that currently the University has no BME staff in its (i) University Leadership Team, (ii) PSS Leadership Team or (iii) Promotions Committee. No University Faculty has BME staff in its Faculty leadership team. Other than the Faculty of Humanities, the Faculties of EPS, MHS and FLS have no BME representation on promotion committees. The lack of visible role models and BME staff in senior positions is noted on numerous occasions throughout the race survey. See **Action 11.** On a positive note, 18% of the University Board of Governors (including the Chair) are BME.

Table 34a: Committee membership – University

UNIVERSITY Committees	Gender	2014/2015		
		BME	White	Unknown
Board of Governors	Female	2	9	0
	Male	1	8	0
Board of Governors Total		**3**	17	0
University Leadership Team	Female	0	2	0
	Male	0	9	0
University Leadership Team Total		**0**	11	0
PSS Leadership Team	Female	0	7	0
	Male	0	13	0
PSS Leadership Team Total		**0**	20	0
Promotions Committee	Female	0	**3**	0
	Male	0	8	0
Promotions Committee Total		**0**	11	0
Research Group Committee	Female	0	9	0
	Male	1	14	0
Research Group Committee Total		**1**	1	23

Table 34b: Committee membership – Faculty of Engineering and Physical Sciences

EPS Committees	Gender	2014/2015		
		BME	White	Unknown
Faculty Leadership Team	Female	0	5	0
	Male	0	13	0
Faculty Leadership Team Total		**0**	18	0
PSS Leadership Team	Female	2	15	0
	Male	0	6	0
PSS Leadership Team Total		**2**	21	0
Promotions Committee	Female	0	**2**	0
	Male	0	7	0
Promotions Committee Total		**0**	9	0
Research Leadership Team	Female	0	2	0
	Male	1	9	0
Research Leadership Team Total		**1**	11	0

Table 34c: Committee membership – Faculty of Life Sciences

FLS Committees	Gender	2014/2015		
		BME	White	Unknown
Faculty Leadership Team	Female	0	6	0
	Male	0	11	0
Faculty Leadership Team Total		**0**	17	0
PSS Leadership Team	Female	0	11	0
	Male	0	2	0
PSS Leadership Team Total		**0**	13	0
Promotions Committee	Female	0	**6**	0
	Male	0	11	0
Promotions Committee Total		**0**	17	0
Research Leadership Team	Female	2	2	0
	Male	0	8	0
Research Leadership Team Total		**2**	10	0

Table 34d: Committee membership – Faculty of Humanities

HUM Committees	Gender	2014/2015		
		BME	White	Unknown
Faculty Leadership Team	Female	0	5	0
	Male	0	9	0
Faculty Leadership Team Total		**0**	14	0
PSS Leadership Team	Female	0	8	0
	Male	0	2	0
PSS Leadership Team Total		**0**	10	0
Promotions Committee	Female	0	8	0
	Male	3	8	0
Promotions Committee Total		**3**	16	0
Research Leadership Team	Female	0	3	0
	Male	0	3	0
Research Leadership Team Total		**0**	6	0

Table 34e: Committee membership – Faculty of Medical and Human Sciences

MHS Committees	Gender	2014/2015		
		BME	White	Unknown
Faculty Leadership Team	Female	0	11	0
	Male	0	17	1
Faculty Leadership Team Total		**0**	28	1
PSS Leadership Team	Female	1	11	0
	Male	0	6	0
PSS Leadership Team Total		**1**	17	0
Promotions Committee	Female	0	**3**	0
	Male	0	4	0
Promotions Committee Total		**0**	7	0
Research Leadership Team	Female	0	5	0
	Male	0	9	1
Research Leadership Team Total		**0**	14	1

4e Please provide the results of any 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.

The University Equal Pay Audit Data

Snapshot data, as at 20 May 2013, was produced for employees in Grades 1-8 across gender, ethnicity and disability. This covered academic, research and support staff.

Pay data includes both basic pay and any additional payments (e.g. market supplements, acting up allowances etc.) excluding overtime and shift allowances.

A negative figure indicates the respective group earns less than the other group and a positive figure indicates that they earn more.

Pay gap calculation is:

$$\frac{Average\ BME\ Pay}{Average\ White\ Pay} \times 100 - 100 = Pay\ Gap\ \%$$

Table 35: The ethnicity pay gap by full-time/part-time status, for University employees in Grades 1-8, May 2013

Grade	FT Average Salary	FT Pay Gap %	PT Average Salary	PT Pay Gap	All Average Salary	All Pay Gap
Grade 1	**£15,612.83**		**£15,603.11**		**£15,606.82**	
BME	£15,626.39	0.1	£15,594.09	-0.1	£15,604.20	-0.1
Not known	£15,317.00		£15,293.99		£15,303.85	
White	£15,615.25		£15,610.97		£15,612.68	
Grade 2	**£17,391.11**		**£17,521.92**		**£17,430.32**	
BME	£16,962.11	-3.2	£17,285.15	-1.6	£17,092.70	-2.6
Not known	£16,204.81				£16,204.81	
White	£17,527.65		£17,568.29		£17,539.82	
Grade 3	**£20,281.96**		**£20,667.44**		**£20,370.22**	
BME	£20,162.62	-0.8	£20,599.00	-0.4	£20,243.60	-0.8
Not known	£19,306.89		£19,056.00		£19,281.80	
White	£20,315.99		£20,684.57		£20,403.27	
Grade 4	**£23,224.57**		**£23,476.41**		**£23,271.48**	
BME	£22,931.68	-1.4	£22,875.25	-2.7	£22,925.58	-1.7
Not known	£22,841.70		£24,049.00		£22,951.45	
White	£23,261.74		£23,504.46		£23,309.10	
Grade 5	**£27,374.99**		**£27,374.96**		**£27,374.98**	
BME	£27,097.59	-1.2	£26,683.44	-3.3	£27,008.13	-1.7
Not known	£25,950.46		£26,131.75		£26,019.52	
White	£27,438.03		£27,586.93		£27,461.40	
Grade 6	**£33,310.50**		**£34,561.71**		**£33,477.26**	
BME	£32,740.56	-2.2	£34,027.79	-1.8	£32,822.72	-2.5
Not known	£31,590.32		£31,630.20		£31,594.95	
White	£33,471.51		£34,658.10		£33,646.10	
Grade 7	**£44,628.93**		**£44,252.22**		**£44,572.75**	
BME	£43,630.45	-2.6	£44,874.92	1.5	£43,742.03	-2.1
Not known	£42,000.09				£42,000.09	
White	£44,772.98		£44,213.86		£44,685.26	
Grade 8	**£54,686.90**		**£56,302.03**		**£54,838.87**	
BME	£54,975.82	0.5	£53,233.00	-5.6	£54,954.30	0.2
Not known	£51,792.50		£53,233.00		£51,998.29	
White	£54,678.26		£56,382.80		£54,853.08	
Grand Total	**£33,678.23**		**£28,255.42**		**£32,645.00**	
BME	£29,265.90	-1.3	£29,396.58	-2.1	£29,299.16	**-1.3**
Not known	£28,125.47		£21,174.24		£28,169.35	
White	£29,635.18		£30,026.25		£29,688.84	

Table 36: The ethnicity profile by full-time/part-time status, for University employees in Grades 1-8, May 2013

Ethnicity	% gender profile of employees within each ethnicity		
	% of full timers	% of part-timers	% of all employees
Grade 1	**204**	**331**	**535**
BME	18%	24%	22%
Not known	1%	1%	1%
White	81%	75%	77%
Grade 2	**271**	**116**	**387**
BME	10%	16%	12%
Not known	6%	0%	4%
White	84%	84%	84%
Grade 3	**623**	**185**	**808**
BME	13%	10%	12%
Not known	1%	1%	1%
White	86%	89%	87%
Grade 4	**699**	**160**	**859**
BME	9%	5%	9%
Not known	1%	1%	1%
White	90%	94%	90%
Grade 5	**837**	**170**	**1007**
BME	12%	16%	13%
Not known	2%	5%	2%
White	86%	79%	86%
Grade 6	**2041**	**314**	**2355**
BME	17%	8%	16%
Not known	2%	2%	2%
White	81%	90%	82%
Grade 7	**1278**	**224**	**1502**
BME	10%	6%	10%
Not known	1%	0%	1%
White	89%	94%	90%
Grade 8	**751**	**78**	**829**
BME	11%	1%	10%
Not known	1%	1%	1%
White	88%	98%	89%
Grand Total	**6704**	**1578**	**8282**
BME	**13%**	**12%**	**13%**
Not known	2%	1%	2%
White	85%	87%	85%

Tables 35 and 36 show that other than at grade 8, BME staff has lower average pay compared to their white counterparts at that grade but the difference is small and not statistically significant.

For the Professoriate there is currently a review planned for June 2015 and so the last available data presented here is for 2011. At the time (December 2011) the median gender pay gap for academic staff in the sector stood at 13.5% and the median ethnicity pay gap at 2.9% (UK national staff only). The professorial payment system is organised into five zones, E (entry level) to A, with transfer from zones based on performance review. Whilst the profile is broadly similar Table 37 below shows that there is a discrepancy in the distribution of professors across the pay zones by ethnicity and nationality (UK/non-UK status). Professors who are BME are more concentrated in the entry zone 'E' than White British professors, mirrored by a lower proportion located in zone 'D', but the profile across zones 'A' to 'C' is similar. At the time there were only 47 BME professors so a breakdown by nationality was not reliable. A higher proportion of White non-UK professors are in the highest paid zones 'A' and 'B' compared to White UK and BME professors, but the proportion located in zone 'D' and 'E' is similar to that for White UK professors.

Table 37: Professorial Staff by Pay Zone – split by ethnicity

Zone	White				BME					
	White UK		White Non-UK		UK		Non-UK		All BME	
	Count	%	Count	%	Count	%	Count	%	Count	%
A	6	1%	6	7%	1	3%	0	0%	1	2%
B	27	6%	7	8%	2	6%	1	8%	3	6%
C	77	17%	9	10%	4	12%	4	31%	8	17%
D	229	51%	43	49%	14	41%	5	38%	19	40%
E	111	25%	22	25%	13	38%	3	23%	16	34%
Total	450		87		34		13		47	

Table 38: Professorial Pay Salary Distribution

	Male	Female	White UK	White non-UK	BME	All
Mean	£77,635	£74,851	£76,033	£83,027	£75,524	
Median	£71,895	£68,575	£70,632	£70,632	£68,575	
Number	468	126	450	87	47	594

Table 38 shows the distribution of the professorial pay salary and we note that White non-UK professors earn more than White UK professors when calculated using the arithmetic mean (£6,994) but their median salaries are identical. The White UK:White non-UK pay gap is 8% Mean, 0% Median. BME professors are paid less than White UK professors – an average £509 per year calculated on mean salaries rising to £2,057 on median salaries. The White:BME pay gap is 1% Mean and 3% Median. 62% of staff believe the University has a fair and transparent pay system with 65% of staff agreeing they are paid equitably regardless of gender. We will continue to monitor pay by ethnicity.

Sections 4c-e: 826 Words
TOTAL Section 4: 3753 Words

5   Recruitment and selection

This section should illustrate the outcomes of your institution's recruitment and selection processes. The section should be informed by extensive analysis of the institution's quantitative data, as well as the results from the mandatory race equality survey, and any other appropriate quantitative and qualitative sources.

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take.

Recruitment data disaggregated into BME and White British categories, from each Faculty and for PSS units for the period 2013/14 has been reviewed. For both the recruitment cycle data and current staff profile it is possible to disaggregate BME categories into UK and non-UK nationals. With the small numbers of BME staff disaggregating further into ethnic categories was not deemed appropriate. There was also an examination of the extent to which BME women suffer a double burden in terms of their prospects of success in applying for jobs, and there is a need to consider this further.

5a   Please provide details of the ethnic profile (by specific ethnic group where possible) of people:
=   applying for academic posts
=   being shortlisted/invited to interview for academic posts
=   being offered academic posts

   Broken down as far as possible by:
=   faculty/department
=   UK/non-UK applicants (separating out applicants with/without the right to work in the UK)

   Where possible these variables should be analysed together.

Tables 39-42 show the applications, shortlisting and offers for each Faculty for academic and research posts. Note that % is the proportion of previous stage (i.e. the proportion of those shortlisted who were subsequently successful). Qualitative analysis is given for each Faculty and then more broadly with appropriate action noted.

Table 39a: Recruitment of Faculty of Engineering and Physical Sciences Academic Staff

EPS Academic Staff		Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	%	Count	Count	Count	Count	%*	Count	Count	Count	Count	%^
Lecturer	White	175	561	1	737	52%	15	68	0	83	11%	7	25	0	32	39%
	BME	87	453	1	541	38%	2	20	0	22	4%	0	7	0	7	32%
	Unknown	18	46	67	131	9%	1	2	13	16	12%	0	0	10	10	63%
	Count	280	1060	69	1409		18	90	13	121	9%	7	32	10	49	40%
	%	20%	75%	5%			6%	8%	19%			39%	36%	77%		
Lecturer/ Senior Lecturer	White	15	78	0	93	40%	3	16	0	19	20%	1	5	0	6	32%
	BME	14	89	0	103	45%	2	8	0	10	10%	0	0	0	0	0%
	Unknown	1	11	23	35	15%	0	1	2	3	9%	0	1	0	1	33%
	Count	30	178	23	231		5	25	2	32	14%	1	6	0	7	22%
	%	13%	77%	10%			17%	14%	9%			20%	24%	0%		
Professor	White	6	36	0	42	62%	0	2	0	2	5%	0	1	0	1	50%
	BME	4	13	0	17	25%	0	1	0	1	6%	0	0	0	0	0%
	Unknown	0	6	3	9	13%	0	0	0	0	0%	0	0	0	0	
	Count	10	55	3	68		0	3	0	3	4%	0	1	0	1	33%
	%	15%	81%	4%			0%	5%	0%				33%			
Lecturer/ Senior Lecturer/ Reader/ Professor	White	39	134	1	174	58%	4	12	0	16	9%	1	2	0	3	19%
	BME	11	80	1	92	31%	0	1	0	1	1%	0	0	0	0	0%
	Unknown	8	21	3	32	11%	0	1	0	1	3%	0	0	0	0	0%
	Count	58	235	5	298		4	14	0	18	6%	1	2	0	3	17%
	%	19%	79%	2%			7%	6%	0%			25%	14%			
Other Academics	White	0	2	0	2	67%	0	0	0	0	0%	0	0	0	0	
	BME	0	1	0	1	33%	0	0	0	0	0%	0	0	0	0	
	Unknown				0	0%				0					0	
	Count	0	3	0	3		0	0	0	0	0%	0	0	0	0	
	%	0%	100%	0%				0%								
All academic staff	White	235	811	2	1048	52%	22	98	0	120	11%	9	33	0	42	35%
	BME	116	636	2	754	38%	4	30	0	34	5%	0	7	0	7	21%
	Unknown	27	84	96	207	10%	1	4	15	20	10%	0	1	10	11	55%
	Count	378	1531	100	2009		27	132	15	174	9%	9	41	10	60	34%
	%	19%	76%	5%			16%	76%	9%			15%	68%	17%		

Table 39b: Recruitment of Faculty of Engineering and Physical Sciences Research Staff

EPS Research Staff		Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	%	Count	Count	Count	Count	%*	Count	Count	Count	Count	%^
Research Assistant	White	10	14	0	24	43%	2	1	0	3	13%	2	1	0	3	100%
	BME	6	15	0	21	38%	1	1	0	2	10%	0	1	0	1	50%
	Unknown	1	1	9	11	20%	0	0	0	0	0%	0	0	0	0	
	Count	17	30	9	56		3	2	0	5	9%	2	2	0	4	80%
	%	30%	54%	16%			18%	7%	0%			67%	100%			
Research Assistant/ Associate	White	4	18	0	22	30%	2	7	0	9	41%	1	3	0	4	44%
	BME	9	28	0	37	51%	0	2	0	2	5%	0	1	0	1	50%
	Unknown	3	4	7	14	19%	1	1	1	3	21%	1	1	1	3	100%
	Count	16	50	7	73		3	10	1	14	19%	2	5	1	8	57%
	%	22%	68%	10%			19%	20%	14%			67%	50%	100%		
Research Associate	White	379	1041	1	1421	33%	52	190	0	242	17%	20	86	0	106	44%
	BME	385	1874	2	2261	53%	37	172	0	209	9%	10	44	0	54	26%
	Unknown	46	217	319	582	14%	3	30	28	61	10%	0	6	11	17	28%
	Count	810	3132	322	4264		92	392	28	512	12%	30	136	11	177	35%
	%	19%	73%	8%			11%	13%	9%			33%	35%	39%		
Research Associate/ Fellow	White	12	27	0	39	29%	2	5	0	7	18%	0	4	0	4	57%
	BME	16	54	0	70	52%	1	2	0	3	4%	0	1	0	1	33%
	Unknown	1	9	15	25	19%	1	2	0	3	12%	0	1	0	1	33%
	Count	29	90	15	134		4	9	0	13	10%	0	6	0	6	46%
	%	22%	67%	11%			14%	10%	0%			0%	67%			
Research Fellow	White	7	41	0	48	42%	1	11	0	12	25%	0	5	0	5	42%
	BME	7	46	0	53	46%	0	4	0	4	8%	0	1	0	1	25%
	Unknown	2	7	5	14	12%	0	1	0	1	7%	0	0	0	0	0%
	Count	16	94	5	115		1	16	0	17	15%	0	6	0	6	35%
	%	14%	82%	4%			6%	17%	0%			0%	38%			
All research staff	White	412	1141	1	1554	33%	59	214	0	273	18%	23	99	0	122	45%
	BME	423	2017	2	2442	53%	39	181	0	220	9%	10	48	0	58	26%
	Unknown	53	238	355	646	14%	5	34	29	68	11%	1	8	12	21	31%
	Count	888	3396	358	4642		103	429	29	561	12%	34	155	12	201	36%
	%	19%	73%	8%			12%	13%	8%			33%	36%	41%		

Faculty of Engineering and Physical Sciences

Academic Recruitment

- As per 2012/13 there was only one professorship.
- BME applicants were 25% of the application pool at professor level and 45% at senior lecturer level – despite this there were no successful BME candidates at either of these levels. There were 7 BME appointments at Lecturer level.

Research Recruitment

- The highest applicant pool were candidates from a BME background and they had the lowest shortlisting and success rate.

Table 40a: Recruitment of Faculty of Life Sciences Academic Staff

FLS Academic Staff		Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	%	Count	Count	Count	Count	%*	Count	Count		Count	%^
Lecturer	White	0	3	0	3	75%	0	1	0	1	33%	0	1	0	1	100%
	BME	1	0	0	1	25%	0	0	0	0	0%	0	0	0	0	
	Unknown				0	0%				0					0	
	Count	1	3	0	4		0	1	0	1	25%	0	1	0	1	100%
	%	25%	75%	0%			0%	33%					100%			
Professor	White	13	40	0	53	69%	0	3	0	3	6%	0	0	0	0	0%
	BME	4	15	0	19	25%	1	1	0	2	11%	0	1	0	1	50%
	Unknown	2	1	2	5	6%	0	0	0	0	0%	0	0	0	0	
	Count	19	56	2	77		1	4	0	5	6%	0	1	0	1	20%
	%	25%	73%	3%			5%	7%	0%			0%	25%			
All academic staff	White	13	43	0	56	69%	0	4	0	4	7%	0	1	0	1	25%
	BME	5	15	0	20	25%	1	1	0	2	10%	0	1	0	1	50%
	Unknown	2	1	2	5	6%	0	0	0	0	0%	0	0	0	0	
	Count	20	59	2	81		1	5	0	6	7%	0	2	0	2	33%
	%	25%	73%	2%			17%	83%	0%			0%	100%	0%		

Table 40b: Recruitment of Faculty of Life Sciences Research Staff

FLS Research Staff		Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	%	Count	Count	Count	Count	%*	Count	Count		Count	%^
Research Assistant	White	3	1	0	4	57%	0	0	0	0	0%	0	0	0	0	
	BME	1	1	0	2	29%	1	0	0	1	50%	0	0	0	0	0%
	Unknown	0	0	1	1	14%	0	0	1	1	100%	0	0	1	1	100%
	Count	4	2	1	7		1	0	1	2	29%	0	0	1	1	50%
	%	57%	29%	14%			25%	0%	100%			0%		100%		
Research Associate	White	391	336	0	727	45%	57	55	0	112	15%	11	20	0	31	28%
	BME	312	410	1	723	44%	23	47	1	71	10%	6	10	0	16	23%
	Unknown	32	35	113	180	11%	4	3	13	20	11%	1	1	6	8	40%
	Count	735	781	114	1630		84	105	14	203	12%	18	31	6	55	27%
	%	45%	48%	7%			11%	13%	12%			21%	30%	43%		
Research Associate/Fellow	White	13	5	0	18	40%	5	0	0	5	28%	4	0	0	4	80%
	BME	9	6	0	15	33%	1	0	0	1	7%	1	0	0	1	100%
	Unknown	4	4	4	12	27%	0	0	2	2	17%	0	0	0	0	0%
	Count	26	15	4	45		6	0	2	8	18%	5	0	0	5	63%
	%	58%	33%	9%			23%	0%	50%			83%		0%		
Research Fellow	White	27	8	0	35	42%	9	4	0	13	37%	8	2	0	10	77%
	BME	13	31	0	44	52%	3	5	0	8	18%	0	1	0	1	13%
	Unknown	2	3	0	5	6%	0	1	0	1	20%	0	1	0	1	100%
	Count	42	42	0	84		12	10	0	22	26%	8	4	0	12	55%
	%	50%	50%	0%			29%	24%				67%	40%			
All research staff	White	434	350	0	784	44%	71	59	0	130	17%	23	22	0	45	35%
	BME	335	448	1	784	44%	28	52	1	81	10%	7	11	0	18	22%
	Unknown	38	42	118	198	11%	4	4	16	24	12%	1	2	7	10	42%
	Count	807	840	119	1766		103	115	17	235	13%	31	35	7	73	31%
	%	46%	48%	7%			13%	14%	14%			30%	30%	41%		

Faculty of Life Sciences

Academic Recruitment

- There are low numbers with just 2 appointments, making it difficult to draw any meaningful conclusions.
- One of the appointments was a BME Professor.

Research Recruitment

- Overall, BME candidates made up the same percentage of the applicant pool (44%) as white applicants, but these applicants were less likely to be shortlisted or appointed.

Table 41a: Recruitment of Faculty of Humanities Academic Staff

HUM Academic Staff		Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
Lecturer	White	790	923	7	1720	66%	92	103	0	195	11%	23	24	0	47	24%
	BME	272	352	1	625	24%	27	25	0	52	8%	2	6	0	8	15%
	Unknown	69	99	102	270	10%	10	8	17	35	13%	3	1	5	9	26%
	Count	1131	1374	110	2615		129	136	17	282	11%	28	31	5	64	23%
	%	43%	53%	4%			11%	10%	15%			22%	23%	29%		
Lecturer/Senior Lecturer	White	303	529	1	833	61%	35	59	0	94	11%	10	7	0	17	18%
	BME	144	255	0	399	29%	6	27	0	33	8%	3	4	0	7	21%
	Unknown	22	67	43	132	10%	3	1	2	6	5%	0	1	0	1	17%
	Count	469	851	44	1364		44	87	2	133	10%	13	12	0	25	19%
	%	34%	62%	3%			9%	10%	5%			30%	14%	0%		
Professor	White	9	27	1	37	71%	1	1	0	2	5%	0	0	0	0	0%
	BME	1	5	0	6	12%	0	0	0	0	0%	0	0	0	0	
	Unknown	1	2	6	9	17%	0	0	3	3	33%	0	0	3	3	100%
	Count	11	34	7	52		1	1	3	5	10%	0	0	3	3	60%
	%	21%	65%	13%			9%	3%	43%			0%	0%	100%		
Other Academics	White	72	30	0	102	40%	5	5	0	10	10%	1	1	0	2	20%
	BME	101	33	0	134	53%	6	1	0	7	5%	1	1	0	2	29%
	Unknown	11	4	3	18	7%	0	1	0	1	6%	0	1	0	1	100%
	Count	184	67	3	254		11	7	0	18	7%	2	3	0	5	28%
	%	72%	26%	1%			6%	10%	0%			18%	43%			
All academic staff	White	1174	1509	9	2692	63%	133	168	0	301	11%	34	32	0	66	22%
	BME	518	645	1	1164	27%	39	53	0	92	8%	6	11	0	17	18%
	Unknown	103	172	154	429	10%	13	10	22	45	10%	3	3	8	14	31%
	Count	1795	2326	164	4285		185	231	22	438	10%	43	46	8	97	22%
	%	42%	54%	4%			42%	53%	5%			44%	47%	8%		

Table 41b: Recruitment of Faculty of Humanities Research Staff

HUM Research Staff		Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
Research Assistant	**White**	11	13	0	24	65%	4	3	0	7	29%	1	1	0	2	29%
	BME	**6**	**4**	**0**	**10**	**27%**	**0**	**2**	**0**	**2**	**20%**	**0**	**0**	**0**	**0**	**0%**
	Unknown	2	1	0	3	8%	0	0	0	0	0%	0	0	0	0	
	Count	19	18	0	37		4	5	0	9	24%	1	1	0	2	22%
	%	51%	49%	0%			21%	28%				25%	20%			
Research Associate	**White**	245	249	4	498	62%	36	45	0	81	16%	13	10	0	23	28%
	BME	**96**	**131**	**1**	**228**	**28%**	**13**	**12**	**0**	**25**	**11%**	**2**	**3**	**0**	**5**	**20%**
	Unknown	27	24	30	81	10%	1	7	2	10	12%	0	2	1	3	30%
	Count	368	404	35	807		50	64	2	116	14%	15	15	1	31	27%
	%	46%	50%	4%			14%	16%	6%			30%	23%	50%		
Research Associate/Fellow	**White**	77	86	0	163	70%	12	6	0	18	11%	3	2	0	5	28%
	BME	**21**	**23**	**0**	**44**	**19%**	**0**	**0**	**0**	**0**	**0%**	**0**	**0**	**0**	**0**	
	Unknown	0	17	9	26	11%	0	1	0	1	4%	0	0	0	0	0%
	Count	98	126	9	233		12	7	0	19	8%	3	2	0	5	26%
	%	42%	54%	4%			12%	6%	0%			25%	29%			
Research Fellow	**White**	61	49	0	110	67%	46	34	0	80	73%	1	3	0	4	5%
	BME	**22**	**14**	**1**	**37**	**23%**	**15**	**6**	**1**	**22**	**59%**	**0**	**0**	**0**	**0**	**0%**
	Unknown	2	6	8	16	10%	2	4	8	14	88%	0	1	0	1	7%
	Count	85	69	9	163		63	44	9	116	71%	1	4	0	5	4%
	%	52%	42%	6%			74%	64%	100%			2%	9%	0%		
All research staff	**White**	394	397	4	795	64%	98	88	0	186	23%	18	16	0	34	18%
	BME	**145**	**172**	**2**	**319**	**26%**	**28**	**20**	**1**	**49**	**15%**	**2**	**3**	**0**	**5**	**10%**
	Unknown	31	48	47	126	10%	3	12	10	25	20%	0	3	1	4	16%
	Count	570	617	53	1240		129	120	11	260	21%	20	22	1	43	17%
	%	46%	50%	4%			23%	19%	21%			16%	18%	9%		

Faculty of Humanities

Academic Recruitment

- At professor level the successful applicants did not disclose their gender or ethnicity so it was not possible to comment on recruitment. Of those that did disclose, women were more likely to be shortlisted and no BME applicants were shortlisted.

- At lecturer level BME applicants (24%) were less likely to be shortlisted and recruited. At lecturer/senior lecturer level they were less likely to be shortlisted but more likely to be recruited.

- Overall, 31% of staff recruited their ethnicity was not known. This makes any meaningful analysis difficult. We will address this in **Action 9**

Research Recruitment

- BME applicants were again less likely to be shortlisted and recruited.

Table 42a: Recruitment of Faculty of Medical and Human Sciences Academic Staff

MHS Academic Staff	Ethnicity	Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	%	Count	Count	Count	Count	%*	Count	Count	Count	Count	%^
Lecturer	**White**	132	111	0	243	62%	59	38	0	97	40%	22	7	0	29	30%
	BME	**51**	**72**	**0**	**123**	**31%**	**11**	**14**	**0**	**25**	**20%**	**3**	**4**	**0**	**7**	**28%**
	Unknown	3	5	20	28	7%	0	0	6	6	21%	0	0	4	4	67%
	Count	186	188	20	394		70	52	6	128	32%	25	11	4	40	31%
	%	47%	48%	5%			38%	28%	30%			36%	21%	67%		
Lecturer/Senior Lecturer	**White**	4	12	0	16	70%	4	8	0	12	75%	2	2	0	4	33%
	BME	**1**	**5**	**0**	**6**	**26%**	**0**	**2**	**0**	**2**	**33%**	**0**	**1**	**0**	**1**	**50%**
	Unknown	0	1	0	1	4%	0	0	0	0	0%	0	0	0	0	
	Count	5	18	0	23		4	10	0	14	61%	2	3	0	5	36%
	%	22%	78%	0%			80%	56%				50%	30%			
Senior Lecturer	**White**	1	4	0	5	56%	0	0	0	0	0%	0	0	0	0	
	BME	**0**	**2**	**0**	**2**	**22%**	**0**	**0**	**0**	**0**	**0%**	**0**	**0**	**0**	**0**	
	Unknown	0	1	1	2	22%	0	0	0	0	0%	0	0	0	0	
	Count	1	7	1	9		0	0	0	0	0%	0	0	0	0	
	%	11%	78%	11%			0%	0%	0%							
Professor	**White**	53	54	0	107	59%	11	8	0	19	18%	2	1	0	3	16%
	BME	**23**	**41**	**0**	**64**	**35%**	**2**	**8**	**0**	**10**	**16%**	**1**	**1**	**0**	**2**	**20%**
	Unknown	3	2	5	10	6%	0	0	1	1	10%	0	0	0	0	0%
	Count	79	97	5	181		13	16	1	30	17%	3	2	0	5	17%
	%	44%	54%	3%			16%	16%	20%			23%	13%	0%		
Other Academics	**White**	58	23	0	81	41%	19	8	0	27	33%	6	1	0	7	26%
	BME	**63**	**36**	**0**	**99**	**51%**	**28**	**18**	**0**	**46**	**46%**	**2**	**1**	**0**	**3**	**7%**
	Unknown	4	3	9	16	8%	3	2	2	7	44%	1	1	1	3	43%
	Count	125	62	9	196		50	28	2	80	41%	9	3	1	13	16%
	%	64%	32%	5%			40%	45%	22%			18%	11%	50%		
All academic staff	**White**	248	204	0	452	56%	93	62	0	155	34%	32	11	0	43	28%
	BME	**138**	**156**	**0**	**294**	**37%**	**41**	**42**	**0**	**83**	**28%**	**6**	**7**	**0**	**13**	**16%**
	Unknown	10	12	35	57	7%	3	2	9	14	25%	1	1	5	7	50%
	Count	396	372	35	803		137	106	9	252	31%	39	19	5	63	25%
	%	49%	46%	4%			54%	42%	4%			62%	30%	8%		

Table 42b: Recruitment of Faculty of Medical and Human Sciences Research Staff

MHS Research Staff	Ethnicity	Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	%	Count	Count	Count	Count	%*	Count	Count	Count	Count	%^
Research Assistant	White	954	302	3	1259	67%	109	35	0	144	11%	18	4	0	22	15%
	BME	362	158	2	522	28%	24	11	0	35	7%	4	4	0	8	23%
	Unknown	32	8	53	93	5%	1	1	7	9	10%	0	1	3	4	44%
	Count	1348	468	58	1874		134	47	7	188	10%	22	9	3	34	18%
	%	72%	25%	3%			10%	10%	12%			16%	19%	43%		
Research Assistant/ Associate	White	42	41	0	83	59%	12	10	0	22	27%	2	2	0	4	18%
	BME	19	31	0	50	35%	1	3	0	4	8%	0	0	0	0	0%
	Unknown	1	0	7	8	6%	0	0	0	0	0%	0	0	0	0	
	Count	62	72	7	141		13	13	0	26	18%	2	2	0	4	15%
	%	44%	51%	5%			21%	18%	0%			15%	15%			
Research Associate	White	323	264	0	587	47%	51	53	0	104	18%	27	23	0	50	48%
	BME	240	277	1	518	42%	29	28	1	58	11%	12	6	1	19	33%
	Unknown	15	20	106	141	11%	1	3	25	29	21%	1	1	15	17	59%
	Count	578	561	107	1246		81	84	26	191	15%	40	30	16	86	45%
	%	46%	45%	9%			14%	15%	24%			49%	36%	62%		
Research Associate/Fellow	White	21	8	0	29	63%	9	4	0	13	45%	1	1	0	2	15%
	BME	7	9	0	16	35%	1	1	0	2	13%	0	0	0	0	0%
	Unknown	1	0	0	1	2%	1	0	0	1	100%	0	0	0	0	0%
	Count	29	17	0	46		11	5	0	16	35%	1	1	0	2	13%
	%	63%	37%	0%			38%	29%				9%	20%			
Research Fellow	White	52	52	0	104	43%	17	17	0	34	33%	8	9	0	17	50%
	BME	48	67	0	115	48%	4	7	0	11	10%	1	4	0	5	45%
	Unknown	8	10	5	23	10%	1	3	1	5	22%	0	0	1	1	20%
	Count	108	129	5	242		22	27	1	50	21%	9	13	1	23	46%
	%	45%	53%	2%			20%	21%	20%			41%	48%	100%		
Senior Research Fellow	White	0	6	0	6	55%	0	3	0	3	50%	0	3	0	3	100%
	BME	2	3	0	5	45%	0	3	0	3	60%	0	1	0	1	33%
	Count	2	9	0	11		0	6	0	6	55%	0	4	0	4	67%
	%	18%	82%	0%			0%	67%					67%			
All research staff	White	1392	673	3	2068	58%	198	122	0	320	15%	56	42	0	98	31%
	BME	678	545	3	1226	34%	59	53	1	113	9%	17	15	1	33	29%
	Unknown	57	38	171	266	7%	4	7	33	44	17%	1	2	19	22	50%
	Count	2127	1256	177	3560		261	182	34	477	13%	74	59	20	153	32%
	%	60%	35%	5%			12%	14%	19%			28%	32%	59%		

Faculty of Medical and Human Sciences

Academic Recruitment

- It appears no BME applicants were shortlisted for professor although 32% (20) of those who applied were from a BME background. 50% of those appointed did not specify their ethnicity.
- At Lecturer and Senior lecturer level BME applicants were less likely to be shortlisted but as likely as White applicants to be appointed.

Research Recruitment

- BME applicants were less likely to be shortlisted across all roles.

Overall the data showed there was a mixed picture for BME staff. The number of BME academic staff has slightly decreased at lecturer (-3) and professor level (-2). Last year it was noted that there were a number of BME applicants, but relatively few were shortlisted. It had not yet been possible to identify separately those overseas applicants who did not meet the criteria and who appeared to apply speculatively for jobs, in order to focus on British BME figures. However, it was noted that, nationally, BME applicants were less successful at being shortlisted and that there was a need to develop mitigating strategies. Of staff recruited in the last year 187 (15%) did not disclose their ethnicity. This has made it difficult at times to conduct any meaningful analysis, **Action 9** will address this.

5b Please provide details of the ethnic profile (by specific ethnic group where possible) of people:

= applying for professional and support posts

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

= being offered professional and support posts

Broken down as far as possible by:

= faculty/department

= UK/non-UK applicants (separating out applicants with/without the right to work in the UK)

Where possible these variables should be analysed together.

Tables 43-44 show the applications, shortlisting and offers for the PSS posts. Note that % is the proportion of previous stage (i.e. the proportion of those shortlisted who were subsequently successful). Qualitative analysis is given for each area and then more broadly with appropriate action noted.

Table 43a: Recruitment of Faculty Professional Support Service Staff

Faculty PSS Recruitment		Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	%	Count	Count	Count	Count	%*	Count	Count		Count	%^
Grade 1-4	White	2968	1385	9	4362	70%	444	171	2	617	14%	109	32	0	141	23%
	BME	920	423	6	1349	22%	110	41	0	151	11%	11	8	0	19	13%
	Unknown	94	41	416	551	9%	12	5	81	98	18%	3	1	41	45	46%
	Count	3982	1849	431	6262		566	217	83	866	26%	123	41	41	205	24%
	%	64%	30%	7%			56%	12%	19%			22%	19%	49%		
Grade 5 & 6	White	1161	818	3	1982	70%	265	194	1	460	23%	73	48	0	121	26%
	BME	317	256	1	574	20%	63	33	0	96	17%	12	1	0	13	14%
	Unknown	52	38	175	265	9%	6	6	41	53	20%	1	3	17	21	40%
	Count	1530	1112	179	2821		334	233	42	609	22%	86	52	17	155	25%
	%	54%	39%	6%			22%	21%	23%			26%	22%	40%		
Grade 7	White	183	222	0	405	69%	53	58	0	111	27%	18	14	0	32	29%
	BME	35	73	7	115	20%	5	4	1	10	9%	0	0	0	0	0%
	Unknown	10	9	46	65	11%	0	1	18	19	29%	0	0	7	7	37%
	Count	228	304	53	585		58	63	19	140	24%	18	14	7	39	28%
	%	39%	52%	9%			25%	21%	36%			31%	22%	37%		
Grade 8 & 9	White	63	57	0	120	78%	13	13	0	26	22%	4	1	0	5	19%
	BME	13	7	0	20	13%	3	1	0	4	20%	1	0	0	1	25%
	Unknown	3	3	8	14	9%	0	0	1	1	7%	0	0	1	1	100%
	Count	79	67	8	154		16	14	1	31	20%	5	1	1	7	23%
	%	51%	44%	5%			20%	21%	13%			31%	7%	100%		
Not known	White	366	269	1	636	68%	34	24	0	58	9%	8	6	0	14	24%
	BME	124	82	2	208	22%	10	6	0	16	8%	3	3	0	6	38%
	Unknown	9	13	63	85	9%	2	2	5	9	11%	0	2	3	5	56%
	Count	499	364	66	929		46	32	5	83	9%	11	11	3	25	30%
	%	54%	39%	7%			9%	9%	8%			24%	34%	60%		
All support staff	White	4741	2751	13	7505	70%	809	460	3	1272	17%	212	101	0	313	25%
	BME	1409	841	16	2266	21%	191	85	1	277	12%	27	12	0	39	14%
	Unknown	168	104	708	980	9%	20	14	146	180	18%	4	6	69	79	44%
	Count	6318	3696	737	10751		1020	559	150	1729	16%	243	119	69	431	25%
	%	59%	34%	7%			59%	32%	9%			56%	28%	16%		

Table 43b: Recruitment for Centrally based Professional Support Service Staff

Centrally based PSS Recruitment		Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	%	Count	Count	Count	Count	%*	Count	Count		Count	%^
Grade 1-4	White	507	363	1	871	72%	110	121	0	231	27%	49	72	0	121	52%
	BME	130	89	2	221	18%	22	12	0	34	15%	9	9	0	18	53%
	Unknown	17	18	91	126	10%	2	3	20	25	20%	1	2	9	12	48%
	Count	654	470	94	1218		134	136	20	290	41%	59	83	9	151	52%
	%	54%	39%	8%			91%	29%	21%			44%	61%	45%		
Grade 5 & 6	White	488	292	0	780	75%	109	64	0	173	22%	30	14	0	44	25%
	BME	115	68	0	183	18%	15	7	0	22	12%	1	1	0	2	9%
	Unknown	25	9	44	78	7%	3	0	8	11	14%	0	0	3	3	27%
	Count	628	369	44	1041		127	71	8	206	20%	31	15	3	49	24%
	%	60%	35%	4%			20%	19%	18%			24%	21%	38%		
Grade 7	White	246	277	1	524	73%	57	53	0	110	21%	16	16	0	32	29%
	BME	61	70	3	134	19%	5	4	0	9	7%	0	2	0	2	22%
	Unknown	12	12	31	55	8%	1	0	4	5	9%	0	0	1	1	20%
	Count	319	359	35	713		63	57	4	124	17%	16	18	1	35	28%
	%	45%	50%	5%			20%	16%	11%			25%	32%	25%		
Grade 8 & 9	White	13	49	0	62	74%	5	8	0	13	21%	1	4	0	5	38%
	BME	3	5	0	8	10%	1	0	0	1	13%	0	0	0	0	0%
	Unknown	2	2	10	14	17%	0	0	1	1	7%	0	0	0	0	0%
	Count	18	56	10	84		6	8	1	15	18%	1	4	0	5	33%
	%	21%	67%	12%			33%	14%	10%			17%	50%	0%		
Pastoral Staff	White	10	8	0	18	64%	5	1	0	6	33%	2	0	0	2	33%
	BME	1	9	0	10	36%	0	2	0	2	20%	0	1	0	1	50%
	Count	11	17	0	28		5	3	0	8	29%	2	1	0	3	38%
	%	39%	61%	0%			45%	18%				40%	33%			
Not known	White	56	194	0	250	71%	17	20	0	37	15%	7	9	0	16	43%
	BME	13	70	1	84	24%	3	1	0	4	5%	1	0	0	1	25%
	Unknown	3	2	15	20	6%	1	2	2	5	25%	0	1	2	3	60%
	Count	72	266	16	354		21	23	2	46	13%	8	10	2	20	43%
	%	20%	75%	5%			29%	9%	13%			38%	43%	100%		
All support staff	White	1320	1183	2	2505	73%	303	267	0	570	23%	105	115	0	220	39%
	BME	323	311	6	640	19%	46	26	0	72	11%	11	13	0	24	33%
	Unknown	59	43	191	293	9%	7	5	35	47	16%	1	3	15	19	40%
	Count	1702	1537	199	3438		356	298	35	689	20%	117	131	15	263	38%
	%	50%	45%	6%			52%	43%	5%			44%	50%	6%		

Professional Support Services

Faculty Recruitment
- 79 staff recruited at grades 1 – 4 did not state their ethnicity.
- A fifth of applications for grade 7 roles were BME. A comparatively low number were shortlisted and no one recruited.
- In contrast, at grade 8 and 9, there was a relatively equal percentage of BME staff shortlisted and a better percentage recruited compared to White applicants.

Centrally-based PSS Recruitment
- BME staff were less likely to be shortlisted and recruited, particularly at grades 5-6 and 8-9.

Table 44a: Recruitment for Library Staff

Library Recruitment	Ethnicity	Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	%	Count	Count	Count	Count	%*	Count	Count		Count	%^
Grade 1- 4	White	665	465	1	1131	75%	51	44	0	95	8%	10	14	0	24	25%
	BME	143	97	1	241	16%	5	8	0	13	5%	1	2	0	3	23%
	NK	18	17	107	142	9%	1	0	12	13	9%	0	0	8	8	62%
	Count	826	579	109	1514		57	52	12	121	8%	11	16	8	35	29%
	%	55%	38%	7%			7%	9%	11%			19%	31%	67%		
Grade 5 & 6	White				0					0					0	
	BME				0					0					0	
	NK				0					0					0	
	Count	0	0	0	0		0	0	0	0		0	0	0	0	
	%															
Grade 7	White	260	185	3	448	75%	33	26	0	59	13%	7	6	0	13	22%
	BME	42	46	1	89	15%	3	2	0	5	6%	1	0	0	1	20%
	NK	6	6	51	63	11%	0	1	8	9	14%	0	1	2	3	33%
	Count	308	237	55	600		36	29	8	73	12%	8	7	2	17	23%
	%	51%	40%	9%			12%	12%	15%			22%	24%	25%		
Grade 8 & 9	White	10	16	0	26	63%	6	4	0	10	38%	1	1	0	2	20%
	BME	3	5	1	9	22%	1	1	0	2	22%	0	0	0	0	0%
	NK	0	1	5	6	15%	0	0	2	2	33%	0	0	1	1	50%
	Count	13	22	6	41		7	5	2	14	34%	1	1	1	3	21%
	%	32%	54%	15%			54%	23%	33%			14%	20%	50%		
Not known	White	196	202	1	399	70%	21	28	0	49	12%	8	6	0	14	29%
	BME	60	64	0	124	22%	2	4	0	6	5%	0	1	0	1	17%
	NK	11	11	22	44	8%	1	0	5	6	14%	0	0	3	3	50%
	Count	267	277	23	567		24	32	5	61	11%	8	7	3	18	30%
	%	47%	49%	4%			9%	12%	22%			33%	22%	60%		
All support staff	White	1131	868	5	2004	74%	111	102	0	213	11%	26	27	0	53	25%
	BME	248	212	3	463	17%	11	15	0	26	6%	2	3	0	5	19%
	NK	35	35	185	255	9%	2	1	27	30	12%	0	1	14	15	50%
	Count	1414	1115	193	2722		124	118	27	269	10%	28	31	14	73	27%
	%	52%	41%	7%			46%	44%	10%			38%	42%	19%		

Table 44b: Recruitment for Museum Staff

Museum Recruitment	Ethnicity	Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	%	Count	Count	Count	Count	%*	Count	Count		Count	%^
Grade 1- 4	White	145	89	0	234	82%	12	2	0	14	6%	2	0	0	2	14%
	BME	15	9	0	24	8%	1	0	0	1	4%	1	0	0	1	100%
	NK	3	2	22	27	9%	0	0	1	1	4%	0	0	1	1	100%
	Count	163	100	22	285		13	2	1	16	6%	3	0	1	4	25%
	%	57%	35%	8%			8%	2%	5%			23%	0%	100%		
Grade 5 & 6	White				0					0					0	
	BME				0					0					0	
	NK				0					0					0	
	Count	0	0	0	0		0	0	0	0		0	0	0	0	
	%															
Grade 7	White	28	39	2	69	78%	2	2	0	4	6%	0	1	0	1	25%
	BME	4	7	0	11	12%	1	0	0	1	9%	0	0	0	0	0%
	NK	4	3	2	9	10%	0	0	0	0	0%	0	0	0	0	
	Count	36	49	4	89		3	2	0	5	6%	0	1	0	1	20%
	%	40%	55%	4%			8%	4%	0%			0%	50%			
Grade 8 & 9	White				0					0					0	
	BME				0					0					0	
	NK				0					0					0	
	Count	0	0	0	0		0	0	0	0		0	0	0	0	
	%															
Not known	White				0					0					0	
	BME				0					0					0	
	NK				0					0					0	
	Count	0	0	0	0		0	0	0	0		0	0	0	0	
	%															
All support staff	White	173	128	2	303	81%	14	4	0	18	6%	2	1	0	3	17%
	BME	19	16	0	35	9%	2	0	0	2	6%	1	0	0	1	50%
	NK	7	5	24	36	10%	0	0	1	1	3%	0	0	1	1	100%
	Count	199	149	26	374		16	4	1	21	6%	3	1	1	5	24%
	%	53%	40%	7%			76%	19%	5%			60%	20%	20%		

Table 44c: Recruitment for Art Gallery

Art Gallery Recruitment	Ethnicity	Application					Shortlisted					Successful				
		Female	Male	Other	Total		Female	Male	Other	Total		Female	Male	Other	Total	
		Count	Count	Count	Count	%	Count	Count	Count	Count	%*	Count	Count		Count	%^
Grade 1- 4	White	5	2	0	7	78%	2	0	0	2	29%	1	0	0	1	50%
	BME	2	0	0	2	22%	0	0	0	0	0%	0	0	0	0	
	NK				0	0%				0					0	
	Count	7	2	0	9		2	0	0	2	22%	1	0	0	1	50%
	%	78%	22%	0%			29%	0%				50%				
Grade 5 & 6	White				0					0					0	
	BME				0					0					0	
	NK				0					0					0	
	Count	0	0	0	0		0	0	0	0		0	0	0	0	
	%															
Grade 7	White				0					0					0	
	BME				0					0					0	
	NK				0					0					0	
	Count	0	0	0	0		0	0	0	0		0	0	0	0	
	%															
Grade 8 & 9	White				0					0					0	
	BME				0					0					0	
	NK				0					0					0	
	Count	0	0	0	0		0	0	0	0		0	0	0	0	
	%															
Not known	White	25	4	0	29	74%	1	0	0	1	3%	1	0	0	1	100%
	BME	2	0	0	2	5%	0	0	0	0	0%	0	0	0	0	
	NK	0	0	8	8	21%	0	0	0	0	0%	0	0	0	0	
	Count	27	4	8	39		1	0	0	1	3%	1	0	0	1	100%
	%	69%	10%	21%			4%	0%	0%			100%				
All support staff	White	30	6	0	36	75%	3	0	0	3	8%	2	0	0	2	67%
	BME	4	0	0	4	8%	0	0	0	0	0%	0	0	0	0	
	NK	0	0	8	8	17%	0	0	0	0	0%	0	0	0	0	
	Count	34	6	8	48		3	0	0	3	6%	2	0	0	2	67%
	%	71%	13%	17%			100%	0%	0%			100%	0%	0%		

Library and Cultural Institutions

University Library

Recruitment
- There were five new BME appointments
- BME applicants make up 17% of the pool

Museum

Recruitment
- There were 5 posts recruited to the museum, small numbers make it difficult to identify annual trends.
- 10% (36) of applicants did not disclose their ethnicity.

Art Gallery

Recruitment
- 8% of applicants were identified as BME, none of which were shortlisted.

5c Please outline how you ensure recruitment and selection is conducted transparently and without racial bias. Please make reference to:

- = any relevant training and development for those involved in recruitment decisions
- = methods for ensuring consistency and accountability for advertising posts,
- = encouraging people to apply and recruitment selection
- = department-level accountability
- = the results of any audits of recruitment processes and outcomes

The University seeks to ensure recruitment and selection is conducted transparently and without racial bias. From the race survey overall 70% of staff agree with this statement (70% Asian, 51% Black, 87% Other and 89% White). All colleagues who are involved in the recruitment of staff are required to attend a recruitment and selection training course before taking part in the process. Inexperienced/New recruiters are also required to attend 'Training in Equality and Diversity Issues'. Consistency and accountability are ensured by training, the provisions of the University's Recruitment and Selection Policy and Procedure and the associated guidance for managers together with support and oversight from the Recruitment and Resourcing Section of HR Services.

The University adds appropriate positive action statements to adverts where any occupational group, area or level has an underrepresentation of BME staff. 73% of staff who responded to the survey agreed that vacancies were advertised fairly and openly (74% Asian, 68% Black, 80% Other and 85% White). Recruitment data analysis are annually communicated to Deans and the Registrar, Secretary and Chief Operating Officer. It is recommended that it is also given to Heads of School, Heads of School Administration, PSS Directors and heads of service. This enables managers to have an awareness of the performance of BME applicants through the recruitment cycle at local level and, eventually, could result in additional positive action initiatives being initiated and implemented at local level, **Action 12.**

In addition, based on an analysis of the current staff profile, analysis of recruitment data and review of the survey open comments, the SAT recommends the following measures for implementation in order to address issues of underrepresentation of BME staff and to support a transparent and unbiased process, **Action 13.**

- The provision of additional race-related training to at least one member of interview panels, which should be phased in over three years.
- Unconscious bias training
- Positive action measures at applicant stage
- Further data analysis of UK and non-UK performance

Having examined recruitment data disaggregated into BME and White British categories from each Faculty and for PSS units for the period 2013/14, data was examined that disaggregated BME categories into UK and non-UK nationals. An initial analysis shows that:

- For academic and research staff, non-UK BME perform far better than UK BME. This means that the overall figures for BME applicants mask the position in relation to UK BME.
- As one would expect given UK Border Agency rules on employment of non-EU nationals, most BME applicants for roles in Professional and Support Services were from UK nationals.

In relation to use of "head-hunters" for senior positions, organisations are asked to provide details of their policy and practices to ensure it operates in line with principles of equality and diversity. In addition, where University colleagues are engaged in generating interest for advertised academic vacancies, they are directed to guidance developed by the former Associate Vice-President for Equality and Diversity. This considers measures aimed at generating diverse pools of candidates through the search process.

Section 5: 1236 Words

6 Career progression and development

This section should illustrate the outcomes of career progression and development. The section should be informed by extensive analysis of the institution's quantitative data, as well as the results from the mandatory race equality survey, and any other appropriate quantitative and qualitative sources.

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take.

6a Please provide details of the ethnic profile (by specific ethnic group where possible) of academic staff promoted by:

= department/faculty
= UK/non-UK staff
= grade (ie promotions from each grade to another grade)

The evidence that we collect on an annual basis on the promotion of staff at the University shows that whilst we continue to make progress on the number of women academics who have been promoted – especially at senior lecturer level and the professoriate – we have not had a commensurate increase in the number of BME staff who have been promoted at these levels. Note that data was not readily available on how many of these promotions were UK BME staff, or how many were of nationalities other than British.

Table 45: Number of promotions applications and success rate 2012-2014

Promotion to	Ethnicity	Application				% of successful applications			
		Female	Male	Total		Female	Male	Total	
		Count	Count	Count	%	Count	Count	Count	%
Chair	White	51	93	144	88%	36	61	97	67%
	BME	2	17	19	12%	0	2	2	11%
	Not Known	0	0	0	0%	0	0	0	
	Count	53	110	163		36	63	99	
	%	33%	67%			68%	57%		
Reader	White	24	78	102	86%	21	48	69	68%
	BME	6	10	16	13%	3	3	6	38%
	Not Known	0	1		1%	0	0	0	0%
	Count	30	89	119		24	51	75	
	%	25%	75%			80%	57%		
Senior Lecturer	White	108	125	233	85%	79	76	155	67%
	BME	13	28	41	15%	6	18	24	59%
	Not Known	0	1	1	0%	0	1	0	
	Count	121	154	275		85	95	180	
	%	44%	56%			70%	62%		
All Promotions	White	183	296	479	86%	136	185	321	67%
	BME	21	55	76	14%	9	23	32	42%
	Not Known	0	2	2	0%	0	0	0	
	Count	204	353	557		145	208	353	
	%	**37%**	**63%**			**71%**	**59%**		

Overall, the success rate of white academics for promotion is far greater than for BME staff. This issue seems to increase the more senior the promotion. For example, applications at Chair level show that applicants represent the pool of staff at Reader/Senior Lecturer level but have a success rate of 11% compared to a success rate of 67% for white staff. We believe, that the recommendations that we are making will be relevant to both increasing the number of credible applications for promotions and the success rate of applicants, **Action 14.**

The SAT noted with some concern the lack of BME representation on promotions panels at School and Faculty levels, even when the promotions documents and policies state that panels should be widely representative across the board. Humanities was the only Faculty where this appears to have been taken on board in recent times. This lack of visibility of BME members may contribute to low proportion (53%) of staff who agree that they would have an equal chance of success if they apply for promotion (47% Asian, 36% Black, 70% Other and 76% White). See **Action 11.**

The University has invested significant resource over the last few years in Promotions Masterclasses, Academic Promotions Video and CV clinics. However just over half of staff (51%) responding to the race survey agreed that they understood the promotions process and were clear about the criteria. **Action 14** will address this.

6b Please provide details of the ethnic profile (by specific ethnic group where possible) of professional and support staff promoted by:
= department/faculty
= UK/non-UK staff
= grade (ie promotions from each grade to another grade)

The only viable way for PSS staff to progress/ be promoted within the University is by applying for a new position at a higher grade. One way of assessing the progression of PSS staff is through any successes found via the 're-grading' route (whereby roles are evaluated and graded at higher grades of remuneration). In May 2011 a new policy was introduced to ensure this data was collected annually and reported on with respect to ethnicity, gender and age. See Table 46.

Table 46: Re-grading of PSS staff from 2011-2014

Original Grade		2011/12			2012/13			2013/14		
		Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total	Successful	Unsuccessful	Grand Total
Grade 1	**BME**								**2**	**2**
	White					1	1		13	13
	Not Known									
Grade 1 Total		0	0	0	0	1	1	0	15	15
Grade 2	BME				**1**		**1**			
	White	9	2	11	19		19	5		5
	Not Known	1		1	1		1			
Grade 2 Total		10	2	12	21	0	21	5	0	5
Grade 3	BME				**6**	**1**	**7**			
	White	20	13	33	23	3	26	26	4	30
	Not Known	1		1				1		1
Grade 3 Total		21	13	34	29	4	33	27	4	31
Grade 4	BME	**4**	**1**	**5**	**4**	**1**	**5**	**2**		**2**
	White	19	7	26	26	8	34	17	1	18
	Not Known									
Grade 4 Total		23	8	31	30	9	39	19	1	20
Grade 5	BME	**1**		**1**						
	White	20	7	27	15	3	18	10	1	11
	Not Known									
Grade 5 Total		21	7	28	15	3	18	10	1	11
Grade 6	BME		**2**	**2**	**1**		**1**		**1**	**1**
	White	16	6	22	12	2	14	16	3	19
	Not Known									
Grade 6 Total		16	8	24	13	2	15	16	4	20
Grade 7	BME									
	White	5	1	6	1	1	2		1	1
	Not Known									
Grade 7 Total		5	1	6	1	1	2	0	1	1
Grade 8	BME							**1**		**1**
	White					1	1	6		6
	Not Known									
Grade 8 Total		0	0	0	0	1	1	7	0	7
Grand Total		**96**	**39**	**135**	**109**	**21**	**130**	**84**	**26**	**110**

Table 46 shows that 28 BME PSS staff have applied for a re-grade over the last three years (~5% of the BME PSS staff) compared to 343 White PSS staff (~7% of White PSS staff). Of the BME PSS staff that applied 71% were successful, compared to 77% White. No BME staff applied for a re-grade to Grade 7 and only 1 applied (successful) to Grade 8.

Another way of assessing the progression of PSS staff is through the 'Rewarding Exceptional Performance Award' which gives one-off monetary awards (either a lump sum or an incremental point) to recognise exceptional performance. See Table 47 below.

Table 47: Rewarding Exceptional Performance Awards for PSS staff

	2013/14				
	Successful		Unsuccessful	Grand Total	% success
	1 increment	Lump sum			
Grade 1		7	0	7	100%
Grade 2	4	4	0	8	100%
Grade 3	12	12	3	27	89%
Grade 4	17	15	4	36	89%
Grade 5	17	25	4	46	91%
Grade 6	35	39	32	106	70%
Grade 7	38	25	14	77	82%
Grade 8	16	8	0	24	100%

	2013/14				
	Successful		Unsuccessful	Grand Total	% success
	1 increment	Lump sum			
Asian	6	10	8	24	67%
Black	2		0	2	100%
Other	3		0	3	100%
White	126	124	47	297	84%
Unknown	2	1	2	5	60%

1 increment ~£850 and lump sum average was ~£820 (range £210-£1864)

Table 47 shows that in 2013/14 29 BME staff were put forward for an exceptional performance award (~5% of the BME PSS) compared to 297 White PSS Staff (~6% of White PSS staff). Of the BME staff that applied 72% were successful, compared to 84% White. This will continue to be monitored.

6c   Please provide details of the ethnic profile (by specific ethnic group where possible) of staff submitted for the Research Excellence Framework 2014, and if possible the Research Assessment Exercise 2008. This should include:

=   a comparison with academics eligible for submission
=   be broken down by department where possible

Table 48 shows proportion of eligible staff that were included in the REF. When comparing to the RAE2008 the University had similar (proportionate) numbers of staff who were eligible and submitted based on their ethnicity, age and disability status. White staff were more likely to be included in the REF than BME staff (79% cf. 69%). When nationality is considered non-UK BME staff were significantly less likely to be included (65% inclusion). It is acknowledged that there is a 5% difference in UK-BME staff inclusion compared to UK-White staff (73% cf. 78%). As noted in Section 4 there is an issue of small numbers but we note a difference in the inclusion of UK-BME lecturers (35%) and Non-UK BME senior lecturers & readers (54% & 50%) compared to White staff. Furthermore UK-BME fixed term staff were less likely to be than UK-BME staff on open-ended contracts (58% cf. 75%) and part-time non-UK BME staff were less likely to be included than full-time non-UK BME staff (50% cf. 66%).

Table 48: Staff eligible for the REF 2014 by ethnicity, nationality and academic level

REF ELIGIBLE STAFF		Included	Not Included
		%	%
Lecturer	UK - White	64%	36%
	UK - BME	35%	65%
	Non-UK - White	69%	31%
	Non-UK - BME	63%	37%
Senior Lecturer	UK - White	69%	31%
	UK - BME	71%	29%
	Non-UK - White	85%	15%
	Non-UK - BME	54%	46%
Reader	UK - White	80%	20%
	UK - BME	78%	22%
	Non-UK - White	92%	8%
	Non-UK - BME	50%	50%
Professor	UK - White	91%	9%
	UK - BME	95%	5%
	Non-UK - White	93%	7%
	Non-UK - BME	93%	7%
Research Fellow	UK - White	74%	26%
	UK - BME	100%	0%
	Non-UK - White	85%	15%
	Non-UK - BME	100%	0%
Senior Research Fellow	UK - White	65%	35%
	UK - BME	0%	0%
	Non-UK - White	50%	50%
	Non-UK - BME	50%	50%

6d   Please describe how you ensure the following are conducted transparently and without racial bias, and provide any ethnicity data you have on:

= training opportunities and allocation of training budget

= career development opportunities

= profile raising opportunities including conferences, seminars, guest lectures, exhibitions and media opportunities
   This might include opportunities for your own institution's staff as well as who is invited to speak/guest lecture at your institution.

= workload allocation

= appraisals and appraisal outcomes

= promotion opportunities and temporary promotions/interim positions

= nominations to public bodies, professional bodies and for external prizes

Training, mentoring and supporting staff in PSS roles is the only way to actively encourage the promotion of PSS staff and BME staff in particular, who populate such a small percentage of the University workforce. A review of the Leadership and Management Training Courses that are available at the University shows that over the last three years 90.1% of those that attended were White (UK 80.3%, non-UK 9.8%). Of the BME proportion 6.6% UK and 3.3% non-UK. As these courses are available to staff at Grades 7 and above (where the BME proportion is just 5%) we note that 26% of eligible BME staff accessed these opportunities compared to 12% of White staff.

Headstart, the University's Flagship Leadership Programme, was launched in 2007 and is available to both academic and research staff to support them to become senior managers. Only those in Grade 8 and above can access the scheme and therefore it is unsurprising just 4% of 188 participants have been BME, with no BME staff from the PSS.

The University currently holds 'Career Development Workshops' which focus on capturing transferrable skills and encouraging PSS staff to identify their achievements and future goals. Of those that have attended in the last four years 82.5% were White colleagues (76.2% UK, 6.3% non-UK) and 17.5% BME (12.5% UK and 5.0% non-UK). We will look to provide BME-specific focused career evaluation sessions to facilitate further thinking where career building was concerned, to expose BME staff to the variety of career options on offer at the University, to identify potential areas for further training and development, and to provide the opportunity for BME colleagues to build their network (which could have the potential to lead to progression opportunities in the future), **Actions 15 & 16.**

There are peer mentoring opportunities for PSS staff within the University via a scheme called 'XXX Gold'. It was noted that BME PSS staff are often placed within lower grades where there is often restrictions on work schedules, restricting the possibility of joining such a scheme to

those with the most supportive managers prepared to make provisions to compensate for any missed/ affected workload.

Staff are encouraged to broaden their professional networks both internally and externally and raise their profile through attendance of conferences, workshops, and exhibitions. Our dedicated Staff Training and Development Unit offer sessions such as media training, how to chair a meeting, and personal impact and confidence, to ensure staff are able to communicate effectively.

All staff within the University are offered a Performance and Development Review (P&DR) with their line manager to discuss their development needs, and well-being. Uptake varies across Faculties from 60% in the PSS in 2013/14 to 90% in HUM and the Library and Cultural Institutions. P&DRs were identified in the all Staff Survey of 2013 as an issue and as such a working group has been established to introduce a new process across occupational groups. While it was encouraging from the race survey that 70% of staff agreed that their line manager actively encourage them to take up career development opportunities, value previous experience and skills, and provide equal access to such opportunities it was widely agreed by the self-assessment team that a piece of work needs to be done on widening the reach and awareness of such pre-existing schemes, training and career development opportunities and encouragement to participate in the P&DR process among our BME network, **Action 16.**

Workload allocation for academics is included within the individual School's Workload Model. Generally this accounts for teaching and administrative duties (including committees, networks, and outreach) as well as protected research time for those returning from maternity or long-term sick leave support staff to re-establish their career. Of those answering the survey 71% of staff (67% Asian, 70% Black, 89% Other and 85% White) believed that work is allocated on a clear and fair basis irrespective of ethnicity or race.

There is an academic promotions round each year which recognises and rewards both teaching-focused and research-focused career pathways, as well as accounting for career-breaks and part-time working, hence reflecting flexibility in career paths. Promotion for research staff is now also possible (from 2013/14). See Tables 45-47 for the promotion of staff and whilst we were encouraged to note for EPS 30% of successful promotions were staff from a BME background we acknowledge the lack of promotion of BME colleagues to senior academic posts. Encouragement by line managers to apply for promotion opportunities is agreed by 56% of staff (47% Asian, 45% Black, 74% Other and 67% White). As previously noted, Section 6(ii), PSS staff promotion is though re-grades or the exceptional performance scheme. In addition to these promotion routes secondments and work-shadowing are available to all staff (academic, research and PSS) to allow staff to gain new skills, and work in a different area for a short time. See **Actions 11, 14, 15 & 16** regarding promotion.

6e   Please describe how career development and promotion is considered by individual departments and how they are accountable for outcomes in their area.

Each School has a Promotions Committee, access to the Faculty specific Promotion Masterclasses and other Staff Training and Development Unit courses, and the annual P&DR process for staff, conducted by line managers. Good practice has been identified in Schools regarding career development and promotions and an example from each Faculty is evidenced here. We will disseminate this good practice across the University through our action plan, for example **Action 14** specifically applies the good practice within MACE as given below.

- EPS, School of MACE – there is a senior mentor who is available for advice three months before the promotion round starts to allow colleagues to get timely support. This has been in place for the last 2 years and during the 2013/14 promotions round there were 3 BME promotions (1 Professor and 2 Senior Lecturers).
- FLS – one-to-one career coaching, alongside mentoring, is available to all staff, including researchers, and accredited workshops, such as networking skills, personal impact and confidence, and creativity skills, are regularly ran. The active Women in Life Sciences Group within the Faculty provide both informal and formal interaction and discussion, as well as organising gender-specific events. Whilst there is currently not a BME focussed group the good practice will help in the development of race-specific events.
- HUM, School of Environment and Development – a senior BME academic is attending the Stellar HE Development Programme, specifically designed to develop and implement leadership strategies that reflect the unique challenges and experiences of BME academic and PSS staff. We will be evaluating the effectiveness of this programme with a view to more BME staff attending in the future.
- MHS, Medical School and six Institutes – there is a dedicated Promotion Advisor (9 advisors in total; one BME-UK) who are senior academics with experience of Promotions Committees who offer guidance, support and advice to those who wish to apply for promotion. This role has only recently been introduced (2014) and so evidence of impact is not yet available.

Section 6: 1872 words

7   Student pipeline

This section should illustrate the progression and success of students at different stages in their academic progression. The section should be informed by extensive analysis of the institution's quantitative data, as well as the results from the mandatory race equality survey, and any other appropriate quantitative and qualitative sources.

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take.

The analysis below is based on HESA data from 2010/11, 2011/12 and 2012/13.

The analysis is based on different cohorts of students depending on the type of data required:

1. Data related to the make-up of the students population is based on new entrants within the three academic years **(Data items 7a and 7d)**
2. Data related to qualifications obtained is based on the students graduating within each of the academic years **(Data item 7c)**
3. Data related to non-continuation is based on the HESA methodology and this approach involves tracking a cohort of new entrants over one year after they enter the university. The analysis is based on UK students who entered the University in the academic years 2008/09, 2009/10, 2010/11 and 2011/12. Students who left the university before the 1st of December in the year they entered the University are not counted as non-continuing as 'when a student leaves very early in the academic year, there may be reasons for this unconnected to the course or institution'. Students are classified as non-continuation if they leave in the year between the 1st December in their first year of study and 30th November in their second year of study (for more details see https://www.hesa.ac.uk/pis/noncontech). This data is available for a 4 year period for UK students (new entrants 2008 to 2011) and for three years for non-UK students (2008 to 2010 new entrants) **(Data item 7c).**

7a   Please provide details of the ethnic profile (by specific ethnic group where possible) of your institution's undergraduate student body.
Broken down as far as possible by:

=   UK/non-UK
=   department/faculty
Where possible these variables should be analysed together.

Ethnicity make-up of Undergraduate new entrant population undertaking first degrees split by year of entry, Table 49.

Table 49: Ethnicity data of undergraduate New Entrants (2011/12 to 2013/14)

Ethnic Group	Ethnic Category	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
		Percentage data			Count data		
UK-Asian	Asian or Asian British - Bangladeshi	0.62%	0.89%	0.95%	51	65	78
	Asian or Asian British – Indian	3.29%	3.82%	3.29%	270	280	271
	Asian or Asian British - Pakistani	2.54%	3.82%	3.74%	209	280	308
	Chinese	1.05%	1.16%	1.29%	86	85	106
	Other Asian background	0.86%	0.89%	1.03%	71	65	85
	UK-Asian Total	**8.36%**	**10.56%**	**10.30%**	**687**	**775**	**848**
UK-Black	Black or Black British - African	1.55%	1.87%	1.92%	127	137	158
	Black or Black British - Caribbean	0.39%	0.55%	0.45%	32	40	37
	Other Black background	0.07%	0.11%	0.15%	6	8	12
	UK-Black Total	**2.01%**	**2.52%**	**2.51%**	**165**	**185**	**207**
UK-Other	Arab	■	0.59%	0.67%	■	43	55
	Mixed - White and Asian	1.38%	1.36%	1.34%	113	100	110
	Mixed - White and Black African	0.43%	0.38%	0.33%	35	28	27
	Mixed - White and Black Caribbean	0.49%	0.67%	0.83%	40	49	68
	Other ethnic background	0.92%	0.67%	0.49%	76	49	40
	Other mixed background	0.74%	0.83%	0.80%	61	61	66
	UK-Other Total	**3.95%**	**4.50%**	**4.44%**	**325**	**330**	**366**
	UK-BME TOTAL	**14.32%**	**17.26%**	**17.26%**	**1177**	**1290**	**1421**
UK-White	Gypsy or Traveller	■	0.01%	0.01%	■	1	1
	White	58.57%	54.16%	57.00%	4813	3974	4693
	UK-White Total	**58.57%**	**54.18%**	**57.01%**	**4813**	**3975**	**4694**
	Unknown UK Total	**0.50%**	**0.14%**	**0.04%**	**41**	**10**	**3**
	Non-UK Total	**26.61%**	**28.10%**	**25.70%**	**2187**	**2062**	**2116**
	Grand Total	100%	100%	100%	8218	7337	8234

Note: The categories of Arab and Gypsy or Traveller were introduced in 2012 by HESA.

Ethnicity make-up of new entrant undergraduate population undertaking first degrees is split by the four Faculties, Table 50. The data analysis is based on known data therefore the three UK students with unknown ethnicity have been excluded.

Table 50: Ethnic data of New Entrants Categorised by Faculty (2013/14)

Faculty		EPS		FLS		HUM		MHS		Total Students	
		Count	%	Count	%	Count	%	Count	%	Count	%
UK-Asian	Count	233	27.48%	94	11.08%	259	30.54%	262	30.90%	848	100%
	%	9.48%		13.97%		6.98%		18.84%		10.30%	
UK-Black	Count	42	20.29%	23	11.11%	100	48.31%	42	20.29%	207	100%
	%	1.71%		3.42%		2.70%		3.02%		2.51%	
UK-Other	Count	90	24.59%	28	7.65%	174	47.54%	74	20.22%	366	100%
	%	3.66%		4.16%		4.69%		5.32%		4.45%	
UK-BME TOTAL	Count	365	25.69%	145	10.20%	533	37.51%	378	26.60%	1421	100%
	%	**14.85%**		**21.55%**		**14.37%**		**27.17%**		**17.26%**	
UK-White	Count	1148	24.46%	425	9.05%	2233	47.57%	888	18.92%	**4694**	100%
	%	46.70%		63.15%		60.20%		63.84%		57.03%	
Non-UK TOTAL	Count	945	44.66%	103	4.87%	943	44.57%	125	5.91%	**2116**	100%
	%	38.45%		15.30%		25.42%		8.99%		25.71%	
GRAND TOTAL	Count	**2458**	29.86%	**673**	8.18%	**3709**	45.06%	**1391**	16.90%	**8231**	100%
	%	100%		100%		100%		100%		100%	

Historical Data:
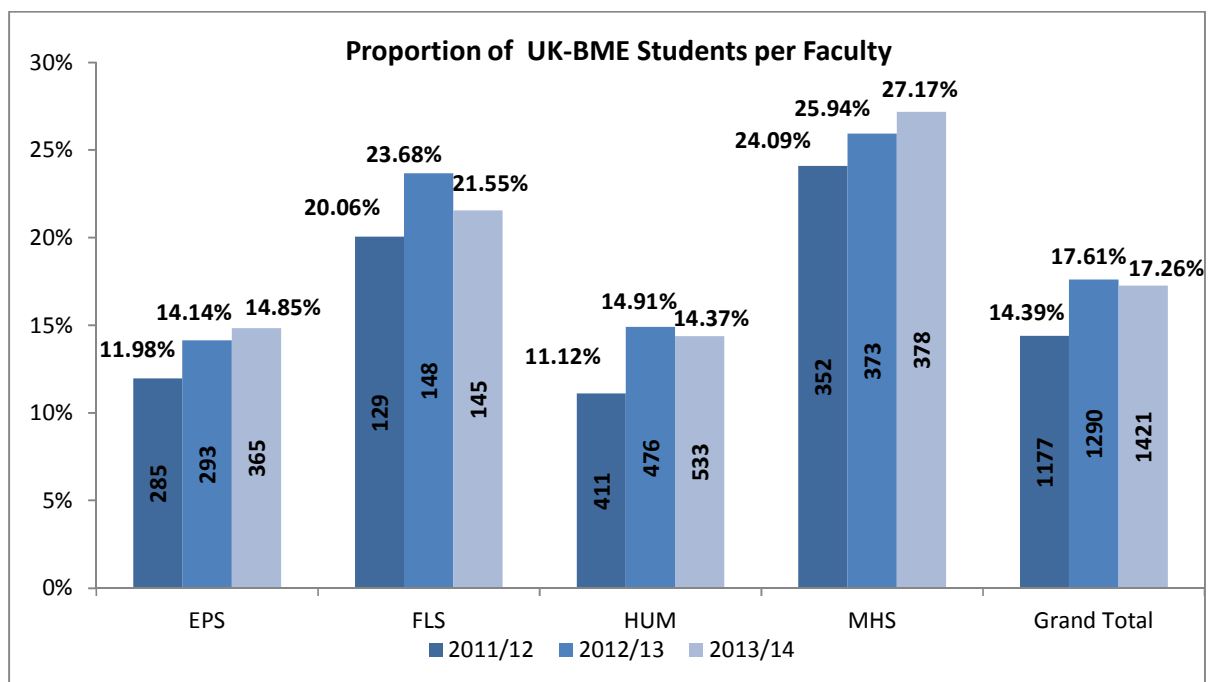
Figure 18: Levels of BME students across Faculties for the last 3 years

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A quarter of the university's undergraduate entrants are non-UK domicile.

Over the last three years we have seen an increase in UK BME students entering the University, currently 17.3% (14.3% in 2011/12) compared to 19.6% nationally. The increase in UK BME students is particularly positive when you take into account that 881 (11%) fewer students entered in 2012/13. Overall, we will aim to at least match the national figures for UK BME students. We also noted that Black students are entering in much smaller numbers (2.5%) compared to the national figure of 6.3%. There may be a number of reasons why this is the case. We will investigate any potential barriers to entry for UK BME students (especially Black students) and do more work to attract these students and increase the numbers, **Action 17.**

As part of the University's access agreement we have committed to increase the participation of BME groups in HE and this is coordinated through a dedicated post in partnership with our Race Relations Resource Centre. The centre currently holds an annual 'Your Future Your Choice' conference for pupils from black and minority ethnic backgrounds.

Across our faculties we see that our students enter in similar proportions to our competitors – over a quarter of students entering our Medical and Human Sciences faculty are UK BME and nearly 40% of students entering our Engineering and Physical Sciences faculty are not from the UK.

**7b   Please provide details of the ethnic profile (by specific ethnic group where possible) of undergraduate students' continuation rates through their course (ie progression rates from one year to the next to graduation).
Broken down as far as possible by:**

=   UK/non-UK
=   department/faculty
Where possible these variables should be analysed together.

The non-continuation data covers new entrants from 2010 to 2012 on undergraduate first degree courses. This is the most up-to-date data available. The non-continuation rates are not reported for any ethnicity category with less than 30 individuals in the total sample. ***Note that the total sample data is not displayed here (see Table 47 for the 2011 and 2012 new entrant count data).*** See Table 51.

Table 51: Non-continuation trends across ethnic categories for UK students – Count and non-continuation rates (2010 to 2012 new entrants)

Ethnicity Group	Ethnicity Category	New Entrants 2010	New Entrants 2011	New Entrants 2012	Total	New Entrants 2010	New Entrants 2011	New Entrants 2012	Total
		Count data				Percentage data			
UK-Asian	Asian or Asian British - Bangladeshi	8	3	2	13	13.6%	6.0%	3.1%	7.5%
	Asian or Asian British - Indian	14	12	17	43	4.8%	4.5%	6.1%	5.1%
	Asian or Asian British - Pakistani	27	27	11	65	10.5%	12.9%	4.0%	8.7%
	Chinese	5	4	4	13	4.1%	4.7%	4.9%	4.5%
	Other Asian background	9	9	3	21	10.5%	13.0%	4.8%	9.6%
	UK-Asian Total	63	55	37	155	7.7%	8.1%	4.8%	6.9%
UK-Black	Black or Black British - African	27	18	15	60	18.5%	14.3%	11.1%	14.7%
	Black or Black British - Caribbean	5	4	2	11	NA	12.9%	5.3%	11.5%
	Other Black background	1		1	2	NA	NA	NA	8.0%
	UK-Black Total	33	22	18	73	17.9%	13.5%	9.9%	13.8%
UK-Other	Arab	NA	NA	2	2	NA	NA	4.7%	4.7%
	Mixed - White and Asian	13	4	2	19	11.9%	3.6%	2.0%	5.9%
	Mixed - White and Black African	1	1	3	5	4.0%	2.9%	NA	5.7%
	Mixed - White and Black Caribbean	5	3	2	10	11.4%	7.5%	4.3%	7.7%
	Other ethnic background	2	8	3	13	3.0%	10.8%	6.3%	6.9%
	Other mixed background	8	6	5	19	10.4%	10.0%	8.8%	9.8%
	UK-Other Total	29	22	17	68	9.0%	6.9%	5.3%	7.1%
UK-Unknown	Unknown	5	6	1	12	6.7%	14.6%	NA	9.6%
	UK-Unknown Total	5	6	1	12	6.7%	14.6%	11.1%	9.6%
UK-White	White	360	271	292	923	7.3%	5.7%	7.5%	6.8%
	UK-White Total	360	271	292	923	7.3%	5.7%	7.5%	6.8%
	Grand Total	490	376	365	1231	7.7%	6.3%	7.1%	7.0%
Note: The non-continuation rates are not reported for any ethnicity category with less than 30 individuals in the total sample.									

HESA do not collect data regarding non-continuation of non-UK students but internal research at the University in 2013 was conducted in relation to this issue and the findings are available for 2008 to 2010 new entrants and the data is provided below.

Table 52: International (non-UK) New Entrant Non-Continuation counts and rates 2008 to 2010 split by socio-demographic variables and Fee status

	2008 - Entrants	2009 - Entrants	2010 - Entrants
Total - Non-Continuation count	101	102	84
Total - Non-Continuation Rate	6.9%	6.2%	4.8%

Table 53 shows non-continuation rates and count data across faculties and schools split by ethnicity. The non-continuation rates are not reported for any ethnicity category with less than 30 individuals in the total sample. ***Note that the total sample data is not displayed here.***

Table 53: Non continuation count and rate data split by Faculty, School and Ethnic Group (HESA data – New Entrants 2010 to 2012)

Faculty	School	Asian	Black	Other	White	Unknown	Total	Asian	Black	Other	White	Unknown	Total
		Count Data						Non-Continuation Rates					
EPS	Faculty Foundation	22	16	8	98	2	146	26.5%	48.5%	25.8%	29.0%	NA	29.8%
	School of Chemical and Analytical Science	2	1	1	9	0	13	3.6%	5.0%	NA	3.8%	NA	4.0%
	School of Chemistry	5	2	1	34	0	42	8.1%	NA	3.3%	8.7%	NA	8.5%
	School of Computer Science	1	2	1	18	1	23	1.9%	NA	4.5%	9.3%	NA	8.2%
	School of Earth, Atmospheric and Environmental Sciences	0	2	0	9	0	11	NA	NA	NA	4.1%	NA	4.2%
	School of Electrical and Electronic Engineering	4	6	4	17	2	33	16.0%	24.0%	NA	17.3%	NA	20.1%
	School of Materials	3	3	2	20	0	28	7.0%	NA	8.7%	5.2%	NA	6.0%
	School of Mathematics	8	1	0	26	0	35	5.7%	NA	NA	4.9%	NA	4.9%
	School of Mechanical, Aerospace & Civil Engineering	6	2	0	14	0	22	9.2%	NA	0.0%	5.5%	NA	6.3%
	School of Physics and Astronomy	3	0	1	23	0	27	13.6%	NA	4.5%	3.8%	NA	4.1%
Faculty of Engineering and Physical Sciences Total		**54**	**35**	**18**	**268**	**5**	**380**	**9.6%**	**23.3%**	**8.7%**	**8.3%**	**15.6%**	**9.0%**
HUM	Faculty of Humanities Office	0	1	0	4	1	6	NA	NA	NA	NA	NA	7.1%
	Business School	4	3	3	45	0	55	3.8%	14.3%	6.4%	9.3%	NA	8.3%
	School of Arts, Languages and Cultures	14	4	15	205	2	240	8.4%	9.3%	6.6%	6.3%	6.7%	6.4%
	School of Environment, Education and Development	1	5	0	40	1	47	2.6%	16.7%	0.0%	5.7%	NA	5.8%
	School of Law	6	2	4	32	0	44	4.7%	6.1%	8.5%	6.0%	NA	5.9%
	School of Social Sciences	12	5	9	70	0	96	4.6%	6.8%	8.7%	5.3%	NA	5.4%
Faculty of Humanities Total		**37**	**20**	**31**	**396**	**4**	**488**	**5.3%**	**9.9%**	**6.8%**	**6.2%**	**6.5%**	**6.2%**
FLS	Faculty of Life Sciences	31	9	11	83	1	135	12.2%	18.4%	11.8%	6.9%	NA	8.4%
Faculty of Life Sciences Total		**31**	**9**	**11**	**83**	**1**	**135**	**12.2%**	**18.4%**	**11.8%**	**6.9%**	**NA**	**8.4%**
MHS	Medical School	12	0	0	12	1	25	4.1%	0.0%	0.0%	1.5%	NA	2.1%
	Pharmacy School	11	0	2	5	0	18	5.8%	0.0%	7.4%	3.7%	NA	4.8%
	School of Dentistry	0	0	0	4	0	4	0.0%	NA	NA	3.0%	NA	1.5%
	School of Nursing Midwifery & Social Work	4	6	4	126	0	140	8.3%	11.5%	10.5%	12.0%	NA	11.7%
	School of Psychological Sciences	6	3	2	29	1	41	5.7%	12.5%	4.8%	4.6%	NA	5.1%
Faculty of Medical and Human Sciences Total		**33**	**9**	**8**	**176**	**2**	**228**	**4.4%**	**7.1%**	**3.9%**	**6.4%**	**8.3%**	**5.9%**
Grand Total		**155**	**73**	**68**	**923**	**12**	**1231**	**6.9%**	**13.8%**	**7.1%**	**6.8%**	**9.6%**	**7.0%**

Based on the latest three years of data we have available, we have seen a significant reduction in BME students not continuing their studies. This has been especially positive for UK Black students (from 17.9% to 9.9%) who are more likely not to continue their studies in comparison to any other ethnic group. This mirrors the national picture (9.6%). There are a number of Schools where the non-continuation rate for certain groups of BME students is particularly high. For example, the engineering foundation course, Education, Environment and Development and Faculty of Life Sciences. Work has already started to investigate these rates. See **Action 18**.

7c   Please provide details of the ethnic profile (by specific ethnic group where possible) of your institution's undergraduate degree awarding rates by classification: Broken down as far as possible by:

=   UK/non-UK
=   department/faculty

Where possible these variables should be analysed together.

The sample (Table 53) used in this analysis is all undergraduate students awarded a degree under the British undergraduate degree classification system (HESA data 2010/11 to 2012/13). The percentage data is not reported for any ethnicity category with less than 30 individuals in the total sample.

Table 54: Attainment data categorised by Ethnicity (HESA data 2011/11 to 2013/14)

Ethnicity Group	Ethnicity Category	First class honours	2.1 honours	2.2 class honours	Third class honours/Pass	Total	First class honours	2.1 honours	2.2 honours	Third class honours/Pass	Total
		Count Data					Percentage data				
UK-Asian	Asian or Asian British - Bangladeshi	13	61	26	9	109	11.9%	56.0%	23.9%	8.3%	100%
	Asian or Asian British - Indian	120	342	173	48	683	17.6%	50.1%	25.3%	7.0%	100%
	Asian or Asian British - Pakistani	64	279	143	46	532	12.0%	52.4%	26.9%	8.7%	100%
	Chinese	67	143	68	23	301	22.3%	47.5%	22.6%	7.6%	100%
	Other Asian background	20	93	51	11	175	11.4%	53.1%	29.1%	6.3%	100%
	UK-Asian Total	284	918	461	137	1800	15.8%	51.0%	25.6%	7.6%	100%
UK-Black	Black or Black British - African	31	177	113	41	362	8. 6%	48.9%	31.2%	11.3%	100%
	Black or Black British - Caribbean	13	46	17	7	83	15.7%	55.4%	20.5%	8.4%	100%
	Other Black background	2	14	3	6	25	NA	NA	NA	NA	NA
	UK-Black Total	46	237	133	54	470	9.8%	50.4%	28.3%	11.5%	100%
UK-Other	Arab	2	8	5	2	17	NA	NA	NA	NA	NA
	Mixed - White and Asian	60	149	41	9	259	23.2%	57.5%	15.83%	3.5%	100%
	Mixed - White and Black African	15	42	6	4	67	22.4%	62.7%	8.96%	6.0%	100%
	Mixed - White and Black Caribbean	17	63	27	10	117	14.5%	53.9%	23.08%	8.6%	100%
	Other ethnic background	27	74	38	11	150	18.0%	49.3%	25.33%	7.3%	100%
	Other mixed background	41	103	23	4	171	24.0%	60.2%	13.45%	2.3%	100%
	UK-Other Total	162	439	140	40	781	20.7%	56.2%	17.93%	5.1%	100%
	UK-BME Total	**492**	**1594**	**734**	**231**	**3051**	**16.1%**	**52.3%**	**24.06%**	**7.6%**	**100%**
UK-White	Gypsy or Traveller	0	0	1	0	1	NA	NA	NA	NA	NA
	White	2889	7303	2095	483	12770	22.6%	57.2%	16.4%	3.8%	100%
	UK-White Total	2889	7303	2096	483	12771	22.6%	57.2%	16.4%	3.8%	100%
	UK-Unknown Total	29	66	17	14	126	23.0%	52.4%	13.5%	11.1%	100%
	NON-UK Total	953	2003	1311	561	4828	19.7%	41.5%	27.2%	11.6%	100%
	Grand Total	4363	10966	4158	1289	20776	21.0%	52.8%	20.0%	6.2%	100%

Table 55 provides data related to the proportion of students gaining a good degree (i.e. First class or upper second class). There are 15329 students attaining good degrees (Table 54). The data is presented in this manner as splitting the data by academic schools, ethnicity categories and the award full classification system produced very low samples for a number of variables. The percentage data is not reported for any ethnicity category with less than 30 individuals in the total sample.

Table 55: Good Degree Attainment categorised by Faculty, Schools and Ethnic Groups

Faculty	School	Asian	Black	Other	White	Non UK	Asian	Black	Other	White	Non UK
		Count of Students Obtaining a Good Degree					Percentage of Students Obtaining a Good Degree				
Engineering and Physical Sciences	School of Chemical Engineering and Analytical Science	61	14	6	150	145	79.2%	NA	NA	83.3%	74.0%
	School of Chemistry	30	10	14	278	36	50.8%	NA	NA	74.7%	65.5%
	School of Computer Science	39	4	11	132	146	67.2%	NA	NA	77.2%	67.3%
	School of Earth, Atmospheric and Environmental Sciences	5	7	4	205	50	NA	NA	NA	78.8%	65.8%
	School of Electrical and Electronic Engineering	13	12	5	58	229	NA	NA	NA	75.3%	72.9%
	School of Materials	38	10	20	345	125	70.4%	NA	NA	87.8%	45.8%
	School of Mathematics	75	11	8	335	157	57.3%	NA	NA	67.8%	49.1%
	School of Mechanical, Aerospace & Civil Engineering	68	16	23	262	192	70.1%	NA	NA	78.2%	66.0%
	School of Physics and Astronomy	12	1	12	331	57	NA	NA	NA	72.3%	58.8%
Faculty of Engineering and Physical Sciences Total		341	85	103	2096	1137	64.0%	66.4%	72.5%	76.5%	61.8%
Humanities	Faculty of Humanities Office	5	5	12	124	10	NA	NA	NA	82.7%	NA
	Business School	81	9	29	486	438	77.1%	NA	87.9%	85.6%	58.5%
	School of Arts Languages & Culture	128	27	172	2862	233	71.1%	65.9%	81.5%	85.4%	82.0%
	School of Environment, Education and Development	29	17	30	688	68	63.0%	48.6%	63.8%	81.4%	59.1%
	School of Law	79	22	48	476	261	80.6%	73.3%	90.6%	88.1%	70.4%
	School of Social Sciences	167	38	74	1099	558	66.5%	70.4%	75.5%	81.7%	53.0%
Faculty of Humanities Total		489	118	365	5375	1568	71.3%	63.4%	80.4%	84.4%	60.6%
Life Sciences	Faculty of Life Sciences	123	27	60	989	143	58.6%	55.1%	76.9%	81.8%	64.7%
Faculty of Life Sciences Total		123	27	60	989	143	58.6%	55.1%	76.9%	81.8%	64.7%
Medical And Human Sciences	Medical School	6	1	1	20	0	NA	NA	NA	NA	NA
	Pharmacy School	149	26	25	133	72	72.0%	78.8%	75.8%	91.7%	68.6%
	School of Nursing Midwifery & Social Work	22	20	19	707	8	42.3%	32.3%	NA	57.4%	NA
	School of Psychological Sciences	72	6	28	512	28	69.9%	NA	71.8%	84.1%	53.8%
Faculty of Medical and Human Sciences Total		249	53	73	1372	108	67.1%	49.5%	68.2%	67.8%	60.3%
Grand Total		1202	283	601	10192	2956	66.8%	60.2%	77.0%	79.8%	61.2%
Note: 95 students attaining good degrees with missing Ethnicity data. The School of Dentistry within the Faculty of MHS has unclassified awards and therefore are not listed.											

The university has been scrutinising BME attainment data for the last six years, as well as conducting qualitative research through focus groups and interviews with undergraduate students, to find out why there is differential attainment based on ethnicity. We can see from the latest data that there is an 11% attainment gap between UK BME and UK White graduates and an 18.6% gap for non-UK graduates. This gap is more pronounced in particular schools/faculties. From the Race Survey 88% of our BME student respondents agreed that course tutors and lecturers have high expectations and aspirations for all students regardless of their ethnicity or race. The same proportion also agreed that assessment of work is fair and transparent and is not affected by ethnicity or race.

Although the gap is smaller than the national picture at 16%, the University finds this significant differential as unacceptable and decided to set up a Degree Attainment Advisory Group chaired by the Associate Vice-President for Teaching and Learning. The purpose of this group was to undertake further research and to make recommendations to address the degree attainment differences highlighted between students in relation to ethnicity.

Key recommendations from the advisory group included:

- Developing advice for Academic Advisors on how to provide more effective support with respect to the issues experienced by BME students.

- Developing early warning triggers for all students

- Developing tailored peer support schemes

- Schools are encouraged to monitor non-anonymised assessment and be alert to potential differences in achievement of BME students. Assessment that cannot reasonably be anonymised is the best way of assessing a range of intended learning outcomes, so that a reduction in non-anonymised work is intended.

- Consideration is given to the introduction of a course unit which uses content to develop the skills which have been identified as an obstacle to high achievement particularly amongst BME students.

- BME students are encouraged to act as peer mentors, with the aim of increasing BME participation in these schemes and that the impact of this is monitored and evaluated any impact.

The School of Social Sciences undertook research last year with the Runnymede Trust (a leading Race think tank) on BME attainment and experience. This raised a number of issues around academic support, curricula, and staffing and made some recommendations which were devolved down to Discipline Areas for comment and delivery, (**Action 19).**

7d Please provide details of the ethnic profile (by specific ethnic group where possible) of your institution's post-graduate student body by:

= taught master's programmes
= research master's programmes
= other postgraduate students
= PhD students

Broken down as far as possible by:
= UK/non-UK
= department/faculty

Note for each analysis the numbers across the different ethnic groups are too small to split the sample by Faculty and School.

= **Taught Master's Programmes**

Table 56: Ethnicity data of taught postgraduate programmes (2011/12 to 2013/14)

Ethnic Group	Ethnic Category	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
		Percentage data			Count data		
UK-Asian	Asian or Asian British - Bangladeshi	0.20%	0.15%	0.08%	11	7	4
	Asian or Asian British – Indian	1.65%	1.47%	1.27%	89	68	60
	Asian or Asian British - Pakistani	1.81%	1.16%	1.36%	98	54	64
	Chinese	0.78%	0.69%	0.83%	42	32	39
	Other Asian background	0.74%	0.56%	0.47%	40	26	22
	UK-Asian Total	**5.18%**	**4.03%**	**4.01%**	**280**	**187**	**189**
UK-Black	Black or Black British - African	1.78%	1.36%	1.51%	96	63	71
	Black or Black British - Caribbean	0.28%	0.24%	0.11%	15	11	5
	Other Black background	0.07%	0.06%	0.02%	4	3	1
	UK-Black Total	**2.13%**	**1.66%**	**1.63%**	**115**	**77**	**77**
UK-Other	Arab	■	0.26%	0.40%	■	12	19
	Mixed - White and Asian	0.44%	0.30%	0.40%	24	14	19
	Mixed - White and Black African	0.19%	0.30%	0.17%	10	14	8
	Mixed - White and Black Caribbean	0.19%	0.22%	0.19%	10	10	9
	Other ethnic background	0.46%	0.26%	0.49%	25	12	23
	Other mixed background	0.59%	0.58%	0.49%	32	27	23
	UK-Other Total	**1.87%**	**1.92%**	**2.14%**	**101**	**89**	**101**
	UK-BME TOTAL	**9.18%**	**7.61%**	**7.78%**	**496**	**353**	**367**
UK-White	Gypsy or Traveller	■	0.00%	0.00%	■	0	0
	White	30.20%	28.67%	23.33%	1631	1329	1100
	UK-White Total	**30.20%**	**28.67%**	**23.33%**	**1631**	**1329**	**1100**
	Unknown UK Total	**0.48%**	**0.26%**	**0.21%**	**26**	**12**	**10**
	Non-UK Total	**60.14%**	**63.46%**	**68.67%**	**3248**	**2942**	**3238**
	Grand Total	100%	100%	100%	**5401**	**4636**	**4715**

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More than two thirds (69%) of students on taught masters programmes (Table 56) are non-UK domicile. Of the UK-domiciled student population, 25% are UK BME compared to 19.4% nationally. Comparing the national figures, UK-Asian students at the university are more likely to undertake a taught masters and UK-Black students are slightly less likely to undertake a taught masters.

= **Research Master's Programmes**

Table 57: Ethnicity data of research postgraduate programmes (2011/12 to 2013/14)

Ethnic Group	Ethnic Category	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
		Percentage data			Count data		
UK-Asian	Asian or Asian British - Bangladeshi	0.84%	0.00%	0.00%	1	0	0
	Asian or Asian British – Indian	2.52%	5.34%	3.54%	3	7	4
	Asian or Asian British - Pakistani	0.84%	0.00%	4.42%	1	0	5
	Chinese	1.68%	0.76%	0.00%	2	1	0
	Other Asian background	3.36%	2.29%	0.88%	4	3	1
UK-Asian Total		**9.24%**	**8.40%**	**8.85%**	**11**	**11**	**10**
UK-Black	Black or Black British - African	2.52%	1.53%	0.88%	3	2	1
	Black or Black British - Caribbean	0.00%	0.00%	2.65%	0	0	3
	Other Black background	0.00%	0.00%	0.00%	0	0	0
UK-Black Total		**2.52%**	**1.53%**	**3.54%**	**3**	**2**	**4**
UK-Other	Arab		0.00%	0.00%		0	0
	Mixed - White and Asian	2.52%	0.76%	0.00%	3	1	0
	Mixed - White and Black African	0.00%	0.00%	0.88%	0	0	1
	Mixed - White and Black Caribbean	1.68%	0.00%	0.00%	2	0	0
	Other ethnic background	1.68%	0.76%	0.88%	2	1	1
	Other mixed background	1.68%	0.76%	0.88%	2	1	1
UK-Other Total		**7.56%**	**2.29%**	**2.65%**	**9**	**3**	**3**
UK-BME TOTAL		**19.33%**	**12.21%**	**15.04%**	**23**	**16**	**17**
UK-White	Gypsy or Traveller		0.00%	0.00%		0	0
	White	42.02%	35.88%	30.97%	50	47	35
UK-White Total		**42.02%**	**35.88%**	**30.97%**	**50**	**47**	**35**
Unknown UK Total		**1.68%**	**0.76%**	**0.00%**	**2**	**1**	**0**
Non-UK Total		**36.97%**	**51.15%**	**53.98%**	**44**	**67**	**61**
Grand Total		100%	100%	100%	119	131	113

Table 57 shows that the university has a similar percentage of UK BME students (15%) on research masters degrees compared to national UK domiciled BME student population (16%). All BME categories do better when compared to the national picture. It is important that we continue to monitor these figures on an annual basis and ensure they are in line with similar institutions.

= **PhD Students**

Table 58: Ethnicity data of PhD students (2011/12 to 2013/14)

Ethnic Group	Ethnic Category	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
		Percentage data			Count data		
UK-Asian	Asian or Asian British - Bangladeshi	0.09%	0.28%	0.44%	1	3	5
	Asian or Asian British – Indian	0.78%	1.88%	1.68%	9	20	19
	Asian or Asian British - Pakistani	0.87%	1.22%	0.88%	10	13	10
	Chinese	0.78%	0.85%	0.62%	9	9	7
	Other Asian background	1.21%	0.56%	0.18%	14	6	2
	UK-Asian Total	**3.72%**	**4.80%**	**3.80%**	**43**	**51**	**43**
UK-Black	Black or Black British - African	0.69%	0.94%	1.15%	8	10	13
	Black or Black British - Caribbean	0.17%	0.09%	0.09%	2	1	1
	Other Black background	0.00%	0.00%	0.00%	0	0	0
	UK-Black Total	**0.87%**	**1.03%**	**1.24%**	**10**	**11**	**14**
UK-Other	Arab	■	0.28%	0.44%	■	3	5
	Mixed - White and Asian	0.69%	0.85%	0.79%	8	9	9
	Mixed - White and Black African	0.09%	0.00%	0.09%	1	0	1
	Mixed - White and Black Caribbean	0.17%	0.09%	0.09%	2	1	1
	Other ethnic background	0.52%	0.28%	0.18%	6	3	2
	Other mixed background	0.78%	0.66%	0.44%	9	7	5
	UK-Other Total	**2.25%**	**2.16%**	**2.03%**	**26**	**23**	**23**
	UK-BME TOTAL	**6.83%**	**8.00%**	**7.06%**	**79**	**85**	**80**
UK-White	Gypsy or Traveller	■	0.00%	0.00%	■	0	0
	White	45.59%	42.14%	42.72%	527	448	484
	UK-White Total	**45.59%**	**42.14%**	**42.72%**	**527**	**448**	**484**
	Unknown UK Total	**1.56%**	**0.28%**	**0.88%**	**18**	**3**	**10**
	Non-UK Total	**46.02%**	**49.58%**	**49.34%**	**532**	**527**	**559**
	Grand Total	100%	100%	100%	**1156**	**1063**	**1133**

In terms of the pipeline into academia, we find that fewer UK BME students undertake a PhD after their research masters programme. We need to find out why this is the case and introduce initiatives to grow the pipeline, **Action 20**.

Table 59: Ethnicity data of Other postgraduate students (2011/12 to 2013/14)

Ethnic Group	Ethnic Category	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
		Percentage data			Count data		
UK-Asian	Asian or Asian British - Bangladeshi	0.73%	0.23%	0.44%	10	3	5
	Asian or Asian British – Indian	6.04%	5.42%	5.06%	83	72	58
	Asian or Asian British - Pakistani	2.98%	2.41%	3.05%	41	32	35
	Chinese	0.73%	0.83%	1.48%	10	11	17
	Other Asian background	1.46%	0.83%	1.22%	20	11	14
UK-Asian Total		**11.94%**	**9.71%**	**11.26%**	**164**	**129**	**129**
UK-Black	Black or Black British - African	2.77%	1.88%	2.18%	38	25	25
	Black or Black British - Caribbean	1.02%	0.98%	0.61%	14	13	7
	Other Black background	0.22%	0.00%	0.00%	3	0	0
UK-Black Total		**4.00%**	**2.86%**	**2.79%**	**55**	**38**	**32**
UK-Other	Arab	■	0.53%	0.17%	■	7	2
	Mixed - White and Asian	0.58%	1.20%	0.61%	8	16	7
	Mixed - White and Black African	0.15%	0.30%	0.26%	2	4	3
	Mixed - White and Black Caribbean	0.51%	0.38%	0.26%	7	5	3
	Other ethnic background	0.51%	0.83%	0.44%	7	11	5
	Other mixed background	1.16%	0.60%	0.96%	16	8	11
UK-Other Total		**2.91%**	**3.84%**	**2.71%**	**40**	**51**	**31**
UK-BME TOTAL		**18.85%**	**16.40%**	**16.75%**	**259**	**218**	**192**
UK-White	Gypsy or Traveller	■	0.00%	0.00%	■	0	0
	White	67.03%	74.12%	74.08%	921	985	849
UK-White Total		**67.03%**	**74.12%**	**74.08%**	**921**	**985**	**849**
Unknown UK Total		**2.98%**	**0.53%**	**0.79%**	**41**	**7**	**9**
Non-UK Total		**11.14%**	**8.95%**	**8.38%**	**153**	**119**	**96**
Grand Total		100%	100%	100%	1374	1329	1146

7e   Please provide details of the ethnic profile (by specific ethnic group where possible) of your institution's early career researchers (or equivalent grade) broken down as far as possible by:

=   UK/non-UK
=   department/faculty

Where possible these variables should be analysed together.

At the University we do not categorise researchers as early career researchers (ECRs) although some analysis was performed for those who identified as ECR for REF2014.

Table 60: ECRs for REF2014

Job Type	Ethnicity Category	Count
Lecturer	White	115
	BME - UK	**1**
	BME- Non-UK	**18**
	Not Known	4
Senior Lecturer/Reader	White	9
	BME - UK	**1**
	BME- Non-UK	**1**
	Not Known	2
Research	White	51
	BME - UK	**1**
	BME- Non-UK	**3**
	Not Known	3
Note: Data excludes 30 ECRs for which there are no details. Research includes 2 Experimental officers.		

From Table 60 we note that there are a significantly smaller percentage of BME ECRs than might be expected. This may imply that BME staff are less likely to come forward to apply for ECR status (a recognised individual circumstance) in the REF and we need to ensure that all staff are encouraged to apply.

Furthermore we previously noted, Section 4 Table 7, the majority of BME staff (41%) sit within our Faculty of EPS. The large labs and groups in this area mean that research assistants are less likely to be independent researchers in their own right (e.g. principal investigators on grants) and thus qualify for REF ECR status. Other Faculties have different career paths, e.g. the lone scholar model in parts of Humanities, which means that research assistants / fellows early in their career are more likely to identify as independent researchers, and there are fewer BME academic and research staff in the Faculty of Humanities. Again the need to come forward to identify as an ECR would remain a contributing factor.

7f   Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education with specific reference to individual departmental responsibilities.

All researchers are supported through mentoring, dedicated Faculty Development Officers and the University's Research Staff Association which was formed in 2011 and is run by volunteers (4 UK-White, 2 non-UK-White, 2 non-UK-BME (1F, 1M)). The work undertaken by the group has included the Extended Access Project which began as a pilot in 2012 for extending access to e-resources and university e-mail for research and teaching staff whose contracts end or who take a career break for family or health reasons. In spring 2013, it was accepted by the University as policy. The University is also a signatory on "The Concordat to Support the Career Development of Researchers" and is implementing a 52-step action plan to adopt its 7 principles in full and 82% of researchers on time-limited funding have either been successfully redeployed or have had their funding extended. A clear commitment to Equality and Diversity is made in this plan, and Research Staff also benefit from an induction programme, a specific Faculty Handbook, a broad range of excellent training and development opportunities, an annual Research Staff conference, career mentoring and coaching programmes, a flagship accredited "Researchers into Management" programme (20 places a year; 13 UK-White, 5 non-UK-White and 2 non-UK-BME in 2011, 14 UK-White, 3 non-UK-White, 1 UK-BME, 2 non-UK-BME in 2012) and opportunities to represent their research community at Faculty, School and University levels. Individuals Schools have their own Postdoctoral Forums to enhance communication to research staff and representatives from Schools are involved as Research Staff Ambassadors for the Faculty. For example in EPS there are currently 11 ambassadors (8 UK-White, 2 White-non-UK and 1 non-UK-BME). In previous years, 2012 for example, there were 16 ambassadors, 7 of which were BME.

All new academic staff are supported through the New Academics Programme (NAP) which is described in detail in Section 8b.

Section 7: 1665 Words

8   Diversity in curriculum and pedagogy

This section should illustrate the inclusivity of curriculum and pedagogy within your institution. The section should be informed by all relevant data sources including the results from the mandatory race equality survey, and any other appropriate quantitative and qualitative sources.

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take.

8a   Please outline how you address race inequalities in the curriculum. This should include reference to:

= course content
= sources used and cited in courses
= outcomes of different assessment methods
= how equality and diversity is considered in the development of new courses
= how departments and faculties discuss inclusivity in the curriculum at their decision-making committees and are accountable for actions taken

The University has in place a framework for developing, approving, monitoring and reviewing programmes. It is designed to meet the requirements of the QAA Quality Code. Additionally, all undergraduate programmes must demonstrate, via initial approval and periodic review, how they meet the requirements of The Purposes of a XXX Undergraduate Education, one aspect of which is the promotion of equality and diversity. It states that graduates will have been educated in an environment that embraces and values cultural diversity, and that is fundamentally committed to equality of opportunity regardless of gender, race, disability, religious or other beliefs, sexual orientation or age. From the Race Survey 90% of our BME student respondents agreed University staff treat them with respect irrespective of ethnicity.

The vast majority of courses in the Faculty of Medical and Human Sciences include the consideration of equality and diversity. This is critical as students have placements and work with very diverse communities. For example, Healthcare programmes in the School of Psychological Sciences equality and diversity training is a part of any NHS organisation's core mandatory training and, as such, our students are expected to complete this. Aside from any obligation to complete mandatory training, we are mindful in our teaching in SPS that core business for us is the support of some of the most vulnerable groups in our society: those with communication, hearing and mental health difficulties. We alert students to the fact that many of our client groups may be at risk of being 'doubly discriminated' against: for example those from BME groups; those for whom English is not their first language. Such awareness-raising in embedded in the curriculum, whereby students are encouraged to consider and challenge their own and organisational assumptions made.

With the race courses we run we worked closely with Runnymede and the Race Relations Resource Centre to get students to engage with 'live' issues around race and racism. For example social justice issues will be brought to life through a new Social Justice Festival: JustFest on Thursday, 23 April 2015. A group of around 500 students from across Humanities will attend social justice themed workshops, for example exploring Tax Justice with Christian Aid; Racial Justice with the Runnymede Trust or The Environmental Impacts of TV production with the Head of Sustainability for BBC North.

In Humanities, there are also a number of courses that include topics on race and ethnicity. Drama and Screen Studies look at, Black on Screen: Representations of African, Caribbean and Asian People in the Media which considers the historical and contemporary representations of African, Caribbean and Asian people in the mass media. Sociology run a number of courses dealing with race and racism, migration and broader issues of inequality at Undergraduate level.

At the university we have the Centre on Dynamics of Ethnicity (CoDE) which is an interdisciplinary programme of research concerned with understanding changing ethnic inequalities and identities. CoDE's focus is on the changes within ethnic groups (their internal structures and formulations of identities) and their external relationships and position in British society. The impact of this research is used to inform the teaching of students at the university.

The Race Relations Resource Centre (part of the University) is one of Europe's leading specialist libraries on migration, race and ethnicity. It aims to enable academic and independent research into racial and ethnic history and experience as well as support teachers in educating young people growing up in multicultural Britain. Students are invited to the resource centre during welcome week where they can find out about its resources telling the story of race relations, ethnicity and immigration across the globe.

8b   Please outline how you address inclusivity in pedagogy. This should include reference to:

=   staff training and development on inclusive pedagogical practice
=   staff confidence in embedding equality and diversity into their teaching practice
=   feedback from students, and especially minority ethnic students
=   any audits of feedback from course tutors to different groups of students
=   how departments and faculties discuss inclusivity in the curriculum at their decision-making committees and are accountable for actions taken

The university runs a New Academics Programme (NAP) that covers all aspects of the academic role including teaching, research, knowledge transfer, social responsibility and academic management. It is aimed at academic staff who are new to the University and seeks to equip them with the skills to operate effectively in relation to the full range of tasks associated with their post. Completion of the programme is a requirement of probation. As part of the NAP, participants are required to complete equality and diversity training (on-line).

The University has taken a very deliberate decision to structure the NAP around a different pathway for each of the four Faculties. These pathways are supplemented and brought together by a core University-wide session which acts as the introduction to the programme and which is delivered centrally through the Staff Training and Development Unit as a half-day session. The session also introduces participants to the UK Professional Standards Framework (UKPSF), its place within the programme and its role in HEA accreditation. The UKPSF for teaching and supporting learning in higher education 2011 includes professional values - Respect individual learners and diverse learning communities and promote participation in higher education and equality of opportunity for learners.

The Students' Union takes steps to advance race equality and inclusivity through its events and communications. From the Race survey 69% of BME respondents agree that the Students' Union is an inclusive and safe environment and 63% agree the clubs encourage all to join irrespective of race. The feedback received from students (survey and focus groups) highlighted the need to look at how teaching and learning delivery considers diversity and culture, **Action 21.**

Section 8: 875 Words

9   Any other comments

Please use this section to include any other relevant information to your application that has not been included above.

A Values and Culture subgroup was formed by the SAT to highlight cultural factors that might contribute to the success (or failure) of progressing race equality at the University. The work from this subgroup has been fed into, and informed, the submission as it focussed on the values and culture as expressed in the University's policies and procedures as well as the values and culture at local, regional and global level. Relevant literature, policies, campaigns and interventions have been shared with the SAT to help with the recommendations, to inform the action plan and to share best practice. This group, alongside the BME Staff Network Group, has ensured that this submission is not only reflective of the current BME staff and students but also helped to identify areas for reflection, support, resource and strategic added value in terms of future BME staff.

Section 9: 142 Words

Total Number of Words for the Submission: 12235 Words

10 Action plan

In applying for this award, your institution will have reviewed data and other evidence internally, identified issues which might impact on race equality, and have formulated an action plan to address those issues and to tackle racial inequalities.

A good evidence base is essential to tackling racial inequalities, and some of your actions may be related to collecting data, whether quantitative or qualitative. However it is anticipated that the majority of actions will be initiative-led, rather than relating to data collection and analysis. Where actions are related to collecting evidence they should include details of when the data will be collected and what will happen once it has been collected.

It is important that race equality is embedded in the organisation in order to be successful, and that must be demonstrated in your action plan. We would anticipate very few actions being owned centrally by equality and diversity/human resources officers. The focus should be on locally-owned actions for head's of department/faculty, highlighting their commitment to this agenda.

When progress is measured against the actions, this should also be localised, with the performance of individual departments being considered individually, as well as measuring the institution's progress as a whole. Awards will only be renewed where progress can be shown across the board.

The action plan should cover current initiatives and the university's aspirations **for the next three years** and actions should be:
=   specific
=   measurable
=   achievable
=   realistic
=   time-bound

However, the action plan should also be ambitious and reflect the institutions commitment to advancing race equality.

An example action plan template is available below which you may choose to use, or you are welcome to present your actions in your own template. It is possible that internally your actions are embedded into existing action plans, but for the purposes of this application we do ask that you collate all of the actions and present them in one combined, consistent document.

Section 2: Self-Assessment Process

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
1	To ensure that this action plan is embedded within the institution and that all actions are monitored regularly.	Staff and student related actions will be owned by Faculties and Professional Support Services and progress reported in their Annual Performance Review (staff) and the Teaching and Learning (T&L) Group (student).	A bi-annual report/ progress update of staff related actions for University's senior leadership team through its Human Resources Sub Committee. Annual review of student related actions with visible progress reported to the T&L group (UG & PGT students) and Doctoral College (for PGR students).	Deputy President and Vice-chancellor Vice-President (VP) for Teaching, Learning and Students & VP for Research	From November 2015 and every six months Annually from January 2016

Section 3: Institution and local context

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
2	A number of staff and students who completed our race survey believed that if they reported a race-related incident, appropriate action would not be taken.	(i) Further promote the University's zero tolerance campaign to discrimination, bullying and harassment which includes an online report and support button. Cases can be reported anonymously. This work has already started but will include a specific focus on Race. (ii) To conduct a series of focus groups and interviews to better understand why staff and students don't believe race-related incidents would be dealt with appropriately. A report produced and presented to the University's HR sub-committee.	Staff more aware of university's zero tolerance position on bullying, harassment and discrimination and know how to report incidents (question has been included in 2015 Staff Survey. Baseline will be the 2013 Staff Survey question about awareness of Dignity at Work). A repeat of the Race Survey will show an increase in the proportion of staff and students that believe action would be taken to race-related incidents – currently 59% staff, 65% students. Target 75%. University has a better understanding of staff and student concerns and puts in place appropriate measures to address issues.	Head of E&D	(i) June 2015 (analysis for 2015 Staff Survey) and every two years subsequently (biennial Staff Survey) (ii) May 2016 for report following focus groups/interviews in 2015/2016.

Section 4: Staff profile

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
3	An overall decrease in academic and research staff has disproportionally impacted on Asian and Black staff numbers.	An exit questionnaire will be developed and sent to all leavers. This will have the ability to analyse responses by ethnicity. To analyse data in more detail to see if there are any specific trends that warrant further investigation and action.	To retain more Black and Asian staff and any reductions are in line with all ethnic groups. Currently reduction in Black and Asian academic & research staff is ~14% and White and Other ethnic groups ~7%. To ensure any difference is not statistically significant.	Director of HR	Annual review
4	BME staff tend to be more likely to be represented by certain ethnic groups and in certain faculties and we need to understand why and whether there is any good practice to learn.	To engage with areas with *high* BME representation (EPS for academic/research, FLS for PSS) to try and find good practice. Positive action measures will also be put in place to try and increase the number of BME staff. To benchmark BME staff numbers against faculties/schools/disciplines in similar institutions and nationally to explore if these are occupational trends or if action is required.	Good practice identified, alongside any drivers for differences, and disseminated across the institution. To have put in place measures to try and address any underrepresentation found, particularly targeting MHS within academic/research staff who have 14% BME (target to increase in line with University average of 19%) and HUM/Library and Cultural Institutions who have ~8% (target to increase to University average of 11%).	Associate Dean for Social Responsibility with support from E&D Leads in each Faculty.	Standing agenda item – annual report

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
5	We have a high proportion of BME staff on Teaching Only contracts, Fixed-term contracts.	Research into why nearly a third of BME academic and research staff are on teaching only contracts, 74% are on fixed-term contracts. For PSS BME staff on fixed term contracts this is 28%. To investigate why we don't compare favourably to the national picture, nationally 44% BME academic staff and 20% PSS BME staff on fixed term contracts.	University satisfied that BME staff are not on these contracts due to equality related issues. For any issues identified, particularly if there are additional challenges which BME staff face compared to White colleagues on forging research or teaching and research careers, then appropriate actions to address these issues will be put into place. BME staff not disproportionately represented compared to their White colleagues. The University's BME contract figures to be at least in line with the national picture.	Director of HR	Early 2017
6	To explore potential intersectional issues in relation to gender and ethnicity.	To generate data that includes gender, and ethnicity to look at intersectional issues.	Data available and collated. Recommendations developed and actions agreed at HR Sub-Committee.	Head of E&D	Annually from November 2015 (embedded within the APR process)
7	The largest proportion (41%) of BME staff reside within Central PSS and within this area Blacks dominate (62%).	Positive action to address underrepresentation by encouraging BME staff in other PSS areas.	More diverse workforce across the PSS.	E&D Lead for PSS – Director of Research and Business Engagement Support Services	Initial report 2016 to PSS Leadership Team and annually afterwards

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
8	Low proportions of certain ethnic groups of PSS staff compared to known local communities.	Increased knowledge of proportion of ethnic groups in local area and develop recommendations for the PSS Leadership Team to agree. Increase level of community engagement to ensure locals know what University does, positions available and how they can fit in.	Employee proportions reflective of the local communities and to see an increase in proportions if appropriate. For example Bangladeshi employees at 0.2%.	Assistant Director of HR and the Race Relations Resource Centre	Initial sense by end of 2015, monitor every 24 months thereafter
9	Not all staff have disclosed their ethnicity data.	To launch a campaign to encourage staff to update their equality information. Currently 6% of academic and research and 2% of PSS have not disclosed their ethnicity. To put in place measures to ensure we are capturing equality data as staff are recruited to the university.	A reduction of 50% in the number of staff with unknown ethnicity.	Head of E&D	Campaign launch June 2015, then reporting annually from November 2015 onwards(embed within APR process)
10	There is an overrepresentation of BME staff who make a grievance and who are disciplined. Very few grievance cases are upheld.	To investigate in detail the nature of grievances/disciplines from BME staff to find out why so few cases are upheld and investigate if there is any value in developing new or additional processes for these cases. A report with recommendations to be presented to the HR Sub-committee as part of their review of equality and diversity related matters.	Reduction in the proportion of all grievances submitted by, and disciplinary action taken against, BME colleagues.	Associate Vice President for Social Responsibility and Director of HR	Annual review from November 2015 (embed within APR process)

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
11	There is a lack of BME staff on decision making committees across the University (at University-level, Faculty-level and School-level).	To develop recommendations for Faculties/Schools and the PSS on how to improve the diversity of their committees. These recommendations would support influencing committees where positions are ex-officio and elected (recognising a lack of BME colleagues in senior positions which would mean not eligible for some committees). For example an E&D Champion on the committee with additional training to consider Race (alongside other protected characteristics). Positive action statements to be included on open calls when advertising for committee positions. Allow BME colleagues to be an observer on a committee, thereby supporting them if they wish to be considered a full committee member in due course.	An increase in the number of BME staff on decision making committees. At least one member of the committee who considers E&D matters.	Registrar, Secretary and COO (PSS) Associate Vice-President for Social Responsibility (SR) and Faculty Associate Deans for SR	Schools/Faculty 2016, University 2017

Section 5: Recruitment and Selection

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
12	Recruitment data not readily available.	Provide local level data on the performance of BME applicants through the recruitment cycle.	Identification of positive action initiatives to support the recruitment of BME staff at the university.	Heads of HR for Faculties and PSS	September 2015

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
13	We have a reasonable number of applications from the BME communities but this does not translate into the same proportions being short-listed or appointed. We need to develop measures to address the shortlisting and appointment stage of the process.	(i) To pilot for 12 months additional support to BME applicants to advise them on the presentation of their job application. This would enable candidates to present their suitability in the best way to maximise their chances of success at this stage. (ii) To provide additional training to at least one member of interview panels. This would entail the provision of face-to-face training to staff in issues relating to race, ethnicity and cross-cultural differences. Furthermore all staff involved in recruitment and promotion decisions should receive training relating to unconscious bias. To provide further data analysis of UK and non-UK performance. When using "headhunters" for senior positions, the University should ask that they support its search for a diverse range of credible applicants. Where University colleagues are engaged in generating interest for vacancies, they should be directed to guidance that considers measures aimed at generating diverse pools of candidates through the search process.	An increase in successful applications from BME staff at all levels.	Director of HR	(i) September 2015 (ii) End of 2016

Section 6: Career progression and development

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
14	The Former Associate Vice-President for Social Responsibility attended a number of school and faculty level promotions committees with a view to understand how the process may impact of BME staff. A report was produced with a number of key actions. The report highlighted the low success rate for BME applicants particularly at chair level.	Faculties should set up processes so that potential applicants for promotions to Reader and Professor are identified at least 3 months before the formal round opens. A senior mentor should be identified who should individually meet with all aspirant applicants and identify actions that should be taken.	An increase in the number of successful BME applications for senior academic positions. An increase in the number of staff who understand the promotions process and are clear about the criteria (currently 51% staff from race survey).	Associate Vice-President for Social Responsibility with support from the Deans of Faculty	Review in June 2016 following promotions round Survey repeated in 2017 (target: 75%)
15	Overall the university has a representative number of BME PSS staff but there is a lack of this group in senior positions.	To invite identified BME staff to specific career development interviews/sessions that will identify the training and support options available to help them progress. To utilise the coaching and mentoring package at the university to support BME staff.	An increase in PSS BME staff at grade 6 and above.	Registrar, Secretary and COO and the Director of Research and Business Engagement Support Services	April 2016

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
16	Widen the reach and awareness of pre-existing schemes, P&DR and career development opportunities.	To promote existing career development opportunities to the BME staff network and the wider university community. BME specific career development sessions ran.	An increase in the number of BME staff accessing career development opportunities, including P&DR. An increase in the proportion of BME who agree that there are clear progression pathways available (current race survey 33% Asian, 42% Black, 55% Other and 50% White)	Head of Staff Training and Development Unit	December 2015 Survey repeated in 2017 (target: 65%, up from 41% currently)

Section 7 & 8: Student Section

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
17	A lower number of BME students are entering the university in comparison to the national figures.	To benchmark the number of BME students against similar institutions. To investigate any potential barriers to entering the university. Further develop initiatives in order to increase the proportion of BME students.	An increase in the proportion of BME students studying at the university to be at least in line with similar institutions.	Director for the Student Experience with support from Head of Recruitment and Widening Participation	January 2016 and annual monitoring
18	BME (especially Black students) non-continuation rates are high is certain Schools.	To investigate why some schools have high (and some have low) non-continuation rates of BME students and put in place actions to address any issues identified as well as sharing best practice.	A better retention rate for BME students that is in line with other ethnic groups.	Vice President Teaching, Learning & Students	From October 2015 and ongoing
19	There is an 11% attainment gap between UK BME and UK White students.	Action the recommendations from the Degree Attainment Advisory Group. Learn from and develop good practice from the pilot work taking place in the School of Social Sciences and disseminate across the university.	A reduction in the attainment gap.	Vice President Teaching, Learning & Students with support from Teaching and Learning Group	October 2016 (embed within APR process)

Action Ref	Issue Identified	Action(s) to address the Issue	What Success will look like	Person / group responsible	Timescale for actions
20	In terms of the pipeline into academia, we find that fewer UK BME students undertake a PhD after their research masters programme.	We will investigate why this is the case and put actions in place to try and attract more UK BME students.	An increase in UK BME students undertaking a PhD.	Associate Vice President for Social Responsibility and Vice President for Research	December 2016
21	The university has developed an inclusive teaching and learning materials policy that has a focus on disabled students and a student charter that provides guidance on behaviours. We will build on these documents to look at how cultural diversity is considered in the delivery of teaching and learning.	(i) To augment the university inclusive teaching and learning materials policy to consider all aspects of diversity. (ii) To consider good practice in the sector on inclusive teaching and learning, especially in relation to BME students. (iii) To offer training for teaching staff on cultural awareness and ensure this is included in the training for new members of staff.	Feedback from students and staff who feel that diversity is considered in the delivery of teaching and learning.	(i) and (ii) Vice President Teaching, Learning & Students with support from Teaching and Learning Group (iii) Head of Staff Training and Development	From March 2016 and on-going