Race Equality Charter Application Form

Name of institution:	**University of Warwick**
Level of award application:	**Bronze**
Main contact for application:	**Professor Mike Shipman** Pro-Vice-Chancellor (International) and Executive sponsor for Race; REC SAT Chair
Contact details:	M.Shipman@warwick.ac.uk

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Acronyms

ADC	Academic Development Centre
APPPGR	Academic and Professional Pathway for PGRs
APPTE	Academic Professional Pathway for Teaching Excellence
ARPTF	Anti-Racist Pedagogy Teaching Forum
BAME	Black, Asian and Minority Ethnic
BGS	Board of Graduate Studies
BLM	Black Lives Matter
CCSG	Campus and Commercial Services Group
CRM	Customer Relationship Management
DLHE	Destinations of Leavers from Higher Education
ECF	Early Career Fellowships
ECR	Early Career Researcher
ED&I	Equality, Diversity & Inclusion
FPE	Full Person Equivalent
FTC	Fixed-Term Contract
FTE	Full-Time Equivalent
GO	Graduate Outcomes
HESA	Higher Education Statistics Agency
HoD	Head of Department
HoF	Head of Faculty
HR	Human Resources
IAS	Institute of Advanced Study
ICC	Intercultural Competency
NEMP	Network for Ethnic Minority Postgrads
NSS	National Student Survey
OD	Organizational Development
PDR	Personal Development Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
POG	Policy Oversight Group
POLAR	Participation of Local Areas
PP	Percentage Points
PRES	Postgraduate Research Experience Survey
PSS	Professional and Support Services
PTES	Postgraduate Taught Experience Survey
QDSG	Quantitative Data Sub-Group
REC	Race Equality Charter
REF	Research Excellence Framework
RET	Race Equality Taskforce
R&IS	Research and Impact Services
R&S	Report and Support
SAT	Self-Assessment Team
SEM	Science, Engineering & Medicine
ToR	Terms of Reference

Guide to our data

- For confidentiality, we have not included specific figures where groups are below 5 (marked as <5 in tables).
- Calculations against benchmarks differ from those shown in internal data as a result of differences in definitions. For example, Higher Education Statistics Agency (HESA) data use Full Person Equivalent (FPE) whereas **Warwick internal data are based on Head Count**. In addition, census dates differ.

All data analysis undertaken for the submission has included **Ethnicity Summary** (Black, Asian and Minority Ethnic [BAME]/White), **Ethnic Group** (e.g. Black) and **Specific Ethnicity** (e.g. Black African) together with a variety of additional variables (UK/Non-UK, faculty, gender, disability).

We have only included tables and narrative showing more detailed analysis where numbers permitted and where we discovered areas of concern we wished to highlight. The more granular data analysis not presented here will, however, still form part of our ongoing review and discussion with relevant stakeholders responsible for acting upon the concerns that have emerged.

Data tables throughout the submission include a "Summary" column which represents either an average or a sum, as appropriate to context. Tables in section 4a/4b, for example, reflect the staff profile, therefore the percentages add up to 100%. All other tables, except when specified otherwise, present percentages where the numerator is the number of staff with specific characteristics and the denominator total population with those characteristics (i.e. nominator BAME staff who received a bonus; denominator total BAME staff). This methodology helps us to understand which ethnic groups are more likely to be disadvantaged and identify trends when numbers are small.

Staff data

- Academic recruitment is benchmarked against the Russell Group (RG) and sector as a whole.
- For PSS staff, where recruitment is slightly more dependent on local/regional recruitment, we benchmark against census data for the area.
- The staff datasets utilised have three granularities:
    - Individualised staff (Headcount) internally-sourced data
    - Individualised staff Full-Time Equivalent (FTE) internally-sourced data
    - Rounded HESA sector data at institutional FPE level

Student data

- We have separated Chinese from other Asian ethnic groups within our commentary on student data because Chinese students form such a significant proportion of the overall Asian ethnic student group.
- We use the term attainment and awarding gap within section 7d and whilst our preference is for 'awarding gap', we recognise that 'attainment' is still widely used.
- We report 'not known' data in all of our main summary tables but not in the finer disaggregations.
- We present three-year averages throughout our data to provide reassurance that our commentary is not being driven by any one anomalous/unrepresentative year.
- The most recent three-year period for which we can compare UK-domiciled applications and offers against sector benchmarks covers Universities and Colleges Admissions Service (UCAS) application years 2017, 2018 and 2019.
- The student datasets utilised have two granularities:
    - Individualised internally and externally sourced (inc. HESA, Destinations of Leavers from Higher Education (DLHE) and Graduate Outcomes (GO) student data (Headcount)

    - Rounded UCAS, HESA, DLHE and GO sector data at institutional FPE level.
- In the tables within Section 7, the colour-coding of specific key cells indicates results of tests of statistical significance of differences in outcomes between different ethnicity groups and the benchmark group (White). The null hypothesis being tested is that the outcome measured does not differ by ethnicity. A red box indicates that the null hypothesis is rejected at a 0.1% level of significance. The lower is the significance level at which the null hypothesis is rejected, the lower is the probability that outcomes do not differ by ethnicity. For example, if a Gap in outcomes between BAME and White students is shown in a red box, the text will refer to the BAME-White Gap as being 'highly significant' statistically: the null hypothesis is rejected at the 0.1% significance level. Orange or yellow boxes represent Gaps which we refer to as 'moderately' or 'weakly significant' at 1% or 5%, respectively. A black box indicates that the Gap is not statistically significant - i.e., the null hypothesis is not rejected: there is not enough evidence to suggest that the different ethnicity groups differ significantly from each other. The underlying statistical tests are based on Chi-squared tests for BAME-White Gaps and z-tests for finer classifications of ethnicity.
- Section 7f presents data from the Destination of Leavers from Higher Education (DLHE) survey which was last undertaken on the 16/17 graduation cohort (approx. six months after successful completion) and HESA's Graduate Outcomes (GO) survey, which replaced DLHE for the 17/18 graduation cohort (undertaken c.15 months after successful completion). We present Positive Outcomes for Warwick benchmarked against both the Russell Group and the sector as a whole. Positive Outcomes refers to the proportion of graduates who responded to the survey, were available for work and said they had (or were due to within the month), secure employment and/or further study.

Word Count

Section 1	Letters of endorsement	1,583
Section 2	The self-assessment process	908
Section 3	Institution and local context	1,756
Section 4	Staff Profile	3,813
Section 5	Academic Staff: Recruitment, Progression and Development	2,176
Section 6	PSS staff: Recruitment, Progression and Development	1,662
Section 7	Student Pipeline	2,280
Section 8	Teaching and Learning	1,548
Section 9	Any Other Information	426
Section 10	Action Plan	N/A
Total submission word count		**16,152**
Permitted word count for bronze application		14,000
Additional permitted word count granted by Race Equality Charter (1,500 max)		1,492
Additional permitted COVID-19/BLM* word count (750 max)		660
Total permitted word count		**16,152**

**Note that reference to the impact of COVID-19/BLM is discussed where it is relevant throughout the application and not presented under a separate sub-heading.*

Section 1 Letters of endorsement

1a Letter of endorsement from Vice-Chancellor

It is now more than three years since Warwick made an unsuccessful submission for the Race Equality Charter (2017). The feedback was the start of our journey towards a deeper understanding of the causes of racial inequality for our students and staff. It is clear to me, and the leadership team, that Warwick must be a place where all our students and staff feel valued, safe and supported to achieve their full potential. This means that incidents of racism of any kind are completely unacceptable and it is through achieving greater racial diversity through structural and cultural change that we will make progress towards achieving this. Working towards the charter mark makes our priority to be an anti-racist institution a public commitment to our students, staff and local communities.

We have actively been working towards an anti-racist culture during this period, however the outcomes of the REC analysis makes clear that there are many practices where we are yet to make impactful change. I am particularly concerned that through the REC surveys, too many staff and students are telling us that they are experiencing racism but do not report incidents. The survey also emphasises the lack of racially diverse senior role models to encourage and inspire staff and students; addressing lack of representation in senior positions is a major concern. Eliminating the attainment gap continues to be a priority. Even though we have seen a reduction in the gap for 'good' degrees over the last three years, a greater gap is identified for first class degrees. We do not underestimate the work that we have yet to do.

Since 2017 and through the self-assessment process, we have identified a number of areas that we need to address urgently but our priorities will be to:

- Eliminate the attainment gap
- Increase staff racial diversity in higher grades, particularly in senior management and leadership teams
- Increase staff and student confidence in reporting incidences of racial harassment and discrimination in our community

The Executive Board welcomes the findings of the assessment process. We recognise that the solutions to tackling these issues are complex, inter-related and require a carefully planned and resourced long-term strategy, to which we are fully committed to deliver. The Director of Social Inclusion in partnership with our Race Equality Task Force, will lead this work. Progress on our REC action plan will be reported to Council and Senate three times a year via our Social Inclusion Committee.

Since 2017, we have reappraised our position and built a systematic approach to monitor the impact of racism on all aspects of the student and staff life cycles and build our understanding of what nurtures anti-racist culture. The lessons learnt spurred us on to appoint a Director of Social Inclusion (2018) and develop an Institutional Social Inclusion Strategy (2019) in collaboration with the Warwick community, setting the following KPIs:

- Eliminating the Black attainment gap by 2025
- Achieve 25% Black, Asian and Minority Ethnic senior staff (5% to be Black) academics and professional services by 2030
- Eliminate the ethnicity pay gap by 2030 (we have publicly published since 2020)

We have worked closely with our students and staff, supporting their work in understanding the experiences of racism for our students including a curriculum decolonisation project. The outcomes of this work have led to a much bigger programme, 'The Inclusive Education Strategy', taking a holistic approach to the student experience from the content of curriculum to the cultural experience in the classroom and on campus. We will be measuring the impact on Black, Asian and minority ethnic students through this work.

Recognising the importance of racial diversity in our staff to the Warwick culture and student experience has resulted in the launch in April 2021 of INspire, a pilot programme supporting senior Black, Asian and Minority Ethnic staff to progress into executive positions. I am the executive sponsor for this programme and my executive team members are sponsoring individual participants.

Staff and students have also developed an innovative *Tackling Racial Inequality* programme, based on critical race theory. The first year pilot programme has had excellent reviews from participants on its content and impact; this programme is an integral part of our engagement and education for staff on understanding and addressing racial inequality in HE and at Warwick. We have made a commitment to ensure that this programme is fully resourced. We have also worked closely with our senior leaders facilitating conversations to increase awareness and understanding of racism and develop inclusive leadership skills that create anti-racist cultures.

In all of these efforts over the last three years, my colleagues and I value the guidance and expertise of the self-assessment group and the Race Equality Task Force (staff and students). Much of this work has been led and contributed to by Black, Asian and Minority Ethnic staff and students without whose expertise the progress we have made would not have been possible. I would like to take this opportunity to acknowledge this and thank them for their dedication and inspiration.

It gives me great pleasure to endorse Warwick's REC submission. I confirm that the information presented in this submission is a true and accurate record of racial issues at the University of Warwick.

On behalf of the University, we welcome the guidance of the REC panel to help us achieve our objectives, laid out in the action plan, and continue to develop an anti-racist culture that values and nurtures the talent of Black, Asian and Minority Ethnic students and staff.

Yours faithfully

Professor Stuart Croft
Vice-Chancellor and President

Professor Stuart Croft
Vice-Chancellor and President
University of Warwick
Coventry CV4 8UW UK
T +44 (0)24 765 74951
E: S.Croft@warwick.ac.uk

www.warwick.ac.uk

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1b Letter of endorsement from Registrar

The Race Equality Charter (REC) submission has reinforced our ambitions for structural change at Warwick to develop the anti-racist and inclusive culture required to support the full potential of our students and staff.

REC data clearly indicates that the proportion of Warwick's BAME Professional and Support Services (PSS) staff decreases as grades increase and that our Black staff are particularly under-represented outside of FA1.

My immediate priority is to improve ethnic diversity in PSS at all levels through review and reform of our recruitment, selection and progression processes and policies and through targeted interventions such as the *INspire* programme and our work with the EY Foundation.

Experiences of racial harassment and widespread micro-aggressions are also a major concern and we will continue to improve our reporting and support services and strengthen our anti-racism training and awareness raising.

Yours faithfully

Rachel Sandby-Thomas
Registrar

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1c Letter of endorsement from Chair, Faculty of Arts

The Faculty of Arts welcomes the outcomes of the Race Equality Charter work. As a Faculty, we have worked in partnership with our students on the decolonisation of the curriculum project and are pleased to see that this has contributed to the development of the institution-wide 'Inclusive Education Model', which aims to eliminate the attainment gap through inclusive and anti-racist cultural practice in all aspects of the student experience. This has been a very valuable experience for all who have been involved, we feel very positive about the outcomes with greater satisfaction expressed by students in the way that their modules are taught, and that issues of ethnicity and race are included and managed well in academic discussions.

Our priorities over the next three years include greater ethnic diversity in student and staff makeup, as well as eliminating the attainment gap. The race action plan will help us greatly in achieving our ambitions for better outcomes for students and staff.

Yours sincerely

Professor Penny Roberts
Vice-Provost and Chair of the Faculty of Arts

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1d Letter of endorsement from Chair, Faculty of Science, Engineering and Medicine

The Faculty of Science, Engineering and Medicine welcomes the outcomes of the Race Charter Mark work.

As a Faculty, we have been working in close partnership with our students on several projects such as: the creation of a People, Culture and Diversity Group as part of our STEM Grand Challenge project – a Faculty-wide drive to grow both STEM research and teaching over the next 10 years; the establishment of more inclusive departmental ED&I committees with strong student representation; decolonisation of the science curriculum; joining national initiatives such as BBSTEM; conducted a rigorous gap attainment analysis for each department in the Faculty.

As a Faculty we have made a substantial contribution to the development of the University's 'Inclusive Education Model', which aims to eliminate the attainment gap through inclusive and anti-racist cultural practice in all aspects of the student experience. This has been a very valuable experience for all who have been involved, we feel very positive about the outcomes with greater satisfaction expressed by students in the way their course is taught, and that issues of ethnicity and race are included and managed well in academic discussions.

Our priorities over the next three years include eliminating the attainment gap and addressing the particular concerns that have arisen in relation to Medicine. The race action plan will help us greatly in achieving our ambitions for better outcomes for students and staff.

Yours sincerely

Lorenzo Frigerio

WARWICK
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1e Letter of endorsement from Chair, Faculty of Social Sciences

The Faculty of Social Sciences welcomes the outcomes of the Race Equality Charter submission, and we are fully supportive of and committed to implementing the recommended actions.

The student body of the Faculty is very diverse, something that we are very proud of. However, we are also aware that there is an attainment gap, which is particularly concerning for Black and non-UK Black, Asian and Minority Ethnic students. This is an issue that is a priority for us, and we welcome the opportunity to work with the institution to address issues of racism and work towards an anti-racist culture that supports students to achieve their potential.

Working to improve career progression and transparency around pay is also an area that we want to see rapid improvements and we are keen to work with the institution for open and transparent recruitment and selection procedures.

Yours sincerely,

Matthew Nudds
Vice-Provost/Chair of Faculty of Social Sciences

Section 1 word count: 1,583

2 The self-assessment process

2a Description of the Self-Assessment Team

Warwick's Race Equality Charter (REC) Self-Assessment Team (SAT), chaired by Professor Mike Shipman, Executive Sponsor for Race and Pro-Vice-Chancellor (International) has 22 core members. This includes 17 academic and administrative staff and five undergraduate (UG) and postgraduate (PG) students, representing our Black, Asian and Minority Ethnic (BAME) staff network, Equality, Diversity and Inclusion (ED&I) network and Network for Ethnic Minority Postgrads (NEMP) and diverse departments, levels and roles.

Faculty Chairs nominated academics to the SAT, ensuring time was allocated within departmental workload models. Professional and Support Services (PSS) staff were selected due to their role or because they volunteered their expertise/services. Students were nominated by the Students' Union (SU) President, invited to participate by the REC Chair and/or volunteered. Table 2.1 contains details of SAT membership.

A Quantitative Data Sub-Group (QDSG) examined institutional staff and student data, reporting regularly into the wider SAT group. Significant project support was provided by the Strategic Programme Delivery Team (two 0.6 FTE FA7s to oversee submission and action plan development, one 0.2FTE FA6 Projects Officer to undertake survey data analysis). Additionally, a PhD student was employed to undertake statistical significance analysis of our data.

Table 2.1 Details of the Self-Assessment Team (in alphabetical order by surname)
* represents staff/students who have left the University; those marked † are replacements. Where grades, ethnicities, and gender identifications are not shown, it is because we do not have permissions to include them.

Name (and Gender)	Role at University, Faculty/ Department and Grade	How appointed to the SAT
Jemma Ansell	Project and Student Liaison Officer, Student Discipline and Resolution	Volunteer
*Chloe Batten**	*Education Officer, Warwick SU*	*Key to role*
Hanson Bharth	Co-organiser of NEMP, PhD student in Maths	Invited to participate by REC Chair
Paul Blagburn	Head of Widening Participation, Student Recruitment, Outreach and Admissions Service	Key to role
Megan Clarke†	Education Officer, Warwick SU	Key to role
Solly Coles	Co-organiser of NEMP, PhD student in Maths	Invited to participate by REC Chair
Ana Fernandez Martinez	Reward Analyst, HR QDSG member	Key to role
Mark Hinton	Community Engagement Development Manager, Centre for Lifelong Learning	Key to role
Michaela Hodges	Social Inclusion Officer, Strategy Group; Member of	Key to role

	Athena Swan self-assessment team	
Tiana Holgate	Welfare and Campaigns Officer, Warwick SU (until 31/07/2020); Undergraduate student, Sociology (from 01/08/20-05/07/21); Student Liaison Officer, Student Discipline and Resolution (from 05/07/21)	Key to role (until 31/07/2020); volunteer (01/08/2020 onwards)
Nicola Hunt	Assistant Registrar, Strategic Programme Delivery	Project Manager for RECM submission (up to 06/10/2020)
Kirsty Jenkins	Assistant Registrar, Strategic Programme Delivery	Action Plan development lead (from April-July 2021)
Nisha Kapoor	Associate Professor	Nominated representative of the Faculty of Social Sciences
Brian Karanja	Senior Business Analytics Analyst/Developer, Strategic Planning and Analytics; QDSG member;	Key to role
Catherine McStay†	Assistant Registrar, Strategic Programme Delivery	Project Manager for RECM submission (from 06/10/2020 onwards)
Robin Naylor	Co-Chair of WP Research and Evaluation working group; Professor, Economics (Faculty of Social Sciences); QDSG member	Volunteer, Co-Chair of WP research and evaluation working group and representative of the Faculty of Social Sciences
Ros Roke	Chair of ED&I network; Director of Strategic Programme Delivery, Strategy Group	Key to role
Akosua Sefah	Democracy and Development Officer, SU	Key to role
Stephen Shapiro	Professor, English and Comparative Literary Studies	Nominated representative of the Faculty of Arts
Kulbir Shergill	Director, Social Inclusion	Key to role
Mike Shipman	Vice President and Pro-Vice-Chancellor (International), University Executive Office and Chair, REC SAT	Lead and key to role
Olanrewaju Sorinola	Professor, Academic Lead Phase II, Chair of Attainment Gap working Group, Warwick Medical School (WMS)	Nominated representative of the Faculty of Science, Engineering and Medicine; Key to role
Khursheed Wadia †	Associate Professor, Sociology and Chair, BAME Staff network,	Key to role

Karen Terry Weymouth	HR Strategy Director, Human Resources	Key to role

2b The self-assessment process

The SAT and QDSG were convened in May 2020 and had formal monthly meetings via Microsoft Teams (due to COVID-19 restrictions) with additional email circulations/discussions between meetings as required. Regular updates were given to senior decision-making committees and our final submission and action plan were formally approved by our Race Equality Taskforce (RET), Social Inclusion Committee (SIC) and University Executive Board (UEB).

Table 2.2 Summary of SAT meetings and key outcomes

Date	No. of attendees	Key outcomes
13/05/2020	13	• Presentation on REC by Jordan Lewis, Advance HE • Draft Terms of Reference (ToR) tabled
14/07/2020	16	• ToR approved • University's statement on Black Lives Matter (BLM) • Overview of project plan • Presentation and discussion on initial student data
12/08/2020	13	• Presentation and discussion on initial staff data
14/09/2020	14	• Discussion on student and staff surveys: supplementary questions; promotion and engagement
13/10/2020	12	• Update on project plan and next steps • Update on survey plans launching in November • Discussion to finalise wording of supplementary survey questions
12/11/2020	11	• Update on uptake levels of staff and student surveys midway through surveys • Review of planned REC communications schedule and content • Review of consultation plan outlining stakeholders and timescales for REC consultation • Review of working draft submission document
07/12/2020	16	• Presentation of staff survey outcomes followed by group discussion of results • Discussion on planning for REC focus groups (suggestions for topics and the possible use of an external moderator)
12/01/2021	17	• Presentation of student survey outcomes followed by group discussion of results

		• Discussion to finalise REC focus groups topics having reviewed both staff and student survey data
23/02/2021	19	• Presentation on updated UG and PG institutional data followed by group discussion • Update from Human Resources (HR) on ethnicity pay gaps, pay action plan and overall HR/ Talent strategy
24/03/2021	14	• Update on numbers signed up to participate in forthcoming staff & student focus groups run by external consultants Sea Change. • Update on submission timescales and progress • Presentation on staff institutional data (submission sections 4, 5 & 6) followed by group discussion
13/04/2021	15	• Feedback from Sea Change on staff and student focus groups followed by group discussion and Q&A
18/05/2021	15	• Section-by-section review and discussion of draft submission to refine and develop narrative • Update on submission action plan • Comments on final report from Sea Change staff and student focus groups
15/06/2021	14	• Discussion on presentation of data tables • Review and discussion of action plan
06/07/2021	16	• Review and discussion of final draft submission and action plan before formal sign-off

2c Involvement, consultation and communication

Consultation and engagement with our community includes:

- Race Equality staff and student surveys
- Externally-moderated focus groups
- Formal updates/presentations to senior decision-making committees and other stakeholders:
    - Race Equality Taskforce (RET)
    - Social Inclusion Committee (SIC)
    - University Executive Board (UEB)
    - Faculty Boards
    - HR Senior Management Team (SMT)
    - ED&I network
- Consultation with BAME Staff network, NEMP, SU Cultural and Liberation Societies
- 1:1 engagement with institutional stakeholders and SU sabbatical officers
- Regular SAT and QDSG meetings
- University-wide staff and student REC communications (emails, staff/student newsletters, websites)
- Dedicated REC webpages and resource email account.

- Sharing contextual information and good practice with other HEIs and organisations through Higher Education Race Action Group (HERAG) membership and engagement with national conferences, including:
    - *'Why should we embed Race Equality in all Curricula*?', Advance HE Teaching and Learning Conference, June 2021
    - '*Supporting BAME students throughout Higher Education*' Inside Government forum, February 2021
    - *'Tackling Harassment and Discrimination across HE',* Inside Government, July 2020
    - 'Anti-Racist Pedagogy and Practice in HE', Bulldozing Bias, July 2020

Figure A: Position of REC team in relation to other existing committees and structures

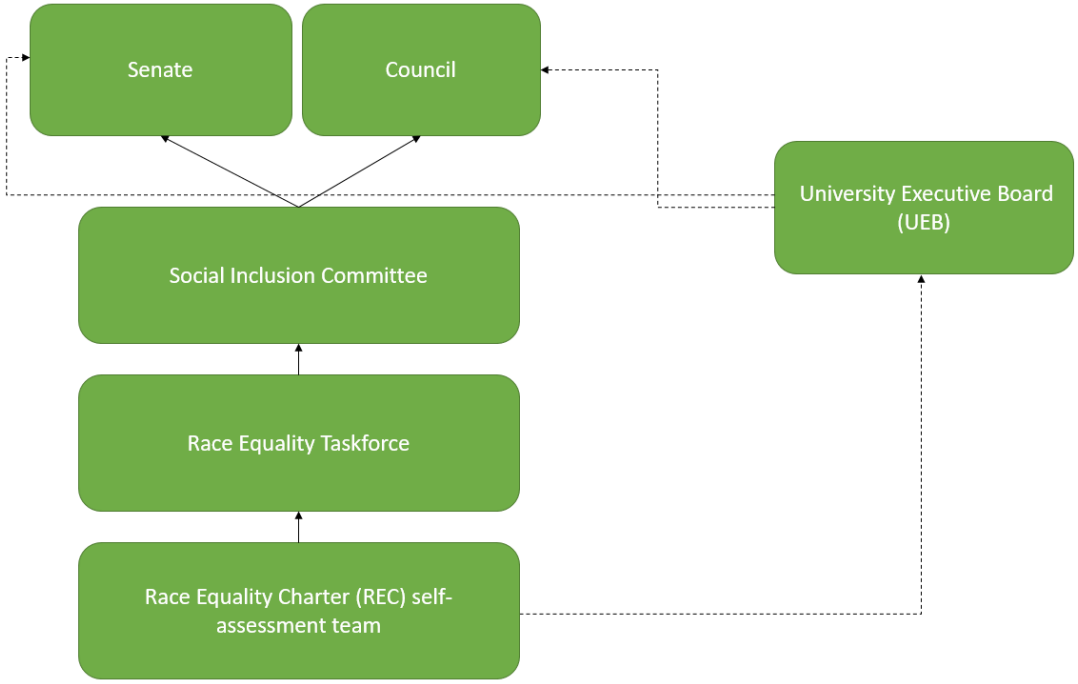

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Image A: Image displayed on campus digital screens (November 2020)

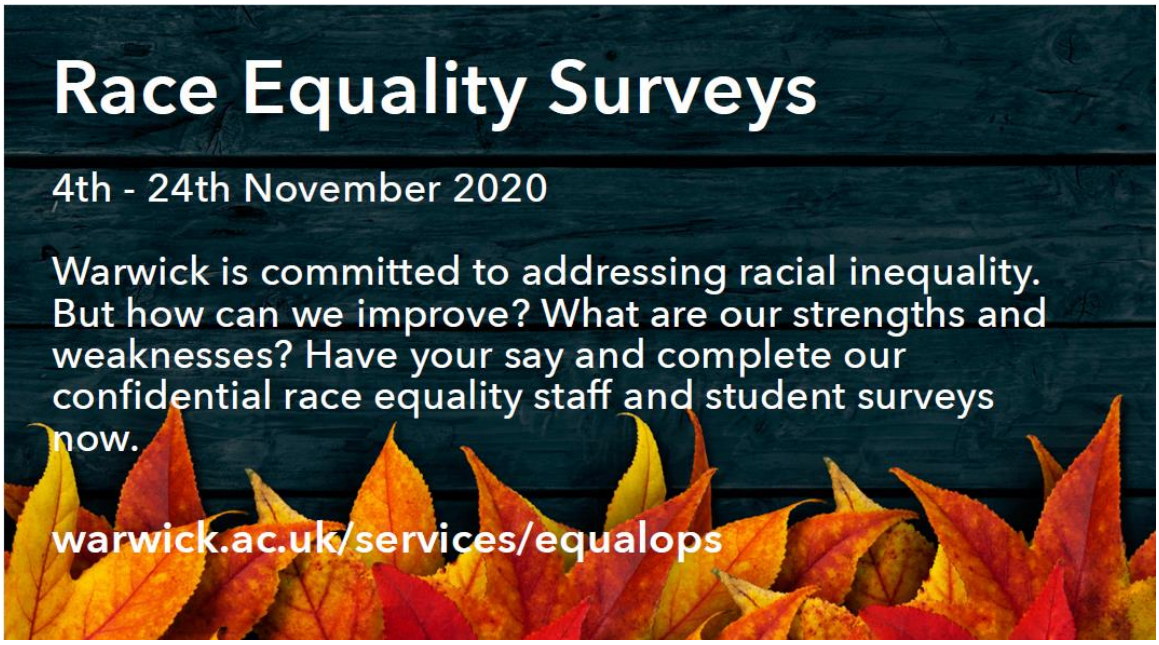


Table 2.3 Staff Survey Response Rates 2020 vs. 2017

Year	BAME	White	Prefer not to state ethnicity	Total responses
2020	**213 (24%)**	566 (63%)	115 (13%)	**894**
2017	58 (14%)	360 (84%)	11 (2%)	429

Table 2.4 Student Survey Response Rates 2020 vs. 2017

Year	BAME	White	Prefer not to state ethnicity	Total responses
2020	**404 (44%)**	417 (46%)	95 (10%)	**916**
2017	112 (55%)	87 (43%)	5 (2%)	204

The main BAME staff and student concerns emerging from the surveys (all significant at the 1% level) were:

Staff and students

- Racial discrimination on campus and/or in local area
- Low confidence in reporting processes (section 4c)
- Low staff diversity (particularly among senior management) (sections 4, 5 and 6)

Staff

- Lack of faith in management of grievances and disciplinary procedures (section 4c)
- Lack of transparency and consistency in recruitment and selection processes
- Lack of progression and access to development opportunities
- Dissatisfaction with Personal Development Review (PDR) process

Students

- Academic discussion on race and ethnicity largely superficial and variable across departments (section 8a)
- Course content largely reflects wide variety of opinion, but somewhat Euro-centric (section 8a)
- Significant differences across faculties in confidence/competence of staff in facilitating discussions around ethnicity and race (section 8c)
- Issues relating to inclusion and racially offensive/inappropriate behaviours at SU events and within SU societies (section 9)

These concerns are discussed in more detail within relevant submission sections together with associated actions.

We also commissioned *Sea-Change*, an independent consultancy with race equality expertise, to run six staff and student focus groups to better understand the survey results and lived experience behind issues identified in quantitative data. 15 staff and 20 students participated, with smaller groups allowing for deeper conversation and rich data when compared with our broader survey results. Outcomes are referenced in relevant submission sections.

2d Future of the Self-Assessment Team

Our Director of Social Inclusion will take overall responsibility for action plan delivery, supported by our RET, who will review data and consider the effects of changes every eight weeks, overseen by the following groups:

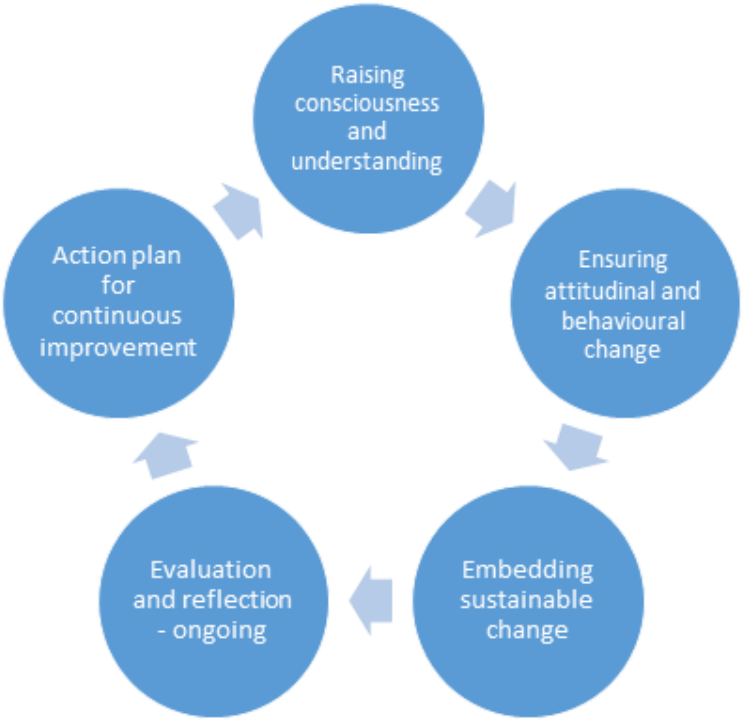
- Social Inclusion Committee termly reviews
- Senate and Council (including all UEB members): termly updates via SIC

We are using a theory of change model to achieve our ambitions (Figure B). Leadership commitment, robust governance and shared ownership, partnership and co-production between students and staff will guide delivery of our action plan. A number of existing Self-Assessment Team members will continue to be involved and will ensure continuity and robust handover when a new team is formed for future submissions.

Project management support (0.6FTE FA7) will initiate tailored departmental-level analysis and action planning. We will engage the wider Warwick community in continual review/refinement of the action plan through staff/student surveys, focus groups and involvement in committees/groups **(Action C4).** Our consultation process revealed many good central and departmental-level initiatives. We will assess the impact of these to build on those that work. **(Action R1i).**

As leadership commitment to deliver change is key, all senior leaders and Heads of Department (HoDs) underwent training in 2019 and 2020 in race equality and the role of leaders in establishing anti-racist cultures. Delivered by Pearn Kandola, these sessions will be extended to institutional and departmental-level managers throughout 2021/22 **(Action R1h)**, to embed anti-racist leadership throughout Warwick. We will also deliver specific training for HR staff on structural racism, white fragility, microaggressions and a compassionate approach to HR **(Action R1h).**

Figure B: Theory of Change model



Section 2 word count: 908
Running total: 2,491

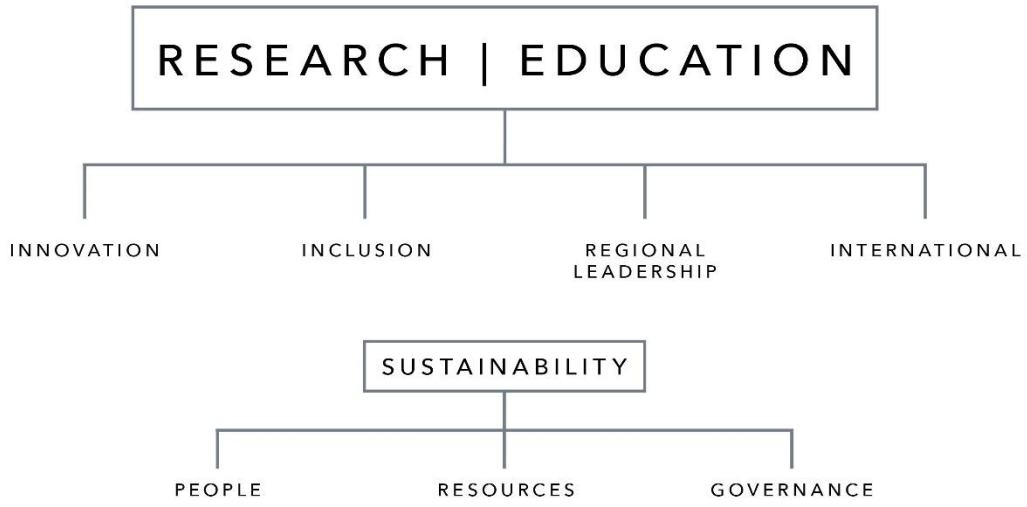
3 Institution and local context

3a Overview of the institution

Warwick is a leading research-intensive university consistently ranked in the UK top ten and global top 100 universities, founded in 1965 with an ambition to 'increase access to Higher Education'. There remain, however, economic, social and cultural barriers that prevent people from working, studying and succeeding at Warwick and we want to remove these through the implementation of our Social Inclusion Strategy, one of four strategic priorities underpinning our core aims of research and education (Figure C).

We have embarked on delivering cultural change to address structural and systemic racism inherent in our institution and have set specific targets to address race inequality, undertaking wholescale process review to identify immediate priorities. In 2019-20, we introduced Warwick Values: five key principles that underpin the cultural change required by all members of our community. These inform our approach to taking appropriate action when expectations are not met, explicitly stating that we will not tolerate discrimination. We have developed a *Warwick Values* online education programme which is shared with all new Warwick students and staff (section 4d).

Figure C: Representation of Warwick's University strategy for 2030



Warwick has 6,993 staff (largely UK and White) and 29,188 students (16,793 UK-domiciled and 12,395 from non-UK countries) (Table 3.1). Our UK BAME students are largely from Coventry, Birmingham and London boroughs (Table 3.2). Among our non-UK BAME students, the majority come from mainland China and Hong Kong, India, Malaysia, Nigeria and the United Arab Emirates (UAE).

Table 3.2 UK BAME student enrolments by region (Top 10 UK local authority districts in 20/21)

			BAME					
			Enrolments			% of Total UK BAME Enrolments		
			18/19	19/20	20/21	18/19	19/20	20/21
1	Coventry	West Midlands	330	352	381	6.4%	6.4%	6.2%
2	Birmingham	West Midlands	353	345	369	6.9%	6.3%	6.0%
3	Harrow	London	176	180	183	3.4%	3.3%	3.0%
4	Redbridge	London	140	150	171	2.7%	2.7%	2.8%
5	Barnet	London	133	136	169	2.6%	2.5%	2.7%
6	Newham	London	95	122	165	1.9%	2.2%	2.7%
7	Brent	London	121	120	141	2.4%	2.2%	2.3%
8	Croydon	London	115	109	133	2.2%	2.0%	2.2%
9	Ealing	London	108	112	130	2.1%	2.0%	2.1%
10	Enfield	London	96	89	118	1.9%	1.6%	1.9%

Table 3.3 Non-UK BAME student enrolments by Country of Domicile (Top 10 countries in 20/21)

		BAME					
		Enrolments			% of Total Non-UK BAME Enrolments		
		18/19	19/20	20/21	18/19	19/20	20/21
1	People's Republic of China [Mainland]	3,224	3,640	4,049	43.6%	45.1%	48.7%
2	India	737	823	771	10.0%	10.2%	9.3%
3	Hong Kong	497	459	468	6.7%	5.7%	5.6%
4	Malaysia	380	387	385	5.1%	4.8%	4.6%
5	Nigeria	194	199	215	2.6%	2.5%	2.6%
6	United Arab Emirates	123	121	195	1.7%	1.5%	2.3%
7	Singapore	218	211	189	3.0%	2.6%	2.3%
8	Thailand	142	185	110	1.9%	2.3%	1.3%
9	Saudi Arabia	88	107	99	1.2%	1.3%	1.2%
10	Republic of Korea	123	111	96	1.7%	1.4%	1.2%

The University has 31 academic departments in three Faculties: Arts, Social Sciences and Science, Engineering & Medicine (SEM) with short lines of communication between departments and senior management. Our eight degree apprenticeships, International Foundation Programme and Warwick Business School Foundation Programme have facilitated racial/ethnic diversity. In WBS, for example, the Foundation year admits over four times more Asian and three times more Black students than the student national average for those ethnic groups.

Leadership for race equality sits with our Director for Social Inclusion and our Executive Sponsor for Race, a Pro-Vice-Chancellor and UEB member. Our RET, formed in 2019, reviews data, research and information on 'race', racism and race inequality and addresses issues, making recommendations for changing practices. RET works closely with our REC SAT and both report regularly into our SIC and other strategic University Committees, including UEB, Senate and Council. Members have expertise in race equality and receive administrative support from our ED&I team. Although the Provost asks HoDs to make sufficient time available for staff to fulfil RET duties, we will identify a more consistent and transparent way to ensure that individuals

contributing to institutional race equality work are provided with appropriate credit within workload models **(Action C3).**

Warwick's SIC advises and makes recommendations to the Senate and Council on race equality matters. Our ED&I network regularly discusses race equality issues and promotes race equality events through departmental ED&I/Wellbeing champions. We have a BAME staff network receiving administrative support from ED&I and a student-led NEMP.

Our Migration, Identity and Translation Network has hosted events to facilitate academic and stakeholder engagement in topics relating to the sanctuary-seeking community and our Borders, Race and Ethnicity Network was instrumental in developing a *Sanctuary* scholarships programme. Warwick's *University of Sanctuary* status was renewed in April 2021, and we currently offer four undergraduate and five postgraduate scholarships each year to those seeking sanctuary. This programme has supported 28 scholars so far (all BAME) and has recently been expanded to include our Foundation Programmes to remove further barriers to HE.

We also offer 250 undergraduate *Global Excellence Scholarships* for international fee-paying students and a *Warwick Scholars* social mobility programme (section 7) alongside a range of other scholarships to increase access to Warwick for BAME students. There are also departmental-level scholarships (e.g. History offers MA scholarships for BAME students and Life Sciences offer regional bursaries to non-UK students from Latin America and the Caribbean).

3b Overview of the local population and context

Warwick sits within the West Midlands region, spanning the City of Coventry and county of Warwickshire. 871,100 people live in Coventry and Warwickshire, with a further six million within a one-hour drive.

Coventry is very diverse with c.33% of its 371,251 population from minority ethnic groups (cf. 20% for England). Asian/Asian British communities form the largest minority ethnic group (16.3%), including 8.8% with an Indian background. The next largest minority ethnic group are Black/African/Caribbean/Black British communities (5.6%) including a Black African background population of 4%, more than double the English average (1.8%)[1]. Coventry's population is expected to become more diverse, as 48.7% of its schoolchildren are from minority ethnic groups.

Warwickshire's population is 548,000 and is less diverse[2]. Minority ethnic groups make up c.12% of Warwickshire's total population. Asian ethnic groups form the county's largest non-white British groups. The West Midlands region is home to four million people with minority ethnic groups accounting for 20.8% of the population of which the largest majority (10.8%) are Asian.

REC surveys revealed that 39% of BAME staff and 34% of BAME students had witnessed or been the victim of racial discrimination in local areas:

"Our overseas students face challenges when living directly on the University's doorstep (Canley). They are the subject of verbal and physical abuse from the youths in the local community." **Staff member, REC surveys 2020**

Warwick works closely with police and local councils to discuss safety issues affecting students both on and off campus, including racist attacks. There have been several race-related hate crimes in recent years in

[1] https://www.nomisweb.co.uk/reports/localarea?compare=E08000026
[2] https://api.warwickshire.gov.uk/documents/WCCC-1014-120

Canley, the area closest to Warwick's campus. There has also been some very recent far-right activity in Coventry (e.g., protests outside Coventry hotels against asylum seekers being sheltered by the Government). We work with Coventry University on these issues, which operates in a similar local context geographically. Our respective Vice-Chancellors issued a joint statement in 2020 when disturbing levels of overt racism against students perceived to be Chinese/Southeast Asian were rising during the COVID-19 pandemic.

We support hate crime victims through several channels including wellbeing and academic support and liaison with local support groups/activities to facilitate better understanding and integration. Campus Security act as 'first responders' 24/7/365 and carry out off-campus patrols in Canley when spikes in hate crime arise. Some students, however, have flagged concerns about Campus Security:

"Whilst adhering to the COVID rules by maintaining a 2m distance between me and a friend, we are repeatedly being approached by members of security … I have definitely seen evidence of preferential treatment: mostly between how boys of colour like me are approached and how white males/females are not". **Male BAME student, REC 2020 student survey**

Racial profiling by Campus Security was also flagged as a concern among a list of eight demands to tackle racism at Warwick put forward in 2020 by Warwick's Black cultural societies and Anti-Racism Society in connection with the BLM movement. Although Warwick released a joint UEB/RET statement of support during BLM, many called for further tangible actions to change the way Warwick operates. Pearn Kandola will deliver bespoke training for our Campus Security Team (to be renamed *Community Safety Team*) before the 21/22 academic year commences to mitigate against future racial profiling/discrimination **(Action R1b)** and we will continue to seek feedback on students' experiences through targeted focus groups and Report and Support data **(Action C4 and R3).** Our REC action plan seeks to address some of the longer-term issues raised, such as the racism reporting process (section 4d), expanding the decolonisation programme (section 8) and further staff and student anti-racism training (sections 4 and 8).

Some examples of how Warwick engages with local BAME community groups:

- Supporting *Coventry Asylum Seeker and Refugee Action Group* on improving routes into HE for asylum seekers and refugees
- Educating people about challenges faced by refugees and asylum seekers through *Warwick Student Action for Refugees* voluntary contribution to local refugee projects
- Promoting progression to HE for the most disadvantaged and underrepresented BAME groups through Comprehensive Widening Participation (WP) and Outreach programmes
- Opening an education centre in partnership with *IntoUniversity* in one of the most socially-deprived and ethnically-diverse areas of Coventry, providing support and opportunities for young people to achieve their ambitions
- Improving relations between students living locally and longer-term residents through *Warwick Volunteers* work in Canley
- Helping local schoolchildren examine the hidden legacies of colonialism in their local areas through research-led outreach project *Colonial Hangover*
- Examining the history of Muslim women in Coventry and Leamington encouraging underrepresented Muslim female groups to think about further education through Warwick's Centre for Lifelong Learning
- Uncovering hidden histories written by British African Caribbean peoples locally *Windrush Strikes Back: Decolonising Global Warwickshire* community-engaged history project (partially-funded by Warwick)
- Exploring the impact of COVID-19 on BAME carers in Coventry and Leicester.

Warwick is a principal partner in *Coventry City of Culture* (CoC) 2021, responsible for ensuring CoC objectives are met. This includes representing diverse voices across the city and building capacity in the cultural sector for minoritised groups, which has allowed us to both highlight existing work with local minority ethnic communities and encourage others to forge new relationships. We have funded 50+ CoC collaborative projects working with diverse community groups and have secured an Arts Council England Grant to continue the 'Coventry Creates' project, exploring issues around race working with politically-marginalised groups, Muslim women and mothers, asylum seekers, refugee communities and African and Caribbean communities.

Warwick's Institute of Engagement (WIE) was established in 2020 to empower and enable all Warwick students and academic/PSS staff across all grades to confidently participate in public engagement activities with our local, regional and national communities. We want to facilitate regular and effective knowledge exchange with ethnically-diverse external groups, going out into the community to share Warwick's work and bring the voices of diverse communities back into Warwick to co-create research and practices.

We have established a WIE learning circle, which will highlight the key barriers and identify the training support that Warwick's community needs to successfully participate in inclusive engagement **(Action C10c).** WIE will work closely with the Warwick International Higher Education Academy (WIHEA) learning circles focused on anti-racist work (section 8), including the *Tackling Racial Inequality* Staff Development Programme.

We intend that the audiences we engage with will be representative of relevant local demographics and we will develop and implement a Customer Relationship Management (CRM) system **(Action C10a)** to capture and monitor ethnicity data on attendance of all WIE-organised events to determine whether we can do more to engage local minority ethnic groups with the University. We will also capture and monitor ethnicity data on staff/students involved in producing WIE events and who work with WIE in the capacity of Honorary/Foundation and Associate Fellows (and in time on members of the public elected as WIE External Fellows) to ensure that this work is ethnically representative **(Action C10b).** This aligns with our intention to ensure that our BAME staff have access to profile-raising opportunities (section 5g).

Section 3 word count: 1,756
Running total: 4,247

4 Staff Profile

See section 1 for Faculty Chair comments and P.11 for notes on our data.

Warwick must work to improve the ethnic diversity of our workforce in both academic and professional roles, particularly among senior grades. An HR Strategy Director has been appointed to develop and implement a racially-inclusive Talent Strategy, encompassing positive action where required and with checkpoints to identify and address racial bias. This will entail a full review and transformation of all recruitment, selection and progression policies and processes addressing all race-specific concerns raised within our submission and highlighted in our staff profile data below **(Action D4).** An Equality Impact Assessment (EIA) process will be used to check all policies and processes are fit for purpose and racially inclusive.

We use the term 'BAME' throughout the submission to reference Black, Asian and Minority Ethnic staff and students based upon voluntary declarations of ethnicity captured within our diversity monitoring systems. Low levels of declaration will impact on our understanding (by ethnicity) of staff issues, and we are working to encourage greater staff declaration through awareness-raising campaigns highlighting the benefits of declaring ethnicity data with examples of how this data has been used to improve staff/student experience coupled with guidance on how to self-declare **(Action D1c).**

We want to go beyond the protected characteristics of the Equality Act 2010 to better understand the diversity of the Warwick Community and undertake greater intersectional monitoring of our race and ethnicity data. For those identifying as Sikh or Jewish, for example, but who are secular and do not follow their heritage religious beliefs, identification through indicators such as name, dress or skin colour means they may still experience discrimination or harassment connected with that faith. Our RET has advocated introducing 'ethno-religious' into our diversity monitoring, using the same categories as for 'faith'. This has been approved by our SIC and will be implemented **(Action D1b).**

The Social Mobility Foundation works with organisations extensively across sectors and publishes an annual *Social Mobility Employer Index*, but there are currently no universities listed in the top 75 organisations. Warwick's WP strategy focuses on social mobility for students, but does not extend to staff so we plan to introduce social mobility monitoring for staff to help understand the impact of social class on the employee life cycle and allow us to undertake greater intersectional analysis of our ethnicity data **(Action D1b).**

4a Academic staff

Overall profile

The proportion of BAME academic staff has increased 2.8% over the last three years to 20.1% (Table 4.1). These increases are accounted for by non-UK academics. The proportion of BAME UK academic staff has decreased by 0.3% since 2017 (Table 4.4).

- Among BAME ethnic groups, Black academic representation is lowest (1.6%) and Asian representation is highest (14.9%) (Table 4.2). These trends are reflected throughout the submission.
- Among Asian academics, Chinese (5.9%) and Indian (5.1%) form the largest groups (Table 4.3).
- Proportion of all ethnic groups has increased over the last three years except for Mixed and White.
- Warwick's ethnic diversity higher than Russell Group (+3.9%) and wider sector (+4.7%) averages, but proportion of Black academics 0.5% lower than sector-wide averages. (Tables 4.5-4.8).

Table 4.1: Academic staff population (Ethnicity Summary)

	Staff Count				% of Total			
	2017	2018	2019	Summary	2017	2018	2019	Summary
BAME	438	462	522	**474**	18.3%	18.6%	20.1%	**19.0%**
Not known	139	176	165	**160**	5.8%	7.1%	6.3%	**6.4%**
White	1822	1852	1901	**1858**	75.9%	74.4%	73.6%	**74.6%**

Table 4.2: Academic staff population (Ethnic Group)

	Staff Count				% of Total			
	2017	2018	2019	Summary	2017	2018	2019	Summary
Black	30	35	41	**35**	1.3%	1.4%	1.6%	**1.4%**
Asian	317	331	386	**345**	13.2%	13.3%	14.9%	**13.8%**
Mixed	50	48	45	**48**	2.1%	1.9%	1.7%	**1.9%**
Other	41	48	50	**46**	1.7%	1.9%	1.9%	**1.9%**
Not known	139	176	165	**160**	5.8%	7.1%	6.3%	**6.4%**
White	1822	1852	1901	**1858**	75.9%	74.4%	73.6%	**74.6%**

Table 4.3: Academic staff population (Specific Ethnicity)

	Staff Count				% of Total			
	2017	2018	2019	Summary	2017	2018	2019	Summary
Black or Black British - African	22	27	30	**26**	0.9%	1.1%	1.1%	**1.1%**
Black or Black British - Caribbean	<5	<5	6	**2**	0.2%	0.2%	0.2%	**0.2%**
Other Black background	<5	<5	5	**2**	0.2%	0.2%	0.2%	**0.2%**
Asian or Asian British - Bangladeshi	8	5	9	**7**	0.3%	0.2%	0.3%	**0.3%**
Asian or Asian British - Indian	118	121	132	**124**	4.9%	4.9%	5.1%	**5.0%**
Asian or Asian British - Pakistani	25	26	29	**27**	1.0%	1.0%	1.1%	**1.1%**
Other Asian background	50	46	61	**52**	2.1%	1.8%	2.3%	**2.1%**
Chinese	116	133	155	**135**	4.8%	5.3%	5.9%	**5.4%**
Mixed - White and Asian	11	9	8	**9**	0.5%	0.4%	0.3%	**0.4%**
Mixed - White and Black African	<5	<5	<5	**<5**	0.1%	0.1%	0.1%	**0.1%**
Mixed - White and Black Caribbean	<5	6	<5	**2**	0.2%	0.2%	0.2%	**0.2%**
Other mixed background	32	30	31	**31**	1.3%	1.2%	1.2%	**1.2%**
Arab	15	18	19	**17**	0.6%	0.7%	0.7%	**0.7%**
Gypsy or Traveller	<5	<5	<5	**<5**	0.0%	0.0%	0.1%	**0.1%**
Other ethnic background	25	29	29	**28**	1.0%	1.2%	1.1%	**1.1%**
Not known	70	97	80	**82**	2.9%	3.9%	3.0%	**3.3%**
Prefer not to say	69	79	85	**78**	2.9%	3.2%	3.2%	**3.1%**
White	1822	1852	1901	**1858**	75.9%	74.4%	73.6%	**74.6%**

Table 4.4: Academic staff population (UK/Non-UK split; Ethnicity Summary)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
BAME	UK	177	173	180	**177**	12.5%	11.9%	12.2%	**12.2%**
	Non-UK	261	289	342	**297**	27.0%	28.1%	31.1%	**28.8%**
Not known	UK	62	77	74	**71**	4.4%	5.3%	4.9%	**4.9%**
	Non-UK	74	96	88	**86**	7.6%	9.3%	8.0%	**8.3%**
	Not known	<5	<5	<5	**<5**	23.1%	30.0%	37.5%	**29.0%**
White	UK	1179	1202	1232	**1204**	83.1%	82.8%	82.9%	**82.9%**
	Non-UK	633	643	664	**647**	65.4%	62.5%	60.9%	**62.8%**
	Not known	10	7	5	**7**	76.9%	70.0%	62.5%	**71.0%**

Table 4.5: UK Universities – HESA - Academic staff population (Ethnicity Summary)

		Staff Body Full-Person Equivalent (Rounded)			Full-Person Equivalent - % of Total			FTE % Gap (vs. White Avg.)		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
BAME	Warwick	455	485	580	18.5%	19.7%	21.9%	-56.1	-53.9	-49.5
	All Others	25,850	28,110	30,745	15.2%	16.1%	17.2%	-62.1	-60.0	-57.5
Unknown/ N/A	Warwick	170	165	175	6.9%	6.6%	6.6%	-67.8	-67.0	-64.8
	All Others	12,730	13,420	14,410	7.5%	7.7%	8.1%	-69.8	-68.4	-66.7
White	Warwick	1,830	1,820	1,885	74.6%	73.7%	71.4%	0	0	0
	All Others	131,550	132,585	133,555	77.3%	76.1%	74.7%	0	0	0

Table 4.6: Russell Group Universities – HESA - Academic staff population (Ethnicity Summary)

		Staff Body Full-Person Equivalent (Rounded)			Full-Person Equivalent - % of Total			FTE % Gap (vs. White Avg.)		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
BAME	Warwick	455	485	580	18.5%	19.7%	21.9%	-56.1	-53.9	-49.5
	All Others	12,535	13,570	14,615	16.3%	17.2%	18.0%	-58.1	-55.9	-53.8
Unknown/ N/A	Warwick	170	165	175	6.9%	6.6%	6.6%	-67.8	-67.0	-64.8
	All Others	7,205	7,715	8,235	9.4%	9.8%	10.2%	-65.0	-63.3	-61.7
White	Warwick	1,830	1,820	1,885	74.6%	73.7%	71.4%	0	0	0
	All Others	57,195	57,735	58,220	74.3%	73.1%	71.8%	0	0	0

Table 4.7: UK Universities – HESA - Academic staff population (Ethnic Group)

		Staff Body Full-Person Equivalent (Rounded)			Full-Person Equivalent - % of Total			FTE % Gap (vs. White Avg.)		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Black	Warwick	35	40	45	1.4%	1.6%	1.7%	-73.3	-72.1	-69.7
	All Others	3,020	3,395	3,925	1.8%	1.9%	2.2%	-75.5	-74.2	-72.5
Asian	Warwick	325	350	420	13.2%	14.2%	16.0%	-61.4	-59.5	-55.4
	All Others	16,115	17,395	18,700	9.5%	10.0%	10.5%	-67.9	-66.2	-64.3
Mixed	Warwick	50	50	55	2.1%	2.0%	2.0%	-72.5	-71.7	-69.4
	All Others	3,285	3,625	4,065	1.9%	2.1%	2.3%	-75.4	-74.1	-72.5
Other	Warwick	45	50	55	1.8%	2.0%	2.2%	-72.8	-71.7	-69.3
	All Others	3,430	3,695	4,055	2.0%	2.1%	2.3%	-75.3	-74.0	-72.5
Unknown/ N/A	Warwick	170	165	175	6.9%	6.6%	6.6%	-67.8	-67.0	-64.8
	All Others	12,730	13,420	14,410	7.5%	7.7%	8.1%	-69.8	-68.4	-66.7
White	Warwick	1,830	1,820	1,885	74.6%	73.7%	71.4%	0	0	0
	All Others	131,550	132,585	133,555	77.3%	76.1%	74.7%	0	0	0

Table 4.8: Russell Group – HESA - Academic staff population (Ethnic Group)

		Staff Body Full-Person Equivalent (Rounded)			Full-Person Equivalent - % of Total			FTE % Gap (vs. White Avg.)		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Black	Warwick	35	40	45	1.4%	1.6%	1.7%	-73.3	-72.1	-69.7
	All Others	815	895	1,015	1.1%	1.1%	1.2%	-73.3	-71.9	-70.6
Asian	Warwick	325	350	420	13.2%	14.2%	16.0%	-61.4	-59.5	-55.4
	All Others	8,540	9,195	9,775	11.1%	11.6%	12.1%	-63.2	-61.4	-59.8
Mixed	Warwick	50	50	55	2.1%	2.0%	2.0%	-72.5	-71.7	-69.4
	All Others	1,545	1,725	1,945	2.0%	2.2%	2.4%	-72.3	-70.9	-69.4
Other	Warwick	45	50	55	1.8%	2.0%	2.2%	-72.8	-71.7	-69.3
	All Others	1,635	1,755	1,880	2.1%	2.2%	2.3%	-72.2	-70.8	-69.5
Unknown/ N/A	Warwick	170	165	175	6.9%	6.6%	6.6%	-67.8	-67.0	-64.8
	All Others	7,205	7,715	8,235	9.4%	9.8%	10.2%	-65.0	-63.3	-61.7
White	Warwick	1,830	1,820	1,885	74.6%	73.7%	71.4%	0	0	0
	All Others	57,195	57,735	58,220	74.3%	73.1%	71.8%	0	0	0

Faculty

Although it has increased since 2017, the proportion of BAME academics is most concerning in the Faculty of Arts (9.1% cf. 24.2% SEM and 16.4% Social Sciences) (Table 4.9), with no Black academics from the UK and representation of all other ethnic groups falling below 1% (Table 4.12).

Table 4.9: Academic staff population (Faculty; Ethnicity Summary)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Faculty of Arts	BAME	24	24	28	**25**	8.4%	8.0%	9.1%	**8.5%**
	Not known	19	22	20	**20**	6.6%	7.3%	6.5%	**6.8%**
	White	243	255	259	**252**	85.0%	84.7%	84.4%	**84.7%**
Faculty of Science, Engineering & Medicine	BAME	291	318	371	**327**	21.5%	22.2%	24.2%	**22.7%**
	Not known	78	106	102	**95**	5.8%	7.4%	6.6%	**6.6%**
	White	984	1011	1055	**1017**	72.7%	70.5%	69.2%	**70.7%**
Faculty of Social Sciences	BAME	122	118	122	**121**	16.3%	15.9%	16.4%	**16.2%**
	Not known	41	47	42	**43**	5.5%	6.3%	5.6%	**5.8%**
	White	585	577	583	**582**	78.2%	77.8%	78.1%	**78.0%**
Professional Services	BAME	<5	<5	<5	**<5**	8.3%	16.7%	10.5%	**11.6%**
	Not known	<5	<5	<5	**<5**	8.3%	8.3%	5.3%	**7.0%**
	White	10	9	16	**12**	83.3%	75.0%	84.2%	**81.4%**

Table 4.10: Academic staff population (Faculty; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Faculty of Arts	Black	<5	<5	<5	**<5**	0.3%	0.3%	0.7%	**0.4%**
	Asian	14	14	14	**14**	4.9%	4.7%	4.6%	**4.7%**
	Mixed	<5	<5	5	**2**	1.4%	1.0%	1.6%	**1.3%**
	Other	5	6	7	**6**	1.7%	2.0%	2.3%	**2.0%**
	Not known	19	22	20	**20**	6.6%	7.3%	6.5%	**6.8%**
	White	243	255	259	**252**	85.0%	84.7%	84.4%	**84.7%**
Faculty of Science, Engineering & Medicine	Black	20	22	27	**23**	1.5%	1.5%	1.7%	**1.6%**
	Asian	227	242	289	**253**	16.8%	16.9%	18.9%	**17.6%**
	Mixed	22	26	26	**25**	1.6%	1.8%	1.7%	**1.7%**
	Other	22	28	29	**26**	1.6%	2.0%	1.9%	**1.8%**
	Not known	78	106	102	**95**	5.8%	7.4%	6.6%	**6.6%**
	White	984	1011	1055	**1017**	72.7%	70.5%	69.2%	**70.7%**
Faculty of Social Sciences	Black	9	12	12	**11**	1.2%	1.6%	1.6%	**1.5%**
	Asian	76	74	83	**78**	10.2%	10.0%	11.2%	**10.4%**
	Mixed	24	19	14	**19**	3.2%	2.6%	1.9%	**2.5%**
	Other	13	13	13	**13**	1.7%	1.8%	1.7%	**1.7%**
	Not known	41	47	42	**43**	5.5%	6.3%	5.6%	**5.8%**
	White	585	577	583	**582**	78.2%	77.8%	78.1%	**78.0%**
Professional Services	Asian		<5	<5	**<5**		8.3%	5.3%	**6.5%**
	Other	<5	<5	<5	**<5**	8.3%	8.3%	5.3%	**7.0%**
	Not known	<5	<5	<5	**<5**	8.3%	8.3%	5.3%	**7.0%**
	White	10	9	16	**12**	83.3%	75.0%	84.2%	**81.4%**

Table 4.11: Academic staff population (Faculty; UK/Non-UK; Ethnicity Summary)

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
Faculty of Arts	BAME	UK	10	11	11	**11**	6.0%	6.1%	6.0%	**6.0%**
		Non-UK	14	13	17	**15**	12.1%	10.8%	13.9%	**12.3%**
	Not known	UK	8	9	8	**8**	4.8%	5.0%	4.3%	**4.7%**
		Non-UK	10	12	11	**11**	8.6%	10.0%	9.0%	**9.2%**
		Not known	<5	<5	<5	**<5**	50.0%	50.0%	100.0%	**60.0%**
	White	UK	150	159	165	**158**	89.3%	88.8%	89.7%	**89.3%**
		Non-UK	92	95	94	**94**	79.3%	79.2%	77.0%	**78.5%**
		Not known	<5	<5		**<5**	50.0%	50.0%		**50.0%**
Faculty of Science, Engineering & Medicine	BAME	UK	115	114	123	**117**	14.2%	13.5%	14.1%	**13.9%**
		Non-UK	176	204	248	**209**	32.7%	35.0%	38.4%	**35.5%**
	Not known	UK	40	54	53	**49**	5.0%	6.4%	5.9%	**5.8%**
		Non-UK	38	52	49	**46**	7.1%	8.9%	7.6%	**7.9%**
	White	UK	653	679	706	**679**	80.8%	80.2%	80.0%	**80.3%**
		Non-UK	324	327	345	**332**	60.2%	56.1%	54.0%	**56.6%**
		Not known	7	5	<5	**4**	100.0%	100.0%	100.0%	**100.0%**
Faculty of Social Sciences	BAME	UK	51	46	45	**47**	11.8%	11.1%	11.0%	**11.3%**
		Non-UK	71	72	77	**73**	22.7%	22.2%	23.4%	**22.8%**
	Not known	UK	14	14	13	**14**	3.2%	3.4%	3.1%	**3.2%**
		Non-UK	25	31	27	**28**	8.0%	9.6%	8.2%	**8.6%**
		Not known	<5	<5	<5	**<5**	50.0%	66.7%	66.7%	**60.0%**
	White	UK	366	355	357	**359**	84.9%	85.5%	86.0%	**85.5%**
		Non-UK	217	221	225	**221**	69.3%	68.2%	68.4%	**68.6%**
		Not known	<5	<5	<5	**<5**	50.0%	33.3%	33.3%	**40.0%**
Professional Services	BAME	UK	<5	<5	<5	**<5**	9.1%	18.2%	11.8%	**12.8%**
	Not known	Non-UK	<5	<5	<5	**<5**	100.0%	100.0%	50.0%	**75.0%**
	White	UK	10	9	15	**11**	90.9%	81.8%	88.2%	**87.2%**
		Non-UK			<5	**<5**			50.0%	**50.0%**

Table 4.12: Academic staff population (Faculty; UK/Non-UK; Ethnic Group)*
***Note that data for 'Black UK' staff in the Faculty of Arts is not showing in the table because the value is zero.**

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
Faculty of Arts	Black	Non-UK	<5	<5	<5	**<5**	0.9%	0.8%	1.6%	**1.1%**
	Asian	UK	5	6	6	**6**	3.0%	3.4%	3.3%	**3.2%**
		Non-UK	9	8	8	**8**	7.8%	6.7%	6.6%	**7.0%**
	Mixed	UK	<5	<5	<5	**<5**	1.8%	1.1%	1.1%	**1.3%**
		Non-UK	<5	<5	<5	**<5**	0.9%	0.8%	2.5%	**1.4%**
	Other	UK	<5	<5	<5	**<5**	1.2%	1.7%	1.6%	**1.5%**
		Non-UK	<5	<5	<5	**<5**	2.6%	2.5%	3.3%	**2.8%**
	Not known	UK	8	9	8	**8**	4.8%	5.0%	4.3%	**4.7%**
		Non-UK	10	12	11	**11**	8.6%	10.0%	9.0%	**9.2%**
		Not known	<5	<5	<5	**<5**	50.0%	50.0%	100.0%	**60.0%**
	White	UK	150	159	165	**158**	89.3%	88.8%	89.7%	**89.3%**
		Non-UK	92	95	94	**94**	79.3%	79.2%	77.0%	**78.5%**
		Not known	<5	<5		**<5**	50.0%	50.0%		**50.0%**
Faculty of Science, Engineering & Medicine	Black	UK	5	8	10	**8**	0.6%	0.9%	1.1%	**0.9%**
		Non-UK	15	14	17	**15**	2.8%	2.4%	2.6%	**2.6%**
	Asian	UK	91	85	92	**89**	11.3%	10.0%	10.6%	**10.6%**
		Non-UK	136	157	197	**163**	25.3%	26.9%	30.5%	**27.7%**
	Mixed	UK	11	11	11	**11**	1.4%	1.3%	1.2%	**1.3%**
		Non-UK	11	15	15	**14**	2.0%	2.6%	2.3%	**2.3%**
	Other	UK	8	10	10	**9**	1.0%	1.2%	1.1%	**1.1%**
		Non-UK	14	18	19	**17**	2.6%	3.1%	2.9%	**2.9%**
	Not known	UK	40	54	53	**49**	5.0%	6.4%	5.9%	**5.8%**
		Non-UK	38	52	49	**46**	7.1%	8.9%	7.6%	**7.9%**
	White	UK	653	679	706	**679**	80.8%	80.2%	80.0%	**80.3%**
		Non-UK	324	327	345	**332**	60.2%	56.1%	54.0%	**56.6%**
		Not known	7	5	<5	**4**	100.0%	100.0%	100.0%	**100.0%**
Faculty of Social Sciences	Black	UK	<5	<5	<5	**<5**	0.9%	1.0%	1.0%	**0.9%**
		Non-UK	5	8	8	**7**	1.6%	2.5%	2.4%	**2.2%**
	Asian	UK	31	28	29	**29**	7.2%	6.7%	7.1%	**7.0%**
		Non-UK	45	46	54	**48**	14.4%	14.2%	16.4%	**15.0%**
	Mixed	UK	10	7	5	**7**	2.3%	1.7%	1.2%	**1.7%**
		Non-UK	14	12	9	**12**	4.5%	3.7%	2.7%	**3.6%**
	Other	UK	6	7	7	**7**	1.4%	1.7%	1.7%	**1.6%**
		Non-UK	7	6	6	**6**	2.2%	1.9%	1.8%	**2.0%**
	Not known	UK	14	14	13	**14**	3.2%	3.4%	3.1%	**3.2%**
		Non-UK	25	31	27	**28**	8.0%	9.6%	8.2%	**8.6%**
		Not known	<5	<5	<5	**<5**	50.0%	66.7%	66.7%	**60.0%**
	White	UK	366	355	357	**359**	84.9%	85.5%	86.0%	**85.5%**
		Non-UK	217	221	225	**221**	69.3%	68.2%	68.4%	**68.6%**
		Not known	<5	<5	<5	**<5**	50.0%	33.3%	33.3%	**40.0%**
Professional Services	Asian	UK		<5	<5	**<5**		9.1%	5.9%	**7.1%**
	Other	UK	<5	<5	<5	**<5**	9.1%	9.1%	5.9%	**7.7%**
	Not known	Non-UK	<5	<5	<5	**<5**	100.0%	100.0%	50.0%	**75.0%**
	White	UK	10	9	15	**11**	90.9%	81.8%	88.2%	**87.2%**
		Non-UK			<5	**<5**			50.0%	**50.0%**

Gender

There are fewer female than male academics, but the proportion of BAME male and female BAME academics is relatively similar (19.4% male/18.3% female). The proportion of Black females has almost doubled since 2017 (Table 4.14).

Table 4.13: Academic staff population (Gender; Ethnicity Summary)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Female	BAME	150	174	193	**172**	16.9%	18.3%	19.6%	**18.3%**
	Not known	49	65	57	**57**	5.5%	6.8%	5.6%	**6.0%**
	White	686	714	746	**715**	77.5%	74.9%	74.8%	**75.7%**
Male	BAME	288	288	329	**302**	19.0%	18.7%	20.4%	**19.4%**
	Not known	90	111	108	**103**	5.9%	7.2%	6.7%	**6.6%**
	White	1136	1138	1155	**1143**	75.0%	74.0%	72.9%	**74.0%**

Table 4.14: Academic staff population (Gender; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Female	Black	10	15	19	**15**	1.1%	1.6%	1.9%	**1.5%**
	Asian	103	120	133	**119**	11.6%	12.6%	13.6%	**12.7%**
	Mixed	23	22	22	**22**	2.6%	2.3%	2.2%	**2.4%**
	Other	14	17	19	**17**	1.6%	1.8%	1.9%	**1.8%**
	Not known	49	65	57	**57**	5.5%	6.8%	5.6%	**6.0%**
	White	686	714	746	**715**	77.5%	74.9%	74.8%	**75.7%**
Male	Black	20	20	22	**21**	1.3%	1.3%	1.4%	**1.3%**
	Asian	214	211	253	**226**	14.1%	13.7%	15.7%	**14.5%**
	Mixed	27	26	23	**25**	1.8%	1.7%	1.4%	**1.6%**
	Other	27	31	31	**30**	1.8%	2.0%	1.9%	**1.9%**
	Not known	90	111	108	**103**	5.9%	7.2%	6.7%	**6.6%**
	White	1136	1138	1155	**1143**	75.0%	74.0%	72.9%	**74.0%**

Table 4.15: Academic staff population (Gender; UK/Non-UK; Ethnicity Summary)

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
Female	BAME	UK	71	69	73	**71**	13.4%	12.6%	13.3%	**13.1%**
		Non-UK	79	105	120	**101**	22.6%	26.1%	28.4%	**25.9%**
	Not known	UK	24	27	24	**25**	4.5%	4.9%	4.1%	**4.5%**
		Non-UK	23	36	31	**30**	6.6%	9.0%	7.3%	**7.7%**
		Not known	<5	<5	<5	**<5**	33.3%	50.0%	100.0%	**50.0%**
	White	UK	434	451	475	**453**	82.0%	82.4%	82.6%	**82.4%**
		Non-UK	248	261	271	**260**	70.9%	64.9%	64.3%	**66.5%**
		Not known	<5	<5		**<5**	66.7%	50.0%		**60.0%**
Male	BAME	UK	106	104	107	**106**	11.9%	11.5%	11.5%	**11.6%**
		Non-UK	182	184	222	**196**	29.4%	29.4%	32.8%	**30.6%**
	Not known	UK	38	50	50	**46**	4.3%	5.5%	5.4%	**5.1%**
		Non-UK	51	60	57	**56**	8.3%	9.6%	8.4%	**8.8%**
		Not known	<5	<5	<5	**<5**	14.3%	16.7%	16.7%	**15.8%**
	White	UK	745	751	757	**751**	83.8%	83.0%	83.1%	**83.3%**
		Non-UK	385	382	393	**387**	62.3%	61.0%	58.7%	**60.6%**
		Not known	6	5	5	**5**	85.7%	83.3%	83.3%	**84.2%**

Grade

The proportion of both UK and non-UK BAME academics decreases as the academic grade increases, except for grade 6 (predominantly international researchers) showing that our BAME academics are facing barriers in career progression when compared with White colleagues (Tables 4.16/4.17). The Clinical grade, which includes a range of job levels, is one of the most ethnically-diverse, particularly among UK academics (Table 4.18).

We have seen increases in BAME staff representation across all grades since 2017, except FA5 (-8.1%), which can partially be accounted for by changes to our academic promotion processes (section 5d) impacting positively upon the number of BAME academics rising through the grades internally.

Although the number of BAME FA9 Professors is increasing progressively, there are still only 56 among 547 (10%) (and fewer than five Black Professors). We have already set targets to address this and aim to employ 25% BAME FA9 staff (and 5% Black FA9 staff specifically) across both academic and PSS staff by 2030 with interim benchmarks set to ensure progression **(Action D2d).**

Table 4.16: Academic staff population (Academic grade; Ethnicity Summary)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
CLINICAL	BAME	22	19	19	**20**	25.9%	22.4%	24.4%	**24.2%**
	Not known	5	9	9	**8**	5.9%	10.6%	11.0%	**9.1%**
	White	58	57	52	**56**	68.2%	67.1%	64.6%	**66.7%**
FA 5	BAME	27	23	26	**25**	32.9%	26.1%	24.8%	**27.6%**
	Not known	10	12	5	**9**	12.2%	13.6%	4.8%	**9.8%**
	White	45	53	74	**57**	54.9%	60.2%	70.5%	**62.5%**
FA 6	BAME	172	182	205	**186**	26.1%	28.6%	31.7%	**28.8%**
	Not known	44	58	51	**51**	6.7%	9.1%	7.9%	**7.9%**
	White	442	397	385	**408**	67.2%	62.3%	60.4%	**63.3%**
FA 7	BAME	83	90	118	**97**	17.9%	17.7%	21.1%	**19.0%**
	Not known	31	43	43	**39**	6.7%	8.5%	7.7%	**7.6%**
	White	349	375	396	**373**	75.4%	73.8%	71.3%	**73.4%**
FA 8	BAME	77	84	86	**82**	13.7%	14.3%	14.1%	**14.0%**
	Not known	19	24	26	**23**	3.4%	4.1%	4.2%	**3.9%**
	White	465	481	499	**482**	82.9%	81.7%	81.7%	**82.1%**
FA 9	BAME	44	50	56	**50**	8.9%	9.5%	10.2%	**9.5%**
	Not known	25	25	27	**26**	5.0%	4.7%	4.8%	**4.9%**
	White	428	453	464	**448**	86.1%	85.8%	84.9%	**85.6%**
Non FA Grade	BAME	13	14	14	**14**	24.5%	25.5%	25.5%	**25.2%**
	Not known	5	5	<5	**3**	9.4%	9.1%	7.3%	**8.6%**
	White	35	36	37	**36**	66.0%	65.5%	67.3%	**66.3%**

Table 4.17: Academic staff population (Academic grade; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
CLINICAL	Black	<5	<5	<5	**<5**	2.4%	2.4%	2.4%	**2.4%**
	Asian	17	16	16	**16**	20.0%	18.8%	20.7%	**19.8%**
	Mixed	<5			**<5**	1.2%			**1.2%**
	Other	<5	<5	<5	**<5**	2.4%	1.2%	1.2%	**1.6%**
	Not known	5	9	9	**8**	5.9%	10.6%	11.0%	**9.1%**
	White	58	57	52	**56**	68.2%	67.1%	64.6%	**66.7%**
FA 5	Black	<5	<5	<5	**<5**	1.2%	1.1%	3.8%	**2.2%**
	Asian	21	16	18	**18**	25.6%	18.2%	17.1%	**20.0%**
	Mixed	<5	<5	<5	**<5**	2.4%	4.5%	1.9%	**2.9%**
	Other	<5	<5	<5	**<5**	3.7%	2.3%	1.9%	**2.5%**
	Not known	10	12	5	**9**	12.2%	13.6%	4.8%	**9.8%**
	White	45	53	74	**57**	54.9%	60.2%	70.5%	**62.5%**
FA 6	Black	11	15	15	**14**	1.7%	2.4%	2.3%	**2.1%**
	Asian	122	131	152	**135**	18.5%	20.6%	23.5%	**20.9%**
	Mixed	22	13	17	**17**	3.3%	2.0%	2.6%	**2.7%**
	Other	17	23	21	**20**	2.6%	3.6%	3.2%	**3.1%**
	Not known	44	58	51	**51**	6.7%	9.1%	7.9%	**7.9%**
	White	442	397	385	**408**	67.2%	62.3%	60.4%	**63.3%**
FA 7	Black	6	5	7	**6**	1.3%	1.0%	1.3%	**1.2%**
	Asian	62	65	90	**72**	13.4%	12.8%	16.1%	**14.2%**
	Mixed	7	12	9	**9**	1.5%	2.4%	1.6%	**1.8%**
	Other	8	8	12	**9**	1.7%	1.6%	2.1%	**1.8%**
	Not known	31	43	43	**39**	6.7%	8.5%	7.7%	**7.6%**
	White	349	375	396	**373**	75.4%	73.8%	71.3%	**73.4%**
FA 8	Black	5	8	8	**7**	0.9%	1.4%	1.3%	**1.2%**
	Asian	54	55	59	**56**	9.6%	9.3%	9.7%	**9.6%**
	Mixed	13	14	12	**13**	2.3%	2.4%	1.9%	**2.2%**
	Other	5	7	7	**6**	0.9%	1.2%	1.1%	**1.1%**
	Not known	19	24	26	**23**	3.4%	4.1%	4.2%	**3.9%**
	White	465	481	499	**482**	82.9%	81.7%	81.7%	**82.1%**
FA 9	Black	<5	<5	<5	**<5**	0.4%	0.4%	0.5%	**0.4%**
	Asian	33	39	42	**38**	6.6%	7.4%	7.7%	**7.3%**
	Mixed	<5	<5	5	**2**	0.6%	0.6%	0.9%	**0.7%**
	Other	6	6	6	**6**	1.2%	1.1%	1.1%	**1.1%**
	Not known	25	25	27	**26**	5.0%	4.7%	4.8%	**4.9%**
	White	428	453	464	**448**	86.1%	85.8%	84.9%	**85.6%**
Non FA Grade	Black	<5	<5	<5	**<5**	5.7%	3.6%	3.6%	**4.3%**
	Asian	8	9	11	**9**	15.1%	16.4%	20.0%	**17.2%**
	Mixed	<5	<5		**<5**	3.8%	3.6%		**3.7%**
	Other		<5	<5	**<5**		1.8%	1.8%	**1.8%**
	Not known	5	5	<5	**3**	9.4%	9.1%	7.3%	**8.6%**
	White	35	36	37	**36**	66.0%	65.5%	67.3%	**66.3%**

Table 4.18: Academic staff population (Academic grade; UK/Non-UK; Ethnicity Summary)

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
CLINICAL	BAME	UK	21	19	19	**20**	26.9%	24.1%	26.0%	**25.6%**
		Non-UK	<5			**<5**	14.3%			**14.3%**
	Not known	UK	<5	9	9	**6**	5.1%	11.4%	11.7%	**9.4%**
		Non-UK	<5			**<5**	14.3%			**14.3%**
	White	UK	53	51	47	**50**	67.9%	64.6%	62.3%	**65.0%**
		Non-UK	5	6	5	**5**	71.4%	100.0%	100.0%	**88.9%**
FA 5	BAME	UK	11	8	10	**10**	25.0%	17.8%	15.9%	**19.1%**
		Non-UK	16	15	16	**16**	43.2%	35.7%	38.1%	**38.8%**
	Not known	UK	7	5	<5	**4**	15.9%	11.1%	6.3%	**10.5%**
		Non-UK	<5	7	<5	**2**	8.1%	16.7%	2.4%	**9.1%**
	White	UK	26	32	49	**36**	59.1%	71.1%	77.8%	**70.4%**
		Non-UK	18	20	25	**21**	48.6%	47.6%	59.5%	**52.1%**
		Not known	<5	<5		**<5**	100.0%	100.0%		**100.0%**
FA 6	BAME	UK	43	44	38	**42**	13.7%	15.0%	13.2%	**14.0%**
		Non-UK	129	138	167	**145**	37.9%	40.4%	46.6%	**41.7%**
	Not known	UK	22	23	21	**22**	7.0%	7.8%	7.3%	**7.4%**
		Non-UK	21	34	29	**28**	6.2%	9.9%	8.1%	**8.1%**
		Not known	<5	<5	<5	**<5**	25.0%	50.0%	100.0%	**42.9%**
	White	UK	249	226	223	**233**	79.3%	77.1%	79.5%	**78.7%**
		Non-UK	190	170	162	**174**	55.9%	49.7%	45.3%	**50.2%**
		Not known	<5	<5		**<5**	75.0%	50.0%		**66.7%**
FA 7	BAME	UK	33	29	39	**34**	13.0%	10.2%	12.5%	**11.9%**
		Non-UK	50	61	79	**63**	24.0%	27.1%	31.7%	**27.9%**
	Not known	UK	11	19	19	**16**	4.3%	6.7%	6.1%	**5.8%**
		Non-UK	20	24	24	**23**	9.6%	10.7%	9.6%	**10.0%**
	White	UK	210	235	251	**232**	82.7%	83.0%	81.4%	**82.3%**
		Non-UK	138	140	145	**141**	66.3%	62.2%	58.6%	**62.2%**
		Not known	<5			**<5**	100.0%			**100.0%**
FA 8	BAME	UK	34	36	36	**35**	9.3%	9.8%	9.8%	**9.7%**
		Non-UK	43	48	50	**47**	22.4%	22.1%	21.1%	**21.8%**
	Not known	UK	6	8	8	**7**	1.6%	2.2%	2.1%	**2.0%**
		Non-UK	11	14	16	**14**	5.7%	6.5%	6.8%	**6.3%**
		Not known	<5	<5	<5	**<5**	40.0%	40.0%	40.0%	**40.0%**
	White	UK	324	323	326	**324**	89.0%	88.0%	88.0%	**88.3%**
		Non-UK	138	155	170	**154**	71.9%	71.4%	72.2%	**71.8%**
		Not known	<5	<5	<5	**<5**	60.0%	60.0%	60.0%	**60.0%**
FA 9	BAME	UK	33	35	38	**35**	9.3%	9.4%	10.0%	**9.6%**
		Non-UK	11	15	18	**15**	7.7%	9.7%	10.9%	**9.5%**
	Not known	UK	11	12	13	**12**	3.1%	3.2%	3.3%	**3.2%**
		Non-UK	14	13	14	**14**	9.9%	8.4%	8.5%	**8.9%**
	White	UK	309	325	332	**322**	87.5%	87.4%	86.7%	**87.2%**
		Non-UK	117	126	130	**124**	82.4%	81.8%	80.6%	**81.6%**
		Not known	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**
Non FA Grade	BAME	UK	<5	<5	<5	**<5**	18.2%	15.4%	16.7%	**16.7%**
		Non-UK	11	12	12	**12**	26.2%	28.6%	27.9%	**27.6%**
	Not known	UK	<5	<5		**<5**	9.1%	7.7%		**8.3%**
		Non-UK	<5	<5	<5	**<5**	9.5%	9.5%	9.3%	**9.4%**
	White	UK	8	10	10	**9**	72.7%	76.9%	83.3%	**77.8%**
		Non-UK	27	26	27	**27**	64.3%	61.9%	62.8%	**63.0%**

Fixed-Term Contracts

BAME academics are 20.3% more likely to be on a Fixed-Term Contract (FTC) than their White counterparts across all ethnic groups and both UK and non-UK staff (Table 4.19a). This is partially explained by non-UK early career researchers being recruited for short periods of time. The proportion of BAME academics on FTCs has increased 3.7% since 2017 (Table 4.19b) and is particularly high for Black (56.1%) and Mixed ethnicity (52.0%) academics (Table 4.16).

Table 4.19a: Academic staff population (Contract Type; Ethnicity Summary) – % intersectionality

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Fixed Term	BAME	225	240	269	**245**	51.4%	51.9%	51.0%	**51.4%**
	Not known	58	86	71	**72**	41.7%	48.9%	43.0%	**44.8%**
	White	601	565	569	**578**	33.0%	30.5%	30.0%	**31.1%**
Open Ended	BAME	213	222	255	**230**	48.6%	48.1%	49.0%	**48.6%**
	Not known	81	90	94	**88**	58.3%	51.1%	57.0%	**55.2%**
	White	1221	1287	1342	**1283**	67.0%	69.5%	70.0%	**68.9%**

Table 4.19b: Academic staff population (Contract Type; Ethnicity Summary) – % total

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Fixed Term	BAME	225	240	269	**245**	25.5%	26.9%	29.2%	**27.2%**
	Not known	58	86	71	**72**	6.6%	9.7%	7.7%	**8.0%**
	White	601	565	569	**578**	68.0%	63.4%	63.0%	**64.8%**
Open Ended	BAME	213	222	255	**230**	14.1%	13.9%	15.1%	**14.4%**
	Not known	81	90	94	**88**	5.3%	5.6%	5.5%	**5.5%**
	White	1221	1287	1342	**1283**	80.6%	80.5%	79.3%	**80.1%**

Table 4.20: Academic staff population (Contract Type; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Fixed Term	Black	15	19	23	**19**	50.0%	54.3%	56.1%	**53.8%**
	Asian	159	170	200	**176**	50.2%	51.4%	51.2%	**50.9%**
	Mixed	28	22	20	**23**	56.0%	45.8%	44.4%	**49.0%**
	Other	23	29	26	**26**	56.1%	60.4%	52.0%	**56.1%**
	Not known	58	86	71	**72**	41.7%	48.9%	43.0%	**44.8%**
	White	601	565	569	**578**	33.0%	30.5%	30.0%	**31.1%**
Open Ended	Black	15	16	18	**16**	50.0%	45.7%	43.9%	**46.2%**
	Asian	158	161	188	**169**	49.8%	48.6%	48.8%	**49.1%**
	Mixed	22	26	25	**24**	44.0%	54.2%	55.6%	**51.0%**
	Other	18	19	24	**20**	43.9%	39.6%	48.0%	**43.9%**
	Not known	81	90	94	**88**	58.3%	51.1%	57.0%	**55.2%**
	White	1221	1287	1342	**1283**	67.0%	69.5%	70.0%	**68.9%**

Table 4.21: Academic staff population (Contract Type; Ethnicity Summary; UK/Non-UK)

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
Fixed Term	BAME	UK	64	62	63	**63**	36.2%	35.8%	34.1%	**35.3%**
		Non-UK	161	178	206	**182**	61.7%	61.6%	60.2%	**61.1%**
	Not known	UK	29	39	35	**34**	46.8%	50.6%	47.3%	**48.4%**
		Non-UK	29	47	36	**37**	39.2%	49.0%	40.9%	**43.4%**
	White	UK	342	321	336	**333**	29.0%	26.7%	27.5%	**27.7%**
		Non-UK	254	242	232	**243**	40.1%	37.6%	34.8%	**37.5%**
		Not known	5	<5	<5	**2**	50.0%	28.6%	20.0%	**36.4%**
Open Ended	BAME	UK	113	111	119	**114**	63.8%	64.2%	65.9%	**64.7%**
		Non-UK	100	111	136	**116**	38.3%	38.4%	39.8%	**38.9%**
	Not known	UK	33	38	39	**37**	53.2%	49.4%	52.7%	**51.6%**
		Non-UK	45	49	52	**49**	60.8%	51.0%	59.1%	**56.6%**
		Not known	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**
	White	UK	837	881	904	**874**	71.0%	73.3%	72.5%	**72.3%**
		Non-UK	379	401	434	**405**	59.9%	62.4%	65.2%	**62.5%**
		Not known	5	5	<5	**3**	50.0%	71.4%	80.0%	**63.6%**

Full-time/Part-time

88% of BAME academics work full-time and they are more likely to do so than their White counterparts (+7.0%) (Table 4.22a), particularly Black academics (92.7%) (Table 4.23). Non-UK BAME academics are the most likely to work full-time (93.6%) (Table 4.24).

Table 4.22a: Academic staff population (Full-time/Part-time; Ethnicity Summary) – % Intersectionality

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Full-time	BAME	378	413	464	**418**	86.3%	89.4%	88.0%	**87.9%**
	Not known	111	142	134	**129**	79.9%	80.7%	81.2%	**80.6%**
	White	1511	1533	1548	**1531**	82.9%	82.8%	80.1%	**81.9%**
Part-time	BAME	60	49	58	**56**	13.7%	10.6%	12.0%	**12.1%**
	Not known	28	34	31	**31**	20.1%	19.3%	18.8%	**19.4%**
	White	311	319	353	**328**	17.1%	17.2%	19.9%	**18.1%**

Table 4.22b: Academic staff population (Full-time/Part-time; Ethnicity Summary) – % Total

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Full-time	BAME	378	413	464	**418**	18.9%	19.8%	21.6%	**20.1%**
	Not known	111	142	134	**129**	5.6%	6.8%	6.2%	**6.2%**
	White	1511	1533	1548	**1531**	75.6%	73.4%	72.1%	**73.7%**
Part-time	BAME	60	49	58	**56**	15.0%	12.2%	13.2%	**13.4%**
	Not known	28	34	31	**31**	7.0%	8.5%	6.5%	**7.3%**
	White	311	319	353	**328**	77.9%	79.4%	80.3%	**79.3%**

Table 4.23: Academic staff population (Full-time/Part-time; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Full-time	Black	29	35	38	**34**	96.7%	100.0%	92.7%	**96.2%**
	Asian	271	293	342	**302**	85.5%	88.5%	87.5%	**87.2%**
	Mixed	43	42	39	**41**	86.0%	87.5%	86.7%	**86.7%**
	Other	35	43	45	**41**	85.4%	89.6%	90.0%	**88.5%**
	Not known	111	142	134	**129**	79.9%	80.7%	81.2%	**80.6%**
	White	1511	1533	1548	**1531**	82.9%	82.8%	80.1%	**81.9%**
Part-time	Black	<5		<5	**<5**	3.3%		7.3%	**5.6%**
	Asian	46	38	44	**43**	14.5%	11.5%	12.5%	**12.8%**
	Mixed	7	6	6	**6**	14.0%	12.5%	13.3%	**13.3%**
	Other	6	5	5	**5**	14.6%	10.4%	10.0%	**11.5%**
	Not known	28	34	31	**31**	20.1%	19.3%	18.8%	**19.4%**
	White	311	319	353	**328**	17.1%	17.2%	19.9%	**18.1%**

Table 4.24: Academic staff population (Full-time/Part-time; UK/Non-UK; Ethnicity Summary)

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
Full-time	BAME	UK	142	139	144	**142**	80.2%	80.3%	77.8%	**79.4%**
		Non-UK	236	274	320	**277**	90.4%	94.8%	93.6%	**93.0%**
	Not known	UK	44	54	52	**50**	71.0%	70.1%	70.3%	**70.4%**
		Non-UK	65	86	80	**77**	87.8%	89.6%	90.9%	**89.5%**
		Not known	<5	<5	<5	**<5**	66.7%	66.7%	66.7%	**66.7%**
	White	UK	948	962	962	**957**	80.4%	80.0%	76.5%	**78.9%**
		Non-UK	558	567	583	**569**	88.2%	88.2%	87.1%	**87.8%**
		Not known	5	<5	<5	**2**	50.0%	57.1%	60.0%	**54.5%**
Part-time	BAME	UK	35	34	36	**35**	19.8%	19.7%	22.2%	**20.6%**
		Non-UK	25	15	22	**21**	9.6%	5.2%	6.4%	**7.0%**
	Not known	UK	18	23	22	**21**	29.0%	29.9%	29.7%	**29.6%**
		Non-UK	9	10	8	**9**	12.2%	10.4%	9.1%	**10.5%**
		Not known	<5	<5	<5	**<5**	33.3%	33.3%	33.3%	**33.3%**
	White	UK	231	240	270	**247**	19.6%	20.0%	23.5%	**21.1%**
		Non-UK	75	76	81	**77**	11.8%	11.8%	12.9%	**12.2%**
		Not known	5	<5	<5	**2**	50.0%	42.9%	40.0%	**45.5%**

Turnover

We recently updated our onboarding process to provide a central welcome hub and set Warwick's cultural tone and values and, in the last three years, retention has improved. The BAME academic turnover rate has decreased 5% since 2017 to 20.2% (cf. 13.1% White) (Table 4.21). The highest turnover rates are among Black (23.4%), followed by Mixed Ethnicity (22.7%) academics (Table 4.22).

It is not mandatory for staff to provide exit data outlining their reasons for leaving, but academic exit data we do have for BAME staff shows that BAME academics are 8% more likely to leave due to involuntary reasons, particularly compulsory redundancy. We do not currently systematically review exit data by ethnicity to better understand why people are leaving and how we can address it but will do so in future **(Action D14 refers).**

Table 4.25: Academic staff population (Turnover rates; Ethnicity Summary)

	Leavers Headcount				Turnover %				Staff Turnover % Gap (vs. White Avg.)			
	2017	2018	2019	Summary	2017	2018	2019	Summary	2017	2018	2019	Summary
BAME	114	88	105	**102**	25.2%	18.0%	20.2%	**21.0%**	+11.4	+3.7	+7.1	**+7.3**
Not known	31	37	34	**34**	20.1%	22.4%	21.1%	**21.2%**	+6.3	+8.1	+7.9	**+7.5**
White	254	268	251	**258**	13.8%	14.3%	13.1%	**13.7%**	0	0	0	**0**

Table 4.26: Academic staff population (Turnover rates; Ethnic Group)

	Leavers Headcount				Turnover %				Staff Turnover % Gap (vs. White Avg.)			
	2017	2018	2019	Summary	2017	2018	2019	Summary	2017	2018	2019	Summary
Black	<5	<5	9	**3**	13.3%	5.6%	23.4%	**14.4%**	-0.5	-8.7	+10.2	**+0.7**
Asian	76	63	75	**71**	23.2%	17.6%	19.4%	**19.9%**	+9.4	+3.3	+6.2	**+6.2**
Mixed	20	15	10	**15**	41.2%	32.6%	22.7%	**32.5%**	+27.4	+18.8	+9.6	**+18.9**
Others	14	8	11	**11**	31.1%	16.2%	21.8%	**22.8%**	+17.3	+1.9	+8.6	**+9.0**
Not known	31	37	34	**34**	20.1%	22.4%	21.1%	**21.2%**	+6.3	+8.1	+7.9	**+7.5**
White	254	268	251	**258**	13.8%	14.3%	13.1%	**13.7%**	0	0	0	**0**

Table 4.27: Academic staff population (Turnover rates; UK/Non-UK; Ethnicity Summary)

		Leavers Headcount				Turnover %				Staff Turnover % Gap (vs. White Avg.)			
		2017	2018	2019	Summary	2017	2018	2019	Summary	2017	2018	2019	Summary
BAME	UK	39	27	34	**33**	22.7%	15.6%	18.9%	**19.1%**	+11.9	+2.9	+8.2	**+7.7**
	Non-UK	75	61	71	**69**	26.8%	19.3%	20.9%	**22.1%**	+7.3	+2.1	+3.3	**+4.0**
Not known	UK	17	15	12	**15**	24.8%	20.0%	16.2%	**20.2%**	+14.1	+7.3	+5.4	**+8.8**
	Non-UK	14	22	22	**19**	17.0%	25.3%	26.0%	**22.8%**	-2.6	+8.1	+8.4	**+4.7**
	No Data	<5	<5	<5	**<5**	0.0%	0.0%	0.0%	**0.0%**	-12.5	-15.4	0	**-10.0**
White	UK	128	154	133	**138**	10.8%	12.7%	10.8%	**11.4%**	0	0	0	**0**
	Non-UK	125	113	118	**119**	19.5%	17.2%	17.6%	**18.1%**	0	0	0	**0**
	No Data	<5	<5	<5	**<5**	12.5%	15.4%	0.0%	**10.0%**	0	0	0	**0**

4b Professional and Support Services (PSS) Staff

Overall profile

The proportion of BAME PSS staff has increased by 1.4% since 2017 to 14.2% (national average 14.1%, regional average 17.3%, local average 26.2% as at 2011 census) (Table 4.28) and is higher than Russell Group (+2.5%) and sector-wide (+2.4%) averages. Although Warwick aligns with national averages, we will do more to align with local and regional averages (Section 6a).

Table 4.28: PSS staff population (Ethnicity Summary)

	Staff Count				% of Total			
	2017	2018	2019	Summary	2017	2018	2019	Summary
BAME	509	543	628	**560**	12.8%	13.1%	14.2%	**13.4%**
Not known	136	172	159	**156**	3.4%	4.1%	3.6%	**3.7%**
White	3325	3433	3619	**3459**	83.8%	82.8%	82.1%	**82.9%**

- Warwick's dominant ethnic minority is Asian (9.3%), but this proportion still falls below regional and local averages for this ethnic group (regional 10.8%/local 16.3%) and although the proportion of all other ethnic groups has increased since 2017, they reveal the same trend (Table 4.29).
- Warwick has more UK than non-UK BAME PSS staff in absolute numbers (430 cf. 197).
- BAME staff account for 40.7% of Warwick's non-UK PSS staff, yet just 11% of UK PSS staff (Table 4.30).
- By ethnic group (Table 4.31), significant differences exist between UK/non-UK staff. Black staff, for example, represent just 1.5% of the UK PSS population (cf. 10.2% non-UK) and Asian staff represent just 7.4% of UK PSS staff (cf. 24.8% non-UK).

Table 4.29: PSS staff population (Ethnic Group)

	Staff Count				% of Total			
	2017	2018	2019	Summary	2017	2018	2019	Summary
Black	76	82	107	**88**	1.9%	2.0%	2.5%	**2.1%**
Asian	359	374	411	**381**	9.0%	9.0%	9.3%	**9.1%**
Mixed	54	63	74	**64**	1.4%	1.5%	1.7%	**1.5%**
Other	20	24	36	**27**	0.5%	0.6%	0.8%	**0.6%**
Not known	136	172	159	**156**	3.4%	4.1%	3.6%	**3.7%**
White	3325	3433	3619	**3459**	83.8%	82.8%	82.1%	**82.9%**

Table 4.30: PSS staff population (UK/Non-UK; Ethnicity Summary)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
BAME	UK	348	372	430	**383**	9.9%	10.1%	11.0%	**10.3%**
	Non-UK	159	170	197	**175**	38.7%	38.3%	40.7%	**39.3%**
	Not known	<5	<5	<5	**<5**	6.9%	4.8%	5.6%	**5.9%**
Not known	UK	100	125	116	**114**	2.8%	3.4%	3.0%	**3.1%**
	Non-UK	22	34	32	**29**	5.4%	7.7%	6.5%	**6.5%**
	Not known	14	13	11	**13**	48.3%	61.9%	61.1%	**55.9%**
White	UK	3082	3186	3356	**3208**	87.3%	86.5%	86.0%	**86.6%**
	Non-UK	230	240	257	**242**	56.0%	54.1%	52.8%	**54.2%**
	Not known	13	7	6	**9**	44.8%	33.3%	33.3%	**38.2%**

Table 4.31: PSS staff population (UK/Non-UK; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Black	UK	40	42	58	**47**	1.1%	1.1%	1.5%	**1.3%**
	Non-UK	35	39	48	**41**	8.5%	8.8%	10.2%	**9.2%**
	Not known	<5	<5	<5	**<5**	3.4%	4.8%	5.6%	**4.4%**
Asian	UK	255	265	290	**270**	7.2%	7.2%	7.4%	**7.3%**
	Non-UK	103	109	121	**111**	25.1%	24.5%	24.8%	**24.8%**
	Not known	<5			**<5**	3.4%			**3.4%**
Mixed	UK	44	55	66	**55**	1.2%	1.5%	1.7%	**1.5%**
	Non-UK	10	8	8	**9**	2.4%	1.8%	1.6%	**1.9%**
Other	UK	9	10	16	**12**	0.3%	0.3%	0.4%	**0.3%**
	Non-UK	11	14	20	**15**	2.7%	3.2%	4.1%	**3.3%**
Not known	UK	100	125	116	**114**	2.8%	3.4%	3.0%	**3.1%**
	Non-UK	22	34	32	**29**	5.4%	7.7%	6.5%	**6.5%**
	Not known	14	13	11	**13**	48.3%	61.9%	61.1%	**55.9%**
White	UK	3082	3186	3356	**3208**	87.3%	86.5%	86.0%	**86.6%**
	Non-UK	230	240	257	**242**	56.0%	54.1%	52.8%	**54.2%**
	Not known	13	7	6	**9**	44.8%	33.3%	33.3%	**38.2%**

Table 4.32: UK Universities – HESA – Professional staff population (Ethnicity Summary)

		Staff Body Full-Time Equivalent (Rounded)			Total Staff Body Full-Time Equivalent (Rounded)			Full-Time Equivalent - % of Total			FTE % Gap (vs. White Avg.)		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
BAME	Warwick	440	505	570	3,550	3,755	3,990	12.4%	13.5%	14.3%	-71.4	-69.2	-67.7
	All Others	20,360	21,705	19,625	185,910	189,995	166,950	11.0%	11.4%	11.8%	-73.3	-72.0	-70.9
Unknown/ N/A	Warwick	140	140	145	3,550	3,755	3,990	3.9%	3.8%	3.7%	-79.8	-79.0	-78.3
	All Others	8,905	9,765	9,255	185,910	189,995	166,950	4.8%	5.1%	5.5%	-79.5	-78.3	-77.2
White	Warwick	2,975	3,110	3,270	3,550	3,755	3,990	83.7%	82.7%	82.0%	0	0	0
	All Others	156,640	158,525	138,065	185,910	189,995	166,950	84.3%	83.4%	82.7%	0	0	0

Table 4.33: Russell Group Universities – HESA – Professional staff population (Ethnicity Summary)

		Staff Body Full-Time Equivalent (Rounded)			Total Staff Body Full-Time Equivalent (Rounded)			Full-Time Equivalent - % of Total			FTE % Gap (vs. White Avg.)		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
BAME	Warwick	440	505	570	3,550	3,755	3,990	12.4%	13.5%	14.3%	-71.4	-69.2	-67.7
	All Others	8,760	9,515	8,975	79,285	82,310	75,340	11.0%	11.6%	11.9%	-72.0	-70.6	-69.1
Unknown/ N/A	Warwick	140	140	145	3,550	3,755	3,990	3.9%	3.8%	3.7%	-79.8	-79.0	-78.3
	All Others	4,670	5,155	5,370	79,285	82,310	75,340	5.9%	6.3%	7.1%	-77.2	-75.9	-73.8
White	Warwick	2,975	3,110	3,270	3,550	3,755	3,990	83.7%	82.7%	82.0%	0	0	0
	All Others	65,860	67,640	61,000	79,285	82,310	75,340	83.1%	82.2%	81.0%	0	0	0

Table 4.34: UK Universities – HESA – Professional staff population (Ethnic Group)

		Staff Body Full-Time Equivalent (Rounded)			Total Staff Body Full-Time Equivalent (Rounded)			Full-Time Equivalent - % of Total			FTE % Gap (vs. White Avg.)		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Black	Warwick	65	75	95	3,550	3,755	3,990	1.8%	2.0%	2.3%	-82.0	-80.7	-79.7
	All Others	5,285	5,650	5,025	185,910	189,995	166,950	2.8%	3.0%	3.0%	-81.4	-80.5	-79.7
Asian	Warwick	305	345	380	3,550	3,755	3,990	8.7%	9.2%	9.5%	-75.1	-73.5	-72.5
	All Others	10,370	10,945	9,705	185,910	189,995	166,950	5.6%	5.8%	5.8%	-78.7	-77.7	-76.9
Mixed	Warwick	50	60	70	3,550	3,755	3,990	1.4%	1.6%	1.7%	-82.3	-81.1	-80.3
	All Others	3,310	3,605	3,370	185,910	189,995	166,950	1.8%	1.9%	2.0%	-82.5	-81.5	-80.7
Other	Warwick	20	25	30	3,550	3,755	3,990	0.5%	0.6%	0.8%	-83.2	-82.1	-81.3
	All Others	1,395	1,510	1,525	185,910	189,995	166,950	0.8%	0.8%	0.9%	-83.5	-82.6	-81.8
Unknown/ N/A	Warwick	140	140	145	3,550	3,755	3,990	3.9%	3.8%	3.7%	-79.8	-79.0	-78.3
	All Others	8,905	9,765	9,255	185,910	189,995	166,950	4.8%	5.1%	5.5%	-79.5	-78.3	-77.2
White	Warwick	2,975	3,110	3,270	3,550	3,755	3,990	83.7%	82.7%	82.0%	0	0	0
	All Others	156,640	158,525	138,065	185,910	189,995	166,950	84.3%	83.4%	82.7%	0	0	0

Table 4.35: Russell Group – HESA – Professional staff population (Ethnic Group)

		Staff Body Full-Time Equivalent (Rounded)			Total Staff Body Full-Time Equivalent (Rounded)			Full-Time Equivalent - % of Total			FTE % Gap (vs. White Avg.)		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Black	Warwick	65	75	95	3,550	3,755	3,990	1.8%	2.0%	2.3%	-82.0	-80.7	-79.7
	All Others	2,205	2,395	2,240	79,285	82,310	75,340	2.8%	2.9%	3.0%	-80.3	-79.3	-78.0
Asian	Warwick	305	345	380	3,550	3,755	3,990	8.7%	9.2%	9.5%	-75.1	-73.5	-72.5
	All Others	4,375	4,690	4,235	79,285	82,310	75,340	5.5%	5.7%	5.6%	-77.5	-76.5	-75.3
Mixed	Warwick	50	60	70	3,550	3,755	3,990	1.4%	1.6%	1.7%	-82.3	-81.1	-80.3
	All Others	1,445	1,630	1,630	79,285	82,310	75,340	1.8%	2.0%	2.2%	-81.2	-80.2	-78.8
Other	Warwick	20	25	30	3,550	3,755	3,990	0.5%	0.6%	0.8%	-83.2	-82.1	-81.3
	All Others	730	800	865	79,285	82,310	75,340	0.9%	1.0%	1.1%	-82.1	-81.2	-79.8
Unknown/ N/A	Warwick	140	140	145	3,550	3,755	3,990	3.9%	3.8%	3.7%	-79.8	-79.0	-78.3
	All Others	4,670	5,155	5,370	79,285	82,310	75,340	5.9%	6.3%	7.1%	-77.2	-75.9	-73.8
White	Warwick	2,975	3,110	3,270	3,550	3,755	3,990	83.7%	82.7%	82.0%	0	0	0
	All Others	65,860	67,640	61,000	79,285	82,310	75,340	83.1%	82.2%	81.0%	0	0	0

PSS departments

Most PSS departments have a similar proportion of BAME staff (10.3%-12.1%) (Table 4.36). The outliers are SEM (17.9%) and Estates (18%).

- Black ethnic representation across PSS departments remains below national (3.4%), regional (3.2%) and local (5.6%) averages at ca. 1%, except within Estates (5.7%).
- No Black PSS representation at all in Arts Faculty (Table 4.37).

Table 4.36 PSS staff population (PSS Faculty/Business Unit; Ethnicity Summary)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
CCSG	BAME	55	50	66	**57**	11.1%	10.1%	12.1%	**11.1%**
	Not known	17	24	22	**21**	3.4%	4.8%	4.0%	**4.1%**
	White	424	421	458	**434**	85.5%	85.1%	83.9%	**84.8%**
Estates	BAME	153	149	170	**157**	17.1%	16.7%	18.0%	**17.3%**
	Not known	31	31	28	**30**	3.5%	3.5%	2.9%	**3.3%**
	White	710	710	750	**723**	79.4%	79.8%	79.1%	**79.4%**
Faculty of Arts	BAME	5	6	7	**6**	8.3%	9.8%	10.4%	**9.6%**
	Not known	<5	<5	5	**2**	3.3%	4.9%	7.5%	**5.3%**
	White	53	52	55	**53**	88.3%	85.2%	82.1%	**85.1%**
Faculty of Science, Engineering & Medicine	BAME	113	136	175	**141**	14.3%	15.5%	17.9%	**16.0%**
	Not known	23	32	32	**29**	2.9%	3.6%	3.4%	**3.3%**
	White	652	710	766	**709**	82.7%	80.9%	78.7%	**80.6%**
Faculty of Social Sciences	BAME	36	48	48	**44**	8.8%	10.7%	10.3%	**10.0%**
	Not known	13	18	11	**14**	3.2%	4.0%	2.6%	**3.3%**
	White	359	381	403	**381**	88.0%	85.2%	87.1%	**86.7%**
Professional Services	BAME	147	154	163	**155**	11.1%	11.2%	11.5%	**11.3%**
	Not known	50	64	61	**58**	3.8%	4.6%	4.3%	**4.2%**
	White	1127	1159	1191	**1159**	85.1%	84.2%	84.3%	**84.5%**

Table 4.37: PSS staff population (PSS Faculty/Business Unit; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
CCSG	Black	11	9	13	**11**	2.2%	1.8%	2.4%	**2.1%**
	Asian	33	28	35	**32**	6.7%	5.7%	6.4%	**6.2%**
	Mixed	10	12	12	**11**	2.0%	2.4%	2.2%	**2.2%**
	Other	<5	<5	6	**2**	0.2%	0.2%	1.1%	**0.5%**
	Not known	17	24	22	**21**	3.4%	4.8%	4.0%	**4.1%**
	White	424	421	458	**434**	85.5%	85.1%	83.9%	**84.8%**
Estates	Black	37	41	53	**44**	4.1%	4.6%	5.7%	**4.8%**
	Asian	99	90	91	**93**	11.1%	10.1%	9.5%	**10.2%**
	Mixed	10	9	13	**11**	1.1%	1.0%	1.5%	**1.2%**
	Other	7	9	13	**10**	0.8%	1.0%	1.4%	**1.1%**
	Not known	31	31	28	**30**	3.5%	3.5%	2.9%	**3.3%**
	White	710	710	750	**723**	79.4%	79.8%	79.1%	**79.4%**
Faculty of Arts	Asian	<5	<5	5	**2**	5.0%	6.6%	7.5%	**6.4%**
	Mixed	<5	<5	<5	**<5**	3.3%	3.3%	3.0%	**3.2%**
	Not known	<5	<5	5	**2**	3.3%	4.9%	7.5%	**5.3%**
	White	53	52	55	**53**	88.3%	85.2%	82.1%	**85.1%**
Faculty of Science, Engineering & Medicine	Black	6	7	13	**9**	0.8%	0.8%	1.3%	**1.0%**
	Asian	86	99	126	**104**	10.9%	11.3%	12.9%	**11.8%**
	Mixed	16	23	27	**22**	2.0%	2.6%	2.8%	**2.5%**
	Other	5	7	9	**7**	0.6%	0.8%	0.9%	**0.8%**
	Not known	23	32	32	**29**	2.9%	3.6%	3.4%	**3.3%**
	White	652	710	766	**709**	82.7%	80.9%	78.7%	**80.6%**
Faculty of Social Sciences	Black	6	6	5	**6**	1.5%	1.3%	1.1%	**1.3%**
	Asian	25	37	40	**34**	6.1%	8.3%	8.6%	**7.7%**
	Mixed	5	5	<5	**3**	1.2%	1.1%	0.6%	**1.0%**
	Not known	13	18	11	**14**	3.2%	4.0%	2.6%	**3.3%**
	White	359	381	403	**381**	88.0%	85.2%	87.1%	**86.7%**
Professional Services	Black	16	19	23	**19**	1.2%	1.4%	1.6%	**1.4%**
	Asian	113	116	115	**115**	8.5%	8.4%	8.1%	**8.3%**
	Mixed	11	12	17	**13**	0.8%	0.9%	1.2%	**1.0%**
	Other	7	7	8	**7**	0.5%	0.5%	0.6%	**0.5%**
	Not known	50	64	61	**58**	3.8%	4.6%	4.3%	**4.2%**
	White	1127	1159	1191	**1159**	85.1%	84.2%	84.3%	**84.5%**

Table 4.38: PSS staff population (PSS Faculty/Business Unit; UK/Non-UK; Ethnicity Summary)

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
CCSG	BAME	UK	39	37	48	**41**	9.0%	8.5%	10.2%	**9.3%**
		Non-UK	16	13	18	**16**	28.6%	24.5%	26.1%	**26.4%**
	Not known	UK	10	14	13	**12**	2.3%	3.2%	2.8%	**2.8%**
		Non-UK		<5	<5	**<5**		5.7%	4.3%	**4.9%**
		Not known	7	7	6	**7**	87.5%	87.5%	85.7%	**87.0%**
	White	UK	383	383	410	**392**	88.7%	88.2%	87.0%	**88.0%**
		Non-UK	40	37	47	**41**	71.4%	69.8%	69.6%	**70.2%**
		Not known	<5	<5	<5	**<5**	12.5%	12.5%	14.3%	**13.0%**
Estates	BAME	UK	75	71	85	**77**	10.0%	9.5%	10.6%	**10.0%**
		Non-UK	76	77	84	**79**	59.4%	58.3%	61.9%	**59.9%**
		Not known	<5	<5	<5	**<5**	15.4%	10.0%	10.0%	**12.1%**
	Not known	UK	17	16	15	**16**	2.3%	2.1%	1.8%	**2.1%**
		Non-UK	8	10	8	**9**	6.3%	7.6%	5.8%	**6.5%**
		Not known	6	5	5	**5**	46.2%	50.0%	50.0%	**48.5%**
	White	UK	661	661	703	**675**	87.8%	88.4%	87.5%	**87.9%**
		Non-UK	44	45	43	**44**	34.4%	34.1%	32.4%	**33.6%**
		Not known	5	<5	<5	**2**	38.5%	40.0%	40.0%	**39.4%**
Faculty of Arts	BAME	UK	5	6	7	**6**	8.6%	10.5%	10.8%	**10.0%**
	Not known	UK	<5	<5	5	**2**	3.4%	5.3%	7.7%	**5.6%**
	White	UK	51	48	53	**51**	87.9%	84.2%	81.5%	**84.4%**
		Non-UK	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**
		Not known	<5	<5		**<5**	100.0%	100.0%		**100.0%**
Faculty of Science, Engineering & Medicine	BAME	UK	80	93	116	**96**	11.5%	12.1%	13.8%	**12.6%**
		Non-UK	33	43	59	**45**	35.9%	38.7%	42.1%	**39.4%**
	Not known	UK	18	26	22	**22**	2.6%	3.4%	2.7%	**2.9%**
		Non-UK	5	6	10	**7**	5.4%	5.4%	7.1%	**6.1%**
	White	UK	595	648	695	**646**	85.9%	84.5%	83.4%	**84.5%**
		Non-UK	54	62	71	**62**	58.7%	55.9%	50.7%	**54.5%**
		Not known	<5			**<5**	100.0%			**100.0%**
Faculty of Social Sciences	BAME	UK	31	42	39	**37**	8.1%	10.1%	9.0%	**9.1%**
		Non-UK	5	6	9	**7**	21.7%	20.7%	30.0%	**24.4%**
	Not known	UK	11	13	11	**12**	2.9%	3.1%	2.8%	**2.9%**
		Non-UK	<5	<5		**<5**	4.3%	13.8%		**9.6%**
		Not known	<5	<5		**<5**	50.0%	100.0%		**66.7%**
	White	UK	341	362	382	**362**	89.0%	86.8%	88.2%	**88.0%**
		Non-UK	17	19	21	**19**	73.9%	65.5%	70.0%	**69.5%**
		Not known	<5			**<5**	50.0%			**50.0%**
Professional Services	BAME	UK	118	123	135	**125**	9.7%	9.8%	10.3%	**9.9%**
		Non-UK	29	31	28	**29**	26.1%	26.7%	25.0%	**26.0%**
	Not known	UK	42	53	50	**48**	3.5%	4.2%	3.8%	**3.8%**
		Non-UK	8	11	11	**10**	7.2%	9.5%	9.8%	**8.8%**
	White	UK	1051	1084	1117	**1084**	86.8%	86.0%	85.9%	**86.2%**
		Non-UK	74	74	73	**74**	66.7%	63.8%	65.2%	**65.2%**
		Not known	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**

Gender

Most PSS staff across all ethnicities are female, except for non-UK BAME PSS staff, where males represent a higher proportion than females (Table 4.41).

Table 4.39: PSS staff population (Gender; Ethnicity Summary)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Female	BAME	333	348	396	**359**	13.3%	13.4%	14.5%	**13.8%**
	Not known	76	103	94	**91**	3.0%	4.0%	3.5%	**3.5%**
	White	2088	2150	2232	**2157**	83.6%	82.7%	82.0%	**82.7%**
Male	BAME	176	195	232	**201**	11.9%	12.6%	13.8%	**12.8%**
	Not known	60	69	65	**65**	4.1%	4.5%	3.9%	**4.1%**
	White	1237	1283	1387	**1302**	84.0%	82.9%	82.3%	**83.0%**

Table 4.40 PSS staff population (Gender; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Female	Black	51	55	71	**59**	2.0%	2.1%	2.6%	**2.3%**
	Asian	234	236	256	**242**	9.4%	9.1%	9.4%	**9.3%**
	Mixed	36	42	48	**42**	1.4%	1.6%	1.7%	**1.6%**
	Other	12	15	21	**16**	0.5%	0.6%	0.8%	**0.6%**
	Not known	76	103	94	**91**	3.0%	4.0%	3.5%	**3.5%**
	White	2088	2150	2232	**2157**	83.6%	82.7%	82.0%	**82.7%**
Male	Black	25	27	36	**29**	1.7%	1.7%	2.2%	**1.9%**
	Asian	125	138	155	**139**	8.5%	8.9%	9.1%	**8.9%**
	Mixed	18	21	26	**22**	1.2%	1.4%	1.6%	**1.4%**
	Other	8	9	15	**11**	0.5%	0.6%	0.9%	**0.7%**
	Not known	60	69	65	**65**	4.1%	4.5%	3.9%	**4.1%**
	White	1237	1283	1387	**1302**	84.0%	82.9%	82.3%	**83.0%**

Table 4.41: PSS staff population (Gender; UK/Non-UK; Ethnicity Summary)

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
Female	BAME	UK	233	246	284	**254**	10.6%	10.8%	11.7%	**11.1%**
		Non-UK	98	101	111	**103**	34.6%	33.6%	36.1%	**34.8%**
		Not known	<5	<5	<5	**<5**	10.0%	7.7%	10.0%	**9.3%**
	Not known	UK	51	68	62	**60**	2.3%	3.0%	2.6%	**2.6%**
		Non-UK	15	26	25	**22**	5.3%	8.6%	8.0%	**7.4%**
		Not known	10	9	7	**9**	50.0%	69.2%	70.0%	**60.5%**
	White	UK	1910	1973	2057	**1980**	87.1%	86.3%	85.7%	**86.3%**
		Non-UK	170	174	173	**172**	60.1%	57.8%	55.9%	**57.9%**
		Not known	8	<5	<5	**3**	40.0%	23.1%	20.0%	**30.2%**
Male	BAME	UK	115	126	146	**129**	8.6%	9.0%	9.7%	**9.1%**
		Non-UK	61	69	86	**72**	47.7%	48.3%	48.6%	**48.2%**
	Not known	UK	49	57	54	**53**	3.7%	4.1%	3.6%	**3.8%**
		Non-UK	7	8	7	**7**	5.5%	5.6%	3.9%	**4.9%**
		Not known	<5	<5	<5	**<5**	44.4%	50.0%	50.0%	**48.0%**
	White	UK	1172	1213	1299	**1228**	87.7%	86.9%	86.6%	**87.1%**
		Non-UK	60	66	84	**70**	46.9%	46.2%	47.5%	**46.9%**
		Not known	5	<5	<5	**2**	55.6%	50.0%	50.0%	**52.0%**

Grade

Proportions of BAME staff among higher grades are low across all BAME ethnic groups and both UK and non-UK staff (Table 4.43 and 4.44). Most work in grade FA1 roles, but there is a stark fall at FA2 where most FA1 supervisory roles reside. The proportion increases at grades FA5/6 before showing a progressive decline in grades FA7/8, reaching its lowest at FA9 (5.3%), indicating that BAME staff face barriers in progression to supervisory, managerial and director level roles.

Over half of Warwick's Black PSS staff (52.3%) work in FA1 roles (Table 4.43b), representing 8% of all FA1 staff (+2.5% since 2017). Representation of Black staff among other grades is 2.0% or below (Table 4.35a).

Table 4.42: PSS staff population (Grade; Ethnicity Summary)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
FA 1	BAME	154	155	171	**160**	21.3%	21.9%	24.5%	**22.6%**
	Not known	27	28	25	**27**	3.7%	3.9%	3.5%	**3.7%**
	White	541	526	501	**523**	74.9%	74.2%	71.9%	**73.7%**
FA 2	BAME	27	30	40	**32**	9.8%	11.3%	10.4%	**10.5%**
	Not known	13	15	13	**14**	4.7%	5.6%	3.4%	**4.4%**
	White	236	221	323	**260**	85.5%	83.1%	86.2%	**85.1%**
FA 3	BAME	54	48	53	**52**	13.3%	12.4%	14.2%	**13.3%**
	Not known	16	26	16	**19**	3.9%	6.7%	4.3%	**5.0%**
	White	337	314	305	**319**	82.8%	80.9%	81.6%	**81.8%**
FA 4	BAME	68	66	79	**71**	10.9%	10.2%	11.8%	**10.9%**
	Not known	26	33	32	**30**	4.2%	5.1%	4.8%	**4.7%**
	White	532	550	559	**547**	85.0%	84.7%	83.5%	**84.4%**
FA 5	BAME	60	71	77	**69**	12.6%	13.4%	13.7%	**13.3%**
	Not known	13	16	20	**16**	2.7%	3.0%	3.6%	**3.1%**
	White	403	443	464	**437**	84.7%	83.6%	82.8%	**83.6%**
FA 6	BAME	79	93	114	**95**	13.3%	13.7%	15.1%	**14.1%**
	Not known	14	20	22	**19**	2.3%	2.9%	3.1%	**2.8%**
	White	503	565	615	**561**	84.4%	83.3%	81.8%	**83.1%**
FA 7	BAME	41	47	67	**52**	8.0%	8.6%	11.2%	**9.3%**
	Not known	14	16	14	**15**	2.7%	2.9%	2.3%	**2.6%**
	White	457	485	526	**489**	89.3%	88.5%	86.5%	**88.0%**
FA 8	BAME	16	21	17	**18**	6.8%	8.1%	6.3%	**7.1%**
	Not known	8	8	10	**9**	3.4%	3.1%	3.7%	**3.4%**
	White	211	231	240	**227**	89.8%	88.8%	90.0%	**89.5%**
FA 9	BAME	<5	<5	<5	**<5**	2.9%	5.4%	5.3%	**4.6%**
	Not known	<5	<5	<5	**<5**	2.9%	5.4%	5.3%	**4.6%**
	White	65	66	68	**66**	94.2%	89.2%	89.5%	**90.9%**
Non FA Grade	BAME	8	8	7	**8**	15.7%	17.4%	17.5%	**16.8%**
	Not known	<5	6	<5	**2**	5.9%	13.0%	10.0%	**9.5%**
	White	40	32	29	**34**	78.4%	69.6%	72.5%	**73.7%**

Table 4.43a: PSS staff population (Grade; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
FA 1	Black	40	43	55	**46**	5.5%	6.1%	8.0%	**6.5%**
	Asian	99	92	91	**94**	13.7%	13.0%	12.8%	**13.2%**
	Mixed	9	12	11	**11**	1.2%	1.7%	1.7%	**1.5%**
	Other	6	8	14	**9**	0.8%	1.1%	2.0%	**1.3%**
	Not known	27	28	25	**27**	3.7%	3.9%	3.5%	**3.7%**
	White	541	526	501	**523**	74.9%	74.2%	71.9%	**73.7%**
FA 2	Black	<5	<5	7	**2**	1.1%	1.1%	1.8%	**1.4%**
	Asian	16	17	22	**18**	5.8%	6.4%	5.7%	**5.9%**
	Mixed	8	10	10	**9**	2.9%	3.8%	2.6%	**3.0%**
	Other			<5	**<5**			0.3%	**0.3%**
	Not known	13	15	13	**14**	4.7%	5.6%	3.4%	**4.4%**
	White	236	221	323	**260**	85.5%	83.1%	86.2%	**85.1%**
FA 3	Black	5	<5	<5	**2**	1.2%	0.5%	1.1%	**0.9%**
	Asian	41	40	41	**41**	10.1%	10.3%	11.0%	**10.4%**
	Mixed	7	6	6	**6**	1.7%	1.5%	1.6%	**1.6%**
	Other	<5		<5	**<5**	0.2%		0.5%	**0.4%**
	Not known	16	26	16	**19**	3.9%	6.7%	4.3%	**5.0%**
	White	337	314	305	**319**	82.8%	80.9%	81.6%	**81.8%**
FA 4	Black	6	6	8	**7**	1.0%	0.9%	1.2%	**1.0%**
	Asian	52	51	59	**54**	8.3%	7.9%	8.8%	**8.3%**
	Mixed	7	6	11	**8**	1.1%	0.9%	1.6%	**1.2%**
	Other	<5	<5	<5	**<5**	0.5%	0.5%	0.1%	**0.4%**
	Not known	26	33	32	**30**	4.2%	5.1%	4.8%	**4.7%**
	White	532	550	559	**547**	85.0%	84.7%	83.5%	**84.4%**
FA 5	Black	6	8	11	**8**	1.3%	1.5%	2.0%	**1.6%**
	Asian	49	57	53	**53**	10.3%	10.8%	9.4%	**10.1%**
	Mixed	5	5	9	**6**	1.1%	0.9%	1.6%	**1.2%**
	Other		<5	<5	**<5**		0.2%	0.7%	**0.5%**
	Not known	13	16	20	**16**	2.7%	3.0%	3.6%	**3.1%**
	White	403	443	464	**437**	84.7%	83.6%	82.8%	**83.6%**
FA 6	Black	8	9	11	**9**	1.3%	1.3%	1.5%	**1.4%**
	Asian	56	66	83	**68**	9.4%	9.7%	11.0%	**10.1%**
	Mixed	9	10	11	**10**	1.5%	1.5%	1.5%	**1.5%**
	Other	6	8	9	**8**	1.0%	1.2%	1.2%	**1.1%**
	Not known	14	20	22	**19**	2.3%	2.9%	3.1%	**2.8%**
	White	503	565	615	**561**	84.4%	83.3%	81.8%	**83.1%**
FA 7	Black	8	8	8	**8**	1.6%	1.5%	1.3%	**1.4%**
	Asian	27	28	43	**33**	5.3%	5.1%	7.2%	**5.9%**
	Mixed	<5	9	12	**7**	0.8%	1.6%	2.0%	**1.5%**
	Other	<5	<5	<5	**<5**	0.4%	0.4%	0.7%	**0.5%**
	Not known	14	16	14	**15**	2.7%	2.9%	2.3%	**2.6%**
	White	457	485	526	**489**	89.3%	88.5%	86.5%	**88.0%**
FA 8	Black		<5	<5	**<5**		0.8%	0.7%	**0.8%**
	Asian	12	16	14	**14**	5.1%	6.2%	5.2%	**5.5%**
	Mixed	<5	<5	<5	**<5**	1.3%	0.8%	0.4%	**0.8%**
	Other	<5	<5		**<5**	0.4%	0.4%		**0.4%**
	Not known	8	8	10	**9**	3.4%	3.1%	3.7%	**3.4%**
	White	211	231	240	**227**	89.8%	88.8%	90.0%	**89.5%**
FA 9	Black		<5	<5	**<5**		1.4%	1.3%	**1.3%**
	Asian	<5	<5	<5	**<5**	1.4%	2.7%	2.6%	**2.3%**
	Mixed	<5	<5	<5	**<5**	1.4%	1.4%	1.3%	**1.4%**
	Not known	<5	<5	<5	**<5**	2.9%	5.4%	5.3%	**4.6%**
	White	65	66	68	**66**	94.2%	89.2%	89.5%	**90.9%**
Non FA Grade	Asian	6	5	<5	**4**	11.8%	10.9%	10.0%	**10.9%**
	Mixed	<5	<5	<5	**<5**	2.0%	4.3%	5.0%	**3.6%**
	Other	<5	<5	<5	**<5**	2.0%	2.2%	2.5%	**2.2%**
	Not known	<5	6	<5	**2**	5.9%	13.0%	10.0%	**9.5%**
	White	40	32	29	**34**	78.4%	69.6%	72.5%	**73.7%**

Table 4.43b: PSS staff population proportion across grades (Grade; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
FA 1	Black	40	43	55	**46**	52.6%	52.4%	52.3%	**52.4%**
	Asian	99	92	91	**94**	27.6%	24.6%	22.0%	**24.6%**
	Mixed	9	12	11	**11**	16.7%	19.0%	16.0%	**17.2%**
	Other	6	8	14	**9**	30.0%	33.3%	38.9%	**35.0%**
	Not known	27	28	25	**27**	19.9%	16.3%	15.5%	**17.1%**
	White	541	526	501	**523**	16.3%	15.3%	14.0%	**15.1%**
FA 2	Black	<5	<5	7	**2**	3.9%	3.7%	6.4%	**4.9%**
	Asian	16	17	22	**18**	4.5%	4.5%	5.3%	**4.8%**
	Mixed	8	10	10	**9**	14.8%	15.9%	13.3%	**14.6%**
	Other			<5	**<5**			2.8%	**2.8%**
	Not known	13	15	13	**14**	9.6%	8.7%	8.1%	**8.7%**
	White	236	221	323	**260**	7.1%	6.4%	9.0%	**7.6%**
FA 3	Black	5	<5	<5	**2**	6.6%	2.4%	3.7%	**4.1%**
	Asian	41	40	41	**41**	11.4%	10.7%	9.9%	**10.6%**
	Mixed	7	6	6	**6**	13.0%	9.5%	8.0%	**9.9%**
	Other	<5		<5	**<5**	5.0%		5.6%	**5.4%**
	Not known	16	26	16	**19**	11.8%	15.1%	9.9%	**12.4%**
	White	337	314	305	**319**	10.1%	9.1%	8.3%	**9.2%**
FA 4	Black	6	6	8	**7**	7.9%	7.3%	7.3%	**7.5%**
	Asian	52	51	59	**54**	14.5%	13.6%	14.3%	**14.1%**
	Mixed	7	6	11	**8**	13.0%	9.5%	14.7%	**12.5%**
	Other	<5	<5	<5	**<5**	15.0%	12.5%	2.8%	**8.8%**
	Not known	26	33	32	**30**	19.1%	19.2%	19.9%	**19.4%**
	White	532	550	559	**547**	16.0%	16.0%	15.3%	**15.8%**
FA 5	Black	6	8	11	**8**	7.9%	9.8%	10.1%	**9.4%**
	Asian	49	57	53	**53**	13.6%	15.2%	12.8%	**13.9%**
	Mixed	5	5	9	**6**	9.3%	7.9%	12.0%	**9.9%**
	Other		<5	<5	**<5**		4.2%	11.1%	**8.3%**
	Not known	13	16	20	**16**	9.6%	9.3%	12.4%	**10.4%**
	White	403	443	464	**437**	12.1%	12.9%	12.8%	**12.6%**
FA 6	Black	8	9	11	**9**	10.5%	11.0%	10.1%	**10.5%**
	Asian	56	66	83	**68**	15.6%	17.6%	20.1%	**17.9%**
	Mixed	9	10	11	**10**	16.7%	15.9%	14.7%	**15.6%**
	Other	6	8	9	**8**	30.0%	33.3%	25.0%	**28.8%**
	Not known	14	20	22	**19**	10.3%	11.6%	14.3%	**12.2%**
	White	503	565	615	**561**	15.1%	16.5%	16.9%	**16.2%**
FA 7	Black	8	8	8	**8**	10.5%	9.8%	7.3%	**9.0%**
	Asian	27	28	43	**33**	7.5%	7.5%	10.7%	**8.6%**
	Mixed	<5	9	12	**7**	7.4%	14.3%	16.0%	**13.0%**
	Other	<5	<5	<5	**<5**	10.0%	8.3%	11.1%	**10.0%**
	Not known	14	16	14	**15**	10.3%	9.3%	8.7%	**9.4%**
	White	457	485	526	**489**	13.7%	14.1%	14.4%	**14.1%**
FA 8	Black		<5	<5	**<5**		2.4%	1.8%	**2.1%**
	Asian	12	16	14	**14**	3.3%	4.3%	3.4%	**3.7%**
	Mixed	<5	<5	<5	**<5**	5.6%	3.2%	1.3%	**3.1%**
	Other	<5	<5		**<5**	5.0%	4.2%		**4.5%**
	Not known	8	8	10	**9**	5.9%	4.7%	6.2%	**5.5%**
	White	211	231	240	**227**	6.3%	6.7%	6.6%	**6.6%**
FA 9	Black		<5	<5	**<5**		1.2%	0.9%	**1.0%**
	Asian	<5	<5	<5	**<5**	0.3%	0.5%	0.5%	**0.4%**
	Mixed	<5	<5	<5	**<5**	1.9%	1.6%	1.3%	**1.6%**
	Not known	<5	<5	<5	**<5**	1.5%	2.3%	2.5%	**2.1%**
	White	65	66	68	**66**	2.0%	1.9%	1.9%	**1.9%**
Non FA Grade	Asian	6	5	<5	**4**	1.7%	1.3%	1.0%	**1.3%**
	Mixed	<5	<5	<5	**<5**	1.9%	3.2%	2.7%	**2.6%**
	Other	<5	<5	<5	**<5**	5.0%	4.2%	2.8%	**3.8%**
	Not known	<5	6	<5	**2**	2.2%	3.5%	2.5%	**2.8%**
	White	40	32	29	**34**	1.2%	0.9%	0.8%	**1.0%**

Table 4.44: PSS staff population (Grade; UK/Non-UK; Ethnicity Summary)

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
FA 1	BAME	UK	73	71	81	75	12.7%	12.6%	14.6%	13.3%
		Non-UK	80	83	89	84	58.0%	60.6%	64.5%	61.1%
		Not known	<5	<5	<5	<5	10.0%	14.3%	16.7%	13.0%
	Not known	UK	14	14	13	14	2.4%	2.5%	2.3%	2.4%
		Non-UK	8	11	9	9	5.8%	8.0%	6.4%	6.7%
		Not known	5	<5	<5	2	50.0%	42.9%	50.0%	47.8%
	White	UK	487	480	459	475	84.8%	85.0%	83.1%	84.3%
		Non-UK	50	43	40	44	36.2%	31.4%	29.1%	32.2%
		Not known	<5	<5	<5	<5	40.0%	42.9%	33.3%	39.1%
FA 2	BAME	UK	23	27	35	28	9.2%	11.3%	10.3%	10.3%
		Non-UK	<5	<5	5	2	16.0%	12.0%	12.2%	13.2%
	Not known	UK	10	9	8	9	4.0%	3.8%	2.4%	3.3%
		Non-UK	<5	<5	<5	<5	8.0%	16.0%	9.8%	11.0%
		Not known	<5	<5	<5	<5	50.0%	100.0%	50.0%	66.7%
	White	UK	216	203	291	237	86.7%	84.9%	87.4%	86.5%
		Non-UK	19	18	31	23	76.0%	72.0%	78.0%	75.8%
		Not known	<5		<5	<5	50.0%		50.0%	50.0%
FA 3	BAME	UK	41	41	47	43	11.1%	11.7%	13.5%	12.1%
		Non-UK	12	7	6	8	35.3%	20.0%	25.0%	26.9%
		Not known	<5			<5	33.3%			33.3%
	Not known	UK	13	18	12	14	3.5%	5.1%	3.5%	4.0%
		Non-UK	<5	6	<5	2	2.9%	17.1%	8.3%	9.7%
		Not known	<5	<5	<5	<5	66.7%	66.7%	66.7%	66.7%
	White	UK	316	291	288	298	85.4%	83.1%	83.0%	83.9%
		Non-UK	21	22	16	20	61.8%	62.9%	66.7%	63.4%
		Not known		<5	<5	<5		33.3%	33.3%	33.3%
FA 4	BAME	UK	55	57	65	59	9.5%	9.5%	10.5%	9.9%
		Non-UK	13	9	14	12	29.5%	20.5%	26.9%	25.7%
	Not known	UK	19	25	25	23	3.3%	4.2%	4.1%	3.8%
		Non-UK	<5	<5	5	2	6.8%	9.1%	9.6%	8.6%
		Not known	<5	<5	<5	<5	100.0%	100.0%	100.0%	100.0%
	White	UK	504	519	526	516	87.2%	86.4%	85.4%	86.3%
		Non-UK	28	31	33	31	63.6%	70.5%	63.5%	65.7%
FA 5	BAME	UK	52	59	64	58	12.5%	12.6%	12.8%	12.6%
		Non-UK	8	12	13	11	15.1%	21.1%	22.0%	19.5%
	Not known	UK	8	10	12	10	1.9%	2.1%	2.4%	2.2%
		Non-UK	<5	<5	5	2	5.7%	7.0%	8.5%	7.1%
		Not known	<5	<5	<5	<5	28.6%	66.7%	75.0%	50.0%
	White	UK	356	401	422	393	85.6%	85.3%	84.8%	85.2%
		Non-UK	42	41	41	41	79.2%	71.9%	69.5%	73.4%
		Not known	5	<5	<5	2	71.4%	33.3%	25.0%	50.0%
FA 6	BAME	UK	48	51	62	54	9.1%	8.7%	9.6%	9.1%
		Non-UK	31	42	52	42	48.4%	47.2%	47.7%	47.7%
	Not known	UK	13	18	18	16	2.5%	3.1%	3.0%	2.8%
		Non-UK	<5	<5	<5	<5	1.6%	2.2%	3.7%	2.7%
	White	UK	468	518	561	516	88.5%	88.2%	87.4%	88.0%
		Non-UK	32	45	53	43	50.0%	50.6%	48.6%	49.6%
		Not known	<5	<5	<5	<5	100.0%	100.0%	100.0%	100.0%
FA 7	BAME	UK	35	41	55	44	7.4%	8.0%	9.9%	8.5%
		Non-UK	6	6	12	8	16.7%	16.7%	26.1%	20.3%
	Not known	UK	13	16	14	14	2.7%	3.1%	2.5%	2.8%
		Non-UK	<5			<5	2.8%			2.8%
	White	UK	428	455	492	458	89.9%	88.9%	87.6%	88.7%
		Non-UK	29	30	34	31	80.6%	83.3%	73.9%	78.8%
FA 8	BAME	UK	13	15	12	13	5.8%	6.1%	4.7%	5.5%
		Non-UK	<5	6	5	4	30.0%	40.0%	35.7%	35.9%
	Not known	UK	8	8	10	9	3.6%	3.3%	3.9%	3.6%
	White	UK	204	222	231	219	90.7%	90.6%	91.4%	90.9%
		Non-UK	7	9	9	8	70.0%	60.0%	64.3%	64.1%
FA 9	BAME	UK	<5	<5	<5	<5	3.0%	5.5%	5.3%	4.7%
	Not known	UK	<5	<5	<5	<5	1.5%	5.5%	5.3%	4.2%
		Non-UK	<5			<5	33.3%			33.3%
	White	UK	63	65	67	65	95.5%	89.0%	89.3%	91.1%
		Non-UK	<5	<5	<5	<5	66.7%	100.0%	100.0%	80.0%
Non FA Grade	BAME	UK	6	6	5	6	12.8%	14.6%	14.3%	13.8%
		Non-UK	<5	<5	<5	<5	50.0%	40.0%	40.0%	42.9%
	Not known	UK	<5	<5	<5	<5	2.1%	7.3%	2.9%	4.1%
		Non-UK	<5	<5	<5	<5	50.0%	60.0%	60.0%	57.1%
	White	UK	40	32	29	34	85.1%	78.0%	82.9%	82.1%

Fixed-term contracts

BAME PSS staff are 6.9% more likely to work on FTCs than White staff. This trend applies across both UK (+4.8%) and non-UK (+3.8%) staff (Tables 4.45 and 4.47). The number of FTCs has increased across both BAME and White staff since 2017, although at higher rates for BAME employees (+4.2% cf. +1.2% White). This trend varies significantly by ethnic group: 26.7% of Mixed Ethnicity staff work on an FTC (cf. Asian 19.6%, White 11.9% and Black 9.2%) (Table 4.46). We will investigate why this is happening and how we can address it **(Action D1d).** The data supports comments made by staff in the REC survey in which BAME employees talked about difficulty getting permanent roles:

> "*I was on a contract for one year then an extra year, this went on for six years*". (**BAME Professional Services staff member, REC 2020 staff survey**)

Table 4.45: PSS staff population (Contract Type; Ethnicity Summary)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Fixed Term	BAME	74	88	118	**93**	14.5%	16.2%	18.8%	**16.7%**
	Not known	15	19	14	**16**	11.0%	11.0%	8.7%	**10.2%**
	White	359	390	425	**391**	10.8%	11.4%	11.9%	**11.4%**
Open Ended	BAME	435	455	510	**467**	85.5%	83.8%	81.2%	**83.3%**
	Not known	121	153	146	**140**	89.0%	89.0%	91.3%	**89.8%**
	White	2966	3043	3196	**3068**	89.2%	88.6%	88.1%	**88.6%**

Table 4.46: PSS staff population (Contract Type; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Fixed Term	Black	5	<5	10	**5**	6.6%	4.9%	9.2%	**7.1%**
	Asian	51	61	80	**64**	14.2%	16.3%	19.6%	**16.8%**
	Mixed	13	14	20	**16**	24.1%	22.2%	26.7%	**24.5%**
	Other	5	9	8	**7**	25.0%	37.5%	22.2%	**27.5%**
	Not known	15	19	14	**16**	11.0%	11.0%	8.7%	**10.2%**
	White	359	390	425	**391**	10.8%	11.4%	11.9%	**11.4%**
Open Ended	Black	71	78	97	**82**	93.4%	95.1%	90.8%	**92.9%**
	Asian	308	313	331	**317**	85.8%	83.7%	80.4%	**83.2%**
	Mixed	41	49	54	**48**	75.9%	77.8%	73.3%	**75.5%**
	Other	15	15	28	**19**	75.0%	62.5%	77.8%	**72.5%**
	Not known	121	153	146	**140**	89.0%	89.0%	91.3%	**89.8%**
	White	2966	3043	3196	**3068**	89.2%	88.6%	88.1%	**88.6%**

Table 4.47: PSS staff population (Contract Type; UK/Non-UK; Ethnicity Summary)

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
Fixed Term	BAME	UK	48	52	68	**56**	13.8%	14.0%	16.0%	**14.7%**
		Non-UK	26	36	50	**37**	16.4%	21.2%	25.0%	**21.2%**
	Not known	UK	10	17	11	**13**	10.0%	13.6%	9.3%	**11.1%**
		Non-UK	5	<5	<5	**2**	22.7%	5.9%	9.4%	**11.4%**
	White	UK	314	342	371	**342**	10.2%	10.7%	11.2%	**10.7%**
		Non-UK	41	47	54	**47**	17.8%	19.6%	21.2%	**19.6%**
		Not known	<5	<5		**<5**	30.8%	14.3%		**25.0%**
Open Ended	BAME	UK	300	320	362	**327**	86.2%	86.0%	84.0%	**85.3%**
		Non-UK	133	134	147	**138**	83.6%	78.8%	75.0%	**78.8%**
		Not known	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**
	Not known	UK	90	108	106	**101**	90.0%	86.4%	90.7%	**88.9%**
		Non-UK	17	32	29	**26**	77.3%	94.1%	90.6%	**88.6%**
		Not known	14	13	11	**13**	100.0%	100.0%	100.0%	**100.0%**
	White	UK	2768	2844	2987	**2866**	89.8%	89.3%	88.8%	**89.3%**
		Non-UK	189	193	203	**195**	82.2%	80.4%	78.8%	**80.4%**
		Not known	9	6	6	**7**	69.2%	85.7%	100.0%	**80.8%**

Full-time/Part-time

36.8% of BAME PSS staff work part-time (cf. 33.1% White staff) (Table 4.48). The difference is most significant among non-UK staff (46.0% BAME cf. 31.5% White) (Table 4.50a). Black staff are significantly more likely to work part-time (49.5%) (Table 4.49), largely due to their presence among FA1 part-time roles, and particularly among non-UK Black staff (68.0%) (Table 4.42b).

Table 4.48: PSS staff population (Full-time/Part-time; Ethnicity Summary)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Full-time	BAME	302	336	400	**346**	59.3%	61.9%	63.2%	**61.6%**
	Not known	85	111	106	**101**	62.5%	64.5%	65.8%	**64.4%**
	White	2209	2286	2444	**2313**	66.4%	66.6%	66.9%	**66.6%**
Part-time	BAME	207	207	228	**214**	40.7%	38.1%	36.8%	**38.4%**
	Not known	51	61	53	**55**	37.5%	35.5%	34.2%	**35.6%**
	White	1116	1147	1175	**1146**	33.6%	33.4%	33.1%	**33.4%**

Table 4.49: PSS staff population (Full-time/Part-time; Ethnic Group)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
Full-time	Black	40	43	55	**46**	52.6%	52.4%	50.5%	**51.7%**
	Asian	213	238	270	**240**	59.3%	63.6%	65.4%	**62.9%**
	Mixed	38	42	53	**44**	70.4%	66.7%	70.7%	**69.3%**
	Other	11	13	22	**15**	55.0%	54.2%	61.1%	**57.5%**
	Not known	85	111	106	**101**	62.5%	64.5%	65.8%	**64.4%**
	White	2209	2286	2444	**2313**	66.4%	66.6%	66.9%	**66.6%**
Part-time	Black	36	39	52	**42**	47.4%	47.6%	49.5%	**48.3%**
	Asian	146	136	141	**141**	40.7%	36.4%	34.6%	**37.1%**
	Mixed	16	21	21	**19**	29.6%	33.3%	29.3%	**30.7%**
	Other	9	11	14	**11**	45.0%	45.8%	38.9%	**42.5%**
	Not known	51	61	53	**55**	37.5%	35.5%	34.2%	**35.6%**
	White	1116	1147	1175	**1146**	33.6%	33.4%	33.1%	**33.4%**

Table 4.50a: PSS staff population (Full-time/Part-time; UK/Non-UK; Ethnicity Summary)

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
Full-time	BAME	UK	227	250	292	**769**	9.7%	10.2%	11.1%	**10.3%**
		Non-UK	75	86	108	**269**	32.6%	33.3%	35.5%	**34.0%**
	Not known	UK	66	85	80	**231**	2.8%	3.5%	3.0%	**3.1%**
		Non-UK	9	16	18	**43**	3.9%	6.2%	5.9%	**5.4%**
		Not known	10	10	8	**28**	62.5%	71.4%	66.7%	**66.7%**
	White	UK	2057	2126	2262	**6445**	87.5%	86.4%	85.9%	**86.6%**
		Non-UK	146	156	178	**480**	63.5%	60.5%	58.6%	**60.6%**
		Not known	6	<5	<5	**6**	37.5%	28.6%	33.3%	**33.3%**
Part-time	BAME	UK	121	122	138	**381**	10.3%	10.0%	10.7%	**10.3%**
		Non-UK	84	84	89	**257**	46.4%	45.2%	48.9%	**46.8%**
		Not known	<5	<5	<5	**<5**	15.4%	14.3%	16.7%	**15.4%**
	Not known	UK	34	40	36	**110**	2.9%	3.3%	2.9%	**3.0%**
		Non-UK	13	18	14	**45**	7.2%	9.7%	7.4%	**8.1%**
		Not known	<5	<5	<5	**<5**	30.8%	42.9%	50.0%	**38.5%**
	White	UK	1025	1060	1094	**3179**	86.9%	86.7%	86.3%	**86.6%**
		Non-UK	84	84	79	**247**	46.4%	45.2%	43.6%	**45.0%**
		Not known	7	<5	<5	**7**	53.8%	42.9%	33.3%	**46.2%**

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
Full-time	BAME	UK	227	250	292	**256**	65.2%	67.2%	67.6%	**66.8%**
		Non-UK	75	86	108	**90**	47.2%	50.6%	54.0%	**50.9%**
	Not known	UK	66	85	80	**77**	66.0%	68.0%	67.8%	**67.3%**
		Non-UK	9	16	18	**14**	40.9%	47.1%	56.3%	**48.9%**
		Not known	10	10	8	**9**	71.4%	76.9%	72.7%	**73.7%**
	White	UK	2057	2126	2262	**2148**	66.7%	66.7%	66.8%	**66.7%**
		Non-UK	146	156	178	**160**	63.5%	65.0%	68.5%	**65.8%**
		Not known	6	<5	<5	**2**	46.2%	57.1%	66.7%	**53.8%**
Part-time	BAME	UK	121	122	138	**127**	34.8%	32.8%	32.4%	**33.2%**
		Non-UK	84	84	89	**86**	52.8%	49.4%	46.0%	**49.1%**
		Not known	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**
	Not known	UK	34	40	36	**37**	34.0%	32.0%	32.2%	**32.7%**
		Non-UK	13	18	14	**15**	59.1%	52.9%	43.8%	**51.1%**
		Not known	<5	<5	<5	**<5**	28.6%	23.1%	27.3%	**26.3%**
	White	UK	1025	1060	1094	**1060**	33.3%	33.3%	33.2%	**33.3%**
		Non-UK	84	84	79	**82**	36.5%	35.0%	31.5%	**34.2%**
		Not known	7	<5	<5	**2**	53.8%	42.9%	33.3%	**46.2%**

Table 4.50b: PSS staff population (Full-time/Part-time; UK/Non-UK; Ethnic Group)

			Staff Count				% of Total			
			2017	2018	2019	Summary	2017	2018	2019	Summary
Full-time	Black	UK	28	30	39	**32**	70.0%	71.4%	67.2%	**69.3%**
		Non-UK	12	13	16	**14**	34.3%	33.3%	32.0%	**33.1%**
	Asian	UK	165	180	196	**180**	64.7%	67.9%	67.4%	**66.7%**
		Non-UK	48	58	74	**60**	46.6%	53.2%	60.7%	**53.9%**
	Mixed	UK	31	36	47	**38**	70.5%	65.5%	70.1%	**68.7%**
		Non-UK	7	6	6	**6**	70.0%	75.0%	75.0%	**73.1%**
	Other	UK	<5	<5	10	**3**	33.3%	40.0%	62.5%	**48.6%**
		Non-UK	8	9	12	**10**	72.7%	64.3%	60.0%	**64.4%**
	Not known	UK	66	85	80	**77**	66.0%	68.0%	67.8%	**67.3%**
		Non-UK	9	16	18	**14**	40.9%	47.1%	56.3%	**48.9%**
		Not known	10	10	8	**9**	71.4%	76.9%	72.7%	**73.7%**
	White	UK	2057	2126	2262	**2148**	66.7%	66.7%	66.8%	**66.7%**
		Non-UK	146	156	178	**160**	63.5%	65.0%	68.5%	**65.8%**
		Not known	6	<5	<5	**2**	46.2%	57.1%	66.7%	**53.8%**
Part-time	Black	UK	12	12	19	**14**	30.0%	28.6%	32.8%	**30.7%**
		Non-UK	23	26	32	**27**	65.7%	66.7%	68.0%	**66.9%**
		Not known	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**
	Asian	UK	90	85	94	**90**	35.3%	32.1%	32.6%	**33.3%**
		Non-UK	55	51	47	**51**	53.4%	46.8%	39.3%	**46.1%**
		Not known	<5			**<5**	100.0%			**100.0%**
	Mixed	UK	13	19	19	**17**	29.5%	34.5%	29.9%	**31.3%**
		Non-UK	<5	<5	<5	**<5**	30.0%	25.0%	25.0%	**26.9%**
	Other	UK	6	6	6	**6**	66.7%	60.0%	37.5%	**51.4%**
		Non-UK	<5	5	8	**4**	27.3%	35.7%	40.0%	**35.6%**
	Not known	UK	34	40	36	**37**	34.0%	32.0%	32.2%	**32.7%**
		Non-UK	13	18	14	**15**	59.1%	52.9%	43.8%	**51.1%**
		Not known	<5	<5	<5	**<5**	28.6%	23.1%	27.3%	**26.3%**
	White	UK	1025	1060	1094	**1060**	33.3%	33.3%	33.2%	**33.3%**
		Non-UK	84	84	79	**82**	36.5%	35.0%	31.5%	**34.2%**
		Not known	7	<5	<5	**2**	53.8%	42.9%	33.3%	**46.2%**

Turnover

The PSS turnover rate has decreased since 2017 (0.1% for White and 5.0% for BAME staff) (Table 4.51). PSS exit data shows that BAME staff are 1.4% less likely than White to leave the University for involuntary reasons and slightly less likely to resign than White. As per section 4a, changes to our onboarding process have seen improved retention and we will systematically review exit data by ethnicity to better understand why people are leaving and how to address it in future **(Action D14).**

Table 4.51: PSS staff population (Turnover Rates; Ethnicity Summary)

	Leavers Headcount				Turnover %				Staff Turnover % Gap (vs. White Avg.)			
	2017	2018	2019	Summary	2017	2018	2019	Summary	2017	2018	2019	Summary
BAME	86	104	72	**87**	16.4%	17.7%	11.4%	**15.0%**	+4.9	+3.8	+0.1	**+2.8**
Not known	29	26	23	**26**	18.6%	15.8%	14.3%	**16.2%**	+7.2	+1.9	+3.0	**+4.0**
White	388	491	410	**430**	11.4%	13.9%	11.3%	**12.2%**	0	0	0	**0**

Table 4.52: PSS staff population (Turnover Rates; Ethnic Group)

	Leavers Headcount				Turnover %				Staff Turnover % Gap (vs. White Avg.)			
	2017	2018	2019	Summary	2017	2018	2019	Summary	2017	2018	2019	Summary
Black	14	14	11	**13**	17.5%	14.6%	10.1%	**13.7%**	+6.1	+0.7	-1.1	**+1.5**
Asian	60	74	46	**60**	16.4%	18.8%	11.1%	**15.4%**	+5.0	+4.9	-0.1	**+3.2**
Mixed	9	13	8	**10**	15.3%	18.8%	10.7%	**14.8%**	+3.8	+5.0	-0.6	**+2.6**
Others	<5	<5	7	**2**	14.0%	10.0%	19.4%	**14.9%**	+2.5	-3.9	+8.2	**+2.7**
Not known	29	26	23	**26**	18.6%	15.8%	14.3%	**16.2%**	+7.2	+1.9	+3.0	**+4.0**
White	388	491	410	**430**	11.4%	13.9%	11.3%	**12.2%**	0	0	0	**0**

Table 4.53: PSS staff population (Turnover Rates; UK/Non-UK; Ethnicity Summary)

		Staff Count				% of Total			
		2017	2018	2019	Summary	2017	2018	2019	Summary
BAME	UK	348	372	430	**383**	9.9%	10.1%	11.0%	**10.3%**
	Non-UK	159	170	197	**175**	38.7%	38.3%	40.7%	**39.3%**
	Not known	<5	<5	<5	**<5**	6.9%	4.8%	5.6%	**5.9%**
Not known	UK	100	125	116	**114**	2.8%	3.4%	3.0%	**3.1%**
	Non-UK	22	34	32	**29**	5.4%	7.7%	6.5%	**6.5%**
	Not known	14	13	11	**13**	48.3%	61.9%	61.1%	**55.9%**
White	UK	3082	3186	3356	**3208**	87.3%	86.5%	86.0%	**86.6%**
	Non-UK	230	240	257	**242**	56.0%	54.1%	52.8%	**54.2%**
	Not known	13	7	6	**9**	44.8%	33.3%	33.3%	**38.2%**

4c Grievances and disciplinaries

Formal reports

Just 41% of BAME staff (cf. 61% White) in REC surveys were confident grievance and disciplinary procedures at the University were fair and well-managed, citing a lack of effective action and lack of confidence in slow, unclear and under-resourced procedures.

The lack of a sophisticated HR case management system to record and report on staff grievances and disciplinaries accurately presents a significant challenge in managing them well. HR managers independently log details within a spreadsheet, and we don't routinely review and assess whether racial bias exists. We will develop a HR grievance/disciplinary case management system to routinely capture who grievances are raised by/against, how many people are subsequently disciplined/how many cases are dismissed (by ethnicity and other protected characteristics) **(Action R4a&c)** and introduce regular monitoring/reporting on this data.

From 2017-2020, four of 47 total grievances were raised by BAME staff (all Asian) and 14 of 71 disciplinary cases were opened against BAME staff, again predominantly Asian. Two grievances and three disciplinary cases were recorded as race-related, but there is no formal framework for consistently defining them as such and we must now develop one **(Action R4b).**

Data presented has not been disaggregated by year and encompasses both UK/Non-UK and PSS/academic staff due to small numbers:

Table 4.54 showing who grievance cases were raised by (2017-2020)

	Cases	%
BAME	4	8.5%
Not Known	10	21.3%
White	33	70.2%
Total	47	100%

Table 4.55 showing who disciplinary cases were opened against (2017-2020)

	Cases	%
BAME	14	19.7%
Not Known	4	5.6%
White	53	74.6%
Total	71	100.0%

Informal reports

Informal reports were historically captured through *Dignity at Warwick* (150 reports in 2018-19; 51 in 2019-20 with only five of these directly referencing race), but these reports did not capture ethnicity data and there was no link into formal HR grievance/disciplinary processes.

In 2020, Warwick's online disclosure platform *Report and Support (R&S)* was introduced, allowing us to capture and review data more consistently by ethnicity and other protected characteristics to identify specific areas of concern. Report and Support data are actively used to inform our actions (e.g.: commissioning external training for all those involved in disciplinary/R&S processes following increased reports of anti-Semitism) and shared with Council/Senate quarterly.

Table 4.56: How Report and Support (R&S) works

Reporting options	Action taken
Individual reports anonymously	Signposted to support pages and services they can access independently. Data from anonymous reports still used to identify trends to be acted upon.
Individual reports and requests to speak to an advisor	Receives contact from a Liaison Officer within two working days to confidentially discuss support, informal resolution and formal reporting options.
Someone reports on individual's behalf	'First responder' provides individual with initial support and signposts to relevant support services. Data from indirect report can still be used to identify trends to be acted upon.

Our Liaison Officers have specific expertise in racism, culturally-competent care, anti-Semitism and Islamophobia. For formal complaints, the Liaison Officer remains the single point of contact throughout the entire disciplinary process to minimise repeat disclosure. Key groups (security, wellbeing, sabbatical officers, catering and event staff, RLT and SU society execs) are trained on how to safely receive and signpost disclosures to ensure consistency in response.

REC survey data indicates the number of race-related incidents on campus are far higher than our reporting data suggests:

- 40% of BAME staff had witnessed or been the victim of discrimination on campus.
- BAME staff participating in focus groups reported feeling safer and more comfortable working from home during COVID-19:

"*Working in a space that's predominantly white and male… I have to code switch at work, so I feel like me being at home.*" **BAME staff member, *Sea Change* staff focus group**

"*I've already got a safe space here, so I know every day when I'm going to open my laptop, I'm still in my safe space which is something that I don't have when I'm working, and even more so when you're a dark-skinned black woman.*" **BAME staff member, *Sea Change* staff focus group**

The low number of reports is likely due to low awareness of reporting options coupled with a lack of confidence in existing systems. Just 45% of BAME staff (cf. 71% White) felt appropriate action would be taken if they reported a race-related incident to the institution:

"*I submitted a formal complaint to my Head of Faculty (HoF). The HoF persuaded me to have the complaint dealt with informally. The outcome after a couple of meetings was zilch. HoF informed me that my complaint would not succeed*." **(BAME Academic staff member)**

We expect to see increased reports of racial/ethnic harassment as awareness of/confidence in our R&S system grows and staff can see that reporting leads to action being taken. We will develop an interface between R&S and the new HR formal case management system to provide a fuller picture and better management of all disclosures **(Action R4c).**

Table 4.57: Future changes to Report and Support (R&S) system to better meet BAME staff needs

Concern expressed by BAME Staff/Students	Actions
Lack of awareness of R&S system	Investment of over £35,000 in R&S marketing campaign for the 2021-22 academic year **(Action R3a)** *Warwick Values* training includes clear guidelines on reporting options and will be rolled out to all staff within the next three years **(Action R1e).** Active Bystander training also includes clear guidelines on reporting options.
Current guidelines state those who choose to report anonymously cannot be provided with direct advice nor can action be taken against their report.	For transparency and to reassure individuals that even anonymous data is contributing to change, we will publish an annual report on R&S and its impact alongside future preventative initiatives. **(Action R3b)**
Difference between R&S categories unclear; individuals choose not to report thinking none of the categories correspond to their concern. No racial equivalent to 'sexual misconduct' category in which individuals can report feeling uncomfortable about something.	Include information on R&S website specifically about need to report race discrimination and microaggressions. Increase clarity on what can be reported to R&S and include a category for "racial misconduct" to encourage reporting at an early stage. **(Action R3a)**
Staff fear retaliation/negative consequences in their department.	Universal staff training (see below) linked to enacting institutional cultural change **(Action R1).**

Existing staff and student training to raise awareness of racial discrimination and mitigate against future racial bias includes:

- All departments obligated to timetable *Introduction to Active Bystander* workshop for all UG and PGT students in term one (also delivered to c.2,000 staff).
- *Active Bystander Intervention course* (10 hours) in terms 2/3 (SU clubs/societies must ensure min. two exec members attend) (Section 9).
- Intercultural competency training (Section 8).

- *Warwick Values* course for all students upon enrolment and re-enrolment each year (4,442 students in 2019, 13,071 in 2020) and for all new staff, covering:
    - University principles
    - behavioural expectations for Warwick's community members
    - how to speak up and challenge inappropriate behaviours/attitudes
    - where/how to get support/report concerns.
- ED&I course for all staff integrating content of *Warwick Values* [under development and to be rolled out to all staff within the next three years] **(Action R1e).**
- *Tackling Racial Inequality* staff development programme (Section 8).
- Pearn Kandola anti-racist leadership training for all senior leaders, department heads and managers (Sections 3 and 5).
- Bespoke Pearn Kandola anti-racist training for Campus Security.

REC surveys and focus groups revealed that common microaggressions, such as "where do you really come from" and reluctance to pronounce unfamiliar names are consistently experienced across all levels of the institution. We must create a culture of consciously inclusive behaviour where individuals are comfortable accepting feedback about racial micro-aggressions (particularly given that BAME staff have reported not feeling confident challenging [un]conscious bias). We will develop and expand the reach of our *Warwick Values* training, which we believe should include specific content on racial inequality, anti-racism, microaggressions and examples of inclusive behaviour **(Action C1)** and be rolled out to all new and existing staff members within the next three years **(Action R1e).** Completion rates will be monitored, and it will be made part of staff induction, linked to PDR, academic probation and re-grading and staff will not be able to participate in disciplinary/interview panels unless this training has been undertaken. Post-course surveys will capture feedback allowing us to improve and develop courses incrementally.

We launched a *Say My Name* project in 2021 seeking to understand and address hesitancy in pronouncing unfamiliar names, which has a disproportionate impact on students and staff with non-UK heritage names, leading many reluctantly to adopt alternative names to reduce mispronunciation and name avoidance. The project aims to foster awareness that names are important and offer ways to mitigate commonly experienced difficulties to create a culture where staff and students feel supported to use the name of their choice.

4d Decision-making boards and committees

81.5% of staff involved in decision-making boards and committees are White (Table 4.58) and BAME staff presence is not evenly distributed across all senior committees (UEB and the Faculty of Arts Board have no BAME representation). We will address this and facilitate a more even distribution of BAME representation on senior committees **(Action D13).**

Within corporate governance, we are diversifying lay membership of our Council and its sub-committees using external recruitment agencies to seek diverse candidates. An external 2018 Council effectiveness review commented on how diverse Warwick's external membership was in comparison to the sector. Council members all self-identify on inclusion characteristics (including ethnicity) upon recruitment. Insight from this data is linked to a skills matrix allowing us to identify gaps and actively recruit into them.

Many staff are committee members by virtue of their role. Diversifying our staff body will contribute longer-term to increased BAME presence in role-dependent committee positions and our *INspire* programme aims to create pathways for BAME staff into senior roles with positions on decision-making boards and committees like UEB (sections 6b/6d).

There is, however, more that we can do now to diversify faculty-nominated/self-nominated committee positions by implementing within academic governance, the data monitoring and use of a skills matrix currently used within corporate governance, alongside increased awareness-raising of Senate committee opportunities among BAME staff. We will also submit a proposal to introduce a new Senate nominations committee (as we have within corporate governance) to provide more holistic oversight and monitoring of Senate committee membership **(Action D13b).**

Our Policy Oversight Group (POG) only considers new policies (or those being reviewed) if an EIA has been undertaken. A revised EIA policy is going to Trade Unions for comment before POG sign-off. Once approved, the content of this policy will be implemented with review of processes and briefing of committee chairs, to enable tracking of EIA effectiveness and impact and ensure that EIAs are routinely in place and discussed within policy making at all levels **(Action D13a).**

Table 4.58: shows detailed ethnic composition of Warwick's main decision-making boards and committees.

Committee	Type of committee	Number of committee members	No. and % BAME members
University Executive Board (UEB)	University's Senior Management Team	11	Zero (0%)
Corporate governance (ordered by % BAME)			
Social Inclusion Committee (SIC)	Joint Council & Senate committee	23	9 (37.8%)
Council	Warwick's governing body	21	6 (28.6%)
Finance & General Purposes Committee (FGPC)	Council sub-committee/Financial	14	<5 (28.6%)
Remuneration Committee (Remco)	Council sub-committee	5	<5 (20%)
Financial Plan Sub-Committee (FPSC)	Council sub-committee/Financial	15	<5 (20%)
University Estate and Environment Committee (UEEC)	Council sub-committee	15	<5 (20%)
Academic governance (ordered by % BAME)			
Board of the Faculty of Social Sciences	Academic	34	8 (23.5%)
Student Learning Experience and Engagement Committee (SLEEC)	Academic	26	<5 (15.4%)
Senate	Academic	44	6 (13.6%)
Academic Staff Committee (ASC)	Academic	16	<5 (12.5%)
Academic Resourcing Committee (ARC)	Academic/ Financial	12	<5 (8.3%)
Widening Participation Committee	Academic	28	5 (7.9%)

Research Committee	Academic	13	<5 (7.7%)
Board of the Faculty of SEM	Academic	34	<5 (5.9%)
Education Committee	Academic	19	<5 (5.3%)
Academic Quality and Standards Committee (AQSC)	Academic	24	<5 (4.2%)
Board of the Faculty of Arts	Academic	29	Zero (0%)

Table 4.59: Decision-making Boards and Committees (Ethnicity Summary)

	Staff Count			% of Total Staff			Staff % Gap (vs. White Avg.)		
	19/20	20/21	Summary	19/20	20/21	Summary	19/20	20/21	Summary
BAME	36	57	**47**	11.9%	14.8%	**13.6%**	-72.5	-66.7	**-69.2**
Not known	11	14	**13**	3.6%	3.6%	**3.6%**	-80.8	-77.9	**-79.2**
White	255	313	**284**	84.4%	81.5%	**82.8%**	0	0	**0**

Table 4.60: Decision-making Boards and Committees (Ethnic Group)

	Staff Count			% of Total Staff			Staff % Gap (vs. White Avg.)		
	19/20	20/21	Summary	19/20	20/21	Summary	19/20	20/21	Summary
Black	9	14	**12**	3.0%	3.6%	**3.4%**	-81.5	-77.9	**-79.4**
Asian	20	33	**27**	6.6%	8.6%	**7.7%**	-77.8	-72.9	**-75.1**
Mixed	<5	6	**3**	1.5%	1.6%	**1.5%**	-84.2	-79.9	**-81.0**
Other	5	<5	**2**	1.7%	2.0%	**1.8%**	-82.8	-79.9	**-81.6**
Not known	11	14	**13**	3.6%	3.6%	**3.6%**	-80.8	-77.9	**-79.2**
White	255	313	**284**	84.4%	81.5%	**82.8%**	0	0	**0**

Table 4.61: Decision-making Boards and Committees (UK/Non-UK; Ethnicity Summary)

		Staff Count			% of Total Staff			Staff % Gap (vs. White Avg.)		
		19/20	20/21	Summary	19/20	20/21	Summary	19/20	20/21	Summary
BAME	UK	22	40	**62**	7.3%	10.4%	**9.0%**	-71.2	-63.5	**-66.8**
	Non-UK	9	17	**26**	3.0%	4.4%	**3.8%**	-73.6	-74.2	**-74.0**
	Not known	5		**5**	1.7%		**1.7%**	-73.0		**-73.0**
Not known	UK	<5	5	**9**	1.3%	1.3%	**1.3%**	-75.4	-71.5	**-73.3**
	Non-UK	7	9	**16**	2.3%	2.3%	**2.3%**	-76.7	-73.3	**-74.9**
White	UK	205	277	**482**	67.9%	72.1%	**70.3%**	-16.6	-9.4	**-12.5**
	Non-UK	29	29	**58**	9.6%	7.6%	**8.5%**	-73.0	-72.9	**-73.0**
	Not known	21	7	**28**	7.0%	1.8%	**4.1%**	-64.2	-76.8	**-69.5**

4e Equal Pay

For increased transparency and to support understanding and identifying what needs to change, we decided to publish our Ethnicity Pay Gap, calculated in accordance with Government guidelines for Gender Pay Gap reporting.

Percentages shown in the tables below represent the difference between BAME/White staff pay. A positive percentage (gap) means BAME staff receive a lower salary than White staff.

The ethnicity mean pay gap has increased by 0.5% since 2018 and the median pay gap has increased by 0.6%. The mean and median pay gap for Black staff is significantly higher than other ethnic groups (Tables 4.63 & 4.64).

The ethnicity mean and median gap is very low or negative across grades, which indicates that on average and median, BAME staff receive a higher salary than White staff when comparing salaries within grades (Table 4.65). This indicates that the overall gap exists due to a higher proportion of BAME staff in lower grades, which has continued to increase since 2018.

A simulation of limiting cases of corrective action has indicated that addressing the uneven distribution by ethnicity across different grades will have a greater impact than equalising pay within a grade. Equalising salaries within grades still leaves a pay gap of around 9% while ensuring a more even distribution of staff across grades would eliminate the pay gap for the BAME/White comparison.

In grades 1-8, employees normally progress by one spinal point each year until they reach the highest point in the grade. We have examined the proportions of BAME staff in senior grades and the representation of staff who disclose BAME ethnicity has improved in the senior levels, however progress is slow and sustained improvement will require fundamental change.

Table 4.62: Ethnicity Pay Gap

	31 March 2018	31 March 2019	31 March 2020
Mean ethnicity pay gap	6.9%	8.2%	7.4%
Median ethnicity pay gap	5.1%	4.2%	5.7%

Table 4.63: Median Pay Gap (Ethnic Group)

	31 March 2018	31 March 2019	31 March 2020
Median Black Pay Gap	12.7%	21.0%	25.5%
Median Asian Pay Gap	5.1%	3.4%	1.7%
Median Mixed Pay Gap	5.1%	27.4%	1.7%
Median Other Pay Gap	-0.6%	-6.1%	-3.0%

Table 4.64: Mean Pay Gap (Ethnic Group)

	31 March 2018	31 March 2019	31 March 2020
Mean Black Pay Gap	18.7%	22.0%	27.8%
Mean Asian Pay Gap	4.8%	5.9%	2.7%
Mean Mixed Pay Gap	11.7%	22.5%	12.1%
Mean Other Pay Gap	4.5%	1.6%	10.0%

Table 4.65: Median and Mean Pay Gap (by Grade)

	Mean Ethnicity Pay Gap			Median Ethnicity Pay Gap		
	2018	2019	2020	2018	2019	2020
CLINICAL	-6.1%	-31.3%	-19.1%	0.0%	-23.9%	-37.1%
FA 1	1.0%	-2.0%	-1.8%	0.0%	0.0%	0.3%
FA 2	1.5%	4.2%	2.0%	0.6%	1.1%	1.0%
FA 3	0.8%	2.5%	2.7%	2.7%	2.4%	3.2%
FA 4	-0.3%	0.9%	1.7%	-1.4%	2.7%	4.9%
FA 5	0.1%	0.3%	0.9%	0.8%	2.5%	1.7%
FA 6	0.0%	-0.7%	2.6%	1.1%	0.0%	0.0%
FA 7	0.9%	-0.9%	-2.0%	0.4%	0.8%	-0.6%
FA 8	2.5%	0.1%	0.5%	0.5%	1.1%	0.7%
FA 9	-11.1%	2.2%	-8.9%	-0.5%	4.6%	3.1%
Non FA Grade	-5.8%	-10.1%	-13.7%	-3.1%	-4.0%	-13.1%
Grand Total	6.9%	8.2%	7.4%	5.1%	4.2%	5.7%

REC surveys flagged concerns around equal pay:

"I knew when I came in that someone who joined at the same time with the same experience was paid two bands above me." **BAME Academic staff member, REC 2020 staff survey**

"I have been paid less than people junior to me for almost five years. The racial pay gap is almost accepted in some schools." **BAME Academic staff member, REC 2020 staff survey**

We recently finalised a comprehensive pay action plan to close the racial pay gaps referenced, aligning with other institutional strategies. Our Social Inclusion Strategy, for example, has set institutional targets for achieving an ethnically diverse workforce by 2030 and our HR Talent Strategy sets out how we plan to achieve this. In addition to diversifying our workforce, however, we will also undertake a review of our pay and grading system to ensure parity and transparency particularly in Senior Grades **(Action D6b).**

Our Pay Action Group will continue to review pay gap data and progress will be monitored and reported to UEB and Remuneration Committee. Staff diversity profile dashboards have been prepared for departments allowing for localised monitoring and reporting on actions where any concerns are highlighted.

Merit Pay/Senior Pay Remuneration Review (SPRR)

Warwick operates two pay reward schemes: Merit Pay (Grades 1-8) and SPRR (Grade 9). Nominations are made by line management and HoDs. These schemes have extensively been described as divisive with widespread perceptions that they lack transparency:

"*When I was a Line Manager I may have requested merit for a few members of my team but later on would find out it wasn't approved with no explanation and my team would assume I didn't make any merit pay request*." **Minority Ethnic staff member**

"*The process to award Merit Pay is not transparent. Staff being awarded Merit Pay in my department are asked to keep this information secret*." **Staff member, Ethnicity not disclosed**

20.8% of BAME staff received a bonus in 19/20 (cf. 33% White staff) (Table 4.66). The proportion of Black staff receiving bonus pay has decreased 4% since 17/18 reaching 15.8% (Table 4.67), with UK Black staff least likely to receive a bonus (11.8%) (Table 6.60).

All bonus schemes have been suspended due to HR, UEB and moderation panel concerns that the scheme exacerbates disparities for staff with protected characteristics. The schemes will now be subject to a comprehensive review aligned to the overarching reward strategy **(Action D6a)** in which we will seek to address issues of representation across grades and by ethnicity by conducting an equality analysis during the bonus modelling stage as well as after the bonus is paid. Clear and transparent criteria and processes for awarding bonuses will be communicated to all staff **(Action D6a).**

Table 4.66 Bonus pay (Ethnicity Summary)

	Staff Count				% of Total by Bonus % of Total				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	178	193	237	**203**	18.5%	19.8%	20.8%	**19.7%**	-14.7	-12.3	-12.2	**-13.1**
Not known	58	64	86	**69**	21.0%	17.8%	26.1%	**21.6%**	-12.2	-14.3	-6.9	**-11.2**
White	1722	1707	1825	**1751**	33.2%	32.2%	33.0%	**32.8%**	0	0	0	**0**

Table 4.67 Bonus Pay (Ethnic Group)

	Staff Count				% of Total by Bonus % of Total				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Black	19	23	22	**21**	19.8%	21.5%	15.8%	**19.0%**	-14.5	-10.7	-16.6	**-13.9**
Asian	125	135	166	**142**	18.1%	19.8%	21.0%	**19.6%**	-15.1	-12.4	-12.0	**-13.2**
Mixed	21	21	30	**24**	19.8%	21.2%	24.4%	**21.8%**	-13.4	-11.8	-8.6	**-11.3**
Other	13	14	19	**15**	25.5%	24.6%	23.5%	**24.5%**	-10.0	-9.2	-10.6	**-9.9**
Not known	58	64	86	**69**	21.0%	17.8%	26.1%	**21.6%**	-12.2	-14.3	-6.9	**-11.2**
White	1722	1707	1825	**1751**	33.2%	32.2%	33.0%	**32.8%**	0	0	0	**0**

Table 4.68 Bonus Pay (UK/Non-UK; Ethnicity Summary)

		Staff Count				% of Total by Bonus % of Total				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	UK	109	123	141	**124**	20.9%	23.3%	23.2%	**22.5%**	-13.3	-10.1	-10.6	**-11.3**
	Non-UK	69	70	96	**78**	15.7%	15.8%	18.1%	**16.5%**	-12.8	-10.7	-11.3	**-11.6**
Not known	UK	35	33	48	**39**	21.6%	15.7%	24.6%	**20.6%**	-12.6	-17.6	-9.1	**-13.1**
	Non-UK	16	27	34	**26**	16.3%	20.1%	28.3%	**21.6%**	-12.2	-6.3	-1.2	**-6.6**
	Not known	7	<5	<5	**2**	43.8%	26.7%	26.7%	**32.4%**	+22.3	+3.6	+1.7	**+9.2**
White	UK	1468	1467	1543	**1493**	34.2%	33.3%	33.7%	**33.8%**	0	0	0	**0**
	Non-UK	251	237	279	**256**	28.5%	26.5%	29.5%	**28.2%**	0	0	0	**0**
	Not known	<5	<5	<5	**<5**	21.4%	23.1%	25.0%	**23.2%**	0	0	0	**0**

Table 4.69 Bonus Pay (UK/Non-UK; Ethnic Group)

		Staff Count				% of Total by Bonus % of Total				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Black	UK	8	10	8	**9**	16.0%	20.8%	11.8%	**16.2%**	-18.2	-12.5	-22.0	**-17.6**
	Non-UK	11	13	14	**13**	19.6%	22.4%	19.4%	**20.5%**	-8.9	-4.0	-10.0	**-7.7**
Asian	UK	83	90	101	**91**	21.8%	23.7%	24.1%	**23.2%**	-12.5	-9.6	-9.6	**-10.6**
	Non-UK	42	45	65	**51**	13.6%	14.8%	17.6%	**15.3%**	-14.9	-11.6	-11.9	**-12.8**
Mixed	UK	11	15	22	**16**	16.9%	21.1%	25.9%	**21.3%**	-17.3	-12.2	-7.9	**-12.5**
	Non-UK	10	6	8	**8**	24.4%	15.8%	21.1%	**20.4%**	-4.1	-10.7	-8.4	**-7.7**
Other	UK	7	8	10	**8**	28.0%	26.7%	27.0%	**27.2%**	-6.2	-6.7	-6.7	**-6.5**
	Non-UK	6	6	9	**7**	18.2%	13.6%	18.4%	**16.7%**	-10.3	-12.8	-11.1	**-11.4**
Not known	UK	35	33	48	**39**	21.6%	15.7%	24.6%	**20.6%**	-12.6	-17.6	-9.1	**-13.1**
	Non-UK	16	27	34	**26**	16.3%	20.1%	28.3%	**21.6%**	-12.2	-6.3	-1.2	**-6.6**
	Not known	7	<5	<5	**2**	43.8%	26.7%	26.7%	**32.4%**	+22.3	+3.6	+1.7	**+9.2**
White	UK	1468	1467	1543	**1493**	34.2%	33.3%	33.7%	**33.8%**	0	0	0	**0**
	Non-UK	251	237	279	**256**	28.5%	26.5%	29.5%	**28.2%**	0	0	0	**0**
	Not known	<5	<5	<5	**<5**	21.4%	23.1%	25.0%	**23.2%**	0	0	0	**0**

Section 4 word count = 3,813
Running total = 8,060

5 Academic staff: recruitment, progression and development

See section 1 for Faculty Chair comments and priorities for action.

5a Academic Recruitment

Just 42% of BAME academic REC survey respondents (cf. 78% White) felt that Warwick undertakes recruitment and selection fairly and transparently and male BAME academics were most dissatisfied (33% agreed cf. 84% White males). Just 36% of BAME academic staff (cf. 68% White) thought that the recruitment and selection policies led to the best candidate being recruited with male BAME academics again most dissatisfied (27% agreed cf. 75% White male):

"Academia is not a particularly transparent sector. There has always been a headhunting culture, and a culture of mentors and friends 'bringing in' old colleagues, i.e. recommending them to apply for posts and 'recommending' them on to shortlists." **BAME academic staff member, REC 2020 staff survey**

"Sometimes the process has been set up or can be manipulated in such a way to favour a preferred/known candidate … This can happen right from the design of the job advert, to where the advert is placed and for how long, through to shortlisting and interview". **Minority Ethnic staff member, REC 2020 staff survey**

Our existing recruitment processes are decentralised, managed by recruiting Departments with minimal central oversight. We will implement a *Recruitment and Onboarding* system allowing us to centrally capture, monitor and analyse applicant data by ethnicity and other protected characteristics to identify any under-represented groups within each stage of our recruitment process and identify departments struggling to improve their staff diversity, so that further actions can be taken **(Action D1a).**

We have introduced new recruitment/promotions processes for academics (section 5d) to reduce bias and, for the first time in 2019/20, there were more applications to academic posts from BAME staff than White (51.0% vs. 43.0%) and BAME applicants received more offers than White (48.1% vs 47.4%) (Table 5.1).

Although applications have increased steadily across all BAME ethnic groups (Table 5.3), the increase in offers is not evenly distributed across faculties, UK/Non-UK staff nor across all ethnicities. Just five or fewer non-UK BAME academics each year and no UK BAME academics at all have been recruited in the Faculty of Arts in the last three years. Black staff account for 5.5% of applications and just 1.9% of offers. Although UK BAME applications have increased by 7.1% and offers by 8.2% since 2017/18 (Table 5.2), the overall proportion of UK BAME applicants still decreases through the recruitment process from application (30.5%) to offers made (22.9%) and this is largely accounted for within the SEM Faculty (Table 5.4).

Removing staff without the 'right to work' from our analysis largely accounts for decreases in the proportion of BAME academics shortlisted reducing the drop from 6% to 2.8% (Table 5.5). The REC survey revealed, however, that racial bias within our shortlisting process may also play a role:

"In my department, hiring has been extremely contentious and full of discriminatory practices. We have only once shortlisted a candidate of East Asian background, for instance, even when qualified candidates have applied." **Academic staff member, Ethnicity not disclosed, REC 2020 staff survey**

Recruiting managers, panel chairs and all staff involved in screening, interviewing and selection processes are required to undertake online unconscious bias and equality training. Panel Chairs are responsible for challenging bias in the selection process and must complete face-to-face training at least every three years.

However, none of this is currently monitored and we don't consistently check for bias in our processes. Anecdotal evidence from the REC survey reveals that interview panel quality is variable:

"I have sat on recruitment panels where staff haven't done the appropriate training so process is not always fair. Also sat on a panel where a more senior member of staff dismissed responses of others because of their seniority." **Academic staff member, Ethnicity not disclosed, REC 2020 staff survey**

To reduce scope for bias throughout the recruitment/selection process, we will develop new training to include a specific focus on understanding anti-racist recruitment, selection and testing bias in action. Online training will be supplemented by in-person workshops featuring 'scenarios' and roleplaying to increase impact on attitude and behaviour. We will implement a tracking system to monitor engagement with training **(Action D3).**

Further examination of the trends identified within the data and actions to address them will form part of an end-to-end review of recruitment processes **(Action D1).** The review already includes identifying alternative channels to attract candidates from all ethnic minority groups and will be expanded to identify how we can increase application-offer conversion rates for BAME ethnic groups, particularly those that are under-represented. We will also analyse probation data by ethnicity to determine whether there is any racial bias inherent within our probation processes that might impact on our capacity to improve diversity across grades **(Action D8).**

Academic departments use standard advertising processes for all staff up to and including Reader level and academic search committees for all professorial appointments. We will build in monitoring points for all attraction routes (including increased use of social media channels) to assess their efficacy, review advertising language to remove bias and explicitly state our intention to diversify our workforce in adverts/on websites, including individualised statements relevant to specific departments on departmental webpages **(Action D2c).**

Table 5.1: Academic Recruitment (Ethnicity Summary)

		Applications	% of Total Applications	Shortlisted	% of Total Shortlisted	Offered	% of Total Offered	Shortlisted / Applications	Offered / Applications
BAME	17/18	3815	43.4%	585	39.7%	102	38.6%	15.3%	2.7%
	18/19	4318	46.3%	627	42.6%	134	41.4%	14.5%	3.1%
	19/20	3704	51.0%	408	45.0%	74	48.1%	11.0%	2.0%
	Summary	**3946**	**46.6%**	**540**	**42.1%**	**103**	**41.8%**	**13.7%**	**2.6%**
Not known	17/18	595	6.8%	71	4.8%	17	6.4%	11.9%	2.9%
	18/19	661	7.1%	94	6.4%	24	7.4%	14.2%	3.6%
	19/20	435	6.0%	44	4.9%	7	4.5%	10.1%	1.6%
	Summary	**564**	**6.7%**	**70**	**5.4%**	**16**	**6.5%**	**12.4%**	**2.8%**
White	17/18	4380	49.8%	816	55.4%	145	54.9%	18.6%	3.3%
	18/19	4349	46.6%	752	51.1%	166	51.2%	17.3%	3.8%
	19/20	3119	43.0%	455	50.2%	73	47.4%	14.6%	2.3%
	Summary	**3949**	**46.7%**	**674**	**52.5%**	**128**	**51.8%**	**17.1%**	**3.2%**

Table 5.2: Academic Recruitment (UK/Non-UK; Ethnicity Summary)

			Applications	% of Total Applications	Shortlisted	% of Total Shortlisted	Offered	% of Total Offered	Shortlisted / Applications	Offered / Applications
BAME	UK	17/18	572	23.4%	105	19.2%	12	14.6%	18.4%	2.1%
		18/19	636	27.2%	97	18.9%	16	13.3%	15.3%	2.5%
		19/20	627	30.5%	85	25.3%	13	22.8%	13.6%	2.1%
		Summary	**612**	**26.8%**	**96**	**20.5%**	**14**	**15.8%**	**15.6%**	**2.2%**
	Not known	17/18	14	6.2%	<5	8.0%	<5	0.0%	14.3%	0.0%
		18/19	13	5.2%	<5	9.1%	<5	16.7%	15.4%	7.7%
		19/20	8	4.7%	<5	11.1%	<5	0.0%	25.0%	0.0%
		Summary	**12**	**5.4%**	**<5**	**9.2%**	**<5**	**6.7%**	**17.1%**	**2.9%**
	Non-UK	17/18	3229	52.8%	478	53.1%	90	51.1%	14.8%	2.8%
		18/19	3669	54.5%	528	56.4%	117	59.1%	14.4%	3.2%
		19/20	3069	61.0%	321	58.0%	61	64.9%	10.5%	2.0%
		Summary	**3322**	**55.7%**	**442**	**55.5%**	**89**	**57.3%**	**13.3%**	**2.7%**
Not known	UK	17/18	83	3.4%	11	2.0%	<5	1.2%	13.3%	1.2%
		18/19	115	4.9%	31	6.0%	7	5.8%	27.0%	6.1%
		19/20	75	3.6%	8	2.4%	<5	1.8%	10.7%	1.3%
		Summary	**91**	**4.0%**	**17**	**3.6%**	**2**	**3.5%**	**18.3%**	**3.3%**
	Not known	17/18	204	90.3%	22	88.0%	6	100.0%	10.8%	2.9%
		18/19	232	92.4%	20	90.9%	5	83.3%	8.6%	2.2%
		19/20	157	91.3%	15	83.3%	<5	100.0%	9.6%	1.9%
		Summary	**198**	**91.4%**	**19**	**87.7%**	**4**	**93.3%**	**9.6%**	**2.4%**
	Non-UK	17/18	308	5.0%	38	4.2%	10	5.7%	12.3%	3.2%
		18/19	314	4.7%	43	4.6%	12	6.1%	13.7%	3.8%
		19/20	203	4.0%	21	3.8%	<5	3.2%	10.3%	1.5%
		Summary	**275**	**4.6%**	**34**	**4.3%**	**7**	**5.3%**	**12.4%**	**3.0%**
White	UK	17/18	1789	73.2%	431	78.8%	69	84.1%	24.1%	3.9%
		18/19	1590	67.9%	386	75.1%	97	80.8%	24.3%	6.1%
		19/20	1354	65.9%	243	72.3%	43	75.4%	17.9%	3.2%
		Summary	**1578**	**69.2%**	**353**	**75.9%**	**70**	**80.7%**	**22.4%**	**4.4%**
	Not known	17/18	8	3.5%	<5	4.0%	<5	0.0%	12.5%	0.0%
		18/19	6	2.4%	<5	0.0%	<5	0.0%	0.0%	0.0%
		19/20	7	4.1%	<5	5.6%	<5	0.0%	14.3%	0.0%
		Summary	**7**	**3.2%**	**<5**	**3.1%**	**<5**	**0.0%**	**9.5%**	**0.0%**
	Non-UK	17/18	2583	42.2%	384	42.7%	76	43.2%	14.9%	2.9%
		18/19	2753	40.9%	366	39.1%	69	34.8%	13.3%	2.5%
		19/20	1758	35.0%	211	38.2%	30	31.9%	12.0%	1.7%
		Summary	**2365**	**39.7%**	**320**	**40.2%**	**58**	**37.4%**	**13.5%**	**2.5%**

Table 5.3 Academic Recruitment (Ethnic Group)

		Applications	% of Total Applications	Shortlisted	% of Total Shortlisted	Offered	% of Total Offered	Shortlisted / Applications	Offered / Applications
Black	17/18	398	4.5%	46	3.1%	7	2.7%	11.6%	1.8%
	18/19	399	4.3%	57	3.9%	11	3.4%	14.3%	2.8%
	19/20	397	5.5%	30	3.3%	<5	1.9%	7.6%	0.8%
	Summary	**398**	**4.7%**	**44**	**3.5%**	**6**	**2.8%**	**11.1%**	**1.8%**
Asian	17/18	2773	31.5%	437	29.7%	67	25.4%	15.8%	2.4%
	18/19	3258	34.9%	479	32.5%	110	34.0%	14.7%	3.4%
	19/20	2737	37.7%	296	32.6%	55	35.7%	10.8%	2.0%
	Summary	**2923**	**34.6%**	**404**	**31.5%**	**77**	**31.3%**	**13.8%**	**2.6%**
Mixed	17/18	317	3.6%	60	4.1%	21	8.0%	18.9%	6.6%
	18/19	343	3.7%	50	3.4%	8	2.5%	14.6%	2.3%
	19/20	292	4.0%	45	5.0%	10	6.5%	15.4%	3.4%
	Summary	**317**	**3.8%**	**52**	**4.0%**	**13**	**5.3%**	**16.3%**	**4.1%**
Other	17/18	327	3.7%	42	2.9%	7	2.7%	12.8%	2.1%
	18/19	318	3.4%	41	2.8%	5	1.5%	12.9%	1.6%
	19/20	278	3.8%	37	4.1%	6	3.9%	13.3%	2.2%
	Summary	**308**	**3.6%**	**40**	**3.1%**	**6**	**2.4%**	**13.0%**	**2.0%**
Not known	17/18	595	6.8%	71	4.8%	17	6.4%	11.9%	2.9%
	18/19	661	7.1%	94	6.4%	24	7.4%	14.2%	3.6%
	19/20	435	6.0%	44	4.9%	7	4.5%	10.1%	1.6%
	Summary	**564**	**6.7%**	**70**	**5.4%**	**16**	**6.5%**	**12.4%**	**2.8%**
White	17/18	4380	49.8%	816	55.4%	145	54.9%	18.6%	3.3%
	18/19	4349	46.6%	752	51.1%	166	51.2%	17.3%	3.8%
	19/20	3119	43.0%	455	50.2%	73	47.4%	14.6%	2.3%
	Summary	**3949**	**46.7%**	**674**	**52.5%**	**128**	**51.8%**	**17.1%**	**3.2%**

Table 5.4: Academic Recruitment (Faculty; Ethnicity Summary)

			Applications	% of Total Applications	Shortlisted	% of Total Shortlisted	Offered	% of Total Offered	Shortlisted / Applications	Offered / Applications
Faculty of Arts	BAME	17/18	126	1.4%	10	0.7%	<5	0.4%	7.9%	0.8%
		18/19	197	2.1%	22	1.5%	5	1.5%	11.2%	2.5%
		19/20	168	2.3%	13	1.4%	<5	0.6%	7.7%	0.6%
		Summary	**164**	**1.9%**	**15**	**1.2%**	**2**	**0.9%**	**9.2%**	**1.4%**
	Not known	17/18	58	0.7%	<5	0.2%	<5	0.0%	5.2%	0.0%
		18/19	58	0.6%	8	0.5%	<5	0.9%	13.8%	5.2%
		19/20	41	0.6%	7	0.8%	<5	0.6%	17.1%	2.4%
		Summary	**52**	**0.6%**	**5**	**0.5%**	**<5**	**0.5%**	**11.5%**	**2.5%**
	White	17/18	727	8.3%	68	4.6%	10	3.8%	9.4%	1.4%
		18/19	601	6.4%	53	3.6%	15	4.6%	8.8%	2.5%
		19/20	471	6.5%	52	5.7%	7	4.5%	11.0%	1.5%
		Summary	**600**	**7.1%**	**58**	**4.5%**	**11**	**4.3%**	**9.6%**	**1.8%**
Faculty of Science, Engineering & Medicine	BAME	17/18	2464	28.0%	469	31.9%	77	29.2%	19.0%	3.1%
		18/19	2992	32.1%	501	34.0%	109	33.6%	16.7%	3.6%
		19/20	2397	33.0%	313	34.5%	68	44.2%	13.1%	2.8%
		Summary	**2618**	**30.9%**	**428**	**33.3%**	**85**	**34.2%**	**16.3%**	**3.2%**
	Not known	17/18	338	3.8%	51	3.5%	14	5.3%	15.1%	4.1%
		18/19	422	4.5%	61	4.1%	17	5.2%	14.5%	4.0%
		19/20	241	3.3%	25	2.8%	5	3.2%	10.4%	2.1%
		Summary	**334**	**3.9%**	**46**	**3.6%**	**12**	**4.9%**	**13.7%**	**3.6%**
	White	17/18	1870	21.3%	484	32.9%	88	33.3%	25.9%	4.7%
		18/19	2294	24.6%	482	32.7%	123	38.0%	21.0%	5.4%
		19/20	1405	19.4%	253	27.9%	48	31.2%	18.0%	3.4%
		Summary	**1856**	**21.9%**	**406**	**31.6%**	**86**	**34.9%**	**21.9%**	**4.7%**
Faculty of Social Sciences	BAME	17/18	1210	13.8%	104	7.1%	24	9.1%	8.6%	2.0%
		18/19	1128	12.1%	104	7.1%	20	6.2%	9.2%	1.8%
		19/20	1133	15.6%	82	9.0%	5	3.2%	7.2%	0.4%
		Summary	**1157**	**13.7%**	**97**	**7.5%**	**16**	**6.6%**	**8.4%**	**1.4%**
	Not known	17/18	197	2.2%	16	1.1%	<5	1.1%	8.1%	1.5%
		18/19	180	1.9%	24	1.6%	<5	1.2%	13.3%	2.2%
		19/20	153	2.1%	12	1.3%	<5	0.6%	7.8%	0.7%
		Summary	**177**	**2.1%**	**17**	**1.3%**	**<5**	**1.1%**	**9.8%**	**1.5%**
	White	17/18	1733	19.7%	249	16.9%	47	17.8%	14.4%	2.7%
		18/19	1446	15.5%	214	14.5%	28	8.6%	14.8%	1.9%
		19/20	1234	17.0%	150	16.5%	18	11.7%	12.2%	1.5%
		Summary	**1471**	**17.4%**	**204**	**15.9%**	**31**	**12.5%**	**13.9%**	**2.1%**
Professional Services	BAME	17/18	15	0.2%	<5	0.1%	<5	0.0%	13.3%	0.0%
		18/19	<5	0.0%	<5	0.0%	<5	0.0%	0.0%	0.0%
		19/20	6	0.1%	<5	0.0%	<5	0.0%	0.0%	0.0%
		Summary	**7**	**0.1%**	**<5**	**0.1%**	**<5**	**0.0%**	**9.1%**	**0.0%**
	Not known	17/18	<5	0.0%	<5	0.1%	<5	0.0%	50.0%	0.0%
		18/19	<5	0.0%	<5	0.1%	<5	0.0%	100.0%	0.0%
		Summary	**<5**	**0.0%**	**<5**	**0.1%**	**<5**	**0.0%**	**66.7%**	**0.0%**
	White	17/18	50	0.6%	15	1.0%	<5	0.0%	30.0%	0.0%
		18/19	8	0.1%	<5	0.2%	<5	0.0%	37.5%	0.0%
		19/20	9	0.1%	<5	0.0%	<5	0.0%	0.0%	0.0%
		Summary	**22**	**0.3%**	**5**	**0.5%**	**<5**	**0.0%**	**26.9%**	**0.0%**

Table 5.5: Academic Recruitment (Right to Work (Yes/No); Ethnicity Summary)

			Applications	% of Total Applications	Shortlisted	% of Total Shortlisted	Offered	% of Total Offered	Shortlisted / Applications	Offered / Applications
No	BAME	17/18	1939	48.5%	302	52.3%	61	50.8%	15.6%	3.1%
		18/19	2287	50.4%	329	53.7%	83	61.9%	14.4%	3.6%
		19/20	1959	54.3%	219	59.0%	44	62.0%	11.2%	2.2%
		Summary	**2062**	**50.9%**	**283**	**54.5%**	**63**	**57.8%**	**13.7%**	**3.0%**
	Not known	17/18	126	3.2%	17	2.9%	5	4.2%	13.5%	4.0%
		18/19	114	2.5%	12	2.0%	<5	2.2%	10.5%	2.6%
		19/20	89	2.5%	6	1.6%	<5	2.8%	6.7%	2.2%
		Summary	**110**	**2.7%**	**12**	**2.2%**	**2**	**3.1%**	**10.6%**	**3.0%**
	White	17/18	646	16.2%	81	14.0%	21	17.5%	12.5%	3.3%
		18/19	747	16.4%	76	12.4%	17	12.7%	10.2%	2.3%
		19/20	470	13.0%	46	12.4%	9	12.7%	9.8%	1.9%
		Summary	**621**	**15.3%**	**68**	**13.0%**	**16**	**14.5%**	**10.9%**	**2.5%**
Yes	BAME	17/18	1015	25.4%	140	24.3%	25	20.8%	13.8%	2.5%
		18/19	1084	23.9%	165	26.9%	27	20.1%	15.2%	2.5%
		19/20	909	25.2%	83	22.4%	15	21.1%	9.1%	1.7%
		Summary	**1003**	**24.8%**	**129**	**24.9%**	**22**	**20.6%**	**12.9%**	**2.2%**
	Not known	17/18	59	1.5%	6	1.0%	<5	1.7%	10.2%	3.4%
		18/19	54	1.2%	<5	0.5%	<5	0.7%	5.6%	1.9%
		19/20	19	0.5%	<5	0.5%	<5	0.0%	10.5%	0.0%
		Summary	**44**	**1.1%**	**2**	**0.7%**	**<5**	**0.9%**	**8.3%**	**2.3%**
	White	17/18	211	5.3%	31	5.4%	6	5.0%	14.7%	2.8%
		18/19	256	5.6%	28	4.6%	<5	2.2%	10.9%	1.2%
		19/20	163	4.5%	15	4.0%	<5	1.4%	9.2%	0.6%
		Summary	**210**	**5.2%**	**25**	**4.7%**	**2**	**3.1%**	**11.7%**	**1.6%**

We also looked at gender intersectionality, but no significant trends were found.

5b Academic Staff Training

Academic staff uptake of training linked to career progression and development (e.g. academic shadowing scheme, *Managing your Research and Academic Career*, *Warwick Leadership Programme*, *Leadership in Action*) is low across all ethnicities and mostly accounted for within the SEM Faculty (Table 5.9). Reviewing uptake proportionally within each ethnic group reveals 4.5% of BAME academics (cf. 3.8% White) accessed training in 2019/20, representing an increase of 3.4% since 2017/18 (Table 5.6).

White males are least likely to undertake training and yet dominate senior grades (Table 5.10). Black, 'Other' and Mixed Ethnic groups are most likely to take training linked to career development (Table 5.8) yet struggle to progress. Although our BAME academics are proactively undertaking training to support their progression, the training isn't having the desired impact and they still face barriers.

In the REC survey, BAME staff said they were not seen as 'leadership material' and often only learned about training and development opportunities by comparing annual review notes with White colleagues. We will introduce a system to systematically capture and review training data by ethnicity (and other protected characteristics) to be able to target any groups that appear to be under-represented/not engaging in training and development and may need proactive support **(Action D11c).**

Table 5.6: Academic Training (Ethnicity Summary)

	Staff Count				% of Total Intersection % of Total Staff				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	5	27	26	**58**	1.1%	5.2%	4.5%	**3.3%**	-0.3	+0.5	+0.7	**0**
Not known		7	5	**12**		4.3%	2.8%	**3.5%**		-0.4	-1.0	**-0.8**
White	26	90	73	**189**	1.4%	4.7%	3.8%	**3.0%**	0	0	0	**-0.3**

Table 5.7: Academic Training (UK/Non-UK; Ethnicity Summary)

		Staff Count				% of Total Intersection % of Total Staff				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	UK	<5	9	7	15	1.2%	5.1%	3.9%	2.8%	-0.5	+0.7	-0.2	-0.5
	Non-UK	<5	18	19	37	1.0%	5.2%	4.8%	3.6%	+0.1	-0.2	+1.5	+0.3
Not known	UK		<5	<5	7		5.4%	3.4%	4.3%		+1.1	-0.7	+0.1
	Non-UK		<5	<5	5		3.4%	2.3%	2.9%		-1.9	-1.1	-1.5
White	UK	20	54	51	112	1.7%	4.4%	4.1%	3.0%	0	0	0	-0.4
	Non-UK	6	36	22	58	0.9%	5.4%	3.4%	3.0%	0	0	0	-0.3

Table 5.8: Academic Training (Ethnic Group)

	Staff Count				% of Total Intersection % of Total Staff				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Black		<5	<5	<5		9.8%	9.8%	8.5%		+5.1	+5.9	+4.3
Asian	<5	16	11	27	0.3%	4.1%	2.6%	2.4%	-1.1	-0.6	-1.2	-1.0
Mixed	<5	<5	<5	<5	8.3%	8.7%	7.8%	5.5%	+6.9	+4.0	+4.0	+2.2
Other		<5	7	7		6.3%	11.9%	9.3%		+1.5	+8.0	+5.1
Not known		7	5	12		4.3%	2.8%	3.5%		-0.4	-1.0	-0.8
White	26	90	73	189	1.4%	4.7%	3.8%	3.0%	0	0	0	-0.3

Table 5.9: Academic Training (Faculty; Ethnicity Summary)

		Staff Count				% of Total Intersection % of Total Staff				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Faculty of Arts	BAME		<5	<5	<5		3.6%	3.2%	3.4%		+0.9	+1.4	+1.1
	Not known			<5	<5			4.8%	4.8%			+2.9	+2.9
	White	<5	7	5	4	1.2%	2.7%	1.9%	1.5%	0	0	0	-0.4
Faculty of Science, Engineering & Medicine	BAME	<5	20	18	13	0.6%	5.4%	4.4%	3.4%	-0.9	+0.7	-0.1	-0.3
	Not known		5	<5	2		4.9%	3.6%	4.2%		+0.2	-1.0	-0.4
	White	16	50	48	38	1.6%	4.7%	4.6%	3.4%	0	0	0	-0.3
Faculty of Social Sciences	BAME	<5	6	7	4	2.5%	4.9%	5.1%	3.4%	+1.3	-0.7	+1.5	-0.1
	Not known		<5		<5		4.8%		4.8%		-0.9		-0.9
	White	7	33	21	20	1.2%	5.6%	3.6%	3.1%	0	0	0	-0.4
Professional Services	White		<5		<5		20.0%		20.0%		0		0

Table 5.10: Academic Training (Gender; Ethnicity Summary)

		Staff Count				% of Total Intersection % of Total Staff				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Female	BAME	<5	13	14	9	1.2%	6.7%	6.5%	4.1%	-1.4	-0.9	+0.3	-1.4
	Not known		<5	<5	<5		5.3%	5.4%	5.3%		-2.3	-0.9	-1.6
	White	18	57	47	41	2.5%	7.6%	6.2%	4.9%	0	0	0	-0.6
Male	BAME	<5	14	12	9	1.0%	4.3%	3.3%	2.9%	+0.3	+1.4	+1.1	+0.9
	Not known		<5	<5	<5		3.7%	1.6%	2.6%		+0.9	-0.6	+0.1
	White	8	33	26	22	0.7%	2.8%	2.3%	1.8%	0	0	0	-0.1

5c Academic appraisal/ development review (PDR)

PDR completion is not mandatory and Warwick doesn't centrally record and monitor PDR completion and outcomes. Although our available completion data is unreliable due to different departmental approaches to data capture, it does still echo REC survey findings that BAME staff are less likely than White staff to engage in the process. 65% of BAME survey respondents reported having annual PDRs with their manager (cf. 80% White) and our central data shows that BAME academics are 6% less likely to complete a PDR than White academics (46% vs 52%). (Table 5.11)

We need to urgently implement a system that aligns with new training and development monitoring (section 5b, **action D11c)** allowing us to record and monitor by ethnicity (and other protected characteristics) whether, because of PDR conversations, training/development opportunities have been recommended and/or fulfilled **(Action D5b).** We can then act wherever we perceive that PDR conversations are proving ineffectual and/or training and development needs are not being met. We will also develop and implement short, focused training for managers to include principles and practices of racially-inclusive talent management, anti-

racism/bias awareness and mitigation and explicit expectations that line managers should act upon PDR recommendations. **(Action D5a)**

PDR is not linked to Warwick's pay reward schemes (section 4e 'Equal Pay') but is linked to Promotions pathways for academic staff. We are very concerned that only 57% of BAME staff survey respondents (cf. 71% White) agreed that their manager ensures their PDR is evidence-based and transparent and 32% of survey comments on PDRs referenced a lack of impact:

"While staff are asked to fill out annual Performance and Development Review forms, usually followed by a discussion with their academic mentor, the process does not result in any meaningful support or a sense of direction for staff members who wish to progress in their careers." **Academic staff member, Ethnicity not disclosed, REC 2020 staff survey**

Alongside developing our capacity to monitor and act upon PDR outcomes, we will revise the PDR process itself to ensure greater transparency, consistency and impact **(Action D5b).**

Table 5.11: Academic Appraisal (Ethnicity Summary)

	Staff Count				% of Total by PDR % of Total				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	226	65	228	**173**	50.0%	14.5%	46.0%	**36.8%**	-8.8	-5.7	-6.0	**-6.9**
Not known	82	32	73	**62**	58.2%	18.1%	43.5%	**39.9%**	-0.7	-2.2	-8.5	**-3.8**
White	1075	377	989	**814**	58.8%	20.3%	52.0%	**43.7%**	0	0	0	**0**

Table 5.12: Academic Appraisal (UK/Non-UK; Ethnicity Summary)

		Staff Count				% of Total Intersection % of Total				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	UK	88	25	90	**68**	50.0%	14.8%	52.9%	**39.4%**	-11.9	-4.7	+0.3	**-5.5**
	Non-UK	138	40	138	**105**	50.0%	14.4%	42.3%	**35.9%**	-2.8	-7.1	-7.7	**-5.9**
Not known	UK	36	10	35	**27**	58.1%	13.3%	45.5%	**37.9%**	-4.1	-6.3	-7.5	**-6.0**
	Non-UK	43	19	35	**32**	56.6%	19.2%	39.8%	**36.9%**	+3.8	-2.3	-10.2	**-2.9**
	Not known	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**	+50.0	+50.0	0	**+33.3**
White	UK	734	235	650	**540**	62.1%	19.6%	53.1%	**44.9%**	0	0	0	**0**
	Non-UK	338	140	336	**271**	52.8%	21.5%	50.0%	**41.5%**	0	0	0	**0**
	Not known	<5	<5	<5	**<5**	50.0%	33.3%	50.0%	**44.4%**	0	0	0	**0**

Table 5.13: Academic Appraisal (Ethnic Group)

	Staff Count				% of Total Intersection % of Total				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Black	16	7	21	**15**	55.2%	70.0%	60.0%	**61.7%**	-5.4	+31.7	+9.2	**+11.8**
Asian	170	43	160	**124**	52.5%	13.4%	43.6%	**36.5%**	-8.1	-6.8	-8.3	**-7.8**
Mixed	26	9	24	**20**	54.2%	25.0%	52.2%	**43.8%**	-7.8	-3.5	+0.2	**-3.7**
Other	14	6	23	**14**	35.0%	24.0%	48.9%	**36.0%**	-23.9	+2.4	-3.0	**-8.2**
Not known	82	32	73	**62**	58.2%	18.1%	43.5%	**39.9%**	-0.7	-2.2	-8.5	**-3.8**
White	1075	377	989	**814**	58.8%	20.3%	52.0%	**43.7%**	0	0	0	**0**

Table 5.14: Academic Appraisal (Faculty; Ethnicity Summary)

		Staff Count				% of Total by PDR % of Total				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Faculty of Arts	BAME	7	<5	18	**8**	28.0%	14.8%	69.2%	**37.3%**	-11.7	-13.9	+2.3	**-7.7**
	Not known	8	10	14	**11**	40.0%	47.6%	66.7%	**51.4%**	+0.5	+19.0	-0.4	**+6.4**
	White	100	74	179	**118**	39.5%	28.6%	67.0%	**45.0%**	-0.2	-0.1	0	**-0.1**
Faculty of Science, Engineering & Medicine	BAME	146	18	138	**101**	48.0%	5.9%	39.1%	**31.0%**	-12.2	-1.0	-3.2	**-5.5**
	Not known	51	6	35	**31**	64.6%	5.7%	34.0%	**34.8%**	+4.3	-1.2	-8.3	**-1.7**
	White	592	71	441	**368**	60.2%	7.0%	42.2%	**36.5%**	0	0	0	**0**
Faculty of Social Sciences	BAME	73	43	72	**63**	59.8%	37.1%	62.1%	**53.0%**	-5.1	-2.8	-0.3	**-2.7**
	Not known	23	16	24	**21**	54.8%	31.4%	54.5%	**46.9%**	-10.2	-8.6	-7.8	**-8.9**
	White	380	232	365	**326**	65.0%	39.9%	62.4%	**55.8%**	0	0	0	**0**
Professional Services	White	<5		<5	**<5**	42.9%		80.0%	**61.4%**	0		0	**0**

5d Academic Promotions

Warwick's 2017 review of academic promotions identified barriers to BAME academics inherent in the process design. In 2018, we introduced a new promotions process, framework and criteria which has resulted in proportionately more BAME academics applying for promotion and being successful (+2.4%) (Table 5.16b). Table 5.15 below presents an overview of the issues, changes and outcomes:

Table 5.15: Academic promotions process changes

Issue	New process	Outcome
Research performance given greater weight in decision making than teaching and other supporting activities	Minimum levels of performance required across four key activities (Research, Teaching, Impact/Engagement and Leadership/Collegiality)	More balanced approach across full range of work-related activities, reducing negative impact on women and ethnic minorities
No scoring framework	Interview framework driven by evidence-based scoring	Reduced impact of bias and enhanced transparency around decision-making
HoD recommendation required for promotion	HoD recommendation not required. Staff put themselves forward for promotion once they fulfil teaching/research requirements needed for next academic grade and feel ready to progress	Reduced potential for HoD bias
Staff must wait three years to re-apply.	Staff allowed to submit new promotion application the following year	Increased opportunity for progression

There is, however, further room for improvement. The application-success rate is still lower for BAME academics (81.8% cf. 90% White) (Table 5.16a). By ethnic group, Black academics have the lowest success rate (75.0%), and the success rate of UK BAME academics (71.4%) is lower than UK White academics (90.6%) (Table 5.17). We will examine promotions outcomes by ethnicity across all departments to investigate these trends and implement targeted, local interventions **(Action D8).**

We know anecdotally that applying for promotion is still hugely dependent on a Head of Department's encouragement, yet just 37% of BAME academics (cf. 59% White) in the REC survey said they had been encouraged to apply for promotion. Our academic staff committee continually reviews and revises the new promotions process to assess efficacy and will review and address these concerns. We must also ensure that

BAME academics can evidence success against promotion criteria by providing access to development opportunities **(Action D11a/ D8).**

The University communicates the start of the academic promotion process via an all-staff newsletter, inviting academics to attend 'Promotions Explained' sessions to clarify the framework, criteria and evidence required. The sessions are available to all staff, but we don't currently track attendance and are unable to reach out to any under-represented groups who may be unaware of promotion opportunities. We will introduce a system allowing us to do this and will develop training for HoDs, line managers and Departmental Administrators in the new promotions process, to achieve greater consistency in advice and support offered locally **(Action D8).** We also plan to offer promotions coaches/mentors to guide applicants through the process, providing feedback on applications, and will proactively encourage BAME academics to engage with this **(Action D8).**

5.16a Academic Promotions (Ethnicity Summary) – % of total ethnic applications

	Staff Count				% of Total Staff				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	11	15	18	**44**	91.7%	93.8%	81.8%	**88.0%**	-6.0	+8.6	-9.1	**-2.2**
Not known	<5	6	5	**11**	100.0%	85.7%	100.0%	**93.3%**	+2.3	+0.6	+9.1	**+4.0**
White	85	86	110	**281**	97.7%	85.1%	90.9%	**90.9%**	0	0	0	**0**

5.16b Academic Promotions (Ethnicity Summary) – % of total successful applications

	Staff Count				% of Total Staff				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	11	15	18	**44**	11.1%	14.0%	13.5%	**12.7%**	-74.7	-66.4	-69.2	**-70.1**
Not known	<5	6	5	**11**	3.0%	5.6%	3.8%	**3.8%**	-82.8	-74.8	-78.9	**-78.8**
White	85	86	110	**281**	85.9%	80.4%	82.7%	**80.5%**	0	0	0	**0**

5.17 Academic Promotions (UK/Non-UK; Ethnicity Summary)

		Staff Count				% of Total Staff				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	UK	5	9	5	**19**	100.0%	90.0%	71.4%	**86.4%**	+1.8	0	-19.2	**-5.8**
	Non UK	6	6	13	**25**	85.7%	100.0%	86.7%	**89.3%**	-11.0	+24.1	-5.0	**+2.7**
Not known	UK		<5	<5	**<5**		80.0%	100.0%	**88.9%**		-10.0	+9.4	**-0.3**
	Non UK	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**	+3.3	+24.1	+8.3	**+11.9**
White	UK	56	63	77	**196**	98.2%	90.0%	90.6%	**92.5%**	0	0	0	**0**
	Non UK	29	22	33	**84**	96.7%	75.9%	91.7%	**88.4%**	0	0	0	**0**
	Unknown		<5		**<5**		50.0%		**50.0%**		0		**0**

5.18 Academic Promotions (Ethnic Group)

	Staff Count				% of Total Staff				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Black		<5	<5	**<5**		100.0%	75.0%	**83.3%**		+14.9	-15.9	**-0.5**
Asian	8	7	12	**27**	100.0%	87.5%	80.0%	**87.1%**	+2.3	+2.4	-10.9	**-2.1**
Mixed	<5	<5	<5	**<5**	50.0%	100.0%	100.0%	**85.7%**	-47.7	+14.9	+9.1	**-7.9**
Others	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**	+2.3	+14.9	+9.1	**+8.7**
Unknown	<5	6	5	**11**	100.0%	85.7%	100.0%	**93.3%**	+2.3	+0.6	+9.1	**+4.0**
White	85	86	110	**281**	97.7%	85.1%	90.9%	**90.9%**	0	0	0	**0**

5.19 Academic Promotions (Faculty; Ethnicity Summary)

		Staff Count				% of Total Staff				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Faculty of Arts	BAME	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**	0	+10.0	+13.0	**+7.7**
	Not known	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**	0	+10.0	+13.0	**+7.7**
	White	17	18	20	**18**	100.0%	90.0%	87.0%	**91.7%**	0	0	0	**0**
Faculty of Science, Engineering & Medicine	BAME	7	8	12	**9**	100.0%	88.9%	75.0%	**84.4%**	0	+0.2	-20.4	**-6.7**
	Not known	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**	0	+11.3	+4.6	**+5.3**
	White	40	47	62	**50**	100.0%	88.7%	95.4%	**94.3%**	0	0	0	**0**
Faculty of Social Sciences	BAME	<5	5	<5	**2**	75.0%	100.0%	100.0%	**92.3%**	-18.3	+25.0	+15.2	**+7.3**
	Not known		<5	<5	**<5**		50.0%	100.0%	**66.7%**		-25.0	+15.2	**-4.9**
	White	28	21	28	**26**	93.3%	75.0%	84.8%	**84.6%**	0	0	0	**0**

5.20 Academic *Professorial* Promotions (Ethnicity Summary)

	Staff Count				% of Total Staff				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	6	<5	6	**12**	85.7%	75.0%	85.7%	**83.3%**	-14.3	-1.5	-7.0	**-7.6**
Not known		<5	<5	**<5**		100.0%	100.0%	**100.0%**		+23.5	+7.3	**+15.4**
White	29	26	38	**93**	100.0%	76.5%	92.7%	**89.4%**	0	0	0	**0**

5.21 Academic Promotions (Gender; Ethnicity Summary)

		Staff Count				% of Total Staff				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Female	BAME	6	10	9	**8**	100.0%	100.0%	90.0%	**96.2%**	+2.3	+8.2	-3.6	**+2.3**
	Not known		<5	<5	**<5**		66.7%	100.0%	**80.0%**		-25.2	+6.4	**-9.4**
	White	42	45	44	**44**	97.7%	91.8%	93.6%	**94.2%**	0	0	0	**0**
Male	BAME	5	5	9	**6**	83.3%	83.3%	75.0%	**79.2%**	-14.4	+4.5	-14.2	**-8.0**
	Not known	<5	<5	<5	**<5**	100.0%	100.0%	100.0%	**100.0%**	+2.3	+21.2	+10.8	**+11.4**
	White	43	41	66	**50**	97.7%	78.8%	89.2%	**88.2%**	0	0	0	**0**

5e Research Excellence Framework (REF)

Process and policy changes for REF 2021 require all eligible staff to be submitted. These changes have had a positive impact with increases across male, female and all faculties in the number of BAME staff submitted to REF, particularly among non-UK academics (Tables 5.22 and 5.26). By ethnic group, the number of Black staff submitted has marginally decreased (-3) (Table 5.24).

Any concerns regarding REF policy and processes were addressed within Research Staff Forum Q&A sessions. Warwick's REF Code of Practice (approved by Research England) allows staff to appeal if they believe REF decisions are discriminatory, but no appeals were made for REF 2021. To mitigate against bias in our internal processes, all 182 academic and PSS staff members involved in REF decision-making bodies undertook compulsory unconscious bias training and every department reported to Senate on how they would select outputs for REF submissions and how they would account for any ED&I matters within their processes. We also conducted equality impact assessments throughout the review period and allocated specific budget for REF 2021 to engage external reviewers to independently-calibrate internal review scores.

Table 5.22: Staff submitted to REF (headcount) in 2014 and 2021 (Ethnicity Summary)

	Staff Count			% of Total Staff That Are REF Submitted			Staff % Gap (vs. White Avg.)		
	2014	2021	Summary	2014	2021	Summary	2014	2021	Summary
BAME	164	203	**184**	73.2%	100.0%	**86.6%**	-26.8	0	**-13.4**
Not known	54	95	**75**	98.1%	100.0%	**99.1%**	-1.9	0	**-0.9**
White	962	1025	**994**	84.4%	100.0%	**92.2%**	-15.6	0	**-7.8**

Table 5.23: Staff submitted to REF (headcount) in 2014 and 2021 (UK/Non-UK; Ethnicity Summary)

		Staff Count			% of Total Staff That Are REF Submitted			Staff % Gap (vs. White Avg.)		
		2014	2021	Summary	2014	2021	Summary	2014	2021	Summary
BAME	UK	79	74	**77**	65.8%	100.0%	**82.9%**	-34.2	0	**-17.1**
	Non-UK	83	129	**106**	80.7%	100.0%	**90.4%**	-19.3	0	**-9.6**
	Not known	<5		**<5**	50.0%		**50.0%**	-50.0		**-50.0**
Not known	UK	17	37	**27**	94.1%	100.0%	**97.1%**	-5.9	0	**-2.9**
	Non-UK	33	56	**45**	100.0%	100.0%	**100.0%**	0	0	**0**
	Not known	<5	<5	**<5**	100.0%	100.0%	**100.0%**	0	0	**0**
White	UK	654	612	**633**	82.4%	100.0%	**91.2%**	-17.6	0	**-8.8**
	Non-UK	304	408	**356**	88.5%	100.0%	**94.2%**	-11.5	0	**-5.8**
	Not known	<5	5	**2**	100.0%	100.0%	**100.0%**	0	0	**0**

Table 5.24: Staff submitted to REF (headcount) in 2014 and 2021 (Ethnic Group)

	Staff Count			% of Total Staff That Are REF Submitted			Staff % Gap (vs. White Avg.)		
	2014	2021	Summary	2014	2021	Summary	2014	2021	Summary
Black	12	9	**11**	75.0%	100.0%	**87.5%**	-25.0	0	**-12.5**
Asian	112	160	**136**	69.6%	100.0%	**84.8%**	-30.4	0	**-15.2**
Mixed	17	19	**18**	70.6%	100.0%	**85.3%**	-29.4	0	**-14.7**
Other	23	15	**19**	91.3%	100.0%	**95.7%**	-8.7	0	**-4.3**
Not known	54	95	**75**	98.1%	100.0%	**99.1%**	-1.9	0	**-0.9**
White	962	1025	**994**	84.4%	100.0%	**92.2%**	-15.6	0	**-7.8**

Table 5.25: Staff submitted to REF (headcount) in 2014 and 2021 (Faculty; Ethnicity Summary)

		Staff Count			% of Total Staff That Are REF Submitted			Staff % Gap (vs. White Avg.)		
		2014	2021	Summary	2014	2021	Summary	2014	2021	Summary
Faculty of Arts	BAME	10	12	**11**	90.0%	100.0%	**95.0%**	-10.0	0	**-5.0**
	Not known	9	19	**14**	100.0%	100.0%	**100.0%**	0	0	**0**
	White	162	182	**172**	92.6%	100.0%	**96.3%**	-7.4	0	**-3.7**
Faculty of Science, Engineering & Medicine	BAME	85	112	**99**	71.8%	100.0%	**85.9%**	-28.2	0	**-14.1**
	Not known	24	48	**36**	100.0%	100.0%	**100.0%**	0	0	**0**
	White	473	491	**482**	81.6%	100.0%	**90.8%**	-18.4	0	**-9.2**
Faculty of Social Sciences	BAME	69	79	**74**	72.5%	100.0%	**86.2%**	-27.5	0	**-13.8**
	Not known	21	28	**25**	95.2%	100.0%	**97.6%**	-4.8	0	**-2.4**
	White	327	352	**340**	84.4%	100.0%	**92.2%**	-15.6	0	**-7.8**

Table 5.26: Staff submitted to REF (headcount) in 2014 and 2021 (Gender; Ethnicity Summary)

		Staff Count			% of Total Staff That Are REF Submitted			Staff % Gap (vs. White Avg.)		
		2014	2021	Summary	2014	2021	Summary	2014	2021	Summary
Female	BAME	52	65	**59**	71.2%	100.0%	**85.6%**	-28.8	0	**-14.4**
	Not known	14	27	**21**	92.9%	100.0%	**96.4%**	-7.1	0	**-3.6**
	White	274	320	**297**	79.6%	100.0%	**89.8%**	-20.4	0	**-10.2**
Male	BAME	112	138	**125**	74.1%	100.0%	**87.1%**	-25.9	0	**-12.9**
	Not known	40	68	**54**	100.0%	100.0%	**100.0%**	0	0	**0**
	White	688	705	**697**	86.3%	100.0%	**93.2%**	-13.7	0	**-6.8**

5f Support given to Early Career Researchers (ECRs)

Warwick provides career development support to all ECRs, whether on fixed-term or permanent contracts. They are invited to attend Research Staff Forum meetings where training and development needs are discussed. Research and Impact Services (R&IS) provide support for ECRs applying for research funding, offering training sessions, workshops and 1:1 support. All training opportunities for academic staff (except for some leadership programmes specifically aimed at Level 8 and above) are available to ECRs (section 5b). NEMP provides an informal peer support group for BAME PhD students and ECRs can also benefit from the BAME staff network and our anti-racism pedagogy training courses (section 8).

Warwick's Institute of Advanced Study (IAS) offers a cross-faculty learning and development programme – *Accolade* – for ECRs. In future, we will actively encourage established academics from diverse backgrounds to help deliver Accolade and act as mentors to BAME ECRs **(Action D9b).** IAS also offers 10-month Early Career Fellowships (ECFs) to completing Warwick PhD students to help them establish an academic career. In 2021, we started capturing applicant ethnicity data and will review this periodically to identify and address any under-representation issues and enable greater ethnic diversity in the academic talent pool **(Action D9a).**

Additional events and support/training activities are hosted at departmental/faculty-level. Within Psychology, for example, there is a termly career development workshop for BAME postgraduate students and postdocs (open to other departments) consisting of career-development coaching and role-model interviews with both Warwick and external BAME academics.

5g Profile-raising opportunities

REC surveys identified that only 37% of BAME staff felt that profile-raising opportunities were allocated fairly and transparently:

"There is elitism in my experience as a BAME member of staff. There also exist cliques whereby 'the usual suspects' are given developmental opportunities e.g. membership of committees which can help their promotion etc." **Academic Minority Ethnic staff member, REC 2020 staff survey**

"Many Minority Ethnic academics feel significantly side-lined and overlooked". **Academic Asian staff member, REC 2020 staff survey**

General mechanisms exist to support staff in exploiting profile-raising opportunities (e.g. workshops/events advising on developing an effective online presence or expanding on networks; a Conference Care Fund to support staff who incur additional caring costs whilst attending conferences/workshops/training), but we clearly need to do more to support our BAME staff in accessing profile-raising opportunities. Data monitoring on staff public engagement activity through WIE (section 3, **Action C10b)** is one way that we can actively monitor and act upon this. Beyond that, our racially-inclusive leadership training specifically encourages managers and HoDs to more consciously consider BAME staff access to profile-raising and development opportunities and is currently being rolled out institution-wide **(Action R1h).**

Section 5 word count = 2,176
Running total = 10,236

Section 6 Professional and Support Services (PSS) staff recruitment, progression and development

See section 1 for Faculty Chair/Registrar comments and priorities for action.

6a PSS staff recruitment

Actions and issues referenced in 5a on data capture, advertising and training for those involved in recruitment and selection processes also apply for PSS staff **(Actions D1/D1a/D3/D2b/D2c).**

There has been a 5.8% increase in BAME PSS applicants and a 0.7% decrease in offers since 2017/18, with a significant drop-off at shortlisting and appointment stages (35.6% applications, 23.5% shortlisted, 17.0% job offers) (Table 6.1). The drop is particularly marked for non-UK BAME applicants (62.2% applications/33.3% offers) (Table 6.2). Only 23.5% of applicants are White males, but they are offered 35.0% of jobs (16.4% male BAME application rate cf. 5.3% offer rate). There has been a drop in BAME Campus and Commercial Services Group (CCSG) and Estates applicants since 2017/18 (Table 6.4). Only 59% of BAME PSS staff survey respondents (cf. 76% White) felt Warwick undertakes recruitment and selection fairly and transparently with male BAME staff most dissatisfied (49% agreed cf. 78% White male).

We will develop an agreed positive action plan (e.g. adopting the *Rooney Rule*) and bring expert insight into the staff selection process, drawing on external good practice and guidelines to increase the proportion of BAME PSS applicants progressing to shortlisting and offer stages, particularly for groups that are currently under-represented **(Action D1e).** REC surveys identified PSS job role criteria as a significant barrier to greater ethnic diversity among the workforce. Staff felt that recruitment and selection was very clearly prejudiced toward those from advantaged backgrounds with access to opportunity and HE:

"In some cases, the essential and desirable criteria for a post are in themselves discriminatory and do not help to create equity and equality. So while the selection process along these criteria is fair, the faulty job descriptors bias the system." **White staff member, REC 2020 staff survey**

"*A Black person may not even consider applying for a professional job at the University… If the number of Black people having HE academic qualifications is low nationally why are we expecting a good number of BAME applications from a small pool?"* **BAME staff member, REC 2020 staff survey**

Candidates of equal merit but in different socio-economic situations will achieve different results in school. While this is actively managed and adjusted for among undergraduate applications to study at Warwick through contextual offers, we do not apply the same consideration to staff selection and will undertake a university-wide review and amendment of job criteria to determine whether bias inherent within our job role essential criteria might be impeding BAME applicants **(Action D2c).** PSS role descriptions have already been changed to encompass 'or relevant experience' alongside any criteria that demand a degree qualification.

Although we are encouraging existing BAME staff to develop and apply for higher grades through mentoring and the *INspire* programme (Section 6b/6d), ethnic diversity within the existing workforce is so low that we need concerted actions to increase our external recruitment, particularly in the Arts Faculty where we have no Black PSS staff **(Actions D1 and D2).** We already use specific networks to ensure we reach wider applicant pools (e.g., the *Black, African and Asian Therapy Network* for Wellbeing Support Services) and will work with departments to do more of this **(Action D1).**

As our BAME PSS staff body falls below local and regional averages across all ethnic groups, we will establish a strategy for targeted local and regional recruitment, including promotion of our vacancies using 'role models' where applicable to attract applications from under-represented elements of the community **(Action D2a).** We recently ran a pilot project with EY Foundation to attract diverse young talent from the local area, which we have committed to continuing. Ten BAME individuals (7 Asian, 2 Black, 1 Arab) were given work experience and two of these have subsequently applied to Warwick as students.

We also launched a *Graduate Development Scheme* focusing on candidates' skills over previous experience with 61% of applications from BAME communities. Interviews will be in August 2021. We will analyse applications, shortlisting and offers made by ethnicity to inform future development of the scheme and recommend approaches for Warwick's recruitment practices more generally **(Action D7).**

Many departments are also actively trying to address low diversity independently of central HR initiatives. Our Information and Digital Group, for example, has 80% White staff and has mandated that all shortlists must now have a 50:50 BAME/White ethnicity balance.

Table 6.1: Professional Recruitment (Ethnicity Summary)

		Applications	% of Total Applications	Shortlisted	% of Total Shortlisted	Offered	% of Total Offered	Shortlisted / Applications	Offered / Applications
BAME	17/18	2779	29.8%	519	21.0%	57	17.9%	18.7%	2.1%
	18/19	5020	32.5%	711	22.7%	95	22.4%	14.2%	1.9%
	19/20	3919	35.6%	430	23.5%	35	17.0%	11.0%	0.9%
	Summary	**3906**	**32.7%**	**553**	**22.3%**	**62**	**19.7%**	**14.2%**	**1.6%**
Not known	17/18	320	3.4%	68	2.8%	9	2.8%	21.3%	2.8%
	18/19	416	2.7%	74	2.4%	5	1.2%	17.8%	1.2%
	19/20	371	3.4%	64	3.5%	8	3.9%	17.3%	2.2%
	Summary	**369**	**3.1%**	**69**	**2.8%**	**7**	**2.3%**	**18.6%**	**2.0%**
White	17/18	6235	66.8%	1880	76.2%	253	79.3%	30.2%	4.1%
	18/19	10031	64.9%	2349	75.0%	325	76.5%	23.4%	3.2%
	19/20	6726	61.1%	1334	73.0%	163	79.1%	19.8%	2.4%
	Summary	**7664**	**64.2%**	**1854**	**74.9%**	**247**	**78.0%**	**24.2%**	**3.2%**

Table 6.2: Professional Recruitment (UK/Non-UK; Ethnicity Summary)

			Applications	% of Total Applications	Shortlisted	% of Total Shortlisted	Offered	% of Total Offered	Shortlisted / Applications	Offered / Applications
BAME	UK	17/18	1475	21.3%	321	15.9%	35	13.0%	21.8%	2.4%
		18/19	2571	23.0%	451	17.5%	50	14.8%	17.5%	1.9%
		19/20	1939	25.2%	277	18.6%	26	14.6%	14.3%	1.3%
		Summary	**1995**	**23.2%**	**350**	**17.3%**	**37**	**14.1%**	**17.5%**	**1.9%**
	Not known	17/18	<5	2.4%	<5	4.8%	<5	0.0%	50.0%	0.0%
		18/19	9	6.3%	<5	0.0%	<5	0.0%	0.0%	0.0%
		19/20	<5	2.6%	<5	4.5%	<5	0.0%	25.0%	0.0%
		Summary	**3**	**4.0%**	**<5**	**2.9%**	**<5**	**0.0%**	**13.3%**	**0.0%**
	Non-UK	17/18	1302	56.3%	197	46.1%	22	44.9%	15.1%	1.7%
		18/19	2440	58.8%	260	48.7%	45	52.9%	10.7%	1.8%
		19/20	1976	62.2%	152	47.5%	9	33.3%	7.7%	0.5%
		Summary	**1906**	**59.3%**	**203**	**47.5%**	**25**	**47.2%**	**10.7%**	**1.3%**
Not known	UK	17/18	165	2.4%	37	1.8%	6	2.2%	22.4%	3.6%
		18/19	252	2.3%	45	1.7%	<5	0.6%	17.9%	0.8%
		19/20	170	2.2%	39	2.6%	5	2.8%	22.9%	2.9%
		Summary	**196**	**2.3%**	**40**	**2.0%**	**4**	**1.7%**	**20.6%**	**2.2%**
	Not known	17/18	70	85.4%	17	81.0%	<5	100.0%	24.3%	1.4%
		18/19	87	61.3%	14	56.0%	<5	100.0%	16.1%	2.3%
		19/20	128	83.1%	14	63.6%	<5	100.0%	10.9%	0.8%
		Summary	**95**	**75.4%**	**15**	**66.2%**	**<5**	**100.0%**	**15.8%**	**1.4%**
	Non-UK	17/18	85	3.7%	14	3.3%	<5	4.1%	16.5%	2.4%
		18/19	77	1.9%	15	2.8%	<5	1.2%	19.5%	1.3%
		19/20	73	2.3%	11	3.4%	<5	7.4%	15.1%	2.7%
		Summary	**78**	**2.4%**	**13**	**3.1%**	**<5**	**3.1%**	**17.0%**	**2.1%**
White	UK	17/18	5298	76.4%	1661	82.3%	228	84.8%	31.4%	4.3%
		18/19	8352	74.7%	2079	80.7%	286	84.6%	24.9%	3.4%
		19/20	5574	72.5%	1170	78.7%	147	82.6%	21.0%	2.6%
		Summary	**6408**	**74.5%**	**1637**	**80.8%**	**220**	**84.2%**	**25.5%**	**3.4%**
	Not known	17/18	10	12.2%	<5	14.3%	<5	0.0%	30.0%	0.0%
		18/19	46	32.4%	11	44.0%	<5	0.0%	23.9%	0.0%
		19/20	22	14.3%	7	31.8%	<5	0.0%	31.8%	0.0%
		Summary	**26**	**20.6%**	**6**	**30.9%**	**<5**	**0.0%**	**26.9%**	**0.0%**
	Non-UK	17/18	927	40.1%	216	50.6%	25	51.0%	23.3%	2.7%
		18/19	1633	39.3%	259	48.5%	39	45.9%	15.9%	2.4%
		19/20	1130	35.5%	157	49.1%	16	59.3%	13.9%	1.4%
		Summary	**1230**	**38.3%**	**211**	**49.3%**	**27**	**49.7%**	**17.1%**	**2.2%**

Table 6.3: Professional Recruitment (Ethnic Group)

		Applications	% of Total Applications	Shortlisted	% of Total Shortlisted	Offered	% of Total Offered	Shortlisted / Applications	Offered / Applications
Black	17/18	356	3.8%	43	1.7%	8	2.5%	12.1%	2.2%
	18/19	739	4.8%	106	3.4%	17	4.0%	14.3%	2.3%
	19/20	654	5.9%	64	3.5%	5	2.4%	9.8%	0.8%
	Summary	**583**	**4.9%**	**71**	**2.9%**	**10**	**3.2%**	**12.2%**	**1.7%**
Asian	17/18	2034	21.8%	410	16.6%	41	12.9%	20.2%	2.0%
	18/19	3679	23.8%	527	16.8%	65	15.3%	14.3%	1.8%
	19/20	2840	25.8%	309	16.9%	26	12.6%	10.9%	0.9%
	Summary	**2851**	**23.9%**	**415**	**16.8%**	**44**	**13.9%**	**14.6%**	**1.5%**
Mixed	17/18	303	3.2%	51	2.1%	8	2.5%	16.8%	2.6%
	18/19	392	2.5%	58	1.9%	7	1.6%	14.8%	1.8%
	19/20	261	2.4%	40	2.2%	<5	1.0%	15.3%	0.8%
	Summary	**319**	**2.7%**	**50**	**2.0%**	**5**	**1.8%**	**15.6%**	**1.8%**
Other	17/18	86	0.9%	15	0.6%	<5	0.0%	17.4%	0.0%
	18/19	210	1.4%	20	0.6%	6	1.4%	9.5%	2.9%
	19/20	164	1.5%	17	0.9%	<5	1.0%	10.4%	1.2%
	Summary	**153**	**1.3%**	**17**	**0.7%**	**2**	**0.8%**	**11.3%**	**1.7%**
Not known	17/18	320	3.4%	68	2.8%	9	2.8%	21.3%	2.8%
	18/19	416	2.7%	74	2.4%	5	1.2%	17.8%	1.2%
	19/20	371	3.4%	64	3.5%	8	3.9%	17.3%	2.2%
	Summary	**369**	**3.1%**	**69**	**2.8%**	**7**	**2.3%**	**18.6%**	**2.0%**
White	17/18	6235	66.8%	1880	76.2%	253	79.3%	30.2%	4.1%
	18/19	10031	64.9%	2349	75.0%	325	76.5%	23.4%	3.2%
	19/20	6726	61.1%	1334	73.0%	163	79.1%	19.8%	2.4%
	Summary	**7664**	**64.2%**	**1854**	**74.9%**	**247**	**78.0%**	**24.2%**	**3.2%**

Table 6.4: Professional Recruitment (Faculty; Ethnicity Summary)

			Applications	% of Total Applications	Shortlisted	% of Total Shortlisted	Offered	% of Total Offered	Shortlisted / Applications	Offered / Applications
CCSG	BAME	17/18	320	3.4%	36	1.5%	5	1.6%	11.3%	1.6%
		18/19	401	2.6%	60	1.9%	10	2.4%	15.0%	2.5%
		19/20	190	1.7%	19	1.0%	<5	1.9%	10.0%	2.1%
		Summary	**304**	**2.5%**	**38**	**1.5%**	**5**	**2.0%**	**12.6%**	**2.1%**
	Not known	17/18	31	0.3%	8	0.3%	<5	0.3%	25.8%	3.2%
		18/19	29	0.2%	7	0.2%	<5	0.2%	24.1%	3.4%
		19/20	15	0.1%	<5	0.2%	<5	0.5%	26.7%	6.7%
		Summary	**25**	**0.2%**	**5**	**0.3%**	**<5**	**0.3%**	**25.3%**	**4.0%**
	White	17/18	1095	11.7%	276	11.2%	43	13.5%	25.2%	3.9%
		18/19	1063	6.9%	266	8.5%	52	12.2%	25.0%	4.9%
		19/20	489	4.4%	88	4.8%	21	10.2%	18.0%	4.3%
		Summary	**882**	**7.4%**	**210**	**8.5%**	**39**	**12.2%**	**23.8%**	**4.4%**
Estates	BAME	17/18	84	0.9%	17	0.7%	<5	0.3%	20.2%	1.2%
		18/19	276	1.8%	26	0.8%	11	2.6%	9.4%	4.0%
		19/20	185	1.7%	15	0.8%	<5	1.0%	8.1%	1.1%
		Summary	**182**	**1.5%**	**19**	**0.8%**	**4**	**1.5%**	**10.6%**	**2.6%**
	Not known	17/18	10	0.1%	<5	0.0%	<5	0.0%	0.0%	0.0%
		18/19	8	0.1%	<5	0.0%	<5	0.0%	12.5%	0.0%
		19/20	15	0.1%	<5	0.1%	<5	0.0%	13.3%	0.0%
		Summary	**11**	**0.1%**	**<5**	**0.0%**	**<5**	**0.0%**	**9.1%**	**0.0%**
	White	17/18	296	3.2%	96	3.9%	13	4.1%	32.4%	4.4%
		18/19	667	4.3%	134	4.3%	33	7.8%	20.1%	4.9%
		19/20	410	3.7%	87	4.8%	30	14.6%	21.2%	7.3%
		Summary	**458**	**3.8%**	**106**	**4.3%**	**25**	**8.0%**	**23.1%**	**5.5%**
Faculty of Arts	BAME	17/18	27	0.3%	6	0.2%	<5	0.6%	22.2%	7.4%
		18/19	116	0.7%	17	0.5%	<5	0.2%	14.7%	0.9%
		19/20	26	0.2%	<5	0.2%	<5	0.0%	11.5%	0.0%
		Summary	**56**	**0.5%**	**8**	**0.3%**	**<5**	**0.3%**	**15.4%**	**1.8%**
	Not known	17/18	7	0.1%	<5	0.2%	<5	0.3%	57.1%	14.3%
		18/19	18	0.1%	<5	0.1%	<5	0.0%	11.1%	0.0%
		19/20	<5	0.0%	<5	0.1%	<5	0.0%	33.3%	0.0%
		Summary	**8**	**0.1%**	**<5**	**0.1%**	**<5**	**0.1%**	**25.0%**	**3.6%**
	White	17/18	107	1.1%	29	1.2%	<5	1.3%	27.1%	3.7%
		18/19	339	2.2%	66	2.1%	6	1.4%	19.5%	1.8%
		19/20	84	0.8%	16	0.9%	<5	0.5%	19.0%	1.2%
		Summary	**177**	**1.5%**	**37**	**1.5%**	**2**	**1.2%**	**20.9%**	**2.1%**
Faculty of Science, Engineering & Medicine	BAME	17/18	916	9.8%	242	9.8%	32	10.0%	26.4%	3.5%
		18/19	1843	11.9%	297	9.5%	50	11.8%	16.1%	2.7%
		19/20	1444	13.1%	188	10.3%	20	9.7%	13.0%	1.4%
		Summary	**1401**	**11.7%**	**242**	**9.8%**	**34**	**10.7%**	**17.3%**	**2.4%**
	Not known	17/18	83	0.9%	19	0.8%	<5	0.6%	22.9%	2.4%
		18/19	140	0.9%	29	0.9%	<5	0.0%	20.7%	0.0%
		19/20	125	1.1%	19	1.0%	<5	1.9%	15.2%	3.2%
		Summary	**116**	**1.0%**	**22**	**0.9%**	**<5**	**0.6%**	**19.3%**	**1.7%**
	White	17/18	1268	13.6%	421	17.1%	59	18.5%	33.2%	4.7%
		18/19	2674	17.3%	666	21.3%	112	26.4%	24.9%	4.2%
		19/20	1890	17.2%	390	21.3%	40	19.4%	20.6%	2.1%
		Summary	**1944**	**16.3%**	**492**	**19.9%**	**70**	**22.2%**	**25.3%**	**3.6%**
Faculty of Social Sciences	BAME	17/18	392	4.2%	75	3.0%	7	2.2%	19.1%	1.8%
		18/19	807	5.2%	104	3.3%	<5	0.9%	12.9%	0.5%
		19/20	742	6.7%	76	4.2%	7	3.4%	10.2%	0.9%
		Summary	**647**	**5.4%**	**85**	**3.4%**	**5**	**1.9%**	**13.1%**	**0.9%**
	Not known	17/18	49	0.5%	13	0.5%	<5	0.6%	26.5%	4.1%
		18/19	73	0.5%	12	0.4%	<5	0.0%	16.4%	0.0%
		19/20	74	0.7%	14	0.8%	<5	1.0%	18.9%	2.7%
		Summary	**65**	**0.5%**	**13**	**0.5%**	**<5**	**0.4%**	**19.9%**	**2.0%**
	White	17/18	944	10.1%	280	11.3%	43	13.5%	29.7%	4.6%
		18/19	1879	12.1%	413	13.2%	23	5.4%	22.0%	1.2%
		19/20	1461	13.3%	282	15.4%	25	12.1%	19.3%	1.7%
		Summary	**1428**	**12.0%**	**325**	**13.1%**	**30**	**9.6%**	**22.8%**	**2.1%**
Professional Services	BAME	17/18	1040	11.1%	143	5.8%	10	3.1%	13.8%	1.0%
		18/19	1577	10.2%	207	6.6%	19	4.5%	13.1%	1.2%
		19/20	1332	12.1%	129	7.1%	<5	1.0%	9.7%	0.2%
		Summary	**1316**	**11.0%**	**160**	**6.4%**	**10**	**3.3%**	**12.1%**	**0.8%**
	Not known	17/18	140	1.5%	24	1.0%	<5	0.9%	17.1%	2.1%
		18/19	148	1.0%	23	0.7%	<5	0.9%	15.5%	2.7%
		19/20	139	1.3%	24	1.3%	<5	0.5%	17.3%	0.7%
		Summary	**142**	**1.2%**	**24**	**1.0%**	**<5**	**0.8%**	**16.6%**	**1.9%**
	White	17/18	2525	27.1%	778	31.5%	91	28.5%	30.8%	3.6%
		18/19	3409	22.0%	804	25.7%	99	23.3%	23.6%	2.9%
		19/20	2392	21.7%	471	25.8%	46	22.3%	19.7%	1.9%
		Summary	**2775**	**23.2%**	**684**	**27.6%**	**79**	**24.8%**	**24.7%**	**2.8%**

Table 6.5: Professional Recruitment (Gender; Ethnicity Summary)

			Applications	% of Total Applications	Shortlisted	% of Total Shortlisted	Offered	% of Total Offered	Shortlisted / Applications	Offered / Applications
Female	BAME	17/18	1645	17.6%	317	12.8%	36	11.3%	19.3%	2.2%
		18/19	3019	19.5%	430	13.7%	52	12.2%	14.2%	1.7%
		19/20	2107	19.1%	234	12.8%	24	11.7%	11.1%	1.1%
		Summary	**2257**	**18.9%**	**327**	**13.2%**	**37**	**11.8%**	**14.5%**	**1.7%**
	Not known	17/18	123	1.3%	24	1.0%	<5	0.6%	19.5%	1.6%
		18/19	159	1.0%	35	1.1%	<5	0.5%	22.0%	1.3%
		19/20	112	1.0%	21	1.1%	6	2.9%	18.8%	5.4%
		Summary	**131**	**1.1%**	**27**	**1.1%**	**2**	**1.1%**	**20.3%**	**2.5%**
	White	17/18	4003	42.9%	1230	49.9%	164	51.4%	30.7%	4.1%
		18/19	6602	42.7%	1561	49.8%	199	46.8%	23.6%	3.0%
		19/20	4108	37.3%	833	45.6%	90	43.7%	20.3%	2.2%
		Summary	**4904**	**41.1%**	**1208**	**48.8%**	**151**	**47.7%**	**24.6%**	**3.1%**
Male	BAME	17/18	1133	12.1%	201	8.1%	21	6.6%	17.7%	1.9%
		18/19	1997	12.9%	280	8.9%	43	10.1%	14.0%	2.2%
		19/20	1805	16.4%	196	10.7%	11	5.3%	10.9%	0.6%
		Summary	**1645**	**13.8%**	**226**	**9.1%**	**25**	**7.9%**	**13.7%**	**1.5%**
	Not known	17/18	109	1.2%	19	0.8%	<5	0.6%	17.4%	1.8%
		18/19	145	0.9%	18	0.6%	<5	0.0%	12.4%	0.0%
		19/20	111	1.0%	20	1.1%	<5	0.5%	18.0%	0.9%
		Summary	**122**	**1.0%**	**19**	**0.8%**	**<5**	**0.3%**	**15.6%**	**0.8%**
	White	17/18	2210	23.7%	641	26.0%	89	27.9%	29.0%	4.0%
		18/19	3414	22.1%	783	25.0%	125	29.4%	22.9%	3.7%
		19/20	2590	23.5%	497	27.2%	72	35.0%	19.2%	2.8%
		Summary	**2738**	**22.9%**	**640**	**25.9%**	**95**	**30.1%**	**23.4%**	**3.5%**
Not known	BAME	17/18	<5	0.0%	<5	0.0%	<5	0.0%	100.0%	0.0%
		18/19	<5	0.0%	<5	0.0%	<5	0.0%	25.0%	0.0%
		19/20	7	0.1%	<5	0.0%	<5	0.0%	0.0%	0.0%
		Summary	**2**	**0.0%**	**<5**	**0.0%**	**<5**	**0.0%**	**16.7%**	**0.0%**
	Not known	17/18	88	0.9%	25	1.0%	5	1.6%	28.4%	5.7%
		18/19	112	0.7%	21	0.7%	<5	0.7%	18.8%	2.7%
		19/20	148	1.3%	23	1.3%	<5	0.5%	15.5%	0.7%
		Summary	**116**	**1.0%**	**23**	**0.9%**	**2**	**0.9%**	**19.8%**	**2.6%**
	White	17/18	22	0.2%	9	0.4%	<5	0.0%	40.9%	0.0%
		18/19	15	0.1%	5	0.2%	<5	0.2%	33.3%	6.7%
		19/20	28	0.3%	<5	0.2%	<5	0.5%	14.3%	3.6%
		Summary	**22**	**0.2%**	**5**	**0.2%**	**<5**	**0.2%**	**27.7%**	**3.1%**

6b PSS Staff Training

Courses linked to career progression and development available to PSS staff include *Preparing to Manage*, *Leadership Essentials* and programmes specifically for women such as *Shine* (grades 3-5) or *Aurora* (grades 6-8). All new staff are made aware of available training and development in their letter of employment, on the 'Welcome Hub' and Organisational Development (OD) webpages and within OD all-staff emails. Currently under development are new 18-month apprenticeship-based courses requiring 20% of employee time, which are the only training programmes that will require formal management approval due to the significant time commitment required.

In the REC survey, BAME staff reported problematic relationships with line managers who did not support their development. Even for courses not requiring formal approval, capacity to undertake training is largely dependent upon supportive management allowing staff appropriate working time to engage with it. Systematic and automated monitoring and reporting of staff participation in training and development courses linked to PDR outcomes monitoring referenced in section 5b **(Action D11c)** will allow us to intervene wherever we perceive under-representation.

Although the number of PSS staff undertaking training has increased since 2018, BAME staff are 1.7pp (percentage points) less likely than White staff to take career and development courses linked to progression (Table 6.6). Mixed Ethnicity staff are least represented on courses (1.3% cf. 3.7% Asian and 3.4% Black; Table

6.8). Such low numbers are concerning and we will introduce proactive talent management to identify, develop, coach and encourage BAME staff wishing to progress **(Action D4/11).**

We recently launched the *INspire* programme to increase diversity at senior levels focusing on BAME staff to prepare them for leadership roles. The Vice-Chancellor is executive sponsor of the programme and his leadership team sponsor individual participants. Only one of 12 FA9 staff on the pilot cohort is from a professional services background (the rest are academics), which reflects the low number of BAME PSS staff at grade 9. Ambitions to increase BAME representation across all grades will serve to increase the future pool of eligible participants in such senior staff development programmes.

Coaching and mentoring is available to all Warwick staff to support them with their personal and professional development and we are also piloting sponsoring (section 6b *INspire* training). Warwick's Mentoring Scheme provides staff with focused developmental support from a colleague who mentors alongside their normal role. A cohort of mentors is trained specifically to provide support for colleagues who may have experienced issues or barriers relating to personal/protected characteristics, including minoritised racial identity.

Staff can also book a 60-minute online coaching session via our OD webpages with a qualified coach. Staff who are interested in coaching others can engage in our new *Coaching Professional Development Programme*, launching in autumn 2021, which is a 14-month development programme leading to a Level 5 Coaching Professional Apprenticeship qualification plus individual accreditation with the European Mentoring and Coaching Council (EMCC) and aiming to develop a high-quality internal coaching service for staff. We will particularly encourage applicants from racially-diverse backgrounds to increase the proportion of BAME coaches **(Action D11b).**

Just 37% of BAME staff (cf. 47% White) in our REC survey were satisfied that work-related opportunities for development are disseminated fairly. BAME PSS staff who had been given secondment opportunities didn't think they would have subsequently been promoted without having had the chance to prove they could do the job. Such opportunities are currently managed departmentally with little central HR oversight. We will review existing practice to devise and implement a fairer process for allocating secondments and ensure greater equality of opportunity **(Action D11a).**

Table 6.6: Professional Training (Ethnicity Summary)

	Staff Count				% of Total Intersection % of Total Staff				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	<5	15	21	**36**	0.7%	2.4%	3.1%	**2.1%**	+0.2	-1.4	-1.6	**-1.0**
Not known	<5	7	8	**15**	0.6%	4.4%	4.2%	**2.9%**	+0.1	+0.7	-0.6	**-0.2**
White	18	136	175	**329**	0.5%	3.7%	4.8%	**2.9%**	0	0	0	**-0.2**

Table 6.7: Professional Training (UK/Non-UK; Ethnicity Summary)

		Staff Count				% of Total Intersection % of Total Staff				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	UK	<5	11	12	**25**	0.8%	2.5%	2.6%	**2.0%**	+0.3	-1.2	-2.1	**-1.1**
	Non-UK	<5	<5	9	**13**	0.6%	2.0%	4.3%	**2.3%**	+0.2	-1.4	-1.2	**-0.9**
Not known	UK	<5	7	6	**13**	0.8%	6.0%	4.2%	**3.4%**	+0.3	+2.3	-0.6	**+0.3**
	Non-UK			<5	**<5**			5.3%	**5.3%**			-0.2	**-0.2**
White	UK	17	127	161	**287**	0.5%	3.8%	4.8%	**2.9%**	0	0	0	**-0.2**
	Non-UK	<5	9	14	**22**	0.4%	3.5%	5.5%	**2.9%**	0	0	0	**-0.3**

Table 6.8: Professional Training (Ethnic Group)

	Staff Count				% of Total Intersection % of Total Staff				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Black	<5		<5	**<5**	1.2%		3.4%	**2.5%**	+0.7		-1.3	**-0.2**
Asian	<5	11	16	**27**	0.5%	2.7%	3.7%	**2.2%**	0	-1.1	-1.1	**-0.9**
Mixed	<5	<5	<5	**<5**	1.6%	5.4%	1.3%	**2.8%**	+1.1	+1.7	-3.5	**-0.3**
Not known	<5	7	8	**15**	0.6%	4.4%	4.2%	**2.9%**	+0.1	+0.7	-0.6	**-0.2**
White	18	136	175	**329**	0.5%	3.7%	4.8%	**2.9%**	0	0	0	**-0.2**

Table 6.9: Professional Training (Faculty; Ethnicity Summary)

		Staff Count				% of Total Intersection % of Total Staff				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
CCSG	BAME	<5	<5	<5	**<5**	2.0%	4.5%	1.4%	**2.6%**	+1.5	+0.9	-2.7	**-0.2**
	Not known	<5			**<5**	4.3%			**4.3%**	+3.9			**+3.9**
	White	<5	17	18	**12**	0.5%	3.6%	4.1%	**2.5%**	0	0	0	**-0.3**
Estates	BAME		<5	<5	**<5**		0.6%	2.3%	**1.5%**		-1.7	-0.3	**-1.0**
	Not known			<5	**<5**			5.6%	**5.6%**			+3.0	**+3.0**
	White	<5	17	19	**12**	0.1%	2.3%	2.6%	**1.7%**	0	0	0	**0**
Faculty of Arts	BAME			<5	**<5**			11.1%	**11.1%**			-0.7	**-0.7**
	Not known		<5		**<5**		20.0%		**20.0%**		+10.9		**+10.9**
	White		5	6	**6**		9.1%	11.8%	**8.5%**		0	0	**-1.9**
Faculty of Science, Engineering & Medicine	BAME	<5	8	8	**5**	0.7%	4.5%	4.3%	**3.0%**	+0.3	+1.1	-2.0	**-0.5**
	Not known		<5	<5	**<5**		6.3%	4.4%	**3.9%**		+2.8	-1.9	**-1.0**
	White	<5	26	50	**25**	0.4%	3.4%	6.3%	**3.4%**	0	0	0	**-0.1**
Faculty of Social Sciences	BAME	<5		<5	**<5**	2.1%		1.7%	**1.9%**	+1.6		-3.6	**-1.2**
	Not known		<5	<5	**<5**		9.1%	10.5%	**10.0%**		+6.6	+5.2	**+6.1**
	White	<5	10	22	**11**	0.5%	2.5%	5.3%	**2.8%**	0	0	0	**0**
Professional Services	BAME	<5	<5	6	**2**	0.6%	1.8%	3.6%	**2.1%**	-0.2	-3.3	-1.3	**-1.6**
	Not known		<5	<5	**<5**		4.8%	3.3%	**4.1%**		-0.3	-1.7	**-1.0**
	White	10	61	60	**44**	0.9%	5.1%	4.9%	**3.4%**	0	0	0	**-0.3**

6c PSS appraisal/development review (PDR)

PSS PDR is not linked to pay/promotion and REC survey respondents said PDR did not result in any meaningful career development with recommendations for training rarely fulfilled. Actions and issues referenced in 5c on PDR completion and outcomes data capture/monitoring and management training on talent development also apply for PSS staff **(Action D5b).**

Although central PDR data is unreliable (section 5c), it does still align with REC survey data that indicated BAME staff are less likely than White staff to engage in the PDR process. For UK and non-UK BAME staff, completion rates are lower than for White staff (-3.5% for UK and -8.4% for non-UK) (Table 6.12).

Table 6.10: Professional Appraisal (Ethnicity Summary)

	Staff Count				% of Total Intersection % of Total				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	358	183	367	**303**	70.3%	34.8%	57.1%	**54.1%**	-29.7	-65.2	-42.9	**-45.9**
Not known	95	60	89	**81**	70.4%	33.0%	54.9%	**52.8%**	-29.6	-67.0	-45.1	**-47.2**
White	2483	1294	2272	**2016**	74.0%	37.5%	62.6%	**58.0%**	-26.0	-62.5	-37.4	**-42.0**

Table 6.11: Professional Appraisal (Ethnic Group)

	Staff Count				% of Total Intersection % of Total				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Black	57	30	73	**53**	73.1%	38.5%	68.9%	**60.1%**	-26.9	-61.5	-31.1	**-39.9**
Asian	256	133	231	**207**	70.9%	36.6%	54.7%	**54.1%**	-29.1	-63.4	-45.3	**-45.9**
Mixed	33	13	43	**30**	62.3%	21.0%	55.8%	**46.4%**	-37.7	-79.0	-44.2	**-53.6**
Other	12	7	20	**13**	70.6%	30.4%	52.6%	**51.2%**	-29.4	-69.6	-47.4	**-48.8**
Not known	95	60	89	**81**	70.4%	33.0%	54.9%	**52.8%**	-29.6	-67.0	-45.1	**-47.2**
White	2483	1294	2272	**2016**	74.0%	37.5%	62.6%	**58.0%**	-26.0	-62.5	-37.4	**-42.0**

Table 6.12: Professional Appraisal (UK/Non-UK; Ethnicity Summary)

		Staff Count				% of Total Intersection % of Total				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	UK	238	131	260	**210**	69.0%	36.5%	59.2%	**54.9%**	-31.0	-63.5	-40.8	**-45.1**
	Non-UK	119	52	106	**92**	73.0%	31.3%	52.2%	**52.2%**	-27.0	-68.7	-47.8	**-47.8**
	Not known	<5		<5	**<5**	100.0%		100.0%	**100.0%**	0		0	**0**
Not known	UK	69	46	67	**61**	69.0%	34.1%	56.8%	**53.3%**	-31.0	-65.9	-43.2	**-46.7**
	Non-UK	16	13	17	**15**	72.7%	37.1%	53.1%	**54.3%**	-27.3	-62.9	-46.9	**-45.7**
	Not known	10	<5	5	**5**	76.9%	8.3%	41.7%	**42.3%**	-23.1	-91.7	-58.3	**-57.7**
White	UK	2305	1207	2101	**1871**	74.2%	37.8%	62.7%	**58.2%**	-25.8	-62.2	-37.3	**-41.8**
	Non-UK	172	83	166	**140**	71.7%	33.9%	60.6%	**55.4%**	-28.3	-66.1	-39.4	**-44.6**
	Not known	6	<5	5	**4**	75.0%	57.1%	83.3%	**71.8%**	-25.0	-42.9	-16.7	**-28.2**

Table 6.13: Professional Appraisal (Faculty; Ethnicity Summary)

		Staff Count				% of Total by PDR % of Total				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
CCSG	BAME	36		42	**39**	65.5%		66.7%	**66.1%**	-10.0		+2.7	**-3.7**
	Not known	14		10	**12**	73.7%		50.0%	**61.8%**	-1.8		-14.0	**-7.9**
	White	341	8	288	**212**	75.4%	1.9%	64.0%	**47.1%**	0	0	0	**0**
Estates	BAME	131	75	138	**115**	78.9%	51.0%	81.2%	**70.4%**	+2.8	-5.2	+3.8	**+0.4**
	Not known	22	18	19	**20**	75.9%	54.5%	67.9%	**66.1%**	-0.3	-1.7	-9.5	**-3.8**
	White	539	409	585	**511**	76.1%	56.3%	77.4%	**69.9%**	0	0	0	**0**
Faculty of Arts	BAME	<5	<5	5	**2**	20.0%	33.3%	62.5%	**38.6%**	-40.7	-2.0	+16.2	**-8.8**
	Not known	<5	<5	<5	**<5**	66.7%	66.7%	20.0%	**51.1%**	+6.0	+31.4	-26.3	**+3.7**
	White	34	18	25	**26**	60.7%	35.3%	46.3%	**47.4%**	0	0	0	**0**
Faculty of Science, Engineering & Medicine	BAME	68	<5	37	**35**	66.7%	2.3%	20.8%	**29.9%**	-1.5	-6.0	-4.3	**-4.0**
	Not known	16	<5	11	**9**	64.0%	5.9%	33.3%	**34.4%**	-4.2	-2.4	+8.2	**+0.5**
	White	433	58	189	**227**	68.2%	8.3%	25.1%	**33.9%**	0	0	0	**0**
Faculty of Social Sciences	BAME	22	21	41	**28**	57.9%	50.0%	71.9%	**59.9%**	-18.3	-4.6	-5.1	**-9.3**
	Not known	8	11	13	**11**	61.5%	57.9%	92.9%	**70.8%**	-14.6	+3.3	+15.8	**+1.5**
	White	278	213	316	**269**	76.2%	54.6%	77.1%	**69.3%**	0	0	0	**0**
Professional Services	BAME	100	82	104	**95**	69.9%	54.3%	62.3%	**62.2%**	-5.5	+3.6	-9.7	**-3.8**
	Not known	33	27	35	**32**	71.7%	39.1%	56.5%	**55.8%**	-3.7	-11.6	-15.5	**-10.2**
	White	858	588	869	**772**	75.4%	50.7%	71.9%	**66.0%**	0	0	0	**0**

6d PSS Staff Promotions

There is no formal promotions pathway for PSS staff. 'Promotion rate' for PSS staff therefore refers to internal staff applying or being regraded to higher graded posts through the recruitment process.

- BAME staff progression from lower to higher grades decreased by 2.8% in 2019/20 due to COVID-19 recruitment freezes (Table 6.14)
- White PSS staff are 2.5% more likely to be promoted than BAME staff (Table 6.14).
- Black PSS staff least likely to be promoted (0.6% promoted in 19/20) (Table 6.16).
- BAME females are least likely to be promoted (only 2.6% in 2019/20, the lowest in three years), followed by male BAME (3.3%), white male (3.9%) and white females (6.2%) who are the most likely to receive a promotion (Table 6.18).

REC survey respondents lamented working above the level of their role with no formal recognition:

"I am constantly asked to undertake tasks with a level and complexity and responsibility that is far higher than my grade." **BAME professional services staff member, REC 2020 staff survey**

"Whilst there is an established process for academic staff to move up grades, this is not the case for professional services and many people get stuck, working above the level of their role and grade." **White professional services staff member, REC 2020 staff survey**

If there has been a substantial increase in the requirements of a role or the level of responsibility, it is at the discretion of individual line managers to write a revised job description and present this to a job evaluation

panel for assessment by staff trained and accredited in using the Hay job evaluation method. As we have seen elsewhere within this submission, difficult line management relationships could therefore impact upon this process. We do not currently have data on staff ethnic diversity relating to re-grade applications and will undertake a review of this data and put forward recommendations for future action **(Action D10b).**

To reduce the need for re-grading longer-term, we will implement *Job Families* to provide more formal PSS career pathways. We will also develop an institutional approach for talent mapping and succession planning **(Action D10c/D2c/D4),** supported by the increased data monitoring and analysis previously referenced. We are currently running a pilot for this within HR.

Currently, staff who wish to progress must apply for higher graded positions through the recruitment process:

"There are some instances, where the jobs advertised internally, the recruitment process hasn't been transparent. Particular people have been lined up for promotion at the expense of more suitable and more experienced people." **BAME Professional Services staff member, REC 2020 survey**

"I have no degree so don't even consider asking or looking for a Grade 6. I feel the University think I should be grateful I am a Grade 5 without a degree. However when I was growing up Asian women were not encouraged to study and I am thankful this is no longer the case but this has definitely held me back." **BAME Professional Services staff member, REC 2020 survey**

Internal staff are clearly vulnerable to potential for racial inequality identified within our recruitment processes and actions referenced in sections 5a/6a also apply here **(Actions D1,D10c).**

6.14 Professional Promotions (Ethnicity Summary)

	Staff Count				% of Total				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	27	50	21	**33**	4.4%	7.0%	2.8%	**4.7%**	-2.8	-2.4	-2.5	**-2.5**
Not known	10	16	8	**11**	5.1%	8.7%	3.8%	**5.9%**	-2.1	-0.6	-1.5	**-1.4**
White	269	373	215	**286**	7.2%	9.4%	5.3%	**7.3%**	0	0	0	**0**

6.15 Professional Promotions (UK/Non-UK; Ethnicity Summary)

		Staff Count				% of Total Staff				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
BAME	UK	16	37	16	**23**	3.8%	7.7%	3.1%	**4.9%**	-3.2	-1.5	-2.2	**-2.3**
	Non UK	11	13	5	**10**	5.6%	5.6%	2.2%	**4.4%**	-2.5	-5.1	-3.7	**-3.8**
Not known	UK	9	11	4	**8**	6.1%	8.2%	2.6%	**5.5%**	-1.0	-1.0	-2.7	**-1.6**
	Non UK		3	4	**4**		8.1%	9.5%	**8.9%**		-2.6	+3.6	**+0.5**
	Unknown	1	2		**2**	7.7%	16.7%		**12.0%**	-6.6	0		**-3.3**
White	UK	246	339	197	**261**	7.1%	9.2%	5.3%	**7.2%**	0	0	0	**0**
	Non UK	22	33	18	**24**	8.1%	10.7%	6.0%	**8.3%**	0	0	0	**0**
	Unknown	1	1		**1**	14.3%	16.7%		**15.4%**	0	0		**0**

6.16 Professional Promotions (Ethnic Group)

	Staff Count				% of Total				Staff % Gap (vs. White Avg.)			
	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Black	5	<5	<5	**2**	4.3%	2.7%	0.6%	**2.6%**	-2.8	-6.6	-4.7	**-4.7**
Asian	19	37	18	**25**	4.2%	7.4%	3.6%	**5.1%**	-3.0	-2.0	-1.8	**-2.2**
Others	<5	9	<5	**3**	6.1%	13.2%	2.7%	**7.4%**	-1.0	+3.9	-2.6	**+0.1**
Unknown	10	16	8	**11**	5.1%	8.7%	3.8%	**5.9%**	-2.1	-0.6	-1.5	**-1.4**
White	269	373	215	**286**	7.2%	9.4%	5.3%	**7.3%**	0	0	0	**0**

6.17 Professional Promotions (Faculty; Ethnicity Summary)

		Staff Count				% of Total				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
CCSG	BAME	<5	5	<5	**2**	4.8%	6.8%	4.8%	**5.5%**	-0.4	-2.5	+1.7	**-0.4**
	Not known		<5		**<5**		8.0%		**8.0%**		-1.4		**-1.4**
	White	26	49	16	**30**	5.1%	9.4%	3.0%	**5.8%**	0	0	0	**0**
Estates	BAME	<5	11	<5	**4**	1.2%	5.8%	1.1%	**2.7%**	-3.9	-5.2	-2.4	**-3.8**
	Not known	<5	<5	<5	**<5**	2.6%	3.1%	2.5%	**2.7%**	-2.5	-7.8	-0.9	**-3.7**
	White	40	93	29	**54**	5.0%	10.9%	3.4%	**6.5%**	0	0	0	**0**
Faculty of Arts	BAME		<5		**<5**		16.7%		**16.7%**		+5.9		**+5.9**
	Not known	<5	<5		**<5**	50.0%	40.0%		**45.0%**	+45.0	+29.2		**+37.1**
	White	<5	7	<5	**2**	5.0%	10.8%	4.9%	**6.9%**	0	0	0	**0**
Faculty of Science, Engineering & Medicine	BAME	10	14	7	**10**	6.3%	6.9%	3.3%	**5.5%**	-2.2	-1.0	-1.9	**-1.7**
	Not known	<5	6	<5	**2**	2.4%	14.6%	6.4%	**7.8%**	-6.1	+6.7	+1.1	**+0.6**
	White	67	69	46	**61**	8.5%	7.9%	5.2%	**7.2%**	0	0	0	**0**
Faculty of Social Sciences	BAME	<5	7	<5	**2**	8.2%	10.9%	5.7%	**8.3%**	-4.4	+0.5	-2.3	**-2.0**
	Not known	<5	<5	<5	**<5**	9.1%	5.6%	9.1%	**7.9%**	-3.5	-4.9	+1.1	**-2.4**
	White	52	46	37	**45**	12.6%	10.4%	8.0%	**10.3%**	0	0	0	**0**
Professional Services	BAME	8	12	<5	**7**	4.3%	6.1%	2.1%	**4.2%**	-2.0	-2.1	-4.2	**-2.8**
	Not known	<5	<5	<5	**<5**	5.6%	5.9%	2.8%	**4.8%**	-0.7	-2.3	-3.5	**-2.2**
	White	81	109	84	**91**	6.3%	8.2%	6.3%	**6.9%**	0	0	0	**0**

6.18 Professional Promotions (Gender; Ethnicity Summary)

		Staff Count				% of Total				Staff % Gap (vs. White Avg.)			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Female	BAME	19	28	12	**20**	4.9%	6.3%	2.6%	**4.6%**	-3.1	-4.2	-3.6	**-3.6**
	Not known	9	12	<5	**7**	8.0%	11.2%	3.4%	**7.5%**	0	+0.7	-2.9	**-0.7**
	White	187	257	154	**199**	8.0%	10.5%	6.2%	**8.2%**	0	0	0	**0**
Male	BAME	8	22	9	**13**	3.5%	8.2%	3.3%	**5.0%**	-2.2	+0.6	-0.7	**-0.8**
	Not known	<5	<5	<5	**<5**	1.2%	5.3%	4.4%	**3.6%**	-4.6	-2.3	+0.5	**-2.1**
	White	82	116	61	**86**	5.8%	7.6%	3.9%	**5.8%**	0	0	0	**0**

Section 6 word count: 1,662
Running total: 11,898

Section 7 Student Pipeline

Within all student data analysis, we have reviewed Medicine (WMS) separately to the rest of the SEM Faculty in which it sits because it is a graduate-entry undergraduate programme and its entry and awarding criteria therefore differ from all other undergraduate departments.

7a Undergraduate admissions

Warwick's courses are highly competitive with typically high entry requirements. Over the past three years, we have seen increases in BAME student applications (+5.6pp), offers (+5.4pp) and intake (+3.7pp) (Table 7.1), higher than Russell Group benchmarks (Table 7.8). These increases reflect outreach strategies and targeted regional recruitment over a long period: in 2011/12, 23.1% of applications were from BAME students cf. 41.1% in 2020/21). Recruitment strategies specifically for London and the West Midlands (areas of the country with higher participation rates and higher levels of BAME population) resulted in an increased share of applications from these areas between 2018-2020 (+13% London, +9% West Midlands).

Recognising that potential is not measured reliably by prior attainment, we introduced a contextualised admissions policy in 2016/17 which has also supported increased BAME student applications, offers and intake. The University considers a range of contextual factors (including individual, geographical and educational circumstances) when assessing UCAS applications to build a more holistic view of students' academic achievement and potential. We make lower offers to applicants meeting specific criteria of up to 2 A-Level grades or equivalent below the standard entry offer. We have seen a steady increase in the number of applicants eligible for a contextual offer (Table 7.6) with BAME applicants more likely to benefit (from application to enrolment) than White applicants and a negligible difference from application to offer between BAME and White applicants. We have recently made changes to widen the eligibility criteria and improve transparency of the contextual offer.

Although the increases in BAME applicants within our admissions processes indicate that our strategies are having the desired impact, we must continue this good momentum. Whilst 15.4% of BAME student applications lead to enrolment (cf. 15.8% of White applications), the BAME/White student gap is far greater at the offer stage (59.4% offer rate for BAME student applications cf. 71.1% White) implying an average offer gap of -11.8pp (Table 7.1) with a far greater gap for British Pakistani (-19.8pp) and British African applicants (-17.2pp) in particular (Table 7.4). On average, UCAS tariff points are higher for White students (Table 7.1) which partially accounts for the offer gap. When we analyse data for students in the highest quintile by UCAS tariff points, the BAME offer gap falls to -3.8pp: the success rate gap becomes +1.1pp (Table 7.2).

WMS has seen increasing proportions of BAME students enrolling (section 7b), having actively engaged in WP and outreach programmes to increase BAME student access to the medical profession, but is the only department with significant gaps at both offer (-11.8pp) and intake (-14.8pp) stage relative to White students (Table 7.5). We will undertake a review of our undergraduate admissions processes to better understand and address what is selectively disadvantaging BAME applicants at offer stage (and also intake stage for WMS specifically) **(Action D15b).**

Although Table 7.7 shows that more **non-UK BAME applicants** than White received offers and enrolled, ethnicity is unknown for 79.9% of non-UK applicants and the data cannot be regarded as reliable. We have therefore conducted no further analysis of non-UK student admissions data.

Table 7.1: UK-domiciled students: Applications, Offers and Intake 2018/19–2020/21 (Ethnicity Summary)

	BAME				Not known				White			
	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Avg. Student Entry Tariff	152	147	152	150	159	155	162	158	164	159	165	163
Applications	9,322	10,315	10,927	30,564	1,536	1,402	1,070	4,008	15,435	15,786	14,620	45,841
Offers	5,570	6,120	6,452	18,142	897	772	509	2,178	10,984	11,279	10,350	32,613
Intake	1,464	1,483	1,745	4,692	77	64	56	197	2,395	2,406	2,464	7,265
% of Total Applications	35.5%	37.5%	41.1%	38.0%	5.8%	5.1%	4.0%	5.0%	58.7%	57.4%	54.9%	57.0%
% of Total Offers	31.9%	33.7%	37.3%	34.3%	5.1%	4.3%	2.9%	4.1%	62.9%	62.1%	59.8%	61.6%
% of Total Intake	37.2%	37.5%	40.9%	38.6%	2.0%	1.6%	1.3%	1.6%	60.8%	60.9%	57.8%	59.8%
Offers to Applications %	59.8%	59.3%	59.0%	59.4%	58.4%	55.1%	47.6%	54.3%	71.2%	71.4%	70.8%	71.1%
Offers to Applications % Gap (vs. White Avg.)	-11.4	-12.1	-11.7	-11.8	-12.8	-16.4	-23.2	-16.8	0	0	0	0
Intake to Applications %	15.7%	14.4%	16.0%	15.4%	5.0%	4.6%	5.2%	4.9%	15.5%	15.2%	16.9%	15.8%
Intake to Applications % Gap (vs. White Avg.)	+0.2	-0.9	-0.9	-0.5	-10.5	-10.7	-11.6	-10.9	0	0	0	0

Total Number of Applications: 80,413

Table 7.2: UK-domiciled students: Applications, Offers and Intake 2018/19–2020/21 (UCAS Tariff Points Quintile 5; Ethnicity Summary)

	BAME				White			
	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Avg. Student Entry Tariff	230	228	227	228	231	229	228	229
Applications	925	933	1,241	3,099	2,077	1,809	2,229	6,115
Offers	757	760	1,057	2,574	1,770	1,583	1,960	5,313
Intake	194	174	256	624	336	337	493	1,166
% of Total Applications	29.5%	32.7%	34.4%	32.3%	66.3%	63.3%	61.8%	63.7%
% of Total Offers	28.7%	31.1%	33.8%	31.3%	67.0%	64.8%	62.6%	64.7%
% of Total Intake	36.1%	33.5%	33.5%	34.3%	62.6%	64.8%	64.5%	64.0%
Offers to Applications %	81.8%	81.5%	85.2%	83.1%	85.2%	87.5%	87.9%	86.9%
Offers to Applications % Gap (vs. White Avg.)	-3.4	-6.0	-2.8	-3.8	0	0	0	0
Intake to Applications %	21.0%	18.6%	20.6%	20.1%	16.2%	18.6%	22.1%	19.1%
Intake to Applications % Gap (vs. White Avg.)	+4.8	0	-1.5	+1.1	0	0	0	0

Table 7.3: UK-domiciled students: Applications, Offers and Intake 2018/19–2020/21 (Ethnic Group)

	Black				Asian				Chinese				Mixed				White			
	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Avg. Student Entry Tariff	182	207	155	175	160	148	153	155	177	183	179	180	166	173	147	161	164	165	163	164
Applications	381	352	370	1,103	721	716	897	2,334	167	161	704	1,032	179	179	244	602	2,982	2,590	2,697	8,269
Offers	184	184	199	567	419	391	491	1,301	86	79	312	477	117	107	147	371	1,791	1,541	1,550	4,882
Intake	151	143	149	443	330	285	360	975	50	44	89	183	84	82	97	263	1,536	1,285	1,301	4,122
% of Total Applications	8.3%	8.3%	7.2%	7.9%	15.2%	16.6%	17.2%	16.4%	3.6%	3.9%	13.6%	7.4%	3.8%	4.2%	4.7%	4.3%	62.3%	59.8%	51.5%	57.6%
% of Total Offers	6.9%	7.8%	7.2%	7.3%	15.2%	16.1%	17.6%	16.3%	3.3%	3.4%	11.3%	6.2%	4.3%	4.5%	5.3%	4.7%	64.1%	62.9%	55.0%	60.6%
% of Total Intake	6.9%	7.7%	7.3%	7.3%	14.6%	14.8%	17.5%	15.6%	2.3%	2.4%	4.4%	3.0%	3.8%	4.4%	4.8%	4.3%	67.2%	66.2%	62.7%	65.4%
Offers to Applications %	48.3%	52.3%	53.8%	51.4%	58.1%	54.6%	54.7%	55.7%	51.5%	49.1%	44.3%	46.2%	65.4%	59.8%	60.2%	61.6%	60.1%	59.5%	57.5%	59.0%
Offers to Applications % Gap (vs. White Avg.)	-11.8	-7.2	-3.7	-7.6	-1.9	-4.9	-2.7	-3.3	-8.6	-10.4	-13.2	-12.8	+5.3	+0.3	+2.8	+2.6	0	0	0	0
Intake to Applications %	39.6%	40.6%	40.3%	40.2%	45.8%	39.8%	40.1%	41.8%	29.9%	27.3%	12.6%	17.7%	46.9%	45.8%	39.8%	43.7%	51.5%	49.6%	48.2%	49.8%
Intake to Applications % Gap (vs. White Avg.)	-11.9	-9.0	-8.0	-9.7	-5.7	-9.8	-8.1	-8.1	-21.6	-22.3	-35.6	-32.1	-4.6	-3.8	-8.5	-6.2	0	0	0	0

Table 7.4: UK-domiciled students: Applications and Offers 2018/19-2020/21 (Specific Ethnicity)

	Black or Black British - African				Asian or Asian British - Pakistani				Other Asian Background				White			
	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Avg. Student Entry Tariff	182	206	157	175	158	146	150	152	175	152	158	160	164	165	163	164
Applications	307	292	305	904	222	239	246	707	88	101	147	336	2,982	2,590	2,697	8,269
Offers	157	148	165	470	117	117	132	366	53	55	79	187	1,791	1,541	1,550	4,882
Intake	129	114	125	368	87	77	95	259	39	39	57	135	1,536	1,285	1,301	4,122
% of Total Applications	6.7%	6.9%	5.9%	6.5%	4.7%	5.8%	4.9%	5.1%	1.9%	2.5%	2.9%	2.5%	62.3%	59.8%	51.5%	57.6%
% of Total Offers	5.9%	6.3%	6.0%	6.1%	4.3%	5.1%	4.9%	4.8%	2.0%	2.5%	3.0%	2.5%	64.1%	62.9%	55.0%	60.6%
% of Total Intake	5.9%	6.1%	6.2%	6.1%	3.9%	4.3%	4.8%	4.3%	1.8%	2.2%	2.9%	2.3%	67.2%	66.2%	62.7%	65.4%
Offers to Applications %	51.1%	50.7%	54.1%	52.0%	52.7%	49.0%	53.7%	51.8%	60.2%	54.5%	53.7%	55.7%	60.1%	59.5%	57.5%	59.0%
Offers to Applications % Gap (vs. White Avg.)	-8.9	-8.8	-3.4	-7.0	-7.4	-10.5	-3.8	-7.3	+0.2	-5.0	-2.4	-3.0	0	0	0	0
Intake to Applications %	42.0%	39.0%	41.0%	40.7%	39.2%	32.2%	38.6%	36.6%	44.3%	38.6%	38.8%	40.2%	51.5%	49.6%	48.2%	49.8%
Intake to Applications % Gap (vs. White Avg.)	-9.5	-10.6	-7.3	-9.1	-12.3	-17.4	-9.6	-13.2	-7.2	-11.0	-9.2	-9.6	0	0	0	0

Table 7.5 UK-domiciled students: Applications, Offers and Intake 2018/19–2020/21 (Faculty; Ethnicity Summary)

		Arts				Medicine				S.E.M. (excl. Medicine)				Social Sciences			
		18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
BAME	Applications	1,105	1,084	1,072	3,261	684	767	784	2,235	3,776	4,289	4,760	12,825	3,683	4,079	4,248	12,010
	Offers	875	861	841	2,577	59	87	118	264	2,802	3,092	3,223	9,117	1,786	2,020	2,234	6,040
	Intake	242	216	275	733	125	129	96	350	609	611	715	1,935	427	453	622	1,502
	% of Total Applications	20.9%	22.6%	25.5%	22.8%	42.2%	46.0%	47.0%	45.1%	35.6%	36.5%	40.1%	37.5%	43.5%	46.0%	49.5%	46.3%
	% of Total Offers	20.5%	21.9%	25.1%	22.3%	22.6%	31.5%	34.1%	29.9%	34.2%	34.9%	37.6%	35.6%	39.6%	41.8%	45.9%	42.5%
	% of Total Intake	30.1%	29.8%	35.5%	31.8%	27.7%	33.8%	31.3%	30.7%	40.5%	38.9%	39.4%	39.6%	48.3%	48.2%	52.2%	49.8%
	Offers to Applications %	79.2%	79.4%	78.5%	79.0%	8.6%	11.3%	15.1%	11.8%	74.2%	72.1%	67.7%	71.1%	48.5%	49.5%	52.6%	50.3%
	Offers to Applications % Gap (vs. White Avg.)	-3.1	-4.6	-2.8	-3.6	-13.5	-10.9	-11.8	-11.8	-5.9	-6.4	-8.8	-7.3	-9.7	-10.3	-9.8	-9.8
	Intake to Applications %	21.9%	19.9%	25.7%	22.5%	18.3%	16.8%	12.2%	15.7%	16.1%	14.2%	15.0%	15.1%	11.6%	11.1%	14.6%	12.5%
	Intake to Applications % Gap (vs. White Avg.)	+7.7	+5.5	+9.1	+7.5	-17.8	-13.2	-12.6	-14.8	+2.3	+0.7	-1.2	+0.6	+1.0	+0.1	+0.6	+0.6
White	Applications	3,845	3,470	2,993	10,308	873	827	802	2,502	6,263	6,892	6,654	19,809	4,197	4,293	3,957	12,447
	Offers	3,165	2,916	2,431	8,512	193	184	215	592	5,019	5,413	5,089	15,521	2,441	2,567	2,470	7,478
	Intake	546	500	495	1,541	315	248	199	762	863	934	1,077	2,874	446	474	556	1,476
	% of Total Applications	72.8%	72.5%	71.1%	72.2%	53.8%	49.4%	48.1%	50.4%	59.1%	58.6%	56.0%	57.9%	49.6%	48.4%	46.1%	48.0%
	% of Total Offers	74.0%	74.1%	72.5%	73.6%	73.9%	65.9%	62.1%	66.8%	61.3%	61.1%	59.4%	60.6%	54.1%	53.1%	50.8%	52.6%
	% of Total Intake	68.0%	68.9%	63.9%	66.9%	69.8%	64.8%	64.8%	66.8%	57.4%	59.4%	59.3%	58.8%	50.5%	50.5%	46.7%	49.0%
	Offers to Applications %	82.3%	84.0%	81.2%	82.6%	22.1%	22.2%	26.8%	23.7%	80.1%	78.5%	76.5%	78.4%	58.2%	59.8%	62.4%	60.1%
	Offers to Applications % Gap (vs. White Avg.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Intake to Applications %	14.2%	14.4%	16.5%	14.9%	36.1%	30.0%	24.8%	30.5%	13.8%	13.6%	16.2%	14.5%	10.6%	11.0%	14.1%	11.9%
	Intake to Applications % Gap (vs. White Avg.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 7.6: UK-domiciled students: Applications, Offers and Intake 2018/19–2020/21 (Contextual Offers; Ethnicity Summary)

	BAME				White			
	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Avg. Student Entry Tariff	134	132	144	137	145	141	160	149
Applications	710	993	1,098	2,801	552	718	757	2,027
Offers	682	966	1,081	2,729	540	710	752	2,002
Intake	145	192	286	623	82	132	186	400
% of Total Applications	55.2%	56.4%	57.9%	56.7%	42.7%	40.8%	40.1%	41.0%
% of Total Offers	54.7%	56.0%	57.8%	56.4%	43.1%	41.1%	40.4%	41.4%
% of Total Intake	63.9%	58.0%	60.2%	60.3%	35.8%	39.9%	39.2%	38.6%
Offers to Applications %	96.1%	97.3%	98.5%	97.4%	97.8%	98.9%	99.3%	98.8%
Offers to Applications % Gap (vs. White Avg.)	-1.8	-1.6	-0.9	-1.3	0	0	0	0
Intake to Applications %	20.4%	19.3%	26.0%	22.2%	14.9%	18.4%	24.6%	19.7%
Intake to Applications % Gap (vs. White Avg.)	+5.6	+1.0	+1.5	+2.5	0	0	0	0

Table 7.7: Non-UK students: Applications, Offers and Intake 2018/19–2020/21 (Ethnicity Summary)

	BAME				White			
	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Avg. Student Entry Tariff	192	192	191	192	188	183	190	187
Applications	1,720	1,792	1,944	5,456	1,914	1,864	1,704	5,482
Offers	1,357	1,410	1,567	4,334	1,371	1,307	1,266	3,944
Intake	999	1,081	1,205	3,285	779	746	751	2,276
% of Total Applications	10.0%	9.9%	10.2%	10.0%	11.1%	10.3%	8.9%	10.1%
% of Total Offers	11.3%	11.0%	11.5%	11.3%	11.5%	10.2%	9.3%	10.3%
% of Total Intake	54.0%	57.7%	59.6%	57.2%	42.1%	39.8%	37.1%	39.6%
Offers to Applications %	78.9%	78.7%	80.6%	79.4%	71.6%	70.1%	74.3%	71.9%
Offers to Applications % Gap (vs. White Avg.)	+7.3	+8.6	+6.3	+7.5	0	0	0	0
Intake to Applications %	58.1%	60.3%	62.0%	60.2%	40.7%	40.0%	44.1%	41.5%
Intake to Applications % Gap (vs. White Avg.)	+17.4	+20.3	+17.9	+18.7	0	0	0	0

Table 7.8: Sector Benchmark (Russell Group); UK students: Applications, Offers and Intake 2017–2019 (Ethnicity Summary)

		Applications (Rounded)			Offers (Rounded)			% of Total Applications			% of Total Offers			Offer Rate % (Offers / Applications)			Offer Rate % Gap (vs. White Avg.)		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
BAME	Warwick	7,760	8,625	9,635	5,095	5,505	6,070	33.2%	36.6%	38.5%	29.3%	32.5%	34.2%	65.8%	63.8%	62.5%	-12.9	-12.7	-13.4
	All Others	158,455	167,005	183,495	87,990	94,030	103,305	25.5%	27.2%	29.3%	21.6%	23.2%	24.9%	52.7%	53.9%	54.7%	-12.0	-11.4	-11.1
	Summary	166,215	175,630	193,130	93,085	99,535	109,375	25.8%	27.5%	29.6%	21.9%	23.6%	25.3%	53.2%	54.3%	55.0%	-12.0	-11.5	-11.2
White	Warwick	15,610	14,940	15,385	12,285	11,415	11,680	66.8%	63.4%	61.5%	70.7%	67.5%	65.8%	78.7%	76.4%	75.9%	0	0	0
	All Others	462,410	446,940	443,385	319,260	311,100	311,070	74.5%	72.8%	70.7%	78.4%	76.8%	75.1%	64.7%	65.4%	65.8%	0	0	0
	Summary	478,020	461,880	458,770	331,545	322,515	322,750	74.2%	72.5%	70.4%	78.1%	76.4%	74.7%	65.3%	65.8%	66.2%	0	0	0
Summary		644,235	637,510	651,900	424,630	422,050	432,125	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	55.6%	56.6%	57.3%	-9.6	-9.2	-8.9

Table 7.9: Sector Benchmark (Whole Sector); UK students: Applications, Offers and Intake 2017–2019 (Ethnicity Summary)

		Applications (Rounded)			Offers (Rounded)			% of Total Applications			% of Total Offers			Offer Rate % (Offers / Applications)			Offer Rate % Gap (vs. White Avg.)		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
BAME	Warwick	7,760	8,625	9,635	5,095	5,505	6,070	33.2%	36.6%	38.5%	29.3%	32.5%	34.2%	65.8%	63.8%	62.5%	-12.9	-12.7	-13.4
	All Others	592,310	586,080	615,275	372,555	385,810	411,985	27.6%	28.6%	30.3%	25.2%	26.6%	28.4%	64.1%	66.8%	68.3%	-7.2	-6.2	-5.6
	Summary	600,070	594,705	624,910	377,650	391,315	418,055	27.7%	28.7%	30.4%	25.2%	26.6%	28.5%	64.1%	66.7%	68.3%	-7.2	-6.2	-5.6
White	Warwick	15,610	14,940	15,385	12,285	11,415	11,680	66.8%	63.4%	61.5%	70.7%	67.5%	65.8%	78.7%	76.4%	75.9%	0	0	0
	All Others	1,550,530	1,465,405	1,412,620	1,108,730	1,067,305	1,039,140	72.4%	71.4%	69.7%	74.8%	73.4%	71.6%	71.3%	72.9%	73.9%	0	0	0
	Summary	1,566,140	1,480,345	1,428,005	1,121,015	1,078,720	1,050,820	72.3%	71.3%	69.6%	74.8%	73.4%	71.5%	71.3%	72.9%	73.9%	0	0	0
Summary		2,166,210	2,075,050	2,052,915	1,498,665	1,470,035	1,468,875	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	65.5%	68.0%	69.4%	-5.8	-5.0	-4.5

7b Undergraduate student body

UK-domiciled students

BAME students account for 38.6% of Warwick's student population in 2021 (cf. 25.9% in 2013/14), far exceeding our 27.3% 2020/21 target set within access agreements (Table 7.10) and exceeding both Russell Group and sector averages (Tables 7.16, 7.17). The largest increases are among Black and Asian students (Table 7.11) and the proportion of BAME students has grown continuously in all faculties (Table 7.12).

Perceiving that 95% of our UK BAME entrants come from the most represented areas in Higher Education (HE) (POLAR quintiles 3-5), we have set a new institutional ambition to double the proportion of BAME entrants from the least represented groups (POLAR4 Q1 and Q2) by 2025. We launched the *Warwick Scholars* social mobility programme in 2019 to support this aim, providing A-Level tuition, access to mentoring, transition support during year 13 and a 50% tuition fee discount and maintenance bursary upon enrolment at Warwick (75% BAME participants on first two cohorts).

Non-UK domiciled students

BAME students account for 53.8% of **non-UK enrolments** over the three-year period, largely Chinese (26.4%) and Asian (18.7%) students (Table 7.14) (note that we have commented on Chinese students separately within our student data because they form such a significant proportion of the overall Asian ethnic student group).

Table 7.10: UK-domiciled students: Enrolments 2018/19–2020/21 (Ethnicity Summary)

		18/19	19/20	20/21	Summary
BAME	Population	3,793	4,191	4,807	4,264
	% of Total	32.8%	35.5%	38.6%	35.7%
Not known	Population	246	264	212	241
	% of Total	2.1%	2.2%	1.7%	2.0%
White	Population	7,514	7,350	7,429	7,431
	% of Total	65.0%	62.3%	59.7%	62.3%

Table 7.11: UK-domiciled students: Enrolments 2018/19–2020/21 (Ethnic Group)

		18/19	19/20	20/21	Summary
Black	Population	826	924	1,199	983
	% of Total	7.1%	7.8%	9.6%	8.2%
Asian	Population	1,840	2,048	2,299	2,062
	% of Total	15.9%	17.3%	18.5%	17.3%
Chinese	Population	308	299	300	302
	% of Total	2.7%	2.5%	2.4%	2.5%
Mixed	Population	652	739	803	731
	% of Total	5.6%	6.3%	6.5%	6.1%
White	Population	7,514	7,350	7,429	7,431
	% of Total	65.0%	62.3%	59.7%	62.3%

Table 7.12: UK-domiciled students: Enrolments 2018/19–2020/21 (Faculty; Ethnicity Summary)

		BAME				White			
		18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Arts	Population	579	653	764	665	1,779	1,706	1,625	1,703
	% of Total	32.8%	35.5%	38.6%	35.7%	65.0%	62.3%	59.7%	62.3%
Medicine	Population	248	271	267	262	682	657	581	640
	% of Total	32.8%	35.5%	38.6%	35.7%	65.0%	62.3%	59.7%	62.3%
S.E.M. (excl. Medicine)	Population	1,636	1,817	2,084	1,846	3,156	3,049	3,255	3,153
	% of Total	32.8%	35.5%	38.6%	35.7%	65.0%	62.3%	59.7%	62.3%
Social Sciences	Population	1,187	1,299	1,568	1,351	1,366	1,414	1,539	1,440
	% of Total	32.8%	35.5%	38.6%	35.7%	65.0%	62.3%	59.7%	62.3%

Table 7.13: Non-UK students: Enrolments 2018/19–2020/21 (Ethnicity Summary)

		18/19	19/20	20/21	Summary
BAME	Population	2,659	2,902	3,310	2,957
	% of Total	51.6%	53.5%	55.9%	53.8%
White	Population	2,309	2,327	2,420	2,352
	% of Total	44.8%	42.9%	40.9%	42.8%

Table 7.14: Non-UK students: Enrolments 2018/19–2020/21 (Ethnic Group)

		18/19	19/20	20/21	Summary
Black	Population	110	107	115	111
	% of Total	2.1%	2.0%	1.9%	2.0%
Asian	Population	961	1,014	1,114	1,030
	% of Total	18.6%	18.7%	18.8%	18.7%
Chinese	Population	1,257	1,414	1,686	1,452
	% of Total	24.4%	26.1%	28.5%	26.4%
Mixed	Population	197	222	226	215
	% of Total	3.8%	4.1%	3.8%	3.9%
White	Population	2,309	2,327	2,420	2,352
	% of Total	44.8%	42.9%	40.9%	42.8%

Table 7.15: Non-UK students: Enrolments 2018/19–2020/21 (Faculty; Ethnicity Summary)

		BAME				White			
		18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Arts	Population	135	135	165	145	331	317	320	323
	% of Total	51.6%	53.5%	55.9%	53.8%	44.8%	42.9%	40.9%	42.8%
Medicine	Population	16	17	22	18	60	43	43	49
	% of Total	51.6%	53.5%	55.9%	53.8%	44.8%	42.9%	40.9%	42.8%
S.E.M. (excl. Medicine)	Population	713	888	1,102	901	584	637	697	639
	% of Total	51.6%	53.5%	55.9%	53.8%	44.8%	42.9%	40.9%	42.8%
Social Sciences	Population	1,793	1,859	2,019	1,890	1,330	1,327	1,359	1,339
	% of Total	51.6%	53.5%	55.9%	53.8%	44.8%	42.9%	40.9%	42.8%

Table 7.16: Sector Benchmark (Russell Group); UK students: Student Body 2016/17–2018/19 (Ethnicity Summary)

		Full-Person Equivalent - Student Body Numerator (Rounded)			Full-Person Equivalent - Student Body Denominator (Rounded)			Full-Person Equivalent - % of Total		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
BAME	Warwick	3,010	2,715	3,050	10,670	11,175	11,365	28.2%	24.3%	26.8%
	All Others	61,960	51,395	53,660	309,430	313,875	315,505	20.0%	16.4%	17.0%
	Summary	64,970	54,110	56,715	320,105	325,050	326,870	24.1%	20.3%	21.9%
Not known	Warwick	115	750	850	10,670	11,175	11,365	1.1%	6.7%	7.5%
	All Others	2,510	17,525	18,685	309,430	313,875	315,505	0.8%	5.6%	5.9%
	Summary	2,625	18,275	19,540	320,105	325,050	326,870	0.9%	6.1%	6.7%
White	Warwick	7,550	7,710	7,460	10,670	11,175	11,365	70.7%	69.0%	65.7%
	All Others	244,960	244,955	243,155	309,430	313,875	315,505	79.2%	78.0%	77.1%
	Summary	252,510	252,665	250,615	320,105	325,050	326,870	74.9%	73.5%	71.4%
Summary		320,105	325,050	326,870	320,105	325,050	326,870	33.3%	33.3%	33.3%

Table 7.17: Sector Benchmark (Whole Sector); UK students: Student Body 2016/17–2018/19 (Ethnicity Summary)

		Full-Person Equivalent - Student Body Numerator (Rounded)			Full-Person Equivalent - Student Body Denominator (Rounded)			Full-Person Equivalent - % of Total		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
BAME	Warwick	3,010	2,715	3,050	10,670	11,175	11,365	28.2%	24.3%	26.8%
	All Others	320,215	278,230	290,430	1,356,840	1,371,315	1,387,510	23.6%	20.3%	20.9%
	Summary	323,225	280,945	293,480	1,367,510	1,382,490	1,398,875	25.9%	22.3%	23.9%
Not known	Warwick	115	750	850	10,670	11,175	11,365	1.1%	6.7%	7.5%
	All Others	12,870	70,465	73,435	1,356,840	1,371,315	1,387,510	0.9%	5.1%	5.3%
	Summary	12,985	71,215	74,290	1,367,510	1,382,490	1,398,875	1.0%	5.9%	6.4%
White	Warwick	7,550	7,710	7,460	10,670	11,175	11,365	70.7%	69.0%	65.7%
	All Others	1,023,755	1,022,620	1,023,640	1,356,840	1,371,315	1,387,510	75.5%	74.6%	73.8%
	Summary	1,031,300	1,030,330	1,031,105	1,367,510	1,382,490	1,398,875	73.1%	71.8%	69.7%
Summary		1,367,510	1,382,490	1,398,875	1,367,510	1,382,490	1,398,875	33.3%	33.3%	33.3%

7c Undergraduate progression/continuation rate

Progression rates tend to be remarkably high for all students, but Warwick's UK and non-UK BAME student progression rates tend to exceed that of White students (Table 7.18, 7.19) and are higher than the sector average (Tables 7.20, 7.21).

Table 7.18: UK-domiciled students: Progression 2017/18–2019/20 (Ethnicity Summary)

		17/18	18/19	19/20	Summary
BAME	Cohort Intake	1,672	1,814	1,584	5,070
	Continuation Rate %	98.0%	98.1%	98.2%	98.1%
	Continuation Rate % Gap (vs. White Avg.)	+0.1	+0.1	+0.3	+0.1
Not known	Cohort Intake	126	93	67	286
	Continuation Rate %	97.6%	98.9%	97.0%	97.9%
	Continuation Rate % Gap (vs. White Avg.)	-0.3	+0.9	-1.0	-0.1
White	Cohort Intake	3,174	2,862	2,566	8,602
	Continuation Rate %	97.9%	98.0%	98.0%	98.0%
	Continuation Rate % Gap (vs. White Avg.)	0	0	0	0

7.19: UK-domiciled students: Progression 2017/18–2019/20 (Ethnic Group)

		17/18	18/19	19/20	Summary
Black	Cohort Intake	353	402	382	1,137
	Continuation Rate %	98.3%	98.0%	98.7%	98.3%
	Continuation Rate % Gap (vs. White Avg.)	+0.4	0	+0.7	+0.4
Asian	Cohort Intake	823	930	756	2,509
	Continuation Rate %	98.1%	98.2%	98.5%	98.2%
	Continuation Rate % Gap (vs. White Avg.)	+0.2	+0.2	+0.6	+0.3
Chinese	Cohort Intake	131	115	93	339
	Continuation Rate %	99.2%	100.0%	100.0%	99.7%
	Continuation Rate % Gap (vs. White Avg.)	+1.3	+2.0	+2.0	+1.7
Mixed	Cohort Intake	289	287	283	859
	Continuation Rate %	96.5%	96.9%	96.8%	96.7%
	Continuation Rate % Gap (vs. White Avg.)	-1.3	-1.1	-1.2	-1.2
White	Cohort Intake	3,174	2,862	2,566	8,602
	Continuation Rate %	97.9%	98.0%	98.0%	98.0%
	Continuation Rate % Gap (vs. White Avg.)	0	0	0	0

Table 7.20: Non-UK-domiciled students: Progression 2017/18–2019/20 (Ethnicity Summary)

		17/18	18/19	19/20	Summary
BAME	Cohort Intake	976	1,127	1,117	3,220
	Continuation Rate %	98.3%	98.2%	98.2%	98.2%
	Continuation Rate % Gap (vs. White Avg.)	+0.1	+0.5	+0.7	+0.5
Not known	Cohort Intake	90	95	50	235
	Continuation Rate %	100.0%	94.7%	100.0%	97.9%
	Continuation Rate % Gap (vs. White Avg.)	+1.8	-3.0	+2.5	+0.1
White	Cohort Intake	926	1,001	791	2,718
	Continuation Rate %	98.2%	97.7%	97.5%	97.8%
	Continuation Rate % Gap (vs. White Avg.)	0	0	0	0

Table 7.21: Non-UK-domiciled students: Progression 2017/18–2019/20 (Ethnic Group)

		17/18	18/19	19/20	Summary
Black	Cohort Intake	36	50	31	117
	Continuation Rate %	97.2%	100.0%	100.0%	99.1%
	Continuation Rate % Gap (vs. White Avg.)	-0.9	+2.3	+2.5	+1.4
Asian	Cohort Intake	354	390	365	1,109
	Continuation Rate %	97.2%	98.5%	98.9%	98.2%
	Continuation Rate % Gap (vs. White Avg.)	-1.0	+0.8	+1.4	+0.4
Chinese	Cohort Intake	448	534	593	1,575
	Continuation Rate %	98.9%	98.1%	98.3%	98.4%
	Continuation Rate % Gap (vs. White Avg.)	+0.7	+0.4	+0.8	+0.6
Mixed	Cohort Intake	90	82	76	248
	Continuation Rate %	100.0%	97.6%	96.1%	98.0%
	Continuation Rate % Gap (vs. White Avg.)	+1.8	-0.1	-1.4	+0.2
White	Cohort Intake	924	997	788	2,709
	Continuation Rate %	98.2%	97.7%	97.5%	97.8%
	Continuation Rate % Gap (vs. White Avg.)	0	0	0	0

Table 7.22: Sector Benchmark (Russell Group); UK students – Student Progression by Ethnicity, 2016/17–2018/19

			Full-Person Equivalent - Course Progression Numerator (Rounded)			Full-Person Equivalent - Course Progression Denominator (Rounded)			Progression %			Progression % Gap (vs. White Avg.)		
			2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Summary	BAME	Warwick	2,955	2,675	3,010	3,010	2,715	3,050	98.2%	98.6%	98.6%	+0.2	+0.3	+0.1
		All Others	60,550	50,495	52,740	61,960	51,395	53,660	97.7%	98.3%	98.3%	-0.3	0	-0.1
		Summary	63,505	53,170	55,745	64,970	54,110	56,715	97.7%	98.3%	98.3%	-0.3	0	-0.1
	White	Warwick	7,400	7,580	7,355	7,550	7,710	7,460	98.0%	98.3%	98.5%	0	0	0
		All Others	240,070	240,645	239,240	244,960	244,955	243,155	98.0%	98.2%	98.4%	0	0	0
		Summary	247,465	248,220	246,595	252,510	252,665	250,615	98.0%	98.2%	98.4%	0	0	0
	Summary		310,975	301,395	302,340	317,480	306,775	307,330	98.0%	98.2%	98.4%	-0.1	0	0

Table 7.23: Sector Benchmark (Whole Sector); UK students – Student Progression by Ethnicity, 2016/17–2018/19

			Full-Person Equivalent - Course Progression Numerator (Rounded)			Full-Person Equivalent - Course Progression Denominator (Rounded)			Progression %			Progression % Gap (vs. White Avg.)		
			2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Summary	BAME	Warwick	2,955	2,675	3,010	3,010	2,715	3,050	98.2%	98.6%	98.6%	+0.2	+0.3	+0.1
		All Others	304,340	264,720	276,300	320,215	278,230	290,430	95.0%	95.1%	95.1%	-1.6	-1.5	-1.4
		Summary	307,295	267,395	279,310	323,225	280,945	293,480	95.1%	95.2%	95.2%	-1.6	-1.4	-1.4
	White	Warwick	7,400	7,580	7,355	7,550	7,710	7,460	98.0%	98.3%	98.5%	0	0	0
		All Others	989,370	987,995	988,420	1,023,755	1,022,620	1,023,640	96.6%	96.6%	96.6%	0	0	0
		Summary	996,770	995,570	995,775	1,031,300	1,030,330	1,031,105	96.7%	96.6%	96.6%	0	0	0
	Summary		1,304,065	1,262,970	1,275,085	1,354,525	1,311,275	1,324,585	96.3%	96.3%	96.3%	-0.4	-0.3	-0.3

7d Undergraduate attainment

Although Warwick's BAME student awarding gap is substantially less than Russell Group and sector averages and has been falling (Tables 7.39 and 7.40), it is still concerning as it is notably larger for BAME students (Table 7.40) and exists across all faculties (Table 7.24). Our Access and Participation Plan has set institutional targets to **eliminate the Black attainment gap by 2024-25** and to **reduce other identified attainment gaps.** Recognising that this ambition requires wholescale structural and cultural change including a liberated curriculum, diversified assessment, diverse staff and appropriate support, we have developed an Inclusive Education Model (Section 8) to progress this with actions embedded within several University strategies (Education, HR, WP, Social Inclusion, Wellbeing).

Our 2017/18–2019/20 attainment data shows:

UK-domiciled students

- 84.6% BAME students awarded 'Good Honours' (1st/2:1) (cf. 91.9% for White students): awarding gap of -7.4pp, (Table 7.24)
- Awarding gap greater among those from a lower socioeconomic background (-11.1pp cf. -6.6pp for higher socioeconomic background) (Table 7.30).
- Among highest quintiles of students (Q5) by UCAS tariff points, BAME awarding gap is -4.9pp (Table 7.31).
- Awarding gap greatest for Black students (-10.1pp, 3yr average) but has been decreasing (from –12.7pp in 17/18 to -6.0pp in 19/20) (Table 25).

Non-UK students

- Non-UK BAME student 'Good Honours' awarding gap -12.9pp (Table 7.33)
- Among non-UK students, awarding gap is largest among Asian students (-14.1pp) (Table 7.36) and greater among female than male students. (Table 7.38)

We conducted further analysis of awarding gaps based on percentages of **students awarded First Class honours** degrees (Tables 7.32–7.34), which revealed much greater gaps:

- 27% of BAME students awarded First Class Honours cf. 42.6% White students (awarding gap of -15.6pp, 3-yr averages)
- Black-White student awarding gap is largest (-23.6pp, 3yr average cf. Black-White 'Good Honours' awarding gap of -12.7pp).

We also reviewed postgraduate attainment data by measuring the difference between the percentage of BAME/White students awarded either Distinction or Merit (Table 7.39), revealing a UK BAME postgraduate taught (PGT) student Awarding Gap of -8.9pp with gaps most significant for Black students (-18.6pp; Table 7.40), more significant for females (-11.9pp) than males (-5.6pp) (Table 7.42) and greatest in the Arts Faculty (-25.6pp; Table 7.41). As for undergraduate students, the gap was greater for non-UK PGT students (-13.8pp, Table 7.43)

Dashboards have recently been introduced allowing departments to scrutinise their attainment data directly, building on existing analysis of differences in student outcomes by ethnicity within Faculty Education Committees, which has informed departmental policy and practice. We will discuss undergraduate and postgraduate attainment data annually, reviewing both Firsts and Good Honours, including absolute counts,

proportions, and gaps at departmental level, with comparison against Faculty and institutional norms. Separate metrics will be developed for specialised provision (Medicine, Foundation programmes) **(Action C5b).** This data monitoring will be supplemented by qualitative analysis, engaging with students to understand their experiences at a local level and develop effective departmental action plans and targets **(Action C5a).**

Table 7.24: UK-domiciled students: UG Attainment 2017/18–2019/20 (Good Honours Awards; Ethnicity Summary)

		17/18	18/19	19/20	Summary
BAME	Total Awards	803	851	1,004	2,658
	Awards % of Total	81.8%	83.5%	88.3%	84.6%
	Awarding % Gap (vs. White Avg.)	-8.3	-8.4	-5.4	-7.4
Not known	Total Awards	47	35	79	161
	Awards % of Total	91.5%	97.1%	89.9%	92.8%
	Awarding % Gap (vs. White Avg.)	+1.4	+5.2	-3.9	+0.9
White	Total Awards	1,793	1,931	1,915	5,639
	Awards % of Total	90.1%	91.9%	93.7%	91.9%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Table 7.25: UK-domiciled students: UG Attainment 2017/18–2019/20 (Good Honours Awards; Ethnic Group)

		17/18	18/19	19/20	Summary
Black	Total Awards	146	199	180	525
	Awards % of Total	77.4%	80.4%	87.8%	81.9%
	Awarding % Gap (vs. White Avg.)	-12.7	-11.5	-6.0	-10.1
Asian	Total Awards	425	380	500	1,305
	Awards % of Total	80.5%	83.7%	86.4%	83.5%
	Awarding % Gap (vs. White Avg.)	-9.7	-8.2	-7.3	-8.4
Chinese	Total Awards	53	90	102	245
	Awards % of Total	86.8%	87.8%	88.2%	87.6%
	Awarding % Gap (vs. White Avg.)	-3.3	-4.1	-5.5	-4.3
Mixed	Total Awards	149	150	176	475
	Awards % of Total	87.9%	84.7%	96.0%	89.5%
	Awarding % Gap (vs. White Avg.)	-2.2	-7.3	+2.3	-2.4
White	Total Awards	1,793	1,931	1,915	5,639
	Awards % of Total	90.1%	91.9%	93.7%	91.9%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Table 7.26: UK-domiciled students: UG Attainment 2017/18–2019/20 (Good Honours Awards; Faculty; Ethnicity Summary)

		BAME				Not known				White			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Arts	Total Awards	107	125	157	389	9	8	13	30	582	540	550	1,672
	Awards % of Total	97.2%	90.4%	91.7%	93.1%	100.0%	87.5%	92.3%	93.3%	96.7%	97.0%	97.8%	97.2%
	Awarding % Gap (vs. White Avg.)	+0.5	-6.6	-6.1	-4.1	+3.3	-9.5	-5.5	-3.9	0	0	0	0
S.E.M. (excl. Medicine)	Total Awards	380	379	448	1,207	23	19	46	88	805	942	872	2,619
	Awards % of Total	78.4%	81.3%	87.7%	82.5%	82.6%	100.0%	89.1%	90.6%	86.2%	88.4%	93.0%	89.2%
	Awarding % Gap (vs. White Avg.)	-7.8	-7.2	-5.3	-6.7	-3.6	+11.6	-3.9	+1.4	0	0	0	0
Social Sciences	Total Awards	301	324	371	996	14	8	19	41	348	403	411	1,162
	Awards % of Total	83.1%	86.4%	89.5%	86.3%	100.0%	100.0%	89.5%	96.5%	92.0%	95.3%	94.9%	94.0%
	Awarding % Gap (vs. White Avg.)	-8.9	-8.9	-5.4	-7.7	+8.0	+4.7	-5.4	+2.4	0	0	0	0

Table 7.27: UK-domiciled students: UG Attainment 2017/18–2019/20 (Good Honours Awards; <u>Arts Faculty only</u>; Ethnic Group)

		17/18	18/19	19/20	Summary
Black	Total Awards	21	36	31	88
	Awards % of Total	100.0%	91.7%	96.8%	96.1%
	Awarding % Gap (vs. White Avg.)	+3.3	-5.4	-1.0	-1.0
Asian	Total Awards	40	37	68	145
	Awards % of Total	92.5%	89.2%	89.7%	90.5%
	Awarding % Gap (vs. White Avg.)	-4.2	-7.8	-8.1	-6.7
Mixed	Total Awards	36	42	37	115
	Awards % of Total	100.0%	90.5%	94.6%	95.0%
	Awarding % Gap (vs. White Avg.)	+3.3	-6.6	-3.2	-2.2
White	Total Awards	582	540	550	1,672
	Awards % of Total	96.7%	97.0%	97.8%	97.2%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Note: Chinese students not included because of small samples

Table 7.28: UK-domiciled students: UG Attainment 2017/18–2019/20 (Good Honours Awards; SEM Faculty only – excluding Medicine; Ethnic Group)

		17/18	18/19	19/20	Summary
Black	Total Awards	57	73	61	191
	Awards % of Total	73.7%	74.0%	78.7%	75.4%
	Awarding % Gap (vs. White Avg.)	-12.5	-14.5	-14.3	-13.8
Asian	Total Awards	205	179	229	613
	Awards % of Total	75.6%	81.0%	87.3%	81.3%
	Awarding % Gap (vs. White Avg.)	-10.6	-7.4	-5.7	-7.9
Chinese	Total Awards	35	49	56	140
	Awards % of Total	88.6%	89.8%	83.9%	87.4%
	Awarding % Gap (vs. White Avg.)	+2.4	+1.4	-9.1	-1.8
Mixed	Total Awards	72	60	84	216
	Awards % of Total	81.9%	85.0%	96.4%	87.8%
	Awarding % Gap (vs. White Avg.)	-4.3	-3.4	+3.4	-1.4
White	Total Awards	805	942	872	2,619
	Awards % of Total	86.2%	88.4%	93.0%	89.2%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Table 7.29: UK-domiciled students: UG Attainment 2017/18–2019/20 (Good Honours Awards; Social Sciences Faculty only; Ethnic Group)

		17/18	18/19	19/20	Summary
Black	Total Awards	59	82	80	221
	Awards % of Total	78.0%	84.1%	92.5%	84.9%
	Awarding % Gap (vs. White Avg.)	-14.0	-11.1	-2.4	-9.2
Asian	Total Awards	176	155	188	519
	Awards % of Total	84.7%	87.7%	86.7%	86.4%
	Awarding % Gap (vs. White Avg.)	-7.3	-7.5	-8.2	-7.7
Chinese	Total Awards	15	34	36	85
	Awards % of Total	80.0%	85.3%	91.7%	85.7%
	Awarding % Gap (vs. White Avg.)	-12.0	-10.0	-3.2	-8.4
Mixed	Total Awards	41	42	54	137
	Awards % of Total	87.8%	85.7%	96.3%	89.9%
	Awarding % Gap (vs. White Avg.)	-4.1	-9.6	+1.4	-4.1
White	Total Awards	348	403	411	1,162
	Awards % of Total	92.0%	95.3%	94.9%	94.0%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Table 7.30: UK-domiciled students: UG Attainment 2017/18–2019/20 (Good Honours Awards; Parental Occupation; Ethnicity Summary)

		BAME				White			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
LowSEC	Total Awards	162	175	233	570	237	270	252	759
	Awards % of Total	75.9%	84.0%	88.0%	82.6%	92.0%	94.1%	95.2%	93.8%
	Awarding % Gap (vs. White Avg.)	-16.1	-10.1	-7.3	-11.1	0	0	0	0
Not LowSEC	Total Awards	626	651	735	2,012	1,474	1,553	1,509	4,536
	Awards % of Total	84.3%	84.8%	89.3%	86.1%	90.8%	92.3%	95.2%	92.8%
	Awarding % Gap (vs. White Avg.)	-6.4	-7.5	-5.9	-6.6	0	0	0	0

Table 7.31: UK-domiciled students: UG Attainment 2017/18–2019/20 (Good Honours Awards; UCAS Tariff Points (Q5); Ethnicity Summary)

		17/18	18/19	19/20	Summary
BAME	Total Awards	139	123	127	389
	Awards % of Total	86.3%	89.4%	94.5%	90.1%
	Awarding % Gap (vs. White Avg.)	-7.6	-4.7	-2.5	-4.9
White	Total Awards	361	359	299	1,019
	Awards % of Total	93.9%	94.2%	97.0%	95.0%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Table 7.32: UK-domiciled students: UG Attainment 2017/18–2019/20 (First Class Awards; Ethnicity Summary)

		17/18	18/19	19/20	Summary
BAME	Total Awards	803	851	1,004	2,658
	Awards % of Total	25.4%	24.3%	31.3%	27.0%
	Awarding % Gap (vs. White Avg.)	-13.1	-16.0	-17.8	-15.6
White	Total Awards	1,793	1,931	1,915	5,639
	Awards % of Total	38.5%	40.3%	49.1%	42.6%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Table 7.33: UK-domiciled students: UG Attainment 2017/18–2019/20 (First Class Awards; Ethnic Group)

		17/18	18/19	19/20	Summary
Black	Total Awards	146	199	180	525
	Awards % of Total	20.5%	17.1%	19.4%	19.0%
	Awarding % Gap (vs. White Avg.)	-17.9	-23.2	-29.6	-23.6
Asian	Total Awards	425	380	500	1,305
	Awards % of Total	21.6%	25.8%	30.4%	25.9%
	Awarding % Gap (vs. White Avg.)	-16.8	-14.5	-18.7	-16.7
Chinese	Total Awards	53	90	102	245
	Awards % of Total	30.2%	34.4%	37.3%	34.0%
	Awarding % Gap (vs. White Avg.)	-8.3	-5.8	-11.8	-8.7
Mixed	Total Awards	151	150	176	477
	Awards % of Total	37.1%	21.3%	43.8%	34.1%
	Awarding % Gap (vs. White Avg.)	-1.4	-19.0	-5.3	-8.6
White	Total Awards	1,793	1,931	1,915	5,639
	Awards % of Total	38.5%	40.3%	49.1%	42.6%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Table 7.34: UK-domiciled students: UG Attainment 2017/18–2019/20 (First Class Awards; Faculty; Ethnicity Summary)

		BAME				White			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Arts	Total Awards	107	125	157	389	582	540	550	1,672
	Awards % of Total	27.1%	24.0%	26.8%	26.0%	35.1%	31.3%	47.5%	37.9%
	Awarding % Gap (vs. White Avg.)	-7.9	-7.3	-20.7	-12.0	0	0	0	0
S.E.M. (excl. Medicine)	Total Awards	380	379	448	1,207	805	942	872	2,619
	Awards % of Total	30.0%	31.9%	37.7%	33.2%	45.0%	47.5%	55.3%	49.2%
	Awarding % Gap (vs. White Avg.)	-15.0	-15.5	-17.6	-16.0	0	0	0	0
Social Sciences	Total Awards	301	324	371	996	348	403	411	1,162
	Awards % of Total	20.3%	17.0%	27.0%	21.4%	32.8%	37.7%	42.1%	37.5%
	Awarding % Gap (vs. White Avg.)	-12.5	-20.7	-15.1	-16.1	0	0	0	0

Table 7.35: Non-UK students: UG Attainment 2017/18–2019/20 (Good Honours; Ethnicity Summary)

		17/18	18/19	19/20	Summary
BAME	Total Awards	736	788	748	2,272
	Awards % of Total	77.6%	76.5%	79.4%	77.8%
	Awarding % Gap (vs. White Avg.)	-10.6	-14.6	-13.3	-12.8
Not known	Total Awards	38	34	62	134
	Awards % of Total	76.3%	82.4%	90.3%	83.0%
	Awarding % Gap (vs. White Avg.)	-11.9	-8.8	-2.4	-7.7
White	Total Awards	508	632	605	1,745
	Awards % of Total	88.2%	91.1%	92.7%	90.7%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Table 7.36: Non-UK students: UG Attainment 2017/18–2019/20 (Good Honours; Ethnic Group)

		17/18	18/19	19/20	Summary
Black	Total Awards	35	28	27	90
	Awards % of Total	80.0%	78.6%	77.8%	78.8%
	Awarding % Gap (vs. White Avg.)	-8.2	-12.6	-14.9	-11.9
Asian	Total Awards	278	284	291	853
	Awards % of Total	77.3%	75.0%	77.3%	76.6%
	Awarding % Gap (vs. White Avg.)	-10.9	-16.1	-15.4	-14.1
Chinese	Total Awards	363	399	343	1,105
	Awards % of Total	76.9%	75.4%	79.3%	77.2%
	Awarding % Gap (vs. White Avg.)	-11.3	-15.7	-13.4	-13.5
Mixed	Total Awards	38	41	56	135
	Awards % of Total	84.2%	85.4%	87.5%	85.7%
	Awarding % Gap (vs. White Avg.)	-4.0	-5.8	-5.2	-5.0
White	Total Awards	508	632	605	1,745
	Awards % of Total	88.2%	91.1%	92.7%	90.7%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Table 7.37: Non-UK students: UG Attainment 2017/18–2019/20 (Good Honours; Faculty; Ethnicity Summary)

		BAME				Not known				White			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Arts	Total Awards	13	40	27	80	2	3	1	6	70	112	86	268
	Awards % of Total	100.0%	87.5%	96.3%	94.6%	50.0%	100.0%	100.0%	83.3%	91.4%	94.6%	94.2%	93.4%
	Awarding % Gap (vs. White Avg.)	+8.6	-7.1	+2.1	+1.2	-41.4	+5.4	+5.8	-10.1	0	0	0	0
S.E.M. (excl. Medicine)	Total Awards	151	197	179	527	13	10	16	39	120	145	162	427
	Awards % of Total	64.2%	68.5%	75.4%	69.4%	76.9%	70.0%	81.3%	76.1%	83.3%	84.8%	88.9%	85.7%
	Awarding % Gap (vs. White Avg.)	-19.1	-16.3	-13.5	-16.3	-6.4	-14.8	-7.6	-9.6	0	0	0	0
Social Sciences	Total Awards	572	551	542	1,665	23	21	45	89	318	375	357	1,050
	Awards % of Total	80.6%	78.6%	79.9%	79.7%	78.3%	85.7%	93.3%	85.8%	89.3%	92.5%	94.1%	92.0%
	Awarding % Gap (vs. White Avg.)	-8.7	-13.9	-14.2	-12.3	-11.0	-6.8	-0.8	-6.2	0	0	0	0

Table 7.38: Non-UK students: UG Attainment 2017/18–2019/20 (Good Honours; Gender; Ethnicity Summary)

		BAME				Not known				White			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Female	Total Awards	408	428	383	1,219	13	9	18	40	257	301	310	868
	Awards % of Total	79.9%	76.9%	80.9%	79.2%	69.2%	88.9%	94.4%	84.2%	93.4%	93.4%	93.9%	93.5%
	Awarding % Gap (vs. White Avg.)	-13.5	-16.5	-12.9	-14.3	-24.2	-4.5	+0.6	-9.3	0	0	0	0
Male	Total Awards	328	361	365	1,054	24	22	40	86	251	329	292	872
	Awards % of Total	74.7%	75.9%	77.8%	76.1%	83.3%	77.3%	90.0%	83.5%	82.9%	89.1%	91.4%	87.8%
	Awarding % Gap (vs. White Avg.)	-8.2	-13.2	-13.6	-11.7	+0.5	-11.8	-1.4	-4.3	0	0	0	0

Table 7.39: Sector Benchmark (Russell Group); UK students: Student Attainment 2016/17–2018/19 (Ethnicity Summary)

		Full-Person Equivalent - Attainment Numerator (Rounded)			Full-Person Equivalent - Attainment Denominator (Rounded)			Attainment %			Attainment % Gap (vs. White Avg.)		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
BAME	Warwick	560	525	565	705	685	705	79.1%	76.7%	80.2%	-4.4	-7.8	-7.1
	All Others	9,915	8,245	8,635	14,005	11,905	12,235	70.8%	69.3%	70.6%	-11.9	-14.6	-13.4
	Summary	10,475	8,770	9,200	14,710	12,585	12,945	74.9%	73.0%	75.4%	-8.1	-11.2	-10.2
Not known	Warwick	20	165	160	25	205	190	81.5%	82.3%	83.6%	-2.0	-2.3	-3.7
	All Others	480	3,365	3,590	650	4,180	4,450	73.7%	80.5%	80.7%	-9.0	-3.3	-3.2
	Summary	500	3,535	3,750	675	4,385	4,640	77.6%	81.4%	82.2%	-5.5	-2.8	-3.5
White	Warwick	1,580	1,645	1,810	1,895	1,945	2,075	83.5%	84.5%	87.3%	0	0	0
	All Others	51,935	52,920	53,770	62,810	63,130	64,045	82.7%	83.8%	84.0%	0	0	0
	Summary	53,515	54,565	55,580	64,700	65,075	66,120	83.1%	84.2%	85.6%	0	0	0
Summary		64,490	66,865	68,530	80,090	82,050	83,700	78.5%	79.5%	81.0%	-4.5	-4.7	-4.6

Table 7.40: Sector Benchmark (Whole Sector); UK students: Student Attainment 2016/17–2018/19 (Ethnicity Summary)

		Full-Person Equivalent - Attainment Numerator (Rounded)			Full-Person Equivalent - Attainment Denominator (Rounded)			Attainment %			Attainment % Gap (vs. White Avg.)		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
BAME	Warwick	560	525	565	705	685	705	79.1%	76.7%	80.2%	-4.4	-7.8	-7.1
	All Others	43,195	37,065	38,970	68,175	58,620	61,075	63.4%	63.2%	63.8%	-12.5	-14.2	-14.0
	Summary	43,750	37,590	39,535	68,885	59,305	61,785	71.2%	70.0%	72.0%	-8.5	-11.0	-10.5
Not known	Warwick	20	165	160	25	205	190	81.5%	82.3%	83.6%	-2.0	-2.3	-3.7
	All Others	1,735	11,080	11,595	2,555	15,070	15,825	68.0%	73.5%	73.2%	-7.9	-3.9	-4.5
	Summary	1,755	11,245	11,750	2,580	15,275	16,015	74.7%	77.9%	78.4%	-5.0	-3.1	-4.1
White	Warwick	1,580	1,645	1,810	1,895	1,945	2,075	83.5%	84.5%	87.3%	0	0	0
	All Others	187,925	189,520	189,255	247,580	244,720	243,375	75.9%	77.4%	77.8%	0	0	0
	Summary	189,505	191,165	191,065	249,475	246,665	245,450	79.7%	81.0%	82.5%	0	0	0
Summary		235,010	240,000	242,350	320,935	321,245	323,245	75.2%	76.3%	77.6%	-4.5	-4.7	-4.9

7e Postgraduate Pipeline

Postgraduate Taught students (PGT)

One of the biggest barriers to progression into PGT study is lack of financial support. Warwick has recently been accepted as a preferred partner by the Aziz Foundation for British Muslims pursuing a career in Law, Policy or Media to apply for full fee Master's scholarships. In 2019/20, Warwick allocated over £33m of scholarship funding to PGT students. We will develop and implement a system allowing us to monitor and report on those benefitting from PGT scholarships **(Action D16a)** and will undertake a full review of scholarship provision to understand how we might specifically target under-represented groups within the student body **(Action D16b).**

Although **UK-domiciled BAME PGT student** applications (+12.7pp), offers (+12.1pp) and intake (+6.8pp) have all increased from 2018/19 to 2020/21. The PGT BAME Offer Rate Gap is lower than for undergraduates (-5.8pp) (Table 7.41) and accounted for within Arts and Social Sciences (Table 7.43), but is coupled with a concerning application/intake rate ('success rate') gap of -13.1pp, which is highest in SEM and Social Sciences (Table 7.43). PGT offer and success rate gaps are highest for Chinese students (-12.6pp and -31.6pp respectively) (Table 7.42). For **non-UK PGT BAME applicants**, the Offer Rate Gap is much higher at -25.4pp (Table 7.44) and the Success Rate Gap is -17.8pp, again highest for Chinese students (-28.8% offer rate gap, -19.1pp success rate gap).

We will undertake a review of our postgraduate admissions processes to better understand and address what is selectively disadvantaging PGT BAME applicants at both offer and intake stage **(Action D15b).** Although contextual offers are made to undergraduates, there is no equivalent consideration at postgraduate level. We will investigate whether and on what basis enabling contextual consideration for postgraduate applicants might promote progression of BAME students **(Action D15c).** PGT admissions are currently managed locally within departments, but will be centralised to ensure greater consistency with checkpoints for racial bias **(Action D15a).**

Postgraduate Research (PGR) students

Support for PGR students is co-ordinated by the Doctoral College, who run the *Academic and Professional Pathway for PGRs* (APP-PGR) for PGRs who teach. APP-PGR explores Warwick's race-related ED&I materials, BAME attainment gap research and readings on Eurocentricity and decolonising the curriculum. Participants write reflective narratives, many of which explore their own positionality in relation to race. We will monitor and report by ethnicity on data showing PGR student engagement with training/development opportunities so that we can actively reach out to any under-represented groups **(Action D17).**

The Doctoral College worked with NEMP in 2020 to support BAME student focus groups in which PGR students reflected upon feeling uncomfortable discussing race-related issues with a non-BAME supervisor, low ethnically diverse representation among peers and a lack of BAME role models among academic staff:

"*A common feeling as you step up the ladder, as you feel more connected with the University, this feeling increases of being the only one in the room… I want the University to be my place and it doesn't feel like that*." **BAME PGR student, NEMP focus group 2020**

2,056 of Warwick's PGR supervisors are White (cf. 281 Asian, 28 Mixed Ethnicity and 25 Black). Longer-term, our ambition to increase academic staff diversity will impact upon the diversity levels of PGR supervisors. In

the short-term, Warwick is a partner in two consortia bids to the OfS/Research England funding competition to improve access and participation for BAME groups in PGR study, including a workstream which involves remunerating BAME PGR students for co-designing/co-delivering awareness-raising training for supervisors. If neither bid is successful, we will still progress the planned workstreams and identify opportunities to work with Coventry University (a bid partner) to learn from one another **(Action D20).** We will also establish a code of practice on inclusive PGR supervision **(Action D12).**

Our **UK-domiciled** BAME PGR student applications have risen 7.8% since 2018/19 and offers have increased marginally, but intake has decreased (Table 7.45). At PGR level, many students apply but do not subsequently secure the funding required to undertake their PhD. **Non-UK BAME PGR** student applications and offers have decreased, but intake has marginally increased (Table 7.46). By comparison, White applications, offers and intake have all decreased across UK and non-UK. Many non-UK PGR applicants do not meet our academic standards and are therefore rejected. Relative to White students, the UK BAME PGR applicant Offer Rate Gap is -13.0pp (cf. -14.1pp non-UK) and Success Rate Gap is -7.8pp (cf. -11.77pp non-UK). We will undertake a review of our postgraduate admissions processes to better understand and address what is selectively disadvantaging PGR BAME applicants at both offer and intake stage **(Action D15b).**

Table 7.41: UK-domiciled students: PGT Applications, Offers and Intake 2018/19–2020/21 (Ethnicity Summary)

	BAME				Not known				White			
	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Applications	1,533	1,514	2,343	5,390	270	228	198	696	2,982	2,590	2,697	8,269
Offers	854	816	1,202	2,872	147	94	64	305	1,791	1,541	1,550	4,882
Intake	652	595	732	1,979	97	60	41	198	1,536	1,285	1,301	4,122
% of Total Applications	32.0%	34.9%	44.7%	37.5%	5.6%	5.3%	3.8%	4.8%	62.3%	59.8%	51.5%	57.6%
% of Total Offers	30.6%	33.3%	42.7%	35.6%	5.3%	3.8%	2.3%	3.8%	64.1%	62.9%	55.0%	60.6%
% of Total Intake	28.5%	30.7%	35.3%	31.4%	4.2%	3.1%	2.0%	3.1%	67.2%	66.2%	62.7%	65.4%
Offers to Applications %	55.7%	53.9%	51.3%	53.3%	54.4%	41.2%	32.3%	43.8%	60.1%	59.5%	57.5%	59.0%
Offers to Applications % Gap (vs. White Avg.)	-4.4	-5.6	-6.2	-5.8	-5.6	-18.3	-25.1	-15.2	0	0	0	0
Intake to Applications %	42.5%	39.3%	31.2%	36.7%	35.9%	26.3%	20.7%	28.4%	51.5%	49.6%	48.2%	49.8%
Intake to Applications % Gap (vs. White Avg.)	-9.0	-10.3	-17.0	-13.1	-15.6	-23.3	-27.5	-21.4	0	0	0	0

Table 7.42: UK-domiciled students: PGT Applications, Offers and Intake 2018/19–2020/21 (Ethnic Group)

	Black				Asian				Chinese				Mixed				White			
	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Applications	330	324	360	1,014	665	688	886	2,239	165	157	693	1,015	159	169	241	569	2,778	2,388	2,596	7,762
Offers	165	169	192	526	391	376	487	1,254	84	75	304	463	105	100	146	351	1,649	1,384	1,488	4,521
Intake	133	132	143	408	308	273	357	938	48	42	86	176	73	75	96	244	1,407	1,145	1,244	3,796
% of Total Applications	7.8%	8.2%	7.2%	7.7%	15.2%	17.1%	17.5%	16.6%	3.9%	4.0%	13.7%	7.7%	3.7%	4.3%	4.8%	4.3%	62.8%	59.0%	50.9%	57.2%
% of Total Offers	6.7%	7.8%	7.2%	7.2%	15.4%	16.9%	18.0%	16.8%	3.5%	3.5%	11.3%	6.4%	4.2%	4.6%	5.5%	4.8%	64.0%	61.6%	54.4%	59.8%
% of Total Intake	6.7%	7.8%	7.3%	7.2%	14.9%	15.6%	18.0%	16.2%	2.4%	2.5%	4.4%	3.1%	3.6%	4.4%	4.9%	4.3%	67.2%	64.9%	62.1%	64.7%
Offers to Applications %	50.0%	52.2%	53.3%	51.9%	58.8%	54.7%	55.0%	56.0%	50.9%	47.8%	43.9%	45.6%	66.0%	59.2%	60.6%	61.7%	59.4%	58.0%	57.3%	58.2%
Offers to Applications % Gap (vs. White Avg.)	-9.4	-5.8	-4.0	-6.4	-0.6	-3.3	-2.4	-2.2	-8.5	-10.2	-13.5	-12.6	+6.7	+1.2	+3.3	+3.4	0	0	0	0
Intake to Applications %	40.3%	40.7%	39.7%	40.2%	46.3%	39.7%	40.3%	41.9%	29.1%	26.8%	12.4%	17.3%	45.9%	44.4%	39.8%	42.9%	50.6%	47.9%	47.9%	48.9%
Intake to Applications % Gap (vs. White Avg.)	-10.3	-7.2	-8.2	-8.7	-4.3	-8.3	-7.6	-7.0	-21.6	-21.2	-35.5	-31.6	-4.7	-3.6	-8.1	-6.0	0	0	0	0

Table 7.43: UK-domiciled students: PGT Applications, Offers and Intake 2018/19–2020/21 (Faculty; Ethnicity Summary)

		Arts				Medicine				S.E.M. (excl. Medicine)				Social Sciences			
		18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
BAME	Applications	35	33	58	126	99	98	90	287	349	333	512	1,194	920	978	1,648	3,546
	Offers	28	27	42	97	76	76	71	223	186	180	241	607	502	491	828	1,821
	Intake	15	17	26	58	68	62	53	183	160	132	141	433	356	351	499	1,206
	% of Total Applications	19.0%	19.2%	31.0%	23.2%	28.2%	32.0%	41.3%	32.8%	36.9%	47.6%	54.8%	46.3%	31.5%	34.2%	43.9%	37.2%
	% of Total Offers	18.7%	18.6%	28.0%	21.8%	27.8%	34.9%	41.3%	33.6%	43.4%	48.5%	51.5%	47.9%	29.4%	32.5%	42.7%	35.3%
	% of Total Intake	15.6%	18.9%	28.3%	20.9%	28.3%	33.2%	39.0%	32.5%	35.0%	41.8%	38.8%	38.1%	27.6%	30.1%	35.4%	31.2%
	Offers to Applications %	80.0%	81.8%	72.4%	77.0%	76.8%	77.6%	78.9%	77.7%	53.3%	54.1%	47.1%	50.8%	54.6%	50.2%	50.2%	51.4%
	Offers to Applications % Gap (vs. White Avg.)	-2.8	-3.6	-11.6	-7.0	-0.7	+7.4	+0.5	+2.6	+14.0	+2.2	-7.3	+3.5	-6.4	-5.5	-4.5	-5.8
	Intake to Applications %	42.9%	51.5%	44.8%	46.0%	68.7%	63.3%	58.9%	63.8%	45.8%	39.6%	27.5%	36.3%	38.7%	35.9%	30.3%	34.0%
	Intake to Applications % Gap (vs. White Avg.)	-12.6	-2.3	-7.8	-8.0	+1.1	+1.9	-5.9	-1.1	-4.2	-10.5	-26.6	-15.1	-9.5	-9.7	-15.0	-12.3
White	Applications	157	130	131	418	244	194	125	563	550	345	397	1,292	1,827	1,719	1,943	5,489
	Offers	130	111	110	351	189	136	98	423	216	179	216	611	1,114	958	1,064	3,136
	Intake	87	70	69	226	165	119	81	365	275	173	215	663	880	783	879	2,542
	% of Total Applications	78.1%	75.6%	68.6%	74.1%	69.1%	62.4%	57.3%	63.8%	58.1%	49.3%	42.5%	50.1%	62.5%	60.1%	51.7%	57.5%
	% of Total Offers	78.3%	76.6%	71.4%	75.5%	69.0%	61.0%	57.0%	63.2%	50.3%	48.2%	46.2%	48.2%	65.3%	63.5%	54.9%	60.8%
	% of Total Intake	80.6%	77.8%	72.6%	77.1%	68.5%	62.3%	59.6%	64.3%	60.2%	54.7%	59.2%	58.4%	68.3%	67.0%	62.3%	65.8%
	Offers to Applications %	82.8%	85.4%	84.0%	84.0%	77.5%	70.1%	78.4%	75.1%	39.3%	51.9%	54.4%	47.3%	61.0%	55.7%	54.8%	57.1%
	Offers to Applications % Gap (vs. White Avg.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Intake to Applications %	55.4%	53.8%	52.7%	54.1%	67.6%	61.3%	64.8%	64.8%	50.0%	50.1%	54.2%	51.3%	48.2%	45.5%	45.2%	46.3%
	Intake to Applications % Gap (vs. White Avg.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 7.44: Non-UK students: PGT Applications, Offers and Intake 2018/19–2020/21 (Ethnicity Summary)

	BAME				Not known				White			
	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Applications	26,215	31,160	36,969	94,344	705	846	322	1,873	2,154	1,962	1,800	5,916
Offers	10,612	10,858	13,542	35,012	284	313	131	728	1,438	1,212	1,049	3,699
Intake	3,653	3,888	3,743	11,284	93	100	40	233	681	561	521	1,763
% of Total Applications	90.2%	91.7%	94.6%	92.4%	2.4%	2.5%	0.8%	1.8%	7.4%	5.8%	4.6%	5.8%
% of Total Offers	86.0%	87.7%	92.0%	88.8%	2.3%	2.5%	0.9%	1.8%	11.7%	9.8%	7.1%	9.4%
% of Total Intake	82.5%	85.5%	87.0%	85.0%	2.1%	2.2%	0.9%	1.8%	15.4%	12.3%	12.1%	13.3%
Offers to Applications %	40.5%	34.8%	36.6%	37.1%	40.3%	37.0%	40.7%	38.9%	66.8%	61.8%	58.3%	62.5%
Offers to Applications % Gap (vs. White Avg.)	-26.3	-26.9	-21.6	-25.4	-26.5	-24.8	-17.6	-23.7	0	0	0	0
Intake to Applications %	13.9%	12.5%	10.1%	12.0%	13.2%	11.8%	12.4%	12.4%	31.6%	28.6%	28.9%	29.8%
Intake to Applications % Gap (vs. White Avg.)	-17.7	-16.1	-18.8	-17.8	-18.4	-16.8	-16.5	-17.4	0	0	0	0

Table 7.45: UK-domiciled students: PGR Applications, Offers and Intake 2018/19–2020/21 (Ethnicity Summary)

	BAME				White			
	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Applications	255	236	307	798	587	518	511	1,616
Offers	101	87	106	294	298	266	245	809
Intake	91	85	76	252	251	205	192	648
% of Total Applications	28.9%	29.9%	36.9%	31.9%	65.5%	64.3%	60.5%	63.4%
% of Total Offers	24.6%	24.1%	29.8%	26.1%	70.3%	71.5%	67.5%	69.8%
% of Total Intake	25.7%	27.7%	27.9%	27.0%	69.0%	65.7%	69.3%	68.0%
Offers to Applications %	39.6%	36.9%	34.5%	36.8%	50.8%	51.4%	47.9%	50.1%
Offers to Applications % Gap (vs. White Avg.)	-11.2	-14.5	-13.4	-13.2	0	0	0	0
Intake to Applications %	35.7%	36.0%	24.8%	31.6%	42.8%	39.6%	37.6%	40.1%
Intake to Applications % Gap (vs. White Avg.)	-7.1	-3.6	-12.8	-8.5	0	0	0	0

Table 7.46: Non-UK students: PGR Applications, Offers and Intake 2018/19–2020/21 (Ethnicity Summary)

	BAME				White			
	18/19	19/20	20/21	Summary	18/19	19/20	20/21	Summary
Applications	1,913	1,815	1,505	5,233	514	415	367	1,296
Offers	475	549	471	1,495	213	170	170	553
Intake	193	242	196	631	110	99	96	305
% of Total Applications	74.5%	77.2%	78.3%	76.5%	20.0%	17.7%	19.2%	19.0%
% of Total Offers	65.2%	72.6%	71.3%	69.7%	29.3%	22.5%	25.8%	25.8%
% of Total Intake	60.9%	68.2%	65.8%	65.1%	34.8%	27.9%	32.0%	31.4%
Offers to Applications %	24.8%	30.2%	31.3%	28.6%	41.4%	41.0%	46.3%	42.7%
Offers to Applications % Gap (vs. White Avg.)	-16.6	-10.7	-15.0	-14.1	0	0	0	0
Intake to Applications %	10.1%	13.3%	13.0%	12.1%	21.4%	23.9%	26.2%	23.5%
Intake to Applications % Gap (vs. White Avg.)	-11.3	-10.5	-13.1	-11.5	0	0	0	0

Table 7.47: UK-domiciled students: PGT Attainment (Distinction and Merit Awards) 2017/18–2019/20 (Ethnicity Summary)

		17/18	18/19	19/20	Summary
BAME	Total Awards	540	589	637	1,766
	Awards % of Total	63.3%	59.8%	59.3%	60.8%
	Awarding % Gap (vs. White Avg.)	-7.5	-9.5	-13.0	-10.0
Not known	Total Awards	59	60	78	197
	Awards % of Total	69.5%	71.7%	75.6%	72.3%
	Awarding % Gap (vs. White Avg.)	-1.3	+2.4	+3.3	+1.5
White	Total Awards	1,417	1,428	1,702	4,547
	Awards % of Total	70.8%	69.3%	72.3%	70.8%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Table 7.48: UK-domiciled students: PGT Attainment (Distinction and Merit Awards) 2017/18–2019/20 (Ethnic Group)

		17/18	18/19	19/20	Summary
Black	Total Awards	120	137	140	397
	Awards % of Total	55.8%	48.2%	52.9%	52.3%
	Awarding % Gap (vs. White Avg.)	-15.0	-21.1	-19.5	-18.5
Asian	Total Awards	288	300	332	920
	Awards % of Total	67.4%	61.0%	57.8%	62.1%
	Awarding % Gap (vs. White Avg.)	-3.4	-8.3	-14.5	-8.7
Chinese	Total Awards	37	34	51	122
	Awards % of Total	59.5%	61.8%	70.6%	63.9%
	Awarding % Gap (vs. White Avg.)	-11.3	-7.5	-1.7	-6.9
Mixed	Total Awards	71	79	84	234
	Awards % of Total	66.2%	79.7%	66.7%	70.9%
	Awarding % Gap (vs. White Avg.)	-4.6	+10.5	-5.7	+0.1
White	Total Awards	1,417	1,428	1,702	4,547
	Awards % of Total	70.8%	69.3%	72.3%	70.8%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

Table 7.49: UK-domiciled students: PGT Attainment (Distinction and Merit Awards) 2017/18–2019/20 (Faculty; Ethnicity Summary)

		BAME				White			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Arts	Total Awards	15	16	21	52	67	88	131	286
	Awards % of Total	73.3%	37.5%	47.6%	52.8%	77.6%	87.5%	70.2%	78.4%
	Awarding % Gap (vs. White Avg.)	-4.3	-50.0	-22.6	-25.6	0	0	0	0
Medicine	Total Awards	102	70	73	245	176	153	124	453
	Awards % of Total	57.8%	55.7%	41.1%	51.6%	67.6%	68.6%	66.1%	67.5%
	Awarding % Gap (vs. White Avg.)	-9.8	-12.9	-25.0	-15.9	0	0	0	0
S.E.M. (excl. Medicine)	Total Awards	84	127	140	351	194	236	237	667
	Awards % of Total	67.9%	69.3%	70.7%	69.3%	76.3%	78.8%	87.3%	80.8%
	Awarding % Gap (vs. White Avg.)	-8.4	-9.5	-16.6	-11.5	0	0	0	0
Social Sciences	Total Awards	303	343	355	1,001	887	874	998	2,759
	Awards % of Total	62.4%	59.8%	58.3%	60.2%	68.0%	63.6%	66.9%	66.2%
	Awarding % Gap (vs. White Avg.)	-5.6	-3.8	-8.6	-6.0	0	0	0	0

Table 7.50: UK-domiciled students: PGT Attainment (Distinction and Merit Awards) 2017/18–2019/20 (Gender; Ethnicity Summary)

		BAME				White			
		17/18	18/19	19/20	Summary	17/18	18/19	19/20	Summary
Female	Total Awards	277	301	338	916	740	770	901	2,411
	Awards % of Total	57.8%	53.2%	57.7%	56.2%	68.5%	66.0%	71.0%	68.5%
	Awarding % Gap (vs. White Avg.)	-10.8	-12.8	-13.3	-12.3	0	0	0	0
Male	Total Awards	263	288	299	850	676	657	793	2,126
	Awards % of Total	69.2%	66.7%	61.2%	65.7%	73.2%	73.1%	73.5%	73.3%
	Awarding % Gap (vs. White Avg.)	-4.0	-6.4	-12.3	-7.6	0	0	0	0

Table 7.51: Non-UK students: PGT Attainment (Distinction and Merit Awards) 2017/18–2019/20 (Ethnicity Summary)

		17/18	18/19	19/20	Summary
BAME	Total Awards	2,885	3,148	3,566	9,599
	Awards % of Total	65.5%	65.4%	66.2%	65.7%
	Awarding % Gap (vs. White Avg.)	-16.9	-13.1	-11.6	-13.9
Not known	Total Awards	62	79	123	264
	Awards % of Total	66.1%	74.7%	73.2%	71.3%
	Awarding % Gap (vs. White Avg.)	-16.3	-3.8	-4.6	-8.2
White	Total Awards	687	618	689	1,994
	Awards % of Total	82.4%	78.5%	77.8%	79.6%
	Awarding % Gap (vs. White Avg.)	0	0	0	0

7f Graduate Employment[3]

Warwick promotes employer-led initiatives targeting BAME students and works with Rare (recruitment/search firm working with leading organisations to hire candidates from diverse backgrounds) and Migrant Leaders (who mentor students from minority groups). We run the *Sprint* personal development programme for female students, which attracts proportionally more ethnically-diverse than White candidates and have recently secured funding for a scheme in which senior graduate employer professionals will mentor minority student groups.

Data on engagement with *Student Opportunity* services shows that students from all ethnic groups have attended careers and skills-focused events, workshops and 1:1 appointments in higher proportions than White students, except for within the Arts Faculty. We will work with relevant student representatives/networks to seek feedback and determine how we might better support BAME Arts students **(Action C7).**

Destination of Leavers from Higher Education (DLHE) data shows that Warwick's BAME/White gap in Positive Outcomes (proportion of respondents available for work and having secured employment and/or further study) widened in 2016/17 whilst the Russell Group collectively continued to reduce the gap (Table 7.52). Warwick's postgraduate BAME/White gap is narrower than both Russell Group and sector averages (Tables 7.54 and 7.55).

Table 7.52: DLHE data; Positive Outcomes; Sector Benchmark (Russell Group) 2014/15 - 2016/17 (UK-domiciled, Undergraduate students; Graduate Employment by Ethnicity Summary)

		Full-Person Equivalent - DLHE Responses Numerator (Rounded)			Full-Person Equivalent - DLHE Responses Denominator (Rounded)			DLHE Responses %			DLHE Responses % Gap (vs. White Avg.)		
		2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Black and Minority Ethnic	Warwick	480	590	570	535	660	665	89.2%	89.5%	86.0%	-2.1	-0.5	-4.0
	All Others	8,710	8,940	9,765	9,710	9,950	10,750	89.7%	89.8%	90.8%	-0.9	-0.8	-0.3
Unknown/not applicable	Warwick	25	20	20	25	25	20	92.0%	82.6%	95.0%	+4.5	+5.4	+6.9
	All Others	475	490	425	550	565	500	87.0%	87.1%	84.9%	-3.6	-3.6	-6.3
White	Warwick	1,680	1,655	1,700	1,840	1,840	1,890	91.3%	90.0%	90.0%	0	0	0
	All Others	44,385	44,755	46,125	48,990	49,355	50,595	90.6%	90.7%	91.2%	0	0	0

Table 7.53: DLHE data; Positive Outcomes; Sector Benchmark (Whole Sector) 2014/15 - 2016/17 (UK-domiciled, Undergraduate students; Graduate Employment by Ethnicity Summary)

		Full-Person Equivalent - DLHE Responses Numerator (Rounded)			Full-Person Equivalent - DLHE Responses Denominator (Rounded)			DLHE Responses %			DLHE Responses % Gap (vs. White Avg.)		
		2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Black and Minority Ethnic	Warwick	480	590	570	535	660	665	89.2%	89.5%	86.0%	-2.1	-0.5	-4.0
	All Others	49,300	50,245	52,370	55,970	56,695	58,825	88.1%	88.6%	89.0%	-3.2	-3.2	-3.3
Unknown/not applicable	Warwick	25	20	20	25	25	20	92.0%	82.6%	95.0%	+4.5	+5.4	+6.9
	All Others	2,250	2,140	2,110	2,580	2,405	2,385	87.2%	88.9%	88.5%	-4.1	-3.0	-3.8
White	Warwick	1,680	1,655	1,700	1,840	1,840	1,890	91.3%	90.0%	90.0%	0	0	0
	All Others	206,895	203,800	206,110	226,605	221,845	223,235	91.3%	91.9%	92.3%	0	0	0

[3] Includes data taken from HEIDI Plus

Table 7.54: DLHE data; Positive Outcomes; Sector Benchmark (Russell Group) 2014/15 - 2016/17 (UK-domiciled, PGT & PGR students; Graduate Employment by Ethnicity Summary)

		Full-Person Equivalent - DLHE Responses Numerator (Rounded)			Full-Person Equivalent - DLHE Responses Denominator (Rounded)			DLHE Responses %			DLHE Responses % Gap (vs. White Avg.)		
		2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Black and Minority Ethnic	Warwick	225	195	330	255	220	360	88.9%	88.2%	91.4%	-6.1	-7.5	-3.6
	All Others	3,685	3,910	4,310	4,110	4,385	4,810	89.6%	89.1%	89.6%	-4.0	-4.2	-4.1
Unknown/not applicable	Warwick	25	30	25	25	30	25	95.8%	96.7%	85.2%	+4.4	+5.3	+0.3
	All Others	440	540	625	480	585	670	91.1%	91.8%	93.2%	-2.5	-1.4	-0.6
White	Warwick	915	810	905	960	840	955	95.0%	96.0%	95.0%	0	0	0
	All Others	19,825	19,815	20,980	21,180	21,255	22,390	93.6%	93.2%	93.7%	0	0	0

Table 7.55: DLHE data; Positive Outcomes; Sector Benchmark (Whole Sector) 2014/15 - 2016/17 (UK-domiciled, PGT & PGR students; Graduate Employment by Ethnicity Summary)

		Full-Person Equivalent - DLHE Responses Numerator (Rounded)			Full-Person Equivalent - DLHE Responses Denominator (Rounded)			DLHE Responses %			DLHE Responses % Gap (vs. White Avg.)		
		2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Black and Minority Ethnic	Warwick	225	195	330	255	220	360	88.9%	88.2%	91.4%	-6.1	-7.7	-3.6
	All Others	12,440	13,090	13,850	13,885	14,580	15,395	89.6%	89.8%	90.0%	-4.8	-4.6	-4.3
White	Warwick	915	810	905	960	840	955	95.0%	96.0%	95.0%	0	0	0
	All Others	64,400	64,120	65,100	68,220	67,975	69,035	94.4%	94.3%	94.3%	0	0	0

Graduate Outcomes (GO) data reveals that Warwick's Positive Outcomes score aligns with the Russell Group for BAME undergraduates (86.6%) (Table 7.56). Although Warwick's undergraduate BAME/White gap is 2.6% narrower than the sector average (Table 7.57), the higher outcomes for Warwick's White undergraduates when compared with the Russell Group make Warwick's BAME/White gap wider than the Russell Group average. For postgraduates, the BAME/White gap aligns with the Russell Group and is almost half that of the sector average (Tables 7.58 and 7.59).

Table 7.56: Graduate Outcomes data; Positive Outcomes; Sector Benchmark (Russell Group) 2017/18 (UK-domiciled, Undergraduate students; Graduate Employment by Ethnicity Summary)

		2017/18			
		Full-Person Equivalent - Graduate Outcomes Responses Numerator (Rounded)	Full-Person Equivalent - Graduate Outcomes Responses Denominator (Rounded)	Graduate Outcomes Responses %	Graduate Outcomes Responses % Gap (vs. White Avg.)
Black and Minority Ethnic	Warwick	490	570	86.6%	-3.0
	All Others	8,255	9,535	86.6%	-1.5
Unknown/not applicable	Warwick	20	25	76.9%	-12.7
	All Others	315	380	83.3%	-4.7
White	Warwick	1,275	1,420	89.6%	0
	All Others	34,860	39,585	88.1%	0

Table 7.57: Graduate Outcomes data; Positive Outcomes; Sector Benchmark (Whole Sector) 2017/18 (UK-domiciled, Undergraduate students; Graduate Employment by Ethnicity Summary)

		2017/18			
		Full-Person Equivalent - Graduate Outcomes Responses Numerator (Rounded)	Full-Person Equivalent - Graduate Outcomes Responses Denominator (Rounded)	Graduate Outcomes Responses %	Graduate Outcomes Responses % Gap (vs. White Avg.)
Black and Minority Ethnic	Warwick	490	570	86.6%	-3.0
	All Others	39,390	47,360	83.2%	-5.6
Unknown/not applicable	Warwick	20	25	76.9%	-12.7
	All Others	1,600	1,920	83.4%	-5.3
White	Warwick	1,275	1,420	89.6%	0
	All Others	148,035	166,810	88.7%	0

Table 7.58: Graduate Outcomes data; Positive Outcomes; Sector Benchmark (Russell Group) 2017/18 (UK-domiciled, PGT & PGR students; Graduate Employment by Ethnicity Summary)

		2017/18			
		Full-Person Equivalent - Graduate Outcomes Responses Numerator (Rounded)	Full-Person Equivalent - Graduate Outcomes Responses Denominator (Rounded)	Graduate Outcomes Responses %	Graduate Outcomes Responses % Gap (vs. White Avg.)
Black and Minority Ethnic	Warwick	255	275	92.7%	-2.2
	All Others	3,965	4,365	90.9%	-2.4
Unknown/not applicable	Warwick	80	85	94.0%	-0.9
	All Others	1,015	1,130	89.8%	-3.5
White	Warwick	710	745	94.9%	0
	All Others	17,455	18,710	93.3%	0

Table 7.59: Graduate Outcomes data; Positive Outcomes; Sector Benchmark (Whole Sector) 2017/18 (UK-domiciled, PGT & PGR students; Graduate Employment by Ethnicity Summary)

		2017/18			
		Full-Person Equivalent - Graduate Outcomes Responses Numerator (Rounded)	Full-Person Equivalent - Graduate Outcomes Responses Denominator (Rounded)	Graduate Outcomes Responses %	Graduate Outcomes Responses % Gap (vs. White Avg.)
Black and Minority Ethnic	Warwick	255	275	92.7%	-2.2
	All Others	13,385	15,125	88.5%	-4.1
White	Warwick	710	745	94.9%	0
	All Others	55,050	59,460	92.6%	0

We will act upon all of the gaps outlined above and will continue to regularly review DLHE and GO data outcomes to better understand and act upon the career support needs of BAME students **(Action C8).**

Section 7 word count = 2,280
Running total = 14,178

8 Teaching and learning

Evidence shows that substantial differences between BAME and White students in attainment, progression, and overall experience within HE result directly from practices and processes within the University that disadvantage BAME students.

Despite constraints on strategic development during COVID-19, our Education Executive made it a key priority for 2020/21 to enable institutional, structural and cultural change to challenge inequality, improve BAME student experience, eliminate the Black attainment gap and reduce other identified attainment gaps (section 7d). Wide consultation resulted in the development of an *Inclusive Education Model* (IEM) to co-ordinate and progress this work.

The IEM aims to support a unified approach across the University to consider race equality (intersecting with other diversity strands) and will address inequalities that exist for undergraduate and postgraduate BAME students through reviews of curricula, pedagogies, teaching/learning and co-curricular spaces, support, and assessment and awarding, based upon the theory of change model (section 2d, Figure B) and extending beyond race alone to encompass various intersectionalities. A Senior Project Officer will oversee and embed the IEM, co-ordinating work across several university strategies and we will ask all departments/central teams to identify an individual to lead locally on student success and racial inclusion work **(Action C6).** This will develop a network for sharing best practice and increase institution-wide understanding of BAME student experiences in departmental contexts to inform future departmental, faculty and institutional-level action planning.

The IEM will produce an annual report on departmental inclusion data, including ethnicity, to be reviewed by departments, faculty and our WP Committee **(Action C4).** We will also regularly review ethnicity in other institutional data on the student learning experience (National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) results, acceptors/decliners data, attrition data, complaints and appeals, student discipline, R&S) to allow greater understanding of the academic and pastoral issues that need addressing to better support our BAME students **(Action R5).**

Our WIHEA Learning Circles and projects lead the development of teaching and assessment policy and practice. A specific *Anti-Racist Pedagogy and Process in Higher Education* Learning Circle was established in 2017 involving students, academics and PSS staff and informs work on embedding anti-racist pedagogy throughout the institution. WIHEA's three key initiatives are:

- Decolonisation programme (see 8a)
- *Tackling Racial Inequality* Staff Development Programme (TRIW) (see 8c)
- Anti-Racist Pedagogy Teaching Forum (ARPTF)

ARPTF welcomes members of Warwick's teaching and teaching support staff, including those practicing anti-racist pedagogies, and those interested in developing one. ARPTF meetings include practice-sharing and discussion of key texts providing opportunities to discuss anti-racist teaching practices and philosophies, while learning from other colleagues. Topics have ranged from an introduction to anti-racist pedagogy, to practical engagement with racism and anti-racism in assessment design, in online learning communities, classroom interactions and teaching 'non-race-related' subjects. We will maintain and strengthen ARPTF over the next three years to embed opportunities for constructive peer discussion of anti-racist practice in faculties/departments (including development of an Anti-Racist Practice Forum for PSS staff) **(Action R1g).**

8a Course content/syllabus

Co-funded by the University and the SU, our Decolonisation programme is student-led and run by the SU, dissolving traditional hierarchies between student, department and university. Established in 2018, it aims to 're-envision what knowledge is legitimised (or de-legitimised) through inclusion or exclusion from curricula' and 'drive a sector-leading step change towards co-producing a curriculum that dismantles oppressive approaches to education'. Twelve Decolonise Advocates conducted research on decolonisation, liberation and anti-racism and the programme, including six academic departments, completed its first year-long cycle in 2019-20.

Table 8.1 Decolonisation programme: Main findings and actions 2019-20

Finding	Action	Intended outcome
Hesitancy in broaching potentially uncomfortable conversations/sharing experiences, findings and expertise for fear of the safety of academics or student status.	Increased training for academics (section 8c **action R1a)** Improve staff/student understanding of/confidence in University reporting systems. Raise awareness of informal and formal channels for discussing and addressing discriminatory behaviour (section 4c; **Action R3a).**	More department-level open conversations allowing students to relay experiences, and safely discuss anti-colonial, anti-imperial and anti-racist critiques of pedagogy and practices.
Concerns about using wrong language and causing offence, even in departments willing to engage with decolonial, anti-racist, inclusive practices.	Increased training for academics (section 8c; **Action R1a)**	Provision of support and resources to departments, to increase understanding of benefits of decolonising curricula and embedding anti-racist pedagogy.

Where course content is concerned, 67% of BAME REC student survey respondents (cf. 73% White) felt their course reflected a wide variety of opinions. Free text comments indicated that course content was not broad enough to avoid Eurocentric-ness. Just 56% of BAME respondents (cf. 61% White) agreed that, where relevant, issues of ethnicity and race were included in academic discussions. Several students stated that discussions on race were superficial or appeared to be included as an afterthought. There was significant variation across departments:

"*The English Department have been incredible in offering diverse reading lists, being open to feedback and criticism, handling discussions appropriately and exploring race in literature.*" **Minority Ethnic student, REC student survey 2020**

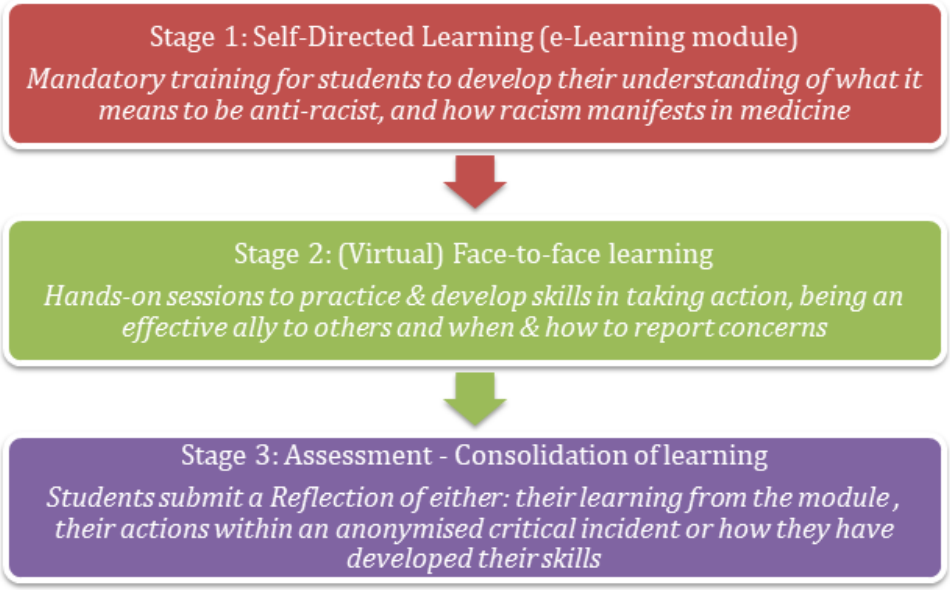
"*I feel that my tutors have enabled sensitive and thought-provoking issues around race but only in response to these issues being raised by black members of the class. These issues don't seem to be proactively embedded in curriculum or reading lists yet*." **White student, REC student survey 2020**

"*Sociology definitely know how to talk about race but Law doesn't and haven't.*" **Minority Ethnic student, REC student survey 2020**

Our Decolonise programme is still in its infancy and the REC survey outcomes indicate that there is room for improvement in extending the uptake and impact of this work. Anti-racist pedagogy must be mainstreamed into departmental course and curriculum development. Sociology exemplifies efforts to do this, resulting in Sociology modules attracting large numbers of BAME students from other Social Sciences and Arts departments. We will expand funding and support for decolonisation and inclusive curriculum work and establish structures to embed decolonising practices within and across departments **(Action C2/C9b).** We are now launching a Curriculum Review starting with three academic departments in 2021-22, which will include opportunities for departments to engage with our decolonisation and anti-racist pedagogy work to implement inclusive practice and assessment **(Action C9a).**

Warwick Medical School (WMS) has launched 'Teaching with Active Racial Awareness' training for all staff and is offering a three-stage module (Figure D) to develop students' anti-racism practice, acting upon research that suggests micro-aggressions (from peers, patients and faculty) impact upon the attainment/awarding gap (Morrison, Machado & Blackburn, 2019) and that staff and student anti-racism training is crucial to correcting this:

Figure D: 3-stage WMS module



In Autumn 2021, the training will be mandatory for all WMS students and the Stage 1 component will be made available to non-WMS students and departments **(Action R1c).**

Beyond this, our experiential intercultural competency (ICC) training helps students to think about the impact of their culture on their and others' worldview. In 2019-20, the programme engaged students representing 81 nationalities and 19 ethnic groups. A permanent FA5 role has been funded to develop and expand the ICC programme, delivering it to 1200-1500 Warwick students within the next 12 months **(Action R1f).** See also section 4c *Community Values* Education programme.

8b Teaching and assessment methods

76% of BAME REC survey respondents said they enjoy how their course is taught, with Chinese students most satisfied (88% agreed). By faculty, BAME Arts students were most satisfied with teaching received (92% agreed cf. 75% in Social Sciences and 72% in SEM). Moreover, 77% of BAME respondents expressed satisfaction with course assessment methods, although free text comments indicated a preference for more formative assessment and fewer exams. The roles of WIHEA and the IEM in teaching and assessment are referenced above. Inclusive teaching is also embedded in our Academic Professional Pathway for Teaching Excellence (APP-TE) (section 8c).

8c Academic confidence

WIHEA allocated £51,000 to develop and pilot our ***Tackling Racial Inequality*** **(TRIW)** Staff Development Programme, launched in 2020 to equip academic and PSS staff with knowledge and practical tools to support BAME students through anti-racist pedagogy; and challenging racial inequality at individual and structural levels. It is delivered by University academic and PSS staff who understand the Warwick-specific context.

Core workshops focus on key concepts and terminology, the HE and Warwick-specific contexts, and national and Warwick-specific awarding/attainment and experience gaps. The programme promotes understanding of lived experiences of race and racism and supports staff to gain confidence individually and as a collective learning community to dismantle institutional racism. TRIW has been discussed with the below institutions to receive feedback and influence national practice:

- St John's College, University of Oxford
- School of Humanities, University of Nottingham
- Advance HE, Anti-Racist Curriculum Project.

The pilot programme included 52 academic and PSS staff and early feedback indicates an increase in staff confidence and knowhow in tackling issues.

On questions of confidence, only 54% of BAME students agreed that course tutors/lecturers were confident and competent in facilitating discussions on ethnicity and race, with significant differences across faculties (38% in SEM cf. 62% Social Sciences and 71% Arts). The following quotes exemplify some of the issues BAME students have faced in class:

"*I challenged a problematic remark but the tutor remained silent or immediately changed the topic afterwards without addressing my concerns as though it was taboo, and this made me feel unsupported and embarrassed for even bringing up my concerns in the first place."* **Asian student, REC 2020 survey**

"*Sometimes when I'm in a seminar and there aren't a lot of minorities it automatically becomes a bit more tense for me when I mention something on minorities but I end up sharing anyway because I care more about participating to the discussion than potential backlash".* **Asian student, REC 2020 survey**

A further £25,000 has been allocated via the Academic Development Centre (ADC) to continue and expand upon TRIW to continue addressing the issues raised above, aiming to engage 150 staff in 2021/22 **(Action R1a).**

Warwick's ADC also offers the *Academic Professional Pathway for Teaching Excellence* (APP-TE), a one-year taught blended programme aimed at new academic staff on probation with c.100 participants per year.

Drawing on Kalwant Bhopal's work (2018), we challenge participants to analyse the reproduction and reinforcement of racial inequalities through discourses of excellence; and integrate anti-racist pedagogic approaches across teaching practice to insist that 'inclusive education' is not a bolt-on. Decolonisation is not treated as isolated interventions (e.g. updating reading lists), but as a process of critical questioning and restructuring of Higher Education. Participants spend a month reflecting upon their positionality, their students' identity, and the systemic and organisational structures that shape people's experiences, exploring materials discussed/developed at our ARPTF. ADC also runs the *Academic and Professional Pathway for PGRs* who teach (APP-PGR) (section 7).

Section 8 word count = 1,548
Running total = 15,726

Section 9 Any other information

For students, the social, interpersonal, cultural and educational experience are interlinked. The wider student experience must align with our agenda for race equality in education provision in the classroom (Section 8).

BAME students referenced the importance of joining sports teams and societies to develop a sense of belonging. It was therefore concerning that just 49% of BAME respondents (40% Black, 52% Asian and 66% Chinese) felt that students from all racial and ethnic backgrounds were included equally at SU events and societies. Warwick's Sports Clubs in particular do not currently represent the diversity of the student body and this emerged as a particular concern for many BAME students:

"*Marginalisation and under-representation of Black students in some of Warwick's largest student societies … sports societies/career-oriented societies need to do more outreach events and be more inclusive so that Black students don't feel a stigma around joining these societies*". **Black student, REC 2020 survey**

"*I love Warwick - I think there really is a good mix of people here if you mix up the clubs and societies you join. But I do feel that sports clubs are quite white dominated and should be more inclusive and friendly to encourage non-sporty people to try something new at uni*." **Asian student, REC 2020 survey**

"*A lot of sports teams are openly racist and Warwick does nothing to deal with it. I'm sorry, but are you aware what initiations are? Blackface, racial remarks and more awaits you*." **Asian student, REC 2020 survey**

The SU and Warwick Sport are making *Active Bystander* training compulsory for a minimum of two Sports Club exec members and have run campaigns such as *Show Racism the Red Card* (workshops, team armbands). We will discuss the issues raised by our BAME students with the SU to identify where we can work in partnership or support their lead to address the concerns **(Action R5).**

Students in our focus groups highlighted feeling overwhelmed and needing support during BLM protests, but that at every point they tried to engage they were met with white faces and felt university staff would not understand how/why they felt traumatised. Moving to online provision during COVID-19 also impacted upon levels of support:

"When there are students struggling in the age of COVID, sometimes we can't tell for quite some time because we don't see them around. You don't see them in the classroom, looking a bit upset … it's just sometimes a name on the screen, and you have no idea what's going on". **Staff member, Sea Change focus groups 2021**

During the COVID-19 pandemic, we created a *Global Connections Community* to encourage students to connect with each other online through a mixture of asynchronous social discussions and online 'live' events. There are currently over 750 members and feedback for this year shows that 85% of respondents agreed the community has helped them to meet people from a different culture. 78% of respondents felt the events had helped them through isolation. Our Wellbeing Strategy commits to developing culturally competent pastoral support with a lead to focus on meeting the specific needs of our BAME student community **(Action R5).**

COVID-19 has also had a significant impact on staff. We ran two central COVID-19 staff support surveys which we analysed by ethnicity to understand key issues affecting our BAME staff, identify support required and inform Warwick's response to the pandemic, which included:

- Creating a central Wellbeing Hub, promoting available support and policies in place to support carers
- Extending academic probation and promotions by 6 months due to COVID-19 impact on capacity for research
- Introducing Career Support Funding Scheme to help where caring responsibilities/equality issues were impacting career
- Committing to make up the shortfall from cuts to the Government's Global Challenges Research Fund in 20/21

Section 9 word count = 426
Running total = 16,152

Section 10 Action plan

The REC process has given us the opportunity to scrutinise, further inform and strengthen work already underway to tackle racism at Warwick. The action plan presented below brings together all of the key issues that the REC process has revealed alongside how we plan to effectively address concerns and advance race equality at Warwick.

We have grouped our actions under three broad areas:

- Actions that will support increased ethnic diversity
- Actions that will help us achieve a more inclusive and anti-racist culture
- Actions that will help us to tackle racist incidents and increase confidence in reporting

Action Ref	Rationale/relevance	University Strategy area	Action(s) to address the issue	Outcomes (what success will look like)	Timeframe / milestones Year 1 / 2 / 3	Person responsible (and governance mechanism)
Increasing Ethnic Diversity Increase the ethnic diversity of staff and students to maximise creativity and innovation						
	Staff Recruitment & Selection					
Action D1	• All recruitment currently decentralised with little central visibility or monitoring of processes. • Lack of a central system to capture, monitor and analyse applicant data means we lack insight into where exactly Black, Asian and Minority Ethnic (BAME) individuals are under-represented within each stage of our recruitment process. • Social Inclusion Committee approved the monitoring of ethno-religious and socio-economic identity. • We use the term 'BAME' throughout the submission to reference staff and students	Social Inclusion Strategy (Ethnic Diversity) HR (Talent) Strategy	**Action D1a** We will undertake a complete **review to transform the end-to-end recruitment and selection process,** build in more positive action and anti-racist approaches/interventions (both internally and externally), in order to address bias and embed inclusive and anti-racist behaviours and knowledge.	A more centralised approach to recruitment and visibility of recruitment data to enable monitoring and control of the end-to-end process, underpinned by clear guidelines to help reduce/eliminate bias and mitigate against racial inequalities. Guidance on how to use Success Factors included as a module, which is part of the revised onboarding process to improve data capture throughout the recruitment and selection process. All policies and processes will be racially inclusive, encompassing positive action where required, with checks and balances for racial bias built in e.g. ethnic data on promotions or PDR outcomes. An EIA process will	**Year 1:** Complete review of the current end-to-end process by end July 2021, with detailed design for the 'new' approach by Dec 2021. **Year 2:** Implement Success Factors Recruitment and Onboarding module by Dec 2022 (based on current progress of	**Individual(s) responsible:** Director of HR HR Strategy Director HR Systems and Service Director Recruitment Manager **Governance mechanism:** RETF and interrelated task groups

Action Ref	Rationale/relevance	University Strategy area	Action(s) to address the issue	Outcomes (what success will look like)	Timeframe / milestones Year 1 / 2 / 3	Person responsible (and governance mechanism)
	based upon voluntary declarations of ethnicity captured within our diversity monitoring systems. • HR guidance on recruitment and selection does not capture campus visits on the day of interviews, nor how to address conflicts of interest. • REC staff surveys highlight a lack of transparency and consistency in recruitment and selection processes (e.g. whether, where and how long roles are advertised; quality of interview panels variable) . **Warwick's staff body** • Low BAME academic and PSS presence in senior grades, especially for Black staff. • Low BAME academic and PSS representation in Faculty of Arts. • Proportion of UK BAME academics decreased in last 3 years. • Low proportion of Black academics and no Black PSS employees at all in Faculty of Arts. • Greater proportion of BAME than White staff (both academic and PSS) working on fixed term contracts.			be used to ensure all policies and processes are fit for purpose.	Success factors project).	
			Action D1b We will undertake a **complete review of how we currently capture our staff data by ethnicity** (and other protected characteristics), introduce / promote the category of 'ethno-religious' (using the same categories as for 'faith', with a note of explanation) and social economic class, in order to establish ethnic diversity and social mobility monitoring practice.	Able to carry out trend analysis, including intersectional data on racial inequalities to determine where there might be bias, and identify departments that are struggling to improve their ethnic diversity. The analysis will also highlight where practice is contributing to improvements in racial equality. Ethnic diversity data to be monitored through Success Factors, where implemented, e.g. surveys and recruitment. Social Inclusion data available via dashboards, to include ethnic diversity disaggregated and intersectionality analysis.	Year 1	**Individual(s) responsible:** Director of HR HR Strategy Director HR Systems and Service Director
			Action D1c We will **run a campaign to raise awareness of the benefits of declaring ethnicity data,** provide guidance on how people can self-declare and examples of how we have used this data to improve staff and student experience, **monitor the impact on declaration rates and adjust** our campaign messaging to improve response rates.	Confidentiality will be central to our approach, and higher levels of declaration will increase our understanding (by ethnicity) of staff issues through more reliable data.	Year 1	**Individual(s) responsible:** Director of Social Inclusion HR Strategy Director Head of Marketing and Communications **Governance mechanism:** RETF and interrelated task groups
			Action D1d **We will examine** in more detail the underlying reasons behind **low levels of ethnic diversity among staff**, particularly within	Able to understand why BAME candidates have not been successful at all stages of the employee life cycle and make recommendations for actions.	Year 2	**Individual(s) responsible:** HR Strategy Director Talent Manager (once in post)

Action Ref	Rationale/relevance	University Strategy area	Action(s) to address the issue	Outcomes (what success will look like)	Timeframe / milestones Year 1 / 2 / 3	Person responsible (and governance mechanism)
			the Faculty of Arts, with a view to developing specific actions to address these issues.			**Governance mechanism:** RETF and interrelated task groups Board of the Faculty of Arts
			Action D1e We will **develop an agreed positive action plan** (e.g. adopting the Rooney Rule)' **and bring expert insight into the staff selection process**, drawing on external good practice and guidelines.	Able to identify how we can improve our current processes to increase the proportion of BAME applicants progressing to shortlisting and offer stages, particularly for groups that are currently under-represented. All policies and processes will be racially inclusive, encompassing positive action where required, with checks and balances for racial bias built in e.g. ethnic data on promotions or PDR outcomes. An EIA process will be used to ensure all policies and processes are fit for purpose.	Year 3	**Individual(s) responsible:** Director of Social Inclusion Director of HR HR Strategy Director Recruitment Manager **Governance mechanism:** REC-SAT / RETF
Action D2	**Staff applications** • Warwick's BAME PSS staff population well below local and regional averages. • Low level of BAME staff internally requires external recruitment drive to make real difference to staff diversity levels. • Channels most used for staff recruitment at Warwick (both academic and PSS staff) are jobs.ac.uk and LinkedIn. For academics, networks that exist	Social Inclusion Strategy (Ethnic Diversity) HR (Talent) Strategy	**Action D2a** **Develop and implement** a **targeted recruitment** strategy for the **local and regional area.**	An ethnically diverse range of applicants, through the use of more creative recruitment channels e.g. create a University Twitter/Facebook account for job advertisements and collate a list of BAME sites that can be tagged, as well as job adverts with clear wording and 'role models' where applicable.	Year 1	**Individual(s) responsible:** Director of HR HR Strategy Director Recruitment Manager HR Engagement Director
			Action D2b **Vacancies to be advertised externally wherever possible**, especially where data analysis shows this would be particularly beneficial (noting that this will	External recruitment will have a focus upon improving diversity and will seek diverse candidates where ethnic minorities are particularly under-represented.	Year 2	**Individual(s) responsible:** HR Strategy Director Recruitment Manager

Action Ref	Rationale/relevance	University Strategy area	Action(s) to address the issue	Outcomes (what success will look like)	Timeframe / milestones Year 1 / 2 / 3	Person responsible (and governance mechanism)
	for specific subject areas are also used for recruitment, or posts on social media. • Existing job criteria represent a barrier to many BAME PSS applicants.		form part of overall HR policy/process reviews).	Greater visibility of ethnic diversity and inclusion statements, and of anti-racist initiatives within Warwick, within our external and internal Job advertisements, with a clear link to our extensive Equality, Diversity and Inclusion pages, including those specifically focused on working against racial inequality.		
			Action D2c **Review and analyse current approaches, to** establish what is required to **improve the ethnic diversity of applications** going forward, including a mandatory and University-wide **review and amendment of job criteria**. (cross reference with Action D10c re. job families.)	Monitoring points built into revised recruitment process for all attraction routes used, to assess their efficacy in increasing the ethnic diversity of applications. Review of advertising language to remove any racial bias, and no racial bias within the essential criteria themselves to impede BAME applicants. Job adverts and web pages updated to explicitly state our intention to diversify our workforce, including individualised statements relevant to specific departments on departmental webpages. Some of the essential criteria within the generic profiles addressed (e.g. Degree required), which may hinder some BAME applicants.	Year 2	**Individual(s) responsible:** Director of HR HR Strategy Director **Governance mechanism:** RETF and interrelated task groups
			Action D2d Social Inclusion Strategy of **25% BAME staff at FA9 by 2030** (both Academic and Professional), in each case **with 5% to be Black** (interim targets representing a	Greater ethnic diversity within internal talent pool.	Beyond Year 3	**Individual(s) responsible:** Director of Social Inclusion Director of HR

Action Ref	Rationale/relevance	University Strategy area	Action(s) to address the issue	Outcomes (what success will look like)	Timeframe / milestones Year 1 / 2 / 3	Person responsible (and governance mechanism)
			proportional step toward this from the current level).			HR Strategy Director **Governance mechanism:** Social Inclusion Committee
Action D3	**Staff selection** • Although BAME PSS applications have increased, offers have decreased. • Significant drop-off among BAME PSS applicants at shortlisting and appointment stages for both UK and non-UK staff. • REC survey revealed variable interview panel quality.	Social Inclusion Strategy (Ethnic Diversity) HR (Talent) Strategy	**Everyone involved in the recruitment process will undergo training to understand, identify and address bias and racism**, to include recruitment and job evaluation panel chairs and panelists, recruiting managers, wider team members, HR Managers and Business Partners, with use of a **tracking system to ensure** that this **training is** undertaken and **refreshed every three years.**	Increased awareness and understanding of how racism operates in HE and at Warwick, and how this leads to racially inequitable outcomes. Improved staff selection processes that lead to a greater proportion of BAME PSS applicants progressing to shortlisting and offer stages (and ultimately greater diversity in the PSS workforce). Training will include face-to-face sessions where people cannot hide from being challenged when working on 'scenarios' or in role plays to maximise impact on attitude and behaviour.	Year 2	**Individual(s) responsible:** Director of HR HR Strategy Director Organisational Development Director
	Talent Development					
Action D4	• Low BAME presence in senior grades (both academic and PSS). • A HR Strategy Director has been appointed to develop and implement a new, racially inclusive Talent Strategy. • Piloting development of Talent Attraction strategy with WBS to understand current approaches and challenges around talent attraction, employer brand, recruitment and selection, and retention.	Social Inclusion Strategy (Ethnic Diversity) HR (Talent) Strategy	**Develop and implement a new, racially inclusive Talent Strategy**, to encompass: • positive action where required, • check points to identify and address racial bias, • a full review and transformation of all recruitment, selection and progression policies and processes (addressing all race-specific concerns raised within our submission),	An initial approach to talent identification and succession planning without racial bias. A focus on increasing ethnic diversity at higher grades, and a proposal to pilot the new, racially inclusive Talent Strategy within PSG. Improvements in equality, inclusion and ethnic diversity levels in talent attraction, recruitment, uptake of development opportunities, promotion, progression and retention.	Year 2: Develop Talent Strategy. Year 3: Implement Talent Strategy and Succession Planning module in Success	**Individual(s) responsible:** Director of HR HR Strategy Director HR Engagement Director Talent Manager (once in post, to ensure capture of the information) HODs/Chairs of Faculties (identification and development of talent)

Action Ref	Rationale/relevance	University Strategy area	Action(s) to address the issue	Outcomes (what success will look like)	Timeframe / milestones Year 1 / 2 / 3	Person responsible (and governance mechanism)
			• Investigate use of the Succession Planning module in Success Factors (would require training and management guidance), once the Recruitment and Onboarding module is implemented.	All policies and processes will be racially inclusive, encompassing positive action where required, with checks and balances for racial bias built in e.g. ethnic data on promotions or PDR outcomes. An EIA process will be used to ensure all policies and processes are fit for purpose.	Factors (if appropriate).	
Action D5	**Issues with Personal Development Reviews (PDRs):** • No central electronic system to record and monitor PDR completion and/or outcomes, with PDR completion data not captured consistently for staff across the University over the past three years. • No central electronic record of whether training/ development opportunities have been recommended and/or fulfilled because of PDR conversations. • Difficult to review PDR process and assess by ethnicity (or indeed any other protected characteristic) whether there are particular groups who appear to have been disadvantaged within the PDR process to date. • Only 57% of BAME REC survey respondents felt PDR was evidence-based and transparent (cf. 71% White) particularly concerning for academic staff where PDR is linked to promotion.	Social Inclusion Strategy (Ethnic Diversity) Social Inclusion Strategy (Cultural) HR (Talent) Strategy Leadership and Management Development Strategy	**Action D5a** **Develop and implement short, focused training for managers** (and reviewees) **to include principles and practices of inclusive and anti-racist talent management**, bias awareness and mitigation and explicit expectations that line managers should act upon PDR recommendations.	New training approaches/products to support PDR, such as an online Moodle with supportive material. Reviewers fully understand a) the part PDR plays within an inclusive talent management strategy and b) their specific role and responsibilities, in ensuring an open and inclusive approach and following up on and supporting conversation outcomes for all colleagues.	**Years 1 - 2**	**Individual(s) responsible:** Organisational Development Director **Governance mechanism:** RETF and interrelated task groups
			Action D5b **Revise the PDR process** to ensure greater transparency, consistency and impact, and **consider the implementation of a central PDR system to** comprehensively **record and monitor PDR completion and outcomes by ethnicity.**	Monitoring of the effectiveness of the PDR for both reviewee and reviewer will reduce disadvantage and disillusionment with the process. Comprehensive tracking and monitoring of PDR completion and outcomes centrally, enabling any negative issues associated with ethnic diversity within the PDR process to be identified and addressed. Clear links made between PDR outcomes and subsequent training and development undertaken. It will be possible to act if PDR conversations	**Years 2 - 3:** Implement new Learning Management System (or Performance and Goals module) within Success Factors (part of a wider 3 year PDR and Management and Leadership	**Individual(s) responsible:** Director of HR HR Strategy Director HR Engagement Director Organisational Development Director HODs / Departmental Administrators

Action Ref	Rationale/relevance	University Strategy area	Action(s) to address the issue	Outcomes (what success will look like)	Timeframe / milestones Year 1 / 2 / 3	Person responsible (and governance mechanism)
	• BAME staff less likely to engage in PDR process than White colleagues: ○ Lack of impact (no meaningful support/ PDR recommendations for training and development not fulfilled). ○ Quality of PDR line management dependent. ○ Experiences of line management bullying			are proving ineffective/ training and development needs are not being met. All policies and processes will be racially inclusive, encompassing positive action where required, with checks and balances for racial bias built in e.g. PDR's outcomes by ethnicity where are most people falling. An EIA process will be used to ensure all policies and processes are fit for purpose.	Development plan process).	
Action D6	• Recently finalised a comprehensive pay action plan in order to close the ethnic pay gaps. • Staff cite a lack of transparency of the existing Merit Pay/Senior Pay Remuneration Review (SPRR) scheme, because 'it is all done behind closed doors', making it de-motivating and divisive. • University Executive Board, moderation panels and HR team have expressed concerns about data that shows the schemes exacerbate the disparity for staff with protected characteristics.	Social Inclusion Strategy (Ethnic Diversity) Pay Action Plan	**Action D6a** Undertake a comprehensive **review of Merit Pay/SPRR**, with the aim of rewarding all staff in a fair and transparent manner.	Introduction of a new bonus scheme, with clear and transparent criteria for the awarding of a bonus to be communicated to all staff, to include alignment to the review of the overarching Reward and Recognition Strategy (including recommended bonus options). The role of moderation panels reinforced in challenging departmental nominations and ensuring equality matters are considered.	Year 2	**Individual(s) responsible:** Director of HR HR Strategy Director Reward Manager **Governance mechanism:** UEB
			Action D6b Undertake a **review of our pay and grading framework** to ensure racial parity and transparency, particularly in the Senior Grades.	Increased representation of BAME staff, particularly at senior levels. Institutional target for 0% ethnic pay gap met by 2030.	Year 3	**Individual(s) responsible:** Director of HR HR Strategy Director Reward Manager **Governance mechanism:** UEB
Action D7	• New Graduate Development Scheme recently opened for applications (final interviews due early August).	Social Inclusion Strategy	**Analyse ethnicity of applicants to the Graduate Development Scheme** across the application and appointment stages of the	As at Monday 7 June 2021, 61% of applications to the Graduate Development Scheme were from BAME communities – this ethnic	**Years 1 - 2:** Manual analysis and development.	**Individual(s) responsible:** Organisational Development Manager

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	• Recruitment designed to be more inclusive, using situational questioning style focusing on skills of candidates, rather than how much past experience they have had the opportunity to gain.	(Ethnic Diversity) Leadership & Management Development Strategy Talent Strategy	process, to inform how we develop and build the scheme going forward and recommend approaches in future schemes, as well as recruitment practice across Warwick.	diversity should continue to be reflected within the scheme.	Year 3: Automated process through the Recruitment and Onboarding module in Success Factors, once implemented.	(Skills Development and Programmes) Organisational Development Consultant (Talent Gateway Schemes / Programme)
	Academic Progression					
Action D8	• The review already includes identifying alternative channels to attract candidates from all ethnic minority groups (Action D2a) and this will be expanded upon. • Academics are invited to attend 'Promotions Explained' sessions (200+ attendees in 20/21) via an all-staff newsletter, which communicates the start of the academic promotion process. These sessions clarify the framework, criteria and evidence required for promotion, however, the level of support offered to BAME staff within Academic Departments about the promotions process is variable. • We have heard anecdotally that applying for promotion is still hugely dependent on a HoD's encouragement, yet just 37% of BAME academics (cf. 59% White) in the REC survey said they had	Social Inclusion Strategy (Ethnic Diversity)	Create a **clear strategy for Academic Progression of BAME staff**, to include; • **Identify how to increase staff promotion application-offer conversion rates for BAME ethnic groups**, particularly those that are under-represented. • Ensure that **BAME academics can evidence success against promotion criteria by providing access to development opportunities** (cross reference with Action D11a re. secondments). • Introduce a system to **track attendance at 'Promotions Explained' sessions, and analyse ethnicity data** (disaggregated by Faculties/ Depts/Schools) to identify and address any issues. • **Develop training for HoDs, line managers and Departmental**	Depts are fairly allocating development opportunities (monitored by HRMs) which enable BAME staff to build the evidence required to support their promotion case. Able to reach out to any under-represented groups who may not be aware of promotion opportunities. HoDs pro-actively encourage and support BAME staff to apply for promotion (subject to meeting promotion criteria) (monitored by HRMs). HoDs, line managers and Departmental Administrators able to offer promotions advice and support with greater consistency. Equality in BAME success rates for promotion, with investigation and implementation of overall and local interventions to remove racial bias.	Year 3	**Individual(s) responsible:** Provost Chair of Faculties (via Faculty Boards) HoDs (via HoDs Forum) HR Strategy Director HR Engagement Director **Governance mechanism:** Academic Staff Committee

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	been encouraged to apply for promotion. • The promotion application-success rate is still lower for BAME academics (81.8% cf. 90% White), with Black academics having the lowest success rate (75.0%).		**Administrators in the new promotions process,** to support greater consistency in advice and support offered. • **Explore the offer of Promotions coaches/mentors** to guide applicants through the process, providing feedback on applications and CVs, **and proactively encourage BAME academics to engage** with this. • **Analyse probation data by ethnicity** (disaggregated by Faculties / Depts / Schools) **to determine whether there is any racial bias inherent within our probation processes** that might impact on our capacity to improve diversity across grades. • **Examine promotions outcomes by ethnicity** (disaggregated by Faculties / Depts / Schools) to enable further **investigation of these trends and implementation of targeted, local interventions**.	An increase in the number of BAME staff being promoted, and greater ethnic diversity in academic talent pool. (cross reference with Action D2 re. Social Inclusion Strategy targets).		
Action D9	• Institute of Advanced Study (IAS) is the only institute to offer an established cross-Faculty learning and development programme (Accolade) for Early Career Researchers (ECRs). It also offers 10 month IAS Early Career Fellowships (ECF) to completing	Social Inclusion Strategy (Ethnic Diversity)	**Action D9a** **Review the ECF application data** after each of the two calls for applications held each year (and all other IAS funding schemes), as well as post-fellowship outcomes, **to identify and address any issues around under representation in ethnicity.**	Rolling review of applicant and participant ethnicity data, benchmarked against the possible applicant pool (overall Warwick PGR and postdocs). An ethnically diverse range of ECF and Associate Fellow awardees and to produce greater ethnic diversity in academic talent pool. Securing of	**Year 1**	**Individual(s) responsible:** Early Career Programme Manager Organisational Development Consultant (Research) IAS Departmental Administrator

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	Warwick PhD students to help them establish an academic career (146 ECFs awarded since October 2015). • Started to collect data on ethnicity and other protected characteristics during application process from January 2021 (not collected historically). • ECR Development Programme being designed to run over 18 months (aligned to promotion criteria and the Researcher Development Framework).			funding/academic track positions for BAME staff post-Fellowship.		
			Action D9b **Include core provision in the Accolade Programme** (aligned with the ECR Development Programme), **on themes such as** Warwick Strategy, **Values, ED&I**, Career Development, Academic Writing, Bids and Grant, Impact (all still indicative), with **established academics from ethnically diverse backgrounds included in Accolade delivery** and as mentors.	An ECR Development Programme with the Warwick Values and racial equality at the core, supplemented by departmental/discipline specific provision, and an element of personal development directly related to individual needs of the ECR.	Year 2	**Individual(s) responsible:** Learning and Development Manager, Organisational Development IAS Director Early Career Programme Manager
	PSS Progression					
Action D10	• To gain a promotion, PSS staff have to apply for higher graded positions via the internal recruitment process (no promotion pathway). • BAME PSS staff vulnerable to the potential for further racial inequality within the current internal PSS promotion process. • Applying for a re-grade is at the discretion of a line manager to apply on behalf of their staff member. Currently no insight into staff ethnic diversity relating to re-grade applications (via the job evaluation process, based on the responsibilities associated with the role).	Social Inclusion Strategy (Ethnic Diversity)	**Action D10a** **Evaluate INspire diverse Senior Talent Programme,** monitor its impact on BAME staff progression, and investigate the **introduction of other training courses specifically for our BAME PSS staff** to support their development.	An ethnically-diverse range of positive role models at senior levels, with clear provision of training and support for the development of all BAME PSS staff.	Years 1 - 3	**Individual(s) responsible:** Director of Social Inclusion Organisational Development Director **Governance mechanism** RETF and interrelated task groups)
			Action D10b **Undertake full review of re-grade application data by ethnicity** and other protected characteristics together **with recommendations for future action**.	Ability to gather and review data on the ethnic diversity of internal applications for higher graded posts, and applications for re-evaluation of existing roles.	Year 2	**Individual(s) responsible:** HR Strategy Director HR Systems and Service Director **Governance mechanism:** RETF and interrelated task groups
			Action D10c	An ethnically diverse range of PSS staff, at all Grades, with a fairer	Years 2 - 3	**Individual(s) responsible:** Registrar

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			Undertake a review of Professional Services progression, to include: • an approach for talent mapping and succession, with racial inequality removed (Pilot in HR and PSG). • review how opportunities are identified and disseminated (with ethnicity data analysed). • Implementation of Job Families to provide clear career pathways for the PSG.	process for allocation of work-related opportunities for development. Metrics implemented at departmental level to allow more granular feedback on whose careers are advancing and whose careers are delayed or stalled, so that specific interventions can be initiated. Job Families will establish a framework of career pathways, with generic role profiles at each grade and standardised job titles.		HR Strategy Director Talent Manager (when in post) PSG HODs **Governance mechanism:** PSG/UEB
	Training and Leadership Development					
Action D11	• Only 37% of BAME staff felt that opportunities for development, secondments and profile-raising which provide evidence for promotion, were allocated fairly and transparently (REC 2020 survey). • BAME staff said they lacked access to leadership training and referenced feeling subtly pushed out of development opportunities (March 2021 staff focus groups). • New Coaching Professional Development Programme (launching autumn 2021) is a 14-month development programme. and aims to develop a high quality internal coaching service for staff.	Social Inclusion Strategy (Ethnic Diversity)	**Action D11a** Review existing practice to **devise and implement a fairer process for** allocating secondments and ensure **greater equality of opportunity for BAME colleagues.**	Removal of potential barriers for BAME colleagues to all **development opportunities** and leadership programmes. Integration with the Leadership and Management Development Framework (to be linked to PDR and Talent Planning) to create opportunities to engage. (cross reference with Action D8 re. BAME staff progression)	**Years 1 - 3**	**Individual(s) responsible:** Director of HR Organisational Development Director **Governance mechanism:** REC-SAT / RETF
			Action D11b **Increase shadowing/ mentoring opportunities specifically for BAME staff**, and encourage applications from BAME staff to the Coaching Professional Development Programme**.**	Principles of importance of learning on job / shadowing and mentoring embedded as being just as helpful as, if not more than, traditional training. An increase in the proportion of qualified BAME coaches within the University.	**Years 1 - 2**	**Individual(s) responsible:** Organisational Development Director HoDs / Departmental Administrators

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	• Immediate end-of-course participant feedback is reviewed to inform future training, but there is currently no longitudinal evaluation of academic staff training.		**Action D11c** **Develop systematic and automated monitoring and reporting of staff participation in leadership development and training courses by ethnicity** and other protected characteristics (via the new HR system and as part of the Leadership and Management Development Framework).	Consistency in treatment of all staff, particularly with application of HR policy and procedures. All policies and processes will be racially inclusive, encompassing positive action where required, with checks and balances for racial bias built in e.g. ethnic data on promotions or PDR outcomes. An EIA process will be used to ensure all policies and processes are fit for purpose.	Years 2 - 3	**Individual(s) responsible:** Director of HR Organisational Development Director HoDs / Departmental Administrators **Governance mechanism:** RETF and interrelated task groups
Action D12	• Some BAME students spoke about feeling uncomfortable discussing race-related issues they were experiencing with a non-BAME supervisor, and some referenced the emotional impact of BLM and feeling unsupported. • Having a professional relationship with supervisors can make it difficult to discuss the pastoral support students might need.	Social Inclusion Strategy (Ethnic Diversity)	**Establish code of practice on inclusive PGR supervision, and expand training for PGR supervisors and tutors.**	All current PGR supervisors will have received mandatory expanded training (refreshed annually), to include cultural competency and understanding of racism and anti-racism in HE, as well as reverse mentoring. New PGR supervisors to undergo the same training when they commence in role. PGR supervisors will have an understanding of race- related issues related to ED&I, but also confidence and proactiveness in raising and addressing these issues appropriately.	**Years 1 - 3:** by end of Year 3, we will have trained all PGR supervisors (with interim targets for Years 1 and 2).	**Individual(s) responsible:** Academic Director (Doctoral College) **Governance mechanism:** RETF and interrelated task groups
Action D13	**Ethnic diversity of Governance structures.** • ED&I is routinely considered in the process of recruiting people to corporate governance committees (through the Nominations Committee), by using a diversity, skills and expertise matrix to regularly	Social Inclusion Strategy (Ethnic Diversity)	**Action D13a** Desk based **review of the ethnic diversity of Senate committees** (institutional, faculty and departmental), noting the large number of ex officio roles currently, to include: • Increased monitoring of committee staff data. • Development of skills matrix linked to above data	HR to provide committee staff data to Senate secretariat annually in early May (start of Term 3) enabling analysis of data and targeted promotion to key staffing groups for annual Senate nominations. Diversity, skills and expertise matrix used to support analysis of gaps/ under-representation in ethnicity	Years 1 - 2	**Individual(s) responsible:** Director of Education Policy & Quality **Governance mechanism:** Education Executive Senate

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	report on ethnic diversity within corporate governance. • Policy Oversight Group (POG) only considers new policies (or those being reviewed) if an Equality Impact Assessment (EIA) has been undertaken. • EIA Policy itself going before Trade Unions shortly for comments, before being presented to the POG for sign off.		supporting analysis of gaps/under-representation. • Greater awareness raising/ promotion of Senate committee opportunities among BAME staff (e.g. through presentations at BAME staff network meetings). • A proposal to introduce a new Senate nominations committee for Academic Governance.	within academic governance (as per corporate governance). More holistic oversight and monitoring of Senate committee memberships, and active recruitment into gaps in ethnicity proposed to the Senate to address the imbalance.		
			Action D13b **Implement content of revised EIA policy with review of processes and briefing of committee chairs**, to enable tracking of EIA effectiveness and impact.	Equality Impact Assessments are routinely in place and discussed as part of the process of policy making at all levels. All policies and processes will be racially inclusive, encompassing positive action where required, with checks and balances for racial bias built in e.g. ethnic data on promotions or PDR outcomes. An EIA process will be used to ensure all policies and processes are fit for purpose.	Year 2	**Individual(s) responsible:** Director of Education Policy & Quality Secretary to Council ED&I Manager **Governance mechanism:** Education Executive
Action D14	Staff exit data is not systematically captured or reviewed by ethnicity.		HR to improve Exit process and to systematically **review exit data by ethnicity**.	Better understanding of why people are leaving, if racism is a factor, and how we can address it. All policies and processes will be racially inclusive, encompassing positive action where required, with checks and balances for racial bias built in e.g. ethnic data on promotions or PDR outcomes. An EIA process will be used to ensure all policies and processes are fit for purpose.	Year 2	**Individual(s) responsible:** Director of HR HR Strategy Director HR Engagement Director HoDs / Departmental Administrators **Governance mechanism:** RETF and interrelated task groups

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	Students					
Action D15	• Although BAME applications and enrolments have been steadily increasing as a result of regional recruitment work and introducing contextualized offers, BAME applicants are still less likely to receive an offer than White applicants (-11.8pp offer rate gap for BAME applicants). • WMS is the only department with a significant gap at both offer (-11.8pp application/offer gap) and intake stage (-14.8pp application/intake gap) when compared with White students. • Although contextual offers are made to undergraduates, there is no equivalent consideration given to postgraduate applicants. • All UG admissions processes are centralised, but PGT admissions are managed locally within departments.	Social Inclusion Strategy (Ethnic Diversity)	**Action D15a** **Centralise the PGT admissions process** to ensure greater consistency across all Faculties/departments.	Better oversight and control over all of the PGT admissions processes and policies to ensure inclusion and check points for racial bias.	**Year 1:** Pilot with some departments. **Year 2:** Full centralisation.	**Individual(s) responsible:** Academic Registrar Head of Admissions
			Action D15b **Undertake a review of our admissions processes to better understand and address our offer rate gaps** (at UG, PGT and PGR level **and success rate gaps** (at PGT and PGR level), to include further detailed analysis of WMS ethnicity data, **and what** it might be that **is selectively disadvantaging BAME applicants within our processes.**	Can determine whether any further changes could be made to admissions policies and processes to further improve BAME offer rates in line with the improvements we have seen in BAME applications and enrolment rates (noting wider national context regarding move to Post-Qualification Admissions). Better understanding to address what it is within WMS admissions processes that is selectively disadvantaging BAME applicants at both application / offer and application / intake stage. All policies and processes will be racially inclusive, encompassing positive action where required, with checks and balances for racial bias built in e.g. ethnic data on promotions or PDR outcomes. An EIA process will be used to ensure all policies and processes are fit for purpose.	**Year 2:** Review of WMS ethnicity data **Year 3:** Review of admissions processes to be undertaken following wider ongoing overall review of Admissions	**Individual(s) responsible:** Head of Admissions Chief Operating Officer, WMS
			Action D15c **Investigate** whether (and on what basis) enabling **contextual consideration at postgraduate level** might promote progression of BAME students.	Monitor impact to ensure an ethnically diverse range of PG study applicants, and greater ethnic diversity in the academic pipeline.	**Years 2-3**	**Individual(s) responsible:** Head of Admissions WP Research and Evaluation Team

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						Governance mechanism: WP Committee
Action D16	• In 2019/20, Warwick allocated over £33m of scholarship funding to PGT students. • Data by ethnicity on those benefitting from scholarships is not currently monitored and reported systematically.	Social Inclusion Strategy (Ethnic Diversity)	**Action D16a** **Develop and implement a system** that will allow us **to capture and report on PGT scholarship data by ethnicity.**	Systematic reporting and subsequent action on PGT scholarship data by ethnicity.	**Year 3**	**Individual(s) responsible:** Academic Registrar Senior Assistant Registrar (Doctoral College) **Governance mechanism:** RETF
			Action D16b Undertake a **full review of PGT scholarship provision.**	Understanding of how we might best make use of our existing scholarship funding to more specifically target particular under-represented ethnic groups within the student body.	**Year 3**	**Individual(s) responsible:** Academic Registrar Senior Assistant Registrar (Doctoral College) Academic Director (Postgraduate Taught) **Governance mechanism:** RETF and interrelated task groups
Action D17	• The Doctoral College deliver an established programme of researcher development support and training opportunities with other training (e.g. by DTCs, the Library or ITS) accessible through the same central booking system. • Data by ethnicity on those engaging with the training / development opportunities offered is not currently	Social Inclusion Strategy (Ethnic Diversity)	Use the newly created ED&I data tool to **analyse and regularly report on data themes and trends in PGR performance** across the lifecycle (as well as **engagement across** the range of PG **support and development provision) in relation to** protected characteristics and intersectionality, including **ethnicity**.	The Doctoral College will work with BAME PGRs to identify and address areas of concern in PGR education and experience. Termly reporting of data to the Board of Graduate Studies, alongside an action plan to address issues raised.	**Year 1:** available for the start of the 2021/22 academic year.	**Individual(s) responsible:** Senior Assistant Registrar (Doctoral College) **Governance mechanism:** Board of Graduate Studies, and working group

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	monitored and reported systematically (currently working to enable this).					
Action D20	Warwick is a partner in two consortia bids to the OfS / Research England funding competition to improve access and participation for BAME groups in postgraduate research study.	Social Inclusion Strategy (Ethnic Diversity)	If neither consortia bid is successful, we will still **commence a similar programme of work to improve access and participation for BAME PGR groups** and identify opportunities to work with Coventry University (a bid partner) to learn from one another.	Valuable insight across the PGR lifecycle and a comprehensive set of actions to try and evaluate. Access to other institutions' experience of supporting BAME PGRs which is more developed than our own.	Year 3	**Individual(s) responsible:** Academic Director (Doctoral College) **Governance mechanism:** Board of Graduate Studies, and working group

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Working towards an inclusive and anti-racist culture Develop a culture that supports all of our staff and students to achieve their potential						
	Whole community					
Action C1	• In 2019-20, we introduced Warwick Values: five key principles that underpin the cultural change required by all members of our community and inform our approach to taking appropriate action when expectations are not met, explicitly stating that we will not tolerate discrimination. • We have developed a *Community Values* online education programme to inform staff and students about our values and to set clear behavioural expectations for our staff and student body. • The *Warwick Values* moodle (online education module) has been running since 2018/19 encompassing clear guidelines on reporting options, shared with all new staff members and with students upon enrolment and re-enrolment each year. • Content of *Warwick Values* moodle currently being integrated with ED&I training for staff. • Staff and students in REC surveys and focus groups reported experiencing widespread microaggressions at Warwick.	Social Inclusion Strategy (Voice)	**Update *Warwick Values* training for staff and students** to include specific content on micro-aggressions, encompassing examples of positive behaviour (and ideally a specific focus on addressing anti-southeast Asian racism). (please refer to Actions R1d/e for training rollout plans).	We seek to create a community where differences of culture and identity are celebrated, where differences of opinion are welcomed and respected, and where racism, prejudice and socially unacceptable behaviours are never tolerated. Content of Warwick Values training reflects this and is clearly understood and enacted by all. All staff and students understand the term 'microaggression' and display consciously inclusive behavior, where people can accept feedback about unintentional microaggressions and unconscious bias in a positive, constructive way. Microaggressions dealt with quickly and appropriately, without negative consequences to the complainant.	Year 1	**Individual(s) responsible:** Organisational Development Director Director of Student Discipline and Resolution **Governance mechanism:** Student Advisory Group RETF and interrelated task groups

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	• *Warwick Values* moodle not yet disseminated to existing staff to optimise its reach and impact.					
Action C2	• Students in focus groups felt some of the University's actions seemed performative. • Disconnect between actively embedding ethnic diversity within modules/curriculum, and recognition of BLM and celebrating diverse culture.	Social Inclusion Strategy (Cultural) Inclusive Education Model	**Support the SU Decolonise project and other initiatives** (including elements of Tackling Racial Inequality programme) in providing assistance, resources, challenge and encouragement to programme and module leaders in decolonising curricula.	An increase in the number of topic/modules that have a focus beyond only western culture, and are framed in a context beyond only western countries and their view of the world. Providing more interactive sessions based on group work and team building, so students can talk and mix with others on their course and increase sense of belonging.	Year 1	**Individual(s) responsible:** Teaching Excellence Group (TEG) **Governance mechanism:** RETF and interrelated task groups Education Executive
Action C3	Although the Provost writes to HoDs requesting that sufficient time be provided to staff to fulfil RET duties, there is currently no official workload time provided to RET members.	Social Inclusion Strategy	**Identify a consistent and coherent approach to ensure that individuals who contribute to race equality work** across the institution **are provided with appropriate credit within workload frameworks.**	BAME staff contributing to progressing Warwick's race equality work are formally recompensed for their time.	Year 2	**Individual(s) responsible:** Provost Workload Modelling Group **Governance mechanism:** REC – SAT RETF and interrelated task groups Social Inclusion Committee
Action C4	**Staff and Student Engagement** Although our REC SAT, RET, SIC, Council and Senate will formally review progress and make any necessary adjustments to our actions to ensure desired impact, it is important that we continue to inform and consult with the wider University community on progress to ensure continued staff and	Social Inclusion Strategy (Cultural) Inclusive Education Model	Ensure ongoing **dialogue with our BAME staff and students to** assess impact and inform any revisions to our action plan, and **share progress with the wider Warwick community by:** • Active monitoring of the student experience and related action planning through relevant professional service	We will have regular qualitative data on race equality from our staff and student body and from external public opinion to assess alongside our internal quantitative race equality data. This will allow us to assess impact of measures taken and ensure that actions taken to address race equality issues are highly relevant.	Year 1	**Individual(s) responsible:** Director of Social Inclusion HR Engagement Director Associate Director Market Research and Insight **Governance mechanism:**

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	student input and awareness as we deliver and assess impact of our action plan.		groups to encompass greater student engagement • Continuing to monitor (and if necessary revision) existing race-related diversity and inclusion question sets included in staff and student surveys (e.g. NSS, Pulse staff survey, SU survey) to ensure they capture key cultural issues we need to monitor and seek staff/student input on. • Six-monthly review of public perceptions of Warwick capturing any negative media referencing racism/ safety/harassment, allowing us to act upon any concerns emerging externally through social media or elsewhere.	Staff and student feedback on progress and actions will be fed into the groups and committees listed in the final 'responsibility' column who will ensure actions have direct impact on race equality at Warwick. Awareness among Warwick community of actions being taken to address race equality at Warwick and how they can input to that.		RETF / SIC - termly updates to Senate & Council
	Student experience					
Action C5	**Awarding gap** • UK BAME undergraduate awarding gap of -7.4pp (Non-UK -12.9pp) • Awarding gap greatest for Black UK students and Asian non-UK students. • UK BAME PGT awarding Gap of -8.9pp (Non-UK -13.8pp). • Further analysis of awarding gaps based on percentages of **students awarded First Class Honours** degrees shows much greater gaps than for 'Good honours'. • Only 66% of Black REC student survey respondents felt that	Social Inclusion Strategy (Cultural) Inclusive Education Model	**Action C5a** **Undertake qualitative analysis,** alongside our data monitoring, **engaging with students** to understand their experiences at a local level **and develop effective departmental action plans** and targets, **to be considered as part of the Teaching Excellence Group reviews** (take place each academic year between departments and the Education Executive).	Relevant data on attainment and continuation shared with academic departments annually, with dashboards that will allow individual departments to view and analyse their ethnicity data.	**Year 1**	**Individual(s) responsible:** Director of Education Policy and Quality HoDs / Departmental Administrators **Governance mechanism:** Teaching Excellence Group RETF and interrelated task groups Education Executive
			Action C5b	Eliminate the Black attainment gap **from 13.8% to 0% by 2025** (from	**Years 1 - 3 and beyond**	**Individual(s) responsible:**

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	they were progressing well against 84% of Chinese students and 78% of Asian students[4]. Departments have developed a standardised, institutional approach to regular consideration of graduate attainment gaps to enable greater support in understanding and addressing the concerning gaps.		**Share and discuss BAME undergraduate and postgraduate data annually** (using recently introduced departmental dashboards), **showing attainment** of both Firsts and Good Honours, including absolute counts, proportions, **and gaps** at departmental level, **with comparison against Faculty and institutional norms** (separate metrics developed for specialised provision (MBChB, Foundation programmes).	Social Inclusion Strategy) and reduce other identified attainment gaps.		HoDs / Departmental Administrators Head of WP **Governance mechanism:** RETF and interrelated task groups Education Executive
Action C6	Currently no local leadership of student success and racial inclusion work, to align with central ambitions.	Social Inclusion Strategy (Cultural)	**All departments and central teams to identify a key departmental contact for local leadership of student success and racial inclusion work specifically.**	A network developed (and guidance provided) in relation to sharing of best practice and understanding the experiences of ethnically diverse students in departmental contexts to inform individual department action planning, as well as across faculties/institution.	**Year 1**	**Individual(s) responsible:** HoDs / Departmental Administrators Dean of Students **Governance mechanism:** Faculty Board sub-group and Faculty Education Committees Education Executive
Action C7	Data on engagement with Student Opportunity services shows students from all ethnic groups have attended careers and skills-focused events, workshops and appointments in higher proportions when compared to white students, except from within the Arts Faculty.	Social Inclusion Strategy (Cultural)	**Consider the difference in engagement with Student Opportunity services within the Arts Faculty** in more detail, and seek feedback from relevant student reps/networks.	Better understanding of the career support needs of BAME Arts students. More tailored provision of Student Opportunity services to meet the needs of Arts students.	**Year 2**	**Individual(s) responsible:** Director of Student Opportunity Director of Administration - Arts and Humanities **Governance mechanism:** Student Opportunity Diversity Group

[4] Based upon 148 Asian respondents, 96 Black respondents and 103 Chinese respondents

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						Board of the Faculty of Arts
Action C8	Graduate Outcomes survey of 2017/18 showed that, by ethnic group (UK only), fewer mixed ethnicity undergraduates and fewer Black postgraduates go into highly skilled occupations, when compared with White graduates and other ethnic groups.	Social Inclusion Strategy (Cultural) Education Strategy	**Review of the Careers offer to BAME students, with consideration of the difference in utilisation of careers support between White and BAME students** in more detail.	Better understanding of the career support needs of BAME students, with feedback sought from relevant student representatives/networks.	Year 2	**Individual(s) responsible:** Head of Careers Academic Director (Employability and Skills) **Governance mechanism:** Student Opportunity Diversity Group
	Staff experience					
Action C9	**Teaching and Learning** • In March 2020, Warwick launched a pilot *Tackling Racial Inequality at Warwick* (TRIW) staff development programme. (cross-reference with Action R1a) • TRIW seeks to equip both academic and PSS staff with the knowledge and practical tools to better support students of colour through engaging anti-racist pedagogy in the classrooms and challenge racial inequality at the University, at both individual and institutional levels. • Hard for PGR students to incorporate research by racially diverse academics into the curriculum for themselves, with staff often questioning choices. • Development of the framework to define what departments need to consider in a Curriculum	Social Inclusion Strategy (Cultural) Inclusive Education Model	**Action C9a** **Undertake a Curriculum Review starting with 3 academic departments during 2021-22** including opportunities for departments to engage with and implement inclusive practice and assessment.	Curriculum Review Framework considered by various task forces, including the RETF, to check over inclusivity references and ensure that the review will meet the inclusivity needs of the various diverse groups that the taskforces are championing and representing. Departments engaged in issues of inclusion as part of curriculum review, including decolonisation and anti-racist pedagogy. Departments reviewing and embedding inclusive practice, using guidance and good practice shared with them.	Year 2	**Individual(s) responsible:** Head of Academic Development Director of Education Policy and Quality **Governance mechanism:** RETF and interrelated task groups Faculty Board sub-group and Faculty Education Committees Education Executive
			Action C9b **Consider levels of funding and support for decolonisation and inclusive curriculum work**.	Departments given support and resources to increase shared understanding of the importance/benefits of decolonising curriculum and embedding anti-racist pedagogy.	Year 3	**Individual(s) responsible:** Student Learning Experience and Engagement Committee **Governance mechanism:** Education Executive

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	Review has commenced.			A culture of listening and action, with racial issues addressed meaningfully within course content consistently across all departments.		
	Wider community engagement					
Action C10	• Warwick's Institute of Engagement (WIE) launched in 2020 leading on organisation of Warwick-wide Public Engagement events and wants to ensure the audiences we engage with are representative of relevant local demographics. • A WIE learning circle has been established, which will focus on identifying the training support that Warwick's community needs to successfully participate in racially-inclusive engagement.	Social Inclusion Strategy (Voice)	**Action C10a** **Develop and roll out a WIE CRM system.**	Undertake assessments as requested on the WIE ethnicity engagement data we are currently collecting, with the long-term aim of the WIE CRM providing regular monitoring outcomes.	Year 2	**Individual(s) responsible:** Co-Directors of the Warwick Institute of Engagement (WIE) **Governance mechanism:** RETF and interrelated task groups
			Action C10b **WIE learning circle** to put forward a set of **recommendations highlighting the key barriers to inclusive engagement** and outlining the training support needed, **together with a set of principles for racial inclusion** in engagement.	WIE working closely with the WIHEA learning circles, focused on anti-racist work (section 8) including the Tackling Racial Inequality Staff Development Programme.	Year 2	**Individual(s) responsible:** WIE Learning Circle Co-Directors of the Warwick Institute of Engagement (WIE) **Governance mechanism:** RETF and interrelated task groups
			Action C10c **Regular monitoring and review of staff/student/public ethnicity data of those engaged with WIE**, with all WIE Learning Circle outcomes/ recommendations reported to the WIE Core team and Directors, to be considered, endorsed and acted on (e.g. training incorporated into the WIE training programme).	Recommendations with wider implications for the University taken forward by WIE to the Race Equality Taskforce. WIE ethnicity engagement data evaluated by WIE Core team and Directors, passed onto appropriate learning circles to inform their further strategic discussions.	Years 2 – 3, and beyond	**Individual(s) responsible:** WIE Learning Circle Co-Directors of the Warwick Institute of Engagement (WIE) **Governance mechanism:** RETF and interrelated task groups

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Tackling racist incidents and increasing confidence in reporting						
Action R1	**Training for all** • All staff and students need to be trained in racism and microaggressions to facilitate conversations about race. • Anti-racism training pilot 'Tackling Racial Inequality at Warwick: Staff Development Programme' (TRIW) developed and delivered to 52 staff since Autumn 2020. (cross reference with Action C9) • Racial profiling by Security Services flagged as a concern in 2020 by Warwick's Black cultural societies and Anti-Racism Society, in connection with the Black Lives Matter (BLM) movement. • Consultation and analysis revealed many good central and departmental-level anti-racism initiatives. • All students from the focus groups reported personal experience or witnessing incidents of microaggressions on campus. • Complexity of intersectional instances of microaggression remains, for instance, where gender and ethnicity and race intersect. • Warwick Medical School (WMS)	Social Inclusion Strategy (Ethnic Diversity) Social Inclusion Strategy (Cultural)	**Action R1a** **Deliver the 'Tackling Racial Inequality at Warwick: Staff Development Programme'** (TRIW) to 150 further staff members during the 2021/22 academic year.	TRIW programme embedded within our standard training offer/requirement for all in subsequent years.	**Year 1**	**Individual(s) responsible:** Lead of TRIW programme Head of Academic Development
			Action R1b Pearn Kandola to **deliver bespoke training for our campus security team before the start of the 2021/22 academic year to mitigate against future racial profiling/discrimination.**	Student feedback on their experiences with Security Services through targeted focus groups, with no reports of racial profiling.	**Year 1** (before start of the 2021/22 academic year)	**Individual(s) responsible:** Head of Campus Security Director of Social Inclusion
			Action R1c **Make the Stage 1** component of the **WMS** 3-stage module **anti-racism training available to all students and departments** across the University.	Staff and student anti-racism training corrects the micro-aggressions (from peers, patients and faculty) that impact upon the attainment / awarding gap for BAME students.	**Year 1:** Autumn 2021	**Individual(s) responsible:** Director of Student Experience, Employability and Progression (WMS) Organisational Development Systems and Projects Manager HoDs / Departmental Administrators
			Action R1d **Fund, roll out and embed Warwick Values training as a part of new starters' training** (for all staff and students, supported by an awareness raising campaign) **with a refresher requirement**. Completion will be monitored to ensure refresher	An anti-racist culture established as a norm for acceptable behaviour on campus, amongst the whole community. This training will: • address anti-racism, include the term racism, and seek to change the system rather than acting to maintain inequity.	**Years 1-3:** by end of Year 3, it will be part of induction for all new staff (with interim targets for Years 1 and 2), with refresher training after 3	**Individual(s) responsible:** Chair of WIHEA Learning Circle: Anti-Racist Pedagogy and Process in HE Director of Social Inclusion

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	currently launching anti-racism training for all staff and offering a three-stage module to develop students' anti-racism practice (mandatory for all students across each year of their MBChB from Autumn 2021). • The Intercultural Competence (ICC) programme engaged over 3000 students in 2019-20, and is a component of training for outbound mobility students, and students participating in any international programmes. • The Anti-Racist Pedagogy Teaching Forum (ARPTF) meetings provide academic staff with opportunities to discuss anti-racist teaching practices and philosophies, key texts and sharing of anti-racist pedagogies. • All senior leaders and HoDs underwent Pearn Kandola training in 2019 and 2020 about race equality and the role of leaders in establishing anti-racist cultures.		training is delivered at appropriate intervals.	• be in-depth and effective, with practical steps that could be taken to intervene in an incident. • clarify and promote reporting structures and consequences for racial incidents, while affirming the benefits for all of working together against racism. • 'Inclusive Leadership in Action' sessions extended to Managers centrally and in academic departments through 2021/22. • inclusion leadership training incorporated into entry support programmes (management programmes, HoDs induction, Personal Tutor support, sabbatical officers handover). Identifying alternative ways of exploring race with the Warwick community e.g. panel events, social media videos etc.	years. A timetabled Introduction to Active Bystander session rolled out to all new students from 2021/22. The longer Active Bystander Intervention embedded as part of sports and societies exec committees for a minimum of two members.	Programme Manager, Dean of Students' Office Societies Officer, Students' Union
			Action R1e *Warwick Values* moodle encompassing updated content on microaggressions (cross reference: Action C1) to be disseminated to all new and existing staff to optimise its reach and impact within the next three years, with refresher training at appropriate intervals. This will be disseminated in the following ways: • Part of staff induction • Linked to PDR	We seek to create a community where differences of culture and identity are celebrated, where differences of opinion are welcomed and respected, and where racism, prejudice and socially unacceptable behaviours are never tolerated. Content of Warwick Values training reflects this and is clearly understood and enacted by all. All staff and students understand the term "microaggression" and display consciously inclusive behavior, where people can accept feedback about unintentional microaggressions and	**Years 1-3:** Roll out of training to all staff.	**Individual(s) responsible:** Organisational Development Director

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			• Linked to academic probation • Linked to re-grading • Line management to disseminate and encourage teams to engage Staff will not be able to participate in any kind of panel (disciplinary, interview etc) unless this training has been undertaken.	unconscious bias in a positive, constructive way. Microaggressions dealt with quickly and appropriately, without negative consequences to the complainant. An anti-racist culture established as a norm for acceptable behaviour on campus, amongst the whole community.		
			Action R1f **Deliver the ICC's experiential training programme** to around 1200-1500 Warwick students across all study levels over the next year, and **explore embedding intercultural training within academic departments**.	In subsequent years, be able to introduce ICC training in the context of other existing work, such as anti-racism pedagogy and the inclusive education model.	**Years 1-3, and beyond:** Deliver and embed ICC training to more students each year, at the current rate.	**Individual(s) responsible:** Head of Internationalisation (Welcome Student Experience) HoDs/Departmental Administrators **Governance mechanism:** Internationalisation Steering Group Education Committee
			Action R1g Maintain and **strengthen ARPTF** over the next three years **to more widely embed opportunities for** constructive peer discussion of **anti-racist practice in faculties/departments** (including development of an Anti-Racist Practice Forum for PSS staff).	An increase in the range of topics addressed as well as the number of academic staff practically engaged with racism and anti-racism in assessment design, in online learning communities, in classroom interactions and in teaching 'non-race-related' subjects.	**Years 1-3, and beyond**	**Individual(s) responsible:** ARPTF Forum coordinator HoDs/Departmental Administrators **Governance mechanism:** RETF and interrelated task groups
			Action R1h	Managers informed regarding inclusive selection, promotion and	**Years 1-3:** by end of Year 3,	**Individual(s) responsible:**

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			Extend Pearn Kandola **training in race equality and the role of leaders in establishing anti-racist cultures** (already delivered to senior leaders and HoDs) **to managers at institutional and departmental level**, as well as HR staff and those working in complaints. Deliver specific training for HR staff on **structural racism**, white fragility, microaggressions and a **compassionate approach to human resources.**	performance management (with a focus on intersectionality between issues of race, gender etc), beyond just senior leaders. All staff will know that they need to demonstrate their performance against these criteria if they want to join Warwick, and to progress once at the institution.	we will have trained all HR staff (with targets for all managers during Years 1 and 2).	Director of Social Inclusion HoDs/Departmental Administrators **Governance mechanism:** RETF and interrelated task groups
			Action R1i **Assess the impact of** the many good **central and departmental-level anti-racism initiatives**, and help to build on **and promote the ones that work.**	More department-facilitated open conversations allowing students to relay experiences, and safely discuss anti-colonial, anti-imperial and anti-racist critiques of pedagogy and practices.	Year 2	**Individual(s) responsible:** Director of Social Inclusion HoDs/Departmental Administrators **Governance mechanism:** RETF and interrelated task groups
Action R2	**Report & Support** • Lack of awareness of/ engagement with Report and Support • Current guidelines state that those who choose to report anonymously cannot be provided with direct advice, nor can action always be taken against their report. • Fear of retaliation/negative consequences if they do choose	Social Inclusion Strategy (Cultural)	**Action R2a** **Investment of over £30,000** for the 2021-22 academic year **into a marketing campaign to increase awareness of Report and Support, with clarity** in communications about **what can be reported to** Report & Support and **include a category for 'racial misconduct'.**	Information on the Report and Support website specifically about the need to report race discrimination and microaggressions, and how to do so. Reporting encouraged at an earlier stage. Recognition that a sign of early success and increased staff and student confidence in the reporting system would be an increase in the number of reported incidences in the short-term.	Year 1	**Individual(s) responsible:** Director of Student Discipline and Resolution **Governance mechanism:** Student Advisory Group RETF and interrelated task groups

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	to formally report and provide details. • Difficult to understand the difference between the various Report and Support categories and what they should select (discrimination/ harassment/ hate crime). • Some chose not to report, because no categories corresponded well to their concern. • No racial equivalent to 'sexual misconduct' category, where inappropriate racialised behaviour could be reported without having to suggest it is motivated by hate. • Current guidelines state that those who choose to report anonymously cannot be provided with direct advice nor can action be taken against their report.			Recognise that while we seek to reduce incidences through training and a shift in culture, this may not necessarily lead to a reduction in the number of incidences. Greater diversity (e.g. ethnicity) of facilitators delivering Report and Support focus groups/info sessions.		
			Action R2b Publish an annual report on **Report & Support** and its impact, alongside our future preventative initiatives.	Transparency and reassurance to individuals that even anonymous data is contributing to change.	**Years 1-3, and beyond**	**Individual(s) responsible:** Director of Student Discipline and Resolution **Governance mechanism:** Student Advisory Group RETF and interrelated task groups
Action R3	**Formal HR reporting (grievance and disciplinary cases)** • No sophisticated case management system to record and report grievance/disciplinary cases accurately. • No formal framework to define grievance/ disciplinary cases. • Little clarity on interface between HR processes and Report and Support, with regard to data capture and monitoring.	Social Inclusion Strategy (Cultural)	**Action R3a** **Regular, proactive monitoring of HR and Report and Support data to identify any changes to reporting levels** (consider the potential impact of the wider political/social context).	We would expect to see an increase in the number of reports of racial/ ethnic harassment as awareness of and confidence in the Report and Support system increases, and staff can see that reporting results in action being taken.	**Year 1**	**Individual(s) responsible:** Director of Student Discipline and Resolution HR Engagement Director
			Action R3b **Develop a formal framework for consistently defining grievances and disciplinaries.**	Definition of grievances and disciplinaries integrated within the development of the Leadership and Management Development Framework.	**Years 2-3**	**Individual(s) responsible:** Employee Relations and Policy Manager **Governance mechanism:** RETF and interrelated task groups

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	• Report and Support is a relatively new process for students to report racism, even more so for staff. • Hesitancy over the use of Report and Support by staff, as the official complaints process is still handled by HR and the university's legal team (can be seen to be set up to ensure that racism is not admitted). • HR and the complaints system reported as major impediment to racial justice within the institution.		**Action R3c** **Develop an interface between Report and Support and the new HR grievance/disciplinary case management system,** introduce regular monitoring and reporting on this data to be combined with Report and Support data, and develop routes allowing reporting and supporting, even when official complaints are not pursued.	Report and Support to feed the disclosures it receives into the case management system, and HR can provide grievance/disciplinary case information to Report & Support (potentially using a Case Management System within Success Factors – yet to be configured/installed). Use of anonymous data from Report and Support (even if the disclosure did not translate into a formal complaint) to target action within departments (or university wide) as relevant. Interface between Report and Support and the new HR grievance/disciplinary case management system will be integrated within the development of the Leadership and Management Development Framework.	Years 2-3	**Individual(s) responsible:** Employee Relations and Policy Manager HR Engagement Director Director of Student Discipline and Resolution
Action R4	The "visible symbolism" of who is in the Wellbeing team was especially important.	Social Inclusion Strategy (Cultural)	**Identified lead to focus on identifying and meeting the specific wellbeing needs of our BAME student community.**	Culturally competent pastoral support developed as committed to within the Wellbeing Strategy.	Year 3	**Individual(s) responsible:** Director of Wellbeing and Safeguarding Welfare and Campaigns Officer, Students' Union **Governance mechanism:** RETF and interrelated task groups
Action R5	• BAME students referenced the importance of joining sports teams and societies to develop a sense of belonging, but Warwick's Sports Clubs in particular were not felt to represent the diversity of the	Social Inclusion Strategy (Cultural)	Discuss with the SU the issues raised by our BAME students regarding the representative racial diversity of sports teams and societies and identify where we can work in partnership with	Sports clubs more representative of the diversity of the student body. Students from all racial and ethnic backgrounds included equally in SU events and societies.	Year 1	**Individual(s) responsible:** Welfare and Campaigns Officer, Students' Union **Governance mechanism:** SULG

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	student body and this emerged as a particular concern for many BAME students. • Just 49% of BAME respondents (40% Black, 52% Asian and 66% Chinese) felt that students from all racial and ethnic backgrounds were included equally at SU events and societies.		the SU or support their lead to address the concerns.			RETF and interrelated task groups