University of Essex

Equality, Diversity and Inclusion Annual Report 2020-21

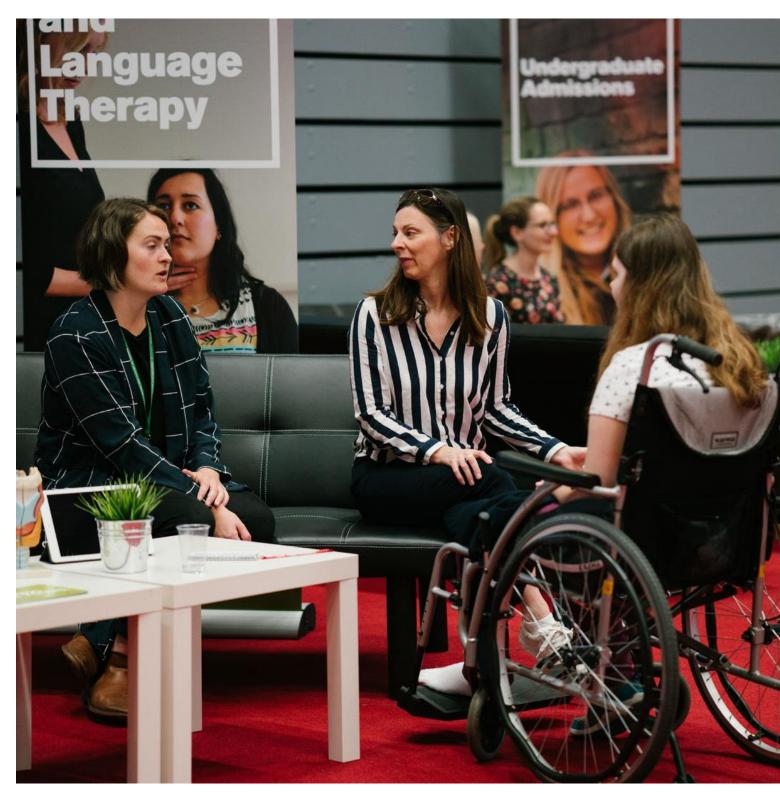|	
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Introduction

1.   The University is required, under the general equality duty contained within the Equality Act 2010, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. This includes publishing information annually to demonstrate our compliance with the general equality duty, including information related to people who share a protected characteristic and people affected by the University's policies and practices.[1]

2.   An annual report is submitted to Council and subsequently published on the University of Essex website. This report:

■   summarises equality, diversity and inclusion-related information and activities relating to the year of the report;

■   identifies highlights and trends;

■   reports progress made towards achieving the University's equality objectives; and

■   sets out priorities for the following year.[2]

3.   This report outlines how we seek to meet, and in some cases, and where lawful, exceed our obligations under the General Equality Duty and the Public Sector Equality Duty as set out in the Equality Act 2010 and the gender pay gap reporting regulations. It explains how we ensure members of our community are aware of their rights and responsibilities for equality, diversity and inclusion (EDI), how we identify and address discriminatory practice or behaviour and promote inclusive practices.

4.   This report updates on progress since the last annual report, in May 2020, highlighting work, achievements and emerging themes structured around a progress update against our five Equality Objectives. This update includes work identified following the review of issues raised by two events (the cancellation of a Centre for Criminology seminar and arrangements for speaker invitations to a Holocaust Memorial Week event). Where data is used to support the

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[1] The Essential Guide to the Public Sector Equality Duty (March 2022, Equality and Human Rights Commission): guidance-essential-public-sector-equality-duty-england_0.docx (live.com) Last accessed 11 April 2022

[2] Equality, diversity and inclusion annual reports | University of Essex Last accessed 11 April 2022

narrative, it is provided either by academic year, the latest being 2020-21, or at a point in time which uses the latest available data at the time of writing the report (April 2022).

5. We continue to strive to build an inclusive and enabling environment for all members of our community. The past two years saw the pandemic affect the way we deliver services and the way we work. The pandemic has also had an impact on how we all interact, with many changes having a positive impact on inclusion. In this period, new work has begun that can be seen to bring benefits, such as working more flexibly and creatively. Unfortunately, the world has also seen an increase of cases of domestic abuse, barriers to accessing support services and a rise in the need for mental health support.

Our commitment to Equality, Diversity and Inclusion

6. Here at Essex our commitment to EDI remains strong. We want an inclusive environment where members of our community can bring their whole selves to work and study. We want to create a sense of belonging and for all members of our community to treat each other with dignity and respect.

7. Our recognition of intersectionality and how we are all different and face different barriers have become even more evident over the past year. We have seen a shift in our EDI work, responding to the needs of our community for example beginning work to tackle violence against women and our commitment to tackling racism. Our ongoing commitment to accessibility is also particularly important following the increase of online working. We recognise that there is also work going on around the University and in our communities regularly to support and implement positive change. Many positive steps have been taken but further significant work is needed and will continue to take place in the coming year.

8. Our Equality, Diversity and Inclusion Policy 2019-25[3] sets out our approach, in the context of our institutional mission, values and objectives as stated in our University Strategy, People Supporting Strategy to 2025, and Education and Research Strategies, as well as in the context of equalities legislation. The policy was reviewed and revised in response to the review of issues arising from two events, with a new policy being in place for the start of the 2021-22 academic year. The policy applies to all employees, workers, contractors, students, and visitors and is a means to ensure that every member of our community is aware of their rights and responsibilities. It is included in all key University documents including student prospectuses and handbooks, student admissions policies, staff recruitment literature and employment policies.

9. To support members of our communities to behave in ways that comply with the law and align with our own expectations, we provide essential training and awareness training to our staff, both as part of their induction and during their ongoing employment. Essential and awareness training is also offered to our students along with welcome events and targeted campaigns. We engage with external charters which support EDI and help to remove barriers to participation and progression for various groups of people.

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[3] Equality and diversity policy and strategy | University of Essex (Last accessed 11 April 2022)

Our Equality Objectives

10.   We seek to embed EDI within every decision we make and every action we take across the range of the University's activities. This ambition is set out in the context of our University Strategy, Education Strategy and Research Strategy. Equality objectives and performance indicators have been agreed and included within the People Supporting Strategy to 2025. The following five objectives and related performance indicators are those that have significant potential to contribute towards sustainable, cultural change.

Equality Objective 1: Continue to monitor, analyse, and publish data on gender and ethnicity pay gaps. This will be used to make positive recommendations for adjustments as required to close them. (People Supporting Strategy to 2025)

- Performance Indicator: To reduce our institutional mean gender pay gap from 17.6% as at March 2018 to under 5% by 2025 and to have no significant pay gaps (<5%) in relation to other protected characteristics.

11.   As an employer with 250 or more employees, we are subject to the gender pay gap reporting regulations. This means that we are required to publish annually the following information about our gender pay gap:

- Mean gender pay gap in hourly pay.

- Median gender pay gap in hourly pay.

- Mean bonus gender pay gap.

- Median bonus gender pay gap.

- Proportion of males and females receiving a bonus payment.

- Proportion of males and females in each pay quartile.

12.   The Gender Pay Gap Report was published in March 2022.[4] Our statutory mean gender pay gap has continued to reduce, from 16.1% in March 2020 to 15.9% in March 2021. Our median pay gap remains unchanged since last year. No bonuses were paid in the year ending 31 March 2021 during the COVID-19 pandemic.

13.   The University also monitors equal pay within each pay grade (i.e. equal pay for equal work). The most recent available data (31 March 2021) shows that all of our gender pay gaps by grade are below 5%, with most of both the mean and median gaps being below 1%. The main reason for our statutory gender pay gap, defined as the difference between men's and women's average earnings across the organisation, is the under-representation of women in higher grades and the over-representation of women in lower grades.

14.   The table below details pay gaps within grade as a measure of "equal pay for work of equal value". A negative figure signifies a pay gap in favour of men. Based on this data, there is no significant evidence that female staff are paid less than male colleagues for work of the same value; all gaps are below 5% and most below 1%.

Table 1: Gender Pay Gaps by Grade		
Grade	**Mean Gap**	**Median Gap**
UEG01	0.64%	0.00%
UEG02	-0.14%	0.00%
UEG03	-1.96%	-3.74%
UEG04	2.51%	2.72%
UEG05	-0.50%	-0.19%
UEG06	-0.40%	0.00%
UEG07	-0.47%	-2.90%
UEG08	0.72%	0.00%
UEG09	-0.84%	0.00%

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[4] Our commitment to pay equality | University of Essex (Last accessed 11 April 2022)

Table 1: Gender Pay Gaps by Grade		
Grade	**Mean Gap**	**Median Gap**
UEG10	-0.15%	0.00%
UEG11	-1.62%	0.00%

15.   We have a number of continuing actions in place to address the gender pay gap:

- Through the work of Athena Swan, individual departments and People and Culture have established formal mentoring schemes.

- A Professors' Network highlighted different pathways to Professorship to encourage promotion applications from female staff and other underrepresented groups.

- We have invested in career development and training programs such as Aurora, Chrysalis and developing your career workshops.

- We have reviewed the nominations process for Future/Strategic Leaders to ensure participation in our internal leadership programmes is inclusive.

- The creation of the Career Development Fund for Carers provides support to access development alongside unpaid caring responsibilities.

- Body at Work policy approach has been developed with an initial focus on menopause, miscarriage, stillbirth and infertility and family leave.

- Promotion of flexible working is an important driver for prospective staff with caring responsibilities, who are more likely to be women.

16. During 2021-22, we have increased the proportion of women in the higher grades (grades 9, 10 and 11) but continuing to reduce the statutory gender pay gap is a long-term commitment that will involve growing our female staff in the higher grades and creating a gender balance between women and men in lower grades. Further commitments include:

- Athena Swan accreditation for the remainder of our academic departments.

- Continuing to support departments to consider gender pay as part of their recruitment processes, including changing recruitment processes to focus more on job design.

- Using positive action statements in recruitment adverts to encourage applications from under-represented groups.

- Reviewing and updating our detailed modelling of gender distribution within grades to identify further areas for action.

- Appointing and working with a new Chair for the Essex Women's Network.

Equality Objective 2: To ensure equality and diversity in all student outcomes and measures of student success (Education Strategy E02)

- Performance Indicator: By 2022, to have no significant (> 5%) equality awarding gaps for measures of student success at the institutional level; and to maintain this through the period 2022-25 (University Strategy KPI 6)

17. Table 2 provides data, over the last five years, of "good" undergraduate degree outcomes (1st or 2:1). Our awarding gaps have been reducing since 2016-17 across the majority of our protected characteristics. They reduced more quickly in 2020-21 partly due to changes made in response to the Covid-19 pandemic. We have identified a number of areas where we expect these changes will continue, and continue to have a positive effect on the awarding gap, such as the increased use of open-book assessments

18. In particular, our Access and Participation Plan includes a target to reduce the attainment gap between White students and Black, Asian and Minority Ethnic students to 8.8% by 2024-25. We exceeded this target in 2019-20 and sustained this progress in 2020-21. Mature students (over 21 years of age at registration) are less likely than their younger peers to achieve a 1st or 2:1; this gap is being monitored through our Access and Participation Plan.

19. Awarding gaps for those students who declare a disability and those that do not consistently show higher achievement rates for disabled students. The number of students declaring a disability has more than doubled since 2017-18, which also represents an increase in the proportion of disabled students.

Table 2 Undergraduate Students Degree Outcomes over the past 5 years (data source: internal)										
Characteristics		**2016-17**		**2017-18**		**2018-19**		**2019-20**		**2020-21**
		N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
University		2,078	76.7%	2160	77.0%	2210	77.2%	2566	82.2%	3174	87.3%
Age	Mature	190	68.6%	211	71.8%	234	71.3%	303	75.0%	277	77.4%
	Young	1,888	77.6%	1949	77.6%	1976	78.0%	2263	83.2%	2897	88.4%
	% Gap	**-9.0%**		**-5.8%**		**-6.7%**		**-8.2%**		**-11.0%**	
Disability	Declared Disability	172	83.5%	227	84.1%	216	78.3%	283	83.0%	380	88.8%
	No Declared Disability	1,906	76.1%	1933	76.3%	1994	77.1%	2282	82.1%	2790	87.1%
	% Gap	**7.4%**		**7.8%**		**1.2%**		**0.9%**		**1.7%**	
Sex	Female	1203	79.7%	1244	80.2%	1246	80.1%	1392	83.2%	1659	88.3%
	Male	875	73.0%	915	73.1%	964	73.9%	1173	81.0%	1509	86.3%
	Not Declared									10	85.7%
	% Gap	**6.7%**		**7.1%**		**6.2%**		**2.2%**		**2.0%**	
Ethnicity	Black, Asian and Minority Ethnicities (All)	743	66.5%	812	68.9%	888	69.3%	1143	79.4%	1498	85.2%
	White (All)	1293	84.7%	1309	83.7%	1273	84.1%	1365	84.6%	1602	89.4%
	% Gap	**-18.2%**		**-14.8%**		**-14.8%**		**-5.2%**		**-4.2%**	

Table 2 Undergraduate Students Degree Outcomes over the past 5 years (data source: internal)										
Characteristics	**2016-17**		**2017-18**		**2018-19**		**2019-20**		**2020-21**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Ethnicity Black, Asian and Minority Ethnicities (UK)	409	68.1%	502	71.1%	507	68.5%	759	79.1%	869	86.6%
White (UK)	964	86.5%	993	84.7%	923	85.2%	966	85.3%	1169	90.0%
% Gap	**-18.4%**		**-13.6%**		**-16.7%**		**-6.2%**		**-3.4%**	
Ethnicity Black, Asian and Minority Ethnicities (Non-UK)	334	64.6%	310	65.7%	381	70.3%	384	80.2%	629	83.2%
White (Non-UK)	329	80.0%	316	80.6%	350	81.4%	399	83.0%	433	88.0%
% Gap	**-18.4%**		**-13.6%**		**-16.7%**		**-6.2%**		**-3.4%**	
POLA Quintile 1	400	78.7%	448	80.3%	449	79.2%	514	80.4%	598	86.5%
Quintile 5	679	79.2%	761	78.7%	728	78.1%	902	83.2%	1120	89.7%
% Gap	**-0.50%**		**1.6%**		**1.1%**		**-2.8%**		**-3.2%**	

Support for disabled students who declare a disability

20.   Support for our disabled students starts from the point of offer, where we aim to have a Care Plan in place for all students who declare a disability before they start. This includes working with statutory services where appropriate and, for many disabled undergraduates, this supports the move from child to adult statutory services, which can be a difficult transition. Adjustments are communicated to the student's academic department, their Personal Tutor and anyone who will be teaching them so these can be in place from day one.

21.   During their period of study, disabled students have an allocated Caseworker from the Student Wellbeing and Inclusivity Service (SWIS), who remains a consistent point of contact and arranges regular check-ins and meetings as needed. We provide support for applications for the Disabled Students' Allowance (DSA) and practical support, for example, providing spaces for students to meet with providers on campus. Where students are not eligible for DSA, we have alternative funds available to support reasonable adjustments. During COVID, we established remote assessments ("Evaluation of Needs") which continued to be recognised by Student Finance England for the purposes of DSA-funded individual adjustments.

22.   During the COVID restrictions, additional support was put in place to ensure disabled students could continue to access support while face-to-face services were closed, working with the Communications Team to send out clear messages about how to access support including a video which introduced the service and support available, alongside the introduction of online drop-ins, Zoom appointments and a live chat facility. There was pro-active contact with all students who had a caseworker to offer support and check what different and extra needs students had due to the impact of COVID, and regular check-ins during the year.

23.   Through the Residence Life team, we established contact with students in University accommodation to provide advice and support in relation to self-isolating and social distancing. We found that this was especially important to vulnerable students and those with disabilities, and in some cases included facilitating vulnerable students to return to their permanent home. Students who were exempt from wearing face coverings were also supported by SWIS with advice and guidance around these exemptions and for the provision of an exemption card. SWIS worked closely with the exams team to support students who were undertaking remote exams, including the provision of scribe support where required.

24.   Over the next year we will continue to develop our support for the reasonable adjustments decision-making process, and our teams are already becoming involved earlier in the assessment process. This is particularly critical for students whose have complex needs identified during their time at the University, as the DSA assessment process can take up to a year. Our disabled postgraduate students particularly benefit from this earlier support, and we will be working further with the Students' Union to ensure that we have appropriate support systems in place for these students.

Recruitment and progression

25.   The University's Anti-Racism Action Plan includes a commitment to reporting annually on additional data sets, including disaggregating data for Black, Asian and Minority Ethnic staff and students. This disaggregation has used categories suggested by the Race Equality Charter, and the data is also being considered as part of the process of developing the University's Action Plan for submission to this charter in July 2023.

26.   Table 3 shows that our headcount for registered undergraduate students has increased across all ethnicities in the past five years. The highest increase is an increase of Black students by 47.6% (from 1,845 in 2016-17 to 2,724 in 2020-21), although the proportion has increased by only 3% in the same period. Asian students have seen an increase of 27% (from 960 in 2016-17 to 1,219 in 2020-21).

Table 3: Registered Undergraduate Students										
Ethnicity	**2016-17**		**2017-18**		**2018-19**		**2019-20**		**2020-21**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
White	6,363	55%	6,326	53%	6,533	51%	6,895	50%	7,193	51%
Black	1,845	16%	2,061	17%	2,224	17%	2,496	18%	2,724	19%
Asian	1,186	10%	1,248	11%	1,405	11%	1,476	11%	1,469	10%
Chinese	936	8%	948	8%	1,183	9%	1,239	9%	1,154	8%
Mixed	550	5%	640	5%	698	5%	743	5%	809	6%
Other	308	3%	339	3%	392	3%	456	3%	475	3%
Unknown	310	3%	301	3%	384	3%	370	3%	413	3%

27.   Progression rates reduced slightly in 2020-21 compared to 2019-20 across all ethnicities but remained comparable to progression rates in the academic years prior to COVID (Table 4). The largest reduction (9%) was among those who had not declared their ethnicity. 2020-21 also saw an increase in students repeating a year, which ranges from repeating modules and exams to repeating the whole year again. The lowest progression rate was among those whose ethnicity is unknown although Black students saw the greatest increase in the proportion of students repeating, from 9% in 2019-20 to 15% in 2020-21.

Table 4: Undergraduate Progression status

Ethnicity	Progression Status	2016-17		2017-18		2018-19		2019-20		2020-21	
		N	%	N	%	N	%	N	%	N	%
Asian	Successful	960	84%	1,026	85%	1,168	86%	1,251	89%	1,219	84%
	Repeat	81	7%	95	8%	100	7%	84	6%	134	9%
	Unsuccessful	108	9%	85	7%	86	6%	77	5%	95	7%
Black	Successful	1502	82%	1623	79%	1733	78%	2108	85%	2133	79%
	Repeat	217	12%	264	13%	287	13%	233	9%	396	15%
	Unsuccessful	121	7%	164	8%	190	9%	130	5%	178	7%
	Unknown			1	0%						
Chinese	Successful	735	82%	726	82%	818	91%	950	96%	981	92%
	Repeat	53	6%	41	5%	54	6%	21	2%	59	6%
	Unsuccessful	114	13%	122	14%	27	0%	21	2%	25	2%
	Unknown									1	0%
Mixed	Successful	446	85%	507	82%	546	81%	630	86%	645	81%
	Repeat	40	8%	53	9%	73	11%	54	7%	90	11%
	Unsuccessful	39	7%	57	9%	57	8%	45	6%	64	8%
	Unknown									1	0%
Other	Successful	229	80%	257	81%	278	79%	355	87%	361	81%
	Repeat	20	7%	27	9%	42	12%	30	7%	42	9%
	Unsuccessful	37	13%	33	10%	31	9%	24	6%	44	10%

Table 4: Undergraduate Progression status

Ethnicity	Progression Status	2016-17		2017-18		2018-19		2019-20		2020-21	
		N	%	N	%	N	%	N	%	N	%
Unknown	Successful	212	73%	204	75%	222	73%	248	84%	220	65%
	Repeat	20	7%	22	8%	30	10%	18	6%	36	11%
	Unsuccessful	59	20%	47	17%	53	17%	27	9%	85	25%
White	Successful	5,290	88%	5,293	87%	5,445	86%	5,940	89%	6,089	86%
	Repeat	332	6%	386	6%	382	6%	343	5%	528	7%
	Unsuccessful	416	7%	377	6%	481	8%	406	6%	490	7%
	Unknown									2	0%

28.   When undergraduate degree outcomes are disaggregated by ethnicity as shown in Table 5 below, Asian students had the highest proportion of good degrees in 2020-21 (90%), and Black students the lowest (82%). Degree outcomes had increased for all ethnicities except among students of Mixed ethnicity, and the highest increases were among those who identified as Other (8%) followed by Black students (7%). Further disaggregation of the degree outcomes for Black students might help to identify specific barriers impacting this group, and the Race Equality Charter suggests a further breakdown into Black, Caribbean, African and Other as a starting point.

Table 5: Undergraduate Degree Outcomes											
Ethnicity	**Degree Outcome**	**2016-17**		**2017-18**		**2018-19**		**2019-20**		**2020-21**	
		N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Black	Good Degree (1st or 2:1)	235	64%	278	68%	270	63%	406	75%	426	82%
	Other Degree (2:2 or 3rd)	135	36%	128	32%	162	38%	138	25%	92	18%
Asian	Good Degree (1st or 2:1)	90	71%	102	70%	121	73%	166	87%	236	90%
	Other Degree (2:2 or 3rd)	37	29%	44	30%	44	27%	25	13%	25	10%
Chinese	Good Degree (1st or 2:1)	157	57%	170	67%	208	68%	221	82%	403	86%
	Other Degree (2:2 or 3rd)	119	43%	85	33%	96	32%	50	18%	63	14%
Mixed	Good Degree (1st or 2:1)	55	82%	78	79%	74	76%	92	84%	91	84%
	Other Degree (2:2 or 3rd)	12	18%	21	21%	23	24%	18	16%	17	16%

Ethnicity	Degree Outcome	2016-17		2017-18		2018-19		2019-20		2020-21	
		N	%	N	%	N	%	N	%	N	%
Other	Good Degree (1st or 2:1)	207	76%	166	69%	231	73%	250	80%	314	88%
	Other Degree (2:2 or 3rd)	66	24%	74	31%	85	27%	61	20%	44	12%
Unknown	Good Degree (1st or 2:1)	42	64%	39	62%	49	74%	58	84%	74	87%
	Other Degree (2:2 or 3rd)	24	36%	24	38%	17	26%	11	16%	11	13%
White	Good Degree (1st or 2:1)	1,293	85%	1,261	84%	1,318	83%	1,341	86%	1,569	91%
	Other Degree (2:2 or 3rd)	231	15%	235	16%	263	17%	222	14%	159	9%

Table 5: Undergraduate Degree Outcomes

29.   Table 6 shows that the University's postgraduate population has increased over the past five years, particularly among Asian students who have increased by over 300%, with the largest increase being between 2019-20 and 2020-21. This was accompanied by a 30% decrease in Chinese students in the same period as a result of the COVID pandemic. Black postgraduate students have been increasing steadily since 2016-17, increasing by 27% in 2020-21.

Table 6: Registered Postgraduate Taught Students										
Ethnicity	**2016-17**		**2017-18**		**2018-19**		**2019-20**		**2020-21**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
White	1,105	49%	1,124	48%	1,128	46%	1,063	44%	1,256	40%
Black	248	11%	237	10%	236	10%	257	11%	315	10%
Asian	209	9%	239	10%	285	12%	339	14%	887	28%
Chinese	430	19%	462	20%	539	22%	409	17%	285	9%
Mixed	79	3%	95	4%	88	4%	101	4%	113	4%
Other	108	5%	100	4%	101	4%	140	6%	152	5%
Unknown	92	4%	93	4%	94	4%	108	4%	131	4%

30.   Postgraduate taught students also saw an increase in repeat rates in 2020-21 (Table 7) including an increase of 6% for Black students. Asian PGT students saw an increase in success rates between 2016-17 and 2018-19 to 85% which reduced in 2019-20 and 2020-21 to 73% in 2020-21. These rates need to be carefully monitored to establish the extent to which they are impacted by the COVID pandemic.

Table 7: Progression Status for Postgraduate Taught students											
Ethnicity	Progression Status	2016-17		2017-18		2018-19		2019-20		2020-21	
		N	%	N	%	N	%	N	%	N	%
Asian	Successful	145	70%	182	77%	201	85%	245	78%	638	73%
	Repeat	16	8%	11	5%	14	6%	53	17%	105	12%
	Unsuccessful	47	23%	42	18%	22	9%	18	6%	123	14%
	Unknown									0	0%
Black	Successful	176	73%	180	79%	168	72%	181	72%	199	65%
	Repeat	31	13%	16	7%	30	13%	44	17%	71	23%
	Unsuccessful	33	14%	33	14%	35	15%	28	11%	38	12%
Chinese	Successful	260	61%	283	61%	354	85%	308	86%	204	84%
	Repeat	19	4%	16	3%	34	8%	31	9%	27	11%
	Unsuccessful	148	35%	162	35%	29	7%	19	5%	10	4%
	Unknown							0	0%	0	0%
Mixed	Successful	60	79%	81	87%	60	71%	76	76%	81	74%
	Repeat	5	5%	0	2%	10	12%	17	17%	22	20%
	Unsuccessful	12	16%	10	11%	15	18%	7	7%	6	6%
Other	Successful	75	69%	76	77%	71	82%	92	79%	109	81%
	Repeat	11	10%	10	10%	8	9%	19	16%	22	16%
	Unsuccessful	22	20%	13	13%	8	9%	5	4%	5	3%

Table 7: Progression Status for Postgraduate Taught students

Ethnicity	Progression Status	2016-17 N	2016-17 %	2017-18 N	2017-18 %	2018-19 N	2018-19 %	2019-20 N	2019-20 %	2020-21 N	2020-21 %
Unknown	Successful	69	84%	69	82%	58	83%	59	71%	78	91%
	Repeat	5	5%	8	10%	0	4%	10	12%	5	5%
	Unsuccessful	9	11%	7	8%	9	13%	14	17%	5	5%
White	Successful	915	84%	926	84%	899	84%	749	74%	908	75%
	Repeat	77	7%	75	7%	81	8%	158	16%	186	15%
	Unsuccessful	97	9%	97	9%	92	9%	106	10%	109	9%

Note: Where the headcount is below 5, the figure has been rounded to the nearest 5.

31. In contrast, the headcount of postgraduate research students has remained relatively stable over the past five years. This can be seen in Table 8, which also shows a small reduction in each ethnic groups except Chinese students in 2020-21, which should be monitored.

Table 8: Registered Postgraduate Research students

Ethnicity	2016-17 N	2016-17 %	2017-18 N	2017-18 %	2018-19 N	2018-19 %	2019-20 N	2019-20 %	2020-21 N	2020-21 %
White	579	52%	574	54%	566	54%	560	54%	536	54%
Black	65	6%	69	6%	70	7%	70	7%	63	6%
Asian	126	11%	105	10%	103	10%	106	10%	103	10%
Chinese	69	6%	64	6%	67	6%	69	7%	78	8%
Mixed	47	4%	43	4%	47	4%	51	5%	48	5%
Other	164	15%	151	14%	127	12%	111	11%	109	11%
Unknown	66	6%	65	6%	68	6%	68	7%	64	6%

Equality Objective 3: Benchmark our inclusive environment against internal and external recognition frameworks including Vitae, Advance HE, Stonewall, University of Sanctuary, Athena SWAN, Race Equality Charter and Mental Health Charter (People Supporting Strategy to 2025)

- Performance Indicator: To achieve an Institutional Bronze Race Equality Charter award by the end of 2022.

- Performance Indicator: Sustain our position as a Top 100 Stonewall Employer.

32. To promote EDI, we have engaged with a number of charter frameworks over the past year, which help us to benchmark and measure where we are within our inclusive journey and help inform our further actions.

33. Fifteen academic departments have now secured departmental Athena SWAN awards, including three silver awards. Since the last EDI Annual Report, the School of Sports, Rehabilitation and Exercise Sciences and the Institute of Social and Economic Research have achieved bronze awards.[5]

34. We have continued to make good progress with our Race Equality Charter submission with regular meetings of the Self-Assessment Team, running student and staff surveys to gather qualitative evidence about lived experiences at Essex, and holding meetings with all academic faculties and professional services to review data and start action planning. We also commissioned a review of progress which led us to agree a revised submission date of 31 July 2023 with Advance HE. Our performance indicator of success will therefore now be re- baselined as accreditation by the end of 2023. Taking an additional year to conduct the self- assessment process will help us to better identify areas of race inequality at Essex, set appropriate targets and ensure that the Race Equality Charter delivers sustainable cultural change.

35. During 2021-22 we continued to make progress against our Anti-Racism Action Plan, and this work will continue during 2022-23 and become further integrated into our Race Equality Charter Action Plan. The Anti-Racism Action Plan was developed by a Tackling Racism Working Group of students and staff that convened in June 2020 following the death of George Floyd and a listening exercise within our community.

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[5] Athena SWAN awards and applications | University of Essex (Last accessed 11 April 2022)

36.	Significant progress has been made by the Tackling Racism Working Group and against the Anti-Racism Action Plan, with about half of the actions already complete. These include a number of "quick wins" including communicating the University's commitment to tackling racism, the creation of the Black, Asian and Minority Ethnic staff forum and investment in leadership development and employability schemes for Black, Asian and Minority Ethnic staff and students. Council received a report on progress against the plan in July 2021 and a further update is provided at Appendix 1.

37.	The University was reaccredited by Stonewall in February 2022 for our commitment to LGBTQ+ inclusion in the workplace. Stonewall has published its first Workplace Equality Index since the start of the pandemic, and we are pleased that the University of Essex has received a Bronze Award. We have committed to reviewing our relationship with Stonewall following the review of issues raised by two events, and during 2021-22 we conducted a University-wide consultation with our students and staff to develop our understanding of the benefits and concerns about working with Stonewall.

38.	We were disappointed not to retain our position as one of Stonewall's Top 100 Employers, although we recognise that some activities such as events have been impacted by the pandemic. Stonewall has introduced new criteria for its award to recognise the different stages of LGBTQ+ inclusion and the next step is a benchmarking meeting between the University and Stonewall to receive feedback on our application, which is one of the most valuable parts of the process.

39.	We are proud to be awarded University of Sanctuary status which recognises our commitment to promoting a culture of welcome, safety and inclusion across our campuses and the wider communities. Universities of Sanctuary are part of the UK's City of Sanctuary initiative to ensure our nation is a welcoming place of safety for all. We successfully secured additional funding for postgraduate research and undergraduate scholarships raising £148,000 the majority of which has been awarded to the hardship fund. £13,000 has been awarded to the scholarships. We continue to offer free English classes as part of the programme to support dependents of international students and staff. Eighty volunteers from the Essex Students' Union took part in a refugee teaching programme and free initial legal advice was also available via the Essex Law Clinic, which now has a new specialist in migration. We are planning an event for June 2022, during Refugee Week.

40.	During 2021-22 work has continued between People & Culture and the Academic Section on the Mental Health Charter, the award of which is an objective for 2021-22. We are committed to becoming recognised by the Royal College of Psychiatry as an Enabling Environment by 2025; in 2022-23 this work will include launching a new approach to managing stress at work informed by our learning from the increased level of mental health support provided during the pandemic.

41. Additional mental health and wellbeing support was put in place for trans, non-binary and gender non-conforming students and staff following the publication of a report following the review of issues raised by two events (the cancellation of a Centre for Criminology seminar and arrangements for speaker invitations to a Holocaust Memorial Week event). Additional external and specialist support was offered immediately, including in-person support from Outhouse East through its East Hill, Colchester, site. Longer term support has been developed through the launch of a new "Diverse Support Network" for students and a new Diversity and Engagement Manager. Additional training was provided by Gendered Intelligence to the members of SWIS running the student group, which meets fortnightly, and the group will become fully student-led from the Summer Term.
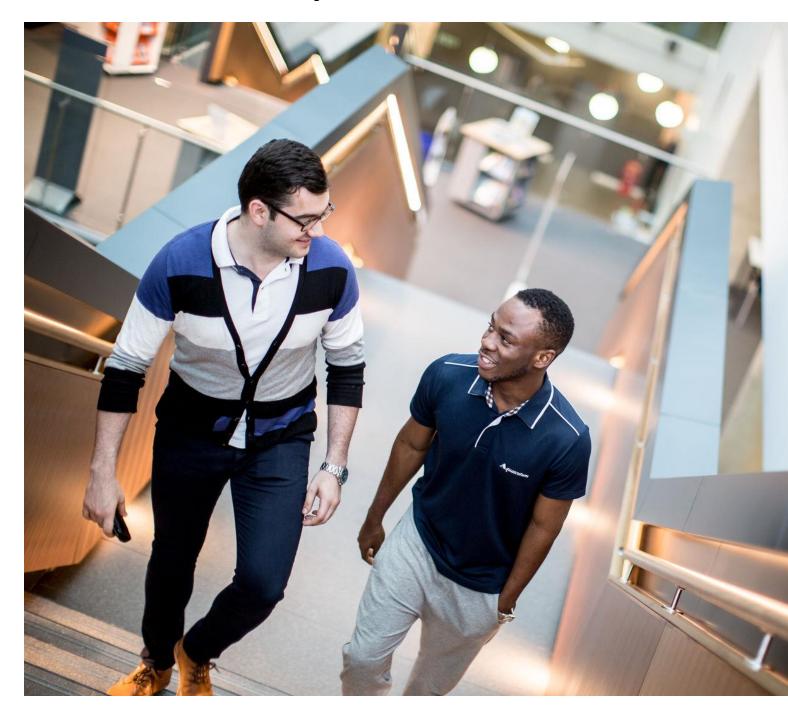
Equality Objective 4: Increase diversity of representation at all levels of the organisation so that the University represents the community its serves and encourages these communities to reach their potential. (People Supporting Strategy 2025)

- Performance Indicator: An increase in disclosure rates (target 90%) for all protected characteristics by 2022 and for this to be maintained throughout the period 2022-25.

Current staffing position

42. Tables 9-12 show information about the University's staffing profile by gender, ethnicity, sexual orientation and disability, and Tables 13 and 14 provide a further level of information about joiners and leavers which disaggregate data about Black, Asian and Minority Ethnic staff.

43. Women compromise more than 50% of the workforce and the proportion has remained reasonably stable since 2017-18, although only 37.5% of those in senior grades are female. The proportion of women in senior grades has increased year-on-year between 2018-19 and 2020-21, although, as noted above in relation to gender pay gap, this is a key area for further action.

44. A higher proportion of new starters in 2020-21 were female or from Black, Asian or Minority Ethnic groups. However, turnover remains slightly higher for female members of staff, compared to men, although the gap in 2020-21 was lower than in the preceding year. New hybrid working patterns following the pandemic may provide an opportunity to better accommodate the flexibility required by many women and to increase flexible working in senior roles.

45.   Between 2017-18 and 2020-21 the proportion of staff who have disclosed that they are from Black, Asian or Minority Ethnic groups has increased from 11.1% to 13.5%. This is part of an increasing year-on-year trend since 2017-18, although it is also important to note the high proportion of staff for whom ethnicity is "unknown". This includes a notable increase in the recruitment of Black and Black British staff in 2020-21 compared to the two previous years.

46.   Turnover in 2020-21 for Black, Asian and Minority Ethnic staff was lower compared to white staff, among those who had disclosed, for the first time since 2017-18. The numbers are small and include a high proportion of staff whose ethnicity is "unknown" but nevertheless relate to a period during which the University has been taking a more proactive approach to identifying and addressing racism and race inequality, which may have impacted positively on retention. However, the disaggregated data in Table 14 suggests that more work is needed to understand and sustain this trend, with turnover among Asian and Asian British and Black and Black British staff remaining above the turnover level for white staff.

Table 9 – Staff by Protected Characteristic				
	2017-18	**2018-19**	**2019-20**	**2020-21**
Gender				
Female	57.80%	57.64%	55.89%	56.66%
Male	42.20%	42.36%	44.11%	43.34%
Ethnicity				
White	76.80%	74.98%	74.05%	71.12%
BAME	11.06%	11.82%	13.27%	13.49%
I prefer not to say	1.00%	1.14%	1.12%	1.15%
Unknown	11.14%	12.06%	11.56%	14.24%
Sexual Orientation				
Heterosexual	40.96%	40.43%	39.45%	38.26%
Bi	1.04%	1.26%	1.42%	1.57%
Gay man	1.37%	1.14%	1.38%	1.29%
Gay woman/lesbian	0.79%	0.75%	0.67%	0.82%
Other identity not listed	0.58%	0.51%	0.48%	0.54%
I prefer not to say	3.33%	3.03%	2.98%	2.93%
Unknown	51.93%	52.88%	53.62%	54.58%
Disabled				
Yes	3.37%	3.07%	2.76%	2.61%
No	75.34%	71.63%	68.08%	62.81%
Unknown	21.29%	25.30%	29.16%	34.57%

Table 10 – Proportion of Staff in Senior Grades by Protected Characteristic (Grades 9-11)				
	2017-18	**2018-19**	**2019-20**	**2020-21**
Gender				
Female	34.50%	32.64%	34.45%	37.56%
Male	65.50%	67.36%	65.55%	62.44%
Ethnicity				
Unknown	5.50%	4.15%	7.18%	7.69%
BAME	17.50%	16.06%	15.79%	17.65%
I prefer not to say	1.50%	1.55%	0.96%	0.90%
White	75.50%	78.24%	76.08%	73.76%
Sexual Orientation				
Unknown	49.50%	46.11%	47.37%	47.96%
Bi	1.00%	1.04%	0.96%	0.90%
Gay man	1.00%	1.55%	1.44%	1.36%
Gay woman/lesbian	0.50%	0.00%	0.00%	0.00%
Heterosexual	42.00%	45.08%	43.06%	42.99%
I prefer not to say	5.50%	6.22%	7.18%	6.79%
Other identity not listed	0.50%	0.00%	0.00%	0.00%
Disabled				
Yes	3.50%	4.15%	4.78%	5.43%
No	83.00%	81.35%	76.56%	75.57%
Unknown	13.50%	14.51%	18.66%	19.00%

Table 11 – Joiners by Gender and Ethnicity		
Academic Years	**New Starters (Gender)**	**%**
2018-19	Female	55.54%
	Male	44.46%
2019-20	Female	59.58%
	Male	40.42%
2020-21	Female	61.05%
	Male	38.95%
Academic Years	**New Starters (Ethnicity)**	**%**
2018-19	BAME	17.38%
	Unknown	11.69%
	White	70.92%
2019-20	BAME	17.32%
	Unknown	10.50%
	White	72.18%
2020-21	BAME	19.80%
	Unknown	10.80%
	White	69.39%

Table 12 – Leavers by Gender and Ethnicity				
	2017-18	**2018-19**	**2019-20**	**2020-21**
Gender				
Female	8.86%	8.29%	5.72%	6.51%
Male	4.51%	7.90%	4.40%	5.86%
Ethnicity				
White	6.76%	7.81%	4.93%	6.17%
BAME	6.88%	9.60%	5.54%	5.84%
I prefer not to say	16.67%	0.00%	7.41%	3.85%
Unknown	8.70%	10.00%	6.09%	7.65%
Sexual Orientation				
I prefer not to say	9.09%	2.82%	4.35%	2.94%
Unknown	7.90%	8.39%	5.56%	6.58%
Bi	0.00%	7.14%	6.67%	5.88%
Gay man	8.00%	8.33%	2.94%	13.33%
Gay woman/lesbian	5.88%	5.56%	6.25%	0.00%
Heterosexual	6.07%	8.27%	4.73%	6.02%
Other identity not listed	0.00%	11.11%	0.00%	0.00%
Disabled				
Yes	8.33%	9.72%	4.23%	4.62%
No	6.95%	7.56%	5.27%	6.04%
Unknown	7.08%	9.95%	4.86%	6.90%

Table 13 – Joiners by Disaggregated Ethnicity		
2018-19	Unknown	11.69%
	Asian or Asian British	5.28%
	Black or Black British	1.54%
	Mixed	2.22%
	Not Stated	1.04%
	Other Ethnic Groups	7.30%
	White	70.92%
2019-20	Unknown	10.50%
	Asian or Asian British	7.03%
	Black or Black British	1.54%
	Mixed	2.08%
	Not Stated	1.27%
	Other Ethnic Groups	5.40%
	White	72.18%
2020-21	Unknown	10.80%
	Asian or Asian British	7.04%
	Black or Black British	3.36%
	Mixed	3.70%
	Not Stated	0.80%
	Other Ethnic Groups	4.90%
	White	69.39%

Table 14 – Leavers by Disaggregated Ethnicity				
	Turnover			
	2017-18	**2018-19**	**2019-20**	**2020-21**
Arab	14.29%	0.00%	10.00%	0.00%
Asian or Asian British	13.11%	10.96%	5.05%	8.91%
Black or Black British	9.52%	9.09%	8.00%	8.00%
Chinese	2.78%	13.64%	5.17%	5.26%
Mixed	4.26%	9.62%	7.14%	5.08%
White	6.77%	7.82%	4.93%	6.16%
Other ethnic background	2.13%	5.66%	3.23%	1.67%
I prefer not to say	15.79%	0.00%	7.14%	3.70%
Unknown	8.81%	10.17%	6.25%	7.98%

47. Non-disclosure continues to be a challenge and unfortunately, disclosure rates for ethnicity, sexual orientation and disability decreased in 2020-21. We recognise this as an issue and will be doing work to help increase disclosure rates through a new "Your Profile Counts" campaign. We also recognise that additional approaches are needed, including reviewing the categories that we ask people to disclose against and more targeted approaches such as presentations and discussions in departments and sections with particularly low rates.

48. In the past year we have also provided additional options to allow staff who are trans, non-binary or gender non-conforming to update their gender for internal University purposes. This reflects our revisions to the "Supporting Trans, Non-Binary and Gender Non-Conforming Staff Guidance" which was also reviewed this year. The number of staff who have disclosed their gender in this way is currently too small to report on.

Equality Objective 5: Promote our institutional commitment to an inclusive working environment to every member of our community so that we can create a workplace which enables its people to do their best. (People Supporting Strategy to 2025).

- Performance Indicator: Evidence 100% completion of new equality, diversity and inclusion training (How We Work at Essex) delivered through induction and annual refresher training for all staff and role holders. This will help colleagues to understand our values, shared responsibilities and to meet legislation requirements.

Equality, Diversity and Inclusion training

49.   Our approach to essential training has been revised and this year we have launched a new combined module for new employees called "How We Work at Essex" and an "annual booster" which all existing staff need to complete. This includes some essential EDI training such as understanding direct and indirect discrimination, bystander intervention and how different biases can influence our judgements.

50.   During 2021-22 we have been working to develop our reporting capacity for essential training, to ensure that we capture both people who have completed How We Work at Essex and those who completed the predecessor training. New reports have been built and completion rates will be reported to Council in July 2022. The deadline for existing staff to complete the new annual booster training is 25 April 2022.

51.   During 2021-22 we have extended our inclusion-related training with the development of an Inclusive Leadership Programme for members of the University Steering Group. Over the next year, inclusive leadership training will be extended to the wider leadership group. The "How We Work at Essex" suite of training will also be expanded to support line managers during 2022-23, with the introduction of a further "Do You Manage the Essex Way?" module.

52.   With the award of a grant for 'Transitions and Transformation: Black Researcher's Journey', we are working with training partners such at Vitae, to design appropriate anti-racism training which will then be rolled out to staff.

Inclusion Champions

53.   Members of the University Steering Group are Inclusion Champions for the following characteristics: age; disability; faith and belief; Jewish staff and students; LGBTQ+; Race; Sex; Gender; Maternity; Marriage and Civil Partnership; and Trans, Non-binary and Gender Non- conforming people. These roles are key to the success of the University in promoting, championing, and embedding an inclusive culture. These roles were reviewed during 2021-22 and an action plan was set for each Champion.

54.   Inclusion Champion Action Plans were reviewed in April 2022 and have increased engagement with student and staff groups as well as having increased visibility for equality, diversity and inclusion activity across the University. The Inclusion Champions will continue to meet with the Director of Inclusion at least once a term to provide an update and inform future action planning.

Staff Forums

55.   The University of Essex has a number of excellent staff forums, which have continued to provide support and feedback including during the period when COVID restrictions made in-person events and some events more difficult to run. The forums work collaboratively with the Inclusion team and Inclusion Champions, and include:

- Black, Asian and Minority Ethnic Staff Forum

- Essex Access Forum

- Essex Women's Network

- Global Forum

- LGBTQ+ Staff Forum, LGBTQ+ Allies

- Parents' Support Network

56.   Forum activities have included blogs by the Black, Asian and Minority Ethnic Staff Forum to promote the decolonisation of the curriculum, updates from the Parents' Support Network on EDI topics including Autism and LGBT parents, and appointing a new chair of the Women's Network. Events were run during the year to recognise Black History Month, International Women's Day, Holocaust Memorial Week, LGBTQ+ History Month, Trans Awareness Day, and a new EDI Calendar was published to improve the visibility of different celebrations and events. The Chairs of the forums meet regularly as part of the "One Essex Inclusivity Forum" to share good practice and provide feedback.

57.   As part of the actions following the review of issues raised by two events, a University-wide consultation exercise was conducted as part of the development of an approach for repairing relationships amongst University members. One action within this approach was the creation of an additional Working Group to Support Trans, Non-binary and Gender Non-conforming students and staff, which has met regularly during 2021-22. A listening exercise was also conducted by Gendered Intelligence.

58.   Actions undertaken as part of the approach include: the creation of a bookable space on campus for all communities; a refreshed map of gender-neutral toilets; additional training by Gendered Intelligence and Outhouse East; a review of lighting on campus; as well as updating website landing pages to direct staff and students to information about our forums and networks, resources and support, and policy documents. A group event across all networks is currently being planned.

Tackling Misogyny, Sexual Harassment and Violence Against Women

59.   The pervasive and detrimental impact of misogyny, harassment and sexual violence against women is a very real and immediate societal issue. A student and staff consultation was conducted following the murder of Sarah Everard in 2021, and at the start of 2021-22 the University adopted a specific Tackling Harassment and Sexual Violence Against Women Action Plan.

60.   Work as part of the Tackling Harassment and Sexual Violence Against Women Action Plan has included a staff and student survey of the online Report and Support system, an action which also relates to actions being taken as part of our work to tackle racism and in response to the review of issues arising from two events. Actions have been identified to improve the communication, process information and support available for those using Report and Support, and will be taken forward over the next year.

61.   A further key action is the development of a specific policy about Tackling Misogyny, Harassment and Sexual Violence Against Women, with a University-wide consultation process being conducted in the Summer Term. This will be complemented by a Domestic Abuse Policy for staff and students regardless of gender, to be launched at the same time.

Supporting and Celebrating Neuro-inclusion

62.   Over the next year we will be expanding the Body at Work suite of policies further, with the development of policies to support neurodiversity and ageing at work. This will include creating resources to support managers and colleagues and we are already working with colleagues who are neurodivergent or have experience of neuro-inclusion to identify what is needed to support the needs of all types of neurodiversity.

Tackling Islamophobia

63.   Evidence gathered by Universities UK (UUK) suggests that Islamophobia and anti-Muslim hatred are widespread and perhaps even normalised in the UK. Work during 2022-23 to address Islamophobia will provide us with an opportunity to make a positive difference to our Muslim staff and students. This will include consulting with our staff, students and other appropriate stakeholders to receive feedback on experiences on campus as well as looking at advice provided by UUK to shape our work to address Islamophobia.

Young Universities for the Future of Europe (YUFE)

64.   As part of YUFE we have worked positively with other partner universities across Europe to help shape the future of European Higher Education. Key work includes encouraging the consideration of how to embed diversity and inclusion in relation to working practices, employee wellbeing and the use of gender sensitive language, accessible visual content and diverse voices. Other work will involve supporting YUFE institutions in developing a Gender Equality Plan, offering opportunities to develop and collaborate as well as promoting the mental wellbeing of staff and students.

18 April 2022

Appendix 1: Update on the Anti-Racism Action Plan

1.   The University's Anti-Racism Action Plan has been in place since 2020 and was developed by the University's Tackling Racism Working group (TRWG) following the death of George Floyd and after receiving feedback from staff and students about their lived experience on our campuses and in our local communities. It was identified by the working group and the University that vital work needed to be done to tackle racism.

2.   To support this work, an external independent consultant was also commissioned to review the University's equality, diversity and inclusion policies, training and statistical information, reports and Anti-Racism Action Plan. The report and recommendations were presented to TRWG in April 2021 and incorporated into the Anti-Racism Action Plan. The Action Plan also captures work already being undertaken, for example, to decolonise the curriculum and reduce the awarding gap.

Progress So Far

3.   The Anti-Racism Action Plan identified 23 themes including short, medium and long-term actions. Many actions could be put in place quickly, and considerable progress has been made in relation to "Communicating the University's Tackling Racism Commitment", additional "Professional Development" and "Mental Health" support for Black, Asian and Minority Ethnic students and staff, and the creation of spaces to ensure that we are "Listening to our Black, Asian and Minority Ethnic Communities".

4.   Notable actions in these areas have included:

■ Publication of a new webpage to host and promote engagement with anti-racism resources, advertised in our student and staff newsletters, and regular blogs on anti-racism.

■ Members of staff attending the Advance HE Diversifying Leadership programme (a Rising Stars programme for students was also created by the Employability team).

■ Access to counsellors from a Black, Asian and Minority Ethnic background for both students and staff.

■ A University-wide listening exercise and qualitative survey for staff and students as part of the Race Equality Charter work.

■ Creation of the Black, Asian and Minority Ethnic Forum and regular feedback through the One Essex Inclusivity Group.

5.   Actions in other areas have started but are still underway. For example, under the theme of "Defining Racism" good progress has been made to establish a process for adopting institutional definitions to further equality, diversity and inclusion, and TRWG have developed a definition of "institutional racism" for consideration by the University Steering Group in 2022-23. Similarly, initial analyses of diversity monitoring information for academic promotions ("Increasing Representation") and the ethnicity pay gap ("Race Pay Gap") were conducted in 2021-22, but further work is needed to fully understand and take action to address barriers to promotion and equal pay. This is partly because the action to improve disclosure rates through an additional "Your Profile Counts" campaign was conducted in February 2021 but was not as successful as hoped.

6.   In the meantime, to strengthen our commitment to increasing representation, vacancies are being advertised on an additional website, CareersHE, which specialises in attracting diverse talent to Higher Education. Additional work is now being undertaken to increase disclosure rates, including reviewing the options for disclosure, which will also support further disaggregation of Black, Asian and Minority Ethnic staff and students as part of annual reporting ("Collecting and Reporting Data"). An anti-racism training strategy has been drafted and will be finalised and taken forward during 2022-23 ("Learning and Building Knowledge within our University Community").

7.   Other important areas of continuing work include work to strengthen the processes, procedures and practices around "Complaints" and "Reporting Racism and Receiving Support". Actions around diverse panels and strengthening essential training on unconscious bias have been taken forward, and a survey was conducted in 2021-22 to capture the experiences of students and staff using the online Report and Support system.

8.   This survey identified a number of ways in which Report and Support and the support for people who submit a report have led to the development of a separate action plan agreed by the University Steering Group in February 2022. Key actions in the action plan include reviewing the information provided on the Report and Support system and the recruitment and training of additional Harassment Support Workers.

Next Steps

9.   The Tackling Racism Working Group has now completed its work and the Anti-Racism Action Plan is being monitored by the University Steering Group. This will happen through the People, Culture and Inclusion Advisory Group, which also has responsibility for monitoring the Race Equality Charter (REC), for submission by July 2023. The Anti-Racism Action Plan is being reviewed as part of the REC process, to identify those actions that need to be taken forward on a longer-term basis as part of the REC Action Plan, with the completion of other actions being overseen by the Inclusion team.

10.   Embedding outstanding actions in the REC action plan will also mean that the longer-term aspirations for the Anti-Racism Action Plan are captured, including work on additional scholarships for students of colour, additional access and outreach programmes, and the development of an international agenda that promotes solidarity of action against racism. A research hub has also been recommended, drawing on the expertise of the Human Rights Centre, to develop the University's expertise in teaching and researching race and racism.

11.   This approach to future anti-racism work in itself reflects a number of actions identified in the Anti-Racism Action Plan, which calls for dedicated resourcing and support for anti-racism work including the REC, adequate recognition for work by Black, Asian and Minority Ethnic students and staff undertaking work to tackle racism ("Support for Members of the Tackling Racism Working Group") and to establish a permanent working group to address structural racism ("Celebrating Diversity and Adopting Inclusive Practices").

12.   An external expert has been working with the Inclusion team to ensure appropriate arrangements to support the REC and continuing anti-racism work, and the University Steering Group will consider a paper outlining the future resourcing arrangements for the REC in May 2022. Other actions are also incorporated into the strategic actions for the Inclusion team for 2022-23, such as providing support including financial support for staff/ student forums and strengthening the role of Inclusivity Leads within departments.

Conclusion

13.   Significant progress has been made at the University against the Anti-Racism Action Plan. Fifty of the 94 actions identified by the Tackling Racism Working Group have been completed already, with a further 30 already underway. This includes important work to communicate our commitment to tackling racism and creating listening spaces to hear from our Black, Asian and Minority Ethnic communities. Much more work is needed to ensure that this is the start of longer-term, sustained cultural change to address racism. Many of the building blocks have been put in place and will continue both through the outstanding actions in the Anti-Racism Action Plan and our work on the Race Equality Charter.