

Race Equality Taskforce Draft Report Cover Note

Professor Rajani Naidoo

The vision of the taskforce was to guide the University in a responsible and sustained manner in institutionalising an understanding of racial diversity as contributing to excellence in research, teaching, the student and staff experience and impact. The aim was to undertake a snapshot of the state of racial equality and to produce a set of recommendations to dismantle barriers, enhance innovations and create the conditions for all those with talent to succeed by improving the recruitment, representation, progression and sense of belonging of staff and students of colour.

There was a strong intention to ensure that the report produced was not a generic summary of findings and recommendations that could be applied to any research-intensive university anywhere in the UK. We wished to produce a report that reflected and was deeply embedded in the University of Bath. I am indebted to the co-leads and to the members of the workstreams for their enthusiasm and their hard work. I am also grateful to the advisors who volunteered their time.

The work consisted of three phases. The first phase focussed on listening attentively and building trust with students and staff of colour who were initially reluctant to participate in the taskforce. This phase also consisted of targeted actions to maintain trust. The second phase consisted of an appraisal of structures and processes which included sharing individual students' journeys of reporting racism and gaining support; and then working with the students to suggest enhancements. Rather than waiting for the work of the taskforce to be complete and a set of recommendations to be set out, a number of actions were taken which have already addressed the recommendations. The third phase was to identify innovations so that the recommendations of the taskforce could develop synergies with ongoing work.

This work led to the fourth phase which was the identification of six workstreams and the institution of the race equality taskforce. Membership of the taskforce included staff and students of black and minority ethnic heritage, staff with research and teaching expertise on racial justice, academic and professional services staff across faculties and professional departments and staff and student unions.

In addition, news, resource updates, cultural events such as film screenings and five seminars were organised to maintain momentum. Research England funding was gained to interview PhD students of colour in each of the faculties and the School of Management. From this, a series of PhD films have been developed to inspire prospective students of colour to consider the University of Bath as an inclusive, supportive and high performing doctoral environment.

A number of invitations on the work of the Taskforce has been received including from the [Humboldt Foundation](#), the Fulbright Commission, the British Council and the [Berlin Brandenburg Academy of Science](#) to showcase our work at the University of Bath and to reflect on how diversity drives excellence. In addition, collaborative work has occurred with universities in South Africa.

Feedback from the University Executive Board and the Equality, Diversity and Inclusion Committee has been positive and there was a high level of support from members of Senate. In particular, Senate members welcomed the plans set out for specific roles across the University, and the use of personal stories to encourage participation.

Having received support from UEB, EDIC and Senate to progress on this basis, work has begun with the co-leads of the workstreams to prioritise recommendations and to develop an action plan in preparation for the race equality award.

RACE EQUALITY TASKFORCE REPORT

University of Bath



Race Equality Taskforce Members and Advisors Photo Collage

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1. Executive Summary

1.1 Purpose

The vision of the taskforce was to guide the University in a responsible and sustained manner in institutionalising an understanding of racial diversity as contributing to excellence in research, teaching, the student and staff experience and impact. The aim was to undertake a snapshot of the state of racial equality and to produce a set of recommendations to dismantle barriers, enhance innovations and create the conditions for all those with talent to succeed by improving the recruitment, representation, progression, success and sense of belonging of staff and students of colour. This work was understood as an important foundation for submission of the Race Equality Charter (REC), and to also identify gaps in knowledge and data that we could work on for the REC.

1.2 Approach and Scope

The first phase of activity was to build trust, engage in confidential conversations and listen actively to understand different experiences at the University, out of which arose elements of racism. Targeted actions were implemented which maintained trust.

The second phase of activity was to undertake an overview of university structures and processes including following live cases of how staff and students report experiences of racial prejudice; and how they are supported, and to work closely with the affected parties to recommend enhancements.

The third phase was to identify innovations arising from academic programmes and faculties, professional services, the Equality, Diversity and Inclusion Unit and the Student Union in order to develop synergies with ongoing work.

This scoping work led to phase four which identified six workstreams focussing on:

- Enhancing the recruitment, experience and progression of staff of colour
- Enhancing the recruitment, experience and progression of students of colour
- Decolonising the curriculum
- Reporting racism and gaining support
- Inclusivity and anti-bias training
- Developing inclusive institutional cultures

In addition, news, resource updates, cultural events such as film screenings and five seminars were organised to maintain momentum. Research England funding was gained to interview students of colour across faculties undertaking doctoral studies. From this, a series of inclusive PhD films have been developed to inspire prospective students of colour to consider our University as an inclusive, supportive and high performing doctoral environment.

1.3 Membership

Focus advisory groups incorporating volunteers linked to workstream themes were drawn on to harness the positive energy of all members of the community wishing to participate; and to widen the knowledge base and perspectives of the Taskforce. 107 volunteers enlisted and 11 x 1.5 hour meetings were conducted.

Membership of the taskforce included Professor Rajani Naidoo as Chair and members with both lived experience and research/professional expertise of racial injustice; staff and students of black and minority ethnic heritage, staff at different career points representing academic

faculties and schools, professional services departments, staff and students networks, the Student Union, campus trade unions, the Athena Swan lead and experts on data, training, communications and governance.

1.4 Spotlight Recommendations

A full list of recommendations appears at the end of the report. The developing inclusive institutional cultures recommendations are integrated within the other workstreams.

1.4.1 Enhancing the recruitment, experience and progression of staff of colour

Staff Recruitment

- a) Develop further analysis to better understand and identify gaps in our data on the recruitment, experience, development and progression of staff of colour, including disaggregating the BAME classification as there are indications that different groups of staff in this category face different types and intensity of discrimination.
- b) Implement the recruitment initiatives developed by HR teams to enhance inclusion with an intersectional focus on ethnicity; solicit feedback from the Staff of Colour and the Equality and Diversity network; and review impact to see if these practices are changing the proportion of ethnically diverse applicants, interviewees, appointees, and new joiners. Undertake further work to develop initiatives to attract more staff, particularly Black staff to Bath.
- c) Continue working with the social media team to better communicate our inclusive approach to potential applicants including producing video and other visual content to showcase both the diversity of our staff ensuring staff of colour are visible; and the University's values of community and inclusion.
- d) Apply the findings of the EPSRC funded Inclusion Matters research on the factors and actions that impact on the choices of PhD students and their career path through to academia to attract more staff of colour and enable them to thrive in their first academic posts.
- e) Review Recruitment & Selection training for all recruitment chairs and panel members and act on feedback to update and make current training more relevant.
- k) Consider home grown talent including lecturer apprenticeships to retain high achieving PhD students of colour and provide a supported route to career progression in academia.

Staff Experience

- l) Assess the staff of colour experience in a more in-depth manner by including and analysing targeted questions in the staff work and wellbeing surveys relating to barriers to success and sense of belonging, following up with focus groups and developing institutional responses.
- m) Review how incidents and reports related to race and ethnicity have been responded to, and the impact of those responses, paying particular attention of reports relating to those in a position of authority (e.g. Heads of Department). Encourage staff to report incidents relating to racism at an earlier point, enabling resolution-based methods to be used to change future behaviour.
- n) Build the Staff of Colour Network through adequate resourcing to enable it to become a source of support and development for its members, contributing to a more inclusive University.
- o) Create situations for senior leaders and well known staff to reflect on what diversity really means to them and the aspects of it that resonate personally for them (through their family, friends, outside of work experiences) through blogs and other university communications.

Staff Progression

Academic Staff

p) Review the improvements made to the Induction, Probation, Appraisal, Development and Promotion of Academic Staff to determine whether this has impacted on outcomes for staff of colour; and if there are further improvements that could benefit staff of colour in particular.

Conduct further exploration into ethnicity pay gaps.

q) Develop an institutional response to research findings and reports pertaining to student bias against women, lecturers of colour and lecturers with non-standard English accents in teaching evaluations.

r) Design and implement a consultation to understand barriers for underrepresented groups in the University of Bath including researchers of colour in externally funded research opportunities and the development of an action plan in response to the findings.

s) Pilot reverse mentoring and experience-giving interventions for senior academic staff such as Heads of Department and / or Principal Investigators so that those in positions of power better understand how racism and micro-aggressions can occur and its impact on the experience and progression of staff of colour, so they can take action to prevent it occurring.

Professional Services Staff

t) Establish a career progression framework for professional services staff with specific support mechanisms for staff with protected characteristics including staff of colour, providing a safe space to talk about the issues that they are experiencing and a joint group through which they can access specific input from HR and other central staff to inform and support them; and give them knowledge and access to resources and initiatives.

Female staff of Colour

u) Continue and commit financially to the Aurora and Elevate leadership programmes, which returns significant personal development and a release of talent and embed the learning from these programmes within our Institution.

Technicians

v) Review the changes that were put in place under the Technician's Commitment on progression routes, greater opportunities for apprenticeships and career development to identify changes that need to be instituted to give further support to technician staff of colour.

Support and Development

w) Review the make-up of the current network of coaches within the Coaching Academy and take actions to make it more diverse by ethnicity and other protected characteristics to allow staff of colour to be coached by an appropriate coach where this is identified as being helpful.

x) Develop EDI leads and structures across faculties and professional services to surface issues, offer support and co-construct solutions with institutional leaders.

y) Review the oversight of the identification and training of mentors along with a review of the make-up of the group so that it is a diverse group on race / ethnicity and other protected characteristics.

z) Consider applying reverse mentoring for senior leadership team members on key diversity issues to widen their understanding and experience to be able to deal with the issues that arise.

1.5.2 Enhancing Recruitment, Experience and Progression of Students of Colour

Undergraduate Recruitment

- a) Further improve clarity of offers and accepted grades by adding ranges of grades that students entering the University achieved. This range could be published alongside the standard offer grades, giving students the understanding of what they will need to achieve in their level 3 courses.
- b) Continue to increase the number of students of colour engaging with outreach activities including continuing to deliver Target Bath in partnership with Rare.

Post-Graduate Teaching and Post-Graduate Research recruitment

- c) Develop further analysis to better understand and identify gaps in our data on the recruitment and selection of postgraduate students of colour with granular data on the marketing, recruitment and selection of postgraduate students to provide a better evidence base regarding the diversity of applicant pools and success rates of applicants.
- d) Consider a graduate scheme to nurture our own high performing undergraduate students of colour and attract them to continue their postgraduate studies at Bath.

Student Experience

- e) Request the University and individual academic departments to assess the outcomes of the NSS, PRES and PTES specifically in relation to students of colour and other under-represented groups and develop departmental and institutional responses to issues arising.
- f) Recommend the University signs up to organisations such as BBSTEM, which campaigns for representation of black individuals in science, technology, engineering and maths and offers mentorships in order to counteract the presence of few staff role models of colour
- g) Tackle issues around discrimination by students by expecting all students to sign up to the Be the Change Module and learning how to be an ally, as well as other cultural interventions.
- h) Develop clearer and accessible signposting for academic and professional services staff on how to support their students of colour.
- i) We recommend greater diversity in cultural provision in Bath. Make good on the promise of a multi-use space to be created in the SU where specialists for different hair types could be invited to provide hairdressing facilities to the Bath community.
- j) Consider student networks linking to equity including for students of colour in each faculty and transfer learning from the Black Engineering Postgraduate Network in the Faculty of Architecture and Design and the diversity work within SAMBA in the Department of Mathematics to other departments.

Student Progression

- k) Consider course curriculum to ensure that there is voice/content from ethnically diverse sources.
- l) Departments review undergraduate degree awarding data and analysis from the degree attainment group including in relation to ethnicity and put action plans in place.
- m) Analyse the progression of postgraduate research and postgraduate taught students including an assessment of patterns in disparity in relation to students of colour.

1.5.3 Decolonising the Curriculum

- a) Clarify the University's collective understanding and use of concepts such as 'inclusive' and 'decolonisation', their relationship to each other, what is meant by this in relation to the curriculum, and what ends they work towards by engaging in critical discussion on the concept and how powerful knowledge is identified.
- b) Develop a more extensive mapping of activity linked to decolonising the curriculum and making it more inclusive across the University that recognises the breadth of disciplines, perspectives and approaches that are already being employed by different individuals and groups. Promote coordinated sharing of expertise and good practice.
- c) Link this activity more widely to our aim of equipping our students with the knowledge, skills and attributes to navigate their disciplines effectively now and in the future in inter-connected global communities.
- e) Develop appropriate success measures and means to measure progress including through student course and student experience feedback
- f) Provide direct support and resource to enable change drawing on evidence and good practice from other institutions including inviting thought leaders and our international partners

1.5 Reporting Racism and Gaining Support

- a) Promote the use of the Report and Support Tool through clear and concise process summary and communications as a tool for reporting all forms of harassment. Communicate through central student and staff inductions and through local, departmental induction and through central and local communications throughout the year.
- b) Tackle staff members lack of trust in using mechanisms for reporting and dealing with harassment by assuring confidentiality and highlighting anonymised case studies of change. Respond to the anxiety that the location of reporting mechanisms in HR makes staff reporting racism vulnerable to their HoD and other senior figures in the University.
- c) Communicate that the support element can be accessed without a report being made. Support should include advice and wellbeing support, but also practical arrangements such as flexibility regarding submission of academic work and residence arrangements.
- d) Outline the opportunities for informal interventions more clearly. Encourage early reporting when issues can be resolved more readily and effectively through good quality informal interventions.
- e) Communicate more clearly what happens next when a report is received perhaps via a video. Publish case studies of cases of racism previously handled.
- f) Provide appropriate training for those involved in the process including specialist services, investigators, HR staff, committee members and publicise that this training has taken place and increase resources to support reporting parties going through the process.
- g) Introduce a staff equivalent of Wellbeing /SU for staff, enhancing support to the Employee Assistance Programme Counselling & Support team and accredited Trade Union representatives.
- h) Develop an analysis of reports of harassment received, type of harassment and actions taken. submitted to EDIC and other boards with an accompanying action plan.

1.6 Inclusivity training

- a) Develop a comprehensive analysis analysing data from our report and support systems, student and staff disciplinary cases and focus groups to develop a comprehensive training needs analysis indicating the knowledge gains and behaviour change we are expecting.

- b) Develop a coherent strategic direction, which is evidence-based and streamlined; and explore ways in which training can be evaluated. Analyse research in the sector to understand the types of discrimination faced and evidence and good practice on how best this can be addressed.
- c) Develop a needs and evidence-based, streamlined, cohesive EDI training offer for staff and student, clearly demarcating mandatory modules and signposting opportunities for further development.
- d) The workstream has identified the plethora of training sessions on inclusivity across the University which will need to be revisited in line with the needs analysis and strategic direction agreed, making decisions on which ones to withdraw, what to supplement and where key gaps existed.
- e) Understand more clearly why staff and students take up is low and develop appropriate responses. Make the modules meaningful by contextualising learning through structured group conversations and activities. Encourage the senior leadership team to act as role models in this regard.
- f) Consider the value of voluntary versus mandatory training and develop an institutional response to non-compliance in relation to mandatory training.
- g) Consider opportunities for the personalisation of navigation of resources (e.g. dependent on lived experience/position of responsibility/availability/learning journey) and potential scaffolding/support mechanisms for this to ensure learning is maximised, embedded and appropriate to the individual.
- h) Integrate core mandatory training within various touchpoints through the staff and student journey for example during induction or through our work on employability.
- i) Consider a more integrative model of training/learning which could be more attractive to students and staff for example an integrated active learning module linking inclusivity, climate change and sustainability.
- j) Create a central 'hub' which includes all inclusivity training and resources which can be easily accessed via a single point.
- k) Consider incentives such as a form of certification, LinkedIn endorsement or degree transcript inclusion.

6.3.3 Develop Inclusivity Understanding through means other than training

- l) Consider the development of powerful lived experience content – e.g. 'Living Voice Videos'/'Blue table talk' style resources (Dreamspace Bath as an example), with a clear strategy for use and impact measurement. The power of personal stories could be used to highlight the impact of the 'everyday' and could aid in more powerful cultural change.
- m) Consider the launch of an Inclusive Research hub to draw together insights from research across our institution into relevant areas and consider how these can inform strategy and practice.
- n) Several academic courses have inclusivity content embedded within them. Develop a mechanism through CLT for joining this work together and sharing best practice.
- n) Consider learning from the value placed on EDI related activities and development through the Gold Objectives Framework, with self-development opportunities signposted (e.g. volunteering) as opposed to formal training for all
- o) Consider initiatives to promote freedom of religion and protection from religious harassment which is often racialised.
- p) 'Culture' is often a term that is used with insufficient clarity in relation to what it is defining, what changes are required, and what the changes are expected to deliver. We recommend that we explore various high quality, advanced models of cultural change. We also recommend that

we exemplify how culture is rooted in powerful social and organisational norms and shared values which may inadvertently be prejudicial; and how changing these can potentially improve performance, as well as wellbeing and belonging for the whole community

2. Introduction

In the context of global protests and social movements highlighting widespread racism across institutions, and calling for sustained transformation, Vice Chancellor and President, Professor Ian White announced the University of Bath's decision to set up a race equality taskforce to reflect on and enhance racial equality within the University of Bath. Professor Rajani Naidoo was appointed to head the Race Equality Taskforce.

The vision of the taskforce was to guide the University in a responsible and sustained manner in institutionalising an understanding of racial diversity as contributing to excellence in research, teaching, the student and staff experience and impact. The aim was to undertake a snapshot of the state of racial equality and to produce a set of recommendations to dismantle barriers, enhance innovations and create the conditions for all those with talent to succeed by improving the recruitment, representation, progression, success and sense of belonging of staff and students of colour. This work was understood as an important foundation for submission of the Race Equality Charter (REC), and to also identify gaps in knowledge and data that we could work on for the REC.

This report presents the mode of operation, membership, key findings and a set of recommendations for multi-level strategic interventions relating to: i. policies, processes and structures ii. training and support iii. research and teaching iv. cultural change

2.2 Membership

Membership included Professor Rajani Naidoo as Chair and members with both lived experience and research/professional expertise of racial injustice; staff and students of black and minority ethnic heritage, staff at different career points representing all academic faculties and schools, relevant central and professional services departments, staff and students networks, the Student Union, campus trade unions, the Athena Swan lead and experts on data, training, communications and governance.

2.3 Foundational work

2.3.1 Phases of work

The first phase of activity that the Head of RET engaged in was to build trust and to actively listen to the University community to understand their different experiences at the University, out of which arose elements of racism. This included engaging in confidential conversations with staff and students and undertaking important targeted actions which addressed some issues and removed some barriers which helped to build trust.

The second phase of activity was to undertake an overview of university structures and processes including following live cases of how staff and students experiencing racial prejudice report such cases; and are supported, and to work closely with the affected parties to recommend enhancements.

The third phase was to identify innovations arising from academic programmes and faculties, professional services, the Equality, Diversity and Inclusion Unit and the Student Union in order to develop synergies with ongoing work. This work provided a foundation for the members of the race equality taskforce to engage in the next phase of work.

This scoping work led to a terms of reference for Phase 4 which identified 6 workstreams focussing on:

- Enhancing the recruitment, experience and progression of staff of colour
- Enhancing the recruitment, experience and progression of students of colour
- Decolonising the curriculum
- Reporting racism and gaining support
- Inclusivity and anti-bias training
- Developing inclusive institutional cultures

2.3.2 Advisory groups and Taskforce

Focus advisory groups incorporating volunteers linked to workstream themes were drawn on to harness the positive energy of all members of the community wishing to participate; and to widen the knowledge base and perspectives of the Taskforce. The call for volunteers led to 107 volunteers attending 11 x 1.5 hour meetings. Notes from each meeting were submitted to members of the taskforce to help with their deliberations.

The formal taskforce was set up and co-leads and members were allocated to each workstream. The co-leads co-opted special advisors to help with specific areas. Co-chairs of each of the workstreams led meetings and compiled notes on the state of race equality in their workstreams. Recommendations were made based on the workstreams' data gathering, discussions and advisory group meetings, and the identification of good practice in our University. The Chair was responsible for drawing on these various forms of information and drafts to write the report. The findings from the inclusive culture workstream were integrated throughout the report. Once feedback is received on the draft report from various committees, the Deputy-Director (Community and Inclusion) will prioritise the recommendations and lead on the development of an associated action plan.

2.3.3 Events and other outputs of the taskforce

Regular updates including news and resource updates and cultural events such as film screenings which included gaining privileged access from a German production company to *Black Eagles*, a powerful documentary on the history of Black footballers in Germany. Five seminars were organised to maintain momentum and feed into the work of the taskforce. In addition, a film celebrating the diversity and commitment of students undertaking the PhD, acting as inspiration to attract new students has been developed for each Faculty and the School of Management together with a University-wide film.

2.4 Definitions and Parameters

The diversity of individual identities and lived experiences is recognised throughout this report, where terms including BME, BAME and students and staff of colour are used. The taskforce accepted that that no one term is correct and that where possible data and analysis was disaggregated to best represent the individuals.

Intersectionality between characteristics was deemed important and was rightly highlighted by several people supporting the production of this report. There is work to be done to explore the data in a deeper way to identify any trends across characteristics. The racialisation of religion was also identified by advisory groups and this is also highlighted as important for future work by the University.

Throughout the report, ethnicity is used as self-declared at enrolment or as part of a piece of research. Students of colour, BME and BAME include all Asian, Black, Mixed and Other ethnicity categories.

3. Enhancing the Recruitment, Experience and Progression of Staff of Colour

3.1 Recruitment

Based on the most up-to-date data we could obtain, **10.6% of our staff population** overall are BAME (August to October 2021 data), which is lower than that for the national UK population, which is 13.8% of the population of the UK. It is significantly lower than **our student population which is 33% BAME** (in 2019/2020 data) but significantly more diverse **than our local population** (Bath and North-East Somerset (BANES) which is 5.4% BAME for the local population of BANES (2011 Census data)

When we examine the ethnicity profile of our staff population by staffing groups, we can see some significant variations between the different staffing groups. Overall, we find ethnic diversity highest in staff groups where we are recruiting from international and national labour markets and a limited reliance on local labour markets, such as academic and research-only staff (16.3% BAME and 30% BAME respectively – 2018/19 figures) than other groups – see Tables 1 to 4 below.)

We see lower ethnic diversity in groups such as the Management, Specialist & Administrative (MSA) job family staff group (5.8% BAME). These are roles which we are largely recruiting from a local, or in some limited cases regional, labour market, so are only just above the 5.4% BAME level of BANES itself. This points to the challenge of encouraging diverse recruitment when focusing on a local labour market in an area like BANES, which is much less ethnically diverse than the UK overall.

In the Operational, Facilities and Support staff (OFS) job family staff group, we see a greater ethnic diversity of staff. An important group within this greater diversity have been individuals who have moved to the UK, including particularly from the EU. 19% of the staff in the OFS job family in 2018/19 had a nationality of EU/EEA. This section of our workforce has been the most affected by the impact of Brexit and from the change to the UK's Immigration system which now prevents non-UK and EU/EEA populations from being able to work in these roles. We will therefore have work very hard to maintain this level of diversity in an area like BANES with a low percentage (5.4%) of BAME residents.

3.1.1 Staff in the OFS, MSA and T&E job families

Table 1. Ethnicity profile and breakdown by job family in the OFS, MSA and T&E job families

Year	Gender	OFS			MSA			T&E		
		BAME	White	% BAME	BAME	White	% BAME	BAME	White	% BAME
2013/14	Female	13	209	6%	33	719	4%	5	32	14%
	Male	14	309	4%	20	279	7%	5	94	5%
2014/15	Female	12	213	5%	46	767	6%	2	36	5%
	Male	14	328	4%	21	305	6%	5	92	5%
2015/16	Female	11	205	5%	44	800	5%	2	43	4%
	Male	15	323	4%	18	324	5%	5	90	5%
2016/17	Female	16	211	7%	48	826	5%	2	40	5%
	Male	20	341	6%	21	336	6%	5	95	5%
2017/18	Female	15	236	6%	50	874	5%	5	40	11%
	Male	20	341	6%	19	375	5%	6	99	6%
2018/19	Female	17	220	7%	58	912	6%	5	37	12%
	Male	21	332	6%	21	382	5%	7	100	7%
2019/20	Female	16	214	7%	59	913	6%	5	40	11%
	Male	23	327	7%	20	381	5%	7	103	6%

Table 1 above shows that the percentage of staff as a proportion of the workforce of these job families taken together has been increasing year on year (in most years) between 2013-14 and 2019-20 – from 5% in 2013-14 to 6.2% in 2019-20. There are some notable increases by individual staff group:

- from 5% in 2013-14 to 6.7% in 2019-20 in the Technical and Experimental job family;
- from 5% in 2013-14 to 5.8% in the Management, Specialist and Administrative job family and
- from 5.0% in 2015-16 to 7.7% in 2019-20 in the Technical and Experimental job family

These increases are despite the impact of the Brexit implementation and some reports of increased hostility being felt by those coming to the UK.

Due to the previous immigration system rules that applied to the vast majority of posts in these job families throughout the period of these figures, for many posts the only non-UK nationals who could have been appointed were EU/EEA nationals. Since the implementation of Brexit and the UK's new Immigration System on 1 January 2021, many EU/EEA nationals can no longer be employed in posts in these three job families, although the new Points-based immigration system is more liberal than its predecessor in some areas, allowing non-UK nationals to be appointed into some higher paid specialist roles such as IT Developer, Business Analyst etc.

3.1.2 Staff in the E&R (Teaching & Research) category

The proportion of this group of staff in the teaching and research category who are confirmed as BAME has increased steadily between 2013-14 to 2019-20 from 11.59% to 16.33%, where staff identified as unknown are included in the total figure and from 12.52% to 17.49% where staff identified as unknown are excluded. There is one year, where there is a significant drop from the year 2016-17 to 2017-18, although there is a significant recovery in the following year 2018-19.

Table 2 (academic / Research & Teaching – including those identified as unknown in the total), **Table 3** (academic / Research & Teaching – excluding those identified as unknown in the figures) and **Table 4** (which shows all sub-job families within the E&R job family in 2018-19) all provide more detailed information. Some explanation of categories and sub-job-families used is set out below.

The categories used and their meaning & context: Through until 2020, the term ‘academic staff’ referred only to staff in the posts of lecturer through to Professor (in order of seniority Lecturer, Senior Lecturer, Reader & Professor) who both undertook both Research & Teaching responsibilities (as well as management and administrative responsibilities). There is a sub-job-family of E&R (Teaching & Research) [E&R(T&R)] which includes all staff in this category.

In 2020 the University took the decision to expand the definition of ‘academic staff’ to also include Teaching Fellows at grade 7 and 8 who undertook Teaching only (as well as management & administrative) responsibilities. In order to give equality of esteem, the teaching-only staff who were given ‘academic status’ and were re-named as Lecturers (or sometimes Lecturer (Teaching-only) to differentiate them for workforce-planning purposes).

Therefore, we have looked at data from 2013 to 2020 only in order to avoid being affected by impact of the widening of the franchise of Teaching Fellows on the comparability of datasets.

There is also a significant issue in the academic staff / E&R (Teaching & Research only) sub-job-family around the staff themselves using the not-known category for ethnicity. This means that there is a significant proportion of staff in this sub-job-family who have confirmed their ethnicity using the not-known category. We have therefore produced tables below which both include staff identified as not known (**Table 2**) and excluding staff identifying as not known (**Table 3**).

Table 2. Ethnicity of academic staff by gender 2013-2019 – including Not known

Gender	Ethnicity	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Female	White	285	292	312	347	378	410
	BAME	45	44	51	80	63	87
	Not known	25	27	35	12	32	31
	% BAME	12.70%	12.10%	12.80%	18.20%	13.30%	16.50%
Male	White	602	618	617	645	650	670
	BAME	82	104	104	156	134	142
	Not known	57	57	76	37	69	62
	% BAME	11.10%	13.40%	13.00%	18.60%	15.70%	16.20%

Table 3. Ethnicity of academic staff by gender 2013-2019 – excluding not known

Gender	Ethnicity	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Female	White	285	292	312	347	378	410
	BAME	45	44	51	80	63	87
	% BAME	13.64%	13.10%	14.05%	18.74%	14.29%	17.51%
Male	White	602	618	617	645	650	670
	BAME	82	104	104	156	134	142
	% BAME	11.99%	14.40%	14.42%	19.48%	17.09%	17.49%
Total	White	887	910	929	992	1028	1080
	BAME	127	148	155	236	197	229
	% BAME	12.52%	13.99%	14.30%	19.22%	16.08%	17.49%

Table 4. Ethnicity of academic staff by gender and grade 2018/19

Gender	Ethnicity	Research (G6-9)	Teaching (G7-9)	Lecturer (G8)	Senior Lecturer (G9)	Reader (G9)	Professor (Prof)	Total
Female	White	114	89	72	66	12	42	395
	BAME	38	14	13	10	6	4	85
	% BAME	25%	14%	15%	13%	33%	9%	18%
Male	White	120	102	107	125	51	146	651
	BAME	61	15	31	14	5	15	141
	% BAME	34%	13%	22%	10%	9%	9%	18%
Total	White	234	191	179	191	63	188	1046
	BAME	99	29	44	24	11	19	226
	% BAME	30%	13%	20%	11%	15%	9%	18%

3.1.3 Research-only staff

As demonstrated by Table 4 above, the research-only staff group / sub-job family is the one that has by a very substantive margin, the highest level of proportion of staff who are identified as BAME – 30% in 2018-19. This group includes Research Associates and Fellows and Knowledge Exchange Associates.

The high proportion of BAME staff in the staff group could be explained by the following – that:

- these are staff are recruited from an entirely international labour market,
- the UK's immigration system (both the previous one up to 2020 and the new one) allows Universities to directly recruit the best candidate without any immigration restrictions,
- the international mobility of the staff group
- the higher ethnic diversity of the staff group within the international labour market
- the impact of a number of EU/EEA and other grants that provide opportunities for applicants from outside the UK and until recently the EU/EEA.

3.1.4 Grade-level distribution

Table 4 above shows the highest proportion of BAME staff at Lecturer (grade 8) level – 20%. This is likely to be a function of the increased proportion of new academic appointees being BAME. There are lower proportions at Senior Lecturer (G9) – 11% and Professor – 9% but a higher proportion at Reader. This appears to be indicative of where the more recently recruited staff are in the talent pipeline, but more work is needed to understand this. This is picked up in our next steps and recommendations

3.1.5 Senior Leadership roles

Out of our 58 senior leaders:

- 23 (40%) are female;
- 52 (90%) are of White British, White Irish, Other White background (White);
- 3 (5%) are of Indian – Asian and Asian – British backgrounds (BAME);
- 2 (3%) are of Other Ethnic Background and
- 1 (2%) is listed as Not know (Other)

3.1.6 Academic and Professional Services Leadership

There is some anecdotal evidence to suggest that there is a greater proportion of staff identified as BAME in senior academic leadership roles than previously. On the same anecdotal basis, there appear to be a lower proportion of our BAME staff in professional services who are in leadership roles. Again, this needs much more detailed analysis.

3.2 Staff Experience

There is little formal institutional information and data on the experiences of staff who self-identify as BAME within our University and this is an area that is returned to in the recommendations.

For the purposes of this report, information has been taken the University's Work and Wellbeing surveys which in 2021 included for the first-time community and culture statements including the extent to which departments have an inclusive culture in relation to ethnicity.

Table 5. Work and Wellbeing survey October 2021 results split by ethnicity

Statement	BAME			WBWIOW		
	Agree/Strongly agree	Unsure*	Disagree/Strongly disagree	Agree/Strongly agree	Unsure*	Disagree/Strongly disagree
Theme: Community and Culture						
My mental health and wellbeing are supported in my department	50%	40%	10%	58%	27%	15%
My contributions are valued in my department	52%	35%	13%	67%	21%	12%
Department leadership actively supports gender equality	55%	38%	7%	65%	30%	5%
My department has an inclusive culture in relation to ethnicity	45%	40%	15%	60%	36%	4%
I am satisfied with how bullying and harassment are addressed in my department	27%	60%	13%	35%	55%	10%
The department enables flexible working	78%	22%	0%	79%	12%	9%
Theme: Career development						
My line manager supports my career development	65%	25%	10%	64%	25%	11%
My career path at the University of Bath is clear to me	33%	39%	28%	32%	33%	35%
I have access to sufficient learning and development opportunities, enabling me to progress	52%	36%	12%	43%	37%	20%

*Unsure: Includes Don't know, Neither agree nor disagree, Prefer not to say, Not applicable Responses: 1254 responses, of which 749f (60%), 477m (38%), 2% – other, non binary, prefer not to say
 BAME: Black, Asian and Minority Ethnic. 60 (5%) individuals identified as BAME responded to the survey. Out of them, 55%f, 43%m, 2% non-binary
 WBWIOW: White British, White Irish, Other White backgrounds. 1084 (86%) individuals identified as WBWIOW responded to the survey. Out of them, 62%f, 38%m, 0.3% non-binary

Overall, colleagues from BAME backgrounds express less agreement to Community and Culture statements around departments having an inclusive culture, satisfaction with how bullying and harassment are addressed or how much their contributions are valued in their departments. This could be explained by higher rates of uncertainty (unsure – don't know, neither agree nor disagree, prefer not to say, n/a) among respondents from BAME backgrounds since disagreement rates have been similar among both cohorts.

Overall disagreement rates to culture statements are lower among staff from BAME backgrounds compared to WBWIOW, except for a marked difference when it came to the statement around the Department having an inclusive culture in relation to ethnicity, where 15% of staff from BAME backgrounds disagreed or strongly disagreed with it compared to just 4% of staff from WBWIOW backgrounds. We must bear in mind that there were 60 responses from BAME colleagues compared to 1084 WBWIOW colleagues, which affects data accuracy

and might skew the % values. However, this metric is important to monitor going forward, and the University should consider additional actions that would help foster an inclusive environment at Bath for colleagues from all ethnic backgrounds.

In addition, further information was gained from advisory group meetings of the race equality taskforce, formal and informal reporting of racism through Human Resources and from individual meetings requested by staff with the Head of the Race Equality Taskforce. While many staff members reported that the University was inclusive and welcoming, a number of negative experiences surfaced. Two overt racist acts were reported during our information gathering, while the majority reported on language and actions that were more covert and subtle. These acts which have been referred to as 'micro-aggressions' may not be intended to be discriminatory, but are nevertheless important to tackle as their accumulation can lead to alienation and a sense of exclusion.

Examples included staff reporting that they were frequently mistaken for students and that their access to staff only areas within Departments was questioned; that they were patronised by their peers saying, "you must be so proud to have got a job at Bath from your background" and when they asked a question at a meeting, the respondent turned to face another person who was deemed to be higher up in the social hierarchy.

There were reports of being mistaken for other colleagues of colour and that those in leadership positions such as Department Heads stereotyped people from certain regions and countries for example stating that 'middle eastern people are lazy', despite the fact that there were colleagues from those regions in the group. There were also reports that staff felt generally excluded from informal conversations and social gatherings. When incidents such as these get reported to those higher up in the Departments, they are told that they are being too sensitive or that this is just banter.

Staff also expressed a lack of trust in the University dealing with racial harassment which may in turn lead to under-reporting.

3.3 Progression

3.3.1 Passing Probation

We have very low numbers of staff who fail probation before reviewing those from a BAME background. This makes the data set on passing probation very little different to the ethnicity distribution for staff who have been appointed in probationary roles, and very difficult to analyse and draw conclusions on.

3.3.2 Promotion

Again, this is a dataset that needs a much more intersectional analysis in order to draw any reasonable conclusions. We will need to analyse data ethnicity by ethnicity and staff group in order to avoid simply replicating the effect of the existing differences in the proportion of BAME between the different staff / group / job family groups.

Two key areas that affect staff progression are success in teaching and research.

In relation to teaching, widespread concern was expressed about the relationship between student feedback and staff progression, given research evidence that student feedback is affected by gender and racial bias. Staff of colour particularly women reported that some of their students challenged their credibility and authority and exhibited disruptive behaviour that was racialised. Student feedback and its importance in staff passing probation was highlighted in particular. Staff highlighted evidence that some groups of students evaluate according to

skin colour, gender and accent -rather than teaching. There was a strong sense that student feedback should have no direct bearing on staff progression; that students should be trained on the purpose of feedback and that should peer review should play a far greater role in staff progression.

Being successful in securing research grants is increasingly relevant to academic career development and progression. In addition, research funders are driving the agenda to embed EDI principles in their funding streams in order to increase the participation of a diverse workforce in research and develop more inclusive cultures enhancing innovation.

Table 6 looks at values for research applications submitted and awards secured in the financial year 2020/21. This is analysed by the top-level classification of ethnicity recorded in iTrent. The proportions of application and award values are compared to the proportion of staff in the Teaching & Research job family on 31 July 2021.

Table 6. Research applications submitted and awards secured

Ethnicity	Population	Applications	Awards
BAME	16.30%	19.40%	10.30%
Not Known	7.50%	10.80%	8.90%
White	75.70%	69.80%	80.80%
Total	100%	100%	100%

The data indicates that BAME staff submit a slightly higher proportion of the total value of applications than you might expect from their staff numbers, but that they secured a lower proportion of awards than might be predicted. This contrasts with staff of White ethnicity who submitted a lower proportion of applications but secured higher award values than their proportion of the staff population. The difference in both BAME application values and award values compared to the population are statistically significant using a t-test methodology.

There are a number of initiatives that are already underway in Research and innovation Services to enhance EDI principles including in relation to ethnicity. There is also strong commitment from RIS colleagues to develop a more strategic and coordinated approach to embed ED&I principles in current research development practices in relation to positive action and an increase in the quality of applications submitted. These will be returned to in the recommendations.

3.3.3 Support and Development

There is an existing suite of management courses in HR / Workforce Development to help managers develop including Coaching Skills for Managers and Confident Conversations, and peer learning opportunities such as Action Learning Sets and the Leaders & Managers Network. In addition, there is a course for new managers, Managing People with a supporting handbook, which includes guidance on how to manage key ED&I issues including those in relation to race and ethnicity.

In January 2023 the University will launch a new training programme – the #BeTheChange staff module. This is designed for all staff and is focused on preventing harassment and discrimination related to all protected characteristics including race. The training gives staff the knowledge on how they should behave and what to do if they experience or witness inappropriate behaviour.

There is a University coaching service – the Coaching Academy – which offers coaching from qualified coaches to any member of staff. Mentoring is also in place across parts of the university but this is not formal nor centralised.

There are helpful resources, support and training for teaching offered by the Centre for Learning and Teaching but there was no targeted support for lecturers of BAME heritage and women from that group who were reporting disruptive racialised and gendered behaviour from some students.

Good feedback has been received from two leadership development programmes : Aurora which is open to all female staff and which attracts applications from female BAME staff; and ELEVATE which is a prize-winning leadership development programme for women of BAME heritage across five Universities in the South-West focussing on academic and professional services staff in Grades 4-8. The elevate participants have uniformly reported a substantial increase in personal and collective agency, with 30% of cohort 1 and 50% of cohort 2 applying for or attaining new roles as a result. Moreover, the provision of cross-institutional mentoring, and an application process requiring line manager sponsorship, have resulted in a widening and deepening of awareness and engagement beyond the participants. These initial evaluations have yielded two national awards for Elevate, and the collaborating institutions have started to prepare a collective impact case study.

There is also some mentoring taking place but this is not as part of a formal, centralised approach and it may be worth looking at and expanding this. One concern is that when setting up pools of mentors there is not a diverse group to select from and so people of colour may not feel encouraged to get involved. At the same time, calling upon the small numbers of BAME staff at the university to contribute may overload particular groups of staff.

3.3.4 Pay Gaps

The University has been undertaking a lot of analytical work on the gender pay gap and actions to reduce our gender pay gap, working very closely with our trade unions. This has demonstrated the very complex reasons that can sit behind differences. Initial analytical work has identified that there is not same issue in relation to race and ethnicity. Partly this may reflect the higher levels of ethnic diversity in academic and research-only roles which are in the higher paid roles.

Since our review, the Gender Pay Gap Working Group has been expanded into the Equality Pay Gap Working Group, which looks at pay gap issues beyond gender – looking at pay differences on race and ethnicity, disability and other protected characteristic reasons. The initial analysis from the group has shown a positive pay gap for staff of colour and this needs further analysis.

There is also the impact of nationality which can intersect with race and ethnicity and is directly affected by the UK's Immigration System ("the Points-based System") which prevents the University and all employers from recruiting staff who are not UK nationals into many posts – predominantly to the lower graded and less specialised roles within the University. This does not, of course, limit the University from recruiting, developing and retaining staff with UK nationality and diverse ethnicity into these posts.

With its very clear and structured job evaluation scheme – HERA (Higher Education Role Analysis) – against which all posts are evaluated, offers structural protection against

discrimination from grading occurring. There is the opportunity to use some of the methodology that we have applied to the gender pay gap to any gaps or differences linked to race, ethnicity and nationality.

3.3.5 Staff leavers by ethnicity

In looking at leavers by ethnicity, the numbers of staff involved are too small to draw any significant conclusions, particularly where we are looking at the data on a year-by-year basis and within the limitations in data that have been available to date.

We have also looked very initially at the following reasons for leaving by ethnicity and as with leavers in total, we have found difficulties with the even smaller numbers involved (due to the greater level of intersectionality) and the limitations in data that has been available to us to date.

- **Dismissal** – We could not see any patterns with the data available, with such low numbers involved. This will need further analysis but even then, the numbers may be too small to draw conclusions from – as we will need to compare with the same staff group.
- **Failed probation** – we have a very low number of probation failures (which is positive) but which any analysis by ethnicity is extremely difficult.
- **Expiry fixed term contract** – An initial analysis suggests a higher level of BAME staff leaving for the reason of expiry of fixed term contract than there is in the group of leavers for other reasons. However, a very high proportion of leavers for the reason of expiry of a fixed term contract are research-only staff. This staff group has a much higher proportion of BAME staff than other staff groups. Therefore much more detailed and intersectional analysis is required to draw robust conclusions.
- **Left by Mutual Agreement** – We could not see any patterns with the data available and again there were problems with such small numbers.
- **Resignation** – We could not see any patterns with the data available.
- **Retirement** – A very initial analysis suggests a lower level of retirement from BAME staff against the general staff population. This may be a function of the fact that a greater proportion of our staff from a BAME background joined the University more recently. Again, more analysis is required.

3.4 Recommendations

3.4.1 Data

Develop further analysis to better understand and identify gaps in our data on the recruitment, experience, development and progression of staff of colour. There is a need for more granular data on recruitment and progression to provide a better evidence base regarding the diversity of applicant pools and success rates of applicants, and how successful applicants then grow within the organisation. We propose a race equality workforce information group with input from the HRMI team, from our Equality and Diversity Officer and the DD&T Business Intelligence Team to look more deeply at the following with reference to the UoB staff population, BANES population and the UK population:

- a) The ethnic diversity of staff recruited through the recruitment and selection process – over time (e.g. those who apply, are longlisted, shortlisted for interview, attend interview, offered the post, accept the post and start post – and comparison with white staff.

- b) The pay, grade and seniority of staff of colour, by job family – compared to white staff.
- c) The progression of staff of colour, by job family – compared to white staff.
- d) The experience and job satisfaction of staff of colour – using data and adding components to existing surveys (e.g. wellbeing and Wellbeing surveys).
- e) Staff leavers by ethnicity and by reason for leaving – to see if there are any differences, despite the low numbers, particularly where intersectional data is used.
- f) Most importantly, we need to disaggregate the BAME classification as there are indication that different group of staff in this category face different types and intensity of discrimination; particularly staff of black African or Caribbean heritage

3.4.2 Staff Recruitment and Selection

The Recruitment and wider HR teams are engaged in the tasks listed below to enhance diversity and inclusion. We recommend that the processes listed below are implemented with an intersectional focus on ethnicity and other protected characteristics.

We recommend that the teams solicit feedback on these new processes and strategies from the Staff of Colour and the Equality and Diversity network, undertake data and review impact to see if these practices are changing the proportion of ethnically diverse applicants, interviewees, appointees, and new joiners and improving their recruitment experience.

a) **Reviewing and improving recruitment materials**, including using Textio for recruiting managers to review the language used in adverts and job descriptions from both a gender and race perspective, so that the particular use of language does not attract one group of applicants over another.

b) **Continue working with the social media team to better communicate our inclusive approach** to potential applicants including producing video and other visual content that can be linked to social media campaigns to showcase both the diversity of our staff and the University's values of community and inclusion. One of the foci is to ensure that staff of colour are positively represented and visible.

c) **Reviewing where posts are advertised to identify the most inclusive and diverse readerships** including targeting areas beyond the BANES area to attract a more diverse field of candidates, including more applicants of colour.

d) **Embedding principles and strategies to attract more diverse colleagues** including BAME colleagues in the existing **Workforce Planning strategy**, which assesses the number and type of posts that the University will need to recruit based on turnover and its needs into the future; and the **Talent Acquisition Strategy** which uses data on local, national and international labour markets to identify best places to look and best methods to use to attract colleagues to our University.

e) **Applying the findings of the EPSRC funded Inclusion Matters research** - which is looking at the factors and actions that impact on the choices of PhD students and their career path through to academia to attract more staff of colour and enable them to thrive in their first academic posts.

f) **Widely advertise the new visa reimbursement scheme** -that we advertise that in response to the financial costs faced by international staff taking up posts, a new visa reimbursement scheme has been set up to enable new and existing staff to be reimbursed for the cost of their Skilled Worker / Global Talent Visa application fee, Immigration Health Surcharge fee and Indefinite Leave to Remain application fee, where applicable. The University has also changed its relocation offer so that eligible staff who need to relocate their permanent residence to within daily travelling distance of their University of Bath work location to take up a position here from 1 August 2022 will now be reimbursed the equivalent of 7.5% of annual gross salary upon joining.

g) **Review Recruitment & Selection training** – The Recruitment team are reviewing the mandatory recruitment & selection training programme for all recruitment chairs and panel members. The focus of this training is to ensure that recruiting managers understand their own and others' biases and can take steps to stop them impacting on selection decisions by adopting the advised practices and selection tools that the team have developed. Feedback from advisory group members is that some modules need updating and are not well targeted to specific audiences. The recommendation is to undertake a needs analysis of training, and to contract a highly skilled and experienced EDI consultant to make recommendations.

h) **Anonymous shortlisting** – The University has introduced anonymous shortlisting to reduce and remove opportunities for unconscious bias. Initially this was trailed with some pilot departments and vacancies but is now being rolled out as the default for all vacancies. We recommend that this approach is separately reviewed and the lessons identified and applied.

i) **Improved assessment tools & exercises** – An initial set of assessment tools and exercise such as role play and in-tray exercises that assess the most critical skills and abilities that are required for the post being recruited to and do so much more directly and fairly. These are now being used in selection processes to move away from the reliance on interview and presentations, which do not assess certain skills reliably and can be open to unconscious bias, particularly where they are the only methods of assessment.

k) Consider home grown talent including lecturer apprenticeships to retain high achieving PhD students of colour and provide a supported route to career progression in academia.

3.4.3 Staff Experience

- a) **Surveys and analysis** – Assess the staff of colour experience in a more in-depth manner by including and analysing targeted questions in the staff work and wellbeing survey and following up with focus groups if necessary.
- b) **Encourage Reporting** – encourage staff to report incidents or behaviour at an earlier point, enabling resolution-based methods to be used to change future behaviour.
- c) **Review the response to incidents & reports** – Review how incidents and reports related to race and ethnicity have been responded to, and the impact of those responses. To look at actions, particularly from those in a position of authority (e.g. Heads of Department) which

point to a lack of cultural awareness or prejudice through awareness raising and training (including the new #BeTheChange staff module)

- d) **Staff of Colour Network** – Build the Staff of Colour Network through adequate resourcing to enable it to become a source of support and development for its members, contributing to a more inclusive University.
- e) **Develop integrated approaches** to create a culture where diversity including racial diversity is welcomed beyond formal training through research, teaching and public engagement activities.
- f) **Document and learn from grassroots initiatives** relating to equality occurring in Faculties such as the Inclusive Leadership model in Engineering & Design.
- g) **Communications and blogs that cover experience of diversity** – create situations for senior leaders and well-known staff to reflect on what diversity really means to them and the aspects of it that resonate personally for them (through their family, friends, outside of work experiences) through blogs and other university communications.

3.4.4 Staff Progression

3.4.4 (a) Academic staff

Induction and Probation

A number of actions to improve the induction and probation of all new academic staff probationers have taken place. This has included the complete revision of the Bath Course into the Bath Pathway. The programme developers have placed a greater emphasis on diversity and developing the skills of all probationers to work positively and inclusively together with colleagues and students of all ethnicities, genders, backgrounds.

Progression

Work from 2018 to-date has resulted in clearer progression routes for staff in the E&R job family, with detailed and clear guidance on promotion criteria at all levels. The pre-promotion process has been regularised with the introduction of structured Departmental and Faculty committees, which has made it much more transparent, consistent and fair.

A new Career Progression Portal has been introduced to make applying clearer and easier. All staff are notified of the twice annual promotion rounds and are encouraged to consider applying. Academic departments mentor candidates and support the development of their applications before submission to the central Academic Staff Committee (ASC) for decision. Unsuccessful candidates are supported by their HoD to develop a personal action plan based on feedback from ASC to improve their case.

We recommend:

- **A review of the improvements** made to the Induction, Probation, Appraisal, Development and Promotion of Academic Staff to determine whether this has impacted on outcomes for staff of colour; and if there are further improvements that could benefit staff of colour in particular.

- **The creation of a support group** for academic probationers of colour as a sub-group of the Staff of Colour Network, so that staff have a safe space to talk about the issues that they are experiencing and a route to escalate actions that could be taken to resolve concerns, issues and problems experienced.
- **Support for teaching** – the development of an institutional response to research findings and reports pertaining to student bias against women, lecturers of colour and lecturers with non-standard English accents in teaching evaluations.
- **Support for research** – the design and implementation of a consultation to understand barriers for underrepresented groups in the University of Bath including researchers of colour in externally funded research opportunities and the development of an action plan in response to the findings.
- **Reverse-mentoring and other initiatives** – to put in place or at least pilot introducing reverse mentoring and experience-giving interventions for senior academic staff such as Heads of Department and / or Principal Investigators with input from E&R staff of colour so that those in positions of power better understand how racism and micro-aggressions can occur and its impact on the experience and progression of staff of colour, so they can take action to prevent it occurring.

3.4.4 (b) Professional Services Staff

We recommend establishing a career progression framework for professional services staff with specific support mechanisms for staff with protected characteristics including staff of colour, providing a safe space to talk about the issues that they are experiencing and a joint group through which they can access specific input from HR and other central staff to inform and support them; and give them knowledge and access to resources and initiatives. Under the staff of colour network, create two separate support groups for:

- a) professional service probationers of colour
- b) professional service staff of colour who are seeking promotion and development

3.4.4 (c) Female staff of Colour

We recommend that the University:

- a) Continues and commits financially to the Aurora and Elevate leadership programmes, which returns significant personal development and a release of talent, as well as organisational impact including through the involvement of stakeholder networks in partner universities.
- b) Builds on and embed the learning from these programmes within our Institution
- c) Allows for a small allocation in workload to allow for the time to commit to the programme and to dedicate time for development.

3.4.4 (d) Technicians

We recommend that the University reviews the changes that were put in place under the Technician's Commitment on progression routes, greater opportunities for apprenticeships and career development to identify changes that need to be instituted to give further support to technician staff of colour.

3.4.5 Support and Development

We recommend the following actions:

- Review the make-up of the current network of coaches within the Coaching Academy and take actions to make it more diverse by ethnicity and other protected characteristics to allow staff of colour to be coached by an appropriate coach where this is identified as being helpful.
- Develop EDI leads and structures across faculties and professional services to surface issues, offer support and co-construct solutions with institutional leaders.
- Review the oversight of the identification and training of mentors along with a review of the make-up of the group so that it is a diverse group on race / ethnicity and other protected characteristics.
- Consider applying reverse mentoring for senior leadership team members on anti-racism and other key diversity issues to widen their understanding and experience to be able to deal with the issues that arise.
Review current diversity leadership and staff training and consider ways in which this could be strengthened.

4. Enhancing the Recruitment, Experience and Progression of Students

4.1 Recruitment

4.1.1 Undergraduates

Tables 7a, b and c below disaggregates the BAME table above and compares the applications versus entrants of students of White, Asian (Indian) Asian (Chinese) and students of Black and Black mixed heritage. It is worth noting the University does not receive ethnicity at the point of admission, but that this is provided at the end of the admissions cycle.

Table 7a.

UG	Ethnicity	2017/8	2018/9	2019/0	2020/1	2021/2
Applicants	BAME	24%	24%	24%	25%	26%
	White	76%	76%	76%	75%	74%
Entrants	BAME	24%	26%	27%	25%	28%
	White	76%	74%	73%	75%	72%

Table 7b

UG Applicants	Year of Entry					Grand Total
Ethnic Background	2017/8	2018/9	2019/0	2020/1	2021/2	
Arab	124	145	146	125	157	697
Asian or Asian British - Bangladeshi	146	131	160	172	159	768
Asian or Asian British - Indian	837	904	944	1096	1258	5039
Asian or Asian British - Pakistani	230	265	246	301	349	1391
Black or Black British - African	479	502	537	654	610	2782
Black or Black British - Caribbean	85	93	117	110	123	528
Chinese	552	520	510	480	512	2574
Gypsy or Traveller	1	1	1		3	6
Information refused	210	213	234	287	279	1223
Mixed - White and Asian	489	472	523	587	801	2872
Mixed - White and Black African	112	116	105	138	150	621
Mixed - White and Black Caribbean	153	157	155	178	183	826
Other Asian background	488	504	535	633	702	2862
Other Black background	26	36	24	39	31	156
Other ethnic background	172	196	190	202	234	994
Other mixed background	229	223	296	343	394	1485
White	13803	14202	14572	15602	17211	75390
Grand Total	18136	18680	19295	20947	23156	100214

Table 7c

UG Entrants	Home					Overseas (including EU)					Total				
Ethnic Background	2017/8	2018/9	2019/0	2020/1	2021/2	2017/8	2018/9	2019/0	2020/1	2021/2	2017/8	2018/9	2019/0	2020/1	2021/2
Arab	7	15	16	8	17	23	24	21	16	23	30	39	37	24	40
Asian or Asian British - Bangladeshi	15	10	18	18	17		1	1	3		15	11	19	21	17
Asian or Asian British - Indian	73	103	131	112	168	76	116	120	93	125	149	219	251	205	293
Asian or Asian British - Pakistani	15	20	22	14	19	3	4	7	4	7	18	24	29	18	26
Black or Black British - African	45	46	65	44	56	10	10	9	10	6	55	56	74	54	62
Black or Black British - Caribbean	6	5	13	7	8						6	5	13	7	8
Chinese	47	57	66	51	54	178	167	167	148	147	225	224	233	199	201
Gypsy or Traveller			1								0	0	1	0	0
Mixed - Asian and White				75	126				18	8	0	0	0	93	134
Mixed - Black African and White				9	20				2	1	0	0	0	11	21
Mixed - Black Caribbean and White				20	22					1	0	0	0	20	23
Mixed - White and Asian	81	65	84			24	16	19			105	81	103	0	0
Mixed - White and Black African	13	18	12			1	2	2			14	20	14	0	0
Mixed - White and Black Caribbean	17	14	13			2					19	14	13	0	0
Other Asian background	40	59	70	62	91	52	39	62	45	56	92	98	132	107	147
Other Black background	1	3		1		2	1	2	1	2	3	4	2	2	2
Other ethnic background	15	21	21	22	27	7	10	4	7	6	22	31	25	29	33
Other mixed background	37	31	45	41	57	11	7	9	10	10	48	38	54	51	67
White	2370	2162	2372	2301	2737	379	406	365	367	152	2749	2568	2737	2668	2889
Not given	20	17	33	27	37	34	69	48	51	28	54	86	81	78	65
Grand Total	2802	2646	2982	2812	3456	802	872	836	775	572	3604	3518	3818	3587	4028

The proportion of the University's UK born ethnic minority students is low relative to the sector as a whole, but has increased over the past 5 years. Research demonstrates that geographical location of universities in relation to the location of larger ethnic minority communities does have a bearing on student choice with students from all ethnic minority groups less likely to move out of their local area to go to university than students from the White ethnic group. We will tackle this in the section on enhancing access.

a) Analysis of rejection rates for Black students

Four degree groups were analysed in 2018 as case studies. Ethnicity data is not received at the point of admission but is given to the institution after the cycle is complete. This restricts direct input during the admissions cycle.

The courses chosen represented a cross-section of courses both in terms of competitiveness and entry standards: BSc Architecture, BSc Management, MPharm Pharmacy and degrees in the Department of Computer Science. These courses were also selected for their high numbers of unsuccessful black applicants (to improve the quality of analysis), and includes one degree (Computer Science) where black students were more likely than non-black students to receive an offer in the period examined.

Low prior attainment (e.g. GCSEs) or low predicted grades are the most common reason for unsuccessful applications. Many unsuccessful applicants also apply with qualifications that are already identified to be unsuitable for consideration for their chosen degree but applicants seem not be aware of this through engagement with our published information.

b) Subject preferences and project qualifications

Many of our most competitive courses have a strong preference for applicants taking particular combinations of subjects judged to support students in successfully completing the course Due

to the competitive nature of these courses, applicants with strong academic profiles are often unsuccessful if they do not have the desired subject mix.

In recent cycles the University has championed the value of Extended Project Qualifications (EPQ) for preparing applicants for study at university-level. In addition to fewer black applicants presenting with desirable subject choices, fewer are presenting with valuable academic 'extras' to bolster their university applications or to provide a route for an alternative offer to be made.

c) Predictions vs outcomes

There is a danger that the predicted grades for Black students are unrepresentative of their academic potential, and they could be disadvantaged by the University's selection process as a result. However, upon examination, the proportion of unsuccessful black applicants who achieved final A level results that were no more than two grades below the typical offer (and therefore within the threshold for consideration as a 'near miss') was low.

Whilst there is concern nationally that use of predicted grades to assess candidates for an offer is subject to unreliable evaluation of candidates, this analysis would suggest that there is at present only a small percentage of black applicants where this is a directly relevant concern on their offer chances.

d) Vocational qualifications

The overall proportion of black applicants rejected due to weak academic profiles in some subjects in part results from a large proportion of applicants with vocational qualifications who are academically unsuitable.

e) Interviews

There are additional risks of conscious or unconscious bias for decisions made through interviews where an applicant's ethnicity is readily apparent, unlike a UCAS application. Of the case studies, only Pharmacy is relevant as all applicants who meet a basic academic quality threshold are interviewed as part of the selection process. However, looking at unsuccessful black applicants for Pharmacy, 93% were rejected because they did not meet the initial academic criteria prior to invitation to interview. A weak academic profile is thus the more significant factor. Whether there is a need for compulsory unconscious bias training for interviewers is a possible area for future exploration.

f) Confirmation and Clearing

Nationally, in 2018, 83% of applicants were placed through the main UCAS application scheme and 17% placed through Clearing. Given growth across the HE sector, the capacity for taking 'near-miss' applicants has been high at most institutions. While not universally true, placement via Clearing is often an indicator of weaker academic achievement at Level 3.

g) Links with widening participation indicators

The University uses a variety of contextual data to flag applicants as widening participation priorities. Under the system in 2018 these factors were: living in an area of low participation in HE (Polar-3), less affluent socio-economic background (ACORN), attending a school performing below the national average at either GCSE or A level, having a declared disability; or having spent time in care. Those who have spent time in care or who meet two or more of these factors are considered as 'priority 1' applicants. Prior to 2017, and at the time of application for the applications reviewed for this report, only Polar-3 and time in care were used for admissions purposes.

The proportion of unsuccessful black applicants who would now be considered as meeting priority 1 indicators is larger than the proportion meeting WP indicators at the time of application, in all cases. Additionally, a large proportion of rejected black applicants fall into ACORN groups 4 and 5, which indicates high levels of socioeconomic disadvantage. This suggests that unsuccessful black applicants are more likely than in previous cycles to benefit from the additional consideration given to socioeconomically disadvantaged groups.

h) Staff involved with selection decisions

The vast majority of undergraduate admissions decisions are made by staff working in the Undergraduate Admissions Office. To mitigate against personal bias influencing decisions, all those involved in selection decisions are required to undertake the University's existing unconscious bias training. For each course a detailed set of selection criteria exist, and these are reviewed in conjunction with the relevant academic department on an annual basis. To ensure consistency within a subject discipline, all initial decisions are made by one appropriately-trained team member then countersigned by another qualified and trained member of staff.

For those candidates who are flagged up within the admissions process as demonstrating widening participation characteristics, or where there is an indication of mitigating factors (e.g. educational disruption) the application is also considered by the Admissions Progression team within Undergraduate Admissions. They will intervene both at the point of making an offer and also at the point that a candidate's grades are received in August.

A major national review of name-blind admissions, carried out by UCAS in 2016, concluded that there was, if anything, evidence of slight bias in favour of BAME candidates where those involved in selection decisions had access to the candidate's name and personal details as part of the admissions process.

i) Supporting Access

At undergraduate level the University has an [Access and Participation Plan](#) which sets out to the Office for Students (OfS) how the institution will support under-represented students into, through and progressing from Bath. Within the plan there are commitments made to monitor the proportion of BAME students entering the university. There are also targets and commitments to ensure there are no gaps in degree outcome or progression into graduate level jobs and further study between BAME and white students. Although there is no regulatory expectation to monitor and support students at PGT levels, it is important for the institution that we have a diverse cohort of students.

The widening access team have been running outreach activities, many of which have not directly targeted BAME students, but have prioritised BAME students where possible. The previous (2012-2018) strategy of working locally has limited work with BAME students due to the limitations of the local demographics. The new Widening Access strategy has a stronger focus on BAME students and due to a national list of target schools will engage with more students from different ethnicities and backgrounds.

Target Bath is a sustained programme run in collaboration with Rare, a leading organisation in diverse recruitment. 50 students of Black African and Caribbean heritage were recruited to the first pilot year of the programme in March 2021 and 3 further cohorts will be run in partnership with Rare. The programme provides mentoring by Rare staff, access to students of colour at Bath, a residential and several workshops and conferences where students and parents can find out more about life at university particularly Bath.

j) Scholarships/Bursaries.

We know the intersection of ethnicity and low family income is high and our Bath Bursary and Gold Scholarship demonstrate this with a high proportion of students of colour receiving a bursary or scholarship. For 2022 entry a Cowrie Scholarship was introduced which supports one black student and will cover tuition and living costs for the duration of their course. For 2023 entry we have a sanctuary scholarship in place to support an asylum seeker, offering a full tuition fee waiver and living costs. We have a comprehensive programme of supplementary support for those students demonstrating the greatest level of need within our other main bursary, the Gold Scholars Programme (GSP). This combines offering financial support with a programme of activities to ensure that its scholars are equipped with the funding, skills, knowledge, experience and social capital needed to maximise their Bath experience and to succeed in the graduate job market/postgraduate study. Sector evidence shows that students who face the greatest barriers in access and participation within HE frequently have lower levels of social capital than other more privileged students.

4.1.2 Postgraduate Taught Students

The following tables disaggregate the BAME group and compare the applications versus entrants of students of White, Asian (Indian) Asian (Chinese) and students of Black and Black mixed heritage:

Tables 8a, b and c. Postgraduate Taught Applicants versus Entrants by Ethnicity

Table 8a

PGT	Ethnicity	2017/8	2018/9	2019/0	2020/1	2021/2
Applicants	BAME	86%	85%	85%	84%	85%
	White	14%	15%	15%	16%	15%
Entrants	BAME	74%	72%	70%	55%	65%
	White	26%	28%	30%	45%	35%

Table 8b

PGT Applicants	Year of Entry					Grand Total
Ethnic Background	2017/8	2018/9	2019/0	2020/1	2021/2	
Arab	413	488	571	601	608	2681
Asian or Asian British - Bangladesh	52	45	68	71	82	318
Asian or Asian British - Indian	752	1216	1426	3383	4115	10892
Asian or Asian British - Pakistani	260	261	301	317	430	1569
Black or Black British - African	846	1032	1183	1222	1482	5765
Black or Black British - Caribbean	36	33	27	39	38	173
Chinese	8026	8075	7018	7639	4358	35116
Gypsy or Traveller	3	0	0	3	1	7
Mixed - Asian and White	50	55	64	81	100	350
Mixed - Black African and White	51	41	41	49	50	232
Mixed - Black Caribbean and White	12	21	18	32	26	109
Not given	88	157	152	196	182	775
Other Asian Background	761	820	871	990	1146	4588
Other Black background	206	198	229	308	361	1302
Other ethnic background	231	235	280	296	344	1386
Other mixed background	97	95	98	174	150	614
White	1920	2168	2251	2831	2424	11594
Grand Total	13804	14940	14598	18232	15897	77471

Table 8c

PGT Entrants	Home					Overseas (including EU)					Total				
Ethnic Background	2017/8	2018/9	2019/0	2020/1	2021/2	2017/8	2018/9	2019/0	2020/1	2021/2	2017/8	2018/9	2019/0	2020/1	2021/2
Arab	4	1	1	4	4	15	21	26	19	38	19	22	27	23	42
Asian or Asian British - Bangladeshi	1	2	2	3	5		1	1		2	1	3	3	3	7
Asian or Asian British - Indian	14	18	9	25	24	54	126	156	116	387	68	144	165	141	411
Asian or Asian British - Pakistani		3	7	7	4	5	12	9	4	6	5	15	16	11	10
Black or Black British - African	10	8	11	17	9	14	14	22	18	20	24	22	33	35	29
Black or Black British - Caribbean	4	1	1	1	1				1		4	1	1	2	1
Chinese	9	4	11	15	17	922	816	769	430	381	931	820	780	445	398
Gypsy or Traveller											0	0	0	0	0
Mixed - Asian and White				16	16				2	6	0	0	0	18	22
Mixed - Black African and White				3	4				1		0	0	0	4	4
Mixed - Black Caribbean and White				4	4				1		0	0	0	5	4
Mixed - White and Asian	6	7	12			1	5	6			7	12	18	0	0
Mixed - White and Black African		1	3			2	1	1			2	2	4	0	0
Mixed - White and Black Caribbean	2	2	2			2		1			4	2	3	0	0
Other Asian background	8	12	12	12	13	90	113	137	54	156	98	125	149	66	169
Other Black background				1	2			2	7	3	0	0	2	8	5
Other ethnic background	2		5	8	7	11	17	13	11	14	13	17	18	19	21
Other mixed background	2	2	7	9	13	7	11	7	14	7	9	13	14	23	20
White	244	271	303	471	550	164	186	218	182	67	408	457	521	653	617
Not given	4	5	10	8	13	3	15	10	8	7	7	20	20	16	20
Grand Total	310	337	396	604	686	1290	1338	1378	868	1094	1600	1675	1774	1472	1780

There is a disparity between the applicant pool and entrants in terms of its diversity. This could imply that there are biases in the admissions systems we use for PGT /PGR students. As at undergraduate level, applicants are not always suitably qualified, and any student could apply for a place at Bath. It may be that marketing/recruitment activity should be clear to potential applicants so they understand what the minimum requirements are, which could lead to a better qualified pool of applicants. It is also important to undertake an analysis of the recruitment barriers for high quality international students of colour.

4.1.3 Postgraduate Research Students

Tables 9a, b and c. PGR Research students applications by ethnic background and year of entry

Table 9a

PGR Applicants	Year of Entry					Grand Total
Ethnic Background	2017/8	2018/9	2019/0	2020/1	2021/2	
White	1192	1126	1170	935	1100	5523
Gypsy or Traveller	2	0	0	0	1	3
Black or Black British - Caribbean	11	8	13	11	12	55
Black or Black British - African	309	250	238	181	221	1199
Other Black background	43	52	66	23	36	220
Asian or Asian British - Indian	196	153	151	172	224	896
Asian or Asian British - Pakistani	102	119	106	74	85	486
Asian or Asian British - Bangladeshi	35	26	24	13	21	119
Chinese	247	236	223	258	268	1232
Other Asian background	213	183	176	150	163	885
Mixed - Black Caribbean and White	6	8	8	9	11	42
Mixed - Black African and White	19	12	9	10	14	64
Mixed - Asian and White	52	28	24	37	44	185
Other mixed background	38	40	39	32	36	185
Arab	335	351	267	239	280	1472
Other ethnic background	86	88	67	54	67	362
Not given	28	41	46	37	60	12
(blank)	4	0	3	5	0	
TOTAL	2918	2721	2630	2240	2643	13152

Table 9b

PGR Entrants	Home					Overseas (including EU)					Total				
Ethnic Background	2017/8	2018/9	2019/0	2020/1	2021/2	2017/8	2018/9	2019/0	2020/1	2021/2	2017/8	2018/9	2019/0	2020/1	2021/2
Arab		1		1	1	6	5	4	2	5	6	6	4	3	6
Asian or Asian British - Bangladeshi	1										1	0	0	0	0
Asian or Asian British - Indian	3		3	4	1	1	2	2		3	4	2	5	4	4
Asian or Asian British - Pakistani	1	1	1	2	1					1	1	1	1	2	2
Black or Black British - African	1	1	4	2	3	1	2	3	2	1	2	3	7	4	4
Black or Black British - Caribbean		1									0	1	0	0	0
Chinese	2	6	2	3		27	28	29	29	22	29	34	31	32	22
Gypsy or Traveller											0	0	0	0	0
Mixed - Asian and White				4	1				1		0	0	0	5	1
Mixed - Black African and White									1		0	0	0	1	0
Mixed - Black Caribbean and White				1	2						0	0	0	1	2
Mixed - White and Asian	1	4	1				1	1			1	5	2	0	0
Mixed - White and Black African			1				1				0	1	1	0	0
Mixed - White and Black Caribbean	2		2								2	0	2	0	0
Other Asian background	4	3			1	6	5	1	4	5	10	8	1	4	6
Other Black background			1		1	3					3	0	1	0	1
Other ethnic background					1	5	3	1	5	1	5	3	1	5	2
Other mixed background		1	3	3	1	2	2		1	2	2	3	3	4	3
White	115	135	121	116	143	55	46	34	35	6	170	181	155	151	149
Not given	2	1	3	7	3	3	3			3	5	4	3	7	6
Grand Total	132	154	142	143	159	109	98	75	80	49	241	252	217	223	208

Table 9c

PGR	Ethnicity	2017/8	2018/9	2019/0	2020/1	2021/2
Applicants	BAME	59%	59%	56%	58%	58%
	White	41%	41%	44%	42%	42%
Entrants	BAME	38%	37%	34%	33%	34%
	White	62%	63%	66%	67%	66%

In some disciplines, because PhD interviews are generally conducted for individual projects, taking a look at the pool as a whole and supporting diversity, is complex. If a single academic recruits 1 PhD student every 3-4 years, then they will focus only on getting the best person they perceive for a particular project – this is where privilege and unconscious bias can come in and unintentionally lead to less diversity than would be deemed ideal on a collective level. CDTs, where recruitment is done in cohorts (at least 10 PhDs per year) have an advantage in being able to reflect more holistically on their recruitment and mitigate against some of these aspects that come into individual recruitment. There is also a risk of bias in an indirect manner. For example, there were reports in the advisory groups that the status of the university where the student had completed their first degree was used as a proxy measure for quality. For example, if a student received a lower second degree classification from a highly ranked university, the student was perceived to be of higher quality than a student with an upper-second degree classification from a less ranked university. Interviews or other measures were not used to supplement as indicators of quality.

The leaky pipeline model was highlighted by some PGR DoS teams as an issue for maintaining and increasing diversity. One clear example is that recruitment to a degree course in a top tier University in Mathematical Sciences generally requires Further Maths at A level but not all secondary schools offer this (usually only the more advantaged schools). To move to PGR study, the student often needs to demonstrate success at UG at a high level, often with a Masters' award. Despite concerted efforts to address this by the Department of Mathematical Sciences, it remains challenging and, although the narrative is different between disciplines, the lack of recruitment into PGR degrees from disadvantaged backgrounds (which disproportionately include those from ethnic minority groups), is prevalent across the University.

4.2 Student Experience

An exploration of the experience of students was obtained from the National Student Satisfaction surveys, conversations placed in the public domain by students, institutional research and reports, the race equality taskforce advisory groups and confidential conversations with the head of the race equality taskforce.

4.2.1 Undergraduate students The National Student Survey (NSS) of final year undergraduates is a large survey of nearly half a million students each year across 400 institutions. The questions are the same each year allowing us to compare across year groups and with the wider sector, as shown in **Tables 10a, b and c**:

Table 10a

2019	Uni of Bath	White	BAME	Black	Asian	Other
Overall Satisfaction (Q.27)	87.23%	87.47%	86.72%	79.31%	87.80%	85.29%
Teaching	85.62%	85.96%	84.66%	79.17%	85.18%	84.56%
Learning Opportunities	82%	82.02%	82.02%	77.78%	82.89%	80.39%
Assessment & Feedback	68.52%	68.35%	68.86%	55%	70.16%	68.63%
Academic Support	81.47%	81.70%	80.25%	76.11%	80.48%	80.72%
Organisation & Management	82.34%	82.94%	80.15%	80%	80.29%	79.74%
Learning Resources	86.72%	86.48%	87.23%	86.67%	87.76%	85.62%
Learning Community	78.40%	77.89%	80.43%	75%	81.51%	78.43%
Student Voice	77.17%	77.13%	77.20%	70%	78.70%	74.35%
Response Rate (%)	73%	74%	71%	70%	74%	63%
Response Rate (n)	2260/3086	1764/2390	471/661	30/43	339/457	102/161

Table 10b

2020	Uni of Bath	White	BAME	Black	Asian	Other
Overall Satisfaction (Q.27)	88.31	88.63	88.15	91.18	89.74	84.14
Teaching	86.83	86.81	87.55	86.76	88.77	85.2
Learning Opportunities	82.49	82.41	83.4	81.37	84.59	81.41
Assessment & Feedback	66.3	66.56	65.84	58.82	68.69	61.56
Academic Support	80.75	81.23	80.08	73.04	83.06	75.51
Organisation & Management	81.87	82.44	81.07	68.63	82.79	80.39
Learning Resources	85.96	85.54	87.52	89.22	86.17	89.91
Learning Community	76.66	76.26	78.31	77.94	79.61	75.68
Student Voice	75.67	74.89	79.02	75.49	82.18	73.29
Response Rate (%)	75	76	74	69	74	74
Response Rate (n)	2243/2983	1729/2282	486/661	34/49	305/414	147/198

Table 10c

2021	Uni of Bath	White	BAME	Black	Asian	Mixed	Other
Overall Satisfaction (Q.27)	86.06	86.25	85.55	80	85.09	86.6	94.29
Teaching	85.15%	85.75	83.3	79.44	83.79	83.76	82.14
Learning Opportunities	82.19%	82.98	79.72	80	79.94	81.44	72.38
Assessment & Feedback	60.91%	61.58	58.81	56.11	60.22	57.73	51.43
Academic Support	78.97%	79.36	77.64	76.67	78.97	76.63	68.57
Organisation & Management	81.53%	81.74	80.74	76.3	80.81	80.41	86.67
Learning Resources	83.58%	83.95	82.41	85.19	82.32	80.07	86.19
Learning Community	73.32%	72.78	75.48	71.11	77.7	70.1	74.29
Student Voice	72.08	71.88	72.95	78.52	74.25	68.38	65.71
Response Rate (%)	76	77	74	78	73	77	71
Response Rate (n)	2355/3089	1804/2335	521/705	45/58	344/472	97/126	35/49

**Colours have been added to highlight areas that are much higher than the white population (green) or much lower (red). This does not represent any statistical analysis and is used for ease of looking at the data only.*

The data shows that, while there are variations, Black students tend to be less satisfied with the teaching and learning opportunities than their White peers. All students are unsatisfied with assessment and feedback, but it is particularly pronounced for Black, Mixed and Other groups. Black students are particularly unsatisfied with their academic support and the organisation and management of their course. But Black and Asian students are more satisfied with the learning resources and community as well as the student voice. In 2021 Mixed and Other groups were less satisfied with the student voice.

Students of colour are generally dissatisfied with their academic experience and over the past couple of years are generally more satisfied with the wider support they have on offer. This is probably partly to do with additional projects and activity that professional service teams like Student Services and the Skills Centre have offered and demonstrates the need to ensure all in the University are engaged with supporting all students.

4.2.2 Postgraduate Students

a) **The Postgraduate Taught Experience Survey (PTES)** is a large survey exploring the views of nearly 70,000 postgraduate taught students from 88 institutions in 2021.

Tables 11a, b and c. Student Satisfaction as measured by the Postgraduate Taught Experience Survey

Table a

2021	Uni of Bath	White	BAME*
Overall Satisfaction	80%	80%	86%
Supervision	87%	86%	89%
Resources	81%	81%	78%
Research culture	57%	56%	49%
Progression	77%	76%	76%
Responsibilities	77%	74%	73%
Support	77%	78%	72%
Research skills	86%	85%	88%
Professional development	75%	75%	73%
Response Rate (n)	467	239	35

Table 11b

2020	Uni of Bath	White	BAME	Black	Asian	Chinese	Mixed	Other
Overall Satisfaction	71%	57%	59%	43%	52%	70%	64%	57%
Teaching	76%	68%	68%	65%	61%	74%	71%	76%
Engagement	75%	70%	71%	71%	66%	77%	75%	68%
Assessment	69%	59%	52%	36%	44%	60%	56%	64%
Dissertation	77%	73%	73%	nd	78%	78%	69%	68%
Organisation	71%	65%	59%	57%	51%	65%	58%	77%
Resources	87%	90%	82%	88%	85%	73%	84%	92%
Skills Development	72%	64%	69%	50%	68%	68%	76%	86%
Information	83%	79%	74%	81%	72%	65%	76%	95%
Response Rate (n)	739	177	70	7	25	20	11	7

Table 11c

2021	Uni of Bath	White	BAME	Black	Asian	Chinese	Mixed
Overall Satisfaction	80%	83%	76%	79%	67%	86%	75%
Teaching	79%	79%	76%	85%	70%	82%	68%
Engagement	72%	71%	64%	66%	64%	73%	50%
Assessment	69%	65%	57%	61%	44%	72%	58%
Dissertation	74%	78%	63%	nd	52%	69%	nd
Organisation	75%	73%	68%	69%	64%	77%	57%
Resources	81%	78%	80%	82%	77%	80%	85%
Support	77%	75%	72%	75%	65%	81%	69%
Skills Development	75%	74%	71%	80%	55%	87%	62%
Response Rate (n)	694	218	85	14	24	22	16

Colours have been added to highlight areas that are much higher than the white population (green) or much lower (red). This does not represent any statistical analysis and is used for ease of looking at the data only. No data for 2019.

The data shows that many individuals have not declared their ethnicity, leaving ethnic categories with small pools of respondents, and thus making meaningful analysis quite difficult. However, it's clear from the data that assessment remains an issue for all ethnicities, with lowest satisfaction rates recorded by BAME and Asian students. Comparing data from 2020 and 2021 showcases demonstrable improvements across the board when it came to overall and teaching satisfaction rates for all ethnic groups identified, but BAME, Asian and Mixed ethnic group students displayed poorer agreement compared to White student cohort. Some of it could be explained by very low numbers as we can note a decline in an overall survey response rate in 2021, but it does raise the importance of the need to monitor this performance going forward to determine long term trends. It seems that overall students demonstrate high levels of satisfaction and if assessment, dissertation and organisation scores could be prioritized going forward, this would lead to less pronounced differences in satisfaction rates among ethnic minority groups and would also positively impact the experience of White students too, leading to better scores across the entire student body.

b) Postgraduate Research Experience Survey

The Postgraduate Research Experience Survey (PRES), is the largest survey exploring the views of almost 40,000 postgraduate researchers from 94 institutions (in 2021).

Table 12

2021	Uni of Bath	White	BAME*
Overall Satisfaction	80%	80%	86%
Supervision	87%	86%	89%
Resources	81%	81%	78%
Research culture	57%	56%	49%
Progression	77%	76%	76%
Responsibilities	77%	74%	73%
Support	77%	78%	72%
Research skills	86%	85%	88%
Professional development	75%	75%	73%
Response Rate (n)	467	239	35

**No further breakdown of ethnicity given, probably due to small numbers. Colours are added to highlight areas that are much higher than the white population (green) or much lower (red). This does not represent any statistical analysis and is used for ease of looking at the data only. No data for 2020.*

Table 12 shows that an overwhelming majority of respondents to the survey are White, leaving very small pools of responses for different ethnicity categories, especially if we look at breakdown of BAME, making it hard to evaluate results with statistical significance for each ethnic group. But what is evident from 2019 and 2021 data is a decrease in satisfaction rates with research culture – in 2019 BME students recorded higher rates than White cohort (67% BME vs 61% White), however in 2021 this figure dropped for all categories, but with a much more pronounced decrease for BAME students (49% BAME vs 56% White). Other than research culture, it seems that ethnic minority students back in 2019 demonstrated stronger agreement rates than White students when it came to responsibilities, research skills and professional development, however it is hard to draw conclusions given large variations in percentages due to small numbers in ethnic minority student cohorts. Going forward, it's important to monitor data for research culture as a priority area. UKRI funding the University received late in 2021 should boost the activities and initiatives in this area over 2022 and

seeing whether this translates into improved scores across all student cohort, but in particular BAME students, will provide useful insights.

c) External Conversations

Historically, the external reputation of Bath has not been positive for students of colour. Students have shared their experiences publicly for example on Facebook and this could have had an impact particularly in the past on the recruitment of an ethnically diverse cohort of students. However, this has changed in the last few years and many students are reporting positive student experiences (for example see <https://www.bath.ac.uk/campaigns/black-student-experiences-at-bath/>)

d) Internal Forums and Interviews

Internal research conducted at Bath and reports from forums on the experience of undergraduate BAME students also reveals some negative experiences.

For some students it comes as a shock to realise there are fewer BAME students at Bath compared with their schools/home areas. While many students reported positive experiences, other students reported incidences of racism occurring throughout the period of study. Students reported experiences of blatant racist incidences, that they were exposed to racist language, racist 'banter' and assumptions about low intelligence (e.g. Black students must have scholarships and have benefited from positive discrimination). Students commented on inappropriate behaviour towards themselves such as hair-touching or repeatedly asking students born in the UK where they were really from. Some students noted that some staff would use offensive terms (sometimes within contexts of learning) unapologetically. When other students made similarly offensive comments, they felt staff did very little or nothing to call out those students because of what students perceived to be staff discomfort at managing these situations.

In relation to accommodation, students of colour had varied experiences during their first year at university which was contingent upon the students they shared with. For those in predominantly international student flats, experiences tended to be positive as participants suggested that there was mutual respect and exchanging of cultures. However, for those who shared with students who had no previous exposure to diversity, experiences tended to be negative. For instance, some Black students described feeling uncomfortable as housemates used the n-word, made inappropriate comments and were confrontational. This was particularly difficult and isolating as it was common for Black students to be the only one in their flat. A few students commented on feeling heavily scrutinized or bullied by their peers, particularly when it comes to group work.

In relation to social activity, students reported that there may be a background of not engaging with extra-curricular activities for some BAME students, and therefore BAME students might take longer or need extra encouragement to take up these opportunities here. Sport was highlighted as an important site for integration and sports such as basketball could be introduced. However, undergraduate students representing Asian, Other Ethnic, or Black classifications were in general happy with the social opportunities that were available to them throughout the semesters. Specifically, students applauded the work of societies and some sports teams to continue to offer opportunities for social interaction.

e) Racism in the City

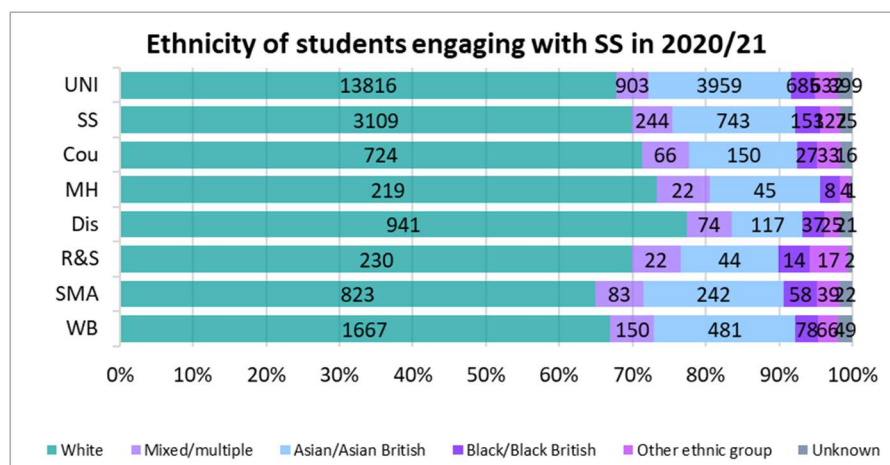
For many Black students, there were negative experiences in the city. They spoke of being stared at and avoided by taxi drivers when first arriving in the city. There were multiple reports of frequent uses of the n-word and other inappropriate racialised behaviours in nightclubs. Black students listed the inaccessibility of hair, beauty and food products in Bath. They noted that progress had been made on campus as a small selection of African-Caribbean food and hair products were stocked from 2019.

In addition, Black male students described being treated with suspicion and hyper-surveillance in retail environments and in the city at large. One participant explained that he had taken to having his receipt to hand in preparation for supermarket security guards to request his proof of purchase as this had happened every time he entered a retail outlet.

4.3 Student Support

While students felt there needs to be clearer messaging and marketing surrounding student services, UK Students representing Asian, Other Ethnic, or Black classifications in a forum in 2021 reported they had been satisfied in general with the level of support received as part of their wider university experience. However, student members of the taskforce expressed the desire to have staff with more expertise and life experiences in understanding and supporting students who were subject to racism as part of their every-day life both at the University and in the city, and more tailored programmes.

Figure 1



Student services (SS), Retention & Success (R&S), Student Money Advice (SMA). Counselling (Cou), Mental Health (MH), Disability (Dis), Wellbeing (WB)

In general, many of the programmes offered by student policy and safeguarding have been well received. The Black Students Network Development programme launched by Student Services as a virtual wellbeing development programme which ran over seven weeks in 20/21 was highlighted by many students as being hugely beneficial. Each session consisted of a 90-minute workshop exploring key wellbeing themes, with guest speakers/coaches and discussion activities using group coaching techniques. Each session concluded with a reflection exercise and applied 'homework' for the week. This programme was designed with the support of wellbeing experts

and coaches from the Black community, and tailored for University of Bath students who identify as being Black (African, Caribbean or Dual Heritage) with the aim of exploring key themes such as resilience, exploring racism, challenges with racial activism and identity, loneliness, self-esteem and imposter syndrome. The taskforce noted that there was insufficient resources to expand this programme so that all who needed this could benefit. There was thus a strong desire to expand and extend these sorts of programmes where students unanimously expressed the positive impact it had on their wellbeing.

4.4 Student Progression

The targets set out in the APPError! Bookmark not defined. are to close the outcome gaps for BAME students vs white students in upper class degrees. The annual milestones are shown in the figure below:

Figure 2

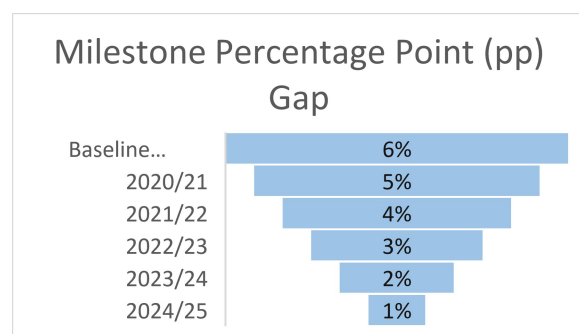


Table 13a

		2016/17		2017/18		2018/19		2019/20		2020/21	
		1st & 2.1		1st & 2.1		1st & 2.1		1st & 2.1		1st & 2.1	
		No.	%	No.	%	No.	%	No.	%	No.	%
University	BAME	211	81%	260	85%	280	85%	303	91%	360	90%
	White	1670	90%	1796	91%	1908	91%	1953	94%	2002	94%
Percentage point (pp) gap			9pp		6pp		6pp		3pp		4pp

Table 13b

		2016/17		2017/18		2018/19		2019/20		2020/21	
		1st & 2.1		1st & 2.1		1st & 2.1		1st & 2.1		1st & 2.1	
		No.	%	No.	%	No.	%	No.	%	No.	%
University	Asian	99	85%	131	81%	156	87%	135	92%	195	91%
	Black	21	57%	27	75%	31	82%	40	87%	37	79%
	Mixed	79	85%	91	93%	82	87%	117	91%	108	92%
	Other	12	80%	11	92%	11	69%	11	85%	20	95%
	White	1670	90%	1796	91%	1908	91%	1953	94%	2002	94%
Black vs white gap			33pp		16pp		9pp		7pp		15pp
Asian vs white gap			5pp		10pp		4pp		2pp		3pp

Table 13c

		2016/17		2017/18		2018/19		2019/20		2020/21	
		1st & 2.1		1st & 2.1		1st & 2.1		1st & 2.1		1st & 2.1	
		No.	%	No.	%	No.	%	No.	%	No.	%
Faculty of Engineering & Design	Asian	26	90%	35	88%	41	91%	35	92%	55	92%
	Black	6	75%	6	75%	5	83%	14	88%	10	83%
	Mixed	18	90%	14	100%	14	93%	18	90%	18	100%
	Other	0	0%	4	100%	4	80%	3	75%	4	100%
	White	289	93%	340	95%	296	92%	328	96%	374	95%
Faculty of Humanities & Social Sciences	Asian	23	92%	33	85%	43	96%	34	92%	53	90%
	Black	8	50%	10	77%	16	84%	15	88%	15	88%
	Mixed	26	93%	38	97%	33	80%	48	96%	40	91%
	Other	5	63%	2	100%	3	75%	5	83%	5	100%
	White	617	90%	672	90%	739	90%	753	96%	786	95%
Faculty of Science	Asian	46	79%	49	72%	57	78%	61	92%	74	89%
	Black	7	58%	9	69%	10	77%	11	85%	10	63%
	Mixed	31	78%	37	86%	28	90%	44	86%	36	86%
	Other	7	100%	3	75%	4	57%	3	100%	10	91%
	White	656	87%	621	87%	716	90%	717	89%	673	91%
School of Management	Asian	4	80%	14	100%	15	88%	5	100%	13	100%
	Black	0	0%	2	100%	0	0%	0	0%	2	100%
	Mixed	4	80%	2	100%	7	100%	7	88%	14	100%
	Other	0	0%	2	100%	0	0%	0	0%	1	100%
	White	108	98%	163	99%	157	99%	155	99%	169	99%

Tables 13a, b and c show the University data for upper class degrees over the past 5 years. The first table shows that despite having a much smaller gap than the national average, we have still managed to close it further over the past 5 years. 2020/21 shows a gap of 4ppt which meets the milestone in the APP although it is larger than the 3ppt in 2019/20. Suggestions for that are perhaps due to the no detriment policy in 2019/20 which may have 'artificially' given better results than would have been expected. There are key learning from the pandemic in the ways teaching, learning and assessment happened to ensure that no groups of students are disadvantaged by the systems. Tables 13b and c show breakdown of BAME first class degrees for the whole University and by each faculty.

It is worth noting that the outcome gap for Black vs white students in 2019/20 was 7ppt – significantly less than the national average of 20.1ppt, for 2020/21 the gap widened to 15ppt. The gap for Asian vs white students in 2019/20 was 2ppt, significantly lower than the national average of 8ppt.

First Class Degrees undergraduate students

Table 14 Students with first class undergraduate degrees

		2016/17		2017/18		2018/19		2019/20		2020/21	
		1st		1st		1st		1st		1st	
		No.	%	No.	%	No.	%	No.	%	No.	%
University	BAME	58	22%	78	25%	82	25%	114	34%	133	33%
	White	659	35%	748	38%	766	37%	1013	49%	968	45%
Percentage point (pp) gap			7pp		13p		12pp		15pp		12pp

Table 14 shows the University data for first class degrees over the past 5 years. We can see there are variations and spikes over the years, demonstrating that while we have managed to reduce the outcome gap from 15pp to 12pp over the last year, this needs very close monitoring and re-evaluation over the course of the next 2-3 years to establish whether we are on a similar solid trend whereby we are seeing the outcomes improve for BAME students similarly to the upper class degrees trend. Black vs White and Asian vs White gaps as the second table shows are reducing; but this needs a longer term view for us to be able to confidently say the data is showcasing a narrowing of outcome gaps between White and ethnic minority student groups.

4.5 Recommendations

4.5.1 Undergraduate Access

a) It is difficult to establish to what extent the lower admission of applicants of colour, particularly black applicants are a consequence of recruitment biases. It would nevertheless be useful to review existing unconscious bias training provided by the University to staff. When it was introduced the training at Bath was considered as being highly relevant, but there have been significant developments in recent years that go beyond what we currently have on offer. If there is appetite to develop new training and tools to support staff, the Undergraduate Admissions team has reported they would be keen to be involved to trial innovations.

Our analysis has also shown that Black students appear less likely to receive an offer primarily because they present with weaker application profiles. The specifics of these weaknesses varies between courses (be it prior attainment or predictions, poor subject choice or qualifications which typically present with weaker profiles).

As such, lowering requirements would seem the most direct way to reduce barriers to black students joining the University. Analysis in 2018 suggested that there would need to be a significant drop in entry grades (at least 3 grades from the standard offer) to make a substantial difference on intake. In this context, allowing applicants to enter with 3 grades lower would be undermining the University's commitment to ensure students are suitably prepared at entry for the degrees they undertake, and may ultimately be counterproductive, particularly in the absence of a strong support infrastructure. A smaller reduction in offers of one or two grades should be considered for disadvantaged groups (we know students of colour are disproportionately represented in the lower socioeconomic groups) to give students the confidence to apply to Bath.

- b) Further improve clarity of offers and accepted grades by adding ranges of grades that students entering the University achieved. This range could be published alongside the standard offer grades, giving students the understanding of what they will need to achieve in their level 3 courses.
- c) Continue to increase the number of students of colour engaging with outreach activities including continuing to deliver Target Bath in partnership with Rare.

4.5.2 Post-Graduate Teaching and Post-Graduate Research Student access

- a) Develop further analysis to better understand and identify gaps in our data on the recruitment and selection of postgraduate students of colour. There is a need for more granular data on the marketing, recruitment and selection of postgraduate students to provide a better evidence base regarding the diversity of applicant pools and success rates of applicants.
- b) Consider a graduate scheme to nurture our own high performing undergraduate students of colour and attract them to continue their postgraduate studies at Bath.

4.5.3 Student Experience

- a) Request the University and individual academic departments to assess the outcomes of the NSS, PRES and PTES specifically in relation to students of colour and other under-represented groups and develop departmental and institutional responses to issues arising.
- b) Students note that the scarcity of staff of colour in the University leave them with few role models. We recommend that the University sign up to organisations such as BBSTEM, which campaigns for balance and representation of black individuals in science, technology, engineering and maths and offers mentorships.
- c) Tackle issues around discrimination by students by expecting all students to sign up to the Be the Change Module and learning how to be an ally, as well as other cultural interventions.
- d) Develop clearer and accessible signposting for academic and professional services staff on how to support their students of colour.
- e) We recommend greater diversity in cultural provision in Bath. Make good on the promise of a multi-use space to be created in the SU where specialists for different hair types could be invited to provide hairdressing facilities to the Bath community.
- f) While students appreciate the cultural events for Black History month, there is a strong feeling that this should not happen in one month per year but be integrated throughout the year. Fresher's week was highlighted as important for greater cultural inclusivity. The SU could organise a focus group/ forum topics to discuss how to support student networks of colour and integrate greater cultural diversity through the year in large student union events.
- g) Improve multifaith provision considering in addition an interfaith forum
- h) Consider student networks linking to equity including for students of colour in each faculty for undergraduate, postgraduate taught, and for postgraduate research students linked to the doctoral college. Transfer learning from the Black Engineering Postgraduate Network in the

Faculty of Architecture and Design and the diversity work within SAMBA in the Department of Mathematics to other departments.

- i) There was a lack of awareness of organisations working in the city on issues related to students of colour. Map existing local organisations and investigate establishing closer links with the University.
- j) Create a sub-group to the student experience board to work on diversity issues including for students of colour to improve the experience of all students.
- k) Historically the diversity of our students was not represented widely across University media apart from through widening participation activities. Student members of the taskforce noted that there was positive change and that it was important to mainstream the representation of students of colour and avoid tokenism. It was felt that the University needs to be sensitive to wider events such as 'Black Out Tuesday' where there was no university response and there should be a greater of diversity of students present in events such as Open Days.

4.5.4 Student Progression

- a) Consider course curriculum to ensure that there is voice/content from ethnically diverse sources.
- b) It was not possible to undertake detailed work on improving student outcomes and closing the degree awarding gap in undergraduate study. It is noted that there is a committee working on the degree awarding gap and it is recommended that departments review degree awarding data including in relation to ethnicity and put action plans in place.
- c) It is recommended that work is undertaken to analyse the progression of postgraduate research and postgraduate taught students including an assessment of patterns in relation to students of colour.

5. Decolonising the Curriculum

5.1 Current Context

What is understood by the term ‘decolonising the curriculum’ and whether it is a helpful phrase is a question that is frequently discussed. Observations and feedback from members highlighted a range of understandings, perspectives, aims and ambitions emanating from the use of the term both within the University and in wider discourse. For some, decolonising the curriculum was an essential undertaking whilst others expressed concerns that it might be divisive. The language of decolonising also posed questions regarding its focus on deconstructing existing knowledge and approaches, with a need to consider and make clear the constructive side of what it hoped to establish. Other ways of framing decolonisation were considered – for instance, ‘diversifying the curriculum’, or ‘inclusive’ approaches to curriculum development. However, the group overall considered that, despite (or even because of) the difficulties posed, the language of ‘decolonising’ may be important in keeping hold of the specific focus of activity on race as there was an anxiety that this would be lost with an overall focus on inclusivity.

In considering more practically what decolonising the curriculum might involve, it was agreed that increasing the diversity of reading lists and examples/case-studies was important, as was attention to the history of particular disciplines and the contexts in which different knowledges and value systems had been constructed, which would require attention to the development of student skills such as critical thinking. However, differences (perceived and experienced) in application to different disciplinary contexts were also acknowledged, with particular issues noted in regards to science curricula where capacity to introduce more ‘historical’ elements was perhaps limited in a very dense curriculum. Notwithstanding certain limitations (for instance, the fact that the University does not have certain disciplinary representation e.g. History, Philosophy), the workstream felt much could be gained from drawing on the considerable strength of expertise and intent across the University community, from both students and staff, to share ideas and good practice, and to support creative approaches to decolonisation.

5.2 Existing Innovations

5.2.1 Institutional strategy and link to University-wide curriculum reform

The University does not have a ‘central’ definition of decolonisation or a strategic aim specifically related to decolonising the curriculum. Some definitions are provided from different groups in the University for example from the Centre for Decolonising Knowledge in Teaching, Research and Practice (DECKNO).

Nevertheless, there is a set of Senate-agreed curriculum principles which underpin the Curriculum Transformation project and the redevelopment of all undergraduate and taught postgraduate courses. One principle is that of ‘supporting the needs of all learners’. The Centre for Learning and Teaching has begun to develop its approach to decolonising activity as a strand within this. The Curriculum Transformation project provides an opportunity for all taught programmes to reflect on how they might diversify curricula.

At present the view is of largely organic, bottom-up activity taking place (as detailed below). The taskforce considers it important that the University begins to address how it develops a more strategic approach, and how will this be resourced and supported.

5.2.2 Snapshot of curriculum content and inclusive pedagogy across faculties and schools

The taskforce undertook a University-wide mapping of decolonisation of the curriculum activity across the University and noted pockets of activity already occurring in the University. The excitement and enthusiasm surrounding this work from staff and students was palpable. The question is how to leverage these; and this issue will be returned to in the recommendations. The mapping undertaken was a snapshot perspective, given time and resources available at our disposal, and we are aware and apologise if we have not captured important activity occurring in other spaces.

Since 2020/21, decolonisation has been a standing item on all Faculty/School Learning, Teaching & Quality Committees, as well as at the University Education, Standards & Quality Committee. This has provided opportunity for decolonising activity to be highlighted and shared.

a) Faculty of Engineering & Design

- **Decolonise Architecture:** the 'Decolonise Architecture' educational collective was set up by several current students and alumni in June 2020 to raise awareness of the experience of students of colour in the Architecture and Civil Engineering department, and to educate and politicise students, staff and professionals across the industry. The group has held several forums and events and provided resources and initiatives within the department that have inspired other student groups, such as Decolonise Science from the wider University. Notably, in September 2021, with support from the Centre for Learning and Teaching, they submitted a case-study of curriculum change to the Office for Students. An overview of Decolonise Architecture activity is provided in Appendix xxx for reference.
- Some 230 **Final Year Architecture & Civil Engineering** students completed a 10-week joint project to design a Migration Museum in London. All design projects in the Architecture programme incorporate topical issues of race, ethnicity, gender and difference, together with decarbonisation.
- Some **Architecture** students are engaged with FAME (Female Architects of Minority Ethnic) Collective, and will be providing an overview of their work at the next EDIT Meeting in February.
- **The faculty teaching group** discussed a paper on decolonising FED authored by Jo Hatt (CLT). Four actions were identified and were sent to all staff.
- **Chemical Engineering** hosted a decolonising the curriculum session at a Departmental Teaching and Learning Community of Practice event in March 2021. A session on

Internationalisation was planned where international staff and students discuss their experiences and journey to Bath.

- A **Bath Black Engineering Student Society** has been formed within Chemical Engineering, launched on 28th October, with meeting invitations going to all engineering students within the Faculty.
- **Electrical Engineering:** held decolonising session for DLTQC members in February 2021. Student representative subsequently set-up a new Inclusive Engineers group. Department also held an Anti-racist Forum with students in which participants identified problematic language used in the discipline.
- **Inclusive Engineers:** since Spring 2021, set-up by student representatives.

b) Faculty of Humanities and Social Sciences:

- **DECKNO** which is a 'pop-up' research centre in the Department of Social and Policy Studies with cross university member access was officially launched on 15 October 2019. DECKNO organises its own seminar series for members, and has also contributed to the SPS departmental research seminar series with the CLT (November 2021). Its aims are to:
 - Discuss the pedagogical need and pathways towards decolonising the University curriculum and teaching practice.
 - Bring alternative critical angles to the teaching and learning of Undergraduate and Postgraduate programmes.
- The **Health Department** organised a decolonising workshop in September 2021, and discussed theory and practical suggestions for decolonising the curriculum. Teaching and research on existing units that already have the ideas of decolonising knowledge production (e.g. SMC program, and Sociology of health and sport units). The EDI committee has also invited guest speakers from diverse ethnic and cultural backgrounds to share their career experiences with students. A practical guide designed by DLTQC was provided to staff about decolonising the curriculum (e.g. literatures written by academics of colour).
- **POLIS:**
 - A student-staff meeting to discuss decolonising the curriculum in PoLIS and to share examples of good practice was held in April 2021. The meeting was student-led, with breakout rooms and brainstorming time.
 - Starting in June 2021 a dedicated MS Team for decolonising the curriculum in our languages programmes was started. The MS team is used for organising meetings, and sharing resources (i.e., notes from attending national and international events on the topic, bibliographies, tools etc.):
 - A sub-section of the team has met to discuss decolonising the curriculum in the International Management and Modern Languages (IMML) programmes.
 - Circulation of a new bibliography to be included on IMML reading lists
 - Decision to introduce the theme of migration, as a common theme for all Y1 compulsory, interface units.

- In September 2021 a guide for staff was circulated termed 'Decolonising PoLIS – a guide for staff':
- Contents of the guide included:
 - Questions to unearth the implicit curriculum
 - The role of language
 - GTAs and seminar leading
 - Decolonising Politics
 - Teaching International Relations Beyond Western Perspectives
 - Decolonising Modern Languages and Cultural Studies
- The guide was shared with the students, who had the opportunity to present their feedback during one of the SSLC meetings and further feedback opportunities via email with Directors of Study.
- In December 2021 an inaugural talk of the PoLIS Decolonising the Curriculum series: Presentation and Q&A (online) with Fred Kuwornu (film director and independent scholar): "Italy and the Invisible Blackness"
- PoLIS is also continuing to include the principles of decolonising the curriculum into curriculum transformation preparations.
- There is also teaching and research on existing units that already have the ideas of decolonising knowledge production and learning at their centre (ex.: Les Banlieues de la République; Latin American Studies).

c) Faculty of Science

- **DecolSci** is a Science student/staff group which started 2021, inspired by the Decolonise Architecture movement. The group met approximately five times in AY20/21 with 25-30 students from across Science departments. Many members graduated over summer and the group is currently reforming. Actions in progress include affiliation with SU as a society, collaboration with Bristol re events, workshops to create resources, and a recruitment drive.
- **Faculty of Science Inclusive Curriculum Group** was established in Summer 2022 to work in partnership with students (DecolSci) and colleagues (CLT) to reflect, explore, discuss and encourage change in the curriculum. This forum also has the potential for collecting, compiling and sharing examples of good practice across Departments.
- **Natural Sciences:** The SSLC has established an 'Inclusivity Open Forum' to address decolonising the natural sciences programme, accepting that in some areas the 19th and 20th centuries white European males laid the foundations, and that developments in the 21st century that are included in the programme should reflect a more diverse knowledge base.
- **Maths:** A New "Foundations" unit includes discussion of racism in mathematics and information on anti-racist movements within the discipline (e.g. Indigenous Mathematicians); EDI committee are developing advice and resources for staff seeking to decolonise their teaching.

- **Physics:** July 2021 presented decolonising principles to students for discussion. Students from this group went on to co-set-up the DecolSci group.
- **Department of Life Sciences:** In the former Pharmacy & Pharmacology Department there are two strands of work.
 - Why EDI matters to the science and practice of medicines – Problem based learning exercises for Pharmacy students have added an 'EDI dimension' to each task for Year 1,2 and 3 students starting academic year 2021/22 *e.g. Who do you imagine your patients will be? We all make assumptions based on our own experience – how will you make your practice inclusive? E.g. Does a person's gender identity impact the type of health care and advice they receive – how would you ask a patient about their gender?*
 - Visibility and representation – Resourcing examples of scientific contributions from black and minority ethnic scientists 'One slide, one question at a time' – talk given at Department Staff Meeting about this approach – staff are increasing the visibility of scientists and patients of colour in their lectures through images included in lectures; changing the way patient exam questions are framed *e.g. instead of patients called Jane and John or Mrs Smith – a more inclusive approach is to also include names e.g. Rishi, Mrs Patel, Mr Kwateng.*

d)School of Management

- July 2021: discussion at School Learning, Teaching and Quality Committee about a paper containing questions that can be addressed in applying the idea of decolonisation to management studies.
- A colleague is part of the anti-racist classroom alliance working on anti-racist practices in higher education.
- The International Centre for Higher Education Management has significant links with academic staff and students in institutions across the world working on decolonisation. For example a seminar with CLT and Decolonise Architecture featuring guest presentation from Andre Keet of Nelson Mandela University was held. Their doctoral students who are senior university leaders are also engaged in research in this area.

5.2.3 Training and Resources

a) The CLT Training and Resources

The CLT Hub webpage for decolonising the curriculum: provides guidance to staff on decolonising the curriculum and examples of good practice. A reading list has been compiled with help from Ana Dinerstein (DECKNO) and the Library.

The CLT has facilitated several related events, including:

- **Creating an anti-racist classroom: how can we put principles into practice?** In October 2020, as part of the CLT's Talk Teaching series, hosted a panel discussion on creating an anti-racist classroom with internal and external speakers. A recording of this event is on Re:View.
- **Decolonising the university: academic and student voices in a South-North dialogue:** In March 2021 the CLT and Race Equality Taskforce co-hosted an online

seminar featuring presentations from Prof Andre Keet (Nelson Mandela University, SA), Decolonise Architecture, and the Students' Union. The recording of this event is via Re:View and an overview is on the CLT blog page.

b) The Library

Library staff are very keen to be involved but need to respond to requests from academics to buy texts to support learning, teaching and research. The library has a guide [Diversifying reading lists – Reading lists – Library at University of Bath](#) and a number of books about diversifying library lists and the curriculum. So, whilst fully supporting the need to be as inclusive as possible in its collections, the Library does not make choices of what to buy but follows suggestions from individual departments. Having said that, the Library have developed a fiction collection to highlight the work of authors of colour, from around the world – largely as a result of a donation from EDI funds. Previous campaigns have included Around the World in 80 books – buying books recommended by international students; and the library has consistently supported EDI events such as Black history month, International Woman's Day and Pride with book collections and exhibitions.

c) The International Relations Office

- It would be useful to gain expertise from our International University partners through the IRO, particularly those in Africa, China and Latin America.

d) Academic and Research Expertise

There is significant academic and research expertise at the University of Bath, which we have not tapped including from academics and research students, alongside an array of courses taught in SPS that critically engage with race and ethnicity.

5.3 . Recommendations

5.3.1 Clarify shared understanding, aims and ambitions

a) At a basic level, there is a need to clarify the University's collective understanding and use of concepts such as 'inclusive' and 'decolonisation', their relationship to each other, what is meant by this in relation to the curriculum, and what ends they work towards. Consultation showed the dangers of simply conflating the two. It is important that this a shared understanding that recognises, builds on, and preserves the diversity of perspectives across the University.

b) The workstream is of the view that use of the term 'decolonising' should continue, to maintain the focus on race equality, perhaps as part of a wider inclusive curriculum agenda. As in comments above, consultation demonstrated concerns that 'decolonisation' could be subsumed into other discourses (such as 'inclusive', or even 'race'). For many, decolonising was seen as a distinct endeavour and needs to keep its name/power to define its terms and grounds. A further idea that emerged from outside the work stream was to use the term global curriculum in an alternative sense to describe a curriculum that is truly global and not simply euro-centric.

c) It is clear that students and staff are at different stages of understanding and engagement, and each discipline presents different challenges and opportunities regarding decolonisation. It is not just a matter of 'adding content' to the curriculum, but more widely about equipping our students with the knowledge, skills and attributes to navigate their disciplines effectively now

and in the future. This requires us to consider also how we design inclusive assessments but also how we assess inclusive knowledge, skills and attitudes.

d) There is currently a high level of grass-roots activity and it is important to enable this innovative activity to flourish, rather than to strait-jacket it by over-prescription and target setting. We also recognise that an approach of 'one size fits all' will not work and that disciplines and departments will have different approaches to addressing this issue.

e) Further consultation will help to establish consensus on the use of language that recognises the breadth of perspectives and approaches that are already being employed by different individuals and groups.

f) Further consultation should also identify gaps in knowledge and understanding that can be addressed through training and sharing good practice as well as inviting thought-leaders with expertise in this area.

5.3.2 Appropriate success criteria and means to measure progress should be identified

a) The workstream felt strongly that decolonising activity should be aimed at achieving meaningful change and avoid becoming a 'tick-box' or tokenistic exercise. This requires acknowledgement that this is not finite work, but ongoing and therefore must be visible and continually responsive.

Key questions to address here include:

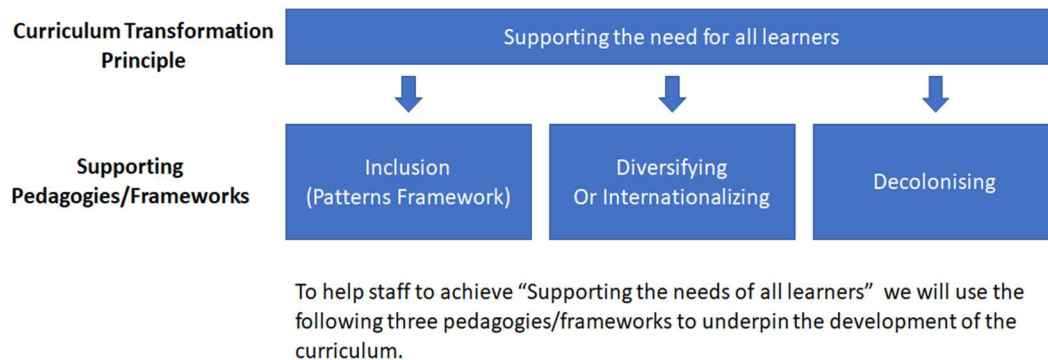
- Can we identify evidence-based pedagogical approaches that bring meaningful change amongst the existing initiatives at Bath?
- How do we obtain student experience feedback relating to inclusive /decolonisation of the curriculum?
- What targets/measures can we use to identify change/evaluate success? Should the measures reflect only visibility and representation, including celebrations of events/festivals of minority groups? Or should individuals be able to recognize the importance of diverse voices and the impact of that within a discipline? It is important to embed decolonising the curriculum in wider strategic aims and processes.

b) Undertake a more extensive mapping exercise

Undertake a more extensive mapping exercise to identify how decolonisation can be embedded or supported by other strategies (EDI; Education; Access and Participation Plan; Student Experience/Engagement; Race Equality) or internal processes (annual monitoring; course approvals etc.), and to highlight the specific contribution that decolonisation will make to these wider aims and objectives.

Continue to utilise existing approaches to learning and teaching enhancement to support the role and purpose of 'decolonisation' as a specific strand of activity. For instance, the CLT has begun to incorporate decolonisation in relation to the University's Curriculum Transformation principle of 'Supporting the need of learners', and alongside other related streams of work:

Figure 2



c) Promote coordinated sharing of expertise and good practice

Consider how we will support coordinated sharing of expertise and good practice to develop knowledge, understanding and practical application, building on existing widespread expertise and activity, for example through featured events, training development, and ongoing communications support. There are several other groups with related interests where enhanced links and networks will contribute to shared support. Where there are 'gaps' in our collective expertise (e.g. History) it will be helpful to develop wider networks and links, for example with other institutions.

d) Provide direct support and resource to enable change

Direct resource for decolonising of the curriculum should be sought from the University, drawing on evidenced good practice examples used at other institutions. This should include consideration of students-as-partners approaches which employ student curriculum developers to work with staff to think about and embed this work in the curriculum, as well as support the large-scale student engagement work needed to collect student feedback about changes made to the curriculum.

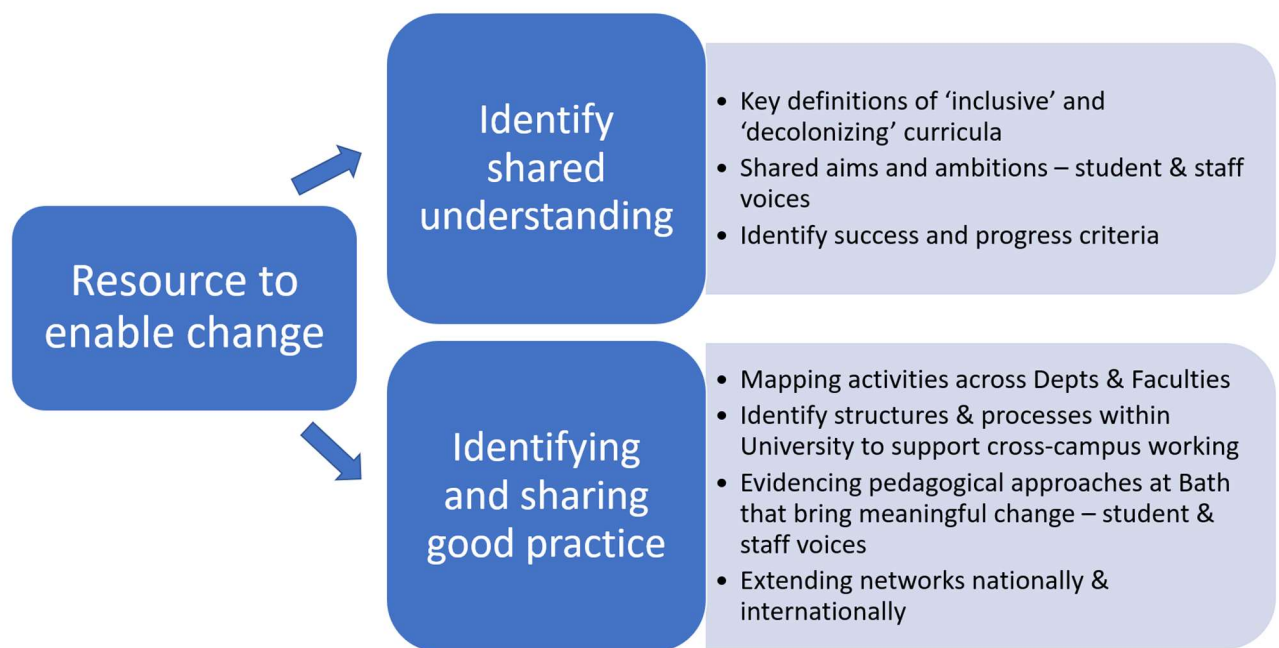
Preliminary work might include:

- Consulting on key definitions and shared language around an inclusive curriculum with 'decolonisation', as a sub-set, as well as appropriate success criteria and measurement approaches related to shared aims (see 3.1 and 3.2 above);
- Undertaking a mapping exercise (see 3.3 above);
- Considering good practice examples and resourcing needs for relevant supporting activity to bring about change (e.g. specialist academic developers; Students-as-Partners programme; CLT workshops). Are student-led initiatives the best way to achieve change? Where is there evidence based best practice in this area? At Bath? Nationally? Internationally? Is it all discipline specific? (see 3.4 and 3.5 above);
- Identify longer-term opportunities to embed an inclusive/ decolonising of the curriculum in 'business as usual' approaches e.g. liaising with Online Unit Evaluation review working group to consider how future approaches to unit evaluation might capture

feedback to support/measure decolonising activity; liaising with CT Project Team on future approaches to curriculum development and how decolonising might be embedded in design and approvals processes.

e) A Diagram summarising the key recommendations is presented below:

Figure 3 Key Recommendations



6. Reporting Racism and Gaining Support

Culture is defined in many ways; it can be simultaneously aspirational, immaterial, and practical. It is particularly concerned with individual or group behaviours in a group setting and often framed as persistent patterns of dominant shared values and beliefs leading to specific behaviour. It is important to have a culture where all members of our community feel safe and able to exchange their life perspectives, leading to a culture of continuous learning. Inappropriate and discriminatory behaviours should be challenged, students and staff need to understand the persistent and often, unconscious nature of bias and we should mainstream efforts to advance diversity as a collective endeavour and not just the responsibility of a few individuals. A significant challenge lies in holding individuals to account when they behave in inappropriate ways and therefore an analysis of how members of our community report discrimination and harassment and how they are supported is very important.

6.1 Current reporting mechanisms and related processes

6.1.1 Students are encouraged to report via:

- Report and Support
- Student Services
- The SU Advice Centre
- The Independent Advisors for postgraduate students

Students also disclose to:

- Their friends
- Their Personal Tutor/Doctoral supervisor
- Other academic colleagues
- Other non-academic colleagues

6.1.2 Staff are encouraged to report via:

- Report and Support
- HR
- Their trade unions
- Their line manager or Head of Department (provided that they are not the Respondent, a witness and have some other involvement)

Staff also disclose to:

- Their friends
- Other academic colleagues
- Other non-academic colleagues

6.1.3 The Report and Support Tool

a) Historically, the Report and Support Tool was promoted as a mechanism for reporting sexual harassment and misconduct. The launch of the Be the Change campaign has allowed us to promote this tool more widely, including for reporting racism. This message will take time to filter through. The technology used for this tool, and our processes in response to this have evolved in the three years it has been available. Most recently, the reporting function from the tool itself has been developed, which will give us much more capability moving forward. For example, we will be able to see the number of anonymous reports compared to named reports, we will be able to 'group' reports about the same incident together more easily and we will have greater power to track the journey of the reports. Further, we will be developing processes within teams such as HR and Student Services to ensure that all reported cases of harassment are logged, giving us a more complete picture of the number of harassment cases being reported. As such, the data provided below, for 2020-21 is somewhat unsophisticated, as this data was collated from the old system.

Table 15. Reporting party and number of reports (2020-21)

Reporting party	Number of reports
Student	122
Staff member	10
Visitor	15
Other	0
Total	147

The number of individual reports is greater than the number of reported cases but due to the limited nature of our data analysis, it has not been possible to determine how many of these cases were anonymous, or how many were multiple reports about the same incident. This data can be provided but its generation will be labour intensive.

In the table below, we have manually categorised each case into a category and, where applicable, subcategory. This will happen at the point of reporting moving forward, and will give us greater reporting power, particularly in relation to Freedom of Information requests.

Tables 16a and b. Categorisation of reports received with a student respondent

Table 16a

Report category	Number of reports
Bullying	40
Discrimination	25
Domestic Abuse	1
Harassment	10
Hate Incident or Hate Crime	9
Sexual Assault	15
Sexual Harassment	16
Stalking	1
Violence	1

Table 16b

Report subcategory	Number of reports
Ageism	1
Anti-Semitism	3
Biphobia	0
Caring Responsibility	0
Classism	1
Disablism	9
Homophobia	3
Misogyny	2
Misandry	0
Racism	20

Other (e.g. Covid-19 and other service-related complaints)	29	Religious Hate	10
		Transphobia	1
		Xenophobia	4
		Other / Unspecified	93
Total	147	Total	147

b) Actions taken as a result of using the report and support tool

Reporting parties have control over whether their report results in formal action, as is best practice, and many use the Report and Support tool simply to report and seek support. Other cases are resolved informally through the Wellbeing Service, SU Advice or HR. This may include facilitating conversations between the reporting and responding parties, supporting the reporting party to voice their concerns, access support or make changes to their circumstances. Thus, a relatively small proportion of cases result in disciplinary action.

c) Staff and student concerns in using the report and support tool

Even when students felt they had experienced inappropriate behaviour, they found it difficult to report this behaviour. This was for a few reasons. They were unsure how 'big' an incident had to be to report it. They were not always aware of how to report incidents. They worried about whether it was genuinely anonymous, and were concerned that they might receive backlash. Students often did not want to go through the process of reliving a negative experiences with people who might not understand, trivialise or invalidate their experience. For some students, where they had gone through reporting processes, they felt disappointed with the way it was handled. For other students but in particular men, they stated that reporting was not their "style" and they would like other opportunities to talk about their experiences.

Staff had similar concerns. They were also unsure where the boundaries were of what they could report and many were not aware of the report and support tool. Some were anxious that reporting mechanisms were managed by colleagues in HR and their reporting of racism might be reported to their Heads of Department and other senior figures in the University.

However in cases where staff had reported racism, they expressed their appreciation of the sensitive and constructive manner in which an HR colleague engaged, which left them feeling greatly supported and positive.

6.2 Recommendations

6.2.1 The Report and Support Tool

Communication

a) Promote the use of the Report and Support Tool through clear and concise process summary and communications as a tool for reporting all forms of harassment. Communicate through central student and staff inductions and through local, departmental induction and through central and local communications throughout the year.

b) Be clear with students and staff that there would be no repercussions for them where they have honestly made a report, and where they should seek help/advice if they feel that there are

repercussions. Provide guidance to those whom reports are made against (particularly staff) about interactions with a student making a complaint against them.

c) Tackle staff members lack of trust in using mechanisms for reporting and dealing with harassment by assuring confidentiality and highlighting anonymised case studies of change. Respond to the anxiety that the location of reporting mechanisms in HR makes staff reporting racism vulnerable to their HoD and other senior figures in the University.

d) Communicate that the support element can be accessed without a report being made. Support should include advice and wellbeing support, but also practical arrangements such as flexibility regarding submission of academic work and residence arrangements.

e) Outline the opportunities for informal interventions more clearly. Encourage early reporting when issues can be resolved more readily and effectively through good quality informal interventions.

f) Communicate more clearly what happens next when a report is received perhaps via a video. Publish case studies of cases of racism previously handled. If possible, include anonymised reviews from reportees to say how they felt about the outcome and how they felt supported through the process.

g) Consider preventative actions to prevent behaviour continuing and / or escalating while formal investigations are ongoing.

6.2.2 Training

g) Provide appropriate training for those involved in the process including specialist services, investigators, HR staff, committee members and publicise that this training has taken place.

h) Include training on handling disclosures for all student facing staff and provide opportunities for this to be practised

6.2.3 Resourcing

i) Increase resources to better support formal investigations and the reporting parties (both staff and student) and respondents going through these processes. This could include:

- Investigator roles for investigating staff-student cases. It is proposed that there is investment in new Investigator posts to take on the investigative role currently undertaken by academic staff in the Investigative Panel in staff-student cases. This would enable quicker investigations as investigation will be the Investigator's core role and they will have a greater level of training, experience and expertise.
- Complaint / Report Liaison Officers – we propose a new role of Complaint / Report Liaison Officers to manage the triaging of reporting parties and respondents and to act as the first point of contact.
- Dignity & Respect specialists – to consider training up volunteer staff as advisors for staff. They could give advice and / or to undertake specialist informal interventions. This would not be necessary if b) and c) are put in place.

j) Introduce a staff equivalent of Wellbeing /SU for chatting through options, supporting their wellbeing and enabling staff to be advised and represented. This role is currently provided by the Employee Assistance Programme Counselling & Support team and accredited Trade Union representatives. Both of these groups undertake specialist training before they can take on the role. It is recommended the University considers the possibility of how this support for staff could be strengthened.

6.2.4 Analysis of reports received

k) Develop an analysis of reports of harassment received, identifying staff and student categories, type of harassment and actions taken. This should be submitted for discussion at EDIC and other boards with an accompanying action plan.

7. Inclusivity Training

7.1 Existing Training

A snapshot of inclusivity training was carried out by the taskforce. Many colleagues across the organisation, both staff and student-facing are making great efforts in this space. The Student Union has also created numerous training options linked to equality, diversity and inclusion. In addition, other generic training includes components linked to inclusivity. There are also options available that have been developed externally for example the Santander's anti-racist course as well as numerous courses through Future Learn.

There is therefore a plethora of options available with many colleagues working in a disparate way with limited resources. There is no overarching strategy for development nor is there a central hub to access content. Across the university sector and beyond, little knowledge exists on how to evaluate such training and little evidence of the impact of training. This is not a University of Bath issue, but a sector wide issue.

7.2 Take-up of training and feedback

An analysis of the completion of EDI training for staff including modules linked to race showed low take-up (around 50 per cent or less) for mandated modules.

Where student feedback has been collected, particularly in relation to Be the Change, this feedback has been positive. Student members of the race equality taskforce have appreciated the existence of the training as an acknowledgement of the bias and prejudice they undergo and report that this positions the University as having a strong emphasis on EDI. However, they felt that the courses attract students and staff who already understand and care about EDI issues. They were concerned about how to make this education and training more widespread, particularly for students who have had no prior experience of studying in a diverse community.

Some staff members in the advisory groups appreciated the training, while others particularly academic staff, were concerned that some of the training particularly the anti-bias training was not nuanced enough, or too didactic and outmoded. The Santander training was reported to be far too long, even for staff who were passionate about EDI.

7.3 Recommendations

7.3.1 Needs Analysis and Evaluation

- a) Develop a comprehensive analysis analysing data from our report and support systems, student and staff disciplinary cases and focus groups to develop a comprehensive training needs analysis indicating the knowledge gains and behaviour change we are expecting.
- b) Develop a needs and evidence-based, streamlined, cohesive EDI training offer for staff and student, clearly demarcating mandatory modules and signposting opportunities for further development.
- c) Explore ways in which training can be evaluated.
- d) Revisit in line with the needs analysis the plethora of training offered, making decisions on which ones to withdraw, what to supplement and where key gaps existed.

7.3.2 Staff and Student Take Up

Consider how to increase staff and student take up of training in the following ways:

- e) Understand more clearly why staff and students take up is low and develop appropriate responses. Make the modules meaningful by contextualising learning through structured group conversations and activities. Encourage the senior leadership team to act as role models in this regard.
- f) Consider the value of voluntary versus mandatory training and develop an institutional response to non-compliance in relation to mandatory training.
- g) Consider opportunities for the personalisation of navigation of resources (e.g. dependent on lived experience/position of responsibility/availability/learning journey) and potential scaffolding/support mechanisms for this to ensure learning is maximised, embedded and appropriate to the individual.
- h) Integrate core mandatory training within various touchpoints through the staff and student journey for example during induction or through our work on employability.
- i) Consider a more integrative model of training/learning which could be more attractive to students and staff for example an integrated active learning module linking inclusivity, climate change and sustainability.
- j) Create a central 'hub' which includes all inclusivity training and resources which can be easily accessed via a single point and consider incentives such as a form of certification, LinkedIn endorsement or degree transcript inclusion.

7.3.3 Develop Inclusivity Understanding through means other than training

- l) Consider the development of powerful lived experience content – e.g. 'Living Voice Videos'/'Blue table talk' style resources (Dreamspace Bath as an example), with a clear strategy for use and impact measurement. The power of personal stories could be used to highlight the impact of the 'everyday' and could aid in more powerful cultural change.
- m) Consider the launch of an Inclusive Research hub to draw together insights from research across our institution into relevant areas and consider how these can inform strategy and practice. Develop a mechanism through CLT for joining inclusivity embedded in academic courses together and sharing best practice.
- o) Consider initiatives to promote freedom of religion and protection from religious harassment which is often racialised.
- p) Develop a shared understanding of 'Culture' and what a positive inclusive institutional culture could look like. Explore various high quality, advanced models of cultural change. Exemplify how culture is rooted in powerful social and organisational norms and shared values which may inadvertently be prejudicial; and how changing these can potentially improve performance, as well as wellbeing and belonging for the whole community. Draw on art, music and food to contribute to an inclusive culture.

8. Full List of Recommendations

Enhancing the Recruitment, Experience and Progression of Staff of Colour

3.4.1 Data

Develop further analysis to better understand and identify gaps in our data on the recruitment, experience, development and progression of staff of colour. There is a need for more granular data on recruitment and progression to provide a better evidence base regarding the diversity of applicant pools and success rates of applicants, and how successful applicants then grow within the organisation. We propose a race equality workforce information group with input from the HRMI team, from our Equality and Diversity Officer and the DD&T Business Intelligence Team to look more deeply at the following with reference to the UoB staff population, BANES population and the UK population:

- a) The ethnic diversity of staff recruited through the recruitment and selection process – over time (e.g. those who apply, are longlisted, shortlisted for interview, attend interview, offered the post, accept the post and start post – and comparison with white staff.
- b) The pay, grade and seniority of staff of colour, by job family – compared to white staff.
- c) The progression of staff of colour, by job family – compared to white staff.
- d) The experience and job satisfaction of staff of colour – using data and adding components to existing surveys (e.g. wellbeing and Wellbeing surveys).
- e) Staff leavers by ethnicity and by reason for leaving – to see if there are any differences, despite the low numbers, particularly where intersectional data is used.
- f) Most importantly, we need to disaggregate the BAME classification as there are indication that different group of staff in this category face different types and intensity of discrimination; particularly staff of black African or Caribbean heritage

3.4.2 Staff Recruitment and Selection

The Recruitment and wider HR teams are engaged in the tasks listed below to enhance diversity and inclusion. We recommend that the processes listed below are implemented with an intersectional focus on ethnicity and other protected characteristics.

We recommend that the teams solicit feedback on these new processes and strategies from the Staff of Colour and the Equality and Diversity network, undertake data and review impact to see if these practices are changing the proportion of ethnically diverse applicants, interviewees, appointees, and new joiners and improving their recruitment experience.

- a) **Reviewing and improving recruitment materials**, including using [Textio](#) for recruiting managers to review the language used in adverts and job descriptions from both a gender and race perspective, so that the particular use of language does not attract one group of applicants over another.
- b) **Continue working with the social media team to better communicate our inclusive approach** to potential applicants including producing video and other visual content that can be linked to social media campaigns to showcase both the diversity of our staff and the University's values

of community and inclusion. One of the foci is to ensure that staff of colour are positively represented and visible.

c) **Reviewing where posts are advertised to identify the most inclusive and diverse readerships** including targeting areas beyond the BANES area to attract a more diverse field of candidates, including more applicants of colour.

d) **Embedding principles and strategies to attract more diverse colleagues** including BAME colleagues in the existing **Workforce Planning strategy**, which assesses the number and type of posts that the University will need to recruit based on turnover and its needs into the future; and the **Talent Acquisition Strategy** which uses data on local, national and international labour markets to identify best places to look and best methods to use to attract colleagues to our University.

e) **Applying the findings of the EPSRC funded Inclusion Matters research** - which is looking at the factors and actions that impact on the choices of PhD students and their career path through to academia to attract more staff of colour and enable them to thrive in their first academic posts.

f) **Widely advertise the new visa reimbursement scheme** -that we advertise that in response to the financial costs faced by international staff taking up posts, a new visa reimbursement scheme has been set up to enable new and existing staff to be reimbursed for the cost of their Skilled Worker / Global Talent Visa application fee, Immigration Health Surcharge fee and Indefinite Leave to Remain application fee, where applicable. The University has also changed its relocation offer so that eligible staff who need to relocate their permanent residence to within daily travelling distance of their University of Bath work location to take up a position here from 1 August 2022 will now be reimbursed the equivalent of 7.5% of annual gross salary upon joining.

g) **Review Recruitment & Selection training** – The Recruitment team are reviewing the mandatory recruitment & selection training programme for all recruitment chairs and panel members. The focus of this training is to ensure that recruiting managers understand their own and others' biases and can take steps to stop them impacting on selection decisions by adopting the advised practices and selection tools that the team have developed. Feedback from advisory group members is that some modules need updating and are not well targeted to specific audiences. The recommendation is to undertake a needs analysis of training, and to contract a highly skilled and experienced EDI consultant to make recommendations.

h) **Anonymous shortlisting** – The University has introduced anonymous shortlisting to reduce and remove opportunities for unconscious bias. Initially this was trailed with some pilot departments and vacancies but is now being rolled out as the default for all vacancies. We recommend that this approach is separately reviewed and the lessons identified and applied.

i) **Improved assessment tools & exercises** – An initial set of assessment tools and exercise such as role play and in-tray exercises that assess the most critical skills and abilities that are required for the post being recruited to and do so much more directly and fairly. These are now being used in selection processes to move away from the reliance on interview and

presentations, which do not assess certain skills reliably and can be open to unconscious bias, particularly where they are the only methods of assessment.

k) Consider home grown talent including lecturer apprenticeships to retain high achieving PhD students of colour and provide a supported route to career progression in academia.

3.4.3 Staff Experience

- h) **Surveys and analysis** – Assess the staff of colour experience in a more in-depth manner by including and analysing targeted questions in the staff work and wellbeing survey and following up with focus groups if necessary.
- i) **Encourage Reporting** – encourage staff to report incidents or behaviour at an earlier point, enabling resolution-based methods to be used to change future behaviour.
- j) **Review the response to incidents & reports** – Review how incidents and reports related to race and ethnicity have been responded to, and the impact of those responses. To look at actions, particularly from those in a position of authority (e.g. Heads of Department) which point to a lack of cultural awareness or prejudice through awareness raising and training (including the new #BeTheChange staff module)
- k) **Staff of Colour Network** – Build the Staff of Colour Network through adequate resourcing to enable it to become a source of support and development for its members, contributing to a more inclusive University.
- l) **Develop integrated approaches** to create a culture where diversity including racial diversity is welcomed beyond formal training through research, teaching and public engagement activities.
- m) **Document and learn from grassroots initiatives** relating to equality occurring in Faculties such as the Inclusive Leadership model in Engineering & Design.
- n) **Communications and blogs that cover experience of diversity** – create situations for senior leaders and well-known staff to reflect on what diversity really means to them and the aspects of it that resonate personally for them (through their family, friends, outside of work experiences) through blogs and other university communications.

3.4.4 Staff Progression

3.4.4 (a) Academic staff

Induction and Probation

A number of actions to improve the induction and probation of all new academic staff probationers have taken place. This has included the complete revision of the Bath Course into the Bath Pathway. The programme developers have placed a greater emphasis on diversity and

developing the skills of all probationers to work positively and inclusively together with colleagues and students of all ethnicities, genders, backgrounds.

Progression

Work from 2018 to-date has resulted in clearer progression routes for staff in the E&R job family, with detailed and clear guidance on promotion criteria at all levels. The pre-promotion process has been regularised with the introduction of structured Departmental and Faculty committees, which has made it much more transparent, consistent and fair.

A new Career Progression Portal has been introduced to make applying clearer and easier. All staff are notified of the twice annual promotion rounds and are encouraged to consider applying. Academic departments mentor candidates and support the development of their applications before submission to the central Academic Staff Committee (ASC) for decision. Unsuccessful candidates are supported by their HoD to develop a personal action plan based on feedback from ASC to improve their case.

We recommend:

- **A review of the improvements** made to the Induction, Probation, Appraisal, Development and Promotion of Academic Staff to determine whether this has impacted on outcomes for staff of colour; and if there are further improvements that could benefit staff of colour in particular.
- **The creation of a support group** for academic probationers of colour as a sub-group of the Staff of Colour Network, so that staff have a safe space to talk about the issues that they are experiencing and a route to escalate actions that could be taken to resolve concerns, issues and problems experienced.
- **Support for teaching** – the development of an institutional response to research findings and reports pertaining to student bias against women, lecturers of colour and lecturers with non-standard English accents in teaching evaluations.
- **Support for research** – the design and implementation of a consultation to understand barriers for underrepresented groups in the University of Bath including researchers of colour in externally funded research opportunities and the development of an action plan in response to the findings.
- **Reverse-mentoring and other initiatives** – to put in place or at least pilot introducing reverse mentoring and experience-giving interventions for senior academic staff such as Heads of Department and / or Principal Investigators with input from E&R staff of colour so that those in positions of power better understand how racism and micro-aggressions can occur and its impact on the experience and progression of staff of colour, so they can take action to prevent it occurring.

3.4.4 (b) Professional Services Staff

We recommend establishing a career progression framework for professional services staff with specific support mechanisms for staff with protected characteristics including staff of colour, providing a safe space to talk about the issues that they are experiencing and a joint group through which they can access specific input from HR and other central staff to inform and support them; and give them knowledge and access to resources and initiatives. Under the staff of colour network, create two separate support groups for:

- a) professional service probationers of colour
- b) professional service staff of colour who are seeking promotion and development

3.4.4 (c) Female staff of Colour

We recommend that the University:

- d) Continues and commits financially to the Aurora and Elevate leadership programmes, which returns significant personal development and a release of talent, as well as organisational impact including through the involvement of stakeholder networks in partner universities.
- e) Builds on and embed the learning from these programmes within our Institution
- f) Allows for a small allocation in workload to allow for the time to commit to the programme and to dedicate time for development.

3.4.4 (d) Technicians

We recommend that the University reviews the changes that were put in place under the Technician's Commitment on progression routes, greater opportunities for apprenticeships and career development to identify changes that need to be instituted to give further support to technician staff of colour.

3.4.5 Support and Development

We recommend the following actions:

- Review the make-up of the current network of coaches within the Coaching Academy and take actions to make it more diverse by ethnicity and other protected characteristics to allow staff of colour to be coached by an appropriate coach where this is identified as being helpful.
- Develop EDI leads and structures across faculties and professional services to surface issues, offer support and co-construct solutions with institutional leaders.
- Review the oversight of the identification and training of mentors along with a review of the make-up of the group so that it is a diverse group on race / ethnicity and other protected characteristics.
- Consider applying reverse mentoring for senior leadership team members on anti-racism and other key diversity issues to widen their understanding and experience to be able to deal with the issues that arise.
Review current diversity leadership and staff training and consider ways in which this could be strengthened.

Enhancing Recruitment, Experience and Progression of Students of Colour

4.5 Recommendations

4.5.1 Undergraduate Access

a) It is difficult to establish to what extent the lower admission of applicants of colour, particularly black applicants are a consequence of recruitment biases. It would nevertheless be useful to review existing unconscious bias training provided by the University to staff. When it was introduced the training at Bath was considered as being highly relevant, but there have been significant developments in recent years that go beyond what we currently have on offer. If there is appetite to develop new training and tools to support staff, the Undergraduate Admissions team has reported they would be keen to be involved to trial innovations.

Our analysis has also shown that Black students appear less likely to receive an offer primarily because they present with weaker application profiles. The specifics of these weaknesses varies between courses (be it prior attainment or predictions, poor subject choice or qualifications which typically present with weaker profiles).

As such, lowering requirements would seem the most direct way to reduce barriers to black students joining the University. Analysis in 2018 suggested that there would need to be a significant drop in entry grades (at least 3 grades from the standard offer) to make a substantial difference on intake. In this context, allowing applicants to enter with 3 grades lower would be undermining the University's commitment to ensure students are suitably prepared at entry for the degrees they undertake, and may ultimately be counterproductive, particularly in the absence of a strong support infrastructure. A smaller reduction in offers of one or two grades should be considered for disadvantaged groups (we know students of colour are disproportionally represented in the lower socioeconomic groups) to give students the confidence to apply to Bath.

b) Further improve clarity of offers and accepted grades by adding ranges of grades that students entering the University achieved. This range could be published alongside the standard offer grades, giving students the understanding of what they will need to achieve in their level 3 courses.

c) Continue to increase the number of students of colour engaging with outreach activities including continuing to deliver Target Bath in partnership with Rare.

4.5.2 Post-Graduate Teaching and Post-Graduate Research Student access

a) Develop further analysis to better understand and identify gaps in our data on the recruitment and selection of postgraduate students of colour. There is a need for more granular data on the marketing, recruitment and selection of postgraduate students to provide a better evidence base regarding the diversity of applicant pools and success rates of applicants.

b) Consider a graduate scheme to nurture our own high performing undergraduate students of colour and attract them to continue their postgraduate studies at Bath.

4.5.3 Student Experience

a) Request the University and individual academic departments to assess the outcomes of the NSS, PRES and PTES specifically in relation to students of colour and other under-represented groups and develop departmental and institutional responses to issues arising.

b) Students note that the scarcity of staff of colour in the University leave them with few role models. We recommend that the University sign up to organisations such as BBSTEM, which campaigns for balance and representation of black individuals in science, technology, engineering and maths and offers mentorships.

c) Tackle issues around discrimination by students by expecting all students to sign up to the Be the Change Module and learning how to be an ally, as well as other cultural interventions.

d) Develop clearer and accessible signposting for academic and professional services staff on how to support their students of colour.

e) We recommend greater diversity in cultural provision in Bath. Make good on the promise of a multi-use space to be created in the SU where specialists for different hair types could be invited to provide hairdressing facilities to the Bath community.

f) While students appreciate the cultural events for Black History month, there is a strong feeling that this should not happen in one month per year but be integrated throughout the year. Fresher's week was highlighted as important for greater cultural inclusivity. The SU could organise a focus group/ forum topics to discuss how to support student networks of colour and integrate greater cultural diversity through the year in large student union events.

g) Improve multifaith provision considering in addition an interfaith forum

h) Consider student networks linking to equity including for students of colour in each faculty for undergraduate, postgraduate taught, and for postgraduate research students linked to the doctoral college. Transfer learning from the Black Engineering Postgraduate Network in the Faculty of Architecture and Design and the diversity work within SAMBA in the Department of Mathematics to other departments.

i) There was a lack of awareness of organisations working in the city on issues related to students of colour. Map existing local organisations and investigate establishing closer links with the University.

j) Create a sub-group to the student experience board to work on diversity issues including for students of colour to improve the experience of all students.

k) Historically the diversity of our students was not represented widely across University media apart from through widening participation activities. Student members of the taskforce noted that there was positive change and that it was important to mainstream the representation of students of colour and avoid tokenism. It was felt that the University needs to be sensitive to wider events such as 'Black Out Tuesday' where there was no university response and there should be a greater of diversity of students present in events such as Open Days.

4.5.4 Student Progression

a) Consider course curriculum to ensure that there is voice/content from ethnically diverse sources.

b) It was not possible to undertake detailed work on improving student outcomes and closing the degree awarding gap in undergraduate study. It is noted that there is a committee working on the degree awarding gap and it is recommended that departments review degree awarding data including in relation to ethnicity and put action plans in place.

c) It is recommended that work is undertaken to analyse the progression of postgraduate research and postgraduate taught students including an assessment of patterns in relation to students of colour.

Decolonising the Curriculum

5.3 . Recommendations

5.3.1 Clarify shared understanding, aims and ambitions

a) At a basic level, there is a need to clarify the University's collective understanding and use of concepts such as 'inclusive' and 'decolonisation', their relationship to each other, what is meant

by this in relation to the curriculum, and what ends they work towards. Consultation showed the dangers of simply conflating the two. It is important that this a shared understanding that recognises, builds on, and preserves the diversity of perspectives across the University.

b) The workstream is of the view that use of the term 'decolonising' should continue, to maintain the focus on race equality, perhaps as part of a wider inclusive curriculum agenda. As in comments above, consultation demonstrated concerns that 'decolonisation' could be subsumed into other discourses (such as 'inclusive', or even 'race'). For many, decolonising was seen as a distinct endeavour and needs to keep its name/power to define its terms and grounds. A further idea that emerged from outside the work stream was to use the term global curriculum in an alternative sense to describe a curriculum that is truly global and not simply euro-centric.

c) It is clear that students and staff are at different stages of understanding and engagement, and each discipline presents different challenges and opportunities regarding decolonisation. It is not just a matter of 'adding content' to the curriculum, but more widely about equipping our students with the knowledge, skills and attributes to navigate their disciplines effectively now and in the future. This requires us to consider also how we design inclusive assessments but also how we assess inclusive knowledge, skills and attitudes.

d) There is currently a high level of grass-roots activity and it is important to enable this innovative activity to flourish, rather than to strait-jacket it by over-prescription and target setting. We also recognise that an approach of 'one size fits all' will not work and that disciplines and departments will have different approaches to addressing this issue.

e) Further consultation will help to establish consensus on the use of language that recognises the breadth of perspectives and approaches that are already being employed by different individuals and groups.

f) Further consultation should also identify gaps in knowledge and understanding that can be addressed through training and sharing good practice as well as inviting thought-leaders with expertise in this area.

5.3.2 Appropriate success criteria and means to measure progress should be identified

a) **The workstream felt strongly** that decolonising activity should be aimed at achieving meaningful change and avoid becoming a 'tick-box' or tokenistic exercise. This requires acknowledgement that this is not finite work, but ongoing and therefore must be visible and continually responsive.

Key questions to address here include:

- Can we identify evidence-based pedagogical approaches that bring meaningful change amongst the existing initiatives at Bath?
- How do we obtain student experience feedback relating to inclusive /decolonisation of the curriculum?
- What targets/measures can we use to identify change/evaluate success? Should the measures reflect only visibility and representation, including celebrations of events/festivals of minority groups? Or should individuals be able to recognize the

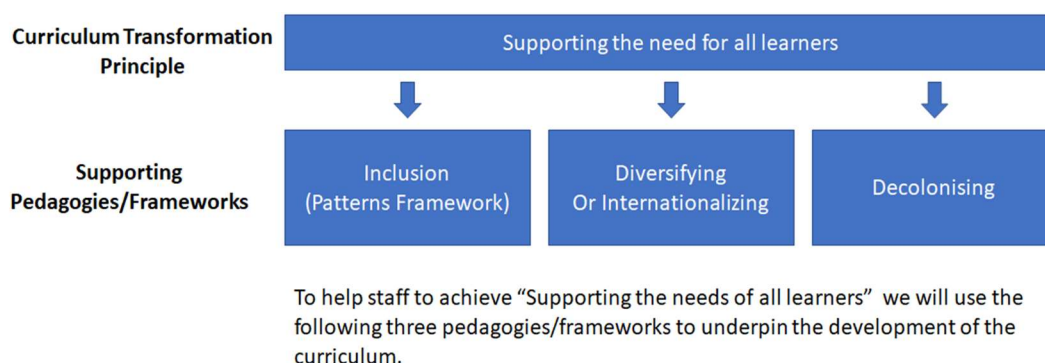
importance of diverse voices and the impact of that within a discipline? It is important to embed decolonising the curriculum in wider strategic aims and processes.

b) Undertake a more extensive mapping exercise

Undertake a more extensive mapping exercise to identify how decolonisation can be embedded or supported by other strategies (EDI; Education; Access and Participation Plan; Student Experience/Engagement; Race Equality) or internal processes (annual monitoring; course approvals etc.), and to highlight the specific contribution that decolonisation will make to these wider aims and objectives.

Continue to utilise existing approaches to learning and teaching enhancement to support the role and purpose of 'decolonisation' as a specific strand of activity. For instance, the CLT has begun to incorporate decolonisation in relation to the University's Curriculum Transformation principle of 'Supporting the need of learners', and alongside other related streams of work:

Figure 2



c) Promote coordinated sharing of expertise and good practice

Consider how we will support coordinated sharing of expertise and good practice to develop knowledge, understanding and practical application, building on existing widespread expertise and activity, for example through featured events, training development, and ongoing communications support. There are several other groups with related interests where enhanced links and networks will contribute to shared support. Where there are 'gaps' in our collective expertise (e.g. History) it will be helpful to develop wider networks and links, for example with other institutions.

d) Provide direct support and resource to enable change

Direct resource for decolonising of the curriculum should be sought from the University, drawing on evidenced good practice examples used at other institutions. This should include consideration of students-as-partners approaches which employ student curriculum developers to work with staff to think about and embed this work in the curriculum, as well as support the large-scale student engagement work needed to collect student feedback about changes made to the curriculum.

Preliminary work might include:

- Consulting on key definitions and shared language around an inclusive curriculum with 'decolonisation', as a sub-set, as well as appropriate success criteria and measurement approaches related to shared aims (see 3.1 and 3.2 above);
- Undertaking a mapping exercise (see 3.3 above);
- Considering good practice examples and resourcing needs for relevant supporting activity to bring about change (e.g. specialist academic developers; Students-as-Partners programme; CLT workshops). Are student-led initiatives the best way to achieve change? Where is there evidence based best practice in this area? At Bath? Nationally? Internationally? Is it all discipline specific? (see 3.4 and 3.5 above);
- Identify longer-term opportunities to embed an inclusive/ decolonising of the curriculum in 'business as usual' approaches e.g. liaising with Online Unit Evaluation review working group to consider how future approaches to unit evaluation might capture feedback to support/measure decolonising activity; liaising with CT Project Team on future approaches to curriculum development and how decolonising might be embedded in design and approvals processes.

Reporting Racism and Gaining Support

6.2.1 The Report and Support Tool

Communication

a) Promote the use of the Report and Support Tool through clear and concise process summary and communications as a tool for reporting all forms of harassment. Communicate through central student and staff inductions and through local, departmental induction and through central and local communications throughout the year.

b) Be clear with students and staff that they would be no repercussions for them where they have honestly made a report, and where they should seek help/advice if they feel that there are repercussions. Provide guidance to those whom reports are made against (particularly staff) about interactions with a student making a complaint against them.

c) Tackle staff members lack of trust in using mechanisms for reporting and dealing with harassment by assuring confidentiality and highlighting anonymised case studies of change. Respond to the anxiety that the location of reporting mechanisms in HR makes staff reporting racism vulnerable to their HoD and other senior figures in the University.

d) Communicate that the support element can be accessed without a report being made. Support should include advice and wellbeing support, but also practical arrangements such as flexibility regarding submission of academic work and residence arrangements.

e) Outline the opportunities for informal interventions more clearly. Encourage early reporting when issues can be resolved more readily and effectively through good quality informal interventions.

f) Communicate more clearly what happens next when a report is received perhaps via a video. Publish case studies of cases of racism previously handled. If possible, include anonymised reviews from reportees to say how they felt about the outcome and how they felt supported through the process.

g) Consider preventative actions to prevent behaviour continuing and / or escalating while formal investigations are ongoing.

6.2.2 Training

g) Provide appropriate training for those involved in the process including specialist services, investigators, HR staff, committee members and publicise that this training has taken place.

h) Include training on handling disclosures for all student facing staff and provide opportunities for this to be practised

6.2.3 Resourcing

i) Increase resources to better support formal investigations and the reporting parties (both staff and student) and respondents going through these processes. This could include:

- Investigator roles for investigating staff-student cases. It is proposed that there is investment in new Investigator posts to take on the investigative role currently undertaken by academic staff in the Investigative Panel in staff-student cases. This would enable quicker investigations as investigation will be the Investigator's core role and they will have a greater level of training, experience and expertise.
- Complaint / Report Liaison Officers – we propose a new role of Complaint / Report Liaison Officers to manage the triaging of reporting parties and respondents and to act as the first point of contact.
- Dignity & Respect specialists – to consider training up volunteer staff as advisors for staff. They could give advice and / or to undertake specialist informal interventions. This would not be necessary if b) and c) are put in place.

j) Introduce a staff equivalent of Wellbeing /SU for chatting through options, supporting their wellbeing and enabling staff to be advised and represented. This role is currently provided by the Employee Assistance Programme Counselling & Support team and accredited Trade Union representatives. Both of these groups undertake specialist training before they can take on the role. It is recommended the University considers the possibility of how this support for staff could be strengthened.

6.2.4 Analysis of reports received

k) Develop an analysis of reports of harassment received, identifying staff and student categories, type of harassment and actions taken. This should be submitted for discussion at EDIC and other boards with an accompanying action plan.

6.3.3 Develop Inclusivity Understanding through means other than training

- l) Consider the development of powerful lived experience content – e.g. ‘Living Voice Videos’/‘Blue table talk’ style resources (Dreamspace Bath as an example), with a clear strategy for use and impact measurement. The power of personal stories could be used to highlight the impact of the ‘everyday’ and could aid in more powerful cultural change.
- m) Consider the launch of an Inclusive Research hub to draw together insights from research across our institution into relevant areas and consider how these can inform strategy and practice.
- n) Several academic courses have inclusivity content embedded within them. Develop a mechanism through CLT for joining this work together and sharing best practice.
- n) Consider learning from the value placed on EDI related activities and development through the Gold Objectives Framework, with self-development opportunities signposted (e.g. volunteering) as opposed to formal training for all
- o) Consider initiatives to promote freedom of religion and protection from religious harassment which is often racialised.
- p) Culture’ is often a term that is used with insufficient clarity in relation to what it is defining, what changes are required, and what the changes are expected to deliver. We recommend that we explore various high quality, advanced models of cultural change. We also recommend that we exemplify how culture is rooted in powerful social and organisational norms and shared values which may inadvertently be prejudicial; and how changing these can potentially improve performance, as well as wellbeing and belonging for the whole community