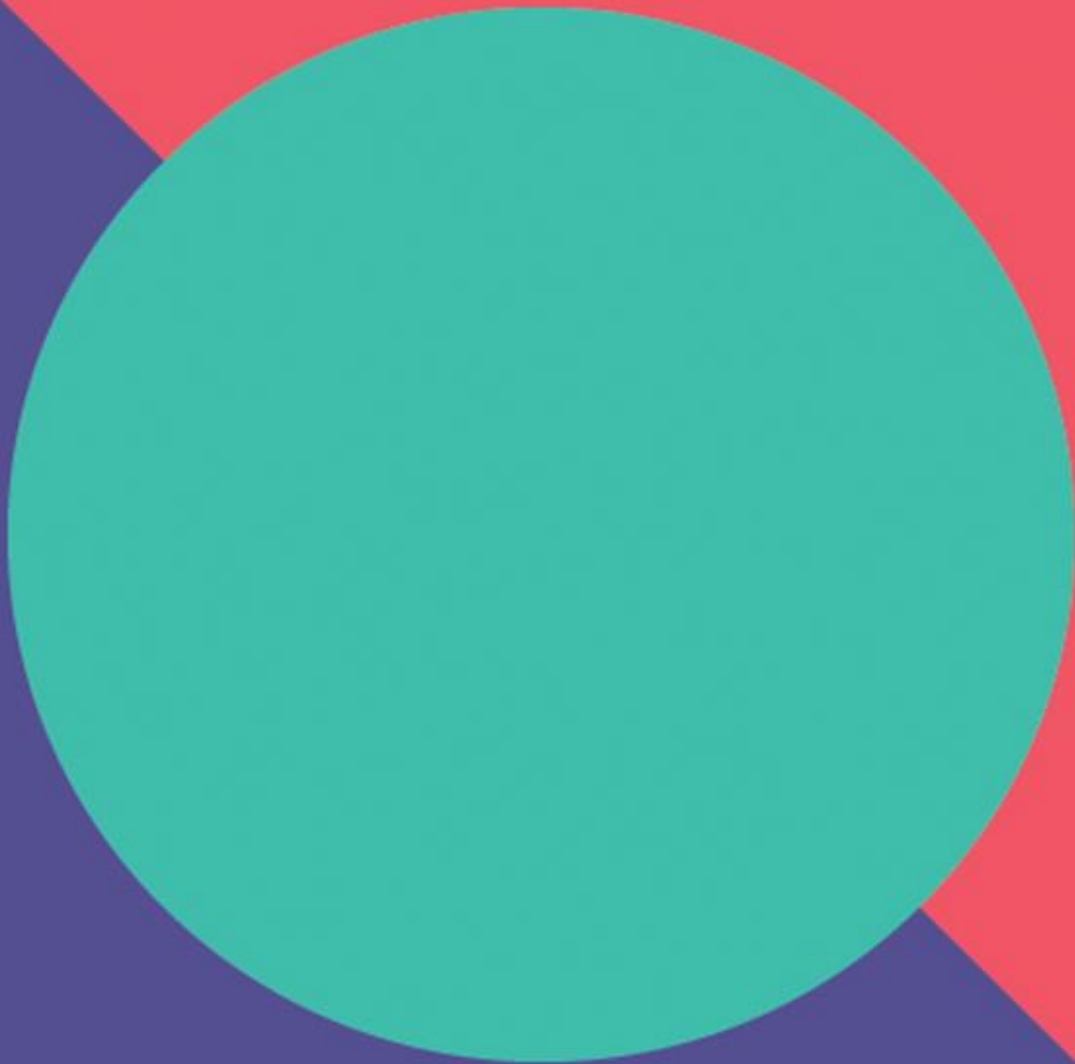




Race Equality Charter application



Contents

	Helpful Information	Page 4
1	Letter of endorsement from Vice Chancellor	Page 12
	Letters of support from Chief Operating Officer and Pro Vice Chancellors	Page 15
2	The self-assessment process	Page 19
	REC Survey Charts	Page 29
3	Institution and local context	Page 35
4	Staff profile	Page 41
5	Academic staff: recruitment, progression and development	Page 58
6	Professional and support staff: recruitment, progression and development	Page 69
7	Student pipeline	Page 74
8	Teaching and learning	Page 92
9	Any other information	Page 99
10	Action plan	Page 101

Name of institution: York St John University

Level of award application: Bronze

Main contact for the application and contact details:

(1) **Marije Davidson**

m.davidson@yorks.ac.uk, [mobile number redacted]

Alternative contact:

(2) **Name redacted**

Before completing this form, please refer to the Race Equality Charter handbook which has additional advice and information.

A total of **13,537** words have been used in this application. Word counts are included at the end of Section.

Helpful Information

Unless otherwise stated, YSJ data are taken from internal databases, and all counts are 'headcount'.

S. Ave is taken from Advance HE statistical reports 2021 (UK), the count is full person equivalent. The statistical reports do not provide ethnicity data for non-UK domiciled students.

Data Glossary	Page 4
How to read the tables	Page 4
List of abbreviations	Page 5
List of tables	Page 7
List of figures	Page 11

Table 1.1 Data Glossary

Term	Description
Casual Academics (table 4.a.3)	Visiting lecturers and part-time hourly paid lecturers
Grievances (table 4.c.1)	Concerns, problems or complaints raised by employees in the course of their employment
Disciplinary (table 4.c.1)	Provides a mechanism for maintaining standards of behaviour and conduct expected of employees. It ensures those standards are maintained fairly, sensitively, objectively and consistently.
Info Ref (REC tables)	Information refused
Other Academic Area (table 5.a.5a & 5.a.5b)	PVCs, Teaching & Learning Enhancement team, academics not allocated to a School

How to read the tables

Percentages

The arrows indicate how percentages should be read.

↓ %: percentages should be read **vertically**; e.g., within an ethnicity, the percentage of students with each religion (or no religion]

→ %: percentages should be read horizontally; e.g., within a (non-)religious group, the percentage of students with each ethnicity

	BAME			White		
	No.	↓%	→%	No.	↓%	→%
No religion	155	34.20%	3.80%	3,962	64.10%	96.20%
Buddhist	11	2.40%	45.80%	13	0.20%	54.20%

Table 1.2 List of Abbreviations

Abbreviation	Description
AAP	Access, Attainment and Progression
AAR	All About Respect
AB	Academic Board
AcadS	Academic Staff
AHE	Advance HE
AH	Associate-Head
AP	Associate Professor
APP	Access and Participation Plan
AR	Academic Registrar
Arts	School of the Arts
AS	Athena SWAN
AS-SAT	Athena Swan Self-Assessment Team
BAME	Black, Asian and minority ethnic
BME	Black and Minority Ethnic
BoG	Board of Governors
CoAC	Chair(s) of Academic Committee(s)
Con	Continued (Table 7.c.1)
COO	Chief Operating Officer
CPD	Continued Professional Development
CRG	Community Research Grants
DAW	Dignity at Work
DMSRA	Director of Marketing, Student Recruitment and Admissions
DNC	Did not continue (Table 7.c.1)
DoGAC	Director of Governance, Assurance and Compliance
DoHR	Director of Human Resources
DoISJ	Director of Institute of Social Justice
DoSP	Director of Strategy and Planning
DREN	Decolonisation and Race Equality Network
DSL	Director of Student Life
EB	Executive Board
EC	Education Committee
EDA	Equality and Diversity Adviser
EDI	Equality, Diversity and Inclusion
EIA	Equality impact assessment
ELP	School of Education, Language & Psychology
F	Female
FC	Foundation Committee
FTE	Full-Time Equivalent
GA	Graduate Attribute(s)
GPG	Gender Pay Gap
GTA	Graduate Teaching Assistant

Abbreviation	Description
HE	Higher Education
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HoBIA	Head of Business Insight and Analysis
HoCMR	Head of Communications and Media Relations
HoCRS	Head of Campus and Residential Services
HoHR	Head of Human Resources
HoLOD	Head of Learning and Organisational Development
HoTLE	Head of Teaching and Learning Enhancement
HoPGR	Head of Postgraduate Research
HoRO	Head of Research Office
HoS	Head(s) of School
HoSAWS	Head of Student Access, Wellbeing and Support
HoSGE	Head of Student and Graduate Employability
HR	Human Resources
HROD	Human Resources and Organisational Development
HROD:SL	Human Resources and Organisational Development: Systems Lead
Hum	School of Humanities
KPIs	Key Performance Indicators
LGBTQ+	Lesbian, Gay, Bi, Trans, Queer or Questioning, plus all gender identities and sexual orientations not specifically covered by the previous five initials (except straight/cisgender)
L&T	Learning & Teaching
LOD	Learning and Organisational Development
M	Male
MFL	Modern Foreign Language(s)
NYP	North Yorkshire Police
PAEP	Progress and Award Examination Panel
PC	People Committee
PDR	Performance and Development Review
PG	Postgraduate(s)
PGR	Postgraduate Research(er)
PGT	Postgraduate Taught
PM:AAP	Programme Manager: Access, Attainment and Progression
pp.	Percentage points
PRE	Programme Review and Enhancement
PSF	Professional Standards Framework
PSS	Professional and Support Staff
PVC	Pro Vice Chancellor
PVC:GSL	Pro Vice Chancellor: Governance & Student Life
PVC:LT	Pro Vice Chancellor: Learning & Teaching
PVC:RKT	Pro Vice Chancellor: Research & Knowledge Transfer

Abbreviation	Description
R+S	Report and Support
REC	Race Equality Charter
REF	Research Excellence Framework
RET	Race Equality Taskforce
RIPPLE	Research into Professional Practice in Learning and Education
RL	Resourcing Lead(s)
SALT	School Academic Leadership Team(s)
SAT	Self-Assessment Team
S. Ave	Sector Average
SCI	Student Casework Investigator
SRKTL	School Research & Knowledge Transfer Leads
SRWP	Student Recruitment and Widening Participation
STH	School of Science, Technology & Health
SLT	Strategic Leadership Team
SL	Senior Lecturer
SRR	Significant Responsibility for Research
SU	Students' Union
SUPoE	Students' Union President of Education
T&LET	Teaching & Learning Enhancement Team
QSC	Quality and Standards Committee
UG	Undergraduate(s)
UoY	University of York
VC	Vice Chancellor
VCCOM	Vice Chancellor's Communications and Office Manager
WP	Widening Participation
YBS	York Business School
Y&H	Yorkshire and the Humber
YSJ	York St John University
YSJ-B	York St John University Benchmark

Table 1.3 List of Tables

Table	Table titles	Page
Helpful information		
1.1	Data Glossary	4
1.2	List of Abbreviations	5
1.3	List of Tables	7
1.4	List of Figures	11
Section 2. The self-assessment process		
2.a.1	SAT staff demographic breakdown by ethnicity (basic), nationality, gender and grade	20
2.a.2	SAT members and personal profile	20
2.b.1	SAT activities 29.9.20-13.7.22	23

Table	Table titles	Page
2.c.1	Demographic profile of respondents to REC surveys 2021	25
2.c.2	Emails providing updates on REC work from 25.1.21 to 21.3.21	25
2.c.2a	Key themes arising from REC surveys, interviews and focus groups and townhalls, with commentary and priorities	27
2.c.3	REC Staff Survey 2021 Question Key	29
2.c.4	REC Student Survey 2021 Question Key	32
Section 3. Institution and local context		
3.a.2a	Demographics of YSJ staff (1.11.21) and students (2020/1) by ethnicity	36
3.a.2b	Demographics of YSJ London staff (1.11.21) and students (2020/1)	36
3.a.3a	YSJ students in 2020/1 by religion and ethnicity (basic)	37
3.a.3b	YSJ PGT students on London and York Campus in 2020/1 by religion	38
3.b.1	Census 2011 Ethnicity in York, Yorkshire and the Humber (Y&H), and England and Wales (E&W)	39
Section 4. Staff profile		
4.1	YSJ academic and PSS by ethnicity (basic) at 1 November 2021	41
4.2.a	Percentage representation of BAME academic staff at Yorkshire Universities from 2016/7 to 2020/1 showing change over 5 years, and difference with city census	41
4.2.b	Percentage representation of BAME professional and support staff at Yorkshire Universities from 2016/7 to 2020/1 showing change over 5 years, and difference with city census	42
4.a.1	YSJ Academic Staff from 1.11.19 to 1.11.21 by ethnicity	42
4.a.2	YSJ Academic staff 1.11.19 - 1.11.21 by nationality and ethnicity (basic)	43
4.a.3	YSJ Casual Academics 1.11.19 - 1.11.21 by ethnicity (basic) – not included in Table 4.a.1	43
4.a.4	Academic staff at School level 1.11.19 - 1.11.21 by ethnicity (basic)	44
4.a.5	Academic staff 1.11.19 - 1.11.21 by salary grade and ethnicity (basic)	45
4.a.6a	Academic staff 1.11.19 - 1.11.21 by contract type and ethnicity (basic)	46
4.a.6b	Academic staff in London as at 1.11.21 by contract type and ethnicity (basic)	46
4.a.7	Academic staff 1.11.19 - 1.11.21 on a full-time or part-time contract by ethnicity (basic)	47
4.a.8	Percentage of academic leavers compared against workforce by ethnicity from 1.8.18 to 31.7.21 by ethnicity (basic)	47
4.b.1	YSJ PSS 1.11.19 - 1.11.21 by ethnicity	48
4.b.2	YSJ PSS 1.11.19 - 1.11.21 by nationality and ethnicity (basic)	48
4.b.2a	PSS 1.11.19 - 1.11.21 at YSJ and Sector average by nationality and ethnicity (basic)	49
4.b.3	YSJ Casual PSS 1.11.19 - 1.11.21 by ethnicity (basic) – not included in Table 4.b.1	49
4.b.4	PSS by Executive Area 1.11.19 - 1.11.21 by ethnicity (basic)	50
4.b.5	YSJ PSS 1.11.19 - 1.11.21 by grade and ethnicity (basic)	51
4.b.6	Professional and Support Staff 1.11.19 - 1.11.21 on a fixed-term or permanent contract by ethnicity (basic)	51
4.b.7	PSS 1.11.19 - 1.11.21 on a full-time or part-time contract by ethnicity (basic)	52

Table	Table titles	Page
4.b.8	Percentage of PSS leavers by ethnicity from 1.8.18 to 31.7.21 by ethnicity (basic)	52
4.c.1	Grievance and disciplinary processes from 2018/9 to 2020/1 by ethnicity (basic)	53
4.c.2	REC Staff Survey: racial discrimination on campus and reporting race-related incidents	53
4.d.1	Membership of BoG and its Committees for 2020/1 and 2021/2	54
4.d.2	Membership of EB, AB and its Committees for the year 2020/1	55
4.d.3	Membership of SALT for the year 2020/1	56
4.e.1	Ethnicity Pay Gap figures in 2017, 2019 and 2021	56
4.e.2	Ethnicity Pay Gap figures in 2021, split by London and York	57
Section 5. Academic staff		
5.a.1	Academic staff: All Applications, interviews and appointments from 2018/9 to 2020/1 presented by ethnicity (basic)	58
5.a.2a	Academic staff: UK Applications, interviews and appointments from 2018/9 to 2020/1 presented by ethnicity (basic)	58
5.a.2b	Non-UK Applications, interviews and appointments from 2018/9 to 2020/1 presented by ethnicity (basic)	59
5.a.3	Staff participating in unconscious bias in recruitment workshops 2017/8-2019/0	59
5.a.4	REC Staff Survey: recruitment and selection	60
5.a.5a	School-level Applications, interviews and appointments academic staff from 2018/9 to 2020/1 (amalgamated), presented by ethnicity (basic)	61
5.a.5b	Conversion rate from applications to appointments academic staff at School level from 1.8.18 to 31.7.21 (amalgamated) presented by ethnicity (basic)	61
5.b.1	REC Staff Survey: career development	63
5.b.2a	Diversifying Leadership programme from 2017/8 to 2021/2	64
5.b.2b	Diversifying Leadership programme from 2017/8 to 2021/2 by ethnicity and nationality	64
5.c.2	REC Staff Survey: appraisal	65
5.d.1	Application and promotions success rates by ethnicity (basic) 2018/9 and 2020/1 (no promotions in 2019/0)	66
5.d.2	REC Staff Survey: promotion	66
5.e.1	Academic staff entered to REF2014 and REF2021	67
5.f.1	All academics and Early Career Researchers by ethnicity at 7.6.22	68
5.g.1	REC Staff Survey: Work-related opportunities	68
Section 6. Professional and support staff		
6.a.1	Applications, interviews and appointments from 2018/9 to 2020/1 presented by ethnicity (basic)	69
6.a.2a	Applications, interviews and appointments at grade level from 1.8.18 to 31.7.21 (amalgamated) presented by ethnicity (basic)	70
6.a.2b	Conversion rate from applications to appointments at grade level from 1.8.18 to 31.7.21 (amalgamated) presented by ethnicity (basic)	71
6.d.1	Re-grades, promotions, grade progressions, new posts (internal vacancy promotions) and secondment opportunities for professional support service staff for the academic years 2018/9 – 2020/1	72

Table	Table titles	Page
6.d.2	REC Staff Survey: grade progression	73
Section 7. Student pipeline		
7.a.1	Proportion of First Degree UG applicants receiving an offer during the admissions cycles from 2018/9 to 2020/1 by ethnicity	74
7.a.2	Contextual points grouping as a percentage of the ethnic group 2019 and 2020	76
7.a.3	REC Student Survey: likelihood of recommendation to prospective students	76
7.a.4	UCAS Clearing and Main Cycle 2019 and 2020, by ethnicity (detailed)	76
7.b.1a	YSJ UG students 2018/9 to 2020/1 by domicile and ethnicity (basic)	77
7.b.1b	YSJ UG students 2018/9 to 2020/1 by domicile and 'BAME' detailed	77
7.b.2	YSJ UG students 2018/9 to 2020/1 by sex and ethnicity (basic)	78
7.b.3	YSJ UG student catchment area from 2018/9 to 2020/1 by region and ethnicity (basic) - sorted by largest to smallest intake in 2020/1	79
7.b.4	Students on foundation course at School level 2019/0 to 2020/1 by ethnicity (basic)	80
7.b.5a	UG UK students at School level 2018/9 to 2020/1 by ethnicity (basic)	80
7.b.5b	UG non-UK students at School level 2018/9 to 2020/1 by ethnicity (basic)	81
7.c.1	YSJ UG FT students continuation rates from year one to next 2018/9 – 2020/1 by ethnicity and nationality	82
7.d.1	YSJ UK domiciled UG students 2018/9 to 2020/1 receiving a “good” degree 2018/9 to 2020/1	84
7.e.1a	YSJ PGT students 2018/9 to 2020/1 by domicile and ethnicity (basic)	85
7.e.1b	YSJ PGT students 2018/9 to 2020/1 by domicile and 'BAME' detailed	85
7.e.2	PGT students at School level 2018/9 to 2020/1 by nationality and ethnicity (basic)	86
7.e.3a	YSJ PGR students 2018/9 to 2020/1 by domicile and ethnicity (basic)	87
7.e.3b	YSJ PGR students 2018/9 to 2020/1 by domicile and 'BAME' detailed	87
7.e.4	PGR students at School level 2018/9 to 2020/1 by ethnicity (basic)	87
7.f.1	YSJ Graduate Outcomes (experimental data) 2017/8 to 2019/20 by ethnicity (basic)	89
7.f.2	Learning Gain: experience and activities by ethnicity (basic)	90
7.f.3	YSJ Career Readiness Survey responses by ethnicity (basic)	90
7.f.4	REC Student Survey: employability	91
Section 8. Teaching and Learning		
8.a.1	REC Student Survey: assessment	95
8.b.1	REC Student Survey: academic support	95
8.c.1	HEA Fellowship awards	96
8.c.2	REC Student Survey: learning, teaching and academic confidence	97
Section 9. Any other information		
9.1	Report+Support reports 14.6.19 to 14.6.22	99
9.2	Student Casework reports 2019/20 to 2021/22 (amalgamated)	99
9.3	REC Student Survey: racial discrimination on campus and reporting race-related incidents	99

Table 1.4 List of Figures

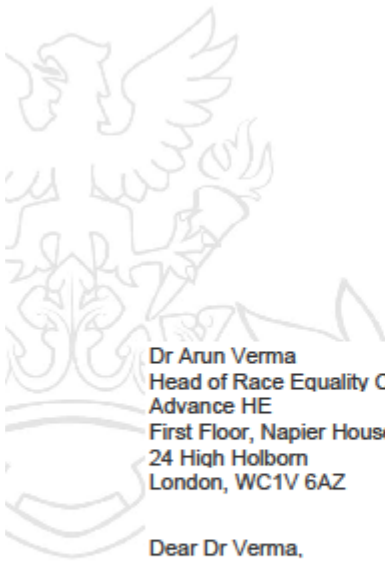
Figure	Figure titles	Page
2.1	SAT connections within wider University	24
2.2	REC Staff Survey 2021 – Quantitative Results – All	30
2.3	REC Staff Survey 2021 – Quantitative Results – Ethnicity	31
2.4	REC Student Survey 2021 – Quantitative Results - All	33
2.5	Student Survey 2021 – Quantitative Results – Ethnicity	34
3.1	YSJ campuses	35
3.2	YSJ Organisation chart	36
4.1	YSJ Committee Structure: Board of Governors and committees; Academic Board and committees; Executive Board and reporting groups	54
5.1	Teams responsible for training at YSJ and their offer	62
8.1	UG full time NSS split metric data aggregated 2017-2021, provided by the Office for Students for TEF showing positive areas (indicated in blue) and negative areas (grey) compared with benchmark	95

1. Letter of endorsement from Vice Chancellor

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

The letter should include:

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



Est.
1841

YORK
ST JOHN
UNIVERSITY

York St John University
Lord Mayor's Walk
York YO31 7EX
+44(0)1904 876 600
vc@yorksja.ac.uk
www.yorksja.ac.uk

Dr Arun Verma
Head of Race Equality Charter
Advance HE
First Floor, Napier House,
24 High Holborn
London, WC1V 6AZ

Dear Dr Verma,

On behalf of York St John University (YSJ), I wish to pledge my commitment to the principles of the Race Equality Charter (REC). I appreciate that this submission is not an end point, our stretching targets and actions, detailed in this submission, commit us to continued and unrelenting work in this area. This work has my full support and is core to the successful delivery of our strategy.

YSJ is underpinned by our mission to advance social justice and achieve educational outcomes for the benefit of all. We have been delivering against this mission since 1841, helping to drive social mobility across the region and nation. Over 60% of our student population come from groups who are represented in Higher Education and much work has been undertaken to support gender equality across our community. We recognise that a commitment to social justice must also put a commitment to anti racism front and centre. Prior to joining the REC, we set a strategic race equality objective to address existing race inequalities, achieve a culturally diverse and inclusive environment and attract individuals from all ethnic backgrounds. In 2018 we established a taskforce to understand what racial inequalities existed and identify steps to address these. The taskforce identified key themes of visible leadership, inclusive environment and partnership, and their recommendations led to joining the REC.

The work of the taskforce and its successor, the REC Self-Assessment Team (SAT), have helped the University on our journey towards race equality. For example, the Executive Board (EB) established a project to review and improve the management of student concerns and complaints, shifted the focus in student recruitment to working in partnership with schools and community organisations to attract students from Black, Asian and Minority ethnic (BAME) backgrounds and have appointed leading community advocates to Visiting Professor roles to help inform our work with the community. We have also led work to decolonise the curriculum and issued statements to raise the profile and importance of race equality and to condemn racial discrimination. We have actively worked to engage with the lived experiences of BAME students and staff as a core part of this work.

I recently led the YSJ strategy refresh and associated Key Performance Indicators (KPIs). It is a testament to our commitment to race equality we have KPIs to address awarding gaps and to maintain our pay equality between BAME staff and white staff.



Vice Chancellor: Professor Karen Bryan OBE



A Church of England Foundation (1841) Company, Registered in
England with Foreign Charitable Status, Company No. 4487663

Est.
1841

YORK
ST JOHN
UNIVERSITY

York St John University
Lord Mayor's Walk
York YO31 7EX
+44(0)1904 876 600
vc@yorks.j.ac.uk
www.yorks.j.ac.uk

We also know we still have work to do. We are making strides in some areas (for example the proportion of the academic and student community coming from a BAME background is increasing and we have a zero-pay gap). However, in other areas progress is slow and needs to accelerate (for example, diversity of leadership and recruitment of professional services staff from a BAME background). Continuation is a concern while the awarding gap is also in need of further progress.

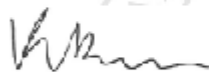
Our REC action plan is necessarily ambitious. It sets out our next steps as determined by our internal research and our SAT. For example, we have committed resources to new roles, including an investigation officer to support effective resolution of racial incidents and a new academic in our Teaching and Learning Enhancement Team (T&LET) with a race equality brief, and to race equality training for all staff. I have been inspired by the true commitment shown by the YSJ community. I have no doubt that the community recognises the importance of this work and is eager to contribute to our journey to become an anti-racist university.

On a more personal note, I valued the Race Awareness EB Continued Professional Development (CPD) workshops that were organised by the REC Sponsor. The trainer helped me identify my own role in relation to this work and the contribution I can make as an ally. For example, I have committed to meet the BAME staff network twice a year about progress on the REC.

I recognise that this application for Bronze represents a seminal moment for YSJ on our journey towards race equality. Whilst I recognise the progress we are making I fully appreciate the importance of my leadership in relation to race equality over the coming months and years.

To conclude, the information presented in the application (including qualitative and quantitative data) is an honest, accurate, and true representation of the institution and I have committed to ensuring that the resources and workload recognition required to fund the action plan.

Yours sincerely,



Professor Karen Bryan OBE, RegFRCSLT, PhD, BSc.
Vice Chancellor



Vice Chancellor: Professor Karen Bryan OBE



A Church of England Foundation 041 A Company Registered in
England with Foreign Charitable Status. Company No. 4487663

Word count: 739

Est.
1841

YORK
ST JOHN
UNIVERSITY

York St John University
Lord Mayor's Walk
York YO31 7EX
+44(0)1904 624 624
www.yorksj.ac.uk

July 2022

Letter of Support from the Chief Operating Officer

The University's professional services teams have come together to wholeheartedly support the aims of the Race Equality Charter. Colleagues from across the Institution are proud to join forces with academic colleagues to develop a roadmap to place York St John as a leading anti-racist university. The journey so far has highlighted a number of areas of important focus.

We know that we need a more diverse staffing body at the University, at all levels. My teams are at the forefront of this goal, implementing more transparent processes to recruit staff, improving accountability in decision making and making sure that everyone is aware of, and make modifications to mitigate bias. Our recent move to an agile working has also allowed us to cast our net over a wider geography, and attract applications that would previously have not considered York St John, but we know that there is substantial work to be done. I fully back our plans to support a diverse range of staff to progress into leadership roles, and make available a meaningful race equality and anti-racism training and development programme.

Whilst we have made some progress in attracting students from minority ethnic backgrounds, we need to push ourselves further. We are increasing our work with schools and colleges in the region where there are highest levels of ethnic diversity, and have recently launched a series of scholarships focused on students from a Black, Asian or minority ethnic background. Existing students and staff of colour are critically important in our mission to further diversify our population, and our plan clearly sets out how we will work as one team moving forward.

From a financial perspective, I can confirm unconditional support for the Race Equality Charter action plan and will personally monitor its progress to ensure it receives the resources it needs to deliver against its objectives.

Yours sincerely



Rob Hickey
Chief Operating Officer



A Church of England Foundation 1841. A Company Registered in England with Exempt Charitable Status. Company No: 648883

Est.
1841

Est.
1841

YORK
ST JOHN
UNIVERSITY

York St John University
Lord Mayor's Walk
York YO31 7EX
+44(0)1904 624 624
www.yorksja.ac.uk

July 2022

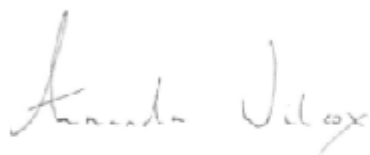
Letter of Support from Pro Vice Chancellor Governance & Student Life

Our Student and Academic Support Services are fully supportive of the aims of the Race Equality Charter. The process of undertaking this submission has provided an opportunity to consider how we have a holistic approach to the issues of Race Equality in our governance frameworks. To this end we are looking to implement specific measures and targets to ensure these matters, including the diversity of committee membership, are specifically considered by decision making committees.

We will continue to look at the impact of our interventions on student retention, completion and progression through our work on student scholarships, access and processing of student complaints and provision of wellbeing and support services with a particular emphasis on new students.

Our Library Services Team is committed to decolonial work and is working closely with colleagues in Teaching & Learning to support the use of a wider range of reference materials and anti-racist practice and pedagogies, alongside supporting staff to access and develop these materials.

Yours sincerely



Dr Amanda Wilcox
Pro Vice Chancellor Governance & Student Life



A Church of England Foundation 1841. A Company Registered in
England with External Charitable Status. Company No: 6428883

Est.
1841

Est.
1841

YORK
ST JOHN
UNIVERSITY

York St John University
Lord Mayor's Walk
York YO31 7EX
+44(0)1904 624 624
www.yorksja.ac.uk

July 2022

Letter of Support from Pro Vice Chancellor Learning and Teaching

All academic schools are fully supportive of the aims of the Race Equality Charter. The process of undertaking this submission has provided a comprehensive framework to enable consideration of data. It has occasioned some robust engagement with colleagues and students on matters of racial justice and anti-racism. It has shone a light on areas where we have not yet made sufficient progress and has enabled us to identify a range of actions to make change.

BAME academics are present across all academic schools, with some improvements in recruitment and promotion of BAME colleagues in recent years. The data suggest we need to take further steps on the recruitment, retention and promotion of BAME academic staff. This is especially the case on our York campus.

Our University Learning, Teaching and Student Experience Strategy indicates our commitment to 'Education for All. We provide an inclusive and transformative experience creating opportunities for success for students from any background.' We are committed to decolonisation of curricula and the elimination of differential 'gaps' of continuation, award and progression into employment. For example, while our awarding gap is diminishing and sits below sector averages, we are clear this is an area that requires significant work to accelerate progress.

Yours sincerely



Professor Richard Bourne
Pro Vice Chancellor Learning and Teaching



A Church of England Foundation 1841. A Company Registered in
England with External Charitable Status. Company No: 6428883

Est.
1841

Est.
1841

YORK
ST JOHN
UNIVERSITY

York St John University
Lord Mayor's Walk
York YO31 7EX
+44(0)1904 624 624
www.yorksja.ac.uk

Letter of Support from Pro Vice Chancellor Research and Knowledge Transfer

Our research and knowledge transfer activity, international student recruitment, and the London Campus all operate in ways to support the aims of the Race Equality Charter. Relevant committees review data to enable discussions of racial justice and anti-racism, and to help us identify actions needed to make changes.

The London campus has been very successful in recruiting BAME academics, and closer collaboration of these colleagues with staff based in York, particularly on research, has potential to help us recruit more BAME staff there too. Our new international student recruitment processes have produced very significant growth in overseas students in London (which is largely a postgraduate international cohort) and increased numbers in York. The increased diversity of the student body that has resulted will help us with the further work we need to do in recruiting more BAME home students to both campuses.

Our new University Research Plan was launched in 2021, with the creation of research groups at its core to provide *friendly and supportive 'engine rooms' of research that involve academic staff, postdocs and PGRs, and provide safe and inclusive environments for staff to discuss emerging research ideas*. At the same time, we launched a new academic promotions process to better match our teaching and research aims that includes dedicated briefing and Q&A sessions with different staff groups, including the BAME network.

Yours sincerely



Professor Robert Mortimer
Pro Vice Chancellor Research and Knowledge Transfer



A Church of England Foundation 1841. A Company Registered in
England with External Charitable Status. Company No: 4428883

Est.
1841

2. The Self-Assessment Process

Important Note about terminology

In the application we use the term 'Black, Asian and minority ethnic' and only use the acronym 'BAME' for word limit reasons and in charts. Where possible we disaggregate minorities by specific ethnicity. The Head of Communications is consulting on alternatives, working with the BAME staff network and the Students' Union (SU) liberation team **[Action 2.1]**.

Action 2.1: Agree a university position on the use of the term 'Black, Asian and minority ethnic' or an alternative in university communications, and that is supported by BAME staff and student networks

2a Description of the self-assessment team

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

- team members, their role within the institution and the SAT, their faculty/department, grade and ethnicity

Note: When this information is contained in a table (maximum 30 words about each team member) it will not be included in the word count.

- how people were nominated or volunteered for the role and how any time involved in being a member of the team is included in any workload allocation or equivalent
- how each faculty and relevant central departments are involved and included

The Race Equality Charter Self-Assessment Team (SAT) is co-chaired by the Pro Vice Chancellor: Learning & Teaching (PVC:LT) and the Associate Dean: Law and Policing (AD:LP). Since its establishment in September 2019, SAT membership has continually evolved, reflecting changes in staffing and student representation. The co-chairs started their roles when they were Head of School (HoS) of Humanities and Senior Lecturer (SL): Law respectively.

Membership was either ex-officio or recruited via targeted invitations/nominations. One co-chair was invited as they had chaired the YSJ Race Equality Taskforce (RET), the other was recruited following a call to the BAME staff network for expressions of interest. The network has two representatives (academic/professional and support) on the SAT.

Team members operate across varying job roles/grades and reflect a cross-section of YSJ schools and directorates **[Tables 2.a.1 and 2.a.2]**, although G7+ is over-represented due to ex-officio and academic roles. We have addressed this through engagement with the wider YSJ community. The SAT is more ethnically diverse than the workforce, and women are over-represented compared to the workforce (67.9% to 58.9%). Academic members are allocated time for the SAT; this was formalised by an amendment to the Academic Work Allocation Model on 15.12.21.

We have had consistent SU representation, two of whom were also PGR students.

As well as information about team members, we share what current members wrote about their motivation. **[Table 2.a.2]**

Table 2.a.1: SAT staff demographic breakdown by ethnicity (basic), nationality, gender and grade (source: staff records)

	Ethnicity		Nationality		Sex		Grade		
	BAME	White	UK	Non-UK	Female	Male	0-3	4-6	7+
Academic	4	7	10	1	7	4	0	0	11
PSS	3	15	16	2	13	5	1	3	14
Total*	7	22	26	3	20	9	1	3	25
→%	24%	76%	90%	10%	69%	31%	3%	10%	86%
YSJ-B%**	10.2%	86.1%	93.0%	7.0%	59.3%	40.7%	21.2%	34.2%	44.6%

Table 2.a.2: SAT members and personal profile

Name, University role, subgroup ¹	Personal profile
Dr Alexandra Dales, Senior Lecturer and York Business School Research and Knowledge Transfer Lead (<i>subgroups Student success, Research</i>)	I joined the REC to be part of a team of people that promotes active anti-racism at YSJ.
Dr Aminu Bello Usman, Associate Head: Computer and Data Science and BAME Staff Network Co-Chair (<i>Training, PDR and promotion</i>)	I am the current chair of the University's BAME staff network.
Amy Lansdown-Nasson, Head of Communications and Media Relations (<i>Communications, Convenor</i>)	I have dual South African Coloured and British heritage and my family's experience of apartheid makes me determined to support and challenge YSJ to tackle institutional racism and ensure equality of opportunity for everyone.
Barrie Grey, Head of Student and Graduate Employability. <i>Joined 1.2.22</i>	My desire is to see a pragmatic implementation of the REC at YSJ that addresses the barriers and inequalities in the graduate labour market and ensures all graduates thrive and prosper.
Dr Brett Heasman, Senior Lecturer, School of Education, Language & Psychology (<i>Teaching and Learning</i>)	I joined YSJ in October 2020 and have since become a co-chair of the BAME staff network. I joined the SAT to help support the enhancement of YSJ for staff and students.
Christian Smith, SU President for Wellbeing and Diversity 2021-23 (<i>Student success</i>)	My role on the SAT is to ensure that student representation is at the heart of our application and to consult the student body as much as possible regarding the REC.
Dr Cintia Silva Huxter, Race Equality Charter Officer <i>Joined 10.1.22</i>	I see my role as REC Officer at YSJ as my contribution to building a peaceful and fairer society where everyone can thrive.
Dr Elizabeth Goodwin-Andersson, Head of Research Office (<i>Research, Convenor</i>) <i>Joined 1.11.21</i>	The REC was an exciting initiative to look into how our staff and students are represented and supported. I look forward to putting measures into operation to support colleagues at YSJ.

¹ Subgroups ran from 1.9.21 to 1.2.22

Name, University role, subgroup ¹	Personal profile
Emily Segaran, Student Widening Participation Adviser and BAME staff network representative - professional and support services (<i>Staff profile and recruitment</i>)	I joined the SAT to help create positive change on campus and in our community.
Dr Ernestine Gheyoh Ndzi, Co-chair and Associate Dean: Law and Policing. (<i>Staff profile and recruitment, Convenor</i>) Joined 18.1.21	I joined the SAT to contribute to the university's project on making YSJ anti-racist.
Prof Esther McIntosh, Associate Head: Religion, Politics and International Relations, School of Humanities (<i>Training, PDR and promotion, Convenor</i>)	I see dismantling White privilege and heteropatriarchy as essential for equality in higher education and wider society.
Hannah Bond, Human Resources Systems Lead	I feel proud to be part of our proactive actions and to create an inclusive environment for everyone.
Revd Jane Speck, Chaplain (<i>Communications</i>)	Being part of the SAT gives me the opportunity to actively pursue anti-racism at YSJ and, I hope, to see change happen.
Jo Thompson, Head of Human Resources (<i>Staff profile and recruitment</i>)	As a HR practitioner I feel strongly that I have a responsibility to play my part in tackling institutional racism and challenging prejudice.
Kalen Reid, SU BAME Officer 2020-21 and 2021/2 (<i>Teaching and Learning</i>)	
Dr Lena Barrett, Student Casework Manager (<i>Student success</i>)	My daughter is of mixed ethnic heritage and I want her to live in a society where there are no barriers in her way.
Manjinder Jagdev, Senior Lecturer in Initial Teacher Education (<i>Teaching and Learning</i>) Joined 12.3.21	I am a British Asian Sikh woman and wish to create a fairer and better society for the next generations, including my three young nephews, through our work, in terms of racial justice.
Marije Davidson, Application Lead and Equality and Diversity Adviser (<i>Research</i>)	I believe in the power of a collaborative and strategic approach to tackle racism and I am conscious of my responsibility as a white woman to foreground the voices of people of colour.
Matthew Taylor, Director of Marketing, Student Recruitment and Admissions (<i>Student recruitment, Convenor</i>)	I have enjoyed working with the SAT and feel that this is key to helping YSJ to take an honest view of where we are and where we want to be in terms of race equality.
Michael Cummings, Head of Business Insight and Analysis	I have often supported diversity and equality initiatives in past roles, including data provision for Athena Swan submissions.
Prof Richard Bourne, PVC: Learning & Teaching (<i>Teaching and Learning</i>)	I contribute to decolonisation work in my academic discipline, and champion decolonisation and anti-racism as chair of YSJ's Education Committee. I am a member of Advance HE's Strategic Advisory Group on Equality, Diversity and Inclusion.

Name, University role, subgroup ¹	Personal profile
Dr Ruth Windscheffel, Head of Teaching and Learning Enhancement. Joined 11.5.22	A key factor behind my application to YSJ in 2021 was its active commitment to social justice, and its placement of the goal of racial equality at the heart of its educational mission and strategy.
Sharon Hocking, Head of Student Access, Wellbeing and Support (<i>Student success</i>)	
Dr Spencer Swain, Senior Lecturer, School of Science, Technology & Health (<i>Student success</i>)	I am pleased to be part of the university REC submission and see it as a central part in challenging prejudice and discrimination.
Tracy Willits, Senior Lecturer, School of the Arts (<i>Staff profile and recruitment</i>)	Diversity and inclusion are important to me - I joined the SAT because I want to work at a university that is welcoming to everyone and does not tolerate any form of racism.
A number of SAT members have left the University. Professor Susan Orr was PVC:LT and EB sponsor for the REC (18.11.20-1.5.22). Emma Palmer (SU President for Wellbeing and Diversity 2020-21), Emma Vincent (Head of Student Success and Widening Participation), Lindsay Cowen (Research Officer - PGR Experience Manager), Phill Gray (Director of International) and Dr Sue Jones (Head of Teaching and Learning Enhancement (Secondment), and convenor of subgroup Teaching and Learning). Chris House (Team administrator) supported the SAT. All contributed significantly to the project.	

2b The self-assessment process

This section should include:

- how the team met and communicated
 - how often they met and communicated. For face-to-face meetings please provide the dates of the meetings, attendees and a brief description of the outcomes of the meeting
- Note: the SAT is expected to meet in full at least three times
- how the team fits in with other existing committees and structures

The SAT met ten times via Microsoft Teams between September 2020 and July 2022 [Table 2.b.1]. All members attended REC training, and we encouraged members to participate in external conferences and events and report back to the SAT. Before each meeting the co-chairs and application lead met with the student officers to discuss the agenda and student engagement. A Teams area was created to share documents and communicate events and developments. We also used Padlet in meetings and asynchronously to gather responses and commentary on a range of issues.

Additionally, in September 2021 we created subgroups with a wider membership - both ex-officio and voluntary. For example, the HR Development Lead sat on the subgroup for 'Training, Performance and Development Review (PDR) and promotion', while the subgroup for 'Teaching and Learning' evolved into the Decolonisation and Race Equality network (section 8, p. 91). The subgroups drafted sections of the application which were brought back to the full SAT for further development. In creating the subgroups, we were mindful of ethnic diversity, and membership was flexible to enable individuals to contribute on an ad-hoc basis and manage their workload as effectively as possible.

The Equality and Diversity Adviser (EDA) managed the project initially but to better support the SAT and to strengthen engagement with staff and student networks, a REC Officer (0.6

full-time equivalent (FTE), fixed-term until 31.7.22) was recruited and started in January 2022.

From April 2022 a “sprint and finish team” continued to write the application. Drafts were shared with the full SAT, the BAME staff network, the SU and other stakeholders for comment.

The co-chairs provided regular verbal updates to EB and to Board of Governors (BoG). From 1.5.22, the co-chair and AD:LP became an elected Staff Governor, strengthening the link with governance. Equality Charter updates are a standing item on the Education Committee’s (EC) agenda.

Athena SWAN Self-Assessment Team (AS-SAT) submitted in January 2022 and gained bronze. As core members of AS-SAT, the EDA and Head of HR (HoHR) ensured alignment of both SATs’ submissions. The AS-SAT designated contacts also shared their experiences with the SAT co-chairs so that lessons could be learnt and acted upon.

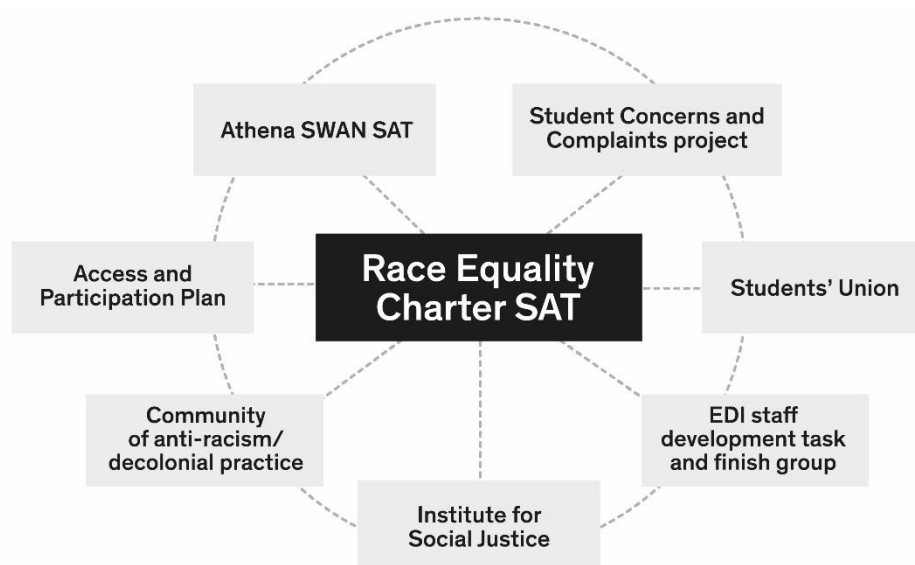
Table 2.b.1: SAT activities 29.9.20-13.7.22

Date	Activities
29 September 2020	Full SAT: terms of reference
8 December 2020	SAT Planning
20 January 2021	Full SAT with new PVC:LT (sponsor) and co-chair and familiarisation with the scope of REC
17 March 2021	Workshop with FutureHY: Using a Theory of Change in programme development and impact evaluation
23 March 2021	Full SAT: Reflections and REC Surveys
29 March 2021	PVC:LT, Co-chairs, Application Lead and Head of HR meeting with Leeds Trinity University DVC, Head of Workforce Development and Equality, Diversity and Inclusion (EDI), and Operational Lead for the REC
Spring 2021	REC workshop (2 parts) with Sandra Brown, Diversity & Inclusion Consultant
25 May 2021	The Chaplain talked with several members about their reflections on the murder of George Floyd, a year on, and the videos were posted on our website.
26 May 2021	Full SAT: Initial survey analysis and anti-racism actions
23 June 2021	EB update
15 July 2021	Full SAT: Surveys and Communications
23 September 2021	Full SAT: Workload and subgroups
18 October 2021	Foundation Committee presentation
23 November 2021	EB update
30 November 2021	Full SAT: Closing the gap and Micro-aggressions
16 December 2021	Deep-dive Strategic Leadership Team (SLT)
Early 2022	REC workshop (2 parts) for new SAT members and subgroups with Heena Mistry, Diversity & Inclusion consultant
15 February 2022	Full SAT: Student and Staff engagement and first draft REC application
10 May 2022	EB update
25 May 2022	EC update
26 May 2022	People Committee update
10 June 2022	REC Sprint and Finish Team: writing day

Date	Activities
9 June 2022	Full SAT: Draft application and action plan
4 July 2022	REC Sprint and Finish Team: writing day
12 July 2022	EB discussion
13 July 2022	Full SAT: Final submission
	Joint Strategic Consultation Committee (trade unions) update

Figure 2.1 shows how the SAT members connected with the wider University.

Figure 2.1 SAT connections within wider University



2c Involvement, consultation and communication

This section should include:

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

The SAT ran the race equality surveys during March 2021 and received responses from 525 students (7.3%) and 515 colleagues (44.7%) [Table 2.c.1]. 38.6% were academics, which mirrored the YSJ profile (38.0%). We share quantitative results on pages 28-33 [Tables 2.c.3-4, Figures 2.2-2.5]. The results are displayed on a Likert scale (0-5) in a RAG (Red-Amber-Green) rating format except for statements where we felt a RAG rating was not appropriate, e.g., experience of racial discrimination. We have used the RAG rating to benchmark relevant actions.

The Strategy & Planning team conducted the quantitative analysis while we employed a graduate intern for the qualitative analysis (open text responses). The results will form the baseline for the next REC survey. **[Action 2.2]**

Action 2.2: Conduct two REC surveys before next submission

Table 2.c.1: Demographic profile of respondents to REC surveys 2021

Ethnicity – basic	Ethnicity – detailed	Staff		YSJ-B*		Students		YSJ-B**	
		N	↓%	↓%	↓%	N	↓%	↓%	↓%
BAME	Asian	15	2.9%	1.5%		83	15.8%	10.4%	
	Black	6	1.2%	0.7%		16	3.0%	2.1%	
	Mixed and Other	14	2.7 %	2.5%		36	6.9%	3.7%	
	BAME Total	35	6.8%	4.6%		135	25.7%	16.2%	
White	White	462	89.7%	92.2%		390	74.3%	83.3%	
Not known	Not known	18	3.5%	3.2%		0	0.0%	0.5%	
Grand total		515	100%	100%		525	100%	100%	

*YSJ-B staff at 1/11/20
 **YSJ-B students 2020/1

To further explore the survey findings and to identify areas for development we ran several events. We invested to enhance engagement with the community: engaging a specialist to run focus groups, employing a REC Officer and student ambassadors with a specific remit to engage with the BAME community. Not surprisingly, similar themes to the ones mentioned above emerged. Furthermore, communication was mentioned as an area for development, for the University to share major steps taken in its journey towards race equality. **[Action 2.3]**

The REC survey and engagement events findings can be aggregated in four main themes: representation, training, reporting and communication **[Table 2.c.2a]**.

Additionally, we published information on our website about the REC, including infographics and key findings from the survey, and about other race equality work alongside anti-racism resources. We launched the REC survey with videos promoted on social media and through detailed information on our intranet (for staff), and website, student app and social media (for students). The VC regularly highlights the REC work and its importance for the University in her weekly emails to staff **[Table 2.c.2]**.

Table 2.c.2: Emails providing updates on REC work from 25.1.21 to 21.3.21

Date	Sender and recipients	Topic
25.1.21	VC email to staff	EB responsibility for REC application
8.3.21	VC email to staff	Making progress towards race equality
10.3.21	PVC:LT email to staff and students	REC – action for our university community
26.4.21	VC email to staff	Maintaining our focus on race equality
27.6.21	VC email to staff	Addressing racism as a whole community
21.3.22	VC email to staff	Race equality at YSJ

Moving forward, we will communicate about our progress more frequently to ensure colleagues are aware and know how to contribute. **[Action 2.3]**

Action 2.3: Ensure YSJ community is aware of Race Equality Charter and progress.

Between November 2021 and February 2022, we invited BAME students and staff to share their views and experiences with Heena Mistry, Diversity and Inclusion consultant external to YSJ. Multiple opportunities for engagement were provided and a total of five colleagues attended individual interviews and four students attended a focus group. Despite low numbers, this provided valuable information and confirmed our action plan was in the right direction.

In addition to BAME staff network SAT representation, the REC Officer and the network chair arranged a meeting to discuss the university's work on race equality. This was followed up with a meeting between the network and EB, thus creating a direct route to senior leadership. The REC Officer captured key issues and actions, and these have informed the application. The BAME staff network and EB found these meetings very valuable as a way to centre BAME voices and to build credibility in senior leadership commitment to anti-racism. These meetings will now happen twice a year. **[Action 2.4]**

"We acknowledge the importance of developing a direct relationship with the Exec [sic] Board and the opportunity of meeting once a semester. This demonstrates the university management's desire to foster trust and confidence between the Executive Board and the BAME community in the university."

Dr Aminu Usman, BAME Staff Network Co-Chair

Action 2.4: Build a direct relationship between Executive Board and BAME staff network.

We hosted staff townhall meetings on 10.11.2021 and 30.11.22 (York campus), and 20.5.22 (London campus). Specific actions taken by the University to promote race equality were presented, and staff shared ideas on how to make YSJ a more diverse and anti-racist university.

We struggled to engage students with the REC via SU, staff-led events and digital platforms. So, in 2021/2 we launched a Race Equality Student Voice project and recruited a student intern and three student ambassadors for Semester 2. This diverse team was managed by the Student Widening Participation (WP) Officer who is also a designated contact for BAME students. Activities have included informal feedback sessions in a café-style setting and joint events with the YSJ Global student-led team, e.g., Welcome to Africa and Eid celebration. Their activities increased visibility of the university's race equality work and the intern's final report suggests that students are more likely to speak about their experiences during informal conversations, rather than more formal activities such as focus groups and/or town hall events. As such the Race Equality Student Voice project has the potential to generate higher levels of student engagement, and we will continue to run this project. **[Action 2.5]**

Action 2.5: Continue the Race Equality Student Voice project to increase student engagement

The REC survey highlighted some of the specific issues concerning YSJ's BAME students: a significant proportion referred to feelings of isolation, and lack of a sense of belonging.

"I feel like the odd one out all the time. I'm the only black person whose ever studied [redacted] at YSJ, I never see people that look like me when I walk around and it makes me feel lonely and that I don't belong here"

Black student

BAME respondents were also more likely to be impacted by YSJ's lack of diversity and were less likely to perceive they were treated equally irrespective of race or ethnicity [Figure 2.3, 2.5].

"I think BAME staff have a very different experience in the classroom than their white peers (...) There are regularly awkward things said (sometimes inadvertently offensive things said) that BAME staff not only have to listen to, but respond to, and gently educate others about constantly and it's exhausting."

'Other' ethnicity staff member

"When considering universities, one of the largest downfalls of YSJ was that fact that it's much less racially diverse than other universities. From first year (I'm now in third year), I've met only one other student from my racial background."

Asian student

In summary, we identified the following key themes for action, and we address these throughout the submission: representation, training, reporting, communication [Table 2.c.2a].

Table 2.c.2a: Key themes arising from REC surveys, interviews and focus groups and townhalls, with commentary and priorities

Key theme	Commentary	Priorities
Representation	Staff and students point out the lack of diversity of both YSJ and York and welcome actions taken by the University to increase diversity on campus. Staff highlighted barriers around leadership, recruitment and career progression.	<ul style="list-style-type: none">• Visible leadership• Diversify recruitment processes• Enhanced career development support
Training	Staff and students want the YSJ community to have a better understanding of racial equality, and more confidence to talk about race and how to be anti-racist.	<ul style="list-style-type: none">• Comprehensive training offer and guidance
Reporting	Staff and students are unclear about processes to report race-related incidents and mentioned various levels of trust in the process.	<ul style="list-style-type: none">• Accessible and consistent reporting processes
Communication	Staff and students are unaware of some of the actions taken by YSJ to address race inequalities, e.g., EDI training for senior staff and governors, student dignity and respect policy, and anti-racism resources.	<ul style="list-style-type: none">• Communicate timely and effectively our values and work to tackle racial inequalities and how people can get involved

2d Future of the self-assessment team

Please outline whether the team and/or specific team members will continue to be involved:

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

EB will have overall responsibility for the action plan, with the PVC:LT remaining the sponsor. The SAT will be reconfigured to a smaller, more agile, team to monitor progress with the action plan, retaining a (co-)chair from a BAME background and representation from staff and student networks.

The SAT will meet a minimum of three times a year and report to EB as well as include progress in the annual EDI report to BoG. The SAT will also continue to run events in order to foster engagement of the YSJ community with the action plan. **[Action 2.6]**

We have joined the REC mid-term review pilot and have booked a visit with the Advance HE (AHE) REC team in 2024 **[Action 2.7]**.

Action 2.6: Ensure effective oversight of institutional action plan via Executive Board.

Action 2.7: Conduct mid-term review with Advance HE Race Equality team.

Word count: 1,727

Table 2.c.3 REC Staff Survey 2021 Question Key

2	I considered the ethnic/racial diversity of York St John before applying to work here.
3	The ethnic/racial diversity of York St John impacts on my sense of belonging.
4	The ethnic/racial diversity of York St John impacts on my desire to stay.
5	I believe I am treated equally by colleagues, irrespective of my ethnicity or race.
6	I believe I am treated equally by students, irrespective of my ethnicity or race.
8	The ethnic/racial diversity of the local population impacts on my day-to-day life.
9	I am aware of ethnic/racial tensions within the local community.
11	I have witnessed or been the victim of racial discrimination on campus.
12	I have witnessed or been the victim of racial discrimination in the local area.
13	If I reported a race-related incident to my institution, appropriate action would be taken.
15	I would recommend my institution to a prospective staff member.
17	From what I have seen, York St John undertakes recruitment and selection fairly and transparently.
18	York St John recruitment and selection policies lead to the best candidates being recruited.
20	There are opportunities for me to develop within my role.
21	My line manager makes time to discuss my personal development and progression.
22	Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.
23	I have been encouraged to apply for jobs at a higher grade
24	I have been encouraged to have my role regraded.
25	I have been encouraged to apply for promotion.
27	I have annual appraisals with my manager.
28	My manager ensures my appraisal is evidence-based and transparent.
29	I find the appraisal process useful.
31	I am aware of the formal flexible working polices and arrangements at the institution, for example, part time working or condensed hours.
32	If I formally requested flexible working arrangements I am confident that the request would be granted if at all possible.
33	I am able to take advantage of flexible working on an informal basis, for example, sometimes working from home or coming in later.
34	My manager is supportive of flexible working.
36	I think I am paid the same as my colleagues who do the same job.
37	Pay awards and increases are allocated fairly and transparently.

Figure 2.2 REC Staff Survey 2021 – Quantitative Results - All

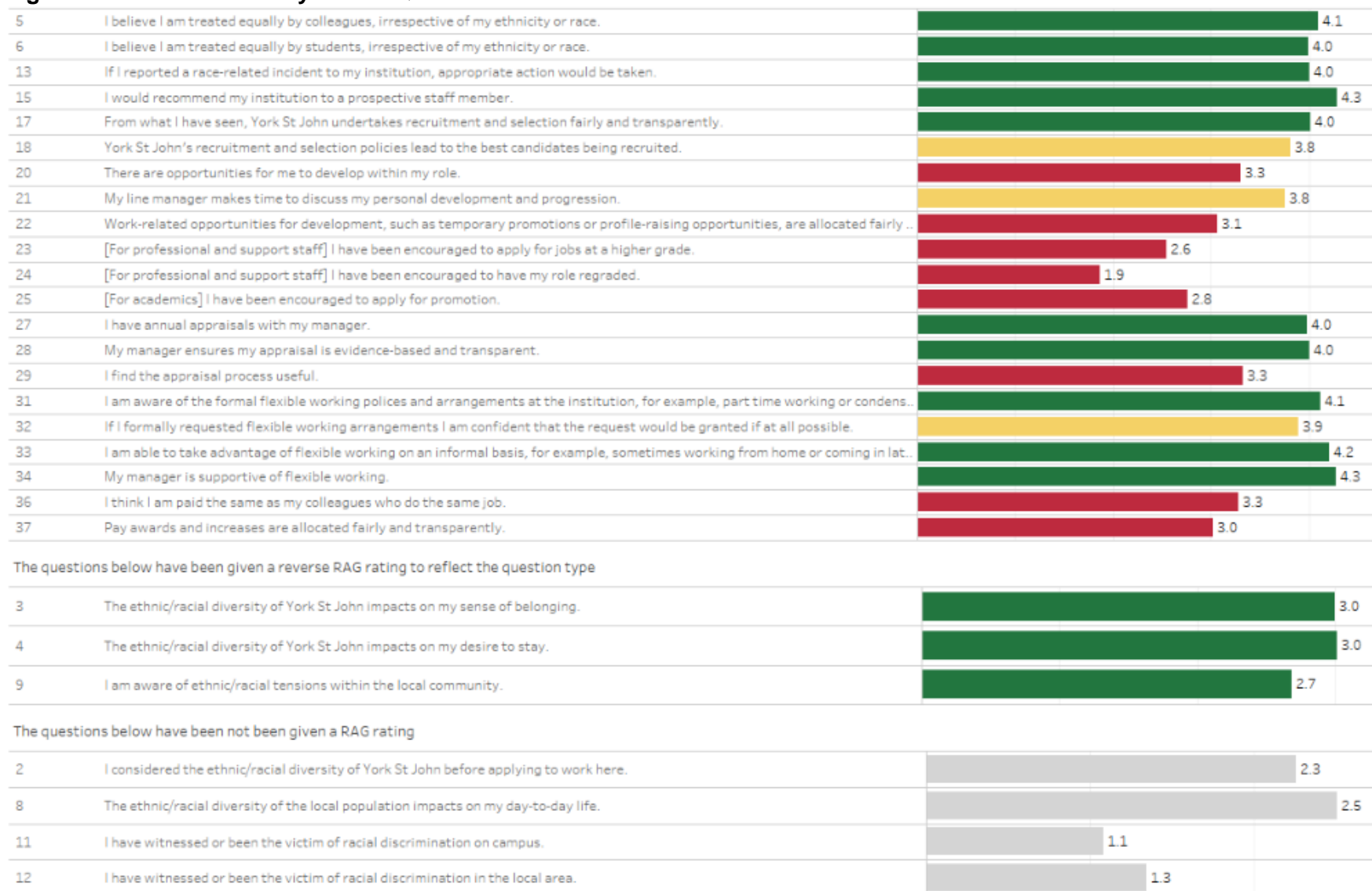


Figure 2.3 REC Staff Survey 2021 – Quantitative Results – Ethnicity

		Asian	Black	Other Ethnicity	White	Information Refused
5	I believe I am treated equally by colleagues, irrespective of my ethnicity or race.	3.7	2.5	3.8	4.1	4.0
6	I believe I am treated equally by students, irrespective of my ethnicity or race.	3.6	2.2	3.5	4.1	4.0
13	If I reported a race-related incident to my institution, appropriate action would be taken.	4.0	3.2	3.7	4.0	3.3
15	I would recommend my institution to a prospective staff member.	4.4	3.8	4.2	4.3	4.2
17	From what I have seen, York St John undertakes recruitment and selection fairly and transparently.	4.4	2.8	3.2	4.0	4.2
18	York St John's recruitment and selection policies lead to the best candidates being recruited.	3.8	3.0	2.8	3.8	4.0
20	There are opportunities for me to develop within my role.	3.1	2.6	3.8	3.3	3.4
21	My line manager makes time to discuss my personal development and progression.	4.4	3.2	4.7	3.7	3.4
22	Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly ..	3.0	3.8	3.2	3.0	2.9
23	[For professional and support staff] I have been encouraged to apply for jobs at a higher grade.	2.7	1.7	3.8	2.5	2.8
24	[For professional and support staff] I have been encouraged to have my role regraded.	1.7	2.0	1.9	1.9	1.9
25	[For academics] I have been encouraged to apply for promotion.	2.9	2.0	3.1	2.7	3.0
27	I have annual appraisals with my manager.	4.1	3.8	4.7	4.0	3.2
28	My manager ensures my appraisal is evidence-based and transparent.	4.2	3.2	4.4	4.0	3.6
29	I find the appraisal process useful.	3.8	3.0	4.1	3.3	3.1
31	I am aware of the formal flexible working policies and arrangements at the institution, for example, part time working or condens..	4.0	3.8	3.8	4.1	4.3
32	If I formally requested flexible working arrangements I am confident that the request would be granted if at all possible.	4.0	4.2	4.3	3.9	3.7
33	I am able to take advantage of flexible working on an informal basis, for example, sometimes working from home or coming in lat..	4.1	3.5	4.5	4.2	3.9
34	My manager is supportive of flexible working.	4.6	4.3	4.4	4.3	4.2
36	I think I am paid the same as my colleagues who do the same job.	3.5	3.0	2.6	3.3	3.4
37	Pay awards and increases are allocated fairly and transparently.	2.9	3.2	3.3	3.0	3.0

The questions below have been given a reverse RAG rating to reflect the question type

		Asian	Black	Other Ethnicity	White	Information Refused
3	The ethnic/racial diversity of York St John impacts on my sense of belonging.	3.3	2.3	3.4	3.0	3.1
4	The ethnic/racial diversity of York St John impacts on my desire to stay.	3.1	2.0	3.3	3.0	3.1
9	I am aware of ethnic/racial tensions within the local community.	3.1	4.0	3.3	2.6	3.3

The questions below have not been given a RAG rating

		Asian	Black	Other Ethnicity	White	Information Re..
2	I considered the ethnic/racial diversity of York St John before applying to work here.	2.4	3.5	3.1	2.2	2.2
8	The ethnic/racial diversity of the local population impacts on my day-to-day life.	2.6	3.5	3.1	2.5	2.8
11	I have witnessed or been the victim of racial discrimination on campus.	2.3	3.7	1.4	1.0	1.0
12	I have witnessed or been the victim of racial discrimination in the local area.	1.6	1.8	2.1	1.3	1.6

Table 2.c.4 REC Student Survey 2021 Question Key

1	I considered the ethnic/racial diversity of York St John before applying to study here.
2	The ethnic/racial diversity of York St John impacts on my sense of belonging.
3	The ethnic/racial diversity of York St John impacts on my desire to stay.
5	The ethnic/racial diversity of the local population impacts on my day-to-day life.
6	I am aware of ethnic/racial tensions within the local community.
8	I have witnessed or been the victim of racial discrimination on campus.
9	I have witnessed or been the victim of racial discrimination in the local area.
10	If I reported a race-related incident to my institution, appropriate action would be taken.
11	I would recommend my institution to a prospective student.
14	I am progressing well in my course.
17	Where relevant, I would consider a postgraduate course.
18	Where relevant, I would consider a PhD once I have completed my masters' degree.
19	I would consider a career in academia.
21	I have a good understanding of the graduate-level employment opportunities available to me.
22	York St John has helped me develop the skills I need to apply for graduate-level jobs.
24	The content of my course matches my expectations and includes what I thought it would include.
25	The content of my course reflects the opinions of a wide variety of people.
26	When relevant, issues of ethnicity and race are included in academic discussions.
27	When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race.
29	I enjoy the way my course is taught.
31	I am comfortable contributing to group discussions.
32	I am comfortable approaching course tutors with any questions or queries.
34	I am happy with the way my course is assessed.
35	I know where to go to get additional academic support if and when I need it.
36	I regularly attend students' union events.
38	I am a member, or am thinking of becoming a member, of one or more student societies.
39	In my experience students from all racial and ethnic backgrounds are included equally at all students' union events and societies.
40	Racially offensive or inappropriate behaviours are not tolerated at events and activities organised by the Students' Union

Figure 2.4 REC Student Survey 2021 – Quantitative Results - All



The questions below have been given a reverse RAG rating to reflect the question type



The questions below have not been given a RAG rating.



Figure 2.5 REC Student Survey 2021 – Quantitative Results – Ethnicity

	Asian	Black	Other	White
10. If I reported a race-related incident to my institution, appropriate action would be taken.	3.7	3.3	2.7	3.8
12. I would recommend my institution to a prospective student.	3.8	3.3	4.1	4.4
14. I am progressing well in my course.	4.3	3.7	3.7	4.3
17. Where relevant, I would consider a postgraduate course.	4.2	3.8	3.4	3.5
18. Where relevant, I would consider a PhD once I have completed my masters' degree.	3.6	3.1	2.6	2.6
19. I would consider a career in academia.	3.9	3.2	2.6	2.8
21. I have a good understanding of the graduate-level employment opportunities available to me.	3.6	1.8	3.2	3.5
22. York St John has helped me develop the skills I need to apply for graduate-level jobs.	3.4	3.0	3.5	3.6
24. The content of my course matches my expectations and includes what I thought it would include.	4.1	3.7	3.5	4.1
25. The content of my course reflects the opinions of a wide variety of people.	4.1	3.6	3.5	3.9
26. When relevant, issues of ethnicity and race are included in academic discussions.	3.4	3.3	3.3	4.1
27. When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race.	4.2	3.1	3.6	4.0
29. I enjoy the way my course is taught.	4.4	3.9	3.3	4.0
31. I am comfortable contributing to group discussions.	4.3	3.9	3.2	4.0
32. I am comfortable approaching course tutors with any questions or queries.	4.4	3.8	4.2	4.2
34. I am happy with the way my course is assessed.	4.3	3.5	4.1	4.2
35. I know where to go to get additional academic support if and when I need it.	4.4	3.7	4.0	4.3
37. I regularly attend Students' Union events.	2.5	1.0	1.2	1.4
38. I am a member, or am thinking of becoming a member, of one or more student societies.	2.9	2.4	2.2	2.1
39. In my experience students from all racial and ethnic backgrounds are included equally at all Students' Union events and societies.	3.8	3.2	3.0	3.7
40. Racially offensive or inappropriate behaviours are not tolerated at events and activities organised by the Students' Union.	4.0	3.3	3.1	3.9
The questions below have been given a reverse RAG rating to reflect the question type				
	Asian	Black	Other	White
2. The ethnic/racial diversity of York St John impacts on my sense of belonging.	3.0	3.4	3.8	2.6
3. The ethnic/racial diversity of York St John impacts on my desire to stay.	3.3	2.5	3.3	2.7
6. I am aware of ethnic/racial tensions within the local community.	3.6	3.2	3.7	2.9
The questions below have not been given a RAG rating.				
	Asian	Black	Other	White
1. I considered the ethnic/racial diversity of York St John before applying to study here.	3.2	2.2	2.5	2.1
5. The ethnic/racial diversity of the local population impacts on my day-to-day life.	3.2	2.3	3.3	2.0
8. I have witnessed or been the victim of racial discrimination on campus.	1.3	1.3	1.0	0.8
9. I have witnessed or been the victim of racial discrimination in the local area.	2.1	2.3	1.7	1.2

3. Institutional and Local context

3a Overview of your institution

Please include:

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

YSJ was established in 1841 as a teacher education college, and we were amongst the first to offer placements to women in 1846. Since gaining university status in 2006, YSJ has grown into a three-campus institution [Figure 3.1]. Over 70% of our students come from a WP group. On International Women's Day 2022 we gained Athena SWAN bronze award. We have been in the Stonewall Top 100 inclusive employers 5 times, and we are a Disability Confident Employer.

Our mission is to stand up for social justice and our institutional Strategy 2026 affirms our commitment to teaching and research that addresses social injustice and inequalities. In 2020 we launched the Institute for Social Justice (ISJ) to develop collaborative research and practice that seeks to identify, expose and address some of the inequalities, injustices and challenges facing society today. ISJ's podcasts seek to animate discussion about the role of higher education (HE) in social justice. Episodes have included activism and race within university teaching; discussion from a project exploring colonial histories within YSJ's own institutional history; consideration of decolonialisation and the social contract of research.

Figure 3.1: YSJ campuses



Lord Mayor's Walk, City Centre (main campus)



Haxby Road Sports Park



London campus on East India dock

On 1.11.21, YSJ had 986 staff: 612 professional and support staff (PSS) and 374 academics. Of these 92.8% had a UK nationality. Of UK staff, 5.9% identified as BAME, amongst non-UK staff, this percentage was 38% (60 BAME staff altogether, 6.1%).

During 2020/1, YSJ had 8,260 students including 5,550 first degree undergraduates (UG), 164 other UG routes, 2,171 PG and 375 degree apprentices. 1,342 (16%) identified as BAME while 1,103 students were non-UK domiciled.

Table 3.a.2a: Demographics of YSJ staff (1.11.21) and students (2020/1) by ethnicity

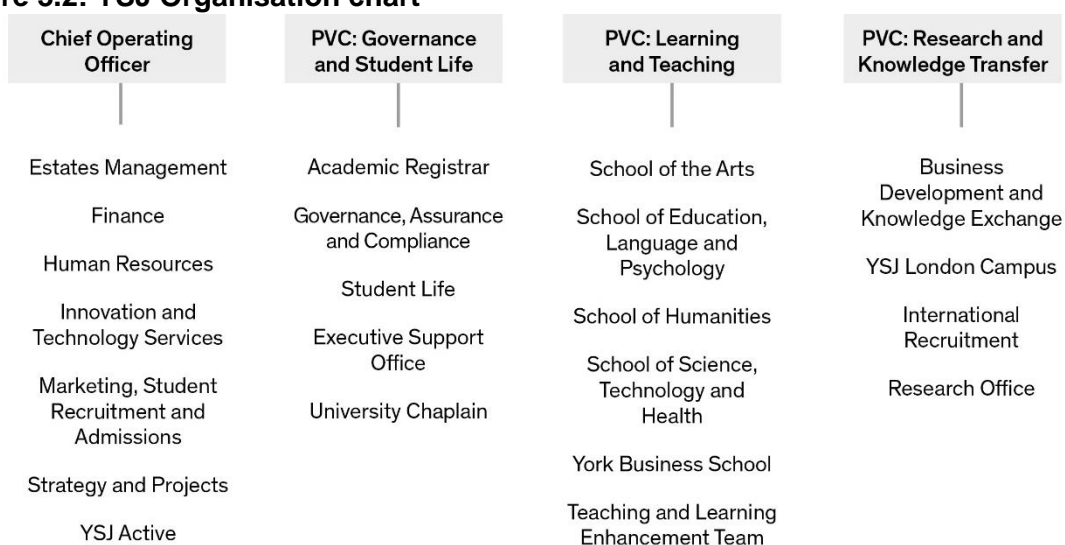
Ethnicity (basic)	Ethnicity (detailed)	Staff		Students	
		N	↓%	N	↓%
BAME	Asian	15	1.5%	863	10.4%
	Black	13	0.7%	173	2.1%
	Mixed	5	0.5%	225	2.7%
	Other	27	2.7%	81	1.0%
	BAME Total	60	4.6%	1,342	16.2%
White	White	876	92.2%	6,878	83.3%
Not Known	Not known	50	3.2%	40	0.5%
Grand Total		986	100%	8,260	100.0%

Table 3.a.2b: Demographics of YSJ London staff (1.11.21) and students (2020/1)

Ethnicity (basic)	Ethnicity (detailed)	Staff		Students	
		N	↓%	N	↓%
BAME	Asian			575	80.2%
	Black			41	5.7%
	Mixed			7	1.0%
	Other			13	1.8%
	BAME Total			636	88.7%
White	White			80	11.2%
Not Known	Not known			80	11.2%
Grand Total		23	100%	717	100.0%

We have five academic schools, offering a broad range of degree subjects, and four executive areas, which emerged in 2020 following a restructure [Figure 3.2]. This variation in structure is helpful to understand the context of our data, particularly in relation to students.

Figure 3.2: YSJ Organisation chart



YSJ London was established in 2018 and has a distinctly different character from the York campus. It offers PGT courses only to mostly international students. London has a small but growing staff base, of whom over half identify as BAME [Table 3.a.2b]. In June 2022 YSJ London moved to a new campus near Canary Wharf. The new premises offer more space for social gatherings and better access to culturally diverse amenities. London operates as an Academic School with a School Academic Leadership Team (SALT). However, as it is multi-disciplinary, it is referred to as a campus.

As a University with a Church of England foundation we provide ample space for practising faith and spiritual communities. Amongst UK students who identify as having a religious belief the largest group is Christian (around 28% for both BAME and white students), amongst non-UK students the majority is Hindu, followed by Muslim and Christian [Table 3.a.3a].

Table 3.a.3a: YSJ students in 2020/1 by religion and ethnicity (basic)

	Religion	BAME			White		
		No.	↓%	→%	No.	↓%	→%
UK	No religion	155	34.2%	3.8%	3,962	64.1%	96.2%
	Buddhist	11	2.4%	45.8%	13	0.2%	54.2%
	Christian	128	28.3%	7.0%	1,703	27.6%	93.0%
	Hindu	14	3.1%	87.5%	2	0.0%	12.5%
	Jewish	0	0.0%	0.0%	2	0.2%	100.0%
	Muslim	89	19.6%	94.7%	5	0.1%	5.3%
	Sikh	10	2.2%	100.0%	0	0.0%	0.0%
	Spiritual	6	1.3%	5.4%	105	1.7%	94.6%
	Any other religion or belief	13	2.9%	12.4%	92	1.5%	87.6%
	Not known	27	6.0%	8.6%	286	4.6%	91.4%
	Total	453	100.0%	6.8%	6,179	100.0%	93.2%
Non-UK	No religion	29	3.8%	27.9%	75	39.5%	72.1%
	Buddhist	19	2.5%	100.0%	0	0.0%	0.0%
	Christian	114	15.1%	56.7%	87	45.8%	43.3%
	Hindu	387	51.3%	99.2%	3	1.6%	0.8%
	Jewish	0	0.0%	0.0%	3	1.6%	100.0%
	Muslim	169	22.4%	98.3%	3	1.6%	1.7%
	Sikh	11	1.5%	100.0%	0	0.0%	0.0%
	Spiritual	3	0.4%	60.0%	2	1.1%	40.0%
	Any other religion or belief	7	0.9%	70.0%	3	1.6%	30.0%
	Not known	15	2.0%	51.7%	14	7.4%	48.3%
	Total	754	100.0%	79.9%	190	100.0%	20.1%
Grand Total	1,207		15.9%	6,369		84.1%	

Representation of Buddhist, Hindu and Muslim students at YSJ has been steadily increasing over the past few years, although it is still low for staff (1.5%). While the majority of white students have “no religion” (63.3%), most BAME students recorded having a religion (81.2%). We therefore consider that religion and spirituality are important features of a

welcoming and inclusive environment for BAME students and staff. The University Chaplain, who is an Anglican Priest, oversees a voluntary team of Faith Advisors (female and male) from all major faiths available to talk to staff and students. Our chapel is an open, inclusive space. We offer multi-faith prayer facilities including a Muslim prayer room and a Contemplation room, while we celebrate significant days in the multi-faith calendar on social media and through practical support such as food boxes to collect from catering during Ramadan. We have also made provision for consideration of religious dates in scheduling assessments.

A significant proportion of London-based students are Hindu, Muslim or Sikh [Table 3.a.3b]. In response, YSJ is recruiting a part-time Assistant Chaplain for London and the campus has facilities for religious worship. The addition of further Faith Advisors remains under consideration as the campus continues to grow.

Table 3.a.3b YSJ PGT students on London and York Campus in 2020/1 by religion

Religion	London			York		
	N	↓%	→%	No	↓%	→%
No religion	21	3.3%	3.6%	564	51.5%	96.4%
Buddhist	13	2.1%	68.4%	6	0.5%	31.6%
Christian	71	11.3%	16.6%	356	32.5%	83.4%
Hindu	347	55.3%	88.5%	45	4.1%	11.5%
Jewish	0	0.0%	0.0%	2	0.2%	100.0%
Muslim	156	24.9%	82.1%	34	3.1%	17.9%
Sikh	10	1.6%	90.9%	1	0.1%	9.1%
Spiritual	1	0.2%	5.6%	17	1.6%	94.4%
Any other religion or belief	1	0.2%	6.7%	14	1.3%	93.3%
Information refused	7	1.1%	11.1%	56	5.1%	88.9%
Grand Total	627	100.0%		1,095	100.0%	

3b Overview of the local population and context

With reference to:

- population demographics
- known racial tensions either specifically within local communities or linked to the institution's staff and students
- how the institution engages with specific minority ethnic communities and how those communities engage with the institution
- where the institution recruits its professional and support staff, students and academics
- any other information your institution feels to be relevant

In 2011 York had a reported population of 198,051, of which 94.3% identified as white. The population has since grown by 2% to 202,800 (Census 2021) and it is likely that the Census 2021 will show that York has become more ethnically diverse, although it will remain significantly less diverse than West and South Yorkshire. The largest ethnic minority in 2011, at 1.2%, was the Chinese ethnic group [Table 3.b.1]. According to the York Strategic Needs

Assessment 2020 this group was largely formed by students. Neale et al.² identifies the Traveller Community as York’s oldest and largest minority ethnic group. In 2019 we awarded our first scholarship to a Gypsy, Roma or Traveller student and we run a WP project with York Travellers Trust.

Table 3.b.1: Census 2011 Ethnicity in York, Yorkshire and the Humber (Y&H), and England and Wales (E&W)

		York		Y&H		E&W	
BAME	Asian (excl Chinese)	4,291	2.0%	357,529	6.8%	3,820,390	6.8%
	Chinese	2,449	1.2%	28,435	0.5%	393,141	0.7%
	Black	1,194	0.6%	80,345	1.5%	1,864,890	3.3%
	Mixed	2,413	1.2%	84,558	1.6%	1,224,400	2.2%
	Other	973	0.5%	40,910	0.8%	563,696	1.0%
BAME Total		11,320	5.7%	591,777	11.2%	7,866,517	14.0%
White	White	186,731	94.3%	4,691,956	88.8%	48,209,395	86.0%
Grand Total		198,051	100.0%	5,283,733	100.0%	56,075,912	100.0%

In 2020/1 North-Yorkshire Police (NYP) recorded 230 race-related hate crimes in York (57% of total hate crime in North-Yorkshire), and in October 2021 the City of York Council unanimously passed a resolution to make York an anti-racist and inclusive city. YSJ was one of the signatories of this resolution.

York’s lack of diversity was a major theme in the REC survey.

“This has been a very difficult decision for me [to move to York] (...) As much as i love York, i feel sad to be raising children in a city where most people do not look like them/us.”

‘Other’ ethnicity staff member

A recommendation of the Student Voice project was to create closer relationships with local organisations to “share local knowledge, promote diverse events, community organisations, shops, etc. around York” so BAME students feel more connected to the city.

We aim to increase our collaboration with partners to support York as an anti-racist and inclusive city. **[Action 3.1]**

Action 3.1: Increase collaboration with partners to support York as an anti-racist and inclusive city.

We already collaborate in a range of ways:

Since 2018, colleagues from across YSJ, YSJSU and NYP have met twice a year to share information about hate crime and collaborate on campaigns throughout the year. On 15.7.22 NYP delivered a ‘train the trainer’ session to YSJ/YSJSU staff, and we will roll out this training across YSJ. We also invited two colleagues from University of York (UoY) and the chair of York Racial Equality Network (a minority-ethnic-led charity). As a new third-party reporting centre, YREN offers students, staff and their families a local place to report

² Neale, M, Craig, G, Wilkinson M (2008) Marginalised and Excluded. Travellers in York A research report for the York Travellers Trust. Accessible via <https://ytt.org.uk/gypsy-travellers-in-york/>.

incidents away from the university and police, which we will promote to our community. Additionally, we joined the York Hate Crime Partnership in 2022 to collaborate on action to stop hate in the city.

ISJ runs a Community Research Grants (CRG) programme with up to £45,000 in project funding to support YSJ academics and students in community research. A proposal to research anti-racism practice in York by Inclusive Equal Rights UK (an organisation led by individuals from BAME communities) has been selected for this programme. The CRG programme will continue in 2023 and will include a focus on working collaboratively with grassroots organisations representing BAME communities.

As a University of Sanctuary, we run a wide range of activities to support people seeking sanctuary, many of whom are from a minority ethnic background. We offer free English lessons, a scholarship programme and sports training on Haxby Road campus.

Our Faith Advisers provide a connection with local ethnic minorities. We maintain a relationship with our neighbours in the wider spiritual life within the City of York (e.g., York Mosque) and each year we host a major festival with the York Hindu community.

Word count: 1,106

4. Staff profile

Benchmarking

Recruitment data show that most applicants since 2018 are from a York postcode (YO). On 1.11.21, of academic staff with known ethnic backgrounds, 322 were white (86.1%) and 38 were BAME (10.2%). Of PSS, 554 were white (90.5%) and 22 were BAME (3.6%). BAME representation falls below the 2019/20 sector average [Table 4.1].

Compared to other Yorkshire Universities, with the exception of Leeds Art University, not only have we got lower BAME representation, there has been also less change in the ethnicity profile over the past five years [Tables 4.2.a & 4.2.b]. Some of this may be explained by local demographics as most universities are less diverse than their local area. Additionally, the REC survey suggests that York's lack of diversity can make YSJ a less attractive workplace for BAME individuals. Yet, UoY has a higher representation of BAME staff (academics 15.9%, PSS 5.8% as at 31.12.21), which could be related to its profile as a Russell Group member. Having considered that the 2021 UoY and census 2021 data will be more stretching, we have set the benchmark for academic staff at 15.9% to align with UoY and, for PSS, at York census data. [Action 4.1]

Action 4.1: Benchmark proportion of BAME PSS against current census data for City of York (2011: 5.7%)

Table 4.1: YSJ academic and PSS by ethnicity (basic) at 1 November 2021

	BAME		White		Not known		Total		BAME S.Ave
	N	→%	N	→%	N	→%	N	%	→%
Academic staff	38	10.2%	322	86.1%	14	3.7%	374	100.0%	18.0%
Professional & support staff	22	3.6%	554	90.5%	36	5.9%	612	100.0%	12.6%
Totals	60	6.1%	876	88.9%	50	5.1%	986	100.0%	15.5%

Table 4.2.a: % representation of BAME academic staff at Yorkshire Universities from 2016/7 to 2020/1 showing change over 5 years, and difference with city census

Provider	2016/17	2017/18	2018/19	2019/20	2020/21	5y % Change	Trend	City census %	Difference from
									(19/20) %
Bradford	19.5%	20.5%	24.6%	29.8%	30.7%	11%		36%	-5%
Huddersfield	15.1%	15.5%	17.7%	18.2%	20.7%	6%		23%	-2%
Sheffield	14.6%	15.2%	16.5%	18.0%	18.4%	4%		19%	-1%
Leeds	11.2%	11.3%	12.5%	14.2%	15.5%	4%		17%	-2%
Hull	13.0%	12.2%	13.4%	14.2%	16.0%	3%		7%	9%
York	10.2%	9.9%	11.4%	12.5%	13.7%	4%		6%	8%
Sheffield Hallam	9.5%	9.6%	10.6%	11.2%	11.5%	2%		19%	-8%
Leeds Trinity	6.6%	6.3%	7.1%	11.2%	11.7%	5%		17%	-5%
Leeds Beckett	10.4%	10.4%	10.6%	11.2%	13.1%	3%		17%	-4%
York St John	4.9%	4.1%	5.2%	5.6%	6.3%	1%		6%	0%
Leeds Art	5.4%	3.7%	4.1%	4.0%	4.3%	-1%		17%	-13%

Table 4.2.b: % representation of BAME PSS at Yorkshire Universities from 2016/7 to 2020/1 showing change over 5 years, and difference with city census

Provider	2016/17	2017/18	2018/19	2019/20	2020/21	5y % Change	Trend	City census %	Difference from Census (19/20) %
Bradford	24.2%	25.0%	26.9%	28.4%	28.7%	4%		36%	-7%
Leeds Art	8.2%	7.7%	8.9%	10.9%	33.3%	25%		17%	16%
Leeds	9.1%	9.3%	9.6%	10.8%	10.7%	2%		17%	-6%
Leeds Beckett	9.8%	9.7%	9.6%	9.0%	9.6%	0%		17%	-7%
Sheffield Hallam	5.1%	4.8%	5.7%	6.0%	6.7%	2%		19%	-12%
Sheffield	5.4%	5.3%	5.3%	6.0%	7.0%	2%		19%	-12%
Leeds Trinity	4.9%	5.5%	4.0%	4.4%	6.0%	1%		17%	-11%
York St John	4.4%	3.3%	3.3%	3.8%	3.6%	-1%		6%	-2%
Hull	2.6%	2.2%	2.2%	2.5%	2.5%	0%		7%	-5%
Huddersfield	11.8%	12.1%	12.7%	12.7%	12.7%	1%		23%	-10%
York	4.4%	4.5%	5.2%	5.2%	5.2%	1%		6%	-1%

During the reporting period the number of staff declaring their ethnicity decreased, although it is still higher (94.9%) than the sector average (92.2%). In 2021 we brought catering assistants (G2) in-house, and a large number may not have declared ethnicity which may explain the increase of 'Unknown' in 2020/1 [Table 4.b.5]. Even though these are mostly white staff, higher disclosure would improve data quality.

We have not conducted a data capture exercise since 2019 and applicants do not always disclose during recruitment (our main source of intelligence). In November 2021 we introduced a new HR/Finance system (OneUni) which offers a self-service and staff are being encouraged to update their personal details. We will be able to assess impact at next census on 1.11.22. [Action 4.2]

Action 4.2: Increase disclosure rates amongst PSS to at least 96% across all Executive areas

4a Academic staff

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

There has been a steady increase of BAME academic staff, from 6.1% in 2018/9 to 10.2% in 2020/1, which is higher than the sector average (6.0%) [Table 4.a.1].

Table 4.a.1 YSJ Academic Staff from 1.11.19 to 1.11.21 by ethnicity

Ethnicity b.	Ethnicity det.	1.11.19		1.11.20		1.11.21		S. Ave
		N	↓%	N	↓%	N	↓%	↓%
BAME	Asian	5	1.4%	4	1.2%	7	1.9%	6.0%
	Black	7	2.0%	5	1.5%	9	2.4%	1.8%
	Mixed and Other	9	2.6%	13	3.9%	22	5.9%	3.4%
	BAME Total	21	6.1%	22	6.5%	38	10.2%	6.0%
White	White	315	91.0%	305	90.5%	322	86.1%	88.8%
Not known	Not known	10	2.9%	10	3.0%	14	3.7%	11.2%
Total		346	100%	337	100%	374	100%	100%

Although much of the increase can be linked to the opening of YSJ London, where there is a much more diverse pool of candidates, numbers of BAME academics in York have also been increasing.

Currently there is a significantly higher proportion of non-UK BAME academic staff than UK BAME academic staff [Table 4.a.2]. The proportion of UK BAME academic staff (5.9%) is below sector average (11.2%) while the non-UK BAME academic staff member (38%) is above sector average (33.2%). Due to changes in UKVI regulations, YSJ is now able to sponsor overseas academics without undertaking the resident labour market test, which has resulted in a higher proportion of BAME non-UK academics being recruited.

Table 4.a.2 YSJ Academic staff 1.11.19 - 1.11.21 by nationality and ethnicity (basic)

Nationality	Ethnicity	1.11.19		1.11.20		1.11.21		S. Ave
		N	↓%	N	↓%	N	↓%	↓%
UK	BAME	13	4.2%	12	4.0%	19	5.9%	11.2%
	White	287	93.5%	280	93.6%	295	91.0%	88.8%
	Unknown	7	2.3%	7	2.3%	10	3.1%	
	Total	307	100.0%	299	99.9%	324	100.0%	100.0%
Non-UK	BAME	8	20.5%	10	26.3%	19	38.0%	33.2%
	White	28	71.8%	25	65.8%	27	54.0%	66.8%
	Unknown	3	7.7%	3	7.9%	4	8.0%	
	Total	39	100.0%	38	100.0%	50	100.0%	100.0%

While this growth is encouraging, we recognise that it is circumstantial (higher diversity in London and located in a few subjects at YSJ –Modern Foreign Languages (MFL) and computer science). In section 5 we discuss steps to attract more UK BAME academics and to increase representation of BAME academics across all schools. [Actions 5.1-5.4]

In 2020/1 there was a significant increase in the numbers of casual academics [Table 4.a.3]. The opening of YSJ London led to an increase of BAME casual academics as at 1.11.20 but since then YSJ's ethnicity balance has stabilised. We are currently recruiting to permanent academic roles in London, which will reduce the reliance on casual academics.

Table 4.a.3 YSJ Casual Academics 1.11.19 - 1.11.21 by ethnicity (basic) – not included in Table 4.a.1

	BAME		White		Unknown		Total
	N	→%	N	→%	N	→%	N
2018/9	10	5.1%	147	75%	39	19.9%	196
2019/0	22	9.7%	156	69%	48	21.2%	226
2020/1	34	10.9%	225	71.9%	54	17.3%	313

Note: in 2020/1, 39.4% of casual academic staff were based in London.

Each academic school

Representation of BAME academics have had a small but steady increase in Arts and Humanities. It has however fluctuated in Science, Technology & Health (STH). The decrease in the York Business School (YBS) in 2019/20 followed a voluntary severance scheme and structural changes within YBS. The significant increase in the School of Education, Language & Psychology (ELP) is partially related to the growth in language provision (e.g.,

Korean) which meant YSJ recruited several academics from Asian backgrounds. As discussed above, the increase of BAME academics in YSJ London is due to a more diverse pool of candidates [Table 4.a.4].

Table 4.a.4 Academic staff at School level 1.11.19 - 1.11.21 by ethnicity (basic)

School	Ethnicity	2018/9		2019/0		2020/1	
		N	→%	N	→%	N	→%
Arts	BAME						
	White						
	Unknown						
	Total	53	100%	57	100%	60	100%
ELP	BAME						
	White						
	Unknown						
	Total	93	100%	87	100%	101	100%
HUM	BAME						
	White						
	Unknown						
	Total	61	100%	60	100%	62	100%
LDN	BAME						
	White						
	Unknown						
	Total	0		5	100%	13	100%
STH	BAME						
	White						
	Unknown						
	Total	58	100%	58	100%	64	100%
YBS	BAME						
	White						
	Unknown						
	Total	74	100%	69	100%	71	100%
Grand Total		339		336		371	

Note: London campus opened in 2019/0

Each academic grade

Numbers have increased year-on-year across G6-9 – although not significant at G9. The majority of YSJ BAME academics are at Grades 7 and 8, however representation of BAME academics at G9+ is very low [Table 4.a.5].

All lecturing staff start on G7 and progress to a senior lecturer position at G8, subject to eligibility criteria. The majority of G9 academics have been in role for a significant number of years. As a result, Associate-Head (AH) roles (G9) rarely become available. However, the new Associate Professor (AP) role at G9 (introduced in 2020/1) enables senior lecturers to apply for promotion to G9. This means there is potential to increase diversity at this level without relying on turnover. We discuss this further in section 5d (page 64, Action 5.11).

Table 4.a.5 Academic staff 1.11.19 - 1.11.21 by salary grade and ethnicity (basic)

Grade	Ethnicity	1.11.19		1.11.20		1.11.21	
		N	↓%	N	↓%	N	↓%
G6 (GTA)	BAME						
	White						
	Unknown						
	Total	15	100.0%	16	100.0%	20	100.0%
G7	BAME	10	10.3%	9	9.2%	17	15.6%
	White	83	85.6%	85	86.7%	85	78.0%
	Unknown	4	4.1%	4	4.1%	7	6.4%
	Total	97	100.0%	98	100.0%	109	100.0%
G8	BAME	10	5.3%	12	6.7%	16	8.2%
	White	172	92.0%	162	90.5%	174	88.8%
	Unknown	5	2.7%	5	2.8%	6	3.1%
	Total	187	100.0%	179	100.0%	196	100.0%
G9	BAME						
	White						
	Unknown						
	Total	22	100.0%	26	100.0%	29	100.0%
G10	BAME						
	White						
	Unknown						
	Total	16	100.0%	13	100.0%	15	100.0%
Off-Scale	BAME						
	White						
	Unknown						
	Total	9	100.0%	5	100.0%	5	100.0%

YSJ recognises the importance of having diversity of lived experience at leadership level. In 2019 EB accepted RET's recommendation to set a target whereby by 2026, 10% of new and promoted senior level appointments (G9 and above) will be BAME individuals. However, we have seen no change since then and we will take positive action **[Action 4.3]**. E.g., if the shortlist for a G9+ role is all-white, and the 'reserve' list shows that there is a situation where a BAME candidate and a white candidate score the same, then HROD will contact the recruitment manager to shortlist the BAME applicant. This "equal merit" principle will also apply to Executive Search agencies. In the REC survey, many colleagues highlighted the need to increase diversity particularly in senior positions.

"Structurally YSJ seems to have a problem. There have not been to my knowledge for a very long time, any BAME staff in exec or senior management positions, only 1 professor and very few in Associate Head/Head of Programme positions."
'Other' ethnicity staff member

Action 4.3: introduce positive action measures to Grade 9 and above to increase transparency and accountability of recruiters.

Contract type (permanent/open-ended or fixed-term)

During the reporting period, numbers of BAME and white academics on both fixed-term and permanent contract have increased. However, the increase of fixed-term contracts has been higher for BAME academics than for white academics, and there is now an 11.9% ethnicity disparity [Table 4.a.6a].

Table 4.a.6a Academic staff 1.11.19 - 1.11.21 by contract type and ethnicity (basic)

1.11.19							
	BAME		White		Unknown		Total
	N	↓%	N	↓%	N	↓%	N
Fixed-term							
Permanent							
Total	21	100.0%	315	100.0%	10	100.0%	346
1.11.20							
	BAME		White		Unknown		Total
	N	↓%	N	↓%	N	↓%	N
Fixed-term							
Permanent							
Total	22	100.0%	305	100.0%	10	100.0%	337
1.11.21							
	BAME		White		Unknown		Total
	N	↓%	N	↓%	N	↓%	N
Fixed-term	9	23.7%	38	11.8%	2	14.3%	49
Permanent	29	76.3%	284	88.2%	12	85.7%	325
Total	38	100.0%	322	100.0%	14	100.0%	374

The overall increase in BAME staff on fixed-term contracts can be partly attributed to the workforce delivery model in London [Table 4.a.6b]. Due to uncertainty of the London student recruitment market, we employed primarily temporary academic staff until its financial viability was established. There is a good balance between BAME and white academics on fixed-term contracts; on permanent contracts the balance shifts towards BAME academics, which reflects London's diversity. In Spring 2022, YSJ London moved away from the initial delivery model and recruitment is currently underway for established academic roles.

Table 4.a.6b Academic staff in London as at 1.11.21 by contract type and ethnicity (basic)

Contract type	Ethnicity	2020/1	
		N	↓%
Fixed-term	BAME		
	White		
	Unknown		
	Total		
Permanent	BAME		
	White		
	Unknown		
	Total		

Full-time/part-time contracts

The proportion of white and BAME academics on full-time (FT) and part-time (PT) contracts is very similar. In other words, there is no longer an ethnicity gap [Table 4.a.7].

Table 4.a.7 Academic staff 1.11.19 - 1.11.21 on a full-time or part-time contract by ethnicity (basic)

1.11.19							
	BAME		White		Unknown		Total
	N	↓%	N	↓%	N	↓%	N
Full-time	16	76.2%	221	70.2%	10	100.0%	247
Part-time	5	23.8%	94	29.8%	0	0.0%	99
Total	21	100.0%	315	100.0%	10	100.0%	346
1.11.20							
	BAME		White		Unknown		Total
	N	↓%	N	↓%	N	↓%	N
Full-time	18	81.8%	225	73.8%	10	100.0%	253
Part-time	4	18.2%	80	26.2%	0	0.0%	84
Total	22	100.0%	305	100.0%	10	100.0%	337
1.11.21							
	BAME		White		Unknown		Total
	N	↓%	N	↓%	N	↓%	N
Full-time	27	71.1%	230	71.4%	11	78.6%	268
Part-time	11	28.9%	92	28.6%	3	21.4%	106
Total	38	100.0%	322	100.0%	14	100.0%	374

Staff turnover rates

The number of leavers has remained steady, and the disparity between BAME and white leavers was insignificant during the reporting period. BAME turnover rates halved during 1.8.20-31.7.21, which is due to the overall increase of BAME academic staff [Table 4.a.8]. The number of leavers during 1.8.19-31.7.20 coincided with a school voluntary severance scheme.

We have two leavers' surveys – an offer of a line-manager interview and an in-house online exit survey. We have not identified race-related issues from these surveys.

Table 4.a.8 Percentage of academic leavers compared against workforce by ethnicity from 1.8.18 to 31.7.21 by ethnicity (basic)

	2019			2020			2021		
	WorkF	Leavers	T/O	WorkF	Leavers	T/O	WorkF	Leavers	T/O
	N	N	→%	N	N	→%	N	N	→%
BAME									
White									
Unknown									
Grand total	346	34	9.8%	337	35	10.4%	374	38	10.2%

4b Professional and Support Staff

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

the institution as a whole

Numbers of BAME PSS have remained stable, although at 3.6% of the PSS roles, BAME representation is significantly lower than the 2011 York census (5.7%) and the sector average (10.5%) [Table 4.b.1].

Table 4.b.1 YSJ PSS 1.11.19 - 1.11.21 by ethnicity

Ethnicity basic	Ethnicity detail	1.11.19		1.11.20		1.11.21		S. Ave
		N	↓%	N	↓%	N	↓%	↓%
BAME	Asian							3
	Black							
	Mixed and Other							
	BAME total	22	4.0%	19	3.4%	22	3.6%	10.5%
White	White	520	93.5%	514	93.3%	554	90.5%	89.5%
Unknown	Unknown	14	2.5%	18	3.3%	36	5.9%	
Grand total		556	100.0%	551	100.0%	612	100.0%	100.0%

Table 4.b.2 YSJ PSS 1.11.19 - 1.11.21 by nationality and ethnicity (basic)

1.11.19					
	Non-UK		UK		Total
	N	→%	N	→%	N
BAME	6	27.3%	16	72.7%	22
White	17	3.3%	503	96.7%	520
Unknown	0	0.0%	14	100.0%	14
Total	23		533		556
1.11.20					
	Non-UK		UK		Total
	N	→%	N	→%	N
BAME	4	21.1%	15	78.9%	19
White	19	3.7%	495	96.3%	514
Unknown	1	5.6%	17	94.4%	18
Total	24		527		551
1.11.21					
	Non-UK		UK		Total
	N	→%	N	→%	N
BAME	7	31.8%	15	68.2%	22

³ Disaggregated data for professional and support staff not provided by AHE statistical report

White	22	4.0%	532	96.0%	554
Unknown	1	2.8%	35	97.2%	36
Total	30		582		612

Nearly one-third of BAME PSS have a non-UK nationality compared to 4% of white PSS [Table 4.b.2]. In national context, at YSJ the non-UK disparity (5.3pp) is smaller compared to the UK disparity (7.8%) [Table 4.b.2a] We are committed to increasing the proportion of BAME PSS so that at the minimum the ethnic diversity of the PSS workforce mirrors that of the York population [Action 4.1, p. 41]. We discuss further steps to improve recruitment in section 6. [Actions 6.1-6.5, p. 71]

The proportion of BAME casual staff has increased in the last two years, and the ethnicity balance has remained stable [Table 4.b.3]. However, a high proportion of casual staff is not declaring their ethnicity which may have an impact on ethnicity balance. In 2022, we upgraded our online recruitment system (Stonefish) to process recruitment of casual staff, which should improve data quality.

Table 4.b.2a PSS 1.11.19 - 1.11.21 at YSJ and Sector average by nationality and ethnicity (basic)

	Non-UK		UK	
	YSJ	S. Ave	YSJ	S. Ave
BAME	24.1%	29.4%	2.7%	10.5%
White	75.9%	70.6%	97.3%	89.5%
Total	100%	100%	100%	100%

Note: unknown values have been excluded to mirror the sector average more accurately

Table 4.b.3 YSJ Casual PSS 1.11.19 - 1.11.21 by ethnicity (basic) – not included in Table 4.b.1

	BAME		White		Unknown		Total
	N	→%	N	→%	N	→%	N
1.11.19	32	6%	353	66%	148	28%	533
1.11.20	31	7.0%	335	75.1%	80	17.9%	446
1.11.21	42	6.9%	417	68.6%	149	24.5%	608

each central department

Table 4.b.4 shows the ethnicity demographics of YSJ PSS. Due to very small numbers of BAME PSS we have combined individual departments in four executive areas. For the same reason we have not disaggregated numbers by ethnicity and nationality.

It is apparent that there has been very little change in the ethnicity of staff. Student Life has a higher number of ancillary roles (cleaners and porters), and we have the lowest representation of BAME staff within these areas (only two BAME staff employed in 2020). We discuss steps to increase diversity in section 6. However, we recognise that the very low representation within executive areas creates challenges in terms of hypervisibility and isolation of BAME colleagues, and as BAME students have stated, they are very unlikely to see 'someone like me' when accessing student services (see quote, p. 83).

Table 4.b.4 PSS by Executive Area 1.11.19 - 1.11.21 by ethnicity (basic)

1.11.19								
	Professional services		University Secretary's		Student Life		Other	
	N	↓%	N	↓%	N	↓%	N	↓%
BAME	5	2.6%	6	3.0%			8	12.5%
White	182	95.3%	196	96.6%			55	85.9%
Unknown	4	2.1%	1	0.5%			1	1.6%
Total	191	100.0%	203	100.1%	98	100.1%	64	100.1%
1.11.20								
	Professional services		University Secretary's		Student Life		Other	
	N	↓%	N	↓%	N	↓%	N	↓%
BAME	5	2.8%	5	2.5%			7	10.0%
White	165	93.8%	194	95.1%			63	90.0%
Unknown	6	3.4%	5	2.5%			0	0.0%
Total	176	100.0%	204	100.1%	101	100.1%	70	100.0%
1.11.21								
	Professional services		University Secretary's		Student Life		Other	
	N	↓%	N	↓%	N	↓%	N	↓%
BAME	6	2.9%	4	1.8%			9	10.5%
White	193	93.2%	198	89.2%			75	87.2%
Unknown	8	3.9%	20	9.0%			2	2.3%
Total	207	100.1%	222	100.0%	97	100.0%	86	100.0%

See Figure 3.2 (p.36) for organisation chart

Professional Services: COO Executive area

University Secretary's: PVC:GSL Executive area except Student Life and Specialist Technical Team.

Student Life: Student Life and Specialist Technical Team.

Other: PVC:RKT Executive area, VC's Office

each pss grade (where numbers are small, cluster relevant grades together)

While BAME staff numbers at G4-6 have increased, overall representation is low, lowest at G9 and above, if we look at absolute numbers [Table 4.b.5, next page]. The fall-off in BAME PSS in G0-3 is also of concern and reinforces the need for addressing barriers in recruitment. We discuss this further in section 6.

Contract type (permanent/open-ended or fixed-term)

After two years when nearly all BAME PSS were on permanent contracts, the proportion of BAME PSS on permanent contracts (86.4%) is now lower than the proportion of white staff (90.1%) [Table 4.b.6]. This is now just above the sector average (85.0% of BAME UK

nationals on a permanent contract). However, total numbers of BAME staff in fixed-term contracts are still low.

Table 4.b.5: YSJ PSS 1.11.19 - 1.11.21 by grade and ethnicity (basic)

Grade	Ethnicity	1.11.19		1.11.20		1.11.21	
		N	%	N	%	N	%
G0 - 3	BAME	8	4.3%				
	White	176	93.6%				
	Unknown	4	2.1%				
	Total	188	100.0%	180	100.0%	209	100.0%
G4 - 6	BAME	9	3.1%	12	4.1%	14	4.4%
	White	276	94.2%	273	92.9%	295	93.1%
	Unknown	8	2.7%	9	3.1%	8	2.5%
	Total	293	100.0%	294	100.0%	317	100.0%
G7 - 8	BAME	4	8.0%	4	7.7%	4	6.6%
	White	45	90.0%	47	90.4%	56	91.8%
	Unknown	1	2.0%	1	1.9%	1	1.6%
	Total	50	100.0%	52	100.0%	61	100.0%
G9 - 10	BAME						
	White						
	Unknown						
	Total	14	100.0%	8	100.0%	8	100.0%
Off scale	BAME						
	White						
	Unknown						
	Total	11	100.0%	17	100.0%	17	100.0%

Table 4.b.6 Professional and Support Staff 1.11.19 - 1.11.21 on a fixed-term or permanent contract by ethnicity (basic)

1.11.2019							
	BAME		White		Unknown		Total
	N	↓%	N	↓%	N	↓%	N
Fixed-term			49	9.4%	0	0.0%	51
Permanent			471	90.6%	14	100.0%	505
Total	22	100.0%	520	100.0%	14	100.0%	556
1.11.2021							
	BAME		White		Unknown		Total
	N	↓%	N	↓%	N	↓%	N
Fixed-term			39	7.6%	1	5.6%	40
Permanent			475	92.4%	17	94.4%	511
Total	19	100.0%	18	100.0%	514	100.0%	551
1.11.2021							
	BAME		White		Unknown		Total

	N	↓%	N	↓%	N	↓%	N
Fixed-term			55	9.9%	9	25%	67
Permanent			499	90.1%	27	75%	545
Total	22	100.0%	554	100.0%	36	100.0%	612

Full-time/part-time contracts

In 2021 the proportion of FT BAME PSS was 68.2%, which is higher than the proportion of white staff and slightly higher than sector average of 66.6% [Table 4.b.7]. All YSJ roles are advertised with the option to consider part-time and flexible working. We have no evidence of bias in FT/PT contracts offered to BAME PSS.

Table 4.b.7 PSS 1.11.19 - 1.11.21 on full-time or part-time contract by ethnicity (basic)

1.11.2019							
	BAME		White		Unknown		Total
	N	↓%	N	↓%	N	↓%	N
Full-time	15	68.2%	278	53.5%	8	57.1%	301
Part-time	7	31.8%	242	46.5%	6	42.9%	255
Total	22	100.0%	520	100.0%	14	100.0%	556
1.11.2020 (corrected)							
	BAME		White		Unknown		Total
	N	↓%	N	↓%	N	↓%	N
Full-time	15	78.9%	288	56%	9	50%	312
Part-time	4	21.1%	226	44%	9	50%	239
Total	19		514		18	100.0%	551
1.11.2021							
	BAME		White		Unknown		Total
	N	↓%	N	↓%	N	↓%	N
Full-time	15	68.2%	334	60.3%	15	41.7%	364
Part-time	7	31.8%	220	39.7%	21	58.3%	248
Total	22	100.0%	554	100.0%	36	100.0%	612

staff turnover rates

The turnover rate for BAME PSS fluctuated in the reporting period, more than for white PSS [Table 4.b.8]. We will keep this under review to establish a trend in turnover rates [Action 4.4]. We discuss leavers' surveys in the previous section (p. 46).

Action 4.4: Monitor turnover rates to identify whether, as a trend, BAME PSS are more likely to leave than white PSS.

Table 4.b.8 Percentage of PSS leavers compared against workforce by ethnicity from 1.8.18 to 31.7.21 by ethnicity (basic)

	2018/9			2019/0			2020/1		
	WorkF	Leavers	T/O	WorkF	Leavers	T/O	WorkF	Leavers	T/O
	N	N	→%	N	N	→%	N	N	→%
BAME									
White									
Unknown									

Total	556	87	15.6%	551	83	15.1%	612	88	14.4%
--------------	------------	-----------	--------------	------------	-----------	--------------	------------	-----------	--------------

4c Grievances and disciplinarys

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

- the ethnic profile of individuals involved in grievance procedures
- the ethnic profile of individuals involved in disciplinary procedures
- whether the nature of any grievances and disciplinarys are race-related

During the reporting period, 17 cases were recorded under the Grievance, Disciplinary and Dignity at Work (DaW) procedures. The DaW policy and procedures provide the key mechanism through which staff can raise concerns. Additionally, in 2010 we established a Dignity and Respect Network, to enable colleagues to speak to a trained volunteer (in confidence) who can empower them to decide about raising concerns. However, many volunteers have since left and we will review the Network.

Nearly all cases involved white staff only. One case was a disciplinary against a BAME individual [Table 4.c.1]. No formal cases were related to race discrimination.

Table 4.c.1: Grievance and disciplinary processes 2018/9 to 2020/1 by ethnicity (basic)

Year	Grievance		Disciplinary		Dignity at Work	
	BAME	White	BAME	White	BAME	White
2018/19						
2019/20						
2020/21						
Total						

It is highly unlikely that the reported data reflect the reality of the experiences of BAME colleagues. BAME survey respondents were more likely to experience discrimination than white respondents, and less likely to agree that YSJ would take appropriate action if they reported a race-related incident. The disparity was particularly high for Black respondents. [Table 4.c.2].

“I know how to report an incident but I am unclear of the process that would follow. I am not confident that I would be kept informed of outcomes / actions.”

‘Other’ ethnicity staff member

Table 4.c.2: REC Staff Survey: racial discrimination on campus and reporting race-related incidents

Question	Asian	Black	‘Other’	White	Info ref
5. I believe that I am treated equally by colleagues, irrespective of my ethnicity or race	3.7	2.5	3.8	4.1	4.0
6. I believe that I am treated equally by students, irrespective of my ethnicity or race	3.6	2.2	3.5	4.1	4.0
11. I have witnessed or been the victim of racial discrimination on campus	2.3	3.7	1.4	1.0	1.0
13. If I reported a race-related incident to my institution, appropriate action would be taken	4.0	3.2	3.7	4.0	3.3

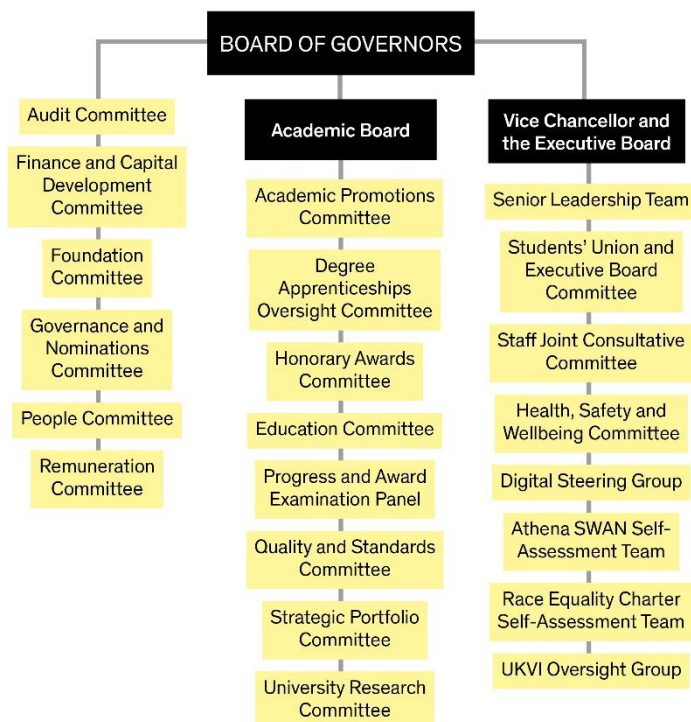
This shows that change is needed to increase reporting. We will address this by giving people confidence that race-related incidents will be addressed appropriately. [Action 4.5]

Action 4.5: Ensure effective mechanisms for addressing race-related incidents.

4d Decision-making boards and committees

Please provide details of the ethnic profile, and related analysis, commentary and actions, of your decision-making boards and committees, including: senior management team and board of governors, key departmental decision-making bodies

Figure 4.1 YSJ Committee Structure: Board of Governors and committees; Academic Board and committees; Executive Board and reporting groups



Board of Governors and its committees

EDI is a key theme for the Board to continue to consider and develop, both through the formal committee structure and via Governor discussion days and development sessions. A key mechanism is the annual EDI report introduced in 2014/5. After consideration by EB, this report goes to PC. Following substantive discussion, PC then recommend it to to BoG. Following BoG approval, the EDI report is published on our website, and open for public scrutiny. Additionally, the Foundation Committee (FC) considers an annual report on student religion and belief. On 17.5.21, the FC received a presentation about anti-religious hate from Professor Kristin Aune and on 18.10.21 a REC update.

Table 4.d.1 Membership of BoG and its Committees for 2020/1 and 2021/2

Committee	Ethnicity (basic)	2020/1		2021/2	
		N	↓%	N	↓%
BoG	BAME				
	White				
	Not Known				
	Total				
BoGc	BAME				
	White				
	Not Known				
	Total				

Note: Some committee members' details are not held on HR system (eg SU, external members such as Faith Advisers)

The outcomes and recommendations of AHE’s work directly informed our approach to Governor recruitment. YSJ appointed The Good Board – an external recruitment firm – to help improve diversity of candidates. Subsequently YSJ appointed three new Governors, two of whom are from BAME backgrounds. They will commence their roles in August 2022. In addition, following an election for a Staff Governor, a BAME staff member has been appointed to BoG. This represents an increase from 6.7% (■) to 25% (■) which reflects positively against YSJ demographics. Consideration of Board diversity has now been incorporated in the Governor recruitment and selection processes.

Follow-up included the facilitation of a Governors discussion day on 8.4.22, with EDI as the key topic, delivered by AHE consultants. The session challenged Governors to reflect on what diversity meant to them as a group and how they might be more inclusive and innovative in incorporating a broader range of backgrounds, views and experiences into future business. This was well received and provided a positive foundation for further discussion and development. A second phase of work, scheduled for Spring 2023, will reflect on progress made: how new developments have been integrated; and how governors have contributed to improvements.

Executive Board, Academic Board and its committees

EB, AB and its committees are not representative of the YSJ workforce with very little minority ethnic representation [Table 4.d.1]. This goes back to many roles being ‘ex officio’, however other roles like School Learning and Teaching Leads (L&T Leads), Research & Knowledge Transfer Leads (SRKTLs) and elected school representatives are also disproportionately filled by white people.

Table 4.d.2 Membership of EB, AB and its Committees for the year 2020/1

	BAME		White		Not known		Total N
	N	→%	N	→%	N	→%	
EB	0	0.0%	5	100.0%	0	0.0%	5
AB	0	0.0%	24	100.0%	0	0.0%	24
ABC	2	2.9%	63	92.6%	3	4.4%	68

In 2020/1 the Academic Registrar (AR) conducted a review of academic governance committees which resulted in strengthening EDI oversight, e.g. annual EDI objectives to report to AB and GB. To encourage further diversity outside roles that are held ex-officio, members will be co-opted on to each of the main Academic Board committees. As the membership of these committees becomes naturally more diverse, these co-opted members can then be used in different ways, depending on the priorities of each committee [Action 4.6].

Action 4.6: Increase diversity within Academic Board and Academic Board Committees by co-opting members.

School Academic Leadership Teams

Only two out of five SALT have got BAME representation [Table 4.d.3]. This limited representation reflects YSJ’s lack of diversity. We discuss steps to change this in section 5.

Table 4.d.3 Membership of SALT for the year 2020/1

	BAME		White		Not known		Total
	No.	→%	No.	→%	No.	→%	No.
Arts							6
ELP							10
HUM							8
STH							8
YBS							6
Total	3	7.9%	34	89.5%	1	2.6%	38

4e Equal Pay

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

The ethnicity pay gap has reduced by 6.69% since 2019 with the University now having a positive pay gap in favour of BAME employees [Table 4.e.1]. Primarily this is a result of increasing numbers of BAME academic appointments, in particular this year at YSJ London and in growing subject areas in York.

Using the same data set, London and York pay gap figures have been shown separately [Table 4.e.2]. This shows that there remains a positive pay gap in favour of BAME staff at the York campus and a negative pay gap in London. This is primarily attributed to the most senior role being held by a white colleague.

In the sector overall, the median and mean pay gap between UK white and UK BAME staff stood at 0.0% and 2.0%, respectively. Notably, median and mean ethnicity pay gaps were largest in England (3.2% and 3.3%, respectively), and especially in London (13.7% and 14.9%, respectively).

In April 2021, BoG approved a strategy refresh which introduced a new KPI to retain the zero ethnicity pay gap. Additionally, from March 2022, intersectionality will be considered by including ethnicity in Gender Pay Gap monitoring. However, we are mindful that there is limited BAME representation both at the top-level tier and the lower tier and will report on this [Action 4.7].

Action 4.7: To include ethnicity representation at three tiers in ethnicity pay gap reporting

Table 4.e.1 Ethnicity Pay Gap figures in 2017, 2019 and 2021

(Pay gaps in favour of white staff are shown as -%, those in favour of BAME staff as +%)

	BAME	White	Not known	Total	Pay Gap
2021					
Basic Salary	52	847	32	931	6.14%
Including allowances					6.58%
2019					
Basic Salary	36	851	19	906	-0.55%
Including allowances					-0.56%
2017					
Basic Salary	32	739	16	787	-3.81%
Including allowances					-4.15%

Note: Ethnicity gap is calculated between the average earnings of BAME employees (52 in 2021) and the average earnings of white employees (847 in 2021) across the University as at a set date. Due to the small numbers of BAME staff the data has not been broken down by job category, e.g., academic or PSS.

Table 4.e.2 Ethnicity Pay Gap figures in 2021, split by London and York

London	BAME	White	Not known	Total	Pay Gap
2021					
Basic Salary					
Including allowances					
York					
2021					
Basic Salary					
Including allowances					

Word count: 2,362

5. Academic Staff: Recruitment, Progression and Development

5a Academic recruitment

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

On 1.11.21, YSJ employed 374 academics of whom 38 (10.2%) identified as BAME [Table 4.a.1, p. 42]

Applications from BAME individuals have been increasing year-on-year [Table 5.a.1]. The vast majority of BAME applications were from non-UK nationals, and appointments of non-UK and UK nationals from BAME background are about equal [Tables 5.a.2a+b]. The high number of shortlisted BAME applications in 2018/9 (31.9%) were for lectureships in International Relations (one substantive role), Korean and Linguistics (one substantive role) and casual academic positions in London.

Despite the increase in applications, the proportion of shortlisted BAME applicants decreased from 31.9% in 2018/9 to 22.8% in 2020/1. The proportion of shortlisted BAME candidates being appointed has increased from 9% in 2018/9 to 21% in 2020/1 which is positive, however there is still a conversion gap (applicants appointed) of 14.9%. **Actions 5.1-5.4** (p. 60) addresses this issue.

Table 5.a.1 Academic staff: All Applications, interviews and appointments from 2018/9 to 2020/1 presented by ethnicity (basic)

	2018/9		2019/0		2020/1	
	BAME	White	BAME	White	BAME	White
# of applications	313	660	340	477	460	574
% of applications	30.7%	64.8%	39.6%	55.6%	41.7%	52.1%
Shortlisted applications	100	161	66	164	105	181
% of applicants shortlisted	31.9%	24.4%	19.4%	34.4%	22.8%	31.5%
# of applicants appointed	9	42	17	66	22	65
% of applicants appointed	9.0%	26.1%	25.8%	40.2%	21%	35.9%
Offer rejected/withdrawn	0	3	0	8	1	3
% of applicants rejected offer	0%	7.1%	0%	12.1%	4.5%	4.6%

Table 5.a.2a Academic staff: UK Applications, interviews and appointments from 2018/9 to 2020/1 presented by ethnicity (basic)

	2018/9		2019/0		2020/1	
	BAME	White	BAME	White	BAME	White
# of applications	100	455	96	332	125	404
% of applications	17.3%	78.9%	21.8%	75.3%	22.6%	73.1%
Shortlisted applications	40	126	31	139	37	146
% of applications shortlisted	40%	27.7%	32.3%	41.9%	29.6%	36.1%
# of applicants appointed	5	37	9	61	8	53
% of applicants appointed	12.5%	29.4%	29%	43.9%	21.6%	36.3%
Offer rejected/withdrawn	0	3	0	7	0	3
% of applicants rejected offer	0%	8.1%	0%	11.5%	0%	5.7%

Table 5.a.2b Academic staff: Non-UK Applications, interviews and appointments from 2018/9 to 2020/1 presented by ethnicity (basic)

	2018/9		2019/0		2020/1	
	BAME	White	BAME	White	BAME	White
# of applications	213	205	243	144	335	168
% of applications	48.3%	46.5%	58.7%	34.8%	62.5%	31.3%
Shortlisted applicants	60	33	35	24	68	35
% of applicants shortlisted	28.2%	17.1%	14.4%	16.7%	20.3%	20.8%
# of applicants appointed	4	5	8	5	14	12
% of applicants appointed	6.7%	15.2%	22.9%	20.8%	20.6%	34.3%
Offer rejected/withdrawn	0	0	0	1	4	1
% of applicants rejected offer	0%	0%	0%	20%	28.6%	8.3%

On our job page we include a positive action statement, provide information about our work to address racial inequalities and other EDI work, and highlight support with relocation and visa loan costs. To ensure shortlisting parity, we use a blind shortlisting system. But once the candidate is shortlisted, the process is no longer “blind” – and we need to ask whether our bias training has enough content in relation to the “less visible signs” of racism during the interview process. We used to require all managers and recruitment panel chairs to attend the mandatory workshop ‘unconscious bias for recruiters’ [Table 5.a.3]. However, since the start of the pandemic, we have stopped running these workshops (the trainer retired). We now provide a written briefing on unconscious bias in all panel packs and ask panel chairs to complete the mandatory online module. We will, however, reinstate anti-bias into recruitment training.

Table 5.a.3: Staff participating in unconscious bias in recruitment workshops 2017/8-2019/0

	2017/8		2018/9		2019/0	
	N	%	N	%	N	%
Academic staff	3	16	9	19	10	40
PSS	16	84	38	81	15	60
Total	19	100%	47	100%	25	100%

Survey respondents from Black and ‘other’ background were less likely to perceive recruitment as fair and transparent, and the overall assessment that the best candidate was being recruited was low [Table 5.a.4].

Some respondents commented that recruitment processes often lacked transparency, were biased and sometimes nepotistic; others, however, felt that recruitment was generally fair and transparent.

“I think recruitment and selection policies and practices are well-intentioned. But I've seen/experienced for myself how unconscious bias can work, even after unconscious bias training”

White staff member

“I think the HR processes are fair, but each individual recruitment team has their own biases and I know from experience that recruitment panels don't always have access to training [...]. I believe non-bias, equality & diversity and fair recruitment should be compulsory for all members of shortlisting and recruitment panels”

White staff member

Table 5.a.4: REC Staff Survey: recruitment and selection

Question	Asian	Black	'Other'	White	Info ref
17. From what I have seen, York St John undertakes recruitment and selection fairly and transparently	4.4	2.8	3.2	4.0	4.2
18. York St John's recruitment and selection policies lead to the best candidates being recruited	3.8	3.0	2.8	3.8	4.0

Interviews and focus groups also suggested that the degree of transparency and fairness was perceived to be largely dependent on the selection panel or the department.

To address the disparities in recruitment and address negative perceptions we have committed to several actions to enhance quality of recruitment. In particular we will adopt a toolkit, similar to the one used at the University of Leicester, to ensure that inclusion and positive action are considered at every stage of the recruitment process. **[Action 5.1]**

We also acknowledge that the process is strongly shaped by white colleagues which means that racial inequalities may get designed into the system. Therefore, we need to involve BAME colleagues in recruitment processes. However, we are mindful of the risks of disproportionate burden and emotional labour. We will therefore take a structured approach that values the contribution of BAME individuals. This should ultimately result in more resilient and effective change. **[Action 5.2]**

Action 5.1: Ensure managers understand their role and responsibilities as recruitment managers in relation to fair, transparent and anti-racist recruitment.

Action 5.2: Introduce mechanisms to involve BAME staff and students in the recruitment process appropriately.

BAME colleagues have also recommended that we enhance support for job applicants, e.g., offering an opportunity to talk to a staff member before applying or interview, providing information on how applications are scored or tips on how to perform successfully in interviews. We will pilot options to support applicants. **[Action 5.3]**

Action 5.3: Enhance pre-application support and guidance for job applicants to help them get the most out of the interview process.

School-level practices have deviated significantly regarding applications, short-listing and appointments of BAME academic candidates over the last three years **[Table 5.a.5]**. This highlights the lack of transparency and reinforces perception of bias. Whilst some schools (Arts, ELP, Hum) need to do better in attracting applications from BAME candidates, others (STH and YBS) need to improve on their poor BAME appointment rates. YSJ London stands out due to its large percentage of BAME applications (68.2%), with 67.8% shortlisted and 72.7% appointed (conversion gap of 1.8 in favour of BAME applicants).

A consistent approach across all schools is required, but actions related to the overall recruitment process need to consider differences between schools **[Table 6.a.2b]**. Individual schools need to be aware of the recruitment challenges in their departments and we will provide school-specific data to help them reflect on what they can do to improve recruitment rates and to close ethnicity disparities. **[Action 5.4]**

Table 5.a.5a School-level Applications, interviews and appointments from 2018/9 to 2020/1 (amalgamated), presented by ethnicity (basic) –

Totals don't add up to 100% as unknown category not shown

Applications				
	BAME		White	
	No.	→%	No.	→%
Arts	22	7.8%	248	88.3%
ELP	39	14.9%	216	82.8%
Hum	47	16.5%	222	77.9%
London	60	68.2%	26	29.5%
STH	45	22.4%	151	75.1%
YBS	60	24.8%	174	71.9%
Other	41	26.5%	106	68.4%
Shortlisted				
	BAME		White	
	No.	→%	No.	→%
Arts	7	9.5%	65	87.8%
ELP	11	12.5%	75	85.2%
Hum	8	13.8%	48	82.8%
London	40	67.8%	18	30.5%
STH	18	17.8%	79	78.2%
YBS	10	11.1%	78	86.7%
Other	11	34.4%	19	59.4%
Appointed				
	BAME		White	
	No.	→%	No.	→%
Arts				
ELP				
Hum				
London				
STH				
YBS				
Other				

Table 5.a.5b Conversion rate from applications to appointments academic staff at School level from 1.8.18 to 31.7.21 (amalgamated) presented by ethnicity (basic)

BAME	School	White	Difference BAME to white in pp
4.5%	Arts	9.7%	-5.1
15.4%	ELP	13.9%	1.5
6.4%	Hum	8.1%	-1.7
13.3%	London	11.5%	1.8
2.4%	Other	5.7%	-3.2
6.7%	Overall	12.0%	-5.3
4.4%	STH	20.5%	-16.1
0.0%	YBS	14.4%	-14.4
6.7%	Overall	12.0%	5.3%

Action 5.4: Provide Annual Staff Statistical Report to Heads of School to inform specific actions in their schools.

5b Training

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

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

YSJ supports employees with a range of learning and development courses relating to teaching, research, leadership and management, including Higher Education Academy (HEA) Fellowship, mentoring and research grant writing workshops.

Training is coordinated by the Teaching and Learning Enhancement Team (T&LET), Learning and Organisational Development (LOD), and the Research Office (RO) **[Figure 5.1]**. All training is usually open to all YSJ staff and to YSJSU staff and officers. For example, to mark Anti-racism day 2022, Professor Kalwant Bhopal delivered two workshops 'Developing an inclusive research culture' (Research CPD) and 'Race Equality and Inclusive Leadership' (TLE CPD) which directly addressed the experiences of minority ethnic groups in HE. As is standard practice, this was advertised through YSJ's webpages, staff intranet, Teams, and regular staff email communications.

Figure 5.1: Teams responsible for training at YSJ and their offer

Learning and Organisational Development	Research	Teaching & Learning Enhancement
<ul style="list-style-type: none"> • Onboarding • General staff training and development • E-learning relating to management/leadership and career progression • Leadership 	<ul style="list-style-type: none"> • Development programme mapped onto the Vitae Research Framework for academics and PGRs, in-person and online 	<ul style="list-style-type: none"> • Academic induction • Development programme mapped onto the Professional Standards Framework • Support fellowship applications

New starters are required to complete self-paced e-learning modules on EDI and unconscious bias. We have identified that onboarding needs to be improved with a stronger emphasis on the university's values and standards of behaviours, and greater visibility of support and social networks. **[Action 5.5]**

Action 5.5: Enhance onboarding programme so that new starters are clear about the University's values and expected standards of behaviour and know about support and social networks.

We monitor the annual total uptake of LOD training by protected characteristics, and report these on our website. However, in the process of writing this application we have identified poor quality data. For example, collected data does not consider one person attending several courses. Nor does it measure the length of time since someone completed EDI and bias modules. We therefore decided not to include this data, but we will have quality data by the time we have the mid-term review (**Action 2.7**, p. 28). That is because OneUni will establish a more effective system for recording and evaluating engagement with staff training and development.

In 2021, PVC:LT commissioned Professor Esther McIntosh to review EDI training and make recommendations for future provision. A ‘task and finish’ group was established with representation from staff networks. The resulting report highlights pressing concerns in relation to EDI training, including:

- Ad-hoc nature of current EDI training, with no clear programme or plan to encourage engagement and participation.
- Impact of existing e-learning programmes, and concerns about the quality of current packages.
- Little time for staff to engage in training.

Our engagement with the YSJ community has highlighted a pressing need for staff to increase knowledge and confidence in recognising and addressing racial inequalities. Training was the second most frequent suggestion by students in the REC survey.

“I think educating the majority on the minorities that currently exist may be a more sensible way of approaching things”

Asian student

“Microaggressions are a problem and you need to teach non POC about them.”

‘Other’ ethnicity student

I would like to see 'racism in HE' training for senior leaders and student support service staff. I would like to see a transparent complaints process that includes communication of progress and outcomes.

‘Other’ ethnicity staff member

Positively, staff responses demonstrate a real thirst to engage with a learning offer.

In response EB agreed the following training priorities **[Action 5.6]**:

- Introduce race equality training for all staff
- Enhance leadership capacity to drive change, and to encourage training at all levels
- Ensure managers and student-facing staff respond effectively and empathetically to concerns about race-related incidents

Action 5.6: Provide a comprehensive race equality/anti-racism staff development offer for all staff appropriate to their role.

Our general leadership development programmes cover coaching and mentoring (Yorkshire Accord), Advance HE Aurora and North East Universities Action Learning Sets (both for women). From 2017/18-2019/20, up to 31 colleagues have participated, but only 3 BAME academics have accessed Yorkshire Accord. Furthermore, survey respondents felt that they did not have sufficient opportunity to develop within their role **[Table 5.b.1]**.

Table 5.b.1: REC Staff Survey: career development

Question	Asian	Black	‘Other’	White	Info ref
20. There are opportunities for me to develop within my role	3.1	2.6	3.8	3.3	3.4
22. Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently	4.4	3.2	4.7	3.7	3.4

In 2022/3 we will launch a new YSJ Leadership programme which will provide opportunities to increase BAME representation. **[Action 5.7]**

Action 5.7: Encourage participation of BAME colleagues in YSJ Leadership programme.

Since 2017/8 we have funded places for BAME colleagues on the Advance HE Diversifying Leadership programme, with more women participating than men. We are pleased that both academics and PSS have participated, from different ethnicities and nationalities **[Tables 5.b.2a+b]**. All participants were G5-7 while all sponsors were senior leaders.

Table 5.b.2a Diversifying Leadership programme from 2017/18 to 2021/22

	2017/8			2018/9			2019/0			2021/2		
	F	M	T	F	M	T	F	M	T	F	M	T
Academics												
PSS												
Total												

Table 5.b.2b Diversifying Leadership programme from 2017/8 to 2021/2 by ethnicity and nationality

Ethnicity	Academic		PSS	
	UK	Non-UK	UK	Non-UK
Asian				
Black				
Mixed and Other				
Total				

Participation in the Diversifying Leadership programme has had visible impact in terms of career progression to Associate Heads and Associate Professor roles, and engagement with the race equality work. All sponsors have also found this experience beneficial.

“Sponsoring a member of staff on the diversifying leadership programme has been really rewarding. Not only have I championed that individual through my network, but we have also had the opportunity to have really useful, open, honest and personal discussions on race.”

Professor Rob Mortimer, PVC:RKT, Sponsor 2021/2

We will continue to fund two places a year, but we will also explore alternatives. **[Action 5.8]**

Action 5.8: Support and invest in BAME leadership programmes.

In 2021 several Yorkshire Universities launched U-Connect, a cross-institutional Diversity Mentoring scheme. This currently has three YSJ BAME participants (two mentors, one mentee). The scheme is growing as other regional universities are joining thus generating more opportunities to match BAME mentees with BAME mentors. **[Action 5.9]**

Action 5.9: Promote U-Connect via BAME Staff Network.

5c Appraisal/development review

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

YSJ is committed to the appraisal and development of all staff through its PDR process.

Academics and PSS are required to meet with their line-manager annually to:

- reflect on annual achievements and challenges
- provide objectives for the coming year
- discuss development needs and longer-term career aspirations.

Additionally, staff have the option to complete a wellbeing plan.

Academics also meet with their SRKTL to discuss research plans and funding opportunities.

PDRs are compulsory as a key staging point for staff and managers to discuss significant workplace and career issues. However, we have not been monitoring uptake or learning objectives. In June 2022, the PDR process transitioned to OneUni which enables us to capture data on completion rates. As such, metrics from OneUni will be used as a baseline measure and a mechanism for monitoring inequalities in the appraisal/development process. Additionally, we will run a full staff engagement survey in 2022/3 and will request feedback on the PDRs.

The staff REC Survey has revealed that overall staff members did not find the process useful. This is more concerning given that Black respondents felt that their line manager does not make sufficient time to discuss personal development and progression [Table 5.c.2].

Table 5.c.2: REC Staff Survey: appraisal

Question	Asian	Black	'Other'	White	Info ref
21. My line manager makes time to discuss my personal development and progression	4.4	3.2	4.7	3.7	3.4
28. My manager ensures my appraisal is evidence-based and transparent	4.2	3.2	4.4	4.0	3.2
29. I find the appraisal useful	3.8	3.0	4.1	3.3	3.1

We have already taken steps to improve the PDR process: self-directed resources about the PDR process are provided, and LOD is updating these to ensure that issues such as equality-related CPD, mentoring opportunities, and promotion planning are explicitly discussed, and that it highlights the importance of regular discussions throughout the year. To introduce the online system, we are running workshops for managers and all staff. As well as training managers on the system, we promote the importance of PDRs and performance and development discussions throughout the year. We will evaluate the impact of the changes to PDR. [Action 5.10]

Action 5.10: Evaluate new PDR process to ensure staff have equivalent opportunities to discuss workplace and career issues.

5d Academic promotion

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

Please provide collated data by each academic grade (ie promotions from each grade to the next)

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

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

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

In 2021, the Academic Promotion policy was refreshed and a promotion round run. The promotions process 2021/2 will be completed in July 2022.

Overall, the ethnicity gap was marginal, a clear improvement on 2018/9 [Table 5.d.1].

Table 5.d.1 Application and promotions success rates by ethnicity (basic) 2018/19 and 2020/1 (no promotions in 2019/0)

In 2019 and 2020 there were no promotions rounds

	2018/9			2020/1		
	Applied	Successful		Applied	Successful	
	No.	No.	%	No.	No.	%
BAME						
White						
Unknown						
Grand total						

Ethnic diversity of applicants for SL and AsProf reflected the pool of those eligible to apply for promotion. However, only two BAME academics were eligible to apply for Professorship (and did not). Both the DoHR and HoHR undertook a review of the applications and decision-making by the Panel. This did not identify any unfairness in the decision-making process, rather the pipeline leading to professorship needs to be diversified further.

In 2021 and 2022, the BAME staff network chair, PVC:LT, Pro Vice Chancellor Research and Knowledge Transfer (PVC:RKT) co-hosted briefings for BAME staff (nine colleagues attended in 2021). However, the REC survey highlights that more needs to be done to encourage promotion applications, particularly for Black academics [Table 5.d.2].

Furthermore, the BAME staff network has commented that they want better support to gain successful promotion. Actions are required to support promotion planning. [Action 5.11]

Table 5.d.2: REC Staff Survey: promotion

Question	Asian	Black	'Other'	White	Info ref
25. I have been encouraged to apply for promotion	2.9	2.0	3.1	2.7	3.0

Action 5.11: Strengthen support for promotion in order to remove barriers and address under-representation at Associate Professor and Professor levels.

5e Research Excellence Framework (REF)

Please provide data and related commentary and actions on: the number of staff submitted to REF, presented as a proportion of the eligible pool, broken down by ethnicity. Please differentiate between UK and non-UK staff.

In REF2014 and REF2021 the percentage of BAME staff entered was higher than the proportion of all academic staff [Table 5.e.1].

Table 5.e.1 Academic staff entered to REF2014 and REF2021

Ethnicity basic	Ethnicity detailed	REF2014				REF2021			
		YSJ AcadS		REF		YSJ AcadS		REF	
		N	↓%	N	↓%	N	↓%	N	↓%
BAME	Asian								
	Black								
	Mixed								
	Other								
	BAME Total	10	3.7%	5	6.9%	19	5.7%	14	7.4%
White	White	255	94.4%	67	91.8%	332	91%	167	88.8%
Not known	Not known	5	1.9%	1	1.4%	11	3.3%	7	3.7%
Grand total		270	100%	73	100.1%	370	100.0%	188	100.0%

*If 2 decimal places then 100.00%

All academic staff at YSJ are on a teaching and research contract. To define significant responsibility for research (SRR) we used PGR supervisor status. For the REF2021 we conducted an equality analysis at each stage of the process (Code of Practice, selection of staff with SRR, submission]. The demographics of identified staff had remained the same, with a slightly higher representation of BAME academics. Due to small numbers, we have not differentiated between UK and non-UK staff.

We concluded that there was no racial bias in the criteria, selection and submission of staff. However, the REF process has increased the profile and importance of EDI in supporting research careers and has informed actions such as expanding EDI provision in Research CPD and EDI is now an item on Schedule of Business in the Research Committee.

5f Support given to early career researchers

Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education. Comment on open-ended/permanent opportunities and any differences by ethnicity.

A higher proportion of Early Career Researchers (ECRs) are of BAME background compared to the YSJ academic workforce [Table 5.f.1]. This is an encouraging sign of a widening route to academia.

Table 5.f.1 All academics and Early Career Researchers by ethnicity at 7.8.22

	BAME		White		Unknown		Total
	N	→%	N	→%	#	→%	N
YSJ Academics	34	9.7%	304	86.4%	14	4.0%	352
Early Career Researchers	17	13.3%	102	79.7%	9	7.0%	128
ECR% of YSJ academics		50.0%		33.6%		64.3%	36.4%

We have aligned the YSJ definition of ECR to the REF definition as it closely matches the norm of five years PhD in most cases. To be an ECR, one needs to be in a first full academic post on a teaching and research contract (i.e., not post-doc). Contract of 0.2FTE or above, and employed after 1 August 2016.

We do not have concerns about racial disparity for ECR contracts.

The RO CPD programme has a dedicated strand for ECRs. Additionally, the new developmental route to HEA fellowship aims to enhance the support for ECRs who teach to gain D2 recognition (FHEA). ECRs can access an ECR Teams area for peer support, and we use this to promote opportunities for BAME ECRs, e.g., U-Connect, BME ECR conference (expenses covered), REC focus groups.

5g Profile-raising opportunities

Please describe how your institution ensures profile raising opportunities are allocated transparently and without racial bias. This might include: speaking at conferences, seminars, guest lectures, exhibitions and media opportunities, nominations to public bodies, professional bodies and external prizes

To ensure an inclusive approach, EB has approved a speaker diversity position statement which was published in April 2022 alongside a ‘how-to guide’. This will ensure that gender parity and culturally diverse representation are considered when inviting speakers, chairs and facilitators to events at YSJ. We are making hard copies of the guide available at all conferences and exhibitions to raise awareness and to enhance accountability.

The REC survey demonstrated low satisfaction with work-related opportunities, however we have not had any feedback about profile-raising opportunities [Table 5.g.1]

Table 5.g.1: REC Staff Survey: Work-related opportunities

Question	Asian	Black	‘Other’	White	Info ref	All
22. Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.	3.0	3.8	3.2	3.0	2.9	3.1

To enhance profile-raising opportunities, we run events where academics and PGRs can share their research. We also provide public engagement and media training, and frequent briefings about writing for *The Conversation*. We promote these opportunities through a broad range of communication channels.

We also highlight contributions by BAME academics, e.g, by highlighting articles in *The Conversation*, via internal communications and social media.

Total Word count: 2,241

6. Professional and Support Staff: Recruitment, Progression and Development

6a Professional and support staff recruitment

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

On 1.11.21, YSJ employed 612 PSS of whom 22 (3.6%) identified as BAME [Table 4.b.1, p. 48].

During the reporting period (2018/9-2020/1), numbers of BAME applications decreased. This fluctuation is due to reduced recruitment for PSS roles, during the pandemic and subsequent financial savings project. Against that backdrop, shortlisting of BAME applicants increased but so did shortlisting of white applicants. However, the appointment disparity reduced to 4.5 percentage points [Table 6.a.1].

Table 6.a.1 Applications, interviews and appointments PSS from 2018/9 to 2020/1 presented by ethnicity (basic)

	2018/9		2019/0		2020/1	
	BAME	White	BAME	White	BAME	White
# applications	305	2130	221	1333	279	2097
→% applications	12.2%	85.2%	13.7%	82.5%	11.4%	85.9%
Shortlisted applicants	47	553	36	369	53	618
% applicants shortlisted	15.4%	26.0%	16.3%	27.7%	19.0%	29.5%
# applicants appointed	9	172	12	101	18	238
% applicants appointed	19.1%	31.1%	33.3%	27.4%	34.0%	38.5%
Offer rejected/withdrawn	0	3	0	8	0	4
% applicants rejected offer	0%	1.7%	0%	7.9%	0%	1.7%

We receive more applications from BAME candidates for G4-6. There is a higher staff turnover at this level and therefore more posts advertised. There are few PSS vacancies at G7 or above: at these levels staff tend to stay longer in post, which may explain the low number of applications and appointments. The small numbers make it harder to draw conclusions, but it is clear that there are disparities. BAME candidates across all grades were less likely than white candidates to make it from application to appointment [Tables 6.a.2a and 6.a.2b].

To explore the lack of progress in recruiting BAME individuals to PSS roles, the Chief Operating Officer (COO) initiated an ethnicity audit. This was conducted in 2021 by HR and involved random sampling and equality audits of shortlisting and interview processes. Whilst the audit highlighted a lack of record keeping, which suggests a lack of transparency in decision making, it was not conclusive.

During the pandemic, many roles within the COO directorate moved to more agile and flexible working. This has widened our recruitment catchment area, and subsequently, for IT and HR roles we have appointed BAME staff from outside of York due to the attraction of home working. Where we are able to do this for certain types of roles, we will continue to offer more flexibility with the aim to recruit from more diverse areas outside of York.

Table 6.a.2a Applications, interviews and appointments PSS at grade level from 1.8.18 to 31.7.21 (amalgamated) presented by ethnicity (basic)

Totals don't add up to 100% as unknown category not shown

Applications				
	BAME		White	
	N	%	N	%
G1	50	8.6%	523	89.6%
G2	50	8.7%	516	89.6%
G3	142	8.6%	1463	88.8%
G4	156	13.9%	947	84.1%
G5	173	14.4%	995	82.6%
G6	151	21.4%	520	73.7%
G7	25	10.0%	218	87.2%
G8	14	8.9%	138	87.9%
G9	11	13.1%	72	85.7%
Off scale	33	15.6%	168	79.2%
Shortlisted				
	BAME		White	
	N	%	N	%
G1	19	6.5%	266	91.1%
G2	13	9.4%	123	88.5%
G3	28	7.1%	356	89.9%
G4	22	8.9%	220	88.7%
G5	16	5.8%	252	91.6%
G6	23	11.9%	161	83.4%
G7				
G8				
G9				
Off scale				
Appointed				
	BAME		White	
	N	%	N	%
G1	11	5.9%	169	90.9%
G2	4	10.0%	35	87.5%
G3	6	6.4%	83	88.3%
G4	6	9.4%	56	87.5%
G5	5	6.5%	70	90.9%
G6	3	5.6%	48	88.9%
G7				
G8				
G9				
Off scale				

Table 6.a.2b Conversion rate from applications to appointments PSS at grade level from 1.8.18 to 31.7.21 (amalgamated) presented by ethnicity (basic)

BAME	Grade	White	Difference BAME to white in pp
22.0%	G1	32.3%	-10.3
8.0%	G2	6.8%	1.2
4.2%	G3	5.7%	-1.5
3.9%	G4	5.9%	-2.0
2.9%	G5	7.0%	-4.1
2.0%	G6	9.2%	-7.2
0.0%	G7	9.2%	-9.2
7.1%	G8	10.9%	-3.8
0.0%	G9	5.6%	-5.6
9.1%	Off scale	6.6%	2.5
4.8%	Overall	9.2%	4.4

YSJ aims to achieve parity across all grades with an overall increase in the percentage of BAME staff employed across all executive areas. It is clear that we have issues throughout the recruitment process. We will therefore take a multi-pronged approach to attract more BAME applications for PSS roles and to eliminate shortlisting and appointment gaps between BAME and white applicants. In addition to the actions set out in section 5 [**Actions 5.1 to 5.3**, p. 60], we will undertake a range of actions focused on attracting more BAME applications, in particular from local and regional ethnic minority communities [**Actions 6.1 to 6.4**]. As with academic posts we will introduce positive action for PSS roles at G9 and above [**Action 4.2**, p.42]. We will also provide Executive area-specific data so that directors can address specific challenges in their directorates. [**Action 6.5**]

Action 6.1: Ensure language used in recruitment process are welcoming and job criteria are non-discriminatory.

Action 6.2: Improve existing recruitment channels to ensure the University is reaching potential BAME applicants.

Action 6.3: Enhance pre-application support and guidance for job applicants.

Action 6.4: Pilot a trainee placement ringfenced for BAME applicants.

Action 6.5: Provide Executive Area-specific data to support action planning by directors.

6b Training

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

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

Please refer to section 5b. All training for academic staff is available for PSS. [Actions 5.5 to 5.9, pages 62-64]

6c Appraisal/development review

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

Please refer to section 5c. The same criteria regarding PDRs for academic staff apply to PSS. [Action 5.10. p. 65]

6d Professional and support staff promotions

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

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

There are two routes through which a PSS member can gain promotion in two ways. Firstly, when a vacancy is available. The other route is via a re-grading process as jobs change in breadth and size over time. Managers can support this by submitting a re-grading application to HR.

Over the reporting period, between 5.9% and 6.7% of those re-graded/promoted identified as BAME [Table 6.d.1]. This is higher than the BAME representation amongst PSS (3.6%).

Table 6.d.1 Re-grades, promotions, grade progressions, internal vacancy promotions and secondment opportunities for PSS for the academic years 2018/9 – 2020/1

01.08.18 – 31.07.19						
BAME		White		Unknown		Total
N	→%	N	→%	N	→%	N
01.08.19 – 31.07.20						
BAME		White		Unknown		Total
N	→%	N	→%	N	→%	N
01.08.20 – 31.07.21						
BAME		White		Unknown		Total
N	→%	N	→%	N	→%	N

However, the REC survey highlights the need for greater transparency in the process for applying for internal roles and re-grading [Table 6.d.2]. Therefore, we will review the communications around internal vacancies and re-grading procedures. [Action 6.6]

“The issue with secondment opportunities, promotion and re-grading in professional staff is something that has always existed at YSJ. There is a severe lack of equality in grading for professional support staff and a lack of transparency when roles are created and staff are encouraged to apply.”

Asian staff member

Table 6.d.2: REC Staff Survey: grade progression

Question	Asian	Black	'Other'	White	Info ref
23. I have been encouraged to apply for jobs at a higher grade	2.7	1.7	3.8	2.6	2.8
24. I have been encouraged to have my role re-graded	1.7	2.0	1.9	1.9	1.9

Action 6.6: Review communications about vacancies and re-grading procedures for greater clarity

Word count: 553

7. Student Pipeline

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

Our Access and Participation (APP) data show that progression into employment or further study for BAME students is our biggest challenge. Our actions follow an anti-deficit approach, in other words we have prioritised capacity building of staff and improving systems over targeted support for BAME students. For access, attainment and continuation we are on track and gaps are getting smaller.

As a university we review the progress and attainment of our student groups as a core part of our annual quality framework. Up until 2021, these data were considered by the APP Steering Group. However, to stop viewing race-related data as a discrete package this group was disbanded and EC is now responsible for reviewing these data.

7a Admissions

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

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

In recent years, UK-domiciled applicants of white or mixed ethnicity were the most likely to receive an offer, followed by Asian applicants (-2.8% compared to white applicants). Black and 'Other' applicants were disproportionately less likely to receive an offer (-8.4% and -7.4% compared to white applicants) **[Table 7.a.1]**. It is likely that there are two main factors behind this drop-away: firstly, predicted grades, a measure which is known to disadvantage Black applicants and, secondly, the fact that many Black applicants apply for Allied Health courses. These courses are highly competitive and have interviews as part of their admissions process, both of which lead to lower offer rates across the board.

Table 7.a.1: Proportion of First Degree UG applicants receiving an offer during the admissions cycles from 2018/9 to 2020/1 by ethnicity

Ethnicity basic	Ethnicity detailed	2018/9	2019/0	2020/1	Average
BAME	Asian	84.8%	82.5%	85.7%	84.2%
	Black	76.3%	76.6%	75.8%	76.2%
	Mixed	88.0%	90.9%	93.6%	90.8%
	Other	74.5%	75.9%	81.5%	77.3%
	BAME Total	83.5%	83.2%	85.8%	84.1%
White	White	88.7%	90.1%	90.7%	89.8%
Not known	Not known	72.5%	78.4%	77.3%	75.9%
All applicants		87.2%	88.8%	89.6%	88.5%
Difference BAME to white in pp		5.2	6.9	5.0	5.7

The central admissions team makes the majority of initial decisions. This is followed by an interview stage for Health, Teacher Training, Art and Design, Journalism and Performance courses. We have not been able to identify any obvious issues at either stage. All staff involved in these processes attend unconscious bias training. However, we will undertake further analysis of offer-making to Black applicants in order to get a more granular picture. **[Action 7.1]**

Action 7.1: Identify causes for lower offer-making to Black applicants in order to develop recommendations for appropriate actions.

We have a fixed offer-making protocol with the only variability being the contextual offer scheme which is not related to predicted tariff points. To attract BAME students, our Opportunity and Excellence scheme offer specifically targets students from ethnic minority communities. This scheme is comprised of a contextual offer and a scholarship. It considers six factors in an applicant's circumstances in order to generate a point score. With this score, an applicant may be eligible for a reduced course offer or, in a minority of cases, an unconditional offer. BAME applicants are more likely to benefit from the Opportunity and Excellence scheme (20.2% in 2020) **[Table 7.a.2]**.

In 2021, we introduced a specific scholarship which guarantees £800 per year of study to UGs who identify as being from a BAME background when they register and whose residual family income is less than £42,000. 79 BAME scholarships were awarded in the first year. Many BAME students with other characteristics underrepresented in HE (e.g., low-income families, care leavers) were also eligible for another award.⁴ We will monitor award uptake and relationship with student outcomes **[Action 7.2]**.

Action 7.2: Monitor award uptake and relationship with student outcomes from both a quantitative and qualitative viewpoint.

We have anecdotal feedback that YSJ has an image problem, and this is borne out by the REC survey with Asian and Black students less likely to recommend the university to others **[Table 7.a.3]**; and by the UCAS cycle. BAME students were more likely to accept an offer during the clearing period **[Table 7.a.4]**. In 2019 and 2020, over 80% of white students were recruited in the main UCAS cycle whereas the number for all other categories was much more skewed towards the clearing stage. This was especially pronounced for applicants of Asian and Black ethnicity. A shift towards the main UCAS cycle would indicate that BAME students see YSJ as a university of choice. We will continue to monitor the two stages.

⁴ Students are only allowed to benefit from one scholarship strand.

Table 7.a.2: Contextual points grouping as a percentage of the ethnic group 2019 and 2020

	Points	Asian		Black		Mixed		Other		White		Not Known	
		n	%	n	%	n	%	n	%	n	%	n	%
2019/0	0, 1	123	37.5%	48	33.8%	125	53.9%	24	50.0%	4836	60.8%	296	75.3%
	2 & 3	154	47.0%	53	37.3%	83	35.8%	18	37.5%	2425	30.5%	76	19.6%
	4+	51	15.5%	41	28.9%	24	10.3%	6	12.5%	687	8.6%	16	4.1%
	% who receive reduced offer		62.5%		66.2%		46.1%		50.0%		39.2%		23.7%
2020/1	0, 1	118	37.8%	38	32.2%	107	46.5%	19	45.2%	4805	60.3%	294	81.7%
	2 & 3	136	43.6%	60	50.8%	89	38.7%	18	42.9%	2490	31.2%	48	13.3%
	4+	58	18.6%	20	16.9%	34	14.8%	5	11.9%	676	8.5%	18	5.0%
	% who receive reduced offer		62.2%		67.8%		53.5%		54.8%		39.7%		54.8%

Table 7.a.3: REC Student Survey: likelihood of recommendation to prospective students

Question	Asian	Black	'Other'	White
12. I would recommend York St John to a prospective student	3.8	3.3	4.1	4.4

Table 7.a.4: UCAS Clearing and Main Cycle 2019 and 2020, by ethnicity (detailed)

Ethnicity	2019		2020	
	Clearing	Main Cycle	Clearing	Main Cycle
Asian	41.0%	59.0%	28.0%	72.0%
Black	33.3%	66.7%	41.0%	59.0%
Mixed	26.0%	74.0%	22.4%	77.6%
Other	36.4%	63.6%	22.2%	77.8%
White	17.2%	82.8%	19.5%	80.5%
Not known	26.0%	74.0%	40.0%	60.0%

7b UG student body

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

During 2020-21, YSJ had 5,789 UG students, 7.9% of whom were from a BAME background [Table 7.b.1a]. Students from mixed racial ethnicity background form the largest minority ethnic group [Table 7.b.2]. The overall UG BAME population at the University has risen slightly as a proportion of all UG students (+0.3%) [Table 7.b.1]. The UK BAME population has remained steady in terms of number, but has risen as a proportion, again rising by 0.3%. The University has a target for 10% of our UG population to be made up of BAME students by 2025 and there is still much work to do in order to reach that level.

The gender split for our BAME UGs is nearly 50/50, and much more balanced when compared to the overall UG population [Table 7.b.2]. Within the YSJ student population, this split is driven by heavy recruitment in women-dominated courses, such as Primary Education, an area proportionately less attended by our BAME students.

Although most of our courses can be taken on a part-time basis, in 2019/20 part-time students formed only 3.9% (199) of the student body and included students who started full-time and repeated parts of years of study. This reduces the likelihood of getting meaningful data for part-time study.

Table 7.b.1a: YSJ UG students 2018/9 to 2020/1 by domicile and ethnicity (basic)

	Ethnicity	2018/9		2019/0		2020/1		S Ave
		N	↓%	N	↓%	N	↓%	↓%
UK	BAME	334	5.8%	324	5.8%	340	6.1%	24.4%
	White	5,197	89.8%	5,042	89.5%	4,938	89.0%	75.6%
	Not Known	10	0.2%	12	0.2%	10	0.2%	
Non-UK	BAME	106	1.8%	95	1.7%	97	1.7%	
	White	137	2.4%	158	2.8%	165	3.0%	
	Not Known	5	0.1%	3	0.1%			
Total	BAME	440	7.6%	419	7.4%	437	7.9%	24.4%
	White	5,334	92.1%	5,200	92.3%	5,103	91.9%	75.6%
	Not Known	15	0.3%	15	0.3%	10	0.2%	
Grand total	Total	5,789	100.0%	5,634	100.0%	5,550	100.0%	100.0%

Note: Sector is UK-domiciled students in England without London (Advance HE 2021)

Table 7.b.1b: YSJ UG students 2018/9 to 2020/1 by domicile and 'BAME' detailed

Nationality	Ethnicity	2018/9		2019/0		2020/1		S Ave
		N	↓%	N	↓%	N	↓%	↓%
UK	Asian	113	25.7%	105	25.0%	111	25.3%	11.6%
	Black	54	12.3%	60	14.3%	59	13.5%	7.6%
	Mixed	145	33.0%	132	31.4%	144	32.9%	4.2%
	Other	22	5.0%	28	6.7%	27	6.2%	2.2%
Non-UK	Asian	40	9.1%	38	9.0%	22	5.0%	
	Black	23	5.2%	17	4.0%	24	5.5%	
	Mixed	24	5.5%	28	6.7%	28	6.4%	
	Other	19	4.3%	12	2.9%	23	5.3%	
Grand Total		440	100.0%	420	100.0%	438	100.0%	

Table 7.b.2: YSJ UG students 2018/9 to 2020/1 by sex and ethnicity (basic)

Gender	Ethnicity	2018/9		2019/0		2020/1	
		N	%	N	%	N	%
Female	BAME	244	4.2%	213	3.8%	230	4.1%
	White	3,552	61.4%	3,398	60.3%	3,293	59.3%
	Not Known	3	0.1%	5	0.1%	3	0.1%
Male	BAME	194	3.4%	202	3.6%	201	3.6%
	White	1,750	30.2%	1,727	30.7%	1,707	30.8%
	Not Known	11	0.2%	9	0.2%	4	0.1%
Other	BAME	2	0.0%	4	0.1%	6	0.1%
	White	32	0.6%	75	1.3%	103	1.9%
	Not Known	1	0.0%	1	0.0%	3	0.1%
Grand Total		5,789	100.0%	5,634	100.0%	5,550	100.0%

By far the most successful regions for YSJ student recruitment are Y&H, the North-East (NE) and North-West (NW) of England [Table 7.b.3]. All of these areas lie below the national average for ethnic diversity, especially the NE. Additionally, the ethnic diversity in the immediate vicinity of the University is much lower, with much of the diversity in Y&H being located in West and South Yorkshire. We have increased recruitment of BAME students in NE and NW, while for Y&H, numbers dropped, having increased in the previous two years.

Driven by our ambition to grow our profile outside York and particularly in West Yorkshire, we have been lead-sponsor of the Yorkshire Asian Young Achievers Awards since their inception in 2020. These are aimed at young South Asian people who live in Yorkshire and who have overcome barriers in order to succeed.

During the pandemic the Student Recruitment and Widening Participation (SRWP) team re-assessed our approach to attract more BAME students and undertook the following actions:

- Produced supporting materials for Open Days and other marketing materials, featuring BAME students and colleagues, without giving a false impression of our student population.
- Recruited a staff member to support the development of a new, sustained project that works with BAME pupils.
- Strengthened relationships and built new connections with schools in West and South Yorkshire. For example, our partnership with the Hanson Academy in West Yorkshire where, as well as working directly with students, we helped parents and carers.
- Encouraged teachers to prioritise BAME applicants to our summer schools for Years 10 and 12, which attract a high proportion of BAME participants (n=15, 25%) relative to our local area.
- Set up a mentoring scheme for students who will be joining us at UG level. This scheme attracts a high proportion of BAME mentees. The scheme has had a positive impact in terms of engagement levels and follow-up actions (18% for transition to HE, 50% for personal statement, mentees' positive feedback). Recording of student mentors' ethnicity is currently patchy, which was caused by the speed at which the scheme was set up. This is something we are looking to improve. [Action 7.3].

Action 7.3: Ensure that the ethnicity data set is more complete for student mentors

Table 7.b.3: YSJ UG student catchment area from 2018/9 to 2020/1 by region and ethnicity (basic) - sorted by largest to smallest intake in 2020/1

Region	Ethnicity	2018/9		2019/0		2020/1	
		N	↓%	N	↓%	N	↓%
Yorkshire and the Humber	BAME	79	65.3%	83	59.3%	76	56.3%
	White	1,062	54.6%	971	55.7%	994	55.6%
	Total	1,146	55.3%	1,059	56.1%	1,071	55.5%
North East	BAME	11	9.1%	13	9.3%	17	12.6%
	White	309	15.9%	297	17.0%	305	17.1%
	Total	320	15.4%	310	16.4%	323	16.8%
North West	BAME	6	5.0%	11	7.9%	12	8.9%
	White	210	10.8%	167	9.6%	142	7.9%
	Total	217	10.5%	180	9.5%	154	8.0%
East Midlands	BAME	6	5.0%	6	4.3%	4	3.0%
	White	149	7.7%	101	5.8%	132	7.4%
	Total	155	7.5%	107	5.7%	137	7.1%
East of England	BAME	4	3.3%	4	2.9%	5	3.7%
	White	77	4.0%	50	2.9%	70	3.9%
	Total	81	3.9%	54	2.9%	75	3.9%
West Midlands	BAME	3	2.5%	4	2.9%	11	8.1%
	White	53	2.7%	50	2.9%	41	2.3%
	Total	56	2.7%	54	2.9%	52	2.7%
South East	BAME			5	3.6%		
	White			30	1.7%		
	Total			35	1.9%		
South West	BAME						
	White						
	Total						
London	BAME	6	5.0%	13	9.3%	7	5.2%
	White	9	0.5%	19	1.1%	14	0.8%
	Total	15	0.7%	32	1.7%	22	1.1%
Wales	BAME						
	White						
	Total						
Northern Ireland	BAME						
	White						
	Total						
Scotland	BAME						
	White						
	Total						
Total	BAME	121	100.0%	140	100.0%	135	100.0%
	White	1,946	100.0%	1,742	100.0%	1,787	100.0%
	Total	2,073	100.0%	1,889	100.0%	1,928	100.0%

Note: BAME recruitment in all areas are below local Census data except for North East: YSJ recruitment from NE 5.3%, NE: 4.7%

SRWP is supplemented by a large group of student ambassadors. As this group was not representative of the YSJ student body, in Spring 2021 we increased recruitment and adjusted the criteria in order to make the role more attractive. 9.1% of student ambassadors are now from a BAME background, a proportion which mirrors more closely YSJ's student body. We will continue to evaluate ways of recruiting an increasing diverse group.

Foundation years

The introduction of foundation years in 2019 has proved popular with BAME students, with a higher proportion of BAME entrants to these courses than for full degrees. However, the proportion is volatile due to smaller numbers [Table 7.b.4]. Since 2021, the University has expanded its range of foundation years, offering courses in Sport, Psychology and Education. We hope the latter, which offers an alternative route onto our ITE course, will lead to an increase of BAME students on that course.

Table 7.b.4: Students on foundation course⁵ at School level 2019/0 to 2020/1 by ethnicity (basic)

School	2019/0						2020/1					
	BAME		White		T	BAME	BAME		White		T	BAME
	No.	↓%	No.	↓%	No.	→%	No.	↓%	No.	↓%	No.	→%
ELP	4	13.8%	14	13.5%	18	22.2%	5	23.8%	36	30.3%	41	12.2%
HUM	6	20.7%	47	46.5%	53	11.3%	4	19.0%	28	23.5%	32	12.5%
STH					0		3	14.3%	17	14.5%	20	1.5%
YBS⁶	19	65.5%	40	40.0%	60	31.6%	9	42.9%	37	31.6%	46	19.6%
Total	29	100.0%	100	100.0%	130	22.3%	21	100.0%	117	100.0%	138	15.2%

At school level

There has been considerable fluctuation of BAME student numbers across the five schools during the reporting period [Tables 7.b.5a+b]. The lack of clear trends in courses is most likely the result of considerable structural change at the university during this period. Change occurred both in the ways that the schools are organised and how the portfolio of courses has developed. We anticipate seeing more BAME students within STH as our Computer Science and Allied Health courses continue to expand.

Table 7.b.5a UG UK students at School level 2018/9 to 2020/1 by ethnicity (basic)

School	Ethnicity	2018/9		2019/0		2020/1	
		N	↓%	N	↓%	N	↓%
Arts	BAME	62	6.5%	47	4.7%	48	4.9%
	White	894	93.3%	947	95.1%	929	95.1%
	Not Known	2	0.2%	2	0.2%		
	<i>Total</i>	958	100.0%	996	100.0%	977	100.0%
ELP	BAME	79	5.0%	69	4.6%	96	6.2%
	White	1,487	94.9%	1,419	95.3%	1,440	93.5%
	Not Known	1	0.1%	1	0.1%	4	0.3%

⁵ 2019/0 was the first year that Foundation Courses were offered

⁶ In 2019/0 2 unknowns in YBS

School	Ethnicity	2018/9		2019/0		2020/1	
	<i>Total</i>	1,566	100.0%	1,489	100.0%	1,539	100.0%
HUM	BAME	47	4.2%	47	4.6%	50	5.5%
	White	1,062	95.6%	956	95.1%	846	94.3%
	Not Known	2	0.2%	3	0.3%	2	0.2%
	<i>Total</i>	1,111	100.0%	1,006	100.0%	898	100.0%
STH	BAME	68	7.6%	63	7.7%	48	6.3%
	White	827	92.1%	746	91.8%	706	93.3%
	Not Known	3	0.3%	4	0.5%	3	0.4%
	<i>Total</i>	898	100.0%	813	100.0%	757	100.0%
YBS	BAME	79	7.8%	99	9.2%	99	8.9%
	White	928	92.0%	974	90.6%	1,018	91.1%
	Not Known	2	0.2%	2	0.2%	1	0.1%
	<i>Total</i>	1,009	100.0%	1,075	100.0%	1,118	100.0%
Grand Total		5,541	100.0%	5,378	100.0%	5,288	100.0%

Table 7.b.5b UG non-UK students at School level 2018/9 to 2020/1 by ethnicity (basic)

School	Ethnicity	2018/9		2019/0		2020/1	
		N	→%	N	→%	N	→%
Arts	BAME	7	28.0%	8	27.6%	13	39.4%
	White	15	60.0%	19	65.5%	20	60.6%
	Not Known	3	12.0%	2	6.9%		
	<i>Total</i>	25	100.0%	29	100.0%	33	100.0%
ELP	BAME						
	White						
	Not Known						
	<i>Total</i>	15	100.0%	17	100.0%	28	100.0%
HUM	BAME						
	White						
	Not Known						
	<i>Total</i>	25	34.7%	22	27.5%	35	34.0%
STH	BAME	46	63.9%	58	72.5%	68	66.0%
	White	1	1.4%				
	Not Known	72	100.0%	80	100.0%	103	100.0%
	<i>Total</i>	66	52.4%	60	50.4%	44	49.4%
YBS	BAME	59	46.8%	58	48.7%	45	50.6%
	White	1	0.8%	1	0.8%		
	Not Known	126	100.0%	119	100.0%	89	100.0%
	<i>Total</i>	248	100.0%	256	100.0%	262	100.0%
Grand Total		5,789	100.0%	5,634	100.0%	5,550	100.0%

7c Course progression

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

The ethnicity gap in continuation from Year One to next fluctuated over the reporting period. Non-UK disparities between BAME and white students drastically worsened in 19/20 (12.9%) but recovered in 20/21 (0.6%). Whereas, for UK students, the declining trend was abruptly reversed, with an increase to 8.1 in 2020/1 [Table 7.c.1].

Table 7.c.1: YSJ UG FT students continuation rates from year one to next 2018/9 – 2020/1 by ethnicity and nationality

			2018/9		2019/0		2020/1	
			Non-UK	UK	Non-UK	UK	Non-UK	UK
BAME	Asian	DNC						
		Con						
	Black	DNC						
		Con						
	Mixed	DNC						
		Con						
	Other	DNC						
		Con						
	BAME total	DNC						
		Con						
White	White	DNC						
		Con						
Gap BAME to white (pp)			1	2.7	12.9	2.1	0.6	8.1

Note: 'Did not continue' includes students who leave within 50 days of starting university (**Higher Education Statistics Agency (HESA)** filters out these)

At the time of writing, it is too early to draw any conclusions (e.g., whether these are structural or outlier occurrences). We have not included school-level data as the numbers are volatile due to the aforementioned changes to school structure and small numbers.

Our activities during the first month of the academic year are geared towards welcoming all students. However, BAME students have commented that they feel isolated as they are in a significant minority. It is important that YSJ's induction programme addresses isolation.

[Action 7.4].

Action 7.4: Provide information pre-arrival and during the first month that is welcoming and inclusive of BAME students

The REC Student Survey highlighted the importance of belonging. Several students noted that the lack of other students from similar backgrounds and the general lack of diversity had led them to feel as though they did not belong at YSJ (see also quotes, pages 26, 27).

York sj is not as ethnically diverse as other universities so I felt pressured to act a certain way in order to fit in and it was very difficult for me and I felt as though i didn't belong

Asian student

A dedicated contact for BAME students is based within the Student Life WP Team. Access to this support is advertised on the website, welcome pages, YSJforYou e-module for new and returning students, etc. We will continue the race Equality Student Voice project to increase visibility of issues affecting BAME students and to signpost BAME students to support services as discussed in section 2. **[Action 2.5, p.26]**

7d Attainment

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

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

- Provide data on differences, by ethnicity, of students awarded a first/2:1 (a 'good degree').
- Comment on any initiatives your institution has to address any attainment gaps (with reference to the Teaching and Learning section of your application).
- Where you have initiated work in this area, specify the impact of these initiatives.

The awarding gap between white and BAME students is slowly getting smaller and, in 2020/1, stood at 8.6% **[Table 7.d.1]**. However, we recognise that to accelerate this work we need to put further resource against this target. To this end we have recruited to a new role of Programme Manager (Access, Attainment and Progression). This will be a staff-facing role to introduce assessment approaches that support attainment across our student groups. This will entail working closely with the T&LET, L&T Leads, SLWPT etc. **[Action 7.5]**

Action 7.5: Appoint Programme Manager (Access, Attainment and Progression) to coordinate work on eliminating ethnicity degree awarding gaps.

Table 7.d.1: YSJ UK domiciled UG students 2018/9 to 2020/1 receiving a "good" degree 2018/9 to 2020/1 by ethnicity

		2018/9		2019/0		2020/1		
Ethnicity (basic)	Ethnicity (detailed)		1st / 2:1	2:2 / 3rd	1st / 2:1	2:2 / 3rd	1st / 2:1	2:2 / 3rd
BAME	Asian	%						
		N						
	Black	%						
		N						
	Mixed	%						
		N						
	Other	%						
		N						
Total	%	65.2%	34.8%	70.4%	29.6%	76.5%	23.5%	
	N	58	31	50	21	52	16	
White	White	%	74.9%	25.1%	80.0%	20.0%	85.1%	14.9%
		N	993	333	1,171	292	1,216	213
Not known	Not known	%	100.0		66.7%	33.3%	100.0	
		N	1		2	1	3	
Grand Total		%	74.3%	25.7%	79.6%	20.4%	84.7%	15.3%
		N	1,052	364	1,223	314	1,271	229
Difference BAME/white		<i>P</i>	9.7		9.6		8.6	
		<i>p</i>						

7e PG pipeline

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in your institution's UK postgraduate student body, and separately non-UK postgraduate student body.

- Provide details specifically on taught master's programmes, research master's programmes and PhD programmes. Where possible, please provide the data for each academic faculty.
- Comment and reflect on the support offered to minority ethnic students to assist in their academic career progression.
- For generic initiatives, comment specifically on take up by ethnicity, and their impact on race equality.

Postgraduate taught

The number of UK BAME students on PGT courses has risen appreciably in numbers, with registrations rising by 252% from 46 to 116 during the reporting period [Table 7.e.1a].

This rise has been driven by considerable increases in ELP and YBS, aided by a small growth in UK BAME students at our London campus, from a zero baseline [Table 7.e.2].

Table 7.e.1a: YSJ PGT students 2018/9 to 2020/1 by domicile and ethnicity (basic)

Domicile	Ethnicity	2018/9		2019/0		2020/1	
		N	↓%	N	%	N	%
UK	BAME	46	5.2%	64	5.1%	116	6.0%
	White	709	80.4%	823	65.1%	1,062	54.8%
	Not Known	8	0.9%	3	0.2%	3	0.2%
	Total	763	86.5%	890	70.4%	1,181	60.9%
Non-UK	BAME	92	10.4%	343	27.1%	717	37.0%
	White	27	3.1%	32	2.5%	40	2.1%
	Not Known					1	0.1%
	Total	119	13.5%	375	29.6%	758	39.1%
Grand Total		882	100.0%	1,265	100.0%	1,939	100.0%

Table 7.e.1b: YSJ PGT students 2018/9 to 2020/1 by domicile and 'BAME' detailed

Nationality	Ethnicity	2018/9		2019/0		2020/1	
		No.	↓%	No.	↓%	No.	↓%
UK	Asian	17	12.3%			45	5.4%
	Black	12	8.7%			32	3.8%
	Mixed	13	9.4%			29	3.5%
	Other	4	2.9%			10	1.2%
	Total	46	33.3%	64	15.7%	116	13.9%
Non-UK	Asian			322	79.1%	654	78.5%
	Black			10	2.5%	41	4.9%
	Mixed			5	1.2%	8	1.0%
	Other			6	1.5%	14	1.7%
	Total	92	66.6%	343	84.3%	717	86.1%
Grand total		138	100%	407	100%	833	100%

YSJ London has experienced exponential growth, with an increase from 24 to 608 non-UK students during this period. Students come from India, Bangladesh, Sri Lanka and Nepal and more recently, West Africa. However, we are working to attract more UK-domiciled students in coming years.

This is an area where we need to be mindful of changing demographics and impact on relations. As the majority of student-facing services are based in York, we are conscious of the need to support a multicultural student body in London.

Table 7.e.2: PGT students at School level 2018/9 to 2020/1 by nationality and ethnicity (basic)

Domicile	School	2018/9				2019/0				2020/1			
		BAME		White		BAME		White		BAME		White	
		N	%	N	%	N	%	N	%	N	%	N	%
UK	Arts					4	5.0%	76	95.0%	4	3.5%	109	96.5%
	ELP					24	6.0%	373	94.0%	33	7.3%	416	92.7%
	Hum					5	3.9%	124	96.1%	6	4.4%	131	95.6%
	LON					4	36.4%	7	63.6%	15	68.2%	7	31.8%
	STH					17	9.8%	157	90.2%	22	9.8%	203	90.2%
	YBS					10	10.4%	86	89.6%	36	15.5%	196	84.5%
Non-UK	Arts												
	ELP												
	Hum												
	LON												
	STH												
	YBS												
Grand Total		138	15.8%	736	84.2%	407	32.3%	855	67.7%	833	43.0%	1,102	57.0%

Postgraduate research

In the YSJ Commitment to PGRs 2026, we have set a KPI whereby half of PGRs in 2026 will be from under-represented groups, including BAME; we are purchasing sector-wide data to help set metrics.

Table 7.e.3a: YSJ PGR students 2018/9 to 2020/1 by domicile and ethnicity (basic)

Domicile	Ethnicity	2018/9		2019/0		2020/1	
		N	%	N	%	N	%
UK	BAME	9	5.5%	11	6.0%	18	7.8%
	White	133	81.6%	153	84.1%	193	83.2%
	Not Known	3	1.8%	2	1.1%	2	0.9%
	Total	145	89.0%	166	91.2%	213	91.8%
Non-UK	BAME	13	8.0%	11	6.0%	14	6.0%
	White	5	3.1%	5	2.7%	5	2.2%
	Not Known						
	Total	18	11.0%	16	8.8%	19	8.2%
Grand Total		163	100.0%	182	100.0%	232	100.0%

Table 7.e.3b: YSJ PGR students 2018/9 to 2020/1 by domicile and 'BAME' detailed

Nationality	Ethnicity	2018/9		2019/0		2020/1	
		No.	↓%	No.	↓%	No.	↓%
UK	Asian						
	Black						
	Mixed						
	Other						
	Total	9	40.9%	11	50.0%	18	56.3%
Non-UK	Asian						
	Black						
	Mixed						
	Other						
	Total	13	59.1%	11	50.0%	14	43.8%
Grand total		22	100%	22	100%	32	100%

Table 7.e.4: PGR students at School level 2018/9 to 2020/1 by ethnicity (basic)

School	2018/9				2019/0				2020/1			
	BAME		White		BAME		White		BAME		White	
	N	→%	N	→%	N	→%	N	→%	N	→%	N	→%
Arts												
ELP												
Hum												
STH												
YBS												
Other												
YSJ T	22	13.8%	138	86.3%	22	12.2%	158	87.8%	32	13.9%	198	86.1%

The number of PGRs at YSJ rose sharply from 163 to 232 students (+ 93) from 2018/9 to 2020/1. This was matched by the rise in PGRs of Asian and mixed-race background, mostly UK-domiciled. **[Tables 7.e.3a/b]** This increase has been largest in ELP. However, in Humanities, the increase in numbers of BAME PGRs has not matched the increase in white PGRs **[Table 7.e.4]**. To increase attraction of different areas, we are considering how we can raise the profile of MFL (Japanese and Korean) and other research currently conducted through a racial lens at YSJ, for example in Psychology, English Literature, Community Music and Deaf Studies.

Our PG Research Skills Programme has a subtheme that includes EDI for research. As part of this we offered: “EDI and your research” with Ellie Highwood (Equasense) on 8.7.21. There is a separate ISJ programme that PGRs can attend. Supervisors are required to attend CPD and this included a session on allyship by Lou Chiu Coaching and consultancy on 16.3.22. We will ensure that our CPD offer for PGRs and supervisors continues with EDI and anti-racism themes. **[Action 7.6]**

Action 7.6: Ensure the annual PGR Programme addresses race equality and anti-racism

We provide a portfolio of thematic funding for research students but we currently do not monitor whether BAME and white PGRs access these equally, and whether there may be any hidden racial bias **[Action 7.7]**.

Action 7.7: Ensure equality of access to thematic funding for research students.

7f PG employment

Please provide three years’ quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of:

- your graduates in non-professional employment (as defined by HESA) six months after graduating
- your graduates in professional level employment (as defined by HESA) six months after graduating.

We have set a 0% ethnicity gap in progression to employment and further study KPI to be achieved by 2026. This is our biggest challenge as our data show fluctuating trends in the gap between BAME and white graduates **[Table 7.f.1]**. We cannot fully explain why, which means the gap could easily widen again without action. Additionally, it is vital that we continue to implement structures that improve outcomes for BAME graduates rather than close the gap through stagnation across the whole graduate cohort.

Table 7.f.1: YSJ Graduate Outcomes (experimental data) 2017/8 to 2019/20 by ethnicity (basic)

	2017/8					2018/9					2019/20				
	BAME		White		Diff	BAME		White		Diff	BAME		White		Diff
	N	%	N	%	→%	N	%	N	%	→%	N	%	N	%	→%
Response Rate	70	41.7%	918	54.6%	13.0%	61	35.5%	995	11.3%	20.7%	64	41.0%	982	52.3%	11.3%
Positive Outcome	47	81.0%	622	73.9%	-7.2%	38	69.1%	669	-2.7%	2.2%	41	73.2%	666	70.5%	-2.7%
Unemployment	3	5.2%	31	3.7%	-1.5%	6	10.9%	52	0.4%	-5.4%	2	3.6%	38	4.0%	0.4%

Note: Difference is marked as positive in favour of BAME and negative in favour of white category
 Positive outcome: in professional employment/self-employment, in further study, has participated in interim study since leaving YSJ

One of the key aspects of successful transition into the labour market is the development of graduate attributes. In collaboration and consultation with students, graduates and employers, YSJ has refreshed its Graduate Attributes (GAs). Using a framework of “Acquire, Apply and Articulate” we will support students to reflect and record how they are developing these attributes across their academic learning and wider student experience. This will provide us with rich data for early identification of where inequalities might be occurring, so we can address them before they lead to less successful outcomes. This will enable better and more timely intervention.

Work has already been developed to help to bridge the gap, and steps to improve employability and employment outcomes include the following:

All students have access to Careers Support at YSJ, which is offered as a lifelong service. They may have in-curriculum delivery from a careers advisor, attend 1:1 appointments, workshops, employer-led information and learning, and business start-up support. We are exploring how we can monitor appointment and event engagement data. **[Action 7.9]**

In addition, we have programmes to provide work-based learning and experience through internships and in-curricular placements. BAME UGs have access to a dedicated WP Adviser which highlights and signposts to additional services, opportunities and support that would improve graduate outcomes. The Student Voice project is expected to increase the numbers of BAME students accessing SWPT. **[Action 2.5, p. 26]**

Recent evidence from a HEFCE-funded Learning Gain project suggested a link between career decisiveness and good graduate outcomes. **Table 7.f.2** shows that some of the bespoke activities and engagement aimed at BAME students have supported their career thinking.

Table 7.f.2: Learning Gain: experience and activities by ethnicity (basic)

	No work exp	Engaged in a careers programme		Had a paid internship		Had an unpaid internship		Placement as part of the course		Mentored	
		Y	N	Y	N	Y	N	Y	N	Y	N
BAME	11%	12%	88%	13%	87%	11%	89%	15%	85%	2%	88%
White	10%	3%	97%	2%	98%	4%	96%	12%	88%	2%	88%

In September 2021 we introduced a Career Readiness Survey for all students. Analysis from the first year shows a higher proportion of BAME students are engaging with careers **[Table 7.f.3]**. However, the REC survey shows low levels of awareness of graduate-level employment opportunities, with a stark difference between Black students and all other ethnicities **[Table 7.f.4]**. We need to engage more students specifically those who are less decisive or lack experience.

Table 7.f.3: YSJ Career Readiness Survey responses by ethnicity (basic)

	Ready to apply or sorted	Planning their future	Deciding on their future
BAME	18%	52%	40%
White	9%	44%	47%

Table 7.f.4: REC Student Survey: employability

Question	Asian	Black	'Other'	White
21. I have a good understanding of the graduate-level employment opportunities available to me.	3.6	1.8	3.2	3.5
22. York St John has helped me develop the skills I need to apply for graduate-level jobs.	3.4	3.0	3.5	3.6

We will improve data analysis to determine whether gaps in engagement and outcomes are specific to courses or behaviours. This will help us develop appropriate work streams, which may include bespoke packages of support (including a mentoring programme) and targeted engagement. This will ensure BAME students take advantage of our work to improve their career outcomes. For example, we will identify opportunities for work-based learning in specific courses where this is lacking and where graduate outcomes are below metric standards. **[Action 7.8]**

Action 7.8: To improve data collection and analysis regarding employability in order to identify gaps and inform targeted intervention

Anecdotal feedback has suggested that some BAME students are not engaging with our programmes because there is no visible representation of BAME individuals or issues pertinent to them. We are evaluating external programmes that enable both career development and networking with BAME leaders and graduates to help increase visibility of success and raise aspiration. **[Action 7.9]**

Action 7.9: With BAME students as co-creators, develop a bespoke programme to support diversity and employment, including increasing diversity in employability events, workshops and external speakers

Word count: 2,058

8. Teaching and Learning

This section is an opportunity for your institution to consider the impact of academic practices. Your analysis and commentary should be race-specific.

Throughout this section please refer to relevant internal and external data and research.

YSJ's Learning, Teaching and Student Experience (LTSE) Strategy was developed in 2020 following consultation and reflection with stakeholders across the university. It establishes the practical steps we take to embed social justice in our learning and teaching. A key element is decolonisation of our curricula and eliminating racial inequalities of opportunity and outcome. [**Action 8.1**]

Action 8.1: Ensure that in the LTSE Action Plan, anti-racist pedagogies and decolonised curricula remain central to the implementation of LTSE strategy.

The 2021/2 LTSE Action Plan has three discreet focus areas, which strategically align with Section 8's sub-sections:

- (1) **Enhancing Course Design:** decolonise pedagogy and curricula across all disciplines, and enhance support for mental health;
- (2) **Enhancing Teaching and Learning Design:** authentic assessment opportunities and enhanced academic tutoring;
- (3) **Supporting Teaching Excellence:** enriched student and staff partnerships and staff development.

PVC:LT oversees the Action Plan's delivery. Progress is reported to AB via EC. At School level, L&T Leads and SALTs manage delivery.

Progress against the 2021/2 Action Plan was reported to EC on 25.5.22. We have made good progress in our Decolonisation work and Employability and Enterprise activities (1). Similar good progress was reported for our Authentic Assessment project and tutorial design enhancements (2) and for our Student Partnership Plus project and CPD, Reward and Recognition (3). Areas requiring further work were Digital Education (2) and YSJ's pedagogic vision (3), whilst Enhancing Support for Mental Health to promote learning and wellbeing (1) was deemed to require most attention.

We discuss progress and actions in more detail below.

8a Course content/syllabus

Please outline how you consider race equality within course content. This should include reference to new and existing courses.

(1) Enhancing Course Design

Employability and Enterprise

The LTSE strategy fully commits to embedding employability across our curricula. A 2018 curriculum audit revealed the positive news that all YSJ students have the opportunity to engage with employers during their studies, and we have made significant advances since then. As discussed in Section 7f, YSJ's GAs have been refreshed this year to enable meaningful engagement across all our teaching and learning provision. The GAs place authenticity - defined as making considerate and ethical decisions with integrity, being community minded, aware of global perspectives, and embracing of difference - at the heart

of our vision of what being a YSJ student and graduate means, clearly aligning them with our social justice mission and anti-racist stance.

Throughout 2022/3 staff will explore (via a series of workshops) how the GAs can be used at subject-level. This work will be supplemented with further guidance on embedding employability in disciplines, and communication with students.

Alongside enhanced data collection and a bespoke programme of employability events **[Actions 7.9 & 7.10]** we will contribute case studies and resources to the 'Pathways to Success' strand of the 'Inclusive Education Framework'. This is a QAA-funded Collaborative Enhancement project, of which YSJ is a member along with the universities of Hull (lead), Derby, Keele and Staffordshire. It helps us refine and define what we mean by inclusive pedagogy and practice, leading to a roll-out of an inclusive education framework.

Decolonising pedagogy and curriculum

Our commitment to decolonising the curriculum is central to our LTSE Strategy and aligns with our sustained commitment to addressing the disparities between experience and attainment for different student groups.

Work is underway at various stages in each School e.g. Humanities has decolonised curricula over many years, and has an active community of practice on decolonisation and diversification of the curriculum; all Sport courses scaffold decolonial-thought throughout the degree, introducing students to different forms of racism and its impact on underrepresented ethnic groups in sport and society; Initial Teacher Education (ITE) addresses anti-racism and decolonisation related to national curriculum development, and hosted a regional Teacher Education D&I Conference on 20.6.22. In programmes where anatomical mannequins are used (e.g. Nursing), these are of a diverse mix of ethnicities.

Since 2019, Library and Learning Services (LLS) have actively promoted diversity and inclusion within YSJ's library collections through the iAmplify project. This develops marginalised voices in the collection and subsequently in our reading lists and curricula. This includes:

- cross university resource lists alongside disciplinary research;
- a dedicated budget to purchase works by marginalised authors from smaller publishing companies;
- regular exhibitions to highlight the breadth of our collections, with a campaign to invite student recommendations for further purchases.

To accelerate our decolonisation journey, we established a cross-institutional network on Decolonisation and Race Equality (DREN) to work on race equality within L&T, and to provide a safe space for conversations about this work. This active, growing group of colleagues comprises c.25 representatives from each School, YSJ London, experts in learning technology, academic skills and librarianship, student welfare, SU and PG community. To secure the future impact and influence of this group, we will ensure its membership is open and inclusive, by giving due recognition to staff committing time and effort to its work, and we will establish a formal reporting mechanism. **[Action 8.2]**

Action 8.2 Secure impact and influence of the DREN, creating a community of practice and building resources to be shared cross-institutionally

Through validation and review, programmes are required to demonstrate that they conform to YSJ's commitment to Social Justice and actively address inclusivity and decolonisation within the subject areas. Programme validation and review documentation must articulate how programme content includes diverse perspectives, materials, reading lists and other resources reflecting diversity.

We now need to measure and evaluate the type and depth of work reported. This will help us decide whether further differentiation is required between different types of activity (namely, enhanced inclusivity, diversification, decolonisation) in order to produce meaningful change for race equality. **[Action 8.3]**

Action 8.3: Monitor and evaluate the effectiveness of the new narrative templates in the validation process, to compile best practice and – if necessary – further develop guidance to differentiate between decolonisation, diversification and inclusive practice.

Enhancing support for mental health

We consider that equitable access to wellbeing will contribute to a sense of belonging and better student outcomes. However, conversations with BAME students have highlighted that they do not feel confident that the wellbeing team will support them effectively, partly because the wellbeing team is all white. We also recognise that there may be cultural barriers around mental health support, particularly at London Campus which has a high proportion of international students. However, experience has shown that international students will access the Chaplaincy for support where they choose not to access Wellbeing, so we continue to offer Chaplaincy as an alternative for pastoral care (see recruitment of an assistant chaplain at p.38).

In addition to YSJ wellbeing support, from 2021/2 students can access a remote self-help service called Health Assured. This offer counsellors who have experience of working with BAME communities. We will include this information on our Health Assured webpage, but this is not a solution in itself and our priority remains to build confidence in wellbeing services through promoting our services in a culturally sensitive way. **[Action 8.4]**

Action 8.4: Build confidence in wellbeing services through promoting our services in a culturally sensitive way

8b Teaching and assessment methods

Please outline how you consider race equality within different teaching and assessment methods. This should include reference to new and existing courses.

YSJ has scored well institutionally in NSS from 2018-2020 with overall satisfaction and "Teaching on my course" consistently above 80%, and above benchmark in 2021. UKES survey data shows that YSJ scores above benchmark for student support and time spent in taught sessions, in line with NSS data.⁷

The cumulative satisfaction rates for 2017-2021 show that Black students marked lowest in 6 out of 12 domains, and highest in continuation and completion **[Figure 8.1]**. Interestingly, NSS 2022 (published in July) shows Black students as more satisfied than all other ethnicities at YSJ – including assessment which Black students scored lower in the REC survey **[Table 8.a.1]**, though we seem to have slipped for Asian students. We are currently

⁷ Unfortunately, UKES split data is difficult to interpret, as the completion rate is low.

delving into these data and will incorporate changes in the implementation of the REC action plan.

Figure 8.1: UG full time NSS split metric data aggregated 2017-2021, provided by the Office for Students for TEF showing positive areas (indicated in blue) and negative areas (grey) compared with benchmark

[Redacted]

Table 8.a.1: REC Student Survey: assessment

Question	Asian	Black	'Other'	White	All
34. I am happy with the way my course is assessed.	4.3	3.5	4.1	4.2	4.2

In the reporting period, YSJ has improved practice in clarity of grading criteria, ensuring students are engaged in discussion of grade descriptors and marking criteria during classes and tutorials. Students are signposted to additional support in student services. It is difficult to quantify the level of engagement by students with this support because of confidentiality of the student records.

(2) Enhancing Teaching and Learning Design

Authentic Assessment

L&T Leads have collated exemplars of good practice in authentic assessments across a variety of subject areas that support active learning and embed inclusive practice in their design and delivery.

Tutorial Enhancement

We note that Black students were less likely to be comfortable approaching course tutors or know where to get additional support [Table 8.b.1]

Table 8.b.1: REC Student Survey: academic support

Question	Asian	Black	'Other'	White	All
32. I am comfortable approaching course tutors with any questions or queries.	4.4	3.8	4.2	4.2	4.3
35. I know where to go to get additional academic support if and when I need it.	4.4	3.7	4.0	4.3	4.3

Since 2020, academic tutorials have increased in all subject areas to support student engagement and retention. Further staff training on coaching skills and professional development in Academic Tutoring is in development. Examples of good practice are collated and shared across our community [Action 8.5].

Action 8.5: Produce a compendium of good practice and a toolkit of resources to support the delivery of effective for Academic Tutorials and Authentic Assessment to address awarding gaps.

Digital Education

'Engage', our learning analytics system, supports pastoral discussions at academic tutorials and early interventions if students disengage by providing detailed and individual information including attendance, module results and engagement metrics.

A more evidence-based monitoring approach was introduced at module, programme and school level in 2020 in the form of annual Programme Review and Enhancement (PRE) reports. These use data to raise awareness of issues in these three levels and facilitate detailed reflection within course teams to review and enhance practice and build staff confidence. It has been challenging to use split data in the PRE process (small numbers on some courses make it difficult not to identify BAME students). Nevertheless, we are working to resolve this for 2022/3 **[Action 8.6]**

Action 8.6: Enhance data-informed monitoring and enhancement processes in the Programme Review and Enhancement reports, likely at School level in first instance.

8c Academic confidence

Please outline how academics are supported and developed to ensure they have the knowledge, skills and confidence to consider race equality in their teaching and course development.

(3) Supporting Teaching Excellence

Student Partnership Plus

At YSJ we are proud of our co-creation of curricula and assessment strategies with students. There is, however, no systematic cross-institutional baseline data to show how or where students are involved. This would help us ensure co-creation processes address under-representation of BAME students. **[Action 8.7]**

Action 8.7: Identify how and where students are currently involved in co-creation, and actively recruit BAME students in each subject area to participate.

Student voice is integral to our ongoing and honest consultation about our academic practices. Student representatives are recruited from all subject areas and all years of study (c.250-300 representatives are elected annually to represent 7,000 UG students). The SU also introduced (in 2018) elected Liberation Officers to strengthen the voice of the following groups: BAME, Disabled, International, LGBTQ+, Mature, PG and Women. However, BAME student representation is not currently well-documented and we need to improve recruitment mechanisms to ensure diverse student representation. **[Action 8.8]**

Action 8.8: Identify a process to address barriers and for actively recruiting BAME students as academic representatives.

CPD, reward and recognition

Evaluating the effectiveness and inclusivity of L&T is key to staff gaining professional recognition for their academic practice (PSF, Dimensions K5 and V1-2). At YSJ we have excellent fellowship rates **[Table 8.c.1]**. We have not been able to establish racial disparities.

Table 8.c.1: HEA Fellowship awards

	YSJU	Sector average
Fellowship	95.4%	53.7%

Our rigorous and long-standing AHE-accredited Fellowship scheme uses a facilitatory model of significant networks (mentoring) and conversations (professional dialogue) to support and empower academic and professional services colleagues seeking fellowship (Roxå & Mårtensson, 2009). Participants must clearly articulate how they address bias and support diverse student cohorts as part of a collegial activist-professional approach that promotes

‘working mindfully and strategically in ways that are negotiated, collaborative, socially critical, future oriented, and transparent’ (MacKenzie, McShane, & Wilcox, 2007, p. 51).

A new developmental pathway aimed specifically at early career academics, including those who are precariously employed or who are teaching in non-academic roles, will commence in September 2022. Specific workshops on decolonisation and anti-racist practices will be incorporated into the Developmental Route and existing Experiential Route to Fellowship.

[Action 8.9]

Action 8.9: Create and deliver new workshops as part of the Advance HE-accredited Fellowship Developmental and Experiential routes that specifically focus on anti-racist practice and decolonising curricula and reading lists.

Our recently refreshed academic promotion criteria include a requirement to demonstrate the incorporation of best and inclusive practice in learning, teaching and assessment. The criteria for our teaching pathway to academic promotion are articulated in close reference to D3 and D4 of the PSF. The increased prominence of inclusivity in the refreshed PSF provides an opportunity for us to improve reward and recognition aligned to inclusive T&L practice.

Several cross-institutional events have been organised to support staff in their academic confidence around decolonisation and anti-racism. For example, a YSJ Decolonial Practice event on 17.2.21 (attended by over 80 staff members and students) showcased decolonial pedagogy and curriculum initiatives from across YSJ and Dr Gurnam Singh offered a keynote, introduced by the SU BAME Liberation Officer. The event was used to create the ‘Remapping the Territory: Decolonising York St John’ Padlet, a digital platform that shares best practice across YSJ and externally. The PVC:LT invited BAME staff and students to co-present the padlet at the GuildHE Anti-Racism Day on 15.7.21. T&LET also provides regular CPD events based on sector-leading approaches to L&T that support diverse student bodies. Since 2020/1, these have included workshops delivered by external experts on authentic assessment, using personal tutoring to address awarding gaps, and the aforementioned workshops with Professor Kalwant Bhopal (p. 62).

The REC survey uncovered a disparity between BAME and white students when appraising teaching and academic confidence, in terms of content (all BAME students) and facilitation (students of Black and ‘other’ ethnicities) **[Table 8.c.2]**.

Table 8.c.2: REC Student Survey: learning, teaching and academic confidence

Question	Asian	Black	‘Other’	White	All
26. When relevant, issues of ethnicity and race are included in academic discussions.	3.4	3.3	3.5	4.1	4.0
27. When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race.	4.2	3.1	3.6	4.0	4.0
29. I enjoy the way my course is taught.	4.4	3.9	3.3	4.0	4.0
31. I am comfortable contributing to group discussions.	4.3	3.9	3.2	4.0	4.0

“[...] In some instances, in class, I've felt the way my lecturer spoke about ethnic minorities such as myself wasn't reflective of my own experiences and knowledge, but my input wasn't welcome. This is especially concerning for my [...] course as my classmates and myself are very likely to go on to work with other ethnic minorities.”

Asian student

The Staff Survey also revealed nervousness about saying the wrong things when discussing race. Many felt that there needed to be a space or forum to be able to talk honestly and openly about race.

We operate a supportive and developmental system of L&T Partnerships in place of traditional teaching observations. All new academic staff are assigned a mentor and undertake peer L&T Partnership discussions each year to enhance their practice.

Further cross-institutional professional development research opportunities are provided to all staff, including the monthly Research into Professional Practice in Learning and Education (RIPPLE) meetings. RIPPLE is a forum for colleagues to share their research into professional practice, share best practice and discuss pedagogical approaches. The impact of these RIPPLE sessions and effective dissemination of good practice needs to be formalised and evaluated.

We will expand out from the aforementioned DREN and create further opportunities, welcome to everyone, to have challenging conversations, share anti-racist practices, etc.
[Action 8.10]

Action 8.10: Establish regular sessions to discuss and share anti-racist practices as part of the T&LET CPD offer alongside continued workshops on external good practice to continue to build staff confidence.

In addition to the appointment of a Programme Manager (AAP) **[Action 7.5, p. 83]** we have committed to recruiting two new Education Developers to begin in 2022/3 academic year. One of these roles will support academic staff in developing anti-racist pedagogies and in pursuing decolonisation across all disciplines. **[Action 8.11]**

Action 8.11 Recruit Educational Developer with specialism in anti-racist pedagogy and decolonial practice.

Total Word count: 2,179

9. Any other information

Addressing student race-related incidents.

We are committed to tackling racism and supporting all students who have experienced or witnessed racism, hate crime or other unacceptable behaviour. We recognise that YSJ's reporting and supporting processes must be effective. This is in the context of wider work to promote an inclusive and welcoming environment in which people treat each other with courtesy and respect, and challenge exclusion and prejudice.

YSJU students can raise concerns and report specific incidents via a range of channels, including the Welfare Team, student complaints and disciplinary procedures, and the Report+Support (R+S) system. We also signpost to SU for independent advice and support. Numbers of reported concerns and complaints are low, with only a small number relating to race-related incidents [Tables 9.1 and 9.2]. BAME students are over-represented, however low numbers make it difficult to say this is statistically significant. Despite this, we recognise that not all racist incidents are being reported or recorded in our systems, as borne out by the REC survey [Table 9.3].

Table 9.1: Report+Support reports 14.6.19 to 14.6.22

	Anonymous report	Report to adviser	All reports
All reports			
Reporting parties identifying as BAME			
Race-related incident			

Note: not all BAME individuals reported race-related incidents; not all race-related incidents were reported by BAME individuals.

Table 9.2: Student Casework reports complaints and disciplinary action 2019/20 to 2021/22 (amalgamated)⁸

	BAME	→ %	White	→ %
Complaints (formal stage)				
<i>Race-related complaint</i>				
Disciplinary action				
<i>Misconduct with racial aspect</i>				

Complaints: Allegation by a student that the University has acted incorrectly.
Disciplinary: Allegation that a student has acted incorrectly. This excludes: 1) group complaints seeking compensation due to lockdowns as ethnicity data was not recorded; 2) accommodation complaints except where the student has appealed the initial outcome; 3) disciplinary action related to breaches of lockdown rules.

Table 9.3: REC Student Survey: racial discrimination on campus and reporting race-related incidents

Question	Asian	Black	'Other'	White
8. I have witnessed or been the victim of racial discrimination on campus	1.3	1.3	1.0	0.8
10. If I reported a race-related incident to my institution, appropriate action would be taken	3.7	3.3	2.7	3.8

⁸ Ethnicity data is for the student submitting the complaint or the student against whom disciplinary action is taken.

Since 2018 YSJ has been delivering a successful All About Respect (AAR) project in partnership with students, York College and local support organisations, introducing training, campaigns and R+S. On 12.7.22 ARR launched online a bystander intervention training, which is available to everyone. Via R+S, students can access support information, report any incidents of racism anonymously, or seek an appointment with a welfare adviser. R+S sits within the welfare team who are best placed to provide an immediate response, and reports are monitored by the welfare team and the Student Casework Manager. Each summer all reports are reviewed and an annual “You said, we did” report is published on the R+S platform.

Local feedback, similar to evidence across the sector, suggests that students have limited confidence in the University’s response to race-related incidents, and that we need to do more to raise awareness of YSJ’s processes [p. 99, **Table 9.3, Q10**].

“I know who I am meant to speak to about any concerns about inappropriate behaviour but I couldn’t approach them”

Student comment from focus group

During 2020/1, the University convened the Student Concerns and Complaints project to review policies and procedures in this area with the aim of ensuring that these are appropriate, consistent and straightforward for students and staff to access and follow.

The first phase delivered a new Student Dignity and Respect policy which sets out responsibilities, expectations, and processes for dealing with unacceptable behaviour. It explicitly references racism and recognises micro-aggressions as a form of unacceptable behaviour. The policy also signposts support channels and mechanisms for students, and confirms our commitment to an annual review and report, with oversight from AB and BoG.

Additionally, we published new webpages to provide clear guidance on raising concerns, accessing support, and to provide information on relevant policies and processes. This includes a specific section about racism.

On 10.5.22, EB approved a refreshed Equality, Diversity and Human Rights (EDHR) policy, which places an explicit responsibility on the university to ensure systems for reporting and addressing systemic and individual discrimination, harassment, racism and sexual misconduct are transparent and robust.

A second phase will see the creation of a new dedicated role for a specialist Student Casework Investigator to enhance student experience in this area [**Action 9.1**], as well as training and awareness-raising campaigns for staff and students. [**Action 9.2**]

Action 9.1: Recruit Student Casework Investigator to strengthen awareness of and response to student concerns.

Action 9.2: Run campaigns to help address race-related incidents and to raise awareness of university report and support processes.

Word count: 572