

Race Equality Charter Review Appendices

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Appendix 1: Race Equality Charter (REC) Review Survey

Race Equality Charter (REC) Review Survey

About this survey

This survey forms part of an independent review of the Race Equality Charter (REC) commissioned by Advance HE to ensure it remains fit for purpose for influencing culture change and advancing race equality in the current HE climate.

More information about the [Race Equality Charter](#)

Who is the survey for?

It seeks to gather experiences of those who have been involved with their institution's work on the REC in order to identify what is working well and what not so well, any challenges and barriers that have been experienced in implementing the REC, and what progress and impacts the Charter has enabled so far. This will ultimately inform the identification of revisions to the Charter to shape its future development.

The survey is primarily meant for staff and students in higher education institutions who have been actively involved in their institution's preparation for or work on the Race Equality Charter in some way. This may include the institution's REC lead, chair and members of self-assessment teams, students' association representatives, staff involved in consultation activity, EDI specialists, and relevant others. We are keen to receive responses from several people in each institution to gather different perspectives. **Please share this survey link with your colleagues who have been involved in your institution's work on REC.** We also welcome responses from key stakeholders of the Charter with an interest in its future development.

Completing the survey

The survey will take around 10-30 minutes to complete, depending on your responses to open questions and your role in REC within your institution. You can edit your answers by clicking the 'previous' button, but once you leave the survey you will not be able to edit your responses.

YOUR RESPONSES WILL ONLY BE SUBMITTED IF YOU COMPLETE THE SURVEY IN FULL.

You can choose to finish the survey later by clicking the 'finish later' link and be emailed a unique link to do this. At the end of the survey, you will have an option to download your responses.

Our thank you for your participation

As a thank you for taking part, you will be invited to attend a learning event to hear about the findings of the review and to network with other HEIs working on REC. We will ask for your email address at the end of the survey so that we can contact you about this event.

This review is being undertaken by a team of experienced independent consultants from Douglas Oloyede, a specialist HE sector diversity consultancy, including Dr. Ashlee Christoffersen, Tinu Cornish and Freya Douglas Oloyede, who have extensive research and evaluation, race equality and REC knowledge and expertise.

Data protection

Advance HE is the 'Data Controller' in respect of this project and Douglas Oloyede is a 'Data Processor' carrying out the research on behalf of Advance HE. Please read this Privacy Notice, which sets out how any personal data participants provide will be used and protected, and participants' rights as data subjects.

All information that participants share during the survey will be held confidentially by Douglas Oloyede in accordance with the requirements of the General Data Protection Regulation (GDPR) and Data Protection Act 2018. Any 'special category' data participants provide relating to race or other protected characteristics will be processed for the sole purpose of developing the REC, in the interests of strengthening equality and diversity in the HE sector. Special category data will not be stored alongside personal data.

Please be assured that your answers are confidential. All information about participants will be handled confidentially by the researchers. Identifying research data shared in this survey will not be returned to Advance HE and will be destroyed on completion of the project.

In the resulting report, you will not be personally identified and all data and quotes used will be anonymised. We will make every effort to ensure that the information participants provide in this survey will not be shared in a way that would allow them or their institutions to be identified, though we cannot completely guarantee anonymity for key role holders since the sample of institutions that are working on REC is relatively small. Should we wish to include a good practice case study or example naming your institution we will seek consent separately.

Participation is voluntary and you are free to withdraw from this survey at any time, though your contributions up to that point may be used anonymously in the research report. If you would like more information about how your data will be used, contact freyardouglas@gmail.com.

Consent

Do you provide your consent to participate in this research and to the use of your survey responses as described above? *Required*

- ☐ Yes, I'm happy to continue – take me to the survey
- ☐ No thanks, it's not for me on this occasion

Section 1: About you and your institution

Firstly, we would like to ask a few questions about you and your involvement with the Race Equality Charter (REC) to date.

Are you a staff member or student at a higher education institution who has been involved in some way with your institution's work on the REC (past or present)? *Required*

- ☐ Yes, a staff member involved in my institution's preparations for joining or work on the REC
- ☐ Yes, a student involved in my institution's preparations for joining or work on the REC
- ☐ No, but I am a key stakeholder of the Charter (eg Patron, academic working on race equality in HE, staff member working on race equality in an institution etc.) with an interest in its future development
- ☐ None of the above

What is your job title?

Which UK higher education institution are you from? *Required*

If you selected Other, please specify:

What is/was your involvement in your institution's work on the Race Equality Charter?*Required*

- ☐ REC lead/EDI staff member (key staff member leading or managing an institution's work on REC) you will be asked additional questions about your institution's REC work
- ☐ Equality and diversity staff member involved but not leading REC work Chair of self-assessment team
- ☐ Member of self-assessment team
- ☐ Member of a working group involved in my institution's REC work Senior leader/champion
- ☐ Student representative
- ☐ Black, Asian or Minority Ethnic (BAME) staff/student involved in consultation to inform institution's application
- ☐ Staff member providing advice/input to the institution's application as part of their job role
- ☐ I would prefer not to say
- ☐ Other

If you selected Other, please specify:

For REC leads

Is your institution a member of the REC? *Required*

- ☐ Yes, it is currently a REC member
- ☐ No, but it was previously a REC member
- ☐ Not yet a REC member but is actively considering and/or preparing to join the Charter
- ☐ Not a REC member and not planning to join the Charter at present

If you selected Other, please specify:

When did it become a member?

- ☐ For the REC trial in 2015
- ☐ 2016
- ☐ 2017
- ☐ 2018
- ☐ 2019
- ☐ 2020
- ☐ I'm not sure
- ☐ Other

If you selected Other, please specify:

Does your institution hold a REC award?

- ☐ Yes, it currently holds a REC award
- ☐ No, but it previously held a REC award
- ☐ No, it does not hold a REC award
- ☐ Other

If you selected Other, please specify:

How many REC submissions has your institution made in the past?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ Other

If you selected Other, please specify:

Has your institution made one or more unsuccessful REC submissions in the past?

- ☐ Yes, it has made one or more unsuccessful submissions
- ☐ No, it has not made any unsuccessful submissions
- ☐ Other

If you selected Other, please specify:

Do any of the below apply to your institution?

- ☐ It submitted a REC application in the July 2020 round
- ☐ It is currently working on a REC application for submission in 2021
- ☐ It is preparing to embark on the REC self-assessment process with a view to submitting an application within the next 4 years
- ☐ None of the above
- ☐ Other

If you selected Other, please specify:

Does your institution intend to continue being involved with/working towards the REC?

- ☐ Yes
- ☐ No
- ☐ I'm not sure
- ☐ Other

If you selected Other, please specify:

Please explain your answer to the previous question.

For how long has your institution been considering becoming a REC member?

- ☐ Less than 6 months
- ☐ 6 months to 12 months
- ☐ 12 months to 24 months
- ☐ 24 months to 36 months
- ☐ 36 months to 48 months
- ☐ I'm not sure
- ☐ Other

If you selected Other, please specify:

When do you anticipate your institution becoming a REC member?

- ☐ Within the next 6 months
- ☐ Within the next 6 – 12 months
- ☐ Within the next 12 – 24 months
- ☐ Within the next 24 – 36 months
- ☐ I'm not sure
- ☐ Other

If you selected Other, please specify:

For non REC-leads

Is your institution a member of the REC? *Required*

- ☐ Yes, it is currently a REC member
- ☐ No, but it was previously a REC member
- ☐ Not yet a REC member but is actively considering and/or preparing to join the Charter
- ☐ Not a REC member and not planning to join the Charter at present

Section 2: Preparing to become a REC member

(Not yet members)

Now we would like to ask you about your experiences of preparing to join the Charter.

Why is your institution considering becoming a REC member? Please select all that apply and rate their importance for why your institution is considering becoming a REC member.

Please don't select more than 1 answer(s) per row.

	Low importance	Slightly important	Moderately important	Very important	Extremely important
Concern about the lack of (or to improve the) progression of BAME academic and/or research staff	☐	☐	☐	☐	☐
Concern about (or to reduce) the institution's BAME degree awarding gap	☐	☐	☐	☐	☐
Concern about the lack of BAME representation at senior levels in the institution	☐	☐	☐	☐	☐
As a response to significant racist incident (s) involving students	☐	☐	☐	☐	☐
As a response to complaints of racism made by staff	☐	☐	☐	☐	☐
As a response to lower levels of satisfaction from BAME students in the NSS	☐	☐	☐	☐	☐
As a response to lower levels of satisfaction by BAME staff in employee satisfaction/engagement surveys	☐	☐	☐	☐	☐
As a response to the Black Lives Matter Movement	☐	☐	☐	☐	☐

	Low importance	Slightly important	Moderately important	Very important	Extremely important
Our institution has a number of Athena SWAN awards and now wants to focus on race and ethnicity	☐	☐	☐	☐	☐
Our institution wants to decolonise the curriculum, teaching and learning	☐	☐	☐	☐	☐

If there is another reason that your institution is considering becoming a REC member, please state it here.

To what extent do you agree that your institution currently has the following?

Please don't select more than 1 answer(s) per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Sufficient understanding of the different experiences and outcomes of different minority ethnic groups for undertaking the REC	☐	☐	☐	☐	☐
Sufficient understanding of the different experiences and outcomes in relation to intersections of identities for undertaking the REC	☐	☐	☐	☐	☐
Sufficient acknowledgement of structural racism as a cause of race inequalities at the institution for undertaking the REC	☐	☐	☐	☐	☐
Sufficient recognition of the institutional drivers (business case) for undertaking the REC	☐	☐	☐	☐	☐

What steps are you taking to prepare your institution for becoming a REC member?

Please tick all that apply.

- ☐ Inviting the REC team to speak to the institution's senior leadership team (or similar)
- ☐ Inviting an external race equity consultant/expert to speak to institution's senior leadership team
- ☐ Conducting focus groups with BAME staff and or students
- ☐ Commissioning workshops on race and ethnicity, whiteness or similar for staff
- ☐ Starting/continuing addressing the BAME degree awarding gap
- ☐ Starting/continuing decolonising the curriculum and teaching and learning
- ☐ Starting/continuing analysing staff and student data on race and ethnicity
- ☐ Employing a staff member to work on the REC
- ☐ Securing the services of an external consultant to work on the REC
- ☐ Starting to /have put together a self-assessment team
- ☐ Preparing or delivering a communications plan regarding the institution's work on race and the REC
- ☐ I'm not sure
- ☐ Other

Why did you consider it necessary to do this work before becoming a REC member?*Please pick all that apply.*

- ☐ Concern that the length of time between becoming a member and having to make a submission (3 years) was too short
- ☐ Failing to make the submission deadline would lead to reputational damage
- ☐ Concern that meeting the requirements needed to make a successful submission would take resources from actually addressing race inequity
- ☐ The REC is seen as too hard because of low success rate of institutional submissions
- ☐ The REC is seen as too hard because of the data requirements
- ☐ Senior leadership were not willing to sign up to the REC and time was needed to convince them
- ☐ BAME staff/network were not convinced of the benefits of the REC
- ☐ Lack of staff resource to focus on the REC
- ☐ To secure institutional acceptance of the role of structural racism and white privilege in causing race inequality
- ☐ Other

If you selected Other, please specify:

Have you experienced or are you currently experiencing any challenges and/or barriers you have to overcome in order for your institution to become a member of REC?

Please select all that apply.

- ☐ Securing staff resource to carry out the workload for REC
- ☐ Securing senior manager involvement
- ☐ Securing the backing of BAME staff and students
- ☐ Pro vice chancellor (or similar) unwilling to write the membership letter
- ☐ Senior leader's unwillingness to accept the REC principles
- ☐ Institution not willing or feeling confident enough to talk openly about race and how racism manifests within the institution
- ☐ Concerns of difficulties managing Athena SWAN and REC at the same time
- ☐ None
- ☐ Other

If you selected Other, please specify:

Please rate your confidence that you will be able to overcome the barriers to membership that you have identified.

- ☐ Not at all confident
- ☐ Slightly confident
- ☐ Somewhat confident
- ☐ Moderately confident
- ☐ Extremely confident

What are your next steps with regard to REC?

For REC leads: Resourcing of REC

Do you have any dedicated staff resource for REC eg member(s) of staff who coordinate REC work?

- ☐ Yes, we have dedicated staff resource for REC
- ☐ No dedicated resource, but REC work is formally a part of one or more staff member(s) workload
- ☐ No formal resourcing models as yet
- ☐ N/A
- ☐ Other

If you selected Other, please specify:

What FTE of staff is dedicated to REC?

- ☐ More than 1 FTE
- ☐ 1 FTE
- ☐ 0.75 FTE
- ☐ 0.5 FTE
- ☐ Less than 0.5 FTE
- ☐ Other

If you selected Other, please specify:

What roles or functions do the staff dedicated to or with work allocation for REC provide?

- ☐ Project management/coordination
- ☐ Senior leadership
- ☐ Race equality expertise
- ☐ Data expertise
- ☐ Other

If you selected Other, please specify:

Has your institution's resourcing for REC always been the same since it joined the Charter?

- ☐ It has always been the same
- ☐ It has changed (please specify how)
- ☐ Other

If you selected Other, please specify:

To what extent do you agree with the following statement: 'My institution's current staff resourcing for REC is appropriate'?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Please tell us more about your answer to the previous question, including any recommendations you would make relating to resourcing of REC.

Has your institution received any bespoke training, consultancy and/or advice to help it with the REC?

- ☐ No
- ☐ Yes

Please specify who this was from eg Advance HE/independent consultant and what it related to.

Was this consultancy/advice useful for your work on REC?

- ☐ Very useful
- ☐ Useful
- ☐ Neither useful nor not useful
- ☐ Not very useful
- ☐ Not at all useful

On average, roughly how many hours per week do you personally dedicate to your institution's REC work?

- ☐ 0-5 hours
- ☐ 5-10 hours
- ☐ 10-15 hours
- ☐ 15-20 hours
- ☐ More than 20 hours
- ☐ Other

If you selected Other, please specify:

Section 2: Preparing to become a REC member

(REC Members)

Did your institution experience any challenges and/or barriers it had to overcome in order for it to become a member of REC?

- ☐ Securing enough staff resource to carry out the workload for REC
- ☐ Securing senior manager involvement
- ☐ Securing the backing of BAME staff and students
- ☐ Pro vice chancellor (or similar) unwilling to write the membership letter
- ☐ Senior leader's unwillingness to accept the REC principles
- ☐ Institution not willing or feeling confident enough to talk openly about race and how racism manifests within the institution
- ☐ Concerns of difficulties managing Athena SWAN and REC at the same time
- ☐ Other

If you selected Other, please specify:

Please tell us if and how you overcame these challenges.

At the start of its REC journey, to what extent do you agree that your institution had the following?

Please don't select more than 1 answer(s) per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Sufficient understanding of the different experiences and outcomes of different minority ethnic groups for undertaking the REC	☐	☐	☐	☐	☐
Sufficient understanding of the different experiences and outcomes in relation to intersections of identities for undertaking the REC	☐	☐	☐	☐	☐
Sufficient acknowledgement of structural racism as a cause of race inequalities at the institution for undertaking the REC	☐	☐	☐	☐	☐
Sufficient recognition of the institutional drivers (business case) for undertaking the REC	☐	☐	☐	☐	☐

Section 3: The REC self-assessment process

Now we would like to ask you about your experiences of undertaking the self- assessment process required to produce a REC application.

Does your institution have a Self-Assessment Team (SAT) for its REC work?

- ☐ Yes, we have a SAT in place
- ☐ No, but we previously had a SAT
- ☐ No, but we are currently putting one together
- ☐ No
- ☐ I'm not sure
- ☐ Other

To what extent do you agree with the following statement: 'My institution's SAT for REC has/ had an appropriate composition'?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Please tell us more about your answer to the previous question, including any recommendations you would make relating to SAT composition.

To what extent do you agree with the following statement: ‘My institution’s SAT for REC has functioned/is functioning effectively’?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Please tell us more about your answer to the previous question, including any recommendations you would make relating to how to ensure a REC SAT functions well.

If you selected Other, please specify:

Please select your category in order to be correctly routed through the survey.

Required

- ☐ REC lead (key staff member leading or managing an institution’s work on REC)
- ☐ Not a REC lead

Self-assessment Teams (REC leads)

How many members are/were on your SAT?

Does/did your SAT contain the following?

Please select all that apply.

- ☐ A senior leader as Chair
- ☐ People from a variety of ethnic backgrounds
- ☐ BAME student representatives
- ☐ BAME staff network representatives
- ☐ Individuals with knowledge, skills and experience in advancing race equality (eg EDI staff, academics in this field)
- ☐ Representatives from each of the institution's academic faculties and relevant central departments
- ☐ A balance of professional and support staff and academics
- ☐ Staff at different grades within the institution
- ☐ Full-time and part-time staff, and staff on open-ended and fixed-term contracts
- ☐ HR representation
- ☐ Data expert(s)
- ☐ Athena SWAN expert(s)
- ☐ Other

If you selected Other, please specify:

What is/was the BAME:white ratio on your SAT?

Was it easy or difficult to get the relevant people on the SAT?

- ☐ Not at all difficult
- ☐ Slightly difficult
- ☐ Somewhat difficult
- ☐ Moderately difficult
- ☐ Extremely difficult

Please explain.

If your institution has a REC award, has ever submitted an application or plans to do so in 2021, please select 'yes' to answer additional questions about your SAT, otherwise select 'no'.

Required

- ☐ Yes
- ☐ No

The REC Self-assessment process REC leads

How frequently has your SAT met while preparing a REC submission?

- ☐ Fortnightly
- ☐ Monthly
- ☐ Bi-monthly
- ☐ Quarterly
- ☐ Other

If you selected Other, please specify:

In your view, was this frequently enough?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

If you have already submitted an award, how long did it take your institution to prepare its most recent REC submission?

- ☐ Less than 1 year
- ☐ Around 1 year
- ☐ Around 1.5 years
- ☐ Around 2 years
- ☐ Around 2.5 years
- ☐ Around 3 years
- ☐ More than 3 years
- ☐ Other

If you selected Other, please specify:

Around how many SAT meetings were required to prepare your most recent REC submission?

- ☐ 3-5
- ☐ 5-10
- ☐ 10-15
- ☐ 15-20
- ☐ More than 20 Other
- ☐ Other

If you selected Other, please specify:

To what extent do you agree that the workload involved in preparing your institution's most recent REC submission was appropriately shared/allocated among relevant staff/SAT members?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Please explain your answer.

In your opinion, is the workload involved in preparing a REC submission commensurate with ensuring a robust self-assessment process and action planning to deliver progress on race equality?

- ☐ Not enough/too light touch
- ☐ Appropriate/about right
- ☐ Neither appropriate nor excessive
- ☐ A bit too much
- ☐ Excessive

Please explain your answer.

REC handbook

Did you find the REC handbook useful while preparing for and/or during the self- assessment process?

- ☐ Very useful
- ☐ Useful
- ☐ Neither useful nor not useful
- ☐ Not very useful
- ☐ Not at all useful

To what extent do you agree with the following statements: ‘Because of the REC handbook my institution was able to fully understand...’

Please don't select more than 1 answer(s) per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	I'm not sure
the REC principles	☐	☐	☐	☐	☐	☐
the commitment required from senior management	☐	☐	☐	☐	☐	☐
the data requirements	☐	☐	☐	☐	☐	☐
how to design the REC survey	☐	☐	☐	☐	☐	☐
how to use qualitative data in the application	☐	☐	☐	☐	☐	☐
the role of bench marking in the self evaluation	☐	☐	☐	☐	☐	☐
how to devise actions to address the issues identified in our self assessment	☐	☐	☐	☐	☐	☐
how to create a SMART action plan	☐	☐	☐	☐	☐	☐
how to complete the application form	☐	☐	☐	☐	☐	☐

The two things that would most improve the usefulness of the handbook would be:

Data requirements

Was it easy or difficult to meet the data requirements for the REC?

- ☐ Not at all difficult
- ☐ Slightly difficult
- ☐ Somewhat difficult
- ☐ Moderately difficult
- ☐ Extremely difficult

What are the most difficult data issues that you came up against and how will/did you overcome these?

In your view are there benefits to the REC data requirements?*Please select all that apply.*

- ☐ Enable differentiation of the experiences and issues affecting different racial and ethnic groups
- ☐ Enable differentiation between the experiences and issues affecting BAME academic, research, and teaching staff
- ☐ Enable differentiation between the experiences and issues affecting different groups of BAME professional and support staff
- ☐ Enable differentiation between the experiences and issues affecting different groups of BAME students
- ☐ Enable design of appropriate actions to address the issues identified in the data
- ☐ Enable communication of the experiences and issues facing BAME staff and students to the senior leadership in the institution
- ☐ Enable communication of the experiences and issues facing BAME staff and students to the wider Institution

Did you find the mandatory REC survey requirements useful to the self- assessment process?

- ☐ Very useful
- ☐ Useful
- ☐ Neither useful nor not useful
- ☐ Not very useful
- ☐ Not at all useful

Did your institution find it easy or difficult to implement the survey requirements?

- ☐ Not at all difficult
- ☐ Slightly difficult
- ☐ Somewhat difficult
- ☐ Moderately difficult
- ☐ Extremely difficult

Please explain.

Did the data you obtained as a result of your survey enable any of the following?

Please select all that apply.

- ☐ Enabled us to communicate the lived experience of BAME staff and students to our senior leadership
- ☐ Enabled us to communicate the lived experience of BAME staff to the whole institution
- ☐ Enabled us to identify actions and interventions we needed to include in our action plan
- ☐ Enabled BAME staff and students to feel that the institution was listening to them
- ☐ Motivated BAME staff and students to engage with the REC process
- ☐ Motivated the establishment of a BAME staff network
- ☐ Did not really add anything valuable to the self-assessment process
- ☐ Other

If you selected Other, please specify:

Have you undertaken any focus groups with staff or students for REC?

- ☐ Yes
- ☐ No

Did the data you obtained as a result of your focus groups enable any of the following?

- ☐ Enabled us to more fully understand the experiences of BAME staff and students than just the survey information on its own
- ☐ Enabled us to communicate the lived experience of BAME staff and students to our senior leadership
- ☐ Enabled us to communicate the lived experience of BAME staff to the whole institution
- ☐ Enabled us to identify actions and interventions we needed to include in our action plan
- ☐ Enabled BAME staff and students to feel that the institution was listening to them
- ☐ Motivated BAME staff and students to engage with the REC process
- ☐ Motivated the establishment of a BAME staff network
- ☐ Did not really add anything valuable to the self-assessment process

Communications

Do/did you have a communications plan in place to explain and promote the institution’s work on REC to staff and students?

- ☐ Yes
- ☐ No
- ☐ Not sure

How effective do you think your communications plan is/was in regard to the following:
Please don’t select more than 1 answer(s) per row.

	Very effective	Effective	Neither effective nor ineffective	Ineffective	Very ineffective
Articulating that racism is structural and an everyday facet of UK society	☐	☐	☐	☐	☐
Communicating the institution’s drivers/business case for participation in REC	☐	☐	☐	☐	☐
Expressing the need for long-term culture change to make progress on race equality	☐	☐	☐	☐	☐
Demonstrating the need to understand the experiences of different minority ethnic groups	☐	☐	☐	☐	☐
Demonstrating the need to understand the experiences of intersections of multiple identities	☐	☐	☐	☐	☐

Action planning

Did your institution find it easy or difficult to undertake the following aspects of action planning?

Please don't select more than 1 answer(s) per row.

	Not at all difficult	Slightly difficult	Somewhat difficult	Moderately difficult	Extremely difficult
Generating actions to address the issues we identified in our self-assessment	☐	☐	☐	☐	☐
Writing actions according to the SMART principles outlined in the handbook	☐	☐	☐	☐	☐
Prioritising our actions so that they would be implemented logically over the 3 years of the award	☐	☐	☐	☐	☐
Identifying relevant targets and success measures for our actions	☐	☐	☐	☐	☐
Identifying who would be the named individual responsible for managing the implementation of relevant actions	☐	☐	☐	☐	☐

Please tell us more about any challenges you face/d in relation to action planning and how you will/have overcome them.

Preparing the application

How easy or difficult is/was it to complete the REC application and prepare your submission?

- ☐ Not at all difficult
- ☐ Slightly difficult
- ☐ Somewhat difficult
- ☐ Moderately difficult
- ☐ Extremely difficult

In your opinion, which sections of the application form are the most challenging to complete?

- ☐ Letter of endorsement from vice-chancellor/principal
- ☐ The self-assessment process
- ☐ Institution and local context
- ☐ Staff profile
- ☐ Academic staff: recruitment, progression and development
- ☐ Professional and support staff: recruitment, progression and development
- ☐ Student pipeline
- ☐ Teaching and learning
- ☐ Action plan
- ☐ Other

If you selected Other, please specify:

Please tell us more about any challenges you face/d in relation to completing the application and how you will/ have overcome them.

If you have any further comments or suggestions regarding the REC self- assessment process, please state them here.

Section 4: REC awards processes

Next, we would like to ask a few questions about your experiences and/or expert opinion regarding the Race Equality Charter review and awards processes.

To what extent do you agree that the stipulated period of 3 years from joining the REC is sufficient time for an institution to prepare its first application?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Please tell us why you disagree and how long you think this time period should be.

To what extent do you agree that the two submission deadlines (February and July each year) are appropriate?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Please tell us more about your answer and any changes you would recommend.

In your opinion, how effective is the REC panel review process for determining the outcomes of REC applications?

- ☐ Very effective
- ☐ Effective
- ☐ Neither effective nor ineffective
- ☐ Ineffective
- ☐ Very ineffective

Please tell us more about your answer and any changes you would recommend to the review process.

If you have already submitted an application, please rate your level of satisfaction with the feedback you received (written and any other forms of feedback) for your most recent REC submission.

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

Please tell us more about your answer and any changes you would recommend to the feedback process.

To what extent do you agree that the 3 year award validity period is sufficient time for an institution to implement its action plan and prepare its next application to renew its award, or apply for the next level of award?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

Please tell us why you disagree and how long you think this time period should be.

If you have any further comments or suggestions regarding the REC review and awards processes, please state them here.

Section 5: Keys to success/barriers to achieving awards

For current or former award holders

To what do you attribute your institution's success in gaining a REC award?

Please select all that apply and rate their importance for why you think your institution was successful.

Please don't select more than 1 answer(s) per row.

	Low importance	Slightly important	Moderately important	Very important	Extremely important
Adequate resourcing	☐	☐	☐	☐	☐
Active engagement from senior leaders	☐	☐	☐	☐	☐
Information, advice and guidance from Advance HE	☐	☐	☐	☐	☐
Composition of SAT	☐	☐	☐	☐	☐
Length of time spent preparing submission	☐	☐	☐	☐	☐
Robust analysis of institutional data pertaining to race equality	☐	☐	☐	☐	☐
Effective action planning	☐	☐	☐	☐	☐
Acknowledgement of race inequalities at the institution	☐	☐	☐	☐	☐
Understanding of race and race equality among those working on REC at the institution	☐	☐	☐	☐	☐
A focus on achieving long- term institutional culture change with regard to race equality	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

If you selected 'other', please specify.

Please add any further information to describe why you feel your institution was successful in gaining a REC award.

For those who were unsuccessful in one or more submissions

To what do you attribute your institution's lack of success in gaining a REC award in one or more applications?

Please select all that apply and rate their importance for why you think your institution was unsuccessful. Please don't select more than 1 answer(s) per row.

	Low importance	Slightly important	Moderately important	Very important	Extremely important
Inadequate resourcing	☐	☐	☐	☐	☐
Insufficient senior leadership prioritisation of REC	☐	☐	☐	☐	☐
Inadequate information, advice and guidance from Advance HE	☐	☐	☐	☐	☐
Composition of SAT	☐	☐	☐	☐	☐
Not enough time spent preparing submission	☐	☐	☐	☐	☐
Problems with availability of institutional data pertaining to race equality	☐	☐	☐	☐	☐
Difficulty analysing institutional data pertaining to race equality	☐	☐	☐	☐	☐
Problems with action planning	☐	☐	☐	☐	☐
Insufficient acknowledgement of race inequalities at the institution	☐	☐	☐	☐	☐
Insufficient understanding of race and race equality among those working on REC at the institution	☐	☐	☐	☐	☐
A lack of focus on achieving long- term institutional culture change with regard to race equality	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

If you selected 'other', please specify.

Please add any further information to describe why you feel your institution was unsuccessful in gaining a REC award.

Please select your category so that you are correctly routed through the survey.

Required

- ☐ Current and former award holders
- ☐ Situation has not yet held an award

Section 6: Making progress on race equality

(Award holders)

Following the success of your submission, do you have a committee (or similar body) to which those responsible for implementing actions now report their progress?

- ☐ Yes
- ☐ No
- ☐ Not sure

Please specify how many committees

Do those responsible for implementing actions now have specific objectives and key performance indicators written into their workloads?

- ☐ Yes
- ☐ No
- ☐ Not sure

Since your REC award, has your institution made progress in any of the following areas?

Progress includes actions having been implemented, but where the institution has not yet necessarily seen an impact (a measurable change), but expects to. Questions on **impact** follow.

Choose all that apply.

- ☐ Raising awareness of race equality in the institution
- ☐ Improving representation of BAME people among professional and support staff
- ☐ Improving representation of BAME people among academic staff
- ☐ Improving representation of BAME people among staff at higher grades
- ☐ Improving retention of BAME staff
- ☐ Improving representation of BAME people on decision making boards and committees
- ☐ More equitable recruitment processes
- ☐ More equitable promotions processes
- ☐ Reducing proportion of BAME staff on fixed term contracts
- ☐ Improving representation of BAME people among students
- ☐ Improved experiences of BAME staff and students
- ☐ Reducing degree awarding gap between white and BAME students
- ☐ Other

To what extent do you feel that this area of progress has been enabled by the REC?

(Raising awareness)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

If you selected Other, please specify:

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving representation of BAME people among professional and support staff)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving representation of BAME people among academic staff)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving representation of BAME people among staff at higher grades)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving retention of BAME staff)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving representation of BAME people on decision making boards and committees)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(More equitable recruitment processes)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(More equitable promotions processes)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Reducing proportion of BAME staff on fixed term contracts)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving representation of BAME people among students)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improved experiences of BAME staff and students)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Reducing degree awarding gap between white and BAME students)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Other)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

Since your REC award, has your institution measured impact in any of the following areas?

Impact is where there has been a measurable change which the institution attributes to actions it has implemented (eg an increase in the proportion of Professors that is BAME). *Choose all that apply.*

- ☐ Improving representation of BAME people among professional and support staff
- ☐ Improving representation of BAME people among academic staff
- ☐ Improving representation of BAME people among staff at higher grades
- ☐ Improving retention of BAME staff
- ☐ Improving representation of BAME people on decision making boards and committees
- ☐ More equitable recruitment processes
- ☐ More equitable promotions processes
- ☐ Reducing proportion of BAME staff on fixed term contracts
- ☐ Improving representation of BAME people among students
- ☐ Improved experiences of BAME staff and students
- ☐ Reducing degree awarding gap between white and BAME students
- ☐ Other

If you selected Other, please specify:

To what extent do you feel that this area of impact has been enabled by the REC?

(Improving representation of BAME people among professional and support staff)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

To what extent do you feel that this area of impact has been enabled by the REC?

(Improving representation of BAME people among academic staff)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

To what extent do you feel that this area of impact has been enabled by the REC?

(Improving representation of BAME people among staff at higher grades)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

To what extent do you feel that this area of impact has been enabled by the REC?

(Improving retention of BAME staff)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

To what extent do you feel that this area of impact has been enabled by the REC?

(Improving representation of BAME people on decision making boards and committees)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

To what extent do you feel that this area of impact has been enabled by the REC?

(More equitable recruitment processes)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

To what extent do you feel that this area of impact has been enabled by the REC?

(More equitable promotions processes)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

To what extent do you feel that this area of impact has been enabled by the REC?

(Reducing proportion of BAME staff on fixed term contracts)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

To what extent do you feel that this area of impact has been enabled by the REC?

(Improving representation of BAME people among students)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

To what extent do you feel that this area of impact has been enabled by the REC?

(Improved experiences of BAME staff and students)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

To what extent do you feel that this area of impact has been enabled by the REC?

(Reducing degree awarding gap between white and BAME students)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

To what extent do you feel that this area of impact has been enabled by the REC?
(Other)

- ☐ The institution would have achieved this impact without REC – impact is not attributable to REC
- ☐ The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC
- ☐ Impact is somewhat attributable to REC
- ☐ Impact is mostly attributable to REC
- ☐ Impact is almost entirely attributable to REC

Please describe how and why your institution has achieved measured impact.

Please describe why, in your view, the institution has not yet achieved measured impact in the areas which you did not select, and whether or not you anticipate that it will do so.

Please describe any other challenges the institution has experienced in progressing actions in your institution's REC action plan.

Section 6: Making progress on race equality

(Not yet award holders)

Since your institution joined REC, has your institution made progress in any of the following areas? Progress includes actions having been implemented, but where the institution has not yet necessarily seen an impact (a measurable change), but expects to.

Choose all that apply.

- ☐ Raising awareness of race equality in the institution
- ☐ Improving representation of BAME people among professional and support staff
- ☐ Improving representation of BAME people among academic staff
- ☐ Improving representation of BAME people among staff at higher grades
- ☐ Improving retention of BAME staff
- ☐ Improving representation of BAME people on decision making boards and committees
- ☐ More equitable recruitment processes
- ☐ More equitable promotions processes
- ☐ Reducing proportion of BAME staff on fixed term contracts
- ☐ Improving representation of BAME people among students
- ☐ Improved experiences of BAME staff and students
- ☐ Reducing degree awarding gap between white and BAME students
- ☐ Gaining an understanding of the specific race equality challenges in your institution
- ☐ Other

To what extent do you feel that this area of progress has been enabled by the REC?

(Raising awareness)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

If you selected Other, please specify:

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving representation of BAME people among professional and support staff)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving representation of BAME people among academic staff)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving representation of BAME people among staff at higher grades)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving retention of BAME staff)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving representation of BAME people on decision making boards and committees)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(More equitable recruitment processes)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(More equitable promotions processes)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Reducing proportion of BAME staff on fixed term contracts)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improving representation of BAME people among students)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Improved experiences of BAME staff and students)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Reducing degree awarding gap between white and BAME students)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Other)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

To what extent do you feel that this area of progress has been enabled by the REC?

(Gaining an understanding of the specific race equality challenges in your institution)

- ☐ The institution would have made this progress without REC – progress is not attributable to REC
- ☐ The institution may have made this progress without REC – it is unclear whether progress is attributable to REC
- ☐ Progress is somewhat attributable to REC
- ☐ Progress is mostly attributable to REC
- ☐ Progress is almost entirely attributable to REC

Please describe any challenges the institution has experienced making progress in these areas.

Section 7: What would help institutions to make further progress?

(Non-members)

What would make it easier for institutions to become REC members?

Please select all that apply

- ☐ Written materials explaining the benefits of joining the REC
- ☐ Enhanced written guidance on what to put in place before joining the Charter
- ☐ Support from the REC staff team for institutions thinking of/preparing to join the Charter
- ☐ Training on race equality for REC leads available before joining the Charter
- ☐ Training on race equality for senior leaders available before joining the Charter
- ☐ Contact/networking with other REC institutions to learn from experiences of others
- ☐ Availability of additional guidance and support during the self-assessment process
- ☐ A longer period of time between becoming a member and having to submit an application (currently 3 years)
- ☐ Greater synergy between the REC and Athena SWAN Charters
- ☐ Other changes to the REC requirements or process (please specify)
- ☐ External drivers and incentives (eg funding links with the REC)
- ☐ Other

If you selected Other, please specify:

(Current and former members)

What *internal factors* or changes would help your institution to make further progress on REC?

Please select all that apply

- ☐ Additional dedicated staff resources for REC
- ☐ Greater senior-level engagement with and prioritisation of race equality
- ☐ Greater knowledge and competence in race equality among those working on REC
- ☐ Additional financial resources for REC self-assessment and/or implementation of REC action plan
- ☐ Greater buy-in to and engagement with race equality across the institution
- ☐ Additional data analysis expertise
- ☐ Improved/extended internal data collection regarding race and ethnicity
- ☐ Other

If you selected Other, please specify:

What additional external support, guidance or resources would help your institution to make further progress on the REC?

Please select all that apply

- ☐ REC data analysis tools/resources/support/training (please explain)
- ☐ Online REC application system (please explain)
- ☐ Enhanced digital REC handbook and guidance materials (please explain)
- ☐ Good practice resources regarding effective race equality actions and interventions (please explain)
- ☐ Additional race equality training opportunities (please explain)
- ☐ More networking opportunities to share practice, challenges and solutions (please explain)
- ☐ Addition of white privilege and power to the REC principles
- ☐ Educational resources relating to the REC principles
- ☐ Other

If you selected Other, please specify:

Please explain

What revisions or changes to the REC framework and processes would you recommend, if any? Please explain your answers.

If you have any further comments or suggestions regarding the future of the REC please state them here.

Section 8: The REC and race equality in HE

Please describe your interest in the REC (eg Patron, academic with expertise in race equality in HE).

What is your job title?

Which UK higher education institution are you from?

In your experience, what are the main challenges that higher education institutions face in improving race equality for staff and/or students?

In your view, does the REC have the potential to enable institutions to make progress in any of the following areas? Please select all that apply.

- ☐ Raising awareness of race equality in the institution
- ☐ Improving representation of BAME people among professional and support staff
- ☐ Improving representation of BAME people among academic staff
- ☐ Improving representation of BAME people among staff at higher grades
- ☐ Improving representation of BAME people on decision making boards and committees
- ☐ More equitable recruitment processes
- ☐ More equitable promotions processes
- ☐ Reducing proportion of BAME staff on fixed term contracts
- ☐ Improving representation of BAME people among students
- ☐ Improved experiences of BAME staff and students
- ☐ Reducing degree awarding gap between white and BAME students
- ☐ I'm not sure
- ☐ Other

If you selected Other, please specify:

Please give further detail about your answers to the previous question.

In your experience, do institutions have to overcome any of the following challenges and/or barriers in order to become members of REC?

Please select all that apply.

- ☐ Securing staff resource to carry out the workload for REC
- ☐ Securing senior leader's backing and/or involvement
- ☐ Securing the backing of BAME staff and students
- ☐ Institution not willing or feeling confident enough to talk openly about race and how racism manifests within the institution
- ☐ Insufficient institutional understanding of structural racism and how to address it
- ☐ Insufficient institutional understanding of white privilege and power
- ☐ Concerns of difficulties managing Athena SWAN and REC at the same time
- ☐ I'm not sure
- ☐ Other

If you selected Other, please specify:

In your view, what would encourage or make it easier for institutions to become REC members? *Please select all that apply*

- ☐ Written materials explaining the benefits of joining the REC
- ☐ Enhanced written guidance on what to put in place before joining the Charter
- ☐ Support from the REC staff team for institutions thinking of/preparing to join the Charter
- ☐ Training on race equality for REC leads available before joining the Charter
- ☐ Training on race equality for senior leaders available before joining the Charter
- ☐ Contact/networking with other REC institutions to learn from experiences of others
- ☐ Availability of additional guidance and support during the self-assessment process
- ☐ A longer period of time between becoming a member and having to submit an application (currently 3 years)
- ☐ Greater synergy between the REC and Athena SWAN Charters
- ☐ Other changes to the REC requirements or process (please specify)
- ☐ External drivers and incentives (eg funding links with the REC)
- ☐ I'm not sure
- ☐ Other

If you selected Other, please specify:

Please specify.

In your experience, what are the challenges and/or barriers institutions have to overcome in order to make a successful REC application? *Please select all that apply.*

- ☐ Inadequate resourcing for REC
- ☐ Insufficient senior leadership prioritisation of REC
- ☐ Inadequate information, advice and guidance from Advance HE
- ☐ Composition of Self-assessment team
- ☐ Amount of time spent preparing submission
- ☐ Problems with availability of institutional data pertaining to race equality
- ☐ Difficulty analysing institutional data pertaining to race equality
- ☐ Problems with action planning
- ☐ Insufficient acknowledgement of race inequalities at the institution
- ☐ Insufficient understanding of race and race equality among those working on REC at the institution
- ☐ I'm not sure
- ☐ Other

If you selected Other, please specify:

What do you think would support more institutions to make successful REC submissions?*Please select all that apply.*

- ☐ REC data analysis tools/resources/support/training (please explain)
- ☐ Online REC application system (please explain)
- ☐ Enhanced digital REC handbook and guidance materials (please explain)
- ☐ Good practice resources regarding effective race equality actions and interventions (please explain)
- ☐ Additional race equality training opportunities (please explain)
- ☐ More networking opportunities to share practice, challenges and solutions (please explain)
- ☐ A longer period of time to prepare the application (currently 3 years)
- ☐ I'm not sure
- ☐ Other

If you selected Other, please specify:

Please explain your answer.

What revisions or changes to the REC framework and processes would you recommend, if any? Please explain your answers.

If you have any further comments or suggestions regarding the future of the REC please state them here.

Section 9: Equality monitoring

Any 'special category' data participants provide relating to race or other protected characteristics will be processed for the sole purpose of developing the REC, in the interests of strengthening equality and diversity in the HE sector. Special category data will not be stored alongside personal data. This information will be used to analyse responses for any differences across protected characteristics.

What is your age?

Do you have an impairment, health condition or learning difference that has a substantial or long term impact on your ability to carry out day to day activities?

- ☐ No known impairment, health condition or learning difference
- ☐ A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- ☐ A mental health difficulty, such as depression, schizophrenia or anxiety disorder
- ☐ A physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches
- ☐ A social/communication impairment such as a speech and language impairment or Asperger's syndrome/other autistic spectrum disorder
- ☐ A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
- ☐ Blind or have a visual impairment uncorrected by glasses
- ☐ D/deaf or have a hearing impairment
- ☐ An impairment, health condition or learning difference that is not listed above
- ☐ Prefer not to say

What is your ethnic group? (ethnic group is about the group to which you perceive you belong).

- ☐ Arab
- ☐ Asian, Asian Scottish or Asian British – Bangladeshi
- ☐ Asian, Asian Scottish or Asian British – Indian
- ☐ Asian, Asian Scottish or Asian British – Pakistani
- ☐ Any other Asian background (specify if you wish)
- ☐ Black, Black Scottish or Black British – African
- ☐ Black, Black Scottish or Black British – Caribbean
- ☐ Any other Black background (specify if you wish)
- ☐ Chinese, Chinese Scottish or Chinese British
- ☐ Mixed/multiple – White and Asian
- ☐ Mixed/multiple – White and Black African
- ☐ Mixed/multiple – White and Black Caribbean
- ☐ Any other mixed or multiple background (specify if you wish)
- ☐ White – English
- ☐ White – Irish
- ☐ White – Irish Traveller
- ☐ White – Northern Irish
- ☐ White – Polish
- ☐ White – Scottish
- ☐ White – Welsh
- ☐ Any other white background (specify if you wish)
- ☐ Gypsy/Roma/Traveller
- ☐ Other ethnic group
- ☐ Prefer not to say

Specify if you wish.

What is your gender?

- ☐ Man
- ☐ Non-binary
- ☐ Woman
- ☐ Prefer not to say
- ☐ Other

If you selected Other, please specify:

Do you have a religion or belief?

- ☐ No religion
- ☐ Bahai
- ☐ Buddhist
- ☐ Christian (specify if you wish)
- ☐ Hindu
- ☐ Jain
- ☐ Jewish
- ☐ Muslim
- ☐ Sikh
- ☐ Spiritual
- ☐ Prefer not to say
- ☐ Other

If you selected Other, please specify:

Specify if you wish.

What is your sexual orientation?

- ☐ Asexual
- ☐ Bi/bisexual
- ☐ Gay man
- ☐ Gay woman/lesbian
- ☐ Heterosexual/straight
- ☐ Queer
- ☐ Prefer not to say
- ☐ Other

If you selected Other, please specify:

Do you identify as trans or do you have a trans history?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say
- ☐ Other

If you selected Other, please specify:

Finish

Thank you for taking part. Your answers are really important to shaping the future of the Race Equality Charter. **PLEASE CLICK 'FINISH' AT THE BOTTOM OF THE PAGE IN ORDER TO SUBMIT ALL OF YOUR SURVEY RESPONSES – IF YOU DO NOT THEY WILL NOT BE SAVED.**

Would you be happy to take part in a follow-up interview regarding the REC?

- ☐ Yes, I am happy to be interviewed
- ☐ No thanks

Would you like to be invited to the dissemination event for this REC review?

- ☐ Yes, I would like to be invited
- ☐ No thanks

Please provide your email address. We will only use this for the purpose(s) you have agreed to here.

Thank you for taking part. Your answers are really important to shaping the future of the Race Equality Charter.

Appendix 2: REC review survey data tables

Appendix 2: REC review survey data tables

Are you a staff member or student at a higher education institution who has been involved in some way with your institution's work on the REC (past or present)?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes, a staff member involved in my institution's preparations for joining or work on the REC	72	80.9	80.9
	Yes, a student involved in my institution's preparations for joining or work on the REC	5	5.6	86.5
	No, but I am a key stakeholder of the Charter (eg Patron, academic working on race equality in HE)	8	9.0	95.5
	None of the above	4	4.5	100.0
	Total	89	100.0	
Missing	System	1		
Total		90		

What is/was your involvement in your institution's work on the Race Equality Charter?

		Frequency	Valid Percent	Cumulative Percent
Valid	REC lead/EDI staff member (key staff member leading or managing an institution's work on REC)* you will be asked additional questions	29	37.7	37.7
	Equality and diversity staff member involved but not leading REC work	12	15.6	53.2
	Chair of self-assessment team	1	1.3	54.5
	Member of self-assessment team	14	18.2	72.7
	Member of a working group involved in my institution's REC work	11	14.3	87.0
	Senior leader/champion	2	2.6	89.6
	Black, Asian or Minority Ethnic (BAME) staff/ student involved in consultation to inform institution's application	6	7.8	97.4
	Staff member providing advice/input to the institution's application as part of their job role	1	1.3	98.7
	I would prefer not to say	1	1.3	100.0
	Total	77	100.0	
Missing	System	13		
Total		90		

Is your institution a member of the REC?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes, it is currently a REC member	27	93.1	93.1
	Not yet a REC member but is actively considering and/or preparing to join the Charter	2	6.9	100.0
	Total	29	100.0	
Missing	System	61		
Total		90		

When did it become a member?

		Frequency	Valid Percent	Cumulative Percent
Valid	For the REC trial in 2015	8	29.6	29.6
	2016	5	18.5	48.1
	2017	2	7.4	55.6
	2018	8	29.6	85.2
	2020	2	7.4	92.6
	I'm not sure	2	7.4	100.0
	Total	27	100.0	
Missing	System	63		
Total		90		

Does your institution hold a REC award?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes, it currently holds a REC award	12	44.4	44.4
	No, it does not hold a REC award	15	55.6	100.0
	Total	27	100.0	
Missing	System	63		
Total		90		

How many REC submissions has your institution made in the past?

		Frequency	Valid Percent	Cumulative Percent
Valid	0	10	38.5	38.5
	1	7	26.9	65.4
	2	9	34.6	100.0
	Total	26	100.0	
Missing	System	64		
Total		90		

Has your institution made one or more unsuccessful REC submissions in the past?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes, it has made one or more unsuccessful submissions	8	32.0	32.0
	No, it has not made any unsuccessful submissions	17	68.0	100.0
	Total	25	100.0	
Missing	System	65		
Total		90		

Do any of the below apply to your institution?

		Frequency	Valid Percent	Cumulative Percent
Valid	It submitted a REC application in the July 2020 round	4	15.4	15.4
	It is currently working on a REC application for submission in 2021	9	34.6	50.0
	It is preparing to embark on the REC self-assessment process with a view to submitting an application within the next 4	5	19.2	69.2
	None of the above	8	30.8	100.0
	Total	26	100.0	
Missing	System	64		
Total		90		

Does your institution intend to continue being involved with/working towards the REC?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	25	96.2	96.2
	I'm not sure	1	3.8	100.0
	Total	26	100.0	
Missing	System	64		
Total		90		

For how long has your institution been considering becoming a REC member?

		Frequency	Valid Percent	Cumulative Percent
Valid	Less than 6 months	1	50.0	50.0
	36 months to 48 months	1	50.0	100.0
	Total	2	100.0	
Missing	System	88		
Total		90		

When do you anticipate your institution becoming a REC member?

		Frequency	Valid Percent	Cumulative Percent
Valid	Within the next 6 – 12 months	2	100.0	100.0
Missing	System	88		
Total		90		

Is your institution a member of the REC?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes, it is currently a REC member	28	58.3	58.3
	Not yet a REC member but is actively considering and/or preparing to join the Charter	17	35.4	93.8
	Not a REC member and not planning to join the Charter at present	3	6.3	100.0
	Total	48	100.0	
Missing	System	42		
Total		90		

Why is your institution considering becoming a REC member?

		Count	Column Valid N %
Concern about the lack of (or to improve the) progression of BAME academic and/or research staff	Low importance	0	0.0%
	Slightly important	1	5.3%
	Moderately important	4	21.1%
	Very important	9	47.4%
	Extremely important	5	26.3%
	Total	19	100.0%
Concern about (or to reduce) the institution's BAME degree awarding gap	Low importance	0	0.0%
	Slightly important	1	5.6%
	Moderately important	3	16.7%
	Very important	9	50.0%
	Extremely important	5	27.8%
	Total	18	100.0%

		Count	Column Valid N %
Concern about the lack of BAME representation at senior levels in the institution	Low importance	1	5.3%
	Slightly important	1	5.3%
	Moderately important	5	26.3%
	Very important	5	26.3%
	Extremely important	7	36.8%
	Total	19	100.0%
As a response to significant racist incident (s) involving students	Low importance	2	11.8%
	Slightly important	2	11.8%
	Moderately important	5	29.4%
	Very important	5	29.4%
	Extremely important	3	17.6%
	Total	17	100.0%
As a response to complaints of racism made by staff	Low importance	2	11.8%
	Slightly important	5	29.4%
	Moderately important	3	17.6%
	Very important	5	29.4%
	Extremely important	2	11.8%
	Total	17	100.0%
As a response to lower levels of satisfaction from BAME students in the NSS	Low importance	1	6.3%
	Slightly important	2	12.5%
	Moderately important	7	43.8%
	Very important	1	6.3%
	Extremely important	5	31.3%
	Total	16	100.0%

		Count	Column Valid N %
As a response to lower levels of satisfaction by BAME staff in employee satisfaction/ engagement surveys	Low importance	2	11.1%
	Slightly important	2	11.1%
	Moderately important	6	33.3%
	Very important	3	16.7%
	Extremely important	5	27.8%
	Total	18	100.0%
As a response to the Black Lives Matter Movement	Low importance	2	11.1%
	Slightly important	2	11.1%
	Moderately important	5	27.8%
	Very important	4	22.2%
	Extremely important	5	27.8%
	Total	18	100.0%
Our institution has a number of Athena SWAN awards and now wants to focus on race and ethnicity	Low importance	2	10.5%
	Slightly important	3	15.8%
	Moderately important	5	26.3%
	Very important	6	31.6%
	Extremely important	3	15.8%
	Total	19	100.0%
Our institution wants to decolonise the curriculum, teaching and learning	Low importance	1	5.9%
	Slightly important	0	0.0%
	Moderately important	6	35.3%
	Very important	5	29.4%
	Extremely important	5	29.4%
	Total	17	100.0%

PREPARING TO BECOME A REC MEMBER

To what extent do you agree that your institution currently has the following?

		Count	Column Valid N %
Sufficient understanding of the different experiences and outcomes of different minority ethnic groups for undertaking the REC	Strongly agree	1	5.3%
	Agree	8	42.1%
	Neither agree nor disagree	2	10.5%
	Disagree	7	36.8%
	Strongly disagree	1	5.3%
	Subtotal	19	100.0%
Sufficient understanding of the different experiences and outcomes in relation to intersections of identities for undertaking the REC	Strongly agree	3	15.8%
	Agree	5	26.3%
	Neither agree nor disagree	1	5.3%
	Disagree	7	36.8%
	Strongly disagree	3	15.8%
	Subtotal	19	100.0%
Sufficient acknowledgement of structural racism as a cause of race inequalities at the institution for undertaking the REC	Strongly agree	2	10.5%
	Agree	5	26.3%
	Neither agree nor disagree	5	26.3%
	Disagree	4	21.1%
	Strongly disagree	3	15.8%
	Subtotal	19	100.0%
Sufficient recognition of the institutional drivers (business case) for undertaking the REC	Strongly agree	2	10.5%
	Agree	11	57.9%
	Neither agree nor disagree	3	15.8%
	Disagree	2	10.5%
	Strongly disagree	1	5.3%
	Subtotal	19	100.0%

What steps are you taking to prepare your institution for becoming a REC member?
Please tick all that apply.

		N	Percent of Cases
Q9multiple^a	Inviting the REC team to speak to the institution's senior leadership team (or similar)	9	47.4%
	Inviting an external race equity consultant/expert to speak to institution's senior leadership team	8	42.1%
	Conducting focus groups with BAME staff and or students	10	52.6%
	Commissioning workshops on race and ethnicity, whiteness or similar for staff	9	47.4%
	Starting/continuing addressing the BAME degree awarding gap	12	63.2%
	Starting/continuing decolonising the curriculum and teaching and learning	12	63.2%
	Starting/continuing analysing staff and student data on race and ethnicity	14	73.7%
	Employing a staff member to work on the REC	6	31.6%
	Securing the services of an external consultant to work on the REC	4	21.1%
	Starting to /have put together a self-assessment team	12	63.2%
	Preparing or delivering a communications plan regarding the institution's work on race and the REC	10	52.6%
	I'm not sure	1	5.3%
	Other	1	5.3%
Total		108	568.4%

Why did you consider it necessary to do this work before becoming a REC member?
Please pick all that apply.

		Responses	
		N	Percent of Cases
Q9a multiple^a	Concern that the length of time between becoming a member and having to make a submission (3 years) was too short	5	27.8%
	Failing to make the submission deadline would lead to reputational damage	5	27.8%
	Concern that meeting the requirements needed to make a successful submission would take resources from actually addressing race inequity	5	27.8%
	The REC is seen as too hard because of low success rate of institutional submissions	1	5.6%
	The REC is seen as too hard because of the data requirements	5	27.8%
	Senior leadership were not willing to sign up to the REC and time was needed to convince them	3	16.7%
	BAME staff/network were not convinced of the benefits of the REC	3	16.7%
	Lack of staff resource to focus on the REC	7	38.9%
	To secure institutional acceptance of the role of structural racism and white privilege in causing race inequality	11	61.1%
	Other	5	27.8%
Total		50	277.8%

Have you experienced or are you currently experiencing any challenges and/or barriers you have to overcome in order for your institution to become a member of REC?
Please select all that apply.

		Responses	
		N	Percent of Cases
Q10multiple^a	Securing staff resource to carry out the workload for REC	13	68.4%
	Securing senior manager involvement	4	21.1%
	Securing the backing of BAME staff and students	2	10.5%
	Senior leader's unwillingness to accept the REC principles	2	10.5%
	Institution not willing or feeling confident enough to talk	11	57.9%
	Concerns of difficulties managing Athena SWAN and REC at the	4	21.1%
	None	4	21.1%
	Other	2	10.5%
Total		42	221.1%

Please rate your confidence that you will be able to overcome the barriers to membership that you have identified.

		Frequency	Valid Percent	Cumulative Percent
Valid	Not at all confident	1	5.3	5.3
	Slightly confident	5	26.3	31.6
	Somewhat confident	4	21.1	52.6
	Moderately confident	4	21.1	73.7
	Extremely confident	5	26.3	100.0
	Total	19	100.0	
Missing	System	71		
Total		90		

Do you have any dedicated staff resource for REC eg member(s) of staff who coordinate REC work?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes, we have dedicated staff resource for REC	12	44.4	44.4
	No dedicated resource, but REC work is formally a part of one or more staff member(s) workload	11	40.7	85.2
	No formal resourcing models as yet	3	11.1	96.3
	Other	1	3.7	100.0
	Total	27	100.0	
Missing	System	63		
Total		90		

What FTE of staff is dedicated to REC?

		Frequency	Valid Percent	Cumulative Percent
Valid	More than 1 FTE	1	8.3	8.3
	1 FTE	3	25.0	33.3
	0.75 FTE	3	25.0	58.3
	0.5 FTE	2	16.7	75.0
	Less than 0.5 FTE	3	25.0	100.0
	Total	12	100.0	
Missing	System	78		
Total		90		

What roles or functions do the staff dedicated to or with work allocation for REC provide?

		Responses	
		N	Percent of Cases
Q13cmultiple^a	Project management/coordination	10	90.9%
	Senior leadership	4	36.4%
	Race equality expertise	9	81.8%
	Data expertise	8	72.7%
	Other	1	9.1%
Total		32	290.9%

Has your institution's resourcing for REC always been the same since it joined the Charter?

		Frequency	Valid Percent	Cumulative Percent
Valid	It has always been the same	4	36.4	36.4
	It has changed (please specify how)	6	54.5	90.9
	Other	1	9.1	100.0
	Total	11	100.0	
Missing	System	79		
Total		90		

To what extent do you agree with the following statement:
‘My institution’s current staff resourcing for REC is appropriate’?

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	3.7	3.7
	Agree	3	11.1	14.8
	Neither agree nor disagree	5	18.5	33.3
	Disagree	18	66.7	100.0
	Total	27	100.0	
Missing	System	63		
Total		90		

Has your institution received any bespoke training, consultancy and/or advice to help it with the REC?

		Frequency	Valid Percent	Cumulative Percent
Valid	No	12	44.4	44.4
	Yes	15	55.6	100.0
	Total	27	100.0	
Missing	System	63		
Total		90		

Was this consultancy/advice useful for your work on REC?

		Frequency	Valid Percent	Cumulative Percent
Valid	Very useful	10	66.7	66.7
	Useful	4	26.7	93.3
	Not very useful	1	6.7	100.0
	Total	15	100.0	
Missing	System	75		
Total		90		

On average, roughly how many hours per week do you personally dedicate to your institution's REC work?

		Frequency	Valid Percent	Cumulative Percent
Valid	0-5 hours	5	18.5	18.5
	5-10 hours	5	18.5	37.0
	10-15 hours	4	14.8	51.9
	15-20 hours	4	14.8	66.7
	More than 20 hours	5	18.5	85.2
	Other	4	14.8	100.0
	Total	27	100.0	
Missing	System	63		
Total		90		

Did your institution experience any challenges and/or barriers it had to overcome in order for it to become a member of REC?

		Responses	
		N	Percent of Cases
Q17multiple^a	Securing enough staff resource to carry out the workload for REC	32	71.1%
	Securing senior manager involvement	16	35.6%
	Securing the backing of BAME staff and students	12	26.7%
	Senior leader's unwillingness to accept the REC principles	1	2.2%
	Institution not willing or feeling confident enough to talk openly about race and how racism manifests within the institution	15	33.3%
	Concerns of difficulties managing Athena SWAN and REC at the same time	23	51.1%
	Other	7	15.6%
Total		106	235.6%

At the start of its REC journey, to what extent do you agree that your institution had the following?

		Count	Column Valid N %
Sufficient understanding of the different experiences and outcomes of different minority ethnic groups for undertaking the REC	Strongly agree	2	3.6%
	Agree	16	29.1%
	Neither agree nor disagree	6	10.9%
	Disagree	26	47.3%
	Strongly disagree	5	9.1%
	Subtotal	55	100.0%
Sufficient understanding of the different experiences and outcomes in relation to intersections of identities for undertaking the REC	Strongly agree	1	1.8%
	Agree	11	20.0%
	Neither agree nor disagree	11	20.0%
	Disagree	27	49.1%
	Strongly disagree	5	9.1%
	Subtotal	55	100.0%
Sufficient acknowledgement of structural racism as a cause of race inequalities at the institution for undertaking the REC	Strongly agree	1	1.8%
	Agree	11	20.0%
	Neither agree nor disagree	9	16.4%
	Disagree	26	47.3%
	Strongly disagree	8	14.5%
	Subtotal	55	100.0%
Sufficient recognition of the institutional drivers (business case) for undertaking the REC	Strongly agree	5	9.1%
	Agree	20	36.4%
	Neither agree nor disagree	12	21.8%
	Disagree	16	29.1%
	Strongly disagree	2	3.6%
	Subtotal	55	100.0%

Does your institution have a Self-Assessment Team (SAT) for its REC work?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes, we have a SAT in place	41	74.5	74.5
	No, but we previously had a SAT	5	9.1	83.6
	No, but we are currently putting one together	3	5.5	89.1
	I'm not sure	4	7.3	96.4
	Other	2	3.6	100.0
	Total	55	100.0	
Missing	System	35		
Total		90		

To what extent do you agree with the following statement: 'My institution's SAT for REC has/had an appropriate composition'?

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	13.0	13.0
	Agree	31	67.4	80.4
	Neither agree nor disagree	4	8.7	89.1
	Disagree	5	10.9	100.0
	Total	46	100.0	
Missing	System	44		
Total		90		

To what extent do you agree with the following statement: ‘My institution’s SAT for REC has functioned/is functioning effectively’?

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	13.0	13.0
	Agree	24	52.2	65.2
	Neither agree nor disagree	11	23.9	89.1
	Disagree	4	8.7	97.8
	Strongly disagree	1	2.2	100.0
	Total	46	100.0	
Missing	System	44		
Total		90		

Row Labels	Count of 21. How many members are/were on your SAT?
10	1
15	1
20	2
22	1
24	1
40	1
12	1
15	1
16	1
19	1
20	4
21	1
22	1
24	2
25	2
28	1
30	1
35	1
35-40	1
37	1
N/A	1
(blank)	
Grand Total	27

Does/did your SAT contain the following? Please select all that apply.

		Responses	
		N	Percent of Cases
Q22multiple^a	A senior leader as Chair	26	92.9%
	People from a variety of ethnic backgrounds	27	96.4%
	BAME student representatives	24	85.7%
	BAME staff network representatives	24	85.7%
	Individuals with knowledge, skills and experience in advancing race equality (eg EDI staff, academics in this field)	28	100.0%
	Representatives from each of the institution's academic faculties and relevant central departments	15	53.6%
	A balance of professional and support staff and academics	23	82.1%
	Staff at different grades within the institution	22	78.6%
	Full-time and part-time staff, and staff on open-ended and fixed-term contracts	16	57.1%
	HR representation	26	92.9%
	Data expert(s)	21	75.0%
	Athena SWAN expert(s)	19	67.9%
	Other	1	3.6%
Total		272	971.4%

Row Labels	Count of 23. What is/was the BAME:White ratio on your SAT?
1:1	1
11 BAME and 11 White	1
13 BAME (37%): 22 White members	1
15/24 BAME/White	1
2:1 BAME:White	1
20% White, 80% BAME	1
20:80	1
24% BAME 71%, White 5% PNTS	1
30:70	1
39% BAME, 61% White	1
40% BAME, 60% White	1
40/60%	1
40:60	1
48:52	1
50%	1
50/50 approx	1
50:50	1
70/30	2
70:30	1
8 White: 14 BAME (on paper, in reality the regular meeting attendees were 4 White: 13 BAME)	1
Circa 25/75	1
N/A	
Only a third were BAME	1
Probably 40:60	1
Too early to say (4 posts have yet to be filled) but 1/4 (likely to be less)	1
(blank)	
Grand Total	26

Was it easy or difficult to get the relevant people on the SAT?

		Frequency	Valid Percent	Cumulative Percent
Valid	Not at all difficult	10	35.7	35.7
	Slightly difficult	8	28.6	64.3
	Somewhat difficult	8	28.6	92.9
	Extremely difficult	2	7.1	100.0
	Total	28	100.0	
Missing	System	62		
Total		90		

How frequently has your SAT met while preparing a REC submission?

		Frequency	Valid Percent	Cumulative Percent
Valid	Monthly	10	47.6	47.6
	Bi-monthly	7	33.3	81.0
	Quarterly	1	4.8	85.7
	Other	3	14.3	100.0
	Total	21	100.0	
Missing	System	69		
Total		90		

In your view, was this frequently enough?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	13	65.0	65.0
	No	2	10.0	75.0
	I'm not sure	5	25.0	100.0
	Total	20	100.0	
Missing	System	70		
Total		90		

If you have already submitted an award, how long did it take your institution to prepare its most recent REC submission?

		Frequency	Valid Percent	Cumulative Percent
Valid	Less than 1 year	2	11.8	11.8
	Around 1 year	3	17.6	29.4
	Around 1.5 years	5	29.4	58.8
	Around 2 years	3	17.6	76.5
	Around 2.5 years	1	5.9	82.4
	Around 3 years	1	5.9	88.2
	More than 3 years	1	5.9	94.1
	Other	1	5.9	100.0
	Total	17	100.0	
Missing	System	73		
Total		90		

Around how many SAT meetings were required to prepare your most recent REC submission?

		Frequency	Valid Percent	Cumulative Percent
Valid	3-5	2	11.8	11.8
	5-10	8	47.1	58.8
	10-15	2	11.8	70.6
	15-20	1	5.9	76.5
	More than 20	3	17.6	94.1
	Other	1	5.9	100.0
	Total	17	100.0	
Missing	System	73		
Total		90		

To what extent do you agree that the workload involved in preparing your institution's most recent REC submission was appropriately shared/allocated among relevant staff/SAT members?

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	2	11.8	11.8
	Neither agree nor disagree	5	29.4	41.2
	Disagree	7	41.2	82.4
	Strongly disagree	3	17.6	100.0
	Total	17	100.0	
Missing	System	73		
Total		90		

In your opinion, is the workload involved in preparing a REC submission commensurate with ensuring a robust self-assessment process and action planning to deliver progress on race equality?

		Frequency	Valid Percent	Cumulative Percent
Valid	Not enough/too light touch	7	13.2	13.2
	Appropriate/about right	14	26.4	39.6
	Neither appropriate nor excessive	9	17.0	56.6
	A bit too much	9	17.0	73.6
	Excessive	14	26.4	100.0
	Total	53	100.0	
Missing	System	37		
Total		90		

Did you find the REC handbook useful while preparing for and/or during the self-assessment process?

		Frequency	Valid Percent	Cumulative Percent
Valid	Very useful	6	10.9	10.9
	Useful	22	40.0	50.9
	Neither useful nor not useful	17	30.9	81.8
	Not very useful	8	14.5	96.4
	Not at all useful	2	3.6	100.0
	Total	55	100.0	
Missing	System	35		
Total		90		

To what extent do you agree with the following statements: ‘Because of the REC handbook my institution was able to fully understand...’

		Count	Valid %
the REC principles	Strongly agree	15	30.0%
	Agree	23	46.0%
	Neither agree nor disagree	6	12.0%
	Disagree	2	4.0%
	Strongly disagree	0	0.0%
	I’m not sure	4	8.0%
	Subtotal	50	100.0%
The commitment required from senior management	Strongly agree	11	22.0%
	Agree	21	42.0%
	Neither agree nor disagree	9	18.0%
	Disagree	3	6.0%
	Strongly disagree	2	4.0%
	I’m not sure	4	8.0%
	Subtotal	50	100.0%

		Count	Valid %
The data requirements	Strongly agree	9	18.8%
	Agree	22	45.8%
	Neither agree nor disagree	8	16.7%
	Disagree	3	6.3%
	Strongly disagree	3	6.3%
	I'm not sure	3	6.3%
	Subtotal	48	100.0%
How to design the REC survey	Strongly agree	9	18.0%
	Agree	20	40.0%
	Neither agree nor disagree	10	20.0%
	Disagree	4	8.0%
	Strongly disagree	2	4.0%
	I'm not sure	5	10.0%
	Subtotal	50	100.0%
How to use qualitative data in the application	Strongly agree	6	12.0%
	Agree	14	28.0%
	Neither agree nor disagree	16	32.0%
	Disagree	8	16.0%
	Strongly disagree	1	2.0%
	I'm not sure	5	10.0%
	Subtotal	50	100.0%
The role of bench marking in the self evaluation	Strongly agree	4	8.2%
	Agree	13	26.5%
	Neither agree nor disagree	14	28.6%
	Disagree	11	22.4%
	Strongly disagree	1	2.0%
	I'm not sure	6	12.2%
	Subtotal	49	100.0%

		Count	Valid %
How to devise actions to address the issues identified in our self assessment	Strongly agree	3	6.0%
	Agree	16	32.0%
	Neither agree nor disagree	18	36.0%
	Disagree	6	12.0%
	Strongly disagree	2	4.0%
	I'm not sure	5	10.0%
	Subtotal	50	100.0%
How to create a SMART action plan	Strongly agree	4	8.0%
	Agree	17	34.0%
	Neither agree nor disagree	13	26.0%
	Disagree	9	18.0%
	Strongly disagree	1	2.0%
	I'm not sure	6	12.0%
	Subtotal	50	100.0%
How to complete the application form	Strongly agree	5	10.0%
	Agree	25	50.0%
	Neither agree nor disagree	7	14.0%
	Disagree	8	16.0%
	Strongly disagree	1	2.0%
	I'm not sure	4	8.0%
	Subtotal	50	100.0%

Was it easy or difficult to meet the data requirements for the REC?

		Frequency	Valid Percent	Cumulative Percent
Valid	Not at all difficult	2	3.7	3.7
	Slightly difficult	9	16.7	20.4
	Somewhat difficult	20	37.0	57.4
	Moderately difficult	16	29.6	87.0
	Extremely difficult	7	13.0	100.0
	Total	54	100.0	
Missing	System	36		
Total		90		

In your view are there benefits to the REC data requirements? Please select all that apply.

		Responses	
		N	Percent of Cases
Q33multiple^a	Enable differentiation of the experiences and issues affecting different racial and ethnic groups	39	76.5%
	Enable differentiation between the experiences and issues affecting BAME academic, research, and teaching staff	34	66.7%
	Enable differentiation between the experiences and issues affecting different groups of BAME professional and support staff	35	68.6%
	Enable differentiation between the experiences and issues affecting different groups of BAME students	38	74.5%
	Enable design of appropriate actions to address the issues identified in the data	36	70.6%
	Enable communication of the experiences and issues facing BAME staff and students to the senior leadership in the institution	33	64.7%
	Enable communication of the experiences and issues facing BAME staff and students to the wider Institution	33	64.7%
Total		248	486.3%

Did you find the mandatory REC survey requirements useful to the self-assessment process?

		Frequency	Valid Percent	Cumulative Percent
Valid	Very useful	16	30.2	30.2
	Useful	19	35.8	66.0
	Neither useful nor not useful	7	13.2	79.2
	Not very useful	7	13.2	92.5
	Not at all useful	4	7.5	100.0
	Total	53	100.0	
Missing	System	37		
Total		90		

Did your institution find it easy or difficult to implement the survey requirements?

		Frequency	Valid Percent	Cumulative Percent
Valid	Not at all difficult	14	26.9	26.9
	Slightly difficult	15	28.8	55.8
	Somewhat difficult	12	23.1	78.8
	Moderately difficult	7	13.5	92.3
	Extremely difficult	4	7.7	100.0
	Total	52	100.0	
Missing	System	38		
Total		90		

Did the data you obtained as a result of your survey enable any of the following? Please select all that apply.

		Responses	
		N	Percent of Cases
Q34amultiple^a	Enabled us to communicate the lived experience of BAME staff and students to our senior leadership	22	44.9%
	Enabled us to communicate the lived experience of BAME staff to the whole institution	19	38.8%
	Enabled us to identify actions and interventions we needed to include in our action plan	29	59.2%
	Enabled BAME staff and students to feel that the institution was listening to them	15	30.6%
	Motivated BAME staff and students to engage with the REC process	18	36.7%
	Motivated the establishment of a BAME staff network	5	10.2%
	Did not really add anything valuable to the self-assessment process	7	14.3%
	Other	4	8.2%
Total		119	242.9%

Have you undertaken any focus groups with staff or students for REC?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	38	70.4	70.4
	No	16	29.6	100.0
	Total	54	100.0	
Missing	System	36		
Total		90		

Did the data you obtained as a result of your focus groups enable any of the following?

		Responses	
		N	Percent of Cases
Q35amultiple^a	Enabled us to more fully understand the experiences of BAME staff and students than just the survey information on its own	28	75.7%
	Enabled us to communicate the lived experience of BAME staff and students to our senior leadership	19	51.4%
	Enabled us to communicate the lived experience of BAME staff to the whole institution	11	29.7%
	Enabled us to identify actions and interventions we needed to include in our action plan	22	59.5%
	Enabled BAME staff and students to feel that the institution was listening to them	17	45.9%
	Motivated BAME staff and students to engage with the REC process	11	29.7%
	Motivated the establishment of a BAME staff network	6	16.2%
	Did not really add anything valuable to the self-assessment process	6	16.2%
Total		120	324.3%

Do/did you have a communications plan in place to explain and promote the institution's work on REC to staff and students?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	21	38.9	38.9
	No	17	31.5	70.4
	Not sure	16	29.6	100.0
	Total	54	100.0	
Missing	System	36		
Total		90		

How effective do you think your communications plan is/was in regard to the following:

		Count	Column Valid N %
Articulating that racism is structural and an everyday facet of UK society	Very effective	3	15.0%
	Effective	10	50.0%
	Neither effective nor ineffective	3	15.0%
	Ineffective	4	20.0%
	Very ineffective	0	0.0%
	Subtotal	20	100.0%
Communicating the institution's drivers/business case for participation in REC	Very effective	4	20.0%
	Effective	10	50.0%
	Neither effective nor ineffective	4	20.0%
	Ineffective	2	10.0%
	Very ineffective	0	0.0%
	Subtotal	20	100.0%

		Count	Column Valid N %
Expressing the need for long-term culture change to make progress on race equality	Very effective	7	35.0%
	Effective	8	40.0%
	Neither effective nor ineffective	5	25.0%
	Ineffective	0	0.0%
	Very ineffective	0	0.0%
	Subtotal	20	100.0%
Demonstrating the need to understand the experiences of different minority ethnic groups	Very effective	6	30.0%
	Effective	11	55.0%
	Neither effective nor ineffective	3	15.0%
	Ineffective	0	0.0%
	Very ineffective	0	0.0%
	Subtotal	20	100.0%
Demonstrating the need to understand the experiences of intersections of multiple identities	Very effective	4	20.0%
	Effective	8	40.0%
	Neither effective nor ineffective	5	25.0%
	Ineffective	2	10.0%
	Very ineffective	1	5.0%
	Subtotal	20	100.0%

Did your institution find it easy or difficult to undertake the following aspects of action planning?

		Count	Column Valid N %
Generating actions to address the issues we identified in our self-assessment	Not at all difficult	8	16.7%
	Slightly difficult	17	35.4%
	Somewhat difficult	15	31.3%
	Moderately difficult	8	16.7%
	Extremely difficult	0	0.0%
	Subtotal	48	100.0%
Writing actions according to the SMART principles outlined in the handbook	Not at all difficult	5	10.4%
	Slightly difficult	23	47.9%
	Somewhat difficult	14	29.2%
	Moderately difficult	6	12.5%
	Extremely difficult	0	0.0%
	Subtotal	48	100.0%
Prioritising our actions so that they would be implemented logically over the 3 years of the award	Not at all difficult	4	8.3%
	Slightly difficult	19	39.6%
	Somewhat difficult	17	35.4%
	Moderately difficult	8	16.7%
	Extremely difficult	0	0.0%
	Subtotal	48	100.0%
Identifying relevant targets and success measures for our actions	Not at all difficult	5	10.4%
	Slightly difficult	17	35.4%
	Somewhat difficult	17	35.4%
	Moderately difficult	6	12.5%
	Extremely difficult	3	6.3%
	Subtotal	48	100.0%

		Count	Column Valid N %
Identifying who would be the named individual responsible for managing the implementation of relevant actions	Not at all difficult	11	22.9%
	Slightly difficult	17	35.4%
	Somewhat difficult	15	31.3%
	Moderately difficult	5	10.4%
	Extremely difficult	0	0.0%
	Subtotal	48	100.0%

How easy or difficult is/was it to complete the REC application and prepare your submission?

		Frequency	Valid Percent	Cumulative Percent
Valid	Not at all difficult	1	2.1	2.1
	Slightly difficult	5	10.4	12.5
	Somewhat difficult	14	29.2	41.7
	Moderately difficult	17	35.4	77.1
	Extremely difficult	11	22.9	100.0
	Total	48	100.0	
Missing	System	42		
Total		90		

In your opinion, which sections of the application form are the most challenging to complete?

		Responses	
		N	Percent of Cases
Q39amultiple^a	Letter of endorsement from vice-chancellor/principal	1	2.3%
	The self-assessment process	8	18.6%
	Institution and local context	7	16.3%
	Staff profile	12	27.9%
	Academic staff: recruitment, progression and development	21	48.8%
	Professional and support staff: recruitment, progression and development	27	62.8%
	Student pipeline	14	32.6%
	Teaching and learning	12	27.9%
	Action plan	23	53.5%
	Other	2	4.7%
Total		127	295.3%

To what extent do you agree that the stipulated period of 3 years from joining the REC is sufficient time for an institution to prepare its first application?

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	25.9	25.9
	Agree	23	42.6	68.5
	Neither agree nor disagree	5	9.3	77.8
	Disagree	6	11.1	88.9
	Strongly disagree	6	11.1	100.0
	Total	54	100.0	
Missing	System	36		
Total		90		

To what extent do you agree that the two submission deadlines (February and July each year) are appropriate?

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	11.1	11.1
	Agree	19	35.2	46.3
	Neither agree nor disagree	15	27.8	74.1
	Disagree	12	22.2	96.3
	Strongly disagree	2	3.7	100.0
	Total	54	100.0	
Missing	System	36		
Total		90		

In your opinion, how effective is the REC panel review process for determining the outcomes of REC applications?

		Frequency	Valid Percent	Cumulative Percent
Valid	Very effective	1	2.1	2.1
	Effective	18	37.5	39.6
	Neither effective nor ineffective	22	45.8	85.4
	Ineffective	5	10.4	95.8
	Very ineffective	2	4.2	100.0
	Total	48	100.0	
Missing	System	42		
Total		90		

If you have already submitted an application, please rate your level of satisfaction with the feedback you received (written and any other forms of feedback) for your most recent REC submission.

		Frequency	Valid Percent	Cumulative Percent
Valid	Very satisfied	4	11.8	11.8
	Satisfied	19	55.9	67.6
	Neither satisfied nor dissatisfied	8	23.5	91.2
	Dissatisfied	2	5.9	97.1
	Very dissatisfied	1	2.9	100.0
	Total	34	100.0	
Missing	System	56		
Total		90		

To what extent do you agree that the 3 year award validity period is sufficient time for an institution to implement its action plan and prepare its next application to renew its award, or apply for the next level of award?

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	13.2	13.2
	Agree	14	26.4	39.6
	Neither agree nor disagree	4	7.5	47.2
	Disagree	15	28.3	75.5
	Strongly disagree	13	24.5	100.0
	Total	53	100.0	
Missing	System	37		
Total		90		

To what do you attribute your institution's success in gaining a REC award?

		Count	Column Valid N %
Adequate resourcing	Low importance	2	6.5%
	Slightly important	1	3.2%
	Moderately important	7	22.6%
	Very important	10	32.3%
	Extremely important	11	35.5%
	Subtotal	31	100.0%
Active engagement from senior leaders	Low importance	1	3.0%
	Slightly important	3	9.1%
	Moderately important	6	18.2%
	Very important	5	15.2%
	Extremely important	18	54.5%
	Subtotal	33	100.0%
Information, advice and guidance from Advance HE	Low importance	3	9.7%
	Slightly important	4	12.9%
	Moderately important	10	32.3%
	Very important	10	32.3%
	Extremely important	4	12.9%
	Subtotal	31	100.0%
Composition of SAT	Low importance	0	0.0%
	Slightly important	4	12.9%
	Moderately important	7	22.6%
	Very important	15	48.4%
	Extremely important	5	16.1%
	Subtotal	31	100.0%

		Count	Column Valid N %
Length of time spent preparing submission	Low importance	1	3.1%
	Slightly important	2	6.3%
	Moderately important	2	6.3%
	Very important	16	50.0%
	Extremely important	11	34.4%
	Subtotal	32	100.0%
Robust analysis of institutional data pertaining to race equality	Low importance	0	0.0%
	Slightly important	1	3.2%
	Moderately important	2	6.5%
	Very important	14	45.2%
	Extremely important	14	45.2%
	Subtotal	31	100.0%
Effective action planning	Low importance	0	0.0%
	Slightly important	1	3.1%
	Moderately important	6	18.8%
	Very important	13	40.6%
	Extremely important	12	37.5%
	Subtotal	32	100.0%
Acknowledgement of race inequalities at the institution	Low importance	0	0.0%
	Slightly important	0	0.0%
	Moderately important	3	9.1%
	Very important	14	42.4%
	Extremely important	16	48.5%
	Subtotal	33	100.0%

		Count	Column Valid N %
Understanding of race and race equality among those working on REC at the institution	Low importance	0	0.0%
	Slightly important	1	3.2%
	Moderately important	2	6.5%
	Very important	16	51.6%
	Extremely important	12	38.7%
	Subtotal	31	100.0%
A focus on achieving long-term institutional culture change with regard to race equality	Low importance	0	0.0%
	Slightly important	0	0.0%
	Moderately important	5	14.7%
	Very important	12	35.3%
	Extremely important	17	50.0%
	Subtotal	34	100.0%
Other	Low importance	0	0.0%
	Slightly important	0	0.0%
	Moderately important	0	0.0%
	Very important	1	33.3%
	Extremely important	2	66.7%
	Subtotal	3	100.0%

To what do you attribute your institution's lack of success in gaining a REC award in one or more applications?

		Count	Column Valid N %
Inadequate resourcing	Low importance	0	0.0%
	Slightly important	1	8.3%
	Moderately important	5	41.7%
	Very important	3	25.0%
	Extremely important	3	25.0%
	Subtotal	12	100.0%
Insufficient senior leadership prioritisation of REC	Low importance	0	0.0%
	Slightly important	5	38.5%
	Moderately important	1	7.7%
	Very important	3	23.1%
	Extremely important	4	30.8%
	Subtotal	13	100.0%
Inadequate information, advice and guidance from Advance HE	Low importance	2	16.7%
	Slightly important	3	25.0%
	Moderately important	4	33.3%
	Very important	2	16.7%
	Extremely important	1	8.3%
	Subtotal	12	100.0%
Composition of SAT	Low importance	3	25.0%
	Slightly important	1	8.3%
	Moderately important	4	33.3%
	Very important	4	33.3%
	Extremely important	0	0.0%
	Subtotal	12	100.0%

		Count	Column Valid N %
Not enough time spent preparing submission	Low importance	1	8.3%
	Slightly important	1	8.3%
	Moderately important	4	33.3%
	Very important	4	33.3%
	Extremely important	2	16.7%
	Subtotal	12	100.0%
Problems with availability of institutional data pertaining to race equality	Low importance	1	8.3%
	Slightly important	3	25.0%
	Moderately important	1	8.3%
	Very important	5	41.7%
	Extremely important	2	16.7%
	Subtotal	12	100.0%
Difficulty analysing institutional data pertaining to race equality	Low importance	1	7.7%
	Slightly important	3	23.1%
	Moderately important	2	15.4%
	Very important	5	38.5%
	Extremely important	2	15.4%
	Subtotal	13	100.0%
Problems with action planning	Low importance	0	0.0%
	Slightly important	1	7.7%
	Moderately important	2	15.4%
	Very important	9	69.2%
	Extremely important	1	7.7%
	Subtotal	13	100.0%

		Count	Column Valid N %
Insufficient acknowledgement of race inequalities at the institution	Low importance	1	8.3%
	Slightly important	2	16.7%
	Moderately important	1	8.3%
	Very important	8	66.7%
	Extremely important	0	0.0%
	Subtotal	12	100.0%
Insufficient understanding of race and race equality among those working on REC at the institution	Low importance	1	8.3%
	Slightly important	5	41.7%
	Moderately important	0	0.0%
	Very important	6	50.0%
	Extremely important	0	0.0%
	Subtotal	12	100.0%
A lack of focus on achieving long-term institutional culture change with regard to race equality	Low importance	1	7.7%
	Slightly important	1	7.7%
	Moderately important	4	30.8%
	Very important	5	38.5%
	Extremely important	2	15.4%
	Subtotal	13	100.0%
Other	Low importance	0	0.0%
	Slightly important	0	0.0%
	Moderately important	0	0.0%
	Very important	2	50.0%
	Extremely important	2	50.0%
	Subtotal	4	100.0%

Following the success of your submission, do you have a committee (or similar body) to which those responsible for implementing actions now report their progress?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	21	70.0	70.0
	No	5	16.7	86.7
	Not sure	4	13.3	100.0
	Total	30	100.0	
Missing	System	60		
Total		90		

Row Labels	Count of 53.a. Please specify how many committees
1	2
2	2
8	1
1	7
1 governance group and 6 workstreams.	1
10	1
2	2
3	1
All in some respects	1
We do now we are going to resubmit	1
(blank)	
Grand Total	19

Do those responsible for implementing actions now have specific objectives and key performance indicators written into their workloads?

		Frequency	Valid Percent	Cumulative Percent
Valid	Yes	7	24.1	24.1
	No	13	44.8	69.0
	Not sure	9	31.0	100.0
	Total	29	100.0	
Missing	System	61		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(Raising awareness)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	4	16.0	16.0
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	7	28.0	44.0
	Progress is somewhat attributable to REC	11	44.0	88.0
	Progress is mostly attributable to REC	2	8.0	96.0
	Progress is almost entirely attributable to REC	1	4.0	100.0
	Total	25	100.0	
Missing	System	65		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
 (Improving representation of BAME people among professional and support staff)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	10.0	10.0
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	2	20.0	30.0
	Progress is somewhat attributable to REC	3	30.0	60.0
	Progress is mostly attributable to REC	3	30.0	90.0
	Progress is almost entirely attributable to REC	1	10.0	100.0
	Total	10	100.0	
Missing	System	80		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
 (Improving representation of BAME people among academic staff)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	8.3	8.3
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	5	41.7	50.0
	Progress is somewhat attributable to REC	5	41.7	91.7
	Progress is mostly attributable to REC	1	8.3	100.0
	Total	12	100.0	
Missing	System	78		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(Improving representation of BAME people among staff at higher grades)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	14.3	14.3
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	1	14.3	28.6
	Progress is somewhat attributable to REC	4	57.1	85.7
	Progress is almost entirely attributable to REC	1	14.3	100.0
	Total	7	100.0	
Missing	System	83		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(Improving retention of BAME staff)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	100.0	100.0
Missing	System	89		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(Improving representation of BAME people on decision making boards and committees)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	12.5	12.5
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	2	25.0	37.5
	Progress is somewhat attributable to REC	4	50.0	87.5
	Progress is almost entirely attributable to REC	1	12.5	100.0
	Total	8	100.0	
Missing	System	82		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(More equitable recruitment processes)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	3	33.3	33.3
	Progress is somewhat attributable to REC	4	44.4	77.8
	Progress is mostly attributable to REC	2	22.2	100.0
	Total	9	100.0	
Missing	System	81		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(More equitable promotions processes)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	25.0	25.0
	Progress is somewhat attributable to REC	2	50.0	75.0
	Progress is almost entirely attributable to REC	1	25.0	100.0
	Total	4	100.0	
Missing	System	86		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(Reducing proportion of BAME staff on fixed term contracts)**

		Frequency	Valid Percent	Cumulative Percent
Valid	Progress is mostly attributable to REC	1	100.0	100.0
Missing	System	89		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
 (Improving representation of BAME people among students)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	2	25.0	25.0
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	2	25.0	50.0
	Progress is somewhat attributable to REC	4	50.0	100.0
	Total	8	100.0	
Missing	System	82		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
 (Improved experiences of BAME staff and students)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	20.0	20.0
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	1	20.0	40.0
	Progress is somewhat attributable to REC	3	60.0	100.0
	Total	5	100.0	
Missing	System	85		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(Reducing degree awarding gap between white and BAME students)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	3	33.3	33.3
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	2	22.2	55.6
	Progress is somewhat attributable to REC	3	33.3	88.9
	Progress is mostly attributable to REC	1	11.1	100.0
	Total	9	100.0	
Missing	System	81		
Total		90		

To what extent do you feel that this area of progress has been enabled by the REC? (Other)

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	1	50.0	50.0
	Progress is mostly attributable to REC	1	50.0	100.0
	Total	2	100.0	
Missing	System	88		
Total		90		

Since your REC award, has your institution measured impact in any of the following areas?

		Responses	
		N	Percent of Cases
	Improving representation of BAME people among professional and support staff	7	35.0%
	Improving representation of BAME people among academic staff	8	40.0%
	Improving representation of BAME people among staff at higher grades	5	25.0%
	Improving retention of BAME staff	3	15.0%
	Improving representation of BAME people on decision making boards and committees	4	20.0%
	More equitable recruitment processes	5	25.0%
	More equitable promotions processes	4	20.0%
	Reducing proportion of BAME staff on fixed term contracts	2	10.0%
	Improving representation of BAME people among students	7	35.0%
	Improved experiences of BAME staff and students	4	20.0%
	Reducing degree awarding gap between white and BAME students	7	35.0%
	Other	2	10.0%
Total		58	290.0%

To what extent do you feel that this area of impact has been enabled by the REC? (Improving representation of BAME people among professional and support staff)

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have achieved this impact without REC – impact is not attributable to REC	1	14.3	14.3
	The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC	2	28.6	42.9
	Impact is somewhat attributable to REC	3	42.9	85.7
	Impact is mostly attributable to REC	1	14.3	100.0
	Total	7	100.0	
Missing	System	83		
Total		90		

To what extent do you feel that this area of impact has been enabled by the REC? (Improving representation of BAME people among academic staff)

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have achieved this impact without REC – impact is not attributable to REC	1	14.3	14.3
	The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC	3	42.9	57.1
	Impact is somewhat attributable to REC	2	28.6	85.7
	Impact is almost entirely attributable to REC	1	14.3	100.0
	Total	7	100.0	
Missing	System	83		
Total		90		

**To what extent do you feel that this area of impact has been enabled by the REC?
(Improving representation of BAME people among staff at higher grades)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have achieved this impact without REC – impact is not attributable to REC	2	40.0	40.0
	The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC	2	40.0	80.0
	Impact is somewhat attributable to REC	1	20.0	100.0
	Total	5	100.0	
Missing	System	85		
Total		90		

**To what extent do you feel that this area of impact has been enabled by the REC?
(Improving retention of BAME staff)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have achieved this impact without REC – impact is not attributable to REC	1	33.3	33.3
	Impact is somewhat attributable to REC	1	33.3	66.7
	Impact is mostly attributable to REC	1	33.3	100.0
	Total	3	100.0	
Missing	System	87		
Total		90		

To what extent do you feel that this area of impact has been enabled by the REC?
(Improving representation of BAME people on decision making boards and committees)

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have achieved this impact without REC – impact is not attributable to REC	2	50.0	50.0
	Impact is somewhat attributable to REC	2	50.0	100.0
	Total	4	100.0	
Missing	System	86		
Total		90		

To what extent do you feel that this area of impact has been enabled by the REC?
(More equitable recruitment processes)

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have achieved this impact without REC – impact is not attributable to REC	1	20.0	20.0
	The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC	1	20.0	40.0
	Impact is somewhat attributable to REC	1	20.0	60.0
	Impact is mostly attributable to REC	1	20.0	80.0
	Impact is almost entirely attributable to REC	1	20.0	100.0
	Total	5	100.0	
Missing	System	85		
Total		90		

To what extent do you feel that this area of impact has been enabled by the REC?
(More equitable promotions processes)

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have achieved this impact without REC – impact is not attributable to REC	1	25.0	25.0
	The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC	1	25.0	50.0
	Impact is somewhat attributable to REC	1	25.0	75.0
	Impact is almost entirely attributable to REC	1	25.0	100.0
	Total	4	100.0	
Missing	System	86		
Total		90		

To what extent do you feel that this area of impact has been enabled by the REC?
(Reducing proportion of BAME staff on fixed term contracts)

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have achieved this impact without REC – impact is not attributable to REC	1	50.0	50.0
	Impact is somewhat attributable to REC	1	50.0	100.0
	Total	2	100.0	
Missing	System	88		
Total		90		

**To what extent do you feel that this area of impact has been enabled by the REC?
(Improving representation of BAME people among students)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have achieved this impact without REC – impact is not attributable to REC	2	28.6	28.6
	The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC	2	28.6	57.1
	Impact is somewhat attributable to REC	3	42.9	100.0
	Total	7	100.0	
Missing	System	83		
Total		90		

**To what extent do you feel that this area of impact has been enabled by the REC?
(Improved experiences of BAME staff and students)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have achieved this impact without REC – impact is not attributable to REC	1	25.0	25.0
	The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC	1	25.0	50.0
	Impact is somewhat attributable to REC	2	50.0	100.0
	Total	4	100.0	
Missing	System	86		
Total		90		

**To what extent do you feel that this area of impact has been enabled by the REC?
(Reducing degree awarding gap between white and BAME students)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have achieved this impact without REC – impact is not attributable to REC	3	42.9	42.9
	The institution may have achieved this impact without REC – it is unclear whether impact is attributable to REC	1	14.3	57.1
	Impact is somewhat attributable to REC	2	28.6	85.7
	Impact is mostly attributable to REC	1	14.3	100.0
	Total	7	100.0	
Missing	System	83		
Total		90		

To what extent do you feel that this area of impact has been enabled by the REC? (Other)

		Frequency	Valid Percent	Cumulative Percent
Valid	Impact is somewhat attributable to REC	1	50.0	50.0
	Impact is mostly attributable to REC	1	50.0	100.0
	Total	2	100.0	
Missing	System	88		
Total		90		

Since your institution joined REC, has your institution made progress in any of the following areas?

		Responses	
		N	Percent of Cases
	Raising awareness of race equality in the institution	21	91.3%
	Improving representation of BAME people among professional and support staff	3	13.0%
	Improving representation of BAME people among academic staff	6	26.1%
	Improving representation of BAME people among staff at higher grades	4	17.4%
	Improving retention of BAME staff	4	17.4%
	Improving representation of BAME people on decision making boards and committees	8	34.8%
	More equitable recruitment processes	8	34.8%
	More equitable promotions processes	8	34.8%
	Improving representation of BAME people among students	3	13.0%
	Improved experiences of BAME staff and students	6	26.1%
	Reducing degree awarding gap between white and BAME students	7	30.4%
	Gaining an understanding of the specific race equality challenges in your institution	16	69.6%
	Other	1	4.3%
Total		95	413.0%

**To what extent do you feel that this area of progress has been enabled by the REC?
 (Raising awareness)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	3	14.3	14.3
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	5	23.8	38.1
	Progress is somewhat attributable to REC	7	33.3	71.4
	Progress is mostly attributable to REC	6	28.6	100.0
	Total	21	100.0	
Missing	System	69		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
 (Improving representation of BAME people among professional and support staff)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	2	66.7	66.7
	Progress is mostly attributable to REC	1	33.3	100.0
	Total	3	100.0	
Missing	System	87		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(Improving representation of BAME people among academic staff)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	16.7	16.7
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	3	50.0	66.7
	Progress is somewhat attributable to REC	1	16.7	83.3
	Progress is almost entirely attributable to REC	1	16.7	100.0
	Total	6	100.0	
Missing	System	84		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(Improving representation of BAME people among staff at higher grades)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	2	50.0	50.0
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	1	25.0	75.0
	Progress is almost entirely attributable to REC	1	25.0	100.0
	Total	4	100.0	
Missing	System	86		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
 (Improving retention of BAME staff)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	25.0	25.0
	Progress is somewhat attributable to REC	3	75.0	100.0
	Total	4	100.0	
Missing	System	86		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
 (Improving representation of BAME people on decision making boards and committees)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	12.5	12.5
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	1	12.5	25.0
	Progress is somewhat attributable to REC	4	50.0	75.0
	Progress is mostly attributable to REC	2	25.0	100.0
	Total	8	100.0	
Missing	System	82		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(More equitable recruitment processes)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	12.5	12.5
	Progress is somewhat attributable to REC	5	62.5	75.0
	Progress is mostly attributable to REC	1	12.5	87.5
	Progress is almost entirely attributable to REC	1	12.5	100.0
	Total	8	100.0	
Missing	System	82		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(More equitable promotions processes)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	2	25.0	25.0
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	2	25.0	50.0
	Progress is somewhat attributable to REC	3	37.5	87.5
	Progress is almost entirely attributable to REC	1	12.5	100.0
	Total	8	100.0	
Missing	System	82		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
 (Improving representation of BAME people among students)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	2	66.7	66.7
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	1	33.3	100.0
	Total	3	100.0	
Missing	System	87		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
 (Improved experiences of BAME staff and students)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	16.7	16.7
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	2	33.3	50.0
	Progress is somewhat attributable to REC	2	33.3	83.3
	Progress is almost entirely attributable to REC	1	16.7	100.0
	Total	6	100.0	
Missing	System	84		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(Reducing degree awarding gap between white and BAME students)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	1	14.3	14.3
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	4	57.1	71.4
	Progress is somewhat attributable to REC	2	28.6	100.0
	Total	7	100.0	
Missing	System	83		
Total		90		

**To what extent do you feel that this area of progress has been enabled by the REC?
(Gaining an understanding of the specific race equality challenges in your institution)**

		Frequency	Valid Percent	Cumulative Percent
Valid	The institution would have made this progress without REC – progress is not attributable to REC	2	12.5	12.5
	The institution may have made this progress without REC – it is unclear whether progress is attributable to REC	3	18.8	31.3
	Progress is somewhat attributable to REC	3	18.8	50.0
	Progress is mostly attributable to REC	7	43.8	93.8
	Progress is almost entirely attributable to REC	1	6.3	100.0
	Total	16	100.0	
Missing	System	74		
Total		90		

In your view, does the REC have the potential to enable institutions to make progress in any of the following areas? Please select all that apply.

		Responses	
		N	Percent of Cases
	Raising awareness of race equality in the institution	11	100.0%
	Improving representation of BAME people among professional and support staff	9	81.8%
	Improving representation of BAME people among academic staff	10	90.9%
	Improving representation of BAME people among staff at higher grades	10	90.9%
	Improving representation of BAME people on decision making boards and committees	10	90.9%
	More equitable recruitment processes	9	81.8%
	More equitable promotions processes	9	81.8%
	Reducing proportion of BAME staff on fixed term contracts	8	72.7%
	Improving representation of BAME people among students	6	54.5%
	Improved experiences of BAME staff and students	10	90.9%
	Reducing degree awarding gap between white and BAME students	9	81.8%
Total		101	918.2%

a. Dichotomy group tabulated at value 1.

In your experience, do institutions have to overcome any of the following challenges and/or barriers in order to become members of REC? Please select all that apply.

		Responses	
		N	Percent of Cases
	Securing staff resource to carry out the workload for REC	9	81.8%
	Securing senior leader's backing and/or involvement	8	72.7%
	Securing the backing of BAME staff and students	6	54.5%
	Institution not willing or feeling confident enough to talk openly about race	8	72.7%
	Insufficient institutional understanding of structural racism and how to address it	8	72.7%
	Insufficient institutional understanding of white privilege and power	9	81.8%
	Concerns of difficulties managing Athena SWAN and REC at the same time	1	9.1%
	I'm not sure	1	9.1%
	Other	1	9.1%
Total		51	463.6%

a. Dichotomy group tabulated at value 1.

In your view, what would encourage or make it easier for institutions to become REC members? Please select all that apply.

		Responses	
		N	Percent of Cases
	Written materials explaining the benefits of joining the REC	5	45.5%
	Enhanced guidance on what to put in place before joining the Charter	6	54.5%
	Support from the REC staff team for institutions thinking of/preparing to join the Charter	8	72.7%
	Training on race equality for REC leads available before joining the Charter	8	72.7%
	Training on race equality for senior leaders available before joining the Charter	9	81.8%
	Contact/networking with other REC institutions to learn from experiences of others	9	81.8%
	Availability of additional guidance and support during the self-assessment process	6	54.5%
	A longer period of time between becoming a member and having to submit an application (currently 3 years)	3	27.3%
	Greater synergy between the REC and Athena SWAN Charters	5	45.5%
	Other changes to the REC requirements or process (please specify)	1	9.1%
	External drivers and incentives (eg funding links with the REC)	7	63.6%
	Other	1	9.1%
Total		68	618.2%

a. Dichotomy group tabulated at value 1.

In your experience, what are the challenges and/or barriers institutions have to overcome in order to make a successful REC application? Please select all that apply.

		Responses	
		N	Percent of Cases
	Inadequate resourcing for REC	4	40.0%
	Insufficient senior leadership prioritisation of REC	7	70.0%
	Composition of Self-assessment team	2	20.0%
	Amount of time spent preparing submission	4	40.0%
	Problems with availability of institutional data pertaining to race equality	5	50.0%
	Difficulty analysing institutional data pertaining to race equality	5	50.0%
	Problems with action planning	4	40.0%
	Insufficient acknowledgement of race inequalities at the institution	7	70.0%
	Insufficient understanding of race and race equality among those working on REC at the	1	10.0%
	I'm not sure	1	10.0%
Total		40	400.0%

a. Dichotomy group tabulated at value 1.

What do you think would support more institutions to make successful REC submissions?
Please select all that apply.

		Responses	
		N	Percent of Cases
	REC data analysis tools/resources/support/training (please explain)	6	60.0%
	Online REC application system (please explain)	1	10.0%
	Enhanced digital REC handbook and guidance materials (please explain)	2	20.0%
	Good practice resources regarding effective race equality actions and interventions (please explain)	5	50.0%
	Additional race equality training opportunities (please explain)	4	40.0%
	More networking opportunities to share practice, challenges and solutions (please explain)	5	50.0%
	A longer period of time to prepare the application (currently 3 years)	1	10.0%
	I'm not sure	1	10.0%
	Other	2	20.0%
Total		27	270.0%

a. Dichotomy group tabulated at value 1.

Do you have an impairment, health condition or learning difference that has a substantial or long term impact on your ability to carry out day to day activities?

		Responses	
		N	Percent of Cases
	No known impairment, health condition or learning difference	61	76.3%
	A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease	3	3.8%
	A mental health difficulty, such as depression, schizophrenia or anxiety disorder	3	3.8%
	A physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair	2	2.5%
	A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	4	5.0%
	D/deaf or have a hearing impairment	1	1.3%
	An impairment, health condition or learning difference that is not listed above	1	1.3%
	Prefer not to say	7	8.8%
Total		82	102.5%

a. Dichotomy group tabulated at value 1.

Do you have a religion or belief?

		Frequency	Valid Percent	Cumulative Percent
Valid	No religion	34	40.5	40.5
	Bahai	1	1.2	41.7
	Buddhist	2	2.4	44.0
	Christian (specify if you wish)	24	28.6	72.6
	Hindu	4	4.8	77.4
	Jewish	1	1.2	78.6
	Muslim	7	8.3	86.9
	Sikh	1	1.2	88.1
	Spiritual	4	4.8	92.9
	Prefer not to say	5	6.0	98.8
	Other	1	1.2	100.0
	Total	84	100.0	
Missing	System	6		
Total		90		

What is your sexual orientation?

		Frequency	Valid Percent	Cumulative Percent
Valid	Bi/bisexual	3	3.6	3.6
	Gay man	4	4.8	8.3
	Gay woman/lesbian	6	7.1	15.5
	Heterosexual/straight	63	75.0	90.5
	Queer	1	1.2	91.7
	Prefer not to say	7	8.3	100.0
	Total	84	100.0	
Missing	System	6		
Total		90		

Appendix 3: Sample interview questions

Sample interview questions

Questions for REC senior leads and HERAG members working on REC

- 1 What is your role at (insert institution name) and what is your involvement with the REC? How long have you been involved with REC?
- 2 Do you feel participation in the REC has enabled progress on race equality in your institution? Why/why not?
- 3 The REC is based on five principles, which state that racism is every day and structural, that this requires long term cultural change, that to thrive universities have to benefit from the potential of every member of the academy, that BAME staff and students are not homogenised, and that recognising intersectionality is vital.
 - a. Do you find that these principles provide a sufficient conceptual framework for REC?
 - b. Is anything missing (eg white advantage)?
 - c. In your experience, do they inform an institution's approach to REC and the self-assessment process?
- 4 What are your reflections on the self-assessment process for REC and the process of preparing a REC submission?
 - a. What are the pros and cons?
 - b. Is the self-assessment process effective/robust?
 - c. What is your reflection on the workload involved and the requirements of the process?
- 5 Do you have any comments or thoughts about the guidance and support provided by Advance HE to institutions working on REC?
 - a. What is good/helpful?
 - b. What should be improved/added?
- 6 Our survey findings suggest a challenge for some institutions once institutions achieve their award is maintaining momentum and ensuring action plans are implemented. What is your experience of this?
- 7 Do you have any recommendations for the future development of the REC?
- 8 Is there anything else you would like to add?

Additional questions for REC senior leaders

- 1 Why did your institution become a member of REC/what were the drivers?
 - a. Was this an easy decision, or were there any reservations or concerns to address before embarking on REC?
- 2 What led you personally to become involved with REC and what was your motivation for becoming involved?
- 3 When you first became a SAT Chair/senior lead from REC, what were your expectations of the role?
- 4 What has been your experience of being a SAT Chair/senior lead for REC?
 - a. What has gone well?
 - b. Have you experienced any challenges or barriers? If so, how have you sought to overcome these?
 - c. What are your key learning points or recommendations you would make to others regarding being a SAT Chair/senior lead for REC?
- 5 What is your experience of senior level engagement with race equality and REC in your institution?
 - a. Have there been any challenges in engaging senior leaders?
 - b. Have you or colleagues taken any approaches to increase senior engagement that have worked well?
 - c. Could Advance HE do anything additional that would support senior level engagement with race equality and/or REC?

Additional questions for HERAG members working on REC

- 1 What in your view is working well with the charter and why?
- 2 What do you see as working less well with the charter and why?
- 3 What are the barriers for institutions in terms of becoming members and embarking on the REC?
 - a. What would help more institutions to become members?
- 4 In your experience, does the charter work equally well for progressing race equality for staff and students?
- 5 Your institution was unsuccessful in a previous REC submission – what do you think were the reasons for this? What have you done as a result?
- 6 In your view, would there be a better way of tackling race inequalities than a charter?
- 7 Do you think HERAG has a role to play in supporting the sector with REC?

Questions for REC patrons

- 1 How long have you been a REC patron?
- 2 When you first became a REC patron what were your expectations of the role?
- 3 What has been your experience of being a REC patron?
- 4 You may be aware that after a slower period (following the trial of REC in 2015), membership of REC increased significantly in 2019. Do you have a sense of what has driven this within the sector?
- 5 Do you think the role of Patrons could be used to further enhance engagement with the REC across the sector?
- 6 Do you have any thoughts on whether and how HEIs should be incentivised to engage with the REC?
- 7 What do you think are the main priorities for HEIs in terms of addressing race inequalities?
- 8 The REC is based on five principles. The report on the first phase of this review highlights that it is evident that HEIs appear not to fully comprehend the principles and what they mean in practice and that they appear to lack a conceptual framework.
 - a. Does this chime with you?
 - b. How might REC address this?
- 9 The phase one review report highlighted an issue with understanding and knowledge of race and structural racism being a key factor in unsuccessful applications. Have you any thoughts/proposals on how REC could improve institutions' understanding of structural racism in particular?
- 10 The phase one review report notes that the REC principles do not mention a key structuring feature of racism namely white advantage and white privilege and how these work to exclude and disadvantage racially minoritised groups. What are your thoughts about including a sixth principle focused on this?
- 11 Recent discussions have focused on how to get senior managers to effectively engage with race equality in HE.
 - a. Have you examples of how you or others have effectively engaged senior leaders to turn talk in to action?
 - b. Is there a greater role that patrons could play in helping to get senior leaders to engage with the REC?
- 12 A concern is that once institutions have achieved their REC award, they then rest on their laurels and do not implement their action plans. How could institutions ensure momentum and accountability for the implementation of their action plans is continued once they achieve an award?

- 13 In terms of the strategic direction for REC, what should Advance HE's ambitions for the REC be going forward?
- 14 Are there any potential risks for the REC in the current HE climate? How should Advance HE hope to mitigate these?

Questions for REC panellists

- 1 What is your job role?
 - 2 Is your institution a member of REC? If so, what is its history of participation eg does it hold an award/has it ever applied for an award?
 - 3 Do you have any roles and responsibilities with regard to the REC within your own institution?
 - 4 What motivated you to become a REC panellist?
 - 5 How many REC panels have you sat on?
 - 6 Have you found it beneficial to be a REC panellist so far? Why/why not?
 - 7 Have you found being a panellist challenging in any way?
 - a. If so, what have been the hardest or most challenging aspects of being a panellist?
 - 8 In your view, is having a peer review process important for the assessment of REC submissions? And if so why?
 - 9 For each submission, how long did it take you to prepare for the panel? Was the process of preparing onerous? If so why?
 - 10 Did you use the REC handbook and application form to help you prepare for the panel? If so, how useful were they and why?
 - 11 Are the REC principles important to the panel process and if so why?
 - a. Are the principles the right ones for informing assessment of REC submissions?
 - b. In your view, should there be a principle that is concerned with acknowledging white privilege and advantage?
 - 12 What would you say are the strengths and weaknesses of decision making on the panel?
-

- 13 Would you make any changes would you make to the panel review process?
 - a. If so, what changes and why?
- 14 How useful to you was the panelist training you received from Advance HE?
 - a. Could this be improved in any way?
- 15 What was your experience of the organisation and administration of the panel process by Advance HE?
- 16 Among those you have reviewed, what were the main differences between successful REC submissions and those that were not successful?
- 17 What is your assessment of the utility of the data requirements for submissions?
- 18 What is your opinion about the quality of the action plans submitted by institutions?
 - a. How could they be improved?
- 19 What could be done to improve the quality of submissions overall?
- 20 If you could wave a magic wand and have two immediate improvements to the REC, what would they be?

Questions for Advance HE staff members

- 1 **What are your roles and responsibilities with regard to the REC?**
- 2 **Membership**
 - a. We've seen from the data you shared that after a slower period following the trial of REC in 2015, membership of REC has increased significantly since 2019. Do you have a sense of what has driven this within the sector?
 - b) While there has been growth, there are still many institutions not yet engaged with the REC. Do you have insight into what contributes to this?
 - c) What more do you think could be done to encourage and enable institutions to join REC?

3 Success rates

- a. What is your internal insight on key barriers or challenges for institutions in being successful in applying for REC awards?
- b. The REC review phase one report highlighted an issue with understanding and knowledge of race and structural racism being a key factor in unsuccessful applications. Does this chime with you? Have you any thoughts/proposals on how REC could improve institutions' understanding of structural racism?
- c. What more could be done by Advance HE to help maximise institutions' success?

4 AHE management of the REC

- a. In terms of how Advance HE is currently managing and delivering the REC, what do you see as currently working well in this regard/what are the strengths?
- b. Are there any challenges for Advance HE in running and managing the REC? Do you have plans to address these areas?

5 Panel review process.

- a. The Athena SWAN 2019 evaluation report highlighted that the panel review process is resource intensive and there were questions about consistency in decision making across panels. Are these also issues for REC panels? Are there any other challenges in organising and delivering the panels?

6 Phase one review findings

We have read with interest the report and the recommendations made. It would be very helpful for us to know about your thoughts on these findings and recommendations, including:

- a. The suggestion that there should be greater incentives for institutions to engage with REC.
- b. The finding that HEIs appear not to fully comprehend the REC principles and what they mean in practice and that they appear to lack a conceptual framework.
- c. The suggestion that an additional REC principle be added on white advantage and privilege.
- d. The recommendation that REC only focus on minorities of colour.
- e. The suggestion that positive action does not appear to be engaged with in a consistent way, nor fully understood.

7 Athena SWAN Charter developments

We read with the interest the 2019 Athena SWAN evaluation report and the 2020 review report, and the recommendations made in each.

- a. What has happened and/or is planned in regard to these findings and recommendations?
- b. Do you expect any changes for Athena SWAN to also apply to or be of benefit to REC?

8 REC developments

- a. We heard about the new pilot of REC with colleges and small institutions. Could you tell us more about that?
- b. Are there any other developments or plans in the pipeline with REC we should be aware of?

9 Are there any potentials risks for the REC in the current HE climate? How does Advance HE hope to mitigate these?

10 Is there anything else you would like to add?

Appendix 4: Sample focus group discussion guide

Sample focus group discussion guide

Sample questions

- 1 What is your job role and connection to the REC (if any)?
- 2 Has the institution's involvement with REC had any effects on your experience?
- 3 The institution has indicated that during the REC process (since 2015/16) it has made progress (implemented actions) in relation to **improving representation of BAME people among professional and support staff**. Data provided by the institution indicates it has seen some impact in improving representation of BAME Professional and Support staff across ethnic groups.
 - a. How does this relate to your experience?
 - b. Have you perceived any change?
- 4 The institution has indicated that during the REC process (since 2015/16) it has made progress (implemented actions) in relation to **improving representation of BAME people among academic staff**. Data provided by the institution indicates it has seen some impact in improving representation of BAME academic staff overall, though there have been slight decreases in representation of some ethnic groups (Asian, Black, Mixed/Other).
 - a. How does this relate to your experience?
 - b. Have you perceived any change?
 - c. Why do you think there is a lack of progress/impact for some ethnic groups?
- 5 Data provided by the institution indicates it has seen some impact in **improving representation of BAME Professors**.
 - a. How does this relate to your experience?
 - b. Have you perceived any change?
- 6 The institution has indicated that during the REC process (since 2015/16) it has made progress (implemented actions) in relation to **more equitable recruitment processes**. However, the data indicate that the proportions of BAME people who are shortlisted and appointed have decreased slightly.
 - a. How does this relate to your experience?
 - b. Why do you think there is a lack of progress/impact in this area?
- 7 The institution has indicated that during the REC process (since 2015/16) it has made progress (implemented actions) in relation to **improved experiences of BAME staff and students**.
 - a. How does this relate to your experience?
 - b. Have you perceived improvements?

- 8 The institution has indicated that during the REC process (since 2015/16) it has achieved impact (measurable change) in relation to **more equitable promotions processes**.
- a. How does this relate to your experience?
 - b. Do you agree or disagree that if you apply for promotion you have an equal chance of success, irrespective of ethnicity or race?
- 9 Do you agree or disagree that staff at this university are treated on their merits irrespective of their ethnicity or race?
- 10 Do you agree or disagree that racially inappropriate behaviour, language and banter are not tolerated at this university?
- 11 Is there anything you are surprised we did not ask about or that you want to add that you feel is important to the research?



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