

To Advance HE: Race Equality Charter

The Social Science group of Schools at Sussex includes the Schools of Education and Social Work (ESW), Law Politics and Sociology (LPS) and Global Studies (GS). Each School has its own policies and strategies to achieve race equity, reflecting different contexts and challenges. What they have in common is a firm commitment to enabling working and learning environments that challenge racism and any institutional practices that oppress, limit, or marginalise our minoritized staff and students.

In all three schools, an Equality, Diversity and Inclusion (EDI) Committee, convened by the Directors of EDI, oversees all EDI work, including that relating to race equity. The EDI Directors are an important part of the Schools' Leadership Teams. The Committees themselves are comprised of both academic and professional services staff, as well as students (in GS and ESW). In ESW, an active Minoritised Ethnicities/Racialised Academics Network reports actions and raises concerns to the EDI Co-Directors and Head of School. Global Studies supports a BAME Coaching and Mentoring Network.

Each School has developed a Race Equity Action Plan.

Key aims across these plans include:

- Permanently eliminate awarding gap where they exist.
- Decolonise curricula and teaching styles and embed anti-racism in our syllabi.
- The implementation of a mentoring support programme to optimise the reach and quality of support for BAME staff and students (Global Studies).
- Actively recruit BAME staff and students and improve recruitment practices to ensure fair and equitable opportunities.
- Prioritise the retention of BAME students and staff.
- Create a culture of anti-racist practice and zero-tolerance for racism.
- Design clear informal and formal complaints procedures and routes for individuals to report concerns of racism, sexism, ableism, or any discriminatory behaviour; to ensure resolution of these concerns and clear consequences for such behaviour; to empower individuals to challenge this behaviour wherever it occurs.

Actions in place to achieve these aims fall into the following areas:

- **Decolonizing the Curriculum (DTC) and inclusive pedagogies.** In Global Studies, this has involved staff training with Advance HE, staff student fora, departmental workshops, and redesigning core modules during teaching away days. Each department in the School has made specific commitments to further efforts to decolonize the core curriculum, and to have advanced these actions into optional modules. It is recognized that decolonization in academia is an ongoing process, and our Schools are committed to the regular review and overhaul of teaching and learning practices, including modes of assessments, that the progression of our DTC agenda necessitates. In ESW Social Work and Teacher Education faculty have all engaged in bespoke professionally oriented anti-racist training to ensure their work with new professionals is informed by a commitment to race equity. In LPS, student connectors have worked with staff on decolonising the curriculum including a focus on reading lists as well as reviewing core modules.
- **The Student Experience.** Initiating a student network programme; implementing a mentorship programme to improve the quality of student support; and introducing a culturally competent academic advising scheme. The BAME student excellence and mentoring programme in Global Studies is designed to provide safe spaces, mentoring and support for BAME students. This includes daily safe space office hours for BAME-identifying students. In 2021 ESW sponsored and recruited to, a full funded PHD scholarship seeking new BAME academics. Since then, the studentship has been recognised and supported by the Stuart Hall Foundation. Five postgraduate taught scholarships have recently been

introduced for BAME UK-domiciled students. LPS has introduced travel bursaries for applicants receiving contextual offers to fund them and an accompanying person to attend an applicant visitor day.

- **Staff mentoring and training.** Departmental race equity leads are responsible for reviewing and overseeing the implementation of the race equity action plans in the schools. In Global Studies, the BAME Coaching and Mentoring Network aims to create a culture of support and personal and professional development for BAME staff members to overcome structural barriers of racism and prejudice. This network is also responsible for regular writing support retreats and meetings.
- **Staff recruitment, promotion and retention.** In 2020/21 24% of academic staff in Global Studies were declared as BAME: 12% Asian, 4% mixed, 5% other and 3% black. All schools commit to developing a culture of inclusive recruitment, fair promotion, and active retention of its academic staff and professional services staff. All members of staff, particularly those involved in recruitment and promotion, undergo race equity training.

Our Schools are committed to reassessing their processes and practices in all areas to eliminate racism and embed anti-racist practices, as well as to ensure that all students and staff members are treated equitably, without prejudice, assumption, or stereotype. We recognise that action plans do not equate to race equity work. Instead, they express a commitment to ensure that the measures outlined in the plans are addressed in a timely and consistent manner.

Signed

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