

2024 Ethnicity and Race Terminology Consultation Findings

**EDI Team
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Executive Summary

In the UK Higher Education (HE) sector, the term Black, Asian and minority ethnic (BAME) have widely been used for some time. There is a wide range of literature in the field of race and ethnicity studies highlighting the problems and deficiencies of the use of BAME (Aspinall, 2020). Similarly, the term has received critique from racially minoritised ethnic groups and the UK government and policymakers which now no longer use BAME (Commission on Race and Ethnic Disparities, 2021) .

Given the request from EmbRace and the Race Equity Steering Group, student groups and members of the LSE community, a consultation was carried out in October 2024 with staff and students to learn what terminology is most appropriate and best represents ethnic minority groups at LSE and beyond, with the aim of finding an appropriate alternative for the term Black and Minority Ethnic Group ('BAME'). The selection of terms that were brought forward as part of this consultation were selected based on a literature review of related consultations in the Higher Education sector in the UK and internationally as well as other public sector organisations such as the NHS and government guidance (NHS Race and Health Observatory , 2021).

Based on terminology recommended by other organisations, which had gone through a consultation themselves, a long-list of terminology was created which was then shortlisted in consultation with EmbRace, Eden, and the Students' Union.

The survey ran for three weeks with 219 responses, a response rate of 1% of the staff and student population. Four focus groups were held online and in person for staff and students separately, 13 staff and 15 students attended the focus groups.

The survey findings show that respondents from Black, Asian and minority ethnic backgrounds found terminology around race and ethnicity moderately to extremely important for them to feel included at LSE.

The discussions from the focus group have raised the following key themes:

- Importance of acknowledging cultural and historical nuances and differences
- Differences in the appropriate terminology depending on the context, for example, LSE Context, International & UK Context
- Preference for specificity in language and terminology regarding groups and individuals
- Overall disagreement with the hierarchy between or singling out different ethnic groups and races within the terminology
- Issues regarding data collection & definitions of group terminology

Survey analysis shows the three most popular terms that staff and students would likely use (likely and very likely combined) are ethnic minority (64%), Asian, Black,

mixed (54%) and Black and people of colour (53%). The latter received many comments stating they would prefer 'people of colour'.

No terminology received the majority of positive feedback in the focus group findings; however, some were highlighted as more popular than others among staff and students. The terms 'people of colour' (without a distinction of other races or ethnicities), 'ethnically diverse', and 'global majority' received the most positive feedback. 'Racialised people' was well received by some and rejected as terminology by others.

Based on the consultation findings it is recommended:

- to use the term 'ethnic minority' in official school communication. This also follows [UK government guidance](#), in which 'ethnic minority' was identified as the recommended terminology after a consultation
- to use specific language if you are referring to a specific group or individual. If an initiative is designed to address the underrepresentation of Black academics, it is advised that this is specifically named and described using specific language and terminology, either about ethnicity or nationality, which is important to our global community
- to allow some degree of local flexibility at departmental or divisional level in the language used where needed (particularly where we're engaging with particular communities specifically). For instance, when talking about an international demographic at LSE, utilising 'global majority' may be more appropriate.
- to acknowledge that whilst 'ethnic minority' is recommended for official School communications, in the context of closer working relationships, asking people respectfully how they would like to be addressed may be helpful.

1. Introduction and Background

In the UK Higher Education (HE) sector, the term Black, Asian and Minority Ethnic (BAME) have widely been used for some time. There is a wide range of literature in the field of race and ethnicity studies highlighting the problems and deficiencies of the use of BAME (Aspinall, 2020). Similarly, the term has received critique from racially minoritised ethnic groups and the UK government and policymakers which now no longer use BAME (Commission on Race and Ethnic Disparities, 2021) .

Given the request from Embrace and the Race Equity Steering Group, student groups and members of the LSE community, a consultation was carried out in October 2024 with staff and students to learn what terminology is most appropriate and best represents ethnic minority groups at LSE and beyond, with the aim of finding an appropriate alternative for the term Black and Minority Ethnic Group ('BAME'). The selection of terms that were brought forward as part of this consultation were selected based on a literature review of related consultations in the Higher Education sector in the UK and internationally as well as other public sector organisations such as the NHS and government guidance (NHS Race and Health Observatory , 2021).

Based on terminology that was recommended by other organisations, which had gone through a consultation themselves, a long-list of terminology was created which was then shortlisted in consultation with EmbRace, Eden, and the Students' Union.

2. Methodology

The methodology for the consultation consisted of a mixed-methods approach. This included quantitative and qualitative data collection and analysis through a School-wide survey and focus groups for staff and students from Black, Asian and Minority Ethnic backgrounds.

The survey consisted of the following questions that sought the views of staff and students:

- The importance of terminology around race and ethnicity to respondents feeling included at LSE (question for respondents from a Black, Asian and Minority Ethnic background only)
- Whether they have heard of the following terms:
 - Black, Asian and Minority Ethnic (BAME)
 - Global Majority
 - Black and People of Colour
 - Ethnically Diverse
 - Ethnic Minority
 - Racialised People
 - Asian, Black, Mixed

- Likelihood of respondents using the terminology in the above list
- Whether respondents have any comments on the suggested terminologies.

In addition to these questions, we asked respondents whether they were staff or student, nationality, ethnicity, sex, gender identity, religion and sexual orientation to ensure we have a diverse representation of all respondents.

The questions for both the survey and focus groups were largely the same to maximise consistency and comparability of the data. The survey ran for three weeks, and four focus groups were held in person and online, which ran for 45 minutes per session.

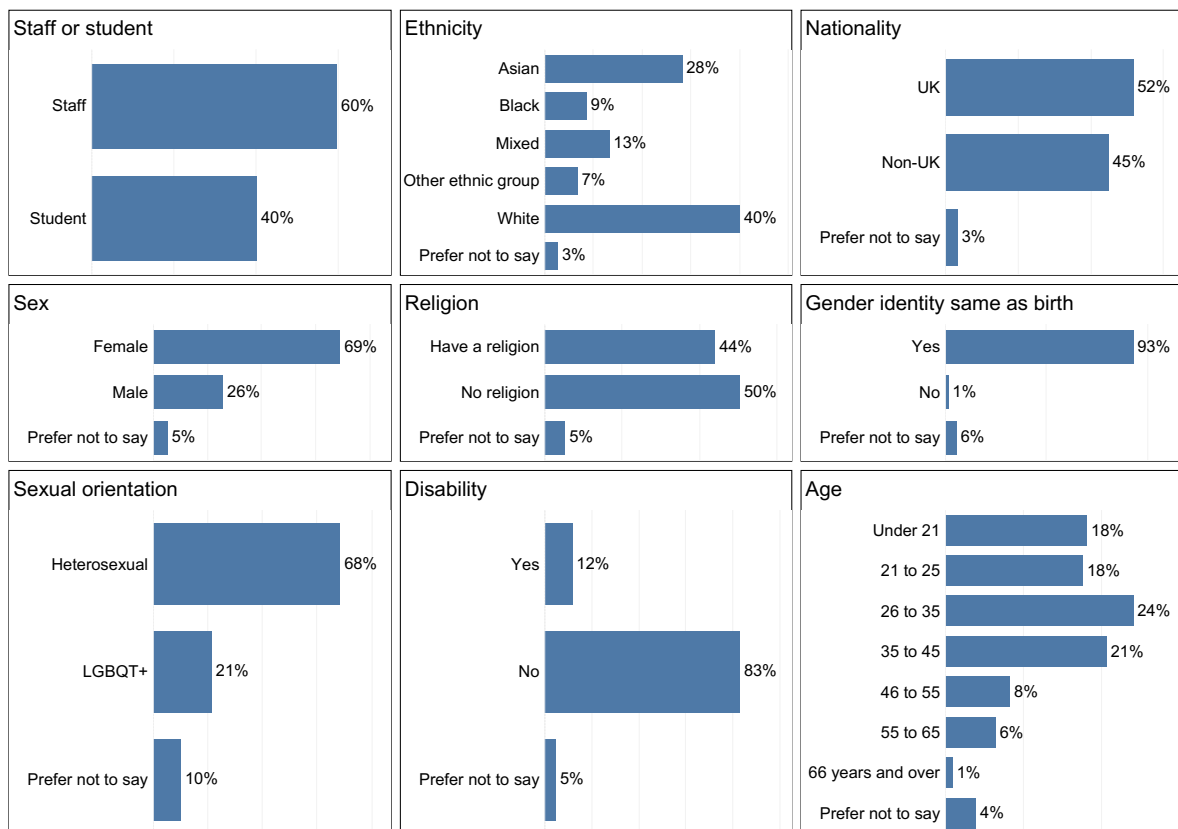
3. Findings

3.1 Survey

The survey received 219 responses, a 1% response rate (population of 19,021 combining staff and students).

The charts below show the demographic breakdown of the respondents.

Figure 1: Demographic breakdown of respondents



Q2: How important is terminology around race and ethnicity to you feeling included at LSE?

Analysis for this question is by all respondents, staff and students, ethnicity, and nationality.

Figure 2 shows how important terminology around race and ethnicity is to respondents from an ethnic minority background to feel included at LSE. The majority of respondents found it moderately to very important.

Figure 2: How important is terminology around race and ethnicity to you feeling included at LSE?

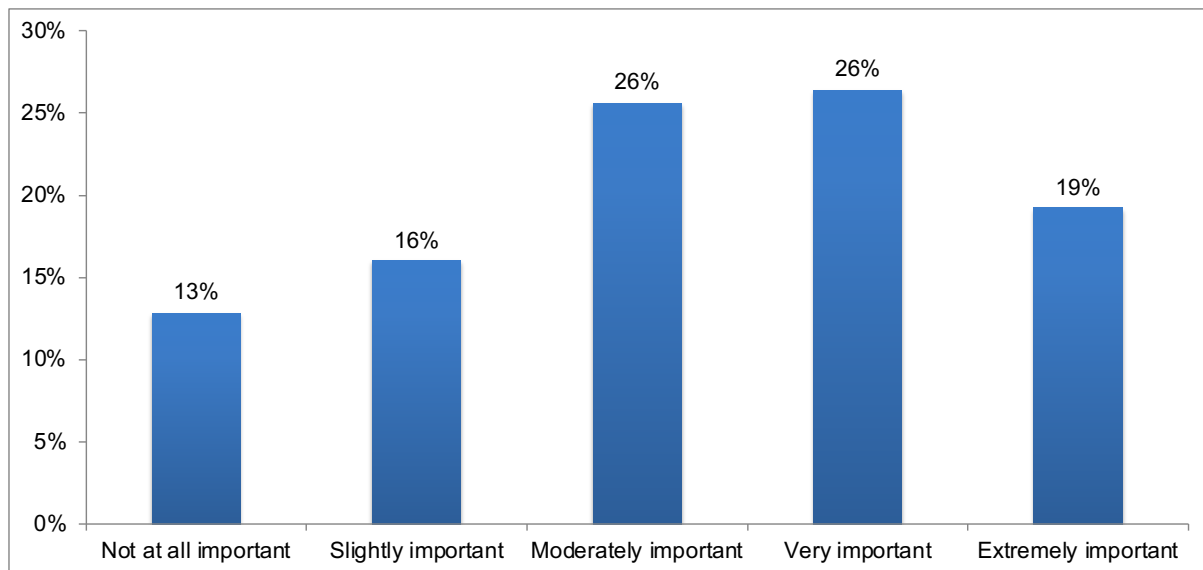


Table 1 shows how staff and students from an ethnic minority background find terminology around race and ethnicity to them feeling included at LSE. The majority of staff found it very to extremely important, whereas students found it moderately to very important.

Table 1: How important is terminology around race and ethnicity to you feeling included at LSE by staff and student

	Staff	Student
Not at all important	13%	12%
Slightly important	13%	18%
Moderately important	18%	32%
Very important	27%	26%
Extremely important	28%	11%

Table 2 shows the ethnicity of respondents and how important they find terminology around race and ethnicity to them feeling included at LSE. The majority of respondents from a Black ethnic background found terminology around race and ethnicity to them feeling included at LSE extremely important.

Table 2: How important is terminology around race and ethnicity to you feeling included at LSE by ethnicity

	Asian	Black	Mixed	Other ethnic group
Not at all important	16%	16%	3%	13%
Slightly important	10%	16%	24%	27%
Moderately important	27%	21%	28%	20%
Very important	26%	21%	38%	13%
Extremely important	21%	26%	7%	27%

As shown in Table 3, respondents from both UK and non-UK nationalities find terminology around race and ethnicity to them feeling included at LSE as moderately to very important.

Analysis by staff and students' nationality shows that the majority of non-UK staff find terminology extremely important to them compared to UK staff. In contrast, the majority of UK students find it moderately important compared to non-UK students. For further details, please refer to Table A and Table B in the appendices.

Table 3: How important is terminology around race and ethnicity to you feeling included at LSE by nationality

	UK	Non-UK
Not at all important	15%	10%
Slightly important	13%	17%
Moderately important	24%	29%
Very important	29%	26%
Extremely important	20%	17%

Q3: Have you heard of the following terms?

Analysis for this question is by all respondents, staff and student, and nationality.

As shown in

Figure 3, the top three terminologies respondents have heard of are Ethnic Minority, Black, Asian and Minority Ethnic (BAME) and Black and People of Colour.

Figure 3: Have you heard of the following terms?

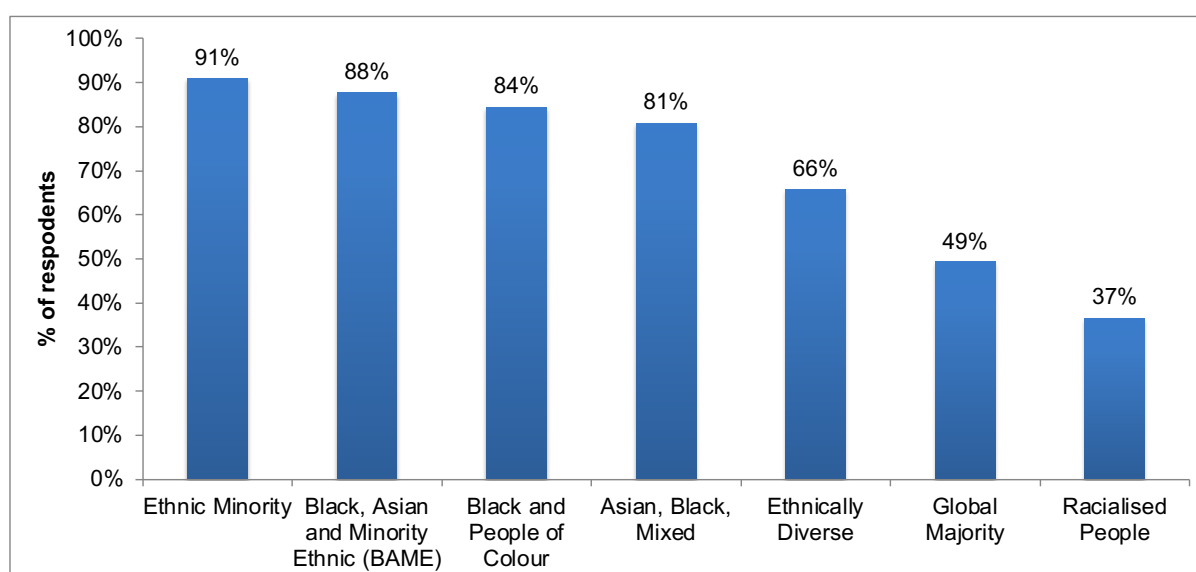


Table 4 and Table 5 shows the terminologies staff and students and respondents by nationality have heard of. Racialised People was a terminology staff and students, and UK and non-UK respondents have least heard of. Global Majority is a terminology that students and non-UK respondents have least heard of compared to staff and UK respondents. Figures highlighted in bold in the table show the top three terminologies that they have heard of.

Table 4: Have you heard of the following terms by staff and students

	Staff	Students
Black, Asian and Minority Ethnic (BAME)	95%	76%
Global Majority	62%	31%
Black and People of Colour	88%	80%
Ethnically Diverse	63%	69%
Ethnic Minority	92%	89%
Racialised People	37%	35%
Asian, Black, Mixed	78%	85%

Table 5: Have you heard of the following terms by nationality

	UK	Non-UK
Black, Asian and Minority Ethnic (BAME)	98%	76%
Global Majority	62%	35%
Black and People of Colour	88%	82%
Ethnically Diverse	74%	59%
Ethnic Minority	97%	85%
Racialised People	36%	37%
Asian, Black, Mixed	81%	84%

Q4: To what extent would you use the following?

Table 6 shows the likelihood of respondents using the different terminologies around race and ethnicity. The likelihood combines very likely and likely. The top three terminologies respondents would likely use were Ethnic minority (63%), Asian, Black, Mixed (54%) and Black and People of Colour (53%).

There are no notable distinctions identified between staff and students, respondents from a White ethnic background and Black, Asian and Minority Ethnic background in the likelihood of using the different terminologies around race and ethnicity. For further details please see Tables C-E in the appendices.

Table 6: To what extent would you use the following terms?

	Very likely	Likely	Neutral	Unlikely	Very unlikely
Black, Asian and Minority Ethnic (BAME)	14%	23%	16%	20%	27%
Global Majority	6%	15%	15%	21%	43%
Black and People of Colour	17%	37%	22%	9%	16%
Ethnically Diverse	10%	33%	19%	15%	23%
Ethnic Minority	22%	41%	16%	11%	9%
Racialised People	4%	8%	13%	19%	56%
Asian, Black, Mixed	21%	34%	17%	13%	16%

Q5: Do you have any comments about the suggested terminology?

The answers to this question largely mirror the insights given in the focus groups. Overall, the comments showcase varied perspectives on all suggested terms. In particular, the theme of hierarchy and specificity came out repeatedly in both staff and student's comments.

"Everything will be problematic as you are trying to replacing one grouping with another. This is basically just 7 ways to say 'Not white'. All have issues (POC, does that include Traveller white people) or are contextual (Ethnic Minority)" (Staff)

"I would say that all of the suggested terms have to some extent the same problem as BAME, i.e. be bringing very diverse groups under one term you lose the nuance/variation." (Staff)

"More specific language seems the way to go. Terms like global majority risk drawing false equivalences between, for example, British people of Chinese descent and PRC citizens, and lack precision" (Staff)

"For me, Global Majority is a very new term, but after understanding it, I think it is indeed worth promoting. I don't quite agree with the use of the term 'People of Colour' in more formal situations, as some people may find it offensive." (Student)

Similar to the focus group discussions, both staff and students highlighted that all terminologies pose pro as well as counter arguments.

Whilst some terminologies are said to create a feeling of hierarchy and are too specific to certain groups, some are too vague and are critiqued to risk the loss of nuance and importance of acknowledging the historical and cultural differences and meanings of racism.

"I am opposed to terminology that automatically takes position of prioritising black and white (with everyone else, which could actually represent a larger % of people, labelled 'other' e.g. 'mixed')"
(Ethnic Minority Staff)

"I don't ever use, 'Black and People of Colour', just 'People of Colour'. Personally, I prefer that no specific ethnicity is singled out when referring to diverse people" (Ethnic Minority Staff)

"'Black and People of Colour' seems as if it is separating Black people from the category of 'people of colour' (also, technically speaking white is also a colour). There is also the historical context of conceptualisations of race in the UK, where 'Asian' often means South Asia, and East and Southeast Asian people are left out of conversations. I use 'racialised' more often - although it is also important to attend to the differences between 'race' and 'ethnicity'." (Ethnic Minority Staff)

Considering these comments, whilst there is a majority of positive feedback for some suggested terms, it is important to note the nuances and differing perspectives on all terminology. The next section of the report will follow an exploration of further themes emerging from the focus group discussions.

3.2 Focus Group

Overview

The focus groups were facilitated by a PhD student/Eden Centre staff member joined by the LSESU BAME Officer for student focus groups. Participants' ethnicity/race was not collected as part of the sign-up process however, all participants shared their background as part of the conversation voluntarily.

Table 7: Focus group sign ups and attendance

	Sign Ups	Attended
In-person Staff Focus Group	11	4
Online Staff Focus Group	11	9
In-person Student Focus Group	11	5
Online Student Focus Group	15	10
Total	48	28

Themes

The qualitative analysis of the focus groups is broken down into themes that emerged across all sessions.

Cultural and historical differences and nuances

One key theme that emerged throughout was the significance of historical and cultural nuances and differences amongst LSE's staff and students, and the need for language and terminology to reflect that. This came through not only due to the need for staff and students to feel represented and their identity acknowledged within the space of their studies, work and social life at LSE but also because of the rich history and culture that students and staff come from.

These themes emerged when discussing umbrella terms and the term BAME specifically.

"Specific country groupings and the histories of those countries need to be taken into account, especially if it involves a lot of history of colonial domination. For example, as I'm talking about India in relation to like Pakistan, both of these countries have gone through a significant historical change because of colonial domination. And I think that by just generalizing or not even mentioning that in the case with BAME, I think specificity needs to be brought in order to kind of do justice with this sort of history that most of these nations have." (Student)

"Going back to the idea of Orientalism, where, you know, we were just labelling the other part of the globe as 'the Other' while, you know, it's again trying to group identities within Asia and not exploring the nuances that come within this background itself and the fact that there are multiple other ethnicities" (Student)

"In a way, it can dilute the severity of the oppression that some groups face, or the historical marginalization that some groups have faced by being able to say, oh, BAME, because it is quite comfortable. You can talk about everybody in one People have discomfort saying the word Black. (...) We're never going to understand how different people are affected, because we're lumping everybody together." (Staff)

Both staff and students also referred to a general awareness and education element regarding ethnicity and race terminology as well as history. Overall, the qualitative findings showed that this research had identified an opportunity to address the need for more historical and cultural knowledge among fellow students and staff members when communicating with each other in the day to day as well as being aware that there may be differences in preferences on how different people would like to be referred to and addressed as.

LSE Context: International & UK

A further theme that arose in all focus groups was the context dependency of terminology as well as the fact that LSE is a very international space. Some students and staff raised the issue of having to shift from a context where race and ethnicity terminology is not relevant as they come from countries where they are the majority. This theme highlights a few competing needs and aspects as LSE exists both in an international as well as UK context.

This topic also brought forward the question of power dynamics and the power of language and terminology in how one makes sense of one's identity in relation to others, one's workplace or education institution and one's heritage.

"I was thinking about how I would describe BAME groups to my parents at home in China. I get educated here in the UK, so I use terms from the UK institutions. But the problem is, students like me would use these terminologies back at home, like, (...) I will adopt that kind of language into my discussion with my parents. I would talk about BAME groups as, like, racial minorities, in a way. I really love the idea of like, global majority, because when we use the word POC, we're still adopting that kind of white dominant language." (Student)

"(Talking about BAME) I don't feel that I am included in that, but that doesn't really capture my experience growing up. I also just recently moved here and like, it's an experience, moving from a place where you're the majority, and I come in here and you're like the minority" (Student)

Specificity

The above themes have already highlighted another key theme discussed by staff and students, which is the specificity of the language used when speaking about ethnicity and race. Not only did participants mention the specificity of lived experience and cultural and national heritage that gets lost when using umbrella terms, but they also mentioned the power of addressing people's specific identities and ethnicities.

"I think if you're speaking about a particular group or a particular person, sometimes just being honest and saying, to the best of your knowledge, what you believe they say or what they are is probably less confusing than going down these massive mixed terms when we have such different experiences. And I think that's why some of the kind of group terms don't really work, because the experiences are just so different. If you look at like educational attainment, you know, like African boys do different to like someone who could be a South American boy or an Indian boy, like we have to be specific sometimes, particularly when we are working in policy or politics and thinking about outcomes." (Staff)

"I found out that some colleagues at LSE find it uncomfortable to say the word black. I don't know, obviously, because, you know, when it comes to racism, they feel like you might be offended. But no, I'm a black person." (Staff)

"I would say I'm Javanese, which is like my ethnicity. But I don't think we have to, like go into that detail when, like, talking about such an international community. But at LSE, I always say I'm Indonesian, and it would be really nice if I have to fill out forms, if there is a box where I can say I'm Southeast Asian. That would be better, because I always feel like 'Asians', like all these identities, get conflated as one all encompassing identity, which I don't think represents, the diversity" (Student)

"I feel that clubbing different groups together under one term you know, I mean specifically from the perspective of policy and all, because I'm studying for social policy, it's not conducive enough, I mean, to understand the realities that each group is going through and, you know, it's very lazy. Actually, you have to be very specific if you're designing some interventions, as, specificities are a better method to go for, rather than, you know, try to club things together and club all these identities together." (Student)

The theme of specificity also brought up many views that no term would accurately describe all groups that it is aiming to represent.

"I don't like any of them, because I don't think they capture the purpose, which is tracking historically marginalised groups" (Student)

"I do think if we're going to talk about black Africans, let's just say that if you know, I think it's a fact to say, you know, if we have a black African diaspora or community or individuals or students, then that's what should be used. I don't think we're going to have one term" (Staff)

Hierarchy

The discussion around specificity also included the topic of highlighting specific ethnicities and groups within terminology such as Black, Asian and Minority Ethnic (BAME), Black and People of Colour and Asian, Black and Mixed. There was very strong evidence for both staff and students that singling out specific groups is badly received and insinuates a certain hierarchy or process of 'Othering' certain groups.

"Black and people of colour: why only callout black it's othering" (Student)

"No acronyms or specific groups highlighted please!" (Student)

"I wouldn't use BAME, black and people of colour, and Asian, black and mixed because it generalises the other groups other than black and Asian." (Student)

"In contrast with the specific identification of Black and Asian, it like it feels like, almost like it feels hierarchical, almost." (Staff)

Data collection & Definitions

Lastly, data collection, definitions and categorisations were identified as a main theme within the focus group data. Some participants highlighted that they never find themselves to be represented in data collection for surveys or forms. Furthermore, some staff and students reported that due to them having multiple national and/or ethnic heritages, their identities often do not fit in simple tick boxes, which can lead to them not being included in certain initiatives.

"I'm Latina, and in the US, I was considered a marginalized identity. But then when I come here and I fill out the forms as to how I identify, it's not even on the list. (...) I guess coming here and studying here makes me sort of question, what is my role here, or how am I perceived here? It sort of made me question parts of my identity in terms of, like, am I a minority ethnic or am I not? And what, like, what does it mean to be a minority ethnic person or not?" (Student)

"When I applied to LSE, the only option was to put in your nationality. Because I have US citizenship, I had to just put the US, and I don't have dual because my country doesn't allow that. (...) There was a programme I really wanted to be a part of, 'African Leadership', and I wasn't getting any information about it, because I wasn't, like, considered African within LSE's books. During Welcome Week, I went to their office in person and talked to them and they were really great about it, but they explained to me that LSE gives them a sheet that outlines everyone who has any African background, and then that's who they can email about their programs. I felt like there was this gap between sort of maybe how the UK analyses conception of ethnic background when it comes to being British and a different background, versus being like from another country that's also predominantly immigrant based and being a different background." (Student)

These insights show that data collection is a field that requires regular review as well as consideration outside of UK benchmarking and national statistics standards, as LSE's unique position as an international education space will need a tailored approach to recognising its communities' identities.

The other crucial aspect that was covered in this theme was the discussion around boundaries of who is considered an ethnic minority and should be taking part in this conversation as well as who will be captured by these categories and terminologies. There were somewhat divisive inputs on this as some staff and students, who consider themselves White but belong to a minoritised ethnicity such as Irish Travellers, Sinti and Roma as well as Jewish staff and students, articulated that they would classify themselves as an ethnic minority but would not feel represented by terminology such as ‘people of colour’. It also brought forward the question of what the terminology is trying to achieve. For instance, it was discussed whether the terminology should focus merely on the experience of being minoritised because of one’s ethnicity or if the element of racism specifically due to one’s physical appearance is at the core of race related terminology. Some White staff acknowledged that whilst they do not experience racism, they do experience prejudice due to belonging to an ethnic minority.

“We want something to cover as many ethnic groups as possible, like this always goes back to well, where do you put white minorities? Because they’re not people of colour.” (Staff)

4. Conclusion and Recommendations

1. ‘Ethnic Minority’ to be used in official School communications

The term ‘Ethnic Minority’ received the majority of positive feedback and is therefore recommended to be used in official School communications. It is important to highlight that no terminology received unequivocal positive feedback and overall, the theme of avoiding umbrella terms if possible is notable. This also follows UK government guidance, in which ‘ethnic minority’ was identified as the recommended terminology after a national consultation.

2. Utilise specific language and refer to specific groups or people when possible

Following on from the previous recommendation, it is therefore advised to use specific language when talking about specific groups or individuals. For example, if an initiative is designed to address the underrepresentation of Black academics, it is advised that this is specifically named and described using specific language and terminology, either about ethnicity or nationality, which is important to our global community.

3. Allowing flexibility and regular review of language for different contexts

The School’s Style Guide for internal and external communications should recommend the term ‘ethnic minority’ for the vast majority of official communications. However, due to the variety of differing opinions on the suggested terminologies, it is recommended to allow some degree of local flexibility at departmental or divisional level in the language used where needed (particularly when they’re engaging with

particular communities specifically). Whilst a universal approach to inclusive language is preferable, it is also understandable that in some specific contexts the utilisation of different terminology discussed in this report may offer benefits.

4. Understanding the variety of preferences and needs in day-to-day working relationships

Given the different preferences stated by staff and students, it is further recommended to acknowledge that whilst 'ethnic minority' is recommended for official School communications, in the context of closer working relationships, asking people respectfully how they would like to be addressed may be helpful.

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Appendices

Table A: How important is terminology around race and ethnicity to you feeling included at LSE by staff and nationality

	UK	Non-UK
Not at all important	13%	7%
Slightly important	13%	7%
Moderately important	16%	27%
Very important	37%	13%
Extremely important	21%	47%

Table B: How important is terminology around race and ethnicity to you feeling included at LSE by student and nationality

	UK	Non-UK
Not at all important	18%	12%
Slightly important	12%	21%
Moderately important	41%	30%
Very important	12%	30%
Extremely important	18%	7%

Table C: To what extent would you use the following terms by staff and student

		Staff	Student
Black, Asian and Minority Ethnic (BAME)	Very likely	13%	15%
	Likely	26%	19%
	Neutral	14%	18%
	Unlikely	20%	20%
	Very unlikely	27%	27%
Global Majority	Very likely	8%	2%
	Likely	15%	14%
	Neutral	16%	14%
	Unlikely	19%	24%
	Very unlikely	41%	47%
Black and People of Colour	Very likely	15%	19%
	Likely	31%	45%
	Neutral	24%	19%
	Unlikely	10%	7%
	Very unlikely	21%	9%
Ethnically Diverse	Very likely	8%	13%
	Likely	34%	32%

		Staff	Student
	Neutral	18%	22%
	Unlikely	15%	14%
	Very unlikely	25%	20%
Ethnic Minority	Very likely	18%	28%
	Likely	39%	44%
	Neutral	19%	13%
	Unlikely	12%	9%
	Very unlikely	11%	6%
Racialised People	Very likely	2%	7%
	Likely	7%	10%
	Neutral	11%	16%
	Unlikely	19%	18%
	Very unlikely	60%	49%
Asian, Black, Mixed	Very likely	16%	27%
	Likely	33%	35%
	Neutral	20%	13%
	Unlikely	12%	15%
	Very unlikely	19%	10%

Table D: To what extent would you use the following terms by ethnicity

		Asian	Black	Mixed	Other ethnic group	White
Black, Asian and Minority Ethnic (BAME)	Very likely	18%	11%	24%	13%	9%
	Likely	19%	26%	14%	27%	27%
	Neutral	18%	5%	21%	13%	14%
	Unlikely	19%	16%	14%	20%	25%
	Very unlikely	26%	42%	28%	27%	25%
Global Majority	Very likely	6%	11%	7%	0%	6%
	Likely	13%	11%	14%	0%	19%
	Neutral	23%	16%	14%	7%	11%
	Unlikely	23%	16%	21%	33%	19%
	Very unlikely	35%	47%	45%	60%	44%
Black and People of Colour	Very likely	19%	16%	14%	7%	18%
	Likely	27%	42%	41%	47%	38%
	Neutral	27%	5%	24%	13%	23%
	Unlikely	10%	5%	17%	13%	6%

		Asian	Black	Mixed	Other ethnic group	White
	Very unlikely	16%	32%	3%	20%	16%
Ethnically Diverse	Very likely	15%	16%	3%	0%	8%
	Likely	29%	32%	34%	33%	34%
	Neutral	23%	16%	21%	7%	19%
	Unlikely	15%	21%	14%	27%	13%
	Very unlikely	19%	16%	28%	33%	26%
Ethnic Minority	Very likely	24%	26%	21%	33%	19%
	Likely	44%	37%	41%	53%	39%
	Neutral	18%	5%	24%	7%	16%
	Unlikely	8%	11%	10%	7%	15%
	Very unlikely	6%	21%	3%	0%	11%
Racialised People	Very likely	5%	11%	3%	0%	2%
	Likely	6%	5%	14%	13%	8%
	Neutral	15%	11%	7%	20%	14%
	Unlikely	24%	16%	14%	0%	20%
	Very unlikely	50%	58%	62%	67%	56%
Asian, Black, Mixed	Very likely	24%	37%	24%	13%	15%
	Likely	26%	37%	48%	40%	34%
	Neutral	19%	0%	17%	20%	17%
	Unlikely	18%	16%	7%	7%	14%
	Very unlikely	13%	11%	3%	20%	20%

Table E: To what extent would you use the following terms by nationality

		UK	Non-UK
Black, Asian and Minority Ethnic (BAME)	Very likely	15%	14%
	Likely	27%	18%
	Neutral	11%	18%
	Unlikely	24%	18%
	Very unlikely	22%	31%
Global Majority	Very likely	7%	3%
	Likely	15%	17%
	Neutral	14%	13%
	Unlikely	21%	23%
	Very unlikely	43%	44%

		UK	Non-UK
Black and People of Colour	Very likely	20%	14%
	Likely	36%	40%
	Neutral	25%	17%
	Unlikely	7%	13%
	Very unlikely	13%	16%
Ethnically Diverse	Very likely	8%	11%
	Likely	36%	33%
	Neutral	19%	18%
	Unlikely	16%	15%
	Very unlikely	21%	23%
Ethnic Minority	Very likely	24%	19%
	Likely	40%	43%
	Neutral	13%	18%
	Unlikely	12%	12%
	Very unlikely	10%	8%
Racialised People	Very likely	3%	5%
	Likely	5%	13%
	Neutral	8%	17%
	Unlikely	20%	19%
	Very unlikely	64%	45%
Asian, Black, Mixed	Very likely	23%	16%
	Likely	35%	35%
	Neutral	18%	15%
	Unlikely	9%	19%
	Very unlikely	15%	14%