



De Montfort University

Race Equality Policy -

Three Yearly Review 2008

Published September 2008

The full Race Policy is available on De Montfort University's website
www.dmu.ac.uk/aboutdmu/policy/index.jsp

Please forward any comments or enquiries about this report or De Montfort University's equality schemes to: -

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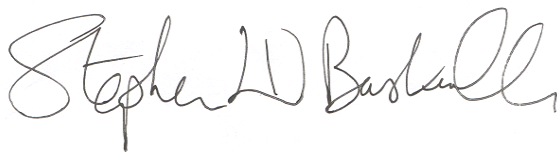
1. Introduction

De Montfort University has actively engaged to develop a strong Equality and Diversity Strategy. The strategy currently consists of the Race Policy, Disability Equality and Gender Equality Schemes.

This report outlines the activities and progress on the action plan, as well as detailing other developments that will impact on our progress towards race equality. The implementation of the action plan is monitored by the Equality and Diversity Steering Group chaired by Professor Stephen Baskerville, Pro-Vice Chancellor and Corporate Diversity Champion.

De Montfort University is currently developing strategies to reflect on activities that it must engage in to promote race equality. It will be moving into the next year's activities with a plan to develop the infrastructure underpinning the University's equality and diversity strategic approach.

Most importantly, De Montfort University is committed to move towards being an institution that is proactive, anticipatory and inclusive. The University plans to actively identify and reduce barriers and to promote equality for people from all racial groups who learn and work at, or visit De Montfort University.

A handwritten signature in black ink, reading "Stephen W Baskerville". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Professor Stephen Baskerville
Corporate Diversity Champion &
Pro-Vice Chancellor

2. Improving Overall Corporate Performance

2.1 Equality and Diversity Strategic Plan

The Board of De Montfort University adopted an Equality and Diversity Strategy in December 2007. This strategy underpins all current and future Equality Schemes and Action Plans. It formally requires the University to take action on embedding equality and diversity into all strategic areas, including staff, students, business planning, financial planning, risk management and communications. The revised key equality and diversity statement is: -

'At De Montfort University we are committed to providing the highest quality academic and working environment where all staff, students, visitors and contractors are welcomed, respected and treated in a consistent and non-discriminatory manner. This approach will be applied irrespective of race, gender, disability, age, sexual orientation, religion or faith and social status. We will underpin this by ensuring our current and future policies for our staff and the accessibility, services and the outcomes on academic courses we provide for students, are all regularly, fairly and consistently applied, assessed and monitored; and that if breaches occur will be treated seriously.'

2.2 Equality & Diversity Adviser

In 2007 DMU engaged the services of an interim Equality & Diversity Adviser. The primary role of this post was to guide the University in its understanding and development of equality and diversity. One of the recommendations arising from the work was the need for the appointment of a full time Equality & Diversity Adviser. Following a period of consultation and successful recruitment, the new post holder took up their duties in April 2008. The post reports directly to the Deputy Director of HR but in recognition of the staff, student and corporate issues, a system of matrix management has been successfully established with the relevant stakeholders for responsibility for these areas.

2.3 Staff Training

The staff training unit offer a range of learning opportunities for staff that raise awareness or increase the skills of staff in diversity and equality matters. These courses include: -

Corporate Induction CD – This CD is sent to all new staff on appointment. This CD contains messages about DMU's equality and diversity values. This is followed up by diversity awareness sessions on the Corporate Induction day.

Recruitment & Selection – This course is for all staff who sit on interview panels, it is designed to help staff to avoid discrimination in the recruitment and selection process.

Equal Opportunities for Recruiters and Appraisers/Reviewers – This mandatory course is offered to all those staff who line manage and appraise the performance of other colleagues.

Fairness & Equity in Promotions Process – This mandatory course has been designed to help staff involved in making decisions about promotion, avoid discrimination and promote equality.

Diversity Learning Zone – The Diversity Learning Zone is an on-line e-learning facility that provides training materials and information on equality and diversity matters.

2.4 Academic support Unit

Diversity issues, including those of race, are addressed in the PGCertHE, both through gaining an understanding of the variety of student experience and expectations on entry, and through discussions on the design delivery and assessment of the curriculum. They are discussed on the Certificate in Research Supervision as part of the context of the supervisor/ research student relationship. These issues are also addressed in open programme workshops on transitions to HE; working with international students; strategies for teaching diverse students.

A one day conference 'Fair for All': Practical Strategies for Equality and Inclusivity was hosted by DMU in September 2008. This included a keynote on the impact of globalisation and internationalisation; workshops on working with international students; working with black young people

2.5 Human Resources Policies

The Human Resources Department have a rolling programme of policy development and improvement. The Equal Opportunities Policy has been revised and published, in response to legislative developments.

2.6 Information Strategy (Management Information Strand)

The University's strategy seeks to improve data capture of use of services by specific groups of students and staff, and reporting on statistics in relation to students and staff from all racial groups.

2.7 Events Team

The Events Team at De Montfort University take into account diversity issues in the recruitment of speakers and selection of subjects for specific events including the highly successful distinguished lecture series.

2.8 Collaborative Partners

The University's collaborative partners each operate a programme of policy development and improvement for equality and diversity for staff and students.

Collaborative partner staff supporting students on De Montfort University validated provision have the opportunity to participate in the University's staff training opportunities. The University also centrally provides training and discussion opportunities specifically for staff in partner colleges.

All colleges capture and monitor data of the recruitment and use of services by specific groups of students and produce management reports on this information. The colleges also have access to the University's MIS system.

2.9 Involvement and Consultation

The University is committed to developing a robust consultation and involvement strategy that will ensure that it engages with all relevant groups.

UCU is committed to equality, works in partnership with De Montfort University on a range of equality issues and has both national and regional training initiatives. Locally, the branch elects an Equality Officer and sends delegates to national equality conferences.

UNISON also aims to work in partnership with De Montfort University on equality issues and works hard to ensure all its members are treated fairly. Challenging discrimination and winning equality is at the heart of all UNISON's policies.

UNISON has a number of 'self organised' groups including those who are traditionally under represented. These include disabled members, women and black workers. UNISON works closely with the newly established Equality and Human Rights Commission and seeks to ensure that employers comply with the all statutory equality duties.

The UNISON DMU branch has an elected Branch Equality Officer and sends delegates to various regional and national conferences where equality issues are discussed. Training is provided for branch officers and stewards in relation to Equalities Employers' Legal Duties, for representing individual members in equality cases and negotiating with employers in relation to fair pay and conditions for all staff.

The DSU, the Students' Union at De Montfort University, works collaboratively with the University wherever possible and appropriate. DSU has their own internal structures outlining their response to gender, equality and diversity.

Currently there are no formal student representative groups that meet to discuss the equality. DSU does have several strands that help ensure equality and diversity on campus.

With over 20,000 students to represent, DSU uses elected representatives to voice the opinion of students to the University and to the community. Within this, DSU have created opportunities to elect specific officers to represent disabled students, LGBT students, mature students, male students, female students and students from ethnic minority backgrounds. This enables them to engage in consultation with members from these groups, embedding their views into wider discussions.

DSU have just finished a comprehensive governance review ensuring their structures are fit for purpose. DSU schedules now take into account religious differences for example when electing committee members. DSU are keen to move to a position of opening dialogue and engagement regarding issues.

The governance review also took account of the diverse student population on campus and their requirements. Student Trustees were created to allow those who may not have time to hold a full time position could still gain trustee experience. Open positions on a new Student Council were also created, enabling the same group of students to participate fully in Union activities and to contribute to the future direction of the Union.

In order to meet the needs of their varying members, DSU have campaigned and successfully obtained provision for a non-alcoholic space on campus. This area will allow those who do not participate in alcoholic activities to still engage with the Union. It is hoped that this space will enable DSU to diversify their catering provision; allowing them to sell products for their specific dietary requirements.

DSU hopes to engage and open dialogue to break down any barriers to involvement. This can be seen in the diverse mix of students that stood and were elected in previous Executive Officer elections.

DSU is also willing to engage the University and the community in working to provide an enjoyable and equal environment for students.

3. Improving Services for Students from Different Racial Groups

Since the inception of De Montfort University's Race Policy the following improvements to services have been made.

3.1 The University Learning, Teaching & Assessment Strategy

The University Learning, Teaching and Assessment Strategy for 2007-12, stresses the need to address inclusivity. This strategy builds upon the strategic principles that underpinned the 2004 - 07 Strategy, namely, the need to support students in the transition to Higher Education, a varied learning, teaching and assessment diet, programme integrity, employability and creativity, and inclusivity and diversity. One of the guiding principles is as follows: -

The delivery of the programme is designed to take account of the academic skills and educational needs of all of the students enrolled. Therefore across any term, year and whole programme, students will experience a range of educational activities which will allow them to play to their strengths and challenge them to develop.

3.2 Student Support

Student Services offer flexible and responsive information and support to students on a wide range of issues. The aim of the service is to help retain returns through its advisory services and to promote an active, tolerant and safe student community. We monitor the uptake and delivery of our services to the student population of DMU, in the knowledge that we have a diverse population in the University and that some groups may be more likely to access our services and those of other universities as well. The number of students using the service for 2007/2008 was recorded as 25274 interactions through the ASK Here service of which 8323 people have been through to an ASK Here interview with one of the following teams:

- Careers DMU
- Counselling & Personal Support
- Disability Advice Support Team
- Housing
- International Welfare
- Money & Welfare

In terms of ethnicity, the analysis in table below shows that Black African and Black Caribbean students take up more ASK Here interview sessions than compared to their split of the headcount.

Table 1: ASK Here Interviews by ethnicity

Ethnicity	All Faculties	AAD	BAL	CSE	HLS	HUM
Asian Other	0.9%	-0.1%	2.3%	-0.8%	1.6%	1.2%
Bangladeshi	0.3%	0.0%	0.6%	-0.1%	1.1%	-0.1%
Black African	7.8%	2.7%	11.8%	11.7%	9.1%	4.4%
Black Caribbean	3.0%	2.3%	1.9%	4.2%	2.9%	4.3%
Black Other	0.5%	0.0%	0.9%	0.6%	-0.1%	1.2%
Chinese	-1.3%	-1.5%	-4.3%	-0.7%	-0.2%	2.5%
Indian	-0.1%	0.7%	3.5%	-1.9%	1.2%	-0.2%
Info Refused/Not Known	0.4%	0.4%	1.0%	0.5%	0.1%	-1.2%
Mixed Other	0.8%	1.8%	0.2%	0.4%	0.5%	0.5%
Mixed White and Asian	0.3%	0.5%	0.2%	-0.2%	0.2%	1.0%
Mixed White and Black African	0.1%	-0.2%	-0.3%	0.1%	0.9%	-0.2%
Mixed White and Black Caribbean	0.7%	0.9%	-0.1%	0.2%	1.6%	0.6%
Pakistani	0.6%	-0.4%	1.0%	0.2%	3.6%	0.1%
White	-13.9%	-7.1%	- 18.7%	- 14.3%	- 22.5%	- 14.2%

Table 2: Student Headcount by ethnicity

Ethnicity	All Faculties	AAD	BAL	CSE	HLS	HUM
Asian Other	3.0%	2.0%	3.0%	5.2%	2.9%	1.5%
Bangladeshi	0.9%	0.5%	1.1%	1.3%	0.9%	0.4%
Black African	5.2%	1.8%	6.7%	5.5%	6.4%	2.1%
Black Caribbean	1.8%	1.4%	1.9%	1.7%	2.0%	1.9%
Black Other	0.6%	0.3%	0.7%	0.7%	0.5%	0.4%
Chinese	3.2%	3.2%	7.1%	2.1%	0.7%	0.2%
Indian	17.1%	9.7%	25.1%	21.2%	14.7%	7.2%
Info Refused/Not Known	3.8%	4.1%	4.4%	5.3%	2.5%	3.3%
Mixed Other	0.7%	1.2%	0.5%	0.8%	0.6%	1.0%
Mixed White and Asian	0.7%	0.6%	0.5%	0.6%	0.6%	1.3%
Mixed White and Black African	0.3%	0.3%	0.3%	0.5%	0.1%	0.3%
Mixed White and Black Caribbean	0.7%	0.8%	0.6%	0.8%	0.6%	1.2%
Pakistani	3.7%	1.6%	4.6%	3.7%	5.0%	1.1%
White	58.3%	72.5%	43.4%	50.5%	62.5%	78.0%

White students are under-represented in ASK Here interview sessions across all Faculties when compared to the whole University headcount. Work is in progress to

look at how we advertise and make our services available to ensure that they are fit for purpose.

3.3 Good Practice Guides

The Quality Improvement Team in the Department of Academic Quality produce regular bulletins and updates that are available on the DMU intranet site. These include good practice case studies to illustrate ways in which barriers to learning can be reduced.

3.4 Exams and Assessments

All examination papers are marked anonymously. This policy has been in operation for a number of years. In order to prevent impersonation, all students sitting examinations have to be identified. Invigilation staff are trained to deal with students whose faces are covered in an appropriate and sensitive manner.

3.5 Enrolment

Although undergraduate students have an opportunity to disclose their racial identity through the UCAS application process, there are still a small number of students who decline to do this. The Data Team and Registry Team therefore support the faculties during enrolment and further encourage students to complete the diversity areas of enrolment.

4. Improving Services for Staff

The following developments have been initiated with a view to improving the working experience for staff.

4.1 Senior Staff Pay & Grading Project

A major job evaluation and evidence based Senior Staff Pay and Grading review which included the support of expert external reward consultants was undertaken in 2006. This includes Senior Professional Staff, Senior Academic Managers and Professors. Any race pay anomalies were addressed via the Professorial and Senior Staff Matching Panels who made recommendations to the Vice Chancellor. This is reviewed annually via the Senior Staff Pay Review Process.

4.2 Single Spine Framework Agreement

A major job evaluation and evidence based single pay spine has been introduced for all staff. Race pay anomalies were addressed through the process and are currently being further reviewed via an Impact Assessment Group.

4.3 Impact Assessment on Pay

The Human Resources Team have brought together an Impact Assessment Group on pay as a result of the implementation of a new pay and grading structure. Membership reflects different staff grades as well as staff representative organisations. This group will examine the pay grades and data across the occupational groups and analysed by the diversity areas, including by the race and ethnic data on staff.

4.4 Improving Returns of the Equal Opportunities Questionnaire

In order to improve first time return rates of the Equal Opportunities Questionnaire, the format of the form was revised to make it easier to review and use. The Equal Opportunities Questionnaire is also attached to the application form to encourage applicants to fill it in and treat it as part of the application process. It is then removed before the Recruiting Managers begin short listing. This has increased the amount of information which is returned by the applicants. Once a successful applicant is offered a position, all missing data is chased to ensure that we hold current records on file for all employees. The data is also collected for HESA purposes and an additional form is completed to ensure that all successful candidates have the required information on file.

4.5 Advertising Style

A new and dynamic race neutral advertising style emphasising the diverse nature of De Montfort University was introduced in 2008.

5. Monitoring Data

De Montfort University publishes its staff and student data through the HESA returns. In this annual report we report both staff and student ethnicity data.

5.1 Staff Data

Staff data (appendix 1) shows that over the three year period from 2004 there has been a 2.6% increase in non-white employees.

5.2 Student data

Student data (appendix 2) shows that the proportion of ethnic minority applicants to De Montfort University increased over the last four years and is consistently above the UK benchmark. On average 61% of applicants to De Montfort University are from a white ethnic background, while 21% are Asian. By contrast, 54% of accepts are from students with a white ethnic background and 26% are Asian (appendix 2). The proportion of students enrolled in De Montfort University with a white ethnic background fell by 2% from 2003/04 to 2006/07, while the proportion of Asian enrolments remained the same over the period and exceeds the UK benchmark.

6. Progress on Race Equality Scheme Action Plan

De Montfort University has been working towards achieving the planned actions in its Race Policy. This report has detailed some of the initiatives and ongoing development work that has been put into place.

The following table details the Race Policy action plan, with a summary of progress made to date. As expected with a long term plan, circumstances and key personnel have changed, so that actions are either not as relevant or achievable. The revised action plan therefore reflects the change and growth that the University has been through as well as reflecting our learning and the re-prioritisation of actions that will make a difference.

7. Race Action Plan

No	Identified Outcomes	Identified Actions	Timeframe	Ownership & Reporting	Progress to July 2008
1.	A written statement of its Race Equality Policy.		2002	The Board of Governors, through the University Executive, is responsible for ensuring that the Policy and its related procedures, strategies and arrangements, are implemented, monitored and continuously reviewed according to the requirements of the RRAA 2000.	<p>The Race Policy was published in 2001 and an annual report in 2002.</p> <p>The Governors approved a draft Equality and Diversity Strategy in December 2007 that identified a corporate Equality and Diversity statement.</p> <p>DMU's Equal Opportunity Policy was revised in 2008 and is available via the DMU intranet.</p>
2.	Assess the impact of policies and procedures on applicants, staff, students and visitors from different racial groups.	<p>The University will assess the impact of existing policies on students and staff from different racial groups as required by the RRAA 2000. The purpose of the assessment is to see whether the University's policies help to achieve race equality, are not gender biased and whether they take into account the needs of those with disabilities.</p> <p>The assessment will be carried out as follows: -</p> <ul style="list-style-type: none"> • All the existing policies will be assessed and reviewed and recommendations will be made with regard to both general and specific duties. • For the assessment, relevant monitoring 	2004	<p>The Board of Governors, through the University Executive, is responsible for ensuring that the Policy and its related procedures, strategies and arrangements, are implemented, monitored and continuously reviewed according to the requirements of the RRAA 2000.</p> <p>All members of the University are required to comply with this policy and have a duty to avoid and to challenge practices which may discriminate against certain racial groups.</p>	The University has set up a research group (RAEMS) that explores the monitoring evidence on the achievement of ethnic minority students in the university. This group is exploring both quantitative data and qualitative evidence of the students' experiences of studying at DMU.

		<p>data will be collected. Data will be collected by racial groups, gender and disability and on needs, entitlements and outcomes. Also, where it is considered necessary, surveys will be carried out to find out the needs and opinions of members of the University.</p> <ul style="list-style-type: none"> • The Director of HR, as the process owner for staff compliance, will present the data and other information collected about staff to the Equal Opportunities Advisory Committee (EOAC) at its meeting for analysis. A working group within the EOAC will analyse the data/information and report its findings to the EOAC. • The Academic Registrar, as the process owner for applicant and student compliance, will present the data and other information collected about applicants and students to the Admissions Committee and the Academic Quality and Standards Committee (AQSC) at their meetings for analysis. A working group within the AQSC will have responsibility for monitoring student progression and achievement in detail. • If the analysis indicates that a particular policy is affecting some racial groups differently, the relevant committee will seek reasons for the differences from relevant source. Where the explanation cannot be justified on non-racial grounds, the committee will recommend what changes are to be made to the policy, the policy aims and related targets and 			<p>The EOAC does not now exist. The committee is renamed as the Equality and Diversity Steering Group.</p> <p>The HR and Finance Committee receive the Annual Staff profile report via VCG. A summary of disciplinary, grievance, bullying and harassment casework which includes analysis by race is presented annually at the University JNC's. Improvements to the academic promotion process to ensure no applicants are disadvantaged as a result of race.</p>
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		<p>strategies.</p> <p>Monitoring</p> <p>Monitoring will be embedded in the University's existing monitoring and quality assurance mechanisms.</p> <p>The University will monitor, by racial group, recruitment, progression or promotion, and achievement in order to measure the effectiveness of the Race Equality Policy. The arrangements for monitoring will be as detailed in the Policy on Equality of Opportunity in Employment and as defined by the AQSC.</p> <p>The ethnic monitoring categories recommended by the Commission for Racial Equality (CRE) will be used as this will enable the University to collect comprehensive data to accommodate everyone's needs. Consequently, applicants, students and staff should be encouraged to declare their ethnic category when this information is requested.</p> <p>If the monitoring reveals that some racial groups are under represented in the University, the EOAC/AQSC/Admissions Committee may recommend that positive action taken to target job training, recruitment efforts or curricula development at those groups. Employees are advised to note that positive action does not allow discrimination when deciding who will be</p>			<p>The Admissions committee considers this management information annually as described. No major issues have been identified although the detail needs to be considered closely at Faculty level and is therefore referred to Faculty Academic Committees.</p> <p><i>Admissions Committee Diversity report (to note)</i></p> <p>Profile of DMU applicants, accepts and entrants by age group, ethnicity, gender, disability, social class, school type and distance from DMU. Compare with national figures where possible.</p> <p><i>Diversity report (to discuss)</i></p> <p>The diversity report, which is presented to AQSC on an annual basis in May, reviews a number of subsets of students over a number of indicators across the lifecycle of a student. The subsets are used to track diversity in the population and where possible include a national value for comparison. This report is produced to review current performance and to highlight areas for further development. The report is considered by AQSC to ensure that consideration is being given to issues surrounding ethnicity, gender</p>
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		<p>offered a job.</p> <p>The EOAC, AQSC and Admissions Committee will assess the monitoring information to evaluate the progress the University is making towards meeting its race equality targets and aims. It is expected that the assessment will help to:</p> <ul style="list-style-type: none"> • highlight any differences between members of the University from different racial groups • look for reasons for the differences • review how effective the aims of the Policy are • research and decide what more can be done to improve the recruitment and progression of individuals from different racial groups • review and set targets in the relevant strategic plans. 			<p>and disability at the top level within DMU.</p> <p>The University has instigated a greater level of detail in ethnicity reporting to sub-divide the Black and Asian student categories.</p> <p>The University instigated a revised Equal Opportunities Monitoring form for staff recruitment in 2008.</p>
3.	Monitor recruitment, progression and achievement by racial group		2004	<p>All members of the University are required to comply with this policy and have a duty to avoid and to challenge practices which may discriminate against certain racial groups.</p>	<p>Annual reports on student ethnicity in relation to recruitment, progression and achievement are presented to the University's Academic Quality and Standards Committee. Ethnicity is also a component of the annual report on Retention and Progression, which is reported to AQSC, the University's Learning and Teaching Committee and to individual Faculties. Commentaries in the reports highlight any significant changes, and ask Committees to address any items for concern.</p> <p>A specific project (RAEMS) on retention and achievement of ethnic minority students is investing the</p>

					experiences of students.
4.	<p>Publish the race equality policy, results of assessments and monitoring.</p> <p>The RRAA requires the University to publish the Race Equality Policy and the results of the assessment and monitoring for information. The publication of these results is to promote openness in line with the University's shared value of open and honest communication. It is also to allow the University to demonstrate its commitment to promoting equal opportunities and race equality.</p>	<p>In order to fulfil this duty, the following information will be published</p> <p>(a) The Policy on Equality of Opportunity in Employment</p> <p>(b) Details of how the consultation, assessment or monitoring of the Race Equality Policy was carried out</p> <p>(c) A summary of the comments and responses received from consultations</p> <p>(d) A summary of the main findings of assessment or monitoring</p> <p>(e) Details of any action the University has taken or will take to tackle equality issues and promote race equality.</p> <p>(f) Grievance and Complaints Procedures</p> <p>This information will be available on the Intranet, in word format, large print and on audio-tape on request. Information is also included in the Annual Monitoring Statement to HEFCE as required by HEFCE on an annual basis (December).</p> <p>The annual results of monitoring carried out will be presented to the Human Resources Committee and the Academic Board, both of which committees report to the Board of Governors. This information will be published on the Intranet and also as part of the EOAC, AQSC and Admissions Committee's</p>	2004		<p>Policy on Equality of Opportunity in Employment reviewed and revised in 2008. Annual staff profile demonstrates an upward trend over 3 years.</p> <p>There have been no result consultations, this will be followed up in next years plan.</p> <p>There have been no result consultations, this will be followed up in next years plan.</p> <p>Monitoring data on staff and students by race are in the appendix.</p> <p>A revised action plan follows – Section 8.</p> <p>The grievance and complaints procedures are available on the website.</p> <p>Monitoring data on staff has been reported regularly in the annual staff report to the Finance & HR Committee. Further reports have now been programmed for the spring meeting.</p>

		<p>annual reports. Line managers will be notified of the publication and will be asked to communicate the information to their staff.</p> <p>Review of Policy and Document Practice</p> <p>De Montfort University regards the implementation and the maintenance of the Race Equality Policy as an ongoing process. The Policy will be reviewed annually by the HR Team for employees, the Admissions Committee for student applicants and the AQSC for students. They will report to the Director of Corporate Services who will collate the information and provide a comprehensive report to the University's Executive and, then, the Board of Governors.</p>			<p>Monitoring data on students has not been formally presented to the academic board.</p> <p>The policy has been reviewed and a revised action plan is attached at Section 8.</p>
5.	To ensure that students and staff from all racial groups are encouraged and to support them and provide opportunities to help them achieve their full potential in their chosen areas.	Training will be provided to increase awareness of individuals' rights and responsibilities under the Race Equality Policy, as well as encouraging good practice. Appropriate support will be provided to enable them to fulfil these responsibilities and to enable the identification and challenge of racial bias and stereotyping.	2004	All members of the University are required to comply with this policy and have a duty to avoid and to challenge practices which may discriminate against certain racial groups.	Training opportunities are available to staff on specific areas of the diversity spectrum, as outlined in Section 7.
6.	To promote good relations between different racial groups within the University.	Training will be provided to increase awareness of individuals' rights and responsibilities under the Race Equality Policy, as well as encouraging good practice. Appropriate support will be provided to enable them to fulfil these responsibilities and to enable the identification and challenge of racial bias	2004	All members of the University are required to comply with this policy and have a duty to avoid and to challenge practices which may discriminate against certain racial groups.	Training opportunities are available to staff on specific areas of the diversity spectrum, as outlined in Section 7.

		and stereotyping.			
7.	To respect and value differences between people from different racial backgrounds and make the University a place where individuals feel valued irrespective of their race, colour, ethnic or national origin.	Training will be provided to increase awareness of individuals' rights and responsibilities under the Race Equality Policy, as well as encouraging good practice. Appropriate support will be provided to enable them to fulfil these responsibilities and to enable the identification and challenge of racial bias and stereotyping.	2004	All members of the University are required to comply with this policy and have a duty to avoid and to challenge practices which may discriminate against certain racial groups.	<p>Corporate Induction CD – This CD is sent to all new staff on appointment. This CD contains messages about DMU's equality and diversity values. This is followed up by diversity awareness sessions on the Corporate Induction day.</p> <p>Recruitment & Selection – This course is for all staff who sit on interview panels, it is designed to help staff to avoid discrimination in the recruitment and selection process.</p> <p>Equal Opportunities for Recruiters and Appraisers/Reviewers – This course is offered to all those staff who line manage and appraise the performance of other colleagues. This is mandatory.</p> <p>Fairness & Equity in Promotions Process – This course has been designed to help staff involved in making decisions about promotion, avoid discrimination and promote equality. This is mandatory.</p> <p>Diversity Learning Zone – The Diversity Learning Zone is an on-line e-learning facility that provides training materials and information on equality and diversity matters.</p>
8.	The University has to take account of its duty to promote	Employees responsible for such projects will be expected to ensure that their implementation meets the general duty.	2004	Employees responsible for such projects will be expected to ensure that their implementation meets	There are three main ways in which DMU tries to promote equality of opportunity in the supply chain:

	<p>race equality when working in partnership with external organisations.</p>			<p>the general duty.</p>	<p>-The procurement plan, template, is used at the start of significant procurements and we ask whether the specification has any equality requirements such as in uniforms or catering.</p> <p>-We also ask at an early stage, whether the supplier will interact with staff, students or the public on our behalf. If so, we use the equal opportunities tab in our supplier appraisal form and add equal opportunities to our award criteria. We usually weight equal opportunities as 5% of the marks.</p> <p>-We advertise significant procurement opportunities on our University website or, both on our site and on that of the Official Journal of the European Union. See the links for our adverts and the TED site holding EU notices.</p> <p>http://www.dmu.ac.uk/aboutdmu/services/finance/index.jsp</p> <p>See c) Procurement Current & Past Notices</p>
9.	<p>Complaints about racial discrimination against staff or students are taken very seriously and could, on full investigation, provide grounds for disciplinary action that may lead to dismissal or expulsion from the University.</p>		2004		<p>Complaints about racial discrimination against staff are managed through the Bullying & Harassment Policy which was reviewed in 2008. Appointment and training of named persons and investigators have been an important priority in 2007.</p>

	Furthermore, individuals may render themselves liable to prosecution under the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000.				
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8. Revised Race Action Plan 2008/2011

No	Identified Outcomes	Identified Actions	Timeframe	Ownership & Reporting
1.	A written Race Equality Scheme, Action Plan and associated annual reports.	<p>All those responsible for action points to report on progress and identify key actions for following plans.</p> <p>Actions relating to race equality to be identified by all faculties and departments through evaluation processes, strategic objective setting, equality impact assessment and so on.</p> <p>Annual reports to be published May 2009 and 2010.</p> <p>Prepare and publish new Race Equality Scheme and action plan, May 2011.</p>	Annually by April.	<p>Action owners as identified in action plan. Reporting to FMB or OMG.</p> <p>Deans of faculties, centre heads and directors reporting to FMB or OMG.</p> <p>Equality & Diversity Adviser reporting to EDC and Finance & HR Committee.</p> <p>Equality & Diversity Adviser reporting to EDC and Finance & HR Committee.</p>
2.	To complete a three year programme of EIA of all DMU policy, procedure, plans and practice.	<p>All policy owners and University committees, faculties, directorates and centres will identify and undertake a programme of EIA on all policy, practice, plans and procedures.</p> <p>An EIA Steering Group will be activated for a period of around 12 to 18 months to support initial EIAs.</p> <p>A summary of the results of EIA will be presented to the Finance & HR Committee and the Academic Board.</p>	Three years.	<p>Each policy owner and responsible committee. All owners of plans, practices and procedures. (Deans of faculties, centre heads and directors) Report to FMB or OMG.</p> <p>Equality & Diversity Adviser, report to EDC.</p> <p>Equality & Diversity Adviser, report to EDC.</p>
3.	To undertake monitoring of policies, practices, plans, procedures and initiatives that are identified as contributing to the impact of race issues.	<p>To monitor and report on:</p> <ul style="list-style-type: none"> - Staff recruitment processes including application, short listing, appointment, promotion, retention and leaving. 	Annually by April.	Director of HR. Report to OMG.

		<ul style="list-style-type: none"> - DMU's Equal Pay process - Starting pay of DMU recruits and promotees - Retirement and retirement appeals - Redundancy - Special Compassionate Leave - Participation in staff learning and training <p>Student applications, enrolments, retentions and achievements</p> <p>Grievance and disciplinary reports and incidents</p> <p>Complaints</p> <p>Reports of race harassment</p> <p>Security incidents</p> <p>A summary of the monitoring of activities will be presented to the Finance & HR Committee and the Academic Board</p>	Annually by April.	<p>Academic Registrar. Report to OMG. Directors of HR and SS. Report to OMG.</p> <p>Directors of HR, SS and Corporate Services reporting to OMG.</p> <p>Directors of HR, SS and Corporate Services report to OMG.</p> <p>Director of Estates reporting to OMG.</p> <p>Equality & Diversity Adviser, reports to EDC.</p>
4.	Publish the following information on the DMU website.	<p>The following information to be published on the website: -</p> <ul style="list-style-type: none"> - The policy on Equality of Opportunity in Employment. - The DMU Consultation and Involvement Strategy. - Results from the staff and student Diversity Survey. - A summary of the main staff and student monitoring processes within 	Annually by April.	<p>Director of HR, reporting to OMG.</p> <p>Equality & Diversity Adviser, reporting to EDC.</p> <p>Directors of HR and SS, reporting to OMG.</p> <p>Equality & Diversity Adviser, reporting to EDC.</p>

		<p>the annual report.</p> <ul style="list-style-type: none"> - A summary of progress on Equality Impact Assessments. - Progress report on the Race Equality Action Plan in the form of an annual report. - Grievance and Complaints Procedure for staff and students - Security arrangements and reporting processes. 		<p>Equality & Diversity Adviser, reporting to EDC.</p> <p>Equality & Diversity Adviser, reporting to EDC.</p> <p>Directors of HR and SS reporting to OMG.</p> <p>Director of Estates reporting to OMG.</p>
5.	Support students and staff from all racial groups to reach their potential.	<p>To identify, report and take action on factors that improve the retention and achievement of ethnic minority students.</p> <p>To monitor the progress of related changes and initiatives.</p> <p>To develop opportunities to support staff from all race groups to reach their potential.</p> <p>To monitor the take up of staff training and learning opportunities and take appropriate action on the findings.</p>	Annually, April	<p>Deans reporting to FMB.</p> <p>Deans reporting to FMB.</p> <p>Director of HR, reporting to OMG.</p> <p>Director of HR, reporting to OMG.</p>
6.	To promote equality of opportunity and good relations between different racial groups within the University.	<p>To review, equality impact assess and promote the EO policy.</p> <p>To consult with staff and students on race relations at DMU.</p> <p>To EIA all publications and marketing material.</p>	By April 2009.	<p>Director of HR, reporting to OMG.</p> <p>Director of HR and Director of SS reporting to OMG.</p> <p>Director of Marketing reporting to OMG.</p>
7.	Promote race equality when working	To review and EIA assess	April 2009.	Director of Finance, Director of

	in partnership with external organisations and in procurement.	procurement procedures and partnership arrangement procedures. Monitor procurement and partnership arrangements.		Commercial Partnerships, Head of Development and Alumni Relations reporting to ORG.
8	Staff, students and external stakeholders are consulted on issues that might have an impact on race	Develop an Equality and Diversity involvement and consultation strategy. As a priority to develop the internal Equality and Diversity involvement and consultation strategy for staff and students.	April 2009	Equality & Diversity Adviser reports to EDC. Directors of HR and Student Services reporting to ORG.
9.	Develop and extend staff and student development activities.	Identify need for staff development opportunities that promote equality of opportunity and good relationships between racial groups		Director of HR and Director of SS reporting to ORG.
10	Clear channels for communication across the university on Equality and Diversity matters	Develop an Equality and Diversity Communication strategy. As a priority to develop the internal Equality and Diversity Communication strategy.	April 2009 April 2010	Diversity and Equality Adviser reporting to Equality and Diversity Steering Group

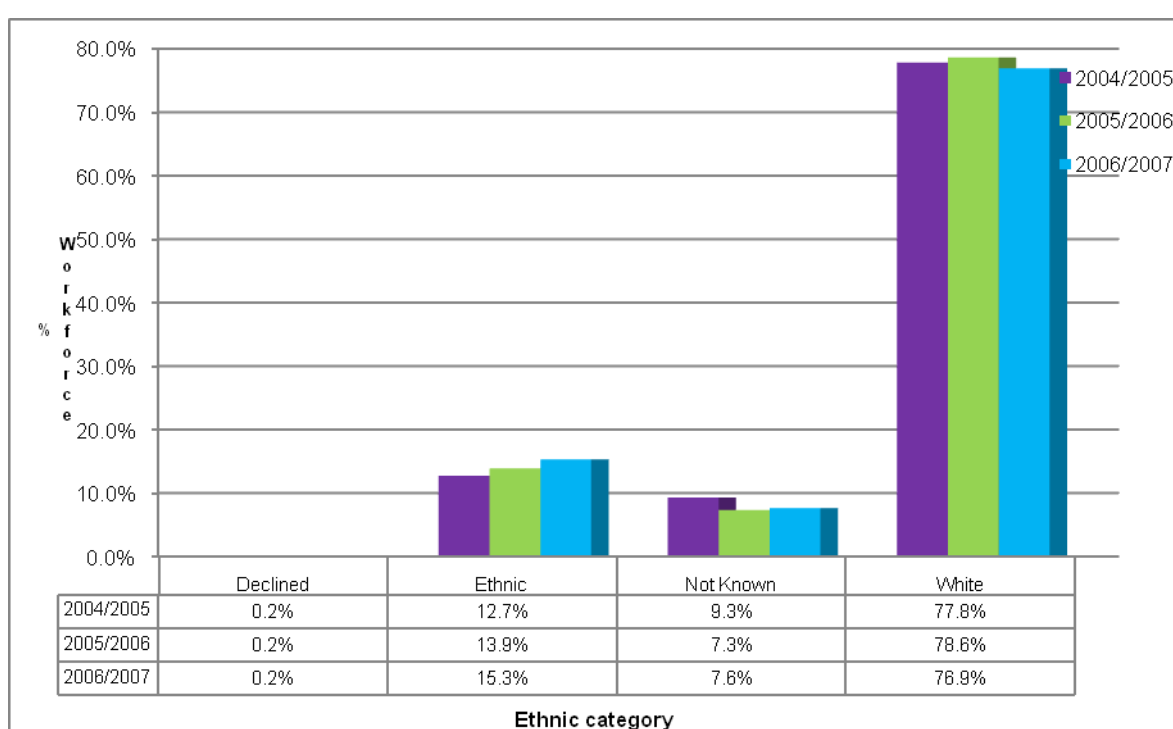
Appendix 1

Staff Trend Data by Ethnicity

This report looks at the data held on the ethnicity of core staff in academic years, 2004/05, 2005/06 and 2006/07.

Increase in non-white employees from 12.7% to 15.3% is encouraging. This increase may be partially offset by the transfer of staff to the University of Bedfordshire but is nevertheless a welcome trend improvement.

Table: 1a Ethnicity composition of CORE employee workforce
(please see appendix 1 for definitions)

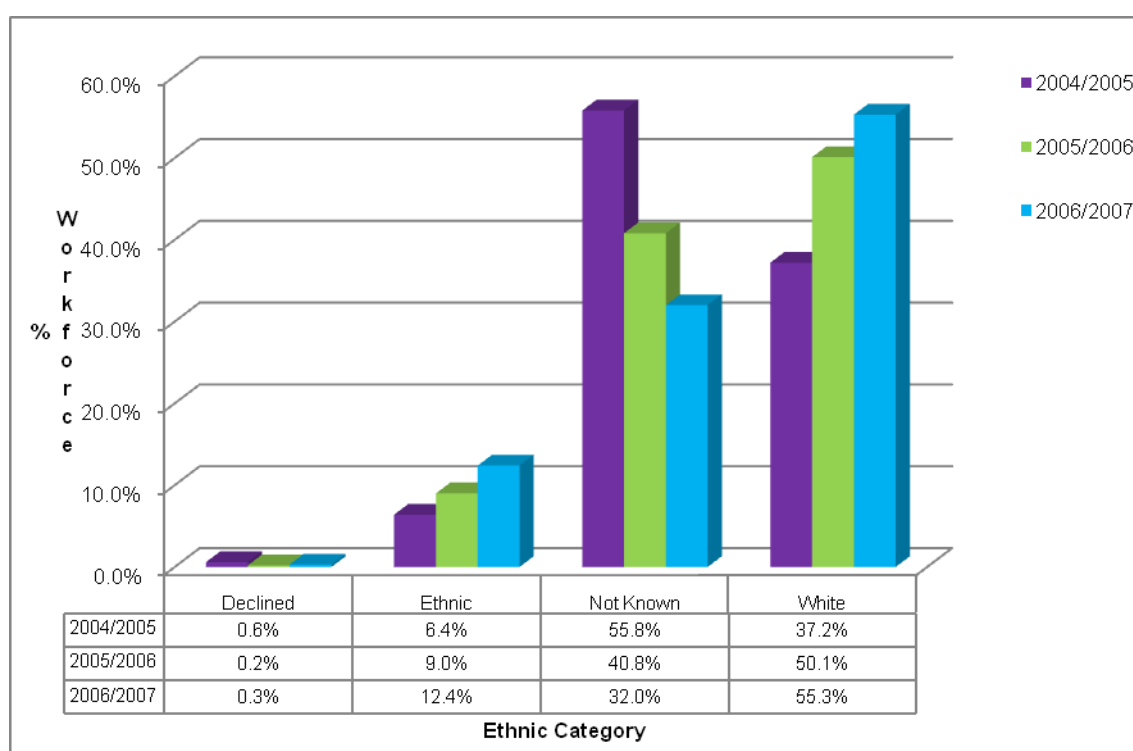


Detailed breakdown

2004/2005	% Declined	% Ethnic Categories	% Not Known	% White
APT&C	0.0	14.2	8.1	77.7
Academic	0.2	9.5	7.0	83.3
Hybrid	0.0	3.6	14.3	82.1
Manual & Craft	0.3	18.4	11.9	69.4
Research	0.0	17.4	14.7	67.9
Senior Mngt	0.0	5.8	2.8	91.4
Total	0.2	12.7	9.3	77.8
2005/2006	% Declined	% Ethnic Categories	% Not Known	% White
APT&C	0.0	15.6	6.3	78.2
Academic	0.5	9.9	7.0	82.7
Hybrid	0.0	0.0	11.5	88.5
Manual & Craft	0.8	23.4	8.7	67.1
Research	0.0	15.4	19.0	65.6

Senior Mngt	0.0	7.0	2.2	90.8
Total	0.2	13.9	7.3	78.6
2006/2007	% Declined	% Ethnic Categories	% Not Known	% White
APT&C	0.1	17.0	6.1	76.8
Academic	0.4	12.7	6.9	80.0
Hybrid	0.0	0.0	9.1	90.9
Manual & Craft	0.5	24.3	9.8	65.4
Research	0.0	15.9	22.4	61.7
Senior Mngt	0.0	6.5	0.8	92.7
Total	0.2	15.3	7.6	76.9

Table1b: Ethnicity composition of CASUAL employee workforce
(please see appendix 1 for definitions)



Detailed breakdown

2004/2005	% Declined	% Ethnic Categories	% Not Known	% White
Bank & Casual	0.3	8.2	65.3	26.2
Part Time Hourly Paid Lecturer	0.8	4.6	47.1	47.5
Total	0.6	6.4	55.8	37.2
2005/2006	% Declined	% Ethnic Categories	% Not Known	% White
Bank & Casual	0.0	11.5	54.6	33.9
Part Time Hourly Paid Lecturer	0.3	6.5	26.6	66.6
Total	0.2	9.0	40.8	50.1
2006/2007	% Declined	% Ethnic Categories	% Not Known	% White

Bank & Casual	0.0	16.3	44.5	39.2
Part Time Hourly Paid Lecturer	0.6	8.1	18.3	73.0
Total	0.3	12.4	32.0	55.3

Student Trend Data by Ethnicity

This report looks at enrolment, completion and achievement rates of DMU students by ethnicity in the academic year 2003/04, 2004/05, 2005/06 and 2006/07.

This report is produced to review current performance and to highlight areas for further development.

This report is based on Full Time Undergraduate UK based students only. Applicants, Accepts and Enrolments data are based on 1st year students only, while completion and achievement data are based on all year students.

- The proportion of ethnic minority applicants to DMU increased over the last 4 years and is consistently above the UK benchmark. On average, 61% of applicants to DMU are from a white ethnic background, while 21% are Asian. In contrast, 54% of accepts are from students with a white ethnic background and 26% are Asian (*Chart 1a*).
- The proportion of students enrolled in DMU with a white ethnic background fell by 2% from 2003/04 to 2006/07, while the proportion of Asian enrolments remained the same over the period and exceeds the UK benchmark (*Chart 1b*).
- In 2006/07, 95% of students in DMU completed their studies for that year, students from a Caribbean/African or mixed ethnic background fell slightly below this level (*Chart 1c*).
- Students from a white ethnic background achieving a 1st class degree improved from 6% in 2003/04 to 13% in 2006/07, while achievement in all other ethnic groups varied year on year and was below the DMU average level of 9% (*Chart 1d*).
- The average proportion of students in DMU obtaining a 2:1 degree classification in 2006/07 was 43% with only students from a white or mixed ethnic background exceeding this average (*Chart 1e*).

Ethnicity

Chart 1a - % Applicants and Accepts by Ethnic Group

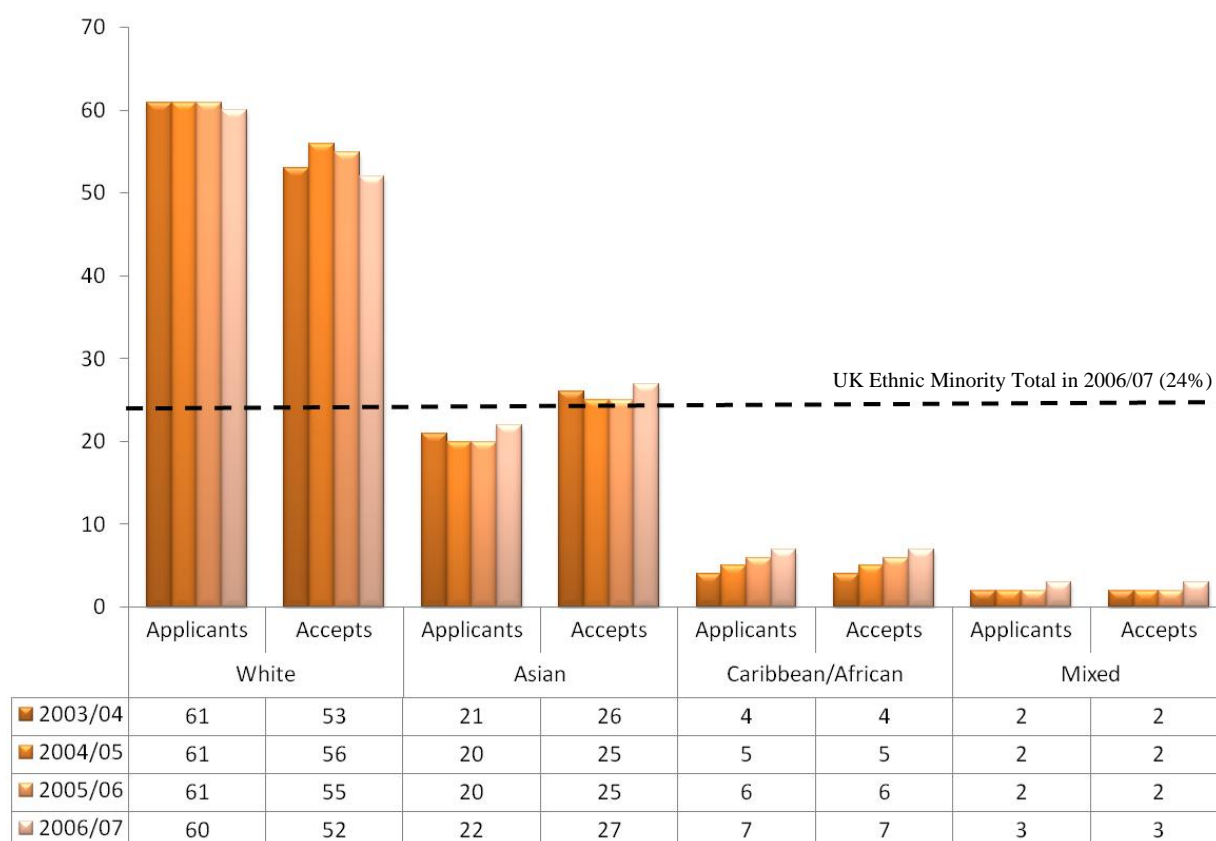


Chart 1b - % Enrolments by Ethnic Group

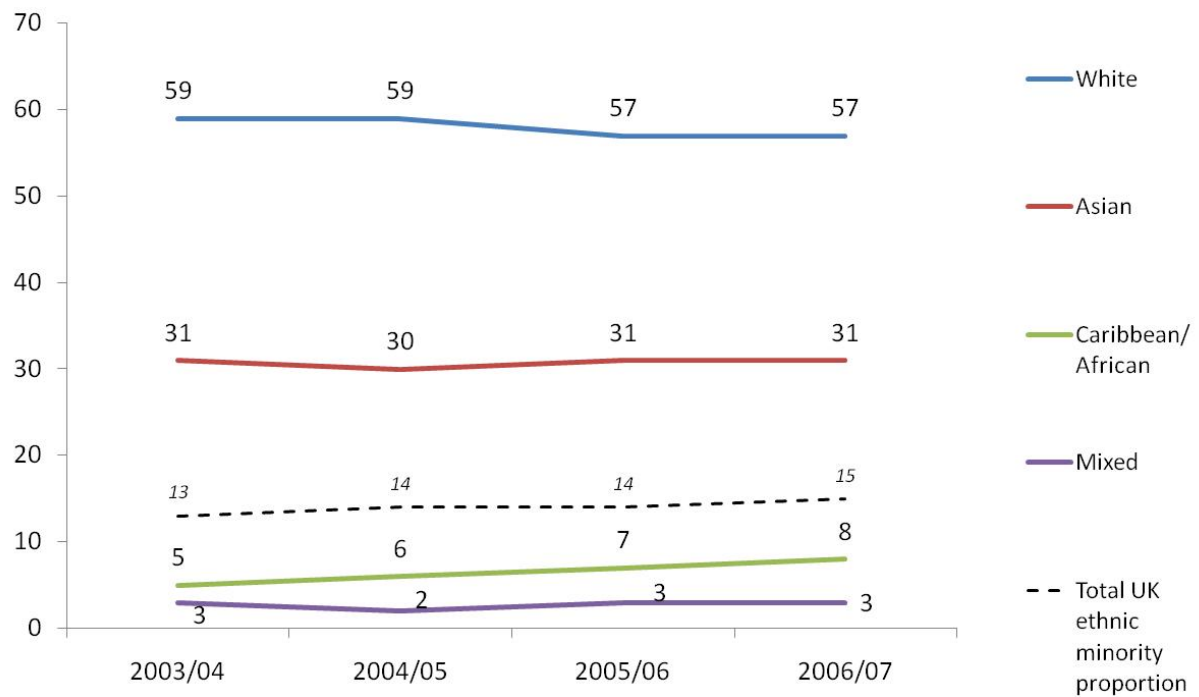


Chart 1c - % Completions by Ethnic Group

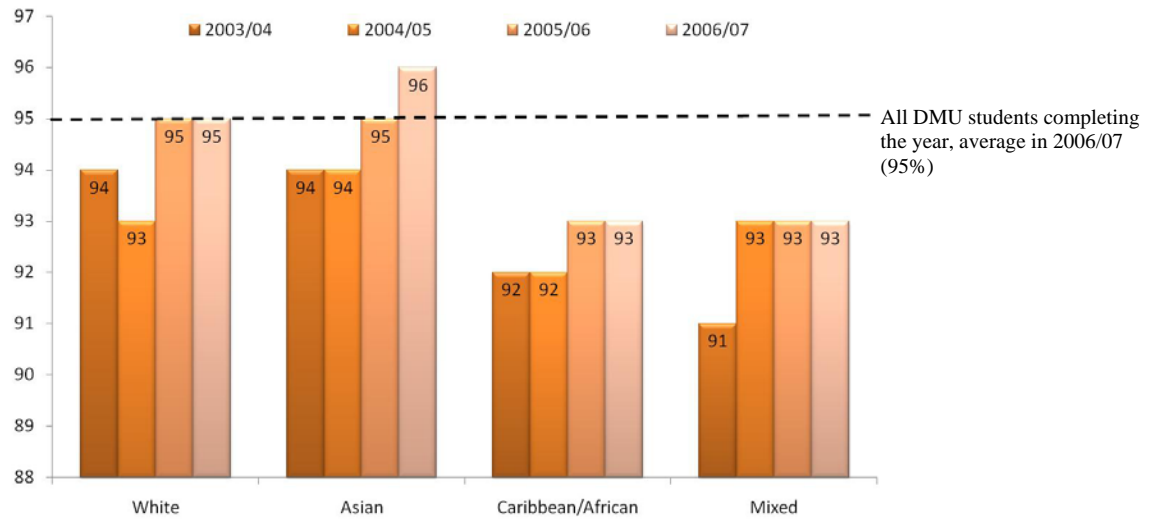


Chart 1d - % of 1st degree classifications by Ethnic Group

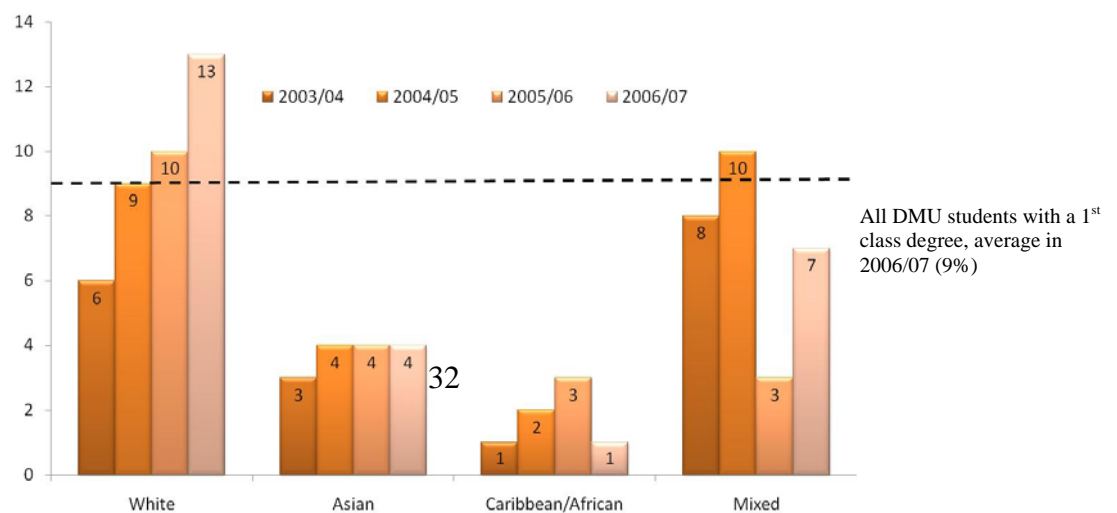


Chart 1e - % of 2:1 degree classifications by Ethnic Group

