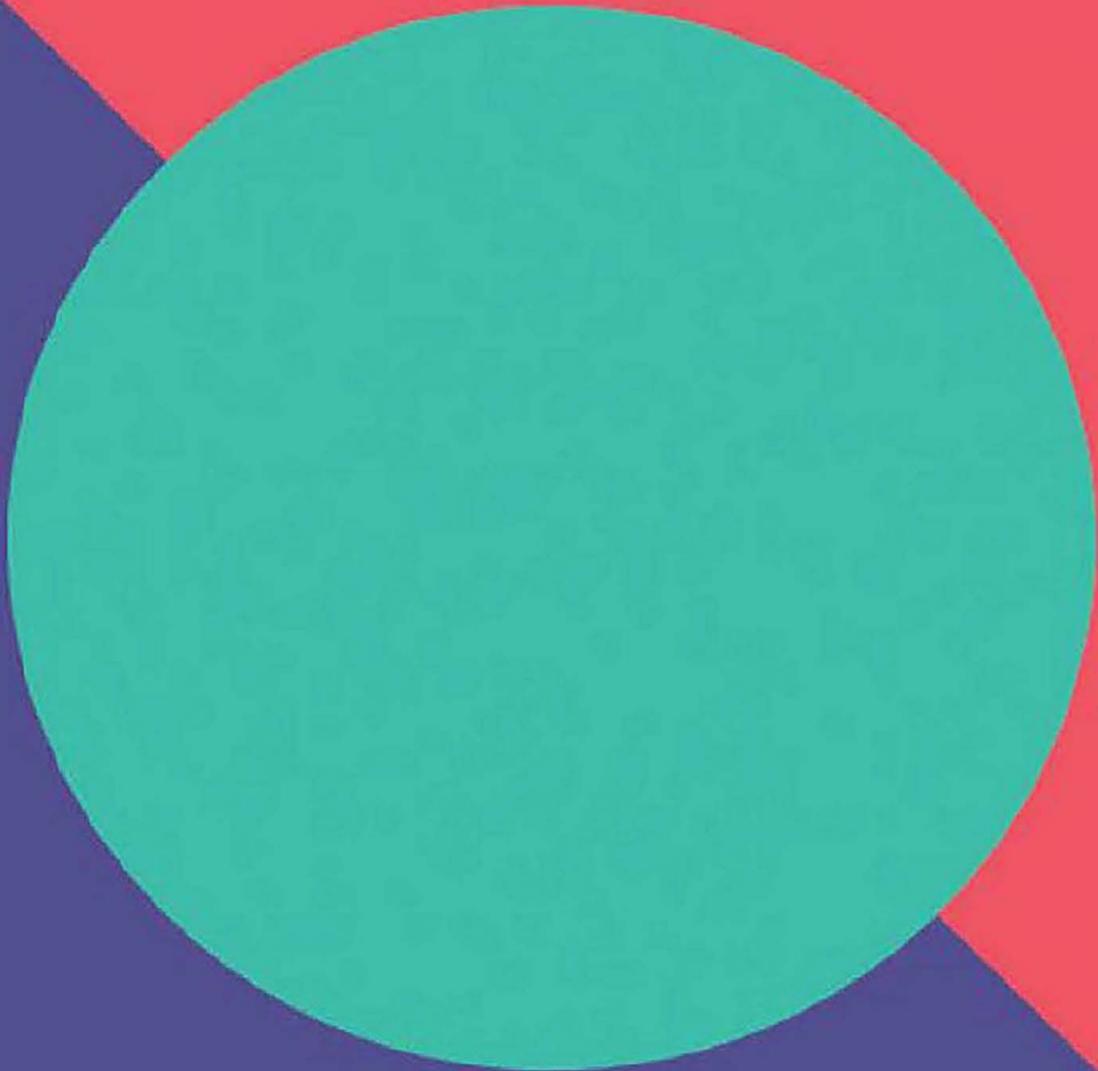




AdvanceHE

Race Equality Charter application



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Glossary of Acronyms

100BWP / BWP	100 Black Women Professors Now
ADA	The School of Art, Design and Architecture
ADH	Faculty of Arts, Design, Humanities
AP	Associate Professor
APD	Academic professional development
BAL	Faculty of Business and Law
BAU	Business as usual
BAME	Black, Asian and ethnically minoritised - please note as an institution we are moving away from using the acronym BAME, however there may be some legacy mentions throughout the application
BWADP	Black Women's Academic Development Programme
CAITE	Centre for Academic Innovation and Teaching Excellence
CELL	Centre for English Language Learning
CELT	Centre for Enhanced Learning through Technology
CEM	Faculty of Computing, Engineering and Media
CFG	Critical Friends' Group
CIPD	Chartered Institute for Professional Development
CLaSS	Centre for Learning and Study Support
DDMU	Decolonising DMU project
DfE	Department for Education
DMU	De Montfort University
DSU	De Montfort University Students' Union
EBR	Enterprise and Business Relations Directorate
ECAF	Early Career Academic Fellow
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EDIC	Equality, Diversity and Inclusion Committee
EIA	Equality Impact Assessment
ELP	Educational Leadership Programme
Estates	Estates and Facilities Directorate
FE	Further Education
Finance	Finance Directorate
FTE	Full-time equivalent
FRL	Future Research Leaders
GAL	Governance & Legal Directorate
GDPR	General Data Protection Regulation
HE	Higher Education
HEI	Higher education institution
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
HLS	Faculty of Health and Life Sciences
HPA	Humanities and Performing Arts
HoS	Head of School
HREiR	HR Excellence in Research Award
ITMS	Information Technology and Media Services Directorate
L	Lecturer
L&OD	Learning and Organisational Development
LFL	Leicester's Future Leaders
LLS	Library & Learning Services Directorate
Marcomms	Marketing and Communications Directorate

MLC	Maths Learning Centre
NSfH	No Space for Hate
PFHEA	Principal Fellow of the Higher Education Academy
PG	Postgraduate
PGCAP	Postgraduate Certificate in Academic Practice
PI	Principal Investigator
PMB	Programme management board
POD	People and Organisational Development Directorate
Prof	Professor
PVC	Pro Vice-Chancellor
REF	Research Excellence Framework
REN	Race Equality Network
RECSAT	Race Equality Charter Self-Assessment Team
Research Services	Research Services Directorate
RPG	Race pay gap
SAAS	Student and Academic Services Directorate
SAT	Self-Assessment Team
SFG	Student Friends' Group
SIE	Social Impact & Engagement Directorate
SL	Senior Lecturer
SLRC	Stephen Lawrence Research Centre
SPS	Strategic Planning Services Directorate
SWLDP	Senior Women's Leadership Development Programme
T&L	Teaching and Learning
TEF	Teaching Excellence Framework
TF	Teacher Fellow
UDL	Universal Design for Learning
ULB	University Leadership Board
VC	Vice-Chancellor
VC2020	Vice-Chancellor 2020
VCDTA	Vice-Chancellor's Distinguished Teaching Awards
WHEN	The Women's Higher Education Network

Name of institution

De Montfort University

Level of award application:

Silver

Main contact for the application and contact details:

@dmu.ac.uk

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

Word counts

Section 1 = 1321

Section 2 = 1350

Section 3 = 1303

Section 4 = 3574

Section 5 = 2950

Section 6 = 1133

Section 7 = 2764

Section 8 = 1757

Section 9 = 0

1. Letter of endorsement from vice-chancellor/principal

**Please provide a letter written by the vice-chancellor (or equivalent).
The letter should include:**

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

31 October 2022

Race Equality Charter Manager
Advance HE



Dear Race Equality Charter Team

A university which is full of difference is a university full of opportunity. DMU has one of the most diverse staff and student populations of any higher education institution in the UK. 49% of our students identify as Black, Asian and ethnically minoritised and come from around 130 different countries, 14% declare a disability and we have been in the top 100 of the Stonewall workplace equality index since 2016. With Akram Khan MBE, a DMU Alumni, as our Chancellor, we are proud of our institutional diversity, and are committed to ensuring we provide a culture and environment in which every single person is treated with dignity and respect, is valued for their difference, is supported to excel, and any disparity in experience, representation or outcome is addressed.

From the onset of my role as Vice Chancellor at DMU in January 2021, I endeavoured to ensure equality, diversity and inclusion (EDI) was embedded throughout the institution, and use my voice and position to champion EDI at every opportunity. Accordingly, I have ensured that EDI is a key cross-cutting theme in our 'Empowering University' strategy, ensuring EDI is a top institutional priority, permeating all activity at DMU. To this end, I also appointed a Deputy Pro Vice Chancellor for EDI when I arrived to ensure that EDI was represented within our senior leadership team and have made support for EDI an essential criterion for the other appointments I have made, and included record in EDI appointments in the procurement of executive search firms.

In our endeavours to advance race equality at DMU, we have embedded a number of initiatives within our day-to-day operations, for example:

- The Decolonising DMU project, was established in November 2019 following a successful OfS funded project looking at delivering fair student outcomes. The project aims to challenge racism and build an anti-racist university that creates fair outcomes for all staff and students. Through this, we have, for example, decolonised library resources and structures, and have created 'decolonised' teaching and learning toolkits, to assist the creation of diverse curricula and pedagogic methodology. Alongside this the project has supported the review of staff recruitment policies and processes to enable the university to work towards a more ethnically representative workforce creating a greater sense of belonging for staff and students.

Cont'd/...

The recruitment of 11 staff Fair Outcome Champions who have been appointed at 0.2 FTE roles and had their time funded. These Fair Outcome Champions represent both academic and professional services staff, who continue to work on a range of race equality actions with examples including working with 22 specific programmes to support closing the ethnicity awarding gap, devising and delivering racial literacy development sessions to support staff in conversations about race with students and colleagues and supporting the recruitment and activities of over 100 paid student race equity advisors.

- The Stephen Lawrence Research Centre, opened in 2019 with an initial investment of £240,000 and a recurring annual budget of £670,000, and has a mission to become a hub of world-leading and innovative research on race and social justice.
- DMU Research is organised around five themes, with the first, Peace, Equality and Social Justice, concerned with identifying and addressing social equality across disciplines. Social Equality is a key area of research undertaken at DMU, as evidenced in REF2021 in which the main focus of 44% (19/43) of our Impact Case Studies was on societal impact.
- The moving of our EDI team to now sit centrally under the Vice Chancellor's Office and the appointment of an Executive Officer (EDI) and Policy, Projects and Communications Officer (EDI) to support the advancement of EDI and race equality at DMU.
- The University Equality, Diversity and Inclusion Committee (UEDIC) now reports, bi-annually, directly to University Leadership Board (ULB), ensuring race equality issues are given the utmost priority by my senior leadership team, and ensuring race equality is embedded within the decisions we take. The staff Race Equality Network have representatives on the UEDIC, ensuring that any staff issues raised are reported directly to ULB, to embed this within our decision making.

However, I recognise that we still have much to do.

Despite having a larger academic population of Black, Asian and ethnically minoritised staff (30%) compared to the sector (17%), and whilst we have made some advancements in the progression of these colleagues to more senior positions, it is vital that this work is accelerated to increase senior level representation.

In order to address the low number of Black female Professors, I worked with members of our Women's and Race Equality Networks, partnering with the national 'Women in Higher Education Network' (WHEN) pilot 100 Black Women Professors Now programme, we are one of only five institutions engaging with this pilot programme. I, along with other senior colleagues at DMU, have taken an active role in mentoring our participants in this programme. Since joining the university, I made clear that promoting racial and gender equality is a central focus for the university, and it is vital we tackle the many factors that prevent Black women from progressing to the most senior roles and to this end I also sponsor DMU's own pilot 'Black Women's Academic Development' programme which will act as a pipeline programme for the WHEN programme.

One of the areas of challenge in race equality faced by the sector is the ethnicity awarding gap and unfortunately DMU's awarding gap increased from 13.8% in 19/20 to 15.2% in 20/21. In order to address this, we have identified 22 programmes which have the largest negative and positive awarding gaps. Our Decolonising DMU team are working with them to enable us to further understand the challenges and barriers faced by those with negative awarding gaps, and design and recommend interventions, but also spread good practice and learn from those with positive attainment gaps. However, I am heartened to be able to highlight that our provisional awarding gap data for 21/22 indicates a narrowing of the gap to 13.4%.

Cont'd/...

Further, over the next four years, we are committed to addressing gaps identified within this submission, and improving the experience of our staff and students, and those who are yet to join us. For example, we will:

- Conduct a full review of our recruitment processes, including reviewing our senior staff recruitment strategy to increase the number of Black, Asian and ethnically minoritised applicants and subsequently Black, Asian and ethnically minoritised staff in senior positions.
- Design and deliver a new apprentice scheme to increase Black, Asian and ethnically minoritised representation on the Board of Governors, and other interventions to address underrepresentation in broader senior committees.
- Develop and roll out mandatory anti-racist training to all staff.
- Introduce a new appraisal system that seeks to increase the effectiveness of appraisals and use this system to support staff development and career planning.
- Review the promotions process, making the process clearer and more streamlined. Using bespoke positive action, such as targeted CV and application writing workshops and comprehensive 1-1 feedback sessions for Black, Asian and ethnically minoritised staff to improve success rates and to encourage applications.
- Take further positive action to increase the number of Black applicants in faculties where gaps have been identified.
- Take further action, in addition to that identified above, to close the awarding gaps.

The RECSAT have worked tirelessly over the last few months engaging and collaborating with colleagues and students across the University in preparing for this application. In this time, they have heard about and seen the excellent range of work that has been ongoing in the University to enable it to become an antiracist university. They have of course also identified areas of activity that need continued support and development in this journey. As Vice-Chancellor, I am, alongside my senior leadership team, committed to driving this work forward, and maximising the potential of our Black, Asian and ethnically minoritised staff and students. I support and endorse this application in the strongest manner, and would like to thank everybody who has worked so hard at DMU to make us the progressive, inclusive and collegiate place we are today.

Yours faithfully



Professor Katie Normington
Vice Chancellor
De Montfort University

2. The self-assessment process

2a Description of the self-assessment team

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

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

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

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

The self-assessment team (SAT) was constructed based on roles and for representative voices. Previous experience told us senior leaders and managers were required to ensure actions could be agreed and undertaken, aligning with institutional strategy. Membership also included the three co-chairs of the Race Equality Network (REN), the trade unions race equality officers, the full EDI team, the students' union and Decolonising DMU (DDMU) staff and all staff at the SAT had time allocated to undertake the work. The membership of the SAT has changed over the course of the submission, changing the proportion of representation as identified in the table.

In 2022, we built upon the work of the listening sessions (see section 2c for further information) and created a staff Critical Friends Group (CFG), centring the voices of Black, Asian and ethnically minoritised staff. The group has met on average once a month since February. The CFGs have critically reviewed all the information shared with the SAT, allowing a 'bottom up' review and sharing of lived experiences at DMU. The CFG will continue to meet post application to continue to critique DMU's race equality work.

Students are represented on the REC SAT formally by the Students' Union. Further consultation was undertaken with students through our Race Equality Advisors, 'unapologetically BAME' events, and the survey itself. Further information on consultation is provided in section 2c.

Senior representatives of the four faculties and key directorates are members of the SAT and their analysis of the data and subsequent narrative and associated actions have been considered in collaboration with the Deans and Directors they report to alongside a broader range of staff. As a result of this method of inclusion of senior leads we have taken the decision to not preface each section of this submission with commentary from each of these leads. This has enabled a more inclusive approach with these senior leaders and has allowed a more considered approach to the use of the limited word count.

Name	Staff type and role on SAT Role	Title and Directorate / Faculty	Personal experience / profile, provided by member
Redacted	Redacted	Redacted	Redacted
Redacted	Redacted	Redacted	Redacted
Redacted	Redacted	Redacted	Redacted
Redacted	Redacted	Redacted	Redacted
Redacted	Redacted	Redacted	Redacted

2b The self-assessment process

This section should include:

- how the team met and communicated
- how often they met and communicated. For face-to-face meetings please provide the dates of the meetings, attendees and a brief description of the outcomes of the meeting

Note: the SAT is expected to meet in full at least three time

- how the team fits in with other existing committees and structures

The SAT met eight times via MS Teams. A dedicated Teams site was set up to enable the secure sharing of data and to allow simultaneous editing of documents. The SAT reports to the University EDI committee (UEDIC).

SAT and Staff CFG meeting dates:

Date	Meeting type	Considered	Attendees
1 February 2022	Full SAT	Terms of reference, scope of work, timeline	Redacted
4 March 2022	Full SAT	Feedback from members on outcomes of local discussions around student data	Redacted
17 March 2022	SFG – students	Introduce SFG function, outline how SFG relates to the REC, share student data	Redacted
28 March 2022	CFG – staff	Terms of reference, function of meetings, role of the CFG, understanding evidence, reflections and actions, SAT nominee	Redacted

1 April 2022	Full SAT	Discuss student data and narratives, Introduction of partially completed application, Contributions from REC SAT members	Redacted
29 April 2022	Full SAT	Discussed student data and narratives, reviewed partially completed application, contributions from REC SAT members	Redacted
3 May 2022	CFG - staff	Overview of data and discussion around suggested reasons for the data	Redacted
24 May 2022	Full SAT	Updates on consideration of the student data, Consideration of staff data (academic & professional profile representation / recruitment)	Redacted
7 June 2022	CFG – staff	Overview of data and discussion around suggested reasons for the data	Redacted
13 July 2022	Full SAT	Updates on consideration of the student data, Consideration of committee representation data, Considering staff data, Progress and update on timetable	Redacted
28 September	Full SAT	Review draft application, consideration and agreement of student facing actions	Redacted

29 September	CFG - staff	REC action points, feedback on REC actions - academic representation/ committee representation/ anti-racism training	Redacted
12 October	Full SAT	Review draft application, consideration and agreement of staff facing actions	Redacted
13 October	CFG – staff	Terminology, points that the SAT want to make in relation to content/comments, review student actions set out as per Excel table in the folder	Redacted

2c Involvement, consultation and communication

This section should include:

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

Terminology

A discussion was held with the SAT, CFG and student leaders' group to agree the terminology used in this application. The Race Equality Network for staff is currently in consultation around what terminology we will use instead of BAME. As that discussion is still ongoing it was agreed that we would NOT use BAME within this application, except where it is set within standard data reports, and instead and just for the purposes of this application we would use "Black, Asian and ethnically minoritised" staff and students. We also all agreed that we would not use an acronym as this would then defeat the point of not using BAME which principally does not recognise the nuances within identities. The decision not to use an acronym is on the grounds of inclusion and so as we use the language of Black, Asian and ethnically minoritised, fully spelt out so frequently we felt it appropriate to not include this within our word count as otherwise it would reduce the space to effectively demonstrate the breadth of race equity work being undertaken at DMU.

Constraints to demonstration on breadth of activities

The SAT felt it important to note the challenge the REC framework, with its limited word count, especially for a silver application, and its requirement to present and analyse the data in a particular manner, potentially limits the space to fully evidence the level of progress with detailed examples and testimonies. This application has included as much as it can within the framework but for a silver application there is much more we could include, demonstrating our continued progress to becoming an anti-racist university. If the panel would like sight of this omitted evidence, we would be happy to provide this.

Survey

The survey was released to staff and students in May 2021. This was advertised on DMUconnect (our internal staff website) and the student equivalent, through all-user e-mails to staff and students, e-mails to staff networks, and through social media. 526 staff responded, 28% of those identified as Black, Asian and ethnically minoritised. 288 students responded, of which 44% identified as Black, Asian and ethnically minoritised. The response rate was low for the student survey; however, we undertook further engagement and consultation as set out below.

Listening sessions

In 2021, as part of our Decolonising DMU (DDMU) work, we held seven listening sessions with Black, Asian and ethnically minoritised staff. These provided a safe space for staff to share experiences of DMU and identify challenging experiences. These were facilitated by Black, Asian and ethnically minoritised staff, with feedback anonymised. 19 staff attended these sessions. Feedback from these sessions is considered throughout the developed actions, recommendation areas include: Recruitment, Data, EDI Training, Complaints, Appraisals, Policy development.

Critical Friends Group (CFG)

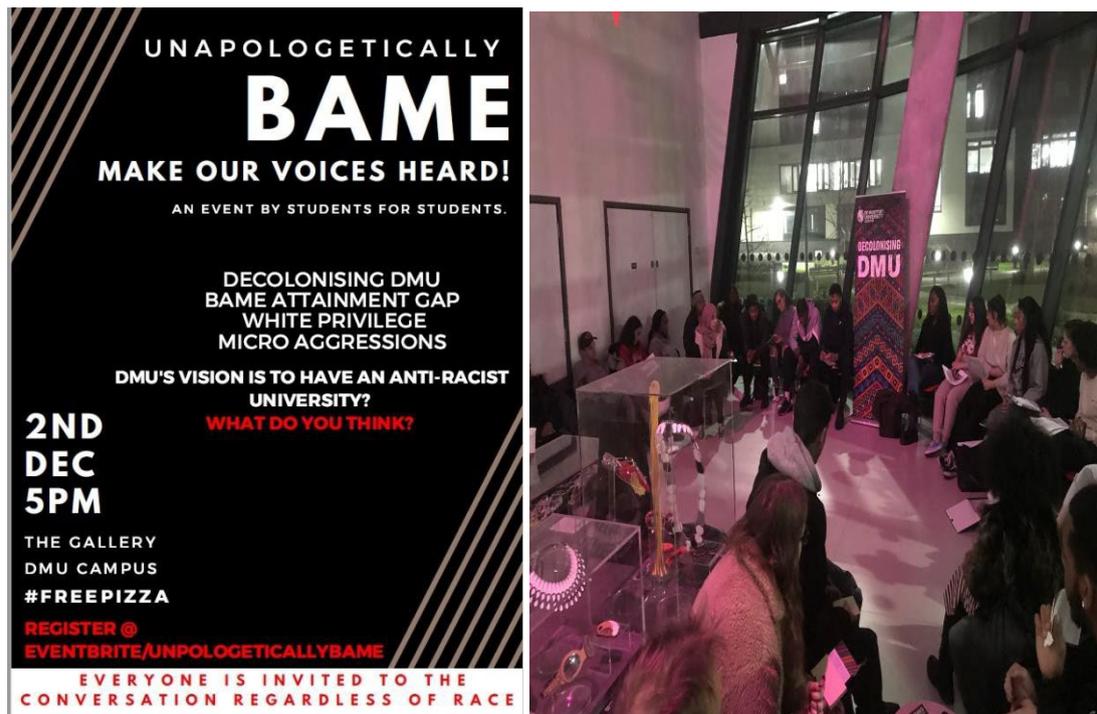
Please see section 2a for further information.

Staff networks

Our Race Equality Network (REN) have been embedded throughout the process, and consultation has been co-created with our network chairs. The chairs have representation on the CFG and the SAT, have facilitated sessions such as the listening sessions and promoting consultation such as the survey to members. The network held sessions specifically for feedback on a number of university issues, for example, promotions and policies, and their feedback has strongly informed this application and our actions.

Student engagement:

Unapologetically BAME



Between December 2019 and February 2021, Unapologetically BAME created a safe space for conversations around lived student experience. Led by a student advisor, a total of 105 students attended 4 sessions, focusing upon:

- Student views on becoming an anti-racist university.
- A Q&A with the DDMU team.
- Launching a DDMU Student Ambassador programme.
- How students' race has impacted their university experience.

Feedback from these sessions has shaped our understanding of how to develop our anti-racist work and the vision and purpose of DDMU, alongside initiating our student leader programme.

Student Leaders: Race Equality Advisors

Student Leaders roles were an outcome of the Unapologetically BAME events. Working throughout 2021-2022, of 92 leaders, 60 elected to be Race Equality Advisors. These (paid) students worked in faculties and directorates, delivering over 1320 hours of work, supporting areas identified in Unapologetically BAME, including; Community; Relationships; Development; and Teaching and Learning. Faculties and particular directorates received bespoke input and support and each fed back that this allowed for practical changes to occur, for example for the Comms team to reconsider and adapt the spaces within which they communicate with Black, Asian and ethnically minoritised students. The success of the programme has resulted in requests from across DMU for further engagement with student

Race Equality Advisers. To this end DMU have committed to continue to fund these paid student roles as a core spend within the EDI budget.

Action 2.c.2 (CCB): Establish a fully funded annual programme of student leaders focusing on race equality.

		<p>Get involved</p> <p>The important staff networks which provide a safe space for us to discuss and challenge, share practice, forward enable, understand, mutual support, challenge the opportunity for learning and development.</p> <ul style="list-style-type: none"> • Black, Asian and Minority Ethnic Staff Network • Disabled and Able Staff Network • LGBTQ+ Staff Network • DASH Women <p>To find out more about a staff network and how to join, please contact:</p> <p>Complete the Diversity Employers Induction</p> <p>The survey is now live and is open until Friday 5 November 2021 and we would like to encourage you to complete it before the deadline. The survey will be used to inform our equality and diversity work and to help us to improve our practice. The survey is available on the Equality and Diversity Survey page.</p> <p>Race Equality Charter (REC) Rollout</p> <p>A date of completion of 31st March 2021 was set and 21st April 2021 and 14 and 20th May 2021 were set for the completion of the rollout. The rollout is now complete and we have successfully completed the rollout. The rollout is now complete and we have successfully completed the rollout.</p> <p>Plans of action and get to work</p> <p>We have also just launched our Equality and Diversity Action Plan which sets out our vision for equality and diversity. The plan is available on the Equality and Diversity Action Plan page.</p> <p>We are always happy to hear from staff who want to find out more about equality and diversity. If you have any questions or need any support, please get in touch.</p> <p>Best wishes,</p> <p>[Redacted]</p>
2/11/21	VC weekly	<p>SLRC's '30 Black educators over 30 years in Leicester' exhibition featured in the VC Weekly</p> 
8/3/22	VC weekly	 <p>Launching our 'Equality for all' strategy</p> <p>The Equality and Diversity Strategy 2021-2025, which sets out our vision for equality and diversity, is now live. The strategy is available on the Equality and Diversity Strategy page.</p> <p>Dear colleagues,</p> <p>It is a pleasure to announce the launch of our Equality and Diversity Strategy 2021-2025. The strategy sets out our vision for equality and diversity and provides a clear framework for our work. We are committed to creating a more inclusive and equitable environment for all our staff and students.</p> <p>The strategy is a key part of our commitment to equality and diversity and will guide our work over the next five years. We will continue to work with our staff and students to ensure that we are meeting our commitments and making progress towards our goals.</p> <p>We will continue to work with our staff and students to ensure that we are meeting our commitments and making progress towards our goals. We will continue to work with our staff and students to ensure that we are meeting our commitments and making progress towards our goals.</p> <ul style="list-style-type: none"> • Equality and Diversity Strategy 2021-2025 • Equality and Diversity Strategy 2021-2025 • Equality and Diversity Strategy 2021-2025

		<p>• Holding our first Disability History Month celebrations</p>  <p>To support our students to feel safe we have launched the No Space for Hate campaign which aims to create a safe and inclusive environment for all students with a focus on mental health and well-being. We will also be working with our students to create a safe and inclusive environment for all students with a focus on mental health and well-being.</p> <p>Creating Equity and Inclusion for All is about making sure that all students, regardless of background and personal circumstances, have the opportunity to succeed in their studies and beyond. We will continue to work with our students to create a safe and inclusive environment for all students with a focus on mental health and well-being.</p> <p>For us to achieve this we are focusing on our Athena Swan and Race Equality Charter work, alongside engaging with our Students' Union and Disability Committee. Engaging with all of these to ensure we are taking a holistic approach to equality and inclusion across all areas of our university. We are also focusing on our Athena Swan and Race Equality Charter work, alongside engaging with our Students' Union and Disability Committee. Engaging with all of these to ensure we are taking a holistic approach to equality and inclusion across all areas of our university.</p> <p>We have for Disability History Month in October 2021, we will be holding a series of events to celebrate the achievements of disabled people in the past and present. We will also be working with our students to create a safe and inclusive environment for all students with a focus on mental health and well-being.</p> <p>We will continue to support Athena Swan and Race Equality Charter work, alongside engaging with our Students' Union and Disability Committee. Engaging with all of these to ensure we are taking a holistic approach to equality and inclusion across all areas of our university.</p> <p>Our equality and inclusion strategy is a key part of our university's mission and vision. We are committed to creating a safe and inclusive environment for all students with a focus on mental health and well-being.</p> <p>The REC is a framework which sets out the standards for equality and inclusion across all areas of our university. We are committed to meeting these standards and to creating a safe and inclusive environment for all students with a focus on mental health and well-being.</p> <p>Equality, diversity and inclusion is a key part of our university's mission and vision. We are committed to creating a safe and inclusive environment for all students with a focus on mental health and well-being.</p> <p>Best wishes,</p> 
25/5/22	VC weekly	 <p>Thursday 25 May 2021</p> <h3>Building an anti-racist university – DMU one year after the murder of George Floyd</h3> <p>As DMU celebrates its 50th anniversary in 2022, we are reflecting on what we have done over the last 50 years and will continue to do in the future.</p> <p>DMU context</p> <p>One year ago today we commemorated the murder of George Floyd at the heart of a police officer in the USA. The shocking images were broadcast around the world, sparking mass global protests fuelled by the Black Lives Matter movement, sparking a global conversation about race and inequality and a call for change.</p> <p>Sadly, too, far too many, and especially in the USA, continue to see race and social justice as a divisive issue. It is not a matter of social justice but of social justice. We are committed to creating a safe and inclusive environment for all students with a focus on mental health and well-being.</p> <p>One year ago DMU added a Disability Equality Statement. We are also aware that while we need to do more, we also need to do more and create a safe and inclusive environment for all students with a focus on mental health and well-being.</p> <p>The journey towards an anti-racist university is one which will be taken over a number of years with a focus on equality and inclusion across all areas of our university. We are committed to meeting these standards and to creating a safe and inclusive environment for all students with a focus on mental health and well-being.</p> <p>In light of this, we are committed to creating a safe and inclusive environment for all students with a focus on mental health and well-being.</p>



Some of the progress we have made in the last 12 months includes:

- Launching [No Space for Hate](#), a campaign which provides a dedicated team and a virtual and physical space for students to report harassment and hate which will be investigated, with continued support offered. You can report incidents by emailing nsth@dmu.ac.uk. The initiative also offers channels to allow for anonymous reporting [which you can do here](#).
- Launching **100 Black Women Professors Now (100 BWPN)**, which is a 12-month accelerator development programme for Black women academics working in UK higher education institutions. The programme aims to propel equity of opportunity as there are currently only 35 Black women professors in the United Kingdom. Application details [can be accessed here](#) and the closing date is Monday 31 May.
- Engaging our staff in **conversations about Decolonising DMU (DDMU)** through workshops, encouraging them to make suggestions for areas they think need to change.
- Developing, through The Centre for Academic Innovation, a **toolkit, staff development and training resource** to decolonise our teaching and learning and working practices
- Developing a **self-audit tool for research centres/institutes in relation to decolonising**.
- Recording **podcasts** – [some of which are already on the DDMU website](#) – to raise awareness as well as providing resources for both staff and students
- Publishing a series of student conversation events about how to act on issues not always discussed in higher education with [Unapologetically BAME](#) – the student arm of DDMU
- **Diversifying/decolonising library stock** – both physical and electronic. You can visit [here for the Library Decolonising DMU guide](#) including useful resources and decolonising reading list tools.



Our continued commitment

Building an anti-racist university is not solely about delivering the agreed project plan but also instigating institutional and cultural change. In order to achieve this we want to ensure that DMU is a place where our Black, Asian and minority ethnic students and staff feel they belong, and where they can share any experiences of racism and feel they are supported. We want to provide good progression and promotion routes to enable diversity in all parts of the university for our staff, and work to close the 'Awarding Gap' currently experienced by our Black, Asian and minority ethnic students.

So here is a snapshot of some of the work we have planned over the next few months:

- Institutional debate around the label of 'BAME*' to gather the views of our staff body as to a potential change and what that may be. The survey to express views on this is open until Friday 28 May and [can be accessed here](#)
- Establishing a DDMU Research Network
- Running a series of discussion sessions including racial literacy, Race and Racism, Whiteness and Privilege and Allyship.



Ways you can get involved

We are on a journey that will need continuous conversations, some of which will be uncomfortable and challenging for **all** people across the university, but ones that are necessary to effect change and progress. With that in mind we are inviting people to take part in:

		<p>The Race Equality Survey</p> <p>DMU is committed to the Race Equality Charter (REC) and is currently working with Advance HE, which supports to improve progression, success and representation of Black staff and students in Higher Education.</p> <p>As part of this work, we would like to invite all staff and students to complete a short anonymous online survey developed by Advance HE on race and ethnicity within DMU.</p> <p>We would like to encourage a Black staff and students to complete the survey as a way of raising the profile of race equality as we welcome diverse staff and students, and their feedback on our equality initiatives will be appreciated.</p> <p>Take part in the survey here</p> <hr/> <p>Listening Session</p> <p>Book a listening session to discuss a topic with the Black, Asian and Minority Ethnic (BAME) staff and the Equality team. The sessions will be held to provide an opportunity for staff and students to discuss their experiences of race equality at DMU. These sessions will also support the delivery of the Race Equality Action Plan (REAP).</p> <p>You can sign up to the sessions here.</p> <hr/> <p>Feedback</p> <p>Following the survey, a series of meetings will be held to discuss the findings with staff and students at DMU.</p> <p>The findings will be used to inform the delivery of the REC and to inform equality data at DMU and to inform the progress and the achievement of the programme.</p> <p>Dates for the meetings – 14th and 21st September, and 14 and 28 October. We will notify you through DMU Connect when booking opens.</p> <p>If you would like to see any of our equality plans and documents or get any advice, please contact equality@dmu.ac.uk.</p> <p>13/10/22</p> <p>We have recently been awarded the title of 'Race Equality Charter Gold' and we are proud to be a part of the national project to highlight the impact of the transatlantic slave trade.</p>
5/8/22	www.dmu.ac.uk , Twitter	<p>Twitter 13/10/22</p> <p>dmuice... @dmuice... · Oct 13</p> <p>It's the last month to look at the World Reimagined Leicester sculpture trail which is part of a national art project to highlight the impact of the transatlantic slave trade</p> <p>@TYWR or @SLRC DMU @equalitydmu</p>  <p>dmu.ac.uk Vibrant globe appears on DMU campus to highlight impact of ..</p>
October 2022	DMUconnect, DMU Digest (weekly staff newsletter), www.dmu.ac.uk , DMU Download (student newsletter) and Twitter	<p>BHM 2022 – Kimberlin Library display</p>  <p>Alumni story from BHM microsite – October 2022</p> 

		<p>Hakim Adi book launch 6/10/22</p> 
5/4/22	DMUconnect, DMU Digest and Twitter	 <p>DE MONTFORT UNIVERSITY LEICESTER</p> <p>DMUconnect</p> <p>Home News Programmes Organisation Support Governance Policies</p> <p>Home > Staff news > join the next Race Equality network meeting</p> <h3>Join the next Race Equality Network meeting</h3> <p>Tuesday, 5 April, 2022</p> <p>The Race Equality Network is running a workshop on 'Enhancing Teacher Excellence: Amongst Underrepresented Staff', taking place on Thursday 5 May 2022, 12 noon to 1pm, via Microsoft Teams. This session will provide an oversight of the different pathways available at DMU to recognise and reward teaching excellence and will explore:</p> <ol style="list-style-type: none"> 1) Teacher Fellow Scheme 2) HEA Professional Recognition Scheme and National Fellow Scheme 3) Associate Professor (Learning & Teaching) <p>Specifically, it will encourage underrepresented staff from the Black Asian and Minority Ethnic community to consider the merits in applying for teaching recognition/schemes/awards; examine what successful applications look like and provide guidance on effective professional development planning to support your objective to apply.</p> <p>Following the main presentation, there will be a Q&A session for those who would like to explore opportunities further.</p> <p>How to register for the event</p> <p>If you would like to attend please email equality@dmu.ac.uk to register for the event and receive your joining instructions.</p> <p>Join the Race Equality Network</p> <p>If you would like to join the Race Equality Network, please email equality@dmu.ac.uk or complete the online form.</p>

2d Future of the self-assessment team

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

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

Overall responsibility for delivery of the plan rests with University Leadership Board (ULB), led by the Deputy PVC EDI, who will formally report to ULB bi-annually on progress against the action plan.

The full SAT will continue to meet bi-annually and will map into reporting at ULB and the UEDIC. Operationalisation and monitoring of the action plan will be undertaken by four sub-SAT groups which will each focus on one of the action plan themes. These groups will report into the full SAT and the UEDIC.

The action plan will be managed on a risk managed basis with actions not progressing being escalated to UEDIC and subsequently ULB to ensure barriers are identified and addressed without added delays.

An organic approach will be taken to future SAT compositions according to the most pressing issues which require addressing. We will continue to ensure that lived experience and feedback informs the identification of the biggest challenges, alongside ensuring representation from leaders with influence and appropriate resource to tackle those challenges.

We will further ensure that progress is measured and maintained through:

Action 2.d.1 (GA): We will re-run the REC survey in 2023 and 2025. We will develop our data analysis and reporting for each of the relevant sections set out below, and include that in reporting to ULB. We will support the work of the REN through finance and EDI team support; we will provide reports to CFG on a bi-annual basis to enable them to feedback on our progress and work.

3. Institution and local context

3a Overview of your institution

Please include:

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

Founded in 1870 as the Leicester School of Art, DMU has grown into a global and diverse institution with over 27,000 students and 2,800 staff. We deliver a multi-disciplinary curriculum across four faculties, Business and Law (BAL), Health and Life Sciences (HLS), Arts, Design and Humanities (ADH), and Computing, Engineering and Media (CEM).

DMU's vision is to create a community of participation, fairness and collective responsibility; transforming individual lives and championing a fair and sustainable society. We hope this application showcases the work at the institution which aims to realise this vision and to build an anti-racist university.

Recognising DMU has its own legacies to contend with, in 2020 the DSU initiated a campaign to change the name of the institution, due to the antisemitic actions of 13th Century nobleman, Simon de Montfort, after whom the university was named. In March 2021 we held focus groups with our Jewish staff and students (15 attendees), and held a university-wide panel event, including representation from the Jewish community (c.270 attendees), to increase understanding. The resulting feeling from the focus groups and panel were no immediate desire for a name change.

The foundation for the current race equality work is the Decolonising DMU (DDMU) project, launched in November 2019 with the aim of building an anti-racist university. DDMU evolved from its predecessor, Freedom to Achieve (FTA). FTA was funded by the OfS and focused upon closing the awarding gap between 2017-2019. Co-creation work, research and evaluation of the project identified that there were factors beyond the curriculum which impact the attainment for Black, Asian and ethnically minoritised students.

The evaluation identified the need to continue addressing teaching, learning and assessment methodologies and ideologies but also move to developing a broader, institution wide approach working with academic staff and also engaging professional services colleagues. DDMU allows us to recognise the existence of institutional racism and the need to identify, own and tackle the structural, cultural and individual factors which lead to that.

The first 2 years of DDMU focused on 5 workstreams:

- **Institution:** worked to decolonise the university's infrastructure, policies and processes.
- **Staff:** focused on empowering and supporting staff
- **Students:** worked with the DSU to co-create DDMU work with students.
- **Library and Learning Services:** aimed to create and maintain supportive and safe environments for study, community and discussion.
- **Research:** focused on the lived experience, aiming to understand the processes and decision-making that contribute towards creating the anti-racist University

DDMU is now moving towards a new phase to ensure full synergy with the REC and embedding DDMU principles into the business-as-usual fabric of the university. As a result, DDMU has re-structured to focus on 4 commitments that reflect the key challenges and opportunities and so the actions evolving from this REC submission will be formed, monitored and evaluated within the framework of these 4 commitments:

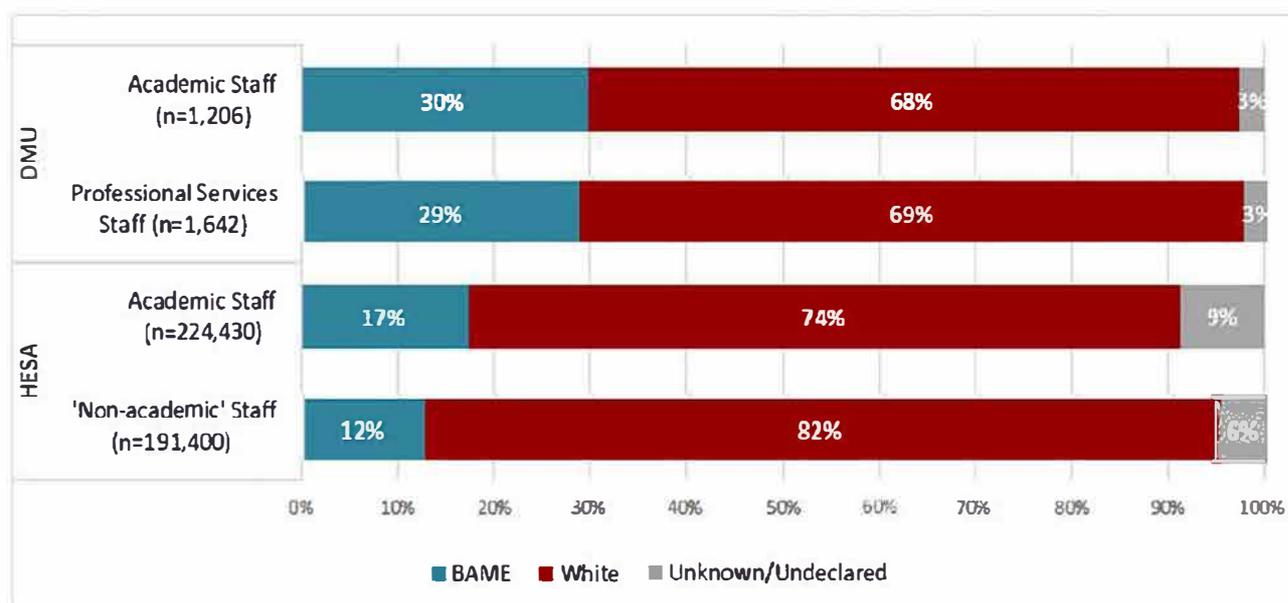
1. **Equity of Education and Research;** - Decolonise teaching, learning and research practices, enhancing access, recognising and supporting lived experiences.
2. **Progression, Talent and Representation;** - Enhancing CPD for meaningful career progression/development, ensuring transparency and representation, transforming management culture and practice.
3. **Governance and Accountability;** Applying an anti-racist lens in reviewing policy and governance structures, monitoring and communicating our progress in building an anti-racist university.
4. **Raising Awareness, Changing Culture and Behaviour** - Create an environment/culture where conversations about race and racism are supported and progressed, developing skills for all to challenge racism.

Overview of staff and student populations:

DMU staff population 2016/17-2020/21

	2016/17	2017/18	2018/19	2019/20	2020/21
DMU	2,308	2,374	2,521	2,703	2,848
Academic	928	971	1,058	1,155	1,206
Professional Services	1,380	1,403	1,463	1,548	1,642

Overview of DMU staff in 2020/21 benchmarked against 2020/21 HESA data for academic and non-academic staff

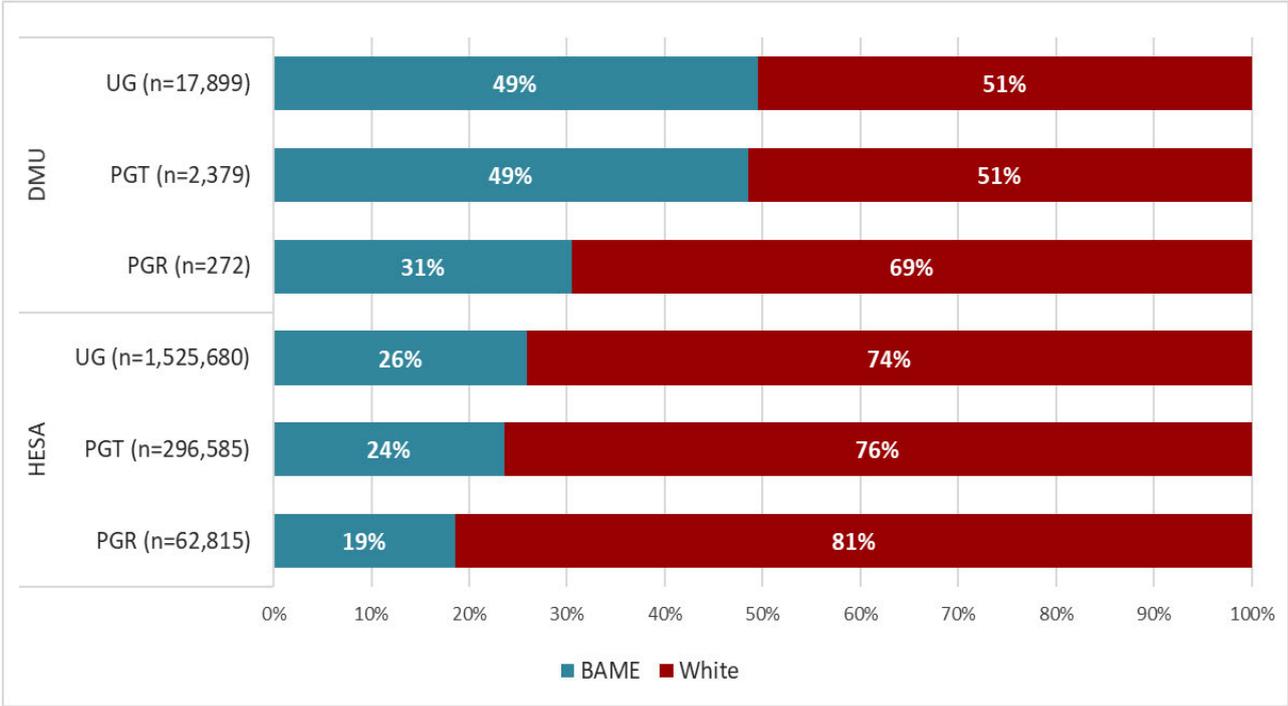


DMU student population 2016/17-2020/21

Faculty	2016/17	2017/18	2018/19	2019/20	2020/21
DMU	23,203	25,697	25,812	28,999	27,534
ADH	3,591	3,940	4,328	4,666	4,312
BAL	7,064	8,119	7,605	8,900	8,059
CEM	4,816	5,395	5,597	6,473	5,748
HLS	7,544	8,032	7,872	8,091	8,202
Other	188	211	410	869	1,213

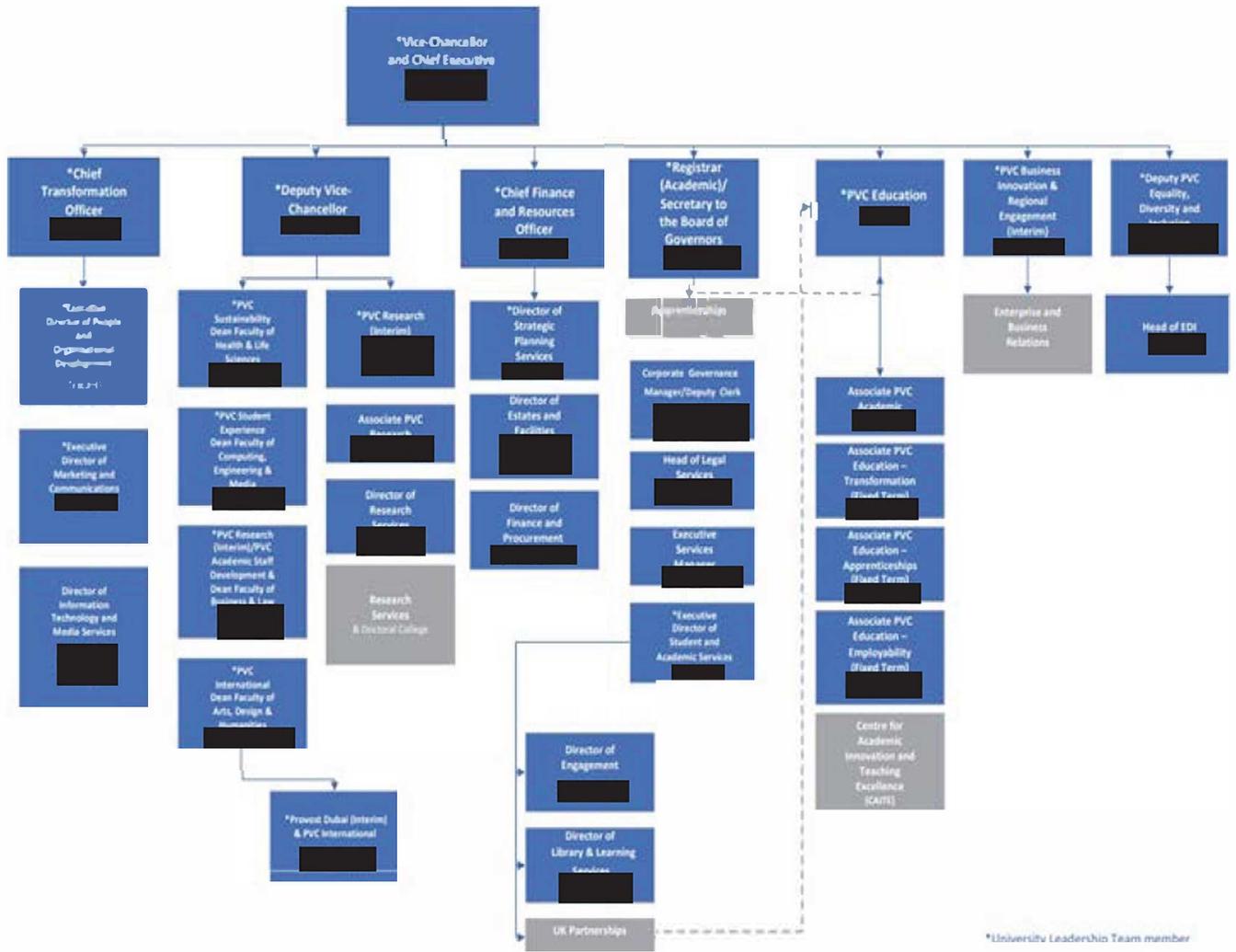
(From HESA data, all students based on standard registration population. 'Other' includes expanding DMUIC provision.)

Overview of DMU students in 2019/20, benchmarked against 2019/20 HESA data for UK domiciled students only (data for non-UK students unavailable through HESA)



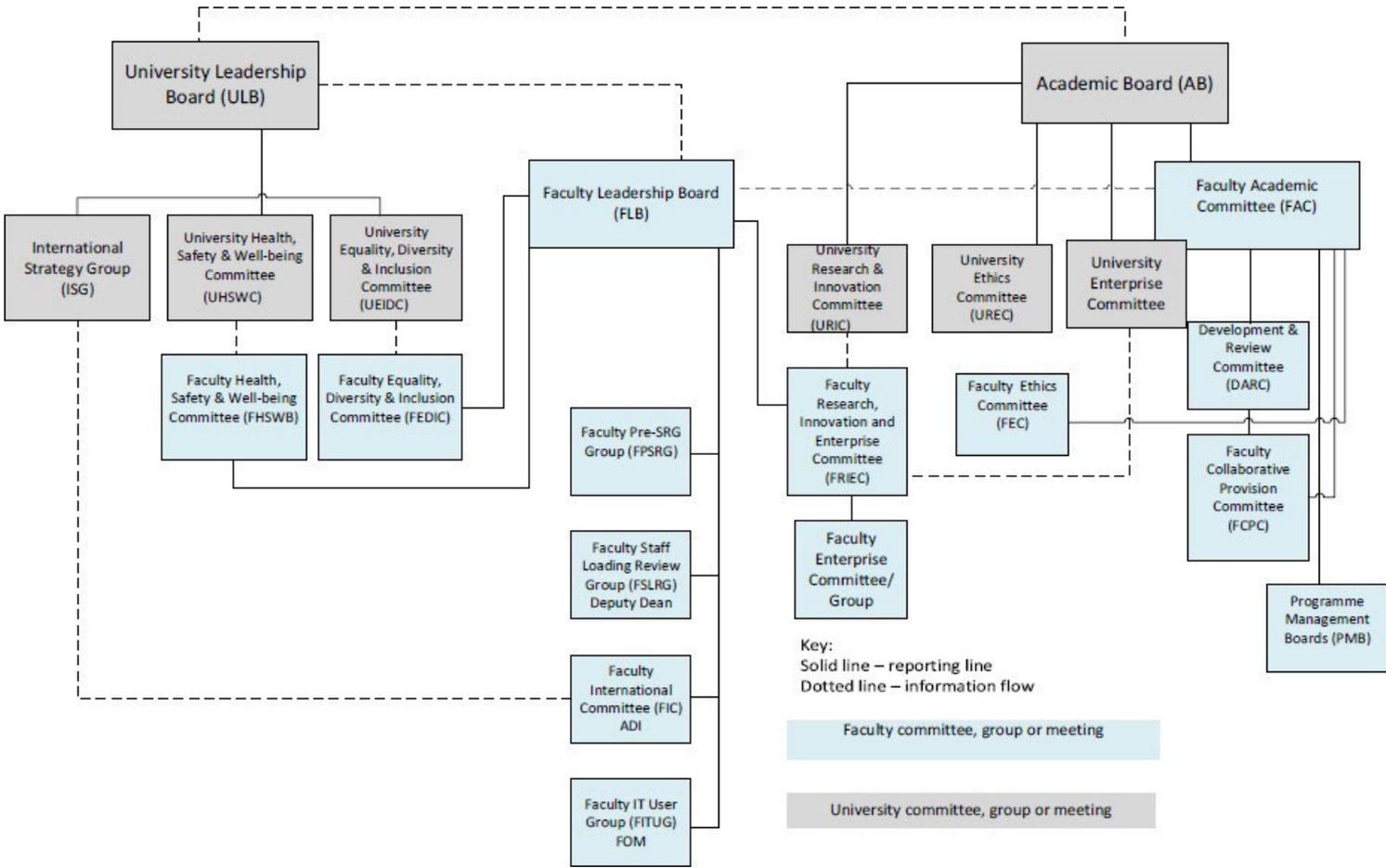
Institutional structure

University Leadership Structure



*University Leadership Team member

University Faculty Committee Structure¹



¹ Committee structure accurate at time of submission. A review of committee structures is due in 2022/3

3b Overview of the local population and context

With reference to:

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

Background on Leicester

- Leicester is the largest city in the East Midlands (population n=350k+; 10th largest UK city).
- Demographically young, influenced by student populations and inward migration.
- Home to many diverse communities.

Overview of local population compared to DMU student population

	Ethnicity	Leicester 2011	DMU 2019/20 (all students)	Difference
White	White	51%	51%	0%
Asian	Bangladeshi	1%	1.8%	0.8%
	Indian	28%	13%	-15%
	Pakistani	2%	5%	3%
	Chinese	1%	1%	0%
	Asian Other	4%	3%	-1%
Black	Black African	4%	14%	10%
	Black Caribbean	1%	3%	2%
	Black Other	1%	1%	0%
Mixed	Mixed White and Asian	1%	1%	0%
	Mixed White and Black African	0%	1%	1%
	Mixed White and Black Caribbean	1%	2%	1%
	Mixed Other	1%	1%	0%
Other	Arab	1%	1%	0%
	Other ethnic group	2%	1%	1%

Public Engagement Work

“DMU is a major resource for Leicester and I’m impressed with how deeply involved the university has become in the life of our city.”

-The City Mayor, Sir Peter Soulsby

Public and community engagement is an important part of the university’s work as it furthers our ambition to be a university within and for the local community.

We facilitate this through student and staff volunteering, public events, sponsorship of major city festivals and research work in the community. This has grown from 7 projects and a small budget in 2011, to a fully resourced city and county wide programme, working with underrepresented communities. This forms a significant part of our ‘Empowering University’ strategy in 2022.

Example initiatives include:

DMU Local and Leicester City Council formally partnered in April 2016 to determine which communities needed support.

In 2019/20, the scheme worked on over 90 projects including volunteering in food banks, help at homework clubs and in schools to improve reading, assist weekly cafes for older people and improve community digital skills, (55% of students identified as Black, Asian and ethnically minoritised).

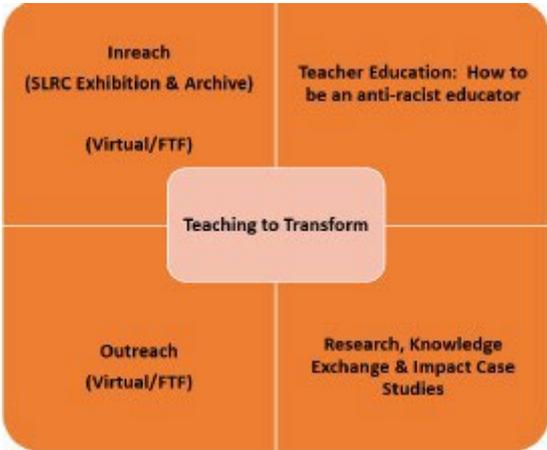
We strengthened our commitment by signing the ‘**Universities Partnership**’ (June 2022) with the University of Leicester and Loughborough University, alongside a number of local authorities in addition to the city and county council. This will drive economic growth and tackle social challenges across Leicestershire.



https://youtu.be/08KqGVD_7n8

DMU’s widening participation programme has active links with more than 60 schools, primarily in Leicester. Between 2018-2020 nearly 25,000 local students engaged in 400+ events. In 19/20, the audience was 61% Black Asian and ethnically minoritised, and 54% in 20/21. We are working with IntoUniversity and the University of Leicester to set up IntoLeicester, aiming to reach the most disadvantaged communities to bridge the educational divide.

Stephen Lawrence Research Centre - Teaching to Transform takes up elements of the Macpherson Report’s recommendation to combat the “failure of the National Curriculum to adequately reflect the needs of a diverse, multi-cultural and multi-ethnic society” (Macpherson, 1999). The project intends to contribute to DMU’s wider public engagement agenda by influencing anti-racist, social-justice oriented pedagogic practice in Leicester.



Racial Cohesion:

Leicester has a reputation for being one of the most racially diverse communities in the country and prides itself in working with all its diverse ethnic and religious communities to build and maintain community cohesion.

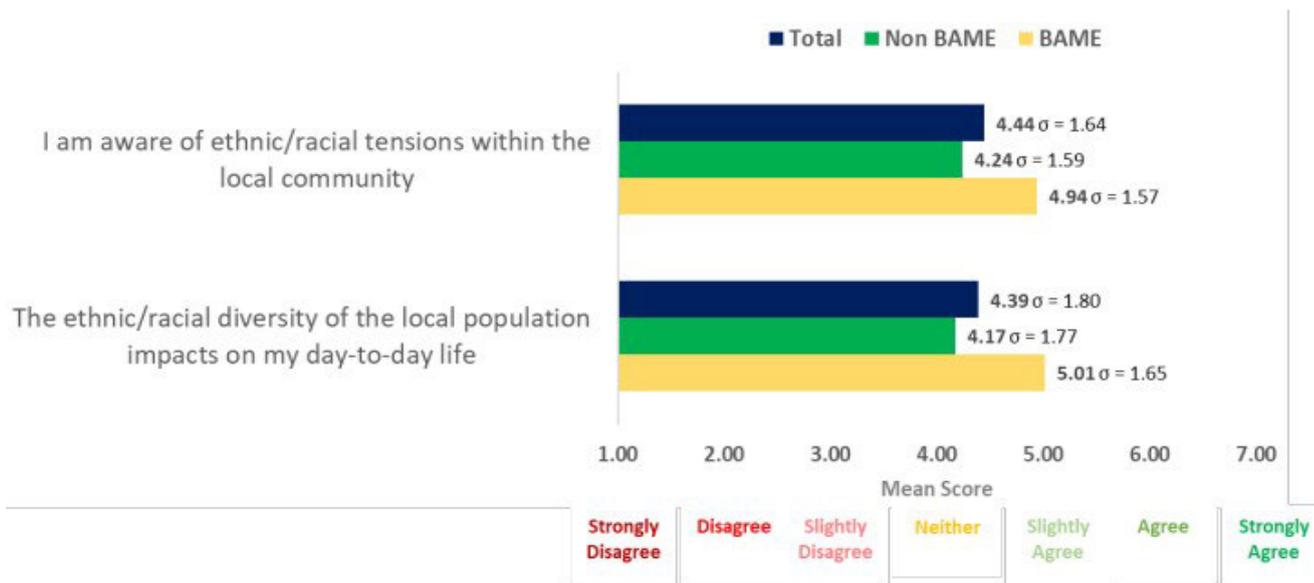
2022 brought Leicester into the public eye over religious tensions which manifested into unrest in the east of Leicester bringing to the fore front historical international unrest between Hindu and Muslim communities.

Working closely with local community and faith leaders, the city council and Leicestershire Police Service, DMU supported engagement to bring about discussion amongst the two communities and restore racial and religious cohesion in the city. DMU support the review implemented by the Mayor to understand the roots of the issues to ensure support for the communities to prevent future incidences of the unrest.

Within the REC survey, 66% of Black, Asian and ethnically minoritised staff and 65% of Black, Asian and ethnically minoritised students agreed ‘I am aware of ethnic/racial tensions within the local community’. This was higher than white staff (52%) and students (50%).

Black, Asian and ethnically minoritised student respondents (62% against 31% white) were twice as likely to feel impact from the ethnic diversity of the local population on their day-to-day life, and almost double (33%, from 20% in 2017) relayed witnessing or being victim of racial discrimination in the local area compared to white students (17%).

Figure 2: Local Population Diversity Measures



Primary Qualitative Themes	BAME	Declined	Non BAME
No awareness of any tensions	1	1	2
Public initiatives (outside of DMU) are helping with understanding and cohesion	1		1
The diversity of the city is enriching	2	1	3
There are tensions between different community groups in Leicester not cohesion	3		8
DMU staff/senior management do not reflect Leicester's population	2		
Brexit has encouraged more tension not cohesion	1		
More unconscious bias training needed	1		
Due to white privilege throughout the UK there are underlying issues			2

* Redacted as figure is <6.

Due to GDPR matters we do not record the race of victims, witnesses, or offenders in our incident management system.

Between August 2021-August 2022, 1,999 incidents were recorded on the system. A 'tag' for tensions (of all natures) flagged eight cases in the same period but none were deemed to be racially motivated. However, within the REC survey, a fifth of Black, Asian and ethnically minoritised respondents reported witnessing or being victim of racial discrimination on campus (up from the 11% measured in 2017) compared to 9% of white students.

Action 3.b.1a (CCB): Develop DMU existing reporting system or procure an external system to enable analysis and consideration of information (numbers, types, actions, outcomes) of incidents by relevant characteristics.

Action 3.b.1b (CCB): Utilise the information (alongside Action garnered in Action 3.b.1c) to scope hotspots of/for racist incidents and facilitate preventative activities to be developed.

In 2019 DMU launched 'No Space for Hate' (NSFH), our commitment to challenge inappropriate behaviours. It comprises a reporting portal and practical support to students who are victims, survivors or witnesses of hate or harassment. Current usage for the portal is low and a communications plan is in place to raise its profile.

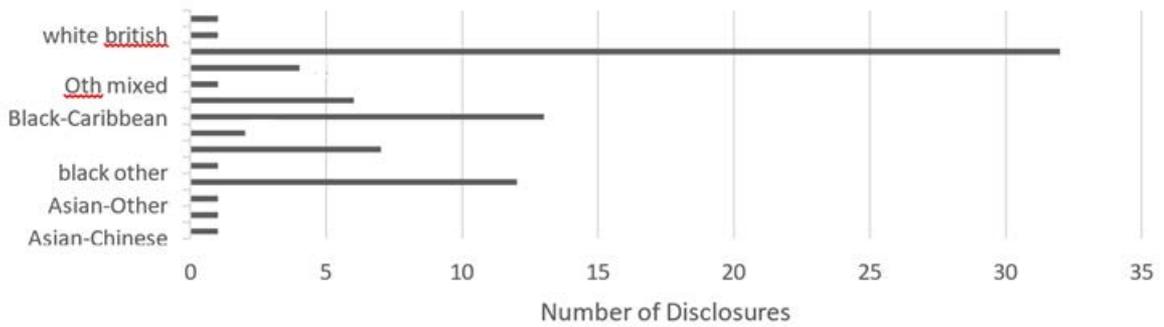
A breakdown of disclosures made by ethnicity reflects that white students remain the largest group of students to make disclosures followed by Black-African students and Asian-Indian students with trends remaining the same across the previous reporting period. This presents a mis-match to the survey results.

Action 3.b.1c (CCB). Develop and promote NSFH, with the support of the student race equality

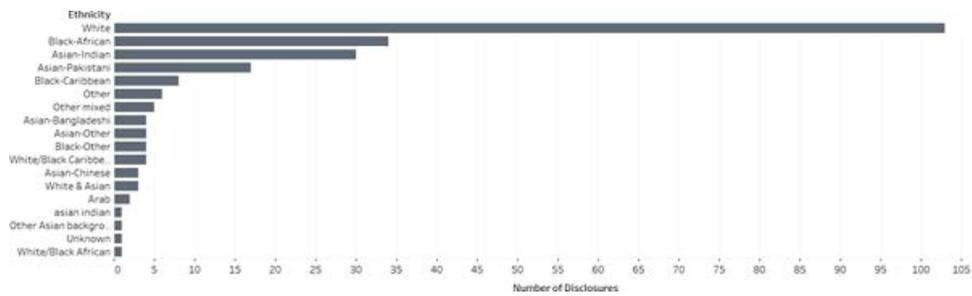
advisors, to raise awareness and ensure it meets students' needs and students feel

comfortable and able to report incidences of racism and other forms of discrimination a harassment

NSFH number of disclosures by ethnicity (excludes disclosures with no ethnicity data recorded) February 2022-September 2022



NSFH number of disclosures by ethnicity (excludes disclosures with no ethnicity data recorded) January 2021- 2022



4. Staff profile

Where possible for sections 4a and 4b below, please provide the data for each academic faculty/central department. Please also provide a brief overview statement on section 4 as a whole from the head of each faculty/central department, setting out their reaction to the data and priorities for action.

4a Academic staff

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

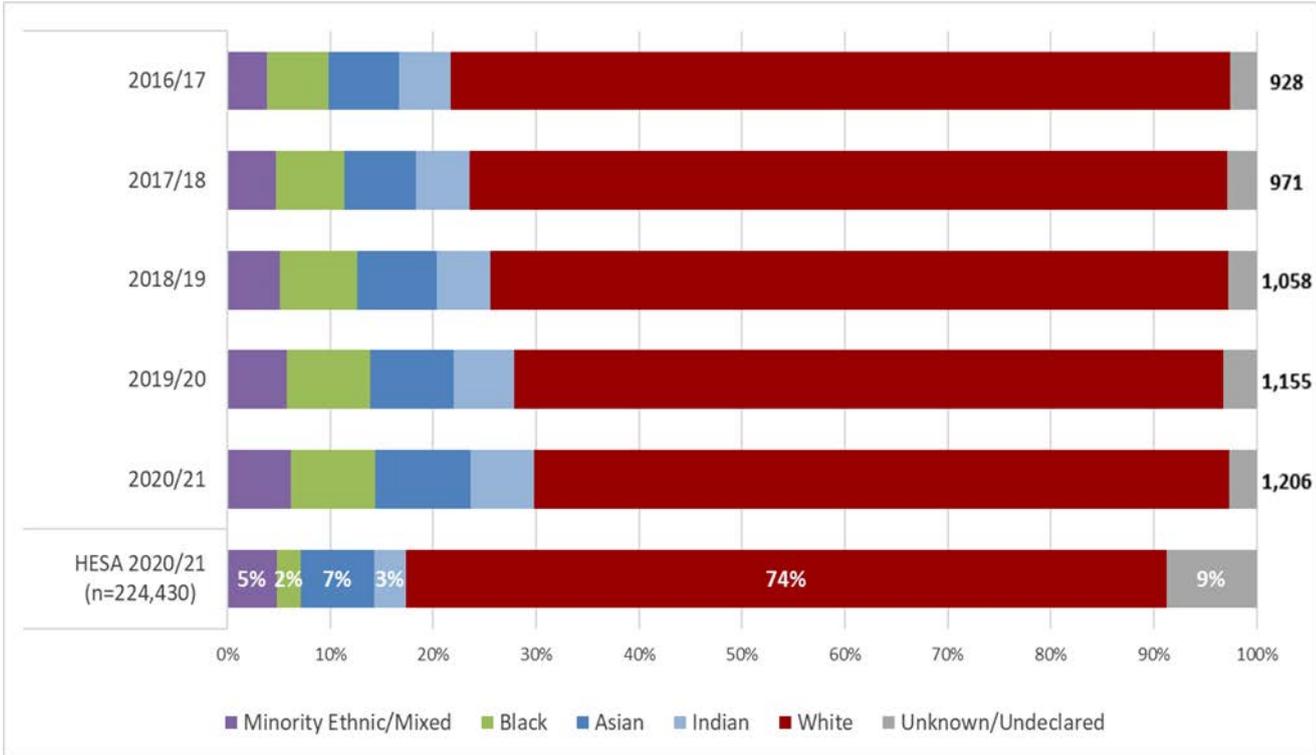
- the institution as a whole
- each academic faculty
- each academic grade (where numbers are small, cluster relevant grades together)
- contract type (permanent/open-ended or fixed-term)
- full time/part-time contracts
- staff turnover rates
- **Silver level:** It is anticipated that the institution will have undertaken further detailed analysis, considering the intersectionality of ethnicity with other protected characteristics.

Please comment specifically on how the institution benchmarks the ethnic composition of its academic staff in the short and longer term, and what it is hoping to achieve.

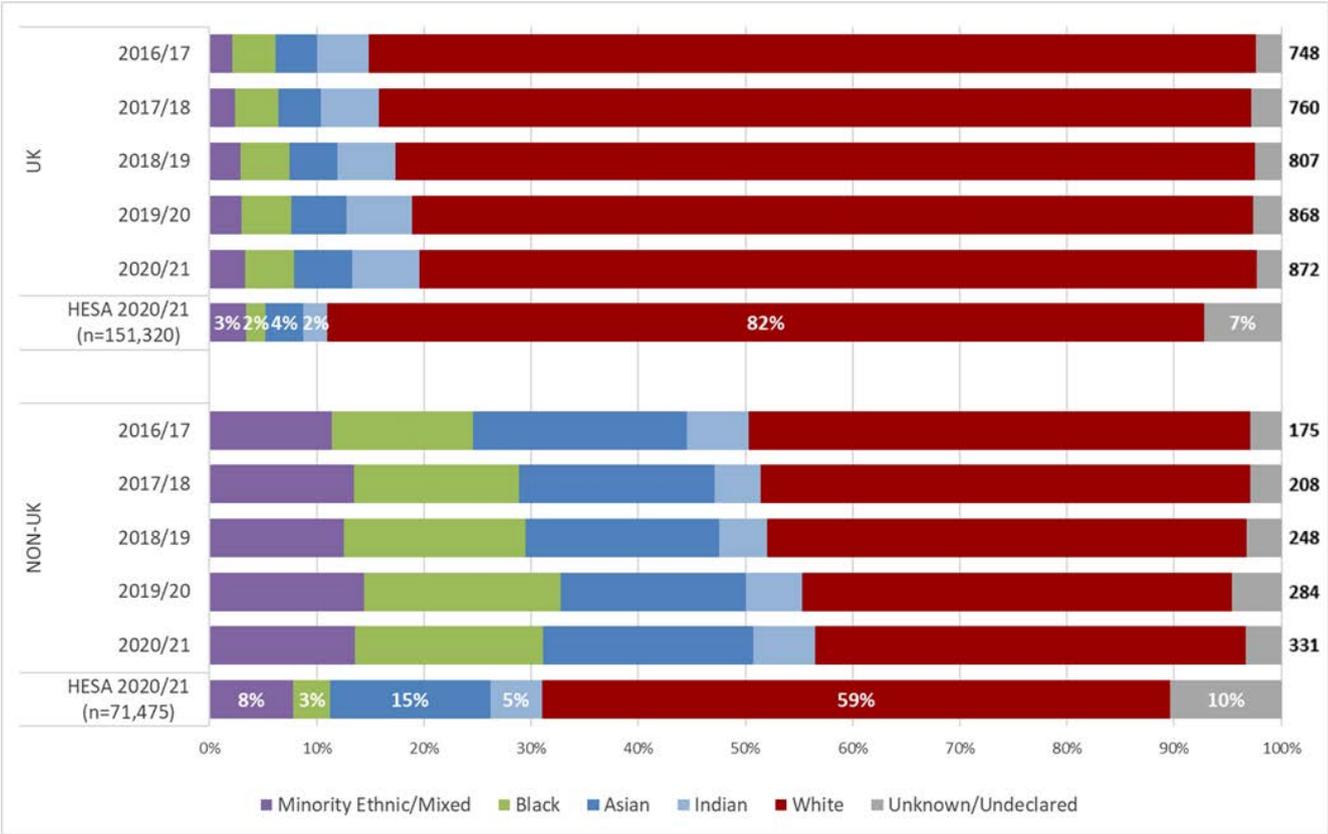
Academic Staff Data

- Black, Asian and ethnically minoritised academic population increased from 22% (2016/17) to 30% (2020/21), significantly higher than sector average (17%).
- SAT believe this is attributable to recruitment campaigns featuring commitment to/benefits of diversity at DMU/Leicester.
- 2016/17-2020/21- increase in representation of Black (+2.3%), Asian (+2.4%), Indian (+1.2%) and minority ethnic/mixed (+2.4%) staff.
- Overall increase of Black, Asian and ethnically minoritised staff in both UK (+5%, to 20%) and non-UK (+6% to 56%) populations.
- Notable +5% increase in representation of non-UK Black staff.

Ethnic profile of all academic staff benchmarked against 2020/21 HESA data



Ethnic profile of UK & non-UK academic staff benchmarked against 2020/21 HESA data (excluding unknown nationality)

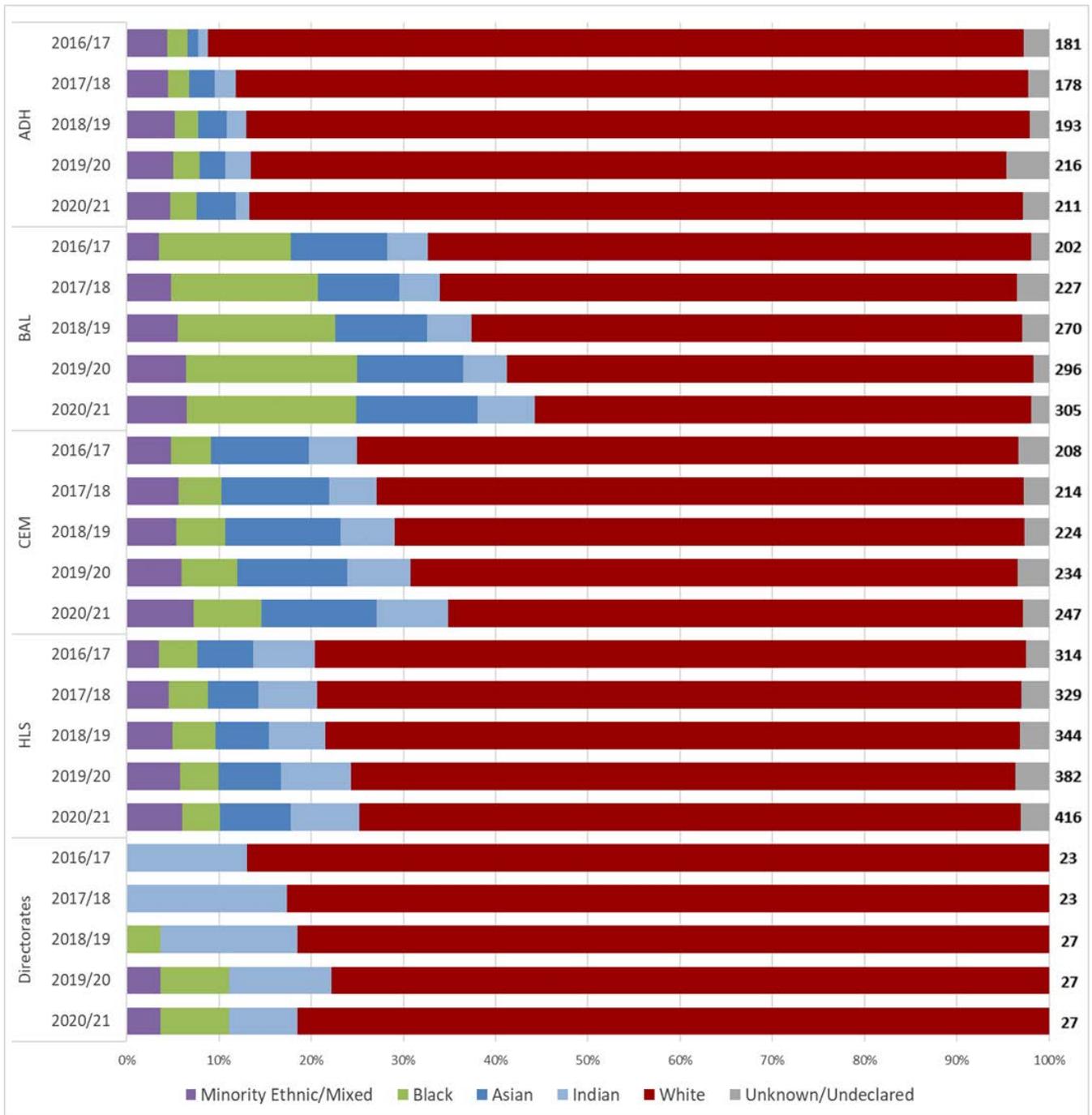


Academic Staff Data by Faculty

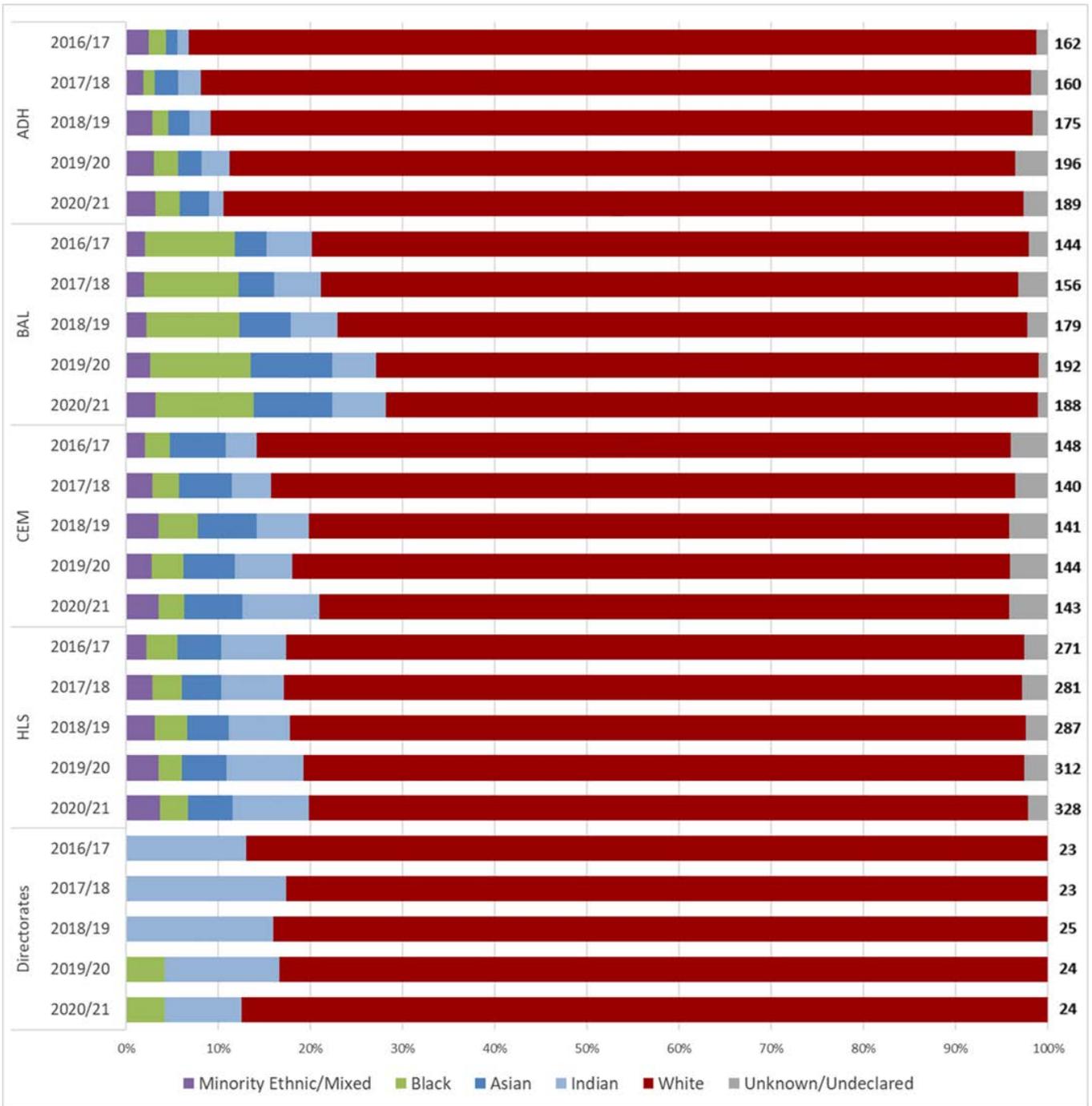
- Considerable variation in Black, Asian and ethnically minoritised representation across faculties.
- Increased representation in all faculties
 - 13% (+4%) ADH
 - 44% (+11%) BAL
 - 35% (+10%) CEM
 - 25% (+5%) HLS
- Growth from both UK and non-UK staff, except HLS (see below).
- SAT believe increases in BAL and CEM due to subject areas recruited to, typically having larger representation from Black, Asian and ethnically minoritised groups.
- Small number of staff on academic contracts employed in central directorates - numbers from Black, Asian and ethnically minoritised groups too small to draw statistical significance.

As the movement is towards increased diversity, no new action will be taken but the recruitment demographics will continue to be reviewed at Faculty Executive meetings.

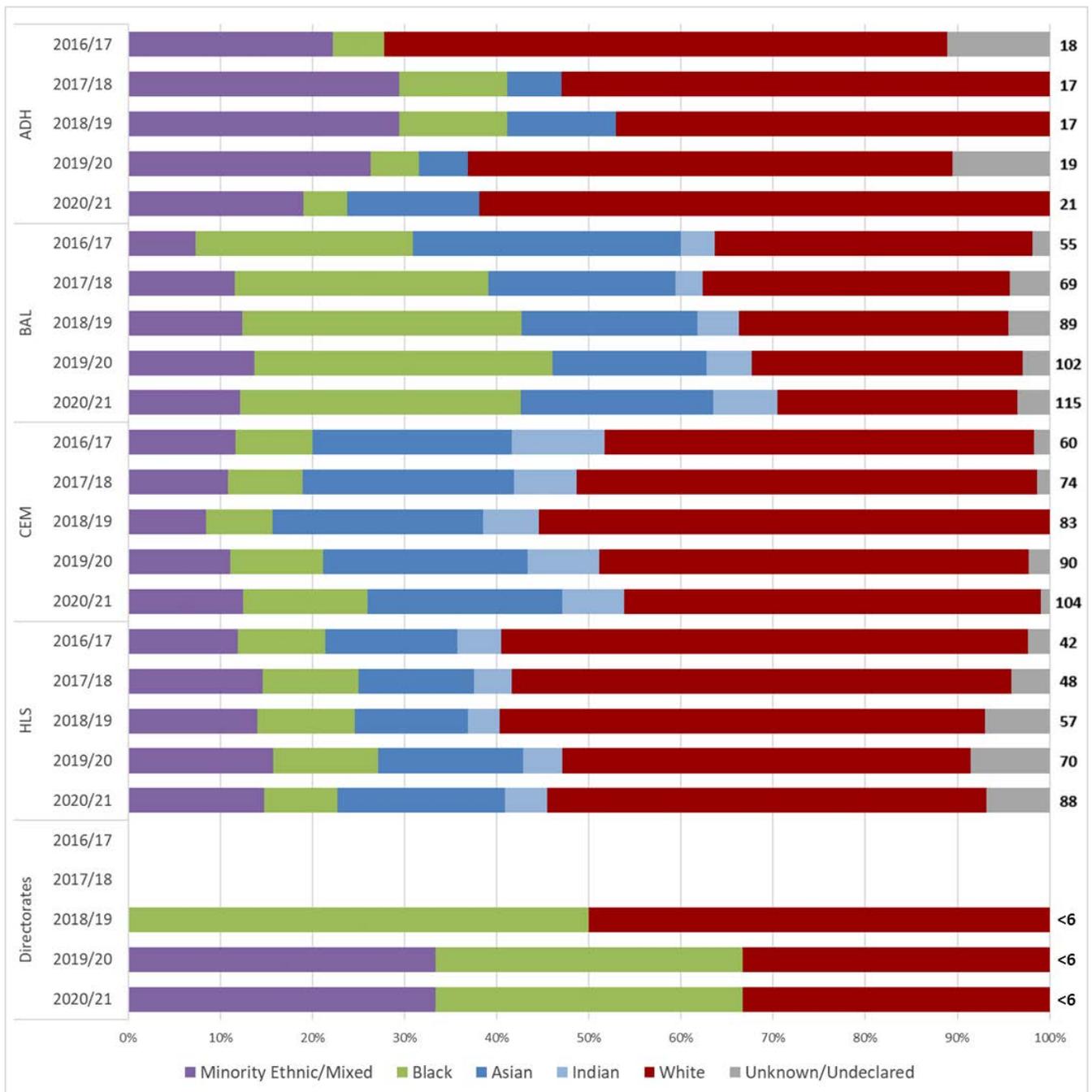
Ethnic profile of all academic staff by faculty



Ethnic profile of UK academic staff by faculty



Ethnic profile of non-UK academic staff by faculty



Academic Staff by Grade

- Representation of women, both Black, Asian and ethnically minoritised and white, has been steadily growing at Senior Academic level.

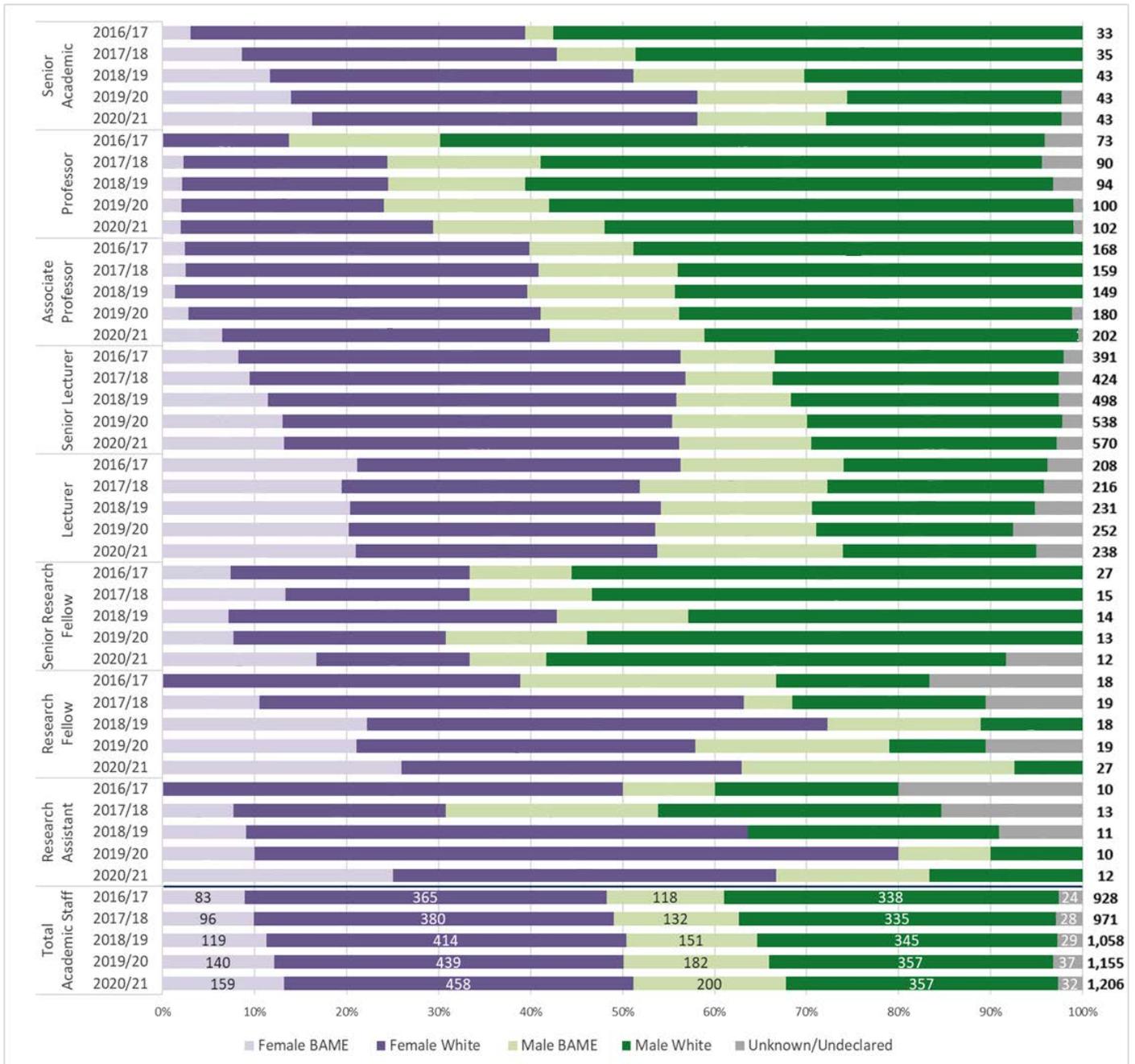
Due to interventions such as:

- Inclusive advertising and recruitment campaigns promoting the diversity of DMU and benefits of living and working in Leicester
 - Promoting and positively encouraging applications from under-represented groups.
 - Ensuring search agencies' diversity credentials are considered in selection process
 - Instructing search agencies to proactively seek diverse candidates
 - Advertising on more diverse platforms
 - Reviewing job descriptions, person specifications and wording used
 - Diversifying panels
 - Increasing visibility of role models
- Increase in the number of white female professors but not similar level of growth for Black, Asian and ethnically minoritised women.
 - No promotions of Black, Asian and ethnically minoritised women to AP 16/17- to 18/19.
 - Promotions are noted in 19//20 and 20/21.
 - More than half of Senior Lecturers are women, with an increase in the proportion identifying as Black, Asian and ethnically minoritised
 - Numbers within research focused roles are relatively small.

Alongside planned changes to the appraisals and promotions processes, we are confident the pipeline to professorship has, and will continue to be, strengthened. DMU is one of only 5 universities at the forefront of the 100 Black Women Professors Now (BWPN) programme led by the Women in Higher Education Network (WHEN), with 3 DMU women in the current cohort. 9 other women who applied for the programme are now enrolled on DMU's new Black Women Academics Development Programme (BWADP), created to strengthen the pipeline of Black, Asian and ethnically minoritised women eligible to apply to be professors.

Please see actions set out in section 5a, 5b, 5c and 5d to help ensure that this increase at SL moves to increased representation at AP and ultimately professorial appointments.

Academic staff intersectionality of grade by gender and ethnic group



- Representation of Black, Asian and ethnically minoritised staff has increased across all academic grades.
- More than 2x as many SLs (72 to 157), and 2x as many APs (23 to 47) than 5 years ago.
- Correlates to increases in representation of Black, Asian and ethnically minoritised academics of 18% to 28% of SLs and of 14% to 23% of APs.
- Proportional increase in the representation of Black, Asian and ethnically minoritised Professors limited to +5%, but numbers have nearly doubled from (12 to 21).
- At 30% (n=13) of Senior Academics, Black, Asian and ethnically minoritised staff are significantly better represented than in 2016/17 (n=2).

Attributable to:

- Inclusive advertising and recruitment campaigns
- Recruitment of 'VC2020s' – a role introduced in 2016 to recruit newly qualified academics at L/SL level, with protected research time and clear pathways into AP. Around 50% of VC2020 recruits identified as Black, Asian and ethnically minoritised and are beginning to secure successful promotion to AP.
- Promotions workshops organised for Black, Asian and ethnically minoritised staff at faculty level, and by the REN. Between 2019-2021, 25% of promotions to AP were awarded to Black, Asian and ethnically minoritised staff.

The pipeline is diversifying so we anticipate increased diversification continuing at all levels based on 2018-21 recruitment data which showed that of all academic posts recruited to, 35.6% were offered to Black, Asian and ethnically minoritised candidates.

Data by UK and non-UK

- Compared to 2016/17, Black, Asian and ethnically minoritised representation has increased for UK and non-UK staff at SL, AP, Professor and Senior Academic levels.
- UK staff - proportionally fewer Black, Asian and ethnically minoritised staff are represented from L to SL and SL to AP.
- Representation increases from AP to Professor.
- Proportionally more Black, Asian and ethnically minoritised Senior Academics than Black, Asian and ethnically minoritised professors, although numbers are small.
- 2018-2021 professorial promotions saw <6 Black, Asian and ethnically minoritised and 11 white UK APs promoted - contributes to the relative increase in representation.

Non-UK:

- Black, Asian and ethnically minoritised representation falls at each grade from L through to Professor.
- While there is a significant proportional drop in representation from AP to Professor, representation at Professor is comparable to UK staff. Whilst small, this is positive to note.

In order to address the gaps in representation, the actions set out in 5d are relevant. In addition we will: Action 4.a.1 (PTR): Research the non-UK staff experience and journey from recruitment through to promotion and make changes to process and support as necessary.

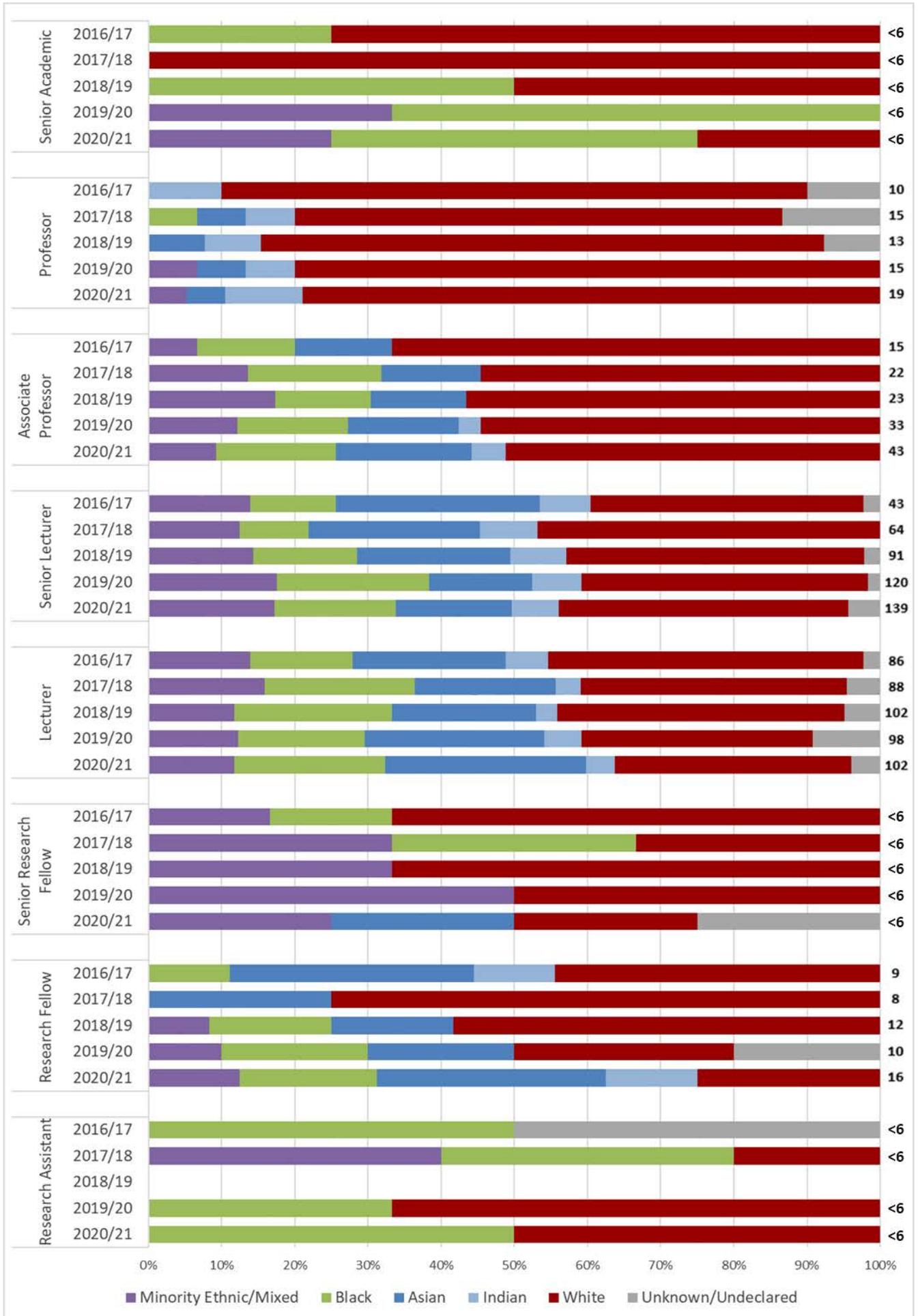
All academic staff by grade and ethnic group



All UK academic staff by grade and ethnic group

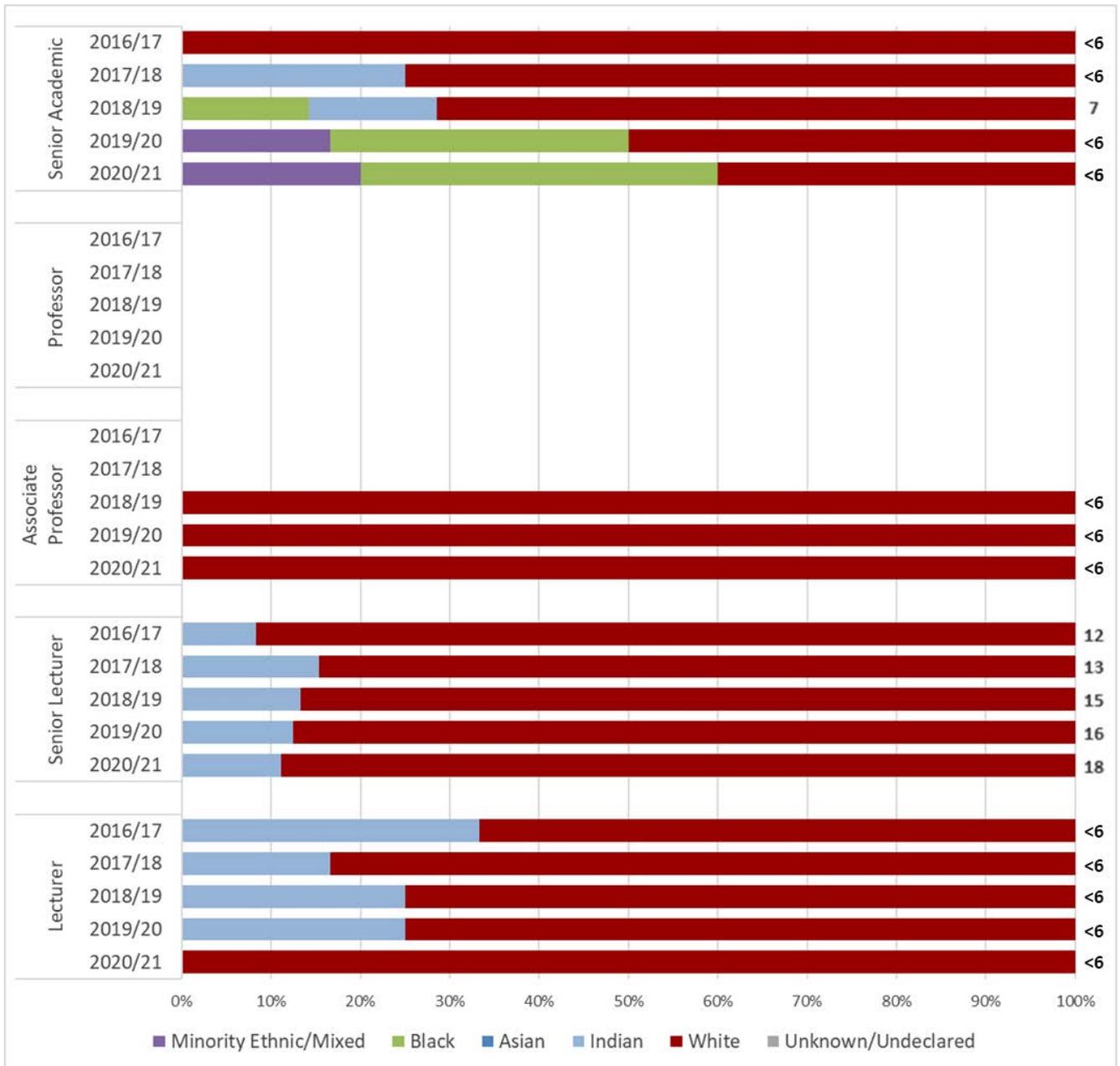


All non-UK academic staff by grade and ethnic group



- Numbers for academics employed within directorates are too small to allow meaningful analysis.
- Representation of Black, Asian and ethnically minoritised staff in senior roles is positive.

Directorate academic staff by grade and ethnic group



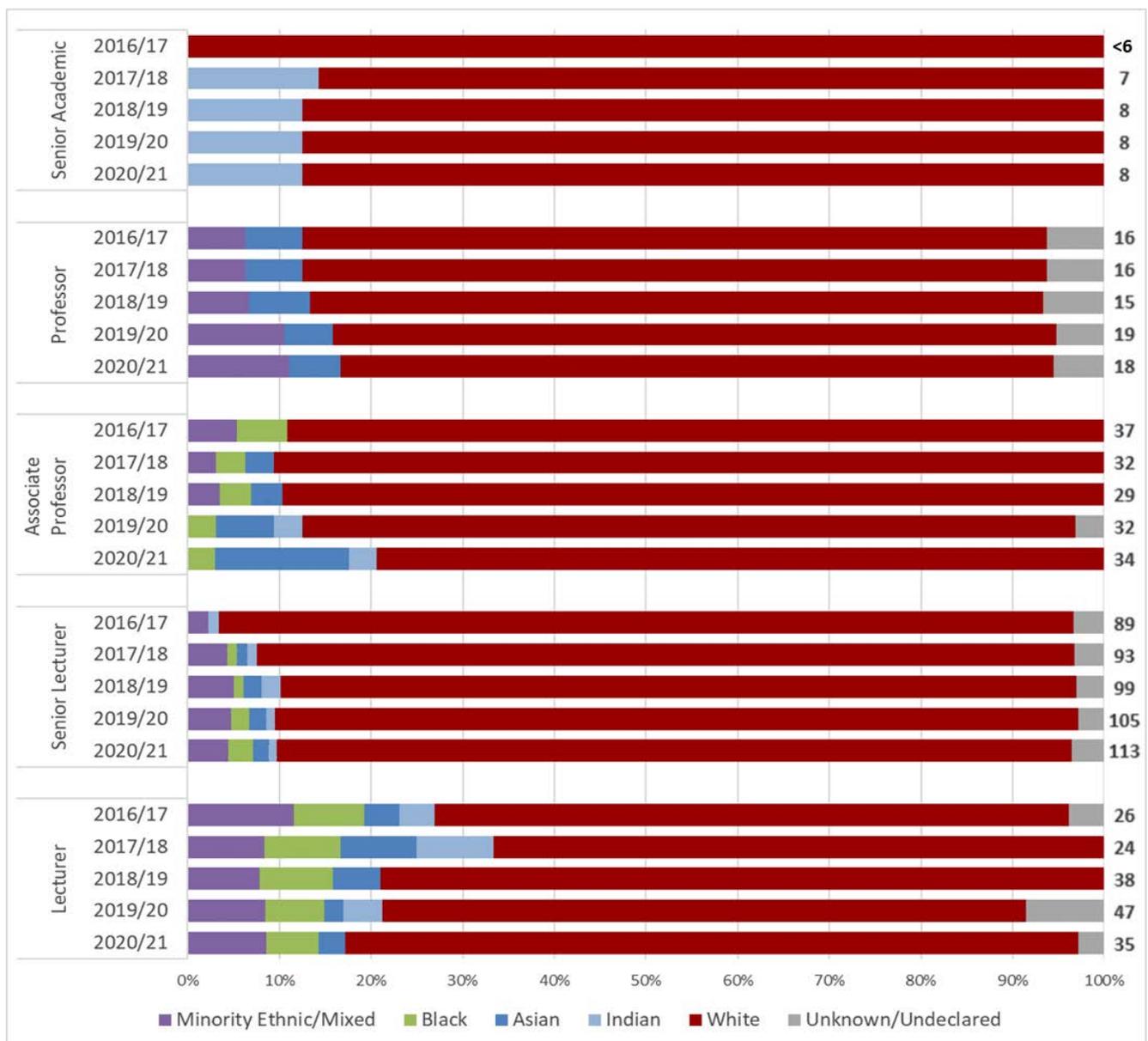
Faculty Academic Staff

ADH

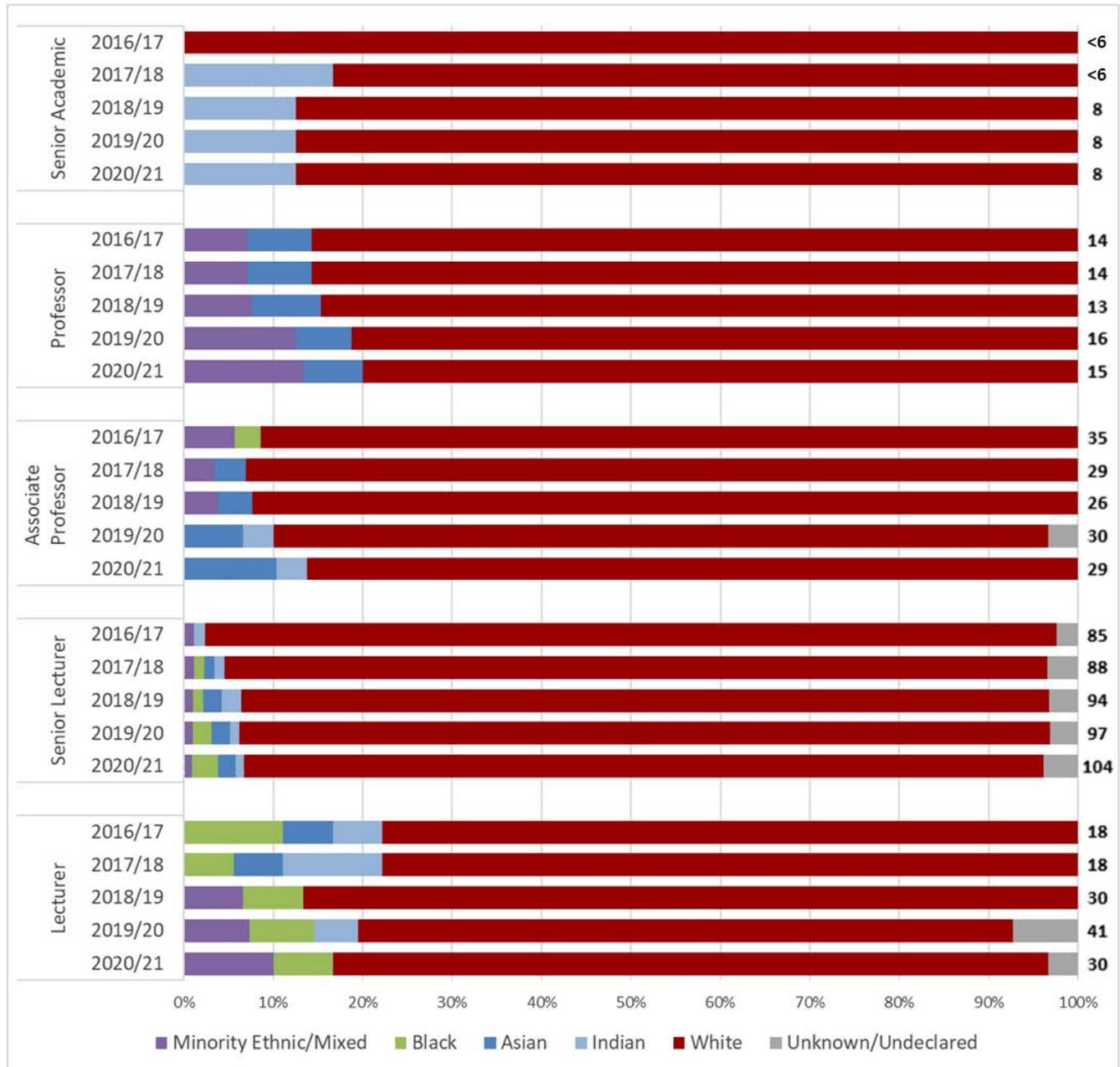
- Black, Asian and ethnically minoritised representation increased by 4% to 13%
- Varies when disaggregating by grade.
- Proportionally fewer Black, Asian and ethnically minoritised lecturers than 2016/17.
- Representation at SL level has not increased since 2018/19 - <6 more Black, Asian and ethnically minoritised professor compared to 5 years ago.
- Representation increased by <6 at AP level in the last year.
- Vast majority of staff are UK.
- Non-UK numbers too small for meaningful analysis, but worth noting they contribute around 50% of the Black, Asian and ethnically minoritised representation at SL and AP.

Representation of Black, Asian and ethnically minoritised people within the arts is a national and sectoral issue. However, recruitment data shows inequitable outcomes for Black, Asian and ethnically minoritised applicants compared to white applicants and in particular Black staff. **The focus on diversifying ADH will come through actions set out in section 5.**

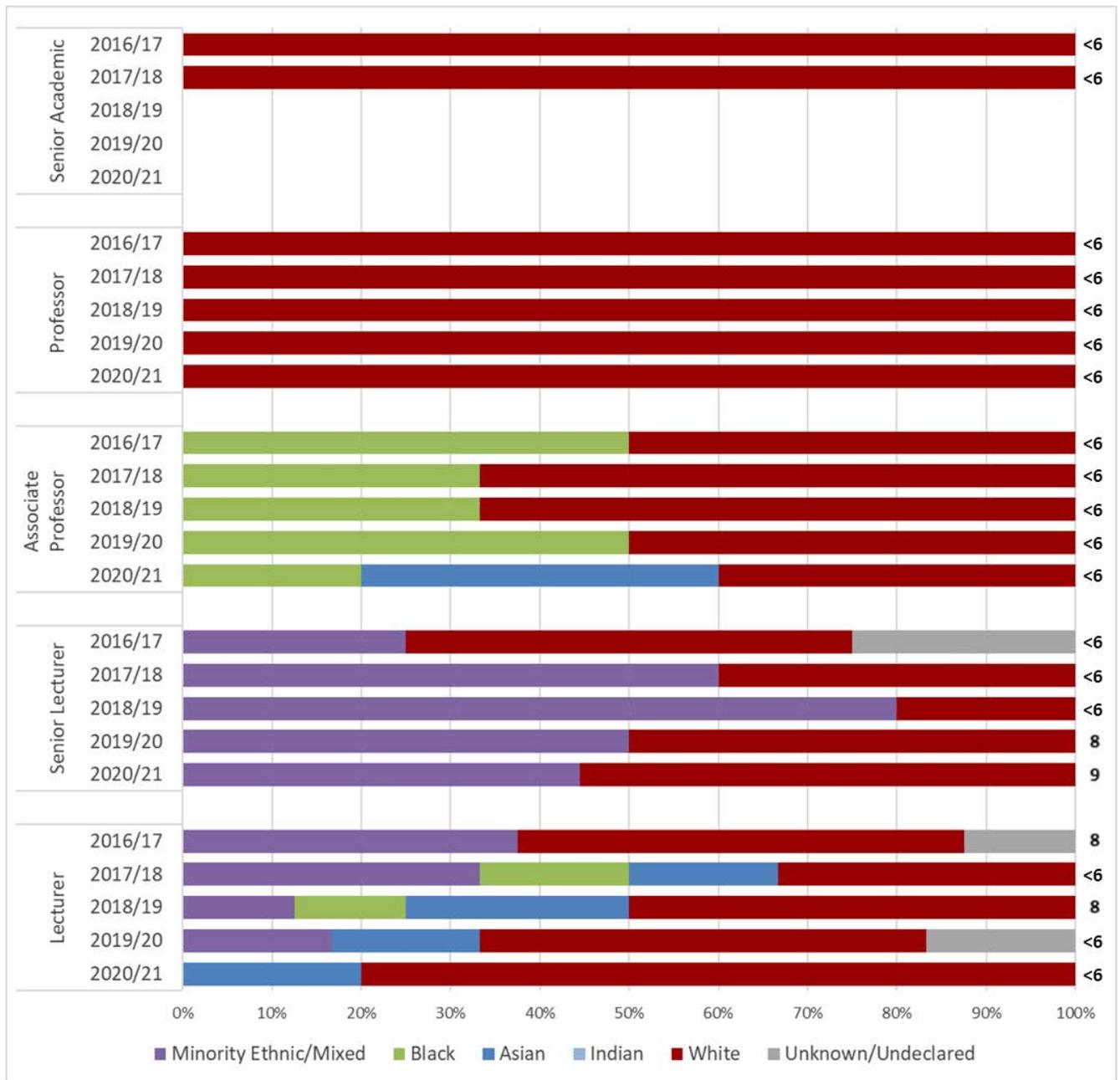
ADH academic staff by grade and ethnic group



ADH UK academic staff by grade and ethnic group



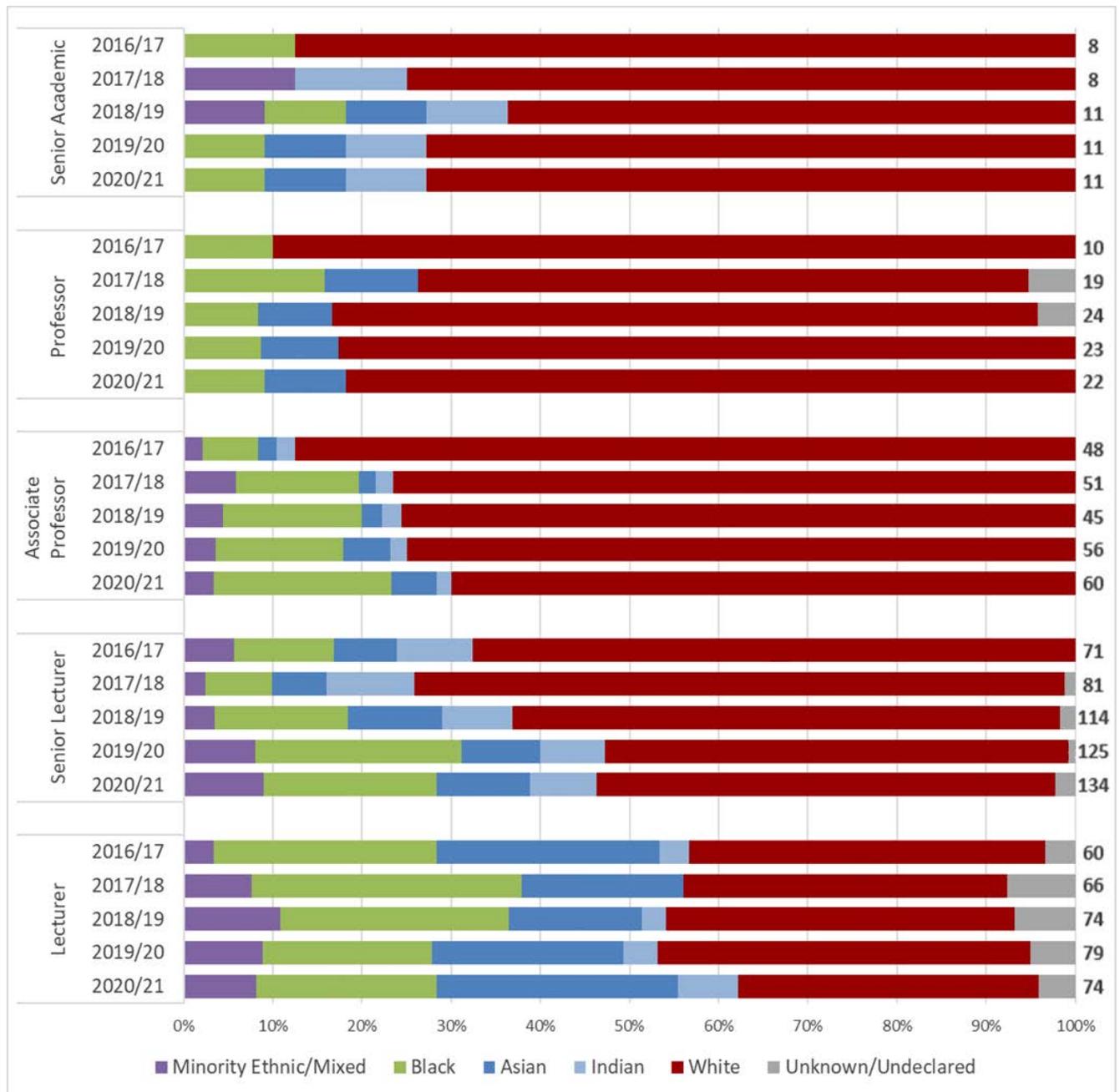
ADH non-UK academic staff by grade and ethnic group



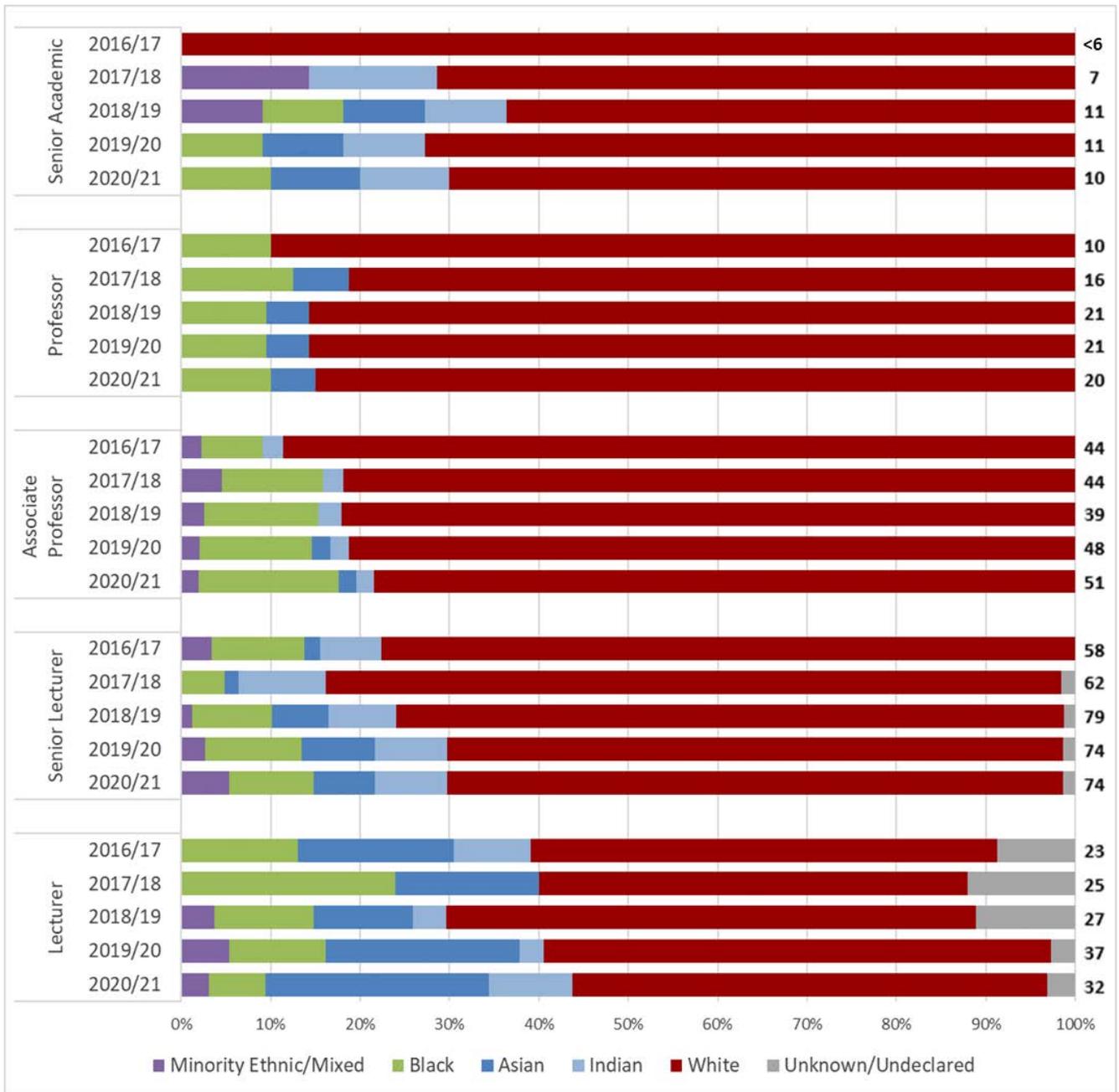
BAL

- 44% of academic staff identify as Black, Asian and ethnically minoritised.
 - Growth in Black, Asian and ethnically minoritised representation at all levels compared to 2016/17.
 - Professors significantly under-represented (18%) compared to overall Black, Asian and ethnically minoritised academic population.
 - No change in number of Black, Asian and ethnically minoritised professors since 2018/19.
- Actions are set out in section 5d to address this.

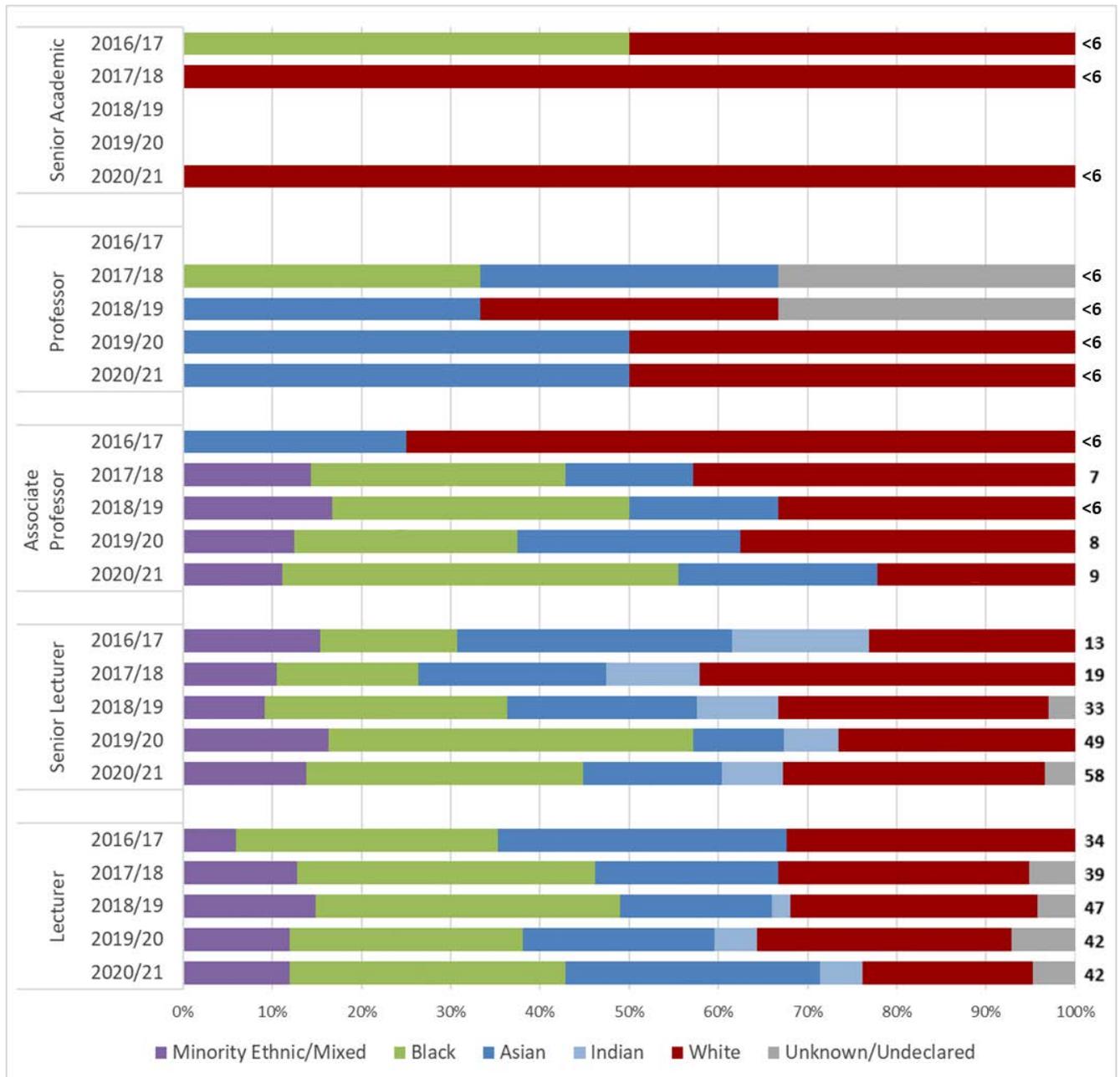
BAL academic staff by grade and ethnic group



BAL UK academic staff by grade and ethnic group



BAL non-UK Academic staff by grade and ethnic group

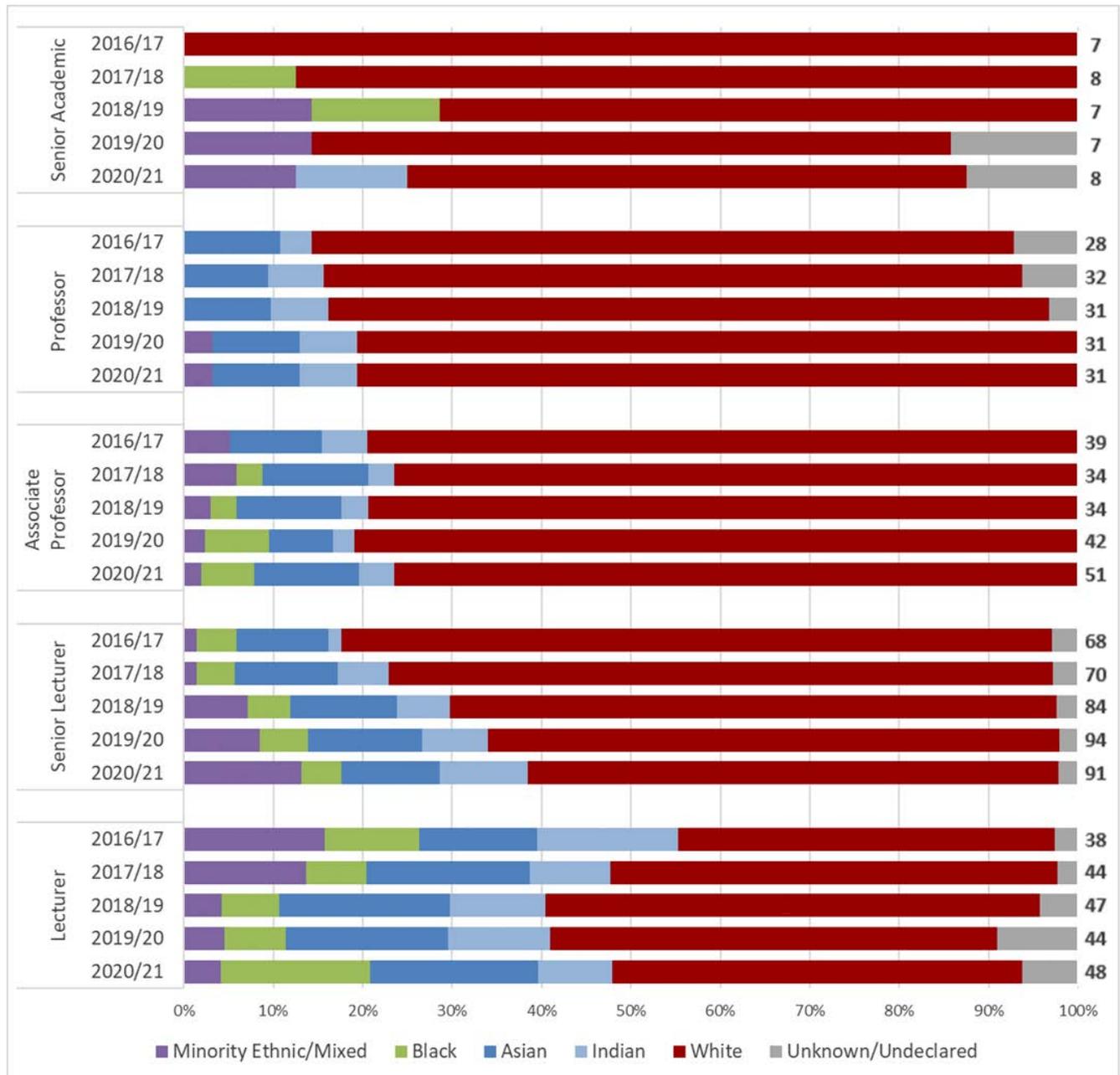


CEM

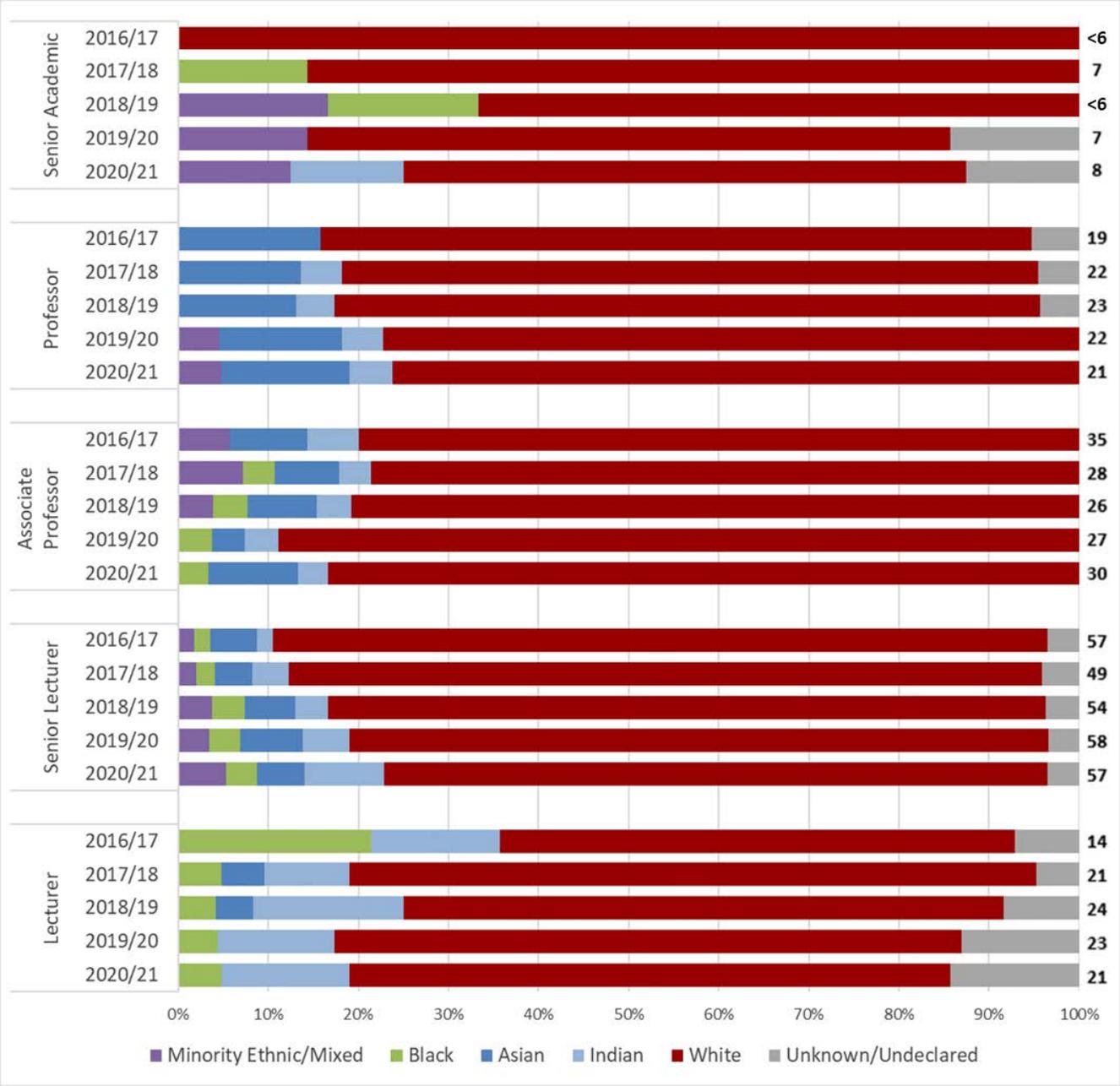
- Significantly increased Black, Asian and ethnically minoritised representation at SL level - result of diverse VC2020 recruitment and subsequent progression.
- Overall numbers are small and at AP level have fluctuated.
- Need to consider the lack of Black staff at Professor and Senior Academic levels

Actions are set out in Section 5c and d to tackle this. In addition, to support an increase in the pipeline and promotional application rates: Action: 4.a.2 (PTR): CEM will introduce localised peer mentor support to increase professorial representation, utilising APs in post.

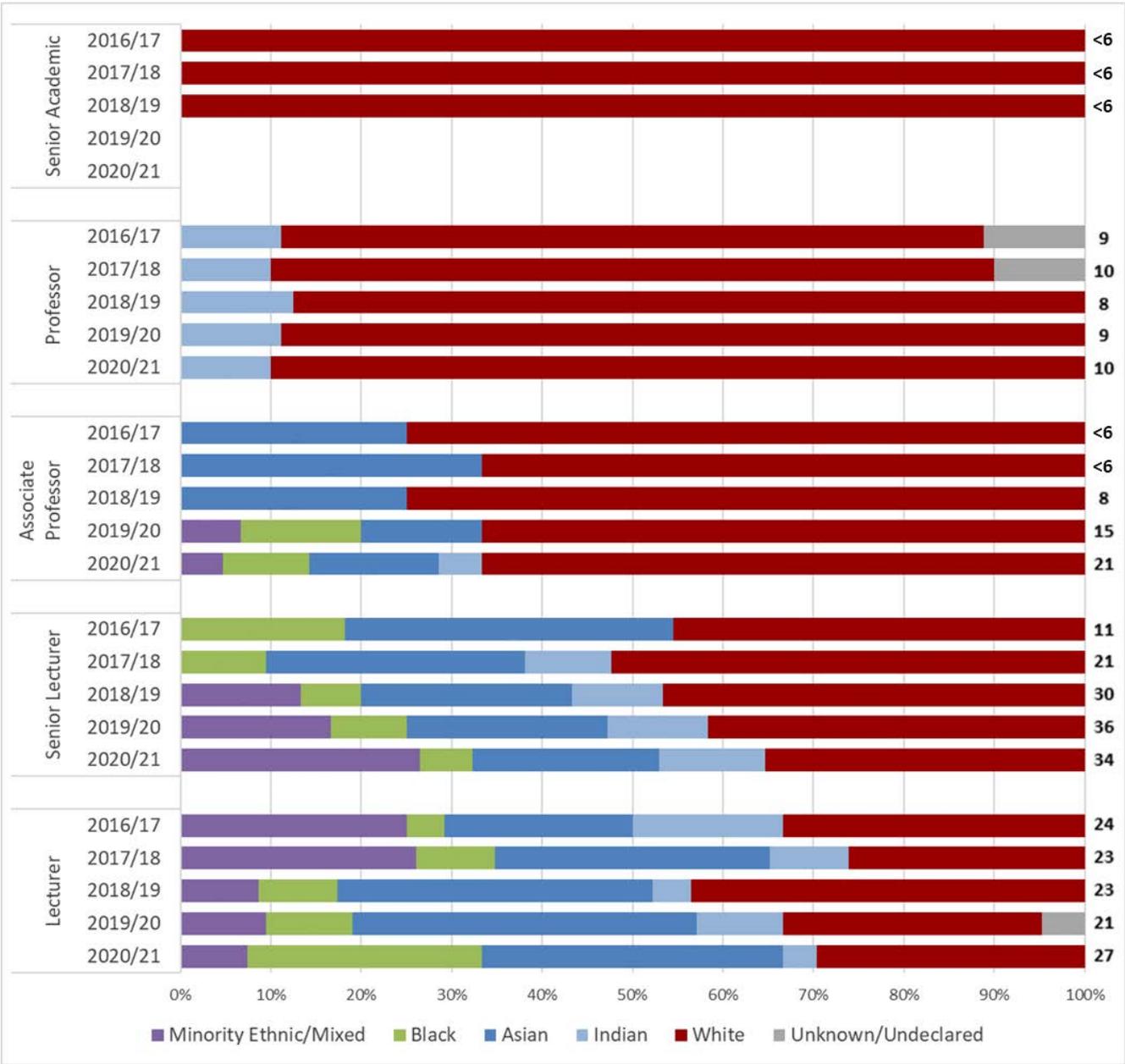
CEM Academic staff by grade and ethnic group



CEM UK academic staff by grade and ethnic group



CEM non-UK academic staff by grade and ethnic group



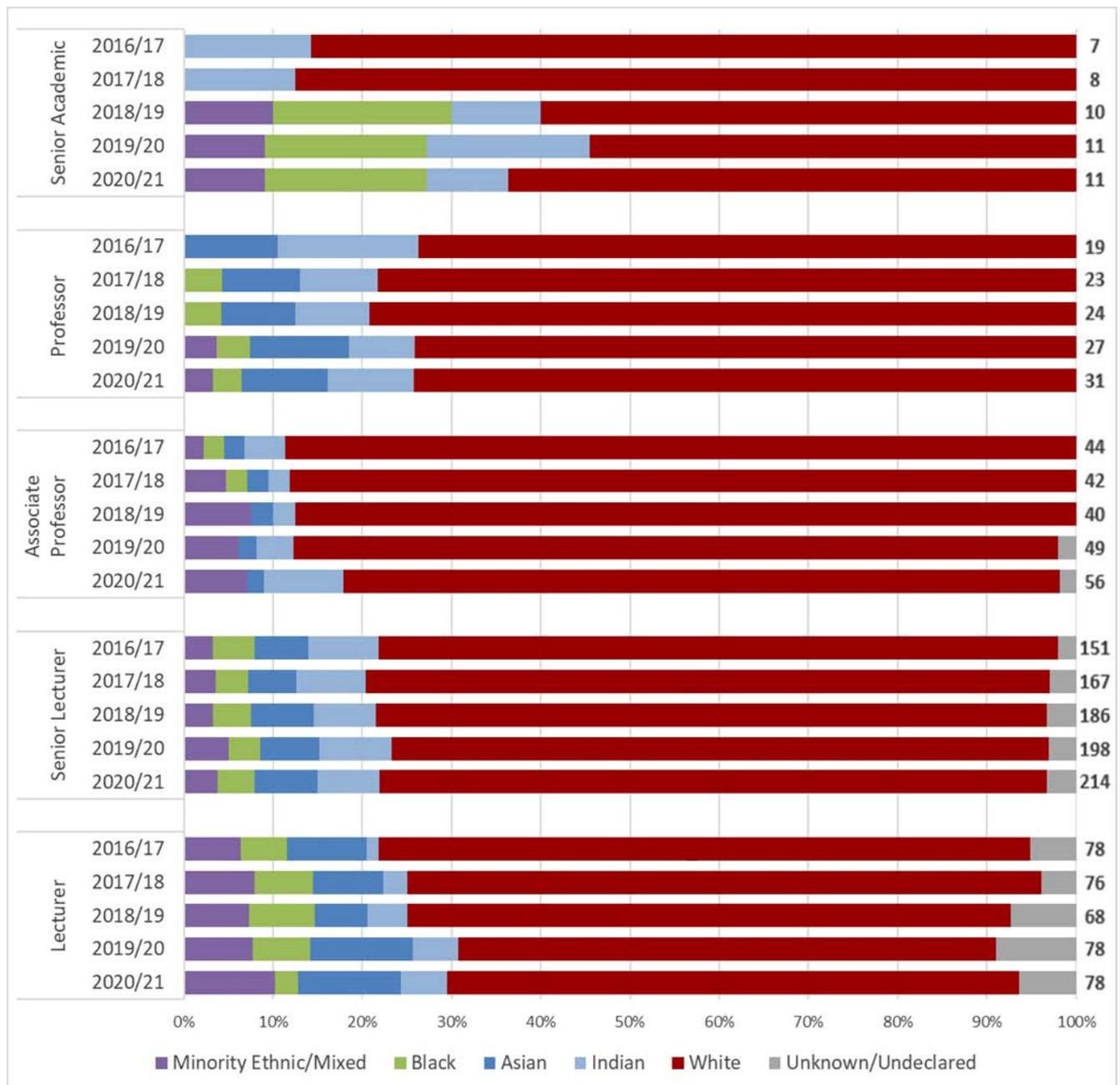
HLS

- Increase of Black, Asian and ethnically minoritised representation at L, AP and senior academic level.
- From 18/19 onwards there are no Black AP's - needs to be reviewed in light of there being Black staff in the L and SL pipelines over the 5-year timeline.
- 26%, Black, Asian and ethnically minoritised representation at Professor level -slightly higher than the overall Black, Asian and ethnically minoritised academic population (24%).

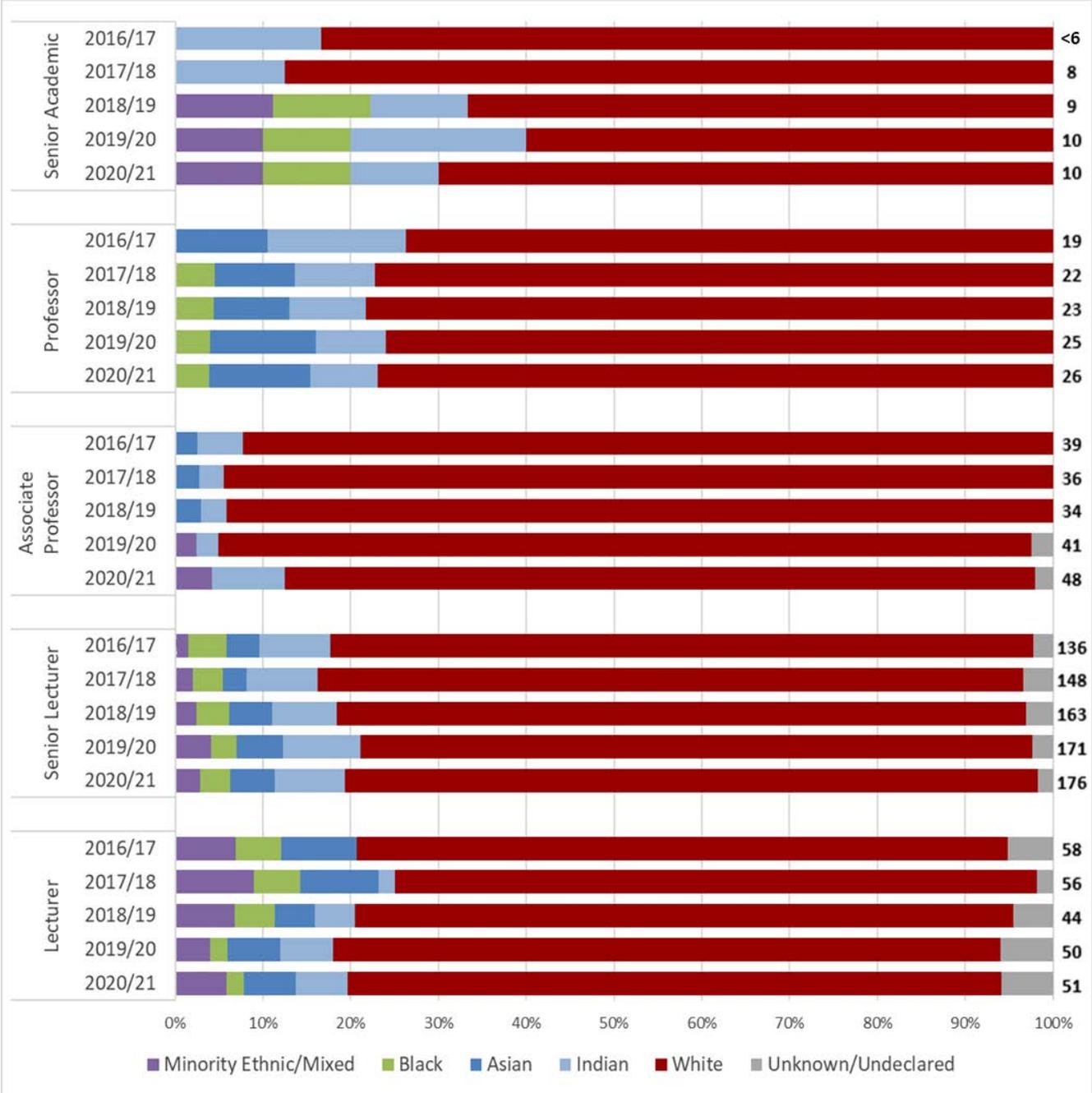
Action 4.a.3 (PTR). Analyse starting pay for L/SL, investigate leaver and length of service data to ascertain why numbers of Black, Asian and ethnically minoritised SLs are not increasing.

Action 5.d.2 (PTR) set out in that section is also highly relevant to understand and correct the lack of Black AP staff: (Action 5.d.2 (PTR): Undertake a review of all AP and Professorial applications from Black academics to establish 1) any potential bias / inequitable outcomes 2) themes which may be addressed through either development or by making changes to the process.)

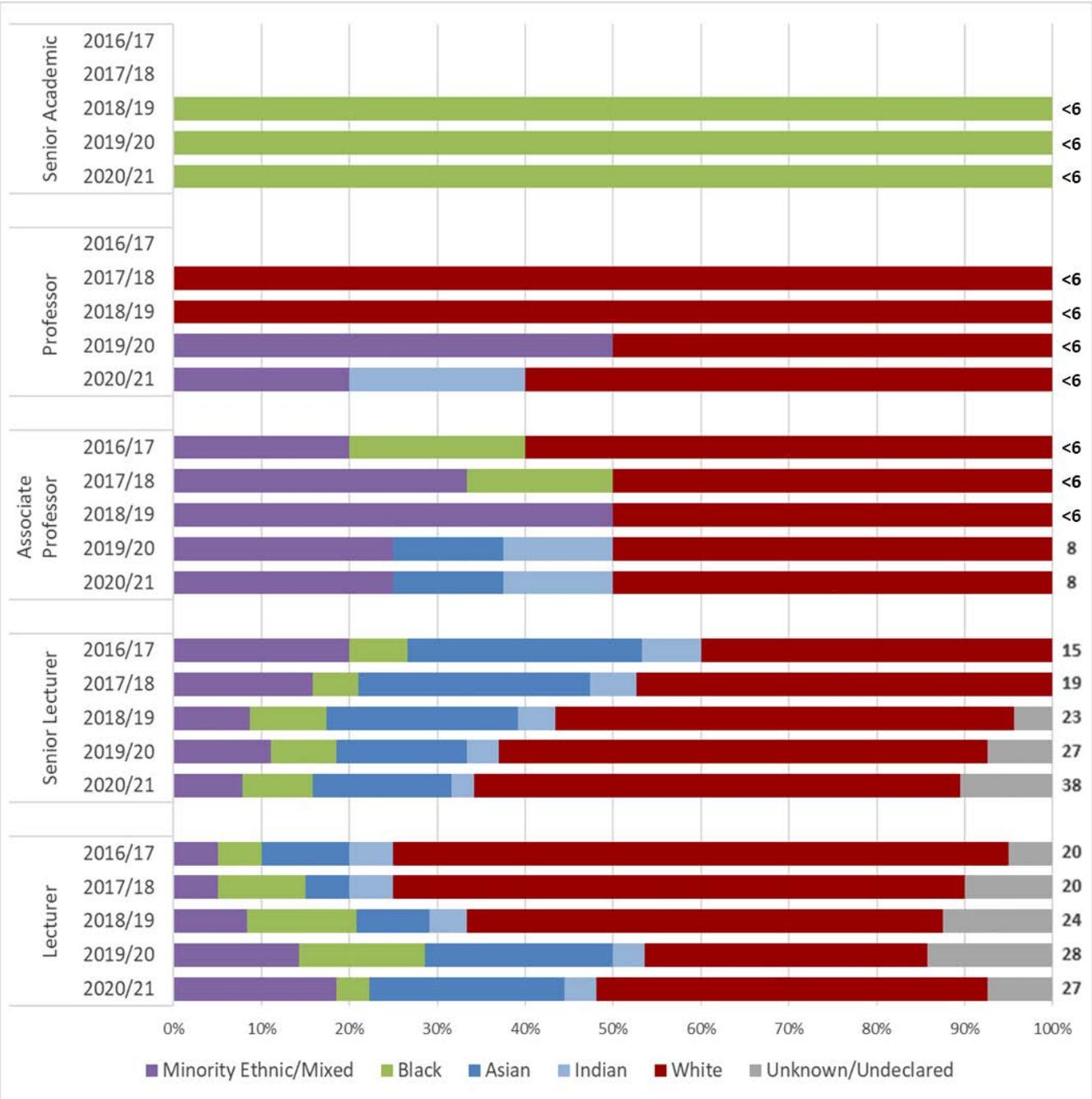
HLS academic staff by grade and ethnic group



HLS UK academic staff by grade and ethnic group



HLS non-UK academic staff by grade and ethnic group

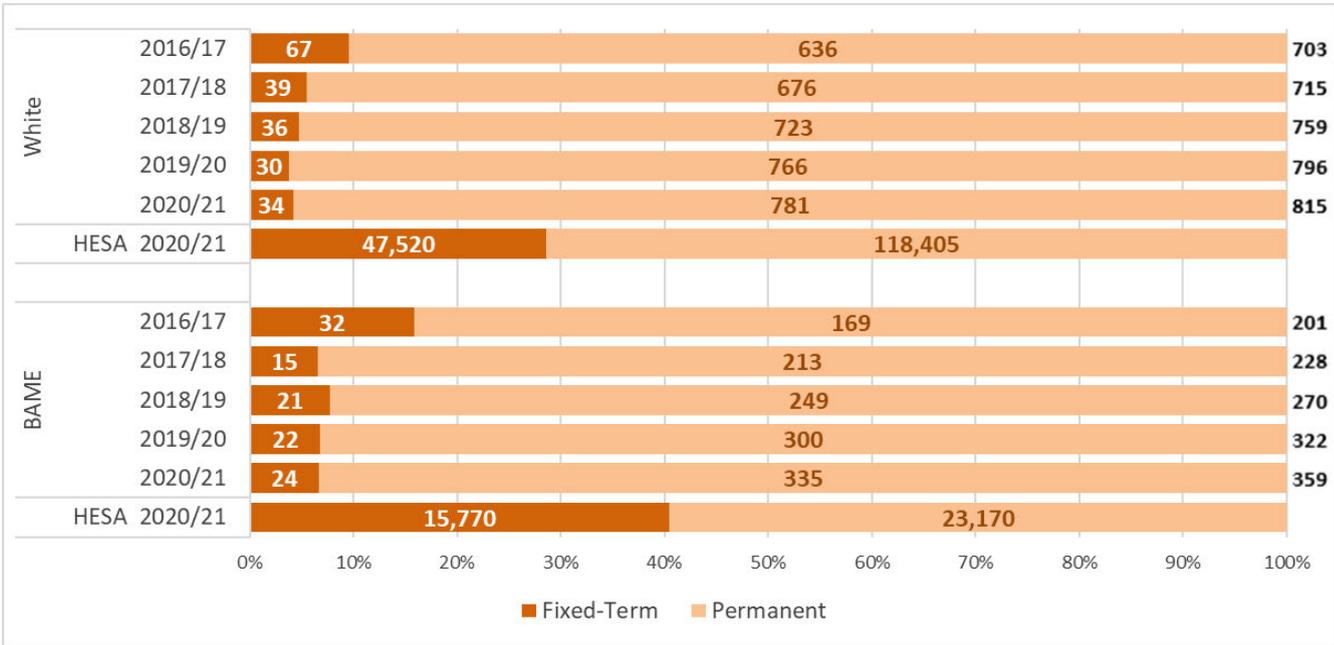


Contract Type

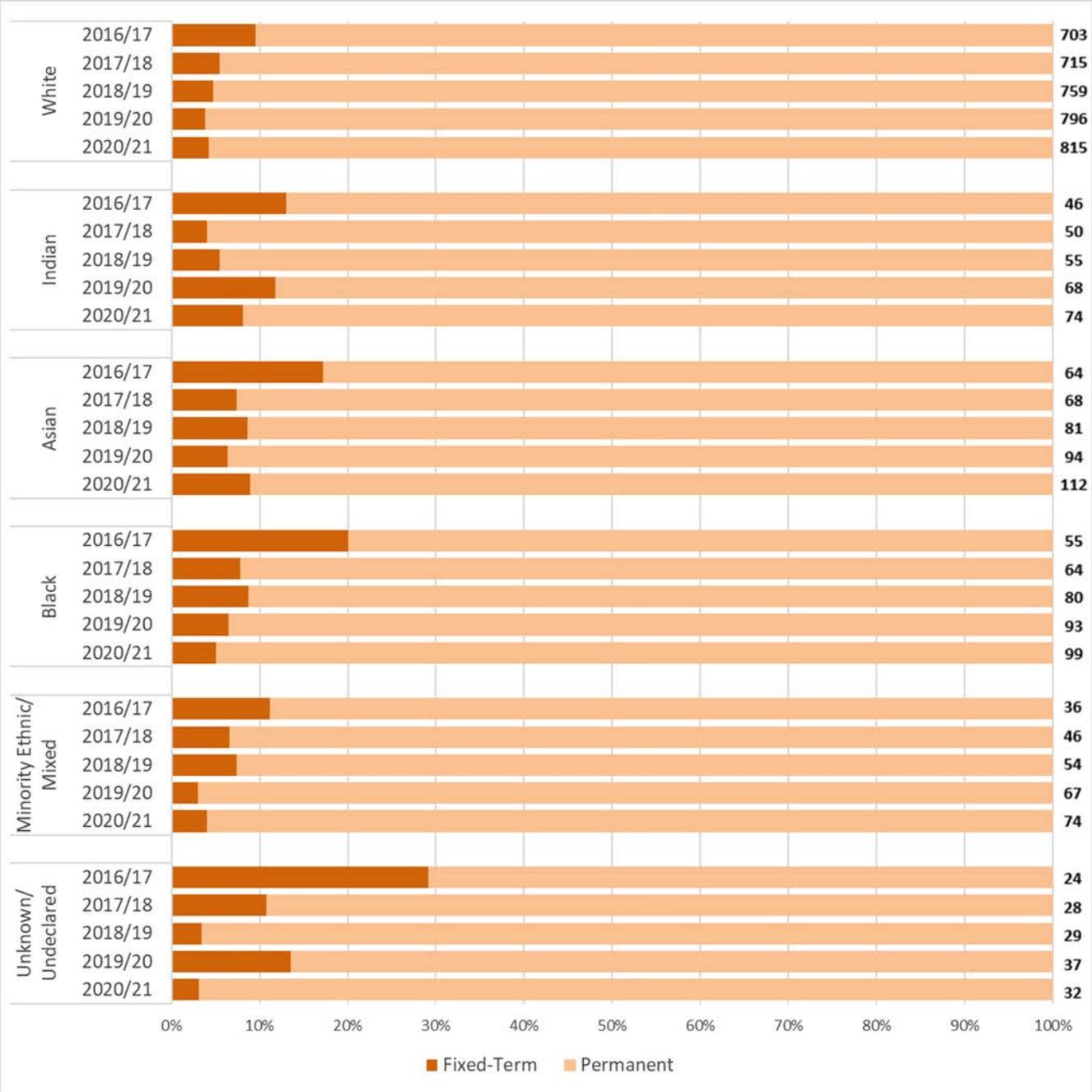
DMU policy use fixed-term posts when necessary, e.g. roles linked to time bound project-based research funding, or covering maternity. In 2020 a review converted fixed-term posts that fell outside of this definition into open ended roles. DMU has significantly fewer percentage staff on fixed-term contracts than the sector. Proportionally more Black, Asian and ethnically minoritised staff (7%) are on these contracts compared to white staff (4%). For academic staff this is due to the link to time bound research funded activity. For example, CEM is one of the most research active faculties and its disciplines also have a propensity to attract Black, Asian and ethnically minoritised staff to work in research areas utilising such contracts.

Given the small numbers and DMU’s approach to use fixed-term contracts only when necessary, the SAT determined to not set any actions in this area.

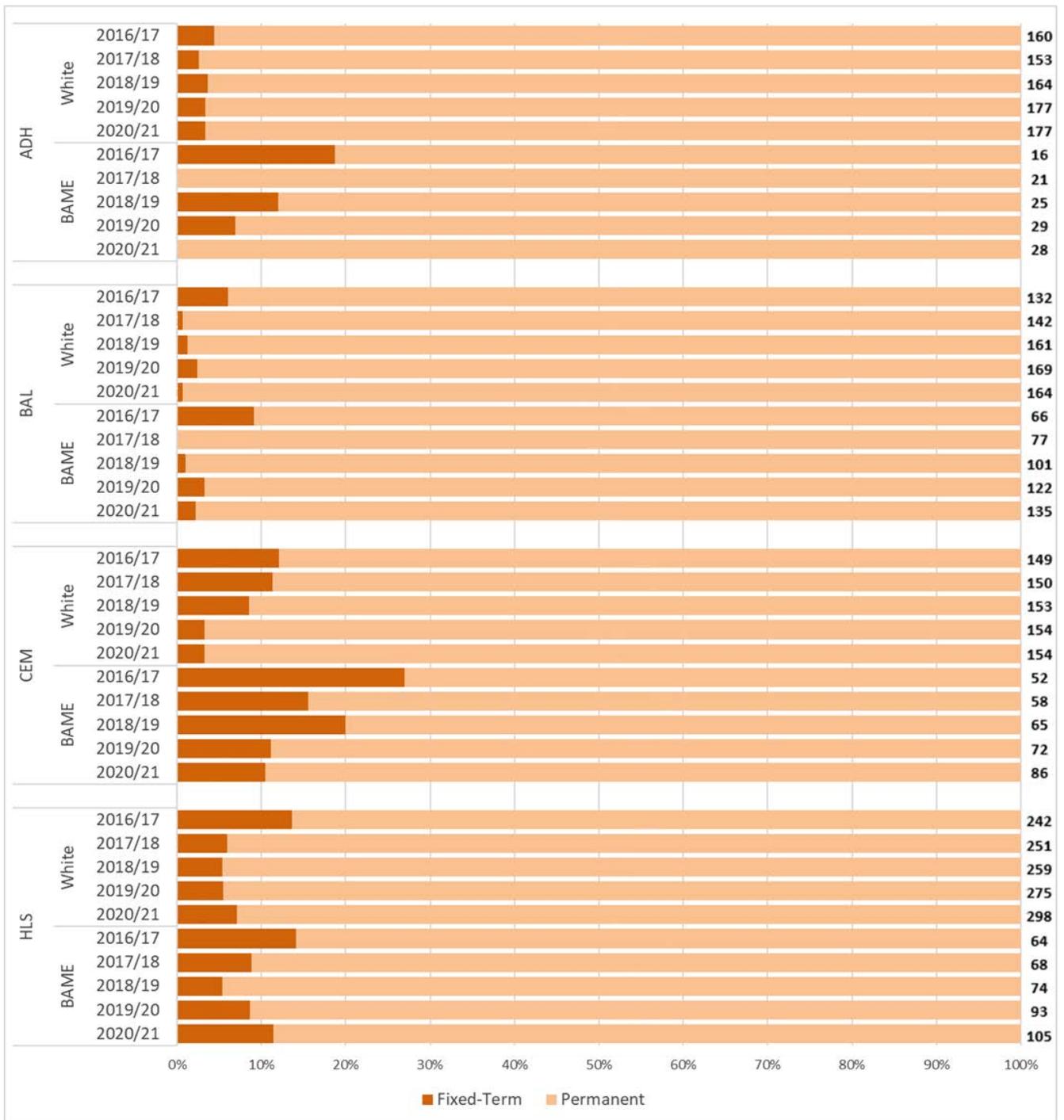
Fixed-term and open-ended academic staff by ethnic group benchmarked against HESA 2020/21 data



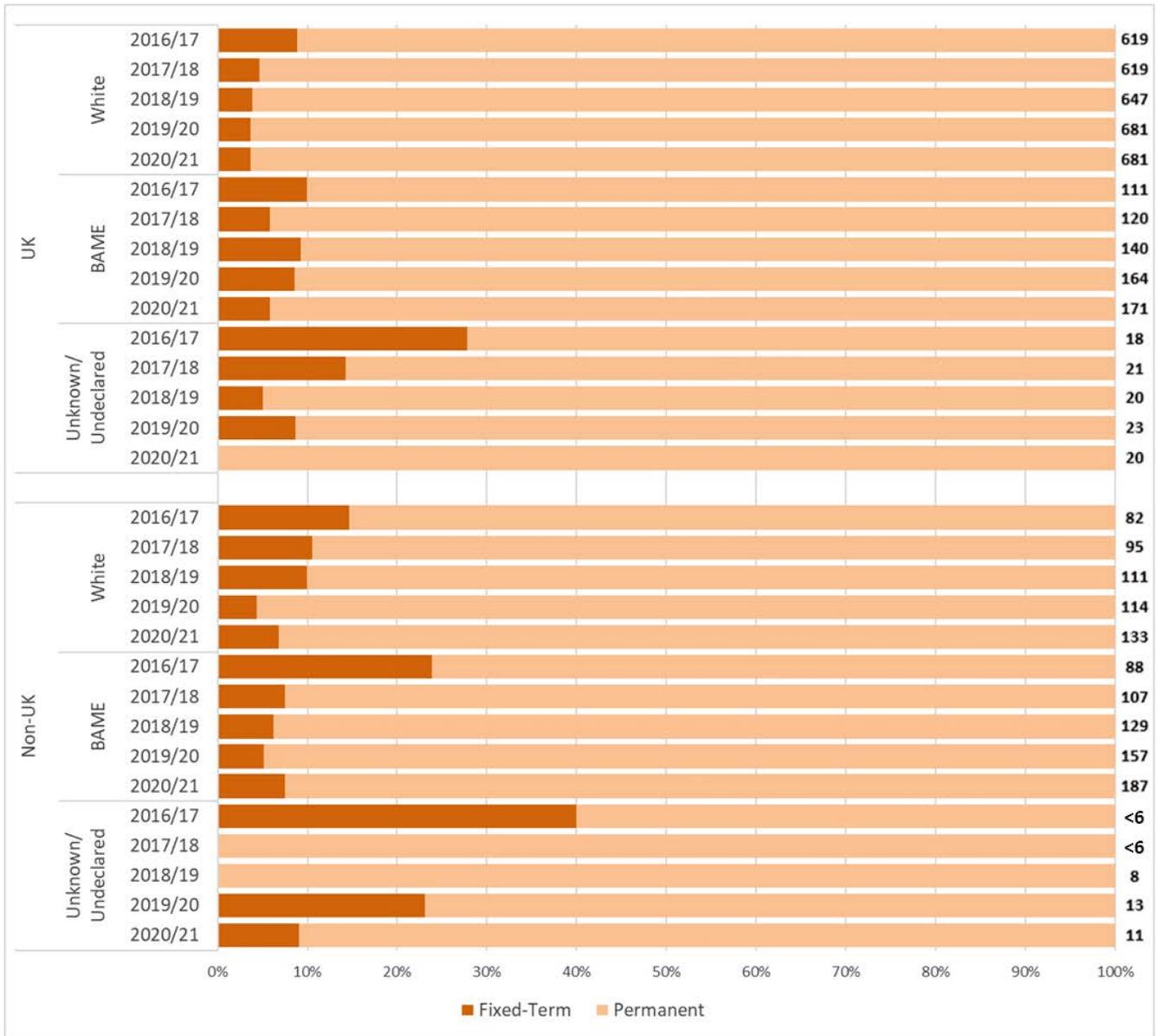
Fixed-term and open-ended academic staff by ethnic group



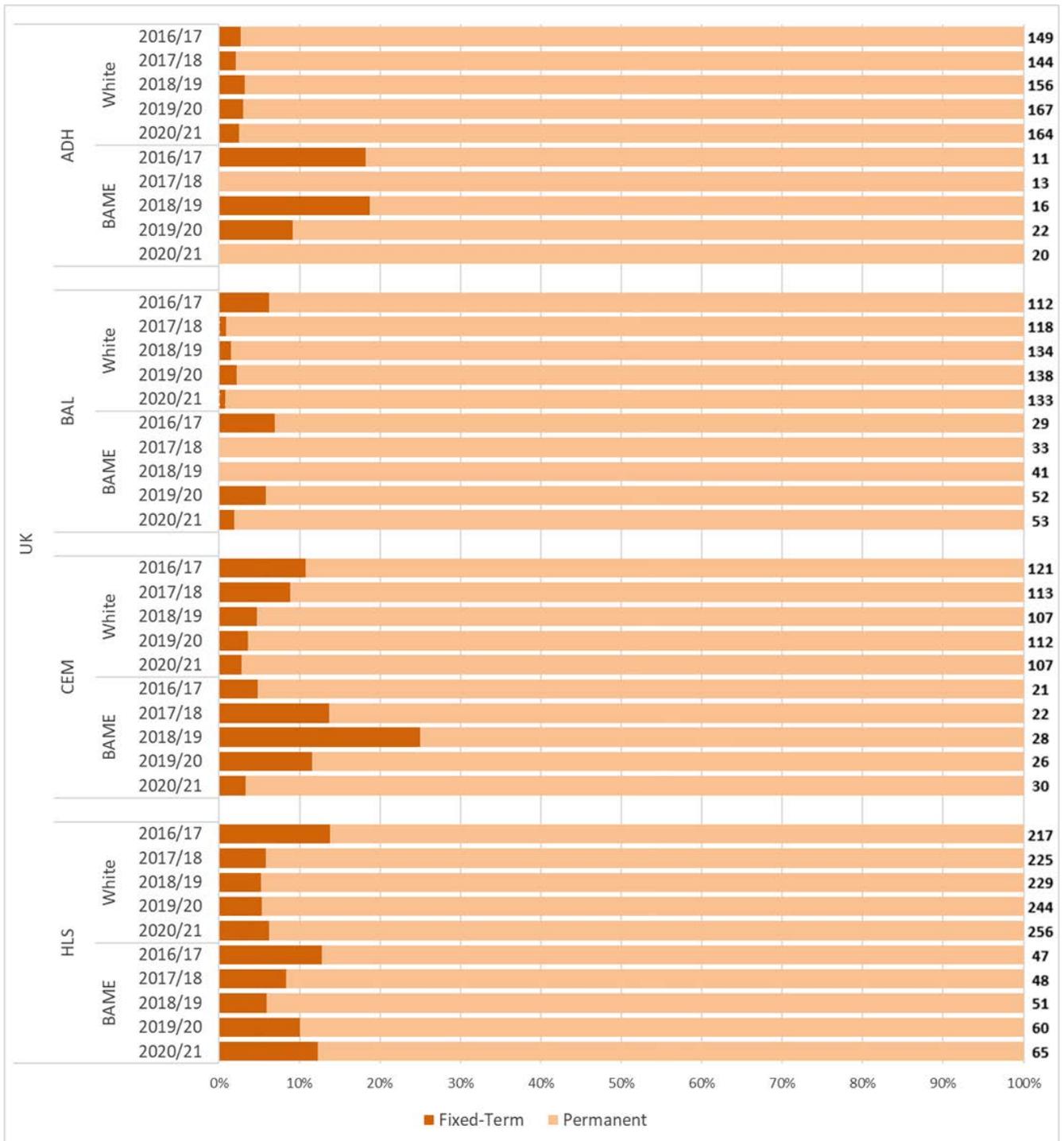
Fixed-term and open-ended academic staff by faculty and ethnic group



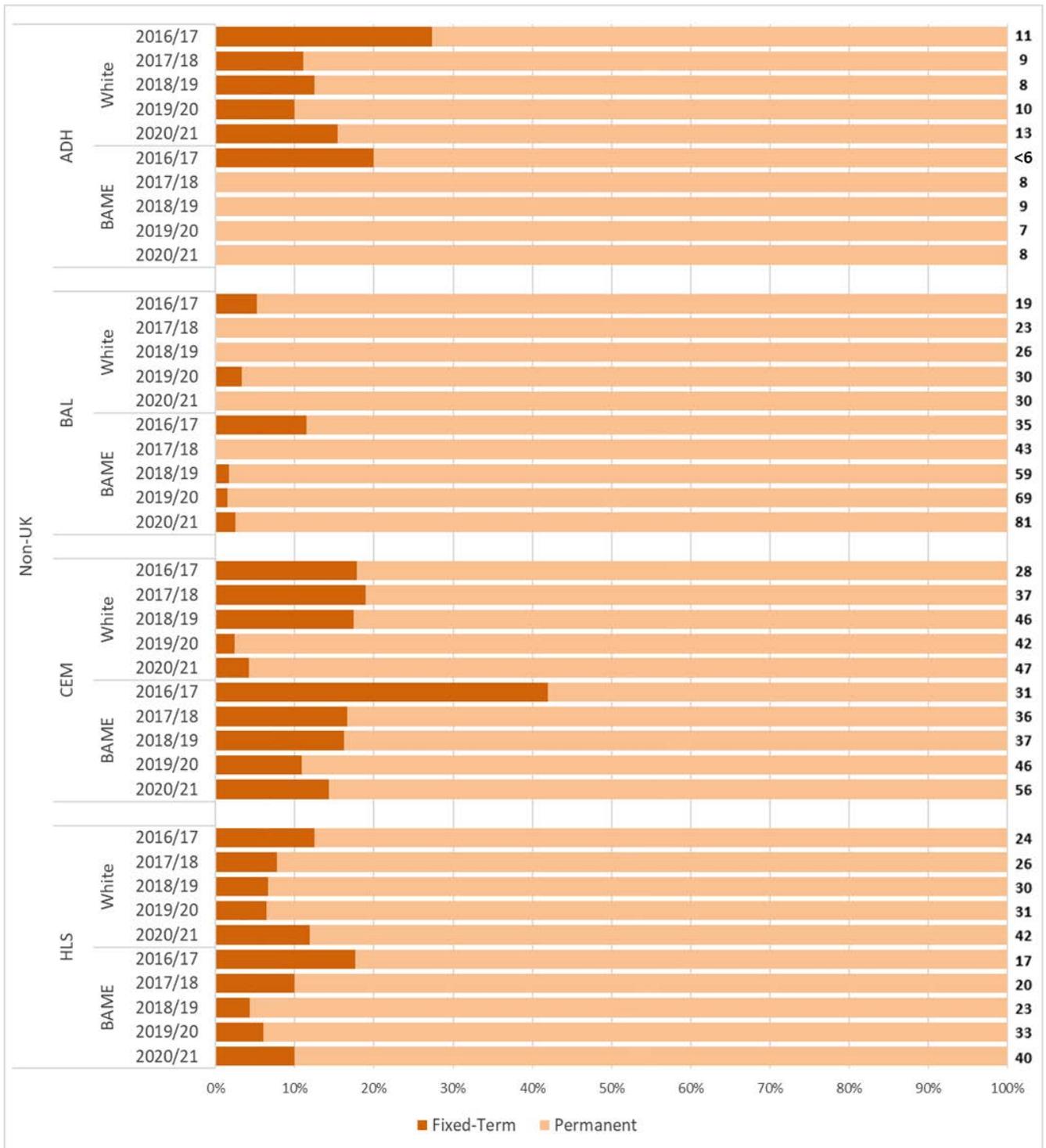
Fixed-term and open-ended academic staff by nationality and ethnic group



Fixed-term and open-ended UK academic staff by faculty and ethnic group



Fixed-term and open-ended non-UK academic staff by faculty and ethnic group

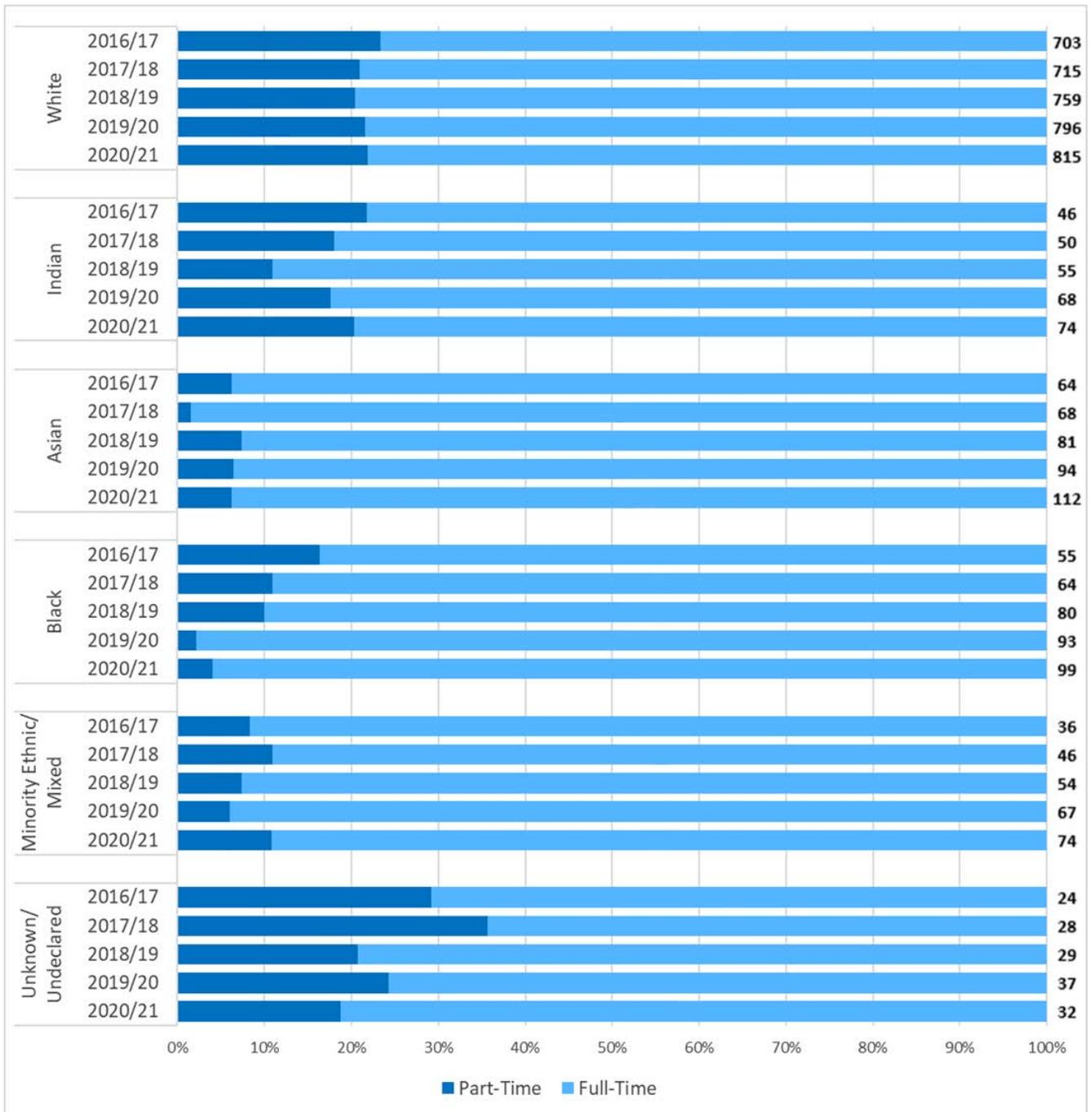


Contract Mode

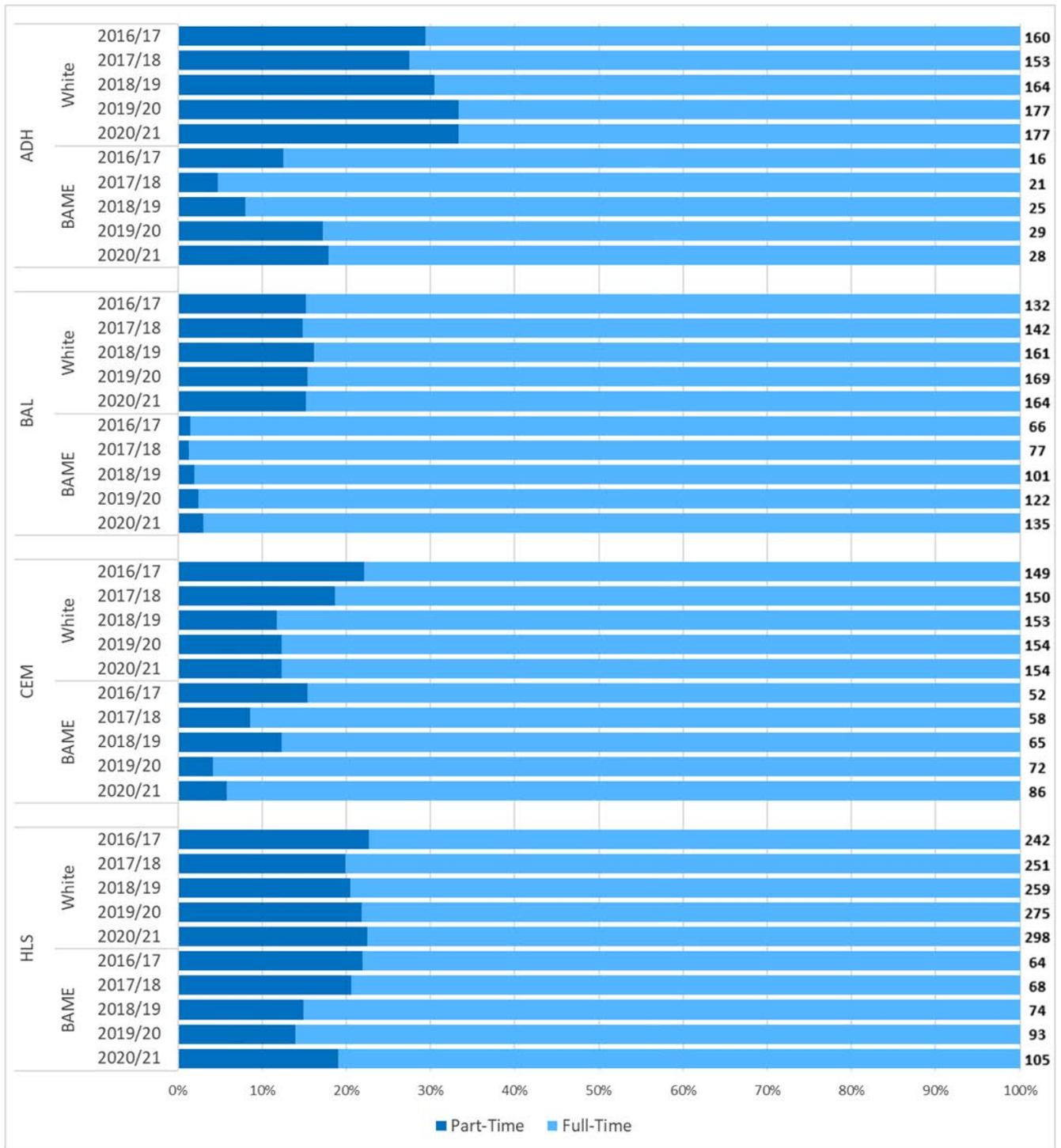
- Proportionally more Black, Asian and ethnically minoritised staff work full time.
- Feedback from CFG show reasons are - affordability, perceptions of acceptability of part-time working and culture.
- Significant variation between faculties - 2020/21:
 - BAL - 4% UK Black, Asian and ethnically minoritised staff worked part-time compared to 15% of white.
 - ADH - 18% of Black, Asian and ethnically minoritised staff were part-time compared to 33% of white.
- Proportionally far fewer non-UK Black, Asian and ethnically minoritised staff work part time.

Supporting flexible working is important to DMU therefore, we will ensure that: Action 4.a.4 (PTR) Flexible working options will be promoted in all job adverts and promotion opportunities. We will increase the visibility of role models from different backgrounds working part-time.

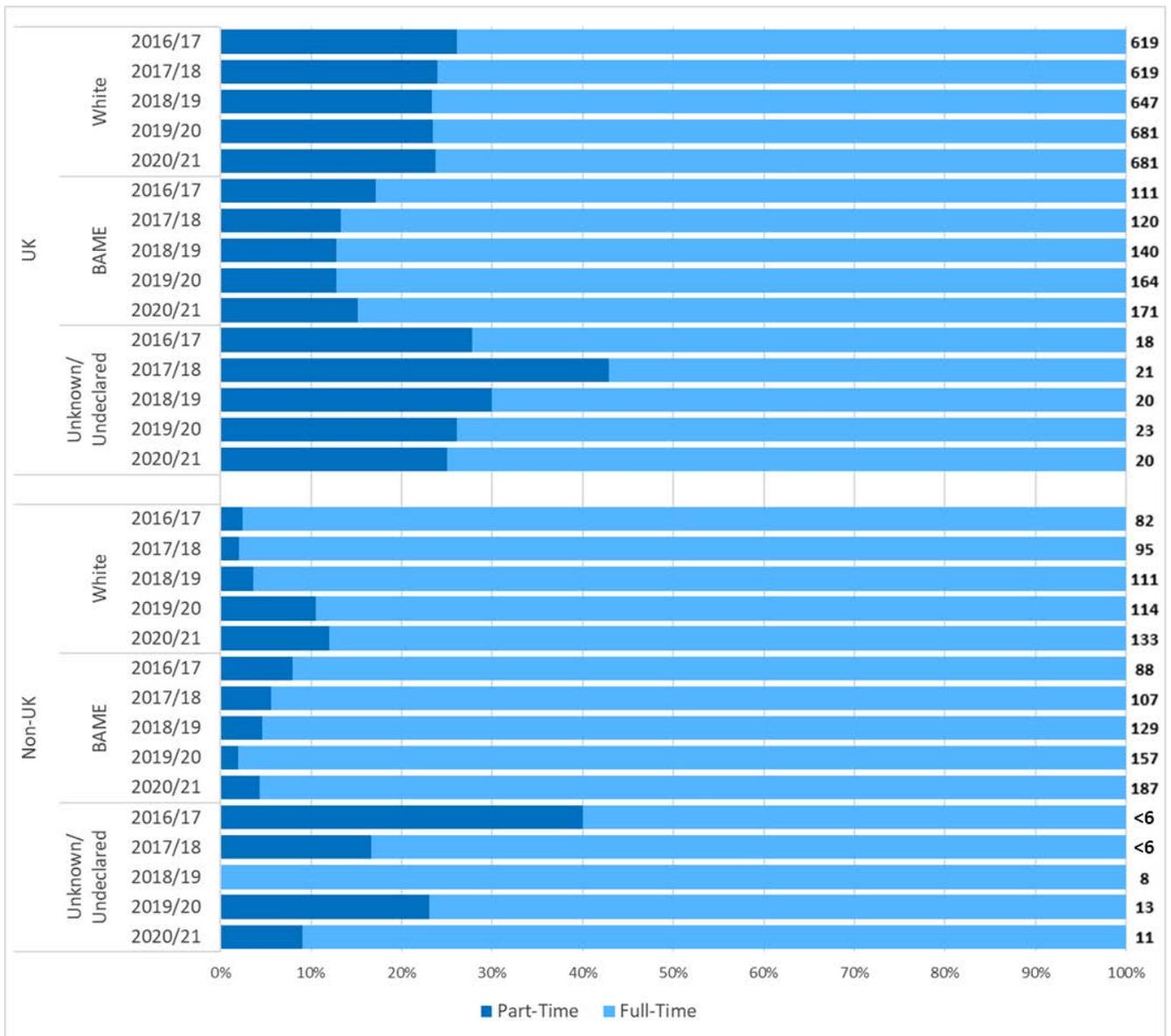
Full-time and part-time academic staff by ethnic group



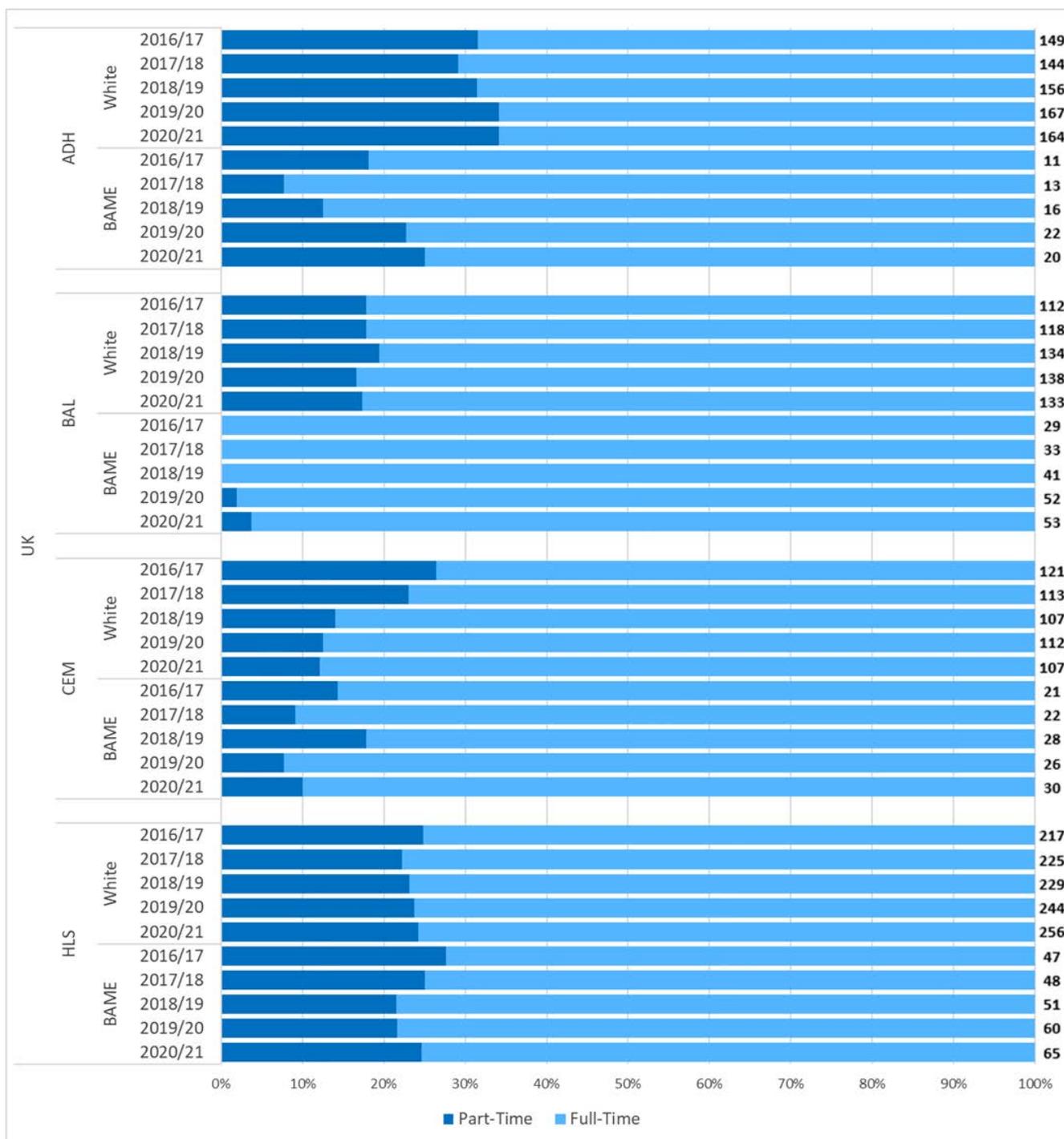
Full-time and part-time academic staff by faculty and ethnic group



Full-time and part-time academic staff by nationality and ethnic group



Full-time and part-time UK academic staff by faculty and ethnic group



Full-time and part-time non-UK academic staff by faculty and ethnic group



Academic Staff Turnover

- Turnover rates are similar when data is aggregated over the 5 years between Black, Asian and ethnically minoritised staff and white staff.

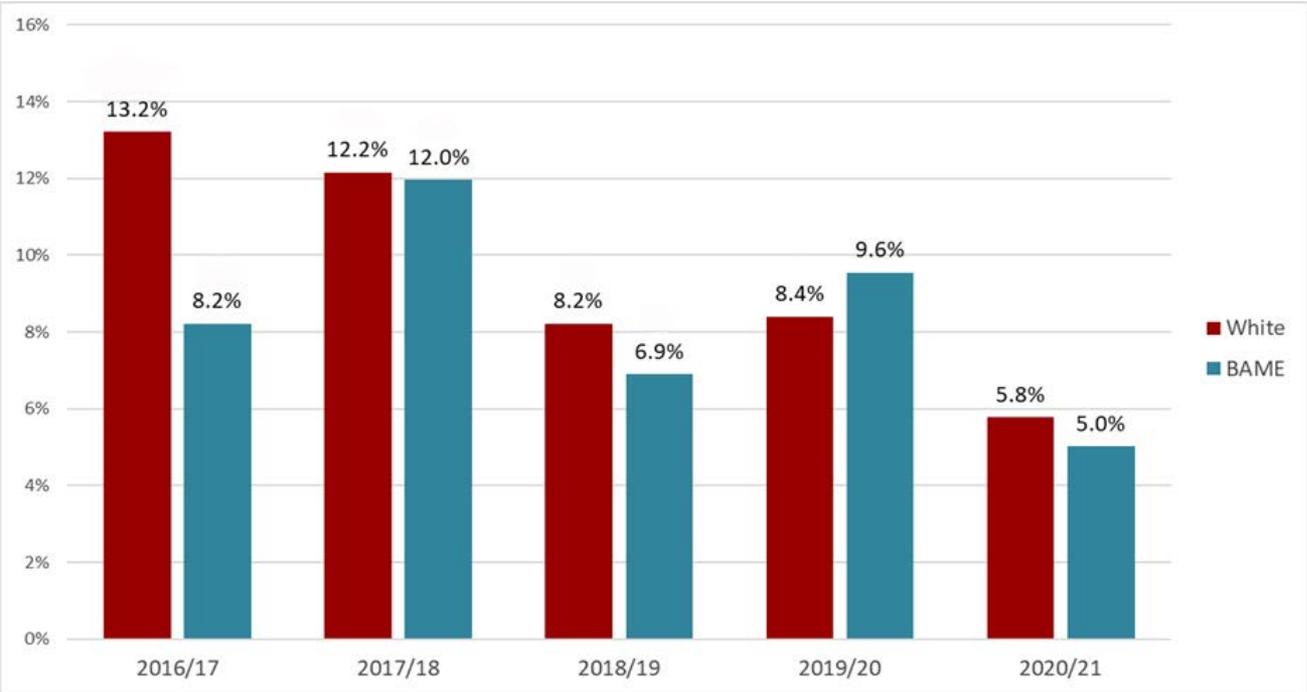
Ethnic groups	Leaver rate 2016/17 – 2020/21 %
White	9.5%
Indian	8.2%
Asian	8.5%
Black	8.4%
Minority Ethnic/Mixed	7.0%
Unknown/Undeclared	13.3%

- When disaggregating data by faculty, variations exist, but there are no consistent patterns, and small numbers create proportionally large changes.

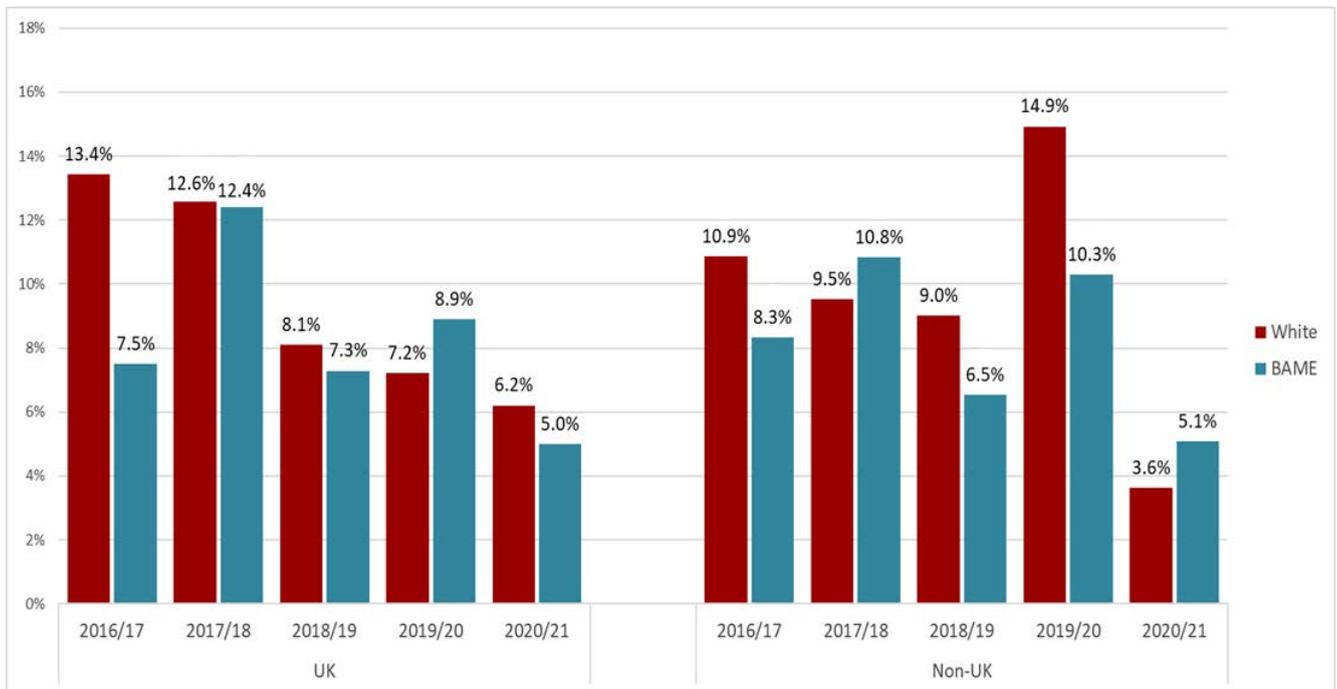
We set out in our previous plan that we would introduce leaver surveys to understand why staff leave. Surveys have been introduced, are voluntary and are managed within HR. To date a comprehensive review has not been undertaken and a system for regular review needs to be introduced.

Action 4.a5 (PTR) We will develop and implement a system to log and review the content of leavers surveys and identify and differential reasons for leaving by ethnicity and gender.

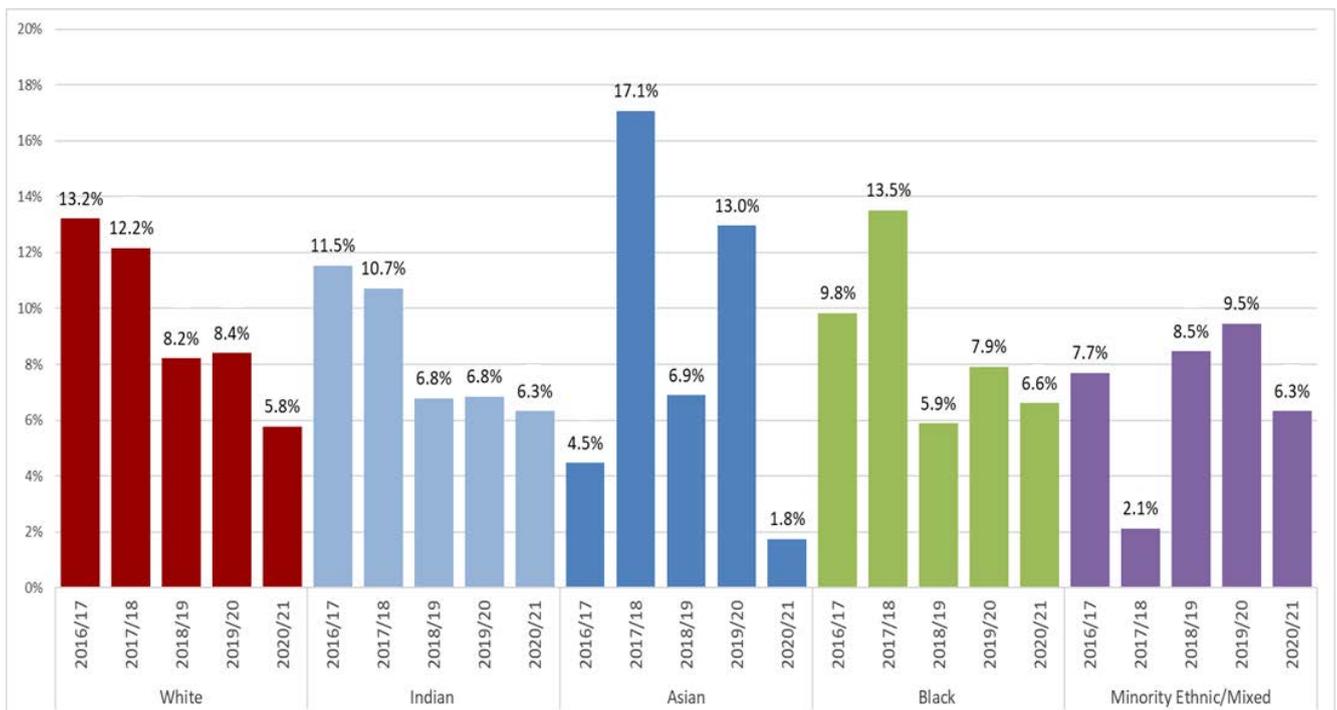
Academic staff turnover rates by ethnic group



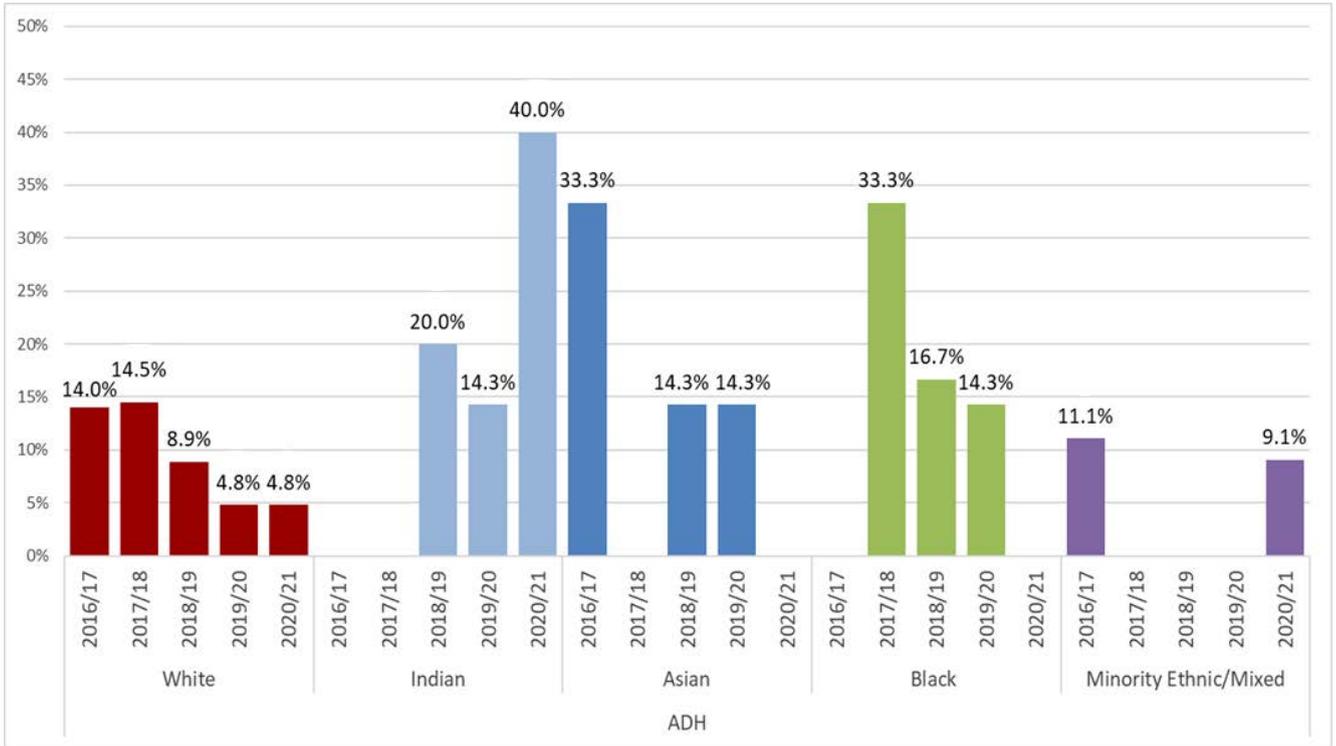
Academic staff turnover rates by nationality and ethnic group (as a proportion of respective populations) as a proportion of respective populations)



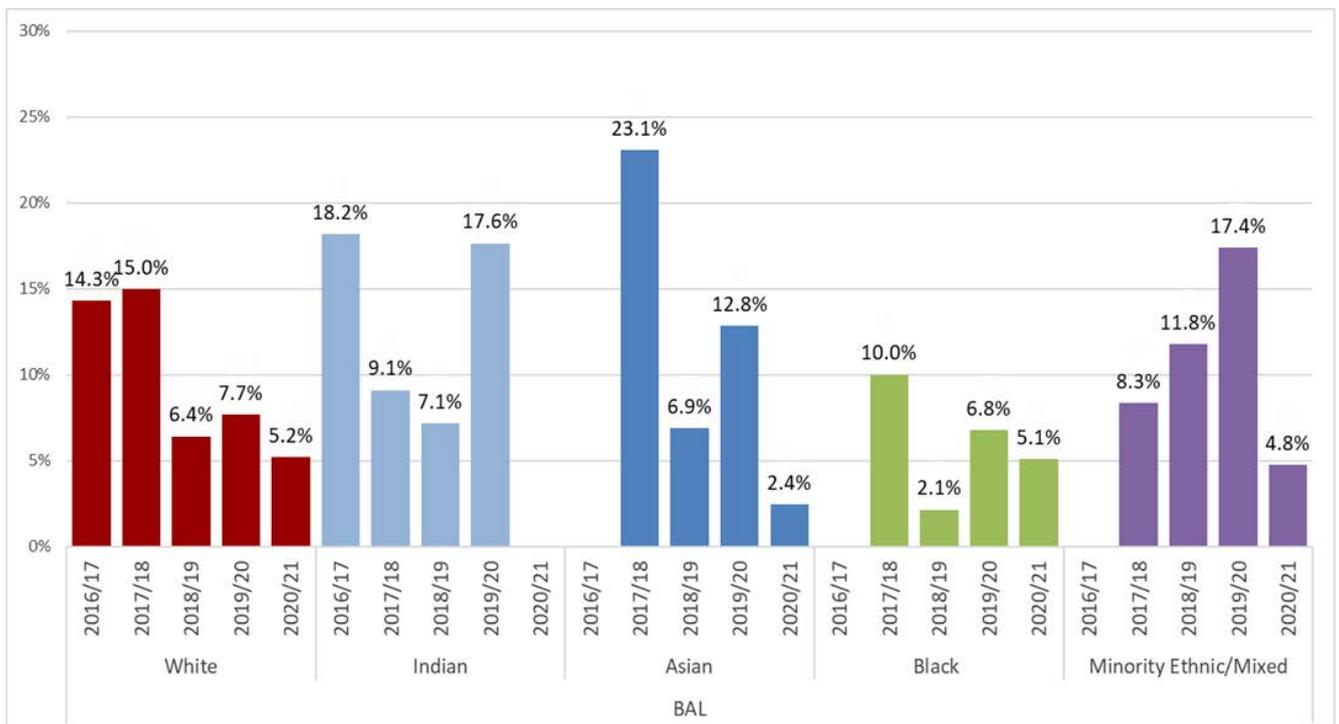
Academic staff turnover rates by ethnic group



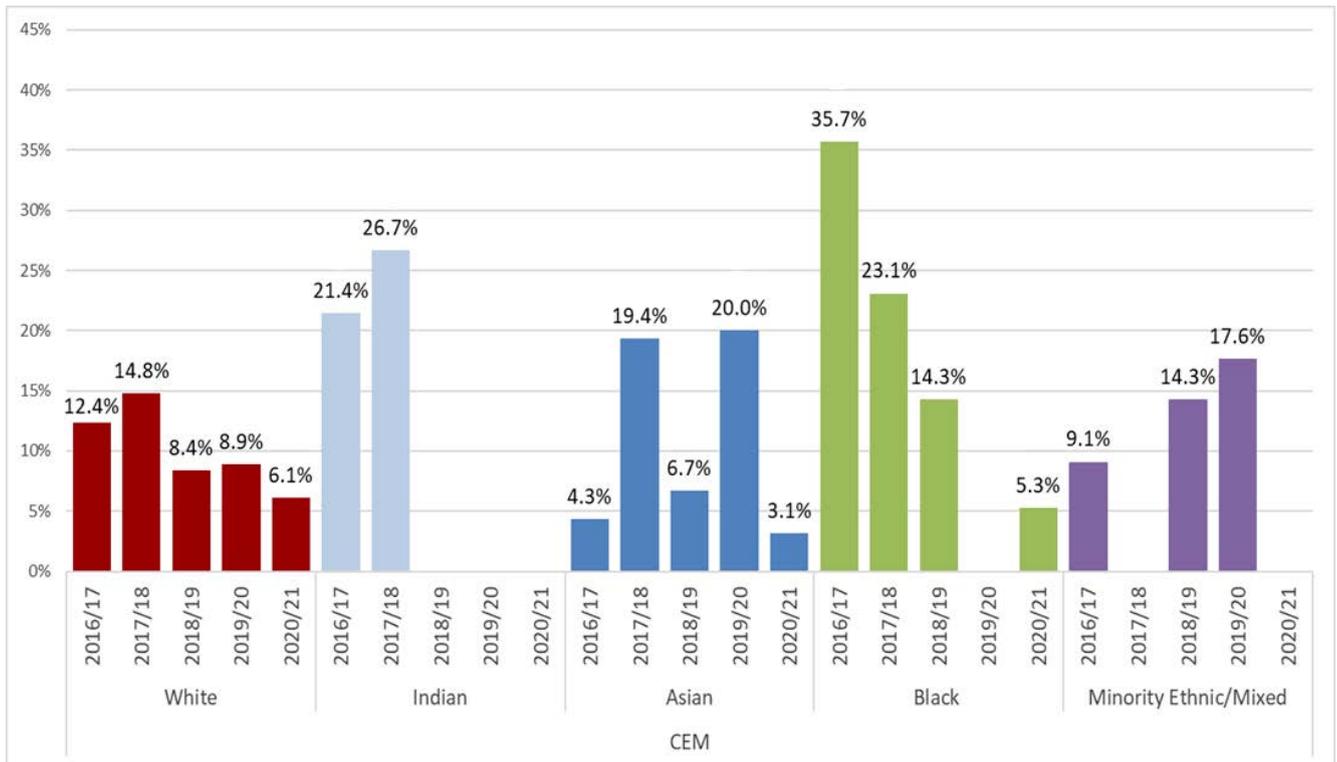
ADH academic staff turnover rates by ethnic group



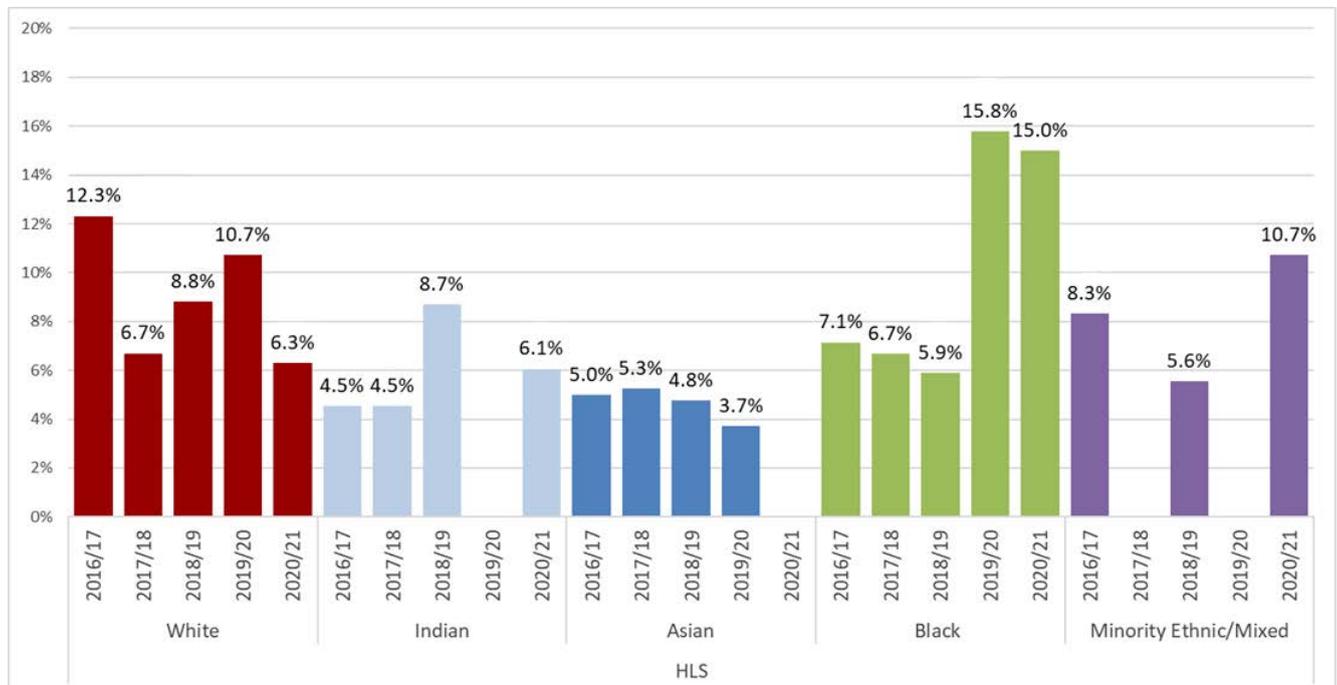
BAL academic staff turnover rates by ethnic group



CEM academic staff turnover rates by ethnic group



HLS academic staff turnover rates by ethnic group



4b Professional and support staff

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

- the institution as a whole
- each central department (and where relevant, each academic faculty)
- each professional and support staff grade (where numbers are small, cluster relevant grades together)
- contract type (permanent/open-ended or fixed-term)
- full time/part-time contracts
- staff turnover rates
- **Silver level:** It is likely that institutions will have additionally considered role and occupational segregation.
- **Silver level:** It is anticipated that the institution will have undertaken further detailed analysis, considering the intersectionality of ethnicity with other protected characteristics.

Please comment specifically on how the institution benchmarks the ethnic composition of its professional and support staff in the short and longer term, and what it is hoping to achieve.

Professional Services Staff Data

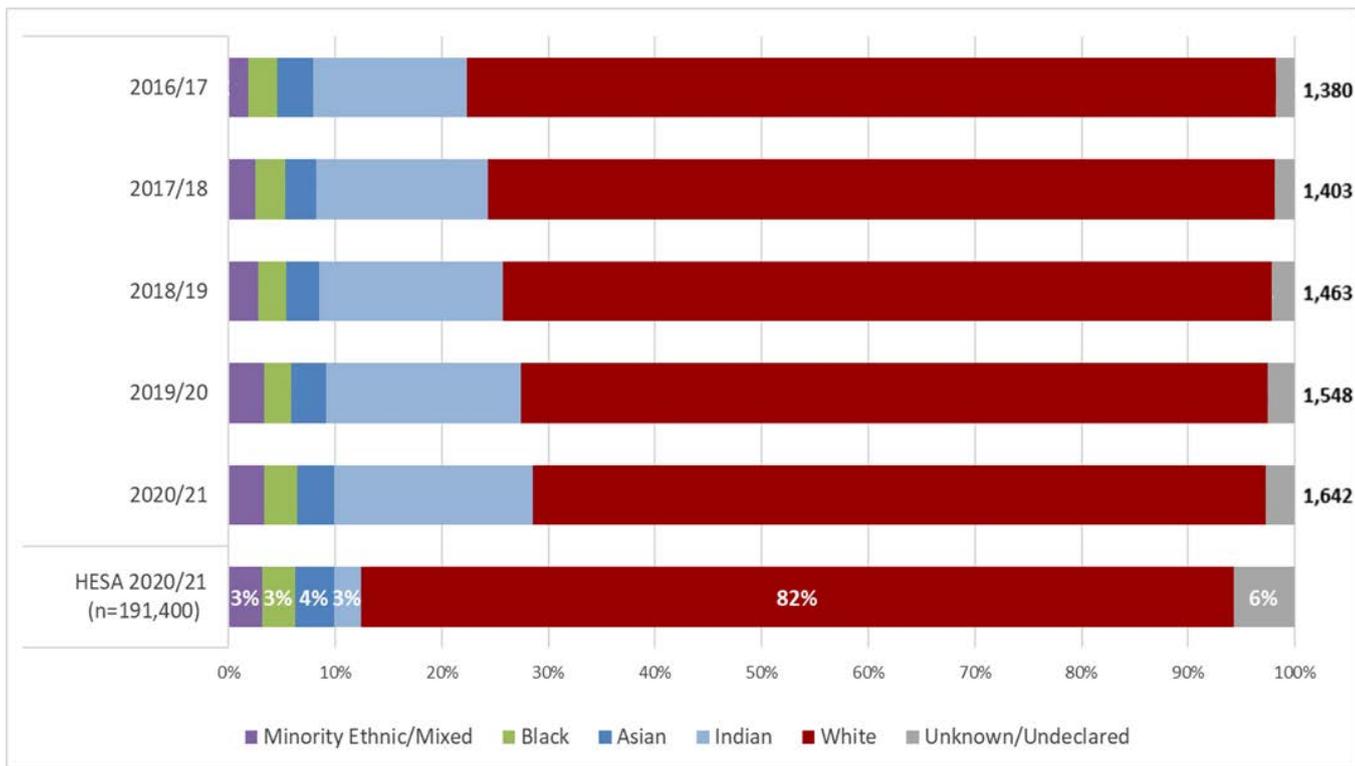
Overall:

- Proportion of Black, Asian and ethnically minoritised professional services staff has increased by 6% over 5 years.
- Recruitment interventions are the same as those outlined in the academic staff profile section.
- Increases in Black, Asian and ethnically minoritised populations in many directorates between 16/17 and 20/21, with notable increases in Finance (+13%), ITMS (+10%) and EBR (+10%). 2 had a reduction in representation: Research Services (-9%), SPS (-13%) and LLS remained static.
- There remain gaps in certain ethnicities and in particular Black staff.
- Of particular concern are student facing directorates such as LLS or professional services staff in BAL.

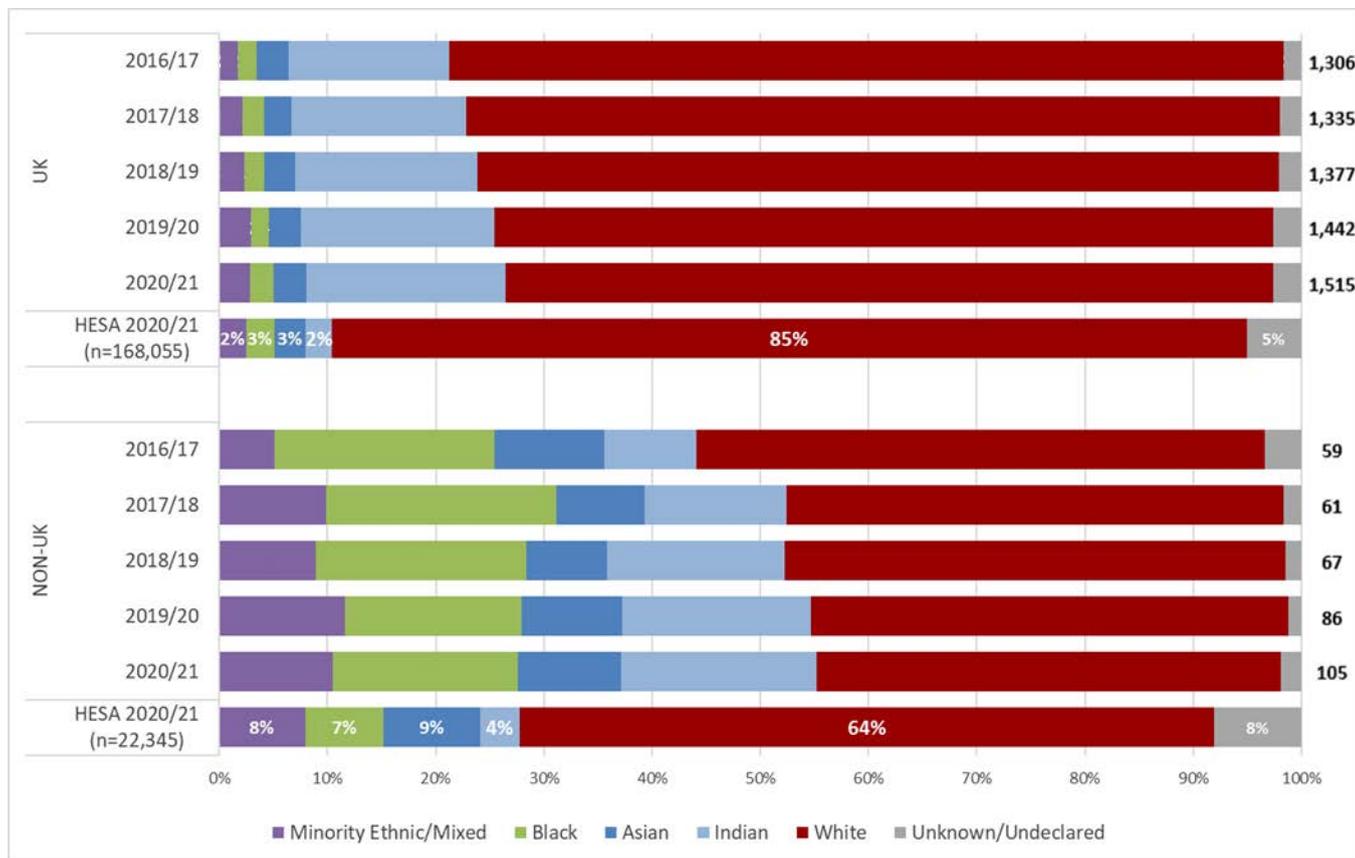
Non-UK:

- Vast majority of staff are UK domiciled.
- Splitting the data presents no overall change to the analysis provided for the aggregated data.
- Largest cohort of non-UK staff in Estates, with a stable Black, Asian and ethnically minoritised population of around 68% from 16/17 to 20/17.
- Reflects national employment trends and unfortunately reflects the national picture of higher proportions of Black staff in manual roles.

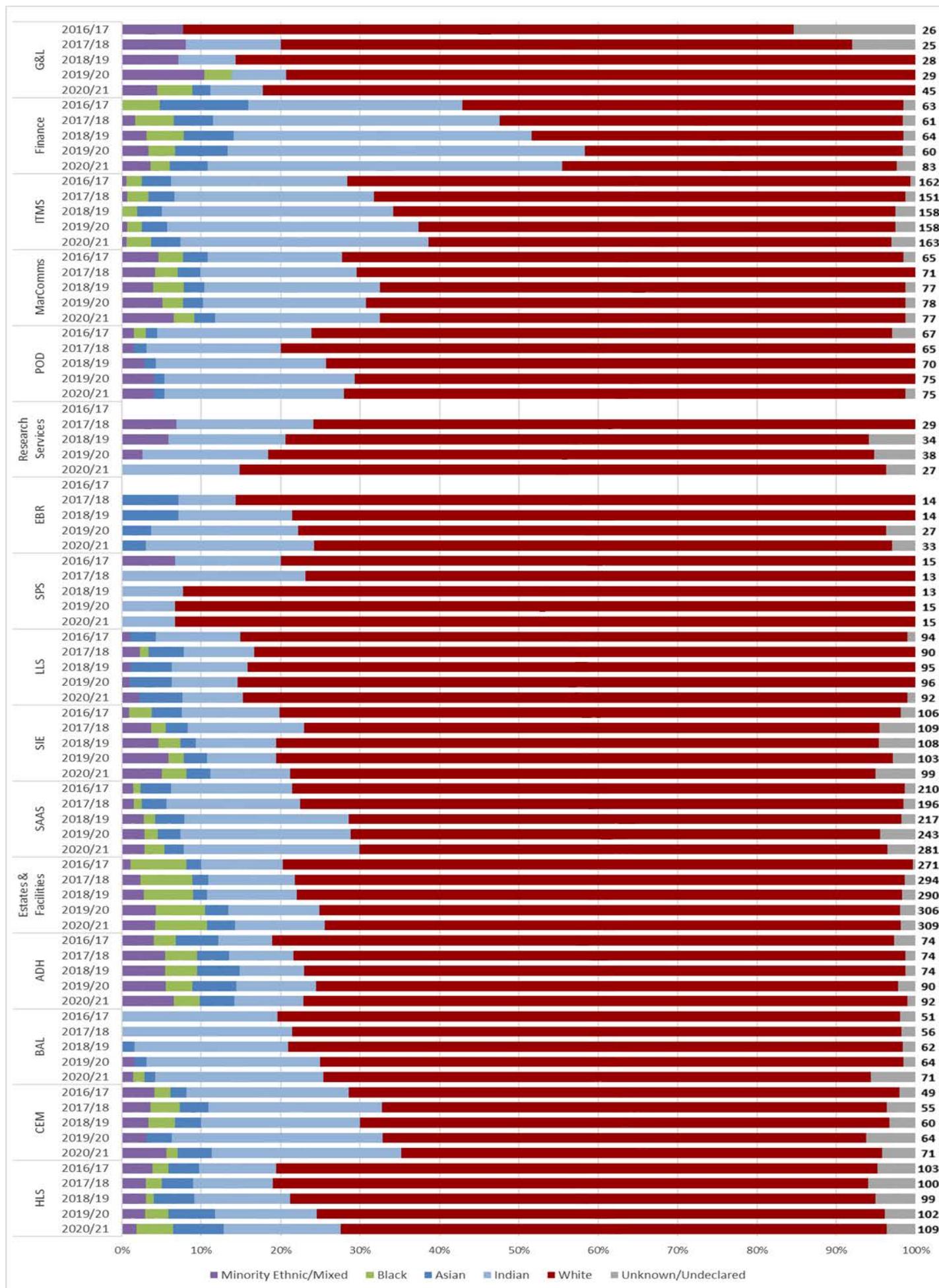
Ethnic profile of professional services staff benchmarked against 2020/21 HESA data for 'non-academic' staff



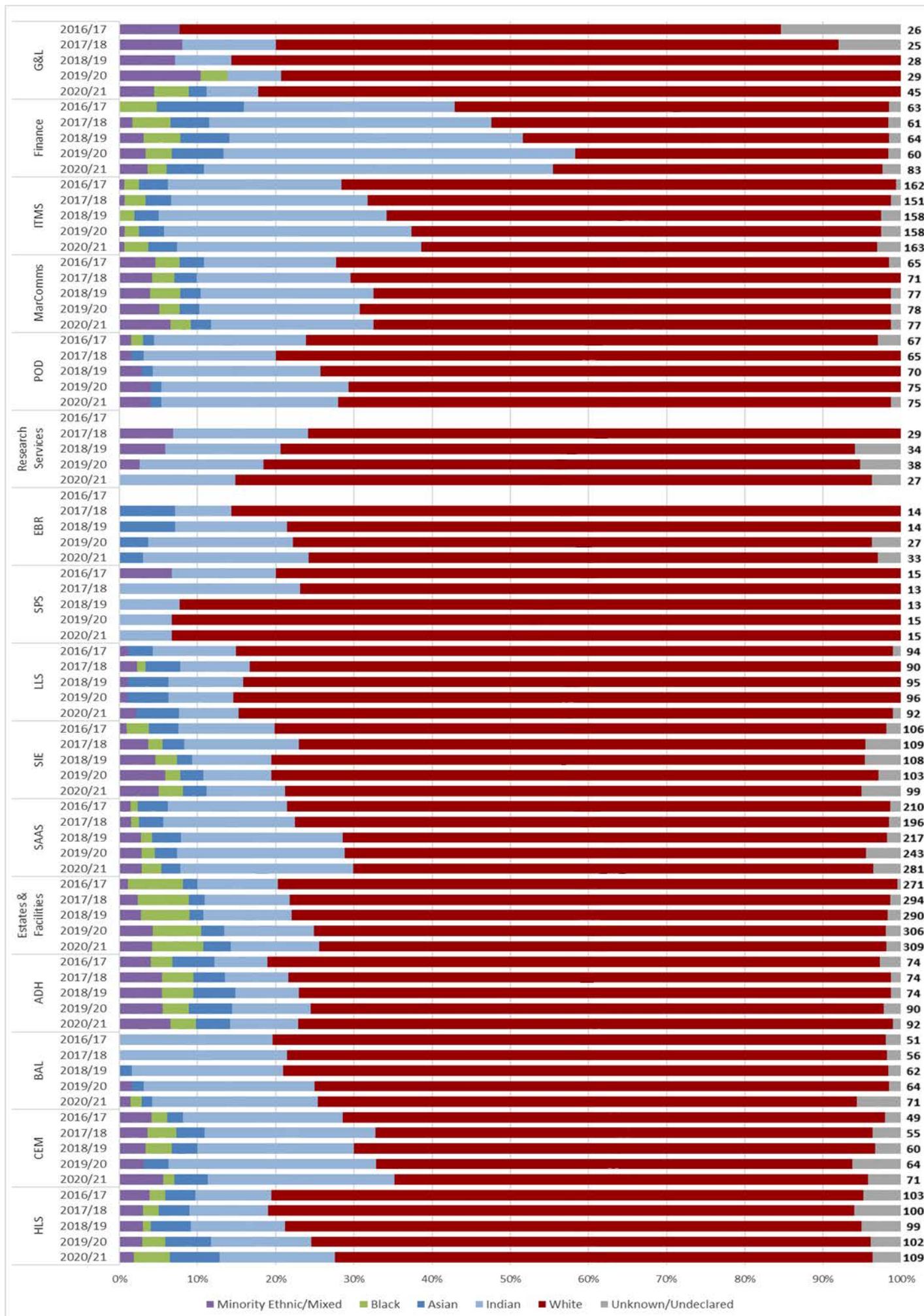
Ethnic profile of UK and non-UK professional services staff benchmarked against 2020/21 HESA data for 'non-academic staff (excluding nationality unknown)'



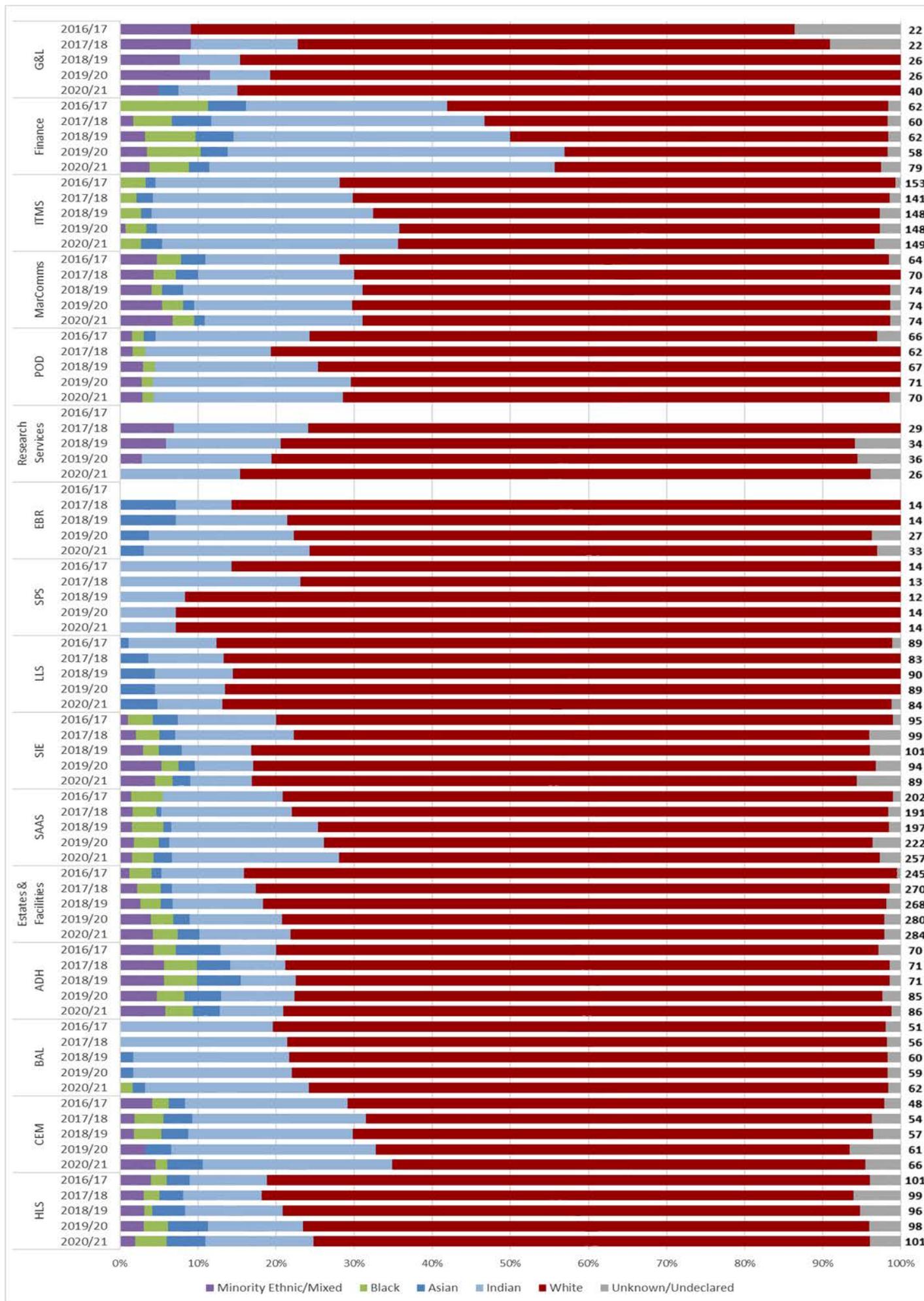
Ethnic profile of all professional services staff by directorate/faculty



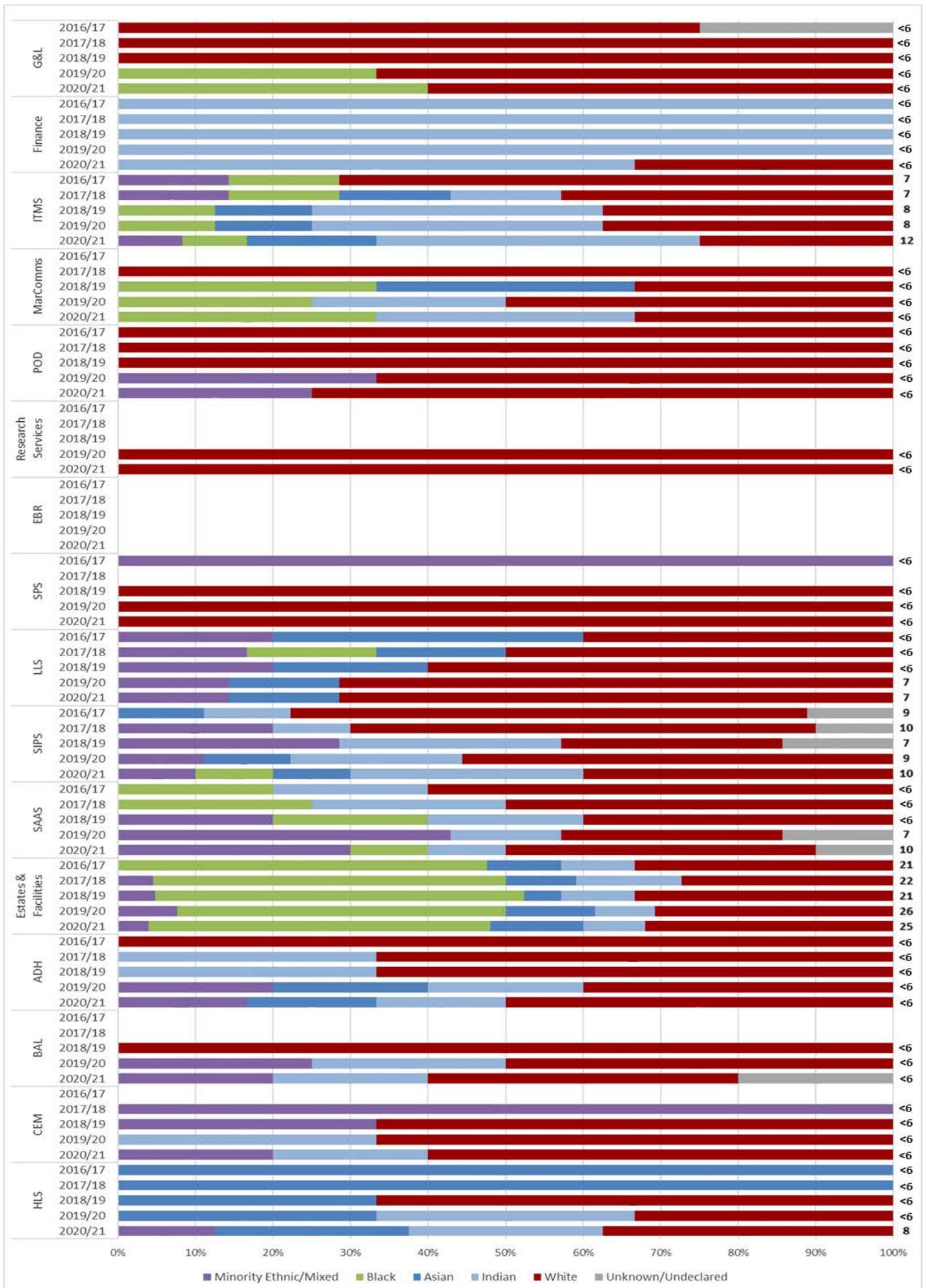
Ethnic profile of all professional services staff by directorate/faculty



Ethnic profile of UK professional services staff by directorate/faculty



Ethnic profile of non-UK professional services staff by directorate/faculty



Professional Services Staff Grades

Directors have their individual data to consider. To enable clearer presentation of the data, we have grouped staff as follows:

Group 1 (staff for Institution serving services)	Governance & Legal; Finance, Information Technology and Media Services; Marketing and Communications; People and Organisational Development; Research Services; Enterprise and Business Relations (EBR); Strategic Planning Services
Group 2 (student facing services)	Library & Learning Services; Social Impact & Engagement; Student and Academic Services; Faculty of Arts, Design and Humanities; Faculty of Business and Law; Faculty of Computer Engineering and Media; Faculty of Health and Life Sciences
Group 3	Estates and Facilities

Considering all 3 groups together:

- Black, Asian and ethnically minoritised representation has increased at all grades from A-H inclusive.
- Largest increases are at grades B (+19%) and grade H (+18% - of which Indian staff comprise the largest increase at +11%).
- It is concerning that representation has increased so significantly at grade B (with a +14% minority ethnic/mixed staff increase and +8% Asian staff increase (-3% Black staff decrease), which are more manual positions.
- There are no Black, Asian and ethnically minoritised staff represented at Senior Executive level, and no or little overall growth (with a reduction in representation for UK staff at S3/S2H) in representation in the two senior grades below that (S1/S2L and S3/S2H).

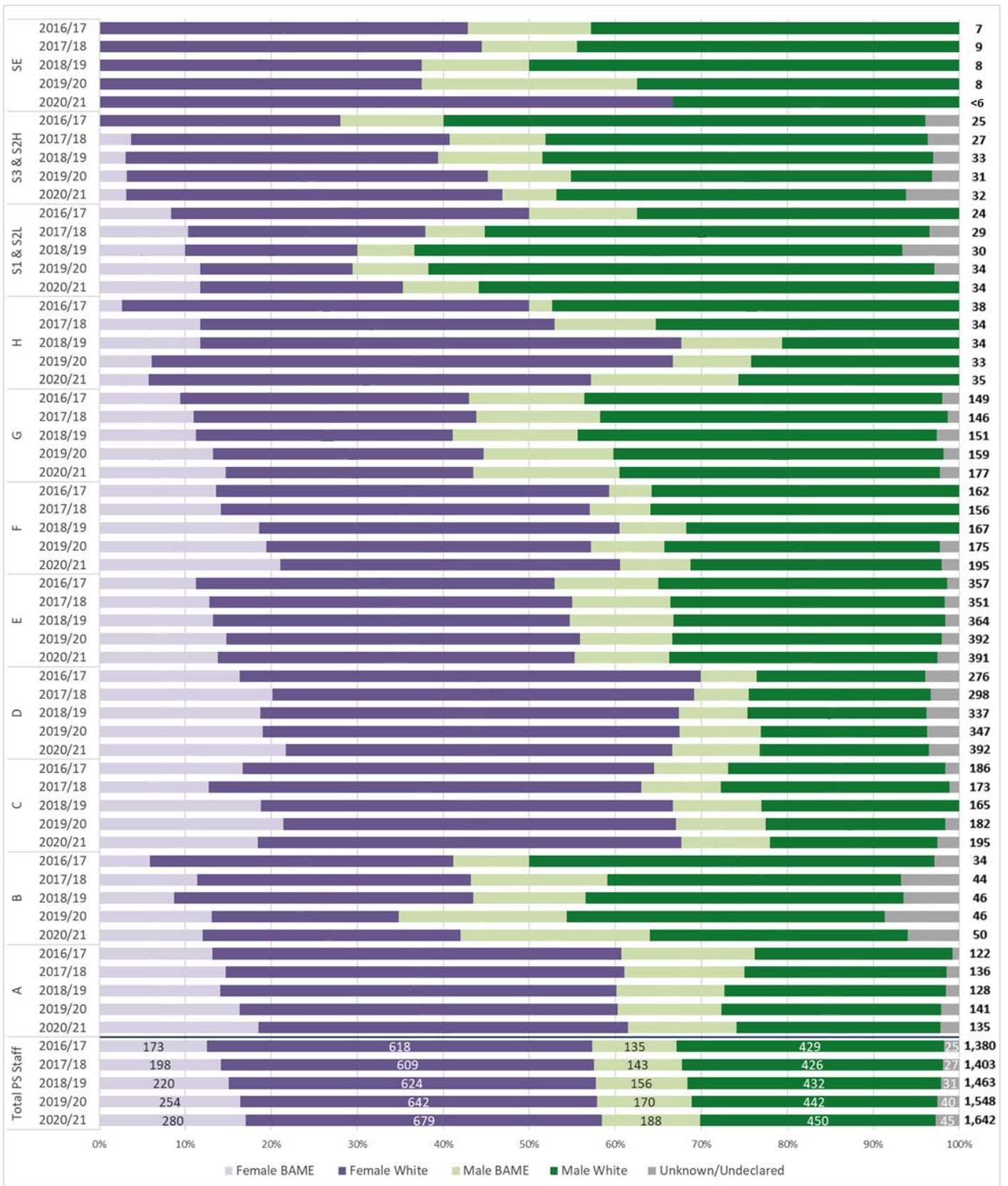
We recognise this is a serious issue and the lack of Black staff, acute above grade G, needs addressing. Please see the actions we set out in sections 5/6a, 5/6b, 5/6c and 6d for action that will be taken to support the pipeline.

Gender:

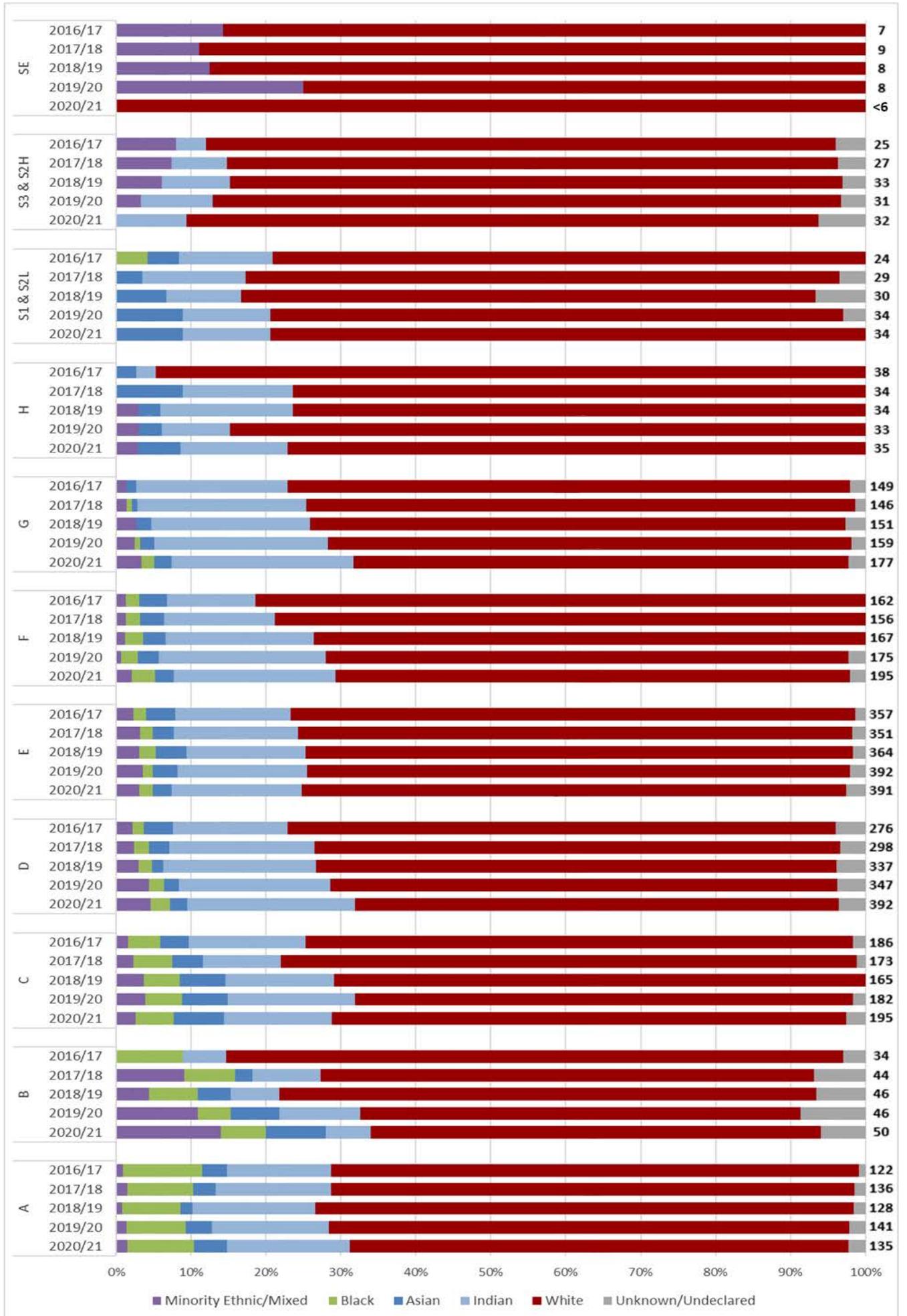
- Gender diversity is well balanced at Senior Executive level.
- H grade - there has been an increase in the representation of Black, Asian and ethnically minoritised men, but a decrease of women.
- All other grades below Senior Executive have seen an increase in Black, Asian and ethnically minoritised women, and a general increase in the proportion of men.

Please see the actions set out in section 6c and 6d, which recognise the need to introduce professional services pathways, in particular for Black, Asian and ethnically minoritised women.

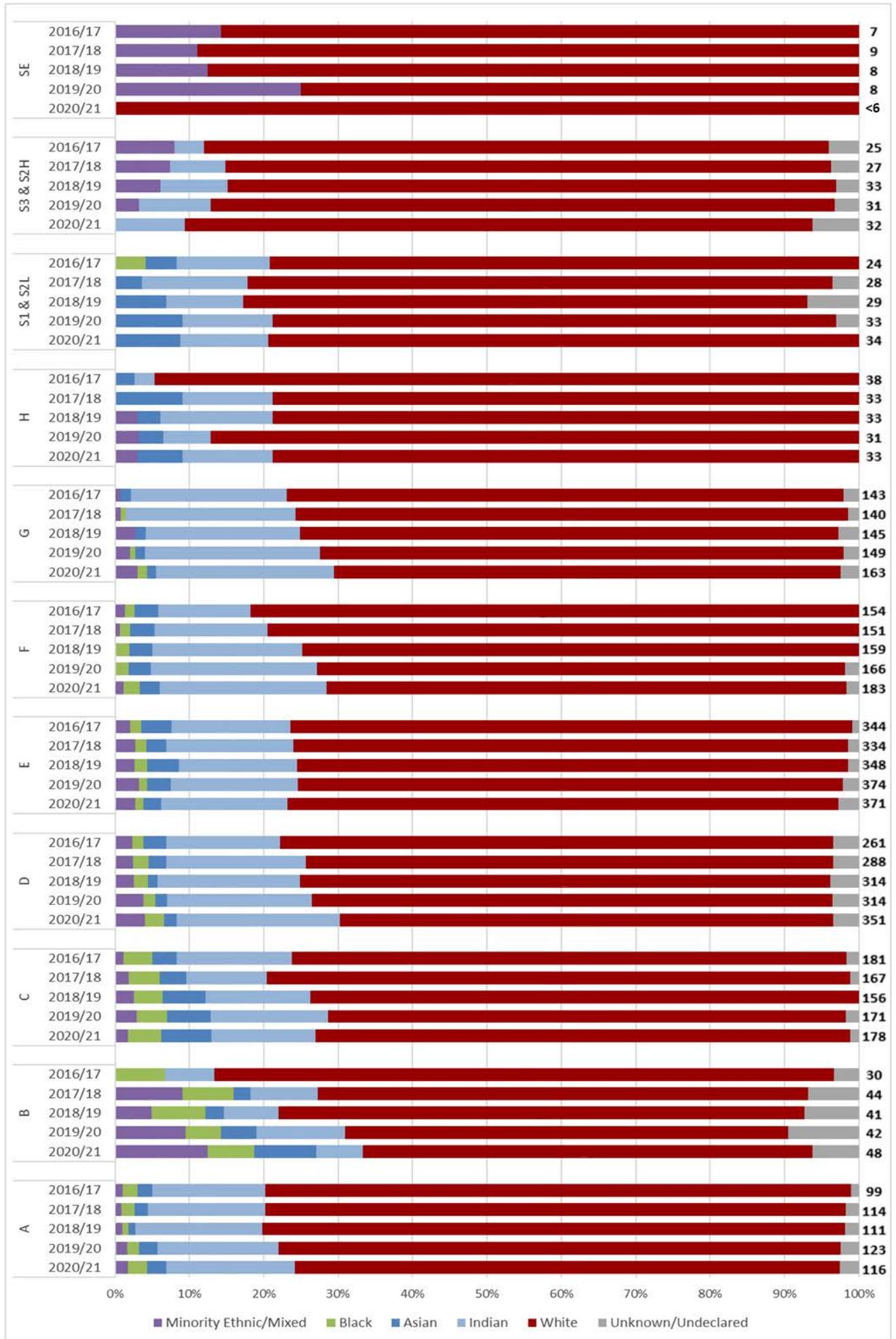
Professional services staff Intersectionality of grade by ethnic group and gender



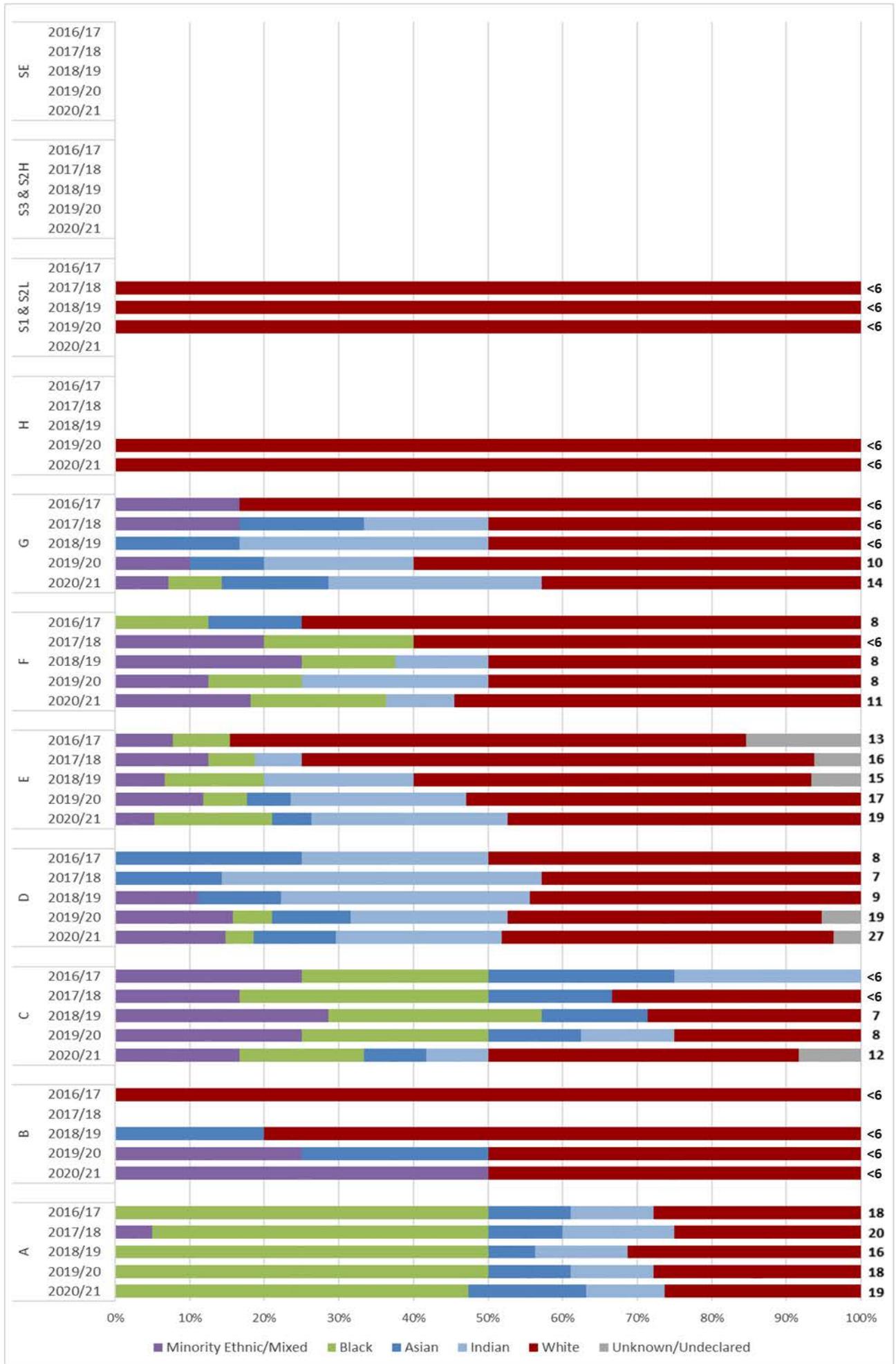
All Professional Services staff by grade and ethnic group



Professional services UK staff by grade and ethnic group



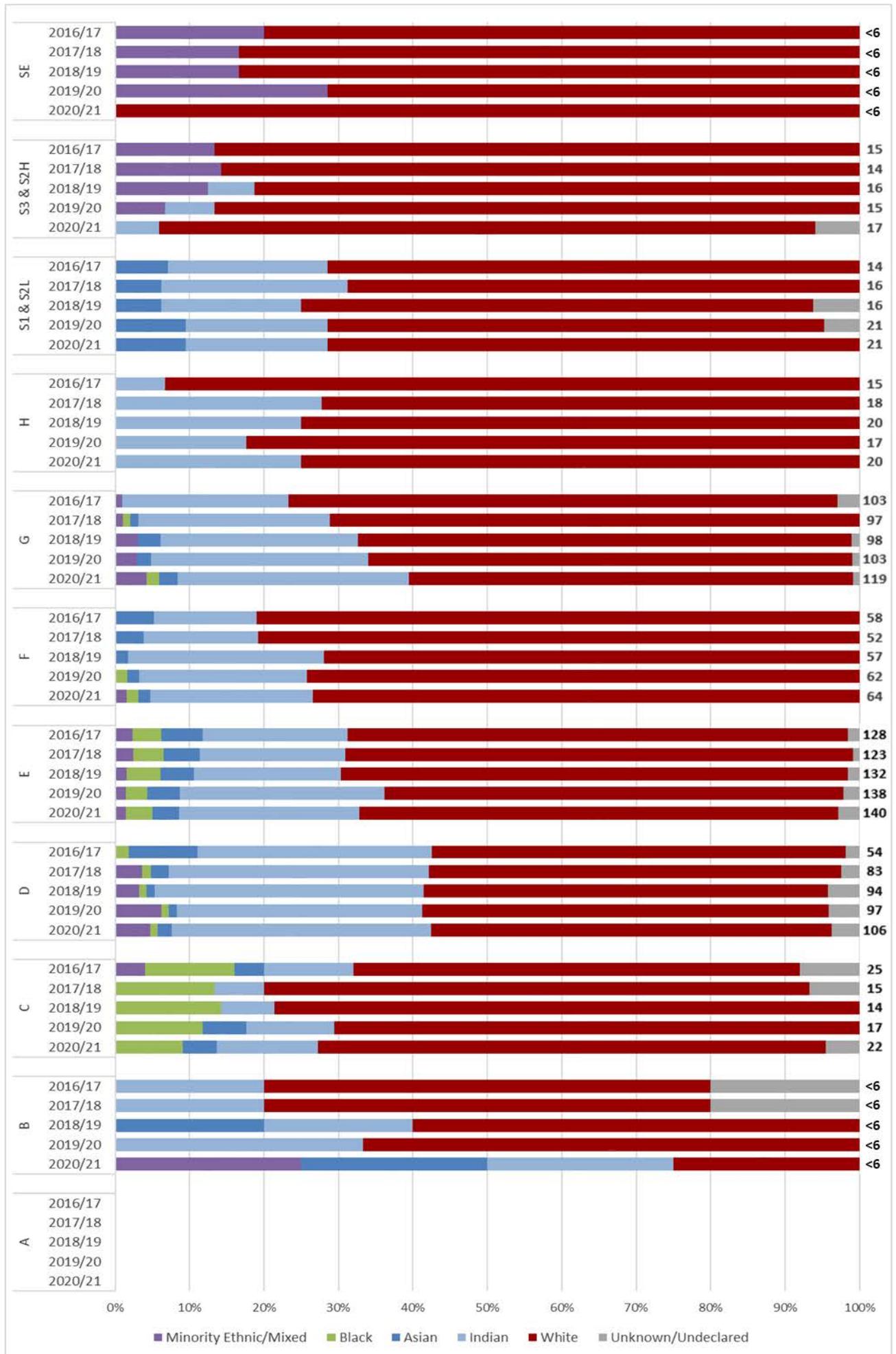
Professional Services non-UK staff by grade and ethnic group



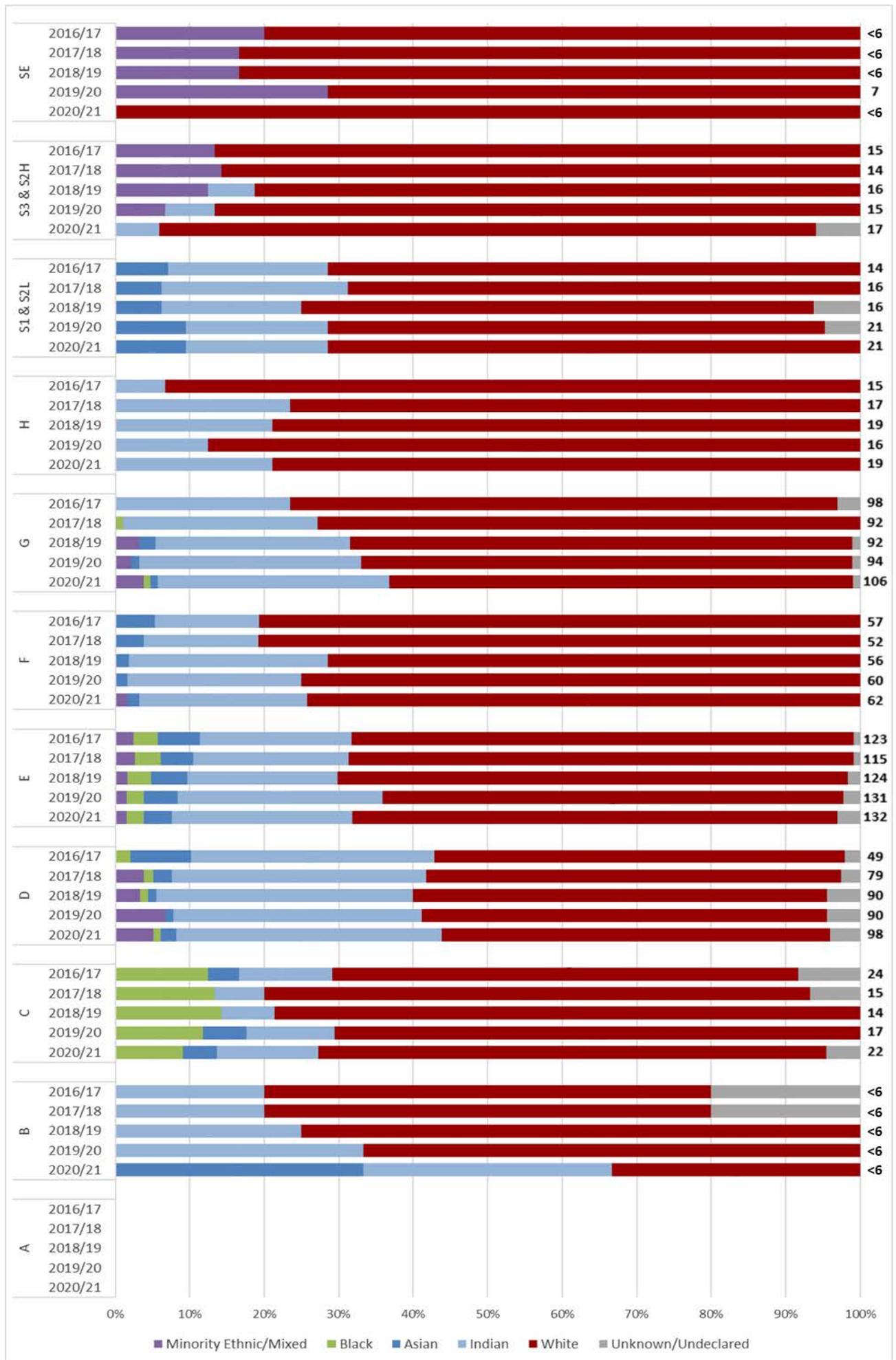
Group 1 UK:

- Mirrors the trends as noted above.
- High representation is noted at grade B (+47% though noting low numbers).
- Good increase in representation at F (+7%), G (+13%) and H (+14%).
- More senior positions reflect the observations above.

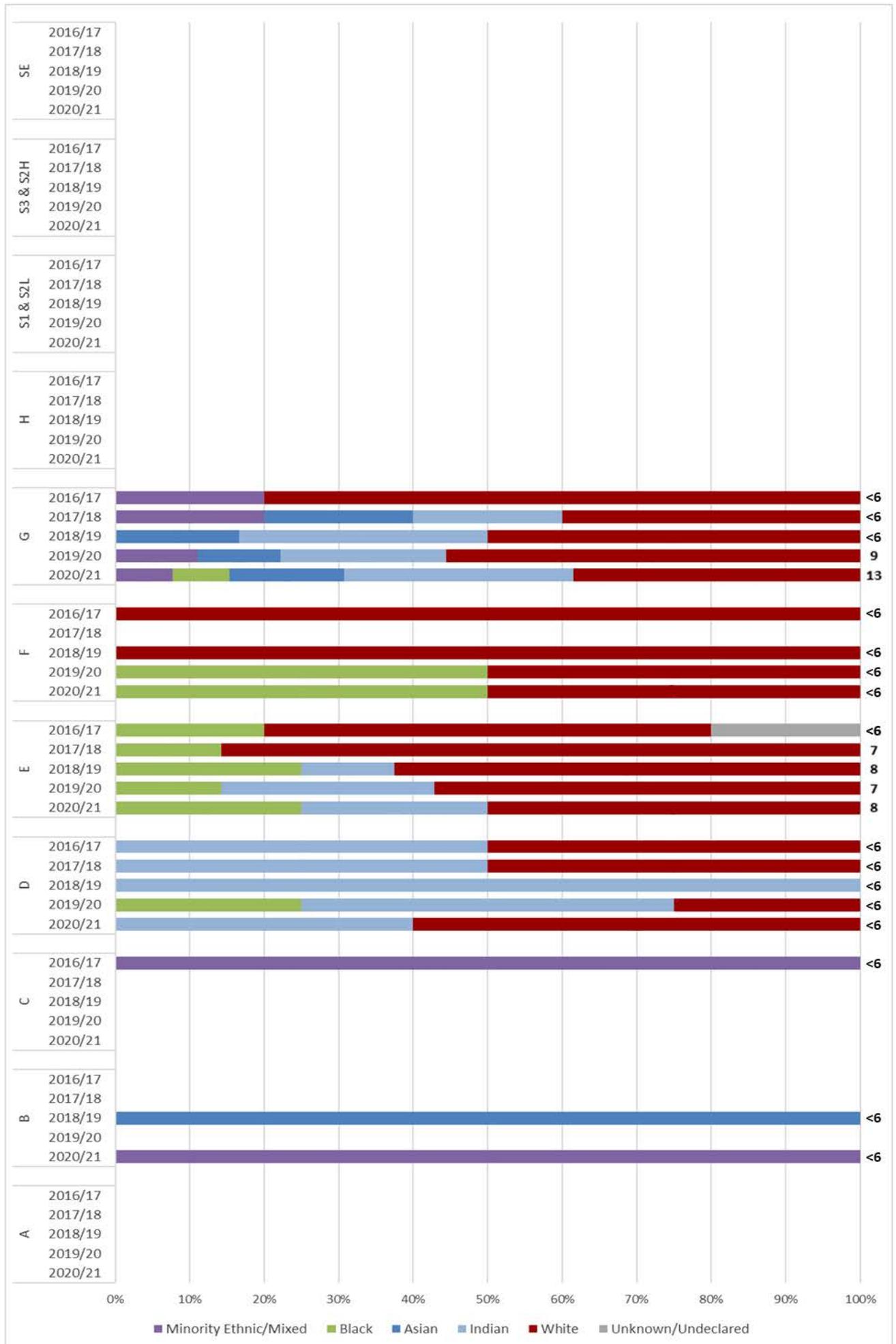
Group 1 professional services staff by grade and ethnic group



Group 1 professional services UK staff by grade and ethnic group



Group 1 professional services non-UK staff by grade and ethnic group

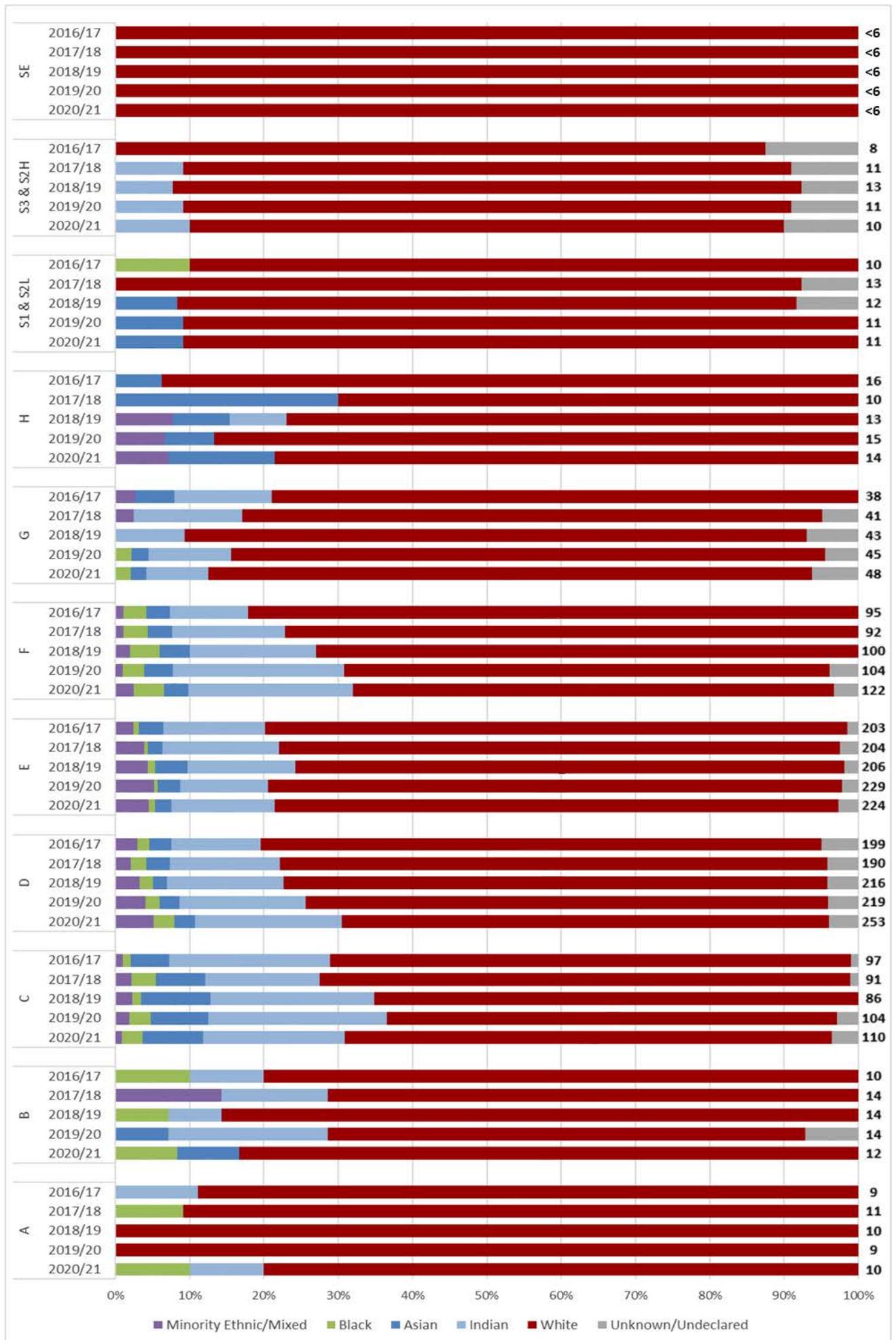


Group 2:

- Black, Asian and ethnically minoritised representation increased at grades A, C-F, H and S3&S2H.
- Increase in more senior grades of H and S3 & S2H is positive, but small numbers. Demonstrates importance of reviewing recruitment and promotions practices outlined in 5a and 5d.
- 14% increase at grade F is positive (including 12% increase in representation of Indian staff).
- Representation of Black staff beyond grade G is concerning.
- Greater concern is the significant lack of diversity in the 2 top grades especially as this group represents student facing services and given student demographics.

Actions are set in 6b, 6c and 6d to increase the effectiveness of the appraisal system and to better support active career development for all staff, including those on grade G/H to progress.

Group 2 professional services staff by grade and ethnic group

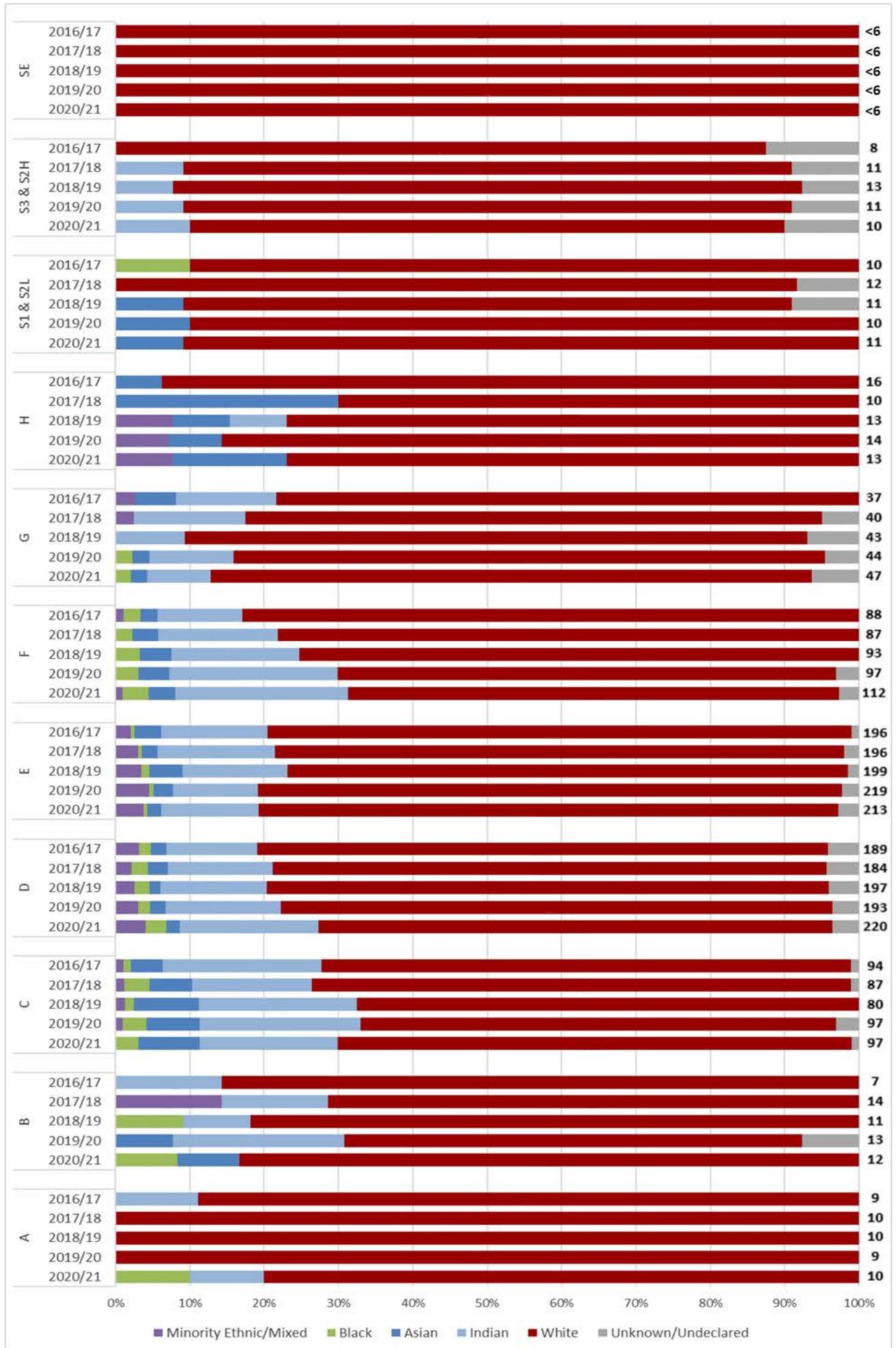


Group 2 UK:

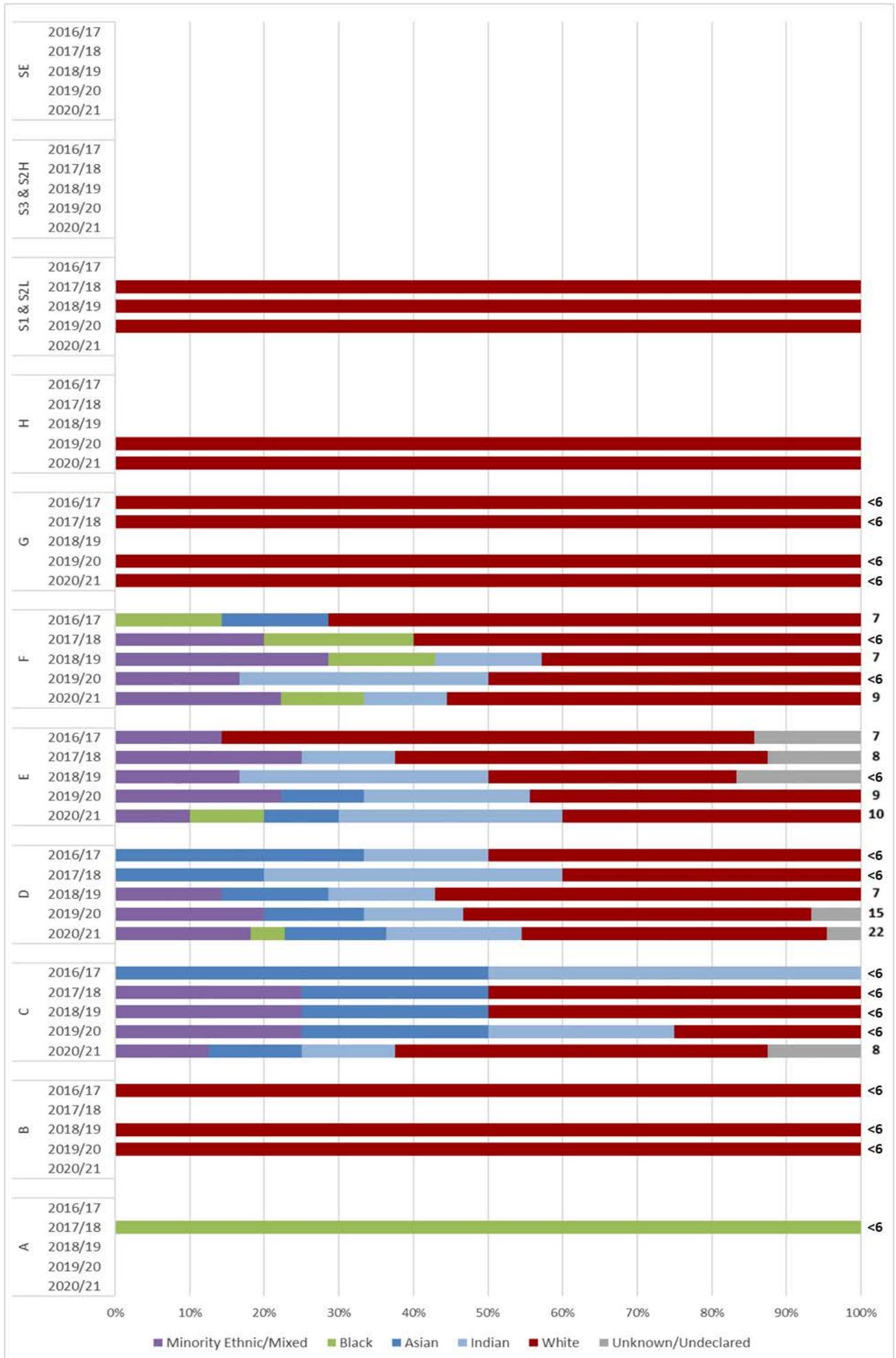
- Data shows positive increase at S3 & S2H (+10%) (but represents <6 people).
- Positively, S1 & S2L have retained representation, however this has not grown, given the increase at grade H (+17%).
- Increase noted for grade F (+14%) and D (+8%) is positive as these represent significant numbers.
- Progression must be considered for these staff.

We recognise the lack of pipeline for professional services staff and have set out actions in Section 6b and 6c to address this.

Group 2 professional services UK staff by grade and ethnic group



Group 2 professional services non-UK staff by grade and ethnic group



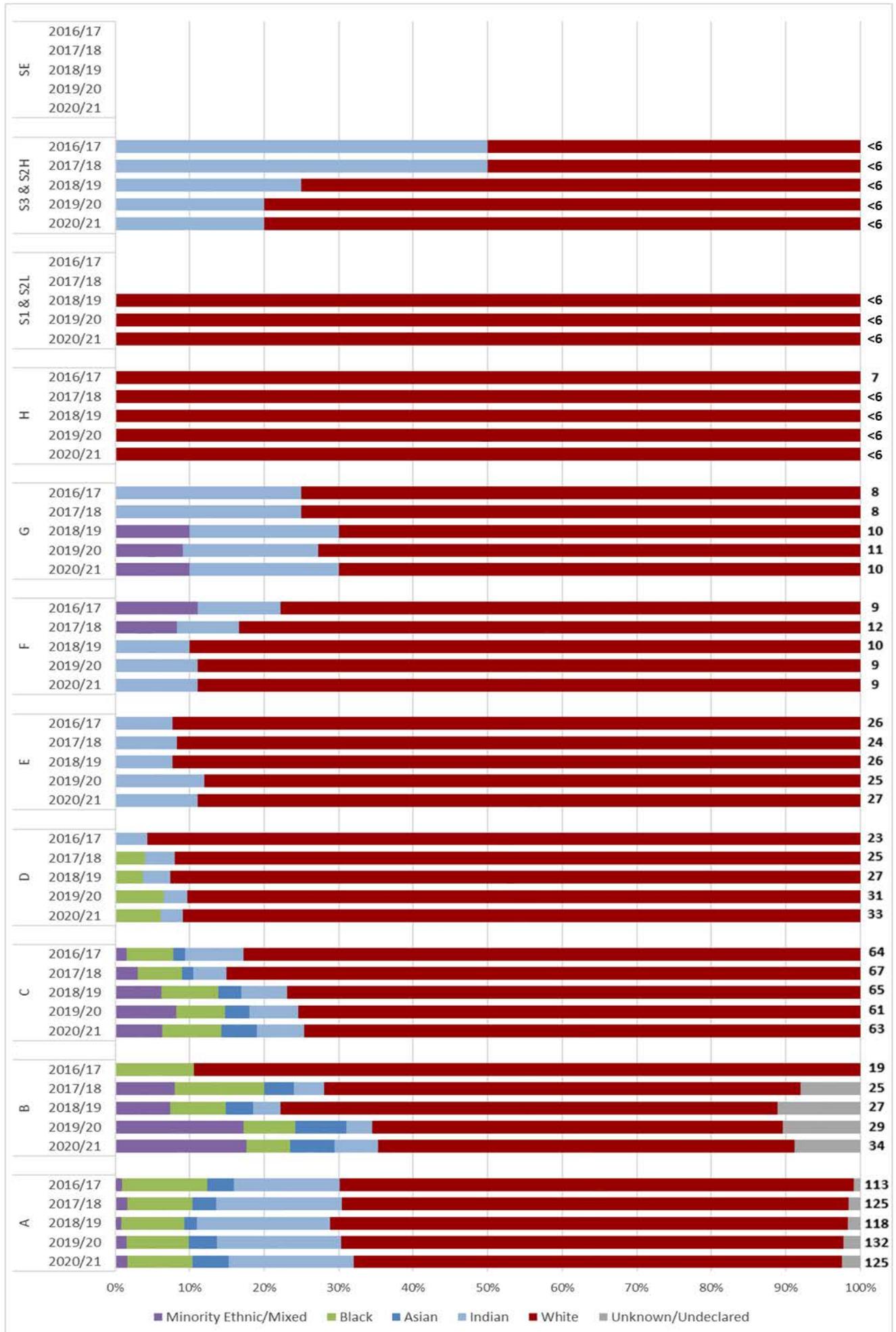
Estates:

- Black, Asian and ethnically minoritised representation has increased at all grades from A-E.
- Largest increase is at grade B (+25%) which are manual based roles - 18% rise in minority ethnic/mixed staff representation.
- Senior level representation of Black, Asian and ethnically minoritised staff remained static at 0% at H and S1 & S2L levels, and reduced by 30% at S3 & S2H level.
- Although small numbers, it is concerning that there is no longer Black, Asian and ethnically minoritised representation at these levels.

Actions are set in 6b, 6c and 6d to support the progression of staff, including into higher levels. Estates specifically noted lack of diversity in some recruitment exercises, therefore:

Action: 5.a.1.b (PTR) 'Develop processes and protocols to address the reasons', includes a sub-point 5 that Estates will trial a new recruitment system that aims to diversify recruitment through alternative assessment models and anonymised applications

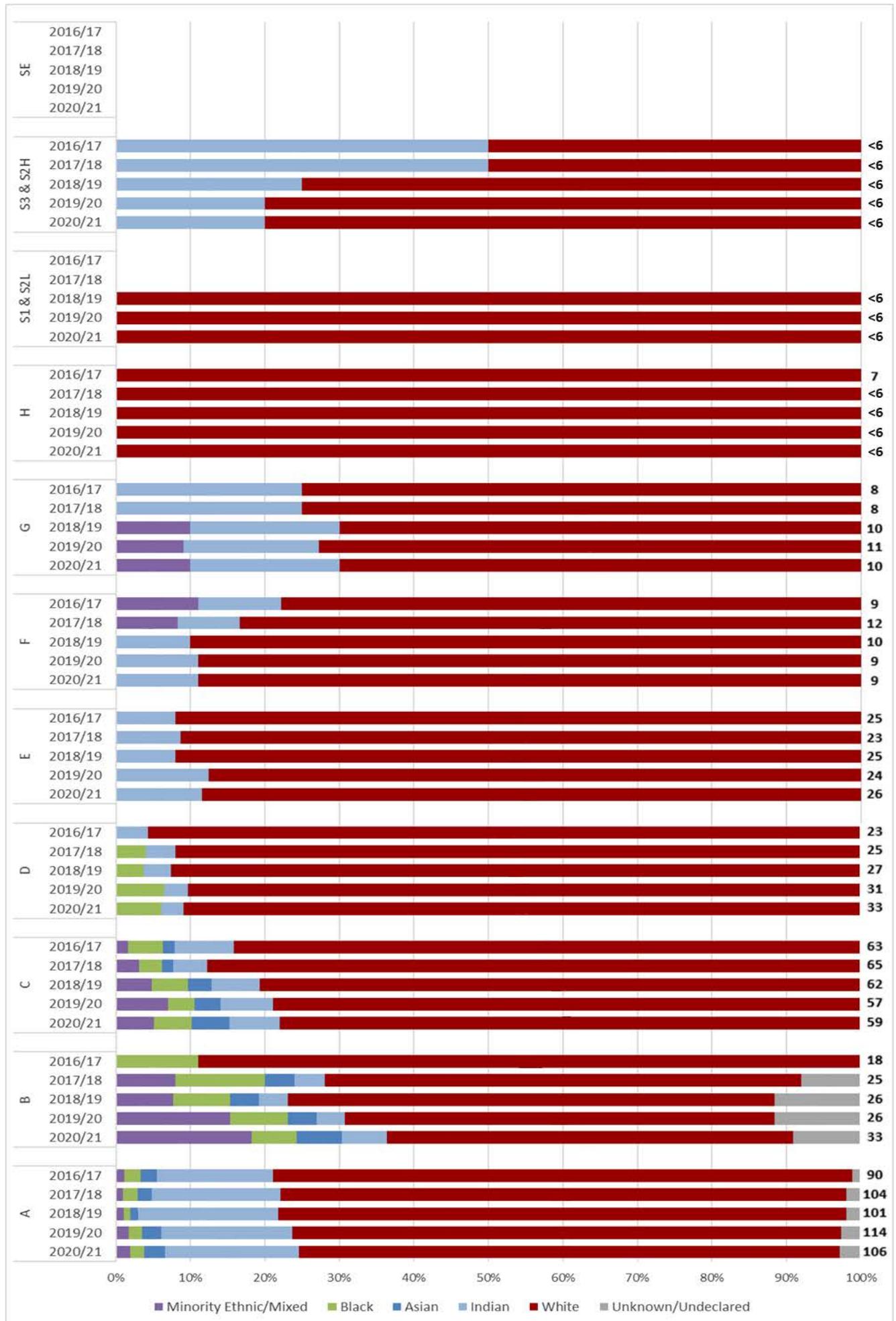
Estates & Facilities by grade and ethnic group



Estates UK:

- Data mirrors other observations for professional services colleagues of low/no representation of Black, Asian and ethnically minoritised staff at senior levels (grades H+ in this instance with 20% representation at S3 & S2H).

Estates & Facilities UK staff by grade and ethnic group

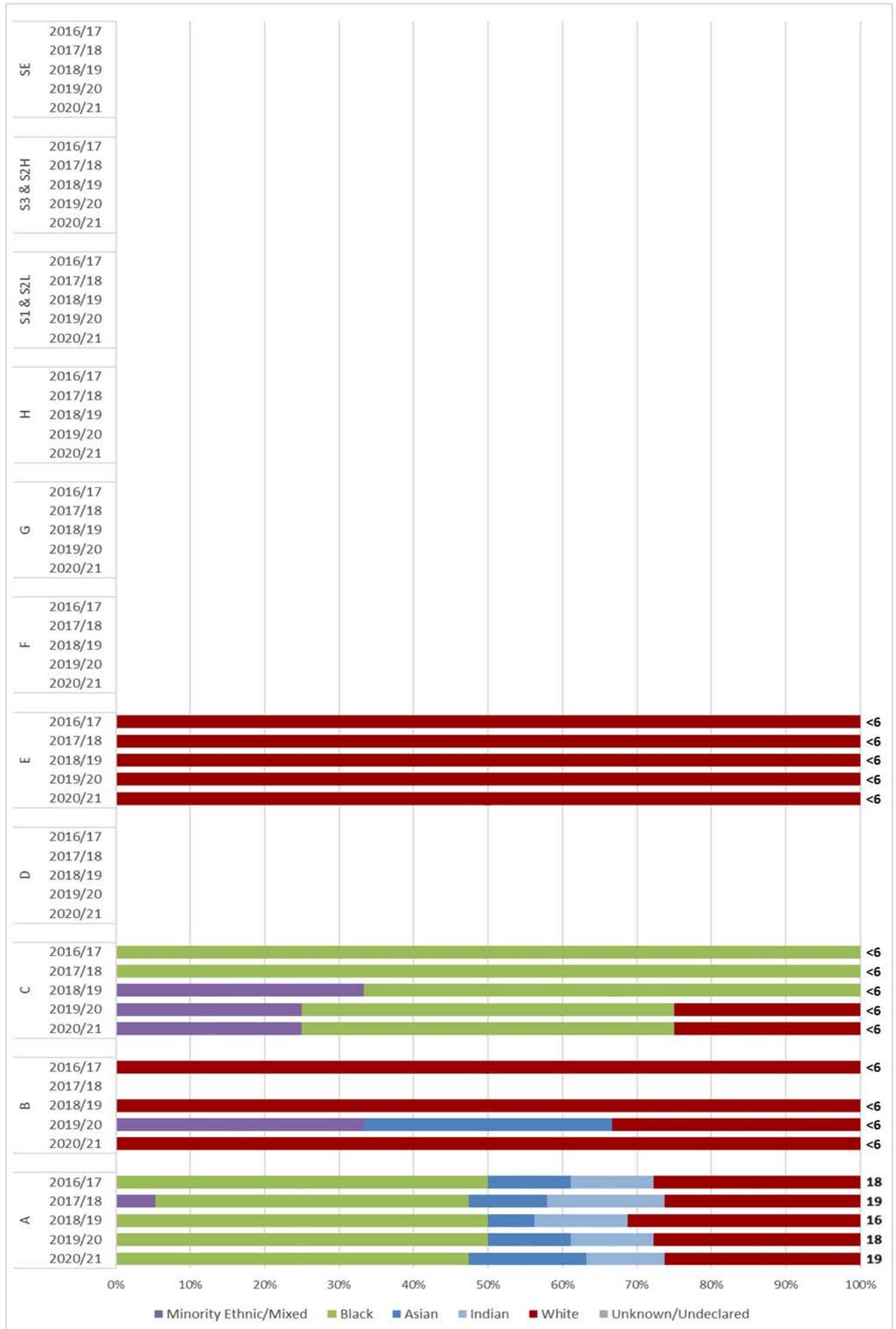


Estates Non-UK:

- Numbers for Estates are low.
- Representation of Black, Asian and ethnically minoritised staff at grade A-C is proportionally high.
- Black staff comprise the largest proportion of staff.
- No representation above grade C aside from an individual at grade E.

Actions set out in sections 5/6a, 6b and 6c are designed to address the under-representation identified.

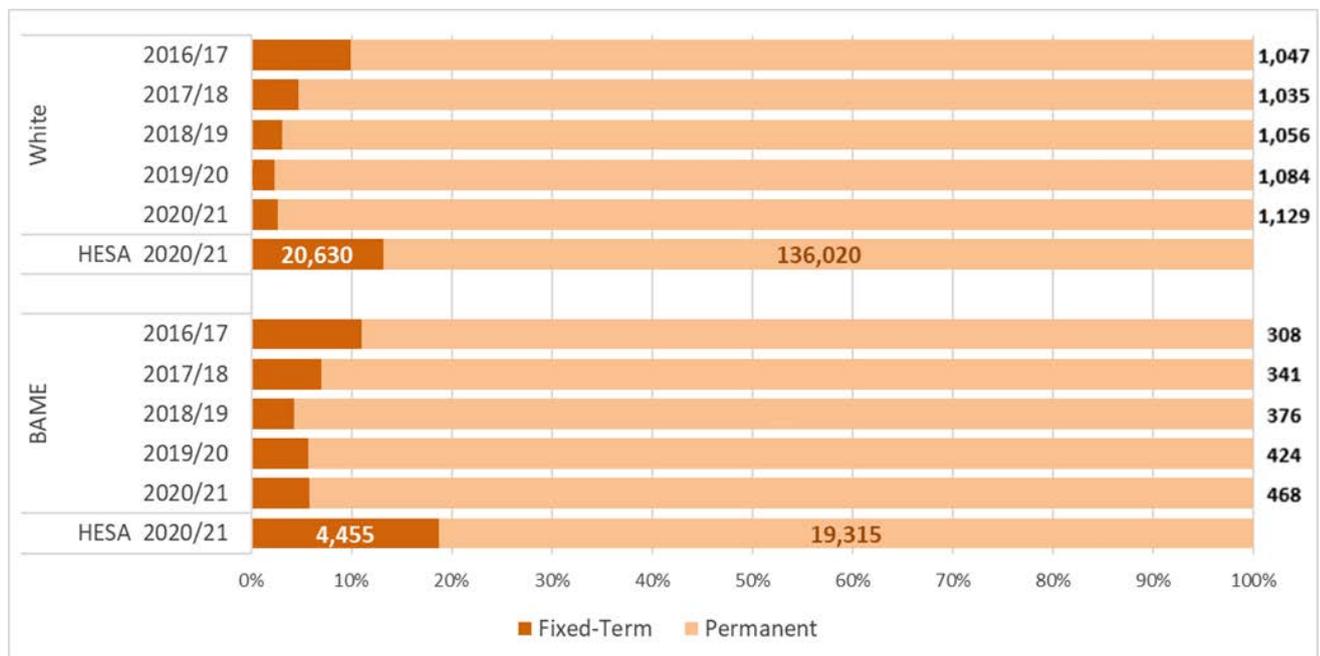
Estates & Facilities non-UK staff by grade and ethnic group



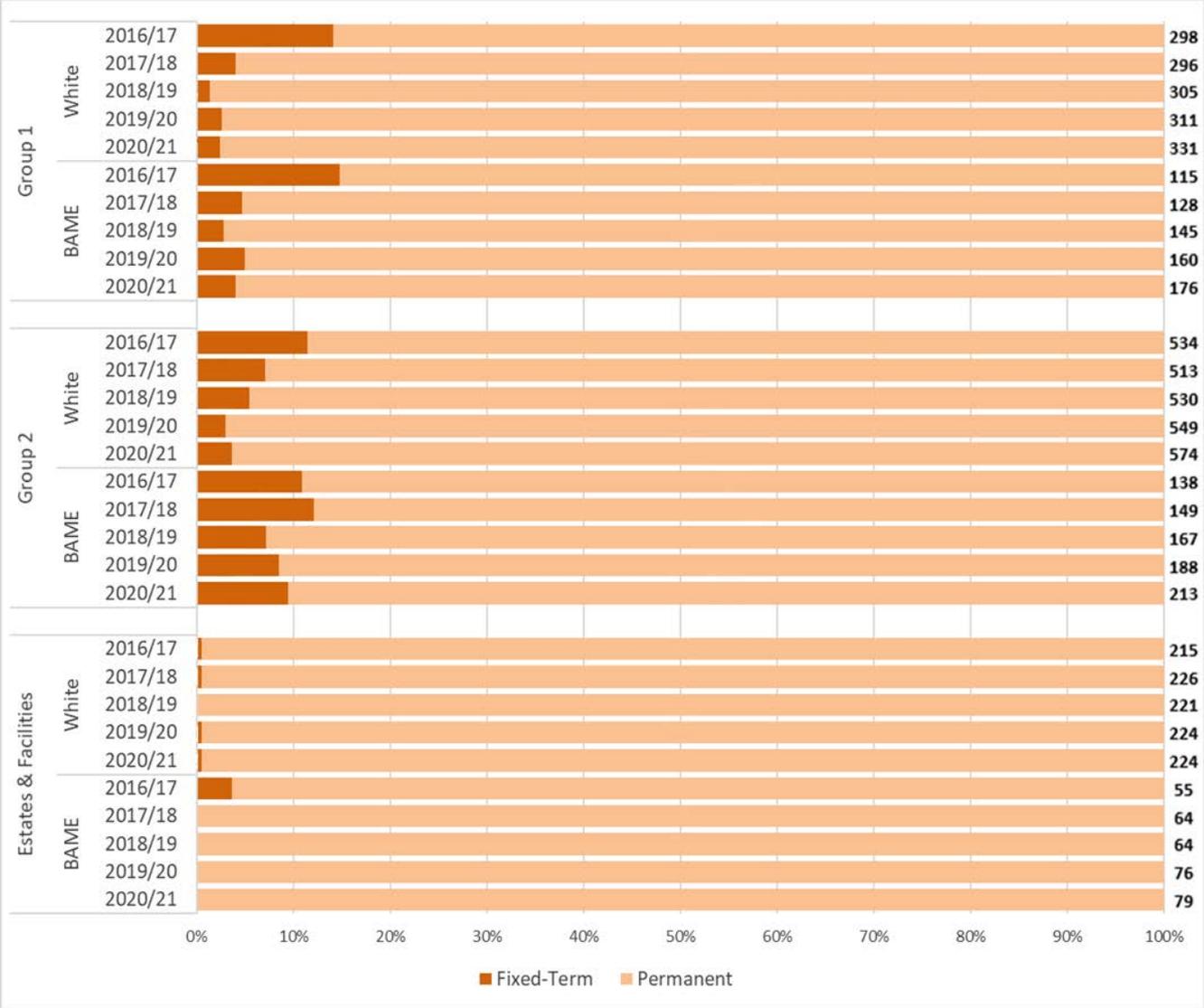
Contract Type

- DMU uses open-ended contracts where possible, leading to an overall positive conversion from fixed-term to open-ended contracts across all ethnicities in the last 5 years, particularly for Indian and Asian staff (96% open-ended vs 97% white).
- Staff on open-ended contracts have proportionally increased for both Black, Asian and ethnically minoritised and white employees, at 5% and 7% respectively. 3% more Black, Asian and ethnically minoritised than white employees were fixed-term in 2020/21.
- Smaller numbers within specific ethnicities skew the data, but there was a proportional increase in the percentage of Black and minority/mixed ethnicity staff on fixed-term contracts in 2020/21.
- Anomaly is Black, Asian and ethnically minoritised representation with a -12% reduction in permanent contracts in group 2, but this represents 4 staff in number.
- Across all groups, but particularly in group 1, the use of fixed term contracts has reduced as a proportion over the data census period. Only exception is a slight increase in non-UK, group 2 Black, Asian and ethnically minoritised, which rose from 12.5% to 24%, however, numbers are low.

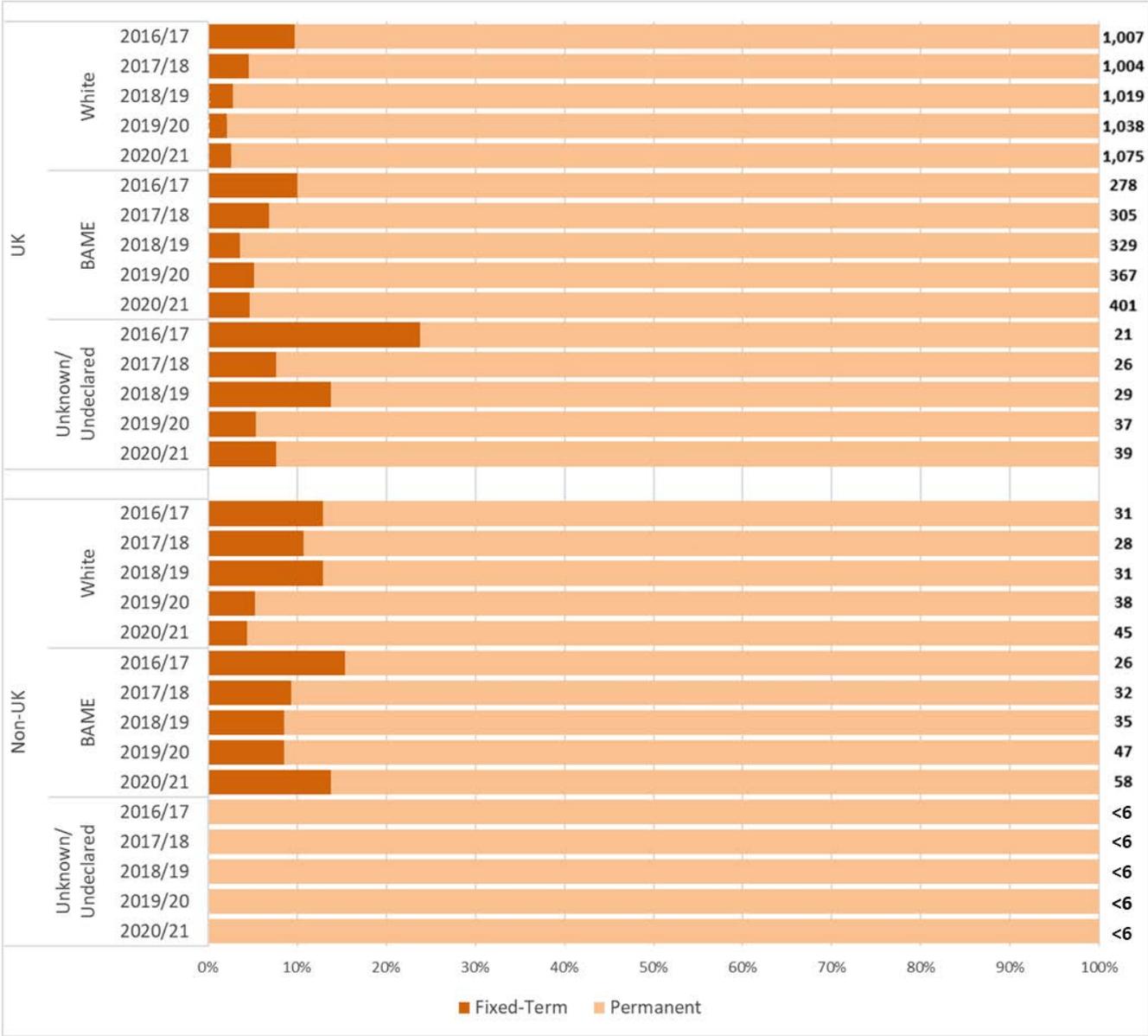
Fixed-Term and open-ended professional services staff by ethnic group benchmarked against HESA 2020/21 data



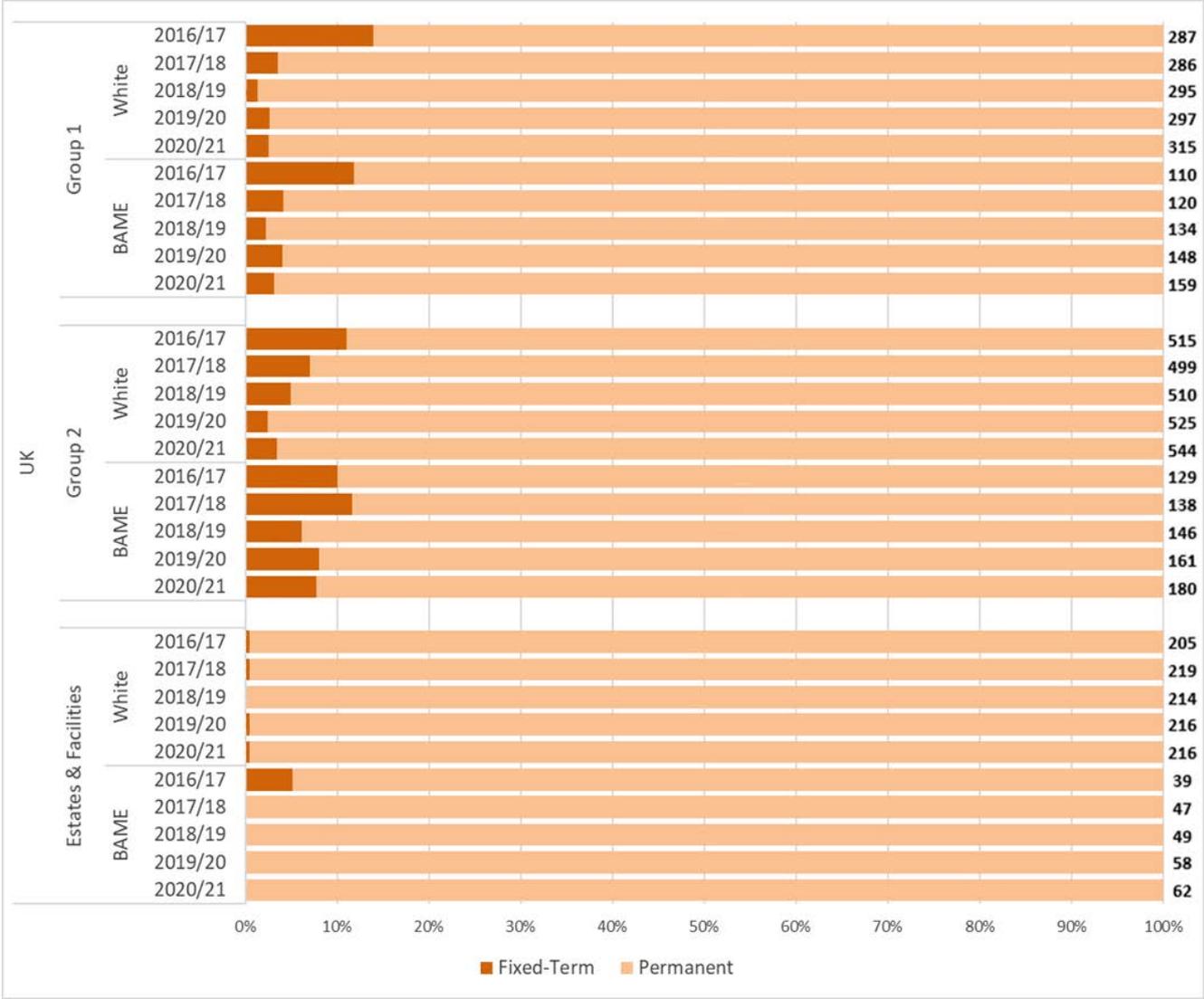
Fixed-term and open-ended professional services staff by faculty/directorate group and ethnic group



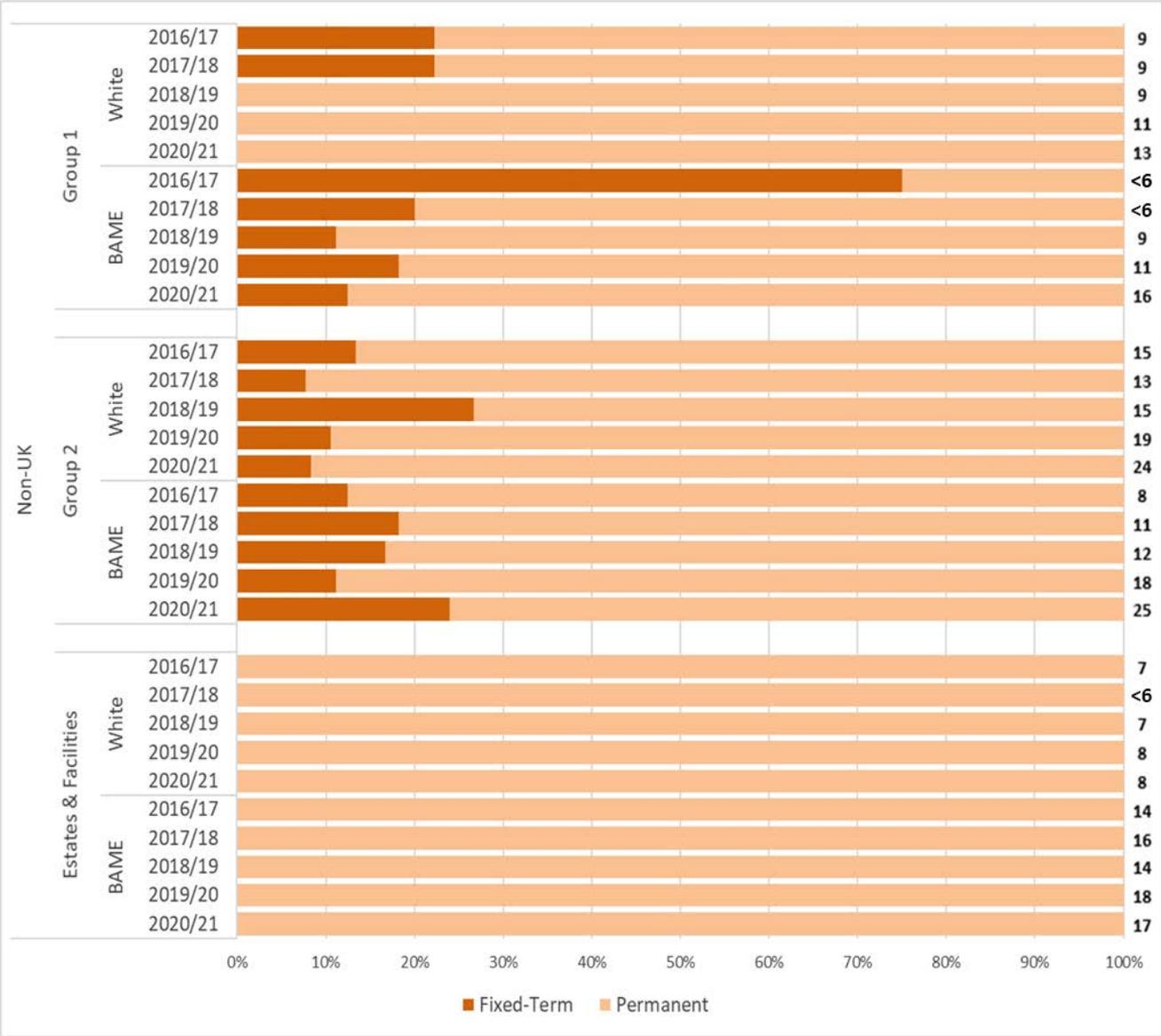
Fixed-term and open-ended professional services staff by nationality and ethnic group



Fixed-term and open-ended professional services UK staff by faculty/directorate group and ethnic group



Fixed-term and open-ended professional services non-UK staff by faculty/directorate group and ethnic group

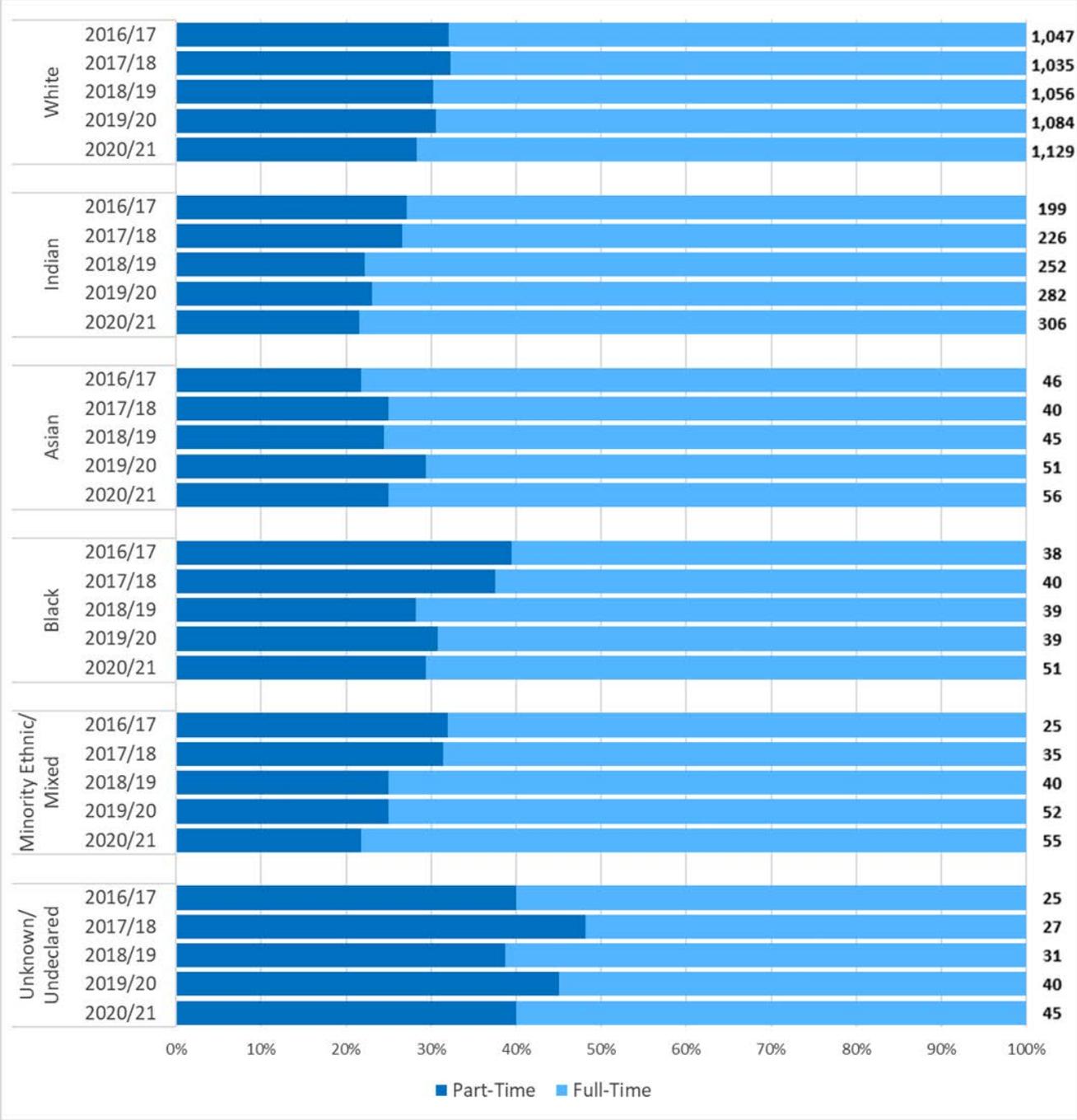


Contract Mode

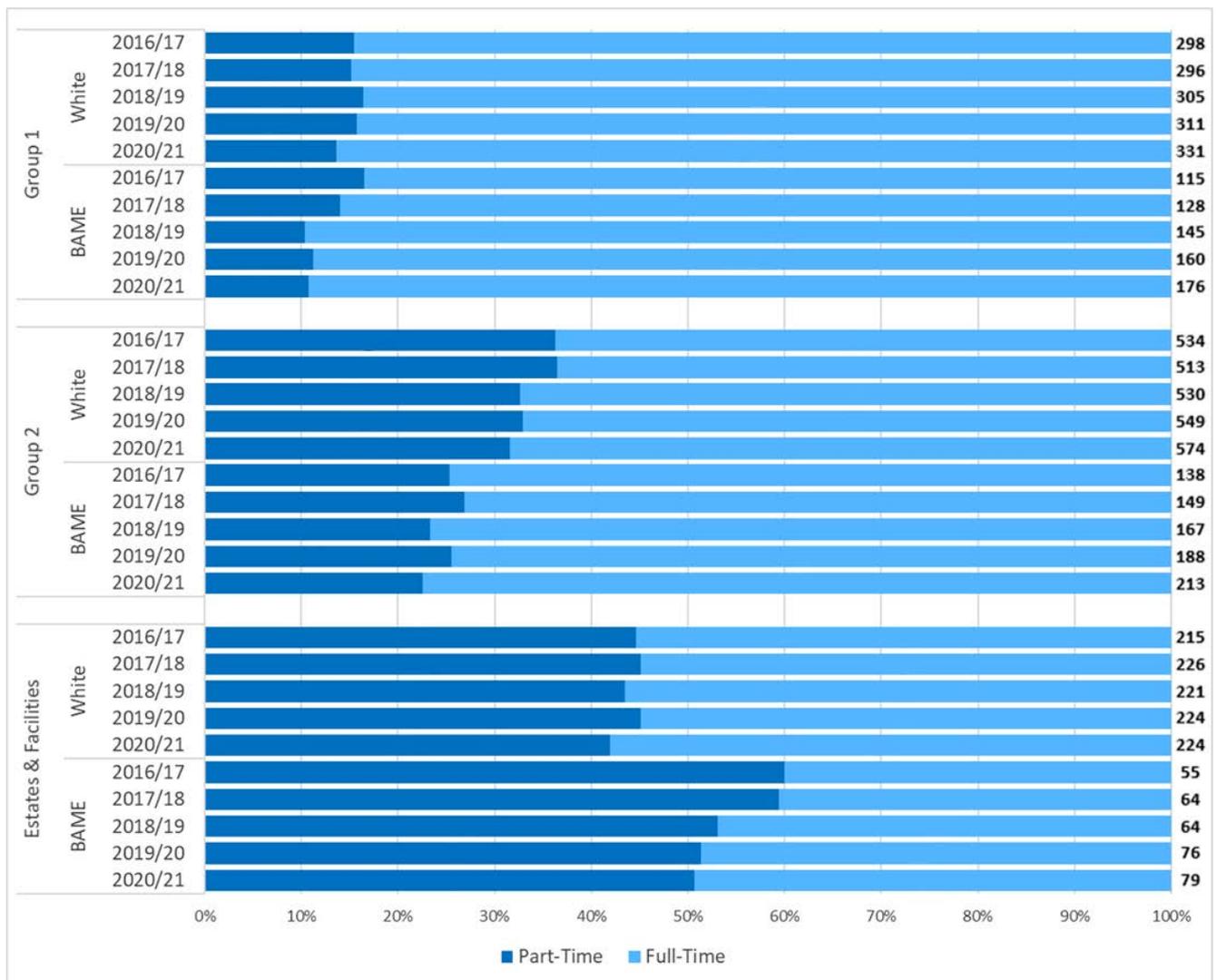
- Staff on full-time contracts have proportionally increased for both Black, Asian and ethnically minoritised and white employees, at 5% and 4% respectively and 5% more Black, Asian and ethnically minoritised than white employees were employed on part-time in 2020/21.
- Group 1 and Estates - Black, Asian and ethnically minoritised employees have experienced larger rises than white employees in full-time contracts at 6% and 9% respectively.
- Both UK and non-UK Black, Asian and ethnically minoritised employees experienced an increase in full-time contracts, at 3% for UK staff, however, were 6% more likely to be employed full-time than white staff in the most recent data.
- UK Black, Asian and ethnically minoritised employees are more likely to be employed full-time in group 1 and group 2 than white staff, with a smaller gap between Black, Asian and ethnically minoritised and white colleagues than previously noted, at 3% in the most recent data year.
- This gap is much wider at 21% for non-UK.
- Estates - Black, Asian and ethnically minoritised employees are 9% less likely to be employed full-time in 2020/2021. This is a result of more Black, Asian and ethnically minoritised staff being employed at Grade B, where more part-time roles exist.
- Non-UK - Significantly higher proportions of staff are represented on full-time contracts over the course of the 5 years.
- Representation for Black, Asian and ethnically minoritised staff is lower than white staff in group 1 and Estates, but 25% higher in group 2 in the most recent data year.
- Numbers in many instances here are quite low so caution must be used.

While there are no apparent reasons for the increases of staff working full-time contracts, the CFG and SAT felt that it was not a concern. DMU's flexible working options will continue to be promoted as part of BAU.

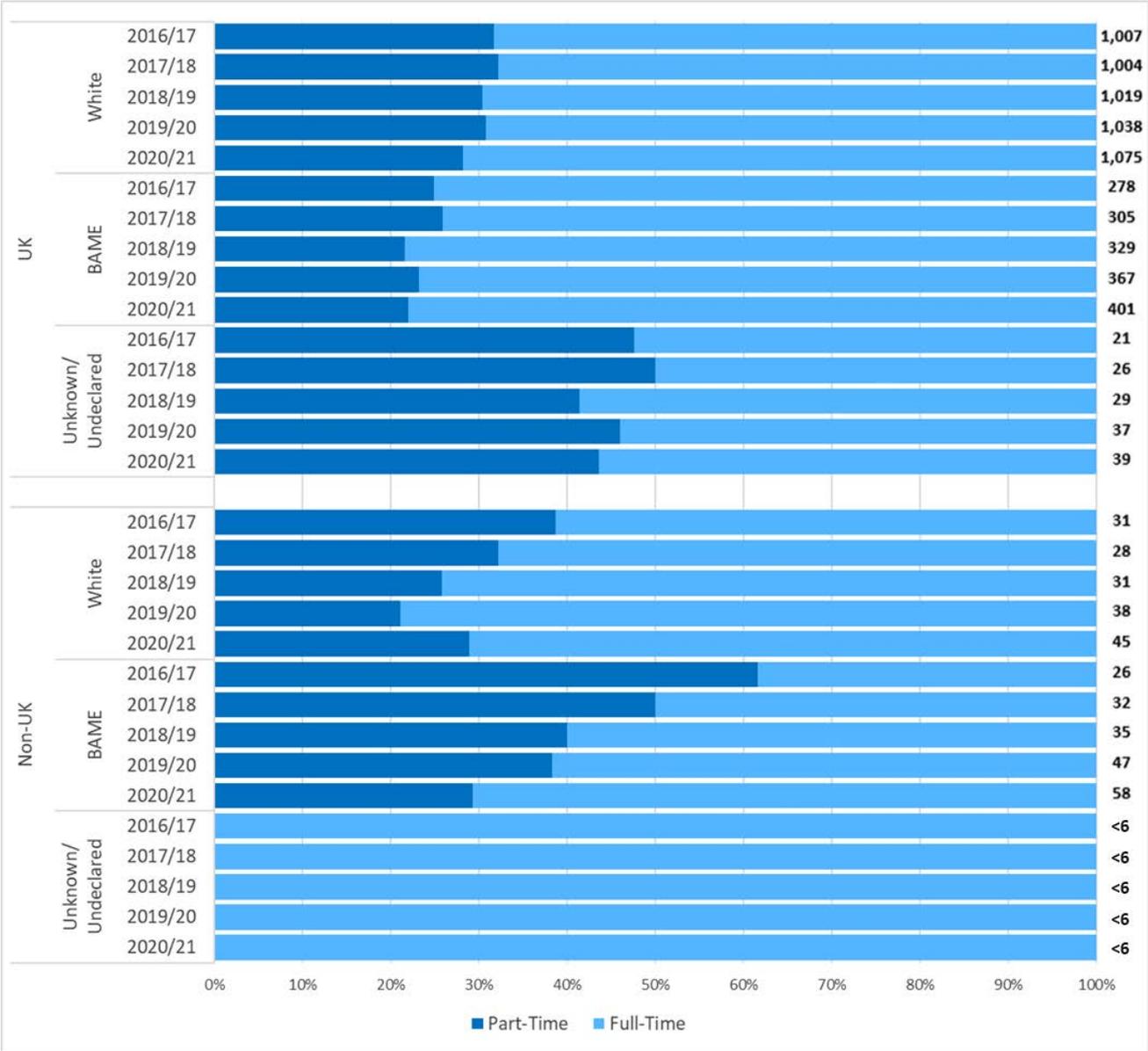
Full-time and part-time professional services staff by ethnic group



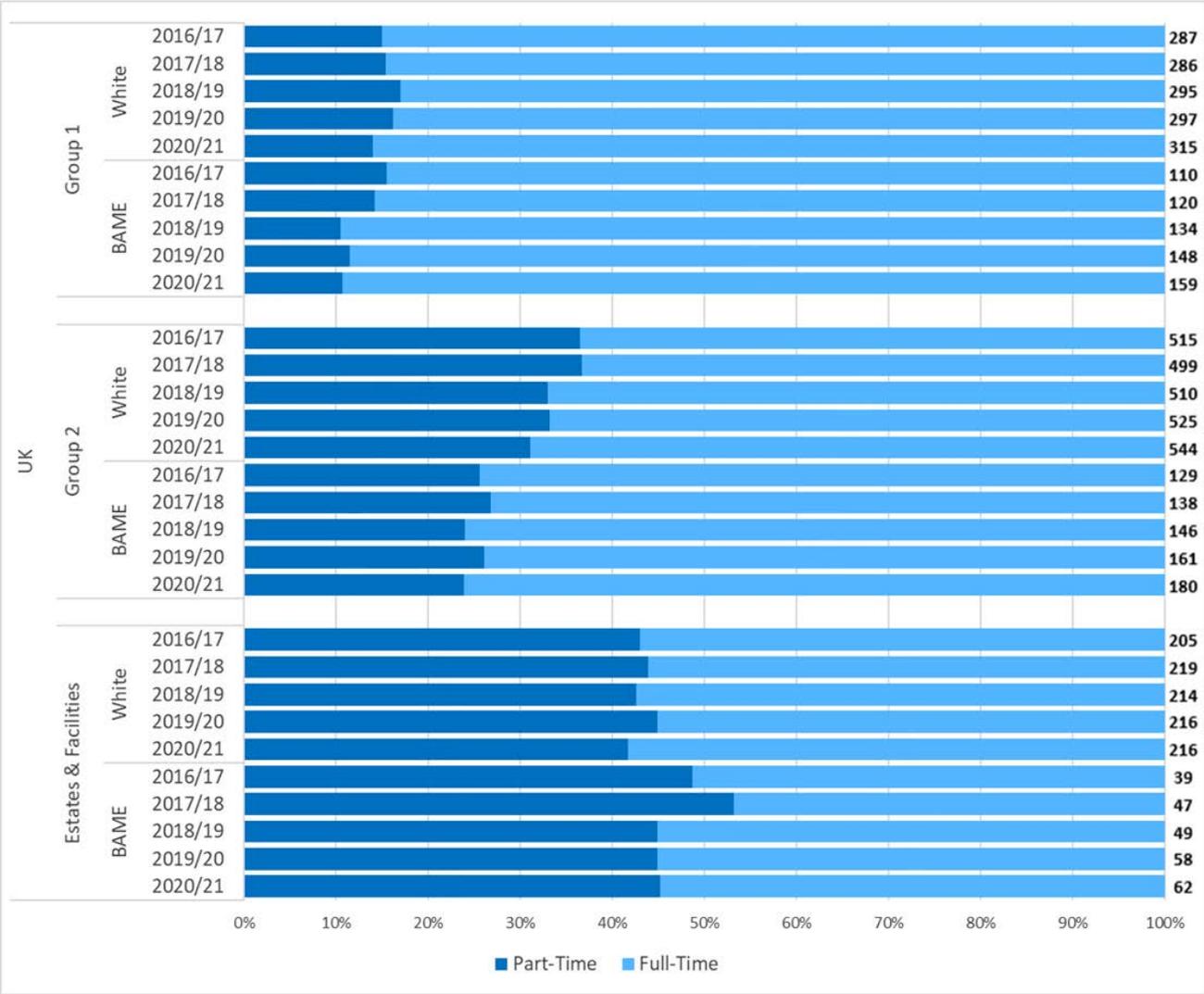
Full-time and part-time professional services staff by faculty/directorate group and ethnic group



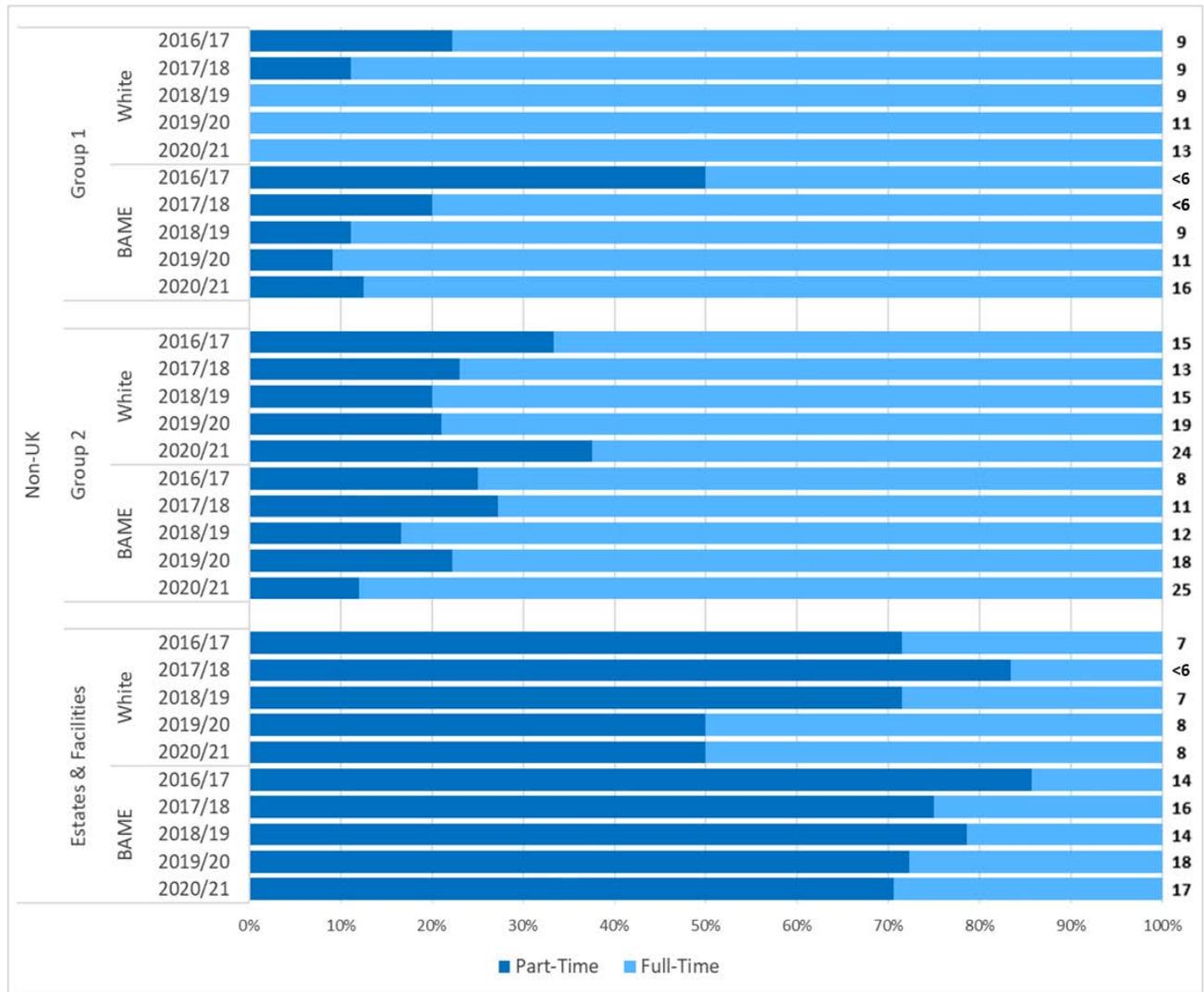
Full-time and part-time professional services staff by nationality and ethnic group



Full-time and part-time professional services UK staff by faculty/directorate group and ethnic group



Full-time and part-time professional services non-UK staff by faculty/directorate group and ethnic group



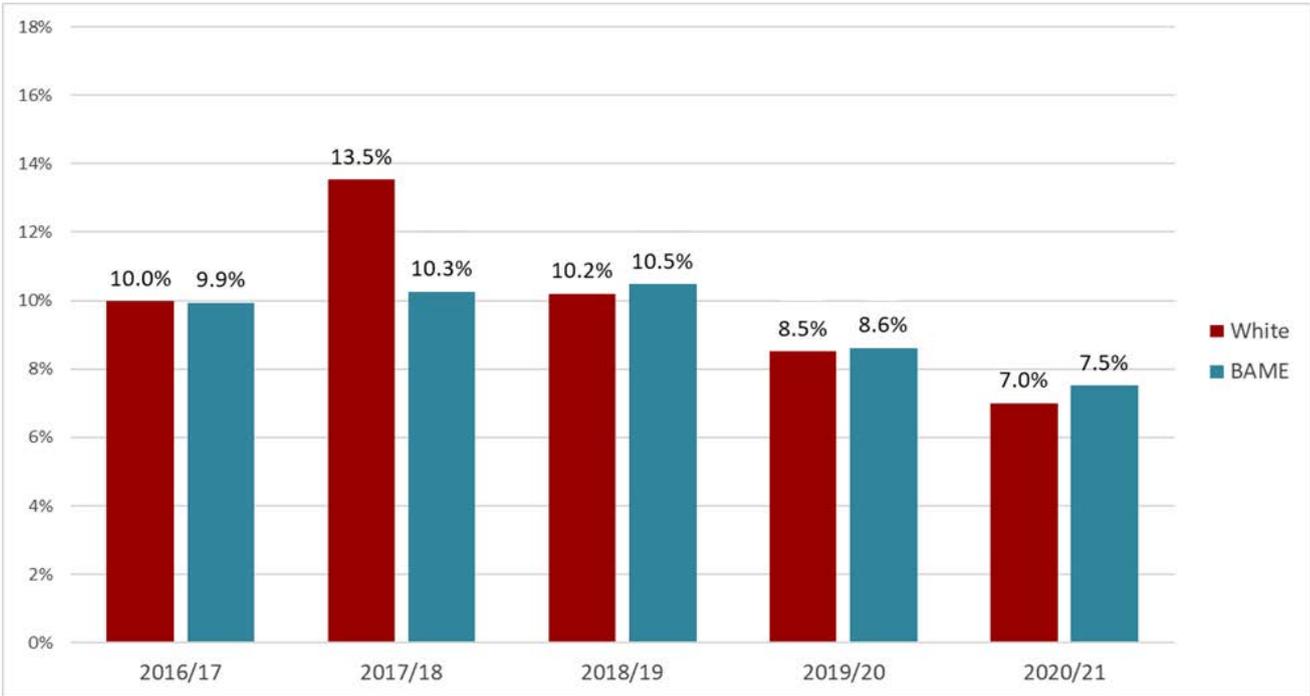
Professional Services Staff Turnover

- Downward trend in leavers over the past 3 years with similar rates between Black, Asian and ethnically minoritised and white staff overall.
- Splitting by UK/non-UK reveals slightly higher rates of white non-UK leavers, but numbers are small.
- Black staff are leaving in proportionally greater numbers from group 2 and Estates. In part, this is explained by a high proportion of Black staff leaving lower paid jobs within Estates. Numbers are small from both groups.
- Only <6 leavers questionnaires were completed by Black staff, none of these within Estates.

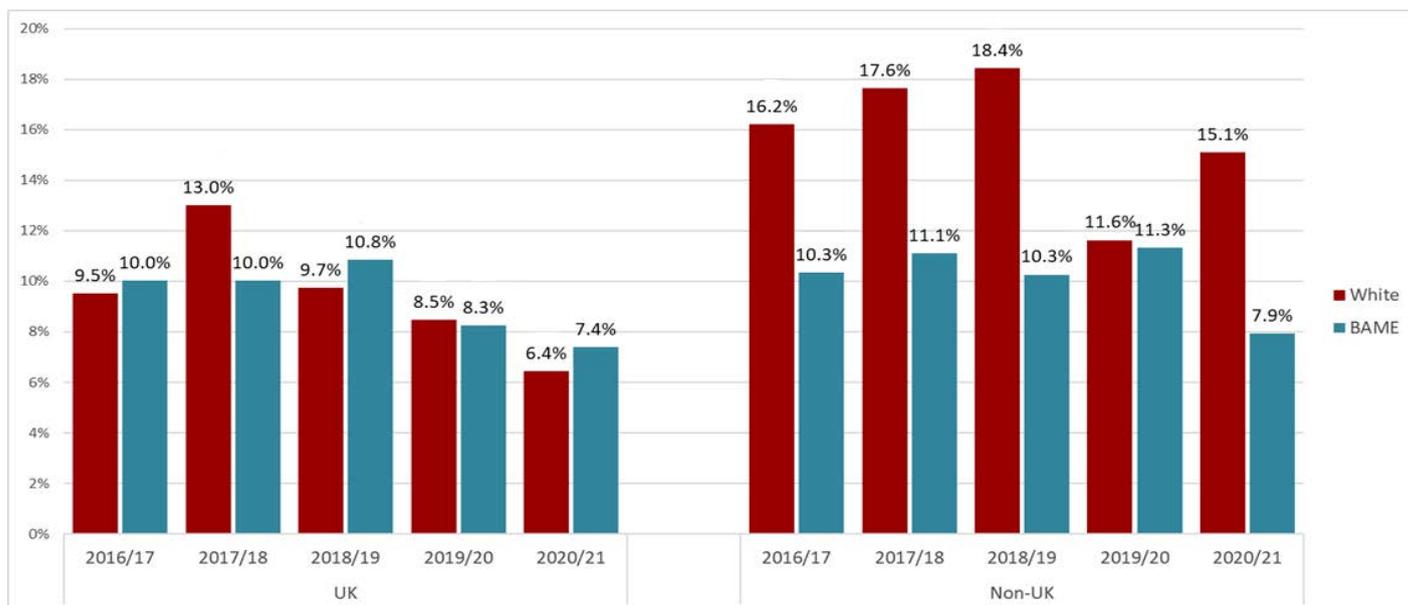
As with the academic staff population, we need to better understand the reasons why staff leave.

Action 4.a.4 (PGR) We will develop and implement a system to log and review the content of leavers surveys and identify and differential reasons for leaving by ethnicity and gender.

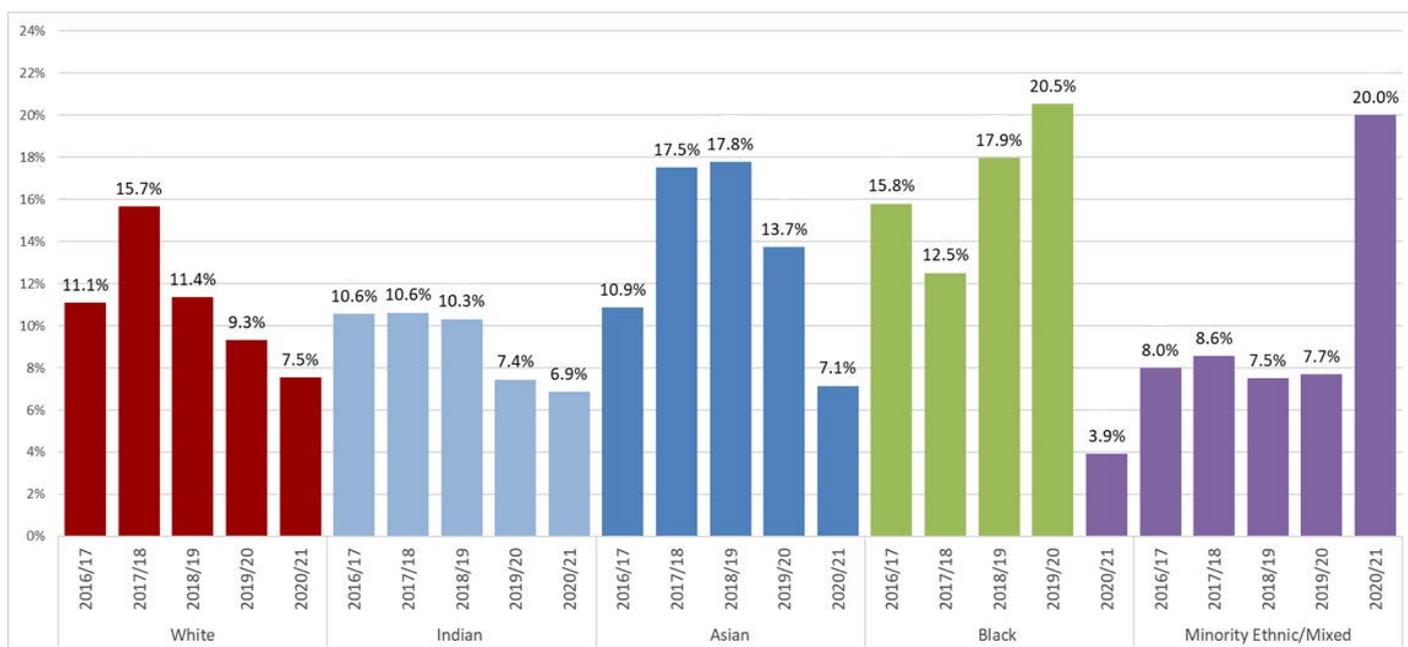
Professional services staff turnover rates by ethnic group



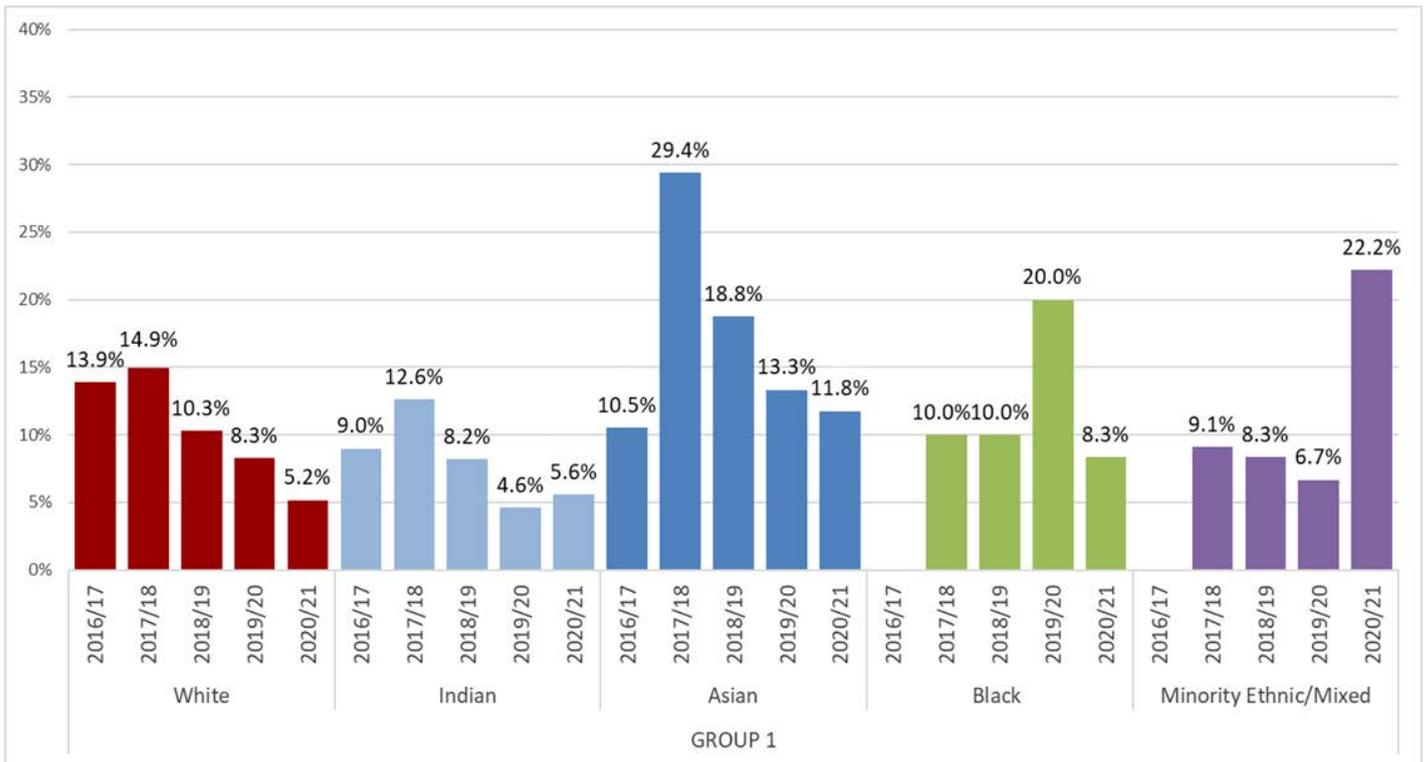
Professional Services staff turnover rates by nationality and ethnic group



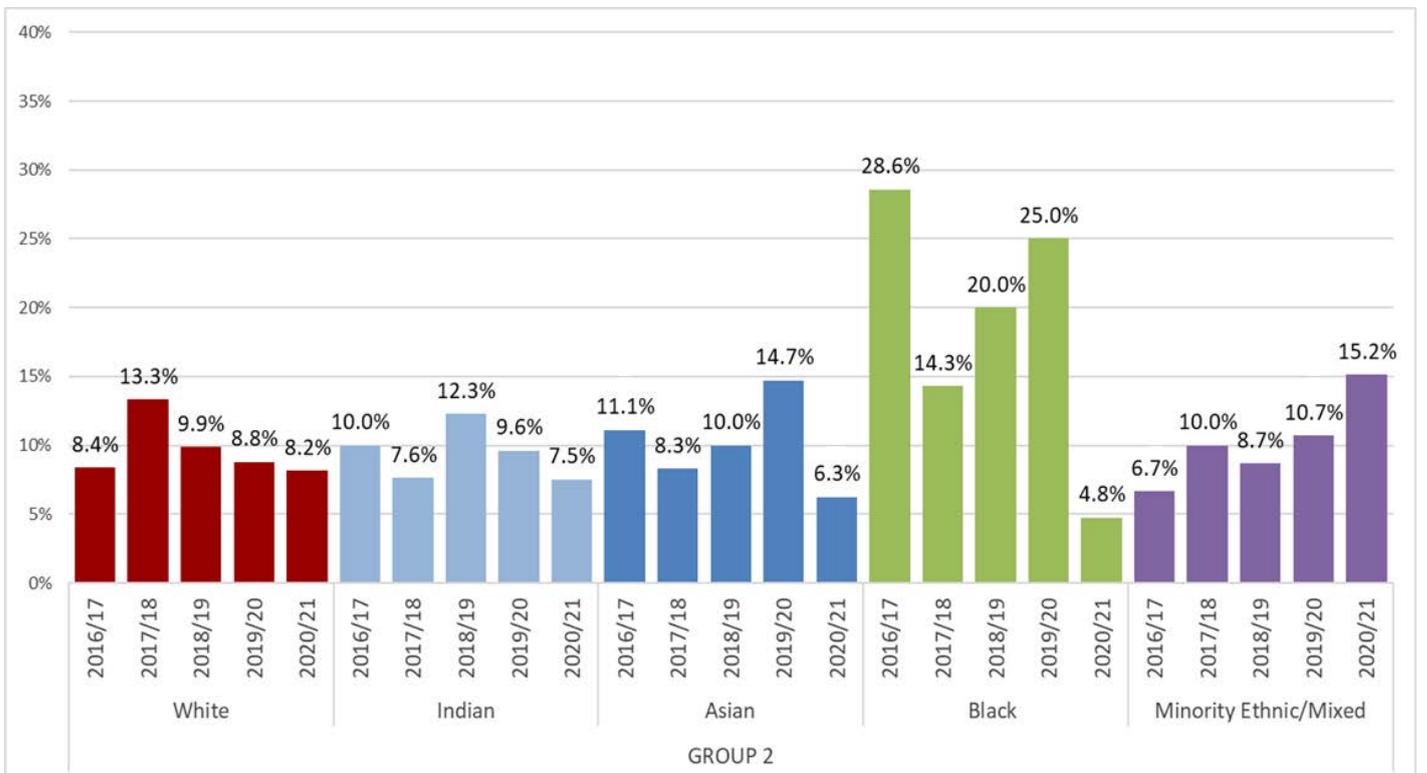
Professional services staff turnover rates by ethnic group



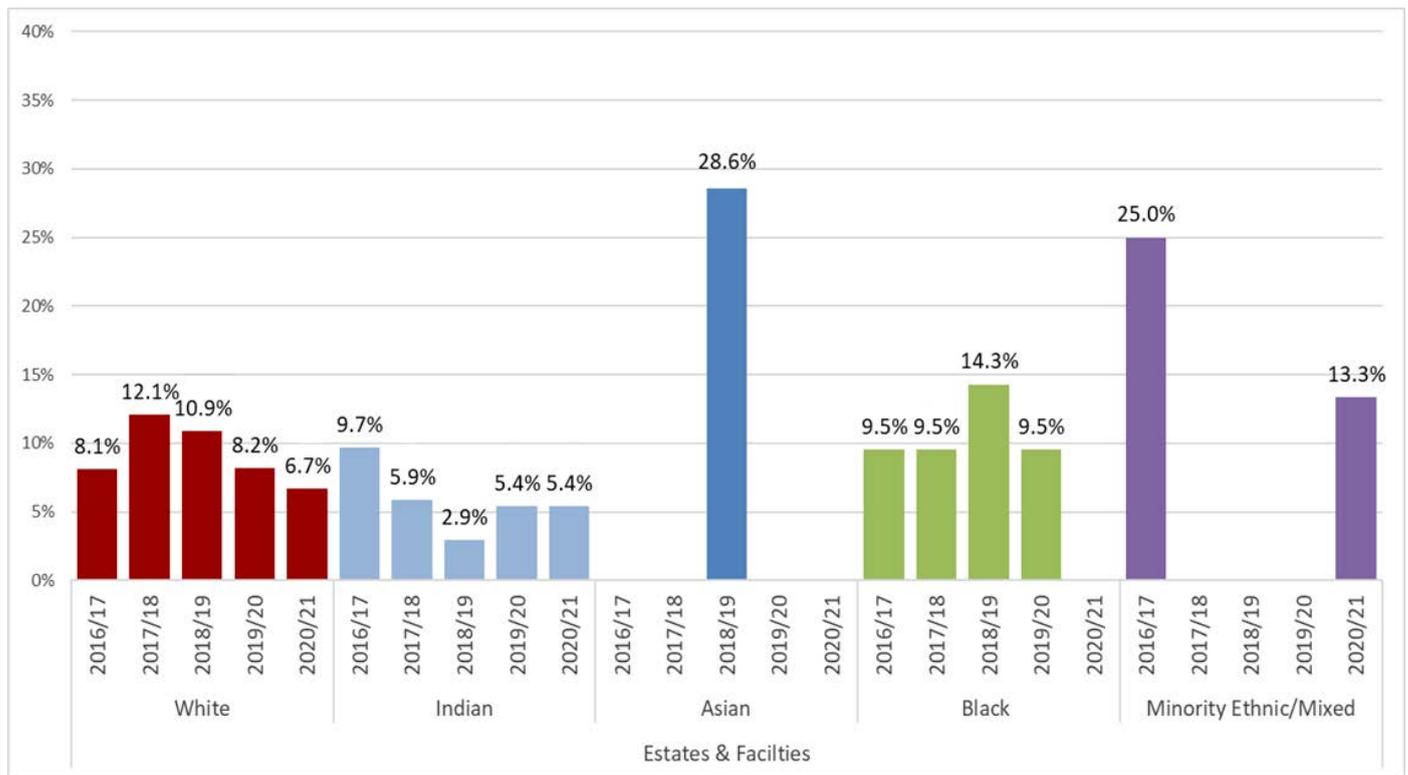
Group 1 professional services staff turnover rates by ethnic group



Group 2 professional services staff turnover rates by ethnic group



Estates & Facilities staff turnover rates by ethnic group



4c Grievances and disciplinarys

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

- the ethnic profile of individuals involved in grievance procedures
 - the ethnic profile of individuals involved in disciplinary procedures
 - whether the nature of any grievances and disciplinarys are race-related
- These numbers are likely to be small, so collate all three years together

Grievances and complaints

- 2019/20 - of 19 grievances submitted, 13 (almost 70%) were from Black, Asian and ethnically minoritised employees, a disproportionately high number.

Recognising the need to better manage and investigate issues, and develop strategic responses to them, the role of Employee Relations Manager was created. They have developed records and investigate underlying reasons behind disciplinarys and grievances and formal and informal casework. Listening sessions noted key feedback for complaints process: "better training for investigators and decision makers, as well as more transparent processes".

- 2020/21 - of 15 closed grievances, <6 were from Black, Asian and ethnically minoritised women
- <6 concerned race discrimination, harassment and victimisation.
- HR have analysed this data, and no race discrimination, harassment or victimisation was found.
- 2021/22 - 9 of 25 grievances were raised by Black, Asian and ethnically minoritised women.
- 7 of these were raised by one person in respect of a complaint about race discrimination.

A case review was undertaken and gaps identified in the local area's understanding of how to address discrimination concerns. Action was taken to train all staff in that area on micro-aggressions and managers on case handling complaints concerning racial discrimination.

Trends will continue to be reported to the ULB and Board of Governors biannually.

The 'informal reporting' equivalent of 'grievances' is 'complaints'.

- 2020/21 - <6 of 19 complaints were raised by Black, Asian and ethnically minoritised people.
- 2021/22 - proportion grew to 38% (12 of 32).

It is difficult to determine whether this is due to improved reporting, particularly as 2020/2021 was during covid when, e.g. furlough was a factor. This will continue to be monitored as data is collected and action taken accordingly.

Disciplinary

- 2019/20 - 8 disciplinary cases, all relating to the alleged misconduct of white employees
- <6 was an allegation of race discrimination.
- 2020/2021 – 9 formal cases, <6 related to a Black, Asian or ethnically minoritised man.
- 2021/22 - 50% of the 10 disciplinary cases included Black, Asian and ethnically minoritised men.
- <6 of which were considered gross misconduct.

A review of these cases is being undertaken to establish if any bias was present.

The informal equivalent of 'disciplinary' is 'conduct'. No cases involved Black, Asian and ethnically minoritised staff in 2020/21 or 2021/22.

Probation

- Increase in the representation of Black, Asian and ethnically minoritised staff from <6 of 7 (29%) probationary cases in 2020/21, to 7 of 13 (54%) in 2021/22 (with women accounting for 6 of the 7 cases (86%)).
- Capability concerns are a significant reason for triggering the formal probationary process.
- Unsure as to whether there are any specific reasons for this, for e.g., change to working arrangements caused by the pandemic.

We are now recording this type of employment matter and collecting further data, to understand if there is any trend of differential treatment. Learning from these cases is being considered as part of the development of the recruitment and induction processes.

Performance

- 2020/21 - <6 of <6 formal, but <6 of 6 informal performance management cases related to Black, Asian and ethnically minoritised employees.

Case reviews were undertaken which revealed that relationships with management were strained. We recognise the role of the manager is crucial in supporting effective performance.

- 2021/22 - <6 of 8 formal cases, but no informal cases involved Black, Asian and ethnically minoritised staff.
- <6 of the cases relate to the same person whose performance continued to fluctuate during the academic year.

Informal cases

- 2020/21 - apart from 'Performance' considered above, no over-representation of Black, Asian and ethnically minoritised staff was seen, aside from 'Complaint' and 'Other' (<6 cases).
- This was also the case in 2021/22.

Monitoring, evaluation and transparency will continue as will reporting to ULB and Board of Governors.

While numbers are small across all grievance and disciplinary data, we will commit to:

Action 4.c.1: Evaluate formal and informal cases involving Black, Asian and ethnically minoritised staff against the Chartered Institute for Professional Development (CIPD) race inclusion recommendations for employment, to continue to develop unbiased processes.

Closed formal cases by ethnicity and sex

Year	Ethnic Group & Gender	Grievance		Disciplinary		Performance & Probationary		Sickness	
		No.	%	No.	%	No.	%	No.	%
2019/2020	BAME		68%						
	White		32%		100%				
	Total		100%		100%		100%		100%
2020/2021	BAME		13%		11%		30%		11%
	BAME Male				11%		10%		
	BAME Female		13%				20%		11%
	White		73%		44%		50%		89%
	White Male		20%				40%		33%
	White Female		53%		44%		10%		56%
	Unknown		7%		44%		10%		
	Ethnicity not known Male		7%		44%		10%		
	N/A		7%				10%		
	Total		100%		100%		100%		100%
2021/2022	BAME		40%		50%		65%		23%
	BAME Male		4%		50%		24%		15%
	Female BAME		36%				41%		8%
	White		48%		50%		29%		69%
	White Male		8%		40%		12%		46%
	Female White		40%		10%		18%		23%
	Unknown		12%				6%		8%
	Ethnicity not known Male		4%						8%
	Ethnicity not known Female		8%				6%		
	N/A								
Total		100.0%		100.0%		100%		100%	
Combined Total			100%		100.0%		100%		100%

NB - please note in regards to percentages this chart does not include decimal places, however the data has been checked for accuracy and the totals add up to 100%. N/A refers to any cases that were recorded as anonymous.

Closed informal cases by ethnicity and sex

Year	Ethnic Group & Gender	Complaint		Conduct		Performance		Sickness		Other	
		No.	%	No.	%	No.	%	No.	%	No.	%
2020/2021	BAME		16%				67%		30%		25%
	BAME Male						17%		4%		25%
	Female BAME		16%				50%		26%		
	White		68%		100%		33%		61%		25%
	White Male		26%		67%				30%		
	White Female		42%		33%		33%		30%		25%
	Unknown		11%						9%		50%
	Ethnicity not known Male		5%						4%		50%
	Ethnicity not known Female		5%						4%		
	N/A		5%								
Total			100%		100%		100%		100%		100%
2021/2022	BAME		38%						14%		100%
	BAME Male		13%						7%		100%
	BAME Female		25%						7%		
	White		53%		80%		100%		76%		
	Male White		34%		80%		50%		24%		
	White Female		19%				50%		52%		
	Unknown		9%		20%				10%		
	Ethnicity not known Male		3%						7%		
	Ethnicity not known Female		6%		20%				4%		
	N/A										
Total			100%		100%		100%		100%		100%
Combined Total			100%		100%		100%		100%		100%

NB – with regards to percentages, this chart does not include decimal places. However, the data has been checked for accuracy and the totals add up to 100%. N/A refers to any cases that were recorded as anonymous.

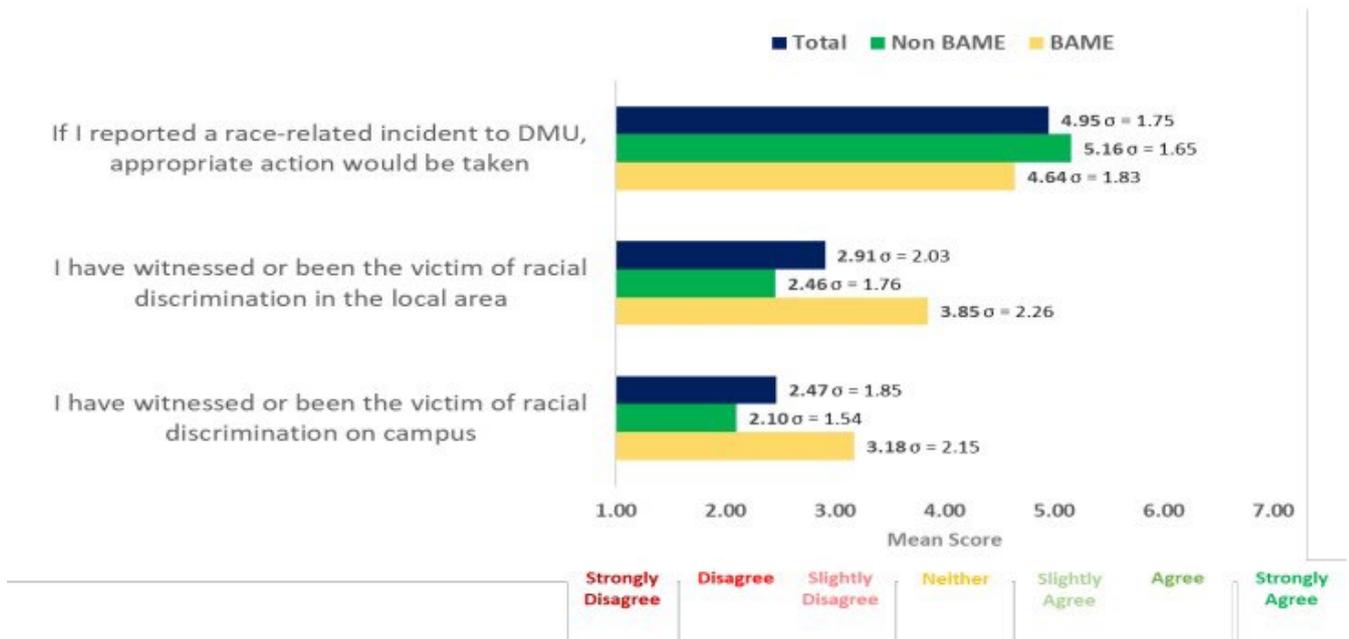
The REC survey highlighted fewer Black, Asian and ethnically minoritised staff felt appropriate action would be taken by the university if a race-related incident was reported (52% of Black, Asian and ethnically minoritised respondents compared to 70% of white). Qualitative comments noted difficulties in reporting cases, concerns with the speed of dealing with discrimination matters and perceptions that issues were not investigated thoroughly.

to reassure staff that race related cases will be listened to taken seriously and investigated we will.

Action 4.c.2 (CCB): Develop with the CFG reporting processes (including timelines),

Transparency on case numbers and 'closing the loop' on outcomes of reports received within GDPR. We will ensure these processes are well communicated

Figure 3: Racial Discrimination Reporting Measures



4d Decision-making boards and committees

Please provide details of the ethnic profile, and related analysis, commentary and actions, of your decision making boards and committees, including:

- senior management team
- board of governors/council
- research and academic committees
- key departmental decision-making bodies

In order to fulfil our aim to place lived experience at the heart of our decision making, we must significantly diversify membership.

- <6 members of ULB are Black, Asian and ethnically minoritised.
- 23% of Academic Board are Black, Asian and ethnically minoritised, below the overall academic representation of 30%.
- Membership of ULB is role dependent and reflects senior executive profiles.
- Membership of Academic Board is related to academic representation so there are more opportunities for diversification.
- Black, Asian and ethnically minoritised representation at faculty executive boards is below Black, Asian and ethnically minoritised (all staff) populations, with the exception of BAL.

We have a number of committees which have elected members, in which we endeavour to operate an impartial and independent election process, including utilising external election software. It is recognised that some groups of staff may be more likely to put themselves forward as nominees for elected places, thereby reducing the diversity in candidates.

We will strengthen our work to address this:

Action 4.d.1 (GA) : Undertake additional engagement activities ahead of nomination periods. Seek nominations from staff networks. Introduce additional stages in the nomination process to ensure that a diverse range of nominations have been made.

Action 4.d.2 (GA): Scope and introduce: opportunities for individual shadowing; shadow boards for some university committees. Reconsider committee memberships beyond organisational structure boundaries (for example, where members may be drawn from staff networks as well as or instead of from organisational units).

DMU committee membership 2021/22

Gender & Ethnic Group	Committee									
	Equality, Diversity and Inclusion		Academic Board		University Leadership Board		Operational Leaders Group		Professional Services Directors Group	
	No.	%	No.	%	No.	%	No.	%	No.	%
Male		21%		36%		33%		28%		38%
BAME		9%		3%		0%		4%		6%
White		12%		32%		33%		24%		31%
Female		76%		58%		67%		64%		50%
BAME		24%		19%		17%		4%		0%
White		52%		39%		50%		60%		50%
BAME		33%		23%		17%		8%		6%
White		64%		71%		83%		84%		81%
Unknown/Undeclared		3%		7%		0%		8%		13%
Total Members		100%		100%		100%		100%		100%

Faculty executive board membership 2021/22

Gender & Ethnic Group	Faculty							
	ADH		BAL		CEM		HLS	
	No.	%	No.	%	No.	%	No.	%
Male		19%		47%		43%		65%
BAME		6%		11%		7%		15%
White		13%		37%		36%		50%
Female		81%		53%		50%		35%
BAME		19%		16%		7%		5%
White		63%		37%		43%		30%
BAME		25%		26%		14%		20%
White		75%		74%		79%		80%
Unknown/Undeclared		0%		0%		7%		0%
Total Members	16	100%	19	100%	14	100%	20	100%

Faculty equality, diversity and inclusion committee membership 2021/22

Gender & Ethnic Group	Faculty							
	ADH		BAL		CEM		HLS	
	No.	%	No.	%	No.	%	No.	%
Male		17%		28%		40%		53%
BAME		0%		11%		13%		0%
White		17%		17%		27%		53%
Female		70%		72%		60%		47%
BAME		9%		33%		0%		13%
White		61%		39%		60%		33%
BAME		9%		44%		13%		13%
White		78%		56%		87%		87%
Unknown/Undeclared		13%		0%		0%		0%
Total Members	23	100%	18	100%	15	100%	15	100%

The Board recognises the lack of Black, Asian and ethnically minoritised representation and that structural inequalities mean that individuals are less likely to have had opportunity to gain experience as a Non-Executive Directors.

Action 4.d.3 (GA): Consider and revise the person specification and appointment criteria for the Board of Governors to remove barriers for under-represented groups.

Action 4.d.4 (GA): Build on existing work to develop and introduce DMU's own Governor apprenticeship scheme.

Board of Governors Membership	% of total
White	92%
BAME	8%
Total	100%

4e Equal pay

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

For the pay period containing the 'snapshot' date of 31 March 2021:

- There is a mean RPG of 5.2% and median RPG of 0%.
- A decrease from last year's reported mean RPG figure of 7.1%, and a continued median RPG of 0%.
- Mean pay gap is the lowest since we started reporting the RPG in 2018 and reflects the proportionally higher representation of Black, Asian and ethnically minoritised staff in some grades. E.g. representation has increased across all academic grades, with 2x as many SLs and APs than 5 years ago.
- Number of Black, Asian and ethnically minoritised Professors has increased from 12 to 21.
- 30% of our Senior Academics identify as Black, Asian and ethnically minoritised.
- This representation is not replicated in professional services, where Black, Asian and ethnically minoritised staff show little or no growth in representation in the senior grades.

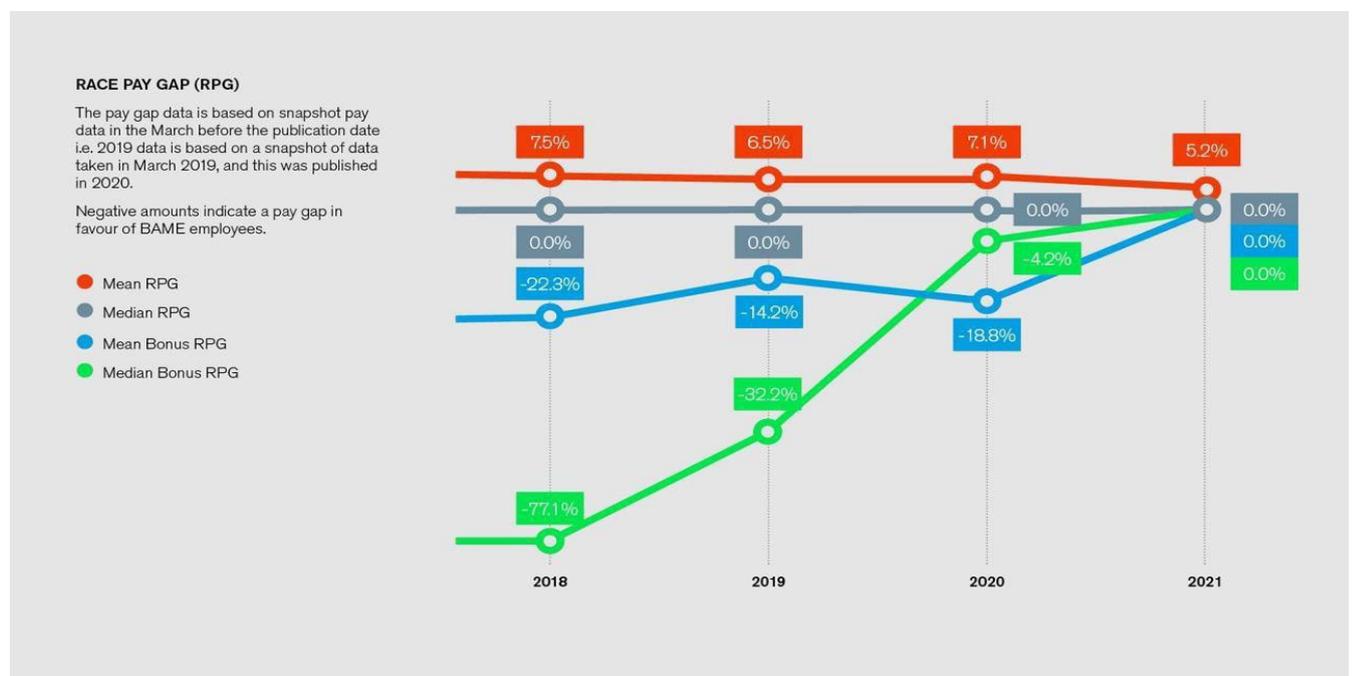
DMU has taken many steps to ensure that there is no unequal pay practice taking place, including:

- rigorous job evaluation
- grading structures
- fixed starting salaries processes. Any deviation must be robustly backed up with empirical evidence of labour market difficulties or exceptional previous skills which would benefit the university.

Further actions for closing the pay gap are set out in 5/6a, 5/6b, 5/6c and 5d. To ensure this work is co-ordinated and nuanced, and as set out in our EDI strategy:

Action 4.e.1 : We will set up a task force to understand and develop actions to address the pay gap, perceptions of the pay gap and associated staff development and progression for those staff demographics under-represented at senior levels. The target is to reduce the gap to 0% by 2025.

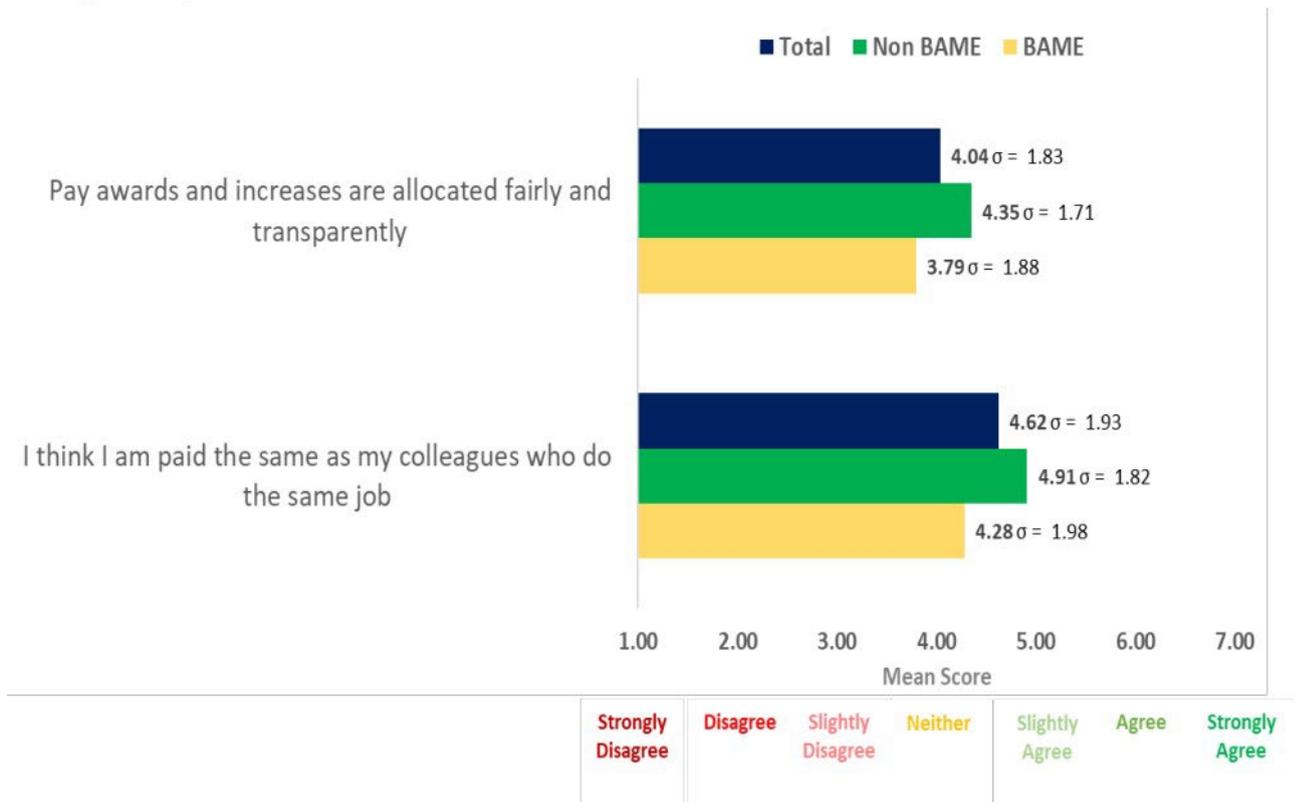
Race pay gap (RPG)



- Only 50% of the Black, Asian and ethnically minoritised respondents to the REC survey felt they were paid the same as colleagues performing the same job, compared to 66% of white respondents.
- Black, Asian and ethnically minoritised respondents were more critical of the process of pay allocation, with only 36% concurring that the system was fair and transparent – 12% points below the level recorded for white respondents.

The task group that will be established to tackle the pay gap will also investigate the reasons for the differences in perception.

Figure 9: Pay Related Measures



5. Academic staff: recruitment, progression and development

Where possible for sections 5 please provide the data for each academic faculty. Please also provide a brief overview statement from the head of each faculty, setting out their reaction to the data and priorities for action.

5a Academic recruitment

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

- applying for academic posts
- being shortlisted/invited to interview for academic posts
- being offered academic posts

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

Please provide information on the institution's recruitment processes.

- How are minority ethnic individuals, where underrepresented, encouraged to apply and accept offers?
- What is done to try to identify and address biases within the processes?

Our commitment to EDI is standard in every job description. Our recruitment campaigns promote our, and the city's, diversity. Since the last submission, the Talent Acquisition Team has reviewed where we advertise and how our partner job boards support us in attracting diverse candidates. In 2019 we introduced a "central pool of recruiters"; a diverse range of trained panel members enabling recruiters to create diverse panels. Recruiting managers must supply a list of panel members to the central team who challenge the composition if it is not diverse. Our REN, with POD, have delivered a series of sessions around progression and promotions for professional services and academic colleagues, resulting in a significantly more diverse applicant pool. Our survey results noted the importance of having a diverse workforce in order to attract talent from Black, Asian and ethnically minoritised labour pools.

- 46% of Black, Asian and ethnically minoritised respondents considered the ethnic/racial diversity of the institution prior to application compared to 26% of white colleagues.

Despite this, including new mandatory bias training containing specific information on bias and privilege in recruitment processes, there are significant inequitable outcomes for Black, Asian and ethnically minoritised applicants.

- Across all years, Asian applicants constituted 27% – 30%, Black applicants 10% - 11%, white applicants 24% - 27%, and Minority ethnic/mixed 16% each year.

Application to shortlist:

- 20 - 24% of Asian applicants were shortlisted
- 19 - 35% of Black applicants
- 20 – 24% of Minority ethnic/mixed applicants
- 30 – 44% of white applicants. (Lower numbers in these ranges stem from 2018/19 data when proportionally fewer applicants were shortlisted).
- Largest gaps were in 2021:
 - 48% of white applicants shortlisted
 - 23% of Asian
 - 24% of Minority ethnic/mixed applicants.
- In the last 2 years, 7 - 11% more of Black applicants (31% and 34%) than Asian applicants were shortlisted (24% and 23%).

Shortlist to offer:

- 37 - 52% of white interviewees shortlisted were offered the role (with an aggregated offer rate of 45%)
- 23 - 24% of Asian interviewees
- 28 - 35% of Black interviewees (29% aggregate)
- 24-30% (27% aggregate) of Minority ethnic/mixed.

UK and Non-UK:

- Of all applicants, broadly two-thirds were UK domiciled.
- Within both groups, Asian applicants formed the highest number in each year, followed by white.
- At 12-16%, the overall shortlist conversion was significantly lower (by at least 50%) for non-UK applicants. The Talent and Acquisition team investigated this and found non-UK Black, Asian and ethnically minoritised applicants did not meet the criteria specified.
- Over the 3 years, 16% of non-UK Black, Asian and ethnically minoritised applicants and 16% of non-UK white applicants were shortlisted.
- Of those shortlisted, 13% of Black, Asian and ethnically minoritised interviewees, and 16% of white interviewees were offered the role.

To support candidates, a "How to Apply" page was introduced giving guidance on our recruitment process and completing a personal statement.

UK:

- Over 3 years, 27% of Black, Asian and ethnically minoritised applicants were shortlisted compared to 62% of white applicants.
- 30% of Black, Asian and ethnically minoritised applicants interviewed were offered the role compared to 50% of white interviewees.
- This is consistent with that presented in DMU's 2018 application.

To address the issues identified, please see the suite of comprehensive actions in the action plan, grouped into three themes.

Action:

5.a.1a (PTR) Establish the underlying reasons for disparity in outcomes

5.a.1.b (PTR) Develop processes and protocols to address the reasons

5.a.1c (PTR) Support applicants

Academic staff recruitment data by ethnic group 2018/19-2020/21

Ethnic Group	2018/19						2019/20						2020/21					
	Applications		Shortlisted		Offered		Applications		Shortlisted		Offered		Applications		Shortlisted		Offered	
	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %
BAME		54.4%		19.2%		25.0%		56.0%		25.1%		26.7%		56.0%		25.4%		26.0%
Asian		27.2%		19.6%		22.6%		29.5%		23.7%		26.0%		28.7%		22.8%		23.2%
Black		10.9%		18.6%		28.1%		10.4%		31.3%		29.8%		11.3%		34.5%		28.8%
Minority Ethnic/Mixed		16.3%		18.8%		27.1%		16.1%		23.7%		25.4%		16.0%		23.7%		30.0%
White		27.3%		29.8%		49.2%		24.2%		44.1%		36.7%		24.3%		48.4%		52.4%
Unknown/Undeclared		18.3%		18.8%		35.2%	347	19.7%		25.1%		32.2%		19.7%		32.7%		29.4%
Total	1,574	100.0%	346	22.0%	123	35.5%	1,757	100.0%	522	29.7%	163	31.2%	1,054	100.0%	342	32.4%	124	36.3%

Academic staff recruitment data by ethnic group and nationality 2018/19-2020/21

Nationality	Ethnic Group	2018/19						2019/20						2020/21					
		Applications		Shortlisted		Offered		Applications		Shortlisted		Offered		Applications		Shortlisted		Offered	
		No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %
UK	BAME		68.1%		20.8%		26.2%		68.8%		28.4%		31.8%		66.8%		30.7%		30.8%
	Asian		26.7%		21.3%		25.0%		28.7%		28.8%		32.6%		25.8%		28.8%		31.4%
	Black		12.1%		19.1%		23.1%		11.7%		38.2%		34.0%		12.4%		38.8%		30.3%
	Minority Ethnic/Mixed		17.3%		21.1%		26.8%		18.4%		24.9%		27.5%		17.4%		27.7%		30.3%
	White		28.0%		38.4%		52.7%		22.8%		81.8%		42.2%		26.4%		63.2%		57.3%
	Unknown/Undeclared		17.9%		23.4%		36.2%		18.8%		33.8%		33.8%		19.0%		43.1%		30.4%
Total		100.0%		26.8%		37.8%		100.0%		37.5%		36.8%		100.0%		41.8%		41.0%	
Non-UK	BAME		60.1%		14.8%		24.2%		51.1%		18.5%		8.8%		68.8%		15.8%		8.1%
	Asian		28.4%		15.6%		15.0%		31.0%		15.6%		6.5%		33.9%		14.4%		0.0%
	Black		8.0%		16.7%		50.0%		7.9%		13.7%		0.0%		9.2%		23.5%		12.5%
	Minority Ethnic/Mixed		13.7%		11.3%		28.6%		12.1%		20.5%		18.8%		13.6%		14.0%		28.6%
	White		30.8%		11.8%		26.0%		27.8%		19.2%		11.8%		22.2%		17.1%		14.3%
	Unknown/Undeclared		19.3%		8.0%		28.6%		21.3%		11.7%		25.0%		21.1%		15.4%		25.0%
Total		100.0%		12.4%		26.0%		100.0%		18.2%		12.6%		100.0%		18.0%		18.8%	
Grand Total		1,574		22.0%		123	35.5%	1,757		29.7%		163	31.2%	1,054		32.4%		124	36.3%

All faculties have received proportionally more applications from Black, Asian and ethnically minoritised people than white applicants. However, variations exist within groups and faculties:

ADH

- Received the fewest applications from Black, Asian and ethnically minoritised applicants (41%).
- Applications from Black candidates accounted for 7%, compared to 36% from white applicants.
- 36% of Black applicants were shortlisted, compared to 18% of Asian and 22% of Minority ethnic/mixed candidates.
- 9% of Asian, 14% of Minority ethnic/mixed and 19% of Black interviewees compared to 43% of white interviewees were offered the role.

UK:

- At 60% vs 24% significantly more UK white applicants were shortlisted compared to UK Black, Asian and ethnically minoritised applicants,
- 14% of interviewees identifying as Black, Asian and ethnically minoritised were offered the role, and correlates to an application to offer rate of 3.5% for Black, Asian and ethnically minoritised applicants (26.7% for white applicants).

Non-UK:

- Of 226 non-UK applicants, <6 were offered the role.
- 16% of Black, Asian and ethnically minoritised applicants were shortlisted compared to 9% of White.
- A proportionally higher number of Black non-UK applicants were shortlisted (47%) (n=7) compared to 9% of white applicants (n=10)
- 1 Black interviewee was offered the role (14%) compared to 3 of the white interviewees (30%).

BAL

- Largest proportion of applications
- 61% from Black, Asian and ethnically minoritised groups., 20% white and 35% were shortlisted.
- 33% of Black applicants shortlisted.
- 43% Black applicants offered the role – highest conversion rate of any Black, Asian and ethnically minoritised group across all faculties.
- Conversion from interview to offer rate for white and Asian interviewees was 33% and 23% respectively.

The SAT and BAL managers noted that the relatively high proportion of Black staff attracts further diversity, and recruitment panels have good representation of Black staff.

CEM

- 59% of applicants from Black, Asian and ethnically minoritised groups and 21% white.
- 24% of Black, Asian and ethnically minoritised applicants shortlisted compared to 38% of white, demonstrating a significant gap.
- 39% white interviewees are offered the role compared to 32% Black, Asian and ethnically minoritised.
- Splitting UK and non-UK data reveals more favourable shortlisting, and conversion to offer rates for non-UK Black, Asian and ethnically minoritised applicants.
- This exacerbates the gaps between UK Black, Asian and ethnically minoritised applicants and white applicants.
- 8.7% of UK Black, Asian and ethnically minoritised applicants are offered roles, compared to 24.7% of UK white applicants.

HLS

- 29% of all applicants are Asian, 27% white, 15% minority ethnic/mixed heritage and 12% Black.
- 20% of Black, Asian and ethnically minoritised applicants reach interview compared to 46% of white applicants.
- 54% of white interviewees are offered the role compared to 18% of Black interviewees, 28% of Asian and 35% of minority ethnic/mixed interviewees.
- Low conversion rates for non-UK applicants, particularly stark for non-UK Black, Asian and ethnically minoritised applicants with <6 out of 230 applications being offered a role.

Academic staff recruitment data by ethnic group and faculty 2018/19-2020/21

Faculty/ Directorate	Ethnic Group	2018/19						2019/20						2020/21					
		Applications		Shortlisted		Offered		Applications		Shortlisted		Offered		Applications		Shortlisted		Offered	
		No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %
ADH	BAME		38.7%		15.1%		31.3%		37.8%		30.3%		8.7%		48.2%		24.4%		4.8%
	Asian		18.2%		6.0%		0.0%		17.3%		34.3%		16.7%		23.7%		18.2%		0.0%
	Black		6.9%		15.8%		66.7%		5.4%		36.4%		0.0%		7.5%		64.3%		11.1%
	Minority Ethnic/Mixed		13.5%		27.0%		30.0%		14.9%		23.3%		0.0%		15.1%		14.3%		0.0%
	White		40.6%		28.8%		40.8%		37.1%		37.3%		25.0%		32.8%		45.9%		64.3%
	Unknown/Undeclared		20.8%		10.5%		50.0%		25.2%		29.4%		40.0%		21.0%		35.9%		21.4%
	Total		100.0%		18.7%		38.8%		100.0%		32.7%		22.7%		100.0%		33.9%		34.8%
BAL	BAME		57.3%		28.3%		16.7%		61.4%		24.6%		38.7%		68.0%		33.8%		22.2%
	Asian		28.3%		30.3%		11.1%		31.2%		21.4%		32.6%		33.5%		33.3%		18.2%
	Black		13.4%		26.2%		27.3%		12.2%		34.2%		52.0%		14.2%		39.3%		36.4%
	Minority Ethnic/Mixed		15.6%		26.5%		15.4%		18.0%		23.1%		28.0%		20.3%		30.0%		16.7%
	White		26.6%		31.3%		40.0%		20.2%		30.8%		21.8%		12.7%		64.0%		60.0%
	Unknown/Undeclared		17.2%		25.9%		35.7%		18.4%		22.7%		32.0%		19.3%		31.6%		41.7%
	Total		100.0%		28.7%		26.8%		100.0%		26.4%		32.2%		100.0%		37.1%		31.6%
CEM	BAME		68.9%		22.6%		28.8%		67.7%		26.7%		27.7%		68.4%		34.8%		28.8%
	Asian		30.8%		25.8%		27.3%		33.4%		25.5%		29.6%		28.9%		16.7%		11.1%
	Black		9.9%		24.4%		20.0%		8.5%		33.3%		22.2%		9.1%		29.4%		40.0%
	Minority Ethnic/Mixed		19.2%		16.3%		30.8%		15.8%		22.0%		27.3%		21.4%		32.5%		38.5%
	White		18.6%		36.8%		37.9%		18.8%		43.6%		44.4%		23.6%		34.1%		33.3%
	Unknown/Undeclared		20.7%		16.3%		28.6%		22.7%		20.8%		26.7%		17.1%		28.1%		11.1%
	Total		100.0%		23.8%		30.3%		100.0%		28.1%		32.8%		100.0%		27.8%		27.6%
HLS	BAME		68.8%		12.3%		32.4%		68.0%		26.1%		20.6%		63.4%		23.2%		36.3%
	Asian		27.8%		14.0%		31.6%		30.9%		23.9%		20.9%		28.2%		23.3%		37.0%
	Black		12.5%		9.8%		33.3%		10.7%		27.0%		5.9%		13.1%		29.6%		25.0%
	Minority Ethnic/Mixed		16.4%		11.3%		33.3%		14.9%		26.1%		30.4%		12.1%		16.0%		50.0%
	White		27.2%		28.3%		80.0%		28.8%		67.2%		44.0%		28.2%		63.7%		66.2%
	Unknown/Undeclared		16.2%		22.8%		33.3%		17.1%		29.7%		30.0%		20.4%		32.1%		40.7%
	Total		100.0%		17.8%		61.7%		100.0%		34.6%		32.4%		100.0%		33.0%		44.8%
Directorates	BAME		64.3%		16.8%		28.8%		64.2%		16.4%		26.0%		64.2%		16.4%		33.3%
	Asian		30.9%		8.0%		50.0%		22.9%		9.1%		0.0%		30.6%		13.6%		33.3%
	Black		11.1%		22.2%		0.0%		16.7%		25.0%		50.0%		8.3%		0.0%		
	Minority Ethnic/Mixed		12.3%		30.0%		33.3%		14.6%		14.3%		0.0%		15.3%		27.3%		33.3%
	White		30.8%		28.0%		14.3%		18.8%		66.8%		40.0%		26.0%		38.9%		28.8%
	Unknown/Undeclared		14.8%		16.7%		50.0%		27.1%		15.4%		50.0%		20.8%		40.0%		0.0%
	Total		100.0%		19.8%		26.0%		100.0%		22.9%		38.4%		100.0%		28.4%		21.1%
Grand Total																			

Academic staff recruitment data by ethnic group, nationality and faculty 2018/19-2020/2

Faculty/ Directorate	Ethnic Group	2018/19						2019/20						2020/21					
		Applications		Shortlisted		Offered		Applications		Shortlisted		Offered		Applications		Shortlisted		Offered	
		No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %
UK																			
ADH	BAME		45.8%		18.3%		26.7%		45.5%		34.4%		9.5%		47.2%		22.4%		7.7%
	Asian		20.7%		8.1%		0.0%		21.8%		41.4%		16.7%		25.2%		12.9%		0.0%
	Black		7.8%		14.3%		50.0%		4.5%		33.3%		0.0%		7.3%		55.6%		20.0%
	Minority Ethnic/Mixed		17.3%		32.3%		30.0%		19.4%		26.9%		0.0%		14.8%		22.2%		0.0%
	White		31.8%		47.4%		40.7%		26.9%		63.4%		28.0%		30.9%		68.4%		65.4%
	Unknown/Undeclared		22.3%		15.0%		50.0%		27.8%		35.1%		46.2%		22.0%		40.7%		27.3%
	Total		100.0%		26.8%		37.5%		100.0%		44.0%		25.4%		100.0%		40.7%		42.0%
BAL	BAME		58.6%		31.7%		13.6%		66.2%		31.1%		40.0%		67.2%		42.3%		27.3%
	Asian		27.8%		33.3%		9.1%		32.7%		27.7%		36.4%		31.9%		40.5%		26.7%
	Black		14.8%		31.4%		27.3%		14.8%		45.3%		54.2%		14.7%		52.9%		33.3%
	Minority Ethnic/Mixed		16.0%		28.9%		9.1%		19.0%		26.1%		27.8%		20.7%		37.5%		22.2%
	White		23.6%		35.7%		45.0%		17.6%		40.6%		30.8%		12.9%		73.3%		63.6%
	Unknown/Undeclared		17.7%		31.0%		38.5%		16.2%		32.2%		36.8%		19.8%		47.8%		36.4%
	Total		100.0%		32.5%		26.0%		100.0%		33.0%		37.5%		100.0%		47.4%		36.4%
CEM	BAME		61.0%		24.3%		29.7%		58.8%		29.9%		37.9%		64.3%		29.2%		28.6%
	Asian		28.1%		28.6%		35.0%		29.7%		32.7%		43.8%		30.4%		20.6%		14.3%
	Black		11.2%		25.0%		14.3%		8.8%		50.0%		28.6%		10.7%		41.7%		40.0%
	Minority Ethnic/Mixed		21.7%		18.5%		30.0%		20.8%		17.6%		33.3%		23.2%		34.6%		33.3%
	White		19.7%		46.9%		43.5%		22.4%		59.5%		54.5%		20.9%		56.5%		38.5%
	Unknown/Undeclared		19.3%		22.9%		27.3%		18.8%		35.5%		27.3%		15.2%		41.2%		14.3%
	Total		100.0%		28.5%		33.8%		100.0%		37.6%		41.3%		100.0%		36.6%		29.3%
HLS	BAME		56.0%		13.0%		35.7%		57.9%		27.3%		26.2%		51.2%		30.6%		40.9%
	Asian		26.7%		16.5%		35.3%		28.0%		26.7%		29.0%		21.4%		36.7%		45.5%
	Black		13.2%		7.8%		25.0%		12.8%		28.3%		6.7%		15.3%		32.6%		28.6%
	Minority Ethnic/Mixed		16.1%		11.3%		42.9%		16.7%		27.5%		36.8%		14.8%		19.5%		50.0%
	White		28.5%		31.8%		80.0%		25.1%		73.1%		47.4%		29.9%		63.1%		60.4%
	Unknown/Undeclared		15.8%		25.0%		33.3%		17.4%		36.1%		26.9%		18.9%		39.6%		42.9%
	Total		100.0%		20.2%		55.1%		100.0%		40.3%		35.3%		100.0%		42.0%		50.0%
Directorates	BAME		56.9%		17.1%		28.6%		50.0%		15.8%		33.3%		54.7%		20.7%		33.3%
	Asian		33.3%		8.3%		50.0%		18.4%		0.0%		0.0%		28.3%		20.0%		33.3%
	Black		11.1%		25.0%		0.0%		13.2%		40.0%		50.0%		7.5%		0.0%		0.0%
	Minority Ethnic/Mixed		12.8%		33.3%		33.3%		18.4%		14.3%		0.0%		18.9%		30.0%		33.3%
	White		27.8%		35.0%		14.3%		21.1%		62.5%		40.0%		26.4%		50.0%		28.6%
	Unknown/Undeclared		15.3%		18.2%		50.0%		28.9%		18.2%		18.2%		18.9%		60.0%		0.0%
	Total		100.0%		22.2%		25.0%		100.0%		26.3%		40.0%		100.0%		35.8%		21.1%
UK Total			71.3%		25.8%		37.6%		63.9%		37.5%		35.9%		65.0%		41.3%		41.0%
Non-UK																			
ADH	BAME		25.3%		4.2%		100.0%		22.1%		13.3%		0.0%		44.4%		28.6%		0.0%
	Asian		13.7%		0.0%		0.0%		8.8%		0.0%		0.0%		20.8%		30.8%		0.0%
	Black		5.3%		20.0%		100.0%		7.4%		40.0%		0.0%		7.9%		80.0%		0.0%
	Minority Ethnic/Mixed		6.3%		0.0%		0.0%		5.9%		0.0%		0.0%		15.9%		0.0%		0.0%
	White		56.8%		9.3%		40.0%		57.4%		7.7%		0.0%		36.9%		8.7%		50.0%
	Unknown/Undeclared		17.9%		0.0%		0.0%		20.8%		14.3%		0.0%		19.0%		25.0%		0.0%
	Total		100.0%		6.3%		50.0%		100.0%		10.3%		0.0%		100.0%		20.6%		7.7%
BAL	BAME		53.2%		17.1%		28.6%		54.0%		11.8%		20.0%		69.1%		21.4%		8.3%
	Asian		29.9%		21.7%		20.0%		28.9%		10.3%		14.3%		35.8%		24.1%		0.0%
	Black		9.1%		0.0%		0.0%		8.8%		5.0%		0.0%		13.8%		18.2%		50.0%
	Minority Ethnic/Mixed		14.3%		18.2%		50.0%		16.8%		17.9%		28.6%		19.8%		18.8%		0.0%
	White		31.2%		20.8%		20.0%		24.3%		19.3%		0.0%		12.3%		50.0%		20.0%
	Unknown/Undeclared		15.8%		8.3%		0.0%		21.7%		11.8%		16.7%		18.5%		6.7%		100.0%
	Total		100.0%		16.9%		23.1%		100.0%		13.6%		12.5%		100.0%		22.2%		16.7%
CEM	BAME		58.1%		19.6%		21.1%		56.6%		20.9%		11.1%		52.0%		15.4%		33.3%
	Asian		34.7%		22.4%		15.4%		37.6%		19.3%		9.1%		26.7%		10.0%		0.0%
	Black		7.8%		23.1%		33.3%		8.8%		15.4%		0.0%		6.7%		0.0%		0.0%
	Minority Ethnic/Mixed		15.8%		11.5%		33.3%		10.9%		31.3%		20.0%		18.7%		28.8%		50.0%
	White		19.2%		18.8%		16.7%		16.4%		20.0%		0.0%		28.0%		9.5%		0.0%
	Unknown/Undeclared		22.8%		7.9%		33.3%		27.0%		9.8%		25.0%		20.0%		13.3%		0.0%
	Total		100.0%		16.8%		21.4%		100.0%		17.8%		11.1%		100.0%		13.3%		20.0%
HLS	BAME		59.2%		9.8%		16.7%		52.9%		19.4%		0.0%		58.0%		9.2%		0.0%
	Asian		32.0%		6.1%		0.0%		36.2%		18.8%		0.0%		42.7%		8.9%		0.0%
	Black		9.7%		20.0%		50.0%		5.8%		20.0%		0.0%		8.4%		18.2%		0.0%
	Minority Ethnic/Mixed		17.5%		11.1%		0.0%		10.7%		21.1%		0.0%		6.9%		0.0%		0.0%
	White		22.3%		0.0%		0.0%		31.1%		27.3%		26.7%		18.3%		20.8%		0.0%
	Unknown/Undeclared		18.4%		15.8%		33.3%		16.4%		13.8%		50.0%		23.7%		19.4%		33.3%
	Total		100.0%		8.7%		22.2%		100.0%		20.9%		16.2%		100.0%		13.7%		11.1%
Directorates	BAME		33.3%		0.0%		0.0%		70.0%		14.3%		0.0%		52.8%		0.0%		0.0%
	Asian		11.1%		0.0%		0.0%		40.0%		25.0%		0.0%		36.8%		0.0%		0.0%
	Black		11.1%		0.0%		0.0%		30.0%		0.0%		0.0%		10.5%		0.0%		0.0%
	Minority Ethnic/Mixed		11.1%		0.0%		0.0%		0.0%		0.0%		0.0%		5.3%		0.0%		0.0%
	White		55.6%		0.0%		0.0%		10.0%		0.0%		0.0%		21.1%		0.0%		0.0%
	Unknown/Undeclared		11.1%		0.0%		0.0%		20.0%		0.0%		0.0%		26.3%		0.0%		0.0%
	Total		100.0%		0.0%		0.0%		100.0%		0.0%		0.0%		100.0%		0.0%		0.0%
Non-UK Total			28.7%		12.4%		25.0%		36.9%		16.2%		12.5%		35.0%		16.0%		13.6%
Grand Total			100.0%		22.0%		35.5%		100.0%		29.7%		31.2%		100.0%		32.4%		36.3%

5b Training

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

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

All new staff joining the university undertake an extensive induction programme, which includes mandatory e-learning on EDI and bias, including information on white privilege.

The university operates an 'Open Programme', which profiles the development opportunities that are on offer across the university. During 2021/22, over 700 colleagues received support with their learning, teaching and assessment related needs.

Leadership and Management

Leadership and management development include internal and external programmes.

Internal:

A 12-month Education Leadership Programme (ELP) is available for academic staff who aspire to work in academic leadership roles.

- 2019/2020 - slightly more applicants from Black, Asian and ethnically minoritised staff (29%) than the overall staff total of 26%.
- Slightly lower success rate for Black, Asian and ethnically minoritised staff (27%) than white staff (33%).
- 2020- 2021 of 41 applicants, 42% were Black, Asian and ethnically minoritised
- Of the 12 staff selected, 31% were Black, Asian and ethnically minoritised.
- 2021- 2022 - of 39 applicants 38% were Black, Asian and ethnically minoritised
- Of the staff selected 7% were Black, Asian and ethnically minoritised. We accept that this conversion rate is not acceptable.

Action 5.b.1: Investigate the reasons for the low success rates to the ELP, amend criteria and process, road test with the CFG and REN, promote programme accordingly; provide comprehensive feedback if unsuccessful, building development opportunities into appraisals and offering mentoring/sponsorship as appropriate.

"ELP provided me with a clearer sense of direction, how to cultivate a more influential pedagogical innovation, and develop the confidence to showcase my insight at the university. As a neurodivergent person of colour, the programme was instrumental in allowing me to be seen and heard, and gain recognition."

- [REDACTED], (Educational Leadership Programme participant)

“As a woman of colour, I’ve suffered with imposter syndrome but ELP helped me understand my leadership style; providing an opportunity for self-reflection to enable professional growth and allowing me to evidence the impact. Resulting in the confidence to successfully apply for PFHEA and Associate Professorship in Teaching and Learning”.

- [REDACTED], (Educational Leadership Programme participant)

External:

We support the Aurora Women’s Development Programme and the Senior Women’s Leadership Development Programme (SWLDP) delivered by Advance HE.

- 2018 – 2021- of 102 applications (for 17 places) for the Aurora programme, 40% were Black, Asian and ethnically minoritised.
- 47% selected were Black, Asian and ethnically minoritised.
- 2019 – 2021 – of 15 applications for SWLDP, 17% were from Black, Asian and ethnically minoritised staff.
- None of the 5 places allocated were to Black, Asian and ethnically minoritised staff.
- Identifying data was removed from applications.

“The Aurora Leadership Programme inspired me to navigate the obstacles that were holding me back from achieving the senior management position that I aspired to. The confidence-building activities, as well as my appointed mentor, provided the motivation I needed to achieve the role I’m in today.”

- [REDACTED] (Aurora participant) Public Engagement Manager SLRC and Co-Chair of the REN

While we recognise this is problematic, no action has been set as we are uncertain if we are able to fund future delegations to the programmes. Should we, we will test the application process with the CFG.

Evaluations

Feedback is collated anonymously; therefore, evaluation and impact assumptions are not analysed by protected characteristics.

Action 5.b.2 (GA): 1) Introduce consistent data collection and analysis of applications, conversion and success rates for all development programmes.

2) Evaluate and investigate any reasons for under-participation / success rates.

3) Introduce pre and post evaluation learning and development evaluations which can be considered by ethnicity and other characteristics to better understand the experiences of different staff groups.

General development

A range of centrally supported teams are responsible for the delivery of training, which all staff are able to access: Learning and Organisational Development (L&OD), responsible for staff development (predominantly professional)/training/digital skills, and CAITE (predominantly academic) focussing on academic leadership, key skills and practical work.

Drawing on expertise across the university, L&OD facilitates a range of internal workshops to topics associated with career development.

- Of the 630 staff who attended workshops since 2017, 30% of attendees were Black, Asian and ethnically minoritised staff, in line with the current population, but more than the historical population, which has grown from around 22% in 2017.

We also provide one-to-one development:

- As of July 2022, 76 mentors and 50 mentees were registered, with a higher percentage of Black, Asian and ethnically minoritised mentees than mentors on the platform (11% mentors, 26% mentees).

For both mentoring and coaching, positive action was taken to highlight the benefits to Black, Asian and ethnically minoritised staff through the REN and internal communications. The L&OD team reported this increased the diversity of mentors, and mentees. We recognise that mentors are not representative of the DMU population and will take action to recruit external mentors to avoid placing undue burden on DMU staff.

Action 5.b.3 (PTR): Develop a wider pool of Black, Asian and ethnically minoritised mentors (including from outside of DMU) to ensure mentors are representative of the DMU Black, Asian and ethnically minoritised population.

Mentor/mentee demographic July 2022

Mentor Ethnic Group	Female	Male
White	32	25
BAME total	10	9
Other Incl. Mixed	1	3
Not known/refused		1
Black	1	
Asian	8	5
Total	42	34

Table 2 Mentees

Ethnic Group	Female	Male
White	25	12
BAME total	8	5
Other Incl. Mixed		
Not known/refused	1	
Black	2	
Asian	5	5
Total	33	17

Mentoring opportunities are embedded within the new Vice-Chancellor's scheme, launched 2022, designed for those in senior academic or professional services roles who aspire to progress to senior leadership positions.

- Of 8 applications received, there were no Black, Asian and ethnically minoritised staff.

This is a significant issue, which may have been due to the programme being restricted to staff in senior grades, where Black, Asian and ethnically minoritised staff representation is lower.

Action 5.b.4 (PTR): Review the criteria to widen the scope of the Vice-Chancellor's Mentoring Scheme to greater numbers of Black, Asian and ethnically minoritised applicants (criteria and eligible grade cohort). Promote scheme accordingly.

DMU's Promoting Women's Programme is facilitated and led by the Vice-Chancellor. The programme is aimed at female APs looking to progress to Professor. The programme is in its first iteration and an evaluation will be undertaken.

DMU partnered with The Women's Higher Education Network ([WHEN](#)) on a 12-month accelerator development programme. The programme 100 Black Women Professors Now (BWPN) is a first of its kind and we are 1 of 5 universities participating in the pilot. The programme ran from September 2021 to September 2022 and aimed to propel equity of opportunity, address institutional barriers and deliver a step change in progress for the sector. The programme worked with internal senior leaders, managers and DMU HR, as well as external coaches and mentors, to address barriers and systemic issues that prevent Black women academics from progressing. DMU had 3 Black women academics.

For applicants to 100 BWPN that were not successful, we established a pilot, year-long initiative – The Black Women's Academic Development Programme (BWADP). Commencing in March 2022, it aimed to develop realistic but ambitious career goals and steps required to achieve these, including career narrative and professional brand. 10 women are enrolled, who have co-created the programme, including workshops to identify requirements, confidence building, CV support and access to mentors and/or coaches. The programme will be evaluated before, during and a year following to identify impact.

Academic development training is primarily focused on developing staff effective teachers. Over the 2021/22 academic year, Academic Development colleagues delivered mandatory training to over 800 colleagues.

Training and Development in 2021/22

Event	Number of staff
Digital Learning and Teaching for UDL	13
Digital Technologies for Block Teaching	20
Discussion Board and pedagogic research	5
Flipped classroom and blended learning	19
Hybrid teaching	113
MS Teams: Intro to Teaching in Teams	142
MS Teams: Further Ideas-Teaching in Teams	48
Scenario-based Learning Via Technology	10
Using Wikis in Teaching and learning	10
Golden Ideas for Innovative Assessment	16
Golden Ideas for Innovative Feedback	27
Golden Ideas for Learning & Teaching	26
Golden Ideas for Lecturing	8
Gaining HEA recognition	52
Total	716

Evaluations

Due to systems changes, ethnicity data was not automatically collected for several development offerings. We acknowledge that this is problematic and set out above (**Action 5.b.2 (GA)**) how we will address this.

Upcoming work on Leadership and management

Leadership and management development framework and guide:

Designed for all managers and leaders as they transition through their career, to enhance development within their role. This will align with existing and future positive action programmes. Feedback will be sought after 3, 6 and 12 months, including engagement with the REN.

Leadership and Management Foundations:

Aligned to DMU's Empowering University Strategy and the associated Empowerment Model behavioural framework, this will include development initiatives at 3 levels – team manager, functional leader, senior leader. Data available on potential staff cohorts is being analysed to establish if positive action, such as specific cohorts of staff from underrepresented groups with additional modules, can be taken. Additional 1-1 coaching and mentoring outside of the programme could be offered for Black, Asian and ethnically minoritised staff. Impact evaluation for each cohort will consider protected characteristics.

While not strictly related to personal development, the SAT wanted to note **Action 5.b.5 (CCB): Develop and roll out mandatory anti-racist training for all staff**.

5c Appraisal/development review

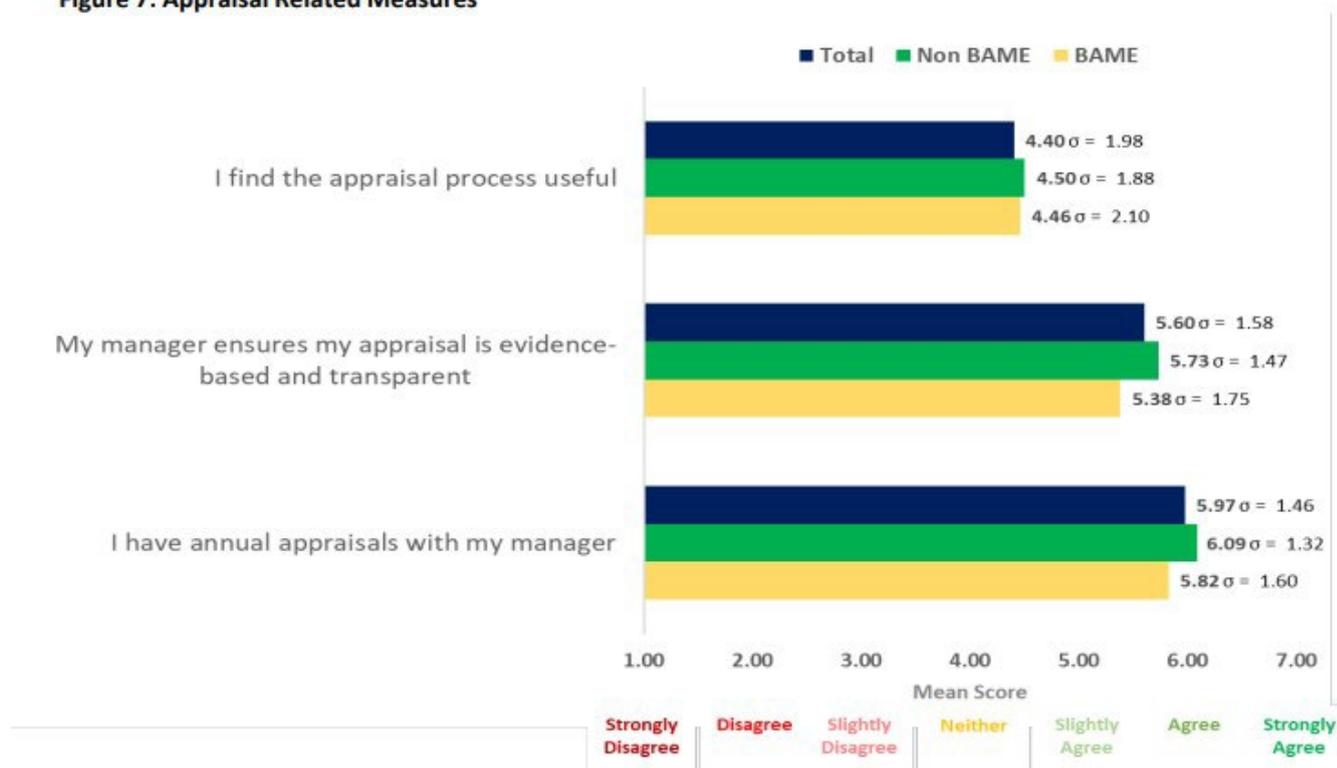
Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the outcomes of appraisals/development reviews for UK, and separately, non-UK academic staff, with specific reference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

DMU operates 2 appraisal schemes 1) MAX for staff outside the single pay spine 2) My appraisal for staff on the single pay spine.
All staff are encouraged to have an EDI relevant objective:

You would also be encouraged to support colleagues to look at including an equality, diversity and inclusion-based objective linked to the **Equality for All Strategy**. This could, for example, be about attending equality related events to improve knowledge, taking an active role in a staff network, or participating in university-wide, faculty or directorate activity that supports the delivery of the 'Equality for All' strategy.

The data has been analysed separately by the 2 systems, ethnic groups, UK and non-UK. No overall patterns with regard to ethnicity or UK/non-UK were observed. Bonuses for staff on 'Max plans' were discontinued in 2020.

Figure 7: Appraisal Related Measures



For both academic and professional services staff, feedback from the CFG and survey revealed concerns over the benefit and consistency of application of the appraisal system.

DMU had already run focus groups with staff networks and stakeholder groups separately to the REC discussions, with feedback noting significant changes required. In response, we are currently developing a new appraisal system

Action 5.c.1 (PTR): Introduce a new appraisal system that seeks to address feedback in general, and specifically by the Race Equality Network, CFG and REC SAT. Review how effectively the new system addresses concerns 1, 2 and 3 years after implementation.

UK and non-UK academic staff appraisal completion (inc My Appraisal and Max plans)

Nationality	Ethnic Group	2018/19		2019/20		2020/21	
		Staff headcount	Completion rate (%)	Staff headcount	Completion rate (%)	Staff headcount	Completion rate (%)
UK	BAME		38.6%		45.8%		38.7%
	Indian		37.2%		39.1%		30.0%
	Asian		45.5%		48.8%		40.5%
	Black		40.6%		48.7%		54.3%
	Minority Ethnic/Mixed		26.3%		48.0%		30.4%
	White		48.0%		46.6%		25.8%
	Unknown/Undeclared		53.3%		42.3%		10.0%
	Total		46.5%		46.3%		27.8%
Non-UK	BAME		54.8%		57.2%		28.5%
	Indian		45.5%		64.3%		38.9%
	Asian		59.0%		51.0%		26.8%
	Black		52.8%		60.0%		25.5%
	Minority Ethnic/Mixed		55.2%		59.0%		30.6%
	White		55.8%		49.0%		34.7%
	Unknown/Undeclared		71.4%		36.4%		11.1%
	Total		55.8%		53.2%		30.5%
Grand Total		942	48.6%	1,101	48.0%	1,093	28.5%

5d Academic promotion

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

Please provide collated data by each academic grade (i.e. promotions from each grade to the next)

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

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

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

Note the 2022 process was not run. We understand this may have impacted staff progression and have sought to address this through interventions such as those outlined in section 5b.

All commentary pertains to the 2019-2021 aggregated data.

UK:

- Application rates from UK Black, Asian and ethnically minoritised staff was 24%. This was higher than the 17% in 2018/19, 19% in 2019/20 and 20% 20/21.
- Proportionally more female UK Black, Asian and ethnically minoritised applicants were successful, particularly for Indian and Asian women.
- Black, Asian and ethnically minoritised men were least successful.
- Of 12 Black applicants, none were promoted, reflected also in the professorial promotions.

We have already implemented changes to develop individuals for the promotion process, these are detailed in section 5b above.

UK staff Associate Professor promotions 2019-2021

Year	Gender & Ethnic Group	Applications		Promotions		Application success rate
		No.	%	No.	%	%
2019	Male BAME		13.7%		7.4%	20.0%
	Male White		45.2%		51.9%	42.4%
	Female BAME		8.2%		3.7%	16.7%
	Female White		32.9%		37.0%	41.7%
	Total		100.0%		100.0%	37.0%
2020	Male BAME		12.0%		10.0%	16.7%
	Male White		32.0%		0.0%	0.0%
	Female BAME		16.0%		50.0%	62.5%
	Female White		40.0%		40.0%	20.0%
	Total		100.0%		100.0%	20.0%
2021	Male BAME		10.2%		9.1%	20.0%
	Male White		32.7%		36.4%	25.0%
	Female BAME		14.3%		18.2%	28.6%
	Female White		42.9%		36.4%	19.0%
	Total		100.0%		100.0%	22.4%
2019-2021 Combined	Male		50.0%		45.8%	25.6%
	BAME		12.2%		8.3%	19.0%
	Indian		3.5%		4.2%	33.3%
	Asian		3.5%		2.1%	16.7%
	Black		4.7%		0.0%	0.0%
	Minority Ethnic/Mixed		0.6%		2.1%	100.0%
	White		37.8%		37.5%	27.7%
	Female		50.0%		54.2%	30.2%
	BAME		12.2%		16.7%	38.1%
	Indian		6.4%		12.5%	54.5%
	Asian		2.9%		4.2%	40.0%
	Black		2.3%		0.0%	0.0%
	Minority Ethnic/Mixed		0.6%		0.0%	0.0%
	White		37.8%		37.5%	27.7%
	BAME Total		24.4%		25.0%	28.6%
White Total		75.6%		75.0%	27.7%	
Combined Total		100.0%		100.0%	27.9%	

Non-UK:

- Application rates from non-UK Black, Asian and ethnically minoritised colleagues are broadly consistent with their representation in the non-UK population (54% over the past 3 years)
- Application rates from non-UK Black, Asian and ethnically minoritised women is comparable to that of non-UK white women. Proportionally more non-UK Black, Asian and ethnically minoritised men applied than non-UK white men.
- Non-UK men made more applications than non-UK women.
- Black, Asian and ethnically minoritised success rates were lower than their white non-UK counterparts for both men (21% vs 30%) and women (18% vs 48%); a 30% gap for women.

Non-UK staff Associate Professor promotions 2019-2021

Year	Gender & Ethnic Group	Applications		Promotions		Application success rate
		No.	%	No.	%	%
2019	Male BAME		29.6%		18.2%	25.0%
	Male White		25.9%		27.3%	42.9%
	Female BAME		14.8%		9.1%	25.0%
	Female White		29.6%		45.5%	62.5%
	Total		100.0%		100.0%	40.7%
2020	Male BAME		23.3%		37.5%	42.9%
	Male White		30.0%		25.0%	22.2%
	Female BAME		23.3%		12.5%	14.3%
	Female White		23.3%		25.0%	28.6%
	Total		100.0%		100.0%	26.7%
2021	Male BAME		35.1%		12.5%	7.7%
	Male White		18.9%		25.0%	28.6%
	Female BAME		29.7%		25.0%	18.2%
	Female White		16.2%		37.5%	50.0%
	Total		100.0%		100.0%	21.6%
2019-2021 Combined	Male		54.3%		48.1%	25.5%
	BAME		29.8%		22.2%	21.4%
	Indian		2.1%		7.4%	100.0%
	Asian		11.7%		3.7%	9.1%
	Black		11.7%		11.1%	27.3%
	Minority Ethnic/Mixed		4.3%		0.0%	0.0%
	White		24.5%		25.9%	30.4%
	Female		45.7%		51.9%	32.6%
	BAME		23.4%		14.8%	18.2%
	Indian		5.3%		3.7%	20.0%
	Asian		8.5%		7.4%	25.0%
	Black		6.4%		3.7%	16.7%
	Minority Ethnic/Mixed		3.2%		0.0%	0.0%
	White		22.3%		37.0%	47.6%
	BAME Total		53.2%		37.0%	20.0%
	White Total		46.8%		63.0%	38.6%
Combined Total		100.0%		100.0%	28.7%	

UK:

- AP and professor application rates from Black, Asian and ethnically minoritised colleagues are good.
- <6 Black, Asian and ethnically minoritised women, all identified as Indian, applied, and none were successful.
- 7 out of 12 white female applicants were successful.
- Black, Asian and ethnically minoritised men had better outcomes than white men at 36% vs 27%.
- Of <6 Black male applicants, none were successful.

UK Academic staff Professor promotions 2019-2021

Year	Gender & Ethnic Group	Applications		Promotions		Application success rate
		No.	%	No.	%	%
2019	Male BAME		37.5%		50.0%	66.7%
	Male White		37.5%		25.0%	33.3%
	Female BAME		12.5%		0.0%	0.0%
	Female White		12.5%		25.0%	100.0%
	Total		100.0%		100.0%	50.0%
2020	Male BAME		11.1%		0.0%	0.0%
	Male White		33.3%		25.0%	33.3%
	Female BAME		0.0%			
	Female White		55.6%		75.0%	60.0%
	Total		100.0%		100.0%	44.4%
2021	Male BAME		25.0%		0.0%	0.0%
	Male White		37.5%		33.3%	16.7%
	Female BAME		6.3%		0.0%	0.0%
	Female White		31.3%		66.7%	40.0%
	Total		100.0%		100.0%	18.8%
2019-2021 Combined	Male		63.4%		53.3%	30.8%
	BAME		26.8%		26.7%	36.4%
	Indian		0.0%			
	Asian		7.3%		13.3%	66.7%
	Black		12.2%		0.0%	0.0%
	Minority Ethnic/Mixed		7.3%		13.3%	66.7%
	White		36.6%		26.7%	26.7%
	Female		36.6%		46.7%	46.7%
	BAME		7.3%		0.0%	0.0%
	Indian		7.3%		0.0%	0.0%
	Asian		0.0%			
	Black		0.0%			
	Minority Ethnic/Mixed		0.0%			
	White		29.3%		46.7%	58.3%
	BAME Total		34.1%		26.7%	28.6%
White Total		65.9%		73.3%	40.7%	
Combined Total		100.0%		100.0%	36.6%	

Non-UK:

- No applications were received from non-UK Black, Asian and ethnically minoritised women.
- <6 of <6 applications from non-UK Black, Asian and ethnically minoritised men were successful, including the promotion of <6 Black member of staff.

We have already begun a full review of the academic promotions process with the intention of implementing during the 2022/23 academic year. The review has led to the following actions (with further details and timelines in the action plan):

Action 5.d.1 (PTR):

1. Reviewing and amend the full promotions process including published and clear timetables and transparent criteria associated with different pathways
2. Ensuring diverse assessment panels
3. Delivering facilitated pre-application support facilitated by REN and POD
4. Developing comprehensive feedback mechanism integrated into development planning within appraisals.
5. Annual monitoring of promotions data

Action 5.d.2: Undertake a review of all AP and Professorial applications from Black academics to establish 1) any potential bias / inequitable outcomes 2) themes which may be addressed through either development or by making changes to the process.

Non-UK staff Professor promotions 2019-2021

Year	Gender & Ethnic Group	Applications		Promotions		Application success rate
		No.	%	No.	%	%
2019	Male BAME		33.3%		50.0%	100.0%
	Male White		33.3%		50.0%	100.0%
	Female BAME		0.0%			
	Female White		33.3%		0.0%	0.0%
	Total		100.0%		100.0%	66.7%
2020	Male BAME		0.0%			
	Male White		0.0%			
	Female BAME		0.0%			
	Female White		100.0%		100.0%	100.0%
	Total		100.0%		100.0%	100.0%
2021	Male BAME		33.3%		50.0%	50.0%
	Male White		16.7%		50.0%	100.0%
	Female BAME		0.0%			
	Female White		50.0%		0.0%	0.0%
	Total		100.0%		100.0%	33.3%
2019-2021 Combined	Male		50.0%		80.0%	80.0%
	BAME		30.0%		40.0%	66.7%
	Indian		0.0%			
	Asian		10.0%		0.0%	0.0%
	Black		10.0%		20.0%	100.0%
	Minority Ethnic/Mixed		10.0%		20.0%	100.0%
	White		20.0%		40.0%	100.0%
	Female		50.0%		20.0%	20.0%
	BAME		0.0%			
	Indian		0.0%			
	Asian		0.0%			
	Black		0.0%			
	Minority Ethnic/Mixed		0.0%			
	White		50.0%		20.0%	20.0%
	BAME Total		30.0%		40.0%	66.7%
White Total		70.0%		60.0%	42.9%	
Combined Total		100.0%		100.0%	50.0%	

5e Research Excellence Framework (REF)

Please provide data and related commentary and actions on:

- the number of staff submitted to REF, presented as a proportion of the eligible pool, broken down by ethnicity. Please differentiate between UK and non-UK staff.

Excluding Unknown Nationality (3)

- 41% of eligible (those with research allowances) UK Black, Asian and ethnically minoritised staff were submitted compared to 33% of white staff.
- 49% of non-UK Black, Asian and ethnically minoritised staff compared to 63% white were submitted.
- Submissions increased from 218.2 in 2014 to 484.05 FTES in 2021 with 33% identifying as Black, Asian and ethnically minoritised.
- Impact Case Studies were authored by 57% male and 43% female staff.
- Of male authors, 82% were white, 18% Black, Asian and ethnically minoritised.
- Of female authors, 91% were white, 9% Black, Asian and ethnically minoritised.
- Impact case studies take many years to develop. The data reflects the legacy of a less diverse staff population, dating back to 2000.

Action: 5 e.1 (PTR) Nurture ICSs by Black, Asian and ethnically minoritised authors, with an annual progress report made to the REF Steering Committee

Submissions to REF 2014 and 2021 by ethnicity

Nationality	Ethnic Group	2014		2021	
		Eligible	Submitted (%)	Eligible	Submitted (%)
UK	BAME		27%		41%
	Indian		21%		30%
	Asian		42%		48%
	Black		6%		45%
	Minority Ethnic/Mixed		44%		43%
	White		27%		33%
	Unknown/Undeclared		14%		36%
	Total			27%	
Non-UK	BAME		36%		49%
	Indian		40%		55%
	Asian		31%		45%
	Black		36%		47%
	Minority Ethnic/Mixed		40%		56%
	White		55%		63%
	Unknown/Undeclared		33%		50%
	Total			47%	
Grand Total			29%		40%

DMU Research



5f Support given to early career researchers

Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education.

- Comment on open-ended/permanent opportunities and any differences by ethnicity.

Inclusivity underpinned our 2021 REF submission, in part driven by our VC2020 lecturer policy. From 2014-20 we prioritised the recruitment of early career academics through the VC2020 Lectureships Scheme.

- At the end of the REF census period, 149 VC2020s and ECAFs (Early Career Academic Fellows, introduced in 2019) were in post.
- 76 were female and 73 male.
- Approximately 42% from Black, Asian and ethnically minoritised backgrounds.

For the last nine years, DMU has offered opportunities to ECRs through a Future Research Leaders Programme.

- 44% of successful FRL applicants were Black, Asian and ethnically minoritised, 5% not known.
- Of the total Black, Asian and ethnically minoritised staff, the majority were non-UK nationals (over 70%).
- 37% of 19 UK Black, Asian and ethnically minoritised applicants were selected.
- Of 57 non-UK Black, Asian and ethnically minoritised applicants, 33% were selected.

The programme provides research leadership training, career advice and internal and external networking opportunities with senior research leaders.

Future Research Leaders (FRL) (2017/18 to 2021/22)

		Total applications		Successful applicants	
Protected characteristic	Ethnic Group, Gender, Age, Disability & Nationality	No.	%	No.	%
Ethnicity	White/White other		50%		51%
	BAME and Mixed		46%		44%
	Not known		4%		5%
	Total		100%		100%
Gender	Male		53%		44%
	Female		47%		56%
	Total		100%		100%
Age	Age 26-40		53%		54%
	Age 41-55		37%		41%
	Age 56-65		10%		5%
	Total		100%		100%
Disability	Disability yes		7%		5%
	No recorded disability		77%		81%
	Not known		16%		14%
	Total		100%		100%
Nationality	UK		45%		44%
	Non-UK		54%		56%
	Not Known		1%		
	Total		100%		100%
Total			100%		100%

Further, programmes such as the 100BWPN (<6 women) and DMU's Black Academic Women's Development Programme (9 women) are detailed in section 4a assist the progression of ECRs.

DMU opened the SLRC in 2019 to be a worldwide leader in research on race and social justice, launching 'Legacy in Action Research Fellows' in 2020. This five year enhanced postdoctoral research fellowship supports ECRs to become future leaders in the study of race, racism and social justice within UK HE. Three fellows were appointed, who provide workshops such as 'Teach the Trainer', engaging with models for anti-racist pedagogies and offer advice on how to integrate race and social justice themes into teaching practice.

ECRs are also supported to apply for PhD scholarships and internal funding opportunities.

We visibly promote role models from diverse backgrounds, e.g. Baroness Lawrence and Akram Khan (MBE, and DMU alumni) who regularly visit campus.

Action 5 f.1 (PTR) Collect and analyse data on career destinations of Future Research Leaders participants. Gaps identified to be addressed

Ethnicity and Participation in Researcher Development Activities 2021/22

- 306 unique instances of staff attending researcher development activities in 2021/22.
- Includes centrally organised researcher workshops, smaller local sessions, engagement with Team members on bid writing.
- Engagement across all groups has been positive and all Black, Asian and ethnically minoritised groups have equal or higher levels of engagement than the white cohort.
- There were 1,187 staff on academic 'teaching and research' or 'research only' contracts.

Ethnicity	Total Academics	Researcher Development	As % of Total (1187)	As % of ethnic group
Any Other Ethnic Origin	2%		1%	27%
Arab	2%		1%	32%
Asian or Asian British – Bangladeshi	1%		0%	50%
Asian or Asian British – Indian	7%		2%	29%
Asian or Asian British – Pakistani	2%		1%	28%
Asian Other	3%		1%	31%
Chinese	3%		1%	43%
Black or Black British – African	7%		4%	50%
Black or Black British – Caribbean	1%		0%	22%
Black Other	0%		0%	33%
Information refused	1%		0%	6%
Not known / Not Available	3%		0%	6%
Other mixed background	1%		1%	54%
White	65%		14%	22%
White & Asian	1%		0%	27%
White & Black African	0%		0%	40%
White & Black Caribbean	0%		0%	50%
Total	1187	306		

UK engagement:

- 57% Other mixed backgrounds.
- 100% white and Black African, and white and Black Caribbean.
- 39% of Black or Black British African.
- 33% of Asian or Asian British – Bangladeshi.
- 30% of Any Other Ethnic Origin.
- 29% of Black or Black British Caribbean.
- 29% Chinese.
- 19% of white staff.

Data by Nationality

UK staff

Ethnicity	Total Academics	RD	As % of Total (839)	As % of ethnic group
Any Other Ethnic Origin	1%		0%	30%
Arab	0%		0%	0%
Asian or Asian British – Bangladeshi	0%		0%	33%
Asian or Asian British – Indian	7%		2%	22%
Asian or Asian British – Pakistani	2%		0%	14%
Asian Other	1%		0%	10%
Black or Black British – African	4%		2%	39%
Black or Black British – Caribbean	1%		0%	29%
Black Other	0%		0%	0%
Chinese	2%		1%	29%
Information refused	1%		0%	0%
Not known / Not Available	2%		0%	5%
Other mixed background	1%		0%	57%
White	76%		14%	19%
White & Asian	1%		0%	20%
White & Black African	0%		0%	100%
White & Black Caribbean	0%		0%	100%
Total	839	166		

The below table shows a similar trend:

Ethnicity	Total Academics		RD	As % of Total (348)	As % of ethnic group
Any Other Ethnic Origin		3%		1%	25%
Arab		5%		2%	39%
Asian or Asian British - Bangladeshi		1%		1%	67%
Asian or Asian British – Indian		6%		3%	48%
Asian or Asian British – Pakistani		3%		1%	45%
Asian Other		6%		3%	41%
Black or Black British – African		16%		9%	56%
Black or Black British – Caribbean		1%		0%	0%
Black Other		1%		0%	50%
Chinese		7%		3%	52%
Information refused		1%		0%	20%
Not known / Not Available		5%		0%	6%
Other mixed background		2%		1%	50%
White		41%		14%	35%
White & Asian		2%		1%	33%
White & Black African		1%		0%	0%
White & Black Caribbean		0%		0%	0%
Grand Total	348		136		

5g Profile-raising opportunities

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

Academics are encouraged to develop their networks and raise the profile of their subject and where appropriate set objectives relating to this in appraisals. Profile building activities and opportunities are highlighted in faculty newsletters.

All staff are expected to undertake mandatory EDI and unconscious bias training and so where opportunities are allocated, it is expected these principles are applied. At present there is no system of monitoring how such opportunities are afforded. The actions arising out of this section aim to address this.

Media Opportunities:

Marcomms consider the diversity of DMU research and researchers when they pitch case studies and respond to media requests. Case studies are pitched based on anticipated interest and impact. Staff expertise is considered for media approaches. It is acknowledged these approaches could contain bias and currently there are no mechanisms for monitoring this.

Action 5.g.1 (GA): Develop a system of monitoring case studies and media profiling to record by ethnicity research areas and academics profiled. Act to address any racial bias which may become apparent as a result.

Opportunities to speak at external events and nominations to public bodies, professional bodies and external prizes:

Generally, these are externally generated and not something DMU has influence or control over and cannot be monitored. However, **the previous action** may also have a positive impact on this diversity.

6. Professional and support staff: recruitment, progression and development

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

6a Professional and support staff recruitment

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

- applying for professional and support posts
- being shortlisted/invited to interview for professional and support posts
- being offered professional and support posts

With reference to any information already provided in section 5, please comment on:

- how minority ethnic individuals, where underrepresented, are encouraged to apply and accept offers
- what is done to try to identify and address biases within the processes

Across professional services recruitment, the patterns seen from academic recruitment are mirrored. The recruitment process is the same for all DMU roles, therefore we will deliver the same actions set out in section 5a to understand and then address the issues underpinning the data:

Action:

5.a.1a (PTR) Establish the underlying reasons for disparity in outcomes

5.a.1.b (PTR) Develop processes and protocols to address the reasons

5.a.1c (PTR) Support applicants

Overall:

Applications:

- Around 20% of applicants do not declare their ethnicity.
- Over three years, Black, Asian and ethnically minoritised applications have increased by 2.8%, representing 56.2% of applications in 20/21, peaking at 57.5% in 19/20.
- Largest increase noted in Asian applicants at 1.7%, representing 33.2% of the applicant profile over three years.
- White applications fell by 1.8% over three years.

Applications to shortlist:

- Rate for Black, Asian and ethnically minoritised applicants is significantly lower in all years compared with white applicants.
- Rate has improved by 9% for Black, Asian and ethnically minoritised applicants overall
- 9.1% Asian, 1.5% Black, 14.6% for Minority Ethnic/Mixed.
- 18/19 - Success rate increased by 19.6% for white applicants, from 38.4% (as compared to 17.8% for Black, Asian and ethnically minoritised applicants in the same year) to 58% in 20/21.
- Across 3 years 25.1% of Black, Asian and ethnically minoritised applicants were shortlisted against 54.2% of white applicants.

Shortlist to offer:

- Proportionally fewer Black applicants were shortlisted and offered roles than any other group.
- Black, Asian and ethnically minoritised rates were 25.1% and 22.5%, against 54.2% and 44.9% for white applicants
- Across 3 years proportionally 2x as many white interviewees have been offered roles compared to Black, Asian and ethnically minoritised applicants.

While the application does not go into detail of each directorate, the data table is presented below for completeness. In summary, each directorate's data, mirrors the trends seen at an aggregate level. Each director is provided with their data to consider and respond. This will inform actions and the work that takes place as part of the overall review of recruitment processes

Action 5.a.1a (PTR) Establish the underlying reasons for disparity in outcomes.

Professional services staff recruitment data by ethnic group 2018/19-2020/21

Ethnic Group	2018/19						2019/20						2020/21					
	Applications		Shortlisted		Offered		Applications		Shortlisted		Offered		Applications		Shortlisted		Offered	
	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %
BAME	804	53.4%	143	17.8%	28	19.6%	1,187	57.5%	334	28.1%	82	24.6%	1,286	56.2%	345	26.8%	75	21.7%
Asian	485	32.2%	99	20.4%	18	18.2%	690	33.4%	211	30.8%	56	26.5%	777	33.9%	229	29.5%	51	22.3%
Black	135	9.0%	22	16.3%	2	9.1%	200	9.7%	43	21.5%	7	16.3%	219	9.6%	39	17.8%	6	15.4%
Minority Ethnic/Mixed	184	12.2%	22	12.0%	8	36.4%	297	14.4%	80	26.9%	19	23.8%	290	12.7%	77	26.6%	18	23.4%
White	398	26.4%	153	38.4%	89	58.2%	490	23.7%	307	62.7%	129	42.0%	564	24.6%	327	58.0%	135	41.3%
Unknown/Undeclared	305	20.2%	74	24.3%	24	32.4%	387	18.8%	130	33.6%	39	30.0%	499	19.2%	148	33.7%	38	24.3%
Total	1,507	100.0%	370	24.6%	141	38.1%	2,064	100.0%	771	37.4%	250	32.4%	2,289	100.0%	820	35.8%	246	30.0%

UK and non-UK (by Group)

UK:

Applications:

- Over 3 years, Black, Asian and ethnically minoritised UK applications have represented over 50% of applicants and have increased in all groups.
- UK Asian applicants have represented the largest proportion, and this has increased across groups and years.
- White applicants represented around 25% of applicants in all groups. This has decreased in group 1 (by 4.2%) and group 2 (by 0.7%) but increased by 1.7% in Estates.

Application to shortlist:

- Rate has improved across all ethnicities for groups 1 and 2, with largest increases for white, (19.9% in group 1 and 27.8% in group 2).
- Over 3 years, UK white applicants represented 58.6% (group 1), 56.9% (group 2) and 55.0% (Estates) shortlisted – this is in stark contrast to the proportion of applicants.
- Estates - number of applications overall is lower, application to shortlist rate decreased for all declared ethnicities (2.6% for white ethnicities compared to 12.6 – 17.8% for Black, Asian and ethnically minoritised applicants).

Shortlist to offer:

- Between 21.1% to 27.8% of Black, Asian and ethnically minoritised interviewees received offers across the 3 groups.
- Contrast to the 50%+ Black, Asian and ethnically minoritised applications.
- Group 2 and Estates - Proportion has increased for Black, Asian and ethnically minoritised applicants - 3.8% and 9.3% respectively
- Group 2 and Estates - white applicants received 11.2% and 6.5% fewer offers respectively.

Non-UK:

Applications:

- Groups 1 and 2 - Black, Asian and ethnically minoritised increased by 15.3% and 13.4% respectively, representing over 50% of applications.
- Asian applicants are the largest proportion of applicants across all groups - 38% (for group 1 and 2).
- Proportion of white applicants dropped in 19/20 in group 2 by 21%.
- Black, Asian and ethnically minoritised applicants decreased by 40% in Estates - numbers are low.
- Black, Asian and ethnically minoritised applicants still represent 60% of the applications received from non-UK staff.
- Asian applicants represent 50% of all non-UK Black, Asian and ethnically minoritised applicants.

Application to shortlist:

- Group 1 - 3 applicants reached shortlisting stage

Shortlist to offer:

- Numbers are very low for meaningful analysis.
- Overall observation is very few non-UK applicants receive offers across all ethnicities.

Professional services staff recruitment data by nationality and ethnic group 2018/19 2020/21

Nationality	Ethnic Group	2018/19						2019/20						2020/21					
		Applications		Shortlisted		Offered		Applications		Shortlisted		Offered		Applications		Shortlisted		Offered	
		No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %
UK	BAME		53.9%		18.3%		19.6%		58.1%		28.8%		25.1%		56.5%		28.4%		22.0%
	Asian		32.3%		21.1%		18.2%		33.8%		31.6%		28.8%		33.5%		31.8%		22.4%
	Black		9.2%		16.4%		9.1%		9.9%		21.8%		16.7%		9.8%		18.4%		15.8%
	Minority Ethnic/Mixed		12.3%		12.3%		36.4%		14.4%		27.0%		25.0%		13.1%		27.3%		24.0%
	White		25.9%		39.8%		58.0%		23.4%		65.9%		42.7%		24.6%		62.6%		41.6%
	Unknown/Undeclared		20.2%		24.8%		32.9%		18.5%		35.1%		29.9%		18.9%		37.2%		23.8%
	Total		100.0%		25.2%		38.0%		100.0%		38.7%		32.9%		100.0%		38.5%		30.2%
Non-UK	BAME		39.6%		0.0%				47.2%		13.7%		0.0%		52.8%		8.7%		11.1%
	Asian		28.3%		0.0%				26.9%		6.9%		0.0%		38.6%		7.9%		16.7%
	Black		1.9%		0.0%				6.5%		14.3%		0.0%		6.6%		7.7%		0.0%
	Minority Ethnic/Mixed		9.4%		0.0%				13.9%		26.7%		0.0%		7.6%		13.3%		0.0%
	White		39.6%		14.3%		66.7%		29.6%		15.6%		0.0%		24.9%		10.2%		20.0%
	Unknown/Undeclared		20.8%		9.1%		0.0%		23.1%		12.0%		33.3%		22.3%		2.3%		100.0%
	Total		100.0%		7.5%		50.0%		100.0%		13.9%		6.7%		100.0%		7.6%		20.0%
Grand Total		1,507		370	24.6%	141	38.1%	2,064		771	37.4%	250	32.4%	2,289		820	35.8%	246	30.0%

Professional services staff recruitment data by directorate/faculty and ethnic group 2018/19-2020/21

Faculty/ Directorate	Ethnic Group	2018/19				2019/20				2020/21								
		Applications		Shortlisted		Offered		Shortlist to offer rate %		Applications		Shortlisted		Offered				
		No.	%	No.	App. to shortlist rate %	No.	Shortlist to offer rate %	No.	%	No.	App. to shortlist rate %	No.	%	No.	Shortlist to offer rate %			
G&L	BAME	50.0%		36.4%		0.0%		56.3%		22.2%		10.0%		51.8%		20.7%		8.3%
	Asian	31.8%		42.9%		0.0%		35.0%		21.4%		0.0%		30.4%		28.5%		11.1%
	Black	9.1%		0.0%		0.0%		8.8%		28.8%		50.0%		8.9%		20.0%		0.0%
	Minority Ethnic/Mixed	9.1%		50.0%		0.0%		12.5%		20.0%		0.0%		12.5%		7.1%		0.0%
	White	36.4%		50.0%		25.0%		25.0%		50.0%		50.0%		31.3%		45.7%		56.3%
	Unknown/Un declared	13.6%		66.7%		0.0%		18.8%		33.3%		20.0%		17.0%		42.1%		25.0%
	Total		100.0%		45.5%		10.0%		100.0%		31.3%		28.0%		100.0%		32.1%	
Finance	BAME	36.4%		0.0%		0.0%		62.7%		28.4%		38.1%		61.8%		31.9%		33.3%
	Asian	36.4%		0.0%		0.0%		40.7%		31.3%		40.0%		39.5%		43.3%		38.5%
	Black	0.0%		0.0%		0.0%		12.7%		0.0%		14.5%		9.1%		0.0%		0.0%
	Minority Ethnic/Mixed	0.0%		0.0%		0.0%		9.3%		54.5%		33.3%		7.9%		16.7%		0.0%
	White	36.4%		25.0%		0.0%		19.5%		43.5%		60.0%		15.8%		66.7%		37.5%
	Unknown/Un declared	27.3%		0.0%		0.0%		17.8%		33.3%		42.9%		22.4%		23.5%		25.0%
	Total		100.0%		9.1%		0.0%		100.0%		32.2%		44.7%		100.0%		35.5%	
ITMS	BAME	56.1%		37.8%		50.0%		55.5%		45.9%		25.0%		62.5%		36.4%		35.0%
	Asian	34.8%		39.1%		55.8%		38.4%		45.0%		33.3%		39.8%		42.9%		33.3%
	Black	7.6%		80.0%		0.0%		8.2%		44.4%		25.0%		10.2%		22.2%		50.0%
	Minority Ethnic/Mixed	13.6%		22.2%		100.0%		10.9%		50.0%		0.0%		12.8%		27.3%		33.3%
	White	18.2%		33.3%		75.0%		21.8%		79.2%		52.6%		17.0%		73.3%		36.4%
	Unknown/Un declared	25.8%		17.8%		33.3%		22.7%		40.0%		30.0%		20.5%		44.4%		25.0%
	Total		100.0%		31.8%		52.4%		100.0%		51.8%		35.1%		100.0%		44.3%	
MarComms	BAME	51.9%		19.0%		6.3%		53.8%		33.3%		22.2%		56.9%		30.3%		10.0%
	Asian	32.1%		25.0%		7.7%		36.4%		32.7%		11.1%		33.8%		30.8%		8.3%
	Black	9.9%		6.3%		0.0%		5.3%		37.5%		33.3%		9.5%		9.1%		0.0%
	Minority Ethnic/Mixed	9.9%		12.5%		0.0%		11.9%		33.3%		50.0%		13.8%		43.8%		14.3%
	White	27.8%		40.0%		38.9%		25.8%		69.2%		29.6%		25.9%		56.7%		35.3%
	Unknown/Un declared	20.4%		24.2%		25.0%		20.5%		22.6%		57.1%		17.2%		25.0%		40.0%
	Total		100.0%		25.9%		23.8%		100.0%		40.4%		29.5%		100.0%		36.2%	
POD	BAME	53.0%		14.3%		20.0%		57.1%		25.0%		30.8%		53.5%		36.1%		10.0%
	Asian	31.8%		9.5%		50.0%		38.5%		31.4%		27.3%		34.8%		37.0%		10.0%
	Black	7.6%		40.0%		0.0%		7.7%		14.3%		0.0%		11.6%		22.2%		0.0%
	Minority Ethnic/Mixed	13.6%		11.1%		0.0%		11.0%		10.0%		100.0%		7.1%		54.5%		16.7%
	White	31.8%		42.9%		77.8%		24.2%		63.6%		42.9%		26.5%		56.1%		43.5%
	Unknown/Un declared	15.2%		0.0%		0.0%		18.7%		17.6%		100.0%		20.0%		51.6%		6.3%
	Total		100.0%		21.2%		57.1%		100.0%		33.0%		43.3%		100.0%		44.5%	
Research Services	BAME	48.1%		0.0%		0.0%		57.5%		20.0%		15.4%		52.1%		32.4%		25.0%
	Asian	25.9%		0.0%		0.0%		33.8%		21.1%		12.5%		31.0%		31.8%		42.9%
	Black	18.5%		0.0%		0.0%		12.4%		28.8%		25.0%		12.7%		22.2%		0.0%
	Minority Ethnic/Mixed	3.7%		0.0%		0.0%		11.5%		7.7%		0.0%		6.5%		50.0%		0.0%
	White	40.7%		27.3%		66.7%		23.0%		65.4%		35.3%		23.9%		82.4%		50.0%
	Unknown/Un declared	11.1%		33.3%		100.0%		19.5%		45.5%		10.0%		23.9%		41.2%		14.3%
	Total		100.0%		14.8%		75.0%		100.0%		35.4%		22.5%		100.0%		46.5%	
EBR	BAME	46.7%		0.0%		0.0%		50.9%		28.6%		25.0%		47.2%		28.0%		42.9%
	Asian	26.7%		0.0%		0.0%		28.2%		41.9%		30.8%		37.7%		30.0%		50.0%
	Black	13.3%		0.0%		0.0%		9.1%		30.0%		0.0%		1.9%		0.0%		0.0%
	Minority Ethnic/Mixed	6.7%		0.0%		0.0%		13.6%		0.0%		0.0%		7.5%		25.0%		0.0%
	White	40.0%		50.0%		100.0%		28.2%		67.7%		28.6%		30.2%		37.5%		50.0%
	Unknown/Un declared	13.3%		50.0%		0.0%		20.5%		34.8%		25.0%		22.6%		16.7%		0.0%
	Total		100.0%		26.7%		75.0%		100.0%		40.9%		26.7%		100.0%		28.3%	
SPS	BAME	60.0%		0.0%		0.0%		33.3%		50.0%		0.0%						
	Asian	46.7%		0.0%		0.0%		25.0%		33.3%		0.0%						
	Black	8.7%		0.0%		0.0%		0.0%		0.0%		0.0%						
	Minority Ethnic/Mixed	8.7%		0.0%		0.0%		8.3%		100.0%		0.0%						
	White	26.7%		25.0%		100.0%		58.3%		85.7%		16.7%						
	Unknown/Un declared	13.3%		0.0%		0.0%		8.3%		100.0%		0.0%						
	Total		100.0%		6.7%		100.0%		100.0%		75.0%		11.1%					
LLS	BAME	35.0%		0.0%		0.0%		50.0%		9.1%		0.0%		51.5%		23.5%		0.0%
	Asian	30.0%		0.0%		0.0%		36.4%		12.5%		0.0%		24.2%		37.5%		0.0%
	Black	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		6.1%		0.0%		0.0%
	Minority Ethnic/Mixed	5.0%		0.0%		0.0%		13.8%		0.0%		0.0%		21.2%		14.3%		0.0%
	White	55.0%		0.0%		0.0%		36.4%		50.0%		75.0%		27.3%		88.9%		37.5%
	Unknown/Un declared	10.0%		0.0%		0.0%		13.8%		33.3%		100.0%		21.2%		14.3%		100.0%
	Total		100.0%		0.0%		0.0%		100.0%		27.3%		66.7%		100.0%		39.4%	
SIE	BAME	51.2%		13.5%		4.8%		61.4%		33.3%		14.3%		55.9%		23.8%		14.7%
	Asian	33.0%		18.0%		0.0%		33.9%		29.3%		17.6%		33.2%		24.7%		4.8%
	Black	6.9%		9.5%		0.0%		9.9%		29.4%		0.0%		9.0%		13.0%		0.0%
	Minority Ethnic/Mixed	11.2%		2.9%		100.0%		17.5%		43.3%		15.4%		13.7%		28.8%		40.0%
	White	27.7%		36.9%		41.9%		21.1%		69.4%		24.0%		25.0%		56.3%		30.6%
	Unknown/Un declared	21.1%		23.4%		40.0%		17.5%		30.0%		33.3%		19.1%		26.5%		38.5%
	Total		100.0%		22.1%		29.9%		100.0%		40.4%		20.3%		100.0%		32.4%	
SAAS	BAME	58.5%		10.5%		28.5%		58.7%		24.7%		25.7%		59.3%		26.2%		19.0%
	Asian	36.0%		10.8%		30.8%		30.9%		26.3%		32.5%		37.8%		29.2%		16.1%
	Black	9.6%		18.2%		16.7%		10.6%		18.6%		10.0%		10.0%		16.7%		25.0%
	Minority Ethnic/Mixed	12.9%		4.5%		50.0%		17.2%		27.3%		20.8%		11.4%		25.9%		26.7%
	White	22.5%		28.6%		81.8%		20.7%		60.4%		45.3%		24.4%		61.3%		36.8%
	Unknown/Un declared	19.0%		21.5%		57.1%		20.5%		34.3%		30.6%		16.3%		38.0%		18.8%
	Total		100.0%		16.7%		56.1%		100.0%		34.1%		33.9%		100.0%		36.8%	
Estates & Facilities	BAME	51.0%		34.2%		18.5%		55.3%		25.4%		12.5%		54.2%		18.8%		27.8%
	Asian	23.2%		38.9%		7.1%		33.3%		28.9%		9.1%		28.2%		20.0%		20.0%
	Black	11.6%		27.8%		20.0%		8.8%		20.0%		0.0%		7.9%		14.3%		0.0%

Professional Services staff recruitment data by ethnic group and faculty/directorate group 2018/19-2020/21

Directorate Group	Ethnic Group	2018 - 2019				2019 - 2020				2020 - 2021									
		Applications No.	%	Shortlisted No.	App. to shortlist rate %	Offered No.	Shortlist to offer rate %	Applications No.	%	Shortlisted No.	App. to shortlist rate %	Offered No.	Shortlist to offer rate %						
UK																			
Group 1	BAME		62.8%		20.0%		23.1%		66.7%		30.3%		26.2%		55.4%		31.8%		21.1%
	Asian		32.3%		22.5%		25.9%		36.4%		33.9%		24.4%		34.6%		36.0%		24.7%
	Black		9.7%		16.7%		0.0%		8.8%		24.6%		25.0%		10.5%		16.9%		9.1%
	Minority Ethnic/Mixed		10.5%		15.4%		33.3%		11.5%		24.7%		28.6%		10.3%		32.8%		14.3%
	White		28.1%		38.8%		66.8%		34.1%		68.1%		38.0%		24.8%		68.7%		44.8%
	Unknown/Undeclared		18.3%		20.6%		28.6%		19.2%		34.9%		32.7%		19.7%		41.0%		18.0%
Total			100.0%		26.9%		38.6%		100.0%		40.6%		32.1%		100.0%		40.6%		28.1%
Group 2	BAME		64.8%		16.1%		18.2%		68.3%		28.0%		28.1%		67.4%		27.9%		22.0%
	Asian		33.9%		18.4%		17.2%		32.2%		30.3%		30.6%		33.8%		30.8%		21.3%
	Black		8.6%		13.8%		9.1%		10.6%		20.3%		12.5%		9.7%		19.7%		20.0%
	Minority Ethnic/Mixed		12.4%		7.0%		37.5%		15.4%		28.6%		23.1%		13.8%		26.7%		25.0%
	White		36.0%		37.8%		68.8%		22.6%		63.6%		43.7%		24.3%		66.7%		38.3%
	Unknown/Undeclared		20.1%		25.7%		33.3%		18.2%		33.2%		29.9%		18.3%		34.3%		23.2%
Total			100.0%		22.8%		37.8%		100.0%		38.8%		32.6%		100.0%		38.3%		28.0%
Estates & Facilities	BAME		60.8%		34.8%		18.6%		66.0%		28.7%		12.6%		63.8%		20.0%		27.8%
	Asian		22.7%		40.0%		7.1%		32.1%		31.4%		9.1%		26.9%		22.2%		20.0%
	Black		11.7%		27.8%		20.0%		9.2%		20.0%		0.0%		8.4%		14.3%		0.0%
	Minority Ethnic/Mixed		16.2%		32.0%		37.5%		13.8%		20.0%		33.3%		16.6%		19.4%		50.0%
	White		34.0%		61.4%		68.4%		28.4%		67.7%		67.1%		26.7%		48.8%		61.8%
	Unknown/Undeclared		25.3%		28.2%		36.4%		16.5%		61.1%		18.2%		20.4%		44.1%		46.7%
Total			100.0%		37.0%		38.8%		100.0%		44.0%		33.3%		100.0%		32.3%		48.3%
UK Total			96.8%		26.2%		33.9%		94.8%		38.7%		32.8%		91.4%		36.6%		30.2%
Non-UK																			
Group 1	BAME		38.5%		0.0%				41.3%		16.8%		0.0%		63.8%		26.0%		14.3%
	Asian		38.5%		0.0%				19.6%		0.0%		20	38.5%		25.0%		20.0%	
	Black		0.0%						10.9%		20.0%		0.0%	4	7.7%		25.0%		0.0%
	Minority Ethnic/Mixed		0.0%						10.9%		40.0%		0.0%	4	7.7%		25.0%		0.0%
	White		23.1%		0.0%				30.4%		7.1%		0.0%		23.1%		26.0%		33.3%
	Unknown/Undeclared	5	38.5%	1	20.0%	0	0.0%	13	28.3%	2	15.4%	1	50.0%	12	23.1%	0	0.0%		
Total			100.0%		7.7%		0.0%		100.0%		13.0%		16.7%		100.0%		19.2%		20.0%
Group 2	BAME		38.5%		0.0%				60.8%		13.8%		0.0%		61.8%		2.9%		0.0%
	Asian		23.1%		0.0%				29.8%		11.8%		0.0%	51	37.8%		2.0%		0.0%
	Black		2.6%		0.0%				3.5%		0.0%		0.0%	9	6.7%		0.0%		0.0%
	Minority Ethnic/Mixed		12.8%		0.0%				17.5%		20.0%		0.0%	10	7.4%		10.0%		0.0%
	White		46.2%		18.7%		68.7%		28.1%		26.0%		0.0%		26.2%		6.9%		0.0%
	Unknown/Undeclared	6	15.4%	0	0.0%			12	21.1%	1	8.3%	0	0.0%	31	23.0%	1	3.2%	1	100.0%
Total			100.0%		7.7%		68.7%		100.0%		16.8%		0.0%		100.0%		8.7%		20.0%
Estates & Facilities	BAME		100.0%		0.0%				60.0%		0.0%				60.0%		0.0%		0.0%
	Asian		100.0%		0.0%				60.0%		0.0%		5	30.0%		0.0%			
	Black		0.0%						0.0%		0.0%		0	0.0%		0.0%			
	Minority Ethnic/Mixed		0.0%						0.0%		0.0%		1	10.0%		0.0%			
	White		0.0%						40.0%		0.0%				30.0%		0.0%		
	Unknown/Undeclared	0	0.0%					0	0.0%		0.0%		1	10.0%	0	0.0%			
Total			100.0%		0.0%		0.0%		100.0%		0.0%		0.0%		100.0%		0.0%		0.0%
Non-UK Total			3.8%		7.6%		60.0%		5.2%		13.8%		6.7%		8.8%		7.8%		20.0%
Grand Total			100.0%		24.8%		33.1%		100.0%		37.4%		32.4%		100.0%		36.8%		30.2%

Case study LLS:

The Talent Team created a bespoke recruitment & selection training session for LLS, with a focus on EDI. LLS as a directorate have tried different selection methods to support diversity within their teams. Just prior to covid, they held a two-day assessment day with a focus on diversity within their process.

6b Training

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

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

All new staff joining the university undertake an extensive induction programme, including mandatory e-learning on EDI and bias and information on white privilege.

DMU operates an 'Open Programme' of development, including internal workshops on career development. Details are outlined in 5b.

Training is not delivered as bespoke pieces to professional and support staff, as this training also benefits academic staff. Further information and data is presented in 5b.

We provide a number of opportunities for staff to develop their leadership and management skills. For further information please see 5b.

"The Aurora Leadership Programme inspired me to navigate the obstacles that were holding me back from achieving the senior management position that I aspired to. The confidence-building activities, as well as my appointed mentor, provided the motivation I needed to achieve the role I'm in today."

- [REDACTED] (Aurora participant) Public Engagement Manager SLRC and Co-Chair of the REN

Professional Service Career Pathways:

Leadership and management development programmes for existing managers are outlined in 5b. Although different disciplines may have external accreditation or development programmes/opportunities, DMU does not have a career pathway programme reflective of that available for academic staff. There is an evident need to create a pipeline for Black, Asian and ethnically minoritised staff to be able to progress to the senior levels.

Action 6.b.1 (PTR): We will work with professional services colleagues, REN and POD to create a DMU specific career programme with specific pathways dependent on skills and requirements of the different directorates.

Technicians Commitment:

In 2018, DMU became signatory to the Technician Commitment. EDI is a core element of this and a key area in the action plans. An EDI workstream has been established to ensure equality features strongly in the work of the group. Through this, we will:

- Establish the EDI profile within our Technical community, and consider specific interventions to address gaps.
- Identify actions to encourage and recognise the commitment to advancing the careers of all members of the community.
- Identify actions to encourage the removal of obstacles faced by colleagues in participating in opportunities for advancement and development.

We actively promote development opportunities through the Technician Commitment, for example, Aurora, HEA accreditation, PGCE/HE and the Herschel programme. Further, we have partnered with the National Technicians Development Centre and HEaTED to provide further development opportunities.

Action 6.b.2 (PTR): We will explicitly support and engage with REN and CFG to develop training, support and development that supports the progression of Black, Asian and ethnically minoritised professional services staff.

6c Appraisal/development review

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the outcomes of appraisals/development reviews for professional and support staff, with specific reference to outcomes by ethnicity. Please differentiate between UK and non-UK staff. Please refer to Section 5c where we have set an action to significantly develop and modernise our appraisals process in response to feedback.

In section 4b we identified issues with the extremely low representation of Black, Asian and ethnically minoritised staff in senior professional services roles and with the pipeline for staff on grade H into such roles. In addition to the actions on appraisal development set out in 5c for academic staff, and working alongside Action 6.b.1 (PTR) we will:

Action 6.c.1 (PTR) (further specific detail embedded in the Action Plan): Ensure that the new appraisals process delivers systematic career planning to Black, Asian and ethnically minoritised staff as referenced in 6b, that requisite skills matrices for professional services staff are developed, alongside introduction of appropriate support.

For fullness, the observations of the SAT in relation to the professional services data are set out below.

- As with the academic population, completion rates fell significantly in 2020/21 (non-mandatory due to covid) but were higher than academic rates.
- Data shows MAX and all-other staff appraisals combined, due to low numbers on MAX.
- Black, Asian and ethnically minoritised completion rates are slightly less over the course of 3 years (3.9%, 6.8% and 5.7% gaps).
- Completion rates for Black and minority ethnic/mixed are lower than those for Indian and Asian in most instances.

Non-UK:

- Completion rates significantly higher for white than Black, Asian and ethnically minoritised staff.
- 18/19 - 66.7% Black, Asian and ethnically minoritised 90% white
- 2020/21 - 29.7% Black, Asian and ethnically minoritised and 51.5% white

The SAT has not prioritised investigating this due to the low numbers of non-UK professional services staff.

Appraisal completion rates

Nationality	Ethnic Group	2018/19		2019/20		2020/21	
		Staff headcount	Completion rate (%)	Staff headcount	Completion rate (%)	Staff headcount	Completion rate (%)
UK	BAME		77.1%		61.5%		43.3%
	Indian		77.9%		63.0%		44.0%
	Asian		80.0%		61.8%		41.2%
	Black		69.6%		57.1%		48.0%
	Minority Ethnic/Mixed		74.1%		54.5%		37.8%
	White		81.4%		68.0%		49.1%
	Unknown/Undeclared		66.7%		71.9%		42.9%
	Total		80.1%		66.5%		47.5%
Non-UK	BAME		66.7%		57.1%		29.7%
	Indian		62.5%		41.7%		35.7%
	Asian		66.7%		60.0%		66.7%
	Black		100.0%		66.7%		12.5%
	Minority Ethnic/Mixed		33.3%		75.0%		11.1%
	White		85.7%		62.5%		50.0%
	Unknown/Undeclared						0.0%
	Total		76.9%		59.6%		38.9%
Grand Total			80.0%		66.2%		47.0%

6d Professional and support staff promotions

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

Please consider, with specific reference to ethnicity and race:

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

DMU has not held annual promotions processes for professional services. We recognise this creates difficulties for Black, Asian and ethnically minoritised staff to progress. The actions set out in 6a, 6b and 6c are designed to address this.

7. Student pipeline

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

7a Admissions

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

- highlight whether ethnicity has an impact on the likelihood of students with the same predicted/actual grades being offered a place at your university
- outline how racial biases are identified within the admissions process
- **Silver level:**
 - success rates in individual faculties
 - the impact of admissions interviews on student success rates

N.B, all data in section 7a excludes applications where applicant ethnicity is unknown.

According to the REC survey, 60% of Black, Asian and ethnically minoritised respondents considered the ethnic/racial diversity of the institution prior to making their application versus 23% white students.

Applications across DMU are down 16% across the 5 cycles 2016-2020.

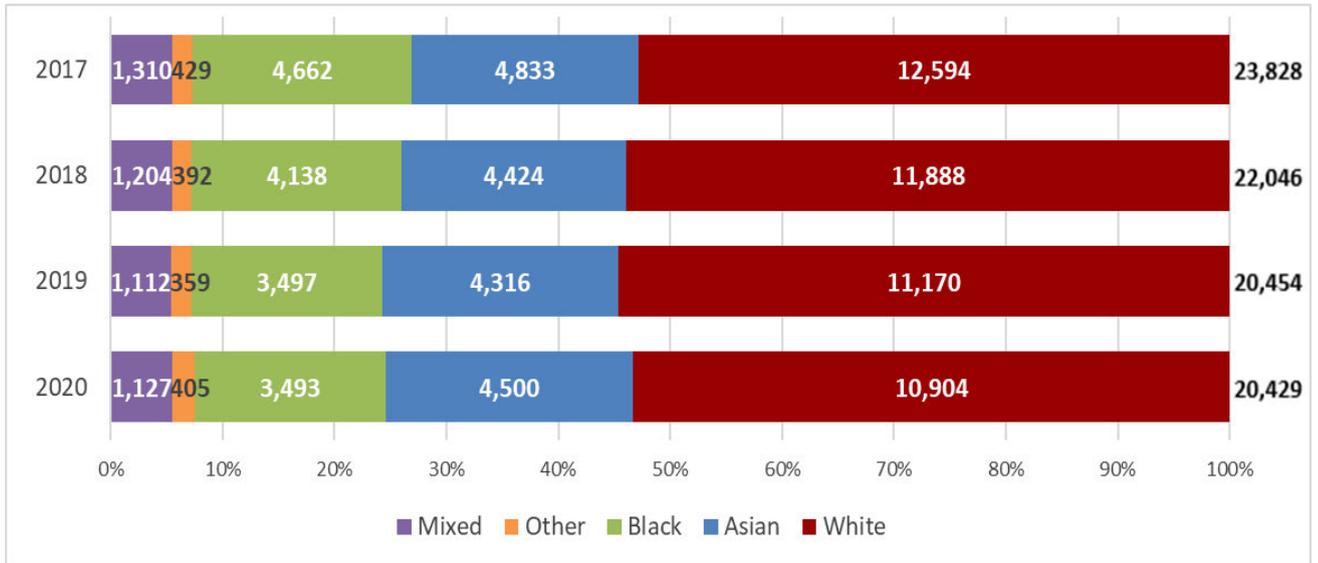
- White and Asian fell by 17%,
- Black fell by 24%, a sharper decline than in the sector at 5% down
- White applications in the sector are down 14%

The REC survey revealed:

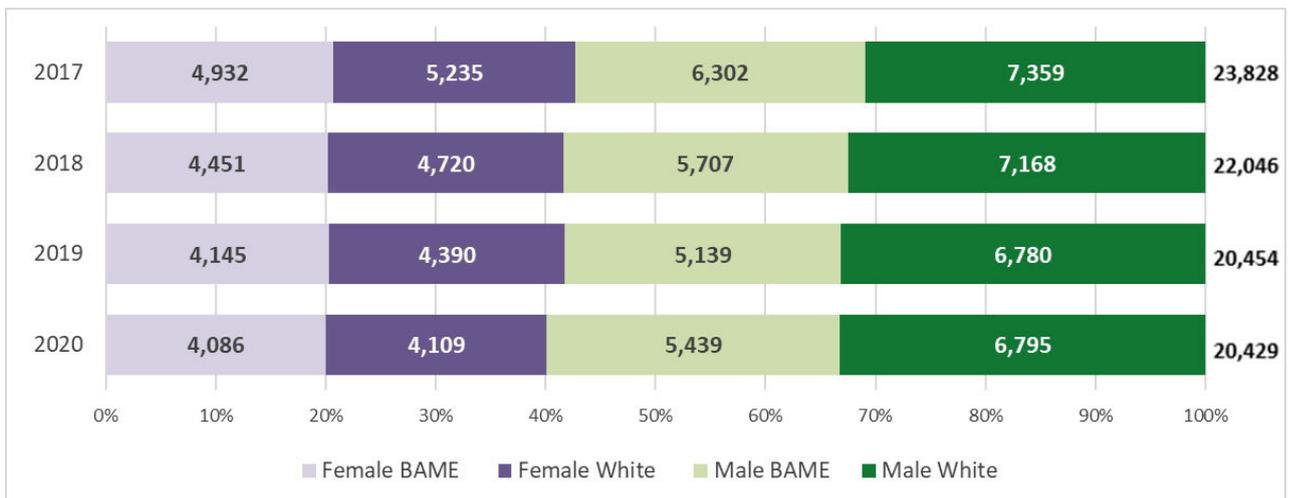
- 72% of Black, Asian and ethnically minoritised would recommend DMU vs 94% in 2017
- 85% of white students agreed they would that they would recommend DMU vs 94% for 2017

Action 7.a.1 (EER): Conduct market research to establish why the proportion of Black applicants is falling, and why fewer Black students would recommend DMU compared to white students. Take positive action (to be determined) to reverse the picture.

UCAS main scheme UK applications by ethnic group 2017-2020



Intersectionality of UCAS main scheme UK applications by gender and ethnic group 2017-2020

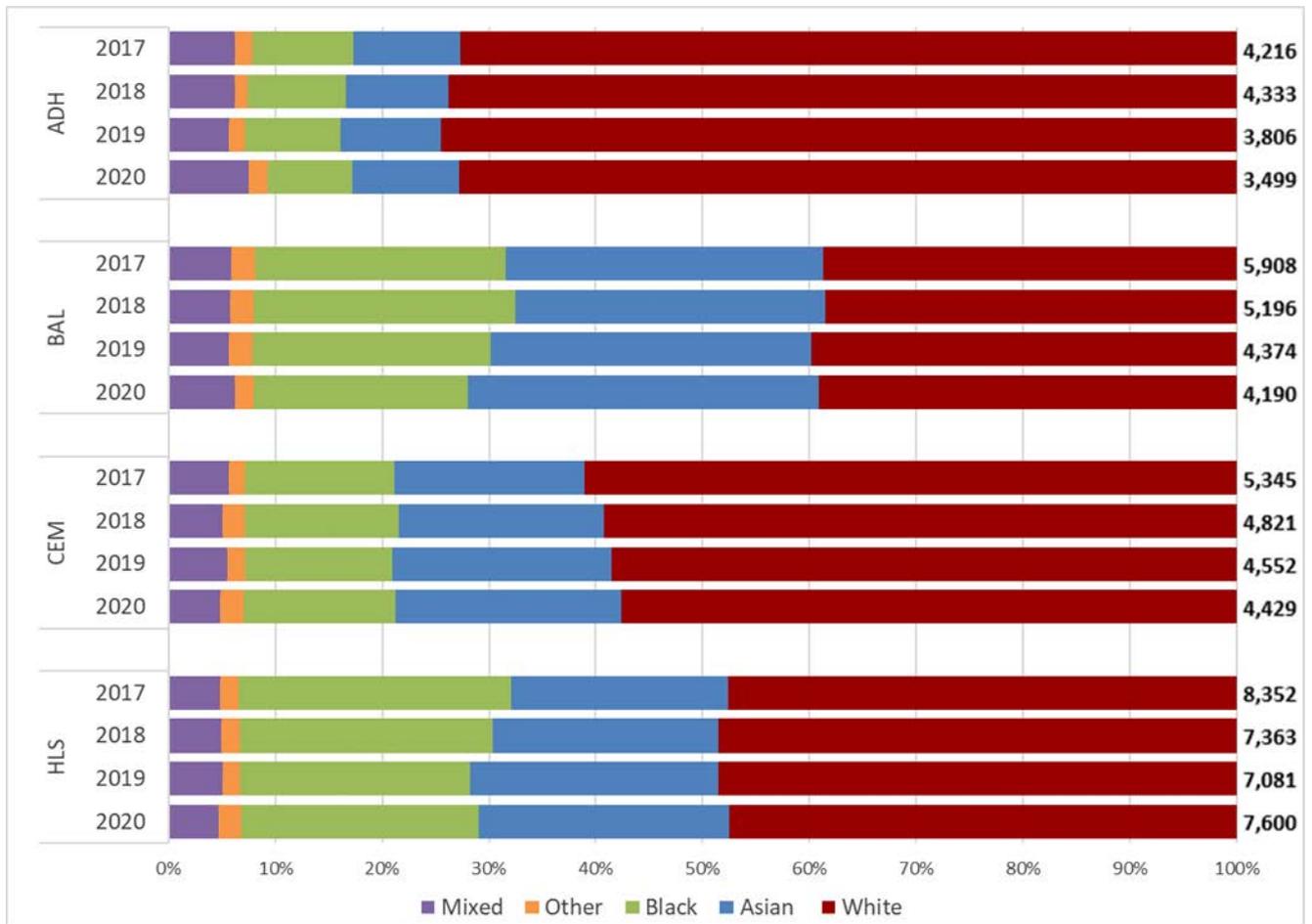


- Fall in applications from Black applicants is most evident in BAL at 32%.
- Applications from Black applicants make up 20% of the total in 2020 compared to 23% in 2016.
- Declines of 28% in ADH and 26% in HLS are greater than the overall decline at DMU.
- There was a smaller decline of 5% in CEM.

Please see Action 7.a.2 (EER), below, regarding local action required to address differentials.

Please see Action 5.s

UCAS main scheme UK applications by ethnic group and faculty



Application to offer rates are affected by our mainly points based offer strategy. The majority of programmes at DMU do not have interviews. We make both unconditional and preferential offers, context dependant.

Applicants are offered based on the predicted or actual grades they applied with alone and the type of offer is based on the tariff point. For non-traditional applicants we will consider a broader range of criteria including work or volunteering experience.

Programmes with interview, primarily professional practice and professional accrediting body related, have stricter criteria for invitation to interview and a scoring system at interview or portfolio/performance reviews. HLS has the majority of programmes with selection processes; we recognise the potential for bias and accordingly, minimise the use of this.

The data shows that as we have progressed across the years to a more standardised offer making strategy based on predicted and actual tariff points alone the application to offer rate gap between White and Black, Asian and ethnically minoritised students has progressively reduced over the years to the point of no gaps in 2020 at overall institutional level. However Faculty level gaps still exist.

DMU are introducing 'contextual offer making' from October 2022 which will reduce tariff required for applicants from areas of higher economic disadvantage, which for DMU includes a proportion of our Black, Asian and ethnically minoritised applicants.

Action 7.a.2a (EER): The University Recruitment, Admissions, Fees and Scholarships (RAFS) group will consider the Faculty data to support decision making around offer strategies that are more inclusive.

- 1) The University will monitor and evaluate its new contextual offer making strategy to understand if it is contributing to the closing of these gaps.
- 2) Each Faculty will review the data for their specific 'application to offer rate' gaps and develop bespoke actions and faculty offer strategies.
- 3) The data will be reviewed annually and will be presented to RAFS to review for progress and contribute to institutional offer making strategies with the aim of closing any gaps by Oct 2025.

UCAS main scheme UK applications by ethnic group and tariff band

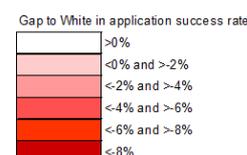
Ethnic Group	Tariff Band	2017	2018	2019	2020	Change (4 yrs)	% Change (4 yrs)
All	high tariff	33%	23%	18%	22%	-3,331	-11%
	medium tariff	25%	27%	27%	30%	191	5%
	low tariff	16%	24%	29%	23%	812	7%
	no tariff	27%	25%	26%	26%	-1,071	-1%
White	high tariff	38%	28%	21%	25%	-1,976	-12%
	medium tariff	25%	29%	30%	33%	440	8%
	low tariff	13%	21%	26%	19%	364	5%
	no tariff	24%	22%	23%	23%	-518	-1%
Asian	high tariff	32%	21%	19%	22%	-571	-10%
	medium tariff	26%	29%	25%	30%	62	3%
	low tariff	19%	28%	33%	28%	355	9%
	no tariff	23%	22%	23%	20%	-179	-2%
Black	high tariff	21%	14%	11%	12%	-531	-8%
	medium tariff	22%	20%	19%	20%	-297	-1%
	low tariff	19%	29%	31%	26%	8	7%
	no tariff	38%	36%	39%	41%	-349	3%
Mixed	high tariff	29%	19%	15%	18%	-177	-11%
	medium tariff	23%	27%	26%	26%	-16	2%
	low tariff	18%	26%	30%	26%	50	7%
	no tariff	29%	28%	29%	31%	-40	1%
Other	high tariff	34%	17%	14%	18%	-76	-17%
	medium tariff	22%	20%	25%	24%	2	2%
	low tariff	14%	27%	28%	23%	35	9%
	no tariff	30%	36%	34%	35%	15	5%
Total						-1,592	-1.4%

Tariff Band	UCAS Points
High tariff	140 and above (AAA = 144)
Medium tariff	100-139 (AAB = 130)
Low tariff	1-99 (CCC = 90)
No tariff	0

UK application success rates by tariff band and ethnic group

N.B. Restricted to four years due to tariff structure change, not comparable with prior years

		Application to Offer Rate						
		Ethnic Group	2016	2017	2018	2019	2020	Change (4 yrs)
All	Application success rate	White	73%	77%	81%	80%	76%	0%
		Asian	78%	79%	86%	89%	87%	9%
		Black	61%	66%	75%	81%	78%	12%
		Mixed	71%	76%	80%	81%	80%	4%
		Other	71%	75%	80%	83%	81%	5%
	Gap (to White)	Asian	4.8%	2.1%	4.9%	8.5%	11.0%	9%
		Black	-11.6%	-11.2%	-5.6%	0.4%	1.3%	12%
		Mixed	-1.6%	-1.0%	-0.7%	0.8%	3.4%	4%
		Other	-1.4%	-1.5%	-0.8%	2.4%	4.4%	6%
	High Tariff	Application success rate	White		85%	85%	79%	77%
Asian				87%	91%	91%	89%	3%
Black				83%	83%	90%	83%	0%
Mixed				86%	87%	80%	82%	-5%
Other				89%	82%	78%	89%	0%
Gap (to White)		Asian		1.8%	6.0%	11.8%	12.4%	11%
		Black		-1.7%	-2.1%	10.8%	6.3%	8%
		Mixed		1.7%	1.5%	0.3%	5.3%	4%
		Other		3.8%	-3.3%	-0.8%	12.3%	8%
Medium Tariff		Application success rate	White		86%	87%	86%	83%
	Asian			87%	91%	94%	92%	4%
	Black			87%	87%	91%	88%	1%
	Mixed			88%	88%	85%	87%	-1%
	Other			89%	87%	92%	89%	-1%
	Gap (to White)	Asian		1.0%	4.1%	8.1%	8.8%	8%
		Black		0.3%	0.5%	5.1%	5.0%	5%
		Mixed		1.5%	0.6%	-0.6%	4.3%	3%
		Other		3.0%	0.1%	6.1%	5.6%	3%
	Low Tariff	Application success rate	White		77%	85%	87%	82%
Asian				78%	89%	91%	91%	12%
Black				75%	85%	88%	89%	15%
Mixed				81%	83%	87%	83%	2%
Other				65%	88%	93%	84%	19%
Gap (to White)		Asian		1.5%	4.1%	4.6%	8.4%	7%
		Black		-2.3%	0.6%	1.1%	6.9%	9%
		Mixed		3.7%	-1.2%	0.4%	0.4%	-3%
		Other		-11.9%	3.1%	6.4%	1.7%	14%
No Tariff		Application success rate	White		54%	64%	67%	62%
	Asian			59%	69%	78%	74%	16%
	Black			40%	58%	68%	64%	24%
	Mixed			53%	65%	73%	70%	17%
	Other			54%	70%	69%	69%	15%
	Gap (to White)	Asian		4.6%	5.5%	11.4%	12.7%	8%
		Black		-14.4%	-6.3%	0.9%	2.0%	16%
		Mixed		-1.4%	1.2%	5.5%	8.0%	9%
		Other		0.2%	5.9%	2.4%	7.4%	7%



ADH:

- Significant differences in application success rates have reduced.
- E.g. a 27.1% lower application success for applicants with no tariff in 2016 within the 'Other' ethnic grouping, compared to white applicants, reducing to 0.1% in 2020.
- 2020 - higher proportion of application to offer across Asian, Black, Mixed and Other compared with white ethnicities.

The admissions process for portfolio courses has changed, from full application, portfolio review and interview, to a conditional offer before a digital portfolio review, followed by assessment by the academic team without access to the applicant's UCAS form. Interviews are not part of the process.

- 2020 - an improved picture for Black, Asian and ethnically minoritised applicants.
- Higher offer rates across most ethnicities when compared with their white applicants for high and medium tariff.
- Still a negative gap for Asian students at the lower tariff or no tariff.

ADH UK application success rates by tariff band and ethnic group

			ADH - Application to Offer Rate					
		Ethnic Group	2016	2017	2018	2019	2020	Change (5 yrs)
All	Application success rate	White	71.4%	70.0%	73.7%	69.7%	68.7%	-2.8%
		Asian	70.7%	73.2%	71.9%	75.6%	70.3%	-0.4%
		Black	62.2%	72.1%	69.6%	64.1%	71.9%	9.8%
		Mixed	68.8%	67.7%	71.5%	63.7%	72.8%	4.0%
		Other	76.7%	67.2%	65.4%	68.4%	75.0%	-1.7%
	Gap (to White)	Asian	-0.7%	3.2%	-1.7%	5.9%	1.6%	2.4%
		Black	-9.3%	2.1%	-4.1%	-5.6%	3.3%	12.5%
		Mixed	-2.7%	-2.3%	-2.1%	-6.0%	4.1%	6.8%
Other		5.2%	-2.8%	-8.3%	-1.3%	6.3%	1.1%	
High Tariff	Application success rate	White		76.0%	79.5%	69.9%	72.1%	72.1%
		Asian		77.9%	79.5%	78.1%	74.7%	74.7%
		Black		75.5%	82.6%	81.1%	72.0%	72.0%
		Mixed		79.2%	79.6%	62.8%	76.9%	76.9%
		Other		92.6%	76.9%	78.6%	87.5%	87.5%
	Gap (to White)	Asian		1.9%	0.0%	8.2%	2.6%	2.6%
		Black		-0.5%	3.1%	11.1%	-0.1%	-0.1%
		Mixed		3.2%	0.1%	-7.2%	4.9%	4.9%
Other			16.6%	-2.6%	8.6%	15.4%	15.4%	
Medium Tariff	Application success rate	White		75.9%	79.5%	76.8%	71.2%	71.2%
		Asian		81.6%	81.1%	86.8%	78.1%	78.1%
		Black		81.9%	76.1%	72.0%	75.3%	75.3%
		Mixed		76.1%	83.1%	66.2%	83.3%	83.3%
		Other		63.2%	87.5%	58.3%	81.0%	81.0%
	Gap (to White)	Asian		5.7%	1.5%	10.0%	6.9%	6.9%
		Black		6.0%	-3.4%	-4.7%	4.1%	4.1%
		Mixed		0.2%	3.6%	-10.6%	12.1%	12.1%
Other			-12.7%	8.0%	-18.4%	9.7%	9.7%	
Low Tariff	Application success rate	White		66.3%	74.4%	73.6%	71.6%	71.6%
		Asian		74.7%	72.7%	77.7%	69.0%	69.0%
		Black		74.0%	70.3%	65.9%	80.5%	80.5%
		Mixed		68.4%	72.1%	62.3%	65.2%	65.2%
		Other		62.5%	81.3%	82.4%	80.0%	80.0%
	Gap (to White)	Asian		8.4%	-1.7%	4.1%	-2.7%	-2.7%
		Black		7.8%	-4.1%	-7.8%	8.9%	8.9%
		Mixed		2.2%	-2.3%	-11.4%	-6.5%	-6.5%
Other			-3.8%	6.8%	8.7%	8.4%	8.4%	
No Tariff	Application success rate	White		50.2%	52.2%	51.1%	53.1%	53.1%
		Asian		55.2%	48.1%	52.2%	50.0%	50.0%
		Black		56.7%	51.5%	45.2%	58.6%	58.6%
		Mixed		40.0%	56.3%	63.0%	62.7%	62.7%
		Other		23.1%	26.7%	50.0%	52.9%	52.9%
	Gap (to White)	Asian		5.0%	-4.1%	1.1%	-3.1%	-3.1%
		Black		6.5%	-0.8%	-5.8%	5.5%	5.5%
		Mixed		-10.2%	4.0%	11.9%	9.7%	9.7%
Other			-27.1%	-25.8%	-1.1%	-0.1%	-0.1%	

Gap to White in application success rate

>0%
<0% and >-2%
<-2% and >-4%
<-4% and >-6%
<-6% and >-8%
<-8%

BAL:

- Reduction in the gaps in application success, particularly in the low tariff group.
- Although reducing, gap in application success appears more persistent for Black students.
- Across the tariff groups gap has reduced from 9.6% to 5.6% between 2016 and 2020.

2020 - gap is evident in all tariff groups, with the largest gaps for high tariff students (6.8%) and no tariff students (5.9%).

Please see Action 7.a.2a (EER), above.

BAL UK application success rates by tariff band and ethnic group

		BAL - Application to Offer Rate						
		Ethnic Group	2016	2017	2018	2019	2020	Change (5 yrs)
All	Application success rate	White	93.4%	93.9%	96.8%	95.8%	95.6%	2.3%
		Asian	90.8%	89.7%	94.1%	95.0%	95.8%	5.0%
		Black	83.8%	87.2%	90.9%	91.4%	90.0%	6.2%
		Mixed	91.9%	93.9%	93.4%	93.1%	95.0%	3.1%
		Other	83.2%	88.3%	92.2%	88.0%	97.2%	14.0%
	Gap (to White)	Asian	-2.6%	-4.2%	-2.7%	-0.8%	0.2%	2.8%
		Black	-9.6%	-6.7%	-5.9%	-4.3%	-5.6%	4.0%
		Mixed	-1.5%	0.0%	-3.4%	-2.6%	-0.6%	0.9%
Other		-10.2%	-5.6%	-4.6%	-7.8%	1.6%	11.8%	
High Tariff	Application success rate	White		99.0%	99.1%	98.0%	98.7%	98.7%
		Asian		98.7%	99.4%	98.6%	97.4%	97.4%
		Black		99.7%	96.8%	100.0%	91.9%	91.9%
		Mixed		99.0%	100.0%	100.0%	100.0%	100.0%
		Other		95.9%	95.0%	100.0%	100.0%	100.0%
	Gap (to White)	Asian		-0.3%	0.2%	0.6%	-1.3%	-1.3%
		Black		0.7%	-2.3%	2.0%	-6.8%	-6.8%
		Mixed		-0.1%	0.9%	2.0%	1.3%	1.3%
Other			-3.1%	-4.1%	2.0%	1.3%	1.3%	
Medium Tariff	Application success rate	White		98.1%	99.0%	98.3%	99.0%	99.0%
		Asian		96.1%	99.4%	98.9%	98.3%	98.3%
		Black		96.2%	99.0%	98.7%	95.9%	95.9%
		Mixed		98.0%	100.0%	97.1%	98.8%	98.8%
		Other		100.0%	100.0%	100.0%	100.0%	100.0%
	Gap (to White)	Asian		-2.0%	0.3%	0.6%	-0.7%	-0.7%
		Black		-1.9%	0.0%	0.3%	-3.0%	-3.0%
		Mixed		-0.1%	1.0%	-1.2%	-0.2%	-0.2%
Other			1.9%	1.0%	1.7%	1.0%	1.0%	
Low Tariff	Application success rate	White		92.3%	98.3%	96.9%	96.3%	96.3%
		Asian		83.5%	93.8%	95.0%	99.1%	99.1%
		Black		80.3%	94.4%	93.5%	95.1%	95.1%
		Mixed		97.4%	97.6%	97.3%	97.6%	97.6%
		Other		70.0%	97.1%	97.3%	94.1%	94.1%
	Gap (to White)	Asian		-8.8%	-4.5%	-1.9%	2.9%	2.9%
		Black		-12.0%	-3.9%	-3.3%	-1.2%	-1.2%
		Mixed		5.1%	-0.7%	0.4%	1.4%	1.4%
Other			-22.3%	-1.3%	0.4%	-2.1%	-2.1%	
No Tariff	Application success rate	White		71.1%	81.8%	82.9%	81.6%	81.6%
		Asian		70.1%	79.2%	85.7%	80.8%	80.8%
		Black		68.1%	73.6%	78.5%	75.7%	75.7%
		Mixed		78.1%	72.3%	74.5%	83.6%	83.6%
		Other		77.1%	82.1%	59.3%	95.7%	95.7%
	Gap (to White)	Asian		-1.0%	-2.6%	2.8%	-0.8%	-0.8%
		Black		-3.0%	-8.2%	-4.4%	-5.9%	-5.9%
		Mixed		7.0%	-9.5%	-8.4%	2.0%	2.0%
Other			6.0%	0.2%	-23.6%	14.1%	14.1%	

Gap to White in application success rate

	>0%
	<0% and >-2%
	<-2% and >-4%
	<-4% and >-6%
	<-6% and >-8%
	<-8%

CEM:

- Fewer large gaps in application success (none over 10%).
- Reducing gaps evident at institution level and ADH and BAL are not reflected.
- Noticeable gaps for applicants within the Mixed and Other ethnic groups both for medium tariff applicants (4.5-7% gaps) and no tariff applicants (6% gaps).
- Numbers are small so the gaps are magnified, but this will be investigated.

Please see Action 7.a.2a (EER), above.

CEM UK application success rates by tariff band and ethnic group

		CEM - Application to Offer Rate						
		Ethnic Group	2016	2017	2018	2019	2020	Change (5 yrs)
All	Application success rate	White	82.2%	85.8%	88.8%	92.6%	81.1%	-1.1%
		Asian	89.0%	89.9%	90.2%	92.5%	89.1%	0.1%
		Black	84.7%	84.1%	86.4%	88.2%	82.3%	-2.4%
		Mixed	83.0%	86.1%	88.2%	87.9%	75.8%	-7.2%
		Other	78.9%	85.4%	84.2%	89.9%	80.2%	1.3%
	Gap (to White)	Asian	6.8%	4.1%	1.4%	-0.2%	8.0%	1.2%
		Black	2.5%	-1.7%	-2.4%	-4.4%	1.2%	-1.3%
		Mixed	0.8%	0.3%	-0.6%	-4.7%	-5.3%	-6.1%
		Other	-3.3%	-0.4%	-4.6%	-2.8%	-0.9%	2.4%
High Tariff	Application success rate	White		91.1%	90.0%	94.7%	81.4%	81.4%
		Asian		97.1%	95.7%	97.2%	92.7%	92.7%
		Black		97.9%	92.2%	98.4%	90.5%	90.5%
		Mixed		94.9%	93.6%	93.2%	81.5%	81.5%
		Other		95.0%	90.0%	100.0%	100.0%	100.0%
	Gap (to White)	Asian		5.9%	5.7%	2.5%	11.3%	11.3%
		Black		6.7%	2.2%	3.6%	9.0%	9.0%
		Mixed		3.8%	3.6%	-1.5%	0.0%	0.0%
		Other		3.9%	0.0%	5.3%	18.6%	18.6%
Medium Tariff	Application success rate	White		92.1%	90.0%	95.8%	86.0%	86.0%
		Asian		95.2%	92.6%	96.3%	90.4%	90.4%
		Black		94.9%	91.3%	95.1%	89.4%	89.4%
		Mixed		96.5%	85.1%	92.3%	78.9%	78.9%
		Other		100.0%	81.8%	93.8%	81.5%	81.5%
	Gap (to White)	Asian		3.1%	2.7%	0.5%	4.5%	4.5%
		Black		2.8%	1.3%	-0.7%	3.4%	3.4%
		Mixed		4.4%	-4.9%	-3.5%	-7.0%	-7.0%
		Other		7.9%	-8.1%	-2.1%	-4.5%	-4.5%
Low Tariff	Application success rate	White		81.4%	90.0%	95.1%	81.5%	81.5%
		Asian		88.4%	92.8%	95.6%	90.9%	90.9%
		Black		86.9%	92.3%	91.6%	88.4%	88.4%
		Mixed		87.5%	87.5%	93.8%	82.1%	82.1%
		Other		81.3%	85.2%	100.0%	86.4%	86.4%
	Gap (to White)	Asian		7.0%	2.8%	0.5%	9.4%	9.4%
		Black		5.5%	2.3%	-3.5%	6.9%	6.9%
		Mixed		6.1%	-2.5%	-1.4%	0.6%	0.6%
		Other		-0.2%	-4.8%	4.9%	4.8%	4.8%
No Tariff	Application success rate	White		72.2%	84.3%	83.4%	72.7%	72.7%
		Asian		77.9%	79.3%	81.6%	81.4%	81.4%
		Black		66.1%	74.9%	78.6%	70.4%	70.4%
		Mixed		67.1%	88.1%	76.0%	66.7%	66.7%
		Other		70.4%	83.3%	80.6%	66.7%	66.7%
	Gap (to White)	Asian		5.7%	-5.1%	-1.8%	8.8%	8.8%
		Black		-6.1%	-9.4%	-4.8%	-2.2%	-2.2%
		Mixed		-5.1%	3.8%	-7.4%	-6.0%	-6.0%
		Other		-1.8%	-1.0%	-2.9%	-6.0%	-6.0%

Gap to White in application success rate

	>0%
	<0% and >2%
	<2% and >4%
	<4% and >6%
	<6% and >8%
	<8%

HLS:

- Gaps in application success have reduced 2016-2019.
- Gap in application success for Black applicants has reduced from 15.1% to 7.9%.
- Gaps do remain and some with significant figures.

A significant number of HLS programmes either have interviews or requirements additional to predicted tariff points, for example subject specific grades and non-academic criteria such as occupational health and DBS clearances. These additional criteria could introduce elements of bias into offer making.

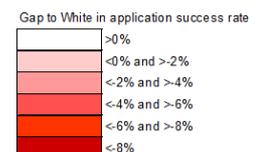
In addition to Action 7.a.2a (EER), above:

HLS specific Action 7.a.2b (EER-HLS):

- Review application to offer rates at programme level to determine if the gaps are only prevalent in interview programmes.
- Progress to review the selection process for the programmes with persistent gaps including specific questions within the institutional decliners survey to understand if interview processes impact in any particular manner on different student groups performance at interview.
- Analyse outcomes of the review and design alternative selection strategies as appropriate and adjust the Faculty offer strategy as appropriate.

HLS UK application success rates by tariff band and ethnic group

		HLS - Application to Offer Rate						
		Ethnic Group	2016	2017	2018	2019	2020	Change (5 yrs)
All	Application success rate	White	56.9%	64.8%	76.3%	81.2%	79.2%	22.3%
		Asian	62.4%	62.9%	78.7%	86.2%	83.8%	21.3%
		Black	41.8%	43.9%	61.1%	75.9%	71.2%	29.5%
		Mixed	53.8%	57.8%	72.8%	85.2%	80.2%	26.4%
		Other	58.3%	60.8%	73.0%	82.2%	78.8%	20.5%
	Gap (to White)	Asian	5.6%	-1.9%	2.4%	5.0%	4.6%	-1.0%
		Black	-15.1%	-20.9%	-15.1%	-5.3%	-7.9%	7.2%
		Mixed	-3.1%	-7.0%	-3.5%	4.0%	1.0%	4.1%
Other		1.4%	-3.9%	-3.3%	1.0%	-0.4%	-1.8%	
High Tariff	Application success rate	White		77.7%	83.8%	83.5%	84.6%	84.6%
		Asian		71.5%	84.2%	86.7%	85.7%	85.7%
		Black		64.6%	68.3%	82.5%	78.5%	78.5%
		Mixed		71.8%	82.4%	87.5%	83.0%	83.0%
		Other		76.9%	73.9%	66.7%	82.1%	82.1%
	Gap (to White)	Asian		-6.2%	0.4%	3.2%	1.2%	1.2%
		Black		-13.1%	-15.5%	-1.0%	-6.0%	-6.0%
		Mixed		-5.9%	-1.4%	4.0%	-1.6%	-1.6%
Other			-0.8%	-9.9%	-16.8%	-2.4%	-2.4%	
Medium Tariff	Application success rate	White		80.0%	86.1%	87.9%	87.8%	87.8%
		Asian		72.9%	84.5%	91.5%	90.0%	90.0%
		Black		71.4%	76.8%	90.9%	87.2%	87.2%
		Mixed		80.2%	82.1%	91.7%	88.8%	88.8%
		Other		87.0%	83.3%	96.8%	92.9%	92.9%
	Gap (to White)	Asian		-7.1%	-1.7%	3.6%	2.2%	2.2%
		Black		-8.6%	-9.3%	3.0%	-0.6%	-0.6%
		Mixed		0.2%	-4.0%	3.8%	0.9%	0.9%
Other			7.0%	-2.8%	8.9%	5.0%	5.0%	
Low Tariff	Application success rate	White		70.0%	82.9%	87.9%	89.6%	89.6%
		Asian		66.4%	84.7%	89.5%	86.9%	86.9%
		Black		60.5%	74.5%	88.6%	86.9%	86.9%
		Mixed		56.8%	75.3%	91.1%	88.3%	88.3%
		Other		43.8%	82.1%	91.7%	82.9%	82.9%
	Gap (to White)	Asian		-3.6%	1.7%	1.5%	-2.7%	-2.7%
		Black		-9.6%	-8.4%	0.6%	-2.7%	-2.7%
		Mixed		-13.2%	-7.6%	3.2%	-1.3%	-1.3%
Other			-26.3%	-0.8%	3.7%	-6.7%	-6.7%	
No Tariff	Application success rate	White		43.3%	58.8%	68.9%	61.9%	61.9%
		Asian		40.8%	61.4%	77.7%	71.5%	71.5%
		Black		25.2%	48.3%	64.6%	59.7%	59.7%
		Mixed		39.4%	58.1%	76.5%	70.3%	70.3%
		Other		38.5%	62.7%	73.8%	68.3%	68.3%
	Gap (to White)	Asian		-2.4%	2.6%	8.8%	9.6%	9.6%
		Black		-18.1%	-10.5%	-4.3%	-2.2%	-2.2%
		Mixed		-3.8%	-0.7%	7.6%	8.3%	8.3%
Other			-4.8%	4.0%	4.9%	6.3%	6.3%	



7b Undergraduate student body

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

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

- Over 4 years, Black, Asian and ethnically minoritised students have formed around half of DMU's UG UK students.
- In part this is because of the demography that DMU recruits from, 50% from Leicestershire, 14% from the West Midlands and 9% from London.
- Male representation has increased
- Black, Asian and ethnically minoritised men increased from 19% to 24%.
- Female Black, Asian and ethnically minoritised have fallen from 29% to 24%

Numbers of non-UK students have increased significantly over the last 5 years, DMU's international recruitment strategy means that the proportional diversification of representation will continue to shift, but we will continue to recruit globally, so expect to maintain a diverse international student cohort.

DMU will continue to proactively target recruitment activities to maintain the diversity of students.

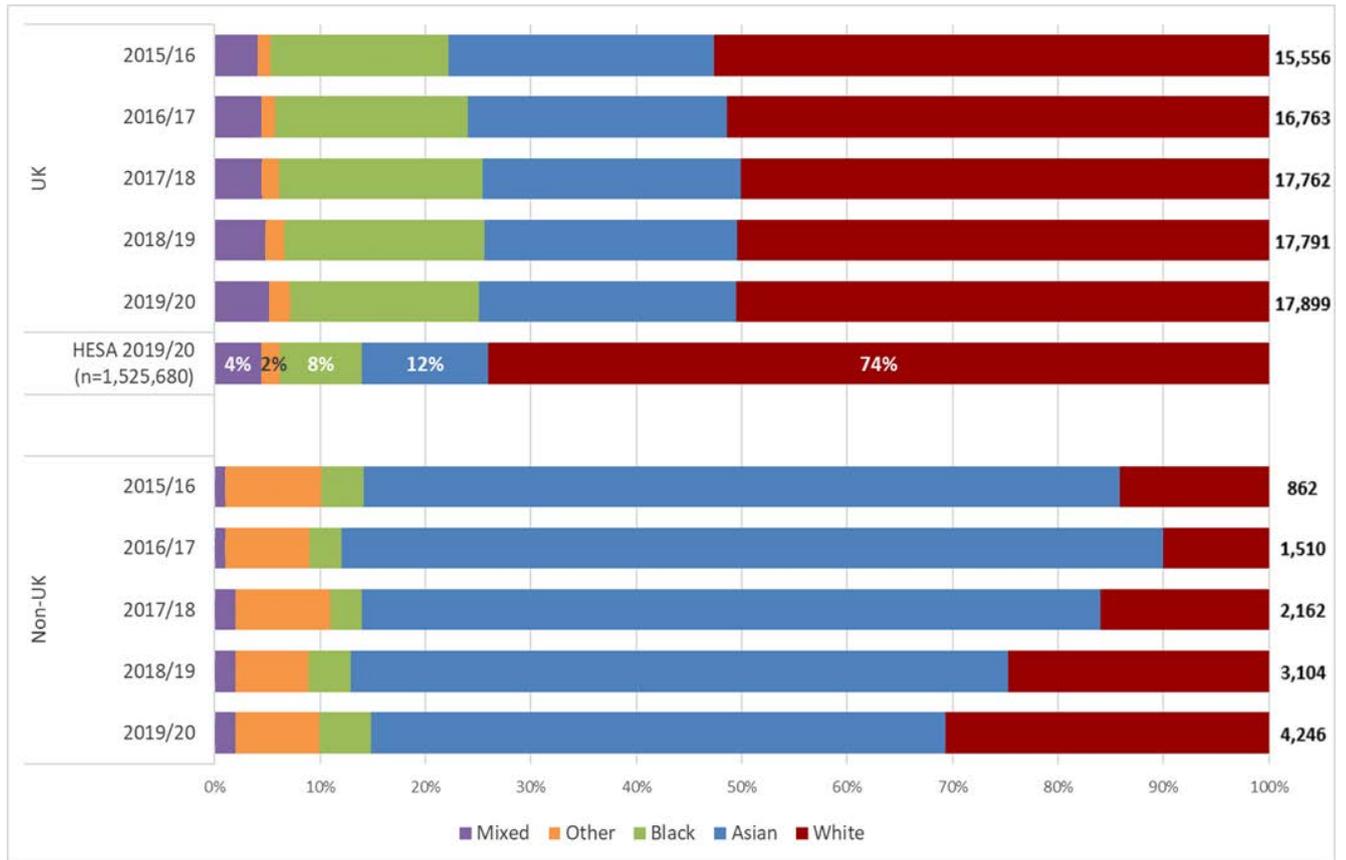
Action 7.b.1a (EER): Continued development of a recruitment strategy that creates a diverse student population:

- 1) Develop a proactive EDI conscious schools and colleges recruitment strategy which is aligned to our access and participation plan targets around 'access'
- Each
- 2) Each faculty tailoring the strategy for the needs of their individual schools, ensuring diversity of recruitment staff and student ambassadors and promotion of the Decolonising DMU work with diverse curricula and role models
 - 3) Promoting the welcoming university environment along with awareness raising of Leicester's diverse communities.
- An evaluation process to determine if adjustments to the strategy are delivering increased registrations of Black, Asian and ethnically minoritised students. The evaluation will incorporate institutional as well as Faculty specific actions.

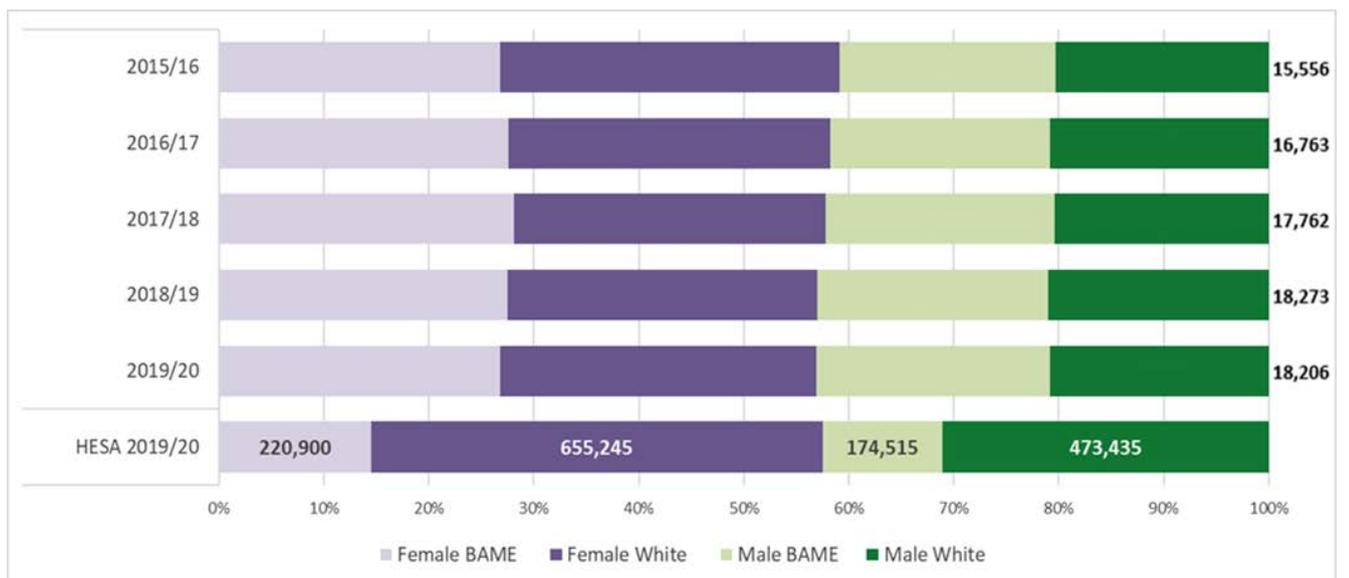
Action 7.b.1b (EER): Within faculties, each school will review the diversity of its cohort and will:

- 1) Review it against diversity at competitors
- 2) Consider actions, aligned to the DMU strategy to work with schools and colleges to enhance recruitment activities to particular demographics
- 3) Align with the institutional actions where appropriate
- 4) Engage with the institutional evaluation process to determine impact of actions.

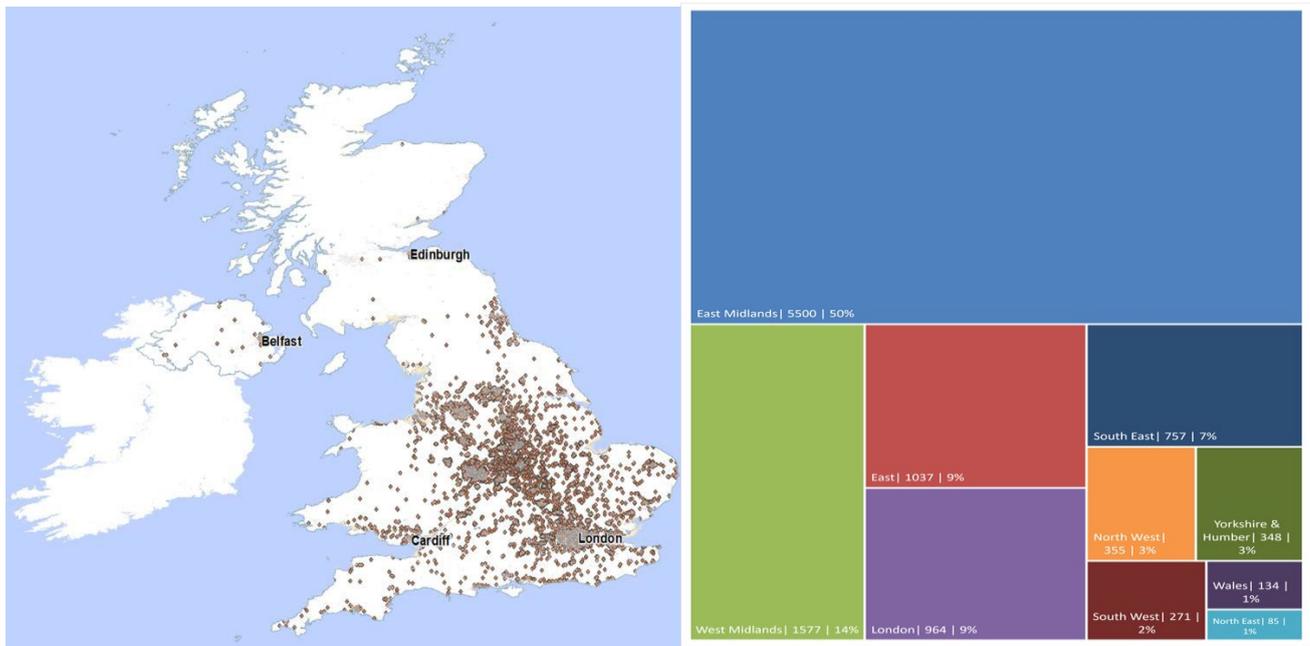
DMU UG population by ethnic group and nationality 2015/16-2019/20, benchmarked against 2019/20 UK UG HESA data (data for non-UK students unavailable through HESA)



Intersectionality of gender and ethnic group of UK UG DMU students 2015/16-2019/20, benchmarked against 2019/20 HESA data



Geographic heat map of DMU UK UG student recruitment



Within the faculties:

ADH

- Proportion of Black, Asian and ethnically minoritised students dropped in the last 2 years from 34% to 31%, with, by proportion, 8% fewer Black undergraduates than 5 years ago.
- The 3 Schools within the Faculty have varying profiles for the diversity of their student body.

BAL

- Diversity of UK and non-UK student body fluctuates slightly over each of the census years.

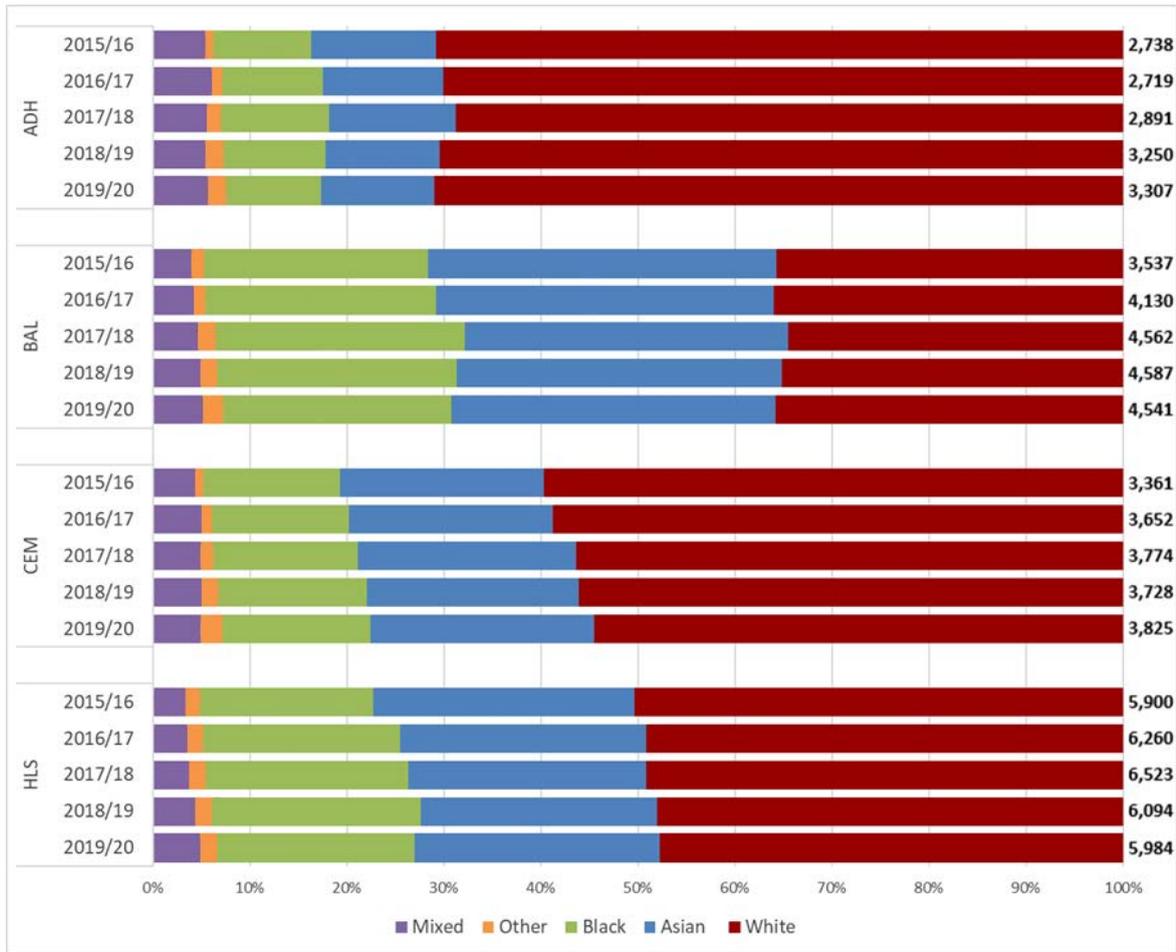
CEM

- Leicester Media School and the Computer Science and Informatic school - around one third of students identified as Black, Asian and ethnically minoritised.
- Engineering and Sustainable Development - majority of students are Black, Asian and ethnically minoritised with the proportion of Black students being higher in relative terms compared to DMU as a whole and the City of Leicester.
- Non-UK white undergraduates make up 51% of the non-UK population in 2019/20 up from 20% in 2016/17.
- Shown the largest fall in proportion of Asian undergraduates who make up 30% of the non-UK population in 2019/20, down from 57% in 2016/17.

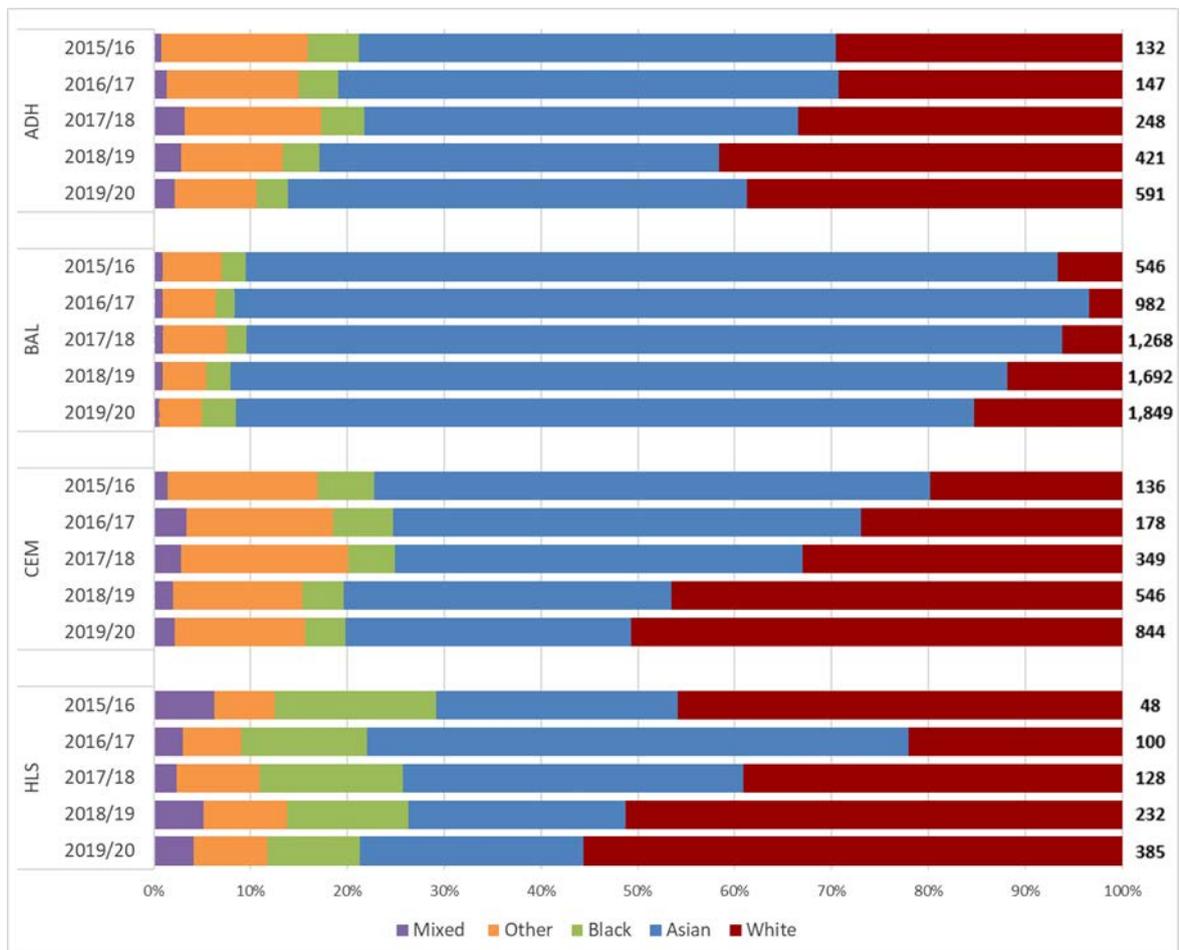
HLS

- UK - Second most diverse faculty with small growth of 2% in Black, Asian and ethnically minoritised students to 52% in 2019/20.
- Proportion of Asian undergraduate students is similar to overall at DMU, there has been a 5% decline over the 5 years to 2019/20.
- Decline in Asian undergraduates is largely due to falling numbers of Indian undergraduates - decreased by 14% between 2015/16 and 2019/20.
- Balanced by increases in Black students (up 16%) and a 49% increase of Mixed students.

UG UK population by ethnic group and faculty



UG non-UK population by ethnic group and faculty



7c Course progression

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

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

- UK and non-UK Students from Black, Asian, Mixed and Other ethnic groups are more likely to leave their course in-year than white students.

Population of students leaving in-year has 2 main sources: Expulsions & Terminations. Expulsions are the result of 2 processes: Academic Offence Panels & Disciplinary Panels. Terminations are the result of 3 processes: Final Termination; Interruption; Transfer.

Significant contributors are:

- Bad Academic Practice (55% of cases in 2020/21)
- Academic Offences (43% of cases in 2020/21)

There is some variation between years and between faculties, but generally:

- White students are more likely to interrupt their studies.
- 2019, 2020 & 2021 - 33%, 31% and 33% (respectively) of white students dropping out of their studies did so by interruption.
- In the same years - 18%, 23% and 24% (respectively) of Black students dropping out of their studies did so due to interruption.
- Black, Asian and ethnically minoritised students are more likely to leave through Final Termination than white students.
- 2019, 2020 & 2021- 73%, 72% and 72% (respectively) of Asian students dropping out of their studies was due to Termination.
- In the same years - 57%, 64% and 61% (respectively) of white students dropping out of their studies did so due to termination.
- Black, Asian and ethnically minoritised students are referred to Academic Offence panels disproportionately, forming 83% of the total in both 2019/20 and 2020/21 (24 and 19 individuals respectively), where more minor offences are dealt with.
- Of the Black, Asian and ethnically minoritised students referred, the majority of these were Asian, with 20 individuals in 2019/20, and 13 in 2020/21.
- Black, Asian and ethnically minoritised students are (collectively) more likely to leave the university as a result of an Academic Offence panel than white students who attend a panel.
- 2020/21 - <6 of the 23 students referred to an Academic Offences Panel were white. All of the 6 students expelled as a result of those panels were from Asian or Other ethnicities.

Faculty analysis has not been outlined here as the tables demonstrate significant levels of over representation of Black, Asian and ethnically minoritised students across the faculties, except HLS, and across all of the reasons for a student leaving where the reason is not choice i.e. personal reasons and dropping out/interrupting.

All other routes for non-continuation are related to expulsions or terminations, so either academic offences or disciplinary outcomes. Actions will be undertaken across all faculties and, where necessary, bespoke actions will be incorporated for faculties after the initial review.

Action 7.c.1 (EER): Establish a task and finish group to undertake a review of Faculty and University processes related to the management of all expulsion and termination processes (please see action plan for full details).

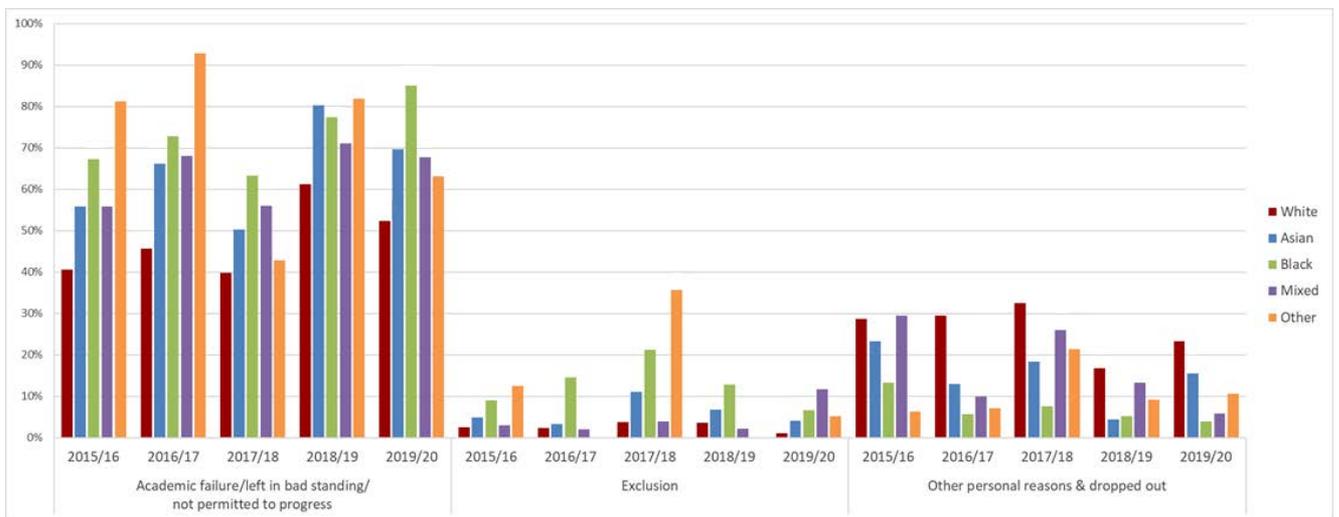
Percentage of UK UG in-year leavers by ethnic group

		Ethnic Group	2015/16	2016/17	2017/18	2018/19	2019/20	Change (8-20)
Percentage leaving in year	White		4.3%	4.6%	5.3%	5.2%	5.3%	-1%
	Asian		4.2%	4.6%	5.5%	5.8%	7.8%	-1%
	Black		5.8%	5.5%	6.2%	6.9%	6.4%	-3%
	Mixed		5.3%	5.7%	6.2%	5.2%	3.8%	-2%
	Other		5.7%	5.4%	5.0%	7.1%	6.1%	-3%
Gap (to White)	Asian		-0.2%	-0.2%	0.2%	0.7%	0.4%	0%
	Black		-1.5%	-1.2%	-0.9%	-1.6%	-1.4%	-2%
	Mixed		-1.0%	-1.1%	-0.9%	-1.7%	-1.6%	-6%
	Other		-1.4%	-1.0%	-0.3%	-1.9%	-1.0%	-2%

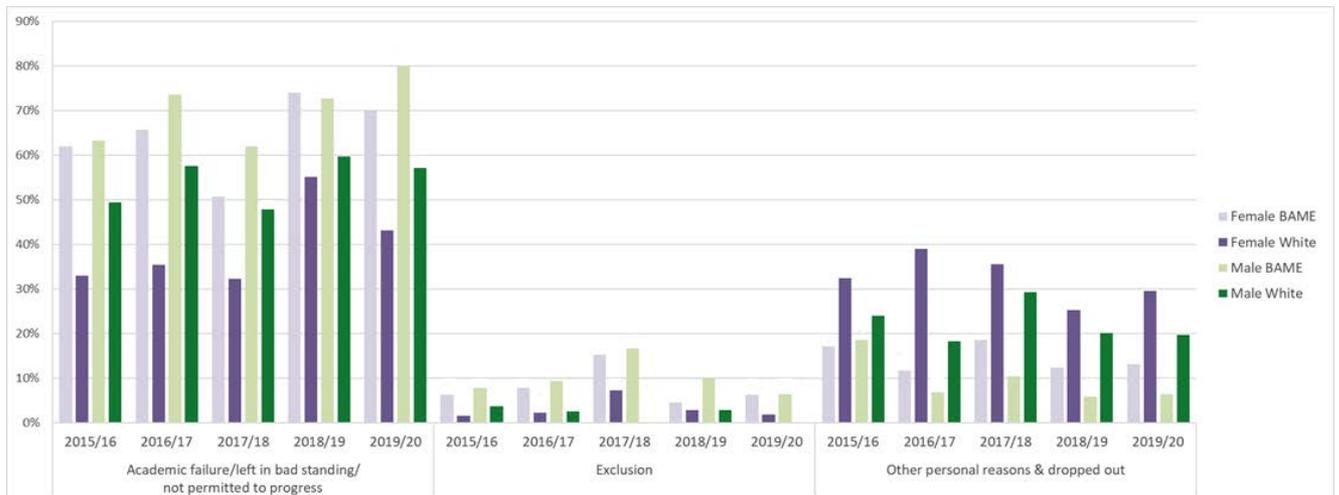
Gap to White in percentage leaving in year

- 0%
- 0% and +1%
- +1% and +2%
- 2% and -3%
- 3% and -4%
- 4%

UK UG reason for leaving in-year by ethnic group

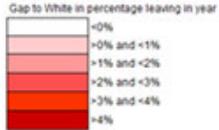


Intersectionality of UK UG reason for leaving in-year by gender and ethnic group



Percentage of UK UG in-year leavers by ethnic group and faculty

		Ethnic Group	2015/16	2016/17	2017/18	2018/19	2019/20	Change (5 yrs)
ADH	Percentage leaving in year	White	3.9%	4.1%	3.2%	3.0%	3.4%	-1%
		Asian	4.0%	3.0%	4.2%	5.2%	4.1%	0%
		Black	10.4%	9.9%	4.4%	10.2%	7.4%	-3%
		Mixed	4.1%	6.7%	4.3%	4.6%	2.7%	-1%
		Other	4.5%		2.3%	8.3%	4.8%	0%
	Gap (to White)	Asian	0.1%	-1.2%	1.0%	2.2%	0.8%	1%
		Black	6.5%	5.7%	1.1%	7.2%	4.1%	-2%
		Mixed	0.1%	2.6%	1.1%	1.6%	-0.7%	-1%
		Other	0.6%		-0.9%	5.4%	1.4%	1%
BAL	Percentage leaving in year	White	3.6%	4.2%	2.0%	2.3%	2.3%	-1%
		Asian	2.4%	2.2%	2.5%	3.4%	1.9%	0%
		Black	5.7%	5.1%	4.6%	5.6%	5.1%	-1%
		Mixed	0.7%	2.9%	2.3%	4.4%	5.6%	5%
		Other	7.0%	4.3%	6.3%	8.8%	5.2%	-2%
	Gap (to White)	Asian	-1.3%	-2.0%	0.5%	1.1%	-0.4%	1%
		Black	2.1%	0.9%	2.6%	3.3%	2.8%	1%
		Mixed	-2.9%	-1.3%	0.3%	2.1%	3.3%	6%
		Other	3.3%	0.1%	4.3%	6.5%	2.9%	0%
CEM	Percentage leaving in year	White	5.9%	6.3%	4.4%	3.8%	4.0%	-2%
		Asian	9.4%	9.7%	5.3%	3.1%	4.2%	-5%
		Black	18.4%	14.8%	10.9%	9.4%	9.7%	-9%
		Mixed	7.4%	9.2%	11.8%	6.9%	5.8%	-2%
		Other	14.3%	16.7%	11.4%	8.1%	9.3%	-5%
	Gap (to White)	Asian	3.5%	3.4%	0.9%	-0.7%	0.2%	-3%
		Black	12.6%	8.5%	6.5%	5.6%	5.8%	-7%
		Mixed	1.5%	3.0%	7.3%	3.1%	1.8%	0%
		Other	8.4%	10.4%	6.9%	4.2%	5.3%	-3%
HLS	Percentage leaving in year	White	3.8%	4.5%	3.2%	3.3%	3.3%	-1%
		Asian	3.3%	4.5%	3.4%	4.4%	2.6%	-1%
		Black	6.6%	8.3%	6.0%	6.2%	3.6%	-3%
		Mixed	8.1%	7.7%	6.6%	5.2%	1.7%	-6%
		Other	8.9%	5.8%	2.7%	4.9%	2.9%	-6%
	Gap (to White)	Asian	-0.5%	0.0%	0.2%	1.1%	-0.6%	0%
		Black	2.8%	3.8%	2.8%	2.9%	0.4%	-2%
		Mixed	4.3%	3.2%	3.4%	1.9%	-1.5%	-6%
		Other	5.1%	1.3%	-0.5%	1.6%	-0.4%	-5%



Percentage of non-UK UG in-year leavers by ethnic group

	Ethnic Group	2015/16	2016/17	2017/18	2018/19	2019/20	Change (5 yrs)
Percentage leaving in year	White	4.8%	6.7%	2.6%	2.0%	3.3%	-1%
	Asian	2.1%	1.7%	2.0%	2.2%	6.9%	5%
	Black	5.4%	3.8%	2.7%	3.3%	6.1%	1%
	Mixed	18.2%	5.0%	14.3%	3.7%	2.9%	-15%
	Other	3.9%	0.8%	2.5%	2.8%	0.9%	-3%
Gap (to White)	Asian	-2.7%	-5.0%	-0.6%	0.2%	3.6%	6%
	Black	0.6%	-2.9%	0.1%	1.4%	2.7%	2%
	Mixed	13.3%	-1.7%	11.7%	1.7%	-0.4%	-14%
	Other	-0.9%	-5.9%	-0.1%	0.8%	-2.5%	-2%

Percentage of non-UK UG in-year leavers by ethnic group and faculty

		Ethnic Group	2015/16	2016/17	2017/18	2018/19	2019/20	Change (5 yrs)
ADH	Percentage leaving in year	White	7.7%	4.7%	4.8%	2.9%	2.2%	-6%
		Asian	4.6%	5.3%	2.7%	2.9%	3.2%	-1%
		Black	14.3%		9.1%	6.3%	10.5%	-4%
		Other (including mixed)	9.5%	4.5%	4.7%	1.8%	3.2%	-6%
	Gap (to White)	Asian	-3.1%	0.6%	-2.1%	0.0%	1.0%	4%
		Black	6.6%		4.3%	3.4%	8.3%	2%
		Other (including mixed)	1.8%	-0.1%	-0.2%	-1.1%	1.0%	-1%
BAL	Percentage leaving in year	White	5.6%	3.0%	1.3%	1.0%	0.7%	-5%
		Asian	0.9%	0.6%	0.8%	1.6%	2.1%	1%
		Black	7.1%			2.4%	4.6%	-3%
		Other (including mixed)	5.3%		3.1%	2.2%		-5%
	Gap (to White)	Asian	-4.7%	-2.5%	-0.4%	0.6%	1.4%	6%
		Black	1.6%			1.4%	3.9%	2%
		Other (including mixed)	-0.3%		1.8%	1.2%		0%
CEM	Percentage leaving in year	White		10.4%	1.7%	2.0%	3.0%	3%
		Asian	6.4%	5.8%	4.8%	5.4%	7.6%	1%
		Black		18.2%	5.9%	4.3%	11.4%	11%
		Other (including mixed)			4.3%	2.4%	0.8%	1%
	Gap (to White)	Asian		-4.6%	3.0%	3.4%	4.6%	5%
		Black		7.8%	4.1%	2.4%	8.4%	8%
		Other (including mixed)			2.5%	0.4%	-2.3%	-2%
HLS	Percentage leaving in year	White	4.5%	9.1%	4.0%	2.5%	1.9%	-3%
		Asian	8.3%	1.8%	4.4%		1.1%	-7%
		Black				3.4%		0%
		Other (including mixed)	16.7%	11.1%	7.1%	9.4%		-17%
	Gap (to White)	Asian	3.8%	-7.3%	0.4%		-0.7%	-5%
		Black				0.9%		0%
		Other (including mixed)	12.1%	2.0%	3.1%	6.9%		-12%

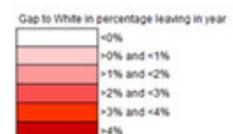
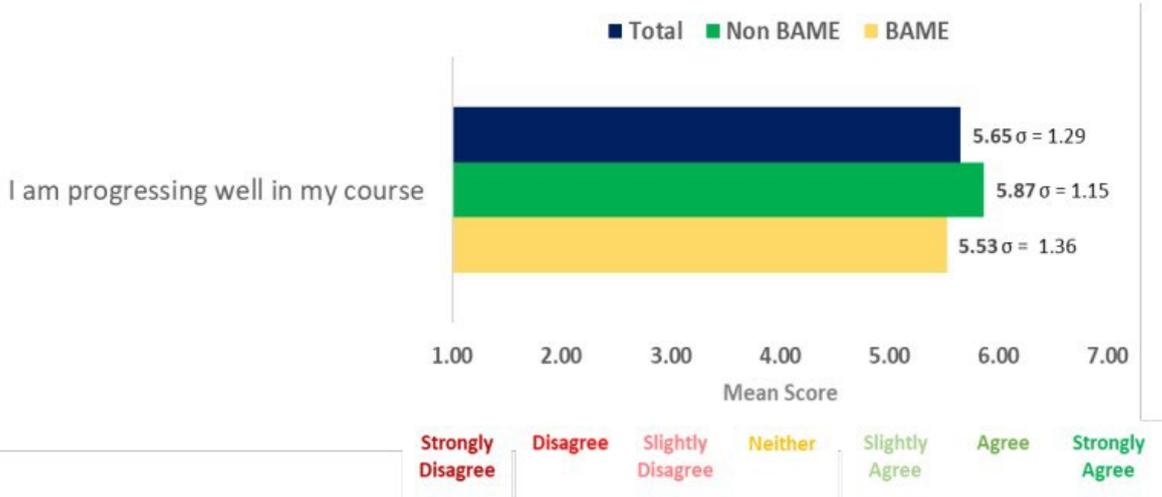


Figure 13: Course Progression Measures



7d Attainment

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

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

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

UK:

- Awarding gap for UK students 20/21 was 15.3% which is up from the 19/20 gap of 13.8%.
- Provisional data suggests there has been movement in closing the gap with the 21/22 provisional gap sitting at 13.4%.
- Gap is starkest between white students and Black students where the gap has increased to 23.3% in 2019/20.
- Biggest improvement is for students of other ethnicities, with the gap reducing by 9.3% to 6.6% in the 5 years to 2019/20.
- For all other gaps, progress is lagging the sector.

Non-UK:

- Award gaps were smaller than UK students across 2019/20.
- Good honours gap for non-UK Black, Asian and ethnically minoritised students is most evident in ADH - over 20% in 4 of the 5 years.
- BAL - non-UK Black, Asian and ethnically minoritised students have higher good honours than white counterparts for 4 of the 5 years.

Faculty overall:

- ADH and HLS have the largest gaps across all ethnic groups
- Gaps for Asian students in ADH (21.8%) and HLS (18.5%) are more than double the institution gap of 8.8% in 2019/20.
- In BAL, CEM and HLS the award gap is lower for Indian students than students of other Asian ethnicities
- When individual ethnicities are considered at a granular level, very large and growing gaps are revealed in several areas including for students of other Black backgrounds in HLS which grew to 40% 2019/20, and Black, African students in ADH which grew to 37% in 2019/20.

University wide action

A detailed overview of the awarding gap for each Faculty is not provided as the data tables demonstrate a significant awarding gap across the board which had been widening but now with the potential of a small closing of the gap for the 21/22 outcomes. A University wide action, facilitated by the DDMU team began in 2019. It is synchronised with the University access and participation plan target for closing the awarding gap. The headline factors are identified here with the detail outlined in the action plan. Evaluation of all activities to measure progress and impact is built in at every stage of the awarding gap work.

Action 7.d.1 (EER) Continue ongoing awarding gap work:

- 1) Development and implementation of four race equality commitments to align institutional work addressing Race equality and the awarding gap.
- 2) Annually recruiting at least 30, but up to 100 student leaders to work directly with programme teams and their students to establish the student perspective of the programme to support staff to consider their teaching and learning practices and engagement with their student demographics
- 3) Supporting student facing services to consider their interaction with students through a student lens to identify changes in practices which support greater engagement from students and greater confidence about the service from a student's lens
- 4) Continued dissemination of a toolkit of resources for programme teams to support the conversion of their curriculum to the E2030 block model of teaching
- 5) Dissemination of a series of webinars titled 'Tips, Tricks and Takeaways' to assist staff in thinking about issues and support in using the toolkit.
- 6) Continue to support the Department of Academic Quality in its review and implementation of amendments of validation documentation to ensure teams consider the globally centered nature of their pedagogy and teaching and learning practice.
- 7) Continue liaising with library and learning services colleagues to review existing library provision and adapt or amend as appropriate to ensure impactful support for students.

Action 7.d.2 (EER) Additional 21/22 work plan to continue closing of the gap includes:

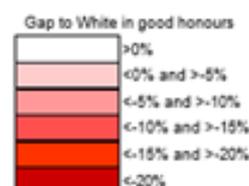
- 1) Meeting with all Faculty leadership teams to ensure they are familiar with their school/programme data and ensure time is allocated to programme leaders to facilitate activities.
- 2) Meet with programme team to ensure they understand their data and support them with familiarizing themselves with the toolkit and additional resources on the DDMU website
- 3) Develop a bespoke series of actions for individual programmes dependent on their particular demographics and/or discipline
- 4) Align student leader race equality advisers to programmes to enable student engagement
- 5) Agree review points through the year to support actions and ensure they are embedded.

UK DMU students and sector good honours by ethnic group

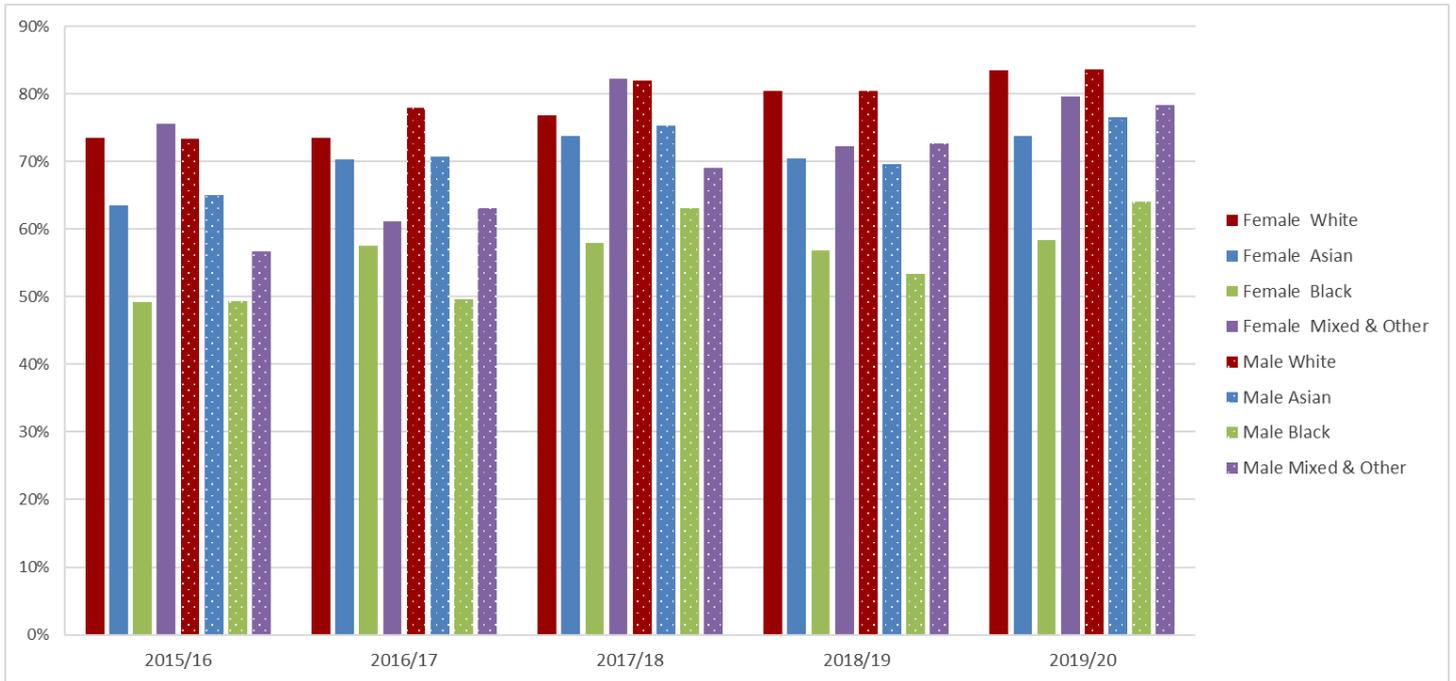
		Ethnic Group	2015/16	2016/17	2017/18	2018/19	2019/20	Change (5 yrs)
DMU	Good Honours Measure	White	73.5%	75.2%	78.8%	80.5%	84.2%	10.7%
		Asian	64.2%	70.5%	74.4%	70.1%	75.4%	11.2%
		Black	49.2%	54.9%	59.9%	55.7%	60.9%	11.7%
		Mixed	70.2%	60.3%	79.0%	72.3%	79.7%	9.5%
		Other	57.6%	69.7%	72.7%	73.2%	77.6%	20.0%
	Gap (to White)	Asian	-9.3%	-4.7%	-4.4%	-10.4%	-8.8%	0.5%
		Black	-24.3%	-20.3%	-18.9%	-24.8%	-23.3%	1.0%
		Mixed	-3.3%	-14.9%	0.2%	-8.2%	-4.5%	-1.2%
Other		-15.9%	-5.5%	-6.1%	-7.3%	-6.6%	9.3%	
Sector	Good Honours Measure	White	78.4%	79.6%	80.9%	81.4%	86.0%	7.7%
		Asian	66.5%	69.2%	70.5%	70.5%	77.9%	11.4%
		Black	53.1%	55.5%	57.5%	58.8%	66.3%	13.2%
		Mixed	72.6%	74.5%	77.2%	76.6%	82.4%	9.8%
		Other	64.7%	67.3%	67.8%	67.4%	75.4%	10.6%
	Gap (to White)	Asian	-11.9%	-10.3%	-10.4%	-10.8%	-8.1%	3.7%
		Black	-25.2%	-24.0%	-23.4%	-22.5%	-19.8%	5.5%
		Mixed	-5.8%	-5.0%	-3.7%	-4.8%	-3.7%	2.1%
Other		-13.6%	-12.3%	-13.1%	-14.0%	-10.7%	3.0%	

Intersectionality of UK DMU students and sector awarded good honours by ethnic group and gender

		Female						Male						
		Ethnic Group	2015/16	2016/17	2017/18	2018/19	2019/20	Change (5 yrs)	2015/16	2016/17	2017/18	2018/19	2019/20	Change (5 yrs)
DMU	Good Measure	White	73.6%	73.5%	76.8%	80.4%	83.5%	9.9%	73.4%	77.9%	82.0%	80.4%	83.7%	10.2%
		Asian	63.6%	70.3%	73.8%	70.4%	73.7%	10.2%	65.0%	70.7%	75.3%	69.6%	76.5%	11.5%
		Black	49.2%	57.5%	57.9%	56.8%	58.4%	9.2%	49.4%	49.7%	63.1%	53.4%	64.1%	14.7%
		Mixed & Other	75.6%	61.2%	82.3%	72.3%	79.7%	4.1%	56.7%	63.2%	69.1%	72.6%	78.4%	21.6%
		Gap (to White)	Asian	-10.0%	-3.2%	-3.1%	-10.0%	-9.7%	0.3%	-8.4%	-7.2%	-6.7%	-10.9%	-7.1%
	Black	-24.4%	-16.0%	-18.9%	-23.6%	-25.1%	-0.7%	-24.1%	-20.2%	-18.9%	-27.1%	-19.6%	4.4%	
	Mixed & Other	2.0%	-12.4%	5.4%	-8.1%	-3.8%	-5.8%	-16.7%	-14.8%	-12.9%	-7.8%	-5.3%	11.4%	
	Sector	Good Measure	White	79.8%	81.0%	82.4%	82.9%	87.1%	7.3%	76.3%	77.6%	78.8%	79.2%	84.5%
Asian			67.8%	70.2%	72.1%	72.7%	79.0%	11.2%	64.9%	68.0%	68.6%	67.8%	76.5%	11.7%
Black			54.7%	57.2%	59.2%	61.4%	67.4%	12.8%	50.4%	52.8%	54.4%	54.5%	64.2%	13.8%
Mixed & Other			71.9%	75.0%	76.6%	75.9%	81.7%	9.8%	68.6%	69.4%	72.3%	71.8%	78.7%	10.1%
Gap (to White)			Asian	-12.0%	-10.8%	-10.3%	-10.2%	-8.1%	3.9%	-11.5%	-9.6%	-10.2%	-11.3%	-8.0%
Black		-25.1%	-23.8%	-23.2%	-21.5%	-19.7%	5.5%	-25.9%	-24.8%	-24.4%	-24.7%	-20.3%	5.6%	
Mixed & Other		-7.9%	-6.0%	-5.8%	-7.0%	-5.4%	2.5%	-7.7%	-8.2%	-6.6%	-7.3%	-5.8%	1.9%	



Intersectionality of UK DMU students awarded good honours by ethnic group and gender



UK good honours awarded by faculty and ethnic group

		Ethnic Group	2015/16	2016/17	2017/18	2018/19	2019/20	Change (5 yrs)
ADH	Good Honours Measure	White	74.4%	80.9%	84.0%	83.1%	85.3%	10.8%
		Asian	51.0%	62.8%	72.5%	62.9%	63.4%	12.4%
		Black	51.5%	44.1%	60.7%	51.3%	53.3%	1.8%
		Mixed	75.6%	56.4%	74.3%	74.3%	79.2%	3.6%
		Other	66.7%	50.0%	66.7%	68.8%	75.0%	8.3%
	Gap (to White)	Asian	-23.4%	-18.1%	-11.5%	-20.2%	-21.8%	1.6%
		Black	-22.9%	-36.6%	-23.4%	-31.8%	-32.0%	-9.0%
		Mixed	1.1%	-24.5%	-9.7%	-8.8%	-6.1%	-7.2%
Other		-7.8%	-30.9%	-17.3%	-14.3%	-10.3%	-2.5%	
BAL	Good Honours Measure	White	85.0%	87.5%	90.5%	85.9%	92.5%	7.5%
		Asian	71.6%	82.2%	85.4%	76.0%	86.6%	15.0%
		Black	58.6%	70.3%	75.1%	63.7%	74.3%	15.8%
		Mixed	75.0%	61.5%	85.1%	78.2%	90.0%	15.0%
		Other	75.0%	100.0%	81.8%	75.0%	87.5%	12.5%
	Gap (to White)	Asian	-13.5%	-5.3%	-5.1%	-9.9%	-5.9%	7.5%
		Black	-26.5%	-17.2%	-15.4%	-22.2%	-18.2%	8.3%
		Mixed	-10.0%	-26.0%	-5.4%	-7.7%	-2.5%	7.5%
Other		-10.0%	12.5%	-8.7%	-10.9%	-5.0%	5.0%	
CEM	Good Honours Measure	White	75.4%	75.7%	80.8%	81.1%	82.6%	7.2%
		Asian	65.9%	61.2%	81.1%	76.0%	79.0%	13.1%
		Black	60.0%	51.3%	58.2%	64.7%	71.4%	11.4%
		Mixed	61.9%	67.6%	86.8%	73.3%	83.7%	21.8%
		Other	50.0%	50.0%	83.3%	73.3%	73.3%	23.3%
	Gap (to White)	Asian	-9.6%	-14.5%	0.4%	-5.1%	-3.6%	6.0%
		Black	-15.4%	-24.5%	-22.6%	-16.4%	-11.2%	4.3%
		Mixed	-13.5%	-8.1%	6.1%	-7.7%	1.1%	14.7%
Other		-25.4%	-25.7%	2.6%	-7.7%	-9.3%	16.2%	
HLS	Good Honours Measure	White	66.1%	64.2%	67.9%	73.6%	79.9%	13.9%
		Asian	60.9%	64.1%	62.1%	62.8%	61.5%	0.6%
		Black	36.4%	44.9%	45.8%	46.8%	45.8%	9.5%
		Mixed	64.7%	56.8%	70.2%	64.3%	70.3%	5.6%
		Other	45.5%	68.4%	68.8%	75.0%	70.6%	25.1%
	Gap (to White)	Asian	-5.1%	-0.1%	-5.8%	-10.8%	-18.5%	-13.3%
		Black	-29.7%	-19.3%	-22.1%	-26.8%	-34.1%	-4.4%
		Mixed	-1.4%	-7.4%	2.3%	-9.3%	-9.6%	-8.3%
Other		-20.6%	4.2%	0.8%	1.4%	-9.4%	11.3%	

Gap to White in good honours

	>0%
	<0% and >-5%
	<-5% and >-10%
	<-10% and >-15%
	<-15% and >-20%
	<-20%

Non-UK DMU students and sector good honours by ethnic group

	Ethnic Group	2015/16	2016/17	2017/18	2018/19	2019/20	Change (5 yrs)
Good Honours Measure	White	68.3%	70.4%	73.3%	81.4%	86.0%	17.7%
	Asian	72.4%	74.4%	79.6%	72.8%	85.7%	13.3%
	Black	28.6%	63.6%	54.5%	75.0%	75.8%	47.2%
	Other (including mixed)	20.0%	61.1%	66.0%	70.5%	7.1%	59.1%
Gap (to White)	Asian	4.1%	4.0%	6.2%	-8.6%	-0.3%	-4.4%
	Black	-39.7%	-6.7%	-18.8%	-6.4%	-10.2%	29.5%
	Other (including mixed)	-48.3%	-9.3%	-7.4%	-10.9%	-6.9%	41.4%

Gap to White in good honours

- >0%
- <0% and >-5%
- <-5% and >-10%
- <-10% and >-15%
- <-15% and >-20%
- <-20%

Non-UK good honours awarded by faculty and ethnic group

	Ethnic Group	2015/16	2016/17	2017/18	2018/19	2019/20	Change (5 yrs)
ADH	Good Hons White (DMU)	68.3%	70.4%	73.3%	81.4%	86.0%	17.7%
	Good Hons BAME	36.4%	44.4%	41.7%	67.4%	65.3%	29.0%
	Gap	-31.9%	-25.9%	-31.7%	-14.0%	-20.6%	11.3%
BAL	Good Hons BAME	74.6%	78.0%	80.6%	73.5%	88.8%	14.1%
	Gap	6.3%	7.6%	7.3%	-7.9%	2.8%	-3.5%
CEM	Good Hons BAME	57.4%	52.6%	69.0%	68.5%	69.9%	12.5%
	Gap	-10.8%	-17.7%	-4.4%	-12.9%	-16.0%	-5.2%
HLS	Good Hons BAME	57.1%	48.7%	58.3%	53.8%	77.1%	20.0%
	Gap	-11.1%	-21.7%	-15.0%	-27.6%	-8.8%	2.3%

Gap to White in good honours

- >0%
- <0% and >-5%
- <-5% and >-10%
- <-10% and >-15%
- <-15% and >-20%
- <-20%

7e Postgraduate pipeline

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

- Provide details specifically on taught master's programmes, research master's programmes and PhD programmes.

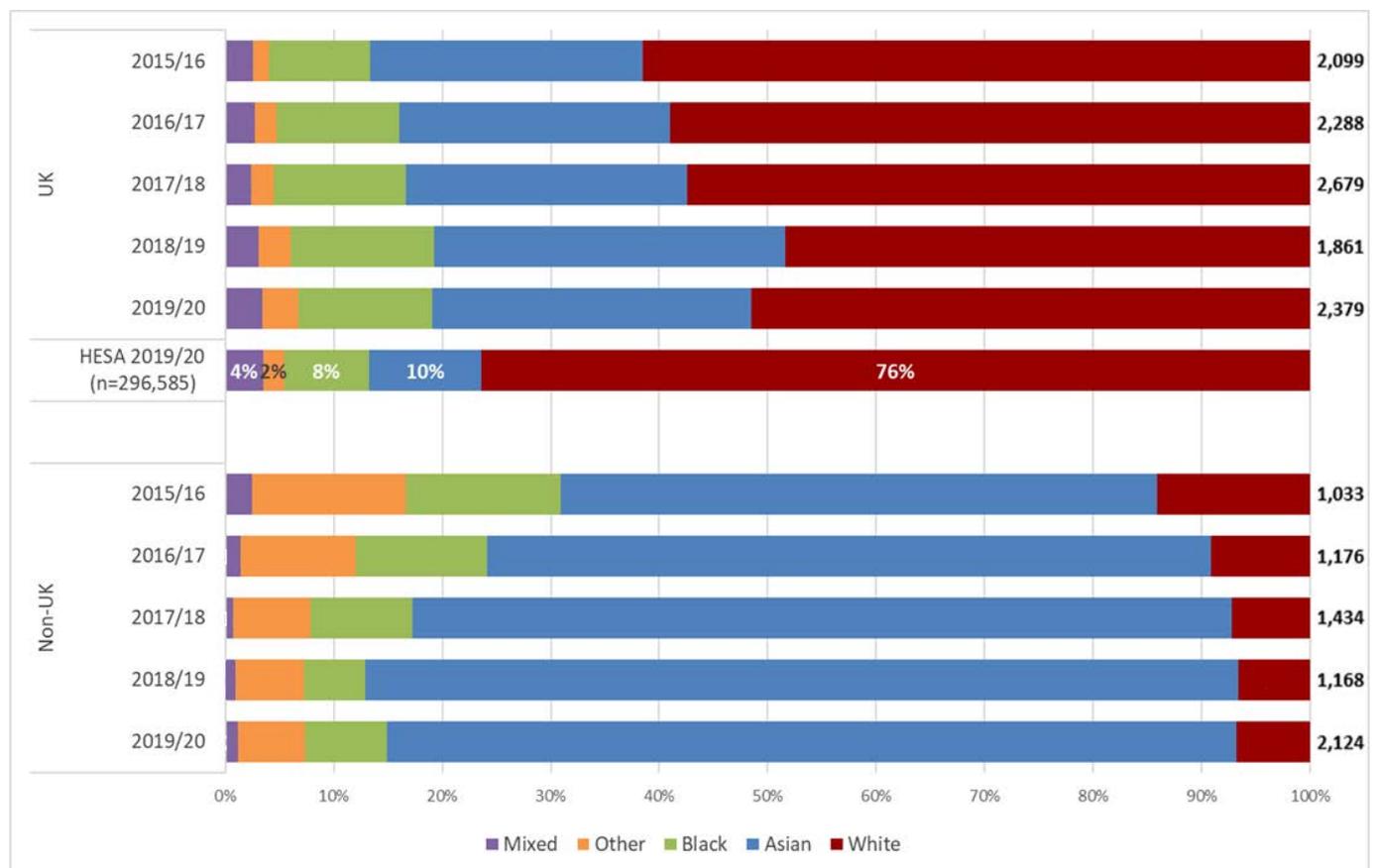
Where possible, please provide the data for each academic faculty.

- Comment and reflect on the support offered to minority ethnic students to assist in their academic career progression.
- For generic initiatives, comment specifically on take up by ethnicity, and their impact on race equality.

The proportion of white UK PGT students has decreased over the data period:

- DMU -10%
- Sector -3%
- Balanced by increasing proportions of students in all other ethnic groups.
- Ethnic Group 'Other' - numbers increased by 160% over 5 years and is 4x the growth of the sector.
- Black and Mixed ethnicity students have grown by 50%
- Significant growth of 193% in non-UK Asian student numbers, largely due to an Indian recruitment drive resulting in growth from 194 students to 1,165 over the 5 year period.

PGT population by ethnic group and nationality 2015/16-2019/20, benchmarked against 2019/20 UK HESA data (data for non-UK students unavailable through HESA)



ADH

UK:

- white students at 74%
- Asian students at 9% and
- Black students at 9% evidencing growth from <6 students in 2015/16 to 23 in 2019/20, demonstrating the impact of our work, for example, role models.

Non-UK:

- 66% 2019/20,
- Predominant ethnic group is Asian, increase of 11% as a result of portfolio promotion by the University's China Office.
- Black students has decreased by 6%.
- White students dropped by 8% aligning with BREXIT anxiety.

BAL

- Most significant change in the proportions of UK PGT students within different ethnic groups over 5 years.
- 2019/20 compared to 2015/16 there were 15% fewer White, 6% more Asian and 5% more Black students.

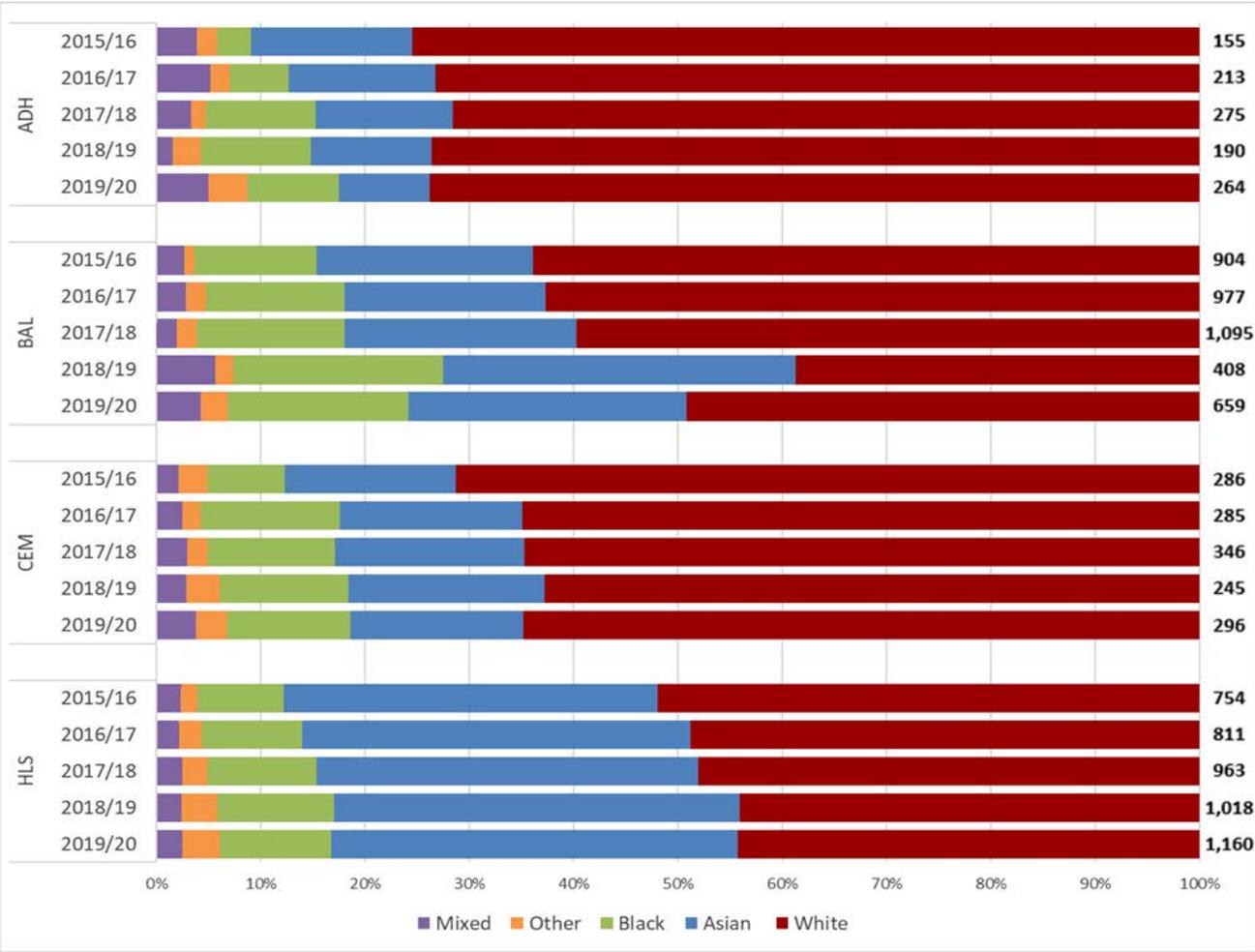
CEM

- Seen significant increases in the number of non-UK PGT Indian students as a result of increased portfolio promotion in India.

HLS

- Steady growth of Black, Asian and ethnically minoritised students in both UK and non-UK students.
- Promotion of the portfolio in key international markets have supported growth.
- Promotion to undergraduate students of PGT programmes has predominantly supported UK growth.

PGT UK population by ethnic group and faculty

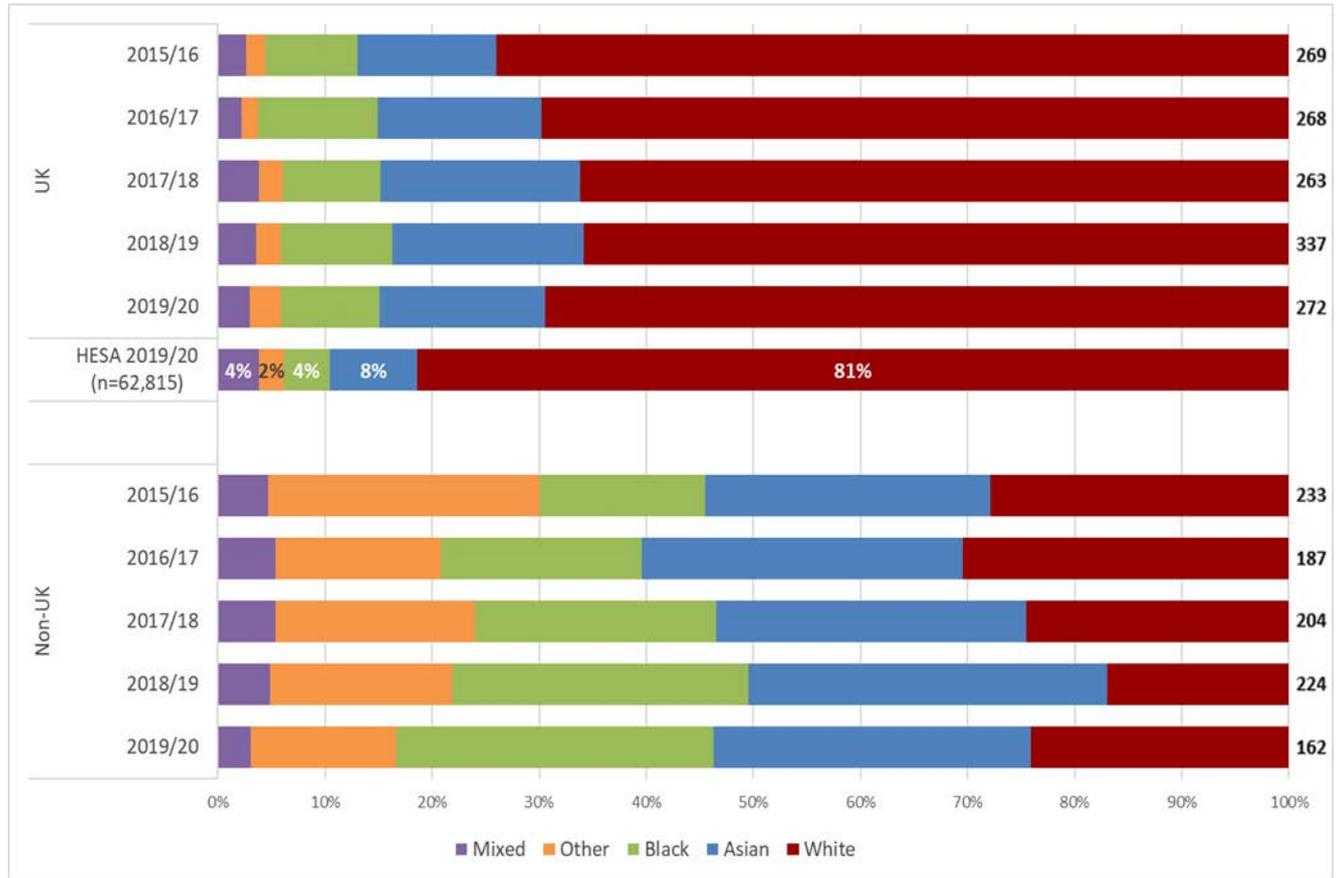


Postgraduate Research Students

- Black, Asian and ethnically minoritised UK PGR population grew from 26% (2015/16) to 30% (2019/20),
- Non-UK Black, Asian and ethnically minoritised grew from 70% to 75% (2019/20).

Ethnicity data on PGR progress is monitored 2x a year through Faculty Research Reviews, chaired by the PVC Research. To date no awarding or other gaps have been identified. This will continue to be monitored within the normal existing processes.

PGR population by ethnic group and nationality 2015/16-2019/20, benchmarked against 2019/20 UK HESA data (data for non-UK students unavailable through HESA)



Faculty positions:

ADH

UK:

- Predominantly white (92% in 2019/20)
- 8% from a Black, Asian and ethnically minoritised background (n=<6).
- Increased marketing to promote PGR has occurred, at Open Days, including role model case studies.

Non-UK:

- Predominantly from a Black, Asian and ethnically minoritised background (77% in 2019/20)
- Non-UK PGR students have fallen over the last 5 years for both white (from 14 to 6 students) and Black, Asian and ethnically minoritised students (from 26 to 20 students).
- Majority of non-UK PGR Black, Asian and ethnically minoritised students are Asian.

BAL

UK:

- 25% were Black, Asian and ethnically minoritised,
- 75% were white.

Non-UK:

- 86% were Black, Asian and ethnically minoritised
- 14% were white.
- Growth from 2015/16 to 2019/20 has almost entirely been in the ethnically diverse, international PGR student body.
- Has ethnic diversity across a number of roles integral to the recruitment and support of our PGR community,

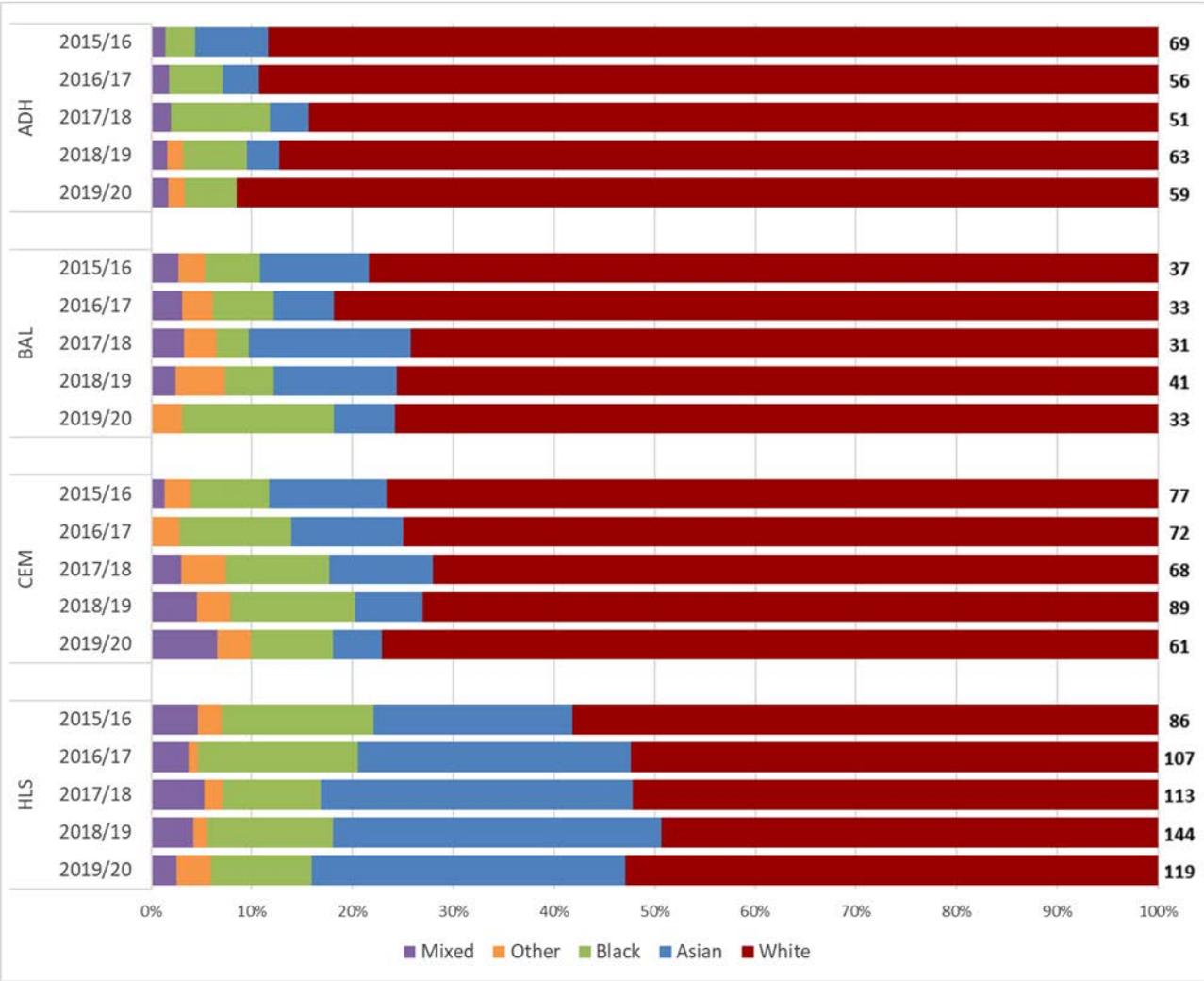
CEM

- Black, Asian and ethnically minoritised population in UK PGT student body is mainly represented by Asian and Black students.
- Majority of Black, Asian and ethnically minoritised non-UK students are Asian closely followed by Black and Other.

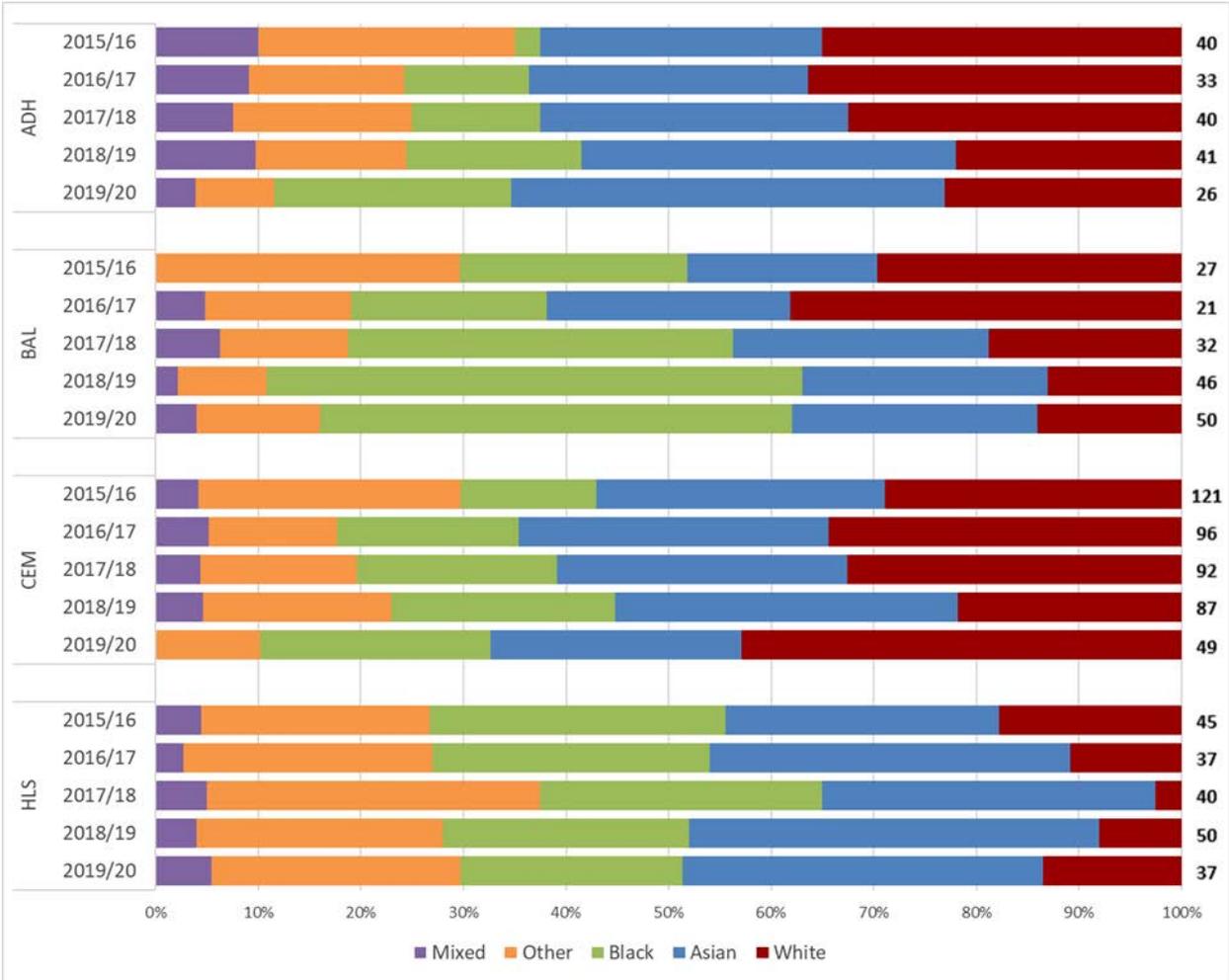
HLS

- Saw the biggest increase in UK PGR Black, Asian and ethnically minoritised students.

PGR UK population by ethnic group and faculty



PGR non-UK population by ethnic group and faculty

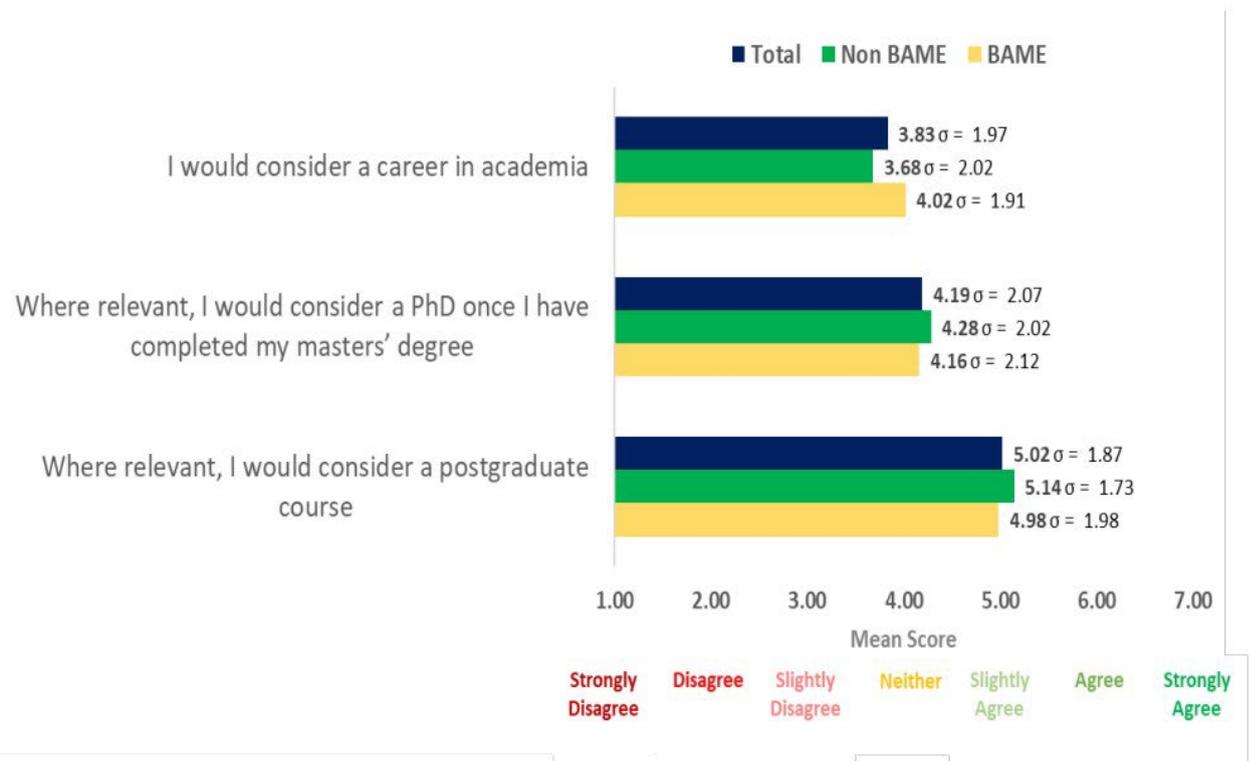


REC survey:

- Slightly higher number of Black, Asian and ethnically minoritised respondents (44% against 37% of non-Black, Asian and ethnically minoritised students) relayed interest in pursuing a career in academia.
- Mean scores for non-Black, Asian and ethnically minoritised students are marginally higher for the consideration of a Masters and a PhD, this is because the strongly disagree category had a noticeably larger number of Black, Asian and ethnically minoritised returns (also reflected in the higher standard deviation readings).
- Following amalgamation of the agree categories, Black, Asian and ethnically minoritised students returned a NET agree of 72% for considering a PG course and 50% for a PhD, compared to 69% and 49% respectively for White participants.
- Pattern reflects the marginally greater aspirations for continuing up the academic ladder amongst Black, Asian and ethnically minoritised respondents.

As our PGR and PGT data is positive, we have not set specific actions, but will continue to monitor participation, outcome and satisfaction as part of business as usual.

Figure 15: Further Study Intention



7f Postgraduate employment

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

- your graduates in non-professional employment (as defined by HESA) six months after graduating
- your graduates in professional level employment (as defined by HESA) six months after graduating.
- **Silver level:** We anticipate a thorough, race-specific interrogation of your employment support mechanisms to have been completed, with appropriate related actions already in place.

DMU runs a number of large-scale schemes that are intended to improve graduate outcomes for all students, for example:

- Placements (one-year placement in business)
- Frontrunners', which offers current student DMU placements where they work on projects for 10 hours a week for up to six months, and
- 'Graduate Champions, offering graduates that are not in employment six months after graduating a six-week internship with local partners and businesses paid for by DMU.

Across three years of data, for Black students there was a 7-10% under-representation (in relation to the undergraduate population %) for both our Frontrunners and placement schemes. However, in the Graduate Champions scheme, the % of Black participants is very slightly higher than the population %.

Asian Bangladeshi and Asian Pakistani have lower levels of graduate employment compared to white graduates. However, Asian students' representation is around 6% higher than the respective DMU population in both Graduate Champions and Placements, but an under-representation within Frontrunners at 3%. Academic research has highlighted a number of apparent causes of underemployment including:

- Black African/Black Caribbean graduates: Recruitment methods and working cultures that disadvantaging
- Asian Bangladeshi and Asian Pakistani: Family-based patterns, lack of opportunities, or known opportunities, close to the family home.

Data and insights show that students who undertake work experience opportunities such as placements are much more likely to secure highly skilled employment.

To address this, in 2018/19 we undertook research to understand the aspirations and barriers raised by DMU students. Accordingly, we developed schemes specifically targeted at Black, Asian and ethnically minoritised students such as Leicester's Future Leaders (LFL). This project, targeted at Black, Asian and ethnically minoritised students and was awarded the 2021 Times Higher Education award for Outstanding Support for Students. The pilot concluded in July 2022 and the evaluation report will be available in November 2022.

Learning from LFL will play a key part in supporting DMU deliver its strategic objectives set out in our Access and Participation plan to support reducing progression gap.

DMU has also established other projects and initiatives that are aimed at addressing progression e.g., 'Lead and Inspire', launched in 2021/22, aims to help students from minority backgrounds to develop their business leadership skills (nominated for The Association of Graduate Careers Advisory Services award for Excellence in Equality and Diversity). Further, the BrightER Futures initiative launched in 2021 - a 9-month programme for 20 DMU final year Black, Asian and ethnically minoritised students, matched students with employers to learn key skills and enhance their talents.

DMU employability measures by ethnic group 2014/15-2016/17

DMU employability measures by ethnic group 2014/15-2016/17

	Ethnic Group	Employment or Further Study				Highly Skilled Employment or Further Study			
		2014/15	2015/16	2016/17	Change (2 yrs)	2014/15	2015/16	2016/17	Change (2 yrs)
Employability Measure	White	95.6%	97.5%	98.0%	2.4%	75.5%	82.3%	84.6%	9.1%
	Asian	94.1%	96.4%	96.5%	2.4%	81.7%	86.4%	86.3%	4.7%
	Black	95.9%	95.1%	96.9%	1.0%	77.1%	76.6%	85.6%	8.6%
	Mixed	96.7%	95.3%	93.5%	-3.3%	77.2%	79.1%	69.2%	-8.0%
	Other	90.0%	96.7%	96.4%	6.4%	70.0%	80.0%	85.7%	15.7%
Gap (to White)	Asian	-1.5%	-1.1%	-1.5%	0.0%	6.1%	4.1%	1.7%	-4.4%
	Black	0.3%	-2.4%	-1.1%	-1.4%	1.5%	-5.7%	1.0%	-0.5%
	Mixed	1.1%	-2.2%	-4.6%	-5.7%	1.6%	-3.2%	-15.5%	-17.1%
	Other	-5.6%	-0.8%	-1.6%	4.0%	-5.5%	-2.3%	1.1%	6.6%

Gap to White in employability measures

- >0%
- <0% and >2%
- <-2% and >-4%
- <-4% and >-6%
- <-6% and >-8%
- <-8%

DMU employability measures by ethnic group and faculty 2014/15-2016/17

DMU employability measures by ethnic group and faculty 2014/15-2016/17

	Ethnic Group	Employment or Further Study				Highly Skilled Employment or Further Study				
		2014/15	2015/16	2016/17	Change (2 yrs)	2014/15	2015/16	2016/17	Change (2 yrs)	
ADH	Employability Measure	White	96.1%	97.4%	98.7%	2.6%	72.6%	73.9%	83.7%	11.0%
		Asian	93.8%	96.5%	100.0%	6.2%	83.1%	83.5%	79.7%	-3.4%
		Black	92.3%	96.2%	97.9%	5.6%	69.2%	65.4%	83.0%	13.7%
		Other (including mixed)	92.6%	97.8%	100.0%	7.4%	66.7%	77.8%	69.7%	3.0%
	Gap (to White)	Asian	-2.3%	-0.9%	1.3%	3.5%	10.4%	9.7%	-4.0%	-14.4%
BAL	Employability Measure	White	96.4%	99.0%	99.6%	3.2%	82.1%	88.3%	89.9%	7.9%
		Asian	91.5%	95.8%	96.4%	4.9%	76.2%	85.3%	87.0%	10.8%
		Black	97.3%	94.4%	95.3%	-2.0%	83.8%	78.2%	81.3%	-2.5%
		Other (including mixed)	96.4%	94.7%	89.3%	-7.1%	78.6%	89.5%	78.6%	0.0%
	Gap (to White)	Asian	-4.6%	-1.7%	-2.4%	2.2%	3.5%	11.5%	3.3%	-0.2%
CEM	Employability Measure	White	92.3%	95.4%	95.4%	3.1%	70.0%	82.0%	78.7%	8.7%
		Asian	91.5%	94.2%	94.6%	3.0%	80.5%	83.3%	83.7%	3.2%
		Black	95.4%	93.0%	100.0%	4.6%	72.3%	75.4%	89.5%	17.2%
		Other (including mixed)	100.0%	90.9%	90.6%	-9.4%	81.5%	63.6%	62.5%	-19.0%
	Gap (to White)	Asian	-4.6%	-3.2%	-4.2%	0.4%	7.9%	9.5%	0.0%	-7.9%
HLS	Employability Measure	White	97.8%	98.6%	99.0%	1.2%	80.9%	88.7%	88.5%	7.6%
		Asian	97.8%	97.9%	96.3%	-1.4%	87.0%	89.4%	88.2%	1.2%
		Black	96.8%	96.4%	96.7%	-0.1%	76.2%	80.4%	89.4%	13.2%
		Other (including mixed)	93.3%	96.6%	95.2%	1.9%	76.7%	86.2%	78.6%	1.9%
	Gap (to White)	Asian	1.6%	0.5%	-2.4%	-4.1%	14.4%	15.5%	4.6%	-9.8%

DMU employability measures by ethnic group 2017/18-2018/19

DMU employability measures by ethnic group 2017/18-2018/19

		Employment and Study			High Skilled Employment		
Ethnic Group		2017/18	2018/19	Change (1 Yr)	2017/18	2018/19	Change (1 Yr)
Employability Measure	White	94.7%	92.3%	-2.5%	69.0%	63.3%	-5.7%
	Asian	87.6%	85.7%	-1.9%	71.0%	63.9%	-7.1%
	Black	92.9%	91.3%	-1.6%	60.7%	50.0%	-10.7%
	Mixed	93.0%	89.4%	-3.6%	61.5%	65.7%	4.1%
	Other	90.9%	95.1%	4.2%	57.1%	45.5%	-11.7%
Gap (to White)	Asian	-7.1%	-6.6%	0.6%	2.0%	0.6%	-1.4%
	Black	-1.8%	-0.9%	0.9%	-8.3%	-13.3%	-5.0%
	Mixed	-1.7%	-2.8%	-1.1%	-7.4%	2.4%	9.8%
	Other	-3.8%	2.9%	6.7%	-11.8%	-17.8%	-6.0%

DMU employability measures by ethnic group and faculty 2017/18-2018/19

			Employment and Study			High Skilled Employment		
Ethnic Group			2017/18	2018/19	Change (1 Yr)	2017/18	2018/19	Change (1 Yr)
ADH	Employability Measure	White	94.6%	90.2%	-4.4%	61.2%	57.1%	-4.2%
		Asian	84.6%	85.5%	0.9%	82.6%	66.7%	-15.9%
		Black	95.5%	95.7%	0.3%	50.0%	25.0%	-25.0%
		Other (including mixed)	91.7%	91.4%	-0.2%	25.0%	63.2%	38.2%
	Gap (to White)	Asian	-10.0%	-4.7%	5.3%	21.4%	9.6%	-11.8%
		Black	0.8%	5.5%	4.7%	-11.2%	-32.1%	-20.8%
BAL	Employability Measure	White	92.9%	93.0%	0.1%	68.0%	59.2%	-8.8%
		Asian	86.3%	85.4%	-0.9%	56.4%	57.5%	1.1%
		Black	93.5%	91.8%	-1.7%	50.0%	44.8%	-5.2%
		Other (including mixed)	93.8%	87.9%	-5.9%	40.0%	60.0%	20.0%
	Gap (to White)	Asian	-8.3%	-4.8%	3.5%	-4.8%	0.4%	5.3%
		Black	-1.1%	1.6%	2.7%	-11.2%	-12.2%	-1.0%
CEM	Employability Measure	White	95.1%	91.8%	-3.2%	72.9%	70.1%	-2.8%
		Asian	89.8%	80.3%	-9.5%	79.1%	67.1%	-12.0%
		Black	86.5%	92.2%	5.7%	75.0%	71.1%	-3.9%
		Other (including mixed)	100.0%	91.9%	-8.1%	90.0%	52.2%	-37.8%
	Gap (to White)	Asian	-4.8%	-9.9%	-5.1%	17.9%	10.1%	-7.8%
		Black	-5.1%	2.0%	10.1%	13.8%	14.0%	0.3%
HLS	Employability Measure	White	95.8%	94.4%	-1.4%	73.3%	65.6%	-7.7%
		Asian	88.1%	88.8%	0.7%	76.5%	68.9%	-7.6%
		Black	94.7%	89.3%	-5.4%	68.0%	51.9%	-16.1%
		Other (including mixed)	88.0%	92.5%	4.5%	72.2%	66.7%	-5.6%
	Gap (to White)	Asian	-6.5%	-1.4%	5.1%	15.2%	11.8%	-3.4%
		Black	0.1%	-0.9%	-1.0%	6.8%	-5.2%	-11.9%
Other (including mixed)		-6.6%	2.3%	8.9%	11.0%	9.6%	-1.4%	

Gap to White in good honours

	>0%
	<0% and >-5%
	<-5% and >-10%
	<-10% and >-15%
	<-15% and >-20%
	<-20%

NB: Employment outcomes data is made up of three years of data from the Destination of Leavers from Higher Education Survey (DLHE) (2014-2016) and two years of data from the Graduate Outcomes Survey (GOS) (2018-2019).

The survey response rate for the GOS was 35% in 2018 and 55% in 2019 with variability in response rates across academic programmes and individual respondents (eg by demographic group). Therefore, we have looked at patterns over time for the analysis.

Aggregate participation in Placements, Front Runners and Graduate Champions schemes.

Ethnicity Group	2017/18 No.	%	2018/19 No.	%	2019/20 No.	%	Total	%
Asian	270	30.2%	229	31.5%	239	30.6%	738	30.7%
Black	150	16.8%	88	12.1%	100	12.8%	338	14.1%
Mixed + Other	39	4.4%	36	5.0%	47	6.0%	112	4.7%
BAME Total	459	51.3%	353	48.6%	386	49.4%	1188	49.4%
White Total	414	46.3%	343	47.2%	362	46.3%	1119	46.6%
Not known	22	2.5%	30	4.1%	34	4.3%	86	3.6%
Total	895	100.0%	726	100.0%	782	100.0%	2403	100.0%

Action 7.f.1 (EER): We will take or continue a range of actions to support Black, Asian and ethnically minoritised students' employability:

- 1) Establish through evaluation the good practice from LFL and embed in to our BAU activities. These will be set out in detail in the project evaluation report due to be published in November 2022.
- 2) Continue our Accelerator Programme - an 8-week long support programme aimed at enhancing leadership and progression for Black, Asian and ethnically minoritised graduates in internships based in Leicestershire.
- 3) Continue to work closely with orgs such as Colorin Tech to support Black, Asian and ethnically minoritised students into employment in the tech sector.
- 4) We will take action so that the demography of our students on Placement reflects the composition of our student body (long-term target).
- 5) Through our employer engagement activity, we will actively look to partner with employers who have objectives to diversify their workforce.
- 6) Engage 10 students from disadvantaged background (including Black, Asian and ethnically minoritised) as participants in BrightER Futures and deliver BrightER Futures.
- 7) Establish a Black, Asian and ethnically minoritised peer-to-peer network to be established following the Leicester Future Leaders project.
- 8) Once again run Lead and Inspire programme for Black, Asian and ethnically minoritised students in the BAU.

8. Teaching and learning

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

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

8a Course content/syllabus

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

Silver level: Include specific examples of good practice from individual faculties.

We are committed to equality for all through the curriculum, through student-centred learning. This includes our commitment to decolonising the university and the focus that we attach to an anti-racist pedagogy. This is reflected in the academic development activity and working groups at faculty level.

In BAL, [REDACTED] established an inclusive curriculum working group that supports staff in developing an inclusive and accessible curriculum in a Faculty that has over 2,600 Black, Asian and ethnically minoritised students. Colleagues discuss best practice in supporting students to break down barriers to progression.

We developed a toolkit that provides support and guidance to staff on their teaching practice to create an anti-racist institution, including resources such as reading lists and good practice including staff-student collaborations.

Decolonising DMU guidance and information

- [A guide to embedding decolonising and inclusive approaches in your curriculum design, learning and teaching](#)
- [Assessment checklists](#)
- [Building an inclusive classroom](#)
- [Decolonising DMU TNE](#)
- [Decolonising the reading list](#)
- [Decolonising co-creation guide](#)
- [Embedding decolonising](#)
- [Examples of good practice - ADH](#)
- [Examples of good practice - BAL](#)
- [Examples of good practice - CEM](#)
- [Examples of good practice - HLS](#)
- [Examples of good practice - cross faculty](#)
- [Glossary of key terms](#)
- [How to deal with micro-aggressions](#)
- [How to decolonise your pedagogic approach](#)
- [Improving communication - readability](#)
- [Placement experience and importance of belonging](#)
- [Poetic Pedagogy](#)
- [Practical steps to decolonise teams and directorates](#)
- [Say it Right - avoid name discrimination](#)
- [Self auditing guide for research centres](#)
- [Storytelling - a transgressive approach to pedagogy](#)
- [Students with learning differences and disabilities](#)
- [UDL and cultural variability](#)
- [UDL self evaluation tool](#)
- [Understanding white privilege](#)

Video on [Decolonising DMU | Decolonising the English Curriculum:](https://youtu.be/BN9SyHKFq1Q)
<https://youtu.be/BN9SyHKFq1Q>

This supports both academic and professional services. For academics, the toolkit provides guidance and support on how to decolonise curricula as well as pedagogy. We also developed an inclusive curriculum checklist that is applied for the development and review of programmes (<https://decolonisingdmu.our.dmu.ac.uk/staff/toolkit/>). This requires programme teams to ensure that they are: a) planning for anticipated diversity on the course (e.g. ensuring under-represented groups are attracted to the course); b) designing modules to allow for teaching a diverse range of socially, culturally and globally relevant issues taking into account principles of equity and inclusion; c) taking specific steps to support creation of an anti-racist university; d) designing the programme with UDL principles; e) engaging students to ensure diverse needs are met, and using evidence to identify successes and challenges in recruitment, retention and achievement.

Examples of good practice from our good practice sharing booklet

<https://www.dmu.ac.uk/documents/community/decolonising/examples-of-good-practice-hls.pdf>

Decolonising DMU: HLS Examples

Pharmacy

Through the conversations started by our involvement with the Freedom to Achieve project, the Pharmacy programme team recognised how important the sense of community and open channels of communication are for our students. We have introduced a welcome lunch for staff and students during induction week, providing the opportunity for people to meet one another in a relaxed and informal environment. Building on this success and the positive feedback, this format has been adopted by our other two undergraduate programmes in the School of Pharmacy for 2019/20. I find more students stop and say hello since its introduction and staff recognise our new students from day 1, making them quickly feel part of the school community. In addition, for the last two years the MPharm programme team have all offered open office hours every week for students during term time, making it easier for students to just pop by to ask a question or seek advice. Our staff/student communication pathway is published both in module handbooks and throughout the Hawthorn Building to remind them of all the ways they can seek support.

Pharmacy

A cross-school DMU global trip was organised and students from courses in the Schools of Pharmacy and Nursing and Midwifery participated. This intense 9 day trip to Hong Kong included visits to the Hong Kong Museum of Medical

Sciences, the Taipingshan Medical Heritage Trail, the School of Pharmacy, University of Hong Kong, the Hong Kong University School of Chinese Medicine, the Hong Kong Monetary Authority, and the Po Lin Monastery & Big Buddha with additional free time for students to explore the culture and sights. The trip was well evaluated and gave students a greater insight into what are described as "alternative" or "complementary" therapies in the West but are in more commonly used in the East, and an opportunity to hear different perspectives from other members of the multi-disciplinary teams working within the NHS and private sector in the UK.

Pharmaceutical and Cosmetic Science

Science should offer an opportunity to everyone, and Marvin Munzu, one of the BAME speakers at "Plan Ahead, Value Employability" (PAVE), a conference with a full set of BAME speakers organised by the Health and Life Sciences faculty, giving students the opportunity to talk directly to pharmaceutical and cosmetic based employers, emphasised this – he was a dynamic and inspiring speaker for all, speaking about succeeding in pharmacy. Marvin Munzu inspired over 120 students present that anyone can succeed whatever their background. Just believe, know yourself and be positive! Students and staff present all agreed that he presented exceptionally well, connected to his audience and inspired them.

In 2021/2022 we applied this checklist to the creation of 81 new academic programmes as part of our shift to block delivery from the start of the 2022/2023 academic year for first year undergraduate students. Over the next 2 academic years we will be re-validating all of our academic provision so that it reflects block. Our commitment to EDI was a prominent feature of the commendations given to these programmes.

Utilising emancipatory methods is a fundamental way in which students' voices can become embedded within curriculum.

In CEM, the Graphics Programmes have nurtured an approach to peer learning and assessment over many years, with the emphasis on developing the students' sense of self and an ownership of the programme(s). Opportunities for students to explore a wider range of backgrounds and cultural design practices include creating work based on diverse literary narratives, for example 'Rage in Harlem' by Chester Himes. Students are able to reflect on the character and tone of the content they are illustrating/ designing, thereby allowing them to contemplate different cultural backgrounds and reflect on the observations of their work².

In HLS, the midwifery team at DMU highlighted ways in which midwives can develop confidence in skin assessment when caring for women and babies with dark skin tones in 2 open access articles in The Practising Midwife journal in 2021 which ignited an international debate in midwifery circles as to what and how we teach these clinical skills to student midwives and registrants undertaking post qualification courses³.

These initiatives are evidence of our commitment to embedding an anti-racist culture and teaching practice within the university. An important aspect of this is the way in which we support and develop members of staff new to teaching. The content of our Postgraduate Certificate in Academic Practice (PGCAP) has been revised to include sessions on decolonising learning and teaching practice, discussion on anti-racist pedagogy, and co-creation with students. This is mandatory for all new academic staff. Staff are additionally provided with a range of workshops on how they can decolonise their practice.

LLS provide advice and guidance to support academics to diversify course content. This includes developing a representative collection of resources – including a collection of multi-disciplinary EDI e-books (£40k spent). More diverse stock will enable more students to connect with the collection, helping engender a better sense of belonging, impacting on student learning, retention, continuation and award level.

In Fashion and Textiles (ADH), the diversity of ethnicity is represented in teaching materials and media. Reading lists include texts from non-Western perspectives and staff are mindful to extend examples beyond these boundaries. For example, students from Asia and the Global South have different points of reference for key designers, clothing conventions, manufacture and consumption.

Action 8.a.1 (EER): LLS will continue to support Decolonising through:

- 1) Continuing to diversify the collection and representation in the reading list, and continue to promote material by Black, Asian and ethnically minoritised authors, researchers, designers and artists.**
- 2) Continuing to engage with professional conversations and action around cataloguing classification systems and nomenclature**
- 3) Return to offering leisure reading events to promote diverse stock and gain insight into other worlds and cultures.**
- 4) Ensuring staff are aware of breadth of stock and any specific or new resources**

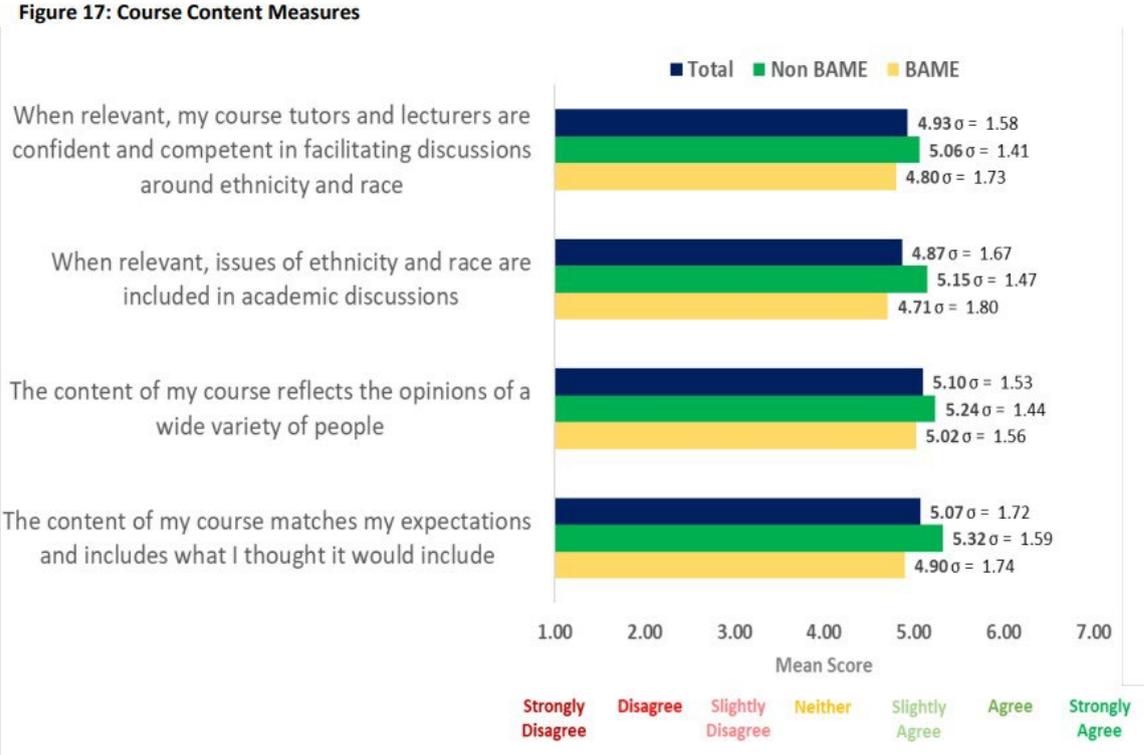
² <https://www.dmu.ac.uk/documents/community/decolonising/examples-of-good-practice-cem.pdf>

³ <https://www.dmu.ac.uk/about-dmu/news/2021/july/midwives-from-dmu-decolonise-their-curriculum-to-ensure-care-is-equal-for-all.aspx>

Slightly more Black, Asian and ethnically minoritised students disagreed with the course content measures questions. Much work has been undertaken since the survey was conducted to ‘decolonise’ teaching and learning, with the roll out of significant resources, toolkits and direct support from Fair Outcomes Champions. We are assessing the impact of that work through the research commitment of DDMU and will further assess the impact of those measures when the REC survey is re-run in Spring 2023 (Action 2.d.1(GA)).

Action 8.a.2a (EER): Further investigate issues raised in the research above regarding engagement with library facilities to enhance the experience of Black, Asian and ethnically minoritised users of the library.

Action 8.a.2b (EER): Ample engagement by programmes and ethnicity to compare help seeking behaviour (regarding LLS engagement) of students on programmes where the awarding gap is lower than where it is higher.



8b Teaching and assessment methods

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

Silver level: Include specific examples of good practice from individual faculties.

Our commitment to equality for all students is shaped by our work embedding UDL in the curriculum. All staff are required to undertake mandatory training on EDI and UDL. An important feature of our curriculum has been the manner by which a commitment to anti-racist teaching is embedded across all our faculties.

For example: In Education Studies, students can take a module on 'Education and Equality: Race, Class and Education' which focuses on black and ethnically minoritised writers and enables students to share their counter stories and talk back to power. This is mirrored by our staff development programme on UDL which includes several supporting resources covering "Antiracism and UDL.

This sector leading work is supported by teams of staff including Centre for Academic Innovation and Teaching Excellence (CAITE)

It is important our curriculum reflects the latest research; when screening for sources of learner variability, teaching staff are explicitly encouraged to explore the "Cultural and Racial Relevance and Perspectives", of their learners as one of the core categories of learner variability along with "Learning Attitudes and Mindset", "Interest and Learning Preferences", and "Social and Emotional Learning".

Such innovative practice has resulted in external recognition:

Simon Stevens won the Political Studies Association Award for Outstanding Teaching in 2021, for diversifying POPP2001 and POPP3053 to include decolonial theory, Black feminist thought, Queer theory, and disability theory.

We are aware our data demonstrates there continues to be awarding gaps for Black, Asian and ethnically minoritised students. Black, Asian and ethnically minoritised students have also noted in surveys that they were less satisfied with how their course was assessed compared to white students. In respect of this feedback and the need to close the awarding gap, 8 Fair Outcome Champions, in collaboration with staff in CAITE, are working with programme teams to provide focussed support to decolonise their programmes as outlined in section 7d.

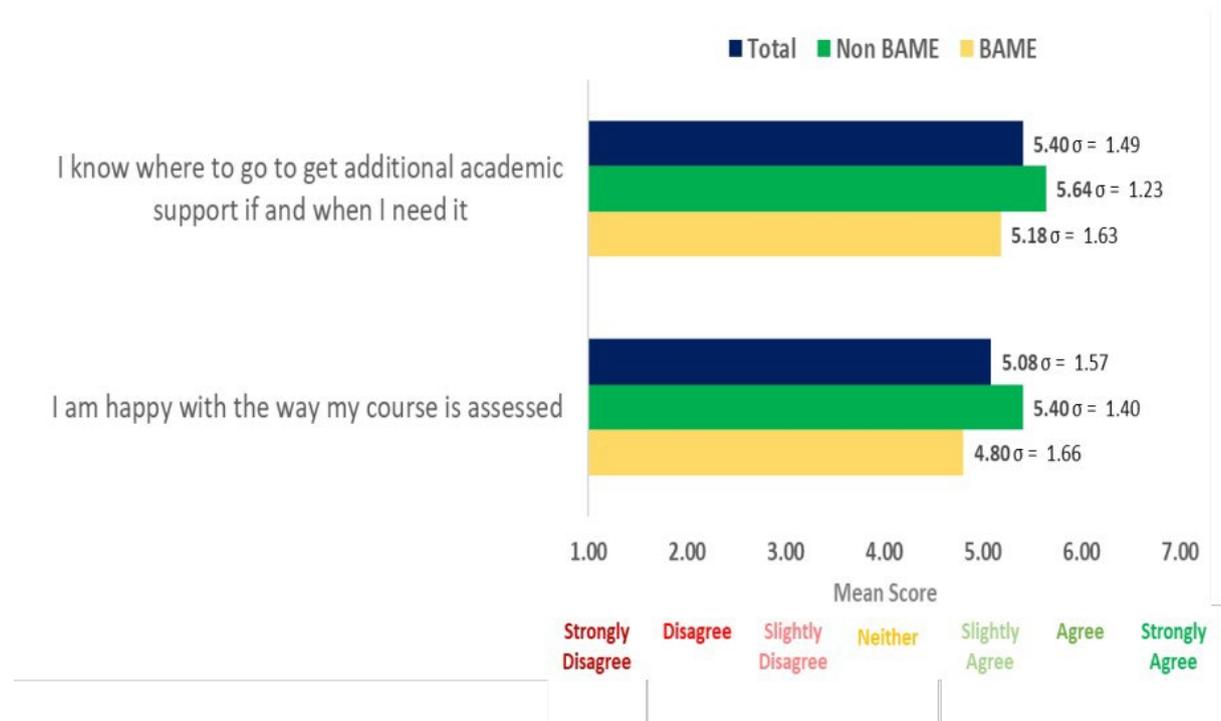
Developing a sense of belonging for all students has been a key aim across the university. For example, there is anecdotal evidence that Black, Asian and ethnically minoritised students are less likely to feel comfortable working with others in a studio space. In ADH, the Performing Arts subject area pioneered the Strategic Student Advisor roles in 2020-21, which were two level 6 students, identifying as Black, employed as consultants to explore inclusivity within the subject, in particular through learning and teaching, power and voice and belonging to the community

This model reflected and was supported by the broader student leaders' roles as Race Equality Advisers within the DDMU team. We commit in Action: 2.c.1 (CCB) to continuing those roles. In addition:

Action 8.b.1 (EER): We will develop more focused UDL training to address the challenges relating to assessment practice highlighted by Black, Asian and ethnically minoritised Student Leaders.

Action 8.b.2 (EER): Support elimination of awarding gaps by 2027 through establishing a quality enhancement framework that attaches priority to a data-led approach that will be supported by CAITE.

Figure 19: Assessment and Support Measures



8c Academic confidence

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

Silver level: Include specific examples of good practice from individual faculties.

Teaching staff are encouraged to construct learning experiences by considering learner variability, particularly in relation to “Cultural and Racial Relevance and Perspectives”, prompting staff to understand the cultural and racial learning perspectives of their learners, how learners from diverse racial and cultural backgrounds are represented in the curriculum, and the dominant cultural and racial norms inherent within the learning environment. Staff are encouraged to complete an activity exploring their own racial/cultural identity and norms, their impact on how the learning environment is constructed, and whether that construction is a genuine reflection of the learners to be taught.

To support staff, we regularly run seminars and workshops focussed on sharing best practice, and each faculty is assigned an academic development partner. Recent seminars and workshops, include:

- 18 November 2020 - seminar on ‘anti-racism and decolonisation in teaching and learning’. Included presentations from the Director of the SLRC, the Head of EDI, the DSU EDI, and a lecturer in Education Studies.
- 10 December 2020 - seminar on ‘Decolonisation and anti-racism in the classroom’, designed to focus on how we create and build an anti-racist environment in the classroom, drawing on feedback from students.
- May 2022 - workshops, discussions, spoken word, and the sharing of good practice events were held facilitated by staff and students that focused on building an anti-racist university. They included case studies of curriculum and placement decolonisation, practical demonstration of the Decolonising Toolkit, a read to debate event (on ethnicity, class, higher education and belonging) and approaches to understanding the experience of Black and ethnic minority students. 10 events were held, with 286 attendees over the course of the week.

In addition to the above, **Actions 5.b.5, 7.d.1 and 7.d.2** are designed to build the confidence of academics to decolonise, become anti-racist and address difference in student continuation, experience and outcomes.

Training and support have also been offered to professional services staff, who support student learning.

Action 8.c.1 (EER): Continue the work with professional services including:

- 1) Workshops about decolonising, DDMU and the awarding gap which WILL raise awareness of the relevance of decolonising to their work, and the impact of their work on issues like the awarding gap.
- 2) Developing guidance and supporting professional services staff to consider power dynamics in their meetings with students and how students’ previous experiences (including experiences of racism) may have an impact on their interactions.
- 3) Readability: Clear Communication with Students. This will ask professional services staff to consider the readability of their written communications with students (emails, newsletters, letters) with the particular needs of international students in mind.

Our academic development team run a Postgraduate Certificate in Academic Practice (PGCAP), which is a mandatory level 7 programme for all new academics. The PGCAP has been strategically aligned to the principles of UDL. These both include elements that requires academics to consider racially inclusive content and practice. Examples from the PGCAP include:

- A session on DDMU which makes a strategic link between our commitment to race equality and supporting academic staff to acquire the necessary knowledge and skills to deliver this. Staff are introduced to anti-racist pedagogy and a model of decolonisation., which asks staff to consider their positionality in their role as a teacher in decolonising the curriculum. It then moves onto exploring practical steps on how staff and consider race equality in the context of their teaching. This is achieved by examining on how to build an inclusive classroom; discussions on the 'white curriculum' and how course reading lists and be modified so they are more representative; and lastly on how to engage in co creation in activities with students to enhance engagement and learning.

Staff in Library and Learning Services additionally play an important role in providing support to staff, running a number of workshops and events.

Our work around decolonising the reading list has led to the following good practice sharing opportunities:

<p>I shared the information with our programme team and we discussed issues. A few colleagues have started to implement some changes - certainly broadening out their sources of information using a broader range and looking for stronger representations.</p> <p style="text-align: right;">- Associate Professor, HLS</p>
<p>The workshop was eye opening and using the intersectionality matrix I discovered how biased my reading list was, I have since made moves to change this.</p> <p style="text-align: right;">Senior Lecturer, Design Cultures</p>

Opportunity	Date
Advanced H E Conference	6/7/21
Academic Libraries North Conference	8/9/21
Cilip Scotland	1/10/21
Cambridge University Press (recorded with Gurvinder Aujla Sidhu and Haddy Ndure - Cambridge University Press)	10/9/21
<i>ALISS Quarterly</i> article	November 2021
Interview with Mark Vrijmoed MA student London City University	14/9/21
Post Cilip Scotland event: Team meeting with Gavin Newell, House of Commons Library to talk about workforce diversity plus interest from an Australian University	November 2021
Decolonising the library podcast with Gurvinder Aujla-Sidhu and Sumeya Loonat, Decolonising DMU Podcast Decolonising DMU	November 2021

9. Any other information

This section is an opportunity to provide details of any other actions or learning which are relevant to race equality, but which have not been included in previous sections.

This is an optional section, you are not obligated to include anything; you will not be disadvantaged for not including anything here, but anything you do include will be considered by the awards panels.

10. Action plan

Please ensure that your action plan clearly indicates what the action is, who is undertaking the action, the timelines for completion and what the action will achieve.

Please also consider the following.

- Cross-reference actions so that when a panellist reads the action plan the rationale for the action is clear.
- Schedule actions across the four-year duration of the award.
- Actions (and action plans) should be SMART (specific, measurable, achievable, relevant and time-bound).
- Include overarching objectives with actions underpinning their completion.
- Order action plans logically with progression from the actions that need to come first in order start an initiative, followed by actions that build on the initiative and sustain progress over the course of the award.
- Specify who is responsible for completing actions.
- Specify the performance of individual faculties as well as measuring the institution’s progress as a whole.
- Include details of the monitoring or development of measures already in place.
- Indicate how the success of an action will be measured.

Action plan example

Section/Aim/Target					
Action Ref	Issue identified	Action(s) to address the issue	What success will look like/how will the action contribute to the aim/objective	Timeframe (start/end date)	Person responsible (include job title)

De Montfort University Race Equality Action Plan October 2022 - October 2027

De Montfort University's Race Equality charter mark submission and this associated action plan has provided an opportunity to review, reflect on and consider the next steps to DMUs decolonising actions.

The Decolonising DMU (DDMU) project was initiated in November 2019 as the next step in the institution's engagement with building the anti-racist University, predicated upon structures, cultures and practices of equality and the project is now synchronised with the REC work and embedding DDMU principles into the business as usual fabric of the university.

As part of this, the project has been re-structured to focus on the four commitments that reflect the key challenges and opportunities to decolonising DMU and all actions derived as part of our submission will sit within this framework for monitoring progress and evaluation of impact.

- **Equity in Education and Research.**
- **Progression, Talent and Representation.**
- **Governance and Accountability.**
- **Raising Awareness, Changing Culture and Behaviour.**

Equity in Education and Research will focus upon decolonising teaching and learning practise and the curriculum, including building skills of staff to do so. Here, work on student support, including the role of personal tutors and welfare services will be important, alongside enhanced student engagement and co-creation. It will also work towards parity in participation, progression and outcome, including targets within the Access and Participation Plan with a particular focus on the University target to close the awarding gap, and for PGT and PGR. Beyond this, it will focus upon 'Extra curricula' activity and participation, including Global, placements, societies and sport.

Progression, Talent and Representation will focus upon staff and PGR recruitment, retention and progression, in order to address issues of fairness, parity outcome, reward and recognition. In this, we will look at HR processes, and organisational and professional development opportunities. One focus will be upon positive actions on recruitment, promotion and development, in order to build a culture and set of conversations around these issues. It is important that representation at all levels is enhanced.

Governance and Accountability will address the structures for monitoring and measuring decolonising, alongside data management. In this, the composition and role of the team and advisory groups will be addressed, in order that mechanisms are developed for scrutinising the work of the team. Here, engagement with all relevant stakeholders, including DSU, UCU, Unison and so on will be fundamental. A core element of this will be to enable processes and systems for alternative voices, and voices made marginal, to be heard in a meaningful manner. This will enable a critical review of policies and procedures and will also generate energy around personal responsibility for progressing race equality.

Raising Awareness, Changing Culture and Behaviour, within this commitment we will develop an understanding of what Decolonising DMU means to the institution, in all its complexity. This will enable it to develop relevant policies in relation to dignity at work, bullying and harassment, and so on, which will frame guidelines on acceptable and appropriate behaviour. A central element of this is developing racial literacy. Beyond this, there will be a focus upon the physical and virtual environment, and how we engage in conversations with all students and staff. Here, understanding racism and activities like “unpacking the invisible knapsack” will help to build understanding and take action. A core strand of this commitment is to build a sense of belonging, to make visible role models, and to build networks that engage all staff and students as active agents in building the anti-racist University.

Monitoring, Reporting and Evaluation of the action plan

Four sub-SAT groups will be established to review the actions in each of the four commitments and those groups will report into the University EDI committee. The plan will be managed on a risk management basis with updates and risk challenges being escalated to University Leadership Board.

Action Plan Dissemination and Engagement

The REC action plan will be shared across the institution for transparency and workshops will be facilitated to enable staff and students to engage with the actions by supporting progress and acting as critical friends. Opportunities will be provided for staff and students to engage with the sub-SAT groups as members or contributors.

Equity in Education and Research

- a) Decolonise teaching, learning and research practices by enhancing student engagement and co-creation
- b) Enhancing access and embedding engagement with extra-curricular activities
- c) Student social and personal development recognising and supporting the lived experiences

Action	Section reference	Issues identified and rationale for actions	Objective	Action	Person responsible	Timeframe		Success criteria
						Start	End	
7.a.1 (EER)	7.a Admissions	Falling numbers of Black student applications and fewer Black students would recommend DMU to prospective students.	Increase numbers of applications from Black potential students. Increase the rate at which Black students would recommend	Conduct market research to establish why the proportion of Black applicants is falling, and why fewer Black students would recommend DMU compared to white students. Take positive action (to be determined) to reverse the picture.	Head of Market Research and insights.	Jan-23	Jul-24	Increase in Black student applications.
7.a.2a (EER)	7.a Admissions	Requirement to address differential outcomes for different groups across different faculties.	To introduce contextual admissions that support Black, Asian and ethnically minoritised applicants.	The University Recruitment, Admissions, Fees and Scholarships (RAFS) group will consider the Faculty data to support decision making around offer strategies that are more inclusive. 1) The University will monitor and evaluate its new contextual offer making strategy to understand if it is contributing to the closing of these gaps. 2) Each Faculty will review the data for their specific 'application to offer rate' gaps and develop bespoke actions and faculty offer strategies. 3) The data will be reviewed annually and will be presented to RAFS to review for progress and contribute to institutional offer making strategies with the aim of closing any gaps by Oct 2025.	Head of Admissions	Oct-22	Oct-25	No gap in application to offer success rates by October 2025.
7.a.2b (EER - HLS)	7.a Admissions - HLS	Significant gaps exist in offer rates for some groups and tariff bands.	Establish if interviewing / criteria introduces less favourable outcomes for Black, Asian and ethnically minoritised groups.	1) Review application to offer rates at programme level to determine if the gaps are only prevalent in interview programmes. 2) Progress to review the selection process for the programmes with persistent gaps including specific questions within the institutional decliners survey to understand if interview processes impact in any particular manner on different student groups performance at interview. 3) Analyse outcomes of the review and design alternative selection strategies as appropriate and adjust the Faculty offer strategy as appropriate.	Associate Dean Academic	Jan-23	Jul-23	No gap in application to offer success rates by October 2025.

7.b.1a (EER)	7.b Student pop	A need to continue to serve Leicester's community and to maintain DMU's diverse student population.	Diversity of UG student population is maintained.	Continued development of a recruitment strategy that creates a diverse student population: 1) Develop a proactive EDI conscious schools and colleges recruitment strategy which is aligned to our access and participation plan targets around 'access' 2) Each faculty tailoring the strategy for the needs of their individual schools, ensuring diversity of recruitment staff and student ambassadors and promotion of the Decolonising DMU work with diverse curricula and role models 3) Promoting the welcoming university environment along with awareness raising of Leicester's diverse communities. 4) An evaluation process to determine if adjustments to the strategy are delivering increased registrations of Black, Asian and ethnically minoritised students. The evaluation will incorporate institutional as well as Faculty specific actions.	Director of Marcomms	Jan-23	Jul-25	Diversity of UG student population is maintained.
7.b.1b (EER)	7.b Student pop	Local level reviews and actions are required to meet the institutional objective and to address local gaps identified.	Diversity of UG student population is maintained or increased where local gaps prevail.	Within faculties, each school will review the diversity of its cohort and will: 1) Review it against diversity at competitors 2) Consider actions, aligned to the DMU strategy to work with schools and colleges to enhance recruitment activities to particular demographics 3) Align with the institutional actions where appropriate 4) Engage with the institutional evaluation process to determine impact of actions.	Heads of Schools	Jan-23	Jul-25	Diversity of UG student population is maintained or increased where local gaps prevail.
	7.c Progression	Over-representation of Black, Asian and ethnically minoritised students in disciplinary cases and in withdrawals relating to academic practice or bad debt.	Address the number of students of colour reaching an Academic Offence panel. Address the differential in continuation rates and reasons for withdrawal between Black, Asian and ethnically minoritised students.	Establish a task and finish group to undertake a review of Faculty and University processes related to the management of all expulsion and termination processes. The review will consider: 1) The full student journey for each pathway 2) Case sampling and with consideration of how processes and policies are operationalised with regard to actions, behaviours and decisions at each stage. 3) Alignment of action, outcomes and evaluation methods with DMU's access and participation plan, including targets (and monitoring of these). 4) Presentation of findings and central and local recommendations to the RECSAT for consideration before progressing to Academic Board to implement the steps of the review. 5) Recommendations for clear monitoring and reporting of continuation quality assurance data through faculties, into EDI committees and Academic Board. 6) An evaluation of the impact of the changes.	Head of Academic Support Office / Registrar	Nov-22	Aug-23	Reduction in Black, Asian and ethnically minoritised students being disciplined.

7.d.1 (EER)	7. Awarding gap	Continuing awarding gap requires addressing, focusing initially on programmes with the largest gaps.	Remove awarding gap.	<p>Continue ongoing awarding gap work:</p> <ol style="list-style-type: none"> 1) Development and implementation of four race equality commitments to align institutional work addressing Race equality and the awarding gap. 2) Annually recruiting at least 30, but up to 100 student leaders to work directly with programme teams and their students to establish the student perspective of the programme to support staff to consider their teaching and learning practices and engagement with their student demographics 3) Supporting student facing services to consider their interaction with students through a student lens to identify changes in practices which support greater engagement from students and greater confidence about the service from a student's lens 4) Continued dissemination of a toolkit of resources for programme teams to support the conversion of their curriculum to the E2030 block model of teaching 5) Dissemination of a series of webinars titled 'Tips, Tricks and Takeaways' to assist staff in thinking about issues and support in using the toolkit. 6) Continue to support the Department of Academic Quality in its review and implementation of amendments of validation documentation to ensure teams consider the globally centered nature of their pedagogy and teaching and learning practice. 7) Continue liaising with library and learning services colleagues to review existing library provision and adapt or amend as appropriate. 	PVC Education DPVC EDI	Nov-19	Oct-27	Removal of awarding gap by 2027
7.d.2 (EER)	7. Awarding gap	Ongoing awarding gaps, with variable gaps across programmes	Remove awarding gap.	<p>Additional 21/22 work plan to continue closing of the gap includes:</p> <ol style="list-style-type: none"> 1) Meeting with all Faculty leadership teams to ensure they are familiar with their school/programme data and ensure time is allocated to programme leaders to facilitate activities. 2) Meet with programme team to ensure they understand their data and support them with familiarizing themselves with the toolkit and additional resources on the DDMU website 3) Develop a bespoke series of actions for individual programmes dependent on their particular demographics and/or discipline 4) Align student leader race equality advisers to programmes to enable student engagement 5) Agree review points through the year to support actions and ensure they are embedded. 	PVC Education DPVC EDI	Oct-22	Oct-23	Reduction of awarding gaps by 5% in programmes targeted by interventions

7.f.1 (EER)	7.f Employability	Gaps in graduate outcomes require eradicating.	Reduce gaps in graduate employability to exceed the level expected by the OfS in DMU's APP	<p>We will take or continue a range of actions to support Black, Asian and ethnically minoritised students' employability. We will:</p> <ol style="list-style-type: none"> 1) Establish through evaluation the good practice from LFL and embed in to our BAU activities. These will be set out in detail in the project evaluation report due to be published in November 2022. 2) Continue our Accelerator Programme - an 8-week long support programme aimed at enhancing leadership and progression for Black, Asian and ethnically minoritised graduates in internships based in Leicestershire. 3) Continue to work closely with orgs such as ColorinTech to support Black, Asian and ethnically minoritised students into employment in the tech sector 4) We will take action so that the demography of our students on placement reflects the composition of our student body (long-term target). 5) Through our employer engagement activity, we will actively look to partner with employers who have objectives to diversify their workforce. 6) Engage 10 students from disadvantaged background (including Black, Asian and ethnically minoritised) as participants in BrightER Futures and deliver BrightER Futures. 7) Establish a Black, Asian and ethnically minoritised peer-to-peer network to be established following the Leicester Future Leaders project. 8) Once again run Lead and Inspire programme for Black, Asian and ethnically minoritised students in the BAL. 	Head of Graduate Outcomes	Oct-22	Oct-26	Gaps in highly skilled employment are reduced to below the levels set by the OfS.
8.a.1 (EER)	8a Course content	A continued need to continue decolonising teaching materials and leisure reading resources.	A decolonised library and learning space is created.	<p>LLS will continue to support Decolonising through:</p> <ol style="list-style-type: none"> 1) Continuing to diversify the collection and representation in the reading list, and continue to promote material by Black, Asian and ethnically minoritised authors, researchers, designers and artists. 2) Continuing to engage with professional conversations and action around cataloguing classification systems and nomenclature 3) Return to offering leisure reading events to promote diverse stock and gain insight into other worlds and cultures. 4) Ensuring staff are aware of breadth of stock and any specific or new resources 	Director of LLS	Oct-22	Oct-26	Students report a +1 in Likert Scale in the belief that Learning and Teaching is becoming more inclusive.
8.a.2a (EER)	8a Course content	Differential experiences and usage of LLS services according to ethnicity.	Understand barriers and incentives for engagement with LLS.	Further investigate issues raised in the research above regarding engagement with library facilities to enhance the experience of Black, Asian and ethnically minoritised users of the library.	Director of LLS	Jan-23	Jan-24	Evidence garnered informs actions to increase engagement with LLS.

8.a.2b (EER)	8a Course content	Differential experiences and usage of LLS services according to ethnicity.	Understand what are the most effective support mechanisms that LLS can offer.	Ample engagement by programmes and ethnicity to compare help seeking behaviour (regarding LLS engagement) of students on programmes where the awarding gap is lower than where it is higher.	Director of LLS	Jan-23	Jan-24	LLS services developed to support closing of the awarding gap.
8.b.1 (EER)	8b Teaching and Assessment	Lower levels of satisfaction with teaching and assessment from Black, Asian and ethnically minoritised students compared to white students.		We will develop more focused UDL training to address the challenges relating to assessment practice highlighted by Black, Asian and ethnically minoritised Student Leaders.	APVC Learning and Teaching / Director of CAITE	Jan-23	Jan-24	REC survey shows enhanced satisfaction (+1 on Likert scale) with Teaching and Assessment
8.b.2 (EER)	8b Teaching and Assessment	Recognised need for the role of CAITE in eliminating awarding gaps.	Deliverer an empirically led quality enhancement framework.	Support elimination of awarding gaps by 2027 through establishing a quality enhancement framework that attaches priority to a data-led approach that will be supported by CAITE.	APVC Learning and Teaching / Director of CAITE	Jan-23	Sep-24	Framework in place and evidence based reports on uptake submitted to ULB/EDIC
8.c.1 (EER)	8.c Academic Confidence (and P+S confidence)	A need to develop understanding amongst professional services staff on how they can deolonise their practice.		Continue the work with professional services including: 1) Workshops about decolonising, DDMU and the awarding gap which WILL raise awareness of the relevance of decolonising to their work, and the impact of their work on issues like the awarding gap. 2) Developing guidance and supporting professional services staff to consider power dynamics in their meetings with students and how students' previous experiences (including experiences of racism) may have an impact on their interactions. 3) Readability: Clear Communication with Students. This will ask professional services staff to consider the readability of their written communications with students (emails, newsletters, letters) with the particular needs of international students in mind.	Registrar	Oct-22	Oct-23	75% of staff report understanding of how to decolonise in the evaluation of Decolonising DMU survey, due to take place in summer 2023.

Progression, Talent and Representation									
a) Enhancing CPD for meaningful career progression/development (appraisal, CPD, Mentoring Inc. around promotions) b) Ensuring transparency and representation in staff and PGR recruitment and progression c) Transforming (or revolutionising or empowering) middle management culture and practice (training for managers)									
Action	Section reference	Issues identified and rationale for actions	Objective	Action	Person responsible	Timeframe		Success criteria	
						Start	End		
4.a.1 (PTR)	4.a Academic Profile	Proportionally fewer non-UK staff are recruited compared to applicant rates. Significant drop in representation from AP to Professor.	Ensure that the recruitment process is fair and equitable between UK and non-UK applications. Understand how to increase the representation of non-UK Professors.	Research the non-UK staff experience and journey from recruitment through to promotion and make changes to process and support as necessary.	Head of Talent Acquisition Team	Sep-23	Aug-24	Increase of +10% in application to interview and +5% of interview to offer rates. Increase in +10% in representation of non-UK Professors.	
4.a.2 (PTR)	4.a Profile - Grade / CEM	Low representation of Black, Asian and ethnically minoritised professors considering the increase at AP level.	Increase the number of Black, Asian and ethnically minoritised professors.	CEM will introduce localised peer mentor support to increase professorial representation, utilising APs in post.	Deputy Dean CEM	Jan-23	Jan-25	10% increase in representation of Black, Asian and ethnically minoritised professors (=n+3)	
4.a.3 (PTR)	4.a Profile - Grade / HLS	Increases in Black, Asian and ethnically minoritised staff representation are not being realised at SL level compared to increases at L.	Increase the representation of Black, Asian and ethnically minoritised SLs.	Analyse starting pay for L/SL, investigate leaver and length of service data to ascertain why numbers of Black, Asian and ethnically minoritised SLs are not increasing.	HLS HRBP	Jun-23	Jan-24	Reasons are understood and if required actions developed and introduced.	
4.a.4 (PTR)	4.a Profile - Contract Mode	More white staff on part-time contracts than Black, Asian and ethnically minoritised staff	Ensure that flexible working is available for all staff.	Flexible working options will be promoted in all job adverts and promotion opportunities. We will increase the visibility of role models from different backgrounds working part-time.	Talent Acquisition Team	Jan-23	Oct-24	Black, Asian and ethnically minoritised staff report in the same proportions of white staff that they believe that flexible working is available to them.	

4.a.5 (PTR)	4.a Profile - Leavers	Understanding of the reasons for leaving need to be developed.	Information is made available to understand if there is an ethnic bias as to why people leave DMU.	We will develop and implement a system to log and review the content of leavers surveys and identify and differential reasons for leaving by ethnicity and gender.	HR Services Manager	Jan-23	Dec-23	Evidence on why people leave is routinely analysed by gender and ethnicity and reported to EDIC.
4.e.1 (PTR)	4.e Equal Pay	RPG of 5.2% and perceptions of unfair pay allocation reported.	Remove the RPG and perceptions of unfair pay allocation.	We will set up a task force to understand and develop actions to address the pay gap, perceptions of the pay gap and associated staff development and progression for those staff demographics under-represented at senior levels.	Head of Strategic Policy and Employment Relations	Feb-23	Sep-23	0% pay gap by 2025
5.a.1a (PTR)	5.a Academic Recruitment (N.B, applies to 6a also)	Significantly fewer Black, Asian and ethnically minoritised interviewees are offered roles in proportion to white interviewees. High levels of 'unknown' ethnicity data from applicants requires addressing to fully analyse recruitment data	To understand the reasons behind gaps in applicant - offer data between different ethnicities.	Establish the underlying reasons for disparity in outcomes: 1) Dip sample 1% of roles recruited, checking for correct application of process, criteria, judgement, appropriate methodology, panel composition, feedback. 2) Consider data and outcomes of dip samples with HRBPs, Deans and Directors. 3) Further investigate the reasons for very low success rates for non-UK applicants and develop processes and protocols accordingly. 4) Interview successful candidates for their feedback on the process.	Talent Acquisition Manager Director of POD HRBPs	Feb-23	Dec-23	Evidence based changes to processes and candidate support can be developed.
5.a.1b (PTR)	5.a Academic Recruitment (N.B, applies to 6a also)	Significantly fewer Black, Asian and ethnically minoritised interviewees are offered roles in proportion to white interviewees. High levels of 'unknown' ethnicity data from applicants requires addressing to fully analyse recruitment data.	Develop processes and protocols to address any inequity beneath the gaps.	Develop processes and protocols: 1) Establish principles for equitable and modern recruitment practices. 2) Amend and update recruitment forms and processes as required, but specifically job descriptions and person specifications to remove unnessacery historical pre-requisites. 3) Equip recruiting managers with knowledge and skills to put new processes into practice. New mandatory training and compliance with guidance that includes: recruitment based on principles of merit and equity; determining appropriate: person and job specifications (that emphasise skills and experience alongside qualifications), methods and scopes of assessment specification criteria, advertising and outreach (including external and internal) convening and managing objective evidence-based assessment processes (shortlisting/ interviewing/other assessments). 4) Develop mechanisms that provide a governance framework to test that guidance is being followed. 5) Trial alternative methods of recruitment including anonymous shortlisting and non-interview-based approaches. Introduce guidelines and what elements	Talent Acquisition Manager Director of POD	Jan-24	Jun-24	Gaps between Black, Asian and ethnically minoritised, and white applicants are reduced until eliminated (target date is to reform the process, elimination of gaps due by Oct 2027)

				<p>are required for an assessment, and how these are formally weighted. Adopt and roll out accordingly.</p> <p>6) Introduce anonymous shortlisting: October 2023 (professional services); April 2024 (academic staff, recognising further difficulties for academic staff such as citations). These timescales are based on the process of system changes being straightforward.</p> <p>7) Review how we advertise and make this more dynamic to appeal to a more diverse range of candidates, considering how we showcase success stories.</p> <p>8) Further utilise positive action statements in our recruitment, to encourage Black, Asian and ethnically minoritised individuals to apply to more senior roles more aligned to their qualifications and experience.</p> <p>9) Develop disclosure rates.</p>				
5.a.1c (PTR)	5.a Academic Recruitment (N.B, applies to 6a also)	Significantly fewer Black, Asian and ethnically minoritised interviewees are offered roles in proportion to white interviewees.	Develop support to applicants to assist close gaps from application - interview.	<p>Support applicants:</p> <p>1) Update guides on working at DMU and in Leicester to promote our diversity and developing inclusivity.</p> <p>2) Develop a guide for applicants, including what to expect from the process, and what we expect from applicants. Ensure that the Fluency Duty and Tier IV is appropriately referenced.</p>	Talent Acquisition Manager Head of Organisational Development	Jan-24	Jun-24	Applicant support launched. Reduction in Applicant - Interview rates realised.
5.b.1 (PTR)	5.b Training	Low Black, Asian and ethnically minoritised staff success rates to the Education Leadership Programme	Increase Black, Asian and ethnically minoritised success rates and therefore participation in scheme.	Investigate the reasons for the low success rates to the ELP, amend criteria and process, road test with the CFG and REN, promote programme accordingly; provide comprehensive feedback if unsuccessful, building development opportunities into appraisals and offering mentoring/sponsorship as appropriate.	Head of Change and Development	Jan-23	Aug-24	Application and success rates are equal amongst Black, Asian and ethnically minoritised and white applicants.
5.b.3 (PTR)	5.b Training	Mentor diversity does not reflect the diversity of DMU staff.	Diversify mentor base through recruiting more Black, Asian and ethnically minoritised mentors.	Develop a wider pool of Black, Asian and ethnically minoritised mentors (including from outside of DMU) to ensure mentors are representative of the DMU Black, Asian and ethnically minoritised population.	Head of Change and Development	Jan-23	Jan-25	Mentors are representative of DMU staff population.

5.b.4 (PTR)	5.b Training	The current scope of scheme (to APs) limits the number of Black, Asian and ethnically minoritised applicants.	Increased numbers of Black, Asian and ethnically minoritised participants.	Review the criteria to widen the scope of the Vice-Chancellor's Mentoring Scheme to greater numbers of Black, Asian and ethnically minoritised applicants (criteria and eligible grade cohort). Promote scheme accordingly.	Head of Change and Development	Jan-23	Aug-23	Participants are representative of the Black, Asian and ethnically minoritised staff population.
5.c.1 (PTR)	5.c Appraisal	A desire to increase the effectiveness of appraisals, and within that, use the system to support staff development and career planning.	As rationale	Introduce a new appraisal system that seeks to address feedback in general, and specifically by the Race Equality Network, CFG and REC SAT. Review how effectively the new system addresses concerns 1, 2 and 3 years after implementation.	Head of Employee Experience and Strategic Policy and Employment Relations	Aug-23	May-24	Increase in likert scale from Black, Asian and ethnically minoritised respondents of benefit of appraisal system from 4.46 to 5.46
5.d.1 (PTR)	5.d Promotion	CFG, REN, survey feedback expressing dissatisfaction with the promotions (and appraisals process). Lack of progression and representation in AP to Prof of Black staff, and Black, Asian and ethnically minoritised men success rates in AP processes.	Address dissatisfaction in promotions process. Ensure that the process is improved to address feedback.	<ol style="list-style-type: none"> 1. Reviewing and amend the full promotions process including published and clear timetables and transparent criteria associated with different pathways 2. Ensuring diverse assessment panels 3. Delivering facilitated pre-application support facilitated by REN and POD 4. Developing comprehensive feedback mechanism integrated into development planning within appraisals. 5. Annual monitoring of promotions data. 	Head of Strategic Policy and Employment Relations	Oct-22	May-23	Increase in likert scale of +1 from Black, Asian and ethnically minoritised respondents of promotion process
5.d.2 (PTR)	5.d Promotion	No successful Black applications for AP.	Increase the number of applications and success rates of Black staff applying to become APs.	Undertake a review of all AP and Professorial applications from Black academics to establish 1) any potential bias / inequitable outcomes 2) themes which may be addressed through either development or by making changes to the process.	Head of Strategic Policy and Employment Relations	Oct-22	May-23	Increased success rates - rates mirror overall applicant pool success rates.

5.e.1 (PTR)	5.e REF	Low representation of Black, Asian and ethnically minoritised impact case study authors despite good representation in the REF.	Significantly fewer Black, Asian and ethnically minoritised interviewees are offered roles in proportion to white interviewees. High levels of 'unknown' ethnicity data from applicants requires addressing to fully analyse recruitment data.	Nurture ICSs by Black, Asian and ethnically minoritised authors, with an annual progress report made to the REF Steering Committee.	APVC Research Impact Officers and Director of Peace, Equality and Social Justice	Oct-22	Oct-26	25% of developing ICSs to be authored by Black, Asian and ethnically minoritised researchers and/or to address issues of racial inequality
5.f.1 (PTR)	5.f ECR support	Lower number of UK Black, Asian and ethnically minoritised participants in UK Future Research Leaders Programme. Destinations of participants unknown.	Increase UK Black, Asian and ethnically minoritised staff participation.	Action 5.f.1 (PTR) Collect and analyse data on career destinations of Future Research Leaders participants. Gaps identified to be addressed.	APVC Research	Oct-22	Mar-23	Parity in UK and non-UK participation
Action 6.b.1 (PTR)	6.b Training	No clear pathway is present, resulting in progression for Black, Asian and ethnically minoritised colleagues (who are better represented in lower grades) being more difficult to realise.	To create pathways that result in greater Black, Asian and ethnically minoritised representation in more senior grades.	We will work with professional services colleagues, REN and POD to create a DMU specific career programme with specific pathways dependent on skills and requirements of the different directorates, and introduce an associated professional services skills development offer.	Registrar / Head of Change and Development.	Jan-23	Sep-23	Pathways are introduced. Training to support staff meet criteria is introduced.

Action 6.b.2 (PTR)	6.b Training	Specific development packages are required to support professional services staff meet the newly developed career pathways.	Develop staff skills to meet new frameworks.	<p>We will explicitly support and engage with REN and CFG to develop training, support and development that supports the progression of Black, Asian and ethnically minoritised professional services staff.</p> <p>Through this, we will:</p> <ol style="list-style-type: none"> 1) Conduct skills surveys and link these to appraisals, apprenticeship opportunities and training and development opportunities, ensuring this corresponds to the DMU development framework and supports workforce planning. 2) Work with faculties and directorates to put support in place for staff to register with relevant schemes, for example, DMU's professional recognition scheme, teacher fellow and national teacher fellow schemes 3) Enhance support for accreditation and professional registration. 4) Provide tailored appraisal sessions for appraisers and appraisees to enhance the value and effectiveness of appraisals. 5) Review role types. Work with colleagues in HR to scope out role types/profiles 6) Continue to enhance the development framework including utilisation of LinkedIn Learning. 	Registrar / Head of Change and Development.	Sep-23	Jun-24	Increase of +10% Black, Asian and ethnically minoritised professional services staff at each of grade G, H, S1/S2L and S3/S2H
Action 6.c.1 (PTR)	6.c Appraisal	Skills matrices are required to be considered at appraisal if the new pathways are to deliver progression.	Increase the value of appraisals, and specifically ensure that appraisals support the development and progression of Black, Asian and ethnically minoritised colleagues.	<p>Ensure that the new appraisals process delivers systematic career planning to Black, Asian and ethnically minoritised staff as referenced in 6b, that requisite skills matrices for professional services staff are developed, alongside introduction of appropriate support. Specifically:</p> <ol style="list-style-type: none"> 1) Develop mentoring and shadowing opportunities for staff at G/H level. 2) Introduce the opportunity for staff at G/H to select active career management plans, with targeted career support planning. 3) Promote career development opportunities across DMU staff. 4) Introduce core skills training to upskill staff for roles that may become available at higher levels within the organisation. 5) As part of our work on pathways for professional services staff, create a list of mandatory skills needed for senior roles within DMU. 	Registrar / Head of Change and Development.	Jun-23	Jun-24	Increase of +1 (Likert) in satisfaction reported in REC survey satisfaction. Increase of +10% Black, Asian and ethnically minoritised professional services staff at each of grade G, H, S1/S2L and S3/S2H

Governance and Accountability

- a)Applying an anti-racist lens in reviewing policy and governance structures, ensuring effective and consistent roll out
- b)Establish mechanisms for collecting data and measuring progress
- c)Monitoring and communicating our progress in building an anti-racist university
- d)Establish corporate processes and systems to enable the lived experience to be expressed and influence decision making

Action	Section reference	Issues identified and rationale for actions	Objective	Action	Person responsible	Timeframe		Success criteria
						Start	End	
2.d.1 (ga)	2.d Future of the SAT	A need to ensure that progress is measured and maintained, with accountability to and for ULB and our Black, Asian, ethnically minoritised.	Information is gathered and reported to senior officers, allowing progressed to be tracked, maintained, and where needed, reourced.	Action 2.d.1 (GA): We will re-run the REC survey in 2023 and 2025. We will develop our data analysis and reporting for each of the relevant sections set out below, and include that in reporting to ULB and the SAT. We will support the work of the REN through finance and EDI team support; we will provide reports to CFG on a bi-annual basis to enable them to feedback on our progress and work.	Head of EDI	Jan-23	Oct-26	Action 2.d.1 are met and actions plan is delivered.
4.d.1 (GA)	4.d Committee Membership	Lack of nominations received from under-represented groups to elected committees.	Increase nominations from Black, Asian and ethnically minoritised and female colleagues.	Undertake additional engagement activities ahead of nomination periods. Seek nominations from staff networks. Introduce additional stages in the nomination process to ensure that a diverse range of nominations have been made.	Registrar / PVC Education	Jan-23	Aug-23	10% greater Black, Asian and ethnically minoritised representation at elected committees.
4.d.2 (GA)	4.d Committee Membership	Lack of diversity at boards, and lack of opportunity to develop board level skills.	Pipeline for boards' membership is increased alongside more diverse boards developed.	Scope and introduce: opportunities for individual shadowing; shadow boards for some university committees. Reconsider committee memberships beyond organisational structure boundaries (for example, where members may be drawn from staff networks as well as or instead of from organisational units).	Chief Transformation Officer	Jan-23	Aug-23	10% greater Black, Asian and ethnically minoritised representation on DMU senior boards/ committees.
4.d.3 (GA)	4.d Committee Membership	Lack of diversity at Board of Governors, exclusionary selection criteria	To increase pipeline and board diversity.	Consider and revise the person specification and appointment criteria for the Board of Governors to remove barriers for under-represented groups.	Clerk to the BoG	Sep-22	Aug-27	+1 Black, Asian and ethnically minoritised member of board per year until at least 50% representation is reached.

4.d.4 (GA)	4.d Committee Membership	Lack of pipeline.	To introduce a locally managed apprenticeship scheme.	Build on existing work to develop and introduce DMU's own governor apprenticeship scheme.	Clerk to the BoG	Sep-22	Aug-23	Apprenticeship scheme introduced. +1 Black, Asian and ethnically minoritised member of board per year until at least 50% representation is reached.
5.b.2 (GA)	5.b Academic Training	There is inconsistent evaluation of application, selection, participation and experience data of training and development offerings. Participant data is not available for some past OD and CAITE programmes.	Develop information that allows gaps in participation by ethnicity to be identified.	1) Introduce consistent data collection and analysis of applications, conversion and success rates for all development programmes. 2) Evaluate and investigate any reasons for under-participation / success rates. 3) Introduce pre and post evaluation learning and development evaluations which can be considered by ethnicity and other characteristics to better understand the experiences of different staff groups.	Head of Change and Development	Oct-22	Sep-23	First report to EDIC in Sept 23.

Raising Awareness, Changing Culture and Behaviour

- a) Create an environment/culture where conversations about race and racism are supported and progressed
- b) Build an understanding of racism, taking action and developing skills for all to challenge racism
- c) Ensure accessibility of inclusive spaces which reflect the identity of the DMU community and builds a sense of belonging
- d) Enable inclusive cultures in classrooms and work places via dedicated workshops and toolkits

Action	Section reference	Issues identified and rationale for actions	Objective	Action	Person responsible	Timeframe		Success criteria
						Start	End	
2.c.1 (CCB)	2.c Involvement and Consultation	Student leaders have been critical in supporting faculties understand issues of belonging, retention and continuation and in developing actions to address these.	At least 30 (upto 100) Student leaders are recruited for each of the next five years and support faculties to develop appropriate action and change on an ongoing basis. embeds agreed actions	Establish a fully funded annual programme of student leaders focusing on race equality.	DPVC EDI	Jan-23	Jun-27	Recruitment of advisors. Annually agree local SMART actions
3.b.1a (CCB)	3.b Population and Context	Due to GDPR concerns we do not record the race of victims, witnesses, or offenders in our incident management system which is preventing tracking of trends and development of appropriate pro-active actions.	Understand the extent to which racial harassment and discrimination is taking place on campus.	Develop DMU existing reporting system or procure an external system to enable analysis and consideration of information (numbers, types, actions, outcomes) of incidents by relevant characteristics.	Head of Security	Jan-23	Jan-24	Increase in reporting is seen and that reporting is analysable.
3.b.1b (CCB)	3.b Population and Context	As above	Proactive interventions that prevent racist incidents taking place are developed and deployed.	Utilise the information to scope hotspots of/for racist incidents and facilitate preventative activities to be developed.	Head of Security and Head of EDI	Jan-24	Jun-24	REC survey respondents report increased knowledge on how to report incidents and that the report will be dealt with satisfactorily.
3.b.1c (CCB)	3.b Population and Context	Low usage of NSFH shows a need for development and awareness raising of portal.	Increase use of NSFH reporting portal.	Develop and promote NSFH, with the support of the student race equality advisors, to raise awareness and ensure it meets students needs and students feel comfortable and able to report incidences of racism and other forms of discrimination and harassment.	Head of Student Welfare	Jan-23	Jan-24	Reporting levels are consistent with declarations seen in REC surveys.
4.c.1 (CCB)	4.c Grievances and Disciplinary	Variable patterns in cases/grievances involving/raised by Black, Asian and ethnically minoritised staff requires ongoing consideration.	To develop understanding and continual improvement.	Evaluate formal and informal cases involving Black, Asian and ethnically minoritised staff against the Chartered Institute for Professional Development (CIPD) race inclusion recommendations for employment, to continue to develop unbiased processes.	Employee Relations Manager	Now	Ongoing	No imbalance in formal/informal cases between Black, Asian and ethnically minoritised and white staff

4.c.2 (CCB)	4.c Grievances and Disciplinarys	REC survey and CFG revealed concerns from Black, Asian and ethnically minoritised staff on reporting processes/case handling and tran/transparency	To develop processes and trust of the reporting system/case management	Develop with the CFG reporting processes (including timelines), transparency on case numbers and 'closing the loop' on outcomes of reports received (within GDPR). We will ensure these processes are well communicated.	Employee Relations Manager	Jan-23	Jan-24	REC survey/CFG/REN report increased understanding of how to report and that cases will be handled appropriately.
5.b.5 (CCB)	5.b Academic training	There is a need to develop the skills of staff to accelerate becoming an anti-racist university.	Increase awareness of, and skills to tackle racism.	Develop and roll out mandatory anti-racist training for all staff.	DPVC EDI / DD Organisational Development.	Jan-23	Jan-24	20% of staff trained each year, to reach 90% completion rates by 2027.
5.g.1 (CCB)	5.g Academic Profiling	No systemic data collection of how profiling opportunities are distributed, or who is profiled currently takes place.	Understand the ethnicity of academics receiving profiling, and take action to address any bias / disadvantage uncovered.	Develop a system of monitoring case studies and media profiling to record by ethnicity research areas and academics profiled. Act to address any racial bias which may become apparent as a result.	Head of Communications / DPVC Research	Jan-23	Jan-24	System introduced.