

Equality, Diversity and Inclusion Annual Report 2023/2024

Executive Summary

A significant volume of activity to advance Equality, Diversity and Inclusion (EDI) has taken place over 2023/2024. This work is reported to People and Culture Committee (PCC) and Board of Governors as part of the Equality for All (E4A) Implementation Plan with twice yearly updates. This annual report brings this work together to offer an annual review of EDI activity at DMU.

Key Points on Workforce Demographics

The University's workforce as at 10th April 2024 (Q3) compared to last year. In 2022/23, reporting of the characteristics Gender Identity, Sexual Orientation and Religion to HESA became a statutory requirement and as such, a more comprehensive picture of the diversity of DMU's workforce is starting to build. Data around gender identity hasn't been presented in this report due to small numbers (less than 1% of the workforce shared that they consider their gender to be other than that associated with their sex at birth). Staff roles were categorised into three groups (academic salaried, professional services salaried, senior salaried); the analysis identified the following points:

- The university has more female staff (57%) and this is proportionally consistent to previous years although there are more senior staff that are male (over 60%). This is predominantly due to there being more male professors.
- Currently 34% of professors are female (32% in 2023). The senior staff population excluding professors shows the split to be 43% female and 57% male, with the balance being either even or weighted more towards females at senior executive level (50% of senior executive academics are female, and 67% of professional services senior executives are female).
- 33% of DMU's workforce are from Black, Asian and ethnically minoritised groups, with the academic group having the highest representation (35%). DMU's ethnic diversity profile does not reflect the local population of Leicester; however, the talent reach of the university is global and therefore draws employees far wider than the city.
- Overall, there are more Black, Asian and ethnically minoritised females than males (53%) with the professional services group having the highest representation (59%). In the academic and senior staff groups, females account for 48% and 29% respectively of Black, Asian and ethnically minoritised staff.
- Within the professorial population, females account for 15% of Black, Asian and ethnically minoritised staff. Faculty of Business and Law has the largest population of Black, Asian and ethnically minoritised staff (51%) and the Faculty of Art Design and Humanities has the smallest (19%).

The data shows a decrease in staff who have a disability compared to last year (9% compared to 12% in 2023). All three employee salary groups show a reduction with the biggest being in the academic salaried population - particularly the lecturer/senior lecturer and academic researcher subgroups.

DMU's workforce is aged mainly between the ages of 35 and 49 years. There has been a slight increase in the proportion of staff aged 50 and over since 2023. Faculty of Arts Design and Humanities had the largest proportion of staff aged between 50 and 65 years (51%). BAL has the largest population of staff aged 34 and under (18%).

- Sharing rates have increased for sexual orientation and religion, belief or faith since 2023 (from 76% to 84% and 76% to 83% respectively). In preparation for the HESA 2022/23 submission, where there were gaps in this data, staff were encouraged to review and update their record with positive results. DMU continues to promote the reasons for, and benefits in staff sharing their data, and it is anticipated that sharing rates will continue to improve.

Key Points from Student Demographics¹ - Demographic Overview (of UK Domicile FT UG students)²

- The proportion of mature students at DMU has been increasing between 2019/20 and 2021/22 from 14.9% to 20.8%. However, this has declined in 2022/23 to 19.2% (1.6%), which is greater than the sector's drop of 0.4% and sector average of 28.7%.
- 15.4% of the student population at DMU identify themselves as disabled. This figure declined by 4.9% in 2022/23 and falls below the sector average of 18.3%.
- The proportion of students at DMU from Black, Asian and ethnic minoritized background has remained the largest population with an increase of 1.6% from 56.4% in 2021/22 to 58.0% in 2022/23. This figure is significantly higher than the sector average of 35.2%.
- DMU's Black student population has seen a 2.2% growth between 2021/22 and 2022/23, from 18.8% to 22.0%. This is greater than the increase of 0.5% across the sector. Asian students remain the largest population of ethnic minoritized students at DMU (28.7% of all students) despite a small decline of 1.2%. This figure is significantly higher than the sector average of 18.2%.
- DMU has a greater proportion of students from disadvantaged backgrounds than compared to the sector average. 52.9% of DMU students are from Quintiles 1-2, having increased by 1% from 2021/22. The sector average had a similar increase of 1.1% in 2022/23 but the average proportion for students with the same assessment of levels of disadvantage is 40.9%.

¹ Student demographic data are drawn from Student HESA Returns.

² Sector's data are drawn from [Who's studying in HE? | HESA](#), using only First Degree as filter. Both Full time and Part time students are included.

The Student Lifecycle³

Continuation

Continuation refers to the proportion of students registered with DMU 1 year and 15 days after their first enrolment. Regarding continuation, our Access and Participation data (July 2024) shows that:

- Students who are most disadvantaged (Quintiles 1&2) are less likely to continue than those who are least disadvantaged (Quintiles 3-5).
- Male students are less likely to continue compared with female students.
- Female students who are least disadvantaged (Quintiles 3-5) have the highest continuation rate (90.3%).
- Male students who are most disadvantaged (Quintiles 1&2) have the lowest continuation rate (82%).
- Black students and students of Mixed or Other ethnicity are less likely to continue than Asian or White students.
- Asian students have the highest continuation rate (89.3%).
- Students of Other ethnicity have the lowest continuation rate (83.8%).

Completion

Completion refers to the proportion of students who have received an intended award with DMU 4 years, and 15 days after their first enrolment. Regarding completion, our Access and Participation data (July 2024) shows that:

- Mature students are less likely to complete their studies compared with young students (-5.3%).
- Male students are less likely to complete their studies compared with female students. However, both have completion outcomes higher than the benchmark.
- Male students who are most disadvantaged (Quintiles 1&2) have the lowest completion rate (82.7%).
- Female students who are least disadvantaged (Quintiles 3-5) have the highest completion rate (92.2%).
- Black students and students of Mixed or Other ethnicity have lowest completion rates compared with Asian or White students.
- Asian students have the highest completion rate (90.2%).
- Students of Mixed ethnicity have the lowest completion rate (85.2%).

Progression

Progression refers to employment in highly skilled jobs or further study, 15 months after graduating. Our Access and Participation data (July 2024) shows that:

³ Continuation, Completion and Progression data are drawn from Access and Participation Plan.

- Mature students are more likely to progress than young ones (+6.1%) contrary to the benchmark of young students having a higher progression rate (+1.9%) compared to mature ones.
- Students who are most disadvantaged (Quintiles 1&2) are less likely to progress than those less disadvantaged (-6.3%).
- Asian students, Black students and students of Mixed or Other ethnicity are less likely to progress than White students (-4.5%). The gap is higher compared to the benchmark of -2.5%.
- Students with no known disability are more likely to progress than students who have declared a disability. Among those who have declared a disability, students with a Social and Communication disability have the lowest progression rate (63.8%) and students with a Cognitive and Learning disability have the highest progression rate (69.9%).

Event Series

Developing Staff

We have supported staff to understand, advance and take action on Equality, Diversity and Inclusion through celebration months including Black History Month (October), Disability History Month (mid-November to mid-December), LGBTQ+ History Month (February) and International Women's Day (March). A number of other events, in addition to EDI related training have also been held, as part of Staff Network activities.

Intersectionality Training

Intersectionality training for Network chairs, the EDI team and ULB has been undertaken and delivered by Dr Arun Verma. This was part of notable characteristic-specific work and activity which was delivered in 2023/2024.

Notable characteristic-specific work and activity delivered 2023/24

University Leadership Board (ULB)

EDI issues have been central to University Leadership Board agendas and activity over the course of the year. ULB has reviewed and addressed actions in relation to Pay Gap activity, the E4A Implementation Plan, Intersectionality training and have reviewed the draft Access and Participation Plan. ULB considered the annual Corporate Health Indicators (CHI) report in 2023/2024, which enhanced EDI data reporting, enabling ULB to assess DMU People data in relation to a range of staff characteristics.

EDI Charter related work

Current Charters

The university holds four externally accredited charter marks: the Race Equality Charter (the first HEI to be awarded Silver in 2023), Athena Swan, Stonewall and Disability Confident. Application to the charters is a forensic and demanding process and awards provide assurance that the university is making progress. These charters provide the university with a framing for its enhancement work in this area.

Stonewall: DMU received a Gold award from Stonewall in the 2024 Workplace Equality Index, being ranked 2nd in their Workplace Equality Index UK. DMU is the highest rated university in the Stonewall Index.

Athena Swan: The institutional Athena Swan charter was submitted in May 2024 under the co-chair leadership of (then) Deputy Vice-Chancellor Richard Greene (Women/Gender Equality ULB Champion), and Souad Mouffy representing DMU Women/Gender Equality Network. DMU has just received confirmation of the Bronze renewal submission Award which will be active until 30th September 2029. Nikki Pierce has agreed to be the co-chair of the Athena Swan Self-Assessment Team, co-chairing with Souad Mouffy.

The School of Pharmacy has also received confirmation of their Athena Swan Bronze renewal submission Award, which will be active from 2025-2029.

Race Equality Charter: The Race Equality Charter (REC) Self-Assessment Team (SAT) has focused on advancing the actions outlined in our REC Action Plan, agreed as part of our successful Silver Race Equality Submission. The SAT's mission has shifted from planning to action, ensuring the delivery of our commitments and the implementation of measures to record outcomes and impacts, where applicable. The Action Plan will continue to be reviewed each year, ensuring it stays strategically relevant, timely, and actionable, while adapting to the evolving needs of DMU or from the external environment. Co-chaired by Archie Khuman (Race Equality Network Co-Chair) and Katie Normington (Vice-Chancellor), the REC SAT emphasises engagement and responsibility across the university. There are four REC working groups to address key themes: Changing Culture and Behaviour, Equity in Education and Research, Governance and Accountability, and Progression, Talent, and Representation. The SAT oversees progress, supported by a new action planning tracking tool to ensure transparency and accountability towards our commitment to delivering meaningful change in race equality.

Disability Confident Update: DMU currently holds a level 2 which was awarded in August 2022. This is valid until 7 August 2025.

Disability related work

DisAbility and Wellbeing Staff Network (DAWN): DAWN celebrated Disability History Month (DHM) with a month-long programme of events over November and December 2023, supporting staff and students and raising the profile of unseen disabilities.

DMU hosted a successful Disability History Month series of events which were well attended. Highlights included a Disability History month comedy night, and a Disabled Women in Academia panel discussion. The Disabled Women in Academia panel event was held on 11th December 2023 as part of DMU DHM. Over 80 delegates attended. The panel consisted of female disabled academics at different career stages discussing their experiences and any barriers they had faced. This event was received positively by delegates who found the session informative and enjoyable and the wide-ranging career stages were also perceived positively. This work will be continued going forward with DMU leading on a research project examining the experiences of disabled women in academia. The project is funded by DMU's Institute for Psychological Science.

Other events hosted in 2023/2024 focused on reasonable adjustments and talking to your line manager and colleagues about your disability, allergies, and deaf awareness.

De Montfort Students' Union also organised several events for Disability History Month, including a 'Share your Feelings' session, and a Disability Showcase exhibition.

Race Equality related work

Race Equality Network: The Race Equality Network organised a blood donation drive in conjunction with the NHS and DSU to encourage blood donations from Black, Asian and ethnically minoritised communities.

DMU hosted a successful series of events for Black History Month (BHM). Highlights included a Tap Symphony event made up of dancers who create an electronic sound stage using the rhythms of their tap-dancing shoes, Encountering Archives as a Person of Colour panel discussion, Black Excellence exhibition by the DSU, a Banned Black Books display in the Kimberlin library and an indoor football world cup event.

De Montfort Students' Union also organised several events for Black History Month. These included an open mic night, networking event, and a Black inspiring Personalities showcase.

Decolonising DMU (DDMU)

DMU hosted the 'Reimagining Higher Education: Journeys of Decolonising' Conference. 151 delegates attended representing over 23 higher education institutions from UK and abroad. In addition to keynote speakers, there were 28 breakout sessions which shared best practice, as well as innovative ideas and theories that are shaping decolonising work in the sector.

The DDMU team won a Green Gown award for Diversity and Inclusion as well as the Collaborative Award for Teaching Excellence (CATE) awarded by Advance HE.

The DDMU team continue to share best practice internally and externally with the sector and submitted an annual report for consideration at University Leadership Team.

The DDMU tool kit continues to be a resource valued by staff and regularly used by Course teams to help ensure their courses support EDI in the curriculum.

Gender related work

DMU Women Network: DMU celebrated International Women's Day which took place on 8 March 2024 with a month-long programme of events which included: a sustainable fashion mending workshop, mindfulness sessions, the launch event for 'Disabled Females in Academia', exhibitions, a panel event on gender and politics, and women only sport sessions.

The monthly menopause café is popular with staff.

Gender Pay Gap

The Pay Gap Task Force has been established. An external consultancy (EA Inclusion) was appointed to support this work and accelerate activity. VC Weekly communicated the establishment of the Pay Gap Task Force in January 2024 to ensure this work was well communicated to staff. EA Inclusion, with support from People Services and the EDI team, have conducted qualitative analysis considering pay data, contract type and staff survey results. Staff Focus groups have been held giving staff an opportunity to discuss and offer suggestions in relation to gender and ethnicity pay gaps (although with a limited turnout).

In addition to the focus groups staff were also able to provide feedback through confidential channels. EA Inclusion has analysed the focus group data and will provide a report and recommended actions, broken into short-, medium- and long-term recommendations highlighting and addressing any intersectional themes and gaps. The findings will be presented to University Leadership Board in Autumn 2024.

In addition, the Women's Professor Promotions Programme, headed by the Vice Chancellor has just completed its third year and has been a notable success. The programme is designed to increase the number of women Professors at DMU while contributing to the institution's broader commitment to reducing the gender pay gap. By promoting gender equity throughout all positions in academia, this initiative plays a crucial role in providing visible role models, particularly for women aspiring to be leaders in their fields of work and research.

During International Women's Day, De Montfort Students' Union held a stall giving out sanitary products, which was very popular and well received.

LGBTQ+ related work

LGBTQ+ Staff and Allies Network: DMU Pride took place in February 2024. A programme of online and in-person events was scheduled and accessible via the Pride microsite. This included a well-attended in-person Pride launch event featuring a drag artist and included speeches from LGBTQ+ Staff and Allies Network co-chairs, as well as the PVC Education and Equalities. The highlight for this work was the Stonewall Award.

De Montfort Students' Union also organised several events for DMU Pride including awareness raising stands and mark the pinpoint for LGBTQ+. The DSU Equality and Diversity Executive Officer played a key role in organising the DMU Pride launch event.

Religion and Belief related work

In support of a range of faiths and religions, a communications plan has been delivered over the last year, which has recognised and marked many days that are important to the diversity of faiths and religions represented on campus and across Leicester city.

A 'Faith and Festivals' working group has been set up by the Registrar which aims to:

- Promote, raise awareness and representation of all the main faith groups to all staff and students, including people who do not belong to any faith.
- Connect and engage more with faith representatives and organisations outside of DMU in the wider Leicestershire area.
- Recognise various faiths and religions, and mark some of their key celebrations.
- Compile a calendar of key dates, events, and holidays.
- Ascertain how DMU can support staff and students who may have specific needs or requirements around their faith.

DMU colleagues have established closer links with Jewish leaders in the City and visited a local Synagogue and once again we have had the honour of hosting, 'Leicester Holocaust Memorial Day' in January 2025. This important annual event marks the anniversary of the liberation of

Auschwitz concentration camp in 1945, commemorating the victims of the Holocaust and promoting the continued importance of remembrance and education.

No Space for Hate (NSFH): The Office for Students (OfS) have announced new regulation linked to the issue of harassment. The NSFH team will work alongside colleagues in People Services, the Education Academy and the EDI team to share and communicate updates around the new requirements that DMU will need to comply with. The OfS deadline is August 2025.

Assurance

EDI Progressing Areas

Equality, Diversity and Inclusion Committee (EDIC) and Faculty Equality, Diversity and Inclusion Committee (FEDIC)

Over 2023/2024 the EDIC has considered draft copies of the Athena Swan Charter submission and similar such documentation, to steer and offer guidance ensuring that EDI work is planned and reviewed. At EDIC, the committee receives updates from the Network chairs, DSU, Faculty and Directorate EDI leads. The EDIC reports to the University Leadership Board to ensure oversight and guidance in advancing EDI objectives.

University Leadership Board (ULB) Champions

ULB EDI Champions will continue to provide active, visible, and meaningful support for each of the Staff Networks, providing senior leadership insight and advocacy where appropriate. ULB Champions will promote the various interests and needs of their respective Networks, ensuring that the voices of underrepresented and minoritised staff are heard and represented at the highest levels.

Mandatory training

The completion percentage for the Equality, Diversity and Inclusion module as of 13th September 2024 is 75%. If we were to remove hourly paid staff from the figure it would be 92%.

Equality impact assessments (EIAs)

In 2023/2024 the EIA process was refreshed and relaunched to staff via an all-user communication. This offered guidance and reiterated the need to undertake EIAs. The focus over 2023/2024 had been on building EIA capacity and expertise via a 'train the trainers' approach across the university. The staff development offer to build staff engagement with the DMU Equality Impact Assessment process has been strengthened and attendance levels were positive. EIAs have been completed for staff restructurings, promotions and policies. The new Policies Framework (endorsed by ULB) sets out clear roles and responsibilities for EIA completion.

EDI in the Curriculum

When new courses are developed or revalidated there is a mandatory requirement to respond to written equality prompts to ensure that our courses are inclusive and support the learning of our diverse student body. The EDI team supports this activity offering advice and support for over 40 courses in 2023/2024. In 2023/2024 the university refreshed its approach to the deployment of the equality prompts used as part of our curriculum development and validation processes. However, moving forward, this responsibility will no longer be led by the EDI team and will be reviewed in collaboration with the Education Academy.

The newly formed Education Academy has established a new post holder to support developing an inclusive curriculum. The Inclusive Education Senior Lecturer started in June 2024 and has a key role addressing awarding gaps and supporting the Access and Participation Plan delivery.

EDI in Research

Over the past year, there has been an increased level of strategic engagement and support for research from the EDI team across several key areas including the Research Excellence Framework (REF) Steering Group, the People, Culture, and Environment (PCE) Working Group, and the University Research and Business Innovation Committee (URBIC). This support has been and will continue to be influential in ensuring that EDI considerations are embedded in the university's research culture and strategies.

One area of EDI support has been the academic promotions process for Associate Professors and Professors for 2024. A full Equality Impact Assessment (EIA) was completed for this process, although the findings remain unpublished due to the small number of staff involved, to maintain anonymity of applicants. Additionally, EDI provided guidance and support in the Research and Innovation Institutes (RII) Membership and Transition Planning, particularly around the Equality Impact Assessment.

EDI also played a substantial role in the RII membership application process. This work involved reviewing applications related to Individual Personal Circumstances Disclosure as part of a small panel using agreed criteria to identify applicants which had met the threshold for consideration, before making recommendations to the Faculty Research Institution Panels for consideration during their final selections. This involvement ensured that individual circumstances were carefully and independently considered in the selection process, reinforcing the university's commitment to fairness and inclusion in research.

EDI Global Group

In 2024 the DMU EDI Global Group was established. The group was established in recognition of DMU's growing global presence in its relationship with students, campuses, research and collaborations. The group will schedule three meetings for the upcoming academic year, with invitations being extended to potential members, including representatives from staff networks. The first meeting will focus on identifying challenges, opportunities and some key priorities. It will also feature a presentation on the role of Trans National Education (TNE). However, the group will also look beyond TNE and curriculum-based issues, as it looks at a range of themes which impact staff and students in a global context.

EDI Hub and Resource Centre

The EDI team is developing a new EDI Hub and Resource Centre to enhance the visibility of Equality, Diversity, and Inclusion work across the whole of DMU not just the work of the EDI Team. The formal launch will be in 2025 and will enable greater networking, collaboration, and EDI awareness and development opportunities. This space will be equipped with AV facilities, making it particularly useful for hosting face-to-face and hybrid meetings, training sessions, networking events, and webinars. It will also be a venue for engagement with internal and external teams and collaborators.

The EDI Hub aims to create a central point for some of DMU's EDI activities, providing an active environment for collaboration supporting the professional growth of our staff and students. A

formal launch and announcement of the hub will take place later this year. In the meantime, the EDI team will engage with the Staff Networks as well as DSU, seeking their ideas and suggestions on how they envision using the space going forward. This collaborative approach will ensure the hub meets the evolving needs of the various university communities.

EDI External Relations - Regional and Sector

We have been involved in numerous regional and Higher Education (HE) sector-related strategic engagements which have significantly elevated our EDI work profile and reinforced both existing and new relationships. Regionally, we have collaborated with organisations like John Lewis, hosting events celebrating Diwali and Black History Month, which further showcase DMU's commitment to collaborative working around Equality, Diversity and Inclusion.

We have also strengthened our ties with local organisations, including FREEVA (Freedom from Violence & Abuse), Leicester Race Equality Centre, and Leicester County Council's EDI Team. Additionally, we've fostered relationships with Leicester Faith Forum, Leicester Equalities Forum, and Leicester City Football Club.

In relation to the HE sector, DMU's Head of EDI has been appointed for a second term on the Advance HE Board, including serving on its EDI and Peer Review Quality Committees. This involvement provides DMU an opportunity and reflects our leadership role in shaping EDI policies across the sector.

Additionally, we have worked with the Common Purpose Leadership Programme to facilitate a session around managing conflict using inclusive approaches and participated in the Equity and Inclusivity in Research Funding Forum hosted by Oxford University.

We are also in the process of formalising sharing good practice for monitoring and implementing actions from Silver Race Equality Charter Action Plans in collaboration with the University of Manchester and the University of East London.

These strategic engagements and relationships are demonstrative of how the EDI work that takes place within DMU plays an influential role in advancing EDI within the local region as well as across the Higher Education sector.

Education

Access and Participation Plan (APP)

The university's new Access and Participation Plan (APP) has been endorsed by the OFS. In this plan the university sets out the interventions planned to reduce inequalities in outcomes. The university's APP submission to OfS was accompanied by a student submission authored by De Montfort Students' Union.

APP is an OfS requirement that sets out and addresses risks to equality of opportunity for students relevant to our context. It is a university plan, collaboratively owned and collectively contributing to targets. Targets across Access, Continuation, Completion and Progression are derived from APP data set, the OfS Equality Risk Register (EORR), DMU KPTs, and EDI matters are drawn out throughout the plan. A whole provider approach as required and as such DMU engaged stakeholders throughout development, including 118 students. Whilst the new plan will run from 2025 work continues around monitoring progress against the current plan. To support

the development of our APP we invited TASO (Transforming Outcomes and Student Access in Higher Education) Director Dr Omar Khan to host a workshop on evaluation (which is a key priority within APP) in June 2023. Over 20 members of staff attended.

Widening Access to DMU

March saw the launch of the first IntoUniversity centre in Leicester, a partnership between DMU, IntoUniversity and the University of Leicester. The centre is based in the community in West Leicester, and offers targeted, sustained support to primary and secondary aged students to support attainment and progression for disadvantaged pupils.

Governance and management of Equality, Diversity and Inclusion activity

Risk, environmental and sustainability impact analyses

Failure to adequately meet our requirements under the Equality Act presents legal and reputational risks. Failure to provide an inclusive environment that delivers equitable outcomes for all groups of staff and students poses a risk to business sustainability and conditions of regulation. The actions set out in this paper mitigate against those risks.

Environmental and Sustainability

No new risks emerge through the information and proposals presented in this paper