Race Equality Charter Application Form

Name of institution: University of Dundee

Level of award application: Bronze

MAIN CONTACT FOR THE APPLICATION AND CONTACT DETAILS:

Name: Professor Hari Hundal

Email: h.s.hundal@dundee.ac.uk

Telephone: 01382 384969

Alternative Contact:

Name: Mr Ajit Trivedi (Head of Equality, Diversity & Inclusion)

Email: a.trivedi@dundee.ac.uk

Telephone: 01382 388951

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

This application form is accurate for the purpose of applications made after July 30, 2021

DRAFT

SECTION		WORD COUNT
SECTION 1	Endorsement Letter – Principal & Vice Chancellor	1073
SECTION 2	The Self-Assessment Process	1289
SECTION 3	Institution and Local Context	1177
SECTION 4	Staff Profile	3263
SECTION 5	Academic Staff: Recruitment, Progression & Development	2694
SECTION 6	Professional & Support Staff: Recruitment, Progression & Development	904
SECTION 7	Student Pipeline	2680
SECTION 8	Teaching & Learning	1469
SECTION 9	Any Other Information	433
TOTAL	Agreed Word Count with Advance HE: BRONZE application 15,000	14982

DRAFT

TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS.....5

A NOTE ON ETHNIC TERMINOLOGY.....7

1. LETTER OF ENDORSEMENT FROM PRINCIPAL & VICE-CHANCELLOR.....8

2. THE SELF-ASSESSMENT PROCESS.....24

2A: DESCRIPTION OF THE SELF-ASSESSMENT TEAM (SAT).....27

2B: THE SELF-ASSESSMENT PROCESS.....38

2C: INVOLVEMENT, CONSULTATION AND COMMUNICATION.....46

2D: FUTURE OF THE SELF-ASSESSMENT TEAM.....51

3. INSTITUTION AND LOCAL CONTEXT.....52

3A: OVERVIEW OF YOUR INSTITUTION.....52

3B: OVERVIEW OF LOCAL POPULATION AND CONTEXT.....58

4. STAFF PROFILE.....70

4A: ACADEMIC STAFF.....70

4A: ACADEMIC AND RESEARCH (AR) STAFF.....75

4B: PROFESSIONAL AND SUPPORT STAFF.....93

4C: GRIEVANCES AND DISCIPLINARIES.....106

4D: DECISION-MAKING BOARDS AND COMMITTEES.....107

4E: EQUAL PAY.....110

5. ACADEMIC STAFF: RECRUITMENT, PROGRESSION AND DEVELOPMENT.....117

5A: ACADEMIC RECRUITMENT.....117

5B: TRAINING.....125

5C: APPRAISAL/DEVELOPMENT REVIEW.....129

5D: ACADEMIC PROMOTION.....133

5E: RESEARCH EXCELLENCE FRAMEWORK (REF).....139

5F: SUPPORT GIVEN TO EARLY CAREER RESEARCHERS.....140

5G: PROFILE-RAISING OPPORTUNITIES.....142

6. PROFESSIONAL AND SUPPORT STAFF: RECRUITMENT, PROGRESSION AND DEVELOPMENT.....143

6A: PROFESSIONAL AND SUPPORT STAFF RECRUITMENT.....143

6B: TRAINING.....153

6C: APPRAISAL/DEVELOPMENT REVIEW.....157

6D: PROFESSIONAL AND SUPPORT STAFF PROMOTIONS.....159

7. STUDENT PIPELINE.....161

7A: ADMISSIONS.....161

7B: UNDERGRADUATE STUDENT BODY.....167

DRAFT

7C: COURSE PROGESSION.....175
7D: ATTAINMENT.....181
7E: POSTGRADUATE PIPELINE.....189
7F: POSTGRADUATE EMPLOYMENT.....202
8. TEACHING AND LEARNING.....**206**
8A: COURSE CONTENT/SYLLABUS.....206
8B: TEACHING AND ASSESSMENTS METHODS.....210
8C: ACADEMIC CONFIDENCE.....212
9. ANY OTHER INFORMATION.....**214**
UNIVERSITY OF DUNDEE: REC ACTION PLAN.....**220**

DRAFT

ACRONYMS AND ABBREVIATIONS

AA	Accelerated Advancement
ACG	Academic and Corporate Governance
AD	Associate Dean
AR	Academic and Research
ARC	Academic Review Committee
BAME	Black, Asian and Minority Ethnic
BHM	Black History Month
BLM	Black Lives Matter
BME	Black, Minority Ethnic
COO	Chief Operating Officer
CPRs	Contribution Related Points
DJCAD	Duncan of Jordanstone College of Art and Design (*aka* SAD)
DUCU	Dundee University and College Union
DUSA	Dundee University Students Association
EIA	Equality Impact Assessment
ECR	Early Career Researcher
ECS	Estates and Campus Services
EDI	Equality, Diversity, and Inclusion
EIS	English for international Students
FT	Full Time
FTE	Full Time Equivalent
HESA	Higher Education Statistics Agency
HE	Higher Education
HEI	Higher Education Institution
HERA	Higher Education Role Analysis
HROD	Human Resources and Organisational Development
LLCI	Library & Learning and Culture & Information
L&T	Learning and Teaching
MD20	Most Deprived Scottish postcode (0-20%; Quintile 1)
MD40	Most Deprived Scottish postcode (21-40%; Quintile 2)
OPD	Organisational & Professional Development
OSaR	Objective Setting and Review
PDM	Professional Development Mentoring
PDR	Performance and Development Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PODCo	People and Organisational Development Committee
PS	Professional Services
PSS	Professional and Support Staff
PT	Part Time
QA	Quality Assurance

DRAFT

QAS	Quality Assurance Standards
R&PC	Readership & Personal Chair Committee
REC	Race Equality Charter
REF	Research Excellence Framework
RECIT	Race Equality Charter Implementation Team
RIS	Research and Innovation Services
RUK	Rest of UK
SAT	Self-Assessment Team
SBUS	School of Business
SAD	School of Art & Design (*aka* DJCAD)
SDEN	School of Dentistry
SESW	School of Education & Social Work
SHS	School of Health Sciences
SH	School of Humanities
SIMD	Scottish Index of Multiple Deprivation
SLS	School of Life Sciences
SMED	School of Medicine
SMART	Specific Measurable Achievable Realistic Timebound
SMT	Senior Management Team
SSE	School of Science & Engineering
SSS	School of Social Sciences
SS	Student Services
TMS	Talent Management System
TRAM	Teaching, Research and Academic Mentoring scheme
UCAS	Universities and Colleges Admissions Services
UCEA	Universities and Colleges Employers Association
UEG	University Executive Group
UG	Undergraduate
UoD	University of Dundee
UUK	Universities UK
VP	Vice Principal

DRAFT

A NOTE ON ETHNIC TERMINOLOGY

Within this application we have used the widely recognised term Black, Asian and Minority Ethnic (BAME). We acknowledge that whilst this acronym has long been used to identify minoritised non-white ethnicities in the UK, use of the term is contentious, reductive and one that does not take account of the different ethnic, religious, cultural, and societal experiences of those grouped together under this umbrella designation. Consequently, while it may be convenient for reporting purposes, the failure to recognise the inherent heterogeneity of those identified as BAME can inadvertently mask the true extent of inequalities faced by some ethnic groups when reported as part of a BAME collective. The complexity associated with this heterogeneity therefore needs to be fully considered when reflecting on some of the analysis presented within this application.

From the perspective of identifying prominent race-related issues that impact our university staff and student communities, the analysis of data was classified based on the following groupings:

- Black (African and Caribbean), Asian (Indian, Pakistani, or Bangladeshi), Chinese, Dual/Mixed heritage or Other "non-white" were consolidated as "BAME" and these five headgroups were disaggregated in the reporting where appropriate. It is important to stress that given that the overall numbers of BAME individuals at the University of Dundee is low, further disaggregation of staff from Black and Asian heritage was not considered beneficial in evaluating data trends and formulating meaningful actions.

- White British, White Scottish, White English, White Welsh, White Northern Irish, White Irish, White Gypsy or Traveller or any other White background (American, Australian, European) were consolidated as "White".

- Those staff whom the UoD does not hold ethnicity details because the individual has not disclosed, has refused to disclose or does not know their ethnicity, were consolidated as the "Undisclosed" group.

DRAFT

1. LETTER OF ENDORSEMENT FROM PRINCIPAL & VICE-CHANCELLOR

University of Dundee

Principal & Vice-Chancellor
Professor Iain Gillespie FRSE FRSB
e: igillespie001@dundee.ac.uk

Personal Assistant
Valerie Dorward, e: v.a.dorward@dundee.ac.uk t: 01382 385561

29 Jun 2021

Dear REC Panel:

It is with great pleasure that I write to fully endorse the University of Dundee's Race Equality Charter Bronze application.

This application was already in preparation before I took on the role of Principal and Vice-Chancellor of Dundee in January 2021. I have fully supported and encouraged the work of the team who have done the hard work on all aspects of this submission, which I see as an integral part of the University's race equality journey. The University has been actively promoting awareness and dialogue around race equality for more than 15 years. For example, in 2005, it developed and published a race equality scheme and action plan. In 2007, it became the first University in Scotland to formally establish a BME staff network allowing the ideas/concerns of BME staff to be channelled to the University's senior management *via* representation on the institution's EDI Committee. The University was also proactive in introducing mandatory EDI training in 2009 that included widening understanding of race equality and is now working on several projects including, but not limited to:

- Reviewing complaints procedures to ensure action can be taken which supports individuals facing racial harassment.
- Anti-racist including microaggression training for all students and staff.
- A curriculum review aimed at diversifying academic reading lists and issues around decolonising our programmes.
- Research commissioned into any historic links between the University and slavery and other issues of racism and inequality.

However, despite our ongoing work, the self-reflection we have undertaken as part of our REC submission has revealed our efforts thus far have not been enough, and we must do more.

Our REC Self-Assessment process has been conducted during what has been an extremely challenging period for the entire HE sector. The Covid-19 pandemic radically changed the way we work, study, and live our lives and I am acutely aware that certain protected groups like, women, disabled and ethnic minorities have been adversely and disproportionately impacted by the pandemic. The University is mindful of such issues, and I am committed to tackling inequalities faced by disadvantaged groups through our overarching equality outcomes plan that aligns with our institutional REC work.

In addition to the challenges created by Covid, the Black Lives Matter (BLM) protests during 2020 brought into sharp focus the issues of systemic racism, which resonated strongly with many of our Black staff and students. The University acknowledged the issues faced by our Black community during this period and rapidly developed a BLM Tracker Action Plan in consultation with the Students' Association, BME Staff Network and Black students to directly address concerns of systemic race inequality. This work is led by the University Executive Group EDI Champion who monitors progress and the delivery of actions going forward, this initiative will be dove-tailed with our REC work, which

DRAFT

incorporated questions within our REC surveys to understand how the BLM protests (and the Covid Pandemic) impacted our staff/students from a race perspective.

The University's Self-Assessment team (SAT) undertook a deep analysis of the data/comments from the REC surveys and focus groups held with some of our staff and students and compiled a detailed report. The report highlighted several unnerving findings, such as the striking difference in perception of our White community of the existence of racism within the University and of racial tensions off-campus compared to the lived experience of our BAME staff and students. The surveys also showed that compared to White individuals, those of BAME backgrounds had experienced a much greater incidence of racial victimisation/harassment both on and off the University Campus. Worryingly, BAME individuals also felt far less confident that reporting incidents of racial bullying/discrimination to their School/Service or to the University would be taken seriously or result in appropriate action.

I was deeply disturbed by the survey report, which made for very uncomfortable reading. However, I am of the view that as an institution and a society we need to have an honest conversation about race. We need to make sure our words are not hollow but carry the weight of positive action. As a university, a place of learning, education, fairness and equal opportunity, it is my strong belief we should not simply reflect society, we should be helping lead it. This approach requires us to be open, candid, and transparent about the issues we need to address. It was in this spirit that I decided the report should be published in full and made public. This decision was made in the knowledge that this would attract much unwanted negative media coverage but also, in the hope, that this openness would underscore the University's commitment to tackling racial inequalities head on.

In putting the University on that journey, the SAT has formulated a realistic and achievable action plan that my colleagues and I in the Executive Group and University Court fully endorse and support. In terms of resource, my commitment extends to ensuring allocation of my own personal time and of those in the Executive Group to support this agenda and its progress. We have appointed Professor Hari Hundal to lead on the REC implementation which carries 0.3FTE and Thomas Veit (0.1FTE) as UEG EDI champion with specific BAME action support. I have also endorsed allocation of additional budget (£50,000) to support career development of BAME staff and improved EDI training, in particular anti-racist training as just two examples. Significant funding (~£2.4M) has also been budgeted as part of annual EDI plans across our Schools/Directorates in areas where BAME students are major beneficiaries (e.g., scholarships, student services) or in support of race-related activities (e.g., exploring UoD links with slavery, decolonisation and celebration of Black History).

Delivering the Action Plan is a university strategic priority that I pledge to implement irrespective of whether we are successful in achieving the charter mark. Our submission for the REC is not something I see as an end point. Instead, I firmly believe it formalises the very minimum standards we need to set ourselves and live by every day. The REC is a signal to all of our determination to confront issues of racism and inequality. We will not win this fight on our own, but we can play a strong role in helping society confront and combat the issues.

Lastly, I can confirm the information in this application, including qualitative and quantitative data, is an honest and true representation of the University of Dundee.

Yours faithfully

Professor Iain Gillespie
Principal & Vice Chancellor

Word Count Principal/VC Letter: 1073

DRAFT

Table 1: Letters of Support from School Deans/Directorate Head and Resourcing Race Activities.

To underscore the UoD-wide commitment to the REC process and highlight any School/Service issues in relation to staff and students, letters from the Chief Operating Officer (COO) and School Deans stating their unequivocal support and viewpoints have been included for the benefit of the panel in Tables 1.1-1.11, rather than being broken up across the sections. Resource/support for BAME staff and students and race-related EDI activities across UoD Schools and Directorates are summarised in Table 1.12.

Support Letter	**School/Service**	**Dean/COO**
1.1	Professional Services (Academic & Corporate Governance, University Executive Office, Estates & Campus Services, External Relations, Finance, HROD, LLCI, RIS, Student Services, UoD IT)	Dr Jim McGeorge University Secretary/Chief Operating Officer
1.2	Duncan of Jordanstone College of Art & Design (DJCAD) *aka* School of Art & Design (SDAD)	Professor Anita Taylor
1.3	School of Business (SBUS)	Professor Morris Altman
1.4	School of Medicine (SMED)	Professor Rory McCrimmon
1.5	School of Dentistry (SDEN)	Professor Philip Preshaw
1.6	School of Health Sciences (SHS)	Professor Lynn Kilbride
1.7	School of Life Sciences (SLS)	Professor Inke Näthke
1.8	School of Science and Engineering (SSEN)	Professor Jose Fiadeiro
1.9	School of Education & Social Work (SESW)	Professor Tim Kelly
1.10	School of Humanities (SH)	Dr Murray Frame
1.11	School of Social Sciences (SSS)	Professor Graeme Hutton
1.12	Resourcing – All Schools & Directorates	-

Table 1.1: Letter of Support from University Secretary & COO

University of Dundee

University Secretary & Chief Operating Officer
Dr Jim McGeorge
e: j.mcgeorge@dundee.ac.uk

Personal Assistant
Dawn Ingham e: d.k.ingham@dundee.ac.uk

28 April 2021

Supporting statement

As University Secretary & Chief Operating Officer I am responsible for the leadership of all of the Professional Services in the University of Dundee, that is all of the administrative services supporting our academic work, from External Relations to Student Services and from HR to the Library & Learning Centre.

The University has a proud history of making equality, diversity and inclusion a key priority, starting from its foundation as University College Dundee in 1881 by Mary-Ann Baxter with the aim of providing education to men and women equally and to all classes. With regard to Race Equality, we have established key governance instruments and policies over the years and I personally chair the University's Equality & Diversity Committee. I have supported one of my leadership team at executive group level (our Director of External Relations) to take forward the role of the University's Equality, Diversity and Inclusion (EDI) champion. We have an active BME staff network, supported by my team in Human Resources & Organisational Development (HROD); EDI is a key objective for the Director of HROD and each Directorate undertakes regular EDI training and submits operational plans to include matters relating to EDI.

At a Scottish national level, as Convener of the Universities Scotland Secretaries Group (which comprises the Chief Operating Officers of all Scottish universities) I have personally championed the work of the SFC/Advance HE project on tackling racism on campus and the adoption by all Scottish universities of the Declaration against Racism. I actively participated as a panel member at the Advance HE's Equality, Diversity and Inclusion Conference in March 2021 addressing the question How do you navigate hierarchies of inequalities in the context of restricted resources and political pressures?

The Black Lives Matter (BLM) movement in June 2020 and our own critical evaluations and surveys of progress in race equality at the University have shown that there remains unacceptable racism on our campuses at the University and in the City of Dundee; there is still much to do, and we must do so at faster pace than we have to date. Following the shocking death of George Floyd in the United States last year, our students and staff rightly challenged us to do more and so we established a BLM Action Tracker to look at key areas where rapid progress can be made and identify a 10-point action plan. Some of the initiatives now progressing include a research project to look at the history of the University and possible links to the slave trade, a comprehensive

DRAFT

re-evaluation of our staff recruitment practises, student admissions reviews to further enhance our approach to inclusiveness (acknowledging that we are already complying with the fair admissions policy approach) and working actively to increase the percentage of ethnic minority staff in all levels of our Professional Services, but in particular in more senior positions.

We have also made sure that EDI is now a standing item at every meeting of our executive group, have held several EDI briefings of our governing body, the Court, and continue to engage with student representatives through DUSA and our wider student body on tackling race inequality.

I have a strong personal commitment to race equality and to ensuring it remains a key priority at executive and governing body level within the University and at sector-wide level through my external appointments. I wholeheartedly support this application and will be proactive in leading the delivery and implementation of the actions that feature in this application to the Race Equality Charter.

Dr Jim McGeorge

University Secretary & Chief Operating Officer

DRAFT

Table 1.2: Letter of Support from DJCAD/SAD

Duncan of Jordanstone
College of Art & Design
University of Dundee
Dean Professor Anita Taylor MA (RCA)

30 April 2021

University of Dundee Race Equality Charter Submission
Letter of endorsement from the Dean of the School of Art and Design

The School of Art and Design is in full support of the University of Dundee application for a Race Equality Charter Mark.

Equality, diversity and inclusion are at the heart of all our activities within the School and are upheld as core values as we seek to ensure equity of opportunity for all throughout our work. The nature of our teaching, learning and research is underpinned by our firm belief in maximising the talents of all staff and students through a genuine culture of inclusivity, diversity, and equality, and by creating a safe and stimulating environment in which everyone can flourish. We are committed to ensuring that our curricula, recruitment policies, and wider work, are reflective of these values. We continue to address the issues we face, as demonstrated by the data analysis in the School of Art and Design, in achieving a more diverse staff and student community that is reflective of wider society; and we understand our role in transforming the representation of BAME groups within the art and design sectors more widely.

While we adhere to all frameworks and policies that promote equality, diversity and inclusion within our work, we are also introducing focussed measures to increase opportunities for underrepresented groups within our community. We have articulated our commitment to an intercultural and inclusive focus by ensuring leadership of this sits within the School Executive Group and that this aspect of our work is a strategic priority undertaken in dialogue with our Academic and Student Representatives, who further promote these values through special projects, symposia, and workshops, and make recommendation on curriculum content, development, and training that raises awareness and mitigates unconscious bias. The public-facing Cooper Gallery is an integral element of our academic and research provision, recognised for its intercultural and inclusive programming, it provides a focussed and central resource within the School and University through its creative and curatorial programmes and we are planning to make a joint appointment of a BAME Curatorial Fellow in partnership with the Scottish National Gallery of Modern Art during 2021/22.

The School is actively involved in the preparation of the University's submission to the Race Equality Charter, which has strengthened our commitment to pursue an Athena SWAN Award for the School and we have embarked on the journey towards that. We are committed to continuing to support the University and our community in progressing race equality by proactively identifying issues, gaps and needs that we will endeavour to effectively address.

Yours faithfully,

Professor Anita Taylor

University of Dundee • Dundee, DD1 4HN • Scotland, UK t: +44 (0)1382 388828 w: dundee.ac.uk Registered Scottish Charity No: SC015096

DRAFT

Table 1.3: Letter of Support from School of Business

School of Business
University of Dundee

Dean Professor Morris Altman

10 May 2021

Supporting Statement from the School of Business

The School of Business fully understands the principles of the Race Equality Charter and endorses the application from the University of Dundee.

The School of Business is a relatively new School, however it has a diverse group of staff and students from across the globe (20% of staff belong to an Asian, Chinese and other minority groups and 80% is white compared to UoD average ratio which is 87% White staff member). We believe that that diversity is to our advantage in so far as staff and students will benefit from greater knowledge and understanding of a global workplace.

We are taking active steps to promote equality, diversity and inclusion; we have established our School EDI Committee, and the actions being taken forward by that Committee include, increasing awareness of the impact of and support available for those affected by racism, discrimination, harassment, bullying.

We have established an Athena SWAN Self-Assessment Team for our first Athena SWAN application as an independent school and that will reflect our need to increase opportunities for women in leadership roles within the school. Intersectionality, including race, is an essential part of that work.

We understand that we need to continue on this journey and are engaging with staff and students to help us to continually improve in our commitment to a positive, engaging and encouraging environment in which to work and study.

Regards

Professor Morris Altman

University of Dundee • Dundee, DD1 4HN • Scotland, UK t: +44 (0)1382 381600 w: dundee.ac.uk Registered Scottish Charity No: SC015096

DRAFT

Table 1.4: Letter of Support from School of Medicine

School of Medicine
University of Dundee

Dean: Professor Rory McCrimmon

12 May 2021

Dear Race Equality Charter Review Panel:

The School of Medicine fully endorse the University of Dundee's commitment to race equality. We are keenly aware that we have much to improve on and have identified a range of actions designed to challenge our staff and students and to help bring about cultural change. These actions include:

- Signing up to BMA Race Charter (Feb 2020).
- Race working Group (RWG) formed and working to develop School strategy to tackle racism and race inequality, which involves:
  - Mainstreaming ED&I across the learning and teaching environment (e.g. decolonising the curriculum; EDI page on MedBlogs; student Townhall)
  - Addressing racial harassment on work placements.
  - Improve processes for reporting and handling of complaints
  - Ensure all students/staff who have experienced or witnessed hate crime, racism, or other discriminatory behaviour are fully supported.
- EDI committee: Developing strategy to tackle discrimination (including racial discrimination), based on feedback from staff/student surveys and after consultation with staff and students (at All Staff Meetings; Student Townhall) and key stakeholders (eg NHS colleagues, BAME Staff Network). This includes:
  - Implementing appropriate training (unconscious bias, race awareness, active bystander) for all staff and students.
  - Increasing the number and diversity of harassment advisors
  - Improving communication of DaWS policy
  - Setting up Annual award to recognise staff/student equality champion.
  - Improving communication of School's zero tolerance policy on discrimination (poster campaign; case study videos)
  - Develop an Associate Dean role for Professional Culture
- Athena SWAN committee: Plans - to increase proportion of BAME staff, particularly females in senior roles. Improve mentoring and support for BAME staff in career progression (and in the promotions process).
- Improving professional culture and highlighting diversity in School (SMED BAME lecture; Margaret Fairlie Lecture; hosting events for Black History Month, LGBT+ month, Women in Science Day).

Yours Sincerely,

Prof Rory J. McCrimmon, Dean, School of Medicine

University of Dundee • Dundee, DD1 4HN • Scotland, UK t: +44 (0)1382 383081 w: dundee.ac.uk Registered Scottish Charity No: SC015096

DRAFT

Table 1.5: Letter of Support from School of Dentistry

School of Dentistry
University of Dundee

Dundee Dental Hospital and School
Park Place, Dundee, DD1 4HR

Dean of Dentistry, Professor Philip Preshaw
T: 01382 381161
e: PPreshaw001@dundee.ac.uk

29th April 2021

Dear Race Equality Charter Review Panel:

The School of Dentistry full endorses the principles of the Race Equality Charter and supports the application from the University of Dundee.

The School is committed to promoting equality, diversity and inclusion, and we do not tolerate racism in any form. We always follow the University's EDI policies to prevent, mitigate against, and solve any issues related to racism. We recently updated all our programme and module handbooks to include EDI-related information such as early dispute resolution, procedures regarding complaints, and key EDI contacts. Our EDI coordinator works closely with the University EDI committee and also the newly formed student-led diversity initiative network to create a racially equal environment. Recently, the School has commenced a project upon consultation with the diversity initiative network to embed an EDI module into the undergraduate curriculum relevant to dentistry, including development of a resource on clinical signs and symptoms of intra- and extra-oral conditions in black- and brown-skinned individuals, oral health inequality among the BAME population, and diversity in teaching and learning as part of the decolonisation of the curriculum.

The School of Dentistry has approximately 10% staff and 20% students from BAME groups, and this is an increasing trend over the years. A great majority of our post-graduate students are from BAME groups and we are working closely with them to learn their cultures, to better understand their needs and to stimulate cultural change within the School. For example, the School has recently developed a guidance document on student leave for religious reasons to ensure reasonable adjustments are in place to allow such leave without issue wherever possible. The guidance will be reviewed every year upon consultation with the module/programme coordinator, school manager and the University's EDI officer based on the feedback from the module/programme student survey report. We organise and participate in various events to celebrate Black History Month to create awareness on racism such as a webinar titled 'Mind the gap-a dentistry perspective' was organised in 2020 and an upcoming webinar on the 'Lived experience of Prof Cynthia Pine- first black female dental dean in the UK' to be held in October 2021. We also closely monitor staff completion of the University's mandatory EDI modules which is 75% of all staff as of April 2021 and follow up with individuals as appropriate to ensure these are undertaken.

We recognise that there is under-representation of ethnic minorities in our staff, and this is something that we aim to address, and are committed to recruit more BAME staff and students, whenever possible and increase their representation in the organisational structures of the School.

Yours sincerely

P. Pew

Professor Philip Preshaw, Dean of Dentistry

DRAFT

Table 1.6: Letter of Support from School of Health Sciences

School of Health Sciences
University of Dundee

Professor Lynn Kilbride (Dean)
e: l.kilbride@dundee.ac.uk
t: 01382 388505

School Manager
Mrs Jennifer Donachie e: j.a.donachie@dundee.ac.uk t: 01382 388505

22nd April 2021.

Dear Race Equality Charter Review Panel:

As the Dean of the School of Health Sciences, I fully understand and endorse the principles of the Race Equality Charter and support the application from the University of Dundee.

The School of Health Sciences is an increasingly diverse community of staff and students. Although less than 5% of staff identify as being from an ethnic minority, there is an upward trend, and increasing numbers of students come from Sub-Saharan Africa, the Middle East, and Eastern European countries. We proactively work across that community to enhance our culture, addressing issues of equity and inclusion for all. We have established a support group for students who identify as BAME to establish a safe space for them to raise issues as well as signposting where to escalate experiences in different settings.

As evidenced by our Athena SWAN Bronze Award and, as we work towards the Silver Award, we have identified important aspects of the REC, particularly around cultural change, that will significantly strengthen our environment. We have identified that staff feel uncomfortable talking about issues they are unfamiliar with, e.g. racism, homophobia, misogyny, disability and that this is associated with a fear of the consequences of getting it wrong. A staff group has been established to foster a culture where people feel confident to challenge or report behaviours.

We are fully committed to ensuring everyone in our school and university benefits from the academic experience, and that opportunities for staff and student are equally accessible to all. As our students spend half their academic programme in practice placements, we are working closely with practice partners to ensure all learning contexts are safe, equitable, and positive. The school is working with practice partners, particularly the NHS to ensure that the students' learning takes place in a supportive, inclusive environment. Student experience is monitored in each placement and students are also introduced to joint School / NHS policies relating to escalating concerns before they go on placement.

We acknowledge that there are areas for improvement, including making our curricula and learning and teaching strategies more inclusive. We are committed to working across our ethnic minority community to understand these issues better and promote cultural change. We have had significant success in the widening access agenda with students from areas of multiple deprivation, and we aim to translate this success to minority ethnic communities.

Your sincerely,

Professor Lynn Kilbride

University of Dundee • Dundee, DD1 4HN • Scotland, UK t: +44 (0)1382 388505 w: dundee.ac.uk Registered Scottish Charity No: SC015096

DRAFT

Table 1.7: Letter of Support from School of Life Sciences

School of Life Sciences
University of Dundee

Professor Inke Näthke, Interim Dean
e: i.s.nathke@dundee.ac.uk
PA: Carol Urquhart
e: c.a.urquhart@dundee.ac.uk

30 April 2021

Dear Race Charter review panel:

The School of Life Sciences is scientifically and culturally very diverse. We recognise that this diversity is key to our success as is the ability to support and enable all in our community. The phenomenal work presented in this application shows clearly that we have much to do in becoming as inclusive and enabling as we wish and need to be. I am delighted to be part of this process and commit fully to helping deliver the actions outlined in this REC application in my School and beyond. In this spirit, specific School initiatives that are working towards this goal include:

- The appointment of an Associate Dean for Professional Culture in 2016. This senior role within the School Executive provides leadership in all areas that enhance our working culture including EDI, Career Development, and Research Integrity.
- A firm commitment to gender equality and its intersectionality with race and other protected characteristics as recognised by the Silver Athena SWAN award held by the School.
- Encouraging staff/student representation and participation within the BME network, disabled staff network and the LGBT+ network (which has links to Stonewall). These groups are supported by the EDI Office and have a voice on the University's EDI Committee.
- A proactive approach ensuring diversity within our School seminar programmes as reflected by invitation of eminent BAME scientists that we consider inspiring role models (e.g. Prof Sadaf Farooqi and Nobel laureate Prof Sir Venki Ramakrishnan, as two examples) to our Divisional and prestigious named lectures.
- Encouraging our undergraduate life science student body to feed their views on a range of issues (e.g. programme content, assessment, inclusivity, academic/pastoral support) *via* our staff/student liaison committees and modular survey reporting mechanisms.
- Regularly reviewing the language in all our communications to ensure they are fully inclusive.
- Initiating open fora attended by representatives of all staff and student groups including senior leaders to discuss and identify how we can improve our inclusivity.
- Supporting Prof. Hundal to become lead on the race charter for the University and inviting him to participate in and inform decision making committees in the School.

Going forward:

- The School will respond to the institution's curriculum design strategy to ensure our programmes are built around an inclusive curriculum that meets the needs of all our students, irrespective of ethnicity.
- The School's L&T team will commit to reviewing and monitoring student attainment in all our taught programmes and where an attainment gap is identified formulate actions to mitigate the award gap.

In summary, I am enthusiastic and supportive of this application and very much look forward to working on these important issues.

Yours sincerely

Professor Inke Näthke

University of Dundee • Dundee, DD1 4HN • Scotland, UK t: +44 (0)1382 385828 w: dundee.ac.uk Registered Scottish Charity No: SC015096

DRAFT

Table 1.8: Letter of Support from School of Science & Engineering

School of Science
and Engineering
University of Dundee

Professor José Fiadeiro – Dean of Science and Engineering
t: +44 (0)138284018
e: jfiadeiro@dundee.ac.uk

April 19, 2021

RE: Race Equality Charter application endorsement letter

Dear Sir/Madam,

I hereby endorse the Race Equality Charter (REC) application that the University of Dundee is making to Advance HE and fully subscribe to the institutional approach that is being proposed to address the concerns that have been highlighted by the self-assessment process. I would also like to express, in unequivocal terms, the commitment of the leadership within the School of Science & Engineering to the Race Equality Charter Mark and its principles.

Among the current practices and initiatives that are being deployed locally in the School to promote race equality, diversity and inclusion, I would like to highlight the following:

- The appointment of an Associate Dean with specific responsibility for: (a) the oversight of ED&I across the School (staff and students), ensuring mainstreaming and implementation of policies into local practices and decision-making processes across the School; (b) the oversight of the implementation of the Race Equality Charter action plan; (c) ensuring that the School is aware of best practice developments, and of changes to relevant legislation; and (d) monitoring ED&I indicators across School processes and activities.
- Electing a student Vice-President for ED&I to ensure those matters are given a high profile across the student body and their active engagement is solicited. The organisation of drop-in sessions with BAME students to voice their concerns in a safe space, and ensuring that all staff and students are aware of and understand the zero-tolerance policy towards racism.
- Compulsory ED&I training for students (already compulsory for staff).
- Signing-up to the Tomorrow's Engineers Code, which has been set up by Engineering UK to promote diversity in engineering, and embedding their policies into our practice.
- The submission of an application to the RAE Visiting Professor Scheme for hosting Dr Ollie Folayan during a period of three years in order to help us embed into the curriculum core aspects of ED&I as well as critical-thinking in relation to the societal impact that engineering solutions have – Dr Folayan is co-founder of AFBE-UK (Association of Black and Ethnic Minority Engineers) and the chairperson of AFBE-UK Scotland.

Yours sincerely,

Table 1.9: Letter of Support from School of Education & Social Work

School of Education
and Social Work
University of Dundee

Dean Professor Tim Kelly

Professor Tim Kelly
e: t.b.kelly@dundee.ac.uk

5 May, 2021

University of Dundee Advance HE Race Equality Charter Application

I am delighted to support the University's application for the Race Charter and to confirm that the School endorses the principles of the Race Charter. As a professional school made up of disciplines having equality, diversity and inclusion and social justice as core values, supporting, and endorsing this important work is second nature to us. In addition, in recent years we have been proud to note that three of our six professors were women from BAME backgrounds. Although our disciplines are concerned with removing structural disadvantage in society, promoting social justice, and anti-racist work, we still know have work to do "in our own house". Our recent work includes projects on decolonising the curriculum, staff discussions on race and Black Lives Matters, debates on anti-racist practice, workshops with students around issues of race and racism, and work to understand the barriers our black students face on their professional placements. In addition, a range of targeted activities have begun on programmes to address specific attainment gaps. For example, on our M.Ed programme additional academic skills support has increased in the entry module and English for international students (where the gap primarily exists on this programme) and increased formative feedback opportunities have been implemented. Similar activities are occurring in our MSc Social Work, where we also see potential gaps with international students who are primarily from African countries. Data monitoring has begun so we can respond to differences as they appear and track trends.

The senior executive group and I commit to facilitating the delivery of the Race Equality Action Plan.

Kindest regards,

Professor Timothy B. Kelly

Dean,
School of Education and Social Work

University of Dundee • Dundee, DD1 4HN • Scotland, UK t: +44 (0)1382 381400 w: dundee.ac.uk Registered Scottish Charity No: SC015096

DRAFT

Table 1.10: Letter of Support from School of Humanities

School of Humanities
University of Dundee

Interim Dean: Dr Murray Frame

University of Dundee Advance HE Race Equality Charter application

Letter of endorsement from the Interim Dean of Humanities

20 April 2021

The School of Humanities unequivocally endorses the principles of the Race Equality Charter and fully supports the University's application.

The School is committed to promoting equality, diversity and inclusion, and there is zero tolerance of racism. We have appointed an EDI Officer, and in recent years we have taken steps towards curriculum decolonisation, running popular courses on race, slavery and the history of decolonisation. This process involved consultation with our student Equality Officer. Black History Month is highlighted by events within the School, and staff are involved in public engagement projects which explore Scotland's slave-owning past. However, we acknowledge that there is significant under-representation of ethnic minorities in our staff and student population which must be addressed.

The School supports the University's REC application as an important next step towards promoting a wider understanding of race-related issues in our sector and establishing lasting change.

Dr Murray Frame

Interim Dean
School of Humanities

University of Dundee • Dundee, DD1 4HN • Scotland, UK t: +44 (0)1382 388625 w: dundee.ac.uk Registered Scottish Charity No: SC015096

DRAFT

Table 1.11: Letter of Support from School of Social Sciences

School of Social Sciences
University of Dundee

Dean of School, Professor Graeme Hutton
g.hutton@dundee.ac.uk

7 May 2021

Letter of Endorsement - Race Equality Charter Mark Application

As the Dean of the School of Social Sciences at the University of Dundee, I offer my full support for the mark application and the Institution's work in advancing race equality.

The School of Social Sciences is a large and diverse School that comprises six different disciplines that have a strong orientation to the professions (such as Law and Architecture), as well as those (such as Geography and Psychology) which link the social sciences to environmental and medical sciences.

Academic Staff & Student Profiles

Currently, within our school, 13% of staff are BAME. In our student population we see a similar % of BAME undergraduate students (approximately 11%). However, at PGT and PGR level there is a significant increase in BAME students, with 36% and 45% of the student populations, respectively. Our programmes recruit students from across the world.

It is at the heart of the school's business to provide an inclusive and supportive environment, which will enable BAME students and staff to achieve their full potential.

Equality, Diversity and Inclusion (ED&I)

The School has sought to develop a culture that seeks continuous improvement in how we engage with issues of ED&I. The School EDI Committee was formed in 2018 and the School is committed to:

- **Developing awareness of ED&I issues amongst all students and staff** – this has been met by running periodically ED&I Committees and Student ED&I Subcommittees. Also, complete information on key contacts; sources of support and links to relevant policies is available on *MyDundee* which is the platform used for delivering programmes. Additionally, the ED&I committee will run a seminar series in 2021-22, for example 'How to stand up against racism' which will be held on 19th October 2021.
- **Encouraging the promotion of equality and celebration of diversity in all aspects of School life**. All the programme handbooks include the School's statement about its 'commitment to creating a school environment which is supportive and inclusive; and where all members of the community are valued equally'
- **Ensuring all members of the School community are valued equally**. For example, workshops on promotions have been offered annually with a view to expanding their scope to include all staff.
- **Eliminating discriminatory practices, ensuring equitable treatment within the School and responding promptly to any concerns regarding inequitable treatment.** The School encourage staff to raise any concern/complaint they may have. To facilitate this, the University has created and anonymous reporting mechanism.
- **Eliminating all forms of harassment and victimisation**. The School has appointed a member of the staff, from the BAME group, as 'harassment advisor'

Members of our school ED&I committee sit on both the University Race Charter SAT and the Athena Swan SAT – this helps to ensure that University level actions can be embedded at the School level.

DRAFT

The 2021 School ED&I survey highlighted a number of important areas for the School and the ED&I Committee to take forward, with the key areas of focus being:

- raising awareness of discrimination and the support and policy in place at the university; and
- addressing areas of allyship and active bystander interventions.

Student representation:

In recognition of the lack of student representation on the School ED&I Committee during the Athena Swan application, and in reflecting the student response to the Black Lives Matter Movement; the school formed a student led ED&I sub-committee in Oct 2020. The committee is student led and feeds into the overall committee via the School President. This year the committee focused on supporting students through the challenges posed by COVID-19 and the sub-committee has plans for several events going forward, focusing on issues racism and gender-based violence.

Work to highlight:

The School ED&I Committee supports and hosts a range of ED&I focused events across the year. Over the last few years, the School has been involved in several events to promote racial equality.

In 2019, to mark the end of Black History Month, several activities were undertaken:

- Dr Abdullah Yusuf (Politics and International Relations) hosted an evening of Music, Culture, Poetry and Storytelling, which saw both staff and students come together in celebration.
- Dr Susan Mains (Geography and Environmental Sciences) participated in the hugely successful Moving Jamaica Exhibition, which showcased a range of unique historical and contemporary photographs that provided insights into the past, present and future cultural landscapes of Jamaica and their Scottish connections.

In 2020, Dr Dumiso Moyo and Dr Vincent Onyango (Architecture and Urban Planning) took part in an online conversation event, where they both candidly shared their lived personal experiences as African black academics in higher education.

Dr Susan Mains is currently working with partners in the Black Atlantic Research Dundee network on decolonizing the University curriculum and gaining institutional support for research on legacies of slavery in the institution and Dundee more widely.

Within this context, it is the School's aim to continue supporting the implementation of the University Equality Action Plan, through which the Institution is committed to advancing ED&I for its students, staff, and community. In addition, the School is committed to complying with the Principles of the Race Equality Charter, the implementation of which is discussed and monitored by the ED&I Committee.

Yours sincerely,

Professor Graeme Hutton RSA RIBA FRIAS

Chancellor's Award Fellow and Interim Dean

DRAFT

Table 1.12 : Resourcing and support for BAME staff and students and race-related EDI activities by Schools and Directorates		
School	**£ expenditure**	**Human Resource / FTE**
DJCAD	-	Involvement of three key staff in REC application work (0.3 FTE total).
SH	£4,500 on BLM Exhibition in Spring 2022 (delayed due to Covid) on Nelson Mandela and the Scottish Anti-Apartheid movement	EDI Officer with 0.1 FTE workload allocated.
SHS	-	0.15 FTE on EDI.
SLS	No specific budget allocation but supporting travel and conferences on the topics where appropriate	0.15 FTE on EDI generally, 0.3 FTE on Race and 0.5 FTE Associated Dean for Professional Culture. EDI committee 0.1 FTE; six Research Integrity Leads with 0.45 FTE and teaching on integrity etc 0.1 FTE totals 1.7 FTE for the School.
SBUS	-	Lecturer 0.2 FTE on EDI (across all protected characteristics)
SSS	£2,000 for EDI activities	EDI Lead (20%, with 5% being allocated to Race work).
SMED	-	£71,000 equivalent of FTE spent on EDI including Race.
SSE	Funding to Equate Champions: £ 3,000	1 FTE dedicated in the School to EDI; this is distributed amongst: the AD (AC&P), Academic Leads, members of the ED&I committee, a professor as a member of REC-SAT, professional services support through the new Academic Culture & Performance Lead role. New development: SSEN will now have leadership in EDI at the School Executive Group level through the Associate Dean (Academic Culture & Performance), supported on the professional-service side by the new Academic Culture & Performance Lead. A senior lecturer who was awarded RAE Visiting Fellowship to work specifically with the School on curriculum revision and overall activities directly related to the REC.
SDEN	£200-£300 p.a. on EDI in general, conference attendance etc. but not specific to BAME	EDI Officer, Grade 7, £35,326 salary, 5% of time spent on EDI duties.
SSEW	-	0.1 FTE on all EDI matters.

DRAFT

Table 1.12: (Cont.)		
Directorate	**£ expenditure**	**Human Resource / FTE**
HROD	Allocated support for REC: EDI budget - £5,000 OPD budget - £10,000 (which will include sponsoring 5 places on the HE Advance Diversifying Leadership Programme or an equivalent programme)	3 EDI professionals within the Directorate comprising the Head of EDI (1 FTE G8); and 2 Equality and Diversity Officers (1.7 FTE Grade 7) and 0.2 FTE (Admin support) (Total EDI staff 2.9 FTE) plus 1 Grade 10 0.1 FTE time on BAME. (Total £150K). The Director of HR&OD (1 FTE, Grade 10) and members of the HR team have a key role in EDI activities across the University. The Director is on the EDI committee (which meets three times a year); leads the REC staff workstream and this group has been meeting regularly to progress REC work. Other senior HR staff also support EDI work including the Deputy Director of HR&OD (1 FTE, Grade 10) attending the EDI committee (3x year), the HR Manager (Strategic Projects) (1 FTE, Grade 9) who has been supporting the work of REC and the HR Manager (Operations)(1 FTE Grade 9) who attends 2 committees/working groups to progress EDI charter work. In addition, HR Business partners/officers are involved in the School EDI committees/groups on a regular basis.
External Relations	£3,000 for doctoral research post in Archives/DJCAD to research the colonial history of the University £2,000 Black History Month spend in Events £1.5m Scholarships fund most of which is allocated to BAME international students	0.2 FTE Grade 6 and 0.2 FTE G7 in Public Engagement team both dedicated to lead on BHM activity. Approx. 1 FTE across three posts in admissions for students for EDI some of which will be for UK based BAME admissions and recruitment activity.
UEG	£7,500 for six months post in Archives/DJCAD to research the colonial history of the University (the other £3,000 funded by External Relations, see above)	0.3 FTE senior management on EDI (EDI Champion) now placed in University Executive Office with 0.1 FTE spent on BAME/REC.
Student Services	£875,000 pro-rata allocation for BAME Student support.	0.1 FTE for EDI some of which is spent on BAME.
Library Services	£5,000 allocated within book expenditure to support	Library resource display aligning to racial diversity themes, typically three times per

DRAFT

	academic-led decolonisation of the curriculum projects Archives also summarises expenditure as: £1800 purchase of artworks by BAME artists £500 DTZM decolonising project costs £1000 contribution to AHS project	year, taking 1 day of Grade 7 time per display (3 days FTE per annum). Decolonisation work above represent about 0.1 FTE over a full year days FTE per annum). Museum curator estimates 0.1 FTE of his time is supporting REC and related activity.
IT Services	-	0.8 FTE on combining activities on EDI, but also 1 FTE for some of the time during the year on EDI matters including BAME

DRAFT

2. THE SELF-ASSESSMENT PROCESS

2A: DESCRIPTION OF THE SELF-ASSESSMENT TEAM (SAT)

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?*

Although UoD took up REC membership in December 2018 it struggled to formally initiate its REC work because of the successive and untimely departures of two Senior staff tasked with leading the self-assessment process. However, the 2020 BLM protests provided fresh impetus to identify and appoint a new SAT Chair (Professor Hari Hundal) to drive forward the University's REC programme.

The new chair, BME staff network and EDI Head took the lead role in nominating key senior individuals and selecting volunteers responding to a call from the BME staff network to join the REC-SAT. The 32-member SAT had the broadest possible representation of individuals with a keen interest in equality issues and balance for gender and ethnicity (Table 2.1).

Table 2.1: UoD SAT composition by sex and ethnicity.

Sex	BAME		White		Total	Ratio BAME:White
	Number	%	Number	%		
Male	11	58%	7	52%	18	61:39 Male BAME : Male White
Female	7	42%	7	48%	14	50:50 (Female BAME : Female White)
Total	18	100%	14	100%	32	56:44 (Total BAME: White)

Academic and PS staff, Schools, Services, DUSA and students (UG and PG) are represented on the SAT (Table 2.2), with many having cross affiliation to groups such as the BME Staff Network, EDI Committee and Senate ensuring the self-assessment process was being guided by members with wide-ranging experience. All staff SAT members had undertaken the University's 5-module EDI training set, including that on race.

It was important that academic staff got credit for involvement with the REC process. The Director of HROD approved a negotiated workload allocation (minimum 0.1 FTE) depending on role and responsibility within the SAT. Going forward, all individuals involved with the REC will have time formally set aside in their workload schedule. It was imperative that SAT

membership included senior managers/leaders sitting within the UEG, governance groups and policy-making committees to signal, unequivocally, the University's strategic commitment to tackling racism and racial inequalities. Alongside other SAT members, those holding senior manager/leadership roles will take responsibility for advancing race equality and actively advocating principles of the REC Mark across all Schools and Services.

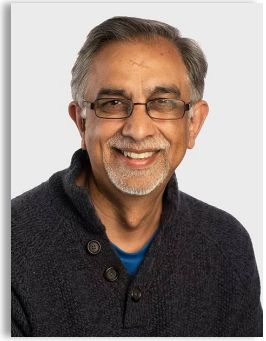
Table 2.2: Breakdown of SAT member representation/affiliation by School, Directorate, Service or Committee (note some members have multiple affiliations), Staff type and Student.

School/Directorate/Service or Staff Network/Committee	**Number**
University Executive Group (UEG)	3
People & Organisational Development Committee (PODCo)	1
Senate	6
Human Resources & Organisational Development (HROD)	2
Equality, Diversity, and Inclusion Office (EDI)	1
Dundee University Students Association (DUSA)	1
School of Life Sciences (SLS)	3
School of Medicine (SMED)	2
Duncan of Jordanstone College of Art & Design (DJCAD)	3
School of Health Sciences (SHS)	1
School of Dentistry (SDEN)	1
School of Social Sciences (SSS)	2
School of Education and Social Work (SESW)	2
School of Science & Engineering (SSEN)	2
School of Business (SBUS)	1
Other (External Relations, Learning & Library Centre, Culture & Information, Student Services, Public Engagement, Data/Strategic Planning)	8
BME Staff Network	16
University EDI Committee	9
Academic Staff	16
Professional Services Staff	13
Students (UG and PG)	3

The SAT members, their role within the institution and SAT, School/Service affiliation and ethnicity are detailed in Table 2.3**.** Additional staff co-opted, when required, to support SAT activities are listed in Table 2.4.

DRAFT

Table 2.3: Composition and profile of the Self-Assessment Team (SAT)



Professor Hari Hundal
Chair of Molecular Physiology
School of Life Sciences (SLS)

Role on SAT: Chair of the Race Equality Charter Self-Assessment Team.

Full Time Academic, BAME Staff

Pamela Milne
Director of HROD,
Member of PODCo and University Executive Group (UEG)

Role on SAT: Representing HROD/PODCO/UEG and Lead on Staff sub-working group.

Full Time PS, White Staff

Professor Blair Grubb
Vice-Principal (Education)
Member of University Executive Group (UEG)

Role on SAT: UEG Member with responsibility for education strategy, quality assurance and curriculum development. Member of Teaching & Learning sub-working group.

Full Time PS, White Staff

Thomas Veit
Director of Strategic Projects Delivery
University Executive Group EDI Champion

Role on SAT: Representing External Relations/UEG and member of the Institution/Local Context sub-working group.

Full Time PS, White Staff

DRAFT

Table 2.3 (cont.): Composition and profile of the Self-Assessment Team (SAT)

Ajit Trivedi
Head of Equality, Diversity & Inclusion (EDI)

Role on SAT: Adviser to SAT on EDI matters and Lead on Institution/Local Context sub-working group.

Full Time PS, BAME Staff

Professor Anita Taylor
Dean
Duncan of Jordanstone College of Art & Design (DJCAD)

Role on SAT: Representing DJCAD on the Staff sub-working group.

Full Time Academic, White Staff

Professor Faisel Khan
Associate Dean (Internationalisation)
School of Medicine (SM)

Role on SAT: Representing SM and member of the Student Pipeline sub-working group.

Full Time Academic, BAME Staff

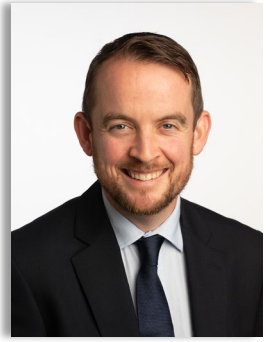
Wesley Rennison
Director, Strategic Planning

Role on SAT: Responsibility for preparation, approval and monitoring the University's strategic plan and member of Student Pipeline sub-working group.

Full Time PS, White Staff

DRAFT

Table 2.3 (cont.): Composition and profile of the Self-Assessment Team (SAT)



Dr Shane Collins
Director of Student Recruitment and Admissions

Role on SAT: Advise SAT on student issues and member of the Student Pipeline sub-working group.

Full Time PS, White Staff

Dr Richard Parsons
Director, Library & Learning Centre, Culture & Information

Role on SAT: Advise on Learning/Library Services and member of Teaching & Learning sub-working group.

Full Time PS, White Staff

Professor Ghulam Nabi
Clinical Professor & Chair in Surgical Uro-Oncology
School of Medicine (SMED)

Role on SAT: Representing SM and member of the Staff sub-working group.

Full Time Academic, BAME Staff

Professor Fiona Kumari-Campbell
Professor of Disability & Ableism Studies
School of Education & Social Work (SESW)

Role on SAT: Representing SESW and Disabled Staff Network and member of the Institution/Local Context sub-working group.

Full Time Academic, BAME Staff

DRAFT

Table 2.3 (cont.): Composition and profile of the Self-Assessment Team (SAT)

Dr Jonathan Urch
Senior Public Engagement Officer

Role on SAT: External/community public engagement and relations and member of the Institution/Local Context sub-working group.

Full Time PS, White Staff

Linda Ronaldson
Human Resources Manager (Strategic Projects)

Role on SAT: Member of the SAT Staff sub-working group.

Full Time PS, White Staff

Dr Helen Gørrill
Lecturer and EDI Lead,
Duncan of Jordanstone College of Art & Design (DJCAD)

Role on SAT: REC Survey analyst and member of the SAT Data Group

Part Time Academic, White Staff

Professor Zhihong Huang
Head of Biomedical Engineering
School of Science & Engineering (SSE)

Role on SAT: Representing SSE and member of Student Pipeline sub-working group.

Full Time Academic, BAME Staff

DRAFT

Table 2.3 (cont.): Composition and profile of the Self-Assessment Team (SAT)

Dr Mahima Swamy

Early Career Researcher & Principal Investigator
School of Life Sciences (SLS)

Role on SAT: Tenure-track Group leader in SLS. Member of the Staff sub-working group.

Full Time Academic, External Funded. BAME staff.

Matthew Jarron
Curator, University Museum
LLC, Culture & Information

Member of University's Culture & Arts Committee and of the Institution/Local context sub-working group.

Full Time PS, White Staff

Dr Anna Notaro
Senior Lecturer
Duncan of Jordanstone College of Art & Design (DJCAD)

Role on SAT: UCU Scotland Equality Officer and Lead of Teaching & Learning sub-working group.

Full Time Academic, White Staff

Dr Joyce Klu
Leverhulme Research Fellow & Statistician
School of Science & Engineering (SSE)

Role on SAT: Data analyst and statistician on SAT Data Group.

Fixed Term Academic, BAME Staff

DRAFT

Table 2.3 (cont.): Composition and profile of the Self-Assessment Team (SAT)

Laura Dunkerley
Analysis and Reporting Manager, Strategic Intelligence

Role on SAT: Staff/Student data management and member of SAT Data group.

Part Time PS, White Staff

Dr Sheriar Hormuzdi
Senior Lecturer
School of Life Sciences (SLS)

Role on SAT: SLS Academic Programme Lead and member of SAT Teaching & Learning sub-working group.

Full Time Academic, BAME staff

Jenni Horn
Reporting Analyst – Strategic Intelligence

Role on SAT: Member of SAT Data group and Staff sub-working group.

Full Time PS, White staff

Dr Dumiso Moyo
Lecturer & Academic Lead Urban Planning
School of Social Sciences (SSS)

Role on SAT: Representing SSS and member of Staff sub-working group.

Full Time Academic, BAME staff

DRAFT

Table 2.3 (cont.): Composition and profile of the Self-Assessment Team (SAT)

Dr Usha Mani
EAP Tutor, English for International Students

Role on SAT: Representing Student Services and member of the Student Pipeline sub-working group.

Full Time PS, BAME Staff

Dr Dooruj Rambaccussing
Lecturer
School of Business (SBUS)

Role on SAT: Representing SB and member of Staff sub-working group.

Full Time Academic, BAME Staff

Janeth Warden-Fernandez
Associate Dean, Quality & Academic Standards
School of Socials Sciences (SSS)

Role on SAT: Representing SSE and member of Teaching & Learning sub-working group.

Full Time Academic, BAME staff

Dr Mohammad Islam
Lecturer & EDI Lead
School of Dentistry (SDEN)

Role on SAT: Representing SD and member of Teaching & Learning sub-working group.

Fixed-Term Academic, BAME staff

DRAFT

Table 2.3 (cont.): Composition and profile of the Self-Assessment Team (SAT)

Dr Fernando Fernandes
Reader
School of Education & Social Work (SESW)

Role on SAT: Representing SESW and member of SAT Teaching & Learning sub-working group.

Full Time Academic, BAME staff

Martha Umeh Ude-Eze
Vice-President (Academic)
Dundee University Students Association (DUSA)

Role on SAT: Representing DUSA and Lead on the Student Pipeline sub-working group.

Fixed Term DUSA appointment, BAME Student

Alington Mhungu
Post Graduate Student
School of Health Sciences

Role on SAT: PG student and member of the Student pipeline sub-working group.

Full Time, BAME student

Desmond Manangazira
Undergraduate Student
School of Dentistry (SDEN)

Role on SAT: UG student and member of the Teaching & Learning sub-working group.

Full Time, BAME student

DRAFT

Table 2.4: Individuals co-opted to help support SAT activities on an ad-hoc basis.		
Name	**Position**	**Role in REC Process**
Mr Kenny Stewart	Reporting Analyst – Strategic Intelligence	Support with Student Data Dashboard
Mr George Simmonds	EDI Officer	Supporting SAT on EDI issues
Ms Demi Cramb	EDI Admin Support	Administrative Support
Ms Dianne Grove	PA to Director of HROD	Administrative Support
Mr James Parker	EDI Admin Support	Administrative Support

Word Count Section 2A: 328

DRAFT

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 times

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

The REC-SAT is embedded within the UoD reporting structure and reports formally to the University's EDI Committee (Figure 2.1), which reports to PODCo and UEG where progress on EDI strategic priorities is reported to and approved by Court and Senate.

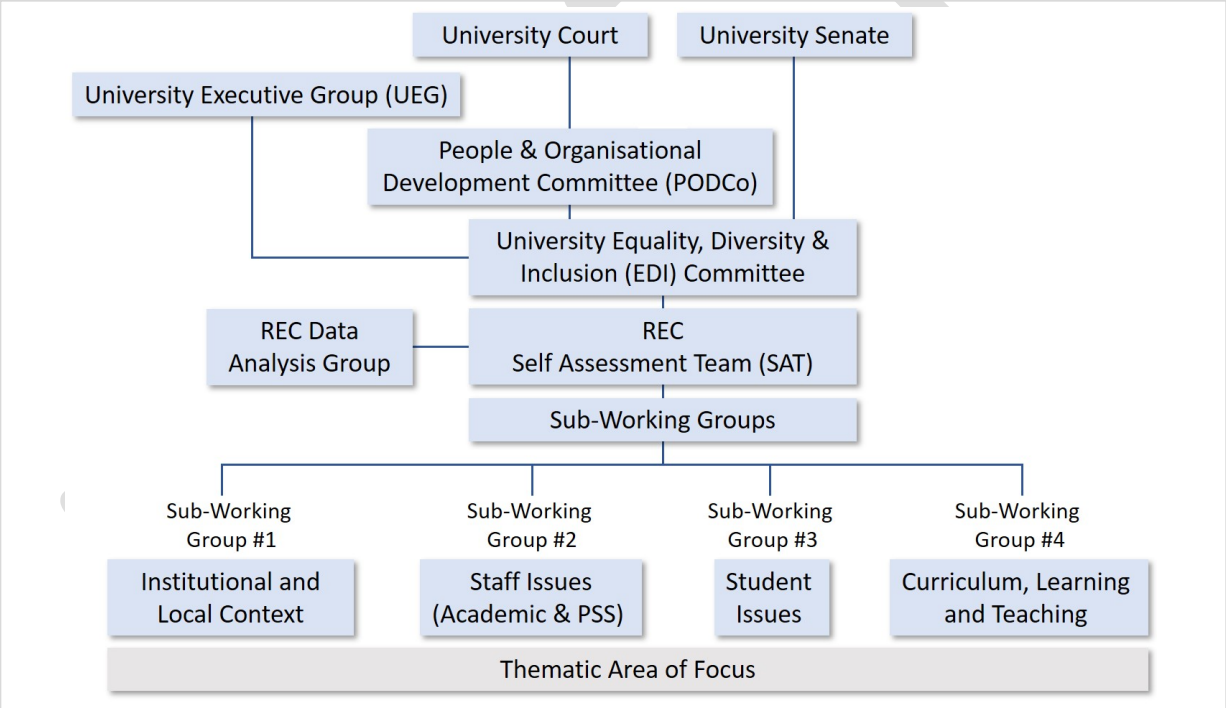


Figure 2.1: REC SAT reporting structure.

The entire REC process was conducted amidst a global health pandemic and, because of the tight working restrictions, the SAT had to conform to a new operating reality. Figure 2.2 highlights the timeline of the UoD self-assessment process and details key milestones. The SAT met a total of seven times *via* MS Teams (2h screen-to-screen meetings) with 4 sub-working groups, each meeting several times (Table 2.5) to collate data/formulate actions in the four thematic areas highlighted in Figure 2.1. All data and document files were shared and communicated using the MS Teams platform.

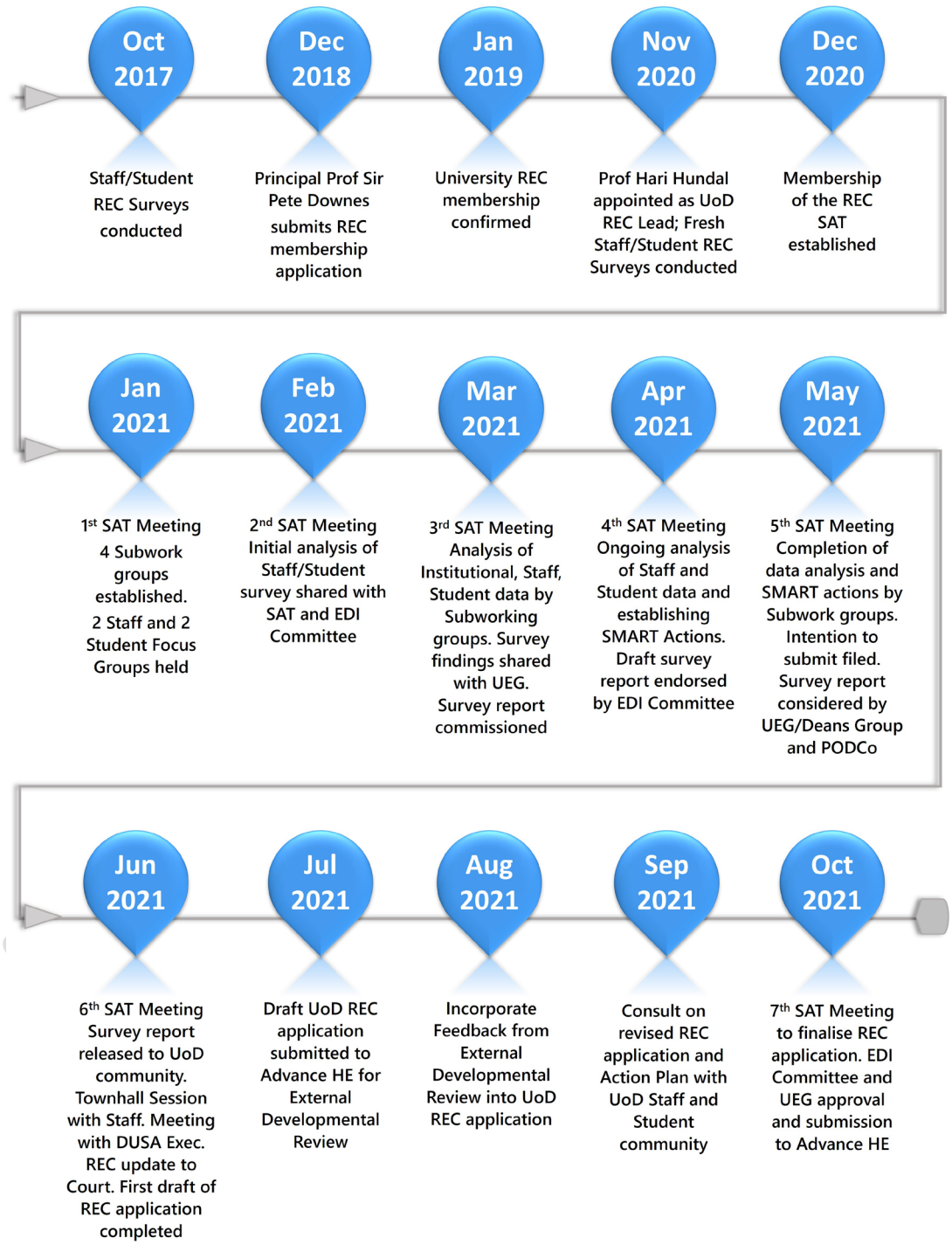


Figure 2.2: UoD REC Self-Assessment timeline.

Table 2.5: Record of relevant meetings of REC-SAT, sub-working groups and key University Committees (EDI, UEG and PODCO) at which UoD REC submission was discussed extensively.

Date	Group	Attendees (n)	Main Discussion Topics & Outcomes
12 Jan 2021	REC-SAT	28/32	The team was given a presentation by the SAT-Chair about the REC, the self-assessment process, informing the SAT of its the terms of reference, individual roles/responsibilities, establishing sub-working groups, initial discussion of the consultation process and communication.
21 Jan 2021	Sub-Workgroup #3	6/7	Student Pipeline Group: Membership and chairperson of group established, data requirements for the student pipeline identified, and members assigned to analyse specific student-related issues.
26 Jan 2021	Sub-Workgroup #4	7/8	L&T Group: Agreed on chairperson, terms of reference for the work group, timeline of work activities and assign individual tasks within the theme.
29 Jan 2021	Sub-Workgroup #1	3/5	Institutional & Local Context Group: Agreed on workgroup membership and chairperson, terms of reference, timeline of work activities and assign individual tasks within the theme.
2 Feb 2021	Sub-Workgroup #2	8/8	Staff Group: Staff Data Presentation, identify which members need training on Power BI. All members to look at and familiarise themselves with the staff data, once available.
4 Feb 2021	Sub-Workgroup #3	7/7	Student Pipeline Group: Initial review of the student data dashboard and discussion of specific tasks assigned to groups members to be captured within the student pipeline narrative.
5 Feb 2021	REC-SAT	26/32	Initial discussion of the REC staff and student surveys and next steps for the consultation group
15 Feb 2021	Sub-Workgroup #4	8/8	L&T Group: Review of Programme Reviews/Approvals and inclusive Curriculum Checklist. Members discussed how decolonisation has been addressed thus far and data requirements to help identify actions.
16 Feb 2021	UoD EDI Committee	20/30	REC-SAT Chair gave a formal presentation to the UoD EDI Committee on the Staff/Student REC surveys. Discussion was held of the prominent themes/issues the surveys had highlighted and an update on analysis of institutional

DRAFT

			staff/student data was also held. The EDI committee endorsed the work being done and would suggest an update be provided to the UEG.
18 Feb 2021	Sub-Workgroup #3	7/7	Student Pipeline Group: Analysis and review of student degree data (degree outcomes; application to offer rates and forward planning in identifying actions.
23 Feb 2021	Sub-Workgroup #1	3/5	Institutional & Local Context Group: Analysis of REC survey data relevant to the groups work – develop further insight into local community links to Black History, race relations etc
25 Feb 2021	Sub-Workgroup #4	6/8	L&T Group: Members provided an update on respective work areas within their theme and discussed what more was needed for completion of the Teaching & Learning section.
4 Mar 2021	Sub-Workgroup #2	6/8	Staff Group: Review of staff data, assigning members to analysis of specific staffing issues, identifying issues that need addressing and formulating actions.
4 Mar 2021	Sub-Workgroup #3	7/7	Student Pipeline Group: Each group member reported back on progress with analysis of student data. Moving forward, members were asked to start drafting data and actions to be incorporated in the student pipeline narrative.
5 Mar 2021	REC-SAT	27/32	Update on REC staff/student survey presentation to EDI Committee, on progress from sub-groups on their respective thematic areas. Discussion of REC communication strategy and development of communications plan including promotion / dissemination of the REC survey findings.
15 Mar 2021	Sub-Workgroup #4	8/8	L&T Group: Prepare draft section related to course content and syllabus, teaching, and assessment methods. Survey School groups on academic confidence.
16 Mar 2021	Sub-Workgroup #1	5/5	Institutional & Local Context Group: Analysis of local vs national race hate crime data, local BAME history, developing actions going forward.
18 Mar 2021	Sub-Workgroup #2	7/8	Staff Group: Updates from members on their analysis of specific staff related issues (Profile, Training, Promotions, Equal Pay etc). Identify possible actions across all areas, including training in Coaching & Unconscious Bias.
18 Mar 2021	Sub-Workgroup #3	7/7	Student Pipeline Group: Initial draft content was presented and discussed, which will be shared

DRAFT

			with the SAT Chair for comment and feedback. Further consideration needs to be given to incorporating student survey data.
24 Mar 2021	UEG/Deans Group	18/19	SAT Chair updated UEG and the School Deans on the University's REC application and presented the analysis of the staff/student REC surveys/focus group discussions. UEG requested a formal report be prepared of the survey/focus groups findings be prepared and for a communications plan to be put in place prior to release of the findings to the University community.
1 Apr 2021	Sub-Workgroup #2	8/8	Staff Group: At this meeting the group reviewed University practice in relation to recruitment, how to increase representation within Professional Services. Drafting of relevant sections of the application going forward was agreed.
12 Apr 2021	Sub-Workgroup #4	7/8	L&T Group: Group reviewed draft of Section 8A related course content and syllabus, Section 8B teaching and assessment methods. Discussion and implications of Sewell report and Advance HE response.
15 Apr 2021	Sub-Workgroup #2	8/8	Staff Group: Group discussed staff promotion and merit award but also whether Clinical academic awards are captured in the University recording of data as these individuals hold NHS grades. The group assigned tasks to assess appraisals and staff representation on decision making bodies, pay gap analysis, ECR support and training. The group also agreed to focus on analysis of the REC Survey data and link this to the various staff sections of the application.
14 April	Sub-Workgroup #3	5/8	Student Pipeline Group: members of the sub-working group met with the SAT Chair to review the student pipeline draft section. Discussion of what additional data was needed, how this should be presented and additional actions that could be included were considered.
16 Apr 2021	REC-SAT	30/32	SAT were updated on the presentation given to UEG on the findings of the REC surveys and the discussions that followed regarding how the survey data should be shared and the need to have a Comms plan in place. Each sub-working group provided SAT with an update on their progress. All groups were asked to formulate a

			complete draft with SMART actions for the next SAT meeting. The group were advised that the SAT Chair will meet with a representative from Advance HE in mid-May to clarify outstanding queries/concerns about the application process.
29 Apr 2021	UOD EDI Committee	27/30	Draft report of REC Survey/Focus Group findings was reviewed by the Committee and endorsed for consideration by the Principal and Vice Chancellor and UEG ahead of their meeting on 19 May 2021
29 Apr 2021	Sub-Workgroup #2	6/8	Staff Group: Group members provided updates on their data analysis and the drafting of their respective narratives. The group identified gaps in the narrative in relation to decision making, staff appraisal, recruitment, and REF, which required to be addressed by the next meeting of the sub-group.
11 May 2021	Sub-Workgroup #1	4/5	Institutional & Local Context Group: The group discussed what material/data had been gathered and allocated work tasks to draft the section narrative and actions. Discussion on what images ought to be included within the section that speak to the narrative was also discussed. Timeline for completion of section was agreed.
14 May 2021	REC-SAT	23/32	A revised timeline of REC work was presented to the SAT to ensure that work groups complete their respective sections of the REC application. SAT was informed that the intention to submit had been sent to Advance HE and the deadline for submitting the draft application for external developmental review was also agreed.
19 May 2021	UEG/Deans Group	17/19	REC-SAT Chair shared the finalised University REC survey report with UEG and School Deans and discussed timeline for disseminating the survey findings, holding a staff and student townhall consultation and the communication plan to deal with queries.
19 May 2021	PODCo	13/16	PODCo was updated by the REC-SAT chair on the UoD REC application. The findings of the staff/student REC surveys and focus groups were shared with the Committee highlighting the prominent concerns and the University's strategy to address issues going forward.

DRAFT

20 May 2021	Sub-Workgroup #1	3/5	Institutional & Local Context Group: Discussion of final drafting of section text, figures and images and required editing.
20 May 2021	Sub-Workgroup #2	6/8	Staff Group: Updates on narratives and action points discussed as well as publication of the Public Sector Equality Duty Documents. Call for any additional data or queries on data to be presented in the REC staff sections was discussed.
25 May 2021	Sub-Workgroup #4	7/8	L&T Group: Latest draft of the Learning and Teaching section was discussed. The group agreed on the actions and amendments required before the section is placed in the working draft application when and further refinement of the narrative and actions may need revisiting.
27 May 2021	Sub-Workgroup #3	4/7	Student Pipeline Group: Discussion around student admissions data application to offer rates, student profiles in individual Schools and required actions and responsible leads was had. Finalising draft of student pipeline section.
3 Jun 2021	Sub-Workgroup #2	8/8	Staff Group: Analysis and discussion of data regarding BAME representation and progression and on processes issues such as OSaR, merit awards and transparency of promotional procedures. Discussion was also held on prioritising actions
15 Jun 2021	University Court (Governing Body)	19/22	Court was updated by the SAT Chair on UOD REC Survey findings. Court reaffirmed its commitment to use its Governance oversight role to hold the University Executive Group accountable for delivery of the REC Action Plan and to establish KPIs as measures of success. Race agenda will be embedded (as part of EDI) as a standing agenda item on Court going forward.
16 Jun 2021	Sub-Workgroup #2	7/8	Staff Group: Discussion to took place to finalise the draft text and actions for Staff section 4 of the REC application. A further meeting was scheduled to agree on the actions in relation to Academic and PSS staff and to revisit/refine those on the Staff profile section
18 Jun 2021	REC-SAT	26/32	SAT chair welcomed Dr Arun Verma (Head of Race Equality Charter at Advance HE) to the meeting who provided the SAT with an update on Charter review, his views on the public

DRAFT

			release of our survey results and then took questions from the SAT on the REC process. The REC-SAT Chair then updated SAT on meetings with PODCo and Court and on the townhall meeting held with UoD Staff, which was chaired by the Principal regarding the REC survey findings. Appropriate feedback from the townhall would be incorporated by Workgroup leads into their respective sections. The status of the draft REC application was discussed, and the timeline agreed for refining the application ahead of the external developmental review by an Advance HE panel member/Associate.
Oct 2021	REC-SAT		To be held – to agree and finalise submission

Word Count Section 2B: 133

DRAFT

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.*

Although UoD formally joined the REC in December 2018, it conducted REC surveys in October 2017 to gauge staff/student understanding of racialised inequalities (Figure 2.2). Despite survey engagement being low, the findings highlighted concerns prompting the Principal to explain to the staff/student community why UoD was signing up to the principles of the REC. The University's commitment to the REC was underscored in communications during the BLM protests in summer 2020, but also by its decision to re-run comprehensive REC staff/student surveys in November 2020. To promote participation, the interim-Principal issued a UoD-wide communique detailing why the surveys were being undertaken and how they would inform the University's REC work and assist in developing actions addressing racial inequalities. Weekly newsletters during the survey period served as further engagement prompts (Figure 2.3).

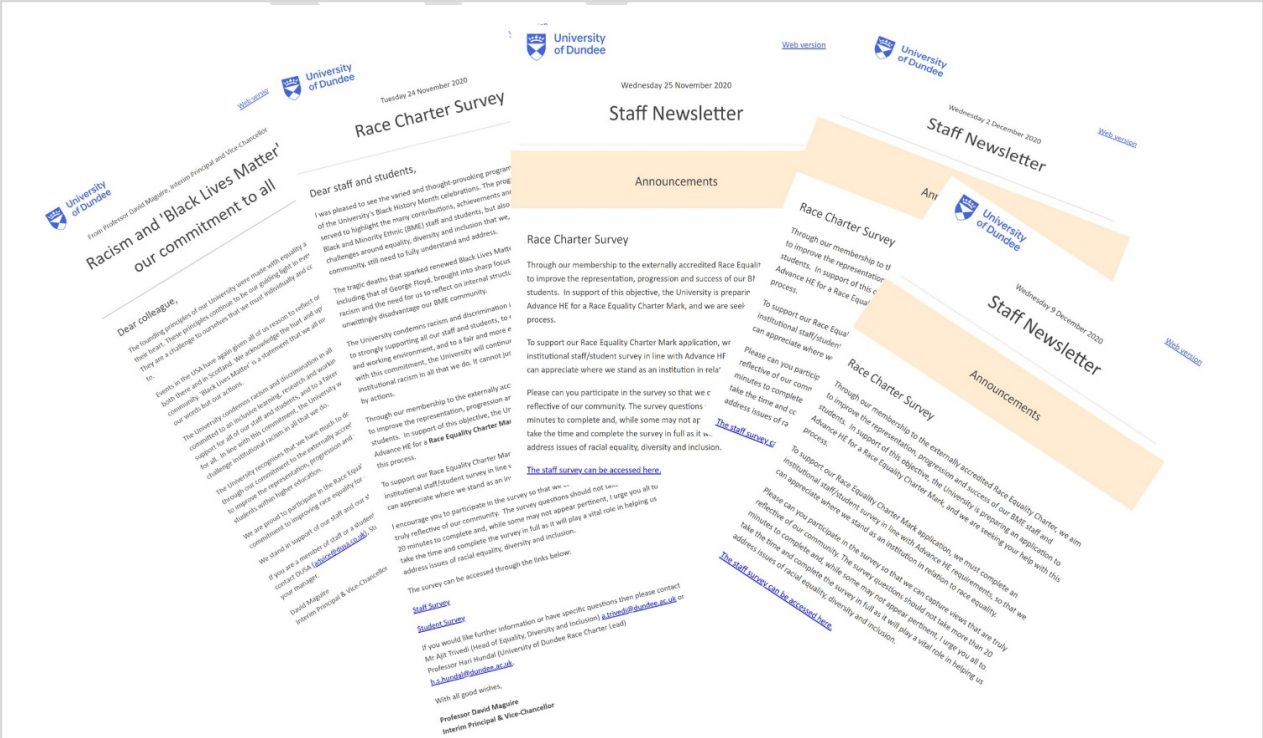


Figure 2.3: UoD internal communications promoting REC Staff/Student Surveys.

The REC-SAT chair emailed all School Deans/Directors/Service Heads encouraging internal communications to their staff/students to complete the REC Surveys. DUSA, student cultural societies and the BME staff network were also prompted to urge their respective memberships to participate in the surveys.

876 staff (29% participation) and 506 students (3.1% participation) responded, which were higher than the 2017 surveys in which staff and student response rates were 12% and 1.2%, respectively.

Figure 2.4 shows breakdown of staff survey respondents by ethnicity. Most responders (646, ~74%) were White, accounting for 24% of the University's White staff roll. 149 of total respondents were BAME, with 81 staff not disclosing their ethnicity. The figure also highlights the disaggregated ethnic profile of BAME staff. The BAME staff headcount at UoD in 2020 was 299. Consequently, BAME respondents accounted for nearly 50% of the UoD BAME staff population.

506 students responded to the survey; 304 were White (60%), 167 were BAME (33%) and 35 students (7%) chose not to declare their ethnicity (Figure 2.5). The figure shows BAME student respondents further disaggregated by ethnicity. Based on the University's 2020 student headcount and declared ethnicities, the survey captured the views of 2.8% and 5.8% of UoD White and BAME student population, respectively.

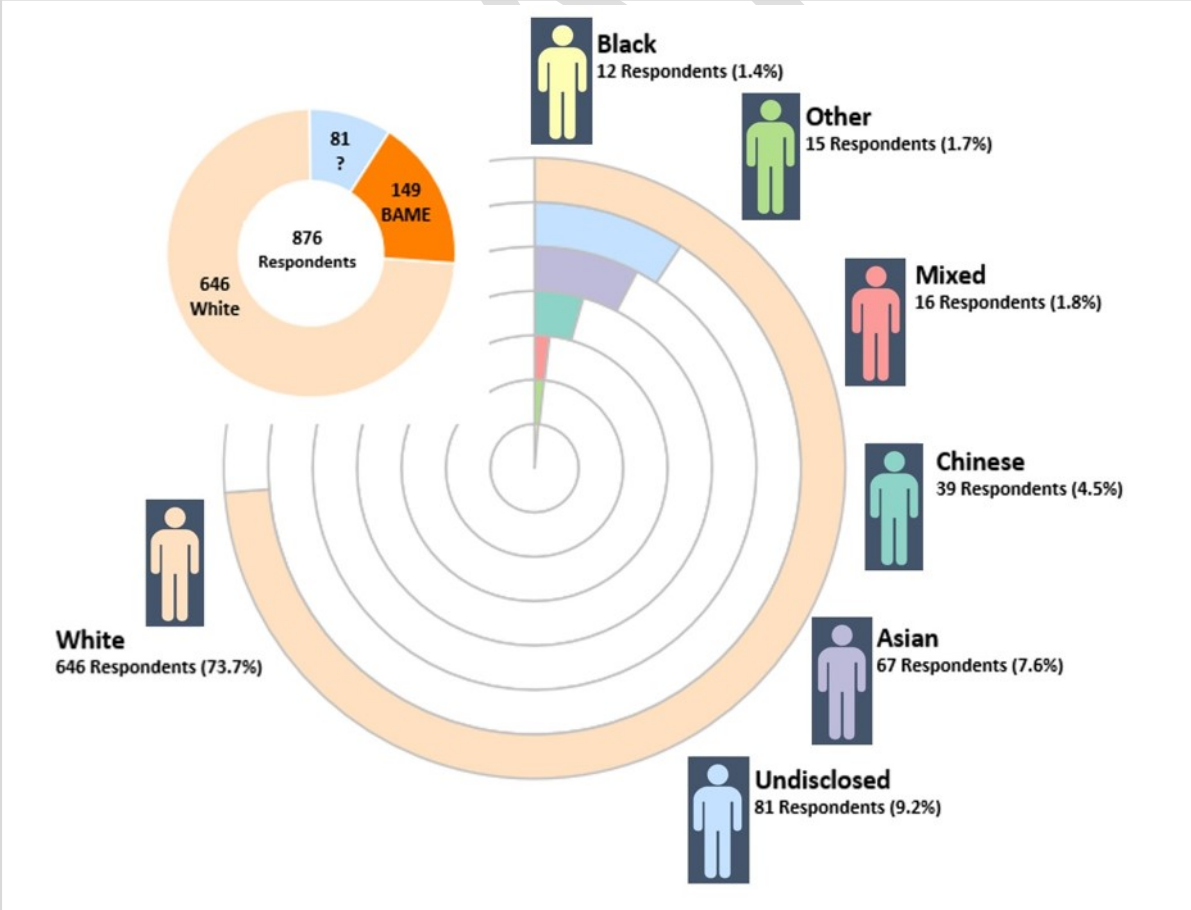


Figure 2.4: Staff REC survey, respondent profile by ethnicity.

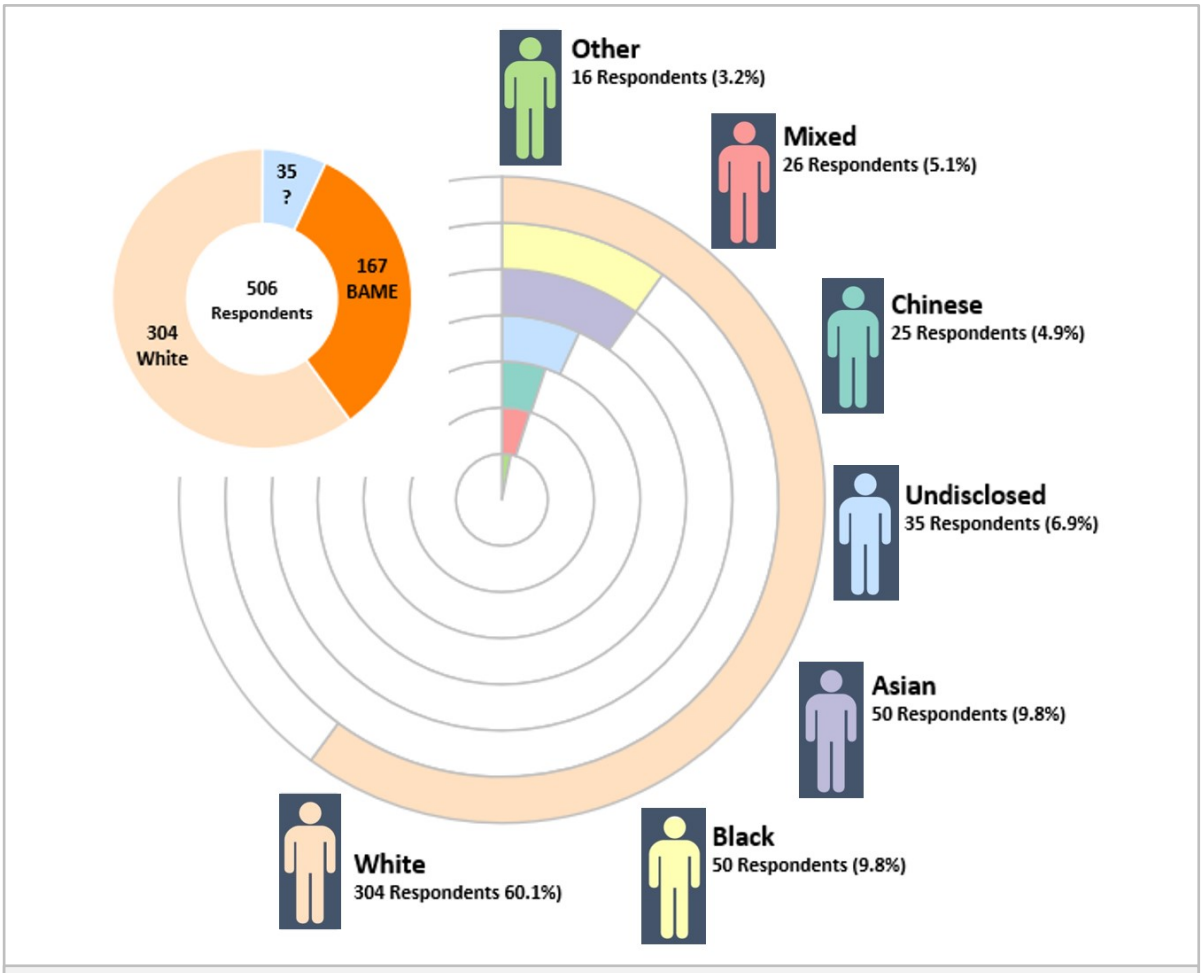


Figure 2.5: Student REC survey, respondent profile by ethnicity.

The surveys had over 2,200 free text box comments (1,494 from staff and 727 from students) communicating a rich diversity of opinion, mindset, and position.

Staff and students were further involved and consulted by invitation to focus groups (2 for staff and 2 for students). A total of 18 staff (9 White and 9 BAME) and 13 students (all BAME) participated. Despite numerous calls, no White students participated. Focus groups had staff representation from several Schools and trade unions (UNISON and DUCU) and students studying in the various Schools. Focus groups deliberated prominent issues emerging from institutional and survey data and, significantly, offered participants the opportunity to freely share their views/lived experiences of racism and racial inequalities both on and off-campus.

The SAT compiled a report detailing the prominent findings, concerns and recommendations emerging from the REC survey/focus group. The report was communicated to the EDI committee prior to consideration by UEG and PODCo. Local councillors and politicians representing Dundee constituents in the Scottish Parliament were consulted prior to the full report being made public and shared with UoD staff and students.

Figure 2.6: UoD REC Staff/Student survey and focus group finding and analysis.
Report made public 7 June, 2021.
(https://www.dundee.ac.uk/download/56521/media)

The findings were reported by various media outlets, whose headlines, given the issues identified, were not entirely unexpected (Figure 2.7). Following release of the report, further consultation/feedback took place *via* a "Townhall" with staff chaired by the Principal and with DUSA to hear concerns/comments of the student body. Relevant feedback from these sessions helped inform the REC application and action plan, which were subsequently shared with staff and students for comment and further refinement.

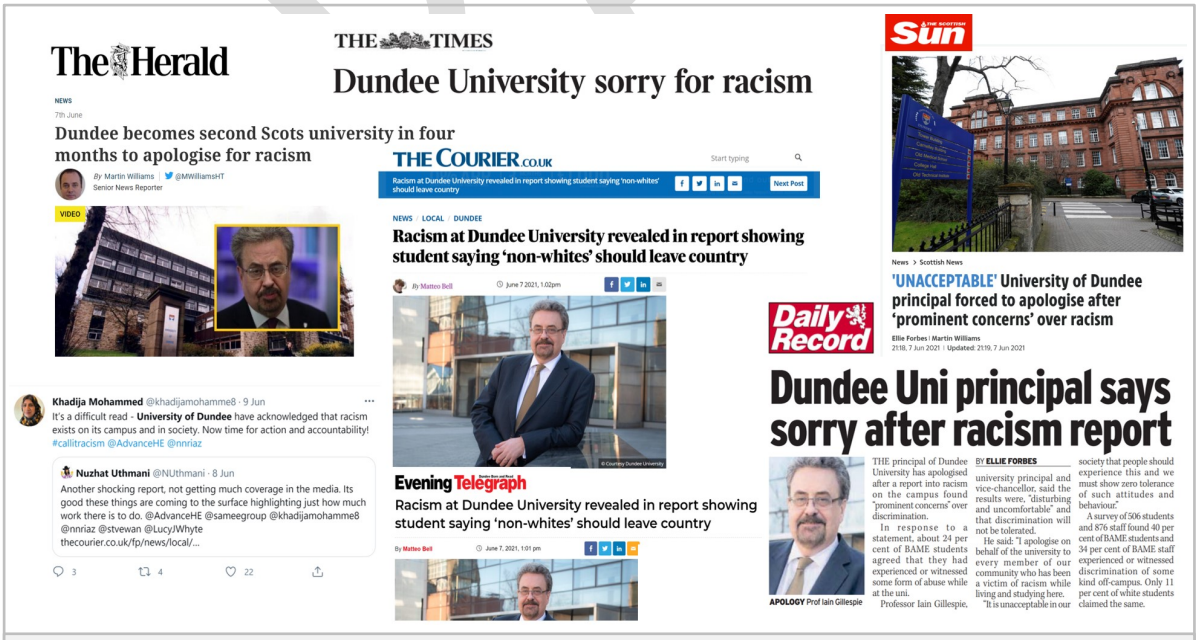


Figure 2.7: Media response to publication of the UoD REC Survey/Focus Group report.

Court communicated its unequivocal support for the University's REC work and its efforts to tackle racism and racial inequalities facing staff and students (Figure 2.8)

University of Dundee

Web version

Monday 5 July 2021

Race Equality Charter – a view from University Court

Dear colleagues,

The results of the staff and student survey on race equality were shocking to us all. We talk often of a strong University community, one that has overcome many challenges. It is difficult to accept that within that community we see views that are so offensive to many, particularly to our Black staff and students and those from other ethnic backgrounds, but the survey forces us to recognise this and take action.

At our recent meeting of Court, members gave their unequivocal support for the work being done towards the University's application for the Race Equality Charter.

We must challenge ourselves to do better. Everyone within our community should feel safe and supported in Dundee, regardless of creed, colour or any other characteristics. We strive to be a rich, diverse and thriving environment, welcoming to people from around the world.

We have shown over many years we are a better institution for that. We are expanding our horizons, not narrowing them. We cannot tolerate views that are frankly bigoted and closed minded.

I, and my colleagues on Court, fully support the actions being taken by the Principal and University Executive Group, and the team who have been working on the submission to the Race Equality Charter.

As a Court we intend to lead by example and are setting ourselves targets which are consistent with the Charter. These have not yet been formalised but will be confirmed at our September meeting, and I fully expect the University community will hold us rigorously to account.

Gaining the Race Equality Charter mark will not be an end in itself, but it will set a standard that we must aspire to, and reach beyond, every day.

Ronnie Bowie
Chair of Court

Figure 2.8: Viewpoint in response to REC Survey findings from the Chair of University Court (Ronnie Bowie).

Consultation and communication with staff and students are crucial elements of the University's REC work going forward. The Principal will provide a biannual newsletter detailing progress on the implementation of the REC action plan and reiterating his personal commitment to its delivery [**Action 2.1**]. Progress on REC actions will also be logged on our EDI webpages where a discussion board will be established to facilitate further dialogue on race issues [**Action 2.2**].

Word Count Section 2C: 689

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*

The REC-SAT will continue to meet regularly and maintain oversight of the institution's REC work, but a new REC Implementation Team (RECIT) will be established to ensure delivery of the action plan [**Action 2.3**]. RECIT membership will be drawn from the SAT and include individuals holding positions of seniority to take ownership/responsibility for delivering actions. RECIT will report to the REC-SAT, which will communicate progress to the EDI committee [**Action 2.4**], thereby incorporating delivery of the Action Plan into the institutional reporting structure (Figure 2.1).

SAT membership will change with staff/student departures. The SAT chair, EDI Head and BME staff network will remain active in recruiting new members and ensuring composition remains diverse with broad institutional stakeholder representation. At mid-cycle of the REC award, the SAT will agree its membership and assign roles for REC mark renewal [**Action 2.5**].

ACTION 2.1: Regular communication from the Principal updating the staff/student community on UoD REC work and implementation of action plan.

ACTION 2.2: Progress on REC actions will be documented on UoD EDI webpages and a link to a discussion board established to facilitate community dialogue/debate on race issues.

ACTION 2.3: Establish a Race Equality Charter Implementation Team (RECIT) to support the execution of the institution's action plan and formalise workload allocation and recognition of the role as part PDR/OSaR for members of the RECIT and SAT.

ACTION 2.4: Embed Action Plan within the institution's EDI strategic priorities and reporting structures.

ACTION 2.5: Agree membership of the REC Self-Assessment Team mid-cycle in preparation for renewal of the REC mark.

Word Count Section 2D: 139

SECTION 2 WORD COUNT: 1289

3. INSTITUTION AND LOCAL CONTEXT

3A: OVERVIEW OF YOUR INSTITUTION

Please include:

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

UoD is a Scottish institution operating on a global stage with an annual turnover of £250M. The University's impact is felt from the centre of Dundee, where it is critical to the city's future plans and prosperity, to developing countries where it is helping to cure devastating diseases like malaria and giving people life-changing opportunities for education.

UoD Mission Statement
"To transform lives, locally and globally, by the creation, sharing and application of knowledge. We do this with world-class teaching, pioneering research, and work that has social, cultural and economic impact".

The university has over 14,000 students and 3,265 staff with representation from 147 countries. Around 12,000 students are undergraduates with ~25% from outside the UK. Figure 3.1 and Tables 3.1-3.2 provide a breakdown of White and BAME staff and students UoD-wide and by School.

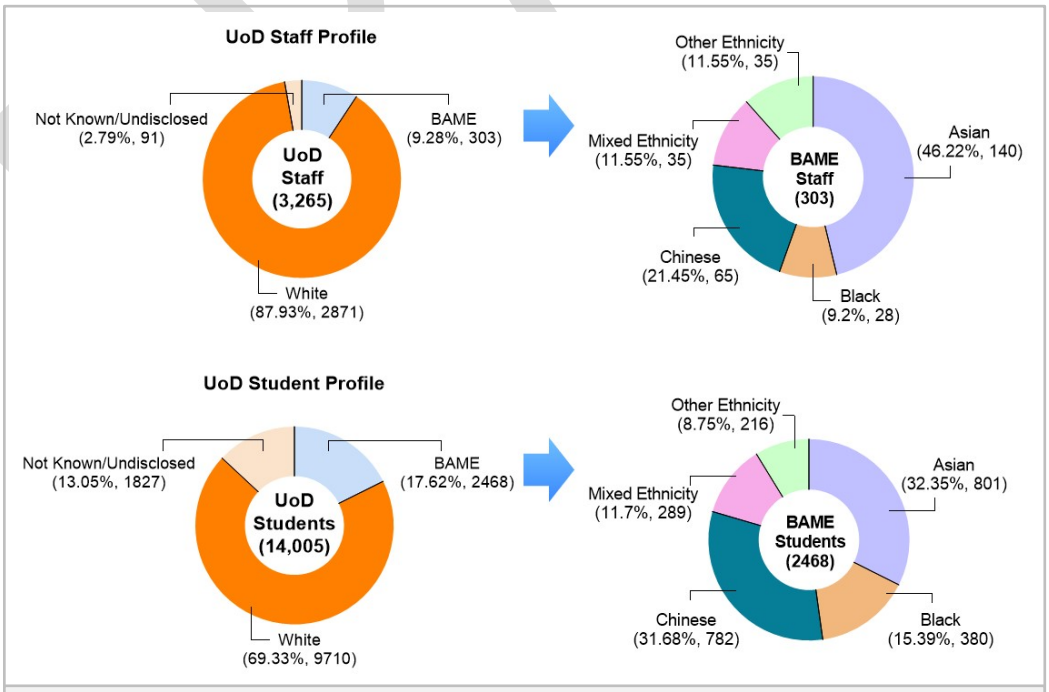


Figure 3.1: Ethnic composition of UoD Staff and Students 2019/2020

Table 3.1: UoD Staff Ethnicity 2019-20 (% of total staff population)

Staff	2019/20					
Ethnicity Sub-Group	**BAME**		**White**		**Undisclosed**	
Schools / Directorates	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
Directorates	37	1.13%	997	30.54%	27	0.83%
School of Art and Design	9	0.28%	138	4.23%	2	0.06%
School of Business	10	0.31%	44	1.35%	1	0.03%
School of Dentistry	10	0.31%	78	2.39%	1	0.03%
School of Education and Social Work	5	0.15%	105	3.22%	2	0.06%
School of Health Sciences	3	0.09%	104	3.19%		
School of Humanities	6	0.18%	63	1.93%	1	0.03%
School of Life Sciences	105	3.22%	540	16.54%	29	0.89%
School of Medicine	74	2.27%	496	15.19%	21	0.64%
School of Science and Engineering	23	0.70%	172	5.27%	4	0.12%
School of Social Sciences	21	0.64%	134	4.10%	3	0.09%
Total	**303**	**9.28%**	**2871**	**87.93%**	**91**	**2.79%**

Table 3.2: UoD Student Ethnicity 2019-20 (% of total student population)

Ethnicity Sub Group	BAME		White		Not Known		Total	
School	**Students**	**%**	**Students**	**%**	**Students**	**%**	**Students**	**%**
School of Art and Design	108	0.77%	1150	8.21%	149	1.06%	**1407**	**10.05%**
School of Business	728	5.20%	575	4.11%	316	2.26%	**1619**	**11.56%**
School of Dentistry	124	0.89%	215	1.54%	87	0.62%	**426**	**3.04%**
School of Education and Social Work	77	0.55%	946	6.75%	44	0.31%	**1067**	**7.62%**
School of Health Sciences	117	0.84%	1645	11.75%	77	0.55%	**1839**	**13.13%**
School of Humanities	39	0.28%	802	5.73%	101	0.72%	**942**	**6.73%**
School of Life Sciences	140	1.00%	592	4.23%	159	1.14%	**891**	**6.36%**
School of Medicine	316	2.26%	814	5.81%	169	1.21%	**1299**	**9.28%**
School of Science and Engineering	362	2.58%	1277	9.12%	351	2.51%	**1990**	**14.21%**
School of Social Sciences	457	3.26%	1693	12.09%	374	2.67%	**2524**	**18.02%**
Student Services			1	0.01%			**1**	**0.01%**
Total	**2468**	**17.62%**	**9710**	**69.33%**	**1827**	**13.05%**	**14005**	**100.00%**

The University has three campuses with most staff/students based on the City Campus. SMED is based at Ninewells Hospital on the west side of the city, while part of the SHS is on the former Nursing campus in Kirkcaldy, Fife (Figure 3.2).

UoD is known for world-leading research, practice and teaching in life sciences, medicine, dentistry, engineering, law and art & design (Figure 3.3). This diversity allows the University to be joined up in its approach and interdisciplinary in its thinking, enabling it to address many local and global challenges. The UoD Strategy to 2022 places excellence and a high-performance community at the heart of everything the University does.

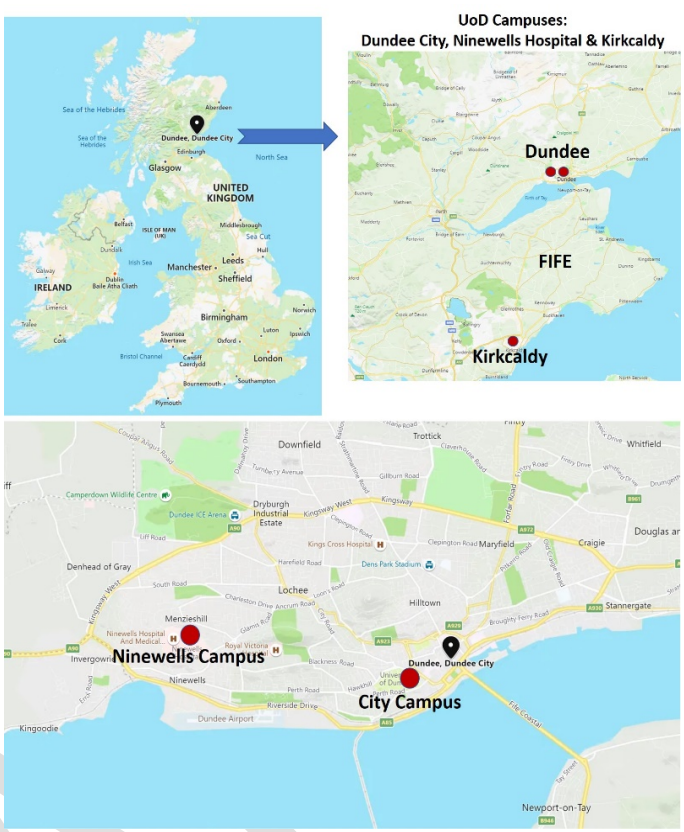


Figure 3.2: Location of the University's three campuses.

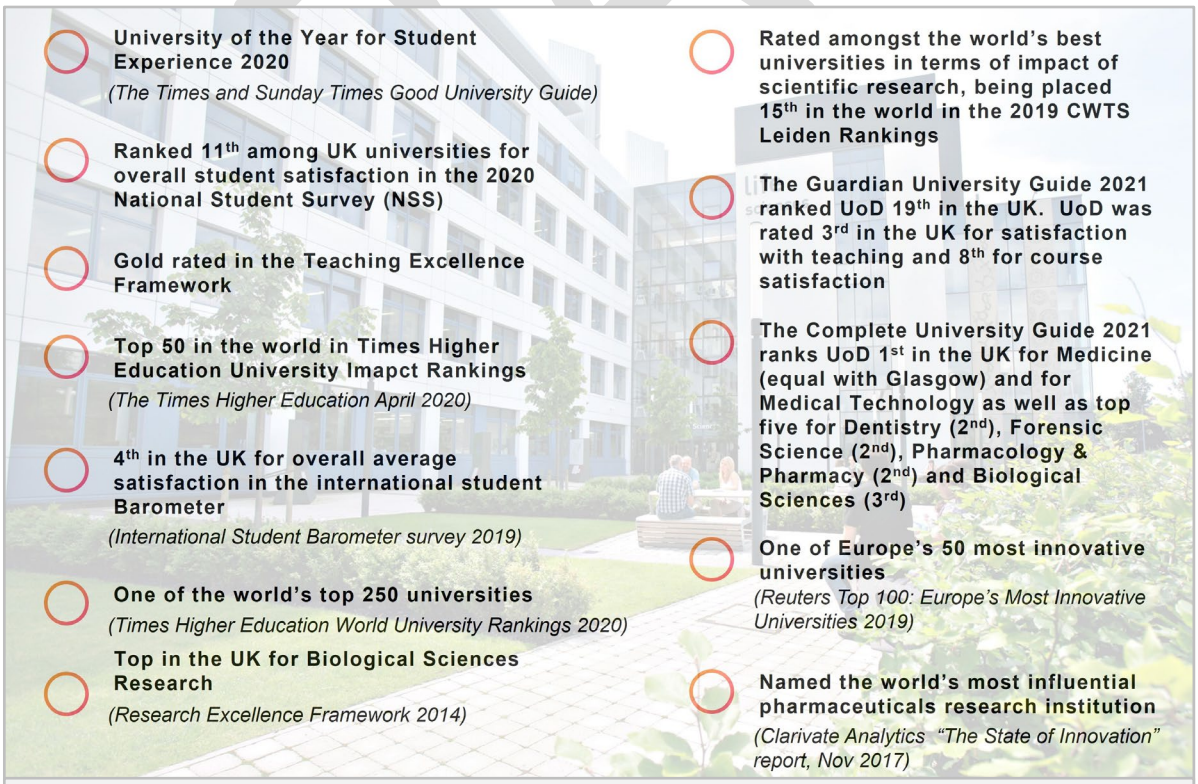


Figure 3.3: UoD successes in Research, Teaching & Innovation.

Governance

Court is the University's governing body and Senate its supreme academic authority taking oversight of the University's work in research, knowledge exchange, and L&T.

The Principal/VC chairs the UEG, which comprises VPs, the COO, Directors of HROD and Finance, and a UEG-EDI Champion. The VP for Academic Planning & Performance manages the Deans of 10 Academic Schools and the COO leads a team of 10 Professional Services, each headed by a Director (Figure 3.4).

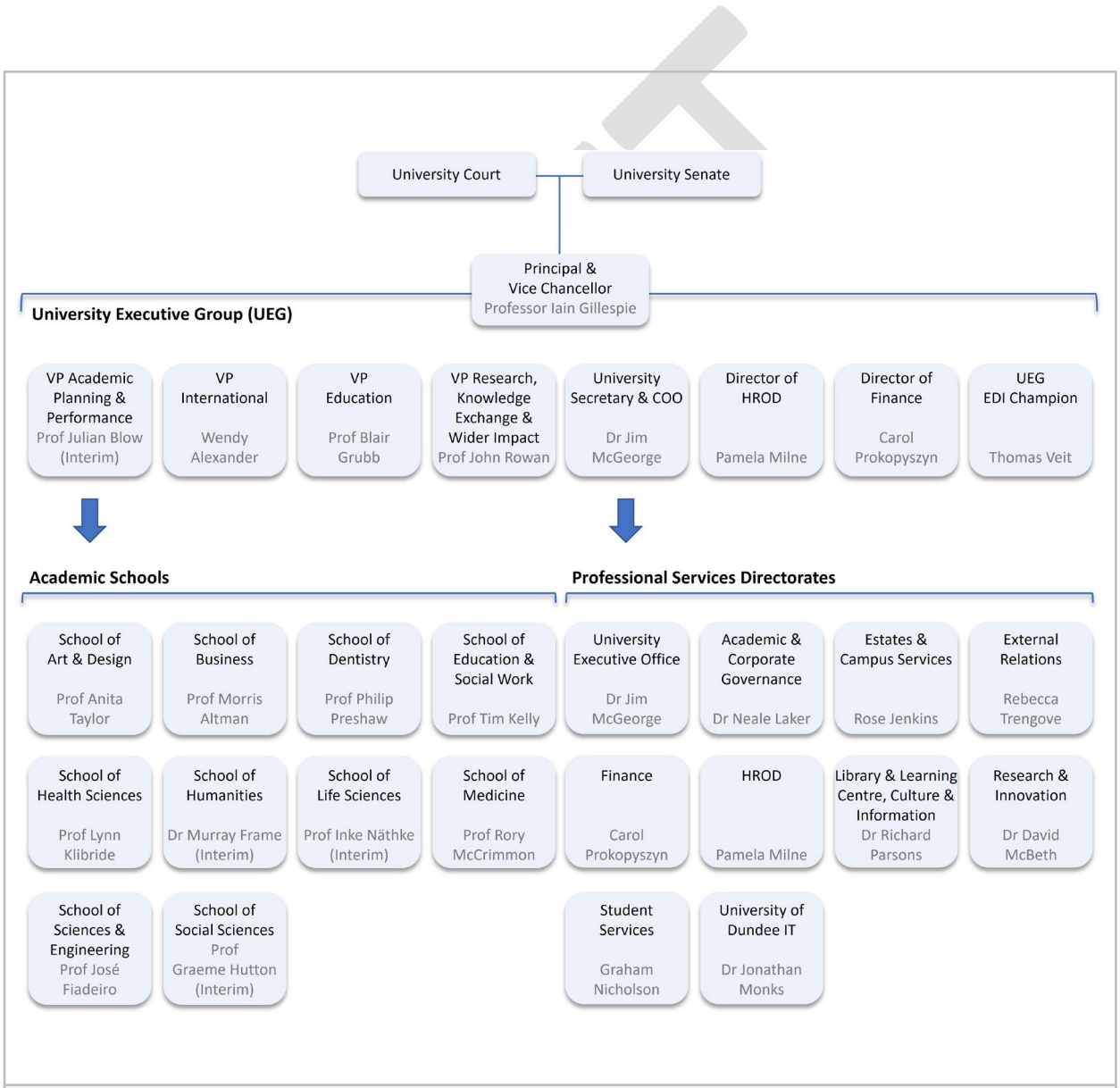


Figure 3.4: A representation of the UoD governance structure, including academic schools and professional services and their respective Deans and Directors.

Students' Association

DUSA represents student interests on both Court and Senate and provides social, recreational, advice and support to all students irrespective of age, gender, background, or belief and promotes numerous societies and cultural/ethnic events that celebrate diversity and inclusion (Figure 3.5).

Figure 3.5: DUSA - student cultural societies catering for BAME students.

Historical context

UoD was founded in 1881 as University College, Dundee (UCD). Its principal benefactor, Mary Ann Baxter, made two important stipulations in her deed of endowment. First, education be offered equally to "persons of both sexes" and, second, "the fundamental condition that no student, professor, teacher or other officer… shall be required to make any declaration as to his or her religious opinions". The University was thus founded on important principles of non-discrimination.

In 1897, UCD became part of the nearby University of St Andrews. Although most students in the early years came from the immediate area, overseas students enrolled from 1896, with the first student of colour coming in 1908 and greater numbers enrolling after the Great War from India and other parts of the British Empire. In 1927 the first Islamic Society was formed at UCD to support the growing student population of that faith.

After becoming Queen's College, Dundee in 1954, international student numbers (mostly for studying Medicine) and diversity grew considerably (Figure 3.6), increasing significantly after 1967 when Dundee gained independence from St Andrews and became the UoD.

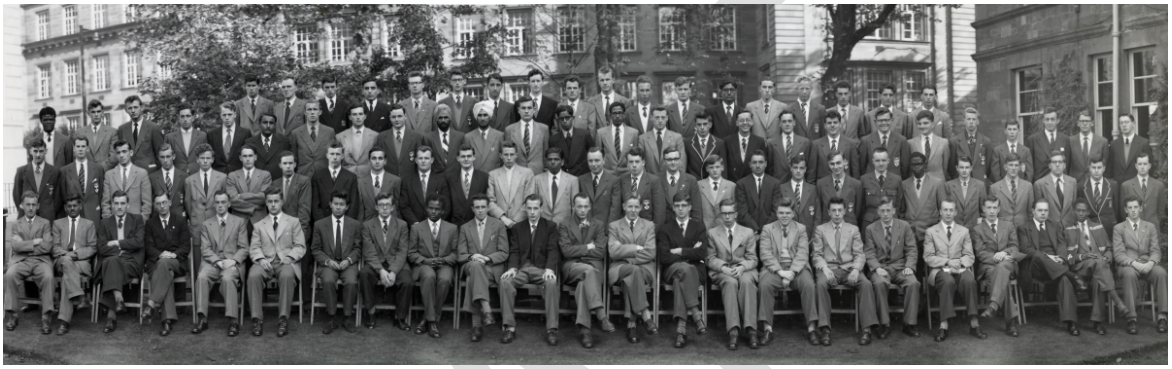


Figure 3.6: Ethnic diversity among the male students of Queen's College, Dundee, c.1956 (Image courtesy of UoD Archives).

Word Count Section 3A: 510

DRAFT

3B: OVERVIEW OF 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*

Scottish context

Scotland has a much lower BAME population (4%) than RUK (12.9%), although, Dundee's BAME population is greater than the Scottish average and surrounding regions (Table 3.3).

Table 3.3: Ethnicity of population based on 2011 census (%)

Ethnicity	RUK	Scotland	Dundee	Fife	Perth and Kinross	Angus
White	87.1	96.0	94.0	97.6	97.9	98.7
Asian	6.9	2.7	4.0	1.6	1.3	0.8
Black	3.0	0.7	0.9	0.3	0.3	0.2
Mixed	2.0	0.3	0.5	0.3	0.3	0.2
Others	1.0	0.3	0.6	0.2	0.2	0.1
BAME population	12.9	4.0	6.0	2.4	2.1	1.3
Total	**100**	**100**	**100**	**100**	**100**	**100**

Post-war racial conflicts seen in large English cities were mostly avoided in Scotland because of the low BAME population, but the recent surge of nationalism and anti-BLM rhetoric in Scotland seems to have been accompanied by a small, but significant rise in White supremacist attitudes that sadly have also filtered into some UoD students.

UoD 2020 Student REC Survey Quotes
"The University of Dundee must make Scottish students its prime focus and priority. And all Scots are White." – White Student "This is Dundee. This is Scotland. Everything should be taught from OUR perspective. If Africans and Asians don't like it they can go somewhere else" – White Student "Pay for them to permanently return to their homelands." – White Student

Population demographics

Notably, UoD and other HEIs have been largely responsible for the ethnic diversity of the city (Table 3.4). Many of Bangladeshi and Pakistani heritage came originally as students and stayed after graduating. Some found work in Dundee's jute mills, which encouraged family and friends to come and establish permanent Asian communities.

Table 3.4: Ethnicity of Dundee population based on 2011 census, from About Dundee 2018 (Dundee City Council publication)

Ethnicity	People	Percentage
White: Scottish	123,827	84.1%
White: Other British	7,783	5.3%
White: Irish	1,369	0.9%
White: Gypsy/Traveller	98	0.1%
White: Polish	1,990	1.4%
White: Other White	3,393	2.3%
Mixed or Multiple Ethnic Groups	685	0.5%
Pakistani, Pakistani Scottish or Pakistani British	2,047	1.4%
Indian, Indian Scottish or Indian British	1,417	1.0%
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	310	0.2%
Chinese, Chinese Scottish or Chinese British	1,274	0.9%
Other Asian	790	0.5%
African, African Scottish or African British	1,163	0.8%
Other African	7	0.0%
Caribbean, Caribbean Scottish or Caribbean British	167	0.1%
Black, Black Scottish or Black British	66	0.0%
Other Caribbean or Black	36	0.0%
Arab, Arab Scottish or Arab British	693	0.5%
Other Ethnic Group	153	0.1%
Total	**147,268**	**100%**

Racial tensions

The increased visibility of ethnic minorities in Dundee led to an equally visible increase in racism. The regional council and local groups implemented a number of initiatives in the late 1980's (Figure 3.7). Despite such actions, in 1993 the police recorded a 50% rise in race crime, which led Dundee being dubbed "the Scottish capital for racial harassment". In 2005, Dundee

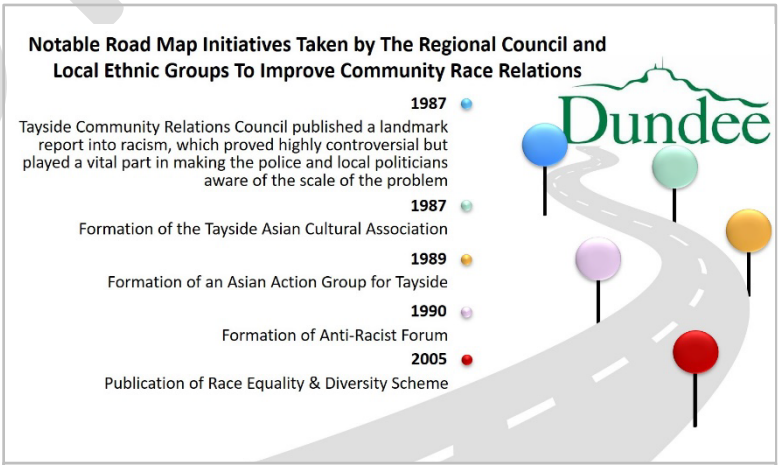


Figure 3.7: Local early initiatives to tackle racism and foster better community race relations.

Council published its race equality diversity scheme and although incidences declined until 2016-17, racially aggravated crime has since been increasing (Figure 3.8).

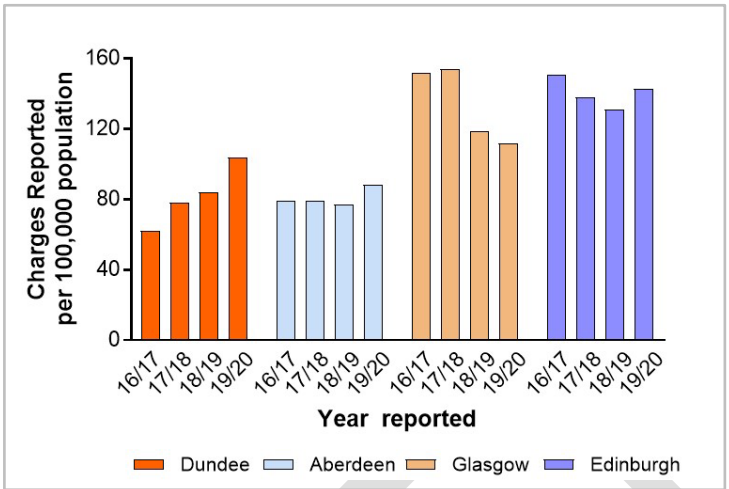


Figure 3.8: Racially aggravated crime, Charges reported, 2016-17 to 2019-20 by Procurator Fiscal Office

Despite local race tensions, UoD has been proactive since 2005 in supporting the interests of its BAME community and, going forward, is firmly committed to its race and wider equality agenda (Figure 3.9 and 3.10).

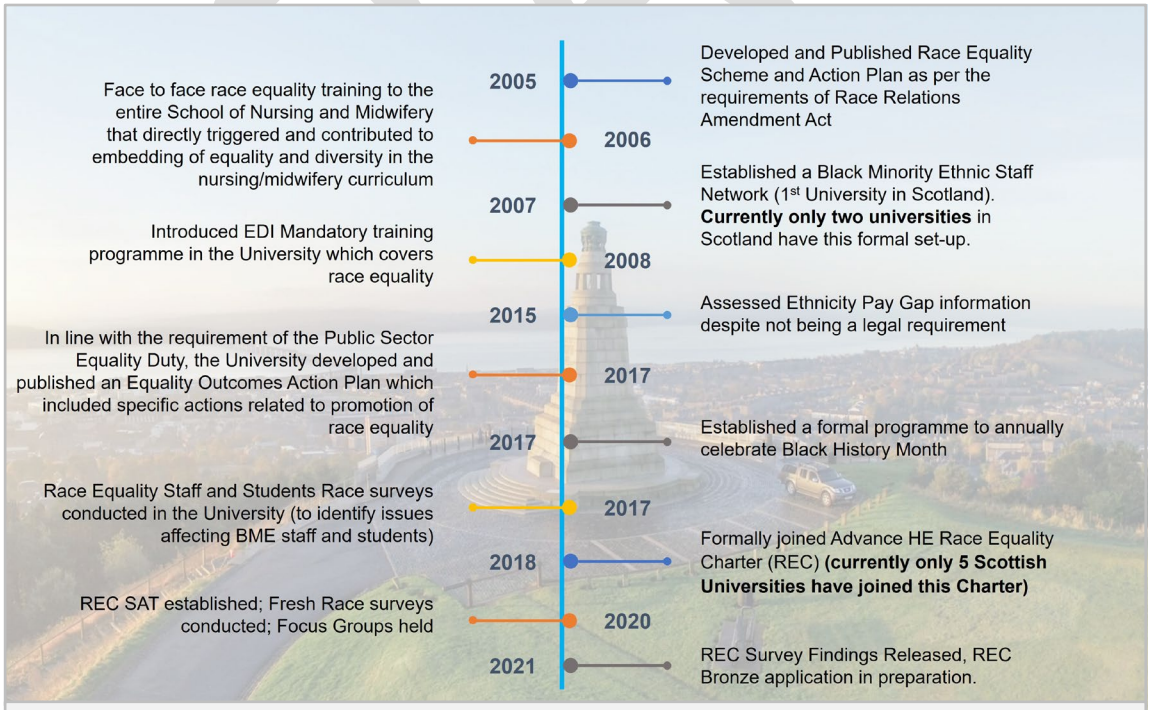


Figure 3.9: Key milestones in the UoD race equality journey thus far.

Figure 3.10: UoD recently commissioned new sign boards for its Campus Green, an open space enjoyed by all and used to host graduation garden parties, to express a clear flowing message of the University's commitment to equality, diversity, and inclusion. The colourful illustrations have been created by Jagoda Sadowska, a recent UoD DJCAD graduate.

Although only small numbers of staff and students are based at the Kirkcaldy campus, it is noteworthy that Kirkcaldy was the location of the tragic death in 2015 of Sheku Bayoh in circumstances strikingly like those of George Floyd (Figure 3.11).

Figure 3.11: An independent public inquiry has begun into the death of Sheku Bayoh who was killed in police custody in Kirkcaldy, Fife.

Significantly, when staff/student awareness of local race tensions as well as attitudes, experiences towards racism both on and off-campus were surveyed, the findings revealed a striking difference in perception of the UoD White community of the prevalence of racism compared with the lived experience of BAME individuals. Many White respondents showed poor awareness of race issues impacting their BAME colleagues (Figure 3.12, 3.13). [**Action 3.1**].

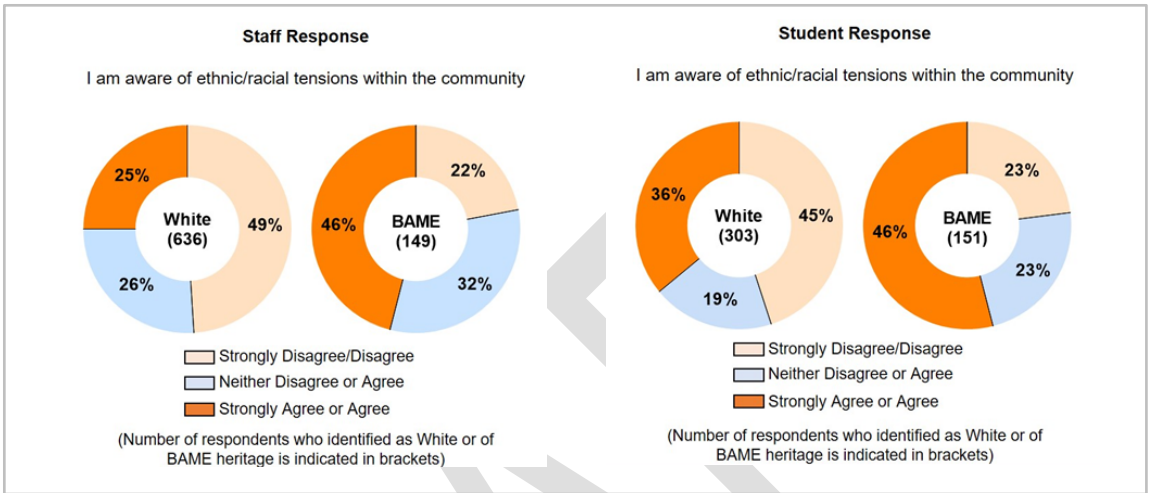


Figure 3.12: The awareness of ethnic/racial tensions in the local Dundee community for White and BAME staff (left panel) and White and BAME student survey respondents (right panel). UoD REC Surveys 2020.

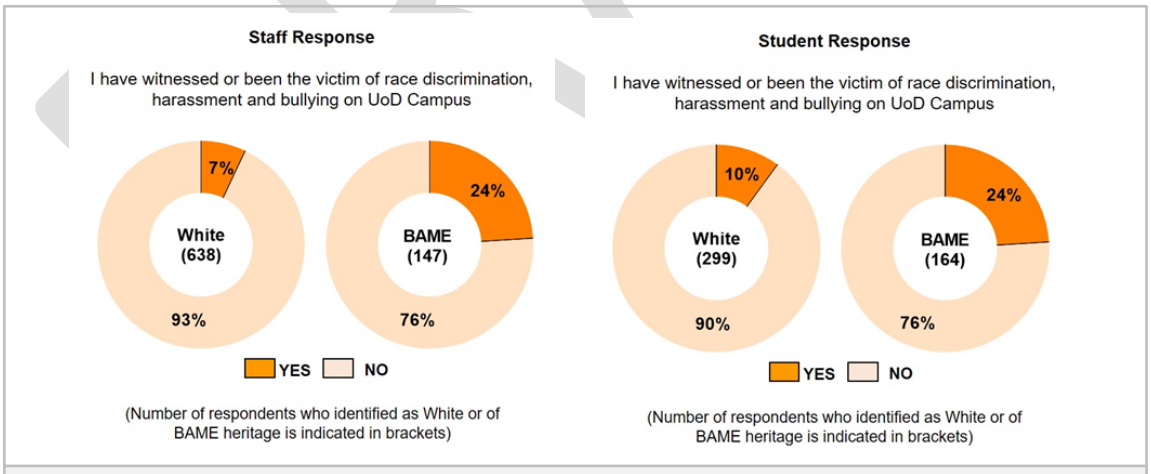


Figure 3.13: The proportion of White and BAME staff (left panel) and White and BAME students (right panel) survey respondents who have witnessed or been the victim of race discrimination. UoD REC Surveys 2020.

UoD 2020 REC Staff/Student Survey Quotes
"As a white person, I have not perceived racial tensions, but I have been alerted by colleagues that they do exist" - White Staff *"I feel very unaware of any local ethnic/racial issues. I keep up with Dundee news on Twitter but haven't been aware of any tensions around this." - White Staff* *I don't think there are any ethnic/racial tensions within the local community. I have never encountered nor heard of anything even slightly reminiscent of it." – White Student*

ACTION 3.1: UoD to raise awareness of its zero tolerance to racism and introduce an anti-racist training module that incorporates an active bystander programme for staff and students.

UoD BAME staff and students also reported up to a four-fold greater incidence of racial victimisation off-campus compared to White colleagues (Figure 3.14). This victimisation increased by ~9-fold for Chinese students during the Covid-19 pandemic, which is likely linked to the reported national rise in Covid-related hate crime.

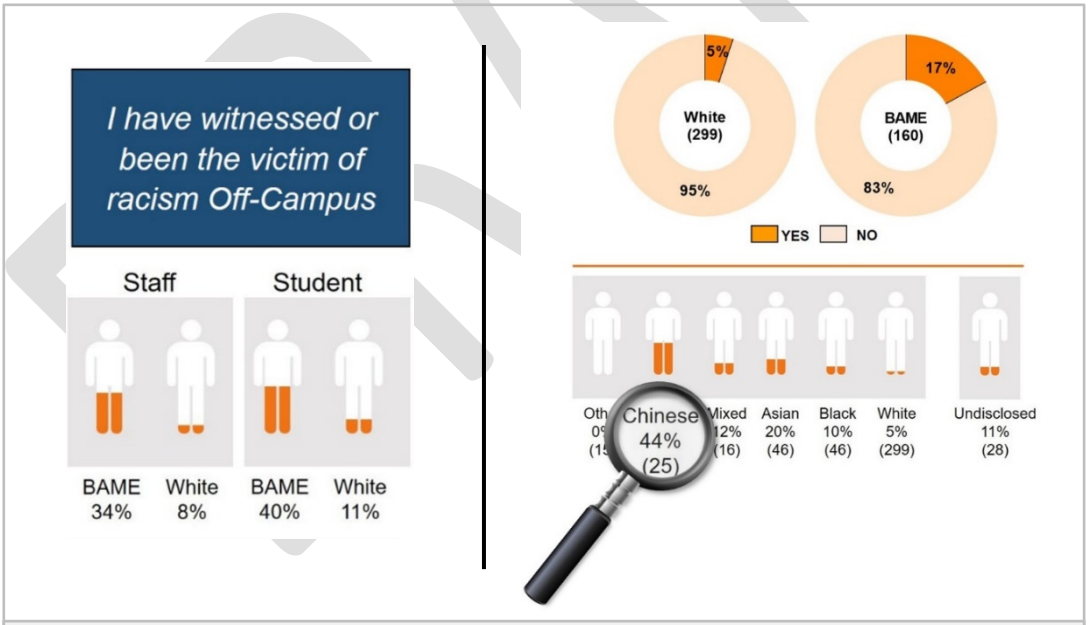


Figure 3.14: Staff/students were asked to indicate whether they had experienced racism off-campus (left panel). Students were asked if they had been subject to racial victimisation during the Covid-19 pandemic (right panel). Numbers responding from White and BAME ethnicities are indicated in brackets. UoD REC Surveys 2020.

Government data indicate race hate crime increased in the aftermath of George Floyd's death and has been linked to the back lash from far-right groups to the BLM protests. Dundee was not exempt from this rise in racial tension as demonstrated by the defacing of a city centre George Floyd mural with white supremacist symbols only days after it was painted (Figure 3.15) [**Action 3.2-3.4**].

Figure 3.15: In 2020, a city centre George Floyd mural by graffiti artist Symon Matheson was defaced by white supremacist vandals (image courtesy of Syke Graffiti Art).

ACTION 3.2: UoD will take a pro-active role in working with Dundee City Council and other agencies to address racism, and the city's relationship with slavery via (i) representation on City of Dundee Black History Working Group; (ii) commissioning UoD Founders Project to explore links to slavery and colonialism (UoD will resource a post doc researcher to explore this and (iii) collaborating with Dundee City Council on the Woven Together project to explore Dundee's BAME history.

ACTION 3.3: UoD will share its REC survey results with the University and the wider community, to raise awareness of these differences in how race discrimination, harassment and bullying are perceived.

ACTION 3.4: UoD will continue to monitor via survey, perceptions, and feelings of BAME and White staff and students in our community to monitor any changes through development and implementation of our REC action plan.

Engagement with minority ethnic communities

UoD became the first Scottish university to attain a Gold Watermark from the National Co-ordinating Centre for Public Engagement. The university has developed numerous links to relevant agencies and community-based organisations to promote racial justice and equality but recognises more needs doing to nurture these and develop new connections (Table 3.5) [**Action 3.5 and 3.6**].

Table 3.5: UoD engagement with external groups/organisations

UoD School /Service	Existing links to external agencies/community groups on projects promoting race equality and opportunities for BAME individuals	Date links established	Achievements so far
SHS and SSS	**Dundee International Women's Centre** which aims to engage, educate and empower women with an emphasis on those from BAME and migrant communities, to reach their full potential and prosper in their communities	2019	• Collaboration with Art at the Start https://sites.dundee.ac.uk/artatthestart/ • ran a block of art therapy specifically for mothers and young children • follow up activity during 2020 December holidays • Enthusiastic and always keen to engage with us
SESW	**The One World Centre** which promotes justice and equality through education by supporting schools and community groups in Dundee and surrounding areas to engage in global citizenship through active learning	Before 2011	• SESW have developed a two-way partnership with the ONE World Centre. This involves co-leading CPD and general events for educational professionals, teachers and the general public. • The ONE World Centre regularly collaborates on Education courses providing input for students and leading specialist workshops helping them learn more about our place in

DRAFT

			an increasingly diverse global community and challenging traditionally western world views. • UoD partners with ONE World Centre and Dundee Fair Trade Forum, to raise related issues with the general public.
SHS	**The Minority Ethnic Carers of People** **Project** that specifically supports BAME carers, by offering information, advice, and a range of support and social opportunities.	2015	Joint learning and teaching sessions were developed and delivered, involving our undergraduate students and members of the gypsy traveler community; the focus of these sessions was on shared discussion around access to health and social care. • Two main types of sessions – forum theatre (with adult and mental health field students) and workshops (with child field students). • A small amount of external funding was secured to support this work • The forum theatre sessions were delivered on the University campus on two occasions and in community venues on two occasions – It was felt that going into each other's settings was a valuable move in terms of breaking down perceived barriers and opening up discussions.

DRAFT

			Since COVID work on this event has been halted.
SSS	**AMINA** an organisation that empowers and supports Muslim and BAME women to create an inclusive Scotland in which BAME women can contribute fully.	2021	Also collaborating with Art at the Start Ran art therapy with this group online. First time for many doing activities with their child due to lockdown. Amina will use lottery funding they have received to work more closely with UoD. UoD are seeking funding to work closely with refugee groups. Working with Kurdish mums to reduce isolation and engage with art.
SESW	**Wellcome (Trust)** to develop an anti-racism and anti-ableism curriculum for Trust staff	2021	Led by Prof Fiona Kumari Campbell (BME staff member on SAT). First cohort of staff attended six-week training in May 2021. Second cohort will start in September 2021.
UoD Museum/ Abertay Historical Society	**Dudhope Multicultural Centre, Dundee International Women's Centre and Al Maktoum College** on a project called Woven Together to research the history of BAME people in Dundee (https://www.dundee.ac.uk/museum/exhibitions/woven/)	2020	Survey undertaken autumn 2020. Funding secured and Project Co-ordinator appointed autumn 2021, with community engagement to begin in October 2021
UoD Museum Services	**Dundee City Council** who recently established a City of Dundee Black History Working Group	2021	Group have established several workstreams with key actions to be addressed including greater contribution to Black History Month and creation of public art celebrating Dundee BAME communities

DRAFT

Staff/Student Recruitment

UoD does not hold geographical data on where staff are recruited from (**See Actions 5.1 and 6.1**) but records whether staff are UK or Non-UK. Compared to PS staff, Non-UK staff have greater proportional representation in the AR Staff grouping, which attracts higher international recruitment (Figure 3.16). In contrast, although higher grade PS staff are recruited from across Scotland and RUK, those on lower grades are mostly local recruits. As a result, certain groups (notably Black and Chinese) are underrepresented in the PS group (see Section 6). UoD has 42 different staff nationalities. Table 3.6 shows staff profile linking nationality data to global geographic regions.

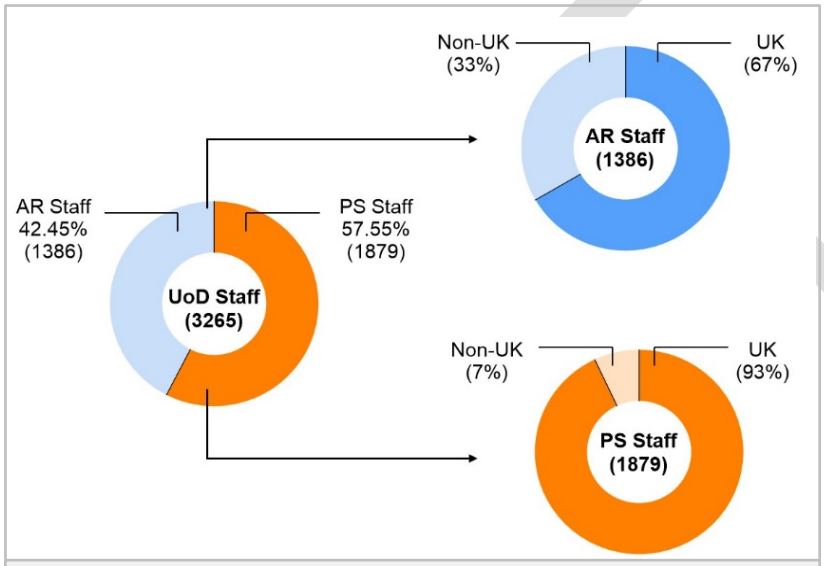


Figure 3.16: AR and PS Staff profile at UoD (2019/20). Total and disaggregated headcount by UK and Non-UK designation.

Table 3.6: UoD Staff nationality profile by global region

Geographic Region	Staff	%
GB	2569	81.44%
Europe	335	10.26%
SE Asia	68	2.08%
Americas	67	2.05%
S Asia	60	1.84%
Oceania	23	0.70%
Africa	19	0.58%
Eurasia	10	0.31%
Middle East	9	0.28%
Not Known	15	0.46%
Total	**3265**	**100.00%**

UG students are primarily recruited from Scotland (Table 3.7), but also from RUK and EU. PGT and PGR largely comprise students recruited internationally (see Section 7).

Table 3.7: UoD Student Recruitment by locality

Geographic Region	Students	%
Local Area	4575	32.67%
Rest of Scotland	4304	30.73%
RUK	1747	12.47%
EU	1029	7.35%
International	2350	16.78%
Total	**14005**	**100.00%**

ACTION 3.5: UoD will undertake a more proactive approach to engage local ethnic communities/faith groups and improve understanding of how it can help foster better race relations within the Dundee area that benefit the local population, our staff and student community.

ACTION 3.6: To support these activities UoD will provide both funding and resources to support our staff and students. Flexible funding streams for community co-designed projects will be critical to building trust with and between our ethnic minority communities.

Word Count Section 3B: 667

SECTION 3 WORD COUNT: 1177

DRAFT

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*

As shown in Figure 3.1, UoD in 2019/20 is a predominantly White institution with 2,871 (87.93%) White staff and 303 (9.28 %) staff identifying as BAME. The number and proportion of BAME staff has declined over the three years (Table 4.1). Within the BAME group, 122 (40.2%) are UK citizens and 181 are non-UK (59.7%) citizens (Table 4.2).

Table 4.1: All Staff by Ethnicity Sub-Group 2017-2020

Academic Year	2017/18		2018/19		2019/20	
Ethnicity Sub-Group	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
BAME	311	9.66%	307	9.47%	303	9.28%
White	2829	87.91%	2851	87.97%	2871	87.93%
Undisclosed	78	2.42%	83	2.56%	91	2.79%
Total	**3218**	**100.00%**	**3241**	**100.00%**	**3265**	**100.00%**

Table 4.2: Staff by Ethnicity Sub-Group UK/Non-UK 2017 - 2020

	Academic Year	2017/18		2018/19		2019/20	
UK / Non-UK	**Ethnicity Sub-Group**	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
UK	BAME	124	4.70%	120	4.53%	122	4.59%
	Undisclosed	59	2.24%	58	2.19%	61	2.29%
	White	2456	93.07%	2469	93.28%	2476	93.12%
	Total	**2639**	**100.00%**	**2647**	**100.00%**	**2659**	**100.00%**
Non-UK	BAME	187	32.58%	187	31.69%	181	30.52%
	Undisclosed	18	3.14%	23	3.90%	20	3.37%
	White	369	64.29%	380	64.41%	392	66.10%
	Total	**574**	**100.00%**	**590**	**100.00%**	**593**	**100.00%**
Not Known	Undisclosed	1	20.00%	2	50.00%	10	76.92%
	White	4	80.00%	2	50.00%	3	23.08%
	Total	**5**	**100.00%**	**4**	**100.00%**	**13**	**100.00%**
Total		**3218**	**100.00%**	**3241**	**100.00%**	**3265**	**100.00%**

Other key statistics relating to BAME staff are:

- 73.27% are in the Academic and Research (AR) staff group and 26.73% in Professional Services (PS).
- The highest numbers are employed at Grade 7 (44.88%), followed by Grade 8 (21.12%) (Table 4.3).
- 87.79% are employed within Academic Schools with the remainder in PS Directorates (Table 4.4).
- The BAME group is composed of Asians (46.20%), Chinese (21.45%), Mixed Ethnicity (11.55%), Other Ethnicity (11.55%) and Black (9.24%) (Table 4.5).

Table 4.3: BAME Staff by Grade 2017-2020

Ethnicity Sub-Group	Grade	2017/18	2018/19	2019/20
BAME	Grade 1	4.50%	4.23%	3.63%
	Grade 3	2.25%	1.63%	0.66%
	Grade 4	3.22%	3.26%	3.30%
	Grade 5	3.86%	3.58%	2.97%
	Grade 6	5.79%	5.21%	4.62%
	Grade 7	45.98%	46.58%	44.88%
	Grade 8	15.43%	15.96%	21.12%
	Grade 9	6.11%	6.51%	6.60%
	Grade 10	4.50%	4.56%	4.62%
	NON SPINE POINT GRADE	1.93%	2.61%	1.32%
	OFFSCALE	0.32%		
	Clinical Grades	6.11%	5.86%	6.27%
Total		**100.00%**	**100.00%**	**100.00%**

Table 4.4: BAME Staff in Schools and Directorates 2017-20

Ethnicity Sub-Group	School or Directorates	2017/18	2018/19	2019/20
BAME	Directorates	13.83%	12.70%	12.21%
	Schools	86.17%	87.30%	87.79%
Total		**100.00%**	**100.00%**	**100.00%**

Table 4.5: BAME Staff by Sub-Group 2017-20

	Academic Year	2017/18		2018/19		2019/20	
Ethnicity Sub-Group	**Ethnicity Head Group**	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
BAME	Asian	151	48.55%	141	45.93%	140	46.20%
	Black	20	6.43%	23	7.49%	28	9.24%
	Chinese	72	23.15%	69	22.48%	65	21.45%
	Mixed Ethnicity	32	10.29%	36	11.73%	35	11.55%
	Other Ethnicity	36	11.58%	38	12.38%	35	11.55%
Total		**311**	**100.00%**	**307**	**100.00%**	**303**	**100.00%**

In 2018/19, 4.53% of Dundee's UK staff were BAME which is slightly higher than the Scottish Institutional benchmark at 4.1% but well below UK Institutions at 10.3% (Table 4.6). In addition, 31.69% of Dundee's Non-UK staff were BAME which is higher than other Scottish Institutions at 28.3% and UK Institutions at 30.70%.

Table 4.6: UK/non-UK staff in HE

AdvanceHE

Equality in higher education: Statistical Report 2020

UK/non-UK staff by country of institution and ethnic group

		Scotland		UK	
		No.	↓%	No.	↓%
UK nationals	White	32,265	95.9	292,175	89.7
	BAME total	1,390	4.1	33,645	10.3
	Asian	*500*	*1.5*	*14,410*	*4.4*
	Black	*125*	*0.4*	*7,205*	*2.2*
	Chinese	*220*	*0.7*	*3,290*	*1.0*
	Mixed	*355*	*1.1*	*6,025*	*1.8*
	Other	*190*	*0.6*	*2,720*	*0.8*
	All staff	**33,655**	**100.0**	**325,820**	**100.0**
Non-UK nationals	Unknown	4,340	11.4	19,780	5.7
	White	6,830	71.7	57,910	69.3
	BAME total	2,700	28.3	25,645	30.7
	Asian	*900*	*9.5*	*9,195*	*11.0*
	Black	*280*	*2.9*	*3,740*	*4.5*
	Chinese	*690*	*7.3*	*6,410*	*7.7*
	Mixed	*280*	*2.9*	*2,710*	*3.2*
	Other	*550*	*5.8*	*3,595*	*4.3*
	All staff	**9,530**	**100.0**	**83,560**	**100.0**
	Unknown	1,885	16.5	8,250	9.0

In understanding the reasons for our BAME staff profile, we reflected on both our external recruitment strategies and our internal promotions (see Section 5). However, an overarching action needs to be to increase the proportion of BAME staff across our community [**Actions: 5.2, 5.5 and 5.14]**.

UoD cannot discount the possibility that the demographics of the city may be a factor contributing to low BAME numbers. The REC surveys revealed how important the ethnic/racial diversity of the local community is to our BAME staff (Figure 4.1).

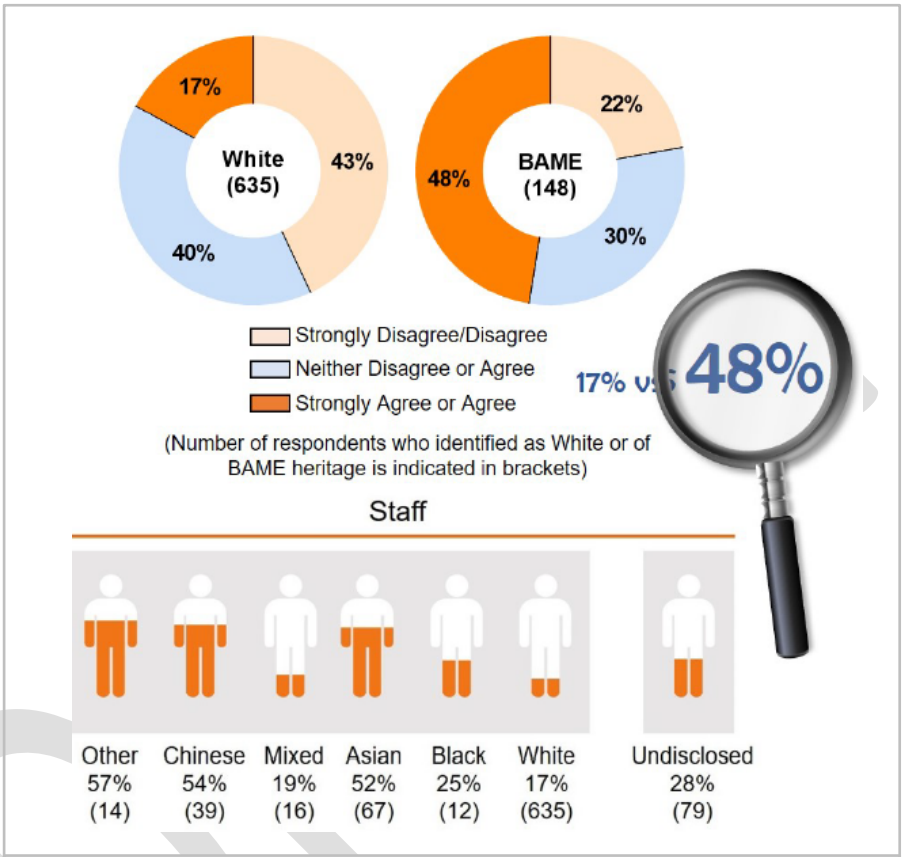


Figure 4.1: Staff were asked to agree/disagree on whether the ethnic/racial diversity of the local population impacts on their day-to-day life. Numbers responding from White and BAME ethnicities are indicated in brackets. UoD REC Surveys 2020

Another key concern highlighted in Section 3 was, that compared to White individuals, those of BAME backgrounds had experienced much greater incidence of racial victimisation/harassment both on and off the University Campus (Section 3, Figure 3.12 and 3.13). The extent to which these impact on UoD BAME staff recruitment/retention is unclear. However, allied to these findings, BAME individuals were far less confident that reporting incidents of racial bullying/discrimination to the University would be taken seriously or result in appropriate action. Staff and students expressed a strong desire for UoD to promote a culture of zero-tolerance against racism and have processes that result in real justice for victims. A broad set of actions that raise awareness of the University's zero-tolerance to racism [**see Action 3.1**] and its approach to improving race complaint

procedures and victim support need implementing to instil confidence in the institution's BAME community if it is to retain and attract non-White staff [**Actions 4.1 - 4.5**].

ACTION 4.1 Review and improve race complaints reporting procedures and increase the number of trained investigators from BAME staff group.

ACTION 4.2: Increase awareness of processes for reporting race-related incidents.

ACTION 4.3: Actively encourage reporting through campaigns and sharing action taken as a result of complaints.

ACTION 4.4: Collate and act on experiences of racism on and off the campus.

ACTION 4.5: Promote better victim support and communication on race complaint outcomes.

DRAFT

4A: ACADEMIC AND RESEARCH (AR) STAFF

Staff reported in this section are in the AR Job Categories. 222 BAME staff (16.02%) were in this group in 2019/20. There were 89 BAME staff in the Academic group, (10.92%) and 133 staff (23.29%) in the Research group (Table 4.7).

Table 4.7: Academic and Research Staff by Ethnicity Sub-Group 2017-20

	Ethnicity Sub-Group	BAME		White		Undisclosed	
Academic Year	**Job Category**	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
2017/18	Academic	76	10.44%	636	87.36%	16	2.20%
	Research	138	22.89%	435	72.14%	30	4.98%
	Total	**214**	**16.08%**	**1071**	**80.47%**	**46**	**3.46%**
2018/19	Academic	77	10.29%	654	87.43%	17	2.27%
	Research	141	23.50%	426	71.00%	33	5.50%
	Total	**218**	**16.17%**	**1080**	**80.12%**	**50**	**3.71%**
2019/20	Academic	89	10.92%	702	86.13%	24	2.94%
	Research	133	23.29%	409	71.63%	29	5.08%
	Total	**222**	**16.02%**	**1111**	**80.16%**	**53**	**3.82%**
Total		**654**	**16.09%**	**3262**	**80.25%**	**149**	**3.67%**

The number and proportion of UK staff who are BAME has grown slightly over 3 years from 59 (6.6%) to 63 (6.84%) (Table 4.8). The number of Non-UK staff who are BAME has increased slightly from 155 (35.55%) to 159 (43.42%). This decreased slightly as a proportion of Non-UK staff (Table 4.9) but is higher than the UK sector average (Table 4.10).

In relation to national benchmark figures for 2018/19 (Table 4.10), 7.2% of staff were UK BAME staff which is higher than the 2018/19 Dundee figure of 4.45% (Table 4.9). However, 11.72% of Dundee staff were Non-UK BAME, higher than the national benchmark of 9.6%.

Table 4.8: UK and Non-UK Academic Staff by Ethnicity Sub-Group 2017-20

	Academic Year	2017/18		2018/19		2019/20	
UK / Non-UK	**Ethnicity Sub-Group**	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
UK	BAME	59	6.60%	60	6.70%	63	6.84%
	Undisclosed	31	3.47%	30	3.35%	33	3.58%
	White	804	89.93%	805	89.94%	825	89.58%
	Total	**894**	**100.00%**	**895**	**100.00%**	**921**	**100.00%**
Non-UK	BAME	155	35.55%	158	34.96%	159	34.42%
	Undisclosed	15	3.44%	20	4.42%	19	4.11%
	White	266	61.01%	274	60.62%	284	61.47%
	Total	**436**	**100.00%**	**452**	**100.00%**	**462**	**100.00%**
Not Known	Undisclosed					1	33.33%
	White	1	100.00%	1	100.00%	2	66.67%
	Total	**1**	**100.00%**	**1**	**100.00%**	**3**	**100.00%**
Total		**1331**	**100.00%**	**1348**	**100.00%**	**1386**	**100.00%**

Table 4.9 Proportion of UK and Non-UK Academic Staff by Ethnicity Sub-Group 2017-20

	Academic Year	2017/18		2018/19		2019/20	
Ethnicity Sub-Group	**UK / Non-UK**	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
BAME	UK	59	4.43%	60	4.45%	63	4.55%
	Non-UK	155	11.65%	158	11.72%	159	11.47%
	Total	**214**	**16.08%**	**218**	**16.17%**	**222**	**16.02%**
White	UK	804	60.41%	805	59.72%	825	59.52%
	Non-UK	266	19.98%	274	20.33%	284	20.49%
	Not Known	1	0.08%	1	0.07%	2	0.14%
	Total	**1071**	**80.47%**	**1080**	**80.12%**	**1111**	**80.16%**
Undisclosed	UK	31	2.33%	30	2.23%	33	2.38%
	Non-UK	15	1.13%	20	1.48%	19	1.37%
	Not Known					1	0.07%
	Total	**46**	**3.46%**	**50**	**3.71%**	**53**	**3.82%**
Total		**1331**	**100.00%**	**1348**	**100.00%**	**1386**	**100.00%**

Table 4.10 Academic Staff HE by Ethnicity Sub-Group

AdvanceHE

Equality in higher education: Statistical Report 2020

Profile of UK/non-UK staff over time by activity and BAME/white identity

	UK white		UK BAME		Non-UK white		Non-UK BAME		All staff
Academic staff									
2017/18	122,435	62.9	13,490	6.9	41,355	21.2	17,385	8.9	194,670
2018/19	123,335	62.0	14,390	7.2	42,140	21.2	19,020	9.6	198,880

Ethnicity Head Groups over three years show a decline in the two main BAME categories. Asian fell from 101 (7.59%) to 97 (7.00 %) and Chinese from 57 (4.28 %) to 54 (3.90 %). An increase is noted in Black staff from 12 (0.90%) to 20 (1.44%), but actual numbers remain low (Table 4.11).

Table 4.11: Academic Staff by Ethnicity Head Groups 2017-20

	Academic Year	2017/18		2018/19		2019/20	
Ethnicity Head Group	**UK / Non-UK**	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
Asian	UK	28	2.10%	26	1.93%	26	1.88%
	Non-UK	73	5.48%	70	5.19%	71	5.12%
	Total	**101**	**7.59%**	**96**	**7.12%**	**97**	**7.00%**
Black	UK	4	0.30%	4	0.30%	5	0.36%
	Non-UK	8	0.60%	11	0.82%	15	1.08%
	Total	**12**	**0.90%**	**15**	**1.11%**	**20**	**1.44%**
Chinese	UK	12	0.90%	11	0.82%	11	0.79%
	Non-UK	45	3.38%	46	3.41%	43	3.10%
	Total	**57**	**4.28%**	**57**	**4.23%**	**54**	**3.90%**
Mixed Ethnicity	UK	10	0.75%	13	0.96%	14	1.01%
	Non-UK	10	0.75%	13	0.96%	12	0.87%
	Total	**20**	**1.50%**	**26**	**1.93%**	**26**	**1.88%**
Other Ethnicity	UK	5	0.38%	6	0.45%	7	0.51%
	Non-UK	19	1.43%	18	1.34%	18	1.30%
	Total	**24**	**1.80%**	**24**	**1.78%**	**25**	**1.80%**
White	UK	804	60.41%	805	59.72%	825	59.52%
	Non-UK	266	19.98%	274	20.33%	284	20.49%
	Not Known	1	0.08%	1	0.07%	2	0.14%
	Total	**1071**	**80.47%**	**1080**	**80.12%**	**1111**	**80.16%**
Undisclosed	UK	31	2.33%	30	2.23%	33	2.38%
	Non-UK	15	1.13%	20	1.48%	19	1.37%
	Not Known					1	0.07%
	Total	**46**	**3.46%**	**50**	**3.71%**	**53**	**3.82%**
Total		**1331**	**100.00%**	**1348**	**100.00%**	**1386**	**100.00%**

It is difficult to determine trends by individual ethnicity due to small numbers. However, there is only one individual in each of the groups: Black-Caribbean, Mixed – White/Black African, and Mixed – White/Black Caribbean ethnicities (Table 4.12).

Table 4.12: Academic Staff by Ethnicity Head Sub-Groups 2017-20

	Academic Year	2017/18		2018/19		2019/20	
Ethnicity	UK / Non-UK	Staff	%	Staff	%	Staff	%
Arab	UK			1	0.07%	2	0.14%
	Non-UK	8	0.60%	8	0.59%	5	0.36%
	Total	**8**	**0.60%**	**9**	**0.67%**	**7**	**0.51%**
Asian - Bangladeshi	UK	4	0.30%	3	0.22%	3	0.22%
	Non-UK	1	0.08%	1	0.07%	1	0.07%
	Total	**5**	**0.38%**	**4**	**0.30%**	**4**	**0.29%**
Asian - Indian	UK	11	0.83%	9	0.67%	11	0.79%
	Non-UK	49	3.68%	45	3.34%	48	3.46%
	Total	**60**	**4.51%**	**54**	**4.01%**	**59**	**4.26%**
Asian - Pakistani	UK	5	0.38%	4	0.30%	4	0.29%
	Non-UK	3	0.23%	2	0.15%	4	0.29%
	Total	**8**	**0.60%**	**6**	**0.45%**	**8**	**0.58%**
Asian - Other	UK	8	0.60%	10	0.74%	8	0.58%
	Non-UK	20	1.50%	22	1.63%	18	1.30%
	Total	**28**	**2.10%**	**32**	**2.37%**	**26**	**1.88%**
Black - African	UK	4	0.30%	4	0.30%	5	0.36%
	Non-UK	4	0.30%	5	0.37%	7	0.51%
	Total	**8**	**0.60%**	**9**	**0.67%**	**12**	**0.87%**
Black - Caribbean	Non-UK					1	0.07%
	Total					**1**	**0.07%**
Black - Other	Non-UK	4	0.30%	6	0.45%	7	0.51%
	Total	**4**	**0.30%**	**6**	**0.45%**	**7**	**0.51%**
Chinese	UK	12	0.90%	11	0.82%	11	0.79%
	Non-UK	45	3.38%	46	3.41%	43	3.10%
	Total	**57**	**4.28%**	**57**	**4.23%**	**54**	**3.90%**
Mixed - White / Asian	UK	3	0.23%	4	0.30%	5	0.36%
	Non-UK	2	0.15%	2	0.15%	1	0.07%
	Total	**5**	**0.38%**	**6**	**0.45%**	**6**	**0.43%**
Mixed - White / Black African	UK	1	0.08%	1	0.07%	1	0.07%
	Total	**1**	**0.08%**	**1**	**0.07%**	**1**	**0.07%**
Mixed - White / Black Caribbean	UK			1	0.07%	1	0.07%
	Total			**1**	**0.07%**	**1**	**0.07%**
Mixed - Other	UK	6	0.45%	7	0.52%	7	0.51%
	Non-UK	8	0.60%	11	0.82%	11	0.79%
	Total	**14**	**1.05%**	**18**	**1.34%**	**18**	**1.30%**
Other Ethnicity	UK	5	0.38%	5	0.37%	5	0.36%
	Non-UK	11	0.83%	10	0.74%	13	0.94%
	Total	**16**	**1.20%**	**15**	**1.11%**	**18**	**1.30%**
White - Other	UK	455	34.18%	451	33.46%	455	32.83%
	Non-UK	259	19.46%	270	20.03%	279	20.13%
	Not Known	1	0.08%	1	0.07%	1	0.07%
	Total	**715**	**53.72%**	**722**	**53.56%**	**735**	**53.03%**
White - Scottish	UK	349	26.22%	354	26.26%	370	26.70%
	Non-UK	7	0.53%	4	0.30%	5	0.36%
	Not Known					1	0.07%
	Total	**356**	**26.75%**	**358**	**26.56%**	**376**	**27.13%**
Not Known	UK	5	0.38%	8	0.59%	11	0.79%
	Non-UK	6	0.45%	5	0.37%	7	0.51%
	Not Known					1	0.07%
	Total	**11**	**0.83%**	**13**	**0.96%**	**19**	**1.37%**
Information Refused	UK	26	1.95%	22	1.63%	22	1.59%
	Non-UK	9	0.68%	15	1.11%	12	0.87%
	Total	**35**	**2.63%**	**37**	**2.74%**	**34**	**2.45%**
Total		**1331**	**100.00%**	**1348**	**100.00%**	**1386**	**100.00%**

In terms of roles within the AR category, the majority of BAME staff are Researchers (133/59.91%). In terms of Academic grades, BAME staff distribution is as follows: Lecturer (48/21.62%), Senior Lecturer (18/8.11%), Reader (5/2.25%) and Professor (17/7.66%). There are large differences in the distribution of BAME and White staff in academic roles with the largest proportional difference being at the most senior level of Professor. The number of BAME Professors has only increased by one (16 to 17) over three years (Table 4.13).

Table 4.13: Academic Staff Roles by Ethnicity Sub-Group 2017-20
(Staff whose Ethnicity has not been declared are not included below. Support includes non-academic and research roles such as Technical).

	Ethnicity Sub-Group	BAME						White					
	Academic Year	2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Role	UK / Non-UK	Staff	%	Staff	%	Staff	%	Staff	%	Staff	%	Staff	%
Professor	UK	12	5.61%	13	5.96%	13	5.86%	137	12.79%	132	12.22%	131	11.79%
	Non-UK	4	1.87%	4	1.83%	4	1.80%	21	1.96%	21	1.94%	22	1.98%
	Total	**16**	**7.48%**	**17**	**7.80%**	**17**	**7.66%**	**158**	**14.75%**	**153**	**14.17%**	**153**	**13.77%**
Reader	UK			2	0.92%	2	0.90%	35	3.27%	31	2.87%	34	3.06%
	Non-UK	2	0.93%	2	0.92%	3	1.35%	5	0.47%	7	0.65%	7	0.63%
	Total	**2**	**0.93%**	**4**	**1.83%**	**5**	**2.25%**	**40**	**3.73%**	**38**	**3.52%**	**41**	**3.69%**
Senior Lecturer	UK	8	3.74%	8	3.67%	8	3.60%	123	11.48%	126	11.67%	138	12.42%
	Non-UK	10	4.67%	10	4.59%	10	4.50%	22	2.05%	26	2.41%	28	2.52%
	Total	**18**	**8.41%**	**18**	**8.26%**	**18**	**8.11%**	**145**	**13.54%**	**152**	**14.07%**	**166**	**14.94%**
Research	UK	24	11.21%	26	11.93%	27	12.16%	273	25.49%	269	24.91%	252	22.68%
	Non-UK	114	53.27%	115	52.75%	106	47.75%	156	14.57%	152	14.07%	151	13.59%
	Not Known									1	0.09%	1	0.09%
	Total	**138**	**64.49%**	**141**	**64.68%**	**133**	**59.91%**	**429**	**40.06%**	**422**	**39.07%**	**404**	**36.36%**
Lecturer	UK	11	5.14%	8	3.67%	12	5.41%	206	19.23%	209	19.35%	243	21.87%
	Non-UK	25	11.68%	27	12.39%	36	16.22%	56	5.23%	63	5.83%	71	6.39%
	Total	**36**	**16.82%**	**35**	**16.06%**	**48**	**21.62%**	**262**	**24.46%**	**272**	**25.19%**	**314**	**28.26%**
Other Academic	UK	4	1.87%	3	1.38%	1	0.45%	23	2.15%	32	2.96%	20	1.80%
	Non-UK							2	0.19%	2	0.19%	1	0.09%
	Not Known							1	0.09%			1	0.09%
	Total	**4**	**1.87%**	**3**	**1.38%**	**1**	**0.45%**	**26**	**2.43%**	**34**	**3.15%**	**22**	**1.98%**
Support	UK							7	0.65%	6	0.56%	7	0.63%
	Non-UK							4	0.37%	3	0.28%	4	0.36%
	Total							**11**	**1.03%**	**9**	**0.83%**	**11**	**0.99%**
Total		**214**	**100.00%**	**218**	**100.00%**	**222**	**100.00%**	**1071**	**100.00%**	**1080**	**100.00%**	**1111**	**100.00%**

The data indicate very low BAME senior staff representation, notably there are no Black Senior Lecturers, Readers or Professors in 2019/20 (Table 4.14) [**Action 4.6**].

Table 4.14: Academic Staff Roles by Ethnicity Head Groups for 2019/20

Role	UK / Non-UK	Asian	Black	Chinese	Mixed Ethnicity	Other Ethnicity	White
Professor	UK	6		3	3	1	131
	Non-UK	2		2			22
	Total	**8**		**5**	**3**	**1**	**153**
Reader	UK				1	1	34
	Non-UK			1	1	1	7
	Total			**1**	**2**	**2**	**41**
Senior Lecturer	UK	5		1	1	1	138
	Non-UK	4		4	1	1	28
	Total	**9**		**5**	**2**	**2**	**166**
Research	UK	9	2	7	6	3	252
	Non-UK	53	8	28	8	9	151
	Not Known						1
	Total	**62**	**10**	**35**	**14**	**12**	**404**
Lecturer	UK	5	3		3	1	243
	Non-UK	12	7	8	2	7	71
	Total	**17**	**10**	**8**	**5**	**8**	**314**
Other Academic	UK	1					20
	Non-UK						1
	Not Known						1
	Total	**1**					**22**
Support	UK						7
	Non-UK						4
	Total						**11**
Total		**97**	**20**	**54**	**26**	**25**	**1111**

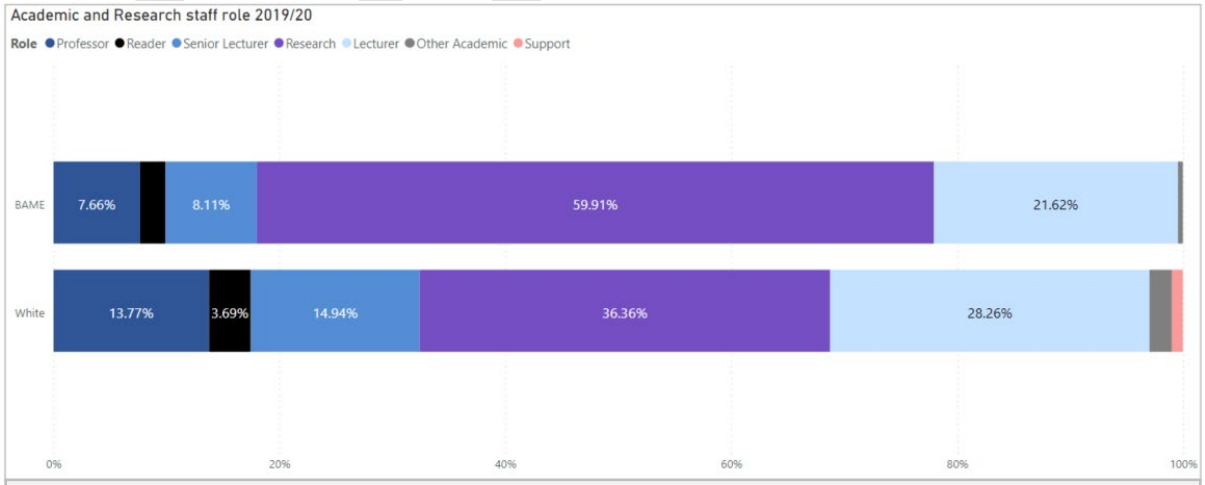


Figure 4.2: White and BAME Academic Staff Roles 2019/20

UoD 2020 Staff REC Survey Quote
"There appears to be a disproportionate number of BME individuals who are unsuccessful in securing a position at the UoD even after being short-listed for interview. We have no Black Readers or Professors." – BAME staff

In 2019/20, 9.03% of Professors were BAME (Table 4.15), which is comparable with the national benchmark of 9.1% (Table 4.16). The percentage of Professor roles held by Non-UK BAME staff (15.38%) is slightly above the national benchmark of 14.7% (Table 4.16). Of the small numbers of BAME Professors, those of Asian heritage represent the largest group in 2017-2020. Significantly, there have been no Black Professors during this period (Table 4.17).

Table 4.15: UoD Professors by Ethnicity Sub-Group 2017-20

	Academic Year	2017/18		2018/19		2019/20	
UK / Non-UK	Ethnicity Sub-Group	Professors	%	Professors	%	Professors	%
UK	BAME	12	8.05%	13	8.97%	13	9.03%
	White	137	91.95%	132	91.03%	131	90.97%
	Total	**149**	**100.00%**	**145**	**100.00%**	**144**	**100.00%**
Non-UK	BAME	4	16.00%	4	16.00%	4	15.38%
	White	21	84.00%	21	84.00%	22	84.62%
	Total	**25**	**100.00%**	**25**	**100.00%**	**26**	**100.00%**
Total		**174**	**100.00%**	**170**	**100.00%**	**170**	**100.00%**

Table 4.16: Professors in UK HE by Ethnicity Sub-Group

AdvanceHE

Equality in higher education: Statistical Report 2020

Academic staff by professorial category and ethnic group

			Professors	
			No.	↓%
UK nationals	W	White	13,845	90.9
	BAME	BAME total	1,390	9.1
	All	**All UK staff**	**15,240**	**100.0**
Non-UK nationals	W	White	3,915	85.3
	BAME	BAME total	675	14.7
	All	**All non-UK staff**	**4,590**	**100.0**

Table 4.17: Professors by Ethnicity Head Group 2017-20

Academic Year	2017/18		2018/19		2019/20	
Ethnicity Head Group	**Professors**	**%**	**Professors**	**%**	**Professors**	**%**
Asian	7	4.02%	8	4.71%	8	4.71%
Chinese	5	2.87%	5	2.94%	5	2.94%
Mixed Ethnicity	2	1.15%	2	1.18%	3	1.76%
Other Ethnicity	2	1.15%	2	1.18%	1	0.59%
White	158	90.80%	153	90.00%	153	90.00%
Total	**174**	**100.00%**	**170**	**100.00%**	**170**	**100.00%**

No Senior Management Roles are occupied by BAME staff (Table 4.18). A significant issue within the REC staff survey and focus groups was the perceived lack of BAME representation at all levels of the institution including decision and policy making committees, key leadership roles as well as within the University's Senior Management Group. This lack of diversity in staff profile clearly evidences that UoD is not yet an inclusive institution [**Action 4.6**].

Table 4.18: Senior Management Roles by Ethnicity Sub-Group 2017-20

	Ethnicity Sub-Group	White			Undisclosed		
Senior Role	**UK / Non-UK**	**2017/18**	**2018/19**	**2019/20**	**2017/18**	**2018/19**	**2019/20**
Dean	UK	6	6	7	1	1	
	Non-UK	2	2	2			1
	Total	**8**	**8**	**9**	**1**	**1**	**1**
Director	UK	11	10	10			
	Total	**11**	**10**	**10**			
Principal	UK	1	1	1			
	Total	**1**	**1**	**1**			
Vice Principal	UK	4	4	3			1
	Total	**4**	**4**	**3**			**1**
Total		**24**	**23**	**23**	**1**	**1**	**2**

ACTION 4.6: Increase numbers of BAME staff in senior roles across the University (See also **Actions 5.2, 5.5, 5.15, 5.17**).

Profile by Academic School

There are considerable differences in the proportion of BAME and White staff across Schools (Table 4.19, Figure 4.3). In 2019/20, Schools with the higher-than-average AR BAME staff (16.02%) were: SBUS (25.64%), SLS (22.58%), SMED (19.34%) and SSS (17.09%). The four Schools with the lowest proportion of BAME staff have increased the numbers of BAME staff over the last three years.

Table 4.19: Schools - Academic Staff by Ethnicity Sub-Group 2017-20

	Year	2017/18				2018/19				2019/20			
Schools / Directorates	**UK / Non-UK**	**BAME**	**%**	**White**	**%**	**BAME**	**%**	**White**	**%**	**BAME**	**%**	**White**	**%**
Directorates	UK			3	100.00%			6	100.00%			5	100.00%
	Non-UK											1	100.00%
	Total			**3**	**100.00%**			**6**	**100.00%**			**6**	**100.00%**
School of Art and Design	UK	2	2.94%	66	97.06%	2	2.94%	66	97.06%	3	4.00%	72	96.00%
	Non-UK	1	20.00%	4	80.00%	5	38.46%	8	61.54%	4	30.77%	9	69.23%
	Not Known			1	100.00%			1	100.00%			1	100.00%
	Total	**3**	**4.05%**	**71**	**95.95%**	**7**	**8.54%**	**75**	**91.46%**	**7**	**7.87%**	**82**	**92.13%**
School of Business	UK									3	15.00%	17	85.00%
	Non-UK									7	36.84%	12	63.16%
	Total									**10**	**25.64%**	**29**	**74.36%**
School of Dentistry	UK	3	6.25%	45	93.75%	1	2.17%	45	97.83%	1	2.08%	47	97.92%
	Non-UK	5	55.56%	4	44.44%	4	44.44%	5	55.56%	7	63.64%	4	36.36%
	Total	**8**	**14.04%**	**49**	**85.96%**	**5**	**9.09%**	**50**	**90.91%**	**8**	**13.56%**	**51**	**86.44%**
School of Education and Social Work	UK	3	4.69%	61	95.31%	3	4.69%	61	95.31%	3	4.29%	67	95.71%
	Non-UK	1	16.67%	5	83.33%	1	16.67%	5	83.33%	2	15.38%	11	84.62%
	Total	**4**	**5.71%**	**66**	**94.29%**	**4**	**5.71%**	**66**	**94.29%**	**5**	**6.02%**	**78**	**93.98%**
School of Health Sciences	UK	1	1.47%	67	98.53%	1	1.47%	67	98.53%	1	1.52%	65	98.48%
	Non-UK			5	100.00%	1	12.50%	7	87.50%	2	22.22%	7	77.78%
	Total	**1**	**1.37%**	**72**	**98.63%**	**2**	**2.63%**	**74**	**97.37%**	**3**	**4.00%**	**72**	**96.00%**
School of Humanities	UK	3	9.38%	29	90.63%	3	8.82%	31	91.18%	3	9.09%	30	90.91%
	Non-UK	2	10.00%	18	90.00%	3	15.79%	16	84.21%	3	15.79%	16	84.21%
	Total	**5**	**9.62%**	**47**	**90.38%**	**6**	**11.32%**	**47**	**88.68%**	**6**	**11.54%**	**46**	**88.46%**
School of Life Sciences	UK	17	8.90%	174	91.10%	19	9.55%	180	90.45%	18	9.05%	181	90.95%
	Non-UK	81	37.67%	134	62.33%	80	38.65%	127	61.35%	73	35.78%	131	64.22%
	Total	**98**	**24.14%**	**308**	**75.86%**	**99**	**24.38%**	**307**	**75.62%**	**91**	**22.58%**	**312**	**77.42%**
School of Medicine	UK	17	8.37%	186	91.63%	19	9.31%	185	90.69%	19	9.00%	192	91.00%
	Non-UK	36	60.00%	24	40.00%	33	51.56%	31	48.44%	34	54.84%	28	45.16%
	Not Known											1	100.00%
	Total	**53**	**20.15%**	**210**	**79.85%**	**52**	**19.40%**	**216**	**80.60%**	**53**	**19.34%**	**221**	**80.66%**
School of Science and Engineering	UK	7	8.33%	77	91.67%	6	7.59%	73	92.41%	7	8.05%	80	91.95%
	Non-UK	13	28.26%	33	71.74%	13	26.53%	36	73.47%	12	24.49%	37	75.51%
	Total	**20**	**15.38%**	**110**	**84.62%**	**19**	**14.84%**	**109**	**85.16%**	**19**	**13.97%**	**117**	**86.03%**
School of Social Sciences	UK	6	5.88%	96	94.12%	6	6.19%	91	93.81%	5	6.76%	69	93.24%
	Non-UK	16	29.09%	39	70.91%	18	31.58%	39	68.42%	15	34.88%	28	65.12%
	Total	**22**	**14.01%**	**135**	**85.99%**	**24**	**15.58%**	**130**	**84.42%**	**20**	**17.09%**	**97**	**82.91%**
Total		**214**	**16.65%**	**1071**	**83.35%**	**218**	**16.80%**	**1080**	**83.20%**	**222**	**16.65%**	**1111**	**83.35%**

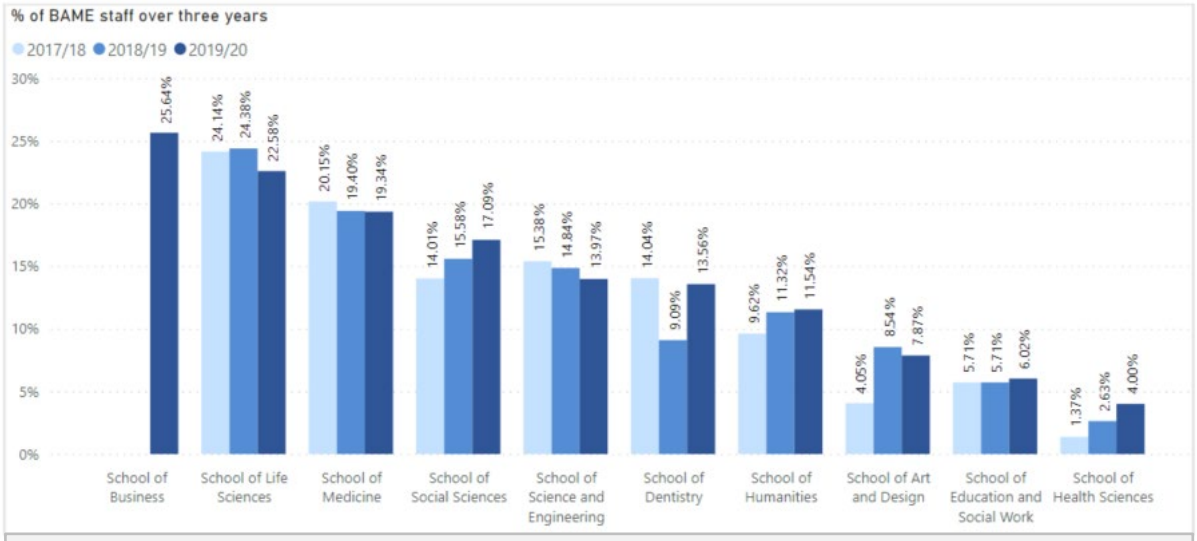


Figure 4.3: Schools – Percentage of BAME Academic Staff (2017-20)

DRAFT

Profile by Academic Grade

BAME staff are mostly employed at Grade 7 (50.90 % in 2019/20) (Table 4.20). From 2017 to 2020, there was an increase of 15 BAME staff at Grade 8 but no increase at Grades 9 and 10 in the last two years. In 2019/20, 5.86% of BAME staff were on Grade 10 compared to 11.52% of White staff.

The proportion of BAME and White staff in Clinical grades are comparable.

Table 4.20: Academic Staff by Grade and Ethnicity Sub-Group 2017-20
(Staff whose Ethnicity has not been declared are not included below).

	Ethnicity Sub-Group	BAME						White					
	Academic Year	2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Grade	UK / Non-UK	Staff	%	Staff	%	Staff	%	Staff	%	Staff	%	Staff	%
Grade 6	UK							6	0.56%	6	0.56%	6	0.54%
	Total							**6**	**0.56%**	**6**	**0.56%**	**6**	**0.54%**
Grade 7	UK	18	8.41%	15	6.88%	17	7.66%	234	21.85%	227	21.02%	225	20.25%
	Non-UK	101	47.20%	105	48.17%	96	43.24%	125	11.67%	115	10.65%	122	10.98%
	Total	**119**	**55.61%**	**120**	**55.05%**	**113**	**50.90%**	**359**	**33.52%**	**342**	**31.67%**	**347**	**31.23%**
Grade 8	UK	14	6.54%	16	7.34%	17	7.66%	198	18.49%	196	18.15%	210	18.90%
	Non-UK	26	12.15%	26	11.93%	38	17.12%	75	7.00%	85	7.87%	89	8.01%
	Not Known							1	0.09%	1	0.09%	1	0.09%
	Total	**40**	**18.69%**	**42**	**19.27%**	**55**	**24.77%**	**274**	**25.58%**	**282**	**26.11%**	**300**	**27.00%**
Grade 9	UK	7	3.27%	9	4.13%	8	3.60%	155	14.47%	160	14.81%	165	14.85%
	Non-UK	10	4.67%	10	4.59%	11	4.95%	30	2.80%	36	3.33%	38	3.42%
	Total	**17**	**7.94%**	**19**	**8.72%**	**19**	**8.56%**	**185**	**17.27%**	**196**	**18.15%**	**203**	**18.27%**
Grade 10	UK	11	5.14%	11	5.05%	11	4.95%	108	10.08%	106	9.81%	107	9.63%
	Non-UK	2	0.93%	2	0.92%	2	0.90%	20	1.87%	20	1.85%	21	1.89%
	Total	**13**	**6.07%**	**13**	**5.96%**	**13**	**5.86%**	**128**	**11.95%**	**126**	**11.67%**	**128**	**11.52%**
NON SPINE POINT GRADE	UK							3	0.28%	3	0.28%	3	0.27%
	Non-UK	5	2.34%	6	2.75%	3	1.35%	9	0.84%	10	0.93%	8	0.72%
	Total	**5**	**2.34%**	**6**	**2.75%**	**3**	**1.35%**	**12**	**1.12%**	**13**	**1.20%**	**11**	**0.99%**
OFFSCALE	UK							5	0.47%	5	0.46%	8	0.72%
	Non-UK	1	0.47%							1	0.09%	1	0.09%
	Total	**1**	**0.47%**					**5**	**0.47%**	**6**	**0.56%**	**9**	**0.81%**
Clinical Grades	UK	9	4.21%	9	4.13%	10	4.50%	95	8.87%	102	9.44%	101	9.09%
	Non-UK	10	4.67%	9	4.13%	9	4.05%	7	0.65%	7	0.65%	5	0.45%
	Not Known											1	0.09%
	Total	**19**	**8.88%**	**18**	**8.26%**	**19**	**8.56%**	**102**	**9.52%**	**109**	**10.09%**	**107**	**9.63%**
Total		**214**	**100.00%**	**218**	**100.00%**	**222**	**100.00%**	**1071**	**100.00%**	**1080**	**100.00%**	**1111**	**100.00%**

Profile by Contract Type

Proportionately more BAME staff than White staff are employed on Fixed-Term contracts irrespective of whether they are UK or Non-UK nationals (Table 4.21).

Table 4.21: Academic Staff by Contract Type and Ethnicity Sub-Group 2017-20
(Staff whose ethnicity has not been disclosed have not been included. Staff whose nationality has not been disclosed have not been included).

		Academic Year	2017/18		2018/19		2019/20	
UK / Non-UK	**Ethnicity Sub-Group**	**Terms of Employment**	**Staff**	**% Ethnicity Sub Group**	**Staff**	**% Ethnicity Sub Group**	**Staff**	**% Ethnicity Sub Group**
UK	BAME	Fixed-term	13	22.03%	14	23.33%	14	22.22%
		Permanent	46	77.97%	46	76.67%	49	77.78%
		Total	**59**	**100.00%**	**60**	**100.00%**	**63**	**100.00%**
	White	Fixed-term	148	18.41%	159	19.75%	140	16.97%
		Permanent	656	81.59%	646	80.25%	685	83.03%
		Total	**804**	**100.00%**	**805**	**100.00%**	**825**	**100.00%**
	Total		**863**	**100.00%**	**865**	**100.00%**	**888**	**100.00%**
Non-UK	BAME	Fixed-term	70	45.16%	72	45.57%	60	37.74%
		Permanent	85	54.84%	86	54.43%	99	62.26%
		Total	**155**	**100.00%**	**158**	**100.00%**	**159**	**100.00%**
	White	Fixed-term	99	37.22%	95	34.67%	80	28.17%
		Permanent	167	62.78%	179	65.33%	204	71.83%
		Total	**266**	**100.00%**	**274**	**100.00%**	**284**	**100.00%**
	Total		**421**	**100.00%**	**432**	**100.00%**	**443**	**100.00%**
Total			**1284**	**100.00%**	**1297**	**100.00%**	**1331**	**100.00%**

The proportion of both BAME and White staff on Fixed-Term contracts decreased by 11% over the last two years (Figure 4.4). A high proportion of BAME staff are in externally funded Research Assistant roles (36%) that are Fixed-Term that impacts on career pathways and retention [**Action 4.7**].

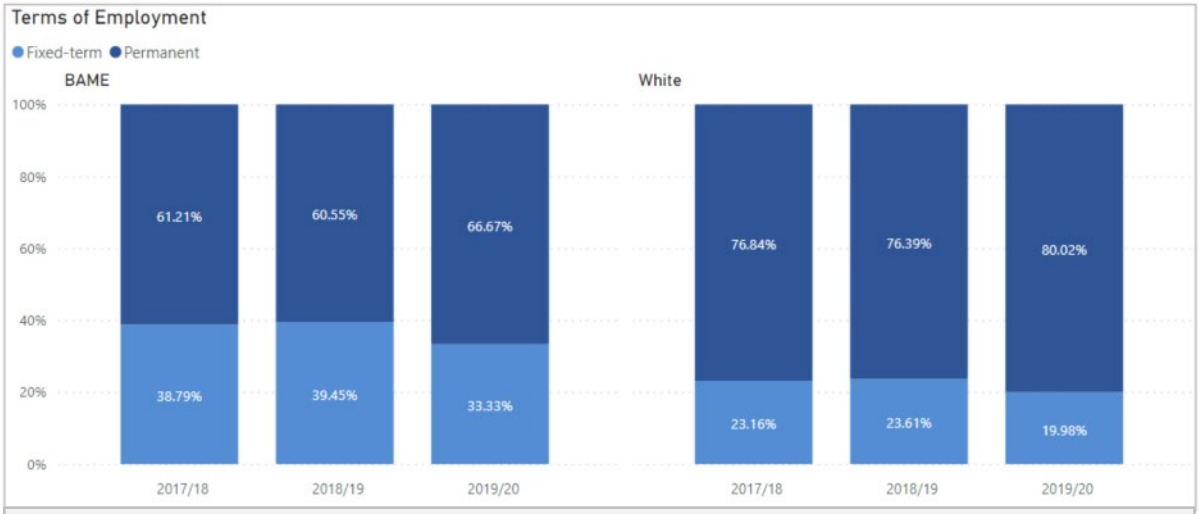


Figure 4.4: Percentage of Academic Staff by Contract Type and Ethnicity Sub-Group 2017-20
(Staff whose ethnicity has not been disclosed have not been included).

ACTION 4.7: Explore the impact of being employed on fixed-term contracts on career progression and turnover.

At 22.22% in 2019/20, the proportion of UK BAME staff on Fixed-Term contracts, is lower than the benchmark of 31.4% (Table 4.22). For Non-UK BAME staff, the figure of 37.74% is lower than the benchmark of 50.8%.

At 77.78% in 2019/20, the proportion of UK BAME staff on permanent contracts, is higher than the benchmark of 68.6% (Table 4.22). For Non-UK BAME staff, the figure of 62.26% is higher than the benchmark of 49.2%.

Table 4.22: UK HE Academic Staff by Contract Type, UK/Non-UK and Ethnicity Sub-Group

AdvanceHE

Equality in higher education: Statistical Report 2020

UK/non-UK staff by activity, contract type and BAME/white identity

		BAME		White	
		No.	↓%	No.	↓%
UK nationals	Academic staff				
	Open-ended/permanent	9,870	68.6	89,120	72.3
	Fixed-term	4,520	31.4	34,215	27.7
	All contracts	**14,390**	**100.0**	**123,335**	**100.0**
Non-UK nationals	Academic staff				
	Open-ended/permanent	9,360	49.2	26,115	62.0
	Fixed-term	9,660	50.8	16,025	38.0
	All contracts	**19,020**	**100.0**	**42,140**	**100.0**

Profile by Full-Time (FT) and Part-Time (PT) Contracts

Proportionately more BAME staff than White staff are employed FT irrespective of whether they are UK or Non-UK nationals (Table 4.23).

Table 4.23: Academic Staff on Full-Time and Part-time Contracts by UK/Non-UK and Ethnicity Sub-Group 2017-20 (Staff whose ethnicity has not been disclosed have not been included. Staff whose nationality has not been disclosed have not been included).

		Academic Year	2017/18		2018/19		2019/20	
UK / Non-UK	**Ethnicity Sub-Group**	**Mode of Employment**	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
UK	BAME	Full-time	52	88.14%	53	88.33%	56	88.89%
		Part-time	7	11.86%	7	11.67%	7	11.11%
		Total	**59**	**100.00%**	**60**	**100.00%**	**63**	**100.00%**
	White	Full-time	621	77.24%	615	76.40%	623	75.52%
		Part-time	183	22.76%	190	23.60%	202	24.48%
		Total	**804**	**100.00%**	**805**	**100.00%**	**825**	**100.00%**
	Total		**863**	**100.00%**	**865**	**100.00%**	**888**	**100.00%**
Non-UK	BAME	Full-time	150	96.77%	152	96.20%	154	96.86%
		Part-time	5	3.23%	6	3.80%	5	3.14%
		Total	**155**	**100.00%**	**158**	**100.00%**	**159**	**100.00%**
	White	Full-time	240	90.23%	252	91.97%	257	90.49%
		Part-time	26	9.77%	22	8.03%	27	9.51%
		Total	**266**	**100.00%**	**274**	**100.00%**	**284**	**100.00%**
	Total		**421**	**100.00%**	**432**	**100.00%**	**443**	**100.00%**
Total			**1284**	**100.00%**	**1297**	**100.00%**	**1331**	**100.00%**

The proportion of BAME staff working FT has slightly increased over three years. The proportion of White staff working FT has slightly decreased over three years (Figure 4.5).

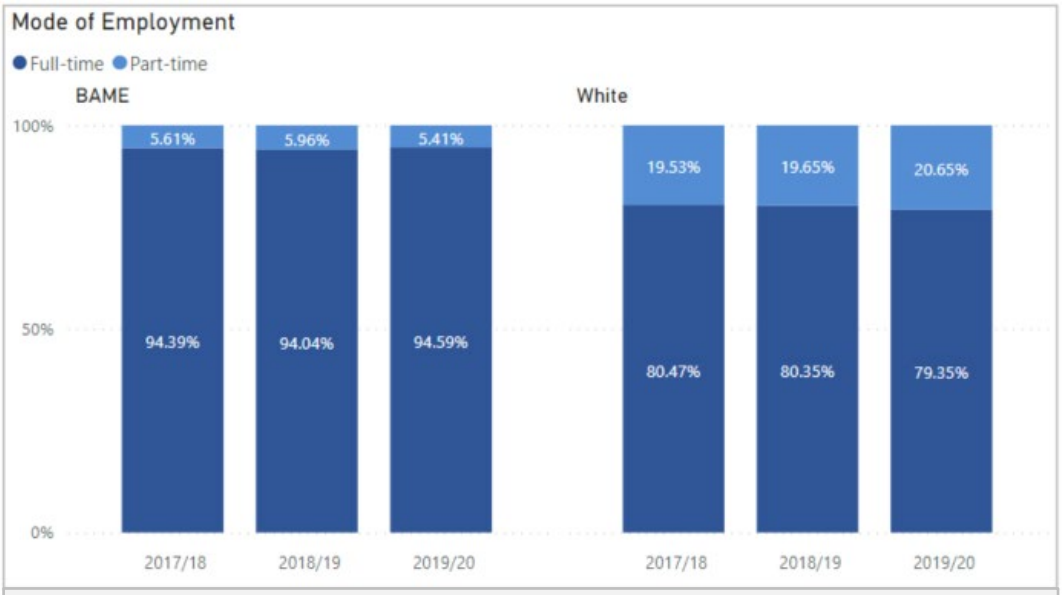


Figure 4.5: Percentage of Academic Staff on Full-time and Part-time Contracts by Ethnicity Sub-Group 2017-20
(Staff whose ethnicity has not been disclosed have not been included).

At 88.33% in 2018/19, the proportion of UK BAME staff working FT is higher than the benchmark of 67.8%. For Non-UK BAME staff, the figure of 96.20% is higher than the benchmark of 78.1% (Table 4.24)

Table 4.24: UK HE Academic Staff by Full-time/Part-time Contracts and Ethnicity Sub-Group

AdvanceHE

Equality in higher education: Statistical Report 2020

UK/non-UK staff by activity, mode and BAME/white identity

		BAME		White	
		No.	↓%	No.	↓%
UK nationals	Academic staff				
	Full-time	9,760	67.8	76,860	62.3
	Part-time	4,630	32.2	46,475	37.7
	All modes	**14,390**	**100.0**	**123,335**	**100.0**
Non-UK nationals	Academic staff				
	Full-time	14,855	78.1	31,860	75.6
	Part-time	4,165	21.9	10,280	24.4
	All modes	**19,020**	**100.0**	**42,140**	**100.0**

Staff Turnover Rates

Voluntary leavers are staff who have left due to Resignation and Retirement and voluntary turnover is calculated as the cumulative number of voluntary leavers in a year divided by the number of staff in post on the last day of the academic year (Table 4.25).

Table 4.25: Academic Staff Voluntary Leavers by Ethnicity Head Group 2017-20

		Ethnicity Head Group	Asian		Black		Chinese		Mixed Ethnicity		Other Ethnicity		White		Undisclosed		Total	
Year	Job Category	UK / Non-UK	Staff	Leavers	Staff	Leavers	Staff	Leavers	Staff	Leavers	Staff	Leavers	Staff	Leavers	Staff	Leavers	Staff	Leavers
2017/18	Academic	UK	18	1	2		5	1	6		4		528	35	13	1	576	38
		Non-UK	14		3	1	13	2	3		8		108	3	3	1	152	7
		Total	**32**	**1**	**5**	**1**	**18**	**3**	**9**		**12**		**636**	**38**	**16**	**2**	**728**	**45**
	Research	UK	10	3	2		7		4		1	1	276	30	18	1	318	35
		Non-UK	59	5	5	1	32	1	7	2	11	2	158	23	12	2	284	36
		Not Known											1				1	
		Total	**69**	**8**	**7**	**1**	**39**	**1**	**11**	**2**	**12**	**3**	**435**	**53**	**30**	**3**	**603**	**71**
	Total		**101**	**9**	**12**	**2**	**57**	**4**	**20**	**2**	**24**	**3**	**1071**	**91**	**46**	**5**	**1331**	**116**
2018/19	Academic	UK	16	2	2		5		7		4	1	533	34	14		581	37
		Non-UK	15		4		13	1	3		8	2	121	5	3	1	167	9
		Total	**31**	**2**	**6**		**18**	**1**	**10**		**12**	**3**	**654**	**39**	**17**	**1**	**748**	**46**
	Research	UK	10		2		6		6		2		272	16	16		314	16
		Non-UK	55	9	7		33	2	10		10		153	16	17	3	285	30
		Not Known											1				1	
		Total	**65**	**9**	**9**		**39**	**2**	**16**		**12**		**426**	**32**	**33**	**3**	**600**	**46**
	Total		**96**	**11**	**15**		**57**	**3**	**26**		**24**	**3**	**1080**	**71**	**50**	**4**	**1348**	**92**
2019/20	Academic	UK	17		3		4	1	8		4		570	46	19		625	47
		Non-UK	18	1	7		15	2	4		9		131	11	4	1	188	15
		Not Known											1		1		2	
		Total	**35**	**1**	**10**		**19**	**3**	**12**		**13**		**702**	**57**	**24**	**1**	**815**	**62**
	Research	UK	9		2		7		6		3		255	22	14	2	296	24
		Non-UK	53	1	8	1	28	5	8	3	9	2	153	16	15	3	274	31
		Not Known											1				1	
		Total	**62**	**1**	**10**	**1**	**35**	**5**	**14**	**3**	**12**	**2**	**409**	**38**	**29**	**5**	**571**	**55**
	Total		**97**	**2**	**20**	**1**	**54**	**8**	**26**	**3**	**25**	**2**	**1111**	**95**	**53**	**6**	**1386**	**117**
Total			**294**	**22**	**47**	**3**	**168**	**15**	**72**	**5**	**73**	**8**	**3262**	**257**	**149**	**15**	**4065**	**325**

Small numbers of leavers in the BAME Head Groups can lead to disparate turnover rates such as the disproportionately higher turnover among Black, Chinese and Mixed-Race staff (Table 4.26). Further work is required to understand and act on high rates through exit interviews and analysis of reasons for leaving [**Action 4.8**].

Table 4.26: Academic Staff Turnover by Ethnicity Head Group 2017-20

Year	Job Category	UK / Non-UK	Asian	Black	Chinese	Mixed Ethnicity	Other Ethnicity	White	Undisclosed	Total
2017/18	Academic	UK	5.56%		20.00%			6.63%	7.69%	**6.60%**
		Non-UK		33.33%	15.38%			2.78%	33.33%	**4.61%**
		Total	**3.13%**	**20.00%**	**16.67%**			**5.97%**	**12.50%**	**6.18%**
	Research	UK	30.00%				100.00%	10.87%	5.56%	**11.01%**
		Non-UK	8.47%	20.00%	3.13%	28.57%	18.18%	14.56%	16.67%	**12.68%**
		Total	**11.59%**	**14.29%**	**2.56%**	**18.18%**	**25.00%**	**12.18%**	**10.00%**	**11.77%**
	Total		**8.91%**	**16.67%**	**7.02%**	**10.00%**	**12.50%**	**8.50%**	**10.87%**	**8.72%**
2018/19	Academic	UK	12.50%				25.00%	6.38%		**6.37%**
		Non-UK			7.69%		25.00%	4.13%	33.33%	**5.39%**
		Total	**6.45%**		**5.56%**		**25.00%**	**5.96%**	**5.88%**	**6.15%**
	Research	UK						5.88%		**5.10%**
		Non-UK	16.36%		6.06%			10.46%	17.65%	**10.53%**
		Total	**13.85%**		**5.13%**			**7.51%**	**9.09%**	**7.67%**
	Total		**11.46%**		**5.26%**		**12.50%**	**6.57%**	**8.00%**	**6.82%**
2019/20	Academic	UK			25.00%			8.07%		**7.52%**
		Non-UK	5.56%		13.33%			8.40%	25.00%	**7.98%**
		Total	**2.86%**		**15.79%**			**8.12%**	**4.17%**	**7.61%**
	Research	UK						8.63%	14.29%	**8.11%**
		Non-UK	1.89%	12.50%	17.86%	37.50%	22.22%	10.46%	20.00%	**11.31%**
		Total	**1.61%**	**10.00%**	**14.29%**	**21.43%**	**16.67%**	**9.29%**	**17.24%**	**9.63%**
	Total		**2.06%**	**5.00%**	**14.81%**	**11.54%**	**8.00%**	**8.55%**	**11.32%**	**8.44%**

There has been an overall decrease in BAME staff turnover over three years (9.35% to 7.21%) taking it below that for White staff (Figure 4.6).

Table 4.27: Academic Staff Turnover by Ethnicity Sub-Group 2017-20

Year	UK / Non-UK	BAME	White	Undisclosed	Total
2017/18	UK	10.17%	8.08%	6.45%	**8.17%**
	Non-UK	9.03%	9.77%	20.00%	**9.86%**
	Total	**9.35%**	**8.50%**	**10.87%**	**8.72%**
2018/19	UK	5.00%	6.21%		**5.92%**
	Non-UK	8.86%	7.66%	20.00%	**8.63%**
	Total	**7.80%**	**6.57%**	**8.00%**	**6.82%**
2019/20	UK	1.59%	8.24%	6.06%	**7.71%**
	Non-UK	9.43%	9.51%	21.05%	**9.96%**
	Total	**7.21%**	**8.55%**	**11.32%**	**8.44%**

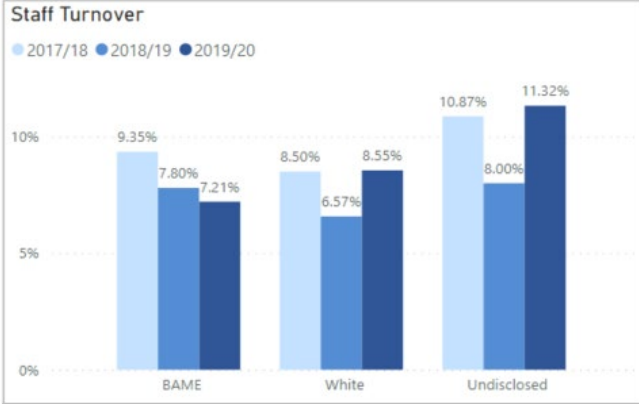


Figure 4.6: Academic Staff Turnover by Ethnicity Sub-Group 2017-20

ACTION 4.8: Introduce a more comprehensive exit questionnaire/interview process to identify any issues related to turnover by staff groups.

Profile by Gender

There has been a small increase in the number of Female BAME staff over 3 years to 43.24% in 2019/20 mainly due to an increase in Non-UK staff (Table 4.28). There remains a gap in proportionate representation of BAME Female staff (43.24% of BAME staff in 2019/20) when compared to White Female staff (50.23% of White staff in 2019/20).

Table 4.28: Academic Staff by Gender and Ethnicity Sub-Group 2017-20

		Year	2017/18		2018/19		2019/20	
Ethnicity Sub-Group	**Gender**	**UK / Non-UK**	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
BAME	Female	UK	22	37.29%	25	41.67%	25	39.68%
		Non-UK	59	38.06%	62	39.24%	71	44.65%
		Total	**81**	**37.85%**	**87**	**39.91%**	**96**	**43.24%**
	Male	UK	37	62.71%	35	58.33%	38	60.32%
		Non-UK	96	61.94%	96	60.76%	88	55.35%
		Total	**133**	**62.15%**	**131**	**60.09%**	**126**	**56.76%**
	Total		**214**	**100.00%**	**218**	**100.00%**	**222**	**100.00%**
White	Female	UK	385	47.89%	395	49.07%	413	50.06%
		Non-UK	130	48.87%	132	48.18%	144	50.70%
		Not Known					1	50.00%
		Total	**515**	**48.09%**	**527**	**48.80%**	**558**	**50.23%**
	Male	UK	419	52.11%	410	50.93%	412	49.94%
		Non-UK	136	51.13%	142	51.82%	140	49.30%
		Not Known	1	100.00%	1	100.00%	1	50.00%
		Total	**556**	**51.91%**	**553**	**51.20%**	**553**	**49.77%**
	Total		**1071**	**100.00%**	**1080**	**100.00%**	**1111**	**100.00%**
Undisclosed	Female	UK	7	22.58%	7	23.33%	9	27.27%
		Non-UK	8	53.33%	10	50.00%	10	52.63%
		Total	**15**	**32.61%**	**17**	**34.00%**	**19**	**35.85%**
	Male	UK	24	77.42%	23	76.67%	24	72.73%
		Non-UK	7	46.67%	10	50.00%	9	47.37%
		Not Known					1	100.00%
		Total	**31**	**67.39%**	**33**	**66.00%**	**34**	**64.15%**
	Total		**46**	**100.00%**	**50**	**100.00%**	**53**	**100.00%**
Total			**1331**	**100.00%**	**1348**	**100.00%**	**1386**	**100.00%**

Female BAME staff are poorly represented in Reader and Professor roles compared to Male BAME staff (Table 4.29).

Table 4.29: BAME Academic Staff by Gender 2017-20

Gender	Female			Male		
Role	**2017/18**	**2018/19**	**2019/20**	**2017/18**	**2018/19**	**2019/20**
Professor	3	3	4	13	14	13
Reader		1	1	2	3	4
Senior Lecturer	8	9	9	10	9	9
Research	56	59	60	82	82	73
Lecturer	13	13	21	23	22	27
Other Academic	1	2	1	3	1	
Total	**81**	**87**	**96**	**133**	**131**	**126**

Numbers of female BAME staff has grown or stayed steady in all Ethnic Head Groups. Black female staff has increased from one to five over three years (Table 4.30). However, overall BAME staff numbers need to increase in all grades (see Section 5 and [**Action 5.2]**).

Table 4.30: BAME Academic Staff by Gender and Ethnicity Head Group 2017-20

Gender	Female			Male		
Ethnicity Head Group	**2017/18**	**2018/19**	**2019/20**	**2017/18**	**2018/19**	**2019/20**
Asian	40	41	40	61	55	57
Black	1	2	5	11	13	15
Chinese	19	21	22	38	36	32
Mixed Ethnicity	11	14	18	9	12	8
Other Ethnicity	10	9	11	14	15	14
Total	**81**	**87**	**96**	**133**	**131**	**126**

Word Count Section 4A: 1576

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*

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.

The Institution as a Whole

Professional Services (PS) staff are overwhelmingly White. BAME staff have decreased from 97 to 81 over 2017-2020 and show a decline in both UK and Non-UK staff numbers (Table 4.31). As with academic staff, increasing numbers of PS staff not disclosing ethnicity needs addressing [**see Actions 5.1 and 6.1**].

Table 4.31: PS Staff by Ethnicity Sub-Group 2017-20

	Academic Year	2017/18		2018/19		2019/20	
Ethnicity Sub-Group	**UK / Non-UK**	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
BAME	UK	65	3.44%	60	3.17%	59	3.14%
	Non-UK	32	1.70%	29	1.53%	22	1.17%
	Total	**97**	**5.14%**	**89**	**4.70%**	**81**	**4.31%**
White	UK	1652	87.55%	1664	87.90%	1651	87.87%
	Non-UK	103	5.46%	106	5.60%	108	5.75%
	Not Known	3	0.16%	1	0.05%	1	0.05%
	Total	**1758**	**93.16%**	**1771**	**93.56%**	**1760**	**93.67%**
Undisclosed	UK	28	1.48%	28	1.48%	28	1.49%
	Non-UK	3	0.16%	3	0.16%	1	0.05%
	Not Known	1	0.05%	2	0.11%	9	0.48%
	Total	**32**	**1.70%**	**33**	**1.74%**	**38**	**2.02%**
Total		**1887**	**100.00%**	**1893**	**100.00%**	**1879**	**100.00%**

DRAFT

In 2018/19, 3.17% of PS staff were UK BAME, which is lower than the UK benchmark of 9.1%. The proportion of Non-UK BAME staff was 1.53%, which is lower than the UK benchmark of 3.1% (Table 4.32).

Table 4.32: UK HE Professional and Support Staff profile data 2017-2019

AdvanceHE

Equality in higher education: Statistical Report 2020

Profile of UK/non-UK staff over time by activity and BAME/white identity

	UK white		UK BAME		Non-UK white		Non-UK BAME		All staff
Professional and support staff									
2017/18	167,165	81.0	18,095	8.8	15,035	7.3	6,120	3.0	206,415
2018/19	168,840	80.2	19,255	9.1	15,775	7.5	6,630	3.1	210,500

Analysis by Ethnicity Head Group shows that among BAME staff, Asians are most represented. However Asian, Chinese, Mixed Ethnicity and Other Ethnicity staff numbers have all decreased over the last 3 years (Table 4.33; Figure 4.7).

Table 4.33: PS Staff by Ethnicity Head Group 2017-20

	Academic Year	2017/18		2018/19		2019/20	
Ethnicity Head Group	**UK / Non-UK**	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
Asian	UK	38	2.01%	36	1.90%	35	1.86%
	Non-UK	12	0.64%	9	0.48%	8	0.43%
	Total	**50**	**2.65%**	**45**	**2.38%**	**43**	**2.29%**
Black	UK	2	0.11%	2	0.11%	4	0.21%
	Non-UK	6	0.32%	6	0.32%	4	0.21%
	Total	**8**	**0.42%**	**8**	**0.42%**	**8**	**0.43%**
Chinese	UK	5	0.26%	3	0.16%	4	0.21%
	Non-UK	10	0.53%	9	0.48%	7	0.37%
	Total	**15**	**0.79%**	**12**	**0.63%**	**11**	**0.59%**
Mixed Ethnicity	UK	12	0.64%	9	0.48%	8	0.43%
	Non-UK			1	0.05%	1	0.05%
	Total	**12**	**0.64%**	**10**	**0.53%**	**9**	**0.48%**
Other Ethnicity	UK	8	0.42%	10	0.53%	8	0.43%
	Non-UK	4	0.21%	4	0.21%	2	0.11%
	Total	**12**	**0.64%**	**14**	**0.74%**	**10**	**0.53%**
White	UK	1652	87.55%	1664	87.90%	1651	87.87%
	Non-UK	103	5.46%	106	5.60%	108	5.75%
	Not Known	3	0.16%	1	0.05%	1	0.05%
	Total	**1758**	**93.16%**	**1771**	**93.56%**	**1760**	**93.67%**
Undisclosed	UK	28	1.48%	28	1.48%	28	1.49%
	Non-UK	3	0.16%	3	0.16%	1	0.05%
	Not Known	1	0.05%	2	0.11%	9	0.48%
	Total	**32**	**1.70%**	**33**	**1.74%**	**38**	**2.02%**
Total		**1887**	**100.00%**	**1893**	**100.00%**	**1879**	**100.00%**

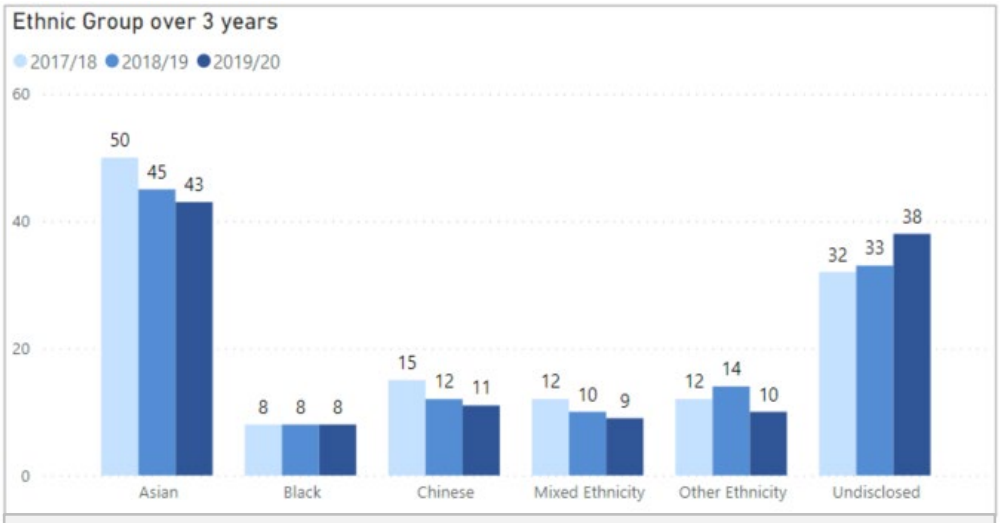


Figure 4.7: PS Staff Numbers by Ethnicity Head Group 2017-20

PS staff are appointed in all Grades (1 - 10) with roles in Grades 1 – 6 being most likely recruited from the local population. Table 4.34 shows local population data for 2018 alongside PS staff profile data for Grades 1 – 6 for 2017/2018.

Compared to the local population, BAME staff are proportionally under-represented in all Ethnicity Head Groups except Mixed Ethnicity [**Action 5.2**].

Table 4.34: PS Staff and Local Population by Ethnicity Head Group (population data based on 2011 census – presented in a 2018 Dundee City Council publication "About Dundee".

Ethnicity Head Group	Local Population	% Local Population	Staff	% Staff
Asian	4564	3.10%	35	2.98%
Black	1439	0.98%	7	0.60%
Chinese	1274	0.87%	6	0.51%
Mixed Ethnicity	685	0.47%	7	0.60%
Other Ethnicity	846	0.57%	6	0.51%
White	138460	94.02%	1093	93.10%
Undisclosed			20	1.70%
Total	**147268**	**100.00%**	**1174**	**100.00%**

It is difficult to determine trends from staff numbers by individual ethnicity due to small and some disparate numbers. However, there is no representation of members of the Black-Caribbean ethnicity and decreases in staff in most BAME ethnicities.

Table 4.35: UK/Non-UK PS Staff by Ethnicity 2017-20

	Academic Year	2017/18		2018/19		2019/20	
Ethnicity	UK / Non-UK	Staff	%	Staff	%	Staff	%
Arab	UK	3	0.16%	2	0.11%	1	0.05%
	Non-UK	1	0.05%	1	0.05%		
	Total	**4**	**0.21%**	**3**	**0.16%**	**1**	**0.05%**
Asian - Bangladeshi	UK	2	0.11%	3	0.16%	3	0.16%
	Non-UK	1	0.05%	1	0.05%	1	0.05%
	Total	**3**	**0.16%**	**4**	**0.21%**	**4**	**0.21%**
Asian - Indian	UK	9	0.48%	7	0.37%	9	0.48%
	Non-UK	7	0.37%	5	0.26%	4	0.21%
	Total	**16**	**0.85%**	**12**	**0.63%**	**13**	**0.69%**
Asian - Pakistani	UK	19	1.01%	19	1.00%	19	1.01%
	Non-UK	1	0.05%	1	0.05%	1	0.05%
	Total	**20**	**1.06%**	**20**	**1.06%**	**20**	**1.06%**
Asian - Other	UK	8	0.42%	7	0.37%	4	0.21%
	Non-UK	3	0.16%	2	0.11%	2	0.11%
	Total	**11**	**0.58%**	**9**	**0.48%**	**6**	**0.32%**
Black - African	UK	2	0.11%	2	0.11%	4	0.21%
	Non-UK	4	0.21%	4	0.21%	3	0.16%
	Total	**6**	**0.32%**	**6**	**0.32%**	**7**	**0.37%**
Black - Other	Non-UK	2	0.11%	2	0.11%	1	0.05%
	Total	**2**	**0.11%**	**2**	**0.11%**	**1**	**0.05%**
Chinese	UK	5	0.26%	3	0.16%	4	0.21%
	Non-UK	10	0.53%	9	0.48%	7	0.37%
	Total	**15**	**0.79%**	**12**	**0.63%**	**11**	**0.59%**
Mixed - White / Asian	UK	5	0.26%	3	0.16%	3	0.16%
	Non-UK			1	0.05%		
	Total	**5**	**0.26%**	**4**	**0.21%**	**3**	**0.16%**
Mixed - White / Black African	UK	2	0.11%	2	0.11%	1	0.05%
	Total	**2**	**0.11%**	**2**	**0.11%**	**1**	**0.05%**
Mixed - White / Black Caribbean	UK	2	0.11%	2	0.11%	2	0.11%
	Total	**2**	**0.11%**	**2**	**0.11%**	**2**	**0.11%**
Mixed - Other	UK	3	0.16%	2	0.11%	2	0.11%
	Non-UK					1	0.05%
	Total	**3**	**0.16%**	**2**	**0.11%**	**3**	**0.16%**
Other Ethnicity	UK	5	0.26%	8	0.42%	7	0.37%
	Non-UK	3	0.16%	3	0.16%	2	0.11%
	Total	**8**	**0.42%**	**11**	**0.58%**	**9**	**0.48%**
White - Other	UK	455	24.11%	425	22.45%	427	22.72%
	Non-UK	103	5.46%	106	5.60%	108	5.75%
	Not Known	1	0.05%			1	0.05%
	Total	**559**	**29.62%**	**531**	**28.05%**	**536**	**28.53%**
White - Scottish	UK	1197	63.43%	1239	65.45%	1224	65.14%
	Not Known	2	0.11%	1	0.05%		
	Total	**1199**	**63.54%**	**1240**	**65.50%**	**1224**	**65.14%**
Not Known	UK	9	0.48%	10	0.53%	9	0.48%
	Non-UK	2	0.11%	2	0.11%	1	0.05%
	Not Known			1	0.05%	8	0.43%
	Total	**11**	**0.58%**	**13**	**0.69%**	**18**	**0.96%**
Information Refused	UK	19	1.01%	18	0.95%	19	1.01%
	Non-UK	1	0.05%	1	0.05%		
	Not Known	1	0.05%	1	0.05%	1	0.05%
	Total	**21**	**1.11%**	**20**	**1.06%**	**20**	**1.06%**
Total		**1887**	**100.00%**	**1893**	**100.00%**	**1879**	**100.00%**

Most PS staff are employed within Directorates. The highest representation of BAME staff in 2019/20 is in ACG at 5.00%. HROD has the lowest BAME representation at 1.75%, followed by LLCI at 2.15%.

Table 4.36: PS Staff in Directorates by Ethnicity Sub-Group 2017-20 (Staff whose Ethnicity has not been declared are not included above)

	Year	2017/18				2018/19				2019/20			
Directorate / Schools	**UK / Non-UK**	**BAME**	**%**	**White**	**%**	**BAME**	**%**	**White**	**%**	**BAME**	**%**	**White**	**%**
Academic and Corporate Governance	UK	2	6.45%	29	93.55%	1	3.33%	29	96.67%	1	2.78%	35	97.22%
	Non-UK	1	100.00%			1	50.00%	1	50.00%	1	25.00%	3	75.00%
	Total	**3**	**9.38%**	**29**	**90.63%**	**2**	**6.25%**	**30**	**93.75%**	**2**	**5.00%**	**38**	**95.00%**
Estates and Campus Services	UK	10	4.59%	208	95.41%	9	4.19%	206	95.81%	7	3.33%	203	96.67%
	Non-UK	6	33.33%	12	66.67%	6	35.29%	11	64.71%	4	28.57%	10	71.43%
	Not Known			2	100.00%			1	100.00%				
	Total	**16**	**6.72%**	**222**	**93.28%**	**15**	**6.44%**	**218**	**93.56%**	**11**	**4.91%**	**213**	**95.09%**
External Relations	UK	6	4.23%	136	95.77%	6	3.85%	150	96.15%	5	3.38%	143	96.62%
	Non-UK			7	100.00%	1	10.00%	9	90.00%	1	14.29%	6	85.71%
	Total	**6**	**4.03%**	**143**	**95.97%**	**7**	**4.22%**	**159**	**95.78%**	**6**	**3.87%**	**149**	**96.13%**
Finance and Procurement	UK	2	2.78%	70	97.22%	1	1.41%	70	98.59%	1	1.49%	66	98.51%
	Non-UK	1	33.33%	2	66.67%	1	33.33%	2	66.67%	1	25.00%	3	75.00%
	Total	**3**	**4.00%**	**72**	**96.00%**	**2**	**2.70%**	**72**	**97.30%**	**2**	**2.82%**	**69**	**97.18%**
Human Resources and Organisational and Professional Development	UK	1	1.82%	54	98.18%	1	1.72%	57	98.28%	1	1.82%	54	98.18%
	Non-UK			3	100.00%			2	100.00%			2	100.00%
	Total	**1**	**1.72%**	**57**	**98.28%**	**1**	**1.67%**	**59**	**98.33%**	**1**	**1.75%**	**56**	**98.25%**
Student Services	UK	2	1.32%	149	98.68%	1	0.63%	157	99.37%	3	1.79%	165	98.21%
	Non-UK	3	23.08%	10	76.92%	2	16.67%	10	83.33%	2	13.33%	13	86.67%
	Total	**5**	**3.05%**	**159**	**96.95%**	**3**	**1.76%**	**167**	**98.24%**	**5**	**2.73%**	**178**	**97.27%**
Library & Learning and Culture & Information	UK	2	2.06%	95	97.94%	2	2.20%	89	97.80%	2	2.25%	87	97.75%
	Non-UK			2	100.00%			3	100.00%			4	100.00%
	Total	**2**	**2.02%**	**97**	**97.98%**	**2**	**2.13%**	**92**	**97.87%**	**2**	**2.15%**	**91**	**97.85%**
Research and Innovation Services	UK	1	5.26%	18	94.74%	1	3.85%	25	96.15%	1	3.85%	25	96.15%
	Non-UK			1	100.00%			1	100.00%			2	100.00%
	Total	**1**	**5.00%**	**19**	**95.00%**	**1**	**3.70%**	**26**	**96.30%**	**1**	**3.57%**	**27**	**96.43%**
University Executive Office	UK			49	100.00%			51	100.00%	2	3.51%	55	96.49%
	Non-UK			8	100.00%			11	100.00%			9	100.00%
	Total			**57**	**100.00%**			**62**	**100.00%**	**2**	**3.03%**	**64**	**96.97%**
UoDIT	UK	6	5.36%	106	94.64%	6	6.00%	94	94.00%	5	4.95%	96	95.05%
	Non-UK			7	100.00%			7	100.00%			9	100.00%
	Not Known											1	100.00%
	Total	**6**	**5.04%**	**113**	**94.96%**	**6**	**5.61%**	**101**	**94.39%**	**5**	**4.50%**	**106**	**95.50%**
Schools	UK	33	4.28%	738	95.72%	32	4.17%	736	95.83%	31	4.12%	722	95.88%
	Non-UK	21	29.17%	51	70.83%	18	26.87%	49	73.13%	13	21.67%	47	78.33%
	Not Known			1	100.00%								
	Total	**54**	**6.40%**	**790**	**93.60%**	**50**	**5.99%**	**785**	**94.01%**	**44**	**5.41%**	**769**	**94.59%**
Total		**97**	**5.23%**	**1758**	**94.77%**	**89**	**4.78%**	**1771**	**95.22%**	**81**	**4.40%**	**1760**	**95.60%**

Many directorates with higher BAME representation show a decreasing trend over three years including ACS, ECS and RIS.

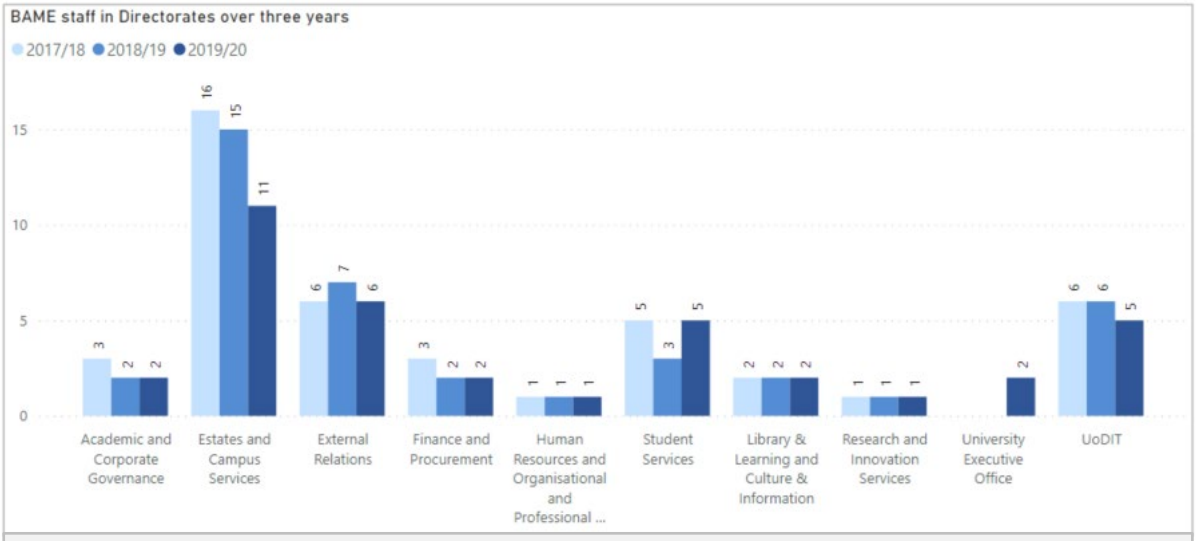


Figure 4.8: PS Staff in Directorates 2017-2020

PS BAME staff are mostly employed at Grade 7 (23 staff in 2019/20), Grade 6 (14 staff in 2019/20), Grade 1 (11 staff in 2019/20) and Grade 5 (10 in 2019/20). There is no significant growth of BAME staff in any grade. There are only two BAME PS staff in Grades 9 and 10 in 2019/20 (Table 4.37) (See Section 5A).

DRAFT

Table 4.37: PS Staff by Grade and Ethnicity Sub-Group 2017-20

	Ethnicity Sub-Group	BAME						White					
	Academic Year	2017/18		2018/19		2019/20		2017/18		2018/19		2019/20	
Grade	UK / Non-UK	Staff	%	Staff	%	Staff	%	Staff	%	Staff	%	Staff	%
Grade 1	UK	8	8.25%	7	7.87%	7	8.64%	113	6.43%	113	6.38%	111	6.31%
	Non-UK	6	6.19%	6	6.74%	4	4.94%	9	0.51%	8	0.45%	8	0.45%
	Not Known							2	0.11%	1	0.06%		
	Total	**14**	**14.43%**	**13**	**14.61%**	**11**	**13.58%**	**124**	**7.05%**	**122**	**6.89%**	**119**	**6.76%**
Grade 2	UK							27	1.54%	23	1.30%	23	1.31%
	Non-UK							1	0.06%	2	0.11%	2	0.11%
	Total							**28**	**1.59%**	**25**	**1.41%**	**25**	**1.42%**
Grade 3	UK	6	6.19%	3	3.37%	1	1.23%	156	8.87%	146	8.24%	139	7.90%
	Non-UK	1	1.03%	2	2.25%	1	1.23%	4	0.23%	5	0.28%	3	0.17%
	Total	**7**	**7.22%**	**5**	**5.62%**	**2**	**2.47%**	**160**	**9.10%**	**151**	**8.53%**	**142**	**8.07%**
Grade 4	UK	10	10.31%	10	11.24%	10	12.35%	235	13.37%	245	13.83%	225	12.78%
	Non-UK							15	0.85%	15	0.85%	12	0.68%
	Total	**10**	**10.31%**	**10**	**11.24%**	**10**	**12.35%**	**250**	**14.22%**	**260**	**14.68%**	**237**	**13.47%**
Grade 5	UK	5	5.15%	4	4.49%	4	4.94%	258	14.68%	257	14.51%	255	14.49%
	Non-UK	7	7.22%	7	7.87%	5	6.17%	18	1.02%	16	0.90%	18	1.02%
	Not Known											1	0.06%
	Total	**12**	**12.37%**	**11**	**12.36%**	**9**	**11.11%**	**276**	**15.70%**	**273**	**15.42%**	**274**	**15.57%**
Grade 6	UK	14	14.43%	13	14.61%	11	13.58%	238	13.54%	245	13.83%	257	14.60%
	Non-UK	4	4.12%	3	3.37%	3	3.70%	17	0.97%	21	1.19%	24	1.36%
	Total	**18**	**18.56%**	**16**	**17.98%**	**14**	**17.28%**	**255**	**14.51%**	**266**	**15.02%**	**281**	**15.97%**
Grade 7	UK	11	11.34%	13	14.61%	15	18.52%	322	18.32%	331	18.69%	336	19.09%
	Non-UK	13	13.40%	10	11.24%	8	9.88%	23	1.31%	25	1.41%	29	1.65%
	Total	**24**	**24.74%**	**23**	**25.84%**	**23**	**28.40%**	**345**	**19.62%**	**356**	**20.10%**	**365**	**20.74%**
Grade 8	UK	7	7.22%	6	6.74%	8	9.88%	167	9.50%	171	9.66%	180	10.23%
	Non-UK	1	1.03%	1	1.12%	1	1.23%	10	0.57%	9	0.51%	8	0.45%
	Total	**8**	**8.25%**	**7**	**7.87%**	**9**	**11.11%**	**177**	**10.07%**	**180**	**10.16%**	**188**	**10.68%**
Grade 9	UK	2	2.06%	1	1.12%	1	1.23%	49	2.79%	50	2.82%	45	2.56%
	Non-UK							1	0.06%	1	0.06%	1	0.06%
	Total	**2**	**2.06%**	**1**	**1.12%**	**1**	**1.23%**	**50**	**2.84%**	**51**	**2.88%**	**46**	**2.61%**
Grade 10	UK	1	1.03%	1	1.12%	1	1.23%	32	1.82%	29	1.64%	30	1.70%
	Non-UK							4	0.23%	4	0.23%	3	0.17%
	Total	**1**	**1.03%**	**1**	**1.12%**	**1**	**1.23%**	**36**	**2.05%**	**33**	**1.86%**	**33**	**1.88%**
NON SPINE POINT GRADE	UK	1	1.03%	2	2.25%	1	1.23%	50	2.84%	49	2.77%	48	2.73%
	Total	**1**	**1.03%**	**2**	**2.25%**	**1**	**1.23%**	**50**	**2.84%**	**49**	**2.77%**	**48**	**2.73%**
OFFSCALE	UK							5	0.28%	5	0.28%	2	0.11%
	Non-UK							1	0.06%				
	Not Known							1	0.06%				
	Total							**7**	**0.40%**	**5**	**0.28%**	**2**	**0.11%**
Total		**97**	**100.00%**	**89**	**100.00%**	**81**	**100.00%**	**1758**	**100.00%**	**1771**	**100.00%**	**1760**	**100.00%**

Among UK staff, proportionately more BAME staff than White staff are employed on fixed-term contracts, however for non-UK staff the opposite is true with 36% of White staff on fixed-term contracts compared with 18% of BAME staff (Table 4.38).

Table 4.38: PS Staff by Contract Type and Ethnicity Sub-Group 2017-20
(Staff whose ethnicity has not been disclosed have not been included. Staff whose nationality has not been disclosed have not been included).

		Academic Year	2017/18		2018/19		2019/20	
UK / Non-UK	Ethnicity Sub-Group	Terms of Employment	Staff	% Ethnicity Sub Group	Staff	% Ethnicity Sub Group	Staff	% Ethnicity Sub Group
UK	BAME	Fixed-term	18	27.69%	14	23.33%	12	20.34%
		Permanent	47	72.31%	46	76.67%	47	79.66%
		Total	**65**	**100.00%**	**60**	**100.00%**	**59**	**100.00%**
	White	Fixed-term	229	13.86%	242	14.54%	208	12.60%
		Permanent	1423	86.14%	1422	85.46%	1443	87.40%
		Total	**1652**	**100.00%**	**1664**	**100.00%**	**1651**	**100.00%**
	Total		**1717**	**100.00%**	**1724**	**100.00%**	**1710**	**100.00%**
Non-UK	BAME	Fixed-term	12	37.50%	9	31.03%	4	18.18%
		Permanent	20	62.50%	20	68.97%	18	81.82%
		Total	**32**	**100.00%**	**29**	**100.00%**	**22**	**100.00%**
	White	Fixed-term	38	36.89%	42	39.62%	39	36.11%
		Permanent	65	63.11%	64	60.38%	69	63.89%
		Total	**103**	**100.00%**	**106**	**100.00%**	**108**	**100.00%**
	Total		**135**	**100.00%**	**135**	**100.00%**	**130**	**100.00%**
Total			**1852**	**100.00%**	**1859**	**100.00%**	**1840**	**100.00%**

The proportion of BAME staff on Fixed-Term contracts has decreased over three years (Figure 4.9), but, although decreasing more rapidly, the overall percentage remains higher than for White staff.

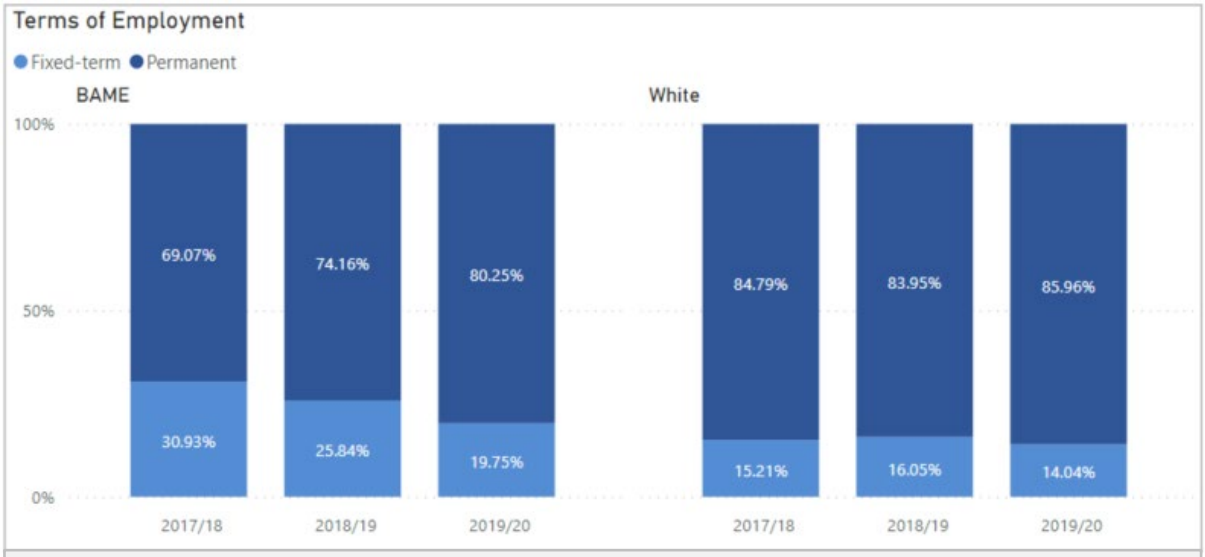


Figure 4.9: PS staff by Contract Type and Ethnicity Sub-Group 2017-20
(Staff whose ethnicity has not been disclosed have not been included).

At 23.33% in 2018/19, the proportion of UK BAME staff on Fixed-Term contracts is higher than the benchmark of 18.0% (Table 4.39). For Non-UK BAME staff, the UoD figure of 31.03% is higher than the benchmark of 26.4%. A more detailed understanding of the reasons for the higher number of Fixed-Term contracts is needed to ensure there is no bias in decision-making **[Action 4.9].**

Table 4.39: PS Staff in HE by Contract Type and Ethnicity Sub- Group (UK and Non-UK) 2020

AdvanceHE

Equality in higher education: Statistical Report 2020

UK/non-UK staff by activity, contract type and BAME/white identity

		BAME		White	
		No.	↓%	No.	↓%
UK nationals	Professional and support staff				
	Open-ended/permanent	15,795	82.0	146,315	86.7
	Fixed-term	3,465	18.0	22,525	13.3
	All contracts	**19,255**	**100.0**	**168,840**	**100.0**
Non-UK nationals	Professional and support staff				
	Open-ended/permanent	4,880	73.6	12,125	76.9
	Fixed-term	1,745	26.4	3,650	23.1
	All contracts	**6,630**	**100.0**	**15,775**	**100.0**

The proportion of BAME and White staff employed on a FT basis are comparable across three years (Figure 4.10).

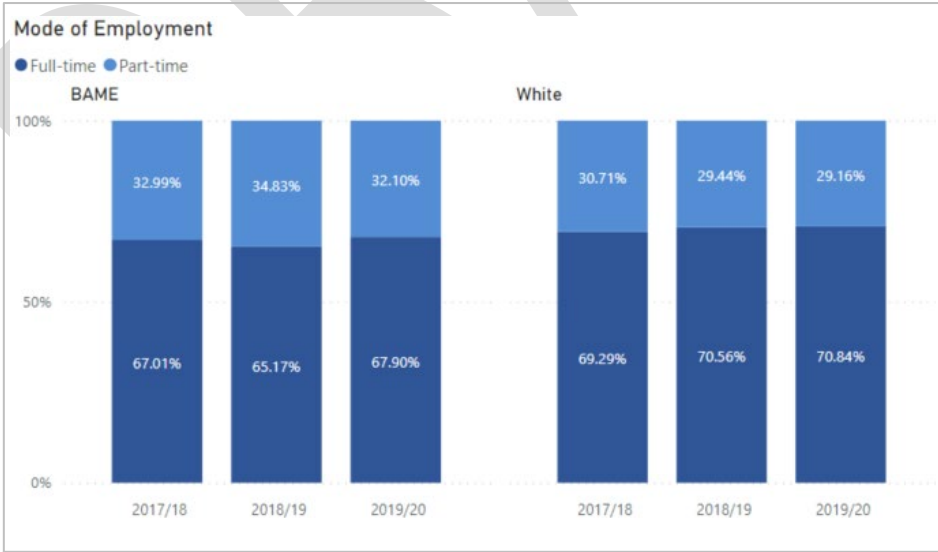


Figure 4.10: PS Staff by Full-time/Part-time contracts and Ethnicity Sub-Group 2017-20. (Staff whose ethnicity has not been disclosed have not been included).

At 70% in 2018/19, the proportion of UK BAME PS staff working FT is comparable to the benchmark of 72.9% (Table 4.40). For Non-UK BAME staff, the UoD figure of 55.17% is comparable to the benchmark of 56.9% (Table 4.41).

Table 4.40: PS Staff by Full-time/Part-time contracts and Ethnicity Sub-Group (UK and Non-UK) 2017-20 (Staff whose ethnicity has not been disclosed have not been included. Staff whose nationality has not been disclosed have not been included).

		Academic Year	2017/18		2018/19		2019/20	
UK / Non-UK	**Ethnicity Sub-Group**	**Mode of Employment**	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
UK	BAME	Full-time	47	72.31%	42	70.00%	42	71.19%
		Part-time	18	27.69%	18	30.00%	17	28.81%
		Total	**65**	**100.00%**	**60**	**100.00%**	**59**	**100.00%**
	White	Full-time	1143	69.19%	1174	70.55%	1166	70.62%
		Part-time	509	30.81%	490	29.45%	485	29.38%
		Total	**1652**	**100.00%**	**1664**	**100.00%**	**1651**	**100.00%**
	Total		**1717**	**100.00%**	**1724**	**100.00%**	**1710**	**100.00%**
Non-UK	BAME	Full-time	18	56.25%	16	55.17%	13	59.09%
		Part-time	14	43.75%	13	44.83%	9	40.91%
		Total	**32**	**100.00%**	**29**	**100.00%**	**22**	**100.00%**
	White	Full-time	73	70.87%	75	70.75%	80	74.07%
		Part-time	30	29.13%	31	29.25%	28	25.93%
		Total	**103**	**100.00%**	**106**	**100.00%**	**108**	**100.00%**
	Total		**135**	**100.00%**	**135**	**100.00%**	**130**	**100.00%**
Total			**1852**	**100.00%**	**1859**	**100.00%**	**1840**	**100.00%**

Table 4.41: UK HE Professional and Support staff contract mode analysis

AdvanceHE

Equality in higher education: Statistical Report 2020

UK/non-UK staff by activity, mode and BAME/white identity

		BAME		White	
		No.	↓%	No.	↓%
UK nationals	Professional and support staff				
	Full-time	14,030	72.9	116,250	68.9
	Part-time	5,225	27.1	52,590	31.1
	All modes	**19,255**	**100.0**	**168,840**	**100.0**
UK nationals	Professional and support staff				
	Full-time	3,770	56.9	10,740	68.1
	Part-time	2,855	43.1	5,030	31.9
	All modes	**6,630**	**100.0**	**15,775**	**100.0**

ACTION 4.9: Carry out a review of the reasons for PS BAME staff fixed-term contracts and take appropriate action, if necessary.

Professional Services staff voluntary leavers are shown in Table 4.42.

Table 4.42: PS Staff Voluntary Leavers by Ethnicity Sub-Group and Job Category 2017-20

		Ethnicity Head Group	Asian		Black		Chinese		Mixed Ethnicity		Other Ethnicity		White		Undisclosed		Total	
Year	Job Category	UK / Non-UK	Staff	Leavers	Staff	Leavers	Staff	Leavers	Staff	Leavers	Staff	Leavers	Staff	Leavers	Staff	Leavers	Staff	Leavers
2017/18	Academic Related	UK	11	1			3		4		3	1	558	34	10		589	36
		Non-UK	4	1	1	1	6				3	1	38	2	2		54	5
		Total	**15**	**2**	**1**	**1**	**9**		**4**		**6**	**2**	**596**	**36**	**12**		**643**	**41**
	Clerical	UK	10				1		1	3	4		588	54	9	2	613	59
		Non-UK	1	1			2						24	3	1		28	4
		Not Known											1				1	
		Total	**11**	**1**			**3**		**1**	**3**	**4**		**613**	**57**	**10**	**2**	**642**	**63**
	Manual	UK	8		1				1				204	12	4		218	12
		Non-UK	1		4		1						12	2		1	18	3
		Not Known											2		1		3	
		Total	**9**		**5**		**1**		**1**				**218**	**14**	**5**	**1**	**239**	**15**
	Technical	UK	9		1		1	1	6	1	1		302	21	5		325	23
		Non-UK	6		1		1				1		29	2			38	2
		Total	**15**		**2**		**2**	**1**	**6**	**1**	**2**		**331**	**23**	**5**		**363**	**25**
	Total		**50**	**3**	**8**	**1**	**15**	**1**	**12**	**4**	**12**	**2**	**1758**	**130**	**32**	**3**	**1887**	**144**
2018/19	Academic Related	UK	11				2		3	1	4		573	52	9	2	602	55
		Non-UK	3	1	1		5	1			2		39	6	3		53	8
		Total	**14**	**1**	**1**		**7**	**1**	**3**	**1**	**6**		**612**	**58**	**12**	**2**	**655**	**63**
	Clerical	UK	8	3				1			4	1	599	55	8	1	619	61
		Non-UK					3						21	6		1	24	7
		Not Known													1		1	
		Total	**8**	**3**			**3**	**1**			**4**	**1**	**620**	**61**	**9**	**2**	**644**	**68**
	Manual	UK	7	1	1				1				198	13	6	1	213	15
		Non-UK	1		4		1	1					12	1			18	2
		Not Known											1		1		2	
		Total	**8**	**1**	**5**		**1**	**1**	**1**				**211**	**14**	**7**	**1**	**233**	**17**
	Technical	UK	10	1	1		1		5		2		294	24	5	1	318	26
		Non-UK	5	1	1				1		2		34	2			43	3
		Total	**15**	**2**	**2**		**1**		**6**		**4**		**328**	**26**	**5**	**1**	**361**	**29**
	Total		**45**	**7**	**8**		**12**	**3**	**10**	**1**	**14**	**1**	**1771**	**159**	**33**	**6**	**1893**	**177**
2019/20	Academic Related	UK	13				3		4		4		581	43	9	1	614	44
		Non-UK	3		1		4				1	1	41	5	1	1	51	7
		Not Known													1		1	
		Total	**16**		**1**		**7**		**4**		**5**	**1**	**622**	**48**	**11**	**2**	**666**	**51**
	Clerical	UK	8	1	1						3	1	584	41	8	3	604	46
		Non-UK					2	1	1				27	2			30	3
		Not Known											1		2		3	
		Total	**8**	**1**	**1**		**2**	**1**	**1**		**3**	**1**	**612**	**43**	**10**	**3**	**637**	**49**
	Manual	UK	5	1	2								196	7	6		209	9
		Non-UK	1		2	2	1						12				16	2
		Not Known													6		6	
		Total	**6**	**1**	**4**	**2**	**1**						**208**	**7**	**12**		**231**	**11**
	Technical	UK	9	2	1		1		4		1	1	290	21	5		311	24
		Non-UK	4		1						1		28	4			34	4
		Total	**13**	**2**	**2**		**1**		**4**		**2**	**1**	**318**	**25**	**5**		**345**	**28**
	Total		**43**	**4**	**8**	**2**	**11**	**1**	**9**		**10**	**3**	**1760**	**123**	**38**	**5**	**1879**	**139**
Total			**138**	**14**	**24**	**3**	**38**	**5**	**31**	**6**	**36**	**6**	**5289**	**412**	**103**	**14**	**5659**	**460**

Small numbers of leavers in the BAME head groups can lead to disparate turnover rates such as the disproportionately higher turnover among Black staff of 100% in 2017/18. Infinity is shown when there have been leavers during the year but no staff in post at the comparative time point (Table 4.43).

Table 4.43: Percentage Turnover of PS Staff Voluntary Leavers by Ethnicity Head Group and Job Category 2017-20

Year	Job Category	UK / Non-UK	Asian	Black	Chinese	Mixed Ethnicity	Other Ethnicity	White	Undisclosed	Total
2017/18	Academic Related	UK	9.09%				33.33%	6.09%		**6.11%**
		Non-UK	25.00%	100.00%			33.33%	5.26%		**9.26%**
		Total	**13.33%**	**100.00%**			**33.33%**	**6.04%**		**6.38%**
	Clerical	UK				300.00%		9.18%	22.22%	**9.62%**
		Non-UK	100.00%					12.50%		**14.29%**
		Total	**9.09%**			**300.00%**		**9.30%**	**20.00%**	**9.81%**
	Manual	UK						5.88%		**5.50%**
		Non-UK						16.67%	Infinity	**16.67%**
		Total						**6.42%**	**20.00%**	**6.28%**
	Technical	UK			100.00%	16.67%		6.95%		**7.08%**
		Non-UK						6.90%		**5.26%**
		Total			**50.00%**	**16.67%**		**6.95%**		**6.89%**
	Total		**6.00%**	**12.50%**	**6.67%**	**33.33%**	**16.67%**	**7.39%**	**9.38%**	**7.63%**
2018/19	Academic Related	UK				33.33%		9.08%	22.22%	**9.14%**
		Non-UK	33.33%		20.00%			15.38%		**15.09%**
		Total	**7.14%**		**14.29%**	**33.33%**		**9.48%**	**16.67%**	**9.62%**
	Clerical	UK	37.50%		Infinity		25.00%	9.18%	12.50%	**9.85%**
		Non-UK						28.57%	Infinity	**29.17%**
		Total	**37.50%**		**33.33%**		**25.00%**	**9.84%**	**22.22%**	**10.56%**
	Manual	UK	14.29%					6.57%	16.67%	**7.04%**
		Non-UK			100.00%			8.33%		**11.11%**
		Total	**12.50%**		**100.00%**			**6.64%**	**14.29%**	**7.30%**
	Technical	UK	10.00%					8.16%	20.00%	**8.18%**
		Non-UK	20.00%					5.88%		**6.98%**
		Total	**13.33%**					**7.93%**	**20.00%**	**8.03%**
	Total		**15.56%**		**25.00%**	**10.00%**	**7.14%**	**8.98%**	**18.18%**	**9.35%**
2019/20	Academic Related	UK						7.40%	11.11%	**7.17%**
		Non-UK					100.00%	12.20%	100.00%	**13.73%**
		Total					**20.00%**	**7.72%**	**18.18%**	**7.66%**
	Clerical	UK	12.50%				33.33%	7.02%	37.50%	**7.62%**
		Non-UK			50.00%			7.41%		**10.00%**
		Total	**12.50%**		**50.00%**		**33.33%**	**7.03%**	**30.00%**	**7.69%**
	Manual	UK	20.00%					3.57%		**4.31%**
		Non-UK		100.00%						**12.50%**
		Total	**16.67%**	**50.00%**				**3.37%**		**4.76%**
	Technical	UK	22.22%				100.00%	7.24%		**7.72%**
		Non-UK						14.29%		**11.76%**
		Total	**15.38%**				**50.00%**	**7.86%**		**8.12%**
	Total		**9.30%**	**25.00%**	**9.09%**		**30.00%**	**6.99%**	**13.16%**	**7.40%**

There has been an increase in percentage BAME staff turnover over three years (11.34% to 13.58%) while turnover for White staff has fluctuated (Table 4.44; Figure 4.11).

Table 4.44: PS staff turnover by Ethnicity Sub-Group 2017-20

Year	UK / Non-UK	BAME	White	Undisclosed	Total
2017/18	UK	10.77%	7.32%	7.14%	**7.45%**
	Non-UK	12.50%	8.74%	33.33%	**10.14%**
	Total	**11.34%**	**7.39%**	**9.38%**	**7.63%**
2018/19	UK	13.33%	8.65%	17.86%	**8.96%**
	Non-UK	13.79%	14.15%	33.33%	**14.49%**
	Total	**13.48%**	**8.98%**	**18.18%**	**9.35%**
2019/20	UK	11.86%	6.78%	14.29%	**7.08%**
	Non-UK	18.18%	10.19%	100.00%	**12.21%**
	Total	**13.58%**	**6.99%**	**13.16%**	**7.40%**

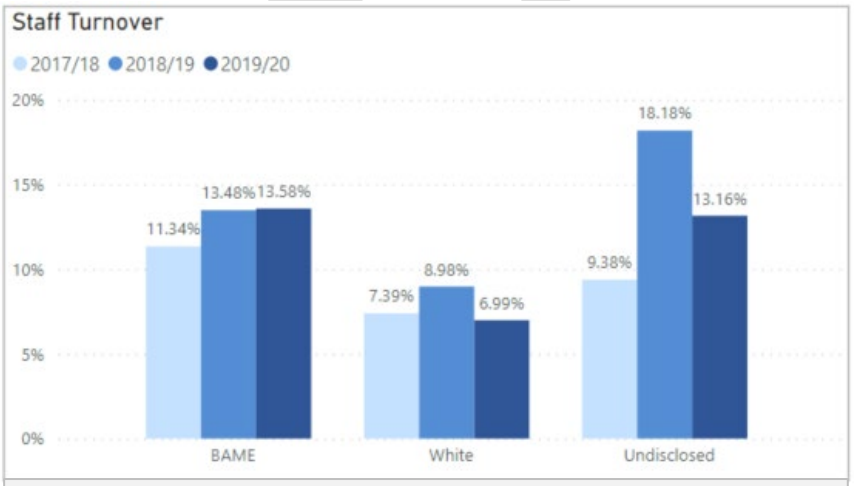


Figure 4.11: Table 4.43: PS staff turnover by Ethnicity Sub-Group 2017-20

Word Count Section 4B: 619

4C: GRIEVANCES AND DISCIPLINARIES

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 disciplinaries are race-related*

These numbers are likely to be small, so collate all three years together

The number of BAME staff raising grievances during the 2017-2020 period was seven (Table 4.45). In 2019, BAME staff represented 9.28% of UoD staff and this group raised 20% of grievances.

Table 4.45: Grievances raised between 2017-2020

Ethnicity Sub-Group	Capability	Disciplinary	Grievance
BAME	1	2	7
White	4	21	27
Undisclosed		1	1
Total	**5**	**24**	**35**

However, the staff survey revealed that 40% of BAME staff did not agree that they were aware of how to report race-related incidents (Figure 4.12).

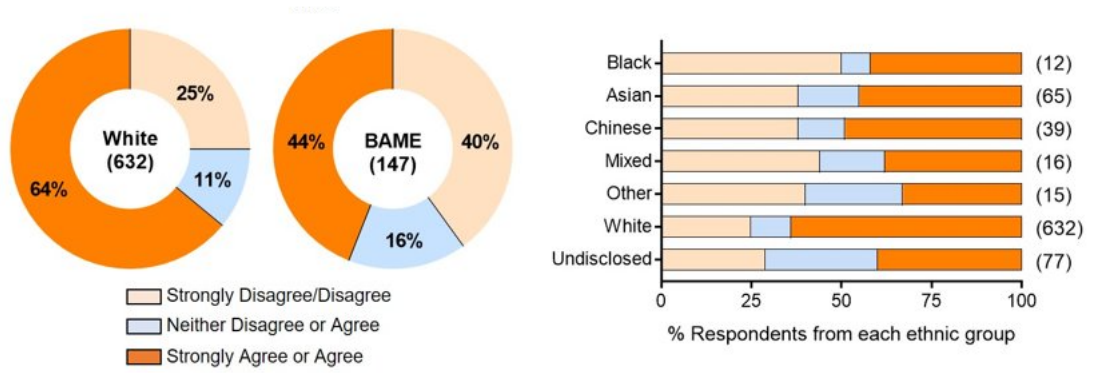


Figure 4.12: Staff were asked to agree/disagree on whether they were aware of how to report on race-related incidents (UOD Staff Rec Survey, 2020)

Robust and rigorous systems are in place to record/monitor complaints and data is reviewed by UEG and PODCo. Training is in place for all investigators. Data capture processes were improved in 2019/20 along with reviews of outcomes of investigations, recommendations and follow up actions. Only one complaint (not upheld) related directly to race in the last 3 years, however, the lack of awareness of how to raise concerns on race-related incidents must be addressed. [**Actions 4.1-4.5**].

Word Count Section 4C: 132

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*

University Court is comprised of ex officio, lay, elected and nominated members. Senate is comprised of various ex officio and elected members. Both groups lack BAME representation (Table 4.46 and 4.47).

Table 4.46: Ethnic profile of UoD Court

Court Members	2017/18	2018/19	2019/20
Asian or Asian British - Indian	<5	<5	<5
Black or Black British - African	<5	<5	<5
Undisclosed	<5	<5	<5
White - British	<5	<5	5
White - English	<5	<5	<5
White - Other	<5	<5	0
White - Scottish	11	12	14

Table 4.47: Ethnic profile of UoD Senate

Senate 2021	BAME	Undisclosed	White	Total
DUSA - ex officio	2		6	**8**
Elected by Staff Council		1	1	**2**
In attendance			5	**5**
Staff - elected	1		28	**29**
Staff - ex officio		3	15	**18**
Total	**3**	**4**	**55**	**62**

BAME representation on UEG, decision-making and management committees is poor (Table 4.48 and 4.49) and in line with staff perception (Figure 4.13) [**Action 4.10 and 4.11**].

UoD 2020 REC Staff Survey Quote
"Senior management and UEG is still predominantly white and male. There are serious issues of GENDER and RACE inequality at the top." – White Staff

Table 4.48: Ethnic profile of UoD Management Committees 2020/21

Committee	BAME	Undisclosed	White	Total
2021 University Executive Group		1	8	**9**
2021 Learning and Teaching Committee		1	18	**19**
2021 Research and Knowledge Exchange Committee	1	1	17	**19**
2020 Promotions - Readership and Personal Chair Committee		1	8	**9**
2020 Promotions - Academic Staff Annual Review Committee (AHSSBL)	2	3	7	**12**
2020 Promotions - Academic Staff Annual Review Committee (STEM)	1	2	9	**12**
2020 Merit Awards - Academic and Research	1	3	6	**10**
2020 Merit Awards - Professional Services			6	**6**
2021 School Management Group	5	5	75	**85**
Total	**10**	**17**	**154**	**181**

Table 4.49: Ethnic profile of School Executive Committees

School Executive Commitees 2021	BAME	White	Undisclosed
School of Art and Design	1	7	
School of Business		11	1
School of Dentistry		9	
School of Education and Social Work	1	9	1
School of Health Sciences		7	
School of Humanities		11	1
School of Life Sciences		6	
School of Medicine	1	5	1
School of Science and Engineering	1	5	1
School of Social Sciences	1	5	
Total	**5**	**75**	**5**

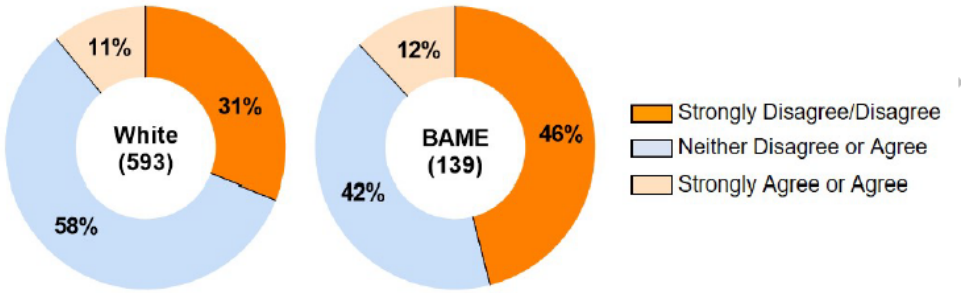


Figure 4.13: Staff were asked to agree/disagree on whether BAME staff representation on decision-making committees and leadership roles is proportionate to the UoD BAME population (UOD Staff Rec Survey, 2020)

ACTION 4.10: To increase the BAME representation on Court and Senate.

ACTION 4.11: To increase the BAME representation on decision-making and management committees at School/Directorate level.

Word Count Section 4D: 57

DRAFT

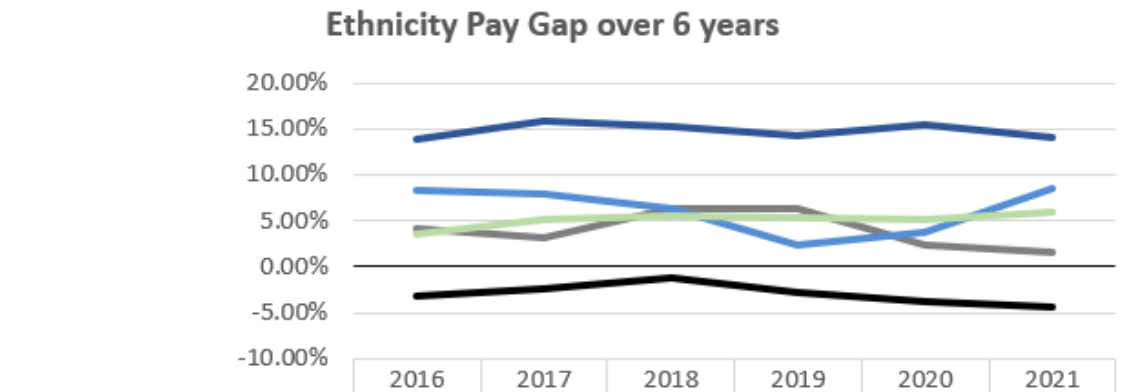
4E: EQUAL PAY

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.

Equal Pay is reviewed annually with oversight by the Remuneration Committee. Ethnicity pay gap information is published biennially on UoD's website and the data used to inform discretionary pay awards through the annual Senior Staff Salary Review and Merit Award procedure.

The pay gap for all staff as a group is in favour of BAME staff (Figure 4.14). This is due to BAME staff holding proportionally more roles in higher graded positions raising the average and median salaries when all grades are grouped together. The pay gap trend in favour of BAME staff is caused by increases to BAME staff numbers and salary increases of BAME staff in higher grades.

When analysed by staff group and job category, pay gaps are in favour of White staff. UoD has made progress in increasing BAME staff salaries, however, differences still exist compared to White staff (Table 4.50) [**Action 4:12-4.14**].



	2016	2017	2018	2019	2020	2021
Professional Services	4.22%	3.14%	6.28%	6.32%	2.29%	1.61%
Academic and Research	13.77%	15.91%	15.22%	14.17%	15.39%	14.06%
Academic	8.27%	7.85%	6.34%	2.42%	3.66%	8.52%
Research	3.51%	5.20%	5.62%	5.27%	5.11%	5.95%
All staff	-3.29%	-2.36%	-1.18%	-2.90%	-3.76%	-4.32%

Figure 4.14 Ethnicity Pay Gap by staff group over 6 years

Table 4.50: Ethnicity Pay Gap February 2020 (Does not include staff whose Ethnicity is undisclosed)

All Employees	White - All staff			BME - All staff			% Pay Gap	
Grade	Assignment Count	Average Salary £	Median Salary £	Assignment Count	Average Salary £	Median Salary £	Average % Pay Gap	Median % Pay Gap
1	129	16971	16965	11	16965	16965	0.03%	0.00%
2	26	18535	16965	0	n/a	n/a	-	-
3	162	19276	19612	5	18980	19133	1.54%	2.44%
4	242	21548	22417	10	20772	20692	3.60%	7.69%
5	292	24824	25217	9	24180	23754	2.60%	5.80%
6	284	30081	30046	15	30077	30046	0.01%	0.00%
7 TRAINING	26	31427	31866	5	31328	31866	0.31%	0.00%
7	656	38038	39152	136	37106	36914	2.45%	5.72%
8	474	47970	49553	57	46807	46718	2.42%	5.72%
9	248	58623	59135	19	58933	59135	-0.53%	0.00%
10	162	88166	82108	13	78624	74249	10.82%	9.57%
All Grades		**38,348**	**35,845**		**39,961**	**38,017**	**-4.21%**	**-6.06%**

0 to ±2.99%
±3% to ±4.99%
± 5% or more

UoD Staff REC Survey 2020 Quotes

"I know that people in the exact same role as me are in a much higher pay band than me, in other schools across the university." – Staff ethnicity not disclosed

"I am aware of various people in other departments who have equal or less workload/responsibility but are on higher grades" – White Staff.

"There has been a long-standing differential between BME versus non-BME staff paid at all grades, yet I have not seen a serious, meaningful approach from the University to address this. The statistics displayed on BME pay differences are misleading" – BAME Staff.

The following data was provided by Advance HE using HESA data. The UoD mean pay gap using all staff data, was -2.90% (2019) compared to -6.8% in Scotland and 2.0% in the UK (Table 4.51).

Table 4.51: UK HE Ethnicity Pay Gaps 2020 Report

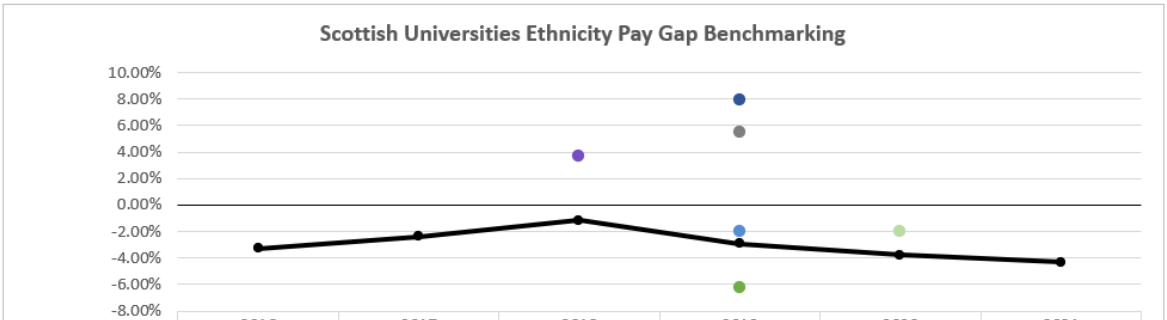
AdvanceHE

Equality in higher education: Statistical Report 2020

Median/mean salary and pay gap for UK staff by country of institution, activity and BAME/white identity

		Mean salary Pay Gap (%)
		%
All staff		
ENG	England	3.3
NIRE	Northern Ireland	-18.2
SCOT	Scotland	-6.8
WAL	Wales	-12.8
UK	**UK**	**2.0**

Figure 4.15 shows mean pay gap data from pay gap reports available on some Scottish universities' websites. In Scotland, UoD is not alone in having an all-staff ethnicity pay gap in favour of BAME staff, however some universities in Scotland have reported pay gaps in favour of White staff.



	2016	2017	2018	2019	2020	2021
UoD	-3.29%	-2.36%	-1.18%	-2.90%	-3.76%	-4.32%
Aberdeen			3.70%			
Glasgow				-2.00%		
Stathclyde				-6.26%		
Edinburgh				7.90%		
St Andrews				5.50%		
Heriot-Watt					-2%	

Figure 4.15: Scottish Universities Ethnicity Pay Gaps

Addressing the Pay Gap

Salaries of staff in grades 1-9 increase automatically through annual increments, so starting salary and length of service are key factors in salary levels and pay gaps for these grades [**Action 4.12**].

Merit Awards

Staff in Grades 1-9 can be nominated for additional salary increases through Merit Awards which are considered on an annual basis. Awards take the form of Contribution Related Points (CRPs) which are specified salary points above the normal ceiling for each grade and Accelerated Advancement (AA) which provide for additional increments within the normal scale for each grade. Both are awarded exceptionally on a permanent basis to recognise outstanding performance. Individuals are nominated for Merit Awards by their manager and supported by the Dean, School Manager or Director. However, staff perceive the nomination process lacks fairness and transparency [**Action 4.14**].

UoD 2020 Staff REC Survey Quote
"Pay awards and being put up for these is very much at the discretion of the School head and who he/she thinks is deserving. There should be an internal committee in Schools that is balanced in race and gender to decide on such issues" – BAME Staff.

AR Staff

BAME staff comprise 16.02% of AR staff. However, only one candidate from this group was nominated for a Merit Award in 2020. In previous years, nominations for BAME staff have been comparable to their representation at UoD (Table 4.52; Figure 4.16).

Table 4.52: AR Staff Nominations and Awards 2018-2021

	Year	2018/19				2019/20				2020/21			
Ethnicity Sub Group	UK / Non-UK	Nominations	% Noms.	Received	Success Rate	Nominations	% Noms.	Received	Success Rate	Nominations	% Noms.	Received	Success Rate
BAME	Non-UK	2	9.09%	1	50.00%	4	14.81%	4	100.00%				
	UK	1	4.55%	0	0.00%	1	3.70%	0	0.00%	1	4.76%	1	100.00%
	Total	**3**	**13.64%**	**1**	**33.33%**	**5**	**18.52%**	**4**	**80.00%**	**1**	**4.76%**	**1**	**100.00%**
White	Non-UK	4	18.18%	2	50.00%	7	25.93%	7	100.00%	4	19.05%	3	75.00%
	UK	15	68.18%	9	60.00%	15	55.56%	13	86.67%	16	76.19%	14	87.50%
	Total	**19**	**86.36%**	**11**	**57.89%**	**22**	**81.48%**	**20**	**90.91%**	**20**	**95.24%**	**17**	**85.00%**
Total		**22**	**100.00%**	**12**	**54.55%**	**27**	**100.00%**	**24**	**88.89%**	**21**	**100.00%**	**18**	**85.71%**

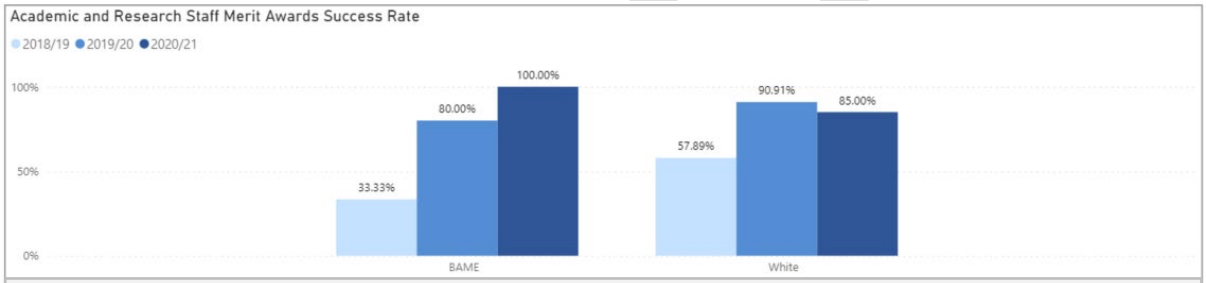


Figure 4.16: AR Staff Award Success Rate 2018-21

Only one Black and one Chinese member of staff was nominated in the past three years (Table 4.53; Figure 4.17).

Table 4.53: AR Staff Nominations and Awards 2018-2021 by Ethnicity Head Group 2018-21

	Year	2018/19				2019/20				2020/21			
Ethnicity Head Group	UK / Non-UK	Nominations	% Noms.	Received	Success Rate	Nominations	% Noms.	Received	Success Rate	Nominations	% Noms.	Received	Success Rate
Asian	Non-UK	1	4.55%	0	0.00%	1	3.70%	1	100.00%				
	UK	1	4.55%	0	0.00%	1	3.70%	0	0.00%	1	4.76%	1	100.00%
	Total	**2**	**9.09%**	**0**	**0.00%**	**2**	**7.41%**	**1**	**50.00%**	**1**	**4.76%**	**1**	**100.00%**
Black	Non-UK					1	3.70%	1	100.00%				
	Total					**1**	**3.70%**	**1**	**100.00%**				
Chinese	Non-UK	1	4.55%	1	100.00%								
	Total	**1**	**4.55%**	**1**	**100.00%**								
Mixed Ethnicity	Non-UK					1	3.70%	1	100.00%				
	Total					**1**	**3.70%**	**1**	**100.00%**				
Other Ethnicity	Non-UK					1	3.70%	1	100.00%				
	Total					**1**	**3.70%**	**1**	**100.00%**				
White	Non-UK	4	18.18%	2	50.00%	7	25.93%	7	100.00%	4	19.05%	3	75.00%
	UK	15	68.18%	9	60.00%	15	55.56%	13	86.67%	16	76.19%	14	87.50%
	Total	**19**	**86.36%**	**11**	**57.89%**	**22**	**81.48%**	**20**	**90.91%**	**20**	**95.24%**	**17**	**85.00%**
Total		**22**	**100.00%**	**12**	**54.55%**	**27**	**100.00%**	**24**	**88.89%**	**21**	**100.00%**	**18**	**85.71%**

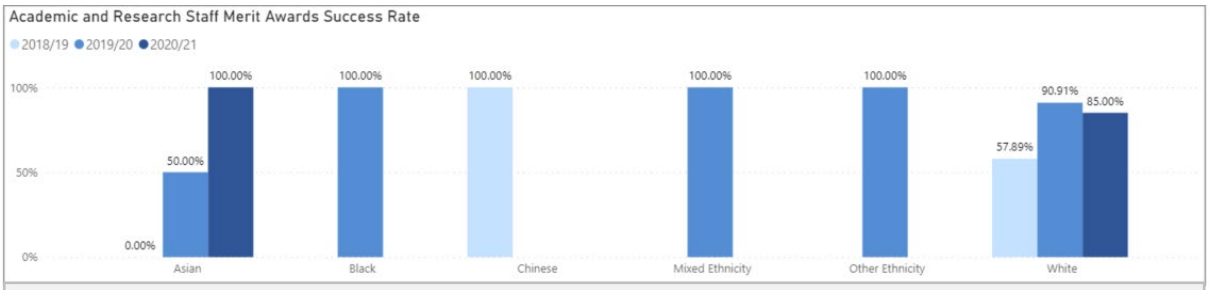


Figure 4.17: AR Staff Award Success Rate 2018-21 by Ethnicity Head Group

PS Staff

PS staff nominations for Merit Awards has decreased over three years (84 in 2017/18 to 35 in 2019/20) (Table 4.54). Due to the financial impact of COVID, specific guidance was circulated to management on the exceptional circumstances in which nominations should be made. Previously, BAME staff had received a proportion of nominations (5.59% in 2017/18 and 5.45% in 2018/19) comparable to their representation among staff. The success rate of BAME staff nominations increased from 2017/18 to 2018/19 to a rate comparable with White staff. However, no BAME PS staff were nominated in 2019/20 (Figure 4.18).

Table 4.54: PS Staff Nominations and Awards 2018-2021

	Year	2018/19				2019/20				2020/21			
Ethnicity Sub Group	UK / Non-UK	Nominations	% Noms.	Received	Success Rate	Nominations	% Noms.	Received	Success Rate	Nominations	% Noms.	Received	Success Rate
BAME	Non-UK	4	4.76%	1	25.00%	1	1.82%	1	100.00%				
	UK	1	1.19%	1	100.00%	2	3.64%	1	50.00%				
	Total	**5**	**5.95%**	**2**	**40.00%**	**3**	**5.45%**	**2**	**66.67%**				
White	Non-UK	2	2.38%	0	0.00%	1	1.82%	1	100.00%	3	8.57%	2	66.67%
	UK	76	90.48%	49	64.47%	50	90.91%	35	70.00%	29	82.86%	20	68.97%
	Total	**78**	**92.86%**	**49**	**62.82%**	**51**	**92.73%**	**36**	**70.59%**	**32**	**91.43%**	**22**	**68.75%**
Undisclosed	UK	1	1.19%	1	100.00%	1	1.82%	0	0.00%	3	8.57%	1	33.33%
	Total	**1**	**1.19%**	**1**	**100.00%**	**1**	**1.82%**	**0**	**0.00%**	**3**	**8.57%**	**1**	**33.33%**
Total		**84**	**100.00%**	**52**	**61.90%**	**55**	**100.00%**	**38**	**69.09%**	**35**	**100.00%**	**23**	**65.71%**

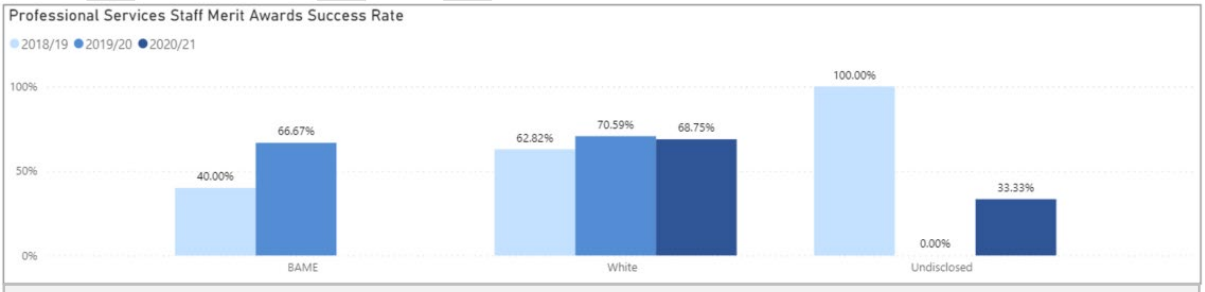


Figure 4.18: PS Staff Award Success Rate 2018-21

Over three years, nominations were received for staff of all Ethnic Head Groups except Other Ethnicity. Success rates varied from 0% to 100%, while the success rates of nominations for White staff were consistently around 70%. However, little meaning can be derived from this due to small numbers (Table 4.55; Figure 4.19).

Table 4.55: PS Staff Nominations and Awards 2018-2021 by Ethnicity Head Group 2018-21

	Year	2018/19				2019/20				2020/21			
Ethnicity Head Group	**UK / Non-UK**	**Nominations**	**% Noms.**	**Received**	**Success Rate**	**Nominations**	**% Noms.**	**Received**	**Success Rate**	**Nominations**	**% Noms.**	**Received**	**Success Rate**
Asian	Non-UK	2	2.38%	0	0.00%	1	1.82%	1	100.00%				
	UK	1	1.19%	1	100.00%	1	1.82%	0	0.00%				
	Total	**3**	**3.57%**	**1**	**33.33%**	**2**	**3.64%**	**1**	**50.00%**				
Black	Non-UK	1	1.19%	1	100.00%								
	Total	**1**	**1.19%**	**1**	**100.00%**								
Chinese	Non-UK	1	1.19%	0	0.00%								
	Total	**1**	**1.19%**	**0**	**0.00%**								
Mixed Ethnicity	UK					1	1.82%	1	100.00%				
	Total					**1**	**1.82%**	**1**	**100.00%**				
White	Non-UK	2	2.38%	0	0.00%	1	1.82%	1	100.00%	3	8.57%	2	66.67%
	UK	76	90.48%	49	64.47%	50	90.91%	35	70.00%	29	82.86%	20	68.97%
	Total	**78**	**92.86%**	**49**	**62.82%**	**51**	**92.73%**	**36**	**70.59%**	**32**	**91.43%**	**22**	**68.75%**
Undisclosed	UK	1	1.19%	1	100.00%	1	1.82%	0	0.00%	3	8.57%	1	33.33%
	Total	**1**	**1.19%**	**1**	**100.00%**	**1**	**1.82%**	**0**	**0.00%**	**3**	**8.57%**	**1**	**33.33%**
Total		**84**	**100.00%**	**52**	**61.90%**	**55**	**100.00%**	**38**	**69.09%**	**35**	**100.00%**	**23**	**65.71%**

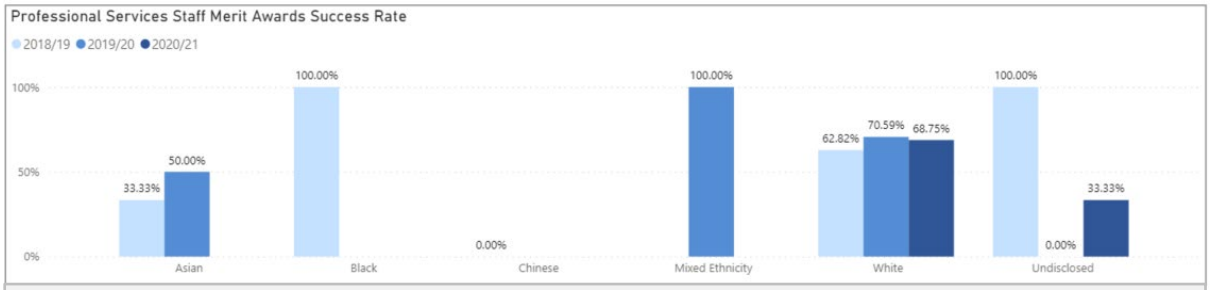


Figure 4.19: PS Staff Award Success Rate 2018-21

For the current Merit Award round, Managers have been instructed that attention should be given to issues of possible under-representation of staff in protected characteristic groups in the context of the University's EDI commitment.

Senior Staff Salaries

This group typically consists of AR Professorial staff in Schools and senior PS staff at Grade 10 (Table 4.37). Senior staff salaries are reviewed annually considering incremental progression, AA and CRPs are not available to these staff. The annual review recognises exceptional performance, and salaries of those considered are benchmarked against salaries of comparable staff groups at other HE institutions using data published by UCEA.

There has been a renewed emphasis on EDI in the last 2 years with more detailed EDI information provided in advance of the nomination process and before outcomes are confirmed. Decision makers were asked to consider both the protected characteristics of staff and matters such as the numbers of professors/senior staff in the various equality groupings, the development opportunities being made available to them, relative salary levels, and in particular those senior staff who had never received a merit increase.

Although the pay gap for Grade 10 staff improved slightly in 2020, the small number of BAME staff in senior positions means that the pay gap may be impacted by turnover and/or new appointments or promotions to Grade 10 [**Action 4.13**]. The success rate for BAME staff considered for awards has improved over the last 3 years (Table 4.56), but the number of nominations has decreased. How individuals are nominated for Merit Award and how the process is managed requires review [**Action 4.14**].

Table 4.56: Senior Staff Salary Awards by Ethnicity Sub- Group 2017-20

Year	2018			2019			2020		
Ethnicity Sub-Group	Nominations	Received	Success Rate	Nominations	Received	Success Rate	Nominations	Received	Success Rate
BAME	7	3	43%	7	5	71%	4	4	100%
White	27	16	59%	31	24	77%	20	17	85%
Undisclosed	1			1	1	100%	1	1	100%
Total	**35**	**19**	**54%**	**39**	**30**	**77%**	**25**	**22**	**88%**

ACTION 4.12: Continue to review pay gaps annually rather than biennially and use salary decision to address pay gaps.

ACTION 4.13: Use the annual Senior Staff Salary Review process to address the significant pay gap in favour of White staff in this group.

ACTION 4.14: Review the current Ensure decisions on Merit Awards fairly reward performance of BAME staff.

Word Count Section 4E: 879

SECTION 4 WORD COUNT: 3267

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?*

Recruitment is one of the key processes that will underpin changes in UoD staff profile.

UoD recruitment practices are governed by its internal policy and guidance which emphasise its moral and legal obligation in ensuring hiring practices are not discriminatory, are inclusive and that candidate assessment is both rigorous ***and*** rigorously fair. All managers involved in recruitment are required to complete online diversity training.

When surveyed, 70% of White respondents, but only 57% of BAME respondents agreed the University had clear and transparent recruitment processes. The percentage of those from Asian and Mixed ethnic backgrounds who disagreed with this statement was nearly three-times higher than the percentage of White respondents who disagreed.

Recruitment is a devolved process with institutional procedures and guidance in place. Recruiters are encouraged to complete an online Recruitment and Selection course. All job adverts include our diversity statement.

> *"The diversity of our staff and students helps to make the University of Dundee a UK university of choice for undergraduate, postgraduate and distance learning. Family friendly policies, staff networks for BME, Disabled and LGBT staff, membership of Athena Swan, the ECU Race Equality Charter and Stonewall, as well a full range of disability services, create an enjoyable and inclusive place to work"*

DRAFT

Some Schools include additional tailored diversity statements such as the following example.

> *"As an internationally diverse institution, we welcome job applicants from all countries and nationalities. The School of Life Sciences is proud to employ staff from over 40 different nations"*

UoD mostly uses an online application process that includes capture of equal opportunities data; however, it relies on candidate disclosure **[Action 5.1]**. UoD analyses its recruitment data annually.

All job opportunities are promoted locally, nationally, and internationally in print and web formats, supported by social media and subject-specialist and professional councils and networks with the aim of reaching as diverse and well-qualified candidate pool as possible. Senior roles, of Dean and above, also involve specialist search consultants. Head-hunters are used for some Dean/Exec level vacancies.

Shortlisting committees comprise line managers and subject specialists to independently evaluate all applications against pre-agreed criteria for the appointment. Once individual assessments have been undertaken, the committee agrees a shortlist, usually of four to five candidates to invite to interview.

Interview panels are chaired by the Dean or their delegate and comprise an external panel member to the School from UoD or more widely, an AD Research, Subject Specialist, and Discipline Lead. Questions are pre-agreed and cover the scope of the role to inform the evaluation of candidates. All candidates have opportunity to ask questions of the panel during the interview. Once the preferred candidate has been agreed, the Chair feeds back the outcome to each candidate individually. Evaluation of the interview outcomes is formally recorded with HROD. Despite this rigorous recruitment/selection process, some staff still consider it lacks transparency and fairness (Figure 5.1).

UoD 2020 Staff REC Survey Quotes
"I believe fair recruitment depends on the panel not the process." – White Staff *"The promotion process was one of the most traumatic episodes that I have ever gone through in my career. Although successful, it destroyed all goodwill I had for the institution" – Staff ethnicity not disclosed* *"Considering diversity in different schools and departments, the representation, especially at the higher levels, leaves doubt on the fairness despite well-intentioned processes during the recruitment. Perhaps there is an unconscious bias that needs to be looked at." – BAME Staff*

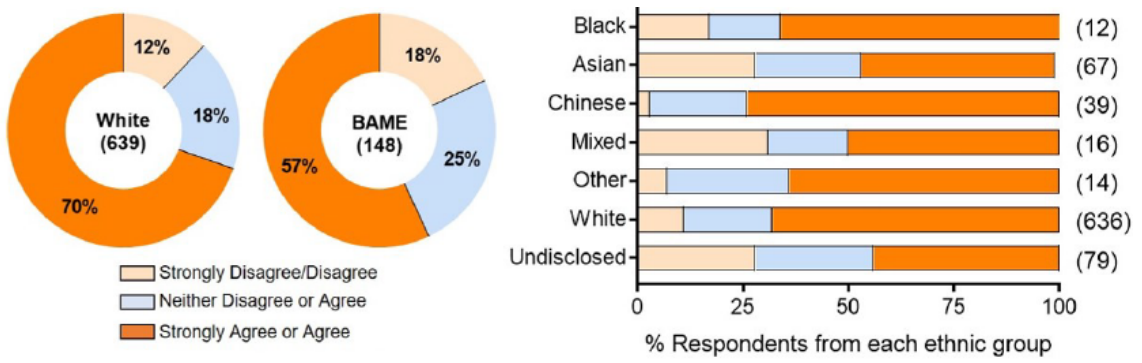


Figure 5.1: Staff were asked to agree/disagree on whether the University had clear and transparent recruitment and selection processes (UOD Staff Rec Survey, 2020)

The number of candidates has increased in most Schools, while the number of candidates with undisclosed ethnicity has also grown significantly and this has created difficulties in drawing conclusions from data [**Action 5.1**].

- SH made no BAME appointments in the last three years, however, only four staff have been appointed in that period. All other Schools appointed BAME staff in at least two of the last three years (Table 5.1).
- Comparing rates of offer achievement from interview for BAME and White candidates shows that all Schools except SH have strongly comparable rates across the last two or three years. SDAD has the highest offer achievement from interview rate for BAME candidates in all three years.
- In all Schools, there was less consistency in the interview achievement rate for BAME Staff and BAME candidates achieved proportionally less success.

Table 5.1: AR Applications and Outcomes by Ethnicity Sub-Group 2017-20

School or Directorate	Year	Ethnicity Sub-Group	Applications	Shortlisted	Interviewed	Offered	Interview Achievement	Offer Achievement from Interview	Offer Achievement from Applications
Directorates	2017/18	White	7	7	6	3	85.71%	50.00%	42.86%
		Undisclosed	4	4	4	1	100.00%	25.00%	25.00%
		Total	**11**	**11**	**10**	**4**	**90.91%**	**40.00%**	**36.36%**
	2018/19	BAME	3	3	0	0	0.00%	0.00%	0.00%
		White	2	2	0	0	0.00%	0.00%	0.00%
		Undisclosed	3	3	3	1	100.00%	33.33%	33.33%
		Total	**8**	**8**	**3**	**1**	**37.50%**	**33.33%**	**12.50%**
	2019/20	BAME	2	2	1	0	50.00%	0.00%	0.00%
		White	4	4	4	2	100.00%	50.00%	50.00%
		Undisclosed	3	3	0	0	0.00%	0.00%	0.00%
		Total	**9**	**9**	**5**	**2**	**55.56%**	**40.00%**	**22.22%**
School of Art and Design	2017/18	BAME	17	12	4	3	23.53%	75.00%	17.65%
		White	94	82	10	2	10.64%	20.00%	2.13%
		Undisclosed	46	34	1	1	2.17%	100.00%	2.17%
		Total	**157**	**128**	**15**	**6**	**9.55%**	**40.00%**	**3.82%**
	2018/19	BAME	81	78	15	4	18.52%	26.67%	4.94%
		White	58	54	18	4	31.03%	22.22%	6.90%
		Undisclosed	61	58	17	5	27.87%	29.41%	8.20%
		Total	**200**	**190**	**50**	**13**	**25.00%**	**26.00%**	**6.50%**
	2019/20	BAME	54	50	8	4	14.81%	50.00%	7.41%
		White	291	272	63	17	21.65%	26.98%	5.84%
		Undisclosed	163	146	31	10	19.02%	32.26%	6.13%
		Total	**508**	**468**	**102**	**31**	**20.08%**	**30.39%**	**6.10%**
School of Business	2019/20	BAME	238	213	28	8	11.76%	28.57%	3.36%
		White	62	58	11	4	17.74%	36.36%	6.45%
		Undisclosed	150	128	15	7	10.00%	46.67%	4.67%
		Total	**450**	**399**	**54**	**19**	**12.00%**	**35.19%**	**4.22%**
School of Dentistry	2017/18	BAME	3	3	0	0	0.00%	0.00%	0.00%
		White	1	0	0	0	0.00%	0.00%	0.00%
		Undisclosed	7	5	3	2	42.86%	66.67%	28.57%
		Total	**11**	**8**	**3**	**2**	**27.27%**	**66.67%**	**18.18%**
	2018/19	BAME	12	12	3	1	25.00%	33.33%	8.33%
		White	3	3	1	0	33.33%	0.00%	0.00%
		Undisclosed	18	18	6	1	33.33%	16.67%	5.56%
		Total	**33**	**33**	**10**	**2**	**30.30%**	**20.00%**	**6.06%**
	2019/20	BAME	12	10	5	2	41.67%	40.00%	16.67%
		White	16	14	6	3	37.50%	50.00%	18.75%
		Undisclosed	17	16	6	2	35.29%	33.33%	11.76%
		Total	**45**	**40**	**17**	**7**	**37.78%**	**41.18%**	**15.56%**
School of Education and Social Work	2017/18	BAME	5	5	0	0	0.00%	0.00%	0.00%
		White	45	44	9	3	20.00%	33.33%	6.67%
		Undisclosed	27	27	6	3	22.22%	50.00%	11.11%
		Total	**77**	**76**	**15**	**6**	**19.48%**	**40.00%**	**7.79%**
	2018/19	BAME	28	27	5	2	17.86%	40.00%	7.14%
		White	43	42	13	5	30.23%	38.46%	11.63%
		Undisclosed	38	35	10	5	26.32%	50.00%	13.16%
		Total	**109**	**104**	**28**	**12**	**25.69%**	**42.86%**	**11.01%**
	2019/20	BAME	26	24	2	1	7.69%	50.00%	3.85%
		White	63	61	22	14	34.92%	63.64%	22.22%
		Undisclosed	46	40	8	3	17.39%	37.50%	6.52%
		Total	**135**	**125**	**32**	**18**	**23.70%**	**56.25%**	**13.33%**
School of Health Sciences	2017/18	BAME	23	21	2	0	8.70%	0.00%	0.00%
		White	79	77	26	12	32.91%	46.15%	15.19%
		Undisclosed	57	50	15	4	26.32%	26.67%	7.02%
		Total	**159**	**148**	**43**	**16**	**27.04%**	**37.21%**	**10.06%**
	2018/19	BAME	33	33	6	1	18.18%	16.67%	3.03%
		White	68	65	22	9	32.35%	40.91%	13.24%
		Undisclosed	42	40	16	6	38.10%	37.50%	14.29%
		Total	**143**	**138**	**44**	**16**	**30.77%**	**36.36%**	**11.19%**
	2019/20	BAME	47	44	5	3	10.64%	60.00%	6.38%
		White	56	50	16	8	28.57%	50.00%	14.29%
		Undisclosed	33	31	9	4	27.27%	44.44%	12.12%
		Total	**136**	**125**	**30**	**15**	**22.06%**	**50.00%**	**11.03%**

Applications from BAME candidates have increased over three years and ten times more applications were received from Non-UK BAME candidates than UK BAME candidates in 2019/20. However, UK BAME candidates (5.46% in 2019/20) are more successful at achieving offers than Non-UK BAME candidates (2.25% in 2019/20) (Table 5.2 and 5.3). The number of applications from White candidates has also increased over three years. In the last two years, similar numbers of UK and Non-UK candidates have applied. UK candidates (16.31% in 2019/20) are more successful at achieving offers than Non-UK candidates (7.17% in 2019/20) (Table 5.3).

Table 5.2: AR Vacancies 2017-20 UK Applicants by Ethnicity Sub- Group 2017-20

Year	Ethnicity Sub-Group	Applications	Shortlisted	Interviewed	Offered	Interview Achievement	Offer Achievement from Interview	Offer Achievement from Applications
2017/18	BAME	64	59	10	4	15.63%	40.00%	6.25%
	White	229	208	62	28	27.07%	45.16%	12.23%
	Undisclosed	13	13	0	0	0.00%	0.00%	0.00%
	Total	**306**	**280**	**72**	**32**	**23.53%**	**44.44%**	**10.46%**
2018/19	BAME	149	140	23	6	15.44%	26.09%	4.03%
	White	457	417	129	57	28.23%	44.19%	12.47%
	Undisclosed	36	33	8	2	22.22%	25.00%	5.56%
	Total	**642**	**590**	**160**	**65**	**24.92%**	**40.63%**	**10.12%**
2019/20	BAME	195	176	31	11	15.90%	35.48%	5.64%
	White	662	590	215	108	32.48%	50.23%	16.31%
	Undisclosed	62	59	10	2	16.13%	20.00%	3.23%
	Total	**919**	**825**	**256**	**121**	**27.86%**	**47.27%**	**13.17%**

Table 5.3: AR Vacancies 2017-20 Non-UK Applicants by Ethnicity Sub- Group 2017-20

Year	Ethnicity Sub-Group	Applications	Shortlisted	Interviewed	Offered	Interview Achievement	Offer Achievement from Interview	Offer Achievement from Applications
2017/18	BAME	414	377	19	6	4.59%	31.58%	1.45%
	White	195	170	35	11	17.95%	31.43%	5.64%
	Undisclosed	23	19	1	1	4.35%	100.00%	4.35%
	Total	**632**	**566**	**55**	**18**	**8.70%**	**32.73%**	**2.85%**
2018/19	BAME	1383	1343	128	42	9.26%	32.81%	3.04%
	White	586	552	112	44	19.11%	39.29%	7.51%
	Undisclosed	114	112	21	10	18.42%	47.62%	8.77%
	Total	**2083**	**2007**	**261**	**96**	**12.53%**	**36.78%**	**4.61%**
2019/20	BAME	1820	1664	147	41	8.08%	27.89%	2.25%
	White	669	602	128	48	19.13%	37.50%	7.17%
	Undisclosed	122	114	19	7	15.57%	36.84%	5.74%
	Total	**2611**	**2380**	**294**	**96**	**11.26%**	**32.65%**	**3.68%**

Candidates from all Ethnic Head Groups are less successful than White candidates at achieving interviews. Only Asian candidates are showing increasing success at achieving interviews, however, along with all other Ethnic Head Groups, this is not comparable to the success of White candidates (Table 5.4 and Figure 5.2) **[ACTION 5.2].**

Table 5.4: Candidates Achieving Interview by Ethnicity Head Group 2017-20

Ethnicity Head Group	Year	Applications	Shortlisted	Interviewed	Offered	Interview Achievement	Offer Achievement from Interview	Offer Achievement from Applications
Asian	2017/18	648	583	38	13	5.86%	34.21%	2.01%
	2018/19	937	905	67	21	7.15%	31.34%	2.24%
	2019/20	1178	1085	90	25	7.64%	27.78%	2.12%
	Total	**2763**	**2573**	**195**	**59**	**7.06%**	**30.26%**	**2.14%**
Black	2017/18	135	128	9	1	6.67%	11.11%	0.74%
	2018/19	191	187	22	4	11.52%	18.18%	2.09%
	2019/20	223	209	14	3	6.28%	21.43%	1.35%
	Total	**549**	**524**	**45**	**8**	**8.20%**	**17.78%**	**1.46%**
Chinese	2017/18	131	123	15	7	11.45%	46.67%	5.34%
	2018/19	177	170	26	8	14.69%	30.77%	4.52%
	2019/20	259	238	36	17	13.90%	47.22%	6.56%
	Total	**567**	**531**	**77**	**32**	**13.58%**	**41.56%**	**5.64%**
Mixed Ethnicity	2017/18	60	54	11	5	18.33%	45.45%	8.33%
	2018/19	106	101	18	8	16.98%	44.44%	7.55%
	2019/20	121	97	14	3	11.57%	21.43%	2.48%
	Total	**287**	**252**	**43**	**16**	**14.98%**	**37.21%**	**5.57%**
Other Ethnicity	2017/18	102	90	7	1	6.86%	14.29%	0.98%
	2018/19	139	137	19	7	13.67%	36.84%	5.04%
	2019/20	239	216	24	4	10.04%	16.67%	1.67%
	Total	**480**	**443**	**50**	**12**	**10.42%**	**24.00%**	**2.50%**
White	2017/18	977	870	231	109	23.64%	47.19%	11.16%
	2018/19	1062	987	247	103	23.26%	41.70%	9.70%
	2019/20	1337	1196	345	157	25.80%	45.51%	11.74%
	Total	**3376**	**3053**	**823**	**369**	**24.38%**	**44.84%**	**10.93%**
Undisclosed	2017/18	1072	930	164	78	15.30%	47.56%	7.28%
	2018/19	1279	1199	208	79	16.26%	37.98%	6.18%
	2019/20	1657	1465	246	87	14.85%	35.37%	5.25%
	Total	**4008**	**3594**	**618**	**244**	**15.42%**	**39.48%**	**6.09%**

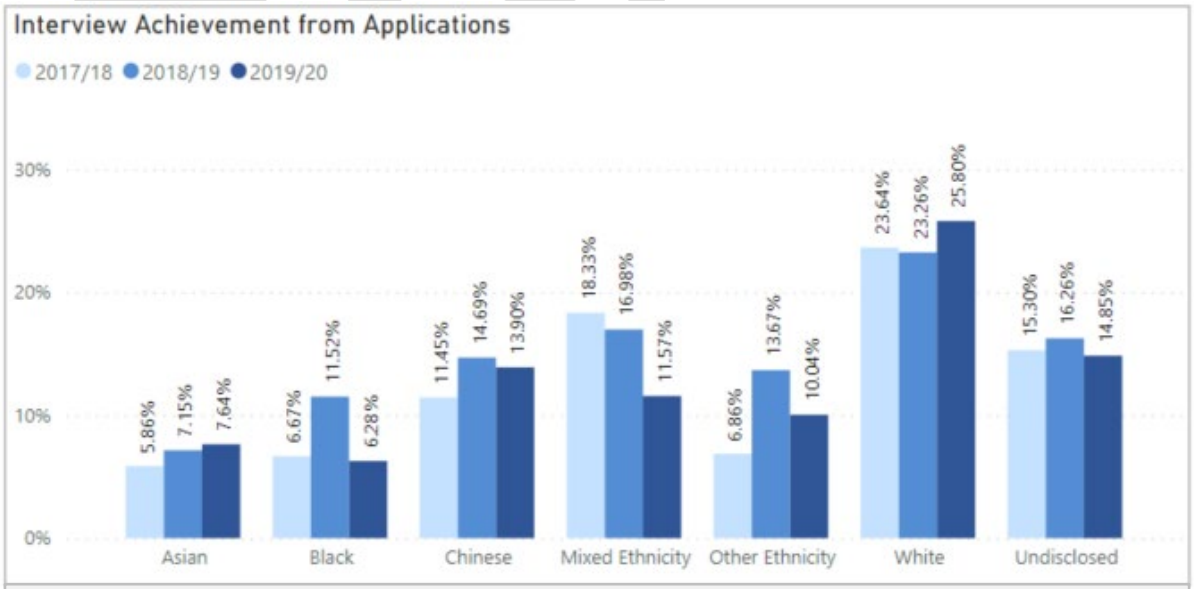


Figure 5.2: Percentage of Candidates Achieving Interview by Ethnicity Head Group 2017-20

White candidates have a consistent offer achievement from application rates which is higher than any other Ethnic Head Group **[ACTION 5.2].** The rate for Mixed Ethnicity candidates has decreased over three years while that of all other Ethnic Head Groups has fluctuated, with that for Black candidates being particularly low (Figure 5.3).

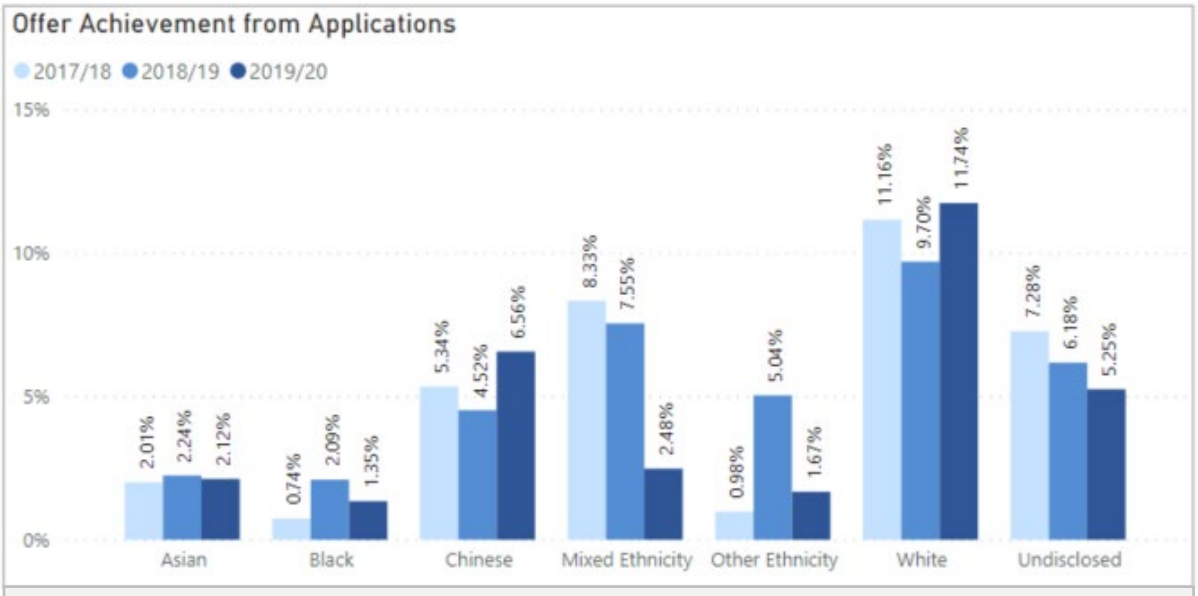


Figure 5.3: Percentage of Applicants Achieving Job Offer by Ethnicity Head Group 2017-20

White candidates have a consistently high offer achievement from interview rate. In some years, Chinese, Mixed Ethnicity and Other Ethnicity candidates have achieved comparable rates but not with consistency. The rate for Black candidates has increased but remains very low and for Asian candidates, it is decreasing (Figure 5.4).

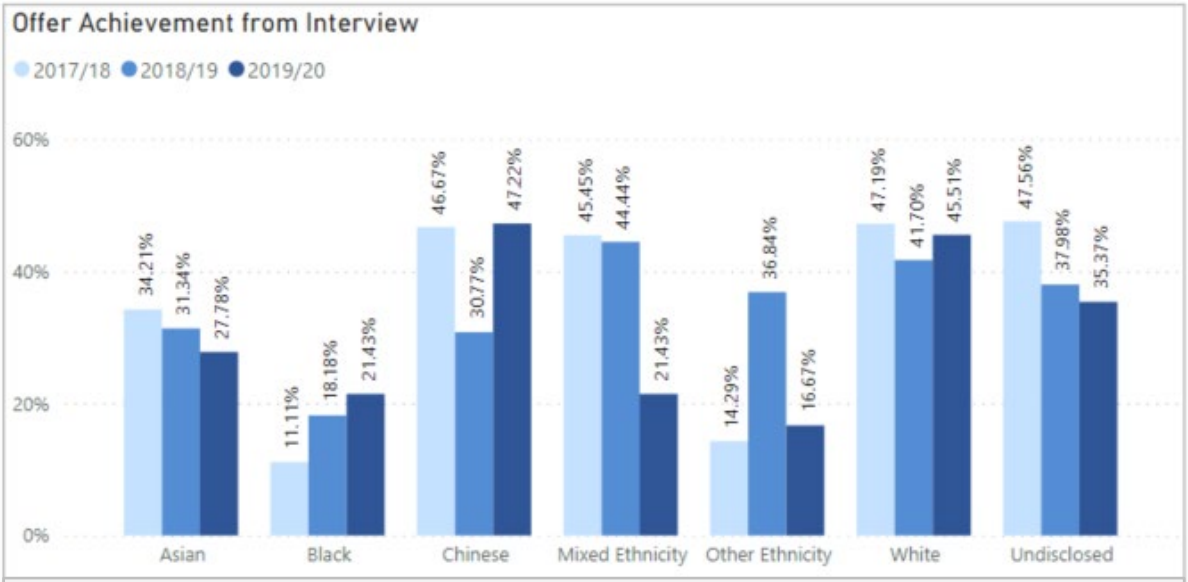


Figure 5.4: Percentage of Interviewees Achieving Job Offer by Ethnicity Head Group 2017-20.

Staff respondents in the REC survey highlighted the lack of confidence BAME individuals had with respect to the University's staff recruitment and selection processes. Some White respondents indicated they had witnessed bias on recruitment/interview panels, others highlighted inconsistent implementation of positive action when considering appointing individuals based on gender or ethnicity to address key strategic priorities [**Actions 5.2-5.5**].

(See also **ACTIONS 6.1-6.5)**

ACTION 5.1: Take steps to encourage applicants to disclose ethnicity and information in relation to geographic location through website and communication with candidates.

ACTION 5.2: Address potential bias in recruitment activities at all stages.

ACTION 5.3: Analyse and distribute recruitment data and rejection reasons to highlight issues and inform University-wide and local action plans.

ACTION 5.4: Address underrepresentation of BAME staff by promoting UoD as a diverse and inclusive employer through online and media material for potential candidates, review of diversity statements in adverts and advertising sources and networks and the use of positive action initiatives.

ACTION 5.5: Expand the use of recruitment data to support transparency and awareness and promote a diverse and inclusive culture.

Word Count Section 5A: 825

DRAFT

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*

OPD provides two comprehensive learning programmes totalling more than 250 events over eight months. There is also access to a variety of online self-directed learning.

The professional development programme spans transferrable management, effectiveness, IT, wellbeing, and project management skills. Unconscious Bias training is provided frequently, both locally and centrally, to support and promote inclusive and fair culture. OPD manages the Professional Development Mentoring scheme (PDM), which is open to all staff at Dundee.

The specialised researcher and academic development programme is aligned to the Researcher Development Framework and includes methodologies, statistics, system and software, public engagement and writing skills. Support for researchers is also provided in Schools. Internal programmes designed for academic staff include Associate Deans Development programme (research staff can attend), Aurora (women in leadership), Research Team Leadership (50% of 2020/21 cohort are BAME staff) and Top Management Programme. Mentoring specifically relevant to academics and researchers is available through the TRAM scheme. This is a highly successful cross-institutional scheme involving a total of seven HEIs in its 15th cycle. There are 117 AR Staff in active partnerships on TRAM. **[ACTION 5.6].**

From March 2020 the delivery method of events was affected by COVID. COVID also advanced the creation of two online resources sites to facilitate remote support of staff. An online portal for new staff was created bringing together all induction, mandatory training and UoD structure and oversight material. A second portal to be launched by September 2021, is being created for people managers, collating a wealth of resources on managerial lifecycles from recruitment through induction, practices and systems. Recommended training includes unconscious bias, managing performance, conducting staff appraisal and support for Dignity at Work and study issues. **[ACTION 5.7].**

The effectiveness of OPD training, the value of attendance on the attendee's career development is objectively assessed using the Kirkpatrick's Four-Level Training Evaluation Model method [1].

[1] Kirkpatrick's Model

In 2018/19, a change was made to the frequency of programme launches. Programmes are now launched three times a year and there has been improvement in attendance on courses throughout the programme cycle. In 2018/19, there was an uptake in training by BAME AR staff. White Academic staff also increased their engagement with OPD training in that year (Figure 5.5).

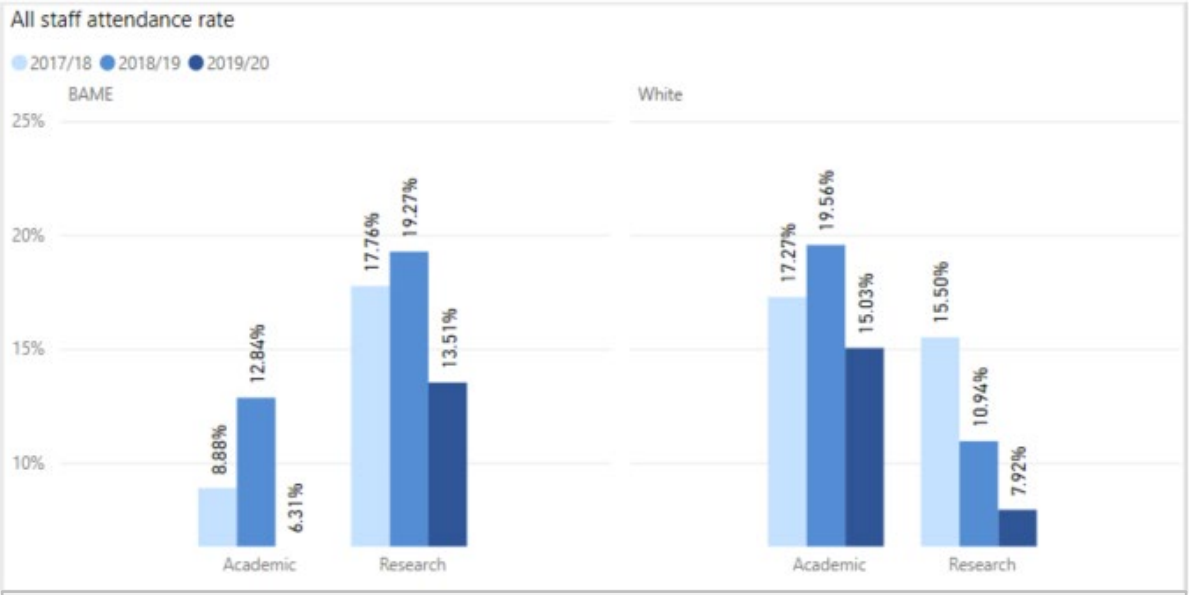


Figure 5.5: Percentage of Academic and Research Staff attending OPD activities by Ethnicity Sub-Group 2017-20

The attendance rate of BAME staff had been increasing from 2017/18 to 2018/19 but showed a decline in 2019/20 which is attributed to COVID. However, attendance of White staff was decreasing before the pandemic (Table 5.5; Figure 5.6).

Table 5.5: AR Staff Attendance at OPD activities by Ethnicity Sub-Group 2017-20

	Year	2017/18				2018/19				2019/20			
Ethnicity Sub-Group	UK / Non-UK	Staff	Attendees	Attendance Rate	% All attendees	Staff	Attendees	Attendance Rate	% All attendees	Staff	Attendees	Attendance Rate	% All attendees
BAME	Non-UK	155	40	25.81%	9.46%	158	55	34.81%	13.03%	159	34	21.38%	10.79%
	Not Known		1		0.24%								
	UK	59	16	27.12%	3.78%	60	15	25.00%	3.55%	63	10	15.87%	3.17%
	Total	**214**	**57**	**26.64%**	**13.48%**	**218**	**70**	**32.11%**	**16.59%**	**222**	**44**	**19.82%**	**13.97%**
White	Non-UK	266	101	37.97%	23.88%	274	88	32.12%	20.85%	284	74	26.06%	23.49%
	Not Known	1	9	900.00%	2.13%	1				2	1	50.00%	0.32%
	UK	804	241	29.98%	56.97%	805	241	29.98%	57.11%	825	180	21.82%	57.14%
	Total	**1071**	**351**	**32.77%**	**82.98%**	**1080**	**329**	**30.49%**	**77.96%**	**1111**	**255**	**22.95%**	**80.95%**
Undisclosed	Non-UK	15	5	33.33%	1.18%	20	11	55.00%	2.61%	19	10	52.63%	3.17%
	Not Known									1			
	UK	31	10	32.26%	2.36%	30	12	40.00%	2.84%	33	6	18.18%	1.90%
	Total	**46**	**15**	**32.61%**	**3.55%**	**50**	**23**	**46.00%**	**5.45%**	**53**	**16**	**30.19%**	**5.08%**
Total		**1331**	**423**	**31.78%**	**100.00%**	**1348**	**422**	**31.33%**	**100.00%**	**1386**	**315**	**22.73%**	**100.00%**

Table 5.6: AR Staff Attendance at OPD activities by Ethnicity Head-Group 2017-20

	Year	2017/18				2018/19				2019/20			
Ethnic Head Group	UK / Non-UK	Staff	Attendees	Attendance Rate	% All attendees	Staff	Attendees	Attendance Rate	% All attendees	Staff	Attendees	Attendance Rate	% All attendees
Asian	Non-UK	73	20	27.40%	4.73%	70	25	35.71%	5.92%	71	11	15.49%	3.49%
	UK	28	9	32.14%	2.13%	26	7	26.92%	1.66%	26	4	15.38%	1.27%
	Total	**101**	**29**	**28.71%**	**6.86%**	**96**	**32**	**33.33%**	**7.58%**	**97**	**15**	**15.46%**	**4.76%**
Black	Non-UK	8	2	25.00%	0.47%	11	7	63.64%	1.66%	15	3	20.00%	0.95%
	UK	4	1	25.00%	0.24%	4	1	25.00%	0.24%	5	1	20.00%	0.32%
	Total	**12**	**3**	**25.00%**	**0.71%**	**15**	**8**	**53.33%**	**1.90%**	**20**	**4**	**20.00%**	**1.27%**
Chinese	Non-UK	45	11	24.44%	2.60%	46	11	23.91%	2.61%	43	4	9.30%	1.27%
	Not Known		1		0.24%								
	UK	12	3	25.00%	0.71%	11	1	9.09%	0.24%	11	1	9.09%	0.32%
	Total	**57**	**15**	**26.32%**	**3.55%**	**57**	**12**	**21.05%**	**2.84%**	**54**	**5**	**9.26%**	**1.59%**
Mixed Ethnicity	Non-UK	10	4	40.00%	0.95%	13	6	46.15%	1.42%	12	5	41.67%	1.59%
	UK	10	2	20.00%	0.47%	13	5	38.46%	1.18%	14	3	21.43%	0.95%
	Total	**20**	**6**	**30.00%**	**1.42%**	**26**	**11**	**42.31%**	**2.61%**	**26**	**8**	**30.77%**	**2.54%**
Other Ethnicity	Non-UK	19	3	15.79%	0.71%	18	6	33.33%	1.42%	18	1	5.56%	0.32%
	UK	5	1	20.00%	0.24%	6	1	16.67%	0.24%	7			
	Total	**24**	**4**	**16.67%**	**0.95%**	**24**	**7**	**29.17%**	**1.66%**	**25**	**1**	**4.00%**	**0.32%**
BAME - No details	Non-UK										10		3.17%
	UK										1		0.32%
	Total										**11**		**3.49%**
White	Non-UK	266	101	37.97%	23.88%	274	88	32.12%	20.85%	284	74	26.06%	23.49%
	Not Known	1	9	900.00%	2.13%	1				2	1	50.00%	0.32%
	UK	804	241	29.98%	56.97%	804	241	29.98%	57.11%	825	180	21.82%	57.14%
	Total	**1071**	**351**	**32.77%**	**82.98%**	**1079**	**329**	**30.49%**	**77.96%**	**1111**	**255**	**22.95%**	**80.95%**
Undisclosed	Non-UK	15	5	33.33%	1.18%	20	11	55.00%	2.61%	19	10	52.63%	3.17%
	Not Known									1			
	UK	31	10	32.26%	2.36%	30	12	40.00%	2.84%	33	6	18.18%	1.90%
	Total	**46**	**15**	**32.61%**	**3.55%**	**50**	**23**	**46.00%**	**5.45%**	**53**	**16**	**30.19%**	**5.08%**
Total		**1331**	**423**	**31.78%**	**100.00%**	**1347**	**422**	**31.33%**	**100.00%**	**1386**	**315**	**22.73%**	**100.00%**

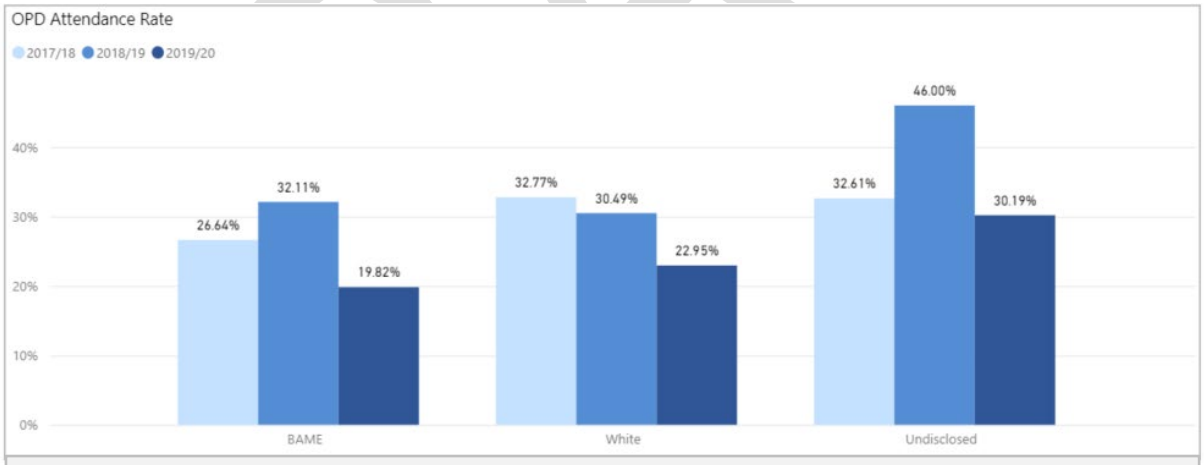


Figure 5.6: AR Staff Attendance at OPD activities by Ethnicity Sub-Group 2017-20

Prior to 2019/20, the attendance rate of most Ethnic Head Groups had increased. The attendance rate of Chinese staff fell from 2017/18 - 2018/19, possibly due to the stable number of Chinese staff in these years (57 in 2017/18 and 57 in 2018/19). The attendance rate of White staff fell from 2017/18 - 2019/20 (Table 5.6).

After COVID, attendance rates for all Ethnic Head Groups dropped.

Although the attendance rate of most Ethnic Head Groups had increased prior to 2019/20 (Table 5.6), it seems this is not influencing career progression of BAME staff and this needs addressing by promoting leadership skills [**Action 5.8**].

ACTION 5.6: Provide targeted campaigns to promote and encourage BAME staff to engage with existing management and leadership development programmes and opportunities (e.g., TRAM, Aurora, StellarHE).

ACTION 5.7: Monitor take-up of training through new portal to ensure it is effectively reaching managers involved in recruitment, leadership, and decision-making. Monitor the take-up of training by BAME staff taking action to encourage this if necessary to support the career development of BAME staff.

ACTION 5.8: Encourage BAME staff who possess appropriate leadership development training to apply for leadership/senior roles.

Word Count Section 5B: 510

DRAFT

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.

The OSaR process is designed to support UoD's strategic aims of embedding and supporting a culture of performance management and improvement throughout the institution. Individual members of staff meet annually with their reviewer/line manager to review achievements over the previous year and agree their objectives for the forthcoming year and to discuss development. The number of OSaRs completed is recorded on the current staff records system, however, it is not currently possible to record outcomes of OSaR meeting centrally or identify trends or development needs **[Action 5.9].** Staff survey responses suggest that irrespective of ethnicity the OSaR process is considered useful, but some staff feel it is inconsistent and a "tick-box" activity (Figure 5.7). A review of performance management for AR staff is currently under way. The effectiveness of the new OSaR process will be assessed during its first cycle [**Action 5.10, 5.11**].

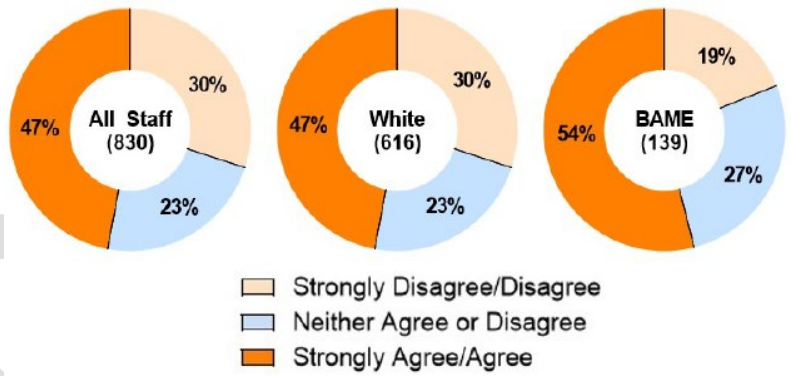


Figure 5.7: Staff were asked to agree/disagree to the statement "I find the OSaR process useful" (UOD Staff REC Survey, 2020)

UoD 2020 Staff REC Survey Quotes
"The OSaR process is very variable. Staff need training in its delivery and its importance needs to be highlighted in the University rather than it being seen as a tick box exercise." - White Staff *Useful to discuss progress with line manager - but where does it go after that? Tick box exercise? – BAME Staff*

Table 5.7, Figure 5.8 and 5.9 show only those staff who are required to undertake an OSaR. Completion rates are comparable for both BAME and White staff across three years. However, the completion rate of Non-UK BAME staff is consistently lower than UK BAME staff by ~7% in each year. Conversely, the completion rate for Non-UK White staff is consistently higher than UK White staff by 2% each year.

Table 5.7: OSaR Completion Rate by Ethnicity Sub-Group 2017-20

	Year	2017/18				2018/19				2019/20			
Ethnicity Sub-Group	UK / Non-UK	All staff	Staff required to complete	Staff Completed OSaR	Completion Rate	All staff	Staff required to complete	Staff Completed OSaR	Completion Rate	All staff	Staff required to complete	Staff Completed OSaR	Completion Rate
BAME	Non-UK	142	136	114	80%	126	123	93	74%	115	111	86	75%
	UK	49	47	42	86%	52	49	42	81%	49	45	40	82%
	Total	**191**	**183**	**156**	**82%**	**178**	**172**	**135**	**76%**	**164**	**156**	**126**	**77%**
White	Non-UK	216	207	183	85%	201	198	154	77%	223	216	180	81%
	UK	707	671	585	83%	666	627	497	75%	656	633	521	79%
	Total	**923**	**878**	**768**	**83%**	**867**	**825**	**651**	**75%**	**879**	**849**	**701**	**80%**
Undisclosed	Non-UK	13	11	7	54%	27	25	17	63%	29	28	20	69%
	UK	31	29	25	81%	37	35	29	78%	47	44	30	64%
	Total	**44**	**40**	**32**	**73%**	**64**	**60**	**46**	**72%**	**76**	**72**	**50**	**66%**
Total		**1158**	**1101**	**956**	**83%**	**1109**	**1057**	**832**	**75%**	**1119**	**1077**	**877**	**78%**

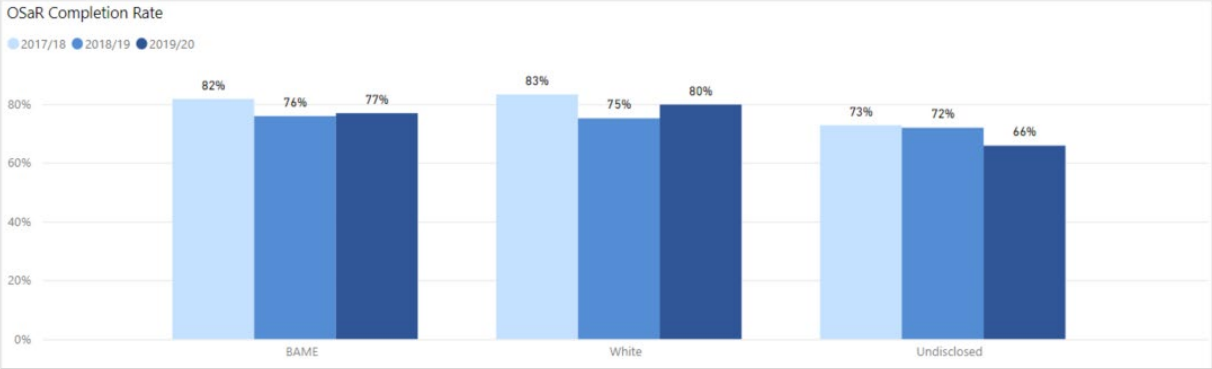


Figure 5.8: Percentage OSaR Completion Rate by Ethnicity Sub-Group 2017-20

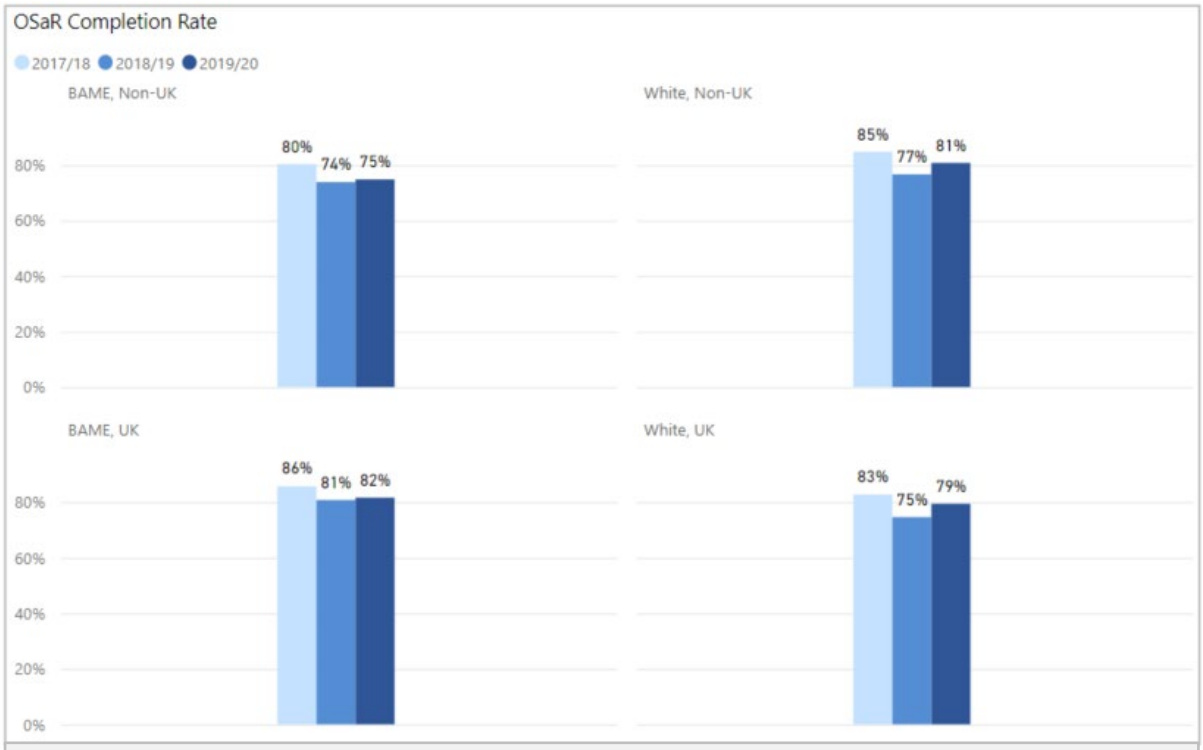


Figure 5.9: OSaR Completion Rate by Ethnicity Sub-Group, UK/Non-UK 2017-20

Three Ethnic Head Groups have declining OSaR completion rates (Black, Chinese and Mixed Ethnicity), while the others have fluctuating completion rates. The lowest completion rates are for Black staff (67% in 2018/19 and 54% in 2019/20) and Mixed Ethnicity (68% in 2019/20) (Table 5.8 and Figure 5.10) [**Action 5.12**].

Table 5.8: OSaR Completion Rate by Ethnicity Head-Group 2017-20

	Year	2017/18				2018/19				2019/20			
Ethnicity Head Group	UK / Non-UK	All staff	Staff required to complete	Staff Completed OSaR	Completion Rate	All staff	Staff required to complete	Staff Completed OSaR	Completion Rate	All staff	Staff required to complete	Staff Completed OSaR	Completion Rate
Asian	Non-UK	67	65	54	81%	57	56	42	74%	54	53	42	78%
	UK	22	22	19	86%	23	22	20	87%	20	19	18	90%
	Total	**89**	**87**	**73**	**82%**	**80**	**78**	**62**	**78%**	**74**	**72**	**60**	**81%**
Black	Non-UK	6	6	6	100%	8	8	6	75%	9	7	4	44%
	UK	4	2	2	50%	4	3	2	50%	4	3	3	75%
	Total	**10**	**8**	**8**	**80%**	**12**	**11**	**8**	**67%**	**13**	**10**	**7**	**54%**
Chinese	Non-UK	43	41	35	81%	37	35	27	73%	31	30	23	74%
	UK	10	10	9	90%	10	10	8	80%	10	9	7	70%
	Total	**53**	**51**	**44**	**83%**	**47**	**45**	**35**	**74%**	**41**	**39**	**30**	**73%**
Mixed Ethnicity	Non-UK	10	9	6	60%	11	11	7	64%	10	10	7	70%
	UK	9	9	8	89%	10	9	8	80%	9	8	6	67%
	Total	**19**	**18**	**14**	**74%**	**21**	**20**	**15**	**71%**	**19**	**18**	**13**	**68%**
Other Ethnicity	Non-UK	16	15	13	81%	13	13	11	85%	11	11	10	91%
	UK	4	4	4	100%	5	5	4	80%	6	6	6	100%
	Total	**20**	**19**	**17**	**85%**	**18**	**18**	**15**	**83%**	**17**	**17**	**16**	**94%**
White	Non-UK	216	207	183	85%	201	198	154	77%	223	216	180	81%
	UK	707	671	585	83%	666	627	497	75%	656	633	521	79%
	Total	**923**	**878**	**768**	**83%**	**867**	**825**	**651**	**75%**	**879**	**849**	**701**	**80%**
Undisclosed	Non-UK	13	11	7	54%	27	25	17	63%	29	28	20	69%
	UK	31	29	25	81%	37	35	29	78%	47	44	30	64%
	Total	**44**	**40**	**32**	**73%**	**64**	**60**	**46**	**72%**	**76**	**72**	**50**	**66%**
Total		**1158**	**1101**	**956**	**83%**	**1109**	**1057**	**832**	**75%**	**1119**	**1077**	**877**	**78%**

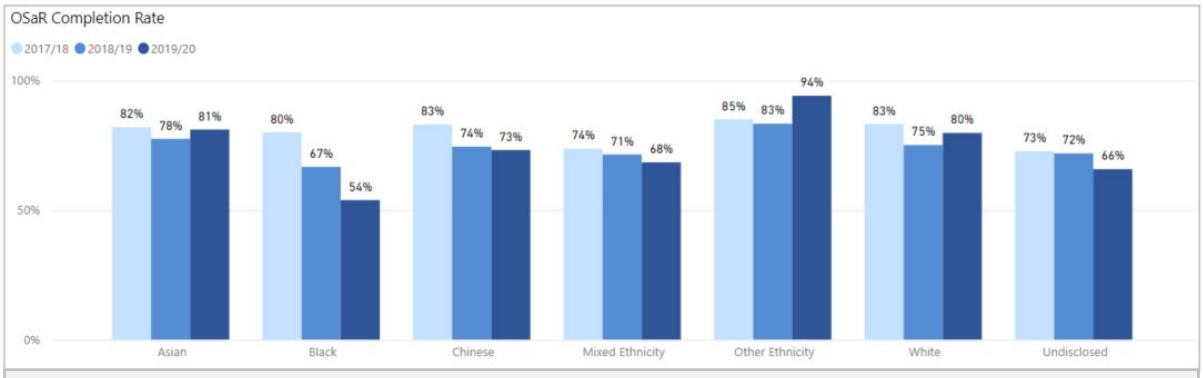


Figure 5.10: Percentage OSaR Completion Rate by Ethnicity Head Group 2017-20

ACTION 5.9: Develop system for capture and analysis of OSaR outcomes to ensure all staff groups are being treated fairly and personal and career development needs for BAME staff are addressed.

ACTION 5.10: Complete review of new OSaR process and guidance for AR staff (currently under way) ensuring career development and link to promotion criteria are prominent and assess effectiveness of new OSaR process and guidance followin first year.

ACTION 5.11: Increase the take up of OSaR training for managers and increase awareness of the importance of the development and progression of BAME staff.

ACTION 5.12: Continue to monitor and report OSaR completion rates and renew commitment to completing OSaRs for all eligible staff.

Word Count Section 5C: 261

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*

New Promotion criteria for AR staff were developed in 2019/20 and consulted on widely with the academic community, *via* School boards and Senate. A final version of the promotion framework was approved by UEG in August 2020. This recognises that the career of any individual academic may have differing pathways at different points of their career, allowing maximum flexibility across career pathways and how cases for promotion can be made [**Actions 5.13, 5.14**].

Staff survey responses indicate there is still room for improvement in identifying who is encouraged to apply for promotion (Figure 5.11), and how the promotion criteria are applied. Survey responses suggest that in some Schools departmental heads alone put forward nominations and consider this might be better served by a committee [**Action 5.15**].

Promotions to Lecturer, Senior Lecturer, Researcher and Senior Researcher are considered by the ARC. Promotions to Reader and Professor are considered at two committee stages. The ARC provides recommendations which are considered by the R&PC. When compiling membership of the ARC and R&PC (Table 5.9), there are several considerations of representation including role (i.e., UEG members, Deans, Professors and senior academic staff, discipline, gender, ethnicity and contract type). As membership of each committee is separate, it is not always possible to find sufficient BAME representatives for all committees, but this must be addressed [**Action 5.16**].

EDI training for all those involved in decision-making is currently a requirement, but training/briefing specific to the EDI issues highlighted should be introduced [**Action 5.16**]. Improved transparency should also improve staff confidence in the process [**Action 5.17**].

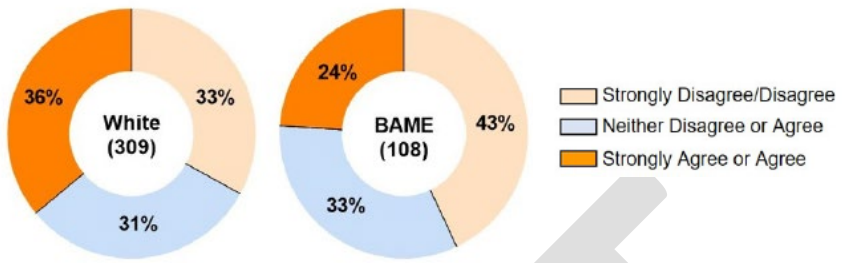


Figure 5.11: Staff were asked to agree/disagree on whether they would be encouraged to apply for promotion (UOD Staff REC Survey, 2020)

Table 5.9: Make up of Promotion Committees 2020

Committee	BAME	Undisclosed	White	Total
2020 Promotions - Readership and Personal Chair Committee		1	8	**9**
2020 Promotions - Academic Staff Annual Review Committee (AHSSBL)	2	3	7	**12**
2020 Promotions - Academic Staff Annual Review Committee (STEM)	1	2	9	**12**
Total	**3**	**6**	**24**	**33**

The number of applications for promotion are small, and therefore have not been presented for each academic faculty. As a percentage of staff in post, similar numbers of BAME and White staff were being put forward for promotion in the past three years (Table 5.10).

Table 5.10: AR Staff Promotion Applications and Success Rates by Position and Ethnicity Sub-Group 2017-20.

		Ethnicity Sub-Group	BAME				White			
Staff year	**Position**	**UK/Non-UK**	**Staff in post**	**Applications as % of staff in post**	**Applications**	**Success Rate**	**Staff in post**	**Applications as % of staff in post**	**Applications**	**Success Rate**
2017/18	Researcher	UK	24	4.17%	1	100%	277	0.36%	1	100%
		Non-UK	114				156			
		Total	**138**	**0.72%**	**1**	**100%**	**433**	**0.23%**	**1**	**100%**
	Lecturer	UK	11				210	3.33%	7	100%
		Non-UK	25				56	5.36%	3	100%
		Not known							1	100%
		Total	**36**				**266**	**4.14%**	**11**	**100%**
	Senior Lecturer	UK	8	25.00%	2	100%	123	17.07%	21	76%
		Non-UK	10	40.00%	4	25%	22	45.45%	10	70%
		Not known							2	0%
		Total	**18**	**33.33%**	**6**	**50%**	**145**	**22.76%**	**33**	**70%**
	Reader	UK			3	100%	35	34.29%	12	58%
		Non-UK	2	50.00%	1	0%	5	40.00%	2	100%
		Total	**2**	**200.00%**	**4**	**75%**	**40**	**35.00%**	**14**	**64%**
	Professor	UK	12	8.33%	1	100%	138	9.42%	13	69%
		Non-UK	4	25.00%	1	0%	21	4.76%	1	0%
		Total	**16**	**12.50%**	**2**	**50%**	**159**	**8.81%**	**14**	**64%**
	Total		**210**	**6.19%**	**13**	**62%**	**1043**	**7.00%**	**73**	**73%**
2018/19	Researcher	UK	26				273	0.37%	1	100%
		Non-UK	115				152	0.66%	1	100%
		Not known					1			
		Total	**141**				**426**	**0.47%**	**2**	**100%**
	Lecturer	UK	8	12.50%	1	100%	213	2.82%	6	100%
		Non-UK	27	7.41%	2	100%	63	1.59%	1	100%
		Not known							1	100%
		Total	**35**	**8.57%**	**3**	**100%**	**276**	**2.90%**	**8**	**100%**
	Senior Lecturer	UK	8				126	10.32%	13	69%
		Non-UK	10	40.00%	4	25%	26			
		Not known							1	0%
		Total	**18**	**22.22%**	**4**	**25%**	**152**	**9.21%**	**14**	**64%**
	Reader	UK	2				31	25.81%	8	88%
		Non-UK	2	100.00%	2	100%	7			
		Total	**4**	**50.00%**	**2**	**100%**	**38**	**21.05%**	**8**	**88%**
	Professor	UK	13	7.69%	1	100%	133	5.26%	7	71%
		Non-UK	4				21	4.76%	1	0%
		Total	**17**	**5.88%**	**1**	**100%**	**154**	**5.19%**	**8**	**63%**
	Total		**215**	**4.65%**	**10**	**70%**	**1046**	**3.82%**	**40**	**78%**
2019/20	Researcher	UK	27				255	0.78%	2	100%
		Non-UK	106				152	1.32%	2	50%
		Not known					1			
		Total	**133**				**408**	**0.98%**	**4**	**75%**
	Lecturer	UK	12	8.33%	1	100%	250	1.60%	4	100%
		Non-UK	36	5.56%	2	100%	71	1.41%	1	100%
		Total	**48**	**6.25%**	**3**	**100%**	**321**	**1.56%**	**5**	**100%**
	Senior Lecturer	UK	8	25.00%	2	50%	139	11.51%	16	81%
		Non-UK	10	60.00%	6	83%	28	28.57%	8	75%
		Total	**18**	**44.44%**	**8**	**75%**	**167**	**14.37%**	**24**	**79%**
	Reader	UK	2				34	20.59%	7	100%
		Non-UK	3				7	57.14%	4	100%
		Total	**5**				**41**	**26.83%**	**11**	**100%**
	Professor	UK	13	7.69%	1	100%	131	4.58%	6	83%
		Non-UK	4	25.00%	1	100%	22	9.09%	2	50%
		Total	**17**	**11.76%**	**2**	**100%**	**153**	**5.23%**	**8**	**75%**
	Total		**221**	**5.88%**	**13**	**85%**	**1090**	**4.77%**	**52**	**85%**

The success rate of applicants for promotion at all academic levels is similar in 2019/20 at 85%, an improvement over the previous years (Table 5.11 and Figure 5.12).

Table 5.11: AR Staff Promotion Applications and Success Rates by Ethnicity Sub- Group UK/Non-UK 2017-20

	Year	2018/19		2019/20		2020/21	
Ethnicity Sub-Group	**UK/Non-UK**	**Applications**	**Success Rate**	**Applications**	**Success Rate**	**Applications**	**Success Rate**
BAME	UK	7	100%	2	100%	4	75%
	Non-UK	6	17%	8	63%	9	89%
	Total	**13**	**62%**	**10**	**70%**	**13**	**85%**
White	UK	54	74%	35	80%	35	89%
	Non-UK	16	75%	3	67%	17	76%
	Not known	3	33%	2	50%		
	Total	**73**	**73%**	**40**	**78%**	**52**	**85%**
Undisclosed	UK	1	100%			2	50%
	Total	**1**	**100%**			**2**	**50%**
Total		**87**	**71%**	**50**	**76%**	**67**	**84%**

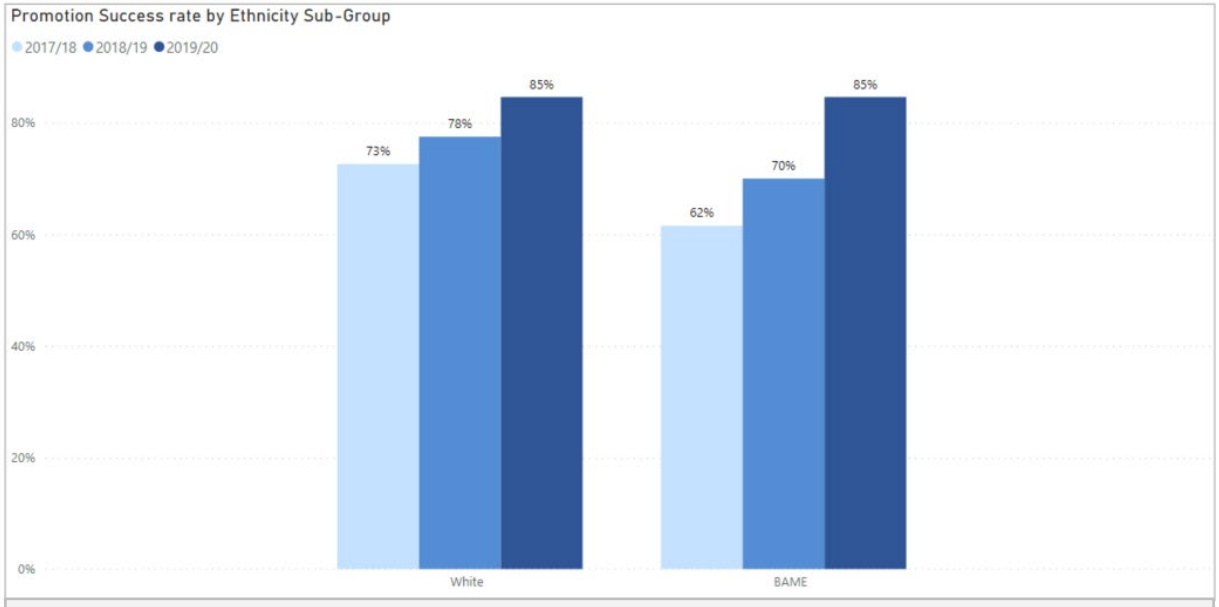


Figure 5.12: AR Promotion Success Rates by Ethnicity Sub- Group 2017-20
(This chart excludes staff whose Ethnicity is Undisclosed)

There were very few applications from Black staff over three years and they had the lowest success rates over the three years (Table 5.12; Figure 5,13).

Feedback and mentoring for unsuccessful applicants is required to improve success rates and support our objective of increasing BAME staff in senior roles **[Action 5.18].**

Table 5.12: AR Staff Promotion Applications and Success Rates by Ethnicity Head Group UK/Non-UK 2017-20

	Year	2017/18		2018/19		2019/20	
Ethnicity Head	**UK/Non-UK**	**Applications**	**Success Rate**	**Applications**	**Success Rate**	**Applications**	**Success Rate**
Asian	UK	3	100%			2	100%
	Non-UK	1	0%	3	67%	3	100%
	Total	**4**	**75%**	**3**	**67%**	**5**	**100%**
Black	UK					1	0%
	Non-UK			2	0%	1	100%
	Total			**2**	**0%**	**2**	**50%**
Chinese	UK	1	100%				
	Non-UK	3	33%	1	100%	3	67%
	Total	**4**	**50%**	**1**	**100%**	**3**	**67%**
Mixed Ethnicity	UK	1	100%	2	100%	1	100%
	Non-UK			1	100%		
	Total	**1**	**100%**	**3**	**100%**	**1**	**100%**
Other Ethnicity	UK	2	100%				
	Non-UK	2	0%	1	100%	2	100%
	Total	**4**	**50%**	**1**	**100%**	**2**	**100%**
White	UK	54	74%	35	80%	35	89%
	Non-UK	16	75%	3	67%	17	76%
	Not known	3	33%	2	50%		
	Total	**73**	**73%**	**40**	**78%**	**52**	**85%**
Undisclosed	UK	1	100%			2	50%
	Total	**1**	**100%**			**2**	**50%**
Total		**87**	**71%**	**50**	**76%**	**67**	**84%**

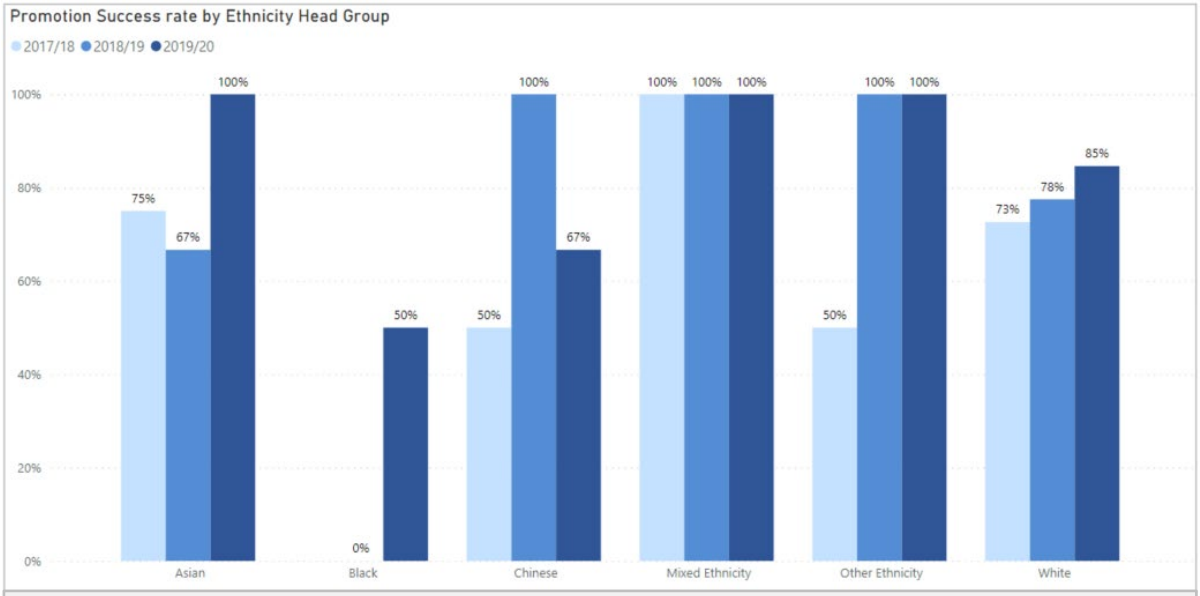


Figure 5.13: AR Promotion Success Rates by Ethnicity Head Group 2017-20
(This chart excludes staff whose Ethnicity is Undisclosed).

In our REC survey, compared with White staff, BAME respondents cited fewer opportunities to develop within their roles and how the lack of diversity and autocratic nature within the academic structure/leadership of some Schools was an active barrier to their progression and development. Furthermore, the lack of transparency and consistency in decision making processes around promotion, merit awards and pay equality was validating the perceived lack of institutional commitment in addressing racial inequalities and in understanding why BAME staff progress proportionately less well than their White colleagues. [**Actions 5.13-5.18**].

ACTION 5.13: Engage with all AR BAME staff with new promotion criteria providing information and advice on the criteria and application process. Monitor the take up of BAME staff and encourage participation.

ACTION 5.14: Review the effectiveness of new criteria and associated processes for all staff groups following first promotion round in 2021 to ensure there is no inherent bias. Identify and address any issues for the success of BAME staff.

ACTION 5.15: Introduce a review process for agreeing nominations in each School to avoid personal bias by ensuring decisions are not made by one individual.

ACTION 5.16: Ensure BAME representation on all promotion committees and that all committee members have appropriate EDI training.

ACTION 5.17: Publish anonymised committee composition data and promotion success rates by ethnic group to improve transparency and confidence in the process.

ACTION 5.18: Improve feedback and introduce appropriate mentorship following unsuccessful application for promotion to increase future success.

Word Count Section 5D: 471

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.*

Consistent with the UOD's REF 2021 Code of Practice, UoD submitted all eligible staff (on 'teaching and research' contracts and on 'research-only' contracts who met the REF definition of an independent researcher) to REF 2021 (Table 5.15 and 5.16).

Table 5.15: Staff Submitted to REF 2021 by Ethnicity Head Group

UK/Non-UK	UK		Non-UK		Total	
Ethnicity Head Group	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
Asian	11	2.22%	18	3.63%	**29**	**5.85%**
Black	1	0.20%	6	1.21%	**7**	**1.41%**
Chinese	6	1.21%	11	2.22%	**17**	**3.43%**
Mixed Ethnicity	7	1.41%	2	0.40%	**9**	**1.81%**
Other Ethnicity	1	0.20%	6	1.21%	**7**	**1.41%**
Undisclosed	14	2.82%	7	1.41%	**21**	**4.23%**
White	289	58.27%	117	23.59%	**406**	**81.85%**
Total	**329**	**66.33%**	**167**	**33.67%**	**496**	**100.00%**

Table 5.16: Staff Submitted to REF 2021 by Ethnicity Sub-Group

UK/Non-UK	UK		Non-UK		Total	
Ethnicity	**Staff**	**%**	**Staff**	**%**	**Staff**	**%**
BAME	26	5.24%	43	8.67%	**69**	**13.91%**
White	290	58.47%	117	23.59%	**407**	**82.06%**
Undisclosed	13	2.62%	7	1.41%	**20**	**4.03%**
Total	**329**	**66.33%**	**167**	**33.67%**	**496**	**100.00%**

Equality monitoring and assessment has been embedded throughout the REF 2021 preparation process. A review of the representativeness of REF Planning Groups (including ethnicity) was undertaken prior to confirmation of memberships in 2018. In 2020, an EIA on the process for determining the independence of 'research-only' staff found no negative impact or bias with respect to ethnicity or other protected characteristics. Prior to submission in 2021, Unit of Assessment Coordinators were provided with and asked to reflect on, the distribution of outputs selected for submission in relation to protected characteristics.

Word Count Section 5E: 129

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.

OPD offers various support for ECRs:

- providing training
- overseeing mentoring schemes
- organisational development work supporting the creation of bespoke development interventions
- outreach and reporting work overseeing UoD's maintenance of standards in relevant areas

OPD runs an extensive year-round programme of workshops specifically aimed at developing the professional skills of researchers. This includes but is not limited to the following:

- applying for funding
- research project management
- disseminating research
- research integrity and public engagement
- teaching and research supervision skills

ECRs have access to both the professional development and researcher and academic development programmes. They also have access to the cross-institutional TRAM scheme. The participation of BAME ECR's in this scheme is monitored via our annual OPD reporting; a proactive approach to raising awareness of BAME staff of this and other programmes and encouraging engagement will help [**Action 5.19**].

OPD provide support to individual researchers relevant to their own professional and career development. There are career workshops, 1-1 career advisory sessions and workshops from external facilitators which focus on career changes, opportunities, and skills to enable the transition from academia to other industries.

UoD operates in line with sector standards on the promotion of healthy and supportive research cultures such as the revised Concordat for the Career Development of Researchers (since January 2021). This aims to improve employment and support for researchers through the three Principles of environment and culture, employment, and professional and career development. UoD has held the HR Excellence in Research Award (since 2011) which demonstrates UoD commitment to good working conditions and career development for researchers.

There are two particularly active research staff associations in the SMED and SLS created since May 2020. These forums identify development needs (e.g., grantsmanship, research supervision/integrity) and feedback on research environment. They collaborated to organise and host a seminar series titled “Careers in Academia and Beyond”, showcasing alternative career paths from UoD research alumni. Since May 2020, there have been twelve seminars with over 500 attendees.

The Researcher Staff Forum meets four times a year with participants from post doctorate researchers to professors. The forum is chaired by OPD and connects with the Career Development for Researcher Staff Group to provide opportunity to feedback to the Vice Principal (Research, Knowledge Exchange & Wider Impact).

OPD signposts and communicates development opportunities via Twitter and provides a bimonthly researcher newsletter. They have produced podcasts on Discovering Research, Researcher Journey and Storytelling and Formative. Podcast listeners are monitored.

ACTION 5.19: Proactively promote and encourage participation of BAME Early Career Researchers in TRAM and other development programmes. Survey ECR perceptions on how well such programmes are publicised/promoted to them at University/School level and monitor take-up.

Word Count Section 5F: 411

DRAFT

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

There are many profile-raising opportunities disseminated via internal communications at School/University level. Whilst there is currently no systematic institutional-level process for allocating or collecting data on staff who benefit from these opportunities, each School/Directorate adheres to institutional EDI guidance that ensures all staff benefit from these opportunities equally. Some have introduced their own policies in areas such as invitations for guest speakers and Codes of Conduct for exhibitions. However, there are opportunities to share best practice and promote greater transparency and fairer allocation of opportunities. [**Action 5.20**].

ACTION 5.20: Record gender and ethnicity details of those benefiting from profile-raising opportunities and share best practice across the University for identifying and matching such opportunities for BAME staff and develop University-wide guidance.

Word Count Section 5G: 87

SECTION 5 WORD COUNT: 2694

DRAFT

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*

UoD 2020 Staff REC Survey Quote
"There is perhaps more that we could do to ensure that at the earliest stages of recruitment processes we use language and imagery to ensure we do not unintentionally dissuade candidates from particular backgrounds or with particular protected characteristics from being attracted to roles" – *White Staff*

BAME PS staff numbers in Schools and Directorates is very low (Section 4B) and some have attracted very few applications and appointed no BAME PS staff over three years. However, they all appointed candidates of undisclosed ethnicity (Table 6.1 and 6.2). It is therefore difficult to identify any equality issues in recruitment in this segregation [**Action 6.1**].

ACTION 6.1: Take steps to encourage PS applicants to disclose ethnicity and information in relation to geographic location to improve understanding of UoD staff profile through website and communication with candidates. (See also **Action 5.1**).

Table 6.1: PS Staff Applications and Success rates by School/Directorate and Ethnicity Sub-Group 2017-20

School or Directorate	Year	Ethnicity Sub-Group	Applications	Shortlisted	Interviewed	Offered	Interview Achievement	Offer Achievement from Interview	Offer Achievement from Applications
School of Art and Design	2017/18	BAME	11	10	2	1	18.18%	50.00%	9.09%
		White	104	98	34	17	32.69%	50.00%	16.35%
		Undisclosed	48	40	15	7	31.25%	46.67%	14.58%
		Total	**163**	**148**	**51**	**25**	**31.29%**	**49.02%**	**15.34%**
	2018/19	BAME	9	8	2	0	22.22%	0.00%	0.00%
		White	101	95	29	9	28.71%	31.03%	8.91%
		Undisclosed	45	37	9	2	20.00%	22.22%	4.44%
		Total	**155**	**140**	**40**	**11**	**25.81%**	**27.50%**	**7.10%**
	2019/20	BAME	10	8	1	1	10.00%	100.00%	10.00%
		White	59	52	18	2	30.51%	11.11%	3.39%
		Undisclosed	37	34	8	3	21.62%	37.50%	8.11%
		Total	**106**	**94**	**27**	**6**	**25.47%**	**22.22%**	**5.66%**
School of Business	2018/19	White	7	7	4	1	57.14%	25.00%	14.29%
		Undisclosed	4	4	0	0	0.00%	0.00%	0.00%
		Total	**11**	**11**	**4**	**1**	**36.36%**	**25.00%**	**9.09%**
	2019/20	BAME	4	4	0	0	0.00%	0.00%	0.00%
		White	43	42	8	3	18.60%	37.50%	6.98%
		Undisclosed	20	16	1	1	5.00%	100.00%	5.00%
		Total	**67**	**62**	**9**	**4**	**13.43%**	**44.44%**	**5.97%**
School of Dentistry	2017/18	BAME	7	7	5	3	71.43%	60.00%	42.86%
		White	15	15	12	8	80.00%	66.67%	53.33%
		Undisclosed	7	7	4	1	57.14%	25.00%	14.29%
		Total	**29**	**29**	**21**	**12**	**72.41%**	**57.14%**	**41.38%**
	2018/19	BAME	1	1	1	0	100.00%	0.00%	0.00%
		White	7	6	5	3	71.43%	60.00%	42.86%
		Total	**8**	**7**	**6**	**3**	**75.00%**	**50.00%**	**37.50%**
	2019/20	BAME	1	0	0	0	0.00%	0.00%	0.00%
		White	71	64	23	4	32.39%	17.39%	5.63%
		Undisclosed	30	26	5	1	16.67%	20.00%	3.33%
		Total	**102**	**90**	**28**	**5**	**27.45%**	**17.86%**	**4.90%**
School of Education and Social Work	2017/18	BAME	11	10	0	0	0.00%	0.00%	0.00%
		White	126	121	21	13	16.67%	61.90%	10.32%
		Undisclosed	83	78	15	5	18.07%	33.33%	6.02%
		Total	**220**	**209**	**36**	**18**	**16.36%**	**50.00%**	**8.18%**
	2018/19	BAME	9	5	0	0	0.00%	0.00%	0.00%
		White	117	75	19	7	16.24%	36.84%	5.98%
		Undisclosed	71	40	9	3	12.68%	33.33%	4.23%
		Total	**197**	**120**	**28**	**10**	**14.21%**	**35.71%**	**5.08%**
	2019/20	White	3	3	2	1	66.67%	50.00%	33.33%
		Undisclosed	1	1	1	0	100.00%	0.00%	0.00%
		Total	**4**	**4**	**3**	**1**	**75.00%**	**33.33%**	**25.00%**
School of Health Sciences	2017/18	BAME	4	3	0	0	0.00%	0.00%	0.00%
		White	40	33	4	2	10.00%	50.00%	5.00%
		Undisclosed	16	13	3	0	18.75%	0.00%	0.00%
		Total	**60**	**49**	**7**	**2**	**11.67%**	**28.57%**	**3.33%**
	2018/19	BAME	4	3	1	1	25.00%	100.00%	25.00%
		White	63	43	16	7	25.40%	43.75%	11.11%
		Undisclosed	44	36	16	2	36.36%	12.50%	4.55%
		Total	**111**	**82**	**33**	**10**	**29.73%**	**30.30%**	**9.01%**
	2019/20	BAME	1	1	0	0	0.00%	0.00%	0.00%
		White	26	23	7	3	26.92%	42.86%	11.54%
		Undisclosed	18	16	5	3	27.78%	60.00%	16.67%
		Total	**45**	**40**	**12**	**6**	**26.67%**	**50.00%**	**13.33%**

School of Humanities	2017/18	BAME	1	1	1	0	100.00%	0.00%	0.00%
		White	18	17	6	4	33.33%	66.67%	22.22%
		Undisclosed	14	13	6	2	42.86%	33.33%	14.29%
		Total	**33**	**31**	**13**	**6**	**39.39%**	**46.15%**	**18.18%**
	2018/19	BAME	1	0	0	0	0.00%	0.00%	0.00%
		White	27	25	15	5	55.56%	33.33%	18.52%
		Undisclosed	17	14	8	0	47.06%	0.00%	0.00%
		Total	**45**	**39**	**23**	**5**	**51.11%**	**21.74%**	**11.11%**
School of Life Sciences	2017/18	BAME	145	132	22	3	15.17%	13.64%	2.07%
		White	413	367	86	33	20.82%	38.37%	7.99%
		Undisclosed	277	230	47	18	16.97%	38.30%	6.50%
		Total	**835**	**729**	**155**	**54**	**18.56%**	**34.84%**	**6.47%**
	2018/19	BAME	88	75	11	3	12.50%	27.27%	3.41%
		White	401	351	86	26	21.45%	30.23%	6.48%
		Undisclosed	255	218	58	18	22.75%	31.03%	7.06%
		Total	**744**	**644**	**155**	**47**	**20.83%**	**30.32%**	**6.32%**
	2019/20	BAME	36	33	7	1	19.44%	14.29%	2.78%
		White	156	146	35	13	22.44%	37.14%	8.33%
		Undisclosed	104	90	24	9	23.08%	37.50%	8.65%
		Total	**296**	**269**	**66**	**23**	**22.30%**	**34.85%**	**7.77%**
School of Medicine	2017/18	BAME	68	58	20	2	29.41%	10.00%	2.94%
		White	435	355	135	64	31.03%	47.41%	14.71%
		Undisclosed	325	256	85	25	26.15%	29.41%	7.69%
		Total	**828**	**669**	**240**	**91**	**28.99%**	**37.92%**	**10.99%**
	2018/19	BAME	86	75	22	6	25.58%	27.27%	6.98%
		White	520	449	155	58	29.81%	37.42%	11.15%
		Undisclosed	337	277	88	36	26.11%	40.91%	10.68%
		Total	**943**	**801**	**265**	**100**	**28.10%**	**37.74%**	**10.60%**
	2019/20	BAME	73	58	21	4	28.77%	19.05%	5.48%
		White	315	249	74	33	23.49%	44.59%	10.48%
		Undisclosed	210	161	46	12	21.90%	26.09%	5.71%
		Total	**598**	**468**	**141**	**49**	**23.58%**	**34.75%**	**8.19%**
School of Science and Engineering	2017/18	BAME	16	14	4	1	25.00%	25.00%	6.25%
		White	96	90	22	8	22.92%	36.36%	8.33%
		Undisclosed	69	63	19	8	27.54%	42.11%	11.59%
		Total	**181**	**167**	**45**	**17**	**24.86%**	**37.78%**	**9.39%**
	2018/19	BAME	10	7	2	1	20.00%	50.00%	10.00%
		White	63	47	21	10	33.33%	47.62%	15.87%
		Undisclosed	38	27	13	3	34.21%	23.08%	7.89%
		Total	**111**	**81**	**36**	**14**	**32.43%**	**38.89%**	**12.61%**
	2019/20	BAME	8	8	1	0	12.50%	0.00%	0.00%
		White	59	56	18	6	30.51%	33.33%	10.17%
		Undisclosed	32	29	4	0	12.50%	0.00%	0.00%
		Total	**99**	**93**	**23**	**6**	**23.23%**	**26.09%**	**6.06%**
School of Social Sciences	2017/18	White	9	9	7	5	77.78%	71.43%	55.56%
		Undisclosed	13	12	9	2	69.23%	22.22%	15.38%
		Total	**22**	**21**	**16**	**7**	**72.73%**	**43.75%**	**31.82%**
	2018/19	BAME	10	10	1	0	10.00%	0.00%	0.00%
		White	49	41	17	6	34.69%	35.29%	12.24%
		Undisclosed	46	42	16	5	34.78%	31.25%	10.87%
		Total	**105**	**93**	**34**	**11**	**32.38%**	**32.35%**	**10.48%**
	2019/20	White	3	3	0	0	0.00%	0.00%	0.00%
		Undisclosed	4	4	1	1	25.00%	100.00%	25.00%
		Total	**7**	**7**	**1**	**1**	**14.29%**	**100.00%**	**14.29%**

Table 6.2: PS Staff Applications and Success rates by Service Directorate and Ethnicity Sub-Group 2017-20

Directorate	Year	Ethnicity Sub-Group	Applications	Shortlisted	Interviewed	Offered	Interview Achievement	Offer Achievement from Interview	Offer Achievement from Applications
Academic and Corporate Governance	2017/18	BAME	18	4	2	0	11.11%	0.00%	0.00%
		White	52	18	5	2	9.62%	40.00%	3.85%
		Undisclosed	26	8	2	0	7.69%	0.00%	0.00%
		Total	**96**	**30**	**9**	**2**	**9.38%**	**22.22%**	**2.08%**
	2018/19	BAME	7	5	0	0	0.00%	0.00%	0.00%
		White	69	52	21	6	30.43%	28.57%	8.70%
		Undisclosed	48	35	11	5	22.92%	45.45%	10.42%
		Total	**124**	**92**	**32**	**11**	**25.81%**	**34.38%**	**8.87%**
	2019/20	BAME	13	10	3	1	23.08%	33.33%	7.69%
		White	55	48	12	4	21.82%	33.33%	7.27%
		Undisclosed	42	39	18	6	42.86%	33.33%	14.29%
		Total	**110**	**97**	**33**	**11**	**30.00%**	**33.33%**	**10.00%**
Estates and Campus Services	2017/18	BAME	2	1	0	0	0.00%	0.00%	0.00%
		White	86	54	31	15	36.05%	48.39%	17.44%
		Undisclosed	39	18	14	3	35.90%	21.43%	7.69%
		Total	**127**	**73**	**45**	**18**	**35.43%**	**40.00%**	**14.17%**
	2018/19	BAME	8	7	1	0	12.50%	0.00%	0.00%
		White	106	99	27	10	25.47%	37.04%	9.43%
		Undisclosed	71	65	16	6	22.54%	37.50%	8.45%
		Total	**185**	**171**	**44**	**16**	**23.78%**	**36.36%**	**8.65%**
	2019/20	BAME	2	1	0	0	0.00%	0.00%	0.00%
		White	26	12	6	5	23.08%	83.33%	19.23%
		Undisclosed	17	9	4	2	23.53%	50.00%	11.76%
		Total	**45**	**22**	**10**	**7**	**22.22%**	**70.00%**	**15.56%**
External Relations	2017/18	BAME	109	97	12	2	11.01%	16.67%	1.83%
		White	671	606	143	45	21.31%	31.47%	6.71%
		Undisclosed	396	333	78	19	19.70%	24.36%	4.80%
		Total	**1176**	**1036**	**233**	**66**	**19.81%**	**28.33%**	**5.61%**
	2018/19	BAME	76	73	13	0	17.11%	0.00%	0.00%
		White	399	348	89	22	22.31%	24.72%	5.51%
		Undisclosed	253	213	43	16	17.00%	37.21%	6.32%
		Total	**728**	**634**	**145**	**38**	**19.92%**	**26.21%**	**5.22%**
	2019/20	BAME	60	54	5	0	8.33%	0.00%	0.00%
		White	187	177	34	8	18.18%	23.53%	4.28%
		Undisclosed	127	111	23	5	18.11%	21.74%	3.94%
		Total	**374**	**342**	**62**	**13**	**16.58%**	**20.97%**	**3.48%**
Finance and Procurement	2017/18	BAME	4	2	0	0	0.00%	0.00%	0.00%
		White	48	46	18	7	37.50%	38.89%	14.58%
		Undisclosed	27	22	9	2	33.33%	22.22%	7.41%
		Total	**79**	**70**	**27**	**9**	**34.18%**	**33.33%**	**11.39%**
	2018/19	BAME	1	1	0	0	0.00%	0.00%	0.00%
		White	10	10	3	1	30.00%	33.33%	10.00%
		Undisclosed	10	9	4	3	40.00%	75.00%	30.00%
		Total	**21**	**20**	**7**	**4**	**33.33%**	**57.14%**	**19.05%**
	2019/20	BAME	8	8	3	2	37.50%	66.67%	25.00%
		White	54	53	41	11	75.93%	26.83%	20.37%
		Undisclosed	17	15	10	6	58.82%	60.00%	35.29%
		Total	**79**	**76**	**54**	**19**	**68.35%**	**35.19%**	**24.05%**

Human Resources and Organisational and Professional Development	2017/18	BAME	11	11	1	0	9.09%	0.00%	0.00%
		White	143	127	30	10	20.98%	33.33%	6.99%
		Undisclosed	79	71	11	2	13.92%	18.18%	2.53%
		Total	**233**	**209**	**42**	**12**	**18.03%**	**28.57%**	**5.15%**
	2018/19	BAME	7	7	1	0	14.29%	0.00%	0.00%
		White	72	69	7	4	9.72%	57.14%	5.56%
		Undisclosed	66	61	14	3	21.21%	21.43%	4.55%
		Total	**145**	**137**	**22**	**7**	**15.17%**	**31.82%**	**4.83%**
	2019/20	BAME	1	1	0	0	0.00%	0.00%	0.00%
		White	28	20	6	3	21.43%	50.00%	10.71%
		Undisclosed	19	16	4	1	21.05%	25.00%	5.26%
		Total	**48**	**37**	**10**	**4**	**20.83%**	**40.00%**	**8.33%**
Library & Learning and Culture & Information	2017/18	BAME	6	5	0	0	0.00%	0.00%	0.00%
		White	56	53	6	1	10.71%	16.67%	1.79%
		Undisclosed	39	33	4	1	10.26%	25.00%	2.56%
		Total	**101**	**91**	**10**	**2**	**9.90%**	**20.00%**	**1.98%**
	2018/19	BAME	4	3	1	0	25.00%	0.00%	0.00%
		White	41	36	15	5	36.59%	33.33%	12.20%
		Undisclosed	25	16	9	2	36.00%	22.22%	8.00%
		Total	**70**	**55**	**25**	**7**	**35.71%**	**28.00%**	**10.00%**
	2019/20	BAME	5	5	1	0	20.00%	0.00%	0.00%
		White	28	25	10	1	35.71%	10.00%	3.57%
		Undisclosed	17	15	3	1	17.65%	33.33%	5.88%
		Total	**50**	**45**	**14**	**2**	**28.00%**	**14.29%**	**4.00%**
Research and Innovation Services	2017/18	BAME	3	0	0	0	0.00%	0.00%	0.00%
		White	8	7	5	1	62.50%	20.00%	12.50%
		Undisclosed	8	6	2	1	25.00%	50.00%	12.50%
		Total	**19**	**13**	**7**	**2**	**36.84%**	**28.57%**	**10.53%**
	2018/19	BAME	18	17	1	0	5.56%	0.00%	0.00%
		White	40	36	12	6	30.00%	50.00%	15.00%
		Undisclosed	30	25	11	2	36.67%	18.18%	6.67%
		Total	**88**	**78**	**24**	**8**	**27.27%**	**33.33%**	**9.09%**
	2019/20	BAME	2	2	0	0	0.00%	0.00%	0.00%
		White	7	7	3	0	42.86%	0.00%	0.00%
		Undisclosed	12	10	4	1	33.33%	25.00%	8.33%
		Total	**21**	**19**	**7**	**1**	**33.33%**	**14.29%**	**4.76%**
Student Services	2017/18	BAME	45	43	8	4	17.78%	50.00%	8.89%
		White	503	474	73	18	14.51%	24.66%	3.58%
		Undisclosed	283	252	37	9	13.07%	24.32%	3.18%
		Total	**831**	**769**	**118**	**31**	**14.20%**	**26.27%**	**3.73%**
	2018/19	BAME	59	56	7	2	11.86%	28.57%	3.39%
		White	518	464	70	19	13.51%	27.14%	3.67%
		Undisclosed	287	244	42	10	14.63%	23.81%	3.48%
		Total	**864**	**764**	**119**	**31**	**13.77%**	**26.05%**	**3.59%**
	2019/20	BAME	54	40	4	0	7.41%	0.00%	0.00%
		White	377	298	76	26	20.16%	34.21%	6.90%
		Undisclosed	231	165	40	17	17.32%	42.50%	7.36%
		Total	**662**	**503**	**120**	**43**	**18.13%**	**35.83%**	**6.50%**
University Executive Office	2017/18	White	12	11	1	1	8.33%	100.00%	8.33%
		Undisclosed	7	7	1	0	14.29%	0.00%	0.00%
		Total	**19**	**18**	**2**	**1**	**10.53%**	**50.00%**	**5.26%**
	2018/19	BAME	3	3	0	0	0.00%	0.00%	0.00%
		White	48	42	9	2	18.75%	22.22%	4.17%
		Undisclosed	31	25	9	2	29.03%	22.22%	6.45%
		Total	**82**	**70**	**18**	**4**	**21.95%**	**22.22%**	**4.88%**
	2019/20	BAME	9	6	3	1	33.33%	33.33%	11.11%
		White	43	36	26	11	60.47%	42.31%	25.58%
		Undisclosed	22	16	7	4	31.82%	57.14%	18.18%
		Total	**74**	**58**	**36**	**16**	**48.65%**	**44.44%**	**21.62%**

UoDIT	2017/18	BAME	6	6	1	0	16.67%	0.00%	0.00%
		White	45	34	13	7	28.89%	53.85%	15.56%
		Undisclosed	42	35	12	3	28.57%	25.00%	7.14%
		Total	**93**	**75**	**26**	**10**	**27.96%**	**38.46%**	**10.75%**
	2018/19	BAME	10	9	2	0	20.00%	0.00%	0.00%
		White	67	59	26	9	38.81%	34.62%	13.43%
		Undisclosed	52	45	13	2	25.00%	15.38%	3.85%
		Total	**129**	**113**	**41**	**11**	**31.78%**	**26.83%**	**8.53%**
	2019/20	BAME	14	11	3	2	21.43%	66.67%	14.29%
		White	70	52	29	7	41.43%	24.14%	10.00%
		Undisclosed	65	52	24	9	36.92%	37.50%	13.85%
		Total	**149**	**115**	**56**	**18**	**37.58%**	**32.14%**	**12.08%**

In the last two years, more applications have been received from Non-UK BAME staff than UK BAME staff (Table 6.3 and 6.4). Conversely, far less applications are received from Non-UK White candidates than UK White candidates across the last three years.

Table 6.3: PS Recruitment UK Applications and Success Rates by Ethnicity Sub-Group 2017-20

Year	Ethnicity Sub-Group	Applications	Shortlisted	Interviewed	Offered	Interview Achievement	Offer Achievement from Interview	Offer Achievement from Applications
2017/18	BAME	110	93	21	1	19.09%	4.76%	0.91%
	White	1295	1104	345	133	26.64%	38.55%	10.27%
	Undisclosed	52	40	16	6	30.77%	37.50%	11.54%
	Total	**1457**	**1237**	**382**	**140**	**26.22%**	**36.65%**	**9.61%**
2018/19	BAME	170	150	35	7	20.59%	20.00%	4.12%
	White	2222	1922	570	190	25.65%	33.33%	8.55%
	Undisclosed	68	61	20	10	29.41%	50.00%	14.71%
	Total	**2460**	**2133**	**625**	**207**	**25.41%**	**33.12%**	**8.41%**
2019/20	BAME	112	91	32	11	28.57%	34.38%	9.82%
	White	1379	1177	381	125	27.63%	32.81%	9.06%
	Undisclosed	48	38	6	4	12.50%	66.67%	8.33%
	Total	**1539**	**1306**	**419**	**140**	**27.23%**	**33.41%**	**9.10%**

Table 6.4: PS Recruitment Non-UK Applications and Success Rates by Ethnicity Sub-Group 2017-

Year	Ethnicity Sub-Group	Applications	Shortlisted	Interviewed	Offered	Interview Achievement	Offer Achievement from Interview	Offer Achievement from Applications
2017/18	BAME	97	84	16	4	16.49%	25.00%	4.12%
	White	223	192	41	18	18.39%	43.90%	8.07%
	Undisclosed	42	39	10	2	23.81%	20.00%	4.76%
	Total	**362**	**315**	**67**	**24**	**18.51%**	**35.82%**	**6.63%**
2018/19	BAME	237	211	29	5	12.24%	17.24%	2.11%
	White	445	387	63	21	14.16%	33.33%	4.72%
	Undisclosed	44	41	8	1	18.18%	12.50%	2.27%
	Total	**726**	**639**	**100**	**27**	**13.77%**	**27.00%**	**3.72%**
2019/20	BAME	189	159	20	1	10.58%	5.00%	0.53%
	White	229	187	46	15	20.09%	32.61%	6.55%
	Undisclosed	26	25	6	1	23.08%	16.67%	3.85%
	Total	**444**	**371**	**72**	**17**	**16.22%**	**23.61%**	**3.83%**

Candidates from all BAME Head Groups are less successful than White candidates at achieving interview on a consistent basis. In comparison to Ethnic Head Groups with similar numbers of candidates over three years (Chinese and Mixed Ethnicity), Black candidates receive the least number of interviews and offers. In the last three years only two out of 174 Black candidates received offers of employment (Table 6.5). These statistics are concerning, and we must take action to ensure all candidates are treated fairly, regardless of their ethnicity. Several actions have been identified to address this issue [**Actions 6.2-6.5**].

Table 6.5: PS Staff Applications and Success rates by School/Directorate and Ethnicity Head Group 2017-20

Ethnicity Head Group	Year	Applications	Shortlisted	Interviewed	Offered	Interview Achievement	Offer Achievement from Interview	Offer Achievement from Applications
Asian	2017/18	233	204	40	7	17.17%	17.50%	3.00%
	2018/19	209	184	35	8	16.75%	22.86%	3.83%
	2019/20	175	149	33	8	18.86%	24.24%	4.57%
	Total	**617**	**537**	**108**	**23**	**17.50%**	**21.30%**	**3.73%**
Black	2017/18	61	48	5	0	8.20%	0.00%	0.00%
	2018/19	71	63	6	0	8.45%	0.00%	0.00%
	2019/20	42	34	9	2	21.43%	22.22%	4.76%
	Total	**174**	**145**	**20**	**2**	**11.49%**	**10.00%**	**1.15%**
Chinese	2017/18	83	76	18	5	21.69%	27.78%	6.02%
	2018/19	44	41	8	0	18.18%	0.00%	0.00%
	2019/20	24	22	4	0	16.67%	0.00%	0.00%
	Total	**151**	**139**	**30**	**5**	**19.87%**	**16.67%**	**3.31%**
Mixed Ethnicity	2017/18	58	50	8	3	13.79%	37.50%	5.17%
	2018/19	56	51	15	4	26.79%	26.67%	7.14%
	2019/20	46	34	4	2	8.70%	50.00%	4.35%
	Total	**160**	**135**	**27**	**9**	**16.88%**	**33.33%**	**5.63%**
Other Ethnicity	2017/18	32	26	7	1	21.88%	14.29%	3.13%
	2018/19	31	26	2	1	6.45%	50.00%	3.23%
	2019/20	14	11	2	0	14.29%	0.00%	0.00%
	Total	**77**	**63**	**11**	**2**	**14.29%**	**18.18%**	**2.60%**
White	2017/18	2880	2535	652	261	22.64%	40.03%	9.06%
	2018/19	2725	2354	646	216	23.71%	33.44%	7.93%
	2019/20	1610	1366	428	141	26.58%	32.94%	8.76%
	Total	**7215**	**6255**	**1726**	**618**	**23.92%**	**35.81%**	**8.57%**
Undisclosed	2017/18	1798	1497	373	108	20.75%	28.95%	6.01%
	2018/19	1730	1433	389	120	22.49%	30.85%	6.94%
	2019/20	1025	825	232	82	22.63%	35.34%	8.00%
	Total	**4553**	**3755**	**994**	**310**	**21.83%**	**31.19%**	**6.81%**

White staff have a consistent offer achievement from application rate which is higher than any other Ethnic Head Group (Figure 6.1).

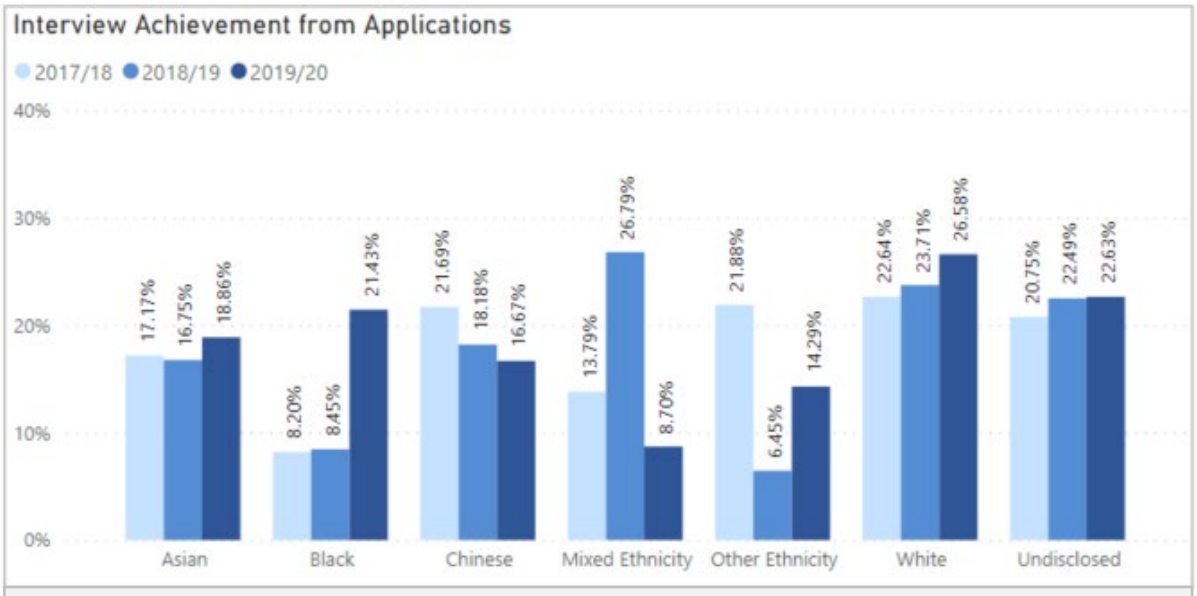


Figure 6.1: Percentage of PS Candidates Achieving Interview by Ethnicity Head Group 2017-20

Chinese candidates received no employment offers in 2018/19 and 2019/20 and Other Ethnicity candidates received no employment offers in 2019/20 (Figure 6.2 and 6.3).

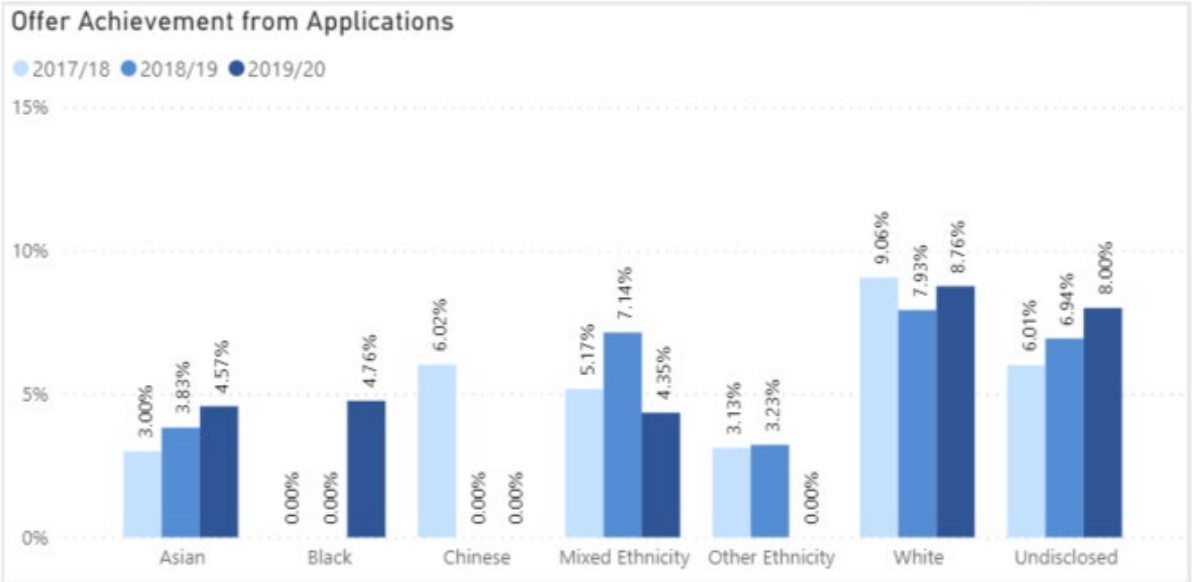


Figure 6.2: Percentage of PS Applicants Achieving Offer by Ethnicity Head Group 2017-20

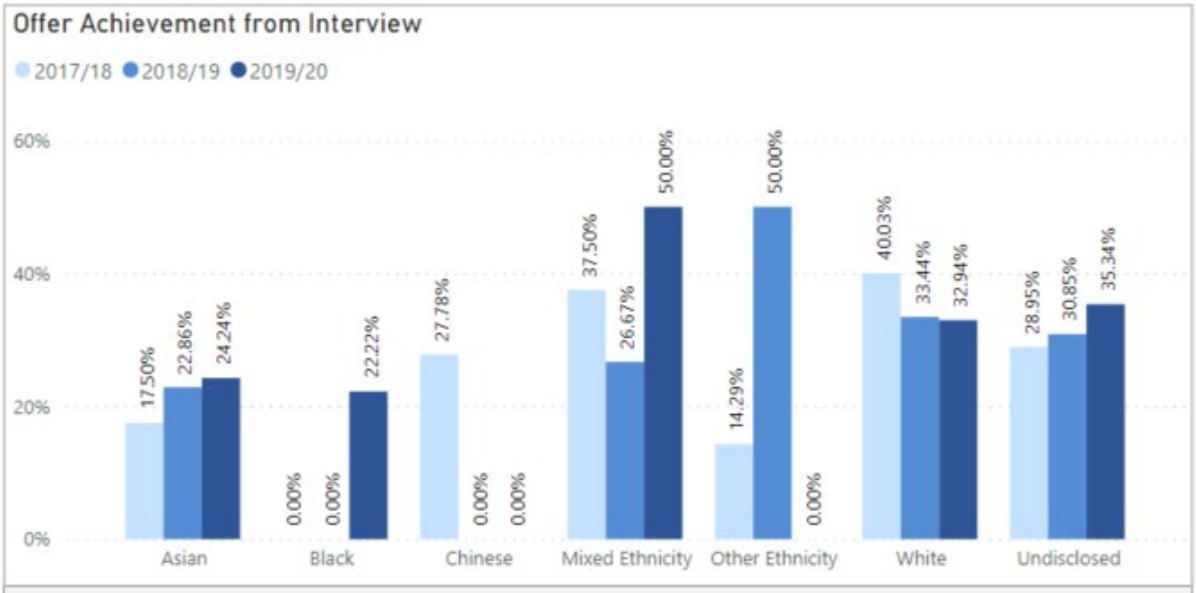


Figure 6.3: Percentage of PS Interviewees Achieving Offer by Ethnicity Head Group 2017-20

Table 6.6 shows local population data for 2018 alongside PS staff profile data for 2017/2018. Table 6.7 shows applications received in 2017/18.

Proportionately more applications were received from every Ethnicity Head Group except White compared to the local population and staff profile. This may in some way be accounted for by the proportionally higher number of applications from Non-UK BAME applicants compared to UK BAME applicants. However, progress and implementing positive action is required to bring Asian and Black staff representation in line with the local population [**Actions 6.2-6.5**].

Table 6.6: Percentage of PS Staff by Ethnicity Head Group compared with Local Population (2011 Census data)

Ethnicity Head Group	Local Population	% Local Population	Staff	% Staff
Asian	4564	3.10%	50	2.65%
Black	1439	0.98%	8	0.42%
Chinese	1274	0.87%	15	0.79%
Mixed Ethnicity	685	0.47%	12	0.64%
Other Ethnicity	846	0.57%	12	0.64%
White	138460	94.02%	1758	93.16%
Undisclosed			32	1.70%
Total	**147268**	**100.00%**	**1887**	**100.00%**

Table 6.7: Applications for PS roles by Ethnicity Head Group

Year	**2017/18**	
Eth Grp	**Applications**	**%**
Asian	233	4.53%
Black	61	1.19%
Chinese	83	1.61%
Mixed Ethnicity	58	1.13%
Other Ethnicity	32	0.62%
White	2880	55.98%
Undisclosed	1798	34.95%
Total	**5145**	**100.00%**

(See also ACTIONS 5.2 -5.5 for AR staff)

ACTION 6.2: Address potential bias in recruitment activities at all stages

ACTION 6.3: Analyse and distribute recruitment data and rejection reasons to highlight issues and inform University-wide and local action plans.

ACTION 6.4: Address underrepresentation of BAME staff by promoting UoD as a diverse and inclusive employer through online and media material for potential candidates, review of wording and diversity statements in adverts, advertising sources and networks and the use of positive action initiatives.

ACTION 6.5: Expand the use of recruitment data to support transparency and awareness and promote a diverse and inclusive culture

Word Count Section 6A: 328

DRAFT

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*

Training opportunities are disseminated via internal communications and take up monitored by OPD. In 2018/19, there was an increase in both BAME and White PS staff training (Table 6.8). However, for BAME manual staff (where numbers are small) training is not organised or recorded centrally and from March 2020 the delivery method and range of courses offered was affected by COVID and furloughing of staff (Figure 6.4), which is likely to have impacted staff in this category. Training should be offered to all BAME staff irrespective of grade and recorded **[ACTION 6.6]**.

The BAME staff attendance has increased over three years to 32.10% in 2019/20. The attendance rate of White staff had increased over two years to 40.26% but declined in 2019/20 to 30.06% (Table 6.8; Figure 6.4). The decline is attributed to COVID as seen at the Ethnic Head Group level (Table 6.9).

Table 6.8: PS staff Attending Training by Ethnicity Sub-Group 2017-20

	Year	2017/18				2018/19				2019/20			
Ethnicity Sub-Group	UK / Non-UK	Staff	Attendees	Attendance Rate	% All attendees	Staff	Attendees	Attendance Rate	% All attendees	Staff	Attendees	Attendance Rate	% All attendees
BAME	Non-UK	32	9	28.13%	1.43%	29	8	27.59%	1.06%	22	6	27.27%	1.06%
	Not Known						1		0.13%				
	UK	65	11	16.92%	1.75%	60	16	26.67%	2.12%	59	20	33.90%	3.55%
	Total	**97**	**20**	**20.62%**	**3.18%**	**89**	**25**	**28.09%**	**3.31%**	**81**	**26**	**32.10%**	**4.61%**
White	Non-UK	103	36	34.95%	5.72%	106	47	44.34%	6.23%	108	32	29.63%	5.67%
	Not Known	3	15	500.00%	2.38%	1	3	300.00%	0.40%	1	1	100.00%	0.18%
	UK	1652	548	33.17%	87.12%	1664	663	39.84%	87.81%	1651	496	30.04%	87.94%
	Total	**1758**	**599**	**34.07%**	**95.23%**	**1771**	**713**	**40.26%**	**94.44%**	**1760**	**529**	**30.06%**	**93.79%**
Undisclosed	Non-UK	3	1	33.33%	0.16%	3	3	100.00%	0.40%	1	1	100.00%	0.18%
	Not Known	1				2				9	1	11.11%	0.18%
	UK	28	9	32.14%	1.43%	28	14	50.00%	1.85%	28	7	25.00%	1.24%
	Total	**32**	**10**	**31.25%**	**1.59%**	**33**	**17**	**51.52%**	**2.25%**	**38**	**9**	**23.68%**	**1.60%**
Total		**1887**	**629**	**33.33%**	**100.00%**	**1893**	**755**	**39.88%**	**100.00%**	**1879**	**564**	**30.02%**	**100.00%**

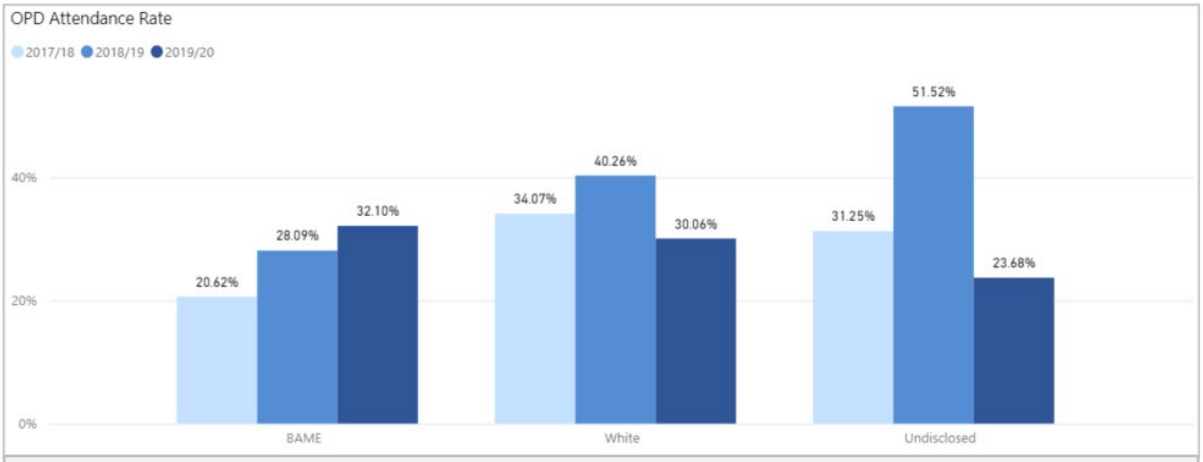


Figure 6.4: PS Staff Attending Training by Ethnicity Sub-Group 2017-20.

Table 6.9: PS Staff Attending Training by Ethnicity Head Group 2017-20

	Year	2017/18				2018/19				2019/20			
Ethnic Head Group	UK / Non-UK	Staff	Attendees	Attendance Rate	% All attendees	Staff	Attendees	Attendance Rate	% All attendees	Staff	Attendees	Attendance Rate	% All attendees
Asian	Non-UK	12	4	33.33%	0.64%	9	2	22.22%	0.26%	8	1	12.50%	0.18%
	UK	38	6	15.79%	0.95%	36	11	30.56%	1.46%	35	14	40.00%	2.48%
	Total	**50**	**10**	**20.00%**	**1.59%**	**45**	**13**	**28.89%**	**1.72%**	**43**	**15**	**34.88%**	**2.66%**
Black	Non-UK	6	1	16.67%	0.16%	6	1	16.67%	0.13%	4	1	25.00%	0.18%
	UK	2				2	1	50.00%	0.13%	4	1	25.00%	0.18%
	Total	**8**	**1**	**12.50%**	**0.16%**	**8**	**2**	**25.00%**	**0.26%**	**8**	**2**	**25.00%**	**0.35%**
Chinese	Non-UK	10	4	40.00%	0.64%	9	4	44.44%	0.53%	7	3	42.86%	0.53%
	Not Known						1		0.13%				
	UK	5	1	20.00%	0.16%	3	1	33.33%	0.13%	4	1	25.00%	0.18%
	Total	**15**	**5**	**33.33%**	**0.79%**	**12**	**6**	**50.00%**	**0.79%**	**11**	**4**	**36.36%**	**0.71%**
Mixed Ethnicity	Non-UK					1				1	1	100.00%	0.18%
	UK	12	1	8.33%	0.16%	9	1	11.11%	0.13%	8	2	25.00%	0.35%
	Total	**12**	**1**	**8.33%**	**0.16%**	**10**	**1**	**10.00%**	**0.13%**	**9**	**3**	**33.33%**	**0.53%**
Other Ethnicity	Non-UK	4				4	1	25.00%	0.13%	2			
	UK	8	3	37.50%	0.48%	10	2	20.00%	0.26%	8	1	12.50%	0.18%
	Total	**12**	**3**	**25.00%**	**0.48%**	**14**	**3**	**21.43%**	**0.40%**	**10**	**1**	**10.00%**	**0.18%**
BAME - No details	UK										1		0.18%
	Total										**1**		**0.18%**
White	Non-UK	103	36	34.95%	5.72%	106	47	44.34%	6.23%	108	32	29.63%	5.67%
	Not Known	3	15	500.00%	2.38%	1	3	300.00%	0.40%	1	1	100.00%	0.18%
	UK	1652	548	33.17%	87.12%	1664	663	39.84%	87.81%	1651	496	30.04%	87.94%
	Total	**1758**	**599**	**34.07%**	**95.23%**	**1771**	**713**	**40.26%**	**94.44%**	**1760**	**529**	**30.06%**	**93.79%**
Undisclosed	Non-UK	3	1	33.33%	0.16%	3	3	100.00%	0.40%	1	1	100.00%	0.18%
	Not Known	1				2				9	1	11.11%	0.18%
	UK	28	9	32.14%	1.43%	28	14	50.00%	1.85%	28	7	25.00%	1.24%
	Total	**32**	**10**	**31.25%**	**1.59%**	**33**	**17**	**51.52%**	**2.25%**	**38**	**9**	**23.68%**	**1.60%**
Total		**1887**	**629**	**33.33%**	**100.00%**	**1893**	**755**	**39.88%**	**100.00%**	**1879**	**564**	**30.02%**	**100.00%**

UoD has several apprenticeships in manual and some clerical roles which provide both formal and on-the-job training. Targeted advertising of vacancies and positive action for these and other entry level positions should be used to increase representation from the local BAME community [**Action 6.7**].

The University recently signed up to the Technician Commitment, a university and research institution initiative, led by a steering board of sector bodies, with support from the Science Council and the Technicians Make It Happen campaign. The Commitment aims to ensure visibility, recognition, career development and sustainability for technicians working in HE and research, across all disciplines. UoD will ensure action related to this initiative supports recruitment and development of BAME staff [**Actions 6.8-6.9**].

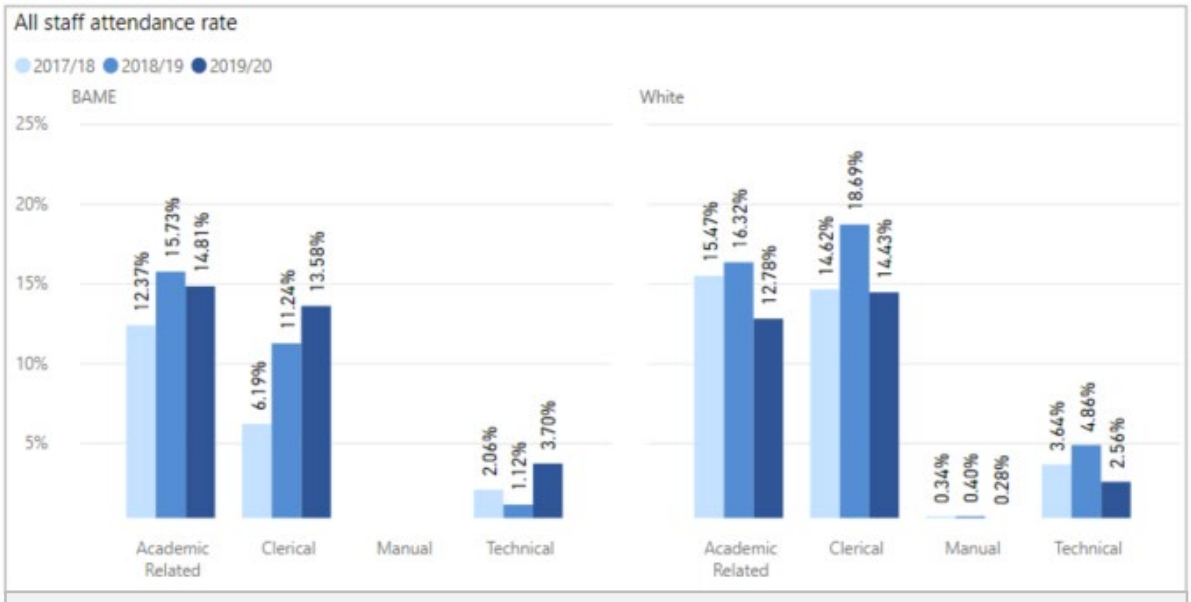


Figure 6.5: Percentage of PS Staff Attending Training 2017-20

ACTION 6.6: Improve recording and analysis of training and development for all BAME PS staff grades when new Talent Management system is introduced in 2022.

ACTION 6.7: Target advertising of vacancies for apprenticeships and other entry level positions to ensure opportunities are promoted to the local BAME community **(See also ACTIONS 6.3-6.5].**

ACTION 6.8: Implement actions which support the University's Technician Commitment in recruitment and development and ensure these support the BAME staff pipeline for senior roles in this category.

ACTION 6.9: Target Management and Leadership Training for BAME staff to improve the pipeline for senior roles.

Word Count Section 6B: 262

DRAFT

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.

OSaR completion rates for BAME staff have fluctuated over three years while completion rates for White staff have declined (Figure 6.6). The completion rate from Non-UK BAME staff is consistently higher than UK BAME staff and is steadily increasing. The completion rates for UK White staff are steadily decreasing each year (Table 6.10). The fall in completion rates in 2019/20 may COVID-linked and a significant proportion of PS staff being on furlough.

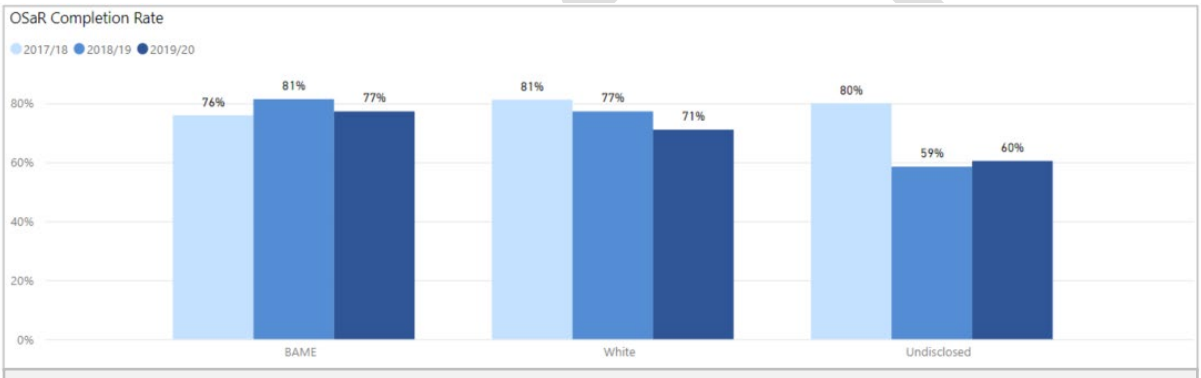


Figure 6.6: PS Staff OSaR completion rate by Ethnicity Sub-Group 2017-20.

Table 6.10: PS Staff OSaR completion rate by Ethnicity Sub-Group 2017-20.

	Year	2017/18				2018/19				2019/20			
Ethnicity Sub-Group	UK / Non-UK	All staff	Staff required to complete	Staff Completed OSaR	Completion Rate	All staff	Staff required to complete	Staff Completed OSaR	Completion Rate	All staff	Staff required to complete	Staff Completed OSaR	Completion Rate
BAME	Non-UK	23	22	19	83%	20	20	17	85%	17	16	15	88%
	UK	56	51	41	73%	50	48	40	80%	49	45	36	73%
	Total	**79**	**73**	**60**	**76%**	**70**	**68**	**57**	**81%**	**66**	**61**	**51**	**77%**
White	Non-UK	68	62	53	78%	73	62	52	71%	74	67	53	72%
	UK	1430	1332	1164	81%	1436	1316	1114	78%	1419	1298	1008	71%
	Total	**1498**	**1394**	**1217**	**81%**	**1509**	**1378**	**1166**	**77%**	**1493**	**1365**	**1061**	**71%**
Undisclosed	Non-UK	4	4	3	75%	6	5	3	50%	11	6	5	45%
	UK	31	28	25	81%	35	30	21	60%	32	32	21	66%
	Total	**35**	**32**	**28**	**80%**	**41**	**35**	**24**	**59%**	**43**	**38**	**26**	**60%**
Total		**1612**	**1499**	**1305**	**81%**	**1620**	**1481**	**1247**	**77%**	**1602**	**1464**	**1138**	**71%**

All non-White Ethnicity Head Groups have fluctuating OSaR completion rates over three years except Black staff, whose completion rate stayed steady at 75% over three years (Figure 6.7 and 6.8).

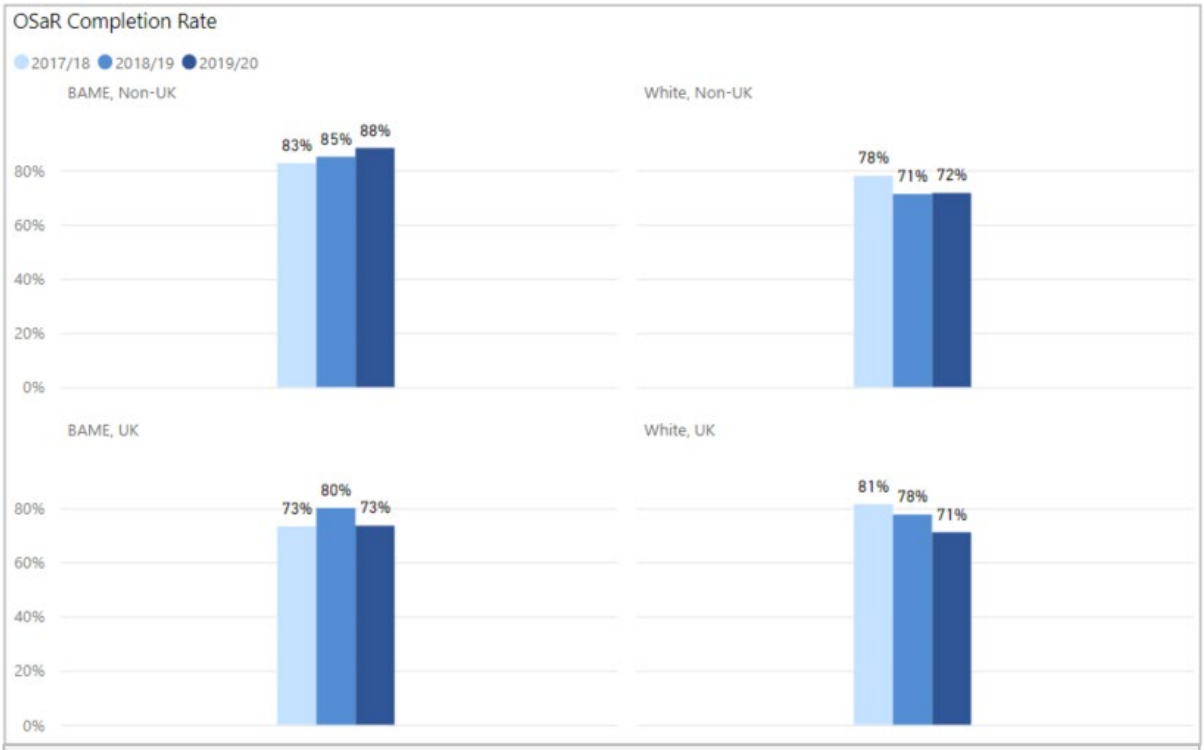


Figure 6.7: PS Staff OSaR completion rate by Ethnicity Sub-Group UK/Non-UK 2017-20.

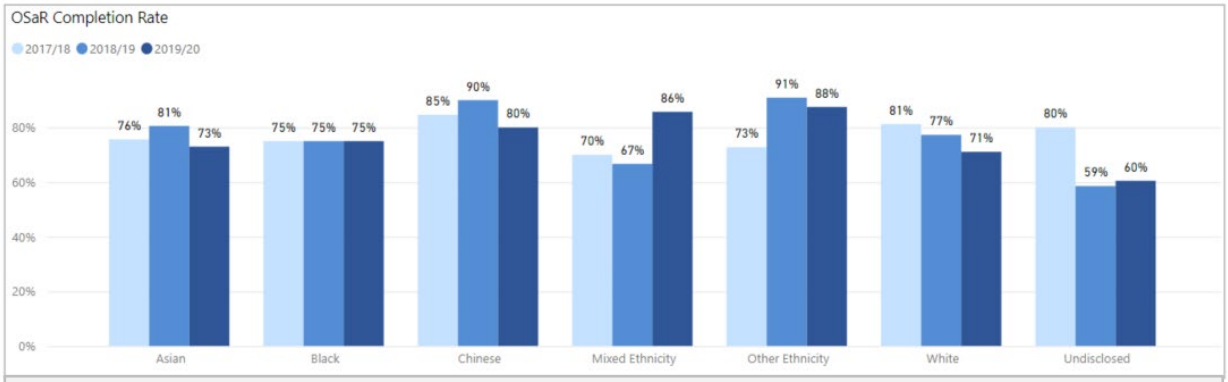


Figure 6.8: PS Staff Percentage OSaR completion rate by Ethnicity Head-Group 2017-20.

Word Count Section 6C: 102

6D: PROFESSIONAL AND SUPPORT STAFF (PSS) 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*

Promotion

There is no formal promotion process for PSS, but individuals may progress by applying and being selected for higher graded vacancies.

Irrespective of ethnicity, when PSS were surveyed on the issue of progression and promotion, staff indicated no strong agreement or disagreement on whether they would be encouraged to apply for jobs at a higher grade.

Currently UoD has no structured information on role models and typical career pathways to higher graded PSS positions. This is something the University is actively considering supporting all PSS in developing their careers and to improve the pipeline to senior roles. Developing a careers framework, which flags training/developmental opportunities with appropriate mentorship, will facilitate progression of BAME PSS and promote UoD as an employer to underrepresented groups [**ACTION 6.10**].

However, most staff survey respondents were inclined to disagree with the idea that, based on their current role/workload, they would be encouraged to have their role regraded. White staff were far more inclined to disagree (60%) with this view than BAME (42%) staff (Figure 6.9). Over the past 5 years, UoD targeted job evaluation (HERA) to roles that have changed as a result organisational change but plans to reintroduce the process which allows individuals to request role regrading as part of an annual exercise [**ACTION 6.11**].

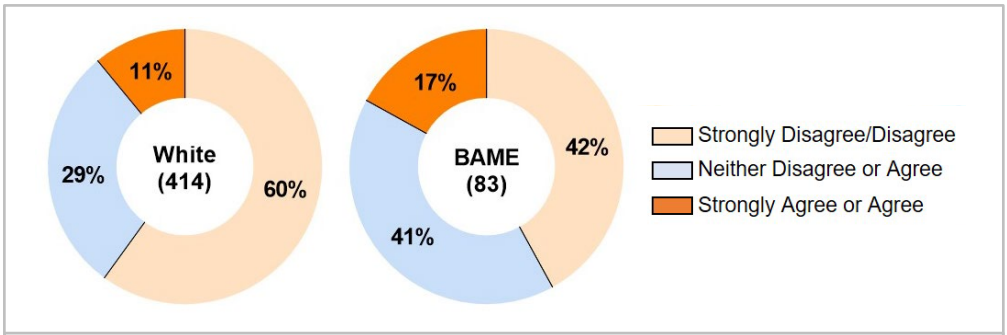


Figure 6.9: Professional and support staff were asked to agree/disagree on whether based on their current role/workload have they been encouraged to have their role regraded (UOD Staff REC Survey, 2020).

ACTION 6.10: Develop career pathways supported by training/mentorship for PSS and promote these to improve understanding of more senior opportunities and development of the competencies needed to attain these roles

ACTION 6.11: Reintroduction of the option for staff to request HERA job evaluation as part of an annual exercise.

Word Count Section 6D: 212

SECTION 6 WORD COUNT: 904

DRAFT

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*

UoD – Identifying and limiting racial biases in Admissions.

The UoD strives to:

"Attract applicants from a wide and diverse community, who have the appropriate commitment, ability, knowledge and experience to fulfil their academic potential and who will benefit from the University's educational provision and student experience"

(Source, UoD Admissions Policy).

The Recruitment and Admissions teams have an EDI working group that seek continuous improvement to minimise bias and encourage those with protected characteristics to apply. The UoD Admissions Policy and all new processes and policies relating to admissions are Equality Impact Assessed. (https://www.dundee.ac.uk/equality-diversity/what-we-do)

Almost all admissions processing and decision-making for UG and PGT applicants to UoD is centralised. UoD has a grades-based selection process for non-interviewing subjects (and for selection for interview for interviewing subjects) to avoid selection bias. UG admission decision-making is based (for non-interviewing subjects) on actual and predicted grades to minimise selection bias. For interviewing subjects, robust procedures have been developed to minimise bias, including the multiple mini-interview process. To reduce subjectivity, UG and PGT programme selection is based on pre-agreed criteria. UoD is trialling anonymising PGR applications to SLS, to assess the potential of this approach to reduce bias.

All UoD staff are required to undertake EDI training. Notably, admissions staff undertake annual Unconscious Bias (and enhanced EDI) training and, from 2021, this will also be delivered to PGR selectors.

Noting the strong intersection between race and other contextual factors which can disadvantage an applicant, UoD uses a well-developed contextual admissions approach for UG applicants, with a significant and growing proportion of our annual intake admitted based on contextual adjustment. UoD outreach programmes with Scottish schools targets improved access for applicants with contextual factors (Figure 7.1). This is not specifically BAME-targeted (noting difficulty of targeting any specific pupil within schools) but has a positive impact on BAME students with contextual factors.

Category 1 Factors	Category 2 Factors
• If applicant's home postcode at the time of application is in a Scottish Index of Multiple Deprivation (SIMD) quintile 1 zone. • If applicant is has been receiving free school meals. • If applicant is or has been a looked after person (Care experienced). • If applicant is someone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support. • If applicant is or has been a Government refugee or asylum seeker. • If applicant is estranged from parents (normally not in contact with them for at least 12 months as a result of a permanent breakdown in relationship, with no sign of this being resolved).	• If applicants home postcode at the time of application is in a Scottish Index of Multiple Deprivation (SIMD) quintile 2 zone. • If applicant is an adult returner (5 years post-school or 3 years post-study) or has a relevant accreditation of prior learning or work record or has been made redundant. • If applicant has declared a disability or a Mental Health issue. • If applicant has faced disruption to education (assessed as attending five or more Primary and Secondary schools or residing more than 40 miles from their Secondary School). • If applicant is transgender. • If applicant is in a vulnerable group (e.g. declared a Criminal Conviction or a Children's Panel enquiry). • If applicant is sufficiently active with Reach/ACES or has completed a SWAP programme.

Figure 7.1: UoD Contextual Admissions Policy. Applicants allocated a Category 1 contextual flag will be made a Widening Access level offer or (for interviewing subjects) normally be interviewed. If more than one Category 2 factor has impacted an applicant's study, they may get allocated a contextual flag equivalent to Category 1.

UoD - Application Success Rates by Ethnicity

UoD does not record applicant predicted grades due to system limitations, and so cannot answer this question in the way presented. A paperless admissions project is underway (launching September 2022) that will allow reporting on predicted grades in future. UoD instead provides an analysis of application to offer rate by ethnicity at university level to assess disparity in application to offer rate based on ethnicity. Tables 7.1 and 7.2 show different application to offer success rates by ethnicity for UK UG and Overseas UG applicants. The aggregate offer rate for different ethnicities varies. UoD will conduct further research on application to offer rates by School to investigate whether (a) any specific selection process has evidence of bias and (b) whether application patterns by ethnicity have an impact on aggregate offer rates (e.g., if more highly selective Schools attract more applications from applicants of a specific ethnicity) [**Action 7.1**].

Table 7.1: UG UK applications and offer by main ethnic group.

Entry Year	2017/18			2018/19			2019/20			Total		
Ethnicity Head Group	Applications	%GT Apps	Offer Rate	Applications	%GT Apps	Offer Rate	Applications	%GT Apps	Offer Rate	Applications	%GT Apps	Offer Rate
Asian	686	4.30%	49%	756	4.69%	44%	765	4.92%	42%	**2207**	**4.64%**	**45%**
Black	162	1.02%	61%	206	1.28%	52%	172	1.11%	48%	**540**	**1.13%**	**53%**
Chinese	92	0.58%	45%	125	0.78%	53%	110	0.71%	43%	**327**	**0.69%**	**47%**
Mixed Ethnicity	335	2.10%	54%	382	2.37%	53%	412	2.65%	52%	**1129**	**2.37%**	**53%**
Not known	726	4.55%	47%	678	4.21%	40%	695	4.47%	45%	**2099**	**4.41%**	**44%**
Other Ethnicity	78	0.49%	47%	83	0.52%	41%	113	0.73%	42%	**274**	**0.58%**	**43%**
White	13863	86.96%	53%	13884	86.16%	48%	13267	85.41%	51%	**41014**	**86.18%**	**51%**
Total	**15942**	**100.00%**	**53%**	**16114**	**100.00%**	**48%**	**15534**	**100.00%**	**50%**	**47590**	**100.00%**	**50%**

Table 7.2: UG Non-UK applications and offer by main ethnic group.

Entry Year	2017/18			2018/19			2019/20			Total		
Ethnicity Head Group	Applications	%GT Apps	Offer Rate	Applications	%GT Apps	Offer Rate	Applications	%GT Apps	Offer Rate	Applications	%GT Apps	Offer Rate
Asian	108	1.94%	49%	150	2.54%	41%	245	3.92%	52%	**503**	**2.84%**	**48%**
Black	150	2.69%	45%	161	2.73%	49%	214	3.43%	45%	**525**	**2.96%**	**46%**
Chinese	27	0.48%	67%	61	1.03%	72%	148	2.37%	76%	**236**	**1.33%**	**74%**
Mixed Ethnicity	58	1.04%	50%	50	0.85%	38%	61	0.98%	43%	**169**	**0.95%**	**44%**
Not known	4324	77.66%	38%	4465	75.60%	40%	4495	71.99%	43%	**13284**	**74.97%**	**40%**
Other Ethnicity	54	0.97%	43%	66	1.12%	44%	111	1.78%	40%	**231**	**1.30%**	**42%**
White	847	15.21%	50%	953	16.14%	47%	970	15.53%	51%	**2770**	**15.63%**	**49%**
Total	**5568**	**100.00%**	**40%**	**5906**	**100.00%**	**42%**	**6244**	**100.00%**	**45%**	**17718**	**100.00%**	**43%**

UoD UK UG Admissions – Applications by Ethnicity

UoD is a high-tariff Scottish institution and the average entry tariff has increased between 2016/17 and 2019/20. The ethnic breakdown of UoD UK-domicile UG applicants shows a higher proportion of BAME applicants than the Scottish average (Table 7.3 and 7.4), but less than the UK average and that of High-Tariff Providers (Table 7.5 and 7.6; UCAS data on UoD and comparator applicant population ethnicity available here: https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-sector-level-end-cycle-data-resources-2020).

Table 7.3: UCAS Main Scheme Applications by Ethnic Group: UoD.

Type	Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
University of Dundee	Asian	4.30%	5.15%	4.70%	5.15%	5.69%	5.04%	5.25%	6.01%	6.29%	6.70%
	Black	1.77%	1.77%	1.77%	2.23%	1.94%	1.82%	1.77%	2.01%	1.95%	2.27%
	Mixed	1.90%	1.91%	1.84%	1.92%	2.12%	2.17%	2.18%	2.43%	2.70%	3.02%
	Other	0.47%	0.65%	0.60%	0.76%	0.65%	0.71%	0.75%	0.80%	1.15%	1.16%
	Unknown	0.51%	0.51%	0.64%	0.58%	0.58%	0.74%	0.66%	0.91%	1.00%	0.94%
	White	91.05%	90.00%	90.46%	89.36%	89.02%	89.51%	89.39%	87.84%	86.91%	85.90%
Total		**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Table 7.4: UCAS Main Scheme Applications by Ethnic Group: All Scottish Providers.

Type	Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
All Scottish Providers	Asian	4.36%	4.68%	4.73%	4.87%	5.02%	5.15%	5.23%	5.55%	5.73%	6.16%
	Black	1.78%	1.81%	1.78%	1.92%	1.99%	1.85%	2.05%	2.15%	2.16%	2.45%
	Mixed	1.89%	1.90%	2.00%	2.02%	2.14%	2.28%	2.36%	2.63%	2.85%	3.05%
	Other	0.35%	0.51%	0.55%	0.57%	0.67%	0.68%	0.74%	0.79%	0.98%	1.12%
	Unknown	0.56%	0.49%	0.59%	0.47%	0.68%	0.75%	0.81%	0.90%	0.95%	0.99%
	White	91.07%	90.61%	90.36%	90.15%	89.49%	89.29%	88.81%	87.99%	87.33%	86.22%
Total		**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Table 7.5: UCAS Main Scheme Applications by Ethnic Group: All Providers.

Type	Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
All Providers	Asian	10.71%	11.10%	11.21%	11.43%	11.75%	12.05%	12.48%	13.15%	14.07%	14.61%
	Black	8.22%	8.59%	8.40%	8.49%	8.57%	8.70%	8.32%	8.26%	8.63%	9.02%
	Mixed	3.69%	3.70%	3.82%	3.99%	4.20%	4.34%	4.51%	4.69%	4.94%	5.12%
	Other	1.17%	1.50%	1.49%	1.60%	1.66%	1.74%	1.88%	1.99%	2.22%	2.35%
	Unknown	0.76%	0.68%	0.68%	0.63%	0.81%	0.87%	0.87%	0.92%	0.94%	0.99%
	White	75.45%	74.43%	74.41%	73.86%	73.02%	72.29%	71.94%	70.99%	69.20%	67.91%
Total		**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Table 7.6: UCAS Main Scheme Applications by Ethnic Group: All Higher Tariff Providers.

Type	Ethnic Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
All Higher Tariff Providers	Asian	10.51%	10.73%	10.83%	11.38%	11.61%	11.86%	12.40%	13.41%	14.28%	15.15%
	Black	4.46%	4.57%	4.56%	4.89%	5.02%	5.15%	5.09%	5.23%	5.64%	5.99%
	Mixed	3.76%	3.83%	3.95%	4.18%	4.40%	4.58%	4.85%	5.06%	5.41%	5.63%
	Other	1.08%	1.32%	1.46%	1.44%	1.50%	1.55%	1.71%	1.83%	2.09%	2.23%
	Unknown	1.02%	0.91%	0.82%	0.81%	1.03%	1.06%	1.06%	1.14%	1.12%	1.22%
	White	79.17%	78.64%	78.38%	77.29%	76.46%	75.81%	74.88%	73.33%	71.47%	69.78%
Total		**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

The proportion of non-white applications to UoD is marginally higher than the Scottish average and increased during the 2016/17 to 2019/20 period. Nonetheless, UoD recognises the need to increase application from non-white applicants. REC Survey responses by UoD students (Figure 7.2) suggest BAME students are less likely to recommend the University to prospective applicants than non-BAME students. UoD will implement changes to the Admissions Policy to make our commitment to welcoming applicants with protected characteristics more explicit and introduce targeted marketing and recruitment activity to stimulate BAME UG applications [**Action 7.2 – 7.3**].

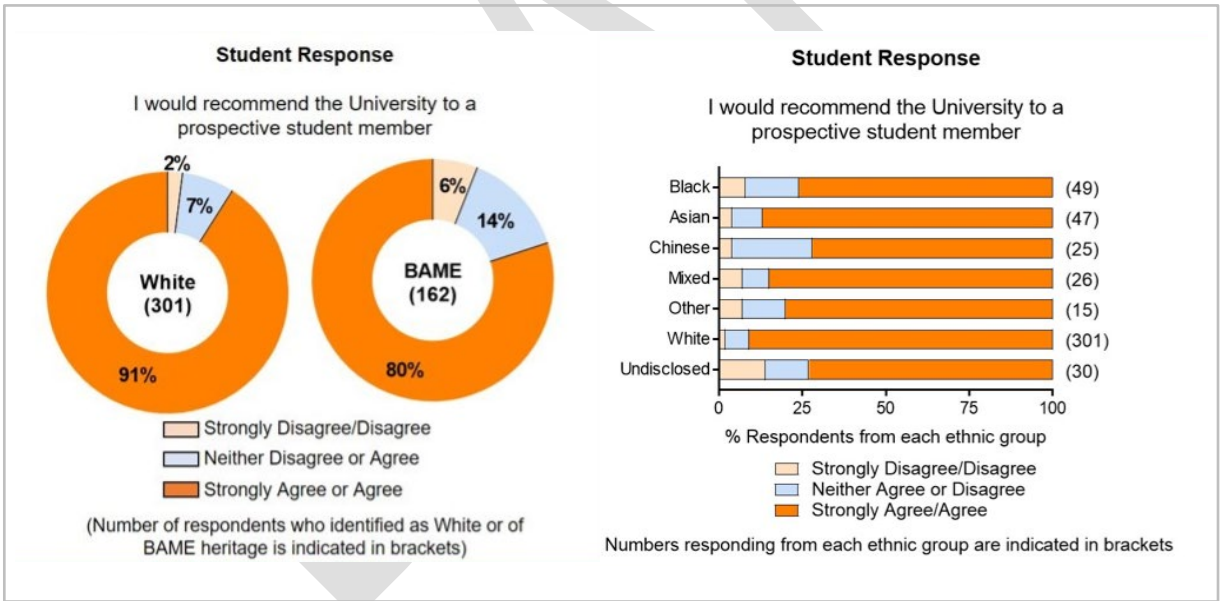


Figure 7.2: UoD 2020 Student REC Survey responses on recommending UoD to prospective students.

While non-response rates reported for UCAS UG UK-domiciled applicants are in line with the Scottish and national average, non-response rates for PGT and PGR applicants is higher to UoD, where the Direct Application System is the main mode of application [**Action 7.4**].

ACTION 7.1: Further analysis of UG application rates and application to offer rates by School to investigate any School or selection process-specific bias, or application pattern impact, on ethnic make-up of intake.

ACTION 7.2: Develop a strategy to make welcome to BAME students explicit in recruitment and application process. This will include explicit statements to promote applications from BAME students at touchpoints in the enquiry and application process.

ACTION 7.3: Implement changes to marketing and recruitment to attract more UG BAME applications. This will include specific budget to support targeted marketing and recruitment campaigns.

ACTION 7.4: Review of Direct Application System ethnicity questions to applicants to encourage higher response rate for PGT and PGR intakes

Word Count Section 7A: 626

DRAFT

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.

Composition of UG student body

The proportion of UG UK-domicile BAME students at UoD increased over the 2017-2020 period. Among BAME groups, Asian students have the largest overall representation and Chinese students the smallest (Table 7.7).

Data for non-UK students are difficult to interpret due to substantial numbers not disclosing their ethnicity. Of those reporting ethnicity, Chinese students have the largest representation. Asian and Chinese students show an increase over the 2017-2020 period.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	Ethnicity Group	Students	% of Total	Students	% of Total	Students	% of Total
UK	Asian	358	3.67%	395	3.88%	418	4.01%
	Black	123	1.26%	163	1.60%	180	1.73%
	Chinese	57	0.58%	62	0.61%	55	0.53%
	Mixed Ethnicity	203	2.08%	212	2.08%	217	2.08%
	Not Known	80	0.82%	69	0.68%	68	0.65%
	Other Ethnicity	54	0.55%	64	0.63%	75	0.72%
	White	7832	80.27%	8014	78.76%	8105	77.77%
	Total	**8707**	**89.24%**	**8979**	**88.25%**	**9118**	**87.49%**
Non-UK	Asian	23	0.24%	28	0.28%	48	0.46%
	Black					4	0.04%
	Chinese	58	0.59%	94	0.92%	134	1.29%
	Mixed Ethnicity	4	0.04%	4	0.04%	3	0.03%
	Not Known	936	9.59%	1034	10.16%	1067	10.24%
	Other Ethnicity	5	0.05%	5	0.05%	8	0.08%
	White	24	0.25%	31	0.30%	40	0.38%
	Total	**1050**	**10.76%**	**1196**	**11.75%**	**1304**	**12.51%**
Total		**9757**	**100.00%**	**10175**	**100.00%**	**10422**	**100.00%**

2019/20 HESA data shows UoD has a lower proportion of BAME students than the UK total, but reports BAME proportionality in line with Scotland, but with greater representation from Asian and Black students (4.58% and 1.97%, respectively) (Table 7.8).

Table 7.8: UK, Scotland & UoD HESA data 2019/20 for UG student body - breakdown by ethnic group.

Type	UK		Scotland		Dundee	
Ethnic Group	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
Asian	172105	11.13%	5940	3.70%	425	4.16%
Black	118125	7.64%	2560	1.60%	185	1.81%
Chinese	11190	0.72%	1065	0.66%	55	0.54%
Mixed Ethnicity	66890	4.33%	3585	2.24%	225	2.20%
Not known	20765	1.34%	3125	1.95%	345	3.38%
Other Ethnicity	27340	1.77%	1250	0.78%	80	0.78%
White	1130035	73.07%	142835	89.07%	8890	87.11%

Tables 7.9 to 7.18 show the breakdown of UK students for individual Schools. Within Schools, there is large variability in representation of ethnic groups for UK students. SDEN has the greatest representation from BAME students whereas DJCAD, SESW, SHS, and SH have the lowest. Across Schools, Asian students show the biggest increases from 2017/18 to 2019/20 [**Action 7.5**].

Table 7.9: DJCAD - UG student body; breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	17	1.39%	19	1.52%	20	1.62%
	Black	4	0.33%	3	0.24%	6	0.49%
	Chinese	12	0.98%	8	0.64%	9	0.73%
	Mixed Ethnicity	31	2.53%	30	2.40%	31	2.52%
	Not Known	14	1.14%	11	0.88%	9	0.73%
	Other Ethnicity	2	0.16%	3	0.24%	5	0.41%
	White	1079	88.15%	1088	86.90%	1040	84.48%
	Total	**1159**	**94.69%**	**1162**	**92.81%**	**1120**	**90.98%**
Non-UK	Chinese	1	0.08%	1	0.08%	4	0.32%
	Mixed Ethnicity	1	0.08%	1	0.08%	1	0.08%
	Not Known	62	5.07%	86	6.87%	102	8.29%
	White	1	0.08%	2	0.16%	4	0.32%
	Total	**65**	**5.31%**	**90**	**7.19%**	**111**	**9.02%**
Total		**1224**	**100.00%**	**1252**	**100.00%**	**1231**	**100.00%**

Table 7.10: SBUS - UG student body; breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	36	5.14%	35	4.79%	31	4.31%
	Black	13	1.85%	18	2.47%	16	2.23%
	Chinese	6	0.86%	4	0.55%		
	Mixed Ethnicity	11	1.57%	17	2.33%	14	1.95%
	Not Known	10	1.43%	7	0.96%	4	0.56%
	Other Ethnicity	4	0.57%	7	0.96%	9	1.25%
	White	491	70.04%	493	67.53%	479	66.62%
	Total	**571**	**81.46%**	**581**	**79.59%**	**553**	**76.91%**
Non-UK	Asian			2	0.27%	5	0.70%
	Black					2	0.28%
	Chinese	2	0.29%	20	2.74%	46	6.40%
	Mixed Ethnicity	1	0.14%	1	0.14%		
	Not Known	122	17.40%	121	16.58%	107	14.88%
	Other Ethnicity	1	0.14%	1	0.14%	1	0.14%
	White	4	0.57%	4	0.55%	5	0.70%
	Total	**130**	**18.54%**	**149**	**20.41%**	**166**	**23.09%**
Total		**701**	**100.00%**	**730**	**100.00%**	**719**	**100.00%**

Table 7.11: SDEN - UG student body; breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	41	12.20%	39	11.68%	37	11.18%
	Black	2	0.60%	6	1.80%	7	2.11%
	Chinese	2	0.60%	4	1.20%	4	1.21%
	Mixed Ethnicity	7	2.08%	8	2.40%	7	2.11%
	Not Known	1	0.30%	1	0.30%	5	1.51%
	Other Ethnicity	5	1.49%	8	2.40%	9	2.72%
	White	221	65.77%	206	61.68%	201	60.73%
	Total	**279**	**83.04%**	**272**	**81.44%**	**270**	**81.57%**
Non-UK	Asian					1	0.30%
	Black					1	0.30%
	Chinese			3	0.90%	11	3.32%
	Not Known	57	16.96%	59	17.66%	48	14.50%
	Total	**57**	**16.96%**	**62**	**18.56%**	**61**	**18.43%**
Total		**336**	**100.00%**	**334**	**100.00%**	**331**	**100.00%**

Table 7.12: SESW - UG student body; breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	4	0.93%	5	1.03%	6	1.13%
	Black	1	0.23%	4	0.83%	6	1.13%
	Mixed Ethnicity	4	0.93%	5	1.03%	7	1.31%
	Not Known	1	0.23%	1	0.21%	2	0.38%
	Other Ethnicity	1	0.23%	1	0.21%		
	White	415	96.29%	465	96.07%	508	95.31%
	Total	**426**	**98.84%**	**481**	**99.38%**	**529**	**99.25%**
Non-UK	Not Known	4	0.93%	2	0.41%	3	0.56%
	White	1	0.23%	1	0.21%	1	0.19%
	Total	**5**	**1.16%**	**3**	**0.62%**	**4**	**0.75%**
Total		**431**	**100.00%**	**484**	**100.00%**	**533**	**100.00%**

Table 7.13: SHS - UG student body; breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	22	1.40%	32	1.95%	36	2.03%
	Black	20	1.27%	31	1.88%	36	2.03%
	Chinese			1	0.06%	2	0.11%
	Mixed Ethnicity	14	0.89%	17	1.03%	19	1.07%
	Not Known	3	0.19%	3	0.18%	4	0.23%
	Other Ethnicity	1	0.06%	1	0.06%	3	0.17%
	White	1467	93.44%	1503	91.37%	1607	90.43%
	Total	**1527**	**97.26%**	**1588**	**96.53%**	**1707**	**96.06%**
Non-UK	Asian			1	0.06%	1	0.06%
	Not Known	42	2.68%	53	3.22%	65	3.66%
	White	1	0.06%	3	0.18%	4	0.23%
	Total	**43**	**2.74%**	**57**	**3.47%**	**70**	**3.94%**
Total		**1570**	**100.00%**	**1645**	**100.00%**	**1777**	**100.00%**

Table 7.14: SH - UG student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	9	1.19%	6	0.81%	9	1.12%
	Black	1	0.13%	4	0.54%	5	0.62%
	Chinese	1	0.13%	2	0.27%		
	Mixed Ethnicity	14	1.85%	11	1.49%	10	1.25%
	Not Known	12	1.59%	6	0.81%	7	0.87%
	Other Ethnicity	3	0.40%	3	0.41%	3	0.37%
	White	657	86.90%	645	87.16%	692	86.18%
	Total	**697**	**92.20%**	**677**	**91.49%**	**726**	**90.41%**
Non-UK	Not Known	59	7.80%	61	8.24%	73	9.09%
	White			2	0.27%	4	0.50%
	Total	**59**	**7.80%**	**63**	**8.51%**	**77**	**9.59%**
Total		**756**	**100.00%**	**740**	**100.00%**	**803**	**100.00%**

Table 7.15: SLS - UG student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	32	5.25%	39	5.78%	44	6.21%
	Black	16	2.62%	21	3.11%	22	3.10%
	Chinese	4	0.66%	7	1.04%	8	1.13%
	Mixed Ethnicity	20	3.28%	17	2.52%	11	1.55%
	Not Known	9	1.48%	8	1.19%	9	1.27%
	Other Ethnicity	3	0.49%	5	0.74%	7	0.99%
	White	436	71.48%	469	69.48%	467	65.87%
	Total	**520**	**85.25%**	**566**	**83.85%**	**568**	**80.11%**
Non-UK	Asian					2	0.28%
	Black					1	0.14%
	Chinese			7	1.04%	14	1.97%
	Not Known	89	14.59%	102	15.11%	123	17.35%
	White	1	0.16%			1	0.14%
	Total	**90**	**14.75%**	**109**	**16.15%**	**141**	**19.89%**
Total		**610**	**100.00%**	**675**	**100.00%**	**709**	**100.00%**

Table 7.16: SMED - UG student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	65	7.10%	67	7.31%	78	8.25%
	Black	12	1.31%	17	1.86%	20	2.12%
	Chinese	8	0.87%	6	0.66%	5	0.53%
	Mixed Ethnicity	29	3.17%	25	2.73%	28	2.96%
	Not Known	3	0.33%	2	0.22%	3	0.32%
	Other Ethnicity	10	1.09%	8	0.87%	12	1.27%
	White	638	69.65%	638	69.65%	649	68.68%
	Total	**765**	**83.52%**	**763**	**83.30%**	**795**	**84.13%**
Non-UK	Asian	21	2.29%	22	2.40%	31	3.28%
	Chinese	40	4.37%	37	4.04%	27	2.86%
	Not Known	87	9.50%	91	9.93%	88	9.31%
	Other Ethnicity	2	0.22%	2	0.22%	2	0.21%
	White	1	0.11%	1	0.11%	2	0.21%
	Total	**151**	**16.48%**	**153**	**16.70%**	**150**	**15.87%**
Total		**916**	**100.00%**	**916**	**100.00%**	**945**	**100.00%**

Table 7.17: SSE - UG student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	56	4.12%	77	5.21%	79	5.38%
	Black	22	1.62%	22	1.49%	23	1.57%
	Chinese	9	0.66%	14	0.95%	13	0.89%
	Mixed Ethnicity	33	2.43%	37	2.50%	40	2.72%
	Not Known	15	1.10%	16	1.08%	12	0.82%
	Other Ethnicity	7	0.52%	8	0.54%	7	0.48%
	White	1016	74.76%	1070	72.35%	1041	70.91%
	Total	**1158**	**85.21%**	**1244**	**84.11%**	**1215**	**82.77%**
Non-UK	Asian					3	0.20%
	Chinese	4	0.29%	7	0.47%	23	1.57%
	Not Known	190	13.98%	221	14.94%	219	14.92%
	Other Ethnicity	1	0.07%	1	0.07%	2	0.14%
	White	6	0.44%	6	0.41%	6	0.41%
	Total	**201**	**14.79%**	**235**	**15.89%**	**253**	**17.23%**
Total		**1359**	**100.00%**	**1479**	**100.00%**	**1468**	**100.00%**

Table 7.18: SSS - UG student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	76	4.10%	76	3.96%	78	4.09%
	Black	32	1.73%	37	1.93%	39	2.05%
	Chinese	15	0.81%	16	0.83%	14	0.73%
	Mixed Ethnicity	40	2.16%	45	2.34%	50	2.62%
	Not Known	12	0.65%	14	0.73%	13	0.68%
	Other Ethnicity	18	0.97%	20	1.04%	20	1.05%
	White	1412	76.16%	1437	74.84%	1421	74.55%
	Total	**1605**	**86.57%**	**1645**	**85.68%**	**1635**	**85.78%**
Non-UK	Asian	2	0.11%	3	0.16%	5	0.26%
	Chinese	11	0.59%	19	0.99%	9	0.47%
	Mixed Ethnicity	2	0.11%	2	0.10%	2	0.10%
	Not Known	224	12.08%	238	12.40%	239	12.54%
	Other Ethnicity	1	0.05%	1	0.05%	3	0.16%
	White	9	0.49%	12	0.63%	13	0.68%
	Total	**249**	**13.43%**	**275**	**14.32%**	**271**	**14.22%**
Total		**1854**	**100.00%**	**1920**	**100.00%**	**1906**	**100.00%**

In keeping with HESA data [2], a higher proportion of BAME students studied SET subjects than White students (Table 7.19) [3]. Compared with UK data, representation from BAME students in all Schools was lower at the UoD, with this difference being greatest in non-SET subjects.

For non-UK students, where representative data for ethnicity are available, SBUS, SDEN, and SLS show an increase in Chinese students for years 2017/18 to 2019/20. SMED shows an increase in Asian students from 2017/18 to 2019/20, but a fall in Chinese students.

[2] https://www.hesa.ac.uk/data-and-analysis/students/table-14

[3] The Schools do not align exactly with categories for SET in Advance HE data. The SM, SD, SHS, SLS and SSE are pooled into the SET category, and DJCAD, SB, SESW, SH and SS are pooled into non-SET.

Table 7.19: UK-wide domiciled students by subject area and ethnic group.

	Group	BAME			White		
SET/NonSET	**Subject**	**No.**	**↓%**	**→%**	**No.**	**↓%**	**→%**
SET	Agriculture & related subjects	975	0.2%	5.8%	15715	1.1%	94.2%
	Architecture, building & planning	9905	2.2%	24.1%	31190	2.2%	75.9%
	Biological sciences	45370	10.0%	21.6%	164695	11.6%	78.4%
	Computer science	24805	5.5%	28.5%	62235	4.4%	71.5%
	Engineering & technology	31145	6.9%	28.4%	78695	5.6%	71.6%
	Mathematical sciences	8335	1.8%	24.3%	26015	1.8%	75.7%
	Medicine & dentistry	21320	4.7%	38.7%	33735	2.4%	61.3%
	Physical sciences	12100	2.7%	15.8%	64610	4.6%	84.2%
	Subjects allied to medicine	75830	16.7%	28.8%	187625	13.3%	71.2%
	Veterinary science	400	0.1%	6.0%	6235	0.4%	94.0%
	Total	**230185**	**50.7%**	**25.5%**	**670750**	**47.4%**	**74.5%**
Non-SET	Business & administrative studies	73415	16.2%	33.2%	147875	10.4%	66.8%
	Combined	4155	0.9%	15.2%	23265	1.6%	84.8%
	Creative arts & design	22020	4.8%	15.2%	122485	8.7%	84.8%
	Education	21625	4.8%	16.8%	106825	7.5%	83.2%
	Historical & philosophical studies	8585	1.9%	12.3%	61465	4.3%	87.7%
	Languages	11855	2.6%	15.1%	66630	4.7%	84.9%
	Law	24725	5.4%	35.0%	45930	3.2%	65.0%
	Mass communications & documentation	7055	1.6%	18.8%	30390	2.1%	81.2%
	Social studies	50480	11.1%	26.6%	139490	9.9%	73.4%
	Total	**223915**	**49.3%**	**23.1%**	**744355**	**52.6%**	**76.9%**
Total		**454100**	**100.0%**	**24.3%**	**1415105**	**100.0%**	**75.7%**

ACTION 7.5: Understand why some schools have a lower BAME profile than others, referring to application and offer rate performance to inform specific marketing and recruitment approaches in actions 7.1 and 7.3 to increase applications and offers in relevant schools (see **Action 7.1 and 7.3**).

Word Count Section 7B: 296

7C: COURSE PROGESSION

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.

The overall progression rate has increased over 2017-2020, but with some variation between ethnicities. Chinese students have the highest progression percentage while Black students the lowest (Table 7.20). The overall progression rate for non-UK students is slightly higher than that of UK students.

Table 7.20: UG Course Progression.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	354	292	82.49%	391	332	84.91%	415	368	88.67%
	Black	122	95	77.87%	162	125	77.16%	179	145	81.01%
	Chinese	57	47	82.46%	62	55	88.71%	54	53	98.15%
	Mixed Ethnicity	201	176	87.56%	209	168	80.38%	216	183	84.72%
	Not Known	77	64	83.12%	68	44	64.71%	66	54	81.82%
	Other Ethnicity	54	42	77.78%	63	51	80.95%	74	67	90.54%
	White	7758	6701	86.38%	7978	6752	84.63%	8033	7069	88.00%
	Total	**8623**	**7417**	**86.01%**	**8933**	**7527**	**84.26%**	**9037**	**7939**	**87.85%**
Non-UK	Asian	23	18	78.26%	28	23	82.14%	48	41	85.42%
	Black							4	4	100.00%
	Chinese	58	52	89.66%	94	83	88.30%	134	118	88.06%
	Mixed Ethnicity	4	3	75.00%	4	4	100.00%	3	3	100.00%
	Not Known	932	820	87.98%	1031	903	87.58%	1060	970	91.51%
	Other Ethnicity	5	4	80.00%	5	5	100.00%	8	6	75.00%
	White	24	22	91.67%	31	31	100.00%	40	37	92.50%
	Total	**1046**	**919**	**87.86%**	**1193**	**1049**	**87.93%**	**1297**	**1179**	**90.90%**
Total		**9669**	**8336**	**86.21%**	**10126**	**8576**	**84.69%**	**10334**	**9118**	**88.23%**

Tables 7.21 – 7.30 show progression for students of different ethnicities by School.

UG course progression by ethnicity per School

Table 7.21: DJCAD UG Course Progression.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	16	15	93.75%	18	18	100.00%	20	20	100.00%
	Black	4	3	75.00%	3	1	33.33%	6	5	83.33%
	Chinese	12	11	91.67%	8	8	100.00%	9	9	100.00%
	Mixed Ethnicity	31	29	93.55%	29	27	93.10%	31	28	90.32%
	Not Known	14	14	100.00%	11	9	81.82%	9	8	88.89%
	Other Ethnicity	2	1	50.00%	3	2	66.67%	5	3	60.00%
	White	1076	953	88.57%	1079	941	87.21%	1037	937	90.36%
	Total	**1155**	**1026**	**88.83%**	**1151**	**1006**	**87.40%**	**1117**	**1010**	**90.42%**
Non-UK	Chinese	1	1	100.00%	1	1	100.00%	4	4	100.00%
	Mixed Ethnicity	1	0	0.00%	1	1	100.00%	1	1	100.00%
	Not Known	62	61	98.39%	86	81	94.19%	102	91	89.22%
	White	1	1	100.00%	2	2	100.00%	4	4	100.00%
	Total	**65**	**63**	**96.92%**	**90**	**85**	**94.44%**	**111**	**100**	**90.09%**
Total		**1220**	**1089**	**89.26%**	**1241**	**1091**	**87.91%**	**1228**	**1110**	**90.39%**

Table 7.22: SBUS UG Course Progression.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	35	28	80.00%	34	27	79.41%	30	27	90.00%
	Black	13	8	61.54%	18	12	66.67%	16	12	75.00%
	Chinese	6	4	66.67%	4	2	50.00%			
	Mixed Ethnicity	11	10	90.91%	17	10	58.82%	14	10	71.43%
	Not Known	10	6	60.00%	7	3	42.86%	3	2	66.67%
	Other Ethnicity	4	1	25.00%	7	6	85.71%	9	9	100.00%
	White	481	408	84.82%	491	420	85.54%	468	415	88.68%
	Total	**560**	**465**	**83.04%**	**578**	**480**	**83.04%**	**540**	**475**	**87.96%**
Non-UK	Asian				2	2	100.00%	5	1	20.00%
	Black							2	2	100.00%
	Chinese	2	2	100.00%	20	12	60.00%	46	39	84.78%
	Mixed Ethnicity	1	1	100.00%	1	1	100.00%			
	Not Known	121	104	85.95%	119	104	87.39%	106	99	93.40%
	Other Ethnicity	1	1	100.00%	1	1	100.00%	1	1	100.00%
	White	4	4	100.00%	4	4	100.00%	5	5	100.00%
	Total	**129**	**112**	**86.82%**	**147**	**124**	**84.35%**	**165**	**147**	**89.09%**
Total		**689**	**577**	**83.74%**	**725**	**604**	**83.31%**	**705**	**622**	**88.23%**

Table 7.23: SDEN UG Course Progression.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	41	40	97.56%	39	39	100.00%	37	36	97.30%
	Black	2	2	100.00%	6	6	100.00%	7	7	100.00%
	Chinese	2	1	50.00%	4	3	75.00%	3	3	100.00%
	Mixed Ethnicity	7	7	100.00%	8	7	87.50%	7	5	71.43%
	Not Known	1	1	100.00%	1	1	100.00%	5	4	80.00%
	Other Ethnicity	5	4	80.00%	8	6	75.00%	8	8	100.00%
	White	221	215	97.29%	206	199	96.60%	201	192	95.52%
	Total	**279**	**270**	**96.77%**	**272**	**261**	**95.96%**	**268**	**255**	**95.15%**
Non-UK	Asian							1	1	100.00%
	Black							1	1	100.00%
	Chinese				3	3	100.00%	11	11	100.00%
	Not Known	57	54	94.74%	59	56	94.92%	48	47	97.92%
	Total	**57**	**54**	**94.74%**	**62**	**59**	**95.16%**	**61**	**60**	**98.36%**
Total		**336**	**324**	**96.43%**	**334**	**320**	**95.81%**	**329**	**315**	**95.74%**

Table 7.24: SESW UG Course Progression.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	22	20	90.91%	32	30	93.75%	36	30	83.33%
	Black	20	18	90.00%	31	28	90.32%	36	30	83.33%
	Chinese				1	1	100.00%	2	2	100.00%
	Mixed Ethnicity	14	11	78.57%	17	12	70.59%	19	16	84.21%
	Not Known	3	2	66.67%	3	1	33.33%	4	2	50.00%
	Other Ethnicity	1	1	100.00%	1	1	100.00%	3	3	100.00%
	White	1464	1279	87.36%	1502	1295	86.22%	1607	1385	86.19%
	Total	**1524**	**1331**	**87.34%**	**1587**	**1368**	**86.20%**	**1707**	**1468**	**86.00%**
Non-UK	Asian				1	1	100.00%	1	1	100.00%
	Not Known	42	35	83.33%	53	46	86.79%	65	57	87.69%
	White	1	1	100.00%	3	3	100.00%	4	4	100.00%
	Total	**43**	**36**	**83.72%**	**57**	**50**	**87.72%**	**70**	**62**	**88.57%**
Total		**1567**	**1367**	**87.24%**	**1644**	**1418**	**86.25%**	**1777**	**1530**	**86.10%**

Table 7.25: SHS UG Course Progression.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	4	3	75.00%	5	5	100.00%	6	6	100.00%
	Black	1	1	100.00%	4	2	50.00%	5	4	80.00%
	Mixed Ethnicity	4	2	50.00%	5	4	80.00%	6	6	100.00%
	Not Known	1	1	100.00%	1	1	100.00%	2	2	100.00%
	Other Ethnicity	1	1	100.00%	1	1	100.00%			
	White	412	370	89.81%	462	411	88.96%	491	443	90.22%
	Total	**423**	**378**	**89.36%**	**478**	**424**	**88.70%**	**510**	**461**	**90.39%**
Non-UK	Not Known	4	4	100.00%	2	2	100.00%	3	3	100.00%
	White	1	1	100.00%	1	1	100.00%	1	0	0.00%
	Total	**5**	**5**	**100.00%**	**3**	**3**	**100.00%**	**4**	**3**	**75.00%**
Total		**428**	**383**	**89.49%**	**481**	**427**	**88.77%**	**514**	**464**	**90.27%**

Table 7.26: SHUM UG Course Progression.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	8	7	87.50%	6	6	100.00%	9	7	77.78%
	Black	1	0	0.00%	4	2	50.00%	5	3	60.00%
	Chinese	1	1	100.00%	2	1	50.00%			
	Mixed Ethnicity	14	13	92.86%	11	8	72.73%	10	7	70.00%
	Not Known	9	8	88.89%	5	3	60.00%	6	6	100.00%
	Other Ethnicity	3	3	100.00%	3	3	100.00%	3	3	100.00%
	White	639	547	85.60%	640	502	78.44%	681	576	84.58%
	Total	**675**	**579**	**85.78%**	**671**	**525**	**78.24%**	**714**	**602**	**84.31%**
Non-UK	Not Known	59	47	79.66%	61	48	78.69%	70	62	88.57%
	White				2	2	100.00%	4	3	75.00%
	Total	**59**	**47**	**79.66%**	**63**	**50**	**79.37%**	**74**	**65**	**87.84%**
Total		**734**	**626**	**85.29%**	**734**	**575**	**78.34%**	**788**	**667**	**84.64%**

Table 7.27: SLS UG Course Progression.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	31	24	77.42%	39	34	87.18%	43	38	88.37%
	Black	16	15	93.75%	21	17	80.95%	22	20	90.91%
	Chinese	4	4	100.00%	7	6	85.71%	8	8	100.00%
	Mixed Ethnicity	18	17	94.44%	16	12	75.00%	11	10	90.91%
	Not Known	9	9	100.00%	8	7	87.50%	9	8	88.89%
	Other Ethnicity	3	2	66.67%	5	4	80.00%	7	7	100.00%
	White	432	366	84.72%	464	382	82.33%	463	415	89.63%
	Total	**513**	**437**	**85.19%**	**560**	**462**	**82.50%**	**563**	**506**	**89.88%**
Non-UK	Asian							2	2	100.00%
	Black							1	1	100.00%
	Chinese				7	6	85.71%	14	14	100.00%
	Not Known	89	83	93.26%	102	92	90.20%	123	117	95.12%
	White	1	1	100.00%				1	1	100.00%
	Total	**90**	**84**	**93.33%**	**109**	**98**	**89.91%**	**141**	**135**	**95.74%**
Total		**603**	**521**	**86.40%**	**669**	**560**	**83.71%**	**704**	**641**	**91.05%**

Table 7.28: SMED UG Course Progression.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	65	53	81.54%	67	57	85.07%	78	69	88.46%
	Black	12	11	91.67%	17	11	64.71%	20	17	85.00%
	Chinese	8	8	100.00%	6	6	100.00%	5	5	100.00%
	Mixed Ethnicity	29	25	86.21%	25	21	84.00%	28	25	89.29%
	Not Known	3	1	33.33%	2	1	50.00%	3	2	66.67%
	Other Ethnicity	10	8	80.00%	8	6	75.00%	12	11	91.67%
	White	635	558	87.87%	638	521	81.66%	649	571	87.98%
	Total	**762**	**664**	**87.14%**	**763**	**623**	**81.65%**	**795**	**700**	**88.05%**
Non-UK	Asian	21	16	76.19%	22	18	81.82%	31	30	96.77%
	Chinese	40	35	87.50%	37	35	94.59%	27	25	92.59%
	Not Known	87	78	89.66%	91	78	85.71%	88	82	93.18%
	Other Ethnicity	2	1	50.00%	2	2	100.00%	2	2	100.00%
	White	1	0	0.00%	1	1	100.00%	2	2	100.00%
	Total	**151**	**130**	**86.09%**	**153**	**134**	**87.58%**	**150**	**141**	**94.00%**
Total		**913**	**794**	**86.97%**	**916**	**757**	**82.64%**	**945**	**841**	**88.99%**

Table 7.29: SSE UG Course Progression.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	56	41	73.21%	75	55	73.33%	78	68	87.18%
	Black	22	14	63.64%	22	17	77.27%	23	18	78.26%
	Chinese	9	8	88.89%	14	13	92.86%	13	13	100.00%
	Mixed Ethnicity	33	26	78.79%	37	30	81.08%	40	33	82.50%
	Not Known	15	12	80.00%	16	8	50.00%	12	9	75.00%
	Other Ethnicity	7	6	85.71%	8	8	100.00%	7	6	85.71%
	White	996	798	80.12%	1062	847	79.76%	1028	860	83.66%
	Total	**1138**	**905**	**79.53%**	**1234**	**978**	**79.25%**	**1201**	**1007**	**83.85%**
Non-UK	Asian							3	2	66.67%
	Chinese	4	4	100.00%	7	7	100.00%	23	18	78.26%
	Not Known	189	159	84.13%	220	195	88.64%	217	192	88.48%
	Other Ethnicity	1	1	100.00%	1	1	100.00%	2	0	0.00%
	White	6	5	83.33%	6	6	100.00%	6	5	83.33%
	Total	**200**	**169**	**84.50%**	**234**	**209**	**89.32%**	**251**	**217**	**86.45%**
Total		**1338**	**1074**	**80.27%**	**1468**	**1187**	**80.86%**	**1452**	**1224**	**84.30%**

Table 7.30: SSS UG Course Progression.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	76	61	80.26%	76	61	80.26%	78	67	85.90%
	Black	31	23	74.19%	36	29	80.56%	39	29	74.36%
	Chinese	15	10	66.67%	16	15	93.75%	14	13	92.86%
	Mixed Ethnicity	40	36	90.00%	44	37	84.09%	50	43	86.00%
	Not Known	12	10	83.33%	14	10	71.43%	13	11	84.62%
	Other Ethnicity	18	15	83.33%	19	14	73.68%	20	17	85.00%
	White	1402	1207	86.09%	1434	1234	86.05%	1408	1275	90.55%
	Total	**1594**	**1362**	**85.45%**	**1639**	**1400**	**85.42%**	**1622**	**1455**	**89.70%**
Non-UK	Asian	2	2	100.00%	3	2	66.67%	5	4	80.00%
	Chinese	11	10	90.91%	19	19	100.00%	9	7	77.78%
	Mixed Ethnicity	2	2	100.00%	2	2	100.00%	2	2	100.00%
	Not Known	222	195	87.84%	238	201	84.45%	238	220	92.44%
	Other Ethnicity	1	1	100.00%	1	1	100.00%	3	3	100.00%
	White	9	9	100.00%	12	12	100.00%	13	13	100.00%
	Total	**247**	**219**	**88.66%**	**275**	**237**	**86.18%**	**270**	**249**	**92.22%**
Total		**1841**	**1581**	**85.88%**	**1914**	**1637**	**85.53%**	**1892**	**1704**	**90.06%**

There is a trend for low course progression rates for Black students, see Tables 7.21, 7.22, 7.25 and 7.30. Chinese students had low course progression in 7.30 for year 2017/2018.

Data in Tables 7.31 and 7.32 indicate non-UK and UK student progression for the three years was the same for quintile 1 and quintile 2. In quintile 1, Black students had lowest course progression, but there was no notable variation between ethnic groups [**Action 7.6**]. UoD offers scholarships/bursaries/hardship support to UK and international UG and PG students. The annual scholarship pot is over £1.5m, with most being awarded to international BAME students.

Table 7.31: UG course progression - comparison by Quintile 1 (MD20, the bottom 20% most deprived areas).

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	65	53	81.54%	77	64	83.12%	87	80	91.95%
	Black	41	29	70.73%	55	38	69.09%	76	58	76.32%
	Chinese	4	3	75.00%	4	4	100.00%	4	3	75.00%
	Mixed Ethnicity	25	22	88.00%	25	17	68.00%	22	19	86.36%
	Not Known	9	7	77.78%	7	5	71.43%	7	7	100.00%
	Other Ethnicity	12	10	83.33%	15	12	80.00%	22	21	95.45%
	White	890	718	80.67%	943	756	80.17%	980	820	83.67%
	Total	**1046**	**842**	**80.50%**	**1126**	**896**	**79.57%**	**1198**	**1008**	**84.14%**
Total		**1046**	**842**	**80.50%**	**1126**	**896**	**79.57%**	**1198**	**1008**	**84.14%**

Table 7.32: UG course progression - comparison by Quintile 2 (MD40- 20-40% most deprived areas.

	Year	2017/8			2018/9			2019/0		
UK/Non-UK	Ethnicity Group	Students	Progressed	% Progressed	Students	Progressed	% Progressed	Students	Progressed	% Progressed
UK	Asian	52	38	73.08%	55	44	80.00%	57	52	91.23%
	Black	16	15	93.75%	17	15	88.24%	14	12	85.71%
	Chinese	9	7	77.78%	6	6	100.00%	3	3	100.00%
	Mixed Ethnicity	25	22	88.00%	24	20	83.33%	19	16	84.21%
	Not Known	16	13	81.25%	12	7	58.33%	6	3	50.00%
	Other Ethnicity	11	8	72.73%	12	8	66.67%	9	7	77.78%
	White	1182	983	83.16%	1080	891	82.50%	992	840	84.68%
	Total	**1311**	**1086**	**82.84%**	**1206**	**991**	**82.17%**	**1100**	**933**	**84.82%**
Total		**1311**	**1086**	**82.84%**	**1206**	**991**	**82.17%**	**1100**	**933**	**84.82%**

ACTION 7.6: Further analysis of progression rate by ethnicity in each School. Examine variations in teaching and assessment between institutions and schools to understand potential bias. Understand root causes and consult with our BAME students to get their insight and better understand their experience to inform better outcome-oriented action.

Word Count Section 7C: 164

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.*

For UK students, there is a significant attainment gap across the 2017-2020 period (Figure 7.3). With large numbers of non-UK students not declaring their ethnicity, it is not possible to comment on the data (Figure 7.4), as there are very small numbers in each of the groups [**Action 7.7**].

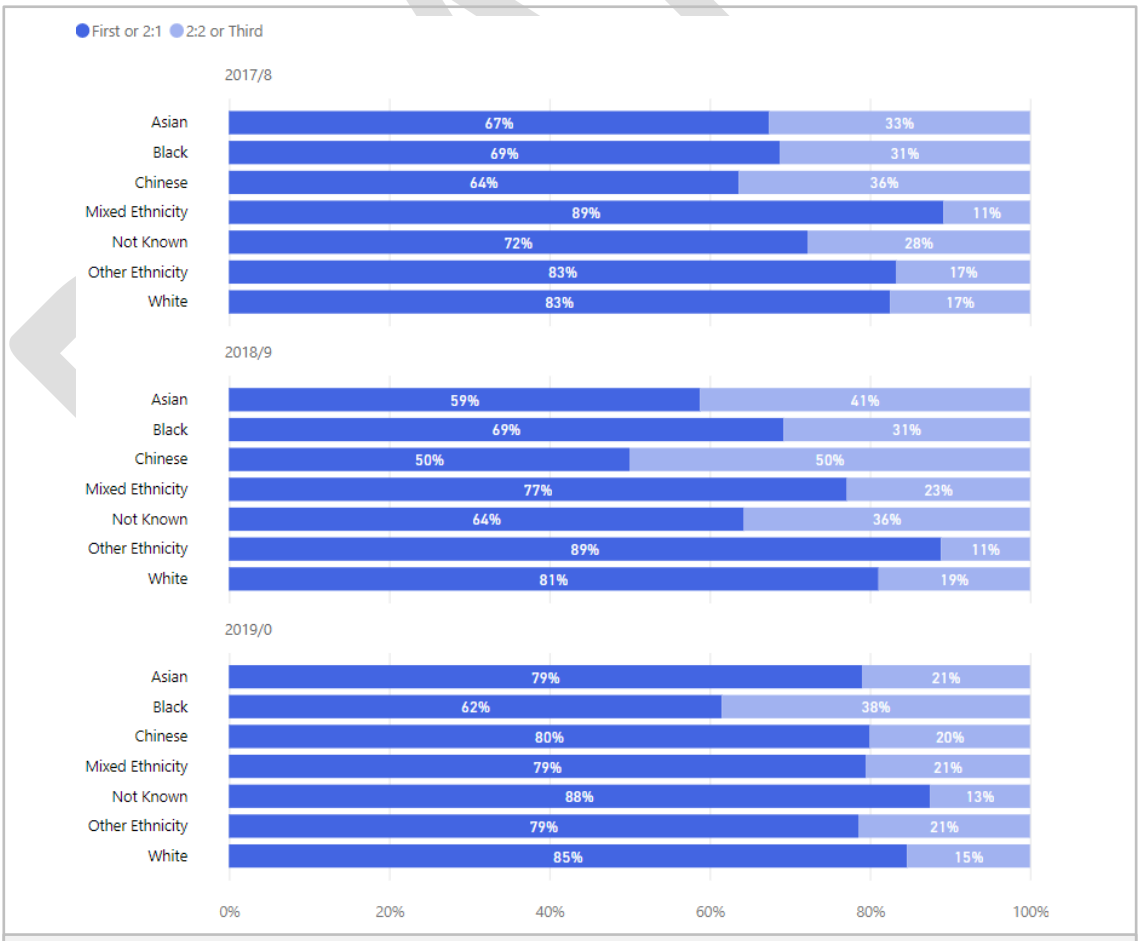


Figure 7.3: UG degree outcome by Ethnic Group for UK Students.

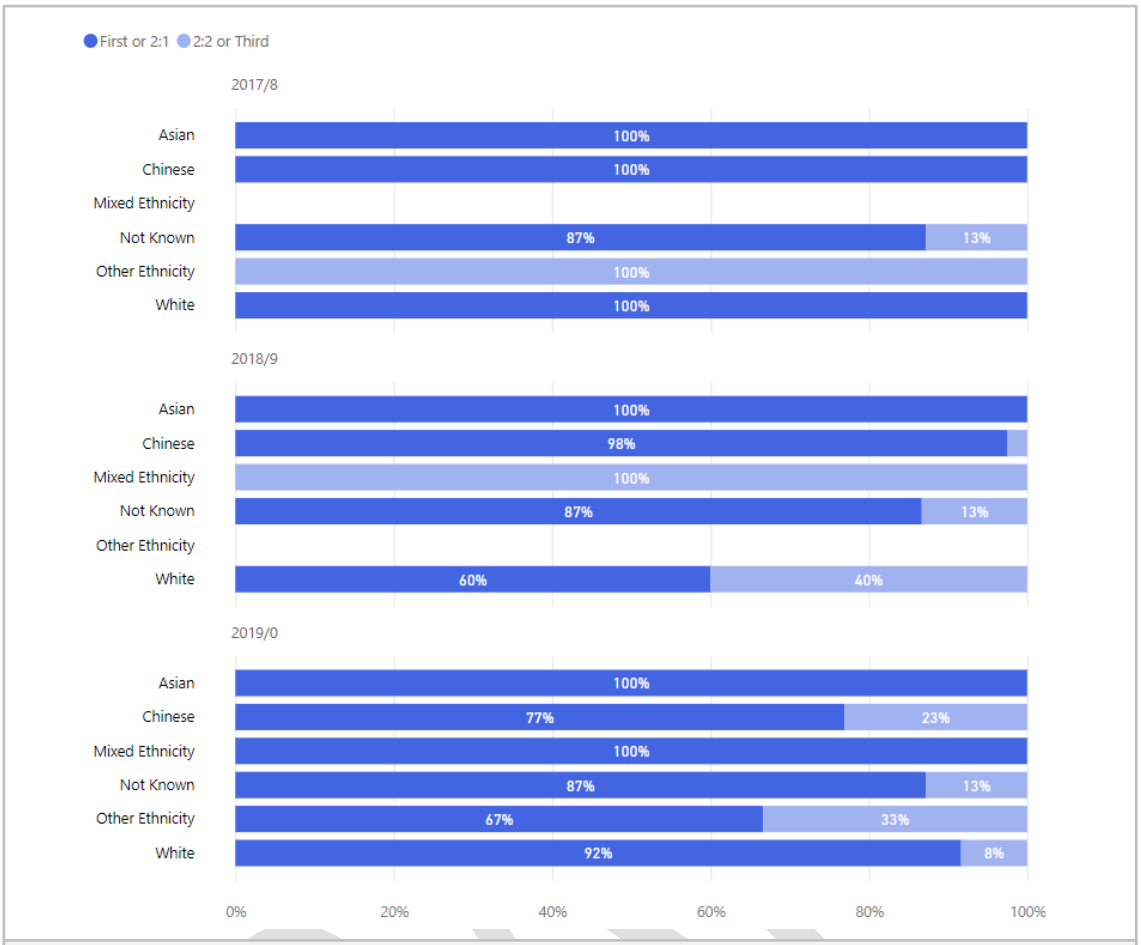


Figure 7.4: UG degree outcome by Ethnic Group for Non-UK Students.

Table 7.33 UG degree outcome by Ethnic Group.

	Year	2017/8				2018/9				2019/0			
UK/Non-UK	**Ethnicity Group**	**First or 2:1**	**%**	**2:2 or Third**	**%**	**First or 2:1**	**%**	**2:2 or Third**	**%**	**First or 2:1**	**%**	**2:2 or Third**	**%**
UK	Asian	29	67.4%	14	32.6%	30	58.8%	21	41.2%	49	79.0%	13	21.0%
	Black	11	68.8%	5	31.3%	9	69.2%	4	30.8%	8	61.5%	5	38.5%
	Chinese	7	63.6%	4	36.4%	4	50.0%	4	50.0%	8	80.0%	2	20.0%
	Mixed Ethnicity	33	89.2%	4	10.8%	27	77.1%	8	22.9%	31	79.5%	8	20.5%
	Not Known	13	72.2%	5	27.8%	9	64.3%	5	35.7%	7	87.5%	1	12.5%
	Other Ethnicity	5	83.3%	1	16.7%	8	88.9%	1	11.1%	11	78.6%	3	21.4%
	White	944	82.5%	200	17.5%	944	81.1%	220	18.9%	1009	84.6%	183	15.4%
	Total	**1042**	**81.7%**	**233**	**18.3%**	**1031**	**79.7%**	**263**	**20.3%**	**1123**	**83.9%**	**215**	**16.1%**
Non-UK	Asian	5	100.0%	0	0.0%	1	100.0%	0	0.0%	12	100.0%	0	0.0%
	Chinese	19	100.0%	0	0.0%	39	97.5%	1	2.5%	10	76.9%	3	23.1%
	Mixed Ethnicity					0	0.0%	1	100.0%	2	100.0%	0	0.0%
	Not Known	150	87.2%	22	12.8%	176	86.7%	27	13.3%	143	87.2%	21	12.8%
	Other Ethnicity	0	0.0%	1	100.0%					2	66.7%	1	33.3%
	White	1	100.0%	0	0.0%	3	60.0%	2	40.0%	11	91.7%	1	8.3%
	Total	**175**	**88.4%**	**23**	**11.6%**	**219**	**87.6%**	**31**	**12.4%**	**180**	**87.4%**	**26**	**12.6%**
Total		**1217**	**82.6%**	**256**	**17.4%**	**1250**	**81.0%**	**294**	**19.0%**	**1303**	**84.4%**	**241**	**15.6%**

The gap between White and Black UK students achieving First and 2:1-degrees range from 12% to 23% over the 2017-2020 period (Figure 7.3). The no detriment policy introduced to address disruption caused by Covid-19 in 2019/20 benefitted all groups except Black students and Other Ethnicity, whose degree outcome fell from 69% to 62% and 89% to 79%, respectively.

AdvanceHE Sector data indicate the attainment gap for UoD is slightly better than the national average for BAME students in 2019/20 (9.1% compared to 9.9% nationally), though the gap between White and Black graduates is wider than the national average (23% compared to 19%). Regression analysis within this report highlights that there remains a gap when personal characteristics and subject choice are considered for the University. This gap is higher than the regression analysis for Scotland, which is a matter for concern (source: *Institution Benchmarked Ethnicity Awarding Gap Report,* AdvanceHE, received by email on 28 June 2021).

The same report highlights a much wider UoD attainment gap in non-SET subjects compared to SET subjects (20.7% compared to 3%) indicating that, should subject prioritisation be required, non-SET subjects should be prioritised. Analysis by School is shown in Table 7.34.

When considering the Scottish Indices of Multiple Deprivation, White students represent the largest group and have lowest attainment of First and 2:1 degree outcomes. Insight from the pandemic indicates digital poverty was less prevalent in our intakes than expected, but further work on this through the student journey is required [**Action 7.8**].

Most overseas students do not disclose their ethnicity making it difficult to comment on the data for these groups.

At School level, there are significant differences where UK-domiciled BAME students are achieving fewer First and 2:1 degrees than White students (Table 7.34). Understanding why, are important actions [**Actions 7.9 – 7.11**].

Table 7.34: Analysis of School Outcome for UK Domiciled students[4]

School	Analysis
DJCAD	Numbers of UK domiciled BAME students are very low. There is an attainment gap between Asian students and White students (range year-to-year: 24% to 29%), though the number of Asian students was below 4 in all three years. This gap is greater than the Student Advance HE* sectoral statistics, where the gap in non- SET Subjects between White and Asian first degree, UG qualifiers is 14%.

[4] Sector data referred to in this table are from the Advance HE Report: *Equality + Higher Education Students Statistical Report 2020,* Tables 3.16 and 3.17 (pp 156 – 158)

Table 7.34: Analysis of School Outcome for UK Domiciled students[4]

School	Analysis
SBUS	Numbers of UK domiciled BAME students are very low. The attainment gap between White and Asian students has widened dramatically over the three years (2017/18 gap was 4%, 2018/19 gap was 19%, 2019/20 gap was 60%). Notably, the no detriment policy in 2019/20 did not seem to narrow the gap between these groups. Advance HE sectoral statistics show that in Business the difference between BAME and White first degree, UG qualifiers receiving a first /2.1 is 17.5%.
SDEN	Of those attaining degrees, as degrees in Dentistry are not classified, all students are classed as gaining the equivalent of a first or 2:1. Therefore all groups have 100% success in terms of the proportion of degrees awarded at first or 2:1. Progression rates indicate that a high proportion of all groups make it through to graduation. This is mirrored in Advance HE sectoral statistics that show an attainment gap of 2.8% between BAME and White first degree, UG qualifiers.
SESW	Due to low numbers of students in the BAME groups, the data for this school is erratic and difficult to comment on. For example, no black students have been awarded a degree in the last three years. Of the low number of Asian students, none were awarded a first or 2:1 degree (compared to 75% for white graduates). Advance HE sectoral statistics presents an attainment gap for Education of 17.5% between BAME and White first degree, UG qualifiers.
SHS	The majority of degrees awarded in Health Sciences are ordinary degrees and not classified. From 2019/20, there were a small number of honours degrees awarded. The numbers undertaking honours degrees in 2019/20 was 19, of which only one was BAME. This student did not achieve a first or 2:1, whereas the percentage of white students attaining a first or 2:1 was 73%. The sectoral attainment gap between BAME and White for Subjects Allied to Medicine is 10.6% according to the Advance HE report.

DRAFT

Table 7.34: Analysis of School Outcome for UK Domiciled students[4]

School	Analysis
SH	This school has very low numbers of BAME students awarded degrees in each of the last three years. Of the three Asian graduates in the last three years, none achieved a first or 2:1 (0%). Of the three graduates classed as Mixed and Other Ethnicity, all achieved a first or 2:1 (100%). These contrast with an average of 84% for White graduates. The School has a higher proportion of Black (10%) and Chinese (33%) graduates exiting with a lesser award compared to White graduates (4%). Sectoral data from Advance HE shows an attainment gap between BAME and White students of 7% in Historical and Philosophical studies and 9.7% in Languages.
SLS	Though numbers are small in each of the BAME Groupings, in 2017/18 and 2018/19 the proportion in each achieving a First or 2:1 was lower than their White equivalents. This pattern was reversed in 2019/20, where all groups (excepting Mixed Ethnicity – 67%) had a higher proportion achieving a First or 2:1 (all 100%) compared to White graduates (89.2%). The role of the no detriment policy in these outcomes warrants further investigation. Across the last three years, no Black, Chinese and Other Ethnicity graduates left with a lesser award which compares with 4% of Asian, Mixed and White ethnicity groups who left the University with a lesser award. Sectoral data from Advance HE shows an attainment gap between BAME and White students of 12.1% in Biological Sciences.
SMED	Of those attaining degrees, most are on the Clinical Medicine (MBChB) qualification. This degree is not classified, which means that all students awarded a degree are classed as gaining the equivalent of a 1:1 or 2:1. This means the proportion of degrees awarded at first or 2:1 is 100%, which skews the data analysis. There are a small number of Medical Sciences students who are also included in the dataset. This is mirrored in Advance HE sectoral statistics that show an attainment gap of 2.8% between BAME and White first degree, UG qualifiers.

DRAFT

Table 7.34: Analysis of School Outcome for UK Domiciled students[4]	
School	**Analysis**
SSE	The numbers of students in each of the BAME groups is small. The number of graduates in most of the groupings is increasing (Asian, Chinese, Mixed, Other) over the three years and the proportion gaining a First or 2:1 is also increasing. The number of black graduates is relatively static and the proportion gaining a First or 2:1 has fallen. The role of the no detriment policy in worse outcomes for Black graduates warrants further investigation. Compared to White graduates, there is an attainment gap, where white students have a higher proportion attaining a First or 2:1 compared to most other groups in each of the three years. The attainment gap to Black graduates is the widest gap in 2019/20 (gap of 52%), while the gap to Chinese and Other graduates is 17%. This is wider than the sectoral gap reported by Advance HE between BAME and White qualifiers in each of the subject areas in this school: Computer Science 11.1%, Engineering and Technology 9.8%, Mathematical Sciences 8.2%, and Physical Sciences 12.7%.
SSS	The numbers of BAME graduates has grown over the last three years from 27 to 37. Black and Asian attainment has grown over the period from 50% achieving a First and 2:1 to 75% and 67% (in 2018/19 and 2019/20, respectively). This remains below the average for White graduates (83%) though the gap has narrowed. In the most recent year only Chinese (100%) and Mixed Ethnicity (89%) groups have higher attainment than the White group. The most recent year is in line with the sectoral average attainment gap between BAME and White qualifiers for Social Studies presented by Advance HE of 15.2%.

UoD student REC survey (Figure 7.5) revealed Black and Other non-white students are less likely to anticipate achieving a 1st class degree than White students. Strikingly, Asian students indicated much higher anticipation of a 1st class degree than White students [**Action 7.12**] and were also more likely to recognise how UoD helped them develop skills for graduate-level jobs. Notably, Black students felt least equipped with skills to apply for graduate-level jobs (Figure 7.6).

Exploring whether differences in attainment, progression and personal expectation are curriculum-linked is an important action underpinning inclusive L&T at the UoD [**Action 7:13**]. See section 8A on how we propose to make our curriculum more inclusive.

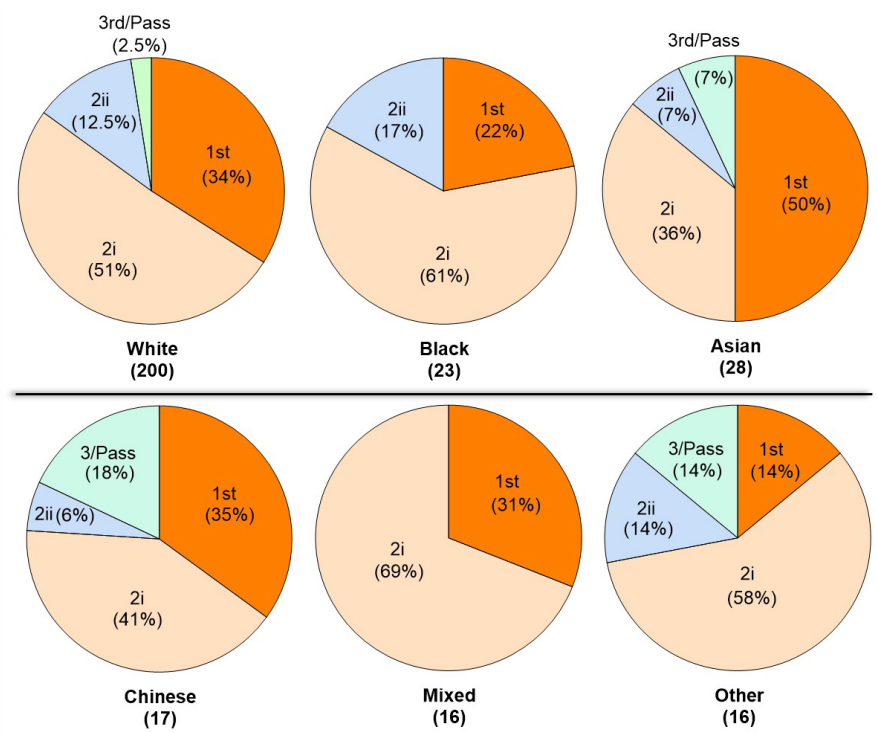


Figure 7.5: UoD 2020 Student REC Survey Response – Students were asked what degree classification they anticipated graduating with from UoD. Numbers of responses for indicated ethnicity are shown in brackets. Only students whose degrees can be classified on the above basis have been counted.

Figure 7.6: UoD 2020 Student REC Survey Response – Students were asked whether the UoD has helped developed skills needed for applying for graduate level jobs.

ACTION 7.7: Review the approach to blind marking and assess the impact of this on attainment gaps. This should include transparent review of outcomes by ethnicity in exam boards. Conduct further analysis of the differential impact of the no detriment policy as it was applied across schools, where some ethnic groups saw improvements in attainment and others saw worse attainment. Conduct further analysis of the differential impact of the no detriment policy as it was applied across schools, where some ethnic groups saw improvements in attainment and others saw worse attainment. Ensure annual attainment gap review by the L&T Committee with a view to agreeing targeted actions to narrow these.

ACTION 7.8: Conduct further analysis to determine how economic deprivation might have a differential impact on outcomes for these groups, particularly with reference to 'digital poverty' and the ability to access assessments/preparatory support. Build a plan in response to this analysis including providing IT training, software or hardware to these students.

ACTION 7.9: Raise awareness and socialise these data and the attainment gap with Schools to address both conscious and unconscious bias that might contribute to these outcomes. Provide data about ethnicity to the schools' examination boards to actively consider about the race/ethnicity of students and attainment gaps, noting our 'no detriment' approach. The appeals process should ensure that there is both representation from and understanding of the attainment gap for BAME students for both DUSA and the panel determining the appeal outcome. Diverse panel must be in place to understand the issues of BAME students. Ensure that we seek the views of BAME students to inform our actions by seeking their input.

ACTION 7.10: Introduce/check if EDI training has been undertaken by markers and moderators. School Leads to check.

ACTION 7.11: Conduct further analysis on differential impact of different assessment types. For example, some groups might be better at oral assessments, presentations, examinations, essays, etc. Analysis of these types and impact on groups should be completed. Ensuring that modules have a mix of assessment types could lead to better outcomes for these groups and is more reflective of practice in the working world. Where assessment includes interaction with patients, pupils or other members of the public (e.g., clinical assessments, teaching practice, etc.), raise awareness with assessors of the potential bias of the role player or member of the public in the assessment, particularly around language and cultural differences to ensure that the assessment criteria are well established and sensitive to adjusting for a different interaction based on the students' ethnicity. Provide EDI training to the volunteer or role-player.

ACTION 7.12: Work to raise aspiration of BAME students to address the results of the REC survey, where these students are less likely to anticipate achieving a first.

ACTION 7.13: Revise the curriculum by De-colonising it. Conduct workshops about de-colonising the curriculum so that there is shared understanding of what the term means and then work on it.

Word Count Section 7D: 456

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.

White students represent the largest ethnicity of UoD UK-PGT over the 2017-2020 period with Asian students being the largest group of the BAME cohort and Chinese students the smallest. In contrast, analysis of Non-UK PGT indicate Chinese students account for the largest BAME group. However, interpretation of data is made difficult by the presence of a large student cohort whose ethnicity is unknown (Table 7.35).

Tables 7.36 – 7.45 show ethnic breakdown of PGT students (UK and Non-UK) by School.

Table 7.35: PGT student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	39	1.86%	35	1.48%	34	1.28%
	Black	37	1.76%	28	1.19%	22	0.83%
	Chinese	7	0.33%	5	0.21%	5	0.19%
	Mixed Ethnicity	18	0.86%	17	0.72%	24	0.90%
	Not Known	41	1.95%	33	1.40%	24	0.90%
	Other Ethnicity	6	0.29%	7	0.30%	7	0.26%
	White	883	42.09%	954	40.39%	915	34.39%
	Total	**1031**	**49.14%**	**1079**	**45.68%**	**1031**	**38.74%**
Non-UK	Asian	81	3.86%	64	2.71%	222	8.34%
	Black	52	2.48%	46	1.95%	119	4.47%
	Chinese	263	12.54%	204	8.64%	543	20.41%
	Mixed Ethnicity	9	0.43%	6	0.25%	28	1.05%
	Not Known	463	22.07%	892	37.76%	488	18.34%
	Other Ethnicity	53	2.53%	18	0.76%	49	1.84%
	White	146	6.96%	53	2.24%	181	6.80%
	Total	**1067**	**50.86%**	**1283**	**54.32%**	**1630**	**61.26%**
Total		**2098**	**100.00%**	**2362**	**100.00%**	**2661**	**100.00%**

Table 7.36: DJCAD PGT student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	2	1.34%				
	Black	4	2.68%	2	1.34%		
	Chinese	2	1.34%	1	0.67%	1	0.79%
	Mixed Ethnicity	2	1.34%	1	0.67%	1	0.79%
	Not Known	6	4.03%	5	3.36%	1	0.79%
	Other Ethnicity	2	1.34%	2	1.34%		
	White	88	59.06%	89	59.73%	63	49.61%
	Total	**106**	**71.14%**	**100**	**67.11%**	**66**	**51.97%**
Non-UK	Asian	2	1.34%			3	2.36%
	Chinese	7	4.70%	5	3.36%	16	12.60%
	Mixed Ethnicity	1	0.67%			3	2.36%
	Not Known	14	9.40%	40	26.85%	29	22.83%
	Other Ethnicity	1	0.67%				
	White	18	12.08%	4	2.68%	10	7.87%
	Total	**43**	**28.86%**	**49**	**32.89%**	**61**	**48.03%**
Total		**149**	**100.00%**	**149**	**100.00%**	**127**	**100.00%**

Table 7.37: SBUS PGT student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	10	2.03%	10	1.61%	6	0.73%
	Black	4	0.81%	6	0.97%	8	0.97%
	Chinese					2	0.24%
	Mixed Ethnicity	1	0.20%			3	0.36%
	Not Known	2	0.41%	2	0.32%	1	0.12%
	Other Ethnicity	1	0.20%	2	0.32%	1	0.12%
	White	30	6.10%	41	6.60%	41	4.96%
	Total	**48**	**9.76%**	**61**	**9.82%**	**62**	**7.51%**
Non-UK	Asian	22	4.47%	28	4.51%	78	9.44%
	Black	6	1.22%	6	0.97%	22	2.66%
	Chinese	188	38.21%	150	24.15%	432	52.30%
	Mixed Ethnicity			1	0.16%	7	0.85%
	Not Known	204	41.46%	359	57.81%	173	20.94%
	Other Ethnicity	7	1.42%	3	0.48%	16	1.94%
	White	17	3.46%	13	2.09%	36	4.36%
	Total	**444**	**90.24%**	**560**	**90.18%**	**764**	**92.49%**
Total		**492**	**100.00%**	**621**	**100.00%**	**826**	**100.00%**

Table 7.38: SDEN PGT student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Mixed Ethnicity					1	1.85%
	Other Ethnicity					1	1.85%
	White	2	4.35%	3	6.67%	3	5.56%
	Total	**2**	**4.35%**	**3**	**6.67%**	**5**	**9.26%**
Non-UK	Asian	17	36.96%	6	13.33%	18	33.33%
	Black	1	2.17%			1	1.85%
	Chinese					2	3.70%
	Not Known	12	26.09%	35	77.78%	26	48.15%
	Other Ethnicity	13	28.26%	1	2.22%	2	3.70%
	White	1	2.17%				
	Total	**44**	**95.65%**	**42**	**93.33%**	**49**	**90.74%**
Total		**46**	**100.00%**	**45**	**100.00%**	**54**	**100.00%**

Table 7.39: SESW PGT student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	3	0.81%	5	1.13%	6	1.27%
	Black	11	2.96%	9	2.03%	7	1.48%
	Chinese	1	0.27%	2	0.45%	1	0.21%
	Mixed Ethnicity	4	1.08%	5	1.13%	5	1.06%
	Not Known	11	2.96%	9	2.03%	3	0.64%
	Other Ethnicity					1	0.21%
	White	315	84.91%	382	86.23%	389	82.42%
	Total	**345**	**92.99%**	**412**	**93.00%**	**412**	**87.29%**
Non-UK	Black			2	0.45%	8	1.69%
	Chinese			2	0.45%	13	2.75%
	Not Known	23	6.20%	25	5.64%	32	6.78%
	Other Ethnicity					2	0.42%
	White	3	0.81%	2	0.45%	5	1.06%
	Total	**26**	**7.01%**	**31**	**7.00%**	**60**	**12.71%**
Total		**371**	**100.00%**	**443**	**100.00%**	**472**	**100.00%**

Table 7.40: SHS PGT student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Black			1	7.14%	1	3.33%
	Mixed Ethnicity			1	7.14%	1	3.33%
	White	6	100.00%	12	85.71%	23	76.67%
	Total	**6**	**100.00%**	**14**	**100.00%**	**25**	**83.33%**
Non-UK	Asian					1	3.33%
	Black					2	6.67%
	Chinese					1	3.33%
	Not Known					1	3.33%
	Total					**5**	**16.67%**
Total		**6**	**100.00%**	**14**	**100.00%**	**30**	**100.00%**

Table 7.41: SH PGT student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian					1	1.19%
	Chinese					1	1.19%
	Mixed Ethnicity			2	2.53%	4	4.76%
	Not Known	1	1.52%	6	7.59%	6	7.14%
	White	53	80.30%	61	77.22%	59	70.24%
	Total	**54**	**81.82%**	**69**	**87.34%**	**71**	**84.52%**
Non-UK	Chinese					1	1.19%
	Mixed Ethnicity					2	2.38%
	Not Known	2	3.03%	10	12.66%	8	9.52%
	Other Ethnicity	1	1.52%				
	White	9	13.64%			2	2.38%
	Total	**12**	**18.18%**	**10**	**12.66%**	**13**	**15.48%**
Total		**66**	**100.00%**	**79**	**100.00%**	**84**	**100.00%**

Table 7.42: SLS PGT student body breakdown by ethnic group.

	Year	2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**
UK	Mixed Ethnicity	1	7.69%
	White	5	38.46%
	Total	**6**	**46.15%**
Non-UK	Asian	3	23.08%
	Chinese	1	7.69%
	Not Known	1	7.69%
	White	2	15.38%
	Total	**7**	**53.85%**
Total		**13**	**100.00%**

Table 7.43: SMED PGT student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	5	2.35%	2	1.06%	4	2.00%
	Black	4	1.88%	2	1.06%	1	0.50%
	Chinese	1	0.47%	1	0.53%		
	Mixed Ethnicity	3	1.41%			1	0.50%
	Not Known	13	6.10%	2	1.06%	6	3.00%
	Other Ethnicity					1	0.50%
	White	97	45.54%	83	44.15%	74	37.00%
	Total	**123**	**57.75%**	**90**	**47.87%**	**87**	**43.50%**
Non-UK	Asian	18	8.45%	10	5.32%	37	18.50%
	Black	10	4.69%	5	2.66%	4	2.00%
	Chinese	2	0.94%			8	4.00%
	Mixed Ethnicity	2	0.94%	1	0.53%	2	1.00%
	Not Known	35	16.43%	70	37.23%	42	21.00%
	Other Ethnicity	10	4.69%	10	5.32%	13	6.50%
	White	13	6.10%	2	1.06%	7	3.50%
	Total	**90**	**42.25%**	**98**	**52.13%**	**113**	**56.50%**
Total		**213**	**100.00%**	**188**	**100.00%**	**200**	**100.00%**

Table 7.44: SSE PGT student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	14	3.41%	13	3.39%	13	3.43%
	Black	12	2.92%	4	1.04%	3	0.79%
	Chinese	2	0.49%	1	0.26%		
	Mixed Ethnicity	4	0.97%	4	1.04%	5	1.32%
	Not Known	5	1.22%	5	1.30%	5	1.32%
	Other Ethnicity	2	0.49%	3	0.78%	2	0.53%
	White	142	34.55%	126	32.81%	120	31.66%
	Total	**181**	**44.04%**	**156**	**40.63%**	**148**	**39.05%**
Non-UK	Asian	10	2.43%	11	2.86%	35	9.23%
	Black	6	1.46%	4	1.04%	15	3.96%
	Chinese	56	13.63%	40	10.42%	41	10.82%
	Mixed Ethnicity	3	0.73%	1	0.26%		
	Not Known	94	22.87%	163	42.45%	86	22.69%
	Other Ethnicity	12	2.92%	1	0.26%	8	2.11%
	White	49	11.92%	8	2.08%	46	12.14%
	Total	**230**	**55.96%**	**228**	**59.38%**	**231**	**60.95%**
Total		**411**	**100.00%**	**384**	**100.00%**	**379**	**100.00%**

Table 7.45: SSS PGT student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	5	1.47%	5	1.14%	4	0.84%
	Black	2	0.59%	4	0.91%	2	0.42%
	Chinese	1	0.29%				
	Mixed Ethnicity	4	1.18%	4	0.91%	2	0.42%
	Not Known	3	0.88%	4	0.91%	2	0.42%
	Other Ethnicity	1	0.29%			1	0.21%
	White	145	42.77%	156	35.62%	137	28.84%
	Total	**161**	**47.49%**	**173**	**39.50%**	**148**	**31.16%**
Non-UK	Asian	12	3.54%	9	2.05%	47	9.89%
	Black	29	8.55%	29	6.62%	67	14.11%
	Chinese	10	2.95%	7	1.60%	28	5.89%
	Mixed Ethnicity	3	0.88%	3	0.68%	14	2.95%
	Not Known	79	23.30%	190	43.38%	90	18.95%
	Other Ethnicity	9	2.65%	3	0.68%	8	1.68%
	White	36	10.62%	24	5.48%	73	15.37%
	Total	**178**	**52.51%**	**265**	**60.50%**	**327**	**68.84%**
Total		**339**	**100.00%**	**438**	**100.00%**	**475**	**100.00%**

As with the UK-PGT profile, analysis of PGR student data reveals that White students represent the largest ethnicity over the 2017-2020 period with Asian students being the largest group of the BAME cohort and those of Chinese heritage the smallest [**Action 7:14-7:15**]. Ethnic profiling of Non-UK PGR is problematic because of the significant number (e.g. 16.59% in 2019/20) of students for whom ethnicity is not known (Table 7.46). Of those declaring their ethnicity, those of "other" (non-white) and Asian heritage accounted for the largest cohort from the BAME student group.

The ethnic breakdown of PGT student numbers (UK and Non-UK) by Schools is shown in Tables 7.47 – 7.56.

Table 7.46: UoD PGR student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	17	1.82%	19	2.02%	22	2.39%
	Black	9	0.96%	17	1.81%	18	1.95%
	Chinese	2	0.21%	4	0.43%	6	0.65%
	Mixed Ethnicity	11	1.18%	14	1.49%	15	1.63%
	Not Known	41	4.39%	31	3.30%	27	2.93%
	Other Ethnicity	8	0.86%	9	0.96%	9	0.98%
	White	371	39.72%	378	40.26%	380	41.21%
	Total	**459**	**49.14%**	**472**	**50.27%**	**477**	**51.74%**
Non-UK	Asian	67	7.17%	66	7.03%	57	6.18%
	Black	34	3.64%	35	3.73%	37	4.01%
	Chinese	48	5.14%	35	3.73%	39	4.23%
	Mixed Ethnicity	7	0.75%	4	0.43%	2	0.22%
	Not Known	120	12.85%	150	15.97%	153	16.59%
	Other Ethnicity	67	7.17%	64	6.82%	68	7.38%
	White	132	14.13%	113	12.03%	89	9.65%
	Total	**475**	**50.86%**	**467**	**49.73%**	**445**	**48.26%**
Total		**934**	**100.00%**	**939**	**100.00%**	**922**	**100.00%**

Table 7.47: DJCAD - PGR student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	1	2.38%	1	2.38%	1	2.04%
	Chinese					1	2.04%
	Not Known	4	9.52%	4	9.52%	3	6.12%
	Other Ethnicity	1	2.38%	1	2.38%	1	2.04%
	White	29	69.05%	26	61.90%	29	59.18%
	Total	**35**	**83.33%**	**32**	**76.19%**	**35**	**71.43%**
Non-UK	Asian	1	2.38%	1	2.38%	1	2.04%
	Black			1	2.38%	1	2.04%
	Chinese	1	2.38%			2	4.08%
	Mixed Ethnicity			1	2.38%	1	2.04%
	Not Known	2	4.76%	4	9.52%	5	10.20%
	Other Ethnicity	1	2.38%				
	White	2	4.76%	3	7.14%	4	8.16%
	Total	**7**	**16.67%**	**10**	**23.81%**	**14**	**28.57%**
Total		**42**	**100.00%**	**42**	**100.00%**	**49**	**100.00%**

Table 7.48: SBUS - PGR student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	1	1.96%	2	2.74%	3	4.05%
	Black	2	3.92%	6	8.22%	6	8.11%
	Not Known	2	3.92%	1	1.37%	2	2.70%
	Other Ethnicity	1	1.96%	2	2.74%	2	2.70%
	White	8	15.69%	14	19.18%	12	16.22%
	Total	**14**	**27.45%**	**25**	**34.25%**	**25**	**33.78%**
Non-UK	Asian	8	15.69%	7	9.59%	5	6.76%
	Black	1	1.96%			1	1.35%
	Chinese	1	1.96%	1	1.37%	1	1.35%
	Not Known	17	33.33%	25	34.25%	29	39.19%
	Other Ethnicity	8	15.69%	13	17.81%	11	14.86%
	White	2	3.92%	2	2.74%	2	2.70%
	Total	**37**	**72.55%**	**48**	**65.75%**	**49**	**66.22%**
Total		**51**	**100.00%**	**73**	**100.00%**	**74**	**100.00%**

Table 7.49: SDEN - PGR student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Black					1	2.44%
	Mixed Ethnicity			1	2.63%	1	2.44%
	Not Known	4	10.00%	3	7.89%	2	4.88%
	White	13	32.50%	11	28.95%	11	26.83%
	Total	**17**	**42.50%**	**15**	**39.47%**	**15**	**36.59%**
Non-UK	Asian	4	10.00%	5	13.16%	5	12.20%
	Mixed Ethnicity	2	5.00%	1	2.63%	1	2.44%
	Not Known	1	2.50%	4	10.53%	6	14.63%
	Other Ethnicity	14	35.00%	13	34.21%	14	34.15%
	White	2	5.00%				
	Total	**23**	**57.50%**	**23**	**60.53%**	**26**	**63.41%**
Total		**40**	**100.00%**	**38**	**100.00%**	**41**	**100.00%**

Table 7.50: SESW - PGR student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	2	3.08%	2	2.94%	3	4.84%
	Black	1	1.54%	2	2.94%	2	3.23%
	Mixed Ethnicity	1	1.54%	1	1.47%		
	Not Known	4	6.15%	3	4.41%	2	3.23%
	Other Ethnicity	2	3.08%	2	2.94%	2	3.23%
	White	42	64.62%	41	60.29%	39	62.90%
	Total	**52**	**80.00%**	**51**	**75.00%**	**48**	**77.42%**
Non-UK	Asian	2	3.08%	2	2.94%	2	3.23%
	Black	2	3.08%	1	1.47%		
	Chinese					2	3.23%
	Not Known	3	4.62%	5	7.35%	2	3.23%
	Other Ethnicity	4	6.15%	4	5.88%	4	6.45%
	White	2	3.08%	5	7.35%	4	6.45%
	Total	**13**	**20.00%**	**17**	**25.00%**	**14**	**22.58%**
Total		**65**	**100.00%**	**68**	**100.00%**	**62**	**100.00%**

Table 7.51: SHS - PGR student body - breakdown by ethnic group

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Black	2	9.52%	4	14.29%	4	12.50%
	Mixed Ethnicity			1	3.57%	1	3.13%
	Not Known	1	4.76%	1	3.57%	2	6.25%
	White	6	28.57%	10	35.71%	10	31.25%
	Total	**9**	**42.86%**	**16**	**57.14%**	**17**	**53.13%**
Non-UK	Black	2	9.52%	2	7.14%	2	6.25%
	Not Known	3	14.29%	4	14.29%	5	15.63%
	Other Ethnicity	6	28.57%	5	17.86%	7	21.88%
	White	1	4.76%	1	3.57%	1	3.13%
	Total	**12**	**57.14%**	**12**	**42.86%**	**15**	**46.88%**
Total		**21**	**100.00%**	**28**	**100.00%**	**32**	**100.00%**

Table 7.52: SH - PGR student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Mixed Ethnicity	1	1.64%	2	3.51%	2	3.64%
	Not Known	3	4.92%	3	5.26%	3	5.45%
	White	41	67.21%	39	68.42%	36	65.45%
	Total	**45**	**73.77%**	**44**	**77.19%**	**41**	**74.55%**
Non-UK	Asian	2	3.28%	2	3.51%	1	1.82%
	Not Known	3	4.92%	3	5.26%	4	7.27%
	White	11	18.03%	8	14.04%	9	16.36%
	Total	**16**	**26.23%**	**13**	**22.81%**	**14**	**25.45%**
Total		**61**	**100.00%**	**57**	**100.00%**	**55**	**100.00%**

Table 7.53: SLS - PGR student body - breakdown by ethnic group.

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	6	3.11%	6	3.23%	6	3.55%
	Chinese					1	0.59%
	Mixed Ethnicity	2	1.04%	2	1.08%	3	1.78%
	Not Known	6	3.11%	3	1.61%	4	2.37%
	Other Ethnicity	1	0.52%	1	0.54%	1	0.59%
	White	84	43.52%	93	50.00%	93	55.03%
	Total	**99**	**51.30%**	**105**	**56.45%**	**108**	**63.91%**
Non-UK	Asian	9	4.66%	7	3.76%	4	2.37%
	Black	1	0.52%	1	0.54%	1	0.59%
	Chinese	15	7.77%	10	5.38%	9	5.33%
	Mixed Ethnicity	1	0.52%				
	Not Known	18	9.33%	22	11.83%	22	13.02%
	Other Ethnicity			1	0.54%	1	0.59%
	White	50	25.91%	40	21.51%	24	14.20%
	Total	**94**	**48.70%**	**81**	**43.55%**	**61**	**36.09%**
Total		**193**	**100.00%**	**186**	**100.00%**	**169**	**100.00%**

Table 7.54: SMED - PGR student body - breakdown by ethnic group

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	5	3.18%	6	3.85%	6	3.90%
	Chinese	1	0.64%	3	1.92%	3	1.95%
	Mixed Ethnicity	1	0.64%	1	0.64%	1	0.65%
	Not Known	8	5.10%	5	3.21%	2	1.30%
	Other Ethnicity	1	0.64%	1	0.64%	1	0.65%
	White	68	43.31%	66	42.31%	69	44.81%
	Total	**84**	**53.50%**	**82**	**52.56%**	**82**	**53.25%**
Non-UK	Asian	10	6.37%	12	7.69%	10	6.49%
	Black	3	1.91%	3	1.92%	2	1.30%
	Chinese	6	3.82%	3	1.92%	5	3.25%
	Not Known	26	16.56%	29	18.59%	28	18.18%
	Other Ethnicity	14	8.92%	13	8.33%	14	9.09%
	White	14	8.92%	14	8.97%	13	8.44%
	Total	**73**	**46.50%**	**74**	**47.44%**	**72**	**46.75%**
Total		**157**	**100.00%**	**156**	**100.00%**	**154**	**100.00%**

Table 7.55: SSE - PGR student body - breakdown by ethnic group

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Asian	2	1.32%	2	1.38%	3	2.10%
	Black			1	0.69%	2	1.40%
	Chinese	1	0.66%	1	0.69%	1	0.70%
	Mixed Ethnicity	1	0.66%	2	1.38%	4	2.80%
	Not Known	4	2.63%	4	2.76%	3	2.10%
	Other Ethnicity	1	0.66%	1	0.69%	1	0.70%
	White	53	34.87%	50	34.48%	49	34.27%
	Total	**62**	**40.79%**	**61**	**42.07%**	**63**	**44.06%**
Non-UK	Asian	12	7.89%	12	8.28%	11	7.69%
	Black	2	1.32%	2	1.38%	1	0.70%
	Chinese	23	15.13%	19	13.10%	18	12.59%
	Mixed Ethnicity	1	0.66%				
	Not Known	19	12.50%	27	18.62%	26	18.18%
	Other Ethnicity	12	7.89%	8	5.52%	9	6.29%
	White	21	13.82%	16	11.03%	15	10.49%
	Total	**90**	**59.21%**	**84**	**57.93%**	**80**	**55.94%**
Total		**152**	**100.00%**	**145**	**100.00%**	**143**	**100.00%**

Table 7.56: SSS - PGR student body - breakdown by ethnic group

	Year	2017/8		2018/9		2019/0	
UK/Non-UK	**Ethnicity Group**	**Students**	**% of Total**	**Students**	**% of Total**	**Students**	**% of Total**
UK	Black	4	2.63%	4	2.74%	3	2.10%
	Mixed Ethnicity	5	3.29%	4	2.74%	3	2.10%
	Not Known	5	3.29%	4	2.74%	4	2.80%
	Other Ethnicity	1	0.66%	1	0.68%	1	0.70%
	White	27	17.76%	28	19.18%	32	22.38%
	Total	**42**	**27.63%**	**41**	**28.08%**	**43**	**30.07%**
Non-UK	Asian	19	12.50%	18	12.33%	18	12.59%
	Black	23	15.13%	25	17.12%	29	20.28%
	Chinese	2	1.32%	2	1.37%	2	1.40%
	Mixed Ethnicity	3	1.97%	2	1.37%		
	Not Known	28	18.42%	27	18.49%	26	18.18%
	Other Ethnicity	8	5.26%	7	4.79%	8	5.59%
	White	27	17.76%	24	16.44%	17	11.89%
	Total	**110**	**72.37%**	**105**	**71.92%**	**100**	**69.93%**
Total		**152**	**100.00%**	**146**	**100.00%**	**143**	**100.00%**

We understand there are complex reasons why students from some BAME backgrounds do not progress to PGR level. Our approach is intersectional, as we see for example socio-economic factors at work as well. Students from (British) Asian backgrounds are relatively well represented in research degrees and according to PRES report have the highest level of course satisfaction compared to White PGRs (mid-level satisfaction) and Black PGRs who are both underrepresented and report lowest course satisfaction. As an institution, we have started to work through the recommendations of the Pitkin's report for Advance HE on *Ethnicity and the Postgraduate Experience*[5] [**Action 7.16; 7:17**].

The transition from UG/PGT to PGR from within UoD has not been our focus, as we recruit from a wider range of potential applicants nationally and internationally. We, therefore, have less of a notion of specific 'pipeline' and look at recruitment and retention in general.

Amongst the key factors in the lack of recruitment of PGRs from some BAME backgrounds is the lack of senior role models in research. Numbers of senior Black (British) research leaders is vanishingly small. Therefore, UK HEIs need to look at selection and promotion of PostDoc and staff researchers in parallel to making efforts to increase BAME recruitment into research degrees.

[5] Pitkin's Report

In terms of data, we do not have a mandatory ethnicity question for PGR applicants at the point of recruitment. We do have data on PGR ethnic background enrolled in courses but find it difficult to track success or lack thereof from application to acceptance. The data on ethnicity of our current PGR cohorts reflects our status as a research intense university which recruits well nationally and internationally into some of our strongest disciplines but also the ethnic composition of our region and Scotland in disciplines which depend more on these recruitment markets.

Actions to increase recruitment of BAME PGRs and ensure progression, retention and satisfaction include:

ACTION 7.14: Develop institutional EDI statements for use in PG degree adverts.

ACTION 7.15: Instigate PGR anti-racism selector training for staff involved in recruitment in addition to the mandatory unconscious bias training.

ACTION 7.16: Actively seek feedback and greater representation of intersectionality across PGR and Doctoral Academy committees and forums.

ACTION 7.17: Provide professional development opportunities such as networking or mentoring (as either mentors or mentees) that will be advertised to encourage intersectionality.

Word Count Section 7E: 504

DRAFT

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.

A higher proportion (71%) of White graduates have high skilled jobs, compared to other groups (Figure 7.7). Mixed and Other ethnicity are considerably lower than White students (53% and 55%, respectively). While there may be factors in the jobs market and wider society that explain this, it does raise the question of whether bespoke support should be available for these students. This is synonymous with the Student AdvanceHE report which states "fifteen months after qualifying approximately two-thirds of White leavers were in full time work (62.7%) compared to only 55.4% of BAME leavers" and proportionately more in professional employment (50.1%) as opposed to only 43.0% BAME students.

For mixed and other students, there is a higher proportion in the "not applicable" category. We are checking what is in this category and this may/may not in itself indicate a problem, though we note the higher proportion in medium skilled roles for these graduates (8% and 9% respectively, compared to 6% for white graduates). Schools with the highest proportions of Mixed and Other ethnicity graduates not in highly skilled jobs are SSE and SSS.

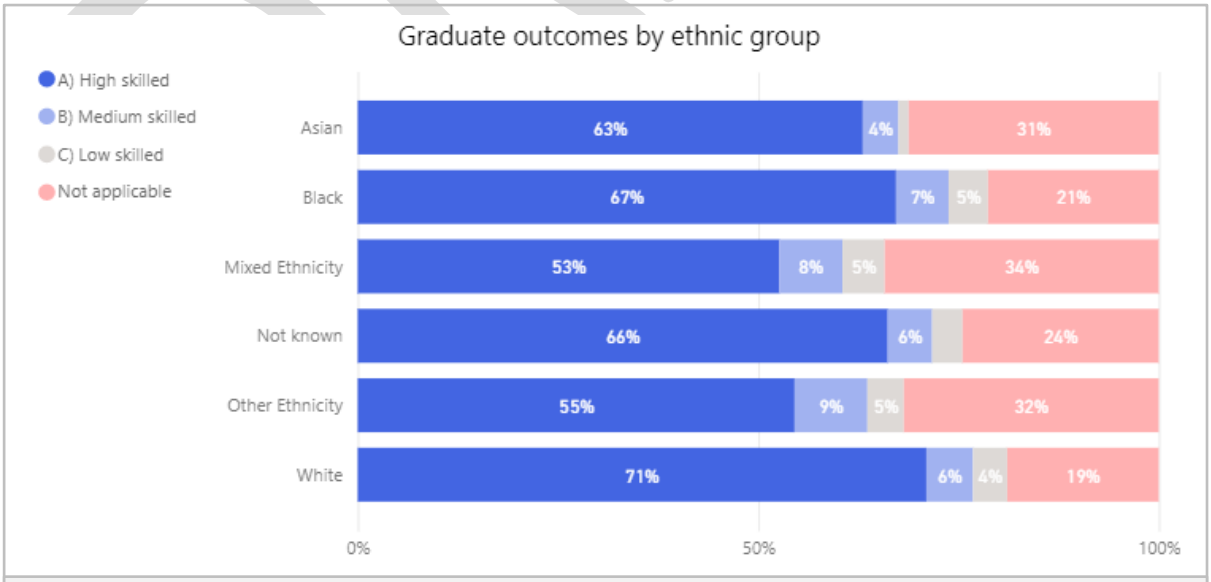


Figure 7.7: Graduate Outcomes by Ethnic Group

Across most groups, there is no significant variation in the proportion of graduates in low skilled jobs (most in range of 3.5% to 4.5%) except for Asian (1.3%), Black (4.9%) and Mixed ethnicity (5.2%).

In terms of methodology, White students have the highest response rates for UK and International graduates. Variation from the UK White response rate (62%) is up to 12 percentage points (Other ethnicity 50%, Not Known 51%, Asian 51%) and might indicate some bias in the methodological approach. We note the survey is outsourced by HESA and conducted by a third party. While the Student AdvanceHE report showed 6.9% of BAME leavers were unemployed 15 months after qualifying compared to only 3.7% of White leavers.

In the UoD REC survey, in response to "I would consider a Masters' postgraduate course" there was no noticeable difference between White and BAME students (Figure 7.8), but the latter group were more likely to consider undertaking PhD study although those of Mixed-Ethnicity were least likely.

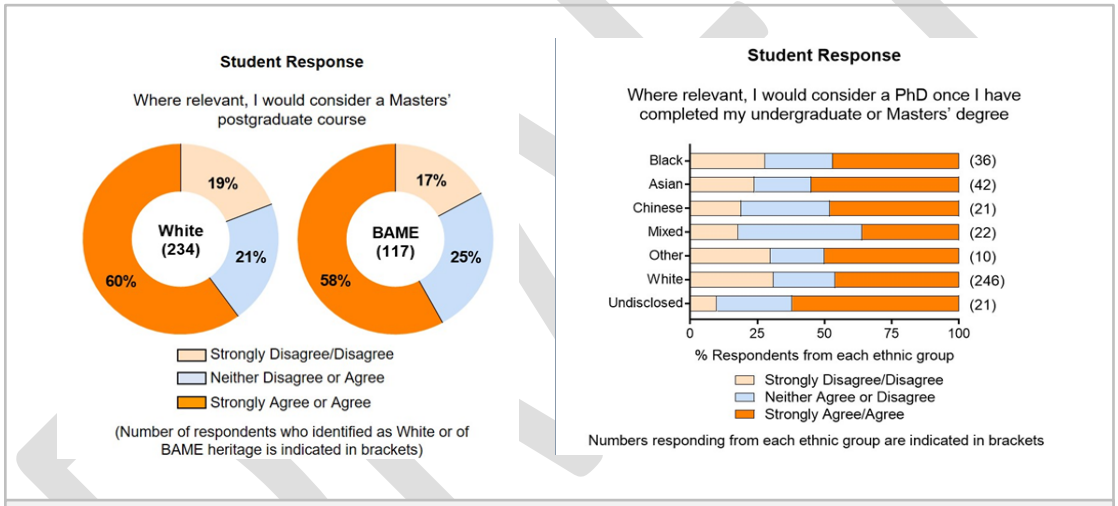


Figure 7.8: UoD 2020 REC Survey attitude to PG Study.

In response to the statements 'I have a good understanding of the graduate-level employment opportunities available to me' and 'The UoD has helped me develop the skills I need to apply for graduate-level jobs.', Black students are least likely to agree (Figure 7.9). This sentiment is mirrored in Student AdvanceHE report which showed that the proportion of BAME leavers in some form of further study was higher than White leavers. (18.1% compared with 16.5%) [**Action 7:18**].

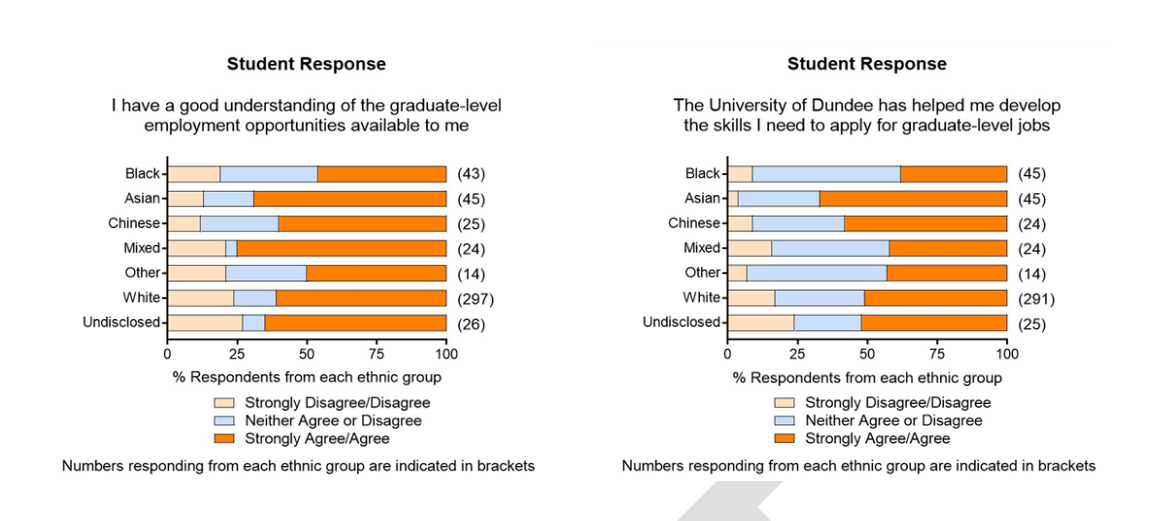


Figure 7.9: UoD 2020 REC Survey response to graduate level employment

UoD 2020 Student REC Survey Quote
"Career services need to have more direct interventions with students to help them realise they can start creating future job opportunities from day 1 of university. Although it probably isn't feasible, it would be great for each student to have even a 30 minute conversation with a career adviser or for more school specific information events to take place which have compulsory attendance".

UoD Careers Service operates on both a push and pull basis, where careers targeted input is integrated into courses while also offering extracurricular support, input and guidance. This approach enables students to take confident, informed steps towards their futures. However, survey responses suggest better targeted support is required from our Careers Service for BAME students in partnership with Schools [**Action 7:19**].

DUSA and Student Services:

While differences in progression might result in part from teaching and assessment practices in different subjects (**Action 7.6** addresses this), there are broader support issues that might impact negatively on BAME student progression. Capturing this information is important and not always easy through academic support avenues. DUSA is important in supporting the student community, however survey comments from BAME students suggest it needs to do more. DUSA's new vision is of a kinder, greener and more diverse global student community that creates impact for generations to come. As an independent charity, DUSA will work in partnership with UoD to eradicate systemic discrimination. UoD will continue to promote EDI training and specific support for BAME students with DUSA, including training on representation. Currently neither DUSA nor UoD Student Services collect or hold data on the ethnicity of support requested and given to service users [**Action 7.20 and 7.21**].

UoD 2020 REC Student Survey Quotes
"There have been many cases of racially offensive and inappropriate behaviour during DUSA club nights - I do not believe the commercial and pastoral side of DUSA therefore operate to the same standards of no tolerance." – BAME Student *"Educate DUSA security staff who don't understand cultural difference" – BAME Student* *" I feel like they (DUSA) should reach out to students of other nationalities, in particular international students who have never been to the UK before and are now isolated from their families" – BAME Student* *"During Halloween they allowed a pupil to come to one of the nights at the Union dressed up as a black face" – BAME Student*

ACTION 7.18: Bespoke support to be given to BAME students while they are pursuing their degree to enable them to enter highly skilled jobs. This could be in the form of School Leads organising workshops and seminar discussions with Alumni to share their experiences in the job market. This could provide a platform for schools to think about the bespoke support that must be in place for BAME. students.

ACTION 7:19: Introduce targeted support for BAME students by Careers Service in partnership with School L&T teams. Identifying the needs of this group will be further explored through focus groups with BAME students

ACTION 7.20: Improve data collection tracking engagement of ethnic groups with DUSA and support services to ensure we are offering services specific to their needs. Promote EDI training and specific support for BAME students with DUSA, including training related to representation.

ACTION 7.21: DUSA to foster an environment of understanding, acceptance and active elimination of discrimination and oppression.

Word Count Section 7F: 634

SECTION 7 WORD COUNT: 2680

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.

Approach to Curriculum Design and QA.

Equality and diversity have been at the heart of our QA, which requires all programme developers/owners to use the UoD Inclusive Curriculum Checklist that verifies due consideration has been given to all aspects of inclusion, including race. Staff must demonstrate that curriculum content reflects a range of cultural perspectives, and learning materials embrace cultural diversity and encourage the exchange of knowledge through inclusive examples. Furthermore, all new programme approvals and Periodic Programme Reviews require programme directors to declare that all teaching staff have competed the University's online equality and diversity training.

Proactive University Community.

Examples of relevant proactive initiatives undertaken by the UoD community include:

- LLCI, Museums & Archives: D'Arcy Wentworth Thompson (1860-1948) took up the first Chair of Biology at University College Dundee in 1885 and founded an impressive Zoology Museum whose collection provided the bedrock for his research into the mathematical principles of nature and his book *On Growth and Form* (1917). Museum staff are currently engaged in a project to decolonise the Museum, including new interpretations, a publication (Figure 8.1), and a live online event.

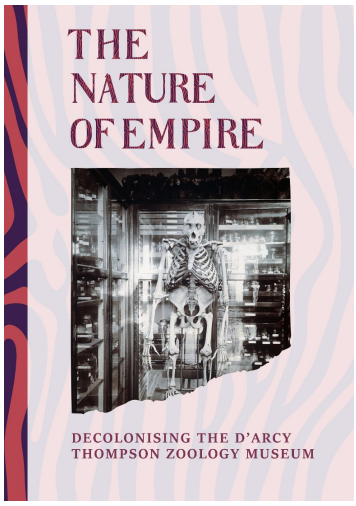


Figure 8.1: Decolonising the D'Arcy Thompson Zoology Museum project, acknowledging the colonial origins of the collection.

DRAFT

- LLCI: Themed curation of library resources to support academic study on diversity included a BLM-inspired selection of resources displayed at the entrance to the Main Library.

- SSE: Developed a Joint Educational Programme with North Eastern University in China to increase cultural awareness and initiate shared policies.

- SHS: To address concerns about racism and racist abuse of BAME student nurses in practice learning settings, the School set up a group led by a BAME lecturer to provide psychological support and advice. The group reports to the School Executive so that corrective actions can be promptly taken.

- SDEN: Is developing a resource for students and clinicians on clinical signs and symptoms of intra and extra oral conditions in black-and brown-skinned individuals in order to improve oral health in such patients.

- DJCAD: held a widely attended and viewed conference in March 2021 organised by the ED&I Lead. Papers presented by BAME students led to considerable reflection on the inclusivity of the art and design curriculum and how it may be improved. UoD is extending its art collections to include works by BME artists, with recent acquisitions including work by Sekai Machache (Figure 8.2), Yinka Shonibare, Daksha Patel, Ade Adesina and Alberta Whittle.

Figure 8.2: Mashavi no 4 (photograph) by Sekai Machache. Courtesy of UoD Museum Services, copyright the artist, purchased with grant aid from the National Fund for Acquisitions.

The Curriculum Design Principles Project.

In June 2020 University Senate approved a new Curriculum Design Principles Framework. The Inclusive Curriculum is a "hallmark" of the new framework, a clear commitment that all programmes adhere to inclusive design and practice to address current student perceptions (Figure 8.3).

From: Curriculum Design Principles Document approved by Senate in June 2020
"University of Dundee degree programmes should be relevant and accessible to students from all cultures and backgrounds by design. The curriculum design should foster the development of learning communities, consider the intended audiences, and be designed to meet the needs of all students. We aspire to be a global institution and our students can expect a globally relevant curriculum."

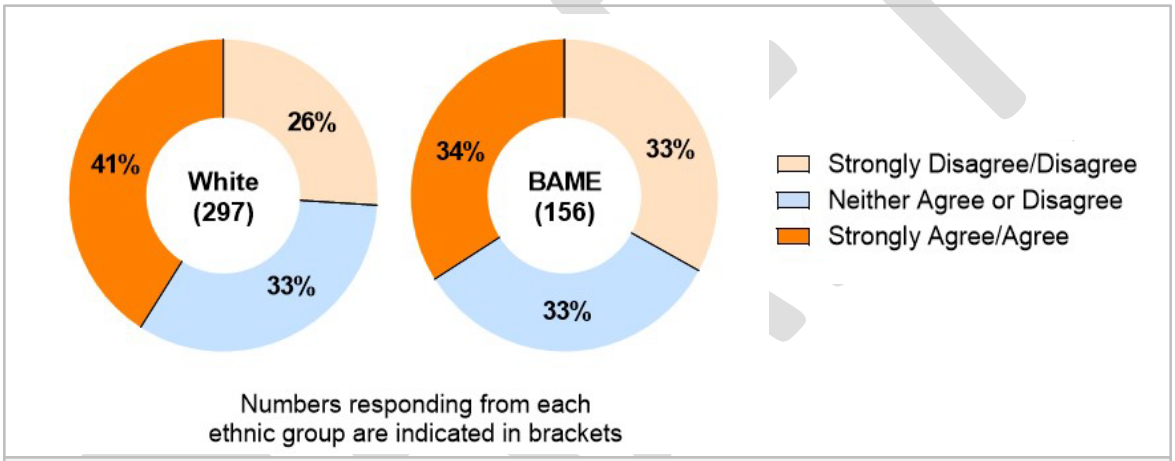


Figure 8.3: UoD 2020 REC Survey response from White and BAME students to the statement "My course curriculum considers contributions of, impact on and opinions of diverse cultures, including race & ethnicity issues".

UoD 2020 REC Student Survey Quotes
"I feel that the research materials provided to us within our course can still use more diversity and be less centred around white peoples and cultures. In terms of the academic staff, I feel that a training course (whether that is currently present or not) can do some good in aiding them to consider and change their behaviour/thinking where appropriate." (BAME student) *"Examples in lectures are only ever of white people, I am only exposed to other cultures and perspectives because I am friends with the BME people on my course" (White Student)*

To help staff develop programmes, an Inclusive Curriculum Working Group will devise a toolkit (launching in October 2021), that will describe through examples how developers should include race-related topics and cultural inclusion within the curriculum by drawing on a broad set of literature sources and a diverse range of examples to avoid Western-centric approaches.

ACTION 8.1: Launch of the Inclusive Curriculum Resources Library for use by programme developers and those taking their courses through Periodic Programme Review. Develop resources in each School about race and inclusive teaching and learning practices.

Word Count Section 8A: 483

DRAFT

8B: TEACHING AND ASSESSMENTS METHODS

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

UoD has a robust Assessment Policy, one of the principal mechanisms for setting and maintaining academic standards and measuring students' achievement. Assessments are designed and implemented in an inclusive manner to encourage and promote effective learning for all students. First marking is undertaken by module leaders, internally moderated and finally approved by external examiners. Anonymised marking is carried out for all written examination papers to avoid bias. Whilst the University policy on anonymised marking does not extend to other forms of assessment such as coursework, laboratory or clinical assessments, anonymised marking is carried out when compatible with the nature of the assessment. UoD is committed to attracting and retaining students from under-represented groups and all programmes make adjustments, whenever possible, including adjustments related to ethnicity, to allow equality of opportunity for all students irrespective of age, disability, gender, race, religion or belief, and sexual orientation.

Type of Assessments**:** There are a variety of assessments depending on content. Some modules cover topics of race, ethnicity, migration, and national identity. For specific modules, in SESW students can choose to explore race equality, which is also addressed by promoting Social Justice and tackling inequalities and discrimination on the grounds of age, race, gender, sexuality, disability, or class which is core to all programmes. The SH includes issues of race across its disciplines and require students to engage critically and sensitively with these issues. Law School ascertains that learning materials are designed in an inclusive way and assessments are in a variety of formats ensuring that problem questions include a diverse representation. In Geography students are encouraged to work in groups using problem scenarios in which names from various cultural backgrounds are used to avoid gender/ethnic stereotype. In SSE students have inputs on intercultural competence and how to communicate/work with people from different cultural backgrounds. DJCAD includes a non-western perspective in its theory and studio practice. As an example, in 2020 a project considered the colonial history of monuments following the toppling of the Edward Colston Statue in Bristol by using current BLM debates to start uncomfortable conversations. [**Action 8.2**].

Continuation and the Attainment Gap: The data reported in Section 7 show unexplained gaps in the continuation metrics (Table 7.20) and Good Degree Outcomes (Figure 7.2) suggesting that further investigation is required to reduce these disparities. [**Action 8.3**].

Learning environment: Programmes are designed to be accessible to all students, and emphasis on ethnic minorities and de-colonisation is often included. For example, SH offers modules like: *Modern South Africa: Apartheid, African Liberation & Democracy; Slavery: History, Memory & Legacy*, whilst the theme of decolonisation is dealt within modules such as *Imperialism & Decolonisation; Creating Just Societies; Geographies of Power.* International students receive support from the moment their application is received; additional support - such as English classes, literacy support and workshops - has been put in place to help them

locate their learning within a Scottish context. Pre-sessional English Courses for International students often continues throughout their duration of studies. Law School has appointed a Student Engagement Officer who provides pastoral, academic and employability support to students, particularly overseas ones. Also, opportunities are continuously explored across all our Schools to increase the BAME presence in T&L with regular guest lectures.

It is noteworthy that most students completing the REC survey were satisfied with how their courses are assessed, and expressed strong agreement for a specific teaching/training module on anti-racism to be introduced (Figure 8.4, see **Action 3.1**).

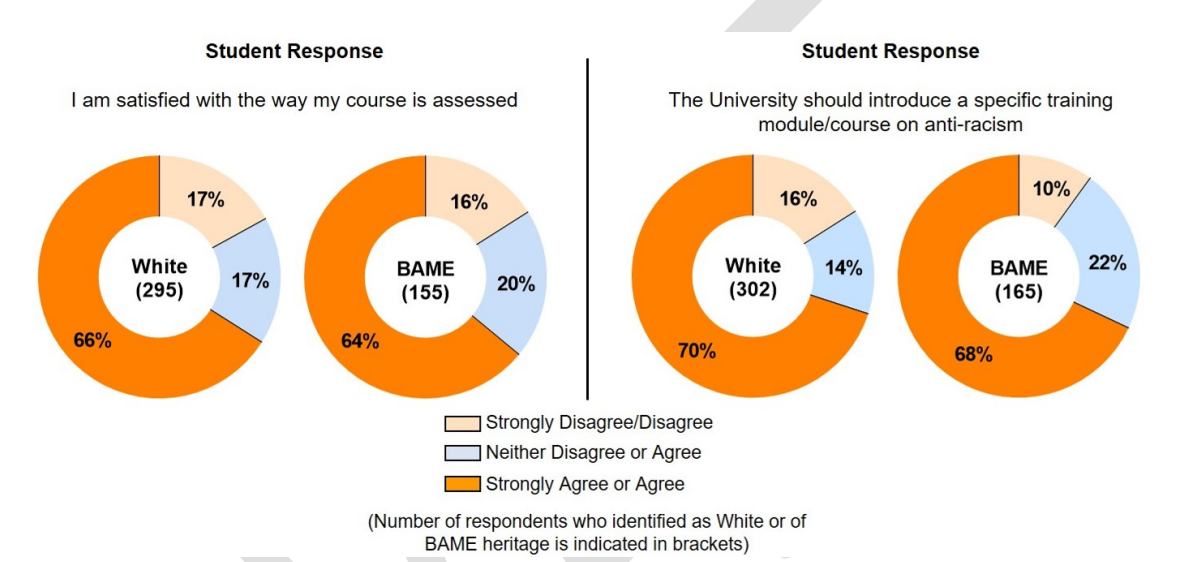


Figure 8.4: UoD 2020 REC Survey response from White and BAME students on satisfaction with course assessment (left panel) and to whether UoD should introduce a teaching/training module on anti-racism (right panel).

ACTION 8.2: EDI School Committees to continue working on more initiatives towards addressing race in learning, teaching and assessments. Build on existing initiatives such as the DJCAD working group, as a potential starting point for conversations across the University. Race Champions in each School should be encouraged to use case studies to inform other colleagues on how to develop resources in each School about race and inclusive teaching and learning practices.

ACTION 8.3: Our data shows unexplained gaps in student performance linked to ethnicity. We will develop a process to monitor fair admissions, student continuation, degree outcomes and student destinations, and develop an action plan to reduce these gaps. This will align with the Office for Students *Access and Participation Plans* operated in English HE.

Word Count Section 8B: 572

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.

The UoD Race Equality Charter survey (2021) highlighted the importance of educating staff in facilitating discussions around ethnicity and race; 27% of BAME student respondents felt they lacked competence on this issue (Figure 8.5).

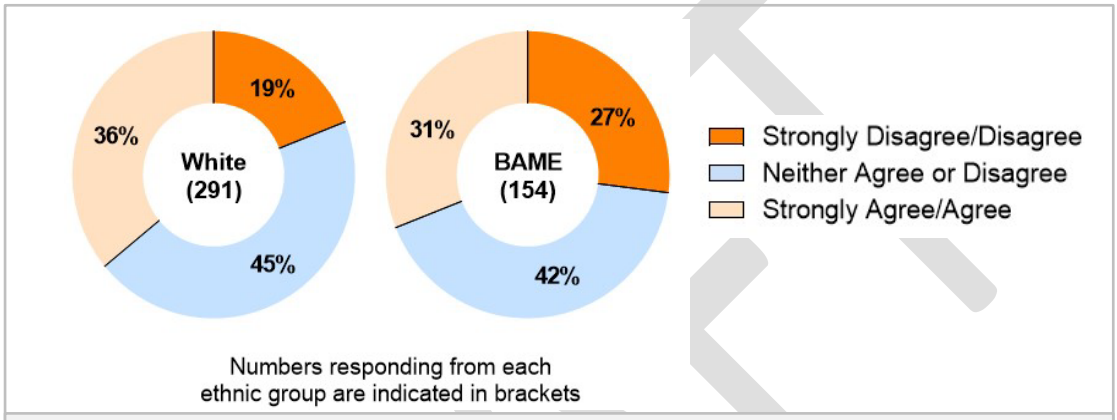


Figure 8.5: UoD 2020 REC Survey response from White and BAME students to the statement "My course tutors are confident and competent in facilitating discussions around ethnicity and race".

UoD 2020 REC Student Survey Quote
"It's hard to approach a white staff member, when you're not, on the issues of race, but it doesn't have to be" - BAME student. *"Inviting more black speakers to come and give lectures at the uni" - White student*

EDI training is mandatory for all staff. Compliance is ensured by monitoring successful completion throughout their career. "Successfully developing or taking forward initiatives to support equality, diversity & widening participation amongst the student body" is embedded within the university's new criteria for promotion [**Action 8.4**]. 82% of all academic staff have completed the EDI training modules but completion rate varies across Schools. The completion rate drops further when non-academic staff who teach are included in the survey (64%) [**Action 8.5**].

All new lecturers are required to become an Associate Fellow of the HEA by successfully completing The Associate Module through the PGCAPHE course, administered by the Academic Skills Centre. The Centre supports further voluntary advance along the HEA

Fellowship Framework, thus values concerning respect for individual learners, diverse learning communities and the promotion of inclusivity are instilled.

Advisors of Studies provide academic and pastoral support to students on all matters, including racial issues. A handbook published in 2020-21 includes guidance to Advisors on the impact that racial and cultural diversity has on workplace attitudes and how this may bear on students' wellbeing, confidence and ability to learn. [**Action 8.6**].

The development of a new framework for an inclusive curriculum (Section 8A), which specifies criteria for programme development, content delivery and review, is significant. It requires staff to have completed the mandatory EDI training and ensures that the learning environment promotes equality of opportunity, the learning outcomes accommodate all protected characteristics, and the content reflects an appropriate range of cultural perspectives and teaching approaches. Thus, a consideration of REC values is nurtured throughout the planning and implementation phases of all programmes.

Numerous voluntary opportunities for staff to learn about EDI and race are also available, Unconscious Bias training is offered via the OPD programme, and via *ad hoc* talks like: "Decolonising Education", "Why Race Equality matters?", and "Lived Experiences of the African Black Academic in Higher Education" which took place during Black History Month, 2020 (see Section 9).

Of note is the development of a student-led peer support group within the SDEN. Originating "in the wake of George Floyd's death and the rebirthing of the civil rights movement", one of its aims is to educate students and staff on all matters concerning the occurrence and reporting of racial discrimination [**Action 8.7**].

ACTION 8.4: The requirement for completing EDI training to become a precondition for promotion. Also, the introduction of specific anti-racism training will mitigate the perception of bias among the university community (See **Action 3.1**).

ACTION 8.5: All staff who teach should be required to complete the EDI training modules. This will promote racial harmony and understanding within the wider university community. The EDI training status of all who teach should be noted in the module 'Quality Enhancement Report'.

ACTION 8.6: The newly created guidance offered to Advisors of Studies should provide clear identification and description of the 'protected characteristics.

ACTION 8.7: Building on the example of the student-led peer support group within the SDEN similar initiatives should develop in all Schools. DUSA, in coordination with the BAME staff network could further support the university-wide strategy to tackle and eradicate race discrimination.

Word Count Section 8C: 414 **SECTION 8 WORD COUNT: 1469**

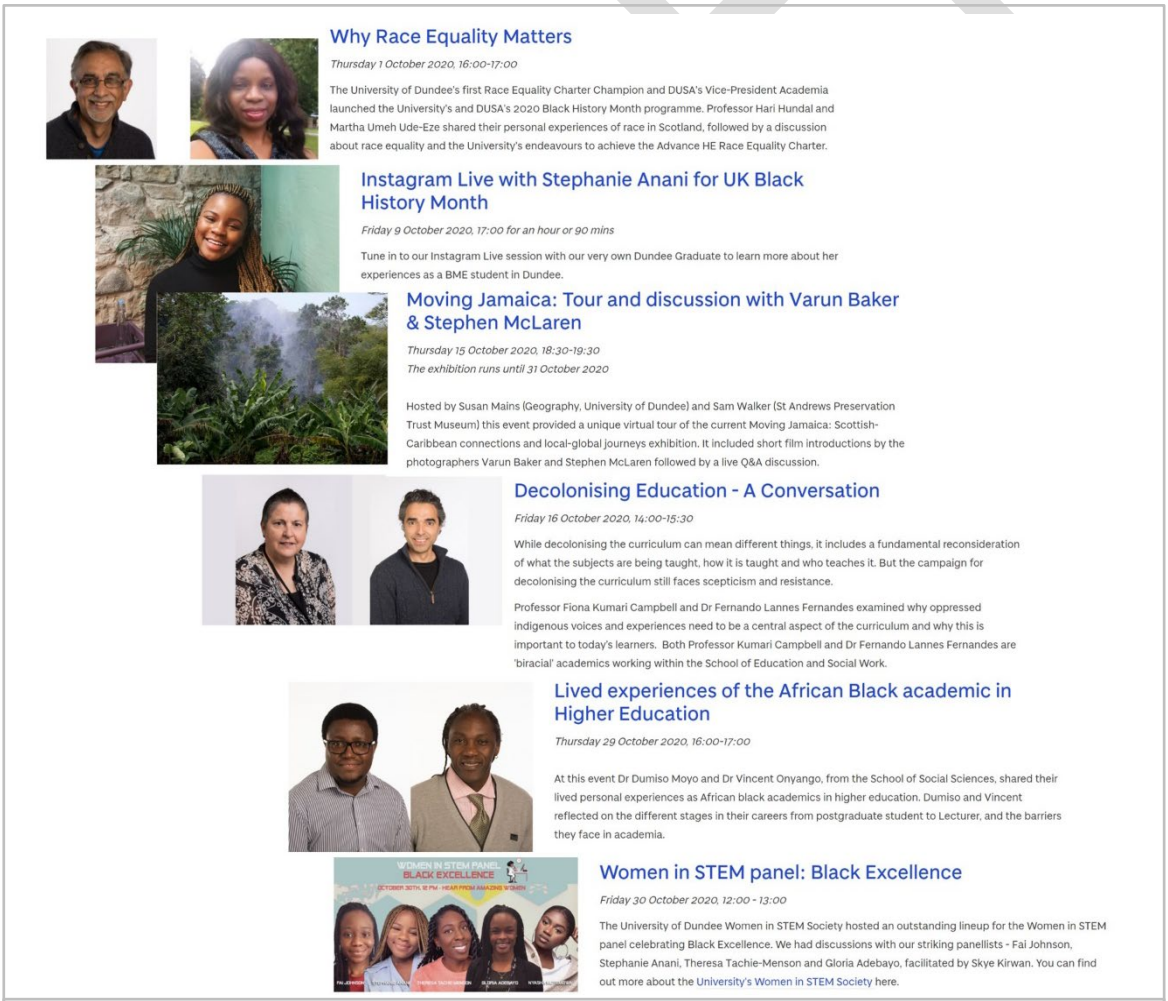
9. ANY OTHER INFORMATION

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.

Although the REC application focuses on recruitment/admissions, progression, and development of UoD staff and students, it is important to mention the institutional effort being invested in raising cultural literacy, awareness, and acceptance.

Since 2017, the UoD has celebrated UK Black History Month (BHM) and, in 2020, the University hosted an enhanced programme, partly in response to the BLM movement and events that year. The UoD events were delivered across the institution with support from HR, External Relations and DUSA. This effort was coordinated by the Public Engagement and Major Events team who have a key aim to "To promote equality, diversity and inclusion



Why Race Equality Matters

Thursday 1 October 2020, 16:00-17:00

The University of Dundee's first Race Equality Charter Champion and DUSA's Vice-President Academia launched the University's and DUSA's 2020 Black History Month programme. Professor Hari Hundal and Martha Umeh Ude-Eze shared their personal experiences of race in Scotland, followed by a discussion about race equality and the University's endeavours to achieve the Advance HE Race Equality Charter.

Instagram Live with Stephanie Anani for UK Black History Month

Friday 9 October 2020, 17:00 for an hour or 90 mins

Tune in to our Instagram Live session with our very own Dundee Graduate to learn more about her experiences as a BME student in Dundee.

Moving Jamaica: Tour and discussion with Varun Baker & Stephen McLaren

Thursday 15 October 2020, 18:30-19:30
The exhibition runs until 31 October 2020

Hosted by Susan Mains (Geography, University of Dundee) and Sam Walker (St Andrews Preservation Trust Museum) this event provided a unique virtual tour of the current Moving Jamaica: Scottish-Caribbean connections and local-global journeys exhibition. It included short film introductions by the photographers Varun Baker and Stephen McLaren followed by a live Q&A discussion.

Decolonising Education - A Conversation

Friday 16 October 2020, 14:00-15:30

While decolonising the curriculum can mean different things, it includes a fundamental reconsideration of what the subjects are being taught, how it is taught and who teaches it. But the campaign for decolonising the curriculum still faces scepticism and resistance.

Professor Fiona Kumari Campbell and Dr Fernando Lannes Fernandes examined why oppressed indigenous voices and experiences need to be a central aspect of the curriculum and why this is important to today's learners. Both Professor Kumari Campbell and Dr Fernando Lannes Fernandes are 'biracial' academics working within the School of Education and Social Work.

Lived experiences of the African Black academic in Higher Education

Thursday 29 October 2020, 16:00-17:00

At this event Dr Dumiso Moyo and Dr Vincent Onyango, from the School of Social Sciences, shared their lived personal experiences as African black academics in higher education. Dumiso and Vincent reflected on the different stages in their careers from postgraduate student to Lecturer, and the barriers they face in academia.

Women in STEM panel: Black Excellence

Friday 30 October 2020, 12:00 - 13:00

The University of Dundee Women in STEM Society hosted an outstanding lineup for the Women in STEM panel celebrating Black Excellence. We had discussions with our striking panellists - Fai Johnson, Stephanie Anani, Theresa Tachie-Menson and Gloria Adebayo, facilitated by Skye Kirwan. You can find out more about the University's Women in STEM Society here.

Figure 9.1: On-line talks celebrating BHM and Race Equality at UoD – Oct 2020

through our programme of activities". The events reached over 700 people through live online events and a further 1,100 people have viewed the recordings (available at UoD - YouTube providing a long-lasting impact).

The University's Chaplaincy also assembled a large multi-faith and belief team providing tradition- and culture-specific support for staff/students from diverse backgrounds. The Chaplaincy recently established several new interfaith events, including an online lecture series One People: Many Philosophies; and tying in the annual Margaret Harris Lecture on Religion with Black History Month to be given in October 2021 by Professor Anthony Reddie, Oxford University on 'The Sacred Task of Black Religion - Speaking Black Truth to White Power'.

A notable feature of 2020 were the global BLM protests that took hold in the aftermath of George Floyd's death. Questions within the UoD REC surveys revealed growing resentment and misunderstanding about BLM amongst White staff and students.

UoD REC Student Survey 2020 Quotes
"BLM is nothing but an anti-Scottish anti-White movement and should not be tolerated on Campus. Anyone openly expressing support for it should be disciplined." – White Student *"The BLM movement is not helpful and is utterly hypocritical. Its actions do not help black people." – White Staff* *"The Uni needs to help white students recognise and acknowledge their privilege i.e. they will not be discriminated against for the colour of their skin even though they may face other hardships." – BAME Student.*

UoD acknowledged the central message of these protests and their impact on the University's Black community and the need to better inform those of White ethnicity. In response, UoD rapidly developed a BLM Tracker Action Plan in consultation with DUSA, BAME Staff and Black students. LLCI promoted a free BLM reading list[6] and informative webinars and quizzes were held during BHM to help tackle misconceptions held among staff/students (Figure 9.2). However, more needs doing on this front.

Figure 9.2: Promoting awareness of Black Culture via quizzes, reading lists and webinars during BHM 2020.

[6] BLM Reading list

There is no escaping the disproportionate impact that the Covid-19 pandemic has had on protected groups, including those of BAME heritage. UoD has been proactive in promoting flexible/hybrid working (Figure 9.3) and collating guidance information/links to external agencies that specifically cater for protected groups (Table 9.1).

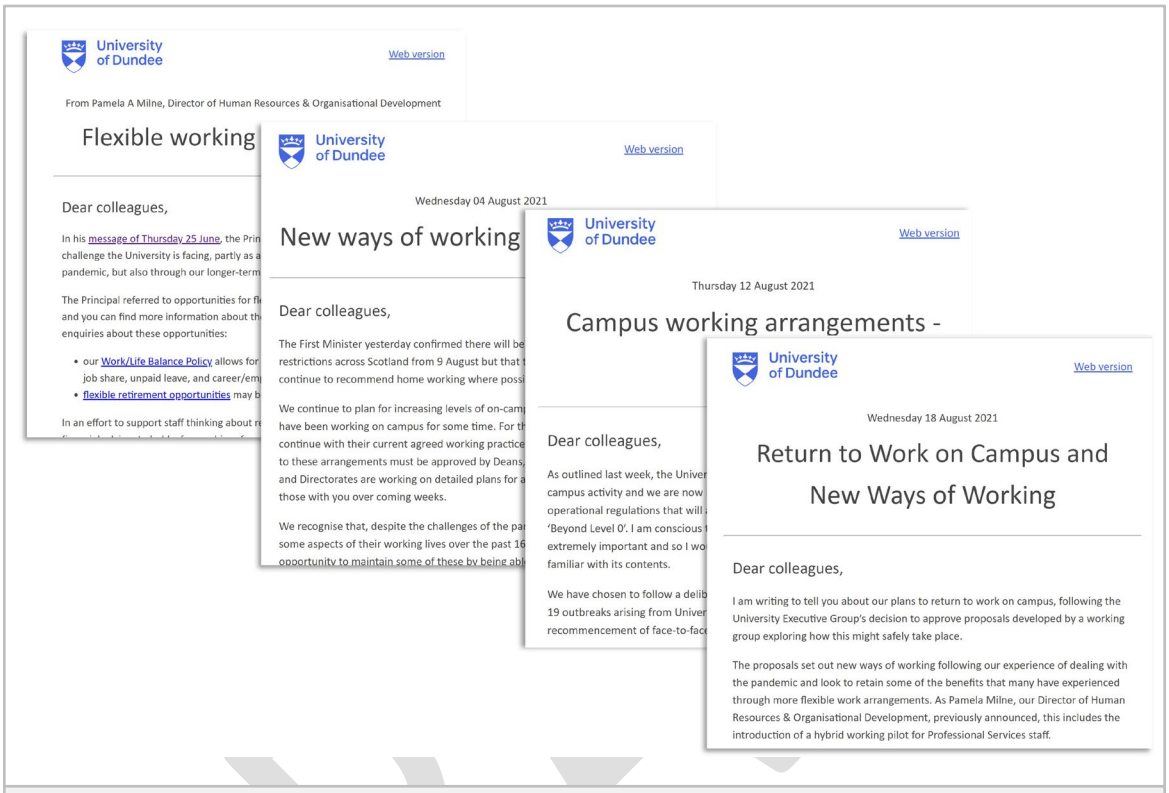


Figure 9.3: UoD internal communications promoting safe return to campus and flexible/hybrid working options for staff during the Covid-19 Pandemic.

Table 9.1: Covid-19 and Equality, Diversity and Inclusion – UoD Website Information

UoD does not tolerate any bullying, harassment, discrimination or victimisation. If you feel that you have experienced unacceptable behaviour, or have witnessed such behaviour, you are encouraged to act promptly and speak with your manager, HR, EDI or one of the University's H&B Advisors. Please refer to the University's Dignity at Work and Study Policy for further information.

The following links provide specific information that will be appropriate for different protected characteristics. The links to external websites are intended as further support and UoD does not in any way recommend, support or take responsibility for the content or any changes that may be found

Body/Group	Advice/Information/Guidance Note	Web Link
NHS	General advice on Covid-19 from NHS Tayside	NHS Tayside
	Latest guidance about Covid-19 from NHS Scotland and the Scottish Government, including social distancing and stay at home advice.	NHS Inform Scotland

BAME	Stay at Home Covid Advice - Languages available are Arabic, Bengali, Traditional Chinese – Cantonese, Simplified Chinese – Mandarin, French, Gujarati, Polish, Portuguese, Punjabi, and Urdu	UK Government – Translation of Stay at home Guidance
	Social Distancing Guidance - Languages available are Arabic, Bengali, Traditional Chinese – Cantonese, Simplified Chinese – Mandarin, French, Gujarati, Polish, Portuguese, Punjabi, and Urdu	UK Government – Translation of Social Distancing Guidance
	Covid-19 Advice - Doctors of the World have translated NHS coronavirus information into 49 languages	Coronavirus information in other languages
	Coronavirus information and resources and how the risk factors affect BAME people and communities	Race Equality Foundation
	Covid-19 BAME Resource Hub	Spark & Co
	Ethnic Minority National Resilience Network	BEMIS
Religion and Belief	Contact details are available if you would like to speak to the Chaplain or Honorary Chaplains (Church of Scotland, Scottish Episcopal, Roman Catholic, Multi Faith/Baha'I, Humanist and Shia Islam)	Dundee University Chaplaincy
	Guidance issued by the Muslim Council of Britain on observing the holy month of Ramadan under lockdown.	Ramadan
Disabilities	Mental health advice for students	Student Minds
	Practical advice for staying and home and taking care of your mental health and wellbeing. There is also more general support and advice including work, financial and housing issues.	Mind
	Information for people who have Type 1 and Type 2 diabetes. It may also be useful for people who supports anyone living with diabetes.	Diabetes UK
	Covid-19 guidance for people with cancer. This includes information and support on social-distancing, shielding, and supporting someone with cancer.	MacMillan
	Practical advice from the Multiple Sclerosis society, the NHS and guidelines from the Association of British Neurologists.	MS Society
	Help and support for people in Scotland who have dyslexia. Details include a helpline number and further resources that may be helpful.	Dyslexia Scotland
	Support for Deaf people and those with hearing loss including BSL information clips. This	Deaf Action

	includes government updates and advice from NHS Inform.	
	Updates on how Coronavirus is affecting those with sight loss	RNIB
Caring Responsibilities	Detailed information regarding the support that is available to carers and also the people that they look after.	Carers UK
Pregnancy and Maternity	Detailed advice and information in relation to pregnancy and newborn babies.	NHS Inform
	Information for pregnant women and their families.	Royal College of Obstetricians and Gynaecologists
Age	Advice for older people and their families on how to avoid exposure to the virus and how to support wellbeing.	Age Scotland
LGBT	General information on support available to the LGBT community including mental health and trans-specific care.	Stonewall
	National charity specifically focussing on LGBT+ mental health	Mindout
	Support and information specifically for and about Covid-19 and LGBT+ people	LGBT Foundation
Domestic Abuse	Covid-19 and what it means for women, children and young people experiencing domestic abuse.	Scottish Women's Aid
	Local organisation that supports all women who are experiencing domestic abuse including members of the BAME communities.	Dundee Women's Aid
	Support services to LGBT+ victims/survivors of domestic abuse and sexual violence	LGBT+ Domestic Abuse
	Information and support for men in Scotland who have experienced or are experiencing domestic abuse.	AMIS

DRAFT

UoD acknowledges the need to do more to highlight contributions of our Black staff and students and the wider BAME community. Our EDI credentials and support is not at the forefront of our online presence and without addressing these issues it is unlikely we will be seen as a leader and anchor institution [**Actions 9.1-9.4**].

ACTION 9.1: UoD will continue to promote and grow its BHM programme and promote inclusive and diverse cultural event programming year-round. The institution will work closely with relevant staff and student networks and provide ring-fenced resource to support ambitious activities.

ACTION 9.2: Promote confidence among staff and students to have open and honest discussions about race matters.

ACTION 9.3: UoD will establish a diversity calendar that marks important cultural dates that are acknowledged and celebrated by the University to raise cultural awareness and inclusion.

ACTION 9.4: UoD will put EDI issues and the support available at the forefront of our online web and social media presence.

SECTION 9 WORD COUNT: 433

DRAFT

UNIVERSITY OF DUNDEE: REC ACTION PLAN

In 2020 the University of Dundee initiated its largest ever consultation about how racism and discriminatory behaviour impacts on its staff and student body both on and off campus. This consultation, alongside self-analysis of institutional staff/student data, has highlighted several issues that the University is firmly committed to addressing by putting in place actions during the tenure of a REC Bronze award. The outcomes-based actions listed below will help strengthen the University's culture around equality and inclusion for every student and staff member and underscore that, as an institution, diversity is valued and there is zero-tolerance for racist discriminatory behaviour.

2. Self-Assessment					
Action Ref:	**Issue needing action**	**Action(s) to address the issue**	**What success will look like**	**Timescale for Actions**	**Person/group Responsible**
2.1	Regular communication from the Principal	Biannual newsletter from the Principal updating the staff/student community on UoD REC work.	Publication of staff and student newsletter from the University Principal and Vice Chancellor via the UoD communication channels and subsequent placement within the EDI webpages (Action 2.2).	2021-2024	Principal and Vice-Chancellor
2.2	Update UoD staff/student community on REC work, promote dialogue and debate on race issues	Establish a communication/dialogue link on EDI pages for Staff to engage in open discussion on race issues on and off campus.	Discussion board facility in place within the EDI-REC pages on UoD website facilitating dialogue between staff/students and the EDI/REC-SAT teams.	Dec 2021	Head of EDI and UoD IT Services

		Provide regular updates on REC progress and implementation of actions.	Post newsletter communications from the Principal and provide update from SAT on REC progress and implementation of Action Plan on EDI webpages dedicated to the Race Charter work.	Dec 2021	Head of EDI
2.3	Set up a Race Equality Charter Implementation Team (RECIT).	Establish a RECIT composed of individuals who have authority to implement and deliver REC actions. Review/introduce a workload allocation for members of the SAT and the RECIT that is appropriate in helping to support UoD REC work and the implementation of the institution's action plan. Recognise commitment of staff to REC work by way of PDR recognition.	RECIT formed and quarterly meeting schedule agreed. Realistic workload allocation for SAT and RECIT members that recognises the time commitment needed to perform role agreed. Feedback from SAT and RECIT members on feasibility of workload within time allocation provided.	All SAT and RECIT members to be allocated workload time for their involvement in the REC by Dec 2021 and to be able to use their involvement on the REC as part of their PDR/OSaR.	REC-SAT Chair Director of HROD and School Deans

DRAFT

2.4	To ensure the proposed REC action plan is embedded within the institution's strategic priorities and that all actions are reviewed/monitored regularly.	RECIT will oversee the implementation of the action plan. This team will be composed of individuals who have adequate influence and seniority within the institution to take ownership and responsibility for completing the actions in areas that are closely aligned to their institutional remit. The RECIT will report three times a year to the REC-SAT for the purpose of reviewing and monitoring progress. REC-SAT will report to the UoD's EDI committee and consequently into the University's governance structure (UEG, Court and Senate) that sets the institution's strategic priorities.	The RECIT will provide the SAT with reports of measurable action outputs and define future milestones to be reported at subsequent meetings with the SAT. Court will discuss and minute progress on the REC and hold UEG accountable on implementing REC actions.	2021-2024	For staff related issues: Director of HROD For Student and Curricular issues: Vice Principal of Education For University & Local Engagement Issues: Director of External Relations For Court issues, Chair of Court and Director of Academic Corporate Governance

DRAFT

		Race Equality to be added as a standing item at meetings of UoD Court.			
2.5	Establish a new REC Self-Assessment Team mid-cycle of REC Award to prepare for REC renewal	Retain some members of the current SAT for continuity/experience and recruit new members to introduce further diversity of opinion that will help identify new institutional strategies that promote further impact and positive change in institutional practice and approach to addressing race-related issues.	Recruit new members to the SAT in a manner that ensures the broadest stakeholder representation across the institution. Recruitment to the SAT will maintain an appropriate balance in terms of ethnicity, gender, staff, student and School/Service/Directorate /Community representation. Renewal Submission Completed	2023-2024	Head of EDI, REC-SAT Chair, BME Staff Network Director HROD
3. Institution and Local Context					
Action Ref:	**Issue needing action**	**Action(s) to address the issue**	**What success will look like**	**Timescale for Actions**	**Person/group Responsible**
3.1	UoD to raise awareness of its zero tolerance to racism and introduce an anti-racist training module and develop an active bystander intervention	Create or adapt an anti-racist training module for all staff and students relevant to Dundee and the Scottish context.	Module available by start of 2022 academic year.	By Sept 2022	Head of EDI

DRAFT

	programme for staff and students.	Make anti-racist training compulsory and publicise to staff and students.	Monitor completion of module for academic and PS staff and students by School Roll.	By Sept 2022	Head of EDI/Director HROD/School Deans
		Record training uptake and follow up with Deans/Directors on compliance in their areas.	Monitor and respond to queries on the module, and report into REC group, BME staff network and EDI Committee. Annual report on completion and anonymous comments supplied to Deans/Directors/EDI Committee.	By Sept 2022	Head of EDI/Director HROD
		Develop and deliver an active bystander programme highlighting the virtues of White allyship in tackling racial harassment and bullying.	Monitor take up of the programme and feedback from attendees to gauge effectiveness and refine as appropriate	Jan 2022	Head of EDI
		Introduce spokesperson / advocacy programme that involves senior BAME staff volunteers	Recruit senior BAME staff to participate in an advocacy programme run by the BME staff network		Chair BME Staff Network

DRAFT

		Introduce a programme of external speakers to promote race equality (see also Action 9.1)	for the benefit of its BAME membership. Initiate speaker programme as part of the 2021 Black History Month.	From Oct 2021	Head of EDI/External relations
3.2	UoD will take a pro-active role in working with Dundee City Council and other agencies and community groups to address racism, and the city's relationship with slavery.	Identify staff and students within the University (e.g., within the staff networks, student cultural societies) who have community links through their roles/faith who could act as ambassadors to facilitate links/dialogue with local BAME groups. Hold sessions to learn from the local BAME community/faith groups of race issues. Inform local BAME population of job/training opportunities offered by the University as a means of raising applications and	Hold at least three meet and greet sessions a year with local BAME community groups, stakeholders and hold constructive discussions that help establish ties with the University. Monitor applications for positions/training opportunities from the local BAME community over the REC period	2021-2024	Head of EDI/BME Staff network/ DUSA Student Cultural Societies Director HROD

DRAFT

		meeting recruitment targets			
3.3	UoD will further share the results of the 2020 Race Equality Surveys with the wider University community to raise awareness of differences in how race discrimination, harassment and bullying are perceived.	Host additional townhall group style events that are open to all staff and students. Smaller events to be held with the BME staff network, focus groups, student representatives and societies supporting DUSA in the latter two.	UoD staff and students are more aware of racism at the University and in the local community. Responses in future surveys show a significant decrease in comments expressing shock or ignorance at the statistics and comments from staff/students. In future surveys (see action 3.4) the gap between white staff/students and BAME staff/students in witnessing racial abuse and harassment should reduce.	2021-2022 2023 and beyond	Principal / REC REC-SAT Chair/ Director of HROD / Head of EDI / DUSA
3.4	UoD will continue to monitor via survey, perceptions, and feelings of BAME and White staff and	Biennial surveys to be developed and adapted based on feedback from	The proportion of responses from different Schools, Directorates and	2023 and 2025	Director of HROD / Head of EDI

DRAFT

	students in our community to monitor any changes through development and implementation of our REC action plan.	staff, students and BME staff network. Inform Deans/Directors/DUSA to encourage staff and students to complete survey.	the student community increases with each survey compared to the 2020 Surveys that UoD conducted. The proportion of different ethnic groups engaging is maintained or increases with each survey.		
3.5	UoD will undertake a more proactive approach to engage local ethnic communities/faith groups and improve understanding of how it can help foster better race relations within the Dundee area that benefit the local population, our staff and student community.	Be a pro-active member of the City of Dundee Black History Working Group. To establish a Race Equality Network/Commission for the city/region recognised by local authority councils and the Scottish Parliament.	Representation on these groups from UEG. Formal letters of recognition from supporting bodies. Participation from communities, charities, third sector bodies in this group.	2021-2025	UEG / Director of HROD / Head of EDI
3.6	To support REC activities, UoD will provide both funding and resources to support our staff and students. Flexible	Funding identified from UoD budgets to support additional	Funding identified from within existing budgets.	By Jan 2022	UEG / COO REC SAT Chair

DRAFT

	funding streams for community co-designed projects will be critical to building trust with and between our ethnic minority communities.	posts/activities to help deliver action plan. Additional external funding sought to support this activity by enhanced EDI/REC team.	Additional support posts and structure developed and agreed with UEG. Successful submission for external funding initiatives to help support UoD race agenda.		
Action Ref:	**Issue needing action**	**Action(s) to address the issue**	**What success will look like**	**Timescale for Actions**	**Person/group Responsible**
4.1	There is a need to increase awareness of the process for reporting race-related incidents as well as improving accessibility, ease of use and communication following reports. Increasing the number of "supporters" and trained investigators from BAME staff groups should increase confidence in the process.	Review and improve race complaint reporting procedures. Conduct biennial REC surveys to assess staff perception to changes in reporting procedures	The creation and approval of a new procedure. An increase in number of incidents reports. More trained investigators and "supporters" from BAME staff community. More positive responses to staff surveys.	Monitor incident report numbers at 6 monthly intervals September 2022 Surveys 2023 and 2025	Director of HROD / RECIT/ EDI Committee/ UEG Head of EDI
4.2	Acknowledge and act on experiences of racism on and off Campus.	Increase awareness of processes for reporting race-related incidents by publicising more clearly on	Number of staff engaging with information on the website.	Website updated and information	Head of EDI/UoD IT School EDI leads

DRAFT

		UoD EDI website and engaging School EDI leads to help further disseminate race complaint reporting processes.		disseminated Dec 2021. Website statistics from Dec 2021	
4.3	BAME individuals were far less confident that reporting incidents of racial bullying/discrimination to their School/Service or to the University would be taken seriously or result in appropriate action.	Actively encourage reporting through workshops and lunch-time sessions that inform and raise awareness of how to take race complaints forward and sharing action because of complaints.	Increased feedback and awareness by staff and student community on how to raise complaints as evaluated by return of in-session feedback forms and positive responses from the Biennial REC surveys (see Action 3.4)	From Jan 2022 onwards Surveys 2023 and 2025	Head of EDI
4.4	Key area of concern emerging from the staff/student REC survey and focus group discussions was that racism is a pervasive issue on and off the University Campus	Collate and act on experiences of racism on and off the campus.	The creation of a database which specifically records racial incidents and the outcomes/actions taken, identify issues and trends and take appropriate action to address these.	Dec 2022	Head of EDI
4.5	Promote better victim support and communication on race complaint outcomes.	Improved provision of counselling and pastoral support for those who have been racially abused, bullied, discriminated, or	Positive feedback from those who have sought support through a confidential questionnaire.	Dec 2021	Head of EDI, Staff and Student Counselling Service

DRAFT

		harassed. This may involve external agencies for off-campus incidents.	Collate and report on race incident numbers and victim feedback annually to EDI Committee for review.		
4.6	There is a lack of representation of BAME staff in senior roles (see also: 5.2-5.5 and 6.2-6.5 (recruitment) 5.8, 5.18, 6.8, 6.10 (training/development) 5.16 (promotion))	Increase the representation of BAME staff at senior levels of the institution including decision and policy making committees, key leadership roles as well as within the University Executive Group (UEG). Targeted recruitment and application of positive action for future vacancies, succession and development planning targeted towards existing BAME staff.	Increased numbers of BAME staff in senior roles over the tenure of the REC plan.	From Jan 2022 onwards till 2024	Director of HROD, School Deans and Directorate Heads
4.7	Many BAME staff are employed in Research roles which are externally funded on fixed-term contracts which impacts on career pathways and retention.	Explore turnover of BAME staff and the impact of being employed on fixed-term contracts and developmental opportunities to advance career progression. Support this staff group through *HR*	Increase in the number of BAME staff taking up opportunities for development which supports them to successfully attain permanent roles.	Initial review from October 2022 with follow up actions and timescales set thereafter.	Director of HROD/Strategic Intelligence Director of HROD/OPD/ Strategic Intelligence

DRAFT

		Excellence in Research activities.			
4.8	High turnover rates for some Ethnicity Head Groups.	Introduce a more comprehensive exit questionnaire and interview process	Voluntary turnover rates for Ethnicity Head Groups are in line with overall turnover rate.	March 2022	Director of HROD
4.9	High numbers of Fixed-Term contracts in BAME staff groups.	Carry out a review of the reasons for PS BAME staff fixed-term contracts to ensure approach is consistent across all protected characteristic groups and take appropriate action if necessary.	Review complete and recommendations implemented.	August 2022	Director of HROD
4.10	There is low representation of BAME staff on UoD governance and decision-making boards and committees (Court and Senate)	Increase the representation of BAME staff on Court, Senate through communication of this objective in recruitment/election communication and encouraging/targeting candidates from BAME communities.	Increased BAME representation on Court and Senate from the current low numbers.	3 years (given terms of office) By 2024	Chair of Court/ Director of Academic and Corporate Governance
4.11	Low representation of BAME staff on decision-making and management committees at	For School and Directorate committees/boards, introduce policy of BAME	To have introduced policy of BAME representation on School Boards,	By Sep 2022	Director of HROD

DRAFT

	University and School/Directorate levels.	representation on committees Increased BAME staff engagement with training and mentoring to support development for decision-making roles.	decision making committees and Directorates. Increased BAME representation on decision-making committees	By Jan 2023	
4.12	Pay Gaps in favour of White staff in some grades and job categories.	Continue to measure pay gaps annually rather than biennially and use salary decisions to address gaps where possible. Re-emphasise salary on appointment policy, identify any trends associated with all equality groups and take action to ensure fairness and consistency.	Improvement in Pay Gaps at all grades which are currently in favour of White staff. Analysis shows equitable treatment across all protected characteristics.	Feb 2022 and annual review thereafter Feb 2022	Director of HROD
4.13	Significant pay gap in favour of White staff in Grade 10.	Use the annual Senior Staff Salary Review process to address the significant pay gap in favour of White staff.	Reduction in pay gap for Grade 10 staff.	Dec 2022	Director of HROD

DRAFT

		Monitor the numbers of nominations and success rates for Grade 10 BAME staff to ensure nominations and salaries for this group are fair and equitable and this process is used to address the pay gap for Grade 10 staff. Remind School Deans and Directors of the requirement to consider the pay equality analysis provided prior to finalising nominations.			
4.14	Small numbers of BAME staff nominated for Merit Awards. Low staff confidence in nomination and decision-making process.	Ensure decisions on Merit Awards fairly reward performance of BAME staff. Review the appropriateness and effectiveness of the manager nomination system for Merit Awards. Continue to raise awareness of the protected characteristics of staff	Completion of policy review, consultation and implementation of recommendations. Numbers of BAME staff considered for Merit Awards increased. Analysis shows proportionate numbers of BAME staff nominated	By 2022 Merit Award cycle Outcome of 2022 Merit Award process.	Director of HROD

DRAFT

		nominated for Merit Awards and those who are successful throughout the decision-making process. Continue Analysis of applications and success rates by protected characteristics highlighting any trends that indicate potential bias. Publish anonymised data on nominations and success rates for Merit Awards to improve transparency and confidence in the process.	and receiving Merit Awards. Report award outcomes to REC-SAT and EDI Committee annually Improved staff feedback/perception of fairness and transparency in the nomination and merit award process in future Biennial REC Surveys	2023 and 2025	
5. Academic staff: recruitment, progression, and development					
Action Ref:	**Issue needing action**	**Action(s) to address the issue**	**What success will look like**	**Timescale for Actions**	**Person/group Responsible**
5.1	High numbers of academic applicants not disclosing ethnicity or their geographical location on application indicates potential lack of trust and impacts analysis and understanding of	Take steps to encourage applicants to disclose ethnicity and information in relation to geographic location by explaining	Decrease in numbers of applicants not disclosing ethnicity and improved understanding of where applicants are applying from to UoD.	By end of 2022	Director of HROD

DRAFT

	recruitment trends for BAME candidates.	importance and use of data.			
5.2	Candidates from all Ethnic Head Groups are less successful than White candidates at achieving interviews.	Address potential bias in recruitment activities at all stages: Ensure staff recruitment/selection panels are diverse and that panels have undergone robust training to avoid risk of bias. Improve the diversity of recruitment panels.	More diverse appointing committees i.e. having a BAME member of staff on recruitment panel where there are appropriate members in internal/external BAME community. Data collected on panel memberships and reported every quarter to HROD and EDI Committee showing increase in diversity of panels. Identify appropriate EDI/UBI training for panels. All internal panel members have completed University mandatory training and external panel members have completed relevant EDI	Jan 2022 onwards and reported quarterly to ensure compliance and offer advice to recruiting managers where issues are identified. March 2022 By 2023	Director of HROD, School Deans, School Managers and Directors Head of EDI

DRAFT

			training to minimise risk of bias. Increased success rates for BAME candidates.		
5.3	Address potential bias in recruitment of BAME applicants by highlighting application trends and issues	Analyse and distribute, at least annually, to each School/Directorate recruitment rejections by ethnicity, staff profile data by ethnicity and recruitment panel membership by ethnic group (see Action 5.2). Identify trends and investigate potential issues taking appropriate action to resolve these (e.g., further training for recruiters).	Improved success rates of BAME candidates.	By Dec 2022 (depending availability of data on implementation of new recruitment system scheduled for 2022)	Director of HROD School Deans, School Mangers, Directors
5.4	Under-representation of BAME staff in many AR grades and job categories and the need to attract more BAME candidates.	Address under-representation of BAME staff by promoting UoD as a diverse and inclusive employer through online and media material for potential candidates,	Increase in the number of BAME candidates in under-represented categories.	By Dec 2022	Director of HROD,

DRAFT

		review of diversity statements in adverts and advertising sources and networks and the use of positive action initiatives. Increase awareness/confidence of recruiting managers of positive action and when this is appropriate. Ensure clear understanding of this principle supported via appropriate guidance from the EDI office. Highlight and share successful recruitment practices and initiatives across UoD for internally and externally advertised posts. Establish a Recruitment working group with BAME representation to input to and progress the above actions.	Prepare a guidance document to support and raise awareness of recruiting panels of when it is appropriate to apply positive action in recruitment.	March 2022	Head of EDI

DRAFT

		Use candidate and staff feedback to assess the success of recruitment/selection process.		REC Surveys 2023 and 2025	
5.5	When surveyed, 70% of White respondents, but only 57% of BAME respondents agreed the University had clear and transparent recruitment processes.	Expand the use of recruitment data to support transparency and awareness and promote a diverse and inclusive culture.	Publish an annual staff/student diversity infographic for Academic Schools	Jan 2022 and annually thereafter	Strategic Intelligence and Director of HROD
5.6	Academic development activities programme is failing to influence the career progression of BAME staff into Senior roles	Provide targeted campaigns to promote and encourage BAME staff to engage with management and leadership development opportunities (similar to Aurora courses for women and StellarHE) with recommendations being put forward to OPD by Managers and the BME staff network on potential BAME candidates (see also Action 6.9)	Up to 5 BAME staff across the UoD sponsored annually to attend leadership training/courses for specifically for BAME staff	Jun 2022 and thereafter monitor take up annually	Director of HROD, Head of OPD and BME staff Network

DRAFT

5.7	Need to assess the effectiveness of new training portal in engaging managers in training which supports fairness in recruitment, leadership and decision making	Monitor the take-up of training through new portal to ensure it is effectively reaching managers involved in leadership and decision-making. Monitor the take-up of training by BAME staff and take action to improve this if necessary to support the career development of BAME staff.	Record data on numbers of managers and BAME staff engaging with training through new on-line portal. Review and monitor effectiveness of this training portal on BAME staff development.	From launch of portal in due September 2021	Head of OPD
5.8	Low representation of BAME staff in leadership roles.	Encourage BAME staff who possess appropriate leadership development training (Action 5.6) to apply for leadership/senior roles.	Increase in BAME staff applications and recruitment to leadership roles.	Dec 2022 and then review annually	Director of HROD
5.9	The need to better support the career development of BAME staff. Currently no qualitative OSaR data is captured to facilitate this.	Develop a system for capture and analysis of OSaR outcomes to ensure all staff groups are being treated fairly and development needs for this group are being addressed.	Introduce OSaR capturing system Analyse outcomes, identify issues and	by Dec 2023 (to allow implementation of new Talent Management System). August 2024	Director of HROD/Strategic Intelligence

DRAFT

			feedback results to line managers to ascertain developmental and performance needs.		
5.10	OSaR is failing to influence career development of staff. Some staff feel current process is a "tick-box" exercise.	Complete review of OSaR process and guidance for AR staff (currently under way) ensuring career development and link to promotion criteria are prominent.	Sign off and launch of new OSaR process following consultation with managers and staff. Positive feedback from BAME staff following first OSaR cycle and action taken to address any issues.	Oct 2022 April 2023	Director of HROD
5.11	Not all staff find OSaR useful	Increase the take-up rate of OSaR training for managers and in particular make them aware of issues related to the development and progression of BAME staff and those with other protected characteristics.	Increase in numbers of managers who have attended OSaR training	Jan 2023 and then report annually	Director of HROD
5.12	OSaRs are not completed for all staff. Low completion rates for some Ethnicity Head groups.	Continue to monitor and report OSaR completion rates and renew	Improved OSaR completion rates for all staff ethnicities across UoD.	October 2022 (start of Osar cycle). Monitor and report	Director of HROD

DRAFT

		commitment to completing OSaRs for all eligible staff.		annually by protected characteristics down to the level of Ethnicity Head group.	
5.13	The academic promotion process is failing to influence the career progression of BAME staff	Engage with all AR BAME staff with new promotion criteria providing information and advice on the criteria and application process, monitor take up of BAME staff for and encourage participation. Briefing sessions on the new criteria conducted with the various staff networks (e.g. BME Staff Network) Provide mentoring and ensure OSaRs focus on development for future promotion applications.	Monitor and record take up of BAME staff for briefing sessions on promotions criteria. Increased number of BAME staff applying for promotion.	2021/22 Promotion round activities 2022/3	Director of HROD

DRAFT

5.14	Need to ensure there is no bias built into new promotion criteria.	Review the effectiveness of new criteria and associated processes for all staff groups following first promotion round in 2021. Identify any issues through analysis of outcomes for BAME staff and take action if required. Comparison of outcomes with previous years. Seek feedback on the criteria and application/nomination process from staff and managers comparing that of BAME staff groups with those of other groups.	Improved numbers of BAME staff successfully applying/being nominated for promotion. Positive feedback from BAME staff.	2022/3 March 2022 Following completion of promotion round 2021	Director of HROD
5.15	Low numbers of BAME staff being nominated for promotion and the need to avoid personal bias and improve staff confidence in the process.	Introduce a review process for agreeing nominations for promotion in each School to avoid personal bias by ensuring decisions are not made by one individual but a committee	New nomination process implemented. Increase in the number of BAME staff nominated for promotion.	Promotion round 2022	Director of HROD, School Deans

DRAFT

		that has BAME representation			
5.16	Eliminate any potential bias in promotion process.	Ensure BAME representation on all promotion committees. Ensure all committee members have appropriate EDI training and awareness.	BAME representation on all committees. Completion of EDI training by all committee members	Promotion round 2022	Director of HROD, School Deans Head of EDI
5.17	Improve confidence in promotion process.	Publish anonymised committee composition data and promotion success rates by ethnic group to improve transparency and confidence in the process.	Positive feedback from BAME staff. Improved feedback from BAME staff in future REC surveys.	Staff feedback following promotion round 2021. 2023 and 2025 REC surveys.	Director of HROD
5.18	Poor staff appreciation and understanding of why application for academic promotion was unsuccessful.	Provide detailed feedback on why promotion was not successful and introduce appropriate mentorship at School level that offers guidance on how to address shortcomings identified within the application.	Increase in promotion success rate of those resubmitting following an initial unsuccessful application.	Staff feedback provided following each promotion round.	Director of HROD and School Deans

DRAFT

5.19	Ensure Early Career Researcher development activity is supporting BAME staff to develop their career.	Identify BAME Early Career Researchers and proactively promote and encourage participation in TRAM and other development activities. Monitor take-up to ensure BAME staff are not disadvantaged in opportunities to develop. Survey BAME ECR perceptions in future REC surveys on how well developmental activities are publicised/promoted to them at University/School level.	Monitor and record take up of development activities by BAME Early Career Researchers and evidence that it is proportionately at the same level as White staff. Positive feedback from BAME ECRs in future REC surveys.	January 2022 and annually thereafter 2023 and 2025 REC surveys.	School Deans and Head of OPD
5.20	Ensure profile raising opportunities are allocated transparently and without racial bias.	Record gender and ethnicity details of those benefiting from profile-raising opportunities.	Evidence that BAME staff are benefiting from profile-raising activities at proportionately the same level as White staff. If not, develop actions to raise BAME staff involvement in such activities.	By Dec 2022	Public Engagement Office, School Deans, Directorate Heads

DRAFT

		Share best practice across the University for identifying and matching profile-raising opportunities for BAME staff and develop University-wide guidance.	Guidance and strategy for implementation developed and promoted.		
6. Professional and support staff: recruitment, progression, and development					
Action Ref :	**Issue needing action**	**Action(s) to address the issue**	**What success will look like**	**Timescale for Actions**	**Person/group Responsible**
6.1	High numbers of PS applicants not disclosing ethnicity or their geographical location on application indicates potential lack of trust and impacts analysis and understanding of recruitment trends for BAME candidates.	Take steps to encourage applicants to disclose ethnicity and information in relation to geographic location by explaining importance and use of data.	Decrease in numbers of applicants not disclosing ethnicity and improved understanding of where applicants are applying from to UoD.	By end of 2022	Director of HROD
6.2	Candidates from all Ethnic Head Groups are less successful than White candidates at achieving interviews.	Address potential bias in recruitment activities at all stages:	More diverse appointing committees i.e., having a BAME member of staff on every recruitment panel. Data collected on panel memberships and reported every quarter to HROD and EDI Committee.	Jan 2022 onwards and reported quarterly	Director of HROD, School Deans, School Managers and Directors

DRAFT

		Ensure staff recruitment/selection panels are diverse and that panels have undergone robust training to avoid risk of bias. Monitor the makeup of PS recruitment panels.	All panel members have undergone relevant EDI training to minimise risk of bias. Increased success rates for BAME candidates for PS roles.		
6.3	Address potential bias in recruitment of BAME applicants by highlighting application trends and issues	Analyse and distribute, at least annually to each School/Directorate PS recruitment rejections by ethnicity, staff profile data by ethnicity and recruitment panel membership by ethnic group (see Action 6.2)	Distribution of data to School/Directorate Heads for analysis and actioning issues highlighted. Improved success rates of BAME candidates for PS positions.	By Dec 2022 (depending on implementation of new recruitment system scheduled for 2022)	Director of HROD School Deans, School Mangers, Directors
6.4	Under-representation of UK BAME staff in PS roles and the need to attract more BAME candidates.	Address under-representation of BAME staff by promoting UoD as a diverse and inclusive employer through online and media material for potential candidates, review of wording and diversity statements in	Increase in the number of BAME candidates in under-represented PS grade categories.	By Dec 2022 (depending on implementation of new recruitment system scheduled for 2022)	Director of HROD

DRAFT

		adverts, advertising sources and networks and the use of positive action initiatives. Increase awareness/confidence of recruiting managers of positive action and when this is appropriate. Ensure clear understanding of this principle supported via appropriate guidance from the EDI office. Highlight and share successful recruitment practices and initiatives across UoD for internally and externally advertised posts. Establish a Recruitment working group with BAME representation to input to and progress the above actions.	Prepare a guidance document to support and raise awareness of recruiting panels of when it is appropriate to apply positive action in recruitment.	Jan 2022	Head of EDI

DRAFT

		Use candidate and staff feedback to assess the success of recruitment/selection process. (The above as also indicated for Academic Staff – See Action 5.4).			
6.5	When surveyed, 70% of White respondents, but only 57% of BAME respondents agreed the University had clear and transparent recruitment processes.	Wider dissemination of PS recruitment data to support transparency and awareness and promote a diverse and inclusive culture.	Publish an annual staff diversity infographic for Schools and Directorates	Jan 2022 and annually thereafter	Strategic Intelligence, Director of HROD
6.6	Training programme is failing to have an effect on the career progression of BAME staff	Improve recording and analysis of training and development for all BAME PS staff grades when new Talent Management system is introduced in 2022.	Increase in number of BAME staff engaging with training. Increase in number of BAME staff progressing to higher graded roles	Jun 2022 and thereafter monitor take up annually	Directors of HROD and Strategic Intelligence
6.7	Ensure opportunities for "training roles" such as apprenticeships and entry level positions are targeted to BAME community to improve the diversity of PS staff.	Target advertising of vacancies for apprenticeships and other entry level positions to ensure opportunities are promoted to the local	Increased recruitment of BAME candidates for entry level PS positions from the local community.	Dec 2022 and then review annually	Directors of HROD and Strategic Intelligence

DRAFT

		BAME community (See also ACTIONS 6.2-6.5].			
6.8	Increase the number of BAME technical staff engaged in development activities.	Implement actions which support the University's Technician Commitment in recruitment and development and ensure these support the BAME staff pipeline for senior roles in this category.	Raised numbers of BAME staff engaged with activity to support Technician development.	Dec 2022 and then review annually.	Director of HROD
6.9	Low numbers of BAME PS staff in Leadership roles	Provide targeted campaigns to promote and encourage BAME PS staff to engage with management and leadership development opportunities (similar to Aurora programme for women) with recommendations being put forward by the BME staff network on potential BAME candidates (see also Action 5.6).	Up to 5 BAME staff across the UoD sponsored annually to attend leadership training/courses specifically for BAME staff	August 2022 and thereafter monitor take up annually	Director of HROD and BME staff Network
6.10	Small numbers of BAME staff in senior PS grade roles	Develop career pathways supported by training/mentorship for PSS and promote these to	Proportional increase in numbers of successful applications from BAME	By 2023 but with annual monitoring and	Director of HROD

DRAFT

		improve understanding of more senior opportunities of the competencies needed to attain these roles.	PS staff for senior grade roles.	review of numbers	
6.11	Significant proportion of PS staff do not agree they have been encouraged to have their role regraded.	Reintroduction of the option for staff to request HERA job evaluation as part of an annual exercise.	HERA review reintroduced for PS role grading.	By Sep 2023	Director of HROD
7. Student Pipeline					
Action Ref :	**Issue needing action**	**Action(s) to address the issue**	**What success will look like**	**Timescale for Actions**	**Person/group Responsible**
7.1	Variation in offer-rate breakdown by ethnicity between Schools	Further analysis of UG application rates and application to offer rates by School to investigate any School or selection process-specific bias, or application pattern impact, on ethnic make-up of intake.	Identification of School / selection process issues that reduce variation in cross-School offer-rate by ethnicity and which is proportionate to BAME School application number. Introduce further measures that effect reduction in bias in	Sept 2022	Vice-Principal Education / Director of Student Recruitment and Admissions School Deans and School Managers to

DRAFT

			secondary student selection processes. Action plan to address issues identified at School level [see Actions 7.2 and 7.3].		lead on School-level analysis
7.2	BAME applications below UK average.	Develop a strategy that makes welcome to BAME students explicit in UoD recruitment and application process. This will include explicit statements to promote applications from BAME students at touchpoints in the enquiry and application process.	Change to admissions policy and application material. Include School and programme-specific action informed by actions 7.1 and 7.5	Sept 2022	Vice-Principal Education / Director of Student Recruitment and Admissions
7.3	BAME applications below UK average.	Include explicit actions to attract Home UG BAME applications in Marketing and Recruitment plans. This will include specific budget to support targeted marketing and recruitment campaigns.	Modified recruitment and marketing plan and activity in place with associated increase in BAME UG applications for 22/23 and 23/24 entry.	Sept 2022	Director of Student Recruitment and Admissions/ Director of Marketing and Communications

DRAFT

			Include School and programme-specific action informed by actions 7.1 and 7.5. Further development of UoD student ambassador programme to develop a BAME ambassadors.		
7.4	Response rate to ethnicity question for PG applicants.	Review of Direct Application System ethnicity questions to applicants to encourage disclosure of ethnicity for PGT and PGR intakes.	Higher ethnicity disclosure response rates by 2022/23 entry.	Sept 2022	Director of Student Recruitment and Admissions
7.5	Variation in School BAME profile	Understand why some schools have a lower BAME profile than others, referring to application and offer rate performance to inform specific marketing and recruitment approaches in actions 7.1 and 7.3 to increase applications and offers in relevant schools.	Increasing number of BAME students in Schools where under representation is identified. Use this to inform action plan (see Actions 7.2 and 7.3)	Sept 2022	School Deans/ Vice-Principal Education

DRAFT

7.6	Variation in progression rates between ethnicities	Further analysis of progression rate by ethnicity in each School. Examine variations in teaching and assessment between institutions and schools to understand potential bias. Understand root causes and consult with our BAME students to get their insight and better understand their experience to inform better outcome-oriented action.	Improvement in progression rates for any ethnicity progressing below average. Have further focus group consultation with students.	Analysis and action plan by Sept 2022	School Deans/ Vice-Principal Education
7.7	Attainment gap between BAME and White students	Review the approach to blind marking and assess the impact of this on attainment gaps. This should include transparent review of outcomes by ethnicity in exam boards. Conduct further analysis of the differential impact of the no detriment policy as it was applied across schools, where some ethnic groups	Narrowed attainment gaps, measured through degree outcomes.	Plan in place by Sept 2022 with implementation by Jan 2023	Director of QAS, AD QAS

DRAFT

		saw improvements in attainment and others saw worse attainment. Ensure annual review of attainment gaps by the Learning and Teaching Committee with a view to agreeing targeted actions to narrow these.			
7.8	Deprivation and Digital Poverty	Conduct further analysis to determine how economic deprivation might have a differential impact on outcomes for BAME students, particularly with reference to 'digital poverty' and the ability to access assessments and preparatory support. Build a plan in response to this analysis including providing IT training, software or hardware to these students.	Improved attainment outcomes for students from deprived areas with any gap narrowed over the tenure of REC award.	Plan in Place for Sept 2022	Director of UoD-IT

DRAFT

7.9	Awareness of the attainment gap and barriers to attainment	Raise awareness and socialise these data and the attainment gap with Schools and Exam Boards to address both conscious and unconscious bias that might contribute to these outcomes. The appeals process should ensure that there is both representation from and understanding of the attainment gap for BAME students for both DUSA and the panel determining the appeal outcome. Diverse panel must be in place to understand the issues of BAME students. Ensure that we seek the views of BAME students to inform our actions by seeking their input.	Provision of ethnicity and attainment gap data to Exam Boards (internal and external) to better inform discussions and decisions on degree outcomes noting our 'no detriment' approach. Better indication of engagement with DUSA	Jan 2022	Director of Strategic Planning/ Director of QAS/ DUSA
7.10	Potential bias in the assessment process	Introduce /check if EDI training has been	Narrowing of attainment gap *via* more objective	Jan 2022	Director of QAS and ADs QAS

DRAFT

		undertaken by markers and moderators.	analysis and assessment by markers and moderators.		School AD L&T
7.11	Barriers to attainment for BAME groups	Conduct further analysis on differential impact of different assessment types. For example, some groups might be better at oral assessments, presentations, examinations, essays, etc. Analysis of these types and impact on groups should be completed. Ensuring that modules have a mix of assessment types could lead to better outcomes for these groups and is more reflective of practice in the working world. Where assessment includes interaction with patients, pupils or other members of the public (e.g., clinical assessments, teaching practice, etc.), raise awareness with	Improved attainment levels for BAME students. Better support and guidance that meet the needs of diverse BAME student groups.	Jan 2022	Director of QAS, Director of the Academic Skills Centre, Head of Student Services.

DRAFT

		assessors of the potential bias of the role player or member of the public in the assessment, particularly around language and cultural differences to ensure that the assessment criteria are well established and sensitive to adjusting for a different interaction based on the students' ethnicity. Provide EDI training to the volunteer or role-player.			
7.12	Potential Aspiration Gap Responses from the REC student survey indicated that BAME students anticipated that they were less likely to achieve a first-class degree.	School L&T teams and Student Services to provide bespoke support to BAME students while they are pursuing their degree to help students realise their potential and raise aspirations of their degree outcomes.	Improved BAME student aspiration of degree outcome as evaluated by repeat analysis of survey question "*what degree classification are you anticipating graduating with from UoD"* in the biennial REC survey.	2023 and 2025	Head of EDI (to run surveys and share results). Director of QAS and Director of Student Services to address issues of aspiration. Head of EIS (English for international students). Head of Academic

DRAFT

					Skills and Careers in Collaboration with School AD L&T
7.13	Assess how successful our curriculum is in promoting cultural sensitivity, particularly in sensitive settings (clinical, educational, etc.)	Revise the curriculum by De-colonising it and making it more inclusive (see Action 8.1). Conduct workshops about de-colonising the curriculum so that there is shared understanding of what the term means and then work on it.	Introduce and embed an inclusive curriculum Increased student attendance at School organised workshops that result in improved student understanding of what a decolonised/inclusive curriculum means.	Plan in place for Sept 2022 and execution by Jan 2023.	VP Education/ Teaching Heads/ EDI Leads within Academic Schools
7.14	Proportion of BAME applications for PGR too low	Develop institutional EDI statements, noting encouragement of applications from BAME applicants for use in research degree adverts (See also Action 7.3).	Institutional EDI statements in use in all research degree adverts.	Jan 2022	VP Research/ Director of Doctoral Academy

DRAFT

		Support BAME networking and peer support across PGR cohorts. Understand barriers in PGT to PGR transition specific to BAME students by running PGT focus groups.	Doctoral Academy to appoint a PGR community co-ordinator (part-time internship) who will support the initial phase this programme of work.	Dec 2021	
7.15	Potential for bias in PGR selection	Instigate PGR anti-racism selector training for staff involved in recruitment in addition to the mandatory unconscious bias training.	Training in place for all PGR selectors.	Oct 2021	VP Research/ Director of Doctoral Academy
7.16	Engagement of BAME PGR students in PGR community	Actively seek feedback and greater representation of intersectionality across PGR and Doctoral Academy committees and forums	Establish BAME representation on all PGR and DA Committees.	Oct 2021	VP Research/ Director of Doctoral Academy
7.17	Career outcomes of BAME PGR students	Provide professional development opportunities such as networking or mentoring (as either mentors or mentees) that will be advertised to encourage intersectionality.	Advertised professional development opportunities in place for PGR researchers.	Jan 2022	VP Research/ Director of Doctoral Academy

DRAFT

		In collaboration with the alumni office, support BAME PGR alumni networking; support BAME peer support between PGR alumni and current PGRs.	Liaise with alumni office. Draw up a call for expressions of interest from PGRs to establish needs and preferred formats.	Mar 2022	
7.18	Lower proportion of BAME graduates in highly skilled jobs	Bespoke support to be given to BAME students while they are pursuing their degree to enable them to enter highly skilled jobs. This could be in the form of School Leads organising workshops and seminar discussions with Alumni to share their experiences in the job market. This could provide a platform for schools to think about the bespoke support that must be in place for BAME students. (See also Action 7.19)	Increase in BAME students in highly skilled jobs ascertained by surveying students 2 years post-graduation to assess impact of these programmes.	Sept 2023	AD L&Ts, Head of Careers Service, Alumni association, and School Deans.

DRAFT

7.19	Lower proportion of BAME graduates in highly skilled jobs.	Introduce targeted support for BAME students by Careers Service in partnership with School L&T teams. Identifying the needs of this group will be further explored through focus groups with BAME students	Increased recorded engagement of BAME students with Career Services to help hone and develop skills for graduate level employment opportunities.	Sept 2023	AD L&Ts, Head of Careers Service
7.20	Lack of data on engagement of different ethnicities with DUSA and Student Services	Develop plan to track engagement (by ethnicity) with DUSA and Student Services. Promote EDI training and specific support for BAME students with DUSA, including training related to representation.	Improved data collection tracking engagement of ethnic groups with DUSA and Student Services to ensure that each is offering the required support and guidance to BAME students. Engagement data reported annually to EDI committee. Improved student satisfaction of support and advice offered by DUSA and student services as gauged by responses in Biennial REC surveys	Plan in place by Jan 2022 2023 and 2025	Director of Student Services in partnership with DUSA Head of EDI

DRAFT

7.21	Lack of consistency and priority given by DUSA to issues of oppression and discrimination	Operationalise DUSA's new strategic plan and vision of a kinder, greener and more diverse global student community creating an impact for generations to come. Ensure EDI are policy manifesto commitments of the Elected Student Officers.	DUSA will accurately represent the voices of students from diverse backgrounds. Operationalisation of EDI Manifesto themes. Improved engagement with BAME students	Operational plan in place by end of January 2022. Annual Annual DUSA Student survey: 2021-2026	DUSA SMT, DUSA Board of Trustees
8. Teaching & Learning					
Action Ref :	**Issue needing action**	**Action(s) to address the issue**	**What success will look like**	**Timescale for Actions**	**Person/group Responsible**
8.1	The UoD REC survey highlighted the need to help staff build capacity and confidence to embed race equality in all our programmes in order to reflect the Inclusive Curriculum ethos.	Launch of the Inclusive Curriculum Resources Library for use by programme developers and those taking their courses through Periodic Programme Review. Develop resources in each School about race and inclusive teaching and learning practices (see also Action 7.13).	Programme owners and developers make full use of the appropriate documentation, aids and tools to fully implement the inclusive curriculum principles across all UoD Schools Improved appreciation by the staff/student body that the institutional approach has promoted a	2021-2024 2023 and 2025 REC surveys	Director of LLCI, VP Education, ADs Learning & Teaching

DRAFT

			more inclusive curriculum in programmes offered by the University as judged by future REC Surveys		
8.2	There is a clear need to build on existing initiatives, such as the DJCAD working group, to stimulate uncomfortable conversations across Schools in the University which involve both staff and students and foster inclusivity of pedagogical practice	EDI School Committees to continue working synergistically with School L&T committees on initiatives towards addressing race in learning, teaching and assessments. Such initiatives include: the establishment of 'Race Champion' roles in each School, to stimulate race equality awareness and support colleagues tasked with programme reviews (see Action 8.1), develop a series of case studies and utilise their skills and expertise to encourage other colleagues' practice development.	Appointment of race champions and documentation of initiatives and case studies organized.	2021-2024	EDI School committees Leads, Schools ADs L&T
8.3	Our data shows unexplained gaps in student performance linked to ethnicity.	We will develop a process to accurately monitor fair admissions, student continuation, degree	Gaps will align with the Office for Students *Access and Participation Plans*	APP data set will be developed by Strategic	VP Education, ADs L&T

DRAFT

		outcomes and student destinations in order to reduce these gaps. This links to Action 7.1 (Application Rates), Action 7.5 (Unexplained Differences in the BAME population between Schools), Action 7.6 (Differences in Progression Rates), Action 7.10 (Attainment Gaps) and Action 7.11 (Postgraduate Outcomes)	*(APP)* operated in English HE.	Planning by Spring 2022 Schools will evaluate data gaps and develop action plans in 2022/23 Annual Monitoring for improvements from 22/23 onwards	
8.4	The UoD REC Survey has highlighted the need not only to improve current EDI training completion rates but also to roll out training in race awareness.	The requirement for completing EDI training to become a precondition for promotion. Also, the introduction of specific anti-racism training (see Action 3.1) will mitigate the perception of bias among the university community.	EDI training completion rates to reach 90%	2021-2024	Head of EDI, VPs Education and Academic Planning and Performance
8.5	There is a significant difference in the EDI training completion rates. It is important that all student-facing personnel should complete this training.	Module Quality Enhancement Reports ask whether personnel who teach on a module have completed the EDI training.	EDI training completion for all staff teaching/ supervising in a module to reach 90%	2021-2024	Head of EDI. AD (L&T), AD (QAS)

DRAFT

		This may form the basis for identifying staff who have not done so.			
8.6	It is important to provide adequate guidance to Advisors of Studies so that they have confidence in dealing with matters of the 'protected characteristics', including race.	The published handbook should contain, as an appendix or link, a clear description of the 'protected characteristics'. Currently, this description is not explicitly provided in the Handbook.	Handbook published with the guidance	2021-2024	Head of EDI. School AD L&T/Senior Advisors of Studies from the Schools
8.7	There is a need to increase student-led initiatives in race education.	Building on the example of the student-led peer support group within the SDEN similar initiatives should develop in all Schools. DUSA, in coordination with the BME staff network & EDI services, could further support the university-wide strategy to tackle and eradicate race discrimination. These groups could be established with the help of School EDI leads engaging students in their respective	Increase in student-led networks in Academic Schools and widening student participation in such forums as assessed by recording new networks and attendance. Students (and staff) feel supported in their everyday experience and provided with prompt advice should the need to report a case of discrimination, micro (or macroaggression arise) See Action 4.1.	2021-2024	School EDI leads, DUSA Executive, BME staff-network, EDI Services

DRAFT

		Schools and forum development.			
9. Raising Cultural Awareness & Understanding of Race Issues					
Action Ref :	**Issue needing action**	**Action(s) to address the issue**	**What success will look like**	**Timescale for Actions**	**Person/group Responsible**
9.1	UoD to promote and grow its BHM programme with the aim of highlighting the achievements of its Black staff and students and those from further afield.	Promote inclusive and diverse Black cultural events that are programmed throughout the year.	Increased sense of belonging and satisfaction from Black Staff and Students and recognition that UoD is promoting an inclusive and diverse culture as assessed by post event evaluations.	Oct 2021 onwards	Head of EDI, Director of External Relations
9.2	The UoD REC survey highlighted the perception by students that academic staff are not confident in handling matters pertaining to racial diversity	The discussion of uncomfortable race-related issues among academic staff and the wider Dundee city community needs to be promoted and facilitated. We will do this by establishing a recurrent, annual high-profile workshops/lecture series on race education which will be of broad appeal to the general Dundee public, as well as staff and students at the UoD	Attendee numbers will provide a measure of engagement and success of these events. Monitoring viewing numbers of workshops/lecture recordings will inform if these are having a long-lasting impact. Post-workshop/lecture surveys will be conducted to evaluate content engagement	2021-2024	Head of Public Engagements and Major Events

9.3	UoD will establish a diversity calendar that marks important cultural dates that are acknowledged and celebrated by the University to raise cultural awareness and inclusion.	Create an editable, downloadable diversity calendar that identifies key festivals, religious dates and cultural events to raise awareness and celebrate diversity. Ensure prominent cultural events (e.g., Christmas, Chinese New Year, Ramadan, Eid al-Fitr, Vaisakhi, Holi, Diwali, Vesak, Hanukkah etc) are acknowledged by way of an email/newsletters to UoD community to celebrate diversity.	Publish and release the diversity calendar to UoD community annually at the start of each academic year. Monitor calendar downloads annually as a utility/value measure. Staff/Student Newsletter to draw attention and celebrate prominent cultural festivals.	2021-2024	Head of Public Engagement and UoD External Relations Team
9.4	UoD will put EDI issues at the forefront of our online web and social media presence.	UoD will include a statement on our EDI beliefs and vision with a link on our homepage, and social media pages. UoD will create an anonymous form on our website (see Action 2.2) and promote it on social media. This will collect	Statement on UoD home page that unequivocally underscores the institution's belief and vision on equality, diversity and inclusion and its zero-tolerance position on racism. Statement will contain links to EDI webpages and incident	2021-2022	External Relations, Marketing and Web teams. HROD/Head EDI responsible for reporting to EDI Committee.

		suggestions on EDI issues, raise concerns and help communities and organisations reach out to UoD. Information will be reported annually to the EDI Committee.	reporting processes (see also Action 4.1). Biennial survey responses will indicate that Staff and students are aware of UoD messaging commitment to EDI and Race Equality. Staff and students are confident in reporting race-related incidences and suggesting changes to improve race equality at UoD. This goes hand in hand with reporting and discussing the suggestions and incidences to increase confidence that actions are taken.	2023 and 2025	

DRAFT