Race equality charter application form

Name of institution

Middlesex University

Level of award application

Bronze

Main contact for the application and contact details

Jamal Uddin – Equality, Diversity and Inclusion Manager

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Alternative contact for the application and contact details:

John Soper, Director of Inclusion & Wellbeing

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NB: Some information from the submission has been redacted to ensure it is legally compliant with data protection and GDPR legislation and to protect the privacy of individuals.

Glossary of abbreviations

AB	Academic Board
AD	Academic Deans
AP	Associate Professor
ACI	Faculty of Arts and Creative Industries
APPG	All Parliamentary Party Group
AQS	Academic Quality Service
AS	Athena Swan
BAL	Faculty of Business and Law
BAME	Black, Asian and Minority Ethnic
BoG	Board of Governors
CAPE	Centre for Academic Practice Enhancement
CAS	Centre for Apprenticeships and Skills
CCI	Changing the Culture Initiative
CCSS	Computing and Communications Systems Service
CoP	Code of Practice
DSSG	Data and Survey Sub Group
DVC	Deputy Vice-Chancellor
ECR	Early career researchers
EDI	Equality, diversity and inclusion
EDIC	Equality, Diversity and Inclusion Committee
EST	Estates and Facilities
GESG	University Gender Equity Steering Group
GNPC	Governance, Nominations and People Committee
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoD	Head of Department
HRS	Human Resource Services
HSCE	Faculty of Health, Social Care and Education
ICF	Inclusive Curriculum Framework
IHRA	International Holocaust Remembrance Alliance
I&W	Inclusion and Wellbeing
LGBT+	Lesbian, Gay, Bi, Trans +
LSS	Library and Support Service
MDX	Middlesex University
MDX-ARN	Middlesex University Anti-Racism Network
MDXSU	Middlesex University Student Union
MKG	Marketing
MURS	Middlesex University Recognition Scheme
OSD	Organisational and Staff Development

PVC	Pro Vice-Chancellor
PNS	Prefer not to say
PG	Postgraduate
PSS	Professional and support staff
REC	Race Equality Charter
REF	Research Excellence Framework
REG	Academic Registry
RESG	University Race Equity Steering Group
RKTO	Research and Knowledge Transfer Office
SAT	Self-Assessment Team
SCT	Faculty of Science and Technology
SD	Staff Development
SL	Senior Lecturer
SMA	Senior Manager Academic
SM	Senior Manager
SRR	Significant Responsibility for Research
SU	Student Union
ToR	Terms of Reference
UET	University Executive Team
UG	Undergraduate
UN SDG	United Nations Sustainable Development Goal
UoA	Unit of Assessment
UKVI	United Kingdom Visas and Immigration
VC	Vice-Chancellor

Word count

Institution application	Bronze	This application
Word limit: 14,000 words plus 1,400 for structural and exceptional circumstances, and including the 750 additional words for Covid-19 and Black Lives Matter movement	16,150	15,251
1. Letter of endorsement		1960
2. The Self-assessment process		1255
3. Institution and local context		1486
4. Staff profile		2583
5. Academic staff: recruitment, progression and development		2261
6. Professional and support staff: recruitment, progression and development		907
7. Student pipeline		3431
8. Teaching and learning		1368
9. Any other information		0
10. Action plan		N/A

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1.   Letter of endorsement from Vice-Chancellor/Principal

The letter should include:

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

14th July 2023

Head of Race Equality
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Dear Ms Mwangi

Application for institutional Race Equality Charter Bronze Award

We are on a journey in which we aspire to be a genuinely diverse and inclusive, global community. This means an ongoing culture change, and while we have made some steps on this journey, we fully acknowledge that there are considerable learning and development outcomes to be achieved. I am also on a personal journey towards understanding EDI better and acting in a way that leads to more effective outcomes.

In forming our strategy in 2020-21, we consulted widely and had over 4,000 contributions from staff and students. This resulted in a strategy which was a significant change from the previous one and which, I believe, takes seriously the values, purpose and culture expressed by our community. We have over 44,000 students, 21,500 of whom are in London and over 20,000 are at campuses and partnerships around the world. In London, 66% of undergraduate students and currently 31% of staff have global majority ethnicities. We have recognised our global diversity as a fundamental strength and opportunity and our students put EDI, and particularly equity and global citizenship, at the top of the strategic agenda. We also have a long track record in London of improving access to, and success in, higher education for underrepresented groups. One of our three strategic aims is to deliver transformative learning which is based on increasing effective diversity, greater connections across our global community and a recognition that we need to develop our culture from a London-centric view to being participants on a global stage, including recognising and tackling inequities and embedded power structures which impact

negatively on global majorities. Our second strategic aim is to create impact in our three University themes, all of which feature EDI: changing inequities in health, promoting inclusive socio-economic development and developing sustainability of communities and environment. Our third strategic aim is to become a learning organisation and our commitment to EDI and race equity is central to this aim in which we want to honestly understand how effective our culture is, what we need to change and then work on those changes as a community. As an illustration of our commitment, completing 100% of our annual actions on the plans associated with Athena SWAN and our progression towards the Race Equality Charter is one of our eleven Board level KPIs and is also reported to Academic Board. In addition, all senior management roles now require a demonstrated (not merely a rhetorical) commitment to EDI.

Our Students' Union (MDXSU) are leaders in EDI and we are committed to a co-leadership approach with them. An example includes their *Black Students Experience Report* which has University support and by committing ourselves to the Race Equality Charter we will, for example, continue to narrow the attainment gap of our students and widen participation across academic life for people of all ethnicities and backgrounds. We are particularly conscious of the need for a systematic intersectional approach.

I have long had a personal commitment to EDI. As an academic, my research focuses on identity, diversity and change leadership and, for example, I was PI and lead author on the Chartered Management Institute report *Delivering on Diversity* (CMI, 2017) and I am a founding member of the CMI Race Board. I have also championed EDI in my roles as Chair and then President of the British Academy of Management, for example, establishing our first Vice-Chair in EDI and facilitating a series of funded research projects on EDI. Over the last few years, my learning has been amplified and redirected by the intersectional reverse mentoring students and staff have given me. This has helped me question my assumptions, explore privilege and vulnerability as part of becoming a leader and start to gain some insight into the lived experiences of our staff and students. I would emphasise that this is an ongoing learning journey and one which I take very seriously.

To champion race equity at the University we formed a Race Forum in 2016 and in 2020 it became the Anti-Racism Network. This application has been overseen by a Self-Assessment Team (SAT) which has representation at a senior level and across academic and professional service areas. It is led by the Chief Officer for People and Culture.

This institutional bronze application has given us the opportunity to focus on our many achievements to date, e.g., our mechanisms for reporting hate-related incidents for both staff and students, our commitment to lowering the attainment gap for 'BAME' students, and also to recognise and address the serious challenges. Our Race Equality Action Plan is designed to help us prioritise where to focus our resources to bring about meaningful change. Beyond the broader cultural issues and the focus on learning as a diverse community, key areas that we need to address are:

1. Ensuring that our continuation rates and attainment gaps for 'BAME' students are tackled systemically and sustainably;
2. Clarity on, and effective support for, promotion and career progression for Academic and

PSS staff;

3. Reviewing our recruitment processes to ensure that they are more inclusive and accessible to 'BAME' candidates;
4. Ensuring transparency and fairness are embedded in our culture including our academic work loading model, recruitment, promotions and progression, and access.

Promoting the Race Equality Charter and its values will be a shared responsibility with the University executive team and the University's Communications Team. The Board of Governors and University Executive Team ensure that key decisions that impact our staff and student community are assessed for equality impact and meet with our staff networks.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

I and the University Executive Team give our full support and endorsement to this application and resourced action plan. I will ensure my Senior Management Team fulfils their commitments to invest time and resources to lead an equitable and inclusive university in delivering our University Race Equality Charter action plan.

Yours sincerely

Professor Nic Beech

Vice-Chancellor

Letter of support on behalf of the University's Professional Services Staff (PSS)

As members of the University Executive Team with responsibility for the majority of professional services across the institution, we give our full support to Middlesex University's submission to the REC.

Our University is proud to be racially diverse across both staff and student communities, but we recognise that our staff population could better reflect the diversity of our student body, particularly across our senior staff.

We are working continuously to address any inequalities and we are fully committed to all measures outlined in the action plan, especially around targeted recruitment and career progression, which we believe will make a material difference in addressing any race inequalities.

Prof. Sean Wellington – Provost | DVC;

John McGuinness - Chief Officer for People and Culture;

Paula Sanderson – Chief Operating Officer

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Race Equality – Statement from the Academic Dean (HSCE)

Thursday, 6th July 2023

As Academic Dean of the Faculty of Health, Social Care and Education, I am delighted to support the University's application under this charter. Central to our Faculty and University mission is to ensure that our students and staff find their environment free from discrimination, prejudice, and racism within a framework that supports their wellbeing, engagement, progression, and success. These tenets are held firmly and considered critical in a Faculty which is focused on preparing future workforces in health, social care, and education.

Along with my senior faculty team we are committed to supporting the action plan and to undertake specific tasks where survey data has indicated that the faculty is under performing for example: increasing BAME staff within senior leadership roles; exploring data which indicates BAME staff being twice as likely to be on fixed term contracts. We clearly have work to do and will seek to ensure university events supporting REC themes are translated locally across the faculty, from recruitment through promotions/career development and our coaching/Clear Review framework.

I will ensure that progress in addressing racial inequalities is tracked and reported on as part of the Faculty Leadership Quarterly Reviews and shared at appropriate Faculty all staff events.

Kind regards,

Professor Carmel Clancy

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Middlesex University
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Race Equality – Statement from the Academic Dean (SCT)

Monday 3rd July 2023

As Academic Dean, I have a responsibility to ensure that the Faculty of Science and Technology is committed to creating a strong value-based community through support for the Middlesex University Race Equality Charter mission. My Faculty Leadership Team will ensure that the faculty's progress to this mission is proactively monitored, and actions taken.

My faculty will support the mission of the charter through two primary means: working with staff and working with students.

Firstly, we will build on our existing EDI support and training for staff, including continuing to offer events that provide a safe and supportive environment for discussions on EDI concerns. These events will now be part of our Equity in STEM EDI offer which also includes coaching and mentoring opportunities, inclusivity staff development training and workshops, and funded EDI projects run in partnership with students and MDXSU.

Secondly, the faculty will build on our existing support for our students by working in partnership with the students and the student union. In recent years, 2020 and 2022, we have run student EDI focus groups in partnership with MDXSU. Through this approach we can create a more student-centred approach to addressing racial inequalities and foster an environment where students from all backgrounds feel supported, encouraged, and empowered.

As Dean, I fully recognise that there is still much that can be done and remain committed to take further action to promote race equality.

Yours faithfully,

Prof. Balbir Barn

Faculty of Arts and Creative Industries
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The Burroughs, London, NW4 4BT
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Email: j.charlton@mdx.ac.uk

Race Equality – Statement from the Academic Dean (ACI)

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Tuesday, 13th June 2023

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Middlesex University is an institution which not only values diversity but also strives to foster it wherever we can. The REC is a central pillar of our commitment to this principle. It is an important part of my role as Interim Academic Dean for the Faculty of Arts and Creative Industries to ensure that our commitments are put into practice.

In our faculty, we have some serious lifting to do in terms of race equality, due to the biases within the Arts and Creative Industries sector. This is a sector in which there is significant underrepresentation. We are putting in place actions which demonstrate commitment to attracting and supporting students from Global Majority backgrounds, ensuring their career development. Also, we will ensure positive actions in the recruitment of staff to foster a higher proportion of academic and technical staff from the Global Majority.

Yours faithfully,

Dr James Martin Charlton

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Middlesex University London

Race Equality – Statement from the Academic Dean (BAL)

Monday, 10TH July 2023

It gives me great pleasure in supporting the University's application for the Race Equality Charter. This endorsement aligns with our Faculty's core values, vision, and mission.

I have a passion for promoting equality and providing an environment where everybody reaches their full potential whatever their sociodemographic background. I am pleased with the diversity within our Faculty, with a significant number of Asian and Chinese students and a staff that brings a range of backgrounds and expertise to their roles. We have taken strides to increase the diversity of our staff and, most importantly, to ensure that they can succeed and progress to provide positive role models for our students.

While recognizing our achievements, we understand that improvement is an ongoing process. We are dedicated to actively supporting and collaborating with the Race Equality Implementation Group to meet the improvement targets at Faculty level. This will ensure the successful implementation of our action plans, particularly in areas such as targeted recruitment and career progression.

Our goal is to create an equitable community within the Faculty of Business and Law, one that better represents the society we serve.

Your faithfully,

F. Annan-Diab.

Professor Fatima Annan-Diab

Section 1 word count: 1960

2. The Self-assessment process

2a Description of the self-assessment team

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

- *team members, their role within the institution and the SAT, their faculty/department, grade and ethnicity*
  Note: When this information is contained in a table (maximum 30 words about each team member) it will not be included in the word count.

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

The Middlesex (MDX) journey to apply to the Race Equality Charter (REC) began in September 2020, as part of our wider commitment to promote Equality, Diversity and Inclusion (EDI) (see Figure 2a.1). From the outset we have been clear that while achieving the charter mark is important it is not an end in itself, and the REC process has been an opportunity to better understand our institution and provides a framework to promote cultural change.

Figure 2a.1 Commitment to promote EDI

"If the commitment to race equality is understood without burdening those who belong to a different race, it'll make a lasting change … we understand this very well when it comes to students. I don't understand why we don't do this so well when it comes to staff."

Staff Interview

"I think there will be people who would say that this is a tick box thing [but] I think it would be amazing. It's almost like saying, "We actually take this seriously." But then we need to back that up."

Staff Interview

"But the only scepticism I have is that policies, and practices, and protocols are all well and good written in black and white on paper, but if it's only there for show and it's not living, not breathing, happening in the organization, what's the point?"

Staff Interview

"Critically, I think it's so wrong to do something in reaction to what award you will get at the end. But practically, if this is the entry point for this, so be it, but we need to do it right."

Staff Interview

A strong response to a University-wide call for expressions of interest resulted in the formation of the Self-Assessment Team (RECSAT) in January 2021, co-chaired by the Chief Officer for People and Culture and the Pro Vice-Chancellor (PVC) for Equality, Diversity and Inclusion. The RECSAT brought together academic, professional and support staff (PSS) spanning all faculties, grades, genders and ethnicities (Figure 2a.2). MDX Student Union (MDXSU), Trade Unions (UCU/Unison), and MDX Anti-Racism Network (MDX-ARN) have played a key role in the RECSAT (Table 2a.1).

Figure 2a.2 Characteristics of RECSAT composition (commenced January 2021)[1]

In order to ensure our REC journey was well co-ordinated, the RECSAT was supported by a dedicated project management team from the outset (Table 2a.2).

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[1] Ethnic Groups: N/A information not available

For the organisation, dissemination and analysis of the mandatory surveys the RECSAT sought additional support and through a separate call for expressions of interest the Data and Survey Sub Group (DSSG) was formed (Table 2a.3).

To ensure no one was overburdened time allocation for RECSAT/DSSG activities was considered as part of the annual individual staff workload reviews/planning.

Table 2a.1 Members of the RECSAT

John McGuinness	*Chief Officer for People and Culture* Executive Team **Strategic leadership for organisational and workforce development, staff engagement, equality, diversity & inclusion; health, safety, wellbeing.** *Chair, RECSAT* White Executive
Professor Kurt Barling	*Professor, Journalism (Practice)* *Theme Director, Inclusive Socio-economic Development and Enriching lives through Culture* Arts and Creative Industries (ACI) Faculty Award-winning BBC investigative journalist; five national awards for race reporting; author, The R Word: Racism. *Chair, University Race Equity Steering Group* *Institutional/Local Context and Staff workstreams member* 'BAME' Academic
Professor Sarah Bradshaw	*Professor, Gender and Sustainable Development* Business and Law (BAL) Faculty *Lead writer AS application* *Chair, University Gender Steering Group* *Special Adviser, RECSAT* White Academic
John Soper	*Director of Inclusion & Wellbeing* Inclusion & Wellbeing (I&W) Member of the Chief Officer for People and Culture's leadership group overseeing the REC process White PSS

Jess Strenk	*Head of External Affairs* **Marketing (MKG)** Responsible for raising MDX profile among decision makers and influence HE, research and skills policy. ***Institutional/Local Context Workstream Lead*** ***Student workstream and Data and Survey Sub Group member*** White PSS
Dr Sandra Appiah	***Associate Professor, Chemistry/Biochemistry*** Science and Technology (SCT) Faculty University Research Ethics lead, co-Chair of Anti-Racism Network, Chair of Inclusivity Project, member of the Inclusive Curriculum Framework Group, and University Staff Governor ***Staff Workstream Lead*** ***Institutional/Local Context workstream and Data and Survey Sub Group member*** 'BAME' Academic
Roger Kline OBE	***Research Fellow*** Business and Law (BAL) Faculty Workplace culture and impact on staff wellbeing, organisational effectiveness, patient care and safety expert. Author of Snowy White Peaks. ***Staff workstream member and UET Focus Group Facilitator*** White Research
Dr Zoe Hendon	***Head, Museum and Collections, Associate Professor (Practice)*** Library & Student Support (LSS - MoDA) ***Staff workstream member*** White Academic based in Professional Services team
Anwar Azari	***Commercial Contracts Manager*** Centre for Apprenticeships and Skills (CAS) An MDX Law alumnus responsible for apprenticeship commercial contracts. ***Equalities Officer***, **Unison (Trade Union)** ***Staff workstream member*** 'BAME' PSS

Dr Liang Liu	***Senior Research Fellow*** Health, Social Care and Education (HSCE) Faculty Research Degrees Co-ordinator. Focuses on promoting minority groups and women to achieve full potential. ***Staff workstream member*** 'BAME' Research
Diane Apeah-Kubi	***Associate Professor, Social Work*** Health, Social Care and Education (HSCE) Faculty Social justice focus in the social work profession. Former Co-chair Inter-Faith Network (MDX IFN) ***Staff workstream member*** 'BAME' Academic
Donna Scholefield	***Senior Lecturer, Pre/Post Registration Nursing*** Health, Social Care and Education (HSCE) Faculty Doctoral research into the lived experiences of 'BAME' health educators in HE ***Staff workstream member*** 'BAME' Academic
Irina Staneva	***Interim Deputy Head of Student Support and Wellbeing*** Library and Student Support (LSS) Supports students with disabilities with a particular interest in the intersectionality of disability and ethnicity. Co-chair Disability Network ***Staff workstream member*** White PSS

Joao Manuel Silva de **Andrade**	***Facilities Coordinator (FM Operations)*** Facilities & Space Management (EST) Responsible for ensuring the maintenance of the physical space and providing support to students/staff in its use ***Staff workstream member*** 'BAME' PSS
Dr Nimai **Parmar**	***Associate Professor, Sport Performance Analysis*** Science and Technology (SCT) Faculty Advocate of race equity through designing inclusive and innovative programmes and support. ***Staff workstream member*** 'BAME' Academic
Dr Homeira Shayesteh 	***Senior Lecturer, Construction, Architecture and BIM*** Science and Technology (SCT) Faculty Teaches on inclusive design and a member of Women's Higher Education Network ***Member of AS SAT, co-led on Senior level, governance and policy*** ***Staff workstream member*** 'BAME' Academic
Dr Venetia Brown 	***Director, Programmes and Co-Director, Teaching and Learning*** Health, Social Care and Education (HSCE) faculty ***Student Workstream Associate co-lead*** ***Institutional/Local Context workstream and Data and Survey Sub Group member*** ***Staff interviewer*** 'BAME' Academic

Alicia Wright	*Senior Academic Developer* Centre for Academic Practice Enhancement (CAPE) **Supports academic technology development for Faculty of Science and Technology** *Student workstream member* *Student interviewer* **'BAME' PSS**
Andre Thompson	*Health Promotion Co-ordinator* Library and Student Services (LSS) An alumnus tackling inequality, championing inclusivity and creating ways to celebrate diversity. **Student workstream member** **Student interviewer/Student Focus Group facilitator** 'BAME' PSS
Dr Jennie O'Connor	*Senior Lecturer, Authentic Leadership Development* Business and Law (BAL) Faculty Academic practitioner; authentic leadership through narrative/life story inquiry. Member, CABS Race Equality Working Group **Teaching and Learning Workstream Lead** **Institutional/Local Context workstream and Data and Survey Sub Group member** **Staff interviewer** 'BAME' Academic
Dr Doirean Wilson	*Senior Lecturer, Human Resource Management* Business and Law (BAL) Faculty Leads community projects addressing underrepresentation of 'BAME' individuals in industry. Former Diversity Lead (Teaching and Learning). Former co-chair MDX Anti-Racism Network **Teaching and Learning workstream member** **Staff interviewer/Staff Focus Group facilitator** 'BAME' Academic

Professor Anastasia Christou	*Professor of Sociology and Social Justice* **Business and Law (BAL) Faculty** **Diversity, inequality, intersectionality, ethics, decolonial and feminist pedagogies, racism and exclusions academic.** **Former Equalities Officer, UCU (Trade Union), currently** *UCU Chair* *Teaching and Learning workstream member* **White Academic**
Professor Lee Jerome	*Professor in Education (Childhood and Society)* Health, Social Care and Education (HSCE) Faculty Programme Leader, MA Childhood and Education in Diverse Societies. Children's Rights Education in Diverse Classrooms author. *Teaching and Learning workstream member* White Academic
Dr Snezana Lawrence	*Senior Lecturer, Professional Practice (Aviation)* Science and Technology (SCT) Faculty Diversity Champion, Institute of Mathematics and its Applications. Chair of History and Pedagogy of Mathematics. *Teaching and Learning workstream member* White Other Academic
Jamal Uddin	*Equality, Diversity and Inclusion Manager* Inclusion and Wellbeing (I&W) Programme management for the REC process 'BAME' PSS

New members	
Bella Hughes	*Policy and Public Affairs Officer* Stakeholder Communications (MKG) *Institutional/Local Context workstream member* White PSS

Previous members	
Anna Kyprianou	*Pro Vice-Chancellor, Equality, Diversity and Inclusion* Vice-Chancellor's Office Responsible for academic leadership of EDI - strengthening staff and students voice; leadership, change management strategic projects. *Co-chair, AS SAT* *Co-chair, RECSAT* White Other Academic
Mark Holton	**Chief Officer, People and Culture** University Executive Team Leads organisational and workforce development, responsible for enhancing staff wellbeing **Co-chair, AS SAT** **Co-chair, RECSAT (til May 2022)** White Executive
Louis Clark	**Quality Manager (Apprenticeships)** Academic Quality Service (AQS) Responsible for quality assuring apprenticeship programmes with particular focus on promoting EDI in the workplace. **Teaching and Learning workstream member** White PSS
Georgina Cox	**Senior Lecturer, Nursing** Health, Social Care and Education (HSCE) Faculty Co-chair, HAREDIN, SHAREDIN and HAREDIN Alumni. Former co-chair Anti-Racism Network **Student workstream member** **Staff interviewer** 'BAME' Academic
Kris Irategeka	**MDXSU Advocacy and Policy Manager** Student Union (SU) **Student workstream member** **Student interviewer** 'BAME' MDXSU staff

Jaudat Alogba	***MDXSU elected Vice President*** Student Union (SU) ***Student workstream member*** 'BAME' Student Union VP
Tahmina Choudhery	***Equality, Diversity and Inclusion Support*** EDI Team MDXSU elected Vice-President at start of REC process. Diversity campaigns include 'BAME' attainment gap, decolonising the curriculum and diversifying representation. ***Student workstream member*** ***Student interviewer/Student Focus Group facilitator*** 'BAME' PSS
April Ugbaja	***Graduate Academic Assistant*** Business and Law (BAL) Faculty Recent mature MDX graduate supporting students and staff in the Business School. ***Staff workstream member*** 'BAME' PSS
Ruhul Amin	***Graduate Academic Assistant*** Business and Law (BAL) Faculty A recent MDX graduate supporting students and staff in the Faculty of Business and Law. ***Staff workstream member*** 'BAME' PSS
Sandy Malvankar	***Senior HR Business Partner (Head, Employment Programmes and Policy)*** Human Resource Services (HRS) ***Staff workstream member*** 'BAME' PSS

Michael Jones	***MDXSU Senior Student Adviser*** Student Union (SU) Supported students in a range of academic and non-academic issues ***Student workstream member*** 'BAME' Student Union staff
Alisha Lobo	***MDXSU Student Engagement Co-ordinator*** Student Union (SU) Supported MDXSU sabbatical officer team, ran the Student Voice Leader programme and co-ordinated sector consultations. ***Student workstream member*** 'BAME' Student Union staff
Janette Nhangaba	***Interim Head, Student Support and Wellbeing*** Student Support (LSS) Responsible for student mental health, disability and wellbeing services and lead Safeguarding Officer. Former Co-chair Disability Network ***Student Workstream co- Lead*** ***Institutional/Local Context workstream and Data and Survey Sub Group member*** ***Staff interviewer*** White PSS

* *On lower grade at start of REC journey*

Table 2a.2 Project management team members

Michael Yates	***Project Manager*** Project managing the REC process White PSS
Paul Stapleton	***Faculty Apprenticeship Manager*** Support for RECSAT White PSS

* *On lower grade at start of REC journey*

Table 2a.3: Data and Survey Sub Group members

Dr Rima Saini	*Senior Lecturer, Sociology* Business and Law (BAL) Faculty Responsible for surveys, interviews, focus groups Co-chair Anti-Racism Network ***Data Analyst Lead, Data and Survey Sub Group*** 'BAME' Academic
Dr Brigitte Joerg	***Research Information Manager*** Library Services (LSS) Tableau Data Analyst ***Data and Survey Sub Group member*** White PSS
Dr Nathalie Van Meurs	**Senior Lecturer Business and Management** Business and Law (BAL) Faculty Delphi method, lead on focus groups for experts ***Data and Survey Sub Group member*** White Academic
Dr Xiaochun Cheng	*Senior Lecturer, Internet Security/Operating Systems/Programming* Science and Technology (SCT) Faculty Machine Learning expert to predict future ***Data and Survey Sub Group member*** 'BAME' Academic
Gary Hearne	*Senior Lecturer, Applied Statistics and Operational Research* Science and Technology (SCT) Faculty Data Analyst ***Data and Survey Sub Group member*** White Academic

* *On lower grade at start of REC journey*

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 full RECSAT met monthly from January 2021 until the submission of the original application in July 2022 (Table 2b.1) as a result of Covid-19 restrictions meeting via MS Teams. Attendance has been strong throughout the whole process. Members who were unable to attend were invited to provide updates prior to the meeting and full minutes were subsequently shared.

The RECSAT met to collectively develop plans to address the feedback from the first submission.

Table 2b.1 RECSAT meetings

Date	Attendees	Items covered/Outcomes
29/01/2021	25	- Introductions and purpose - RECSAT Terms of Reference (ToR) and Project Governance - Review of the Project Plan and the final submission date for the application: a) Timeline – Key Phases, b) Frequency of meetings, c) Communications Plan
22/02/2021	27	- Lessons learnt from Athena Swan - Visual representation of the RECSAT and application breakdown: a) Web presence, b) MS Teams access and Tableau dashboard - Tableau dashboard demo - Timeline of project - Proposed workstreams, and approach to data gathering and analysis
24/03/2021	29	- Discussion of the RECSAT ToR and Project Governance - Professor Sarah Bradshaw presented lesson learned from AS and analysis on race/ethnicity from AS survey - Workstreams allocation and next steps: a) workstream memberships and leads, b) workstreams to develop a roadmap of activities, c) regularity of workstream meetings - Update from DSSG - Recognition of contribution to the RECSAT
30/04/2021	29	- Dr Arun Verma, Head of Race Equality at Advance HE was invited to provide an update on the Phase 2 REC review, Sewell report and 'BAME' terminology for the future of the REC - Progress update on EDI in the Curriculum (now Inclusive Curriculum) - Updates and progress from each workstream
18/05/2021	26	- Tableau – navigating through data - Updates and progress from each workstream - DSSG update
22/06/2021	26	- Presentation from Professor Kurt Barling - Creative Thinking, Creative Behaviour and Creative Delivery: Towards an EDI vision - Oral report from workstreams and update from DSSG
27/07/2021	28	- Tahmina Choudhery, former MDXSU Vice President presented on MDXSU Black students' Experience Research - Progress and update from each workstream including the DSSG and next steps
06/09/2021	27	- Workstreams progress on the application sections - Progress on timing of disseminating staff and student surveys - RECSAT members to present at the Annual Learning and Teaching Conference (ALTC21)

27/09/2021	25	• Promotion of staff survey and interviews/focus group approach • Timeline of activities update • Consistent approach to charts, tables and narrative • Data analyst supporting Student workstream
25/10/2021	25	• Oral report from each workstream • Update on staff communication plan and response rate • Approach for interviews and focus groups – facilitating and participating • Update/progress on student survey including ethics committee approval • Timeline of activities update – surveys/interviews/focus groups
25/11/2021	30	• Progress/update from workstreams • Tableau dashboards progress – Student section • Update on staff survey completion and response rate • Progress report for staff interviews and focus groups • Update/progress on student survey communications plan and response rate
31/01/2022	32	• Culture Pulse Survey briefing – presented by Head of Organisation and Staff Development • Update on student survey completion and response rate • Update/progress on Student focus groups/interviews plan • Discussion to submit a draft to Advance HE for development review for April 2022
28/02/2022	24	• Update/progress on student focus groups/interviews plan and UET focus group • Progress report from each workstream on the application sections • Members of RECSAT involvement in the London Higher Mentoring Programme
22/03/2022	23	• Next steps in completing the first full draft and timeline of activities to submit draft on 22nd April
25/04/2022	28	• V-C, Professor Nic Beech
26/05/2022	24	• Update on submission • Mark Holton's (co-Chair of RECSAT) farewell reflections, thoughts and final comments
28/06/2022	6	• Focus on finalising the application
14/12/2022	8	• Feedback session from Advance HE
06/02/2023	25	• REC SAT Meeting to discuss re-submission
12/05/2023	6	• Feedback from Development Review with peer reviewer
23/05/2023	24	• REC SAT meeting to discuss next steps, consultation and involvement
29/06/2023	6	• REC SAT Workstream Leads Meeting with Project Management Team

The RECSAT organised its work through four workstreams - Institutional and Local Context, Staff, Student, Teaching and Learning - responsible for analysing existing data (with the support of the DSSG) and policy, identifying knowledge gaps and looking to address these. Workstreams and the DSSG worked independently, formally reporting back progress monthly to the RECSAT. This approach fostered rich discussion of emerging issues, allowed cross-referencing of findings, and facilitated the joint design of primary research tools which sought to fill information gaps or better understand existing data.

Dedicated pages on the MDX intranet and external facing website were set up outlining our commitment to the REC and providing regular updates on progress to the wider MDX community. The Co-Chairs of the RECSAT reported on progress to UET, Academic Board (AB) and the Board of Governors (BoG) after each monthly meeting. The involvement of members of UET in the RECSAT and effective reporting mechanisms ensured a high profile for the work, with progress on the REC being a standing agenda item on the BoG, UET, EDIC and other governance committees (Figure 2b.1).

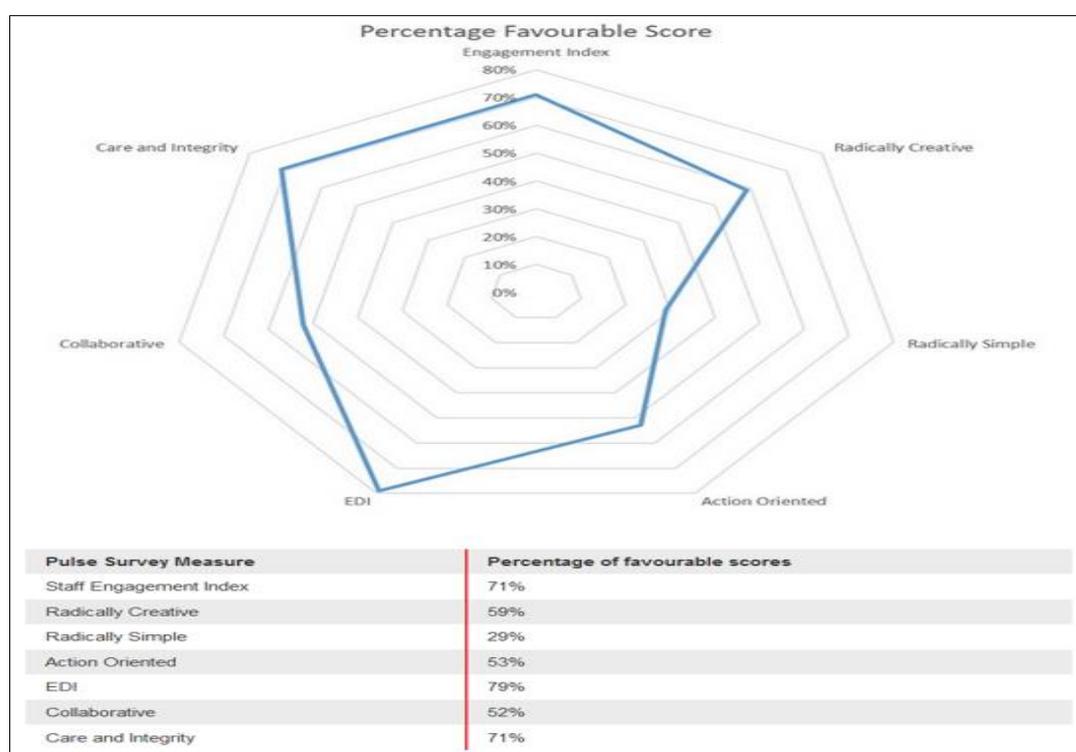*Figure 2b.1 Race equality governance structure[2]*
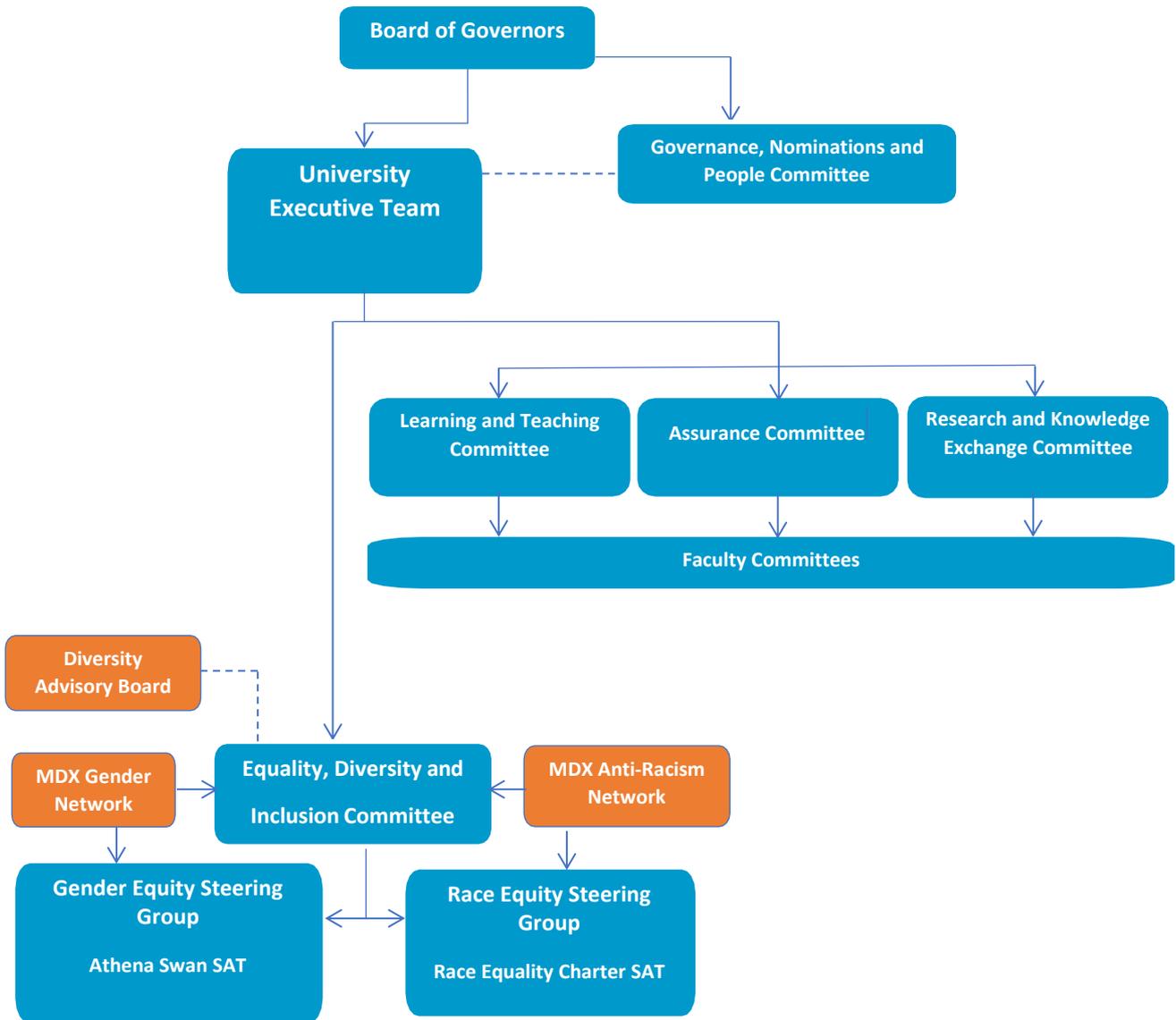
2c Involvement, consultation and communication

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*

Leading up to the REC staff survey going live in October 2021, MDX ran an internal engagement survey on our Community Principles. This Pulse Survey[3] (Figure 2c.1) highlighted that EDI was of significant importance for the MDX community.

Figure 2c.1 Pulse survey results, September 2021

Pulse Survey Measure	Percentage of favourable scores
Staff Engagement Index	71%
Radically Creative	59%
Radically Simple	29%
Action Oriented	53%
EDI	79%
Collaborative	52%
Care and Integrity	71%

Despite utilising numerous channels to promote the staff and student surveys (Figure 2c.2), including a message from the VC and the President of the SU, the response rates were lower than hoped.

> *"There is nothing more pleasing than to have the support of our University Senior Team in our quest for change. This signals a declaration of our commitment to an inclusive, collaborative approach, by listening to the `heartbeat` of the institution, namely, the people within it."*
>
> **MDX Anti-Racism Network**

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[3] The results were based on overall participation rate of 42% (n=740).

Figure 2c.2 Multi-channel promotion examples

The **staff** survey ran between October and November 2021, and was largely welcomed, with 58% of MDX staff responding to the survey. However, not all questions were answered giving rise to 'missing' data[4]. This included 35% who chose not to report their ethnic identity **(AP2c.1)**.

"Thanks for doing this important work. The vast majority of people in our community, I believe, are super committed to equality and inclusiveness in all areas. We have a positive story to tell and a positive future to make."

Staff Interview

"I thought it was long overdue that we do something like that. And ask all staff their thoughts."

Staff Interview

"Not everyone has the strength to raise these issues as many people rely on work to pay mortgages and provide for their families. I don't think I would voice these thoughts and experiences if this survey was not anonymous."

REC staff survey quote

Action Point 2c.1 Undertake a study to explore why so many staff/students chose not to report their ethnicity and through dialogue put in place measures to encourage more to do so. Improve target response rate to 90% for staff and students on declaration of ethnicity (and other protected characteristics) in future surveys.

The demographic of those that responded to the **staff** survey was largely in line with the staff profile including in terms of ethnicity. Of respondents 44% were from PSS and 53% Academics, with equal representation from the four Faculties.

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[4] 58% of staff responded to the survey. The valid N on questions averaged 353 for Academics (41%), and 271 for PSS (28%).
The valid responses in the 'Chinese' category are less than 10 and should not be seen as suggesting any significant patterns.

> *"Excellent initiative. Makes me proud to be part of this University."*
>
> *"Racial/ethnic equality should be encouraged and promoted all over the world. Middlesex University is a leading example in this."*
>
> **'BAME' students, quotes from REC student survey**

The **student** survey ran between December 2021 and January 2022, with 1348 students completing the survey. This 9% response rate was marginally below our minimum target of 10%, probably due to the timing of the survey either side of the Winter break (**AP2c.2**). Again, not all questions were answered giving rise to 'missing' data[5] and of student respondents 45% did not declare their ethnicity (see AP2c.1).

Action Point 2c.2 Increase community engagement in race equality issues and improve our student REC survey response rate from 9% to 25% for our next submission in 2028.

The demographic of those that responded to the **student** survey was largely in line with the student profile including in terms of ethnicity and the ratio of UG/PG. Of respondents 40% were from HSCE, 22% BAL, 19% SCT and 15% ACI.

Further engagement and consultation took place through interviews and focus groups and other opportunities, to further explore the lived experiences of staff and students (Table 2c.1).

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[5] The valid N on questions averaged only 538 for UGs (3%), and 217 for PGs (5%).
The valid responses in the 'Chinese' category are less than 10 and should not be seen as suggesting any significant patterns.

Table 2c.1 Further consultation with staff and students used to develop actions

Engagement/Consultation	Details	Participation
Interviews and focus groups: *(Staff – November 2021 Students – February 2022)*	To explore further issues arising from the staff/student survey and to generate ideas/solutions to address challenges	Total: 36 23 staff participants 13 student participants
Expert panel focus group *(January 2022)*	To explore views on race and ethnicity with expert panel	6
UET Focus group *(March 2022)*	Development session based on key findings	6
Pulse Survey *(October 2021)*	Staff Engagement Pulse Survey concerning our new Community Principles to help us to better understand Strategy 2031 journey	740
ALTC21 Annual Learning and Teaching Conference *(Sep 2021)*	RECSAT presentation at the Annual Learning and Teaching Conference	Approx. 60 attendees
Updates at Faculty and Service events	Invitations to provide progress updates at a range of Faculty and Service events/meetings	Varied
Successes in Academia *(September and December 2021)*	'BAME' successes were showcased and REC journey was highlighted to encourage attendees to participate in the REC survey	2 sessions, approx. 60 attendees at each session
Engaged with MDX Anti-Racism and Inter-Faith Networks *(September 2021)*	Network members were consulted re: the survey and REC process	70 members
Consultation on Action Plan *(March-July 2022)*	Action points reviewed to ensure feasibility, SMART and to discuss resource implications. UET, Faculty and Service Heads were consulted.	15
Academic Board Board of Governors (BoG) *(June 2022)*	Progress updates and discussion Presentation to Board of Governors	23 15
UET/BoG/EDIC sign off *(July 2022)*	REC findings presented to UET, BoG and the EDIC	21
UET Sign off on resubmission *(July 2023)*	Revised action plan sent to UET	4

Dedicated staff created a REC dashboard with anonymised data from HR and student systems that could be interrogated by the RECSAT. The DSSG led on the design and implementation of the surveys, interviews and focus groups, and their initial analysis.

The research undertaken by the workstreams and DSSG has been used to inform this application and the associated REC Action Plan (REC-AP). The analysis of the surveys, interviews and focus groups will be triangulated to stimulate further dialogue and drive change (AP2c.3).

A draft of the original report and related actions was read, commented on, and discussed with the VC and other UET members. This resubmission has been enriched with comments from the Faculty Deans as well as the VC and UET.

Action Point 2c.3 Design materials using the survey, interview and focus group analyses that can be used in Faculties and work streams to stimulate further dialogue around race issues.

2d Future of the self-assessment team

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 LGBTQ network] is very visible. I know the events they're having without even being a member of the network. ….They have got champions everywhere…. pushing their agenda. So why can't you learn from that…Do what you do with that network, for the anti-racism network?"

Staff Interview

Our aim is to ensure the actions in the REC-AP are mainstreamed into MDX's existing cycle of activities and that MDX-wide policies are developed and adopted. To this end a Race Equality Implementation Group (REIG) will be formed from the existing RECSAT to spearhead specific actions, to champion implementation of the Action Plan across the institution, and to monitor progress. Additional student representatives will be invited to join the REIG (UG and PG) to ensure a robust student representation beyond MDXSU. **(AP2d.2)**.

The REIG will report to the newly formed Race Equity Steering Group (RESG), EDIC, the UET, AB and BoG **(AP2d.1)**. To ensure continuity, a representative from each of the RECSAT workstreams will also join the RESG.

> **Action Point 2d.1** Define clear roles and workload allocation for RECSAT members and University Race Equity Steering Group.

Actions in the REC-AP will be integrated into the Faculties and Professional Services annual 'unit planning' processes and reported on through annual monitoring processes. Student-related aspects of the REC-AP will be reported on and monitored at key governance committees such as the Assurance Committee, and Learning and Teaching Committee (see Figure 2b.2).

As the completion of the REC-AP is a BoG level KPI, overall responsibility lies with the Chief Officer for People and Culture and the Vice-Chancellor.

The REC-SAT will meet twice a year in an advisory capacity for the REIG and 18 months prior to the next submission, we will re-establish our full RECSAT timetable. Membership will be partially renewed to provide opportunities for new members to get involved, while maintaining some continuity of membership allowing progressive handover.

> **Action Point 2d.2** Engage and include additional students (UG/PG/Doctoral) to ensure better student representation.

Section 2 word count: 1255

3. Institution and local context

3a Overview of your institution

Include:

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

MDX's history can be traced to 1878 when its founding institute, St Katharine's College, was established in Tottenham as a teacher training college for women. Having merged with several other institutes across north London, MDX was consolidated in its current form in 1992. It is one of the post-1992 universities (former polytechnics) that radically transformed higher education at the time[6].

From the 1990s, MDX began to develop its international presence and by 1995, a network of regional offices had opened across Europe, India, China and the Americas. MDX opened its first overseas campus in Dubai (2005) followed by campuses in Mauritius (2009) and Malta (2013) and has over 100 academic partnerships around the world. Recognised as a pioneer internationally, MDX has been awarded the Queen's Anniversary Prize three times and received the Queen's Award for Enterprise for its international work twice.

Over a ten-year period, MDX consolidated several London campuses into one at Hendon, where all its London-based teaching now takes place, investing over £250m to transform the campus into one of London's largest state-of-the-art campuses (Figure 3a.1).

Figure 3a.1 Middlesex University Buildings (Hendon)

Today, MDX is a diverse community with over 44,000 students globally, and 21,500 students representing 165 nationalities in our London campus.

MDX is organised around four academic Faculties (Figure 3a.4 overleaf) consisting of eighteen departments conducting teaching and research across a wide range of subject areas.

As a post-92 university, many of our students arrive with comparatively low initial qualifications and challenging backgrounds (see Sections 7a and 7b), and in 2020/21 88% of undergraduate UK and EU students fell within at least one widening participation category. We pride ourselves on the transformative learning experience we provide, which allows them to fulfil their potential and graduate with confidence in their abilities.

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[6] Bourner & Crilly, 2018

MDX ranked 11th in England for inter-generational mobility (Department for Education, Institute for Fiscal Studies, Sutton Trust research, 2021) and 1 in 7 students became entrepreneurs (Hitachi Capital Invoice Finance, 2020).

Our teaching is research-informed and practice-based (Figure 3a.2) fostering a culture of discovery and enquiry across three inter-connected activities of practice-oriented education, impactful research, and knowledge exchange and engagement.

We work collaboratively at the leading edge of practice-oriented education and impactful research across three integrating global themes (Figure 3a.3). We are committed to making a significant impact and contribution to global challenges through each theme which are relevant to a selection of the UN Sustainable Development Goals (SDGs). MDX is part of the UN SDG Accord. We are proud to have been ranked 12 out of 776 institutions for SDG5 Gender Equality in The Times Higher Education Impact Rankings 2021.

Figure 3a.2 Triple intensity approach
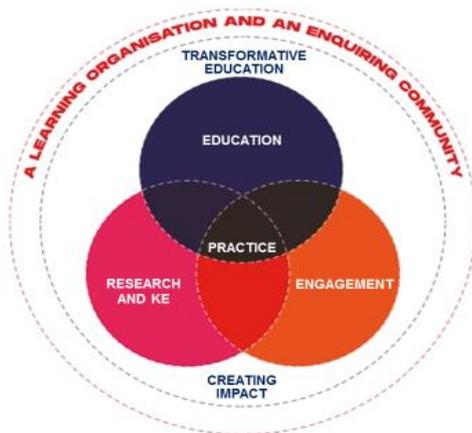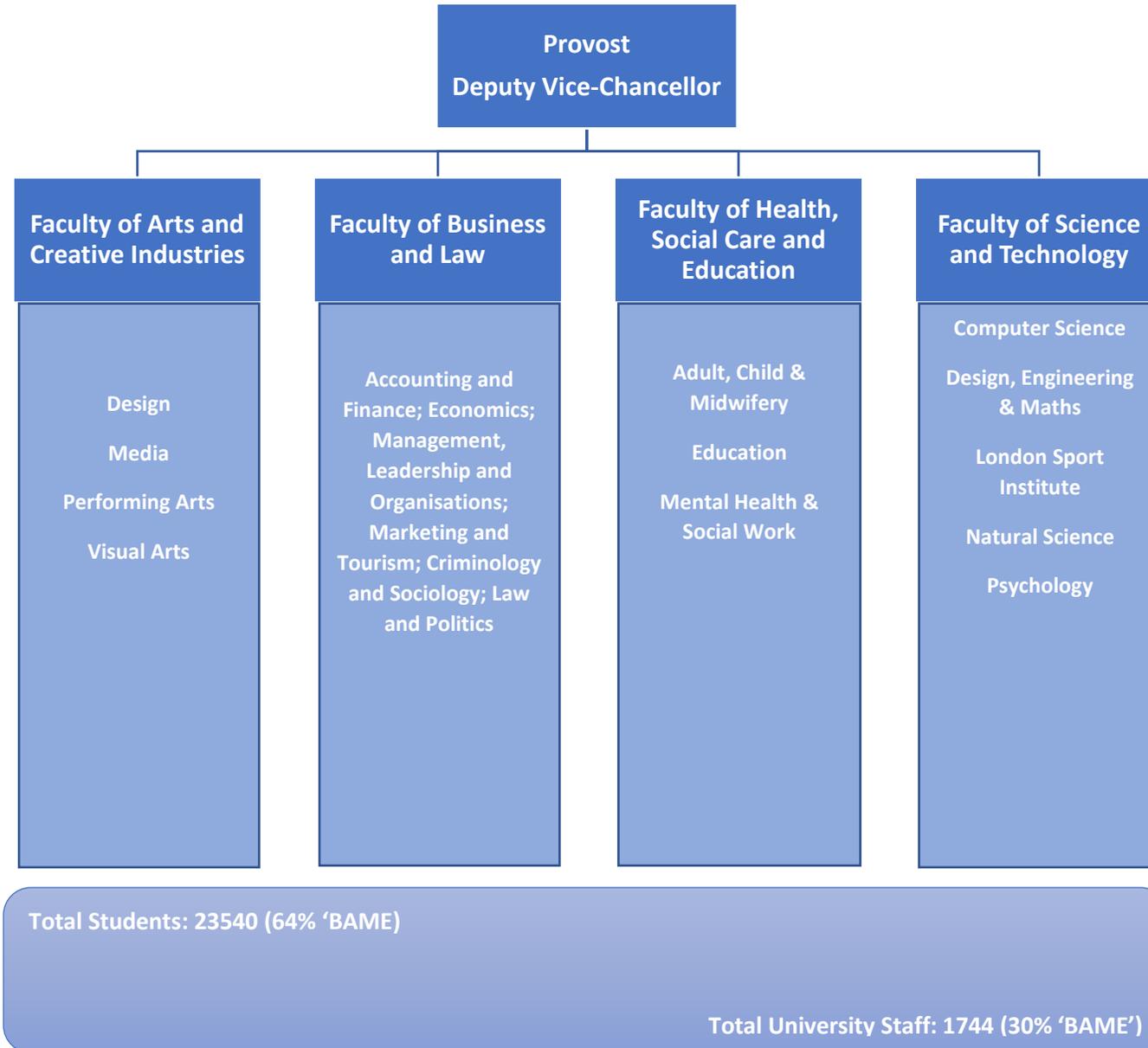

Figure 3a.3 MDX integrating themes

MDX's research covers a wide spectrum of subjects across its four Faculties. The Research Excellence Framework 2021 (REF2021) rated 75% of research submitted to be *world and internationally excellent*, a marked improvement on REF2014. Our Business and Management UoA was ranked first in REF2021 for social impact.

"The treatment of black and minority ethnic staff in the NHS has improved in the last five years partly due to research at Middlesex University Business School. Looking at race discrimination, the school has shown that greater diversity at all levels brings not only wider social justice but also better patient care."

Alice Beer, ITN, Chartered ABS Business School for Good series

*Figure 3a.4 Faculties and academic departments (2020/2021)*

Provost
Deputy Vice-Chancellor

Faculty of Arts and Creative Industries	**Faculty of Business and Law**	**Faculty of Health, Social Care and Education**	**Faculty of Science and Technology**
Design Media Performing Arts Visual Arts	Accounting and Finance; Economics; Management, Leadership and Organisations; Marketing and Tourism; Criminology and Sociology; Law and Politics	Adult, Child & Midwifery Education Mental Health & Social Work	Computer Science Design, Engineering & Maths London Sport Institute Natural Science Psychology

Total Students: 23540 (64% 'BAME)

Total University Staff: 1744 (30% 'BAME')

3b Overview of the local population and context

With reference to:

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

Our London campus is situated in Hendon, in the London Borough of Barnet (LBB) (Figure 3b.1).

Figure 3b.1 London Borough of Barnet population, demography and key metrics, 2020
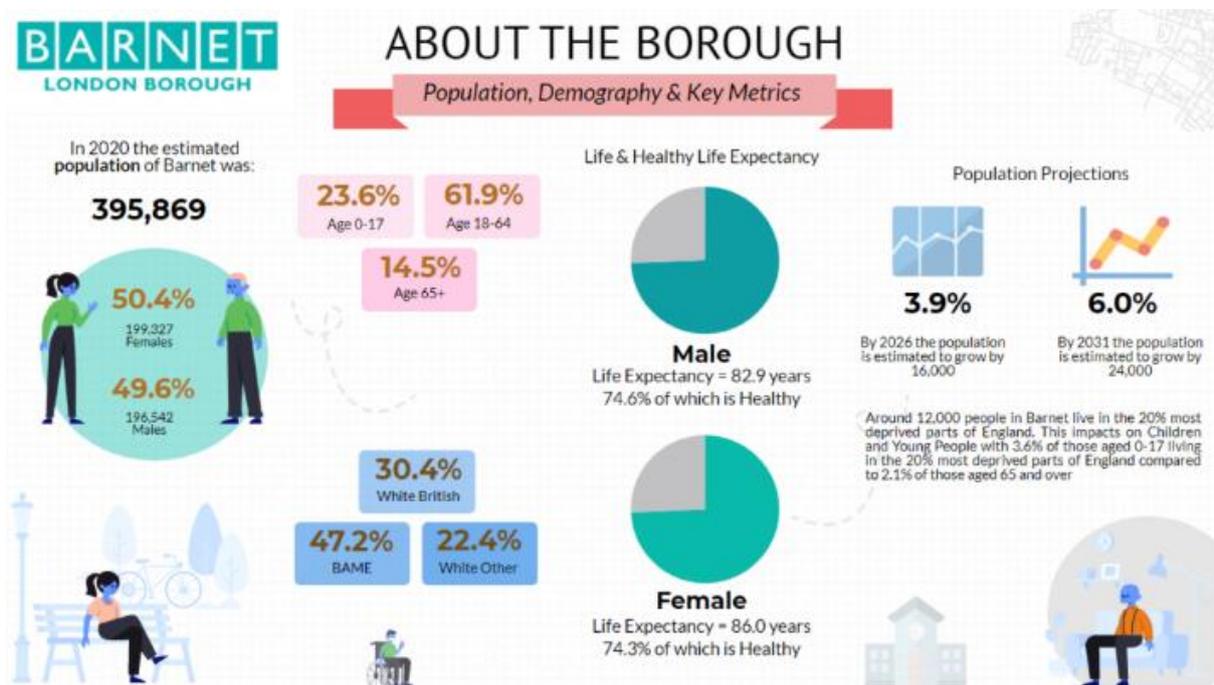
In 2020/21, 64% of London-based **students** identified with an ethnic group broadly categorised as 'BAME'[7] and are predominantly drawn from within a 50-mile radius of the campus. MDX has high proportions of Asian (at UG level 29% compared to 8.2% national average) and Black (24% compared to 3.6% national average) students (Table 3b.1).

Table 3b.1 Undergraduate, postgraduate students broadly categorised as' 'BAME'

Study Level		Students			
		2017/18	2018/19	2019/20	2020/21
Undergraduate (UG)	Total	16513	15814	16104	17342
	'BAME'	10206	9930	10368	11479
	% 'BAME'	62%	63%	64%	66%
Postgraduate Taught (PGT)	Total	4361	4452	4712	5484
	'BAME'	2562	2644	2893	3297
	% 'BAME'	59%	59%	61%	60%
Postgraduate Research (PGR)	Total	860	814	786	714
	'BAME'	441	443	361	374
	% 'BAME'	51%	54%	46%	52%
All students	Total	21734	21980	21602	23540
	'BAME'	14317	14073	14699	15150
	% 'BAME'	66%	67%	68%	64%

Over the last 4 years, Middlesex has seen a decline in **staff** numbers, but the diversity of our staff remains, with 75 nationalities represented. Just under half of all staff are academics (Table 3a.2). The majority of staff are White, and 30% 'BAME' (cf 9.8%, across all UK HEIs, AdvanceHE Staff Statistical Report, 2019).

Table 3b.2 Number of staff and percentage broadly categorised as' 'BAME'

Staff	2017/18	% 'BAME'	Academics as % of all staff in 2017 48%	2018/19	% 'BAME'	Academics as % of all staff in 2018 49%	2019/20	% 'BAME'	Academics as % of all staff in 2019 48%	2020/2021	% 'BAME'	Academics as % of all staff in 2020 48%
All	1895	28%		1795	28%		1805	29%		1744	30%	
Professional Support Staff	992	33%		927	32%		948	33%		908	34%	
Academic	**903**	**24%**		**868**	**24%**		**857**	**25%**		**836**	**26%**	

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[7] We use the term 'BAME' throughout the document, however, we acknowledge and accept the issues with this term, issues fully discussed in the REC-SAT.

While we see higher proportions of 'BAME' staff and students than national benchmarks, looking at the local and London context highlights some areas that need further exploration and action (Figure 3b.2).

Figure 3b.2 Ethnicity breakdown staff, students, local and London populations (2021 census data)
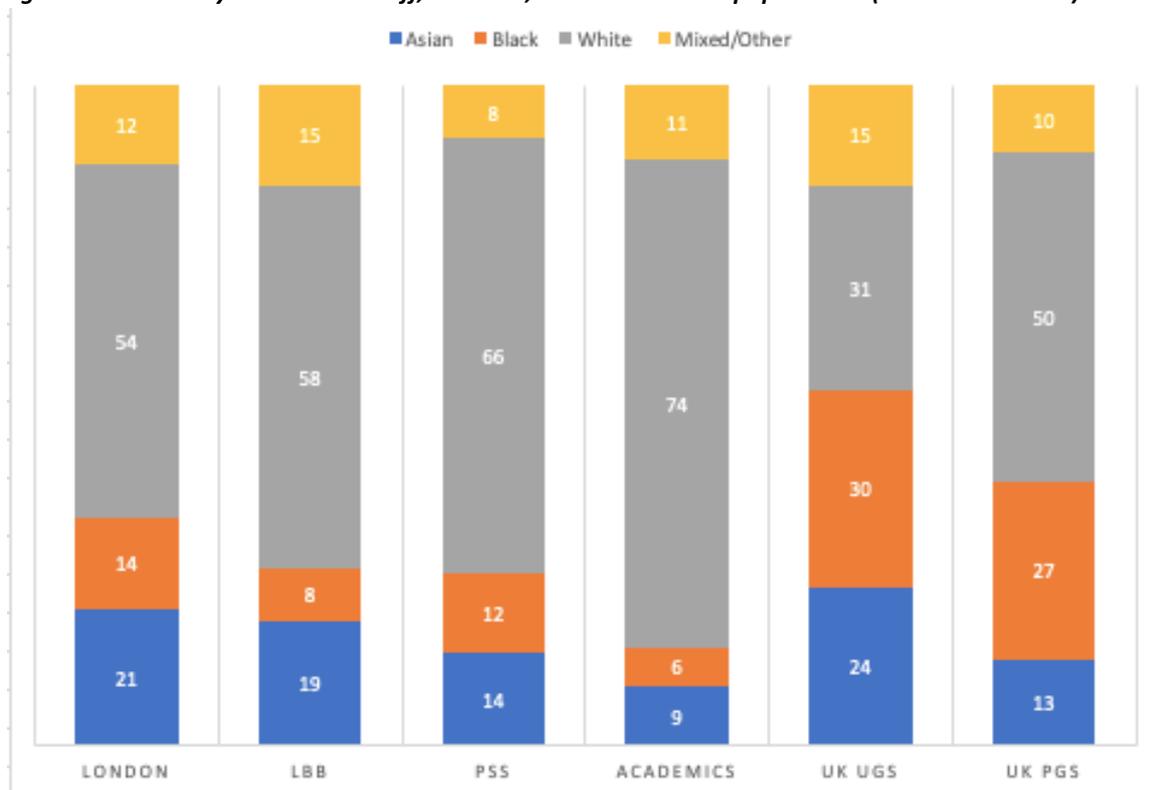
Among UK UGs we see higher proportions of both Black and Asian students than the local and London populations, while for PGs the proportions of Asian students are lower, Black students are again higher than the local and London populations.

Academic staff are recruited, locally, but more often nationally and internationally. The proportion of White academics is well above the local and London profiles. More importantly proportions of White staff are much higher than our student body, something recognised by staff as an issue.

> *"Ethnic/racial equality, diversity and inclusion is an integral part of higher education, from staffing to syllabuses…"*
>
> **Staff interview**

> *"So, I'm saying as a member of staff, … I was expecting a lot more. I assumed a lot would be in place given the demographic of the university student."*
>
> **'BAME' staff**

PSS are generally recruited from within the greater London area. The profile of PSS is closer to the local and London population profiles but still requires actions to ensure representative diversity.

Action Point 3b.1 Undertake positive actions to increase diversity of PSS to reflect the local and London ethnic profile, especially in student facing roles, and increase BAME representation among academic staff to better reflect the student profile

Looking more closely at the ethnic profiles, among Asian staff, Indians are the largest category, and clearly so for non-UK UGs, with a more balanced profile among UK students (Figure 3b.3). There are higher proportions of Black staff of Caribbean origin than students (Figure 3b.4).
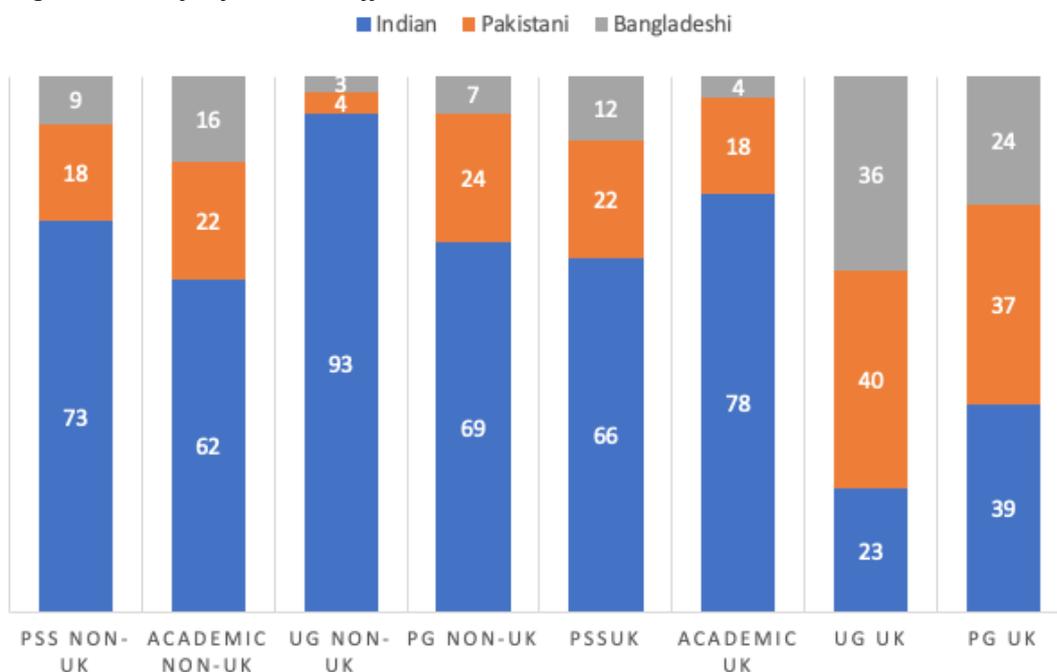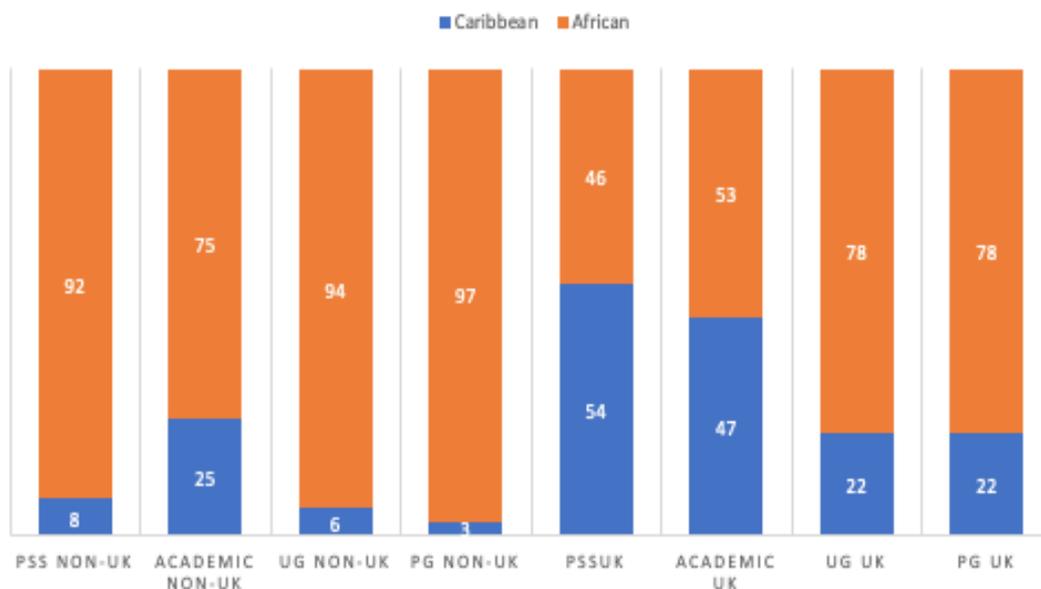
Figure 3b.3 Profile for Asian staff and students

Figure 3b.4 Profile for Black staff and students

Action Point 3b.2 Better understand the impacts, if any, of the differing UK ethnic profiles for staff / students, in particular exploring ways to increase the student population of UK Caribbean origin

The student survey highlights the importance of diversity with nearly half agreeing they had *considered ethnic/racial diversity before applying to study at MDX*, with 'BAME' students significantly more likely to agree than White students. This in contrast to just over a quarter of all staff. However, this rises to a third of 'BAME' staff (Table 3b.3).

> **Action Point 3b.3** Showcase and celebrate the diversity of our students and staff, recognising the role it plays in 'making Middlesex' to ensure an inclusive culture that is supportive of all

Table 3b.3 Extracts from REC staff and student surveys

Staff and student responses considering ethnic/racial diversity of MDX when applying % agree within ethnic groups								
Staff	**White**	**'BAME'**	**Total**	Black	Asian	Chinese	Mixed	Other
I considered the ethnic/racial diversity of Middlesex University before applying to work here.*	23%	33%	26%	30%	55%	48%	29%	30%
Students	**White**	**'BAME'**	**Total**	Black	Asian	Chinese	Mixed	Other
I considered the ethnic/racial diversity of Middlesex University before applying to study here.*	30%	55%	48%	57%	60%	40%	43%	46%

Chi-Square - Sig diff >95%

The surveys highlight that both staff and students are *aware of ethnic/racial tensions within the local community* and feel the *ethnic/racial diversity of the local population impacts on their day-to-day life* (Table 3b.4).

More staff appear *to have witnessed/been the victim of racial discrimination on campus* and *in the local area* than students.

> *"You can't live or work in London without being aware of racial diversity and, broadly speaking, it's a strong positive factor in my choice of staying and working here. You also can't miss the fact that there are tensions."*
>
> **Staff Interview**

Table 3b.4 Extracts from REC staff and student surveys

| Staff/students responses to questions on ethnic/race in local community/campus % agree	Staff			Student		
	'BAME'	**White**	**Total**	**'BAME'**	**White**	**Total**
I am aware of ethnic/racial tensions within the local community *	52%	41%	44%	33%	21%	29%
I have witnessed or been the victim of racial discrimination on campus *	34%	15%	21%	5%	2%	5%
I have witnessed or been the victim of racial discrimination in the local area *	44%	36%	38%	9%	5%	8%
The ethnic/racial diversity of the local population impacts on my day-to-day life *	44%	36%	38%	39%	18%	33%

Chi-Square - Sig diff >95%

In Hendon, 31% of the population are Jewish, the largest Jewish population in Europe. Staff and student religious demographics do not match with local demographics (Table 3b.5).

Table 3b.5 Staff and student religious demographics vs local demographics (2023)

	'BAME'	'BAME' staff %	White	White staff %	Total	% All staff		% All students
Buddhist	6	1%	4	0%	10	1%	210	1%
Christian	102	**20%**	271	**24%**	373	**23%**	4,560	**31%**
Hindu	39	7%	1	0%	40	2%	1,092	8%
Jewish	3	**1%**	19	**2%**	22	**1%**	101	**1%**
Muslim	84	**16%**	8	**1%**	92	**6%**	3,409	**23%**
Sikh	12	2%	0	0%	12	1%	140	1%
Spiritual	9	2%	16	2%	25	2%	210	1%
Any other religion or belief	10	2%	20	2%	30	2%	229	2%
No religion	70	13%	365	33%	435	26%	3,272	23%
No religion declared	172	33%	379	34%	551	33%	421	3%
Refused	15	3%	30	3%	45	3%	808	6%
Total	522	100%	1113	100%	1635	100%	14,451	100%

LBB is among the top 10 safest boroughs in London and among the top 20 safest places in the UK. However, it has had its share of racist and faith-based tensions (Figure 3b.5) reaching a peak between April-June 2021.

Figure 3b.5 Racist and Religious Hate Crime in London Borough of Barnet (2021/2022)
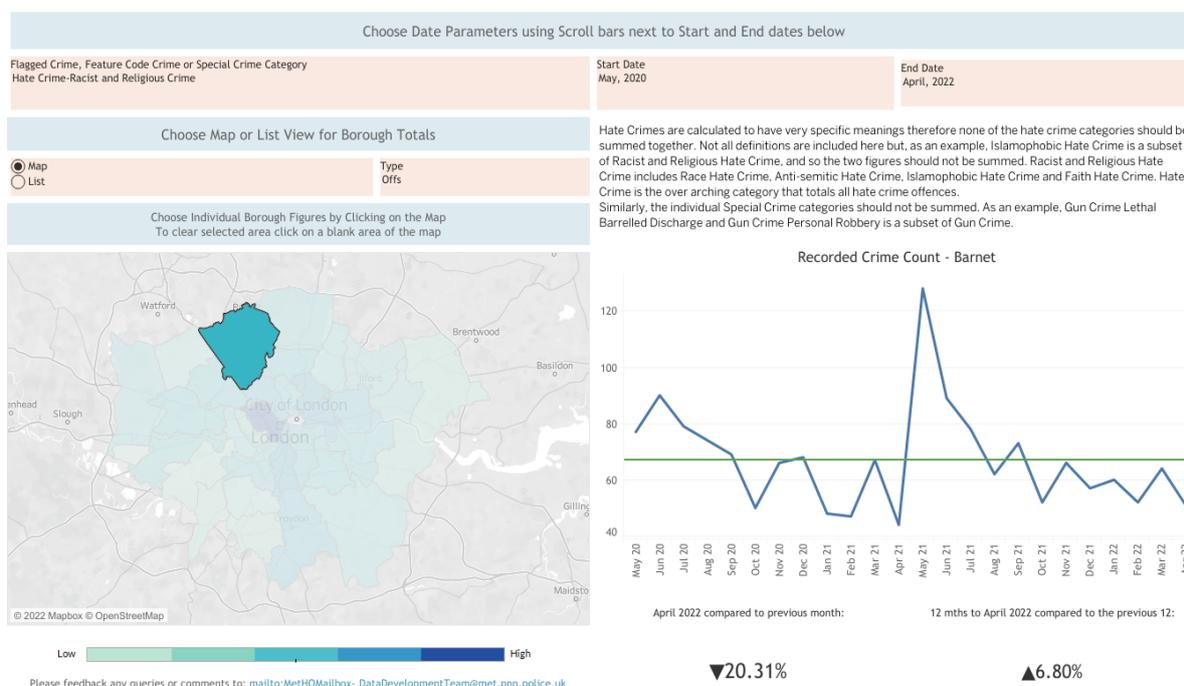
The 423 antisemitic incidents in the Barnet community account for a substantial proportion of the 1,254 antisemitic incidents reported in Greater London in 2021.

Although these incidents do not link directly to MDX, we support a multi-faith and anti-racist approach and are proud of our close links to local communities, reaching out to all faiths to support building a fairer and safer Barnet.

NUMBER OF INCIDENTS, 2007-2021
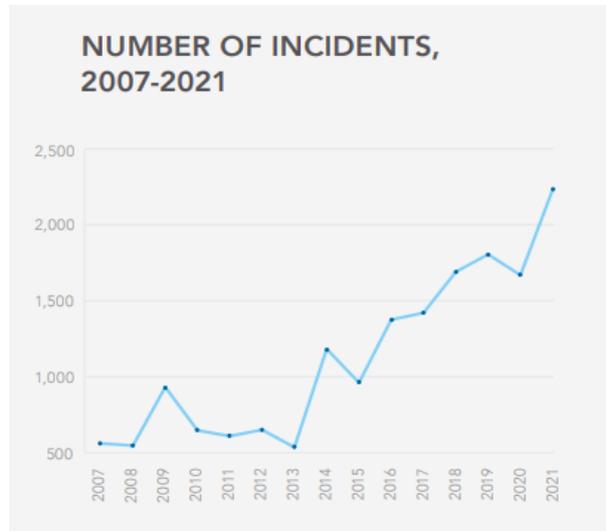
"There is racism out there. I hate it. I want the university to be free of it, more, to enable combatting racism. This is one of the most important social functions of the university in trying to sort of like in many respects, dismantle and reduce the impact of racism"

Staff Interview

"Middlesex is in itself, is a small cog in a big wheel. And it's about what we can do as that small cog, to actually push that bigger wheel towards change."

Staff Interview

In recent years, we have actively engaged with our students, staff and local community to understand and tackle some of these race/faith-based tensions including taking a central role in Barnet's Fairness Commission.

In 2017, we launched the Changing the Culture Initiative (CCI) in response to Universities UK Changing the Culture report on tackling violence against women, harassment and hate crime. This included the development of a centralised reporting system; the delivery of staff safeguarding training; and a range of awareness-raising activities. Between 2017 and 2019 two projects were piloted: 'No Home for Hate' and 'Building Bridges'. Over 400 students participated in the projects as part of their programme of study, producing merchandise designs, campaign plans, promotional materials and short films which have been used as resources for Welcome and Programme induction events. It has led to commissioned work for students with the Metropolitan Police, LBB and the Violent Crime Prevention Board.

Our student incident reporting system: 'Report It to Stop It' fosters a positive, non-adversarial approach to reporting all incidents, minor or large. This enables us to understand issues and patterns of incidents occurring 'on the ground', build trust, and create an open dialogue with our students. A similar mechanism for staff called 'Report and Support Tool', went live in 2022 **(AP3b.1)**. To further acknowledge our role and responsibility to the community, MDX has joined the Barnet Network of Reporting Centres.

> **Action Point 3b.4** Monitor and raise awareness of the new Report and Support Tool and identify and address any race related issues in relevant areas.

The Department for Education and Office for Students have recognised MDX's multi-faith approach to adopting the International Holocaust Remembrance Alliance (IHRA) working definition of antisemitism and the All Parliamentary Party Group (APPG) definition of islamophobia. Our approach has been used as a case study to inform sector practice.

Embedded in our wider journey to tackle all forms of racism and harassment, we sought to develop practical and inclusive tools, based on co-leadership with students, enabling non-hierarchical discussion with staff from all parts of MDX and consultation with Jewish, Muslim and other faith and multi-faith organisations.

MDX has a number of staff networks (Figure 3b.7) that proactively support staff, and instigate and develop new ideas and raise awareness across issues and experiences (e.g. response to Sewell Report). They are also instrumental in influencing and shaping policy through the EDIC. Student networks work closely with the staff networks.

Figure 3b.7 MDX staff diversity networks

The Anti-Racism Network recognises and harnesses the racial diversity and intersectionality of our staff and students. It exists to ensure that black and global majority lives, careers and experiences truly matter at MDX, and to create long lasting cultural change to enable equity for all, respect and a sense of belonging (Figure 3b.8).

Figure 3b.8 Examples of some of MDX-ARN's events

Section 3 word count: 1486

4. Staff profile

Where possible for sections 4a and 4b below, please provide the data for each academic faculty/central department.

4a Academic staff

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*

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

The majority of MDX academic staff are White (74%) with around a quarter identifying as 'BAME' (Table 4a.1). The majority are UK nationals (68% in 2020/21) (Table 4a.2) and this is the case for both 'BAME' and White staff although more 'BAME' are non-UK (Table 4a.3).

Table 4a.1 Academic staff by ethnicity

Ethnicity	2017/18		2018/19		2019/20		2020/21		Benchmark (AdvanceHE, 2021) %
	Count	%	Count	%	Count	%	Count	%	
'BAME'	215	24%	207	24%	216	25%	216	26%	18%
White	688	76%	661	76%	641	75%	620	74%	82%
Total	903	100%	868	100%	857	100%	836	100%	100%

Table 4a.2 Academic staff by UK/non-UK and by ethnicity

UK/ non-UK/ Ethnicity		2017/18			2018/19			2019/20			2020/21			Benchmark AdvanceHE 2021
		Count	% All	% UK	Count	% All	% UK	Count	% All	% UK	Count	% All	% UK	
U K	'BAME'	124	14%	20%	124	14%	21%	129	15%	22%	127	15%	22%	11%
	White	489	54%	80%	470	54%	79%	460	54%	79%	440	53%	78%	89%
	Total UK	613		100%	594		100%	589		100%	567		100%	
% of all academics		68%			68%			69%			68%			
		Count	% All	% non-UK	Count	% All	% non-UK	Count	% All	% non-UK	Count	% All	% non-UK	
N o n - U K	'BAME'	91	10%	31%	83	10%	30%	87	10%	32%	89	11%	33%	33%
	White	199	22%	69%	191	22%	70%	181	21%	68%	180	21%	67%	67%
	Total non-UK	290	32%	100%	274	32%	100%	268	31%	100%	269		100%	
Total academic staff		903	100%		868	100%		857	100%		836	32%		

Table 4a.3 Academic staff by ethnicity and UK/non-UK

Ethnicity		2017/18		2018/19		2019/20		2020/21	
		Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
'BAME'	UK	124	58%	124	60%	129	60%	127	59%
	Non-UK	91	42%	83	40%	87	40%	89	41%
	Total	215	100%	207	100%	216	100%	216	100%
White	UK	489	71%	470	71%	460	72%	440	71%
	Non-UK	199	29%	191	29%	181	28%	180	29%
	Total	688	100%	661	100%	641	100%	620	100%
Total	UK	613	68%	594	68%	589	69%	567	68%
	Non-UK	290	32%	274	32%	268	31%	269	32%
	Total	903	100%	868	100%	857	100%	836	100%

> *"Overall, we at Middlesex are doing much better than others. … we are one big family. There's always so much that is good to learn about other cultures. Together we benefit from our differences and can become stronger as an institution."*
>
> **Staff interview**

While 26% BAME academics is significantly higher than the national benchmark (Table 4a.1) and comparable to that of two key comparators[8] (Hertfordshire 23% and University of East London 24%), given our location and student body it is an underrepresentation (Fig3b.2).

> *"I think a lack of diversity in our teaching staff is felt by students and colleagues …. There is also a question of who the 'work' of ensuring better representation falls on in terms of the recognition of workload of minority ethnic staff in comparison to white colleagues."*
>
> **Academic staff**

The implications of this were noted in the staff survey and interviews.

If the key benchmark is ultimately that we reflect our diverse student body, we have some way to go, and need to be realistic in how long it will take (See AP3b.1 in Section 3).

There has been a decline in academic staff over the period, however, the ratio of 'BAME'/White and UK/non-UK has remained constant within Faculties (Table 4a.4/4a.5).

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[8] Both post-92s with a similar history to MDX. Hertfordshire - closest geographical competitor, 15miles/30minute drive or an hour by train. UEL - similarly embedded within a local diverse population.

Table 4a.4 Academic staff by ethnicity, UK/non-UK and faculty

Faculty		2017/18		2018/19		2019/20		2020/21	
		Count	*% all*	*Count*	*% all*	*Count*	*% all*	*Count*	*% all*
Arts & Creative Industries (ACI)	UK	145	16%	144	17%	137	16%	133	16%
	Non-UK	35	4%	38	4%	40	5%	38	5%
	Total	180	20%	182	21%	177	21%	171	21%
Business & Law (BAL)	UK	139	15%	136	16%	128	15%	117	14%
	Non-UK	135	15%	122	14%	126	15%	129	15%
	Total	274	30%	258	30%	254	30%	246	29%
Health, Social Care and Education (HSCE)	UK	157	17%	143	16%	154	18%	152	18%
	Non-UK	27	3%	27	3%	27	3%	27	3%
	Total	184	20%	170	19%	181	21%	179	21%
Science & Technology (SCT)	UK	152	17%	155	18%	154	18%	151	18%
	Non-UK	90	10%	83	10%	71	8%	71	8%
	Total	242	27%	238	28%	225	26%	222	26%
Other[9]	UK	20	2%	16	2%	16	2%	21	2%
	Non-UK	3	1%	4	0%	4	0%	4	1%
	Total	23	3%	20	2%	20	2%	14	3%
Total		903	100%	868	100%	857	100%	836	100%

BAL have the highest proportions of 'BAME' staff (31% UK and 42% non-UK). HSCE has the lowest proportion of non-UK 'BAME' academics which can be partly explained by the requirement for UK accredited qualifications for nursing, midwifery, social work and education (Table 4a.5).

In 2020/21, only 11% of UK and 16% of non-UK national ACI academics were 'BAME' with a slight upward trend in non-UK over the 4 years **(AP4a.1)**. To put this in context, the comparable Faculty in UEL had 12% BAME for UK and 23% non-UK. While this suggests at least for UK nationals a general alignment with the sector averages we remain aspirational in increasing BAME representation.

> **Action Point 4a.1** Improve ACI BAME representation to 15% by 2025, aiming to reach 18% by 2027 for mid point of our University strategy review.

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[9] 'Other' refers to academic staff who are not aligned to Faculties

Table 4a.5 Academic staff by Faculty, ethnicity and UK/non-UK

All UK Academic staff		2017/18			2018/19			2019/20			2020/21		
		Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group
ACI	'BAME'	16	3%	11%	14	2%	10%	13	2%	9%	14	2%	11%
	White	129	21%	89%	130	22%	90%	124	21%	91%	119	21%	89%
	Total	145	24%	100%	144	24%	100%	137	23%	100%	133	23%	100%
BAL	'BAME'	36	6%	26%	38	6%	28%	40	7%	31%	36	6%	31%
	White	103	17%	74%	98	16%	72%	88	15%	69%	81	14%	69%
	Total	139	23%	100%	136	22%	100%	128	22%	100%	117	20%	100%
HSCE	'BAME'	36	6%	23%	33	6%	23%	37	6%	24%	38	7%	25%
	White	121	20%	77%	110	19%	77%	117	20%	76%	114	20%	75%
	Total	157	26%	100%	143	25%	100%	154	26%	100%	152	26%	100%
SCT	'BAME'	34	6%	22%	38	6%	25%	37	6%	24%	37	6%	25%
	White	118	19%	78%	117	20%	75%	117	20%	76%	114	20%	75%
	Total	152	25%	100%	155	26%	100%	154	26%	100%	151	26%	100%
Other[10]	'BAME'	2	0%	10%	1	0%	6%	2	0%	13%	2	0%	14%
	White	18	3%	90%	15	3%	94%	14	2%	88%	12	2%	85%
	Total	20	3%	100%	16	3%	100%	16	3%	100%	14	2%	100%
Grand Total		613	100%		594	100%		589	100%		567	100%	
All non-UK academic staff		Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group
ACI	'BAME'	4	1%	11%	5	2%	13%	6	2%	15%	6	2%	16%
	White	31	11%	89%	33	12%	87%	34	13%	85%	32	12%	84%
	Total	35	12%	100%	38	14%	100%	40	15%	100%	38	14%	100%
BAL	'BAME'	50	17%	37%	47	17%	39%	50	19%	40%	54	20%	42%
	White	85	29%	63%	75	27%	61%	76	28%	60%	75	28%	58%
	Total	135	46%	100%	122	45%	100%	126	47%	100%	129	48%	100%
HSCE	'BAME'	7	2%	26%	4	1%	15%	4	1%	15%	3	1%	11%
	White	20	7%	74%	23	8%	85%	23	9%	85%	24	9%	89%
	Total	27	9%	100%	27	9%	100%	27	10%	100%	27	10%	100%
SCT	'BAME'	30	10%	33%	27	10%	33%	27	10%	38%	26	10%	37%
	White	60	21%	67%	56	20%	67%	44	16%	62%	45	17%	63%
	Total	90	31%	100%	83	30%	100%	71	26%	100%	71	26%	100%
Other[11]	'BAME'	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%
	White	3	1%	100%	4	1%	100%	4	1%	100%	4	2%	100%
	Total	3	1%	100%	4	1%	100%	4	1%	100%	4	2%	100%
Grand Total		290	100%		274	100%		268	100%		269	100%	

[10] *ibid*

[11] *ibid*

Considering the ethnic mix of staff, over 60% of UK 'BAME' academics are Asian and Black, while for non-UK, they are Asian and Chinese (Table 4a.6). The majority of Asian staff are Indian (Figure 4a.1).

Table 4a.6 Academic staff by ethnic group

All UK academic staff by ethnicity	2017/18			2018/19			2019/20			2020/21		
	Count	*% UK*	*% 'BAME'*	*Count*	*% UK*	*% 'BAME'*	*Count*	*% UK*	*% 'BAME'*	*Count*	*% UK*	*% 'BAME'*
Asian	43	7%	35%	40	7%	32%	40	7%	31%	41	7%	32%
Black	33	5%	27%	37	6%	30%	41	7%	31%	38	7%	30%
Chinese	13	2%	10%	14	2%	11%	15	3%	12%	15	3%	12%
Mixed	13	2%	10%	12	2%	10%	14	2%	11%	12	2%	9%
Other	22	4%	18%	21	4%	17%	19	3%	15%	21	4%	17%
Total 'BAME'	124	20%	100%	124	21%	100%	129	22%	100%	127	23%	100%
White	489	80%		470	79%		460	78%		440	77%	
Grand Total	613	100%		594	100%		589	100%		567	100%	
All non-UK academic staff by ethnicity	*Count*	*% non-UK*	*% 'BAME'*	*Count*	*% non-UK*	*% 'BAME'*	*Count*	*% non-UK*	*% 'BAME'*	*Count*	*% non-UK*	*% 'BAME'*
Asian	34	12%	37%	32	12%	39%	35	13%	40%	34	13%	38%
Black	10	3%	11%	10	4%	12%	9	3%	10%	8	3%	9%
Chinese	26	9%	29%	22	8%	27%	23	9%	27%	21	8%	24%
Mixed	7	2%	8%	7	3%	8%	6	2%	7%	7	2%	8%
Other	14	5%	15%	12	4%	14%	14	5%	16%	19	7%	21%
Total 'BAME'	91	31%	100%	83	30%	100%	87	32%	100%	89	33%	100%
White	199	69%		191	70%		181	68%		180	67%	
Grand Total	290	100%		274	100%		268	100%		269	100%	

Figure 4a.1 Asian staff by ethnicity

Academic UK: Indian 78%, Pakistani 18%, Bangladeshi 4%

Academic non-UK: Indian 62%, Pakistani 22%, Bangladeshi 16%
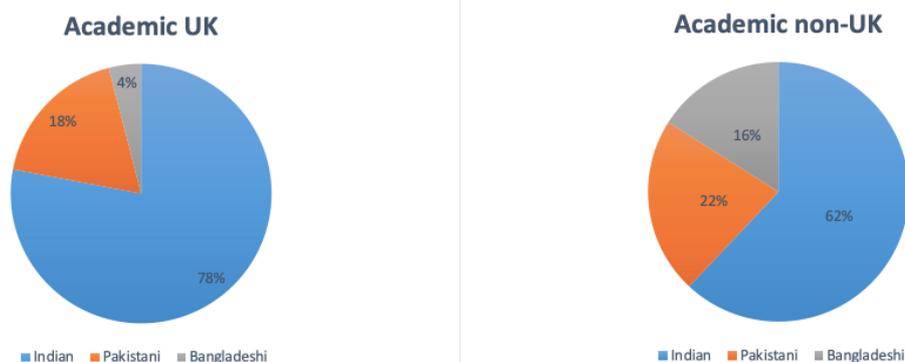
Figure 4a.2 Black staff by ethnicity
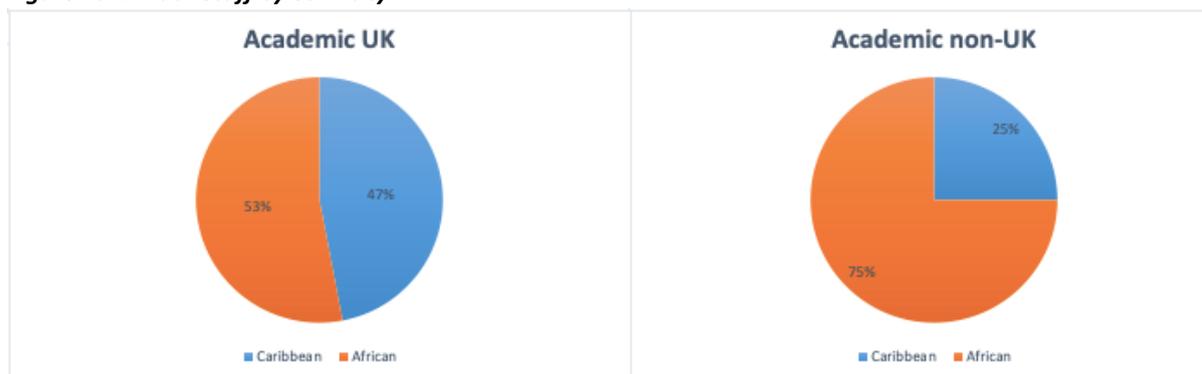
Compared to the national benchmark, MDX is 'over'-represented in all UK national 'BAME' categories most notably for Black UK academics (Table 4a.7) where there is a balanced African/Caribbean profile (Figure 4a.2).

For UK non-nationals we are around national benchmarks for all categories but slightly below for Black and Chinese academics.

However, in comparison to our student body we are still underrepresented in the two main BAME categories and this has implications for staff and workloads.

> *"I wanted to leave this university a couple of years ago and I couldn't. And it was simply because there were so many students that had said to me, don't leave until I've graduated. Because if you go, we are going to lose our support system."*
>
> **'BAME' Academic**

Table 4a.7 Academic staff by ethnic group benchmarking and student profile

		Asian	Black	Chinese	Mixed	Other	White
UK	MDX 2020/21	7%	7%	3%	2%	4%	77%
	Benchmark (AdvanceHE 2021)	5%	2%	2%	2%	1%	89%
	UG	24%	30%	1%	7%	7%	31%
	PG	13%	27%	0%	4%	2%	50%
Non-UK	MDX 2020/21	13%	3%	8%	2%	7%	67%
	Benchmark (AdvanceHE 2021)	12%	4%	9%	3%	5%	67%
	UG	42%	6%	9%	2%	5%	37%
	PG	46%	14%	6%	3%	5%	22%
ALL	MDX 2020/21	9%	6%	4%	2%	5%	74%
	Benchmark (AdvanceHE 2021)	7%	2%	4%	2%	2%	82%
	UG	29%	24%	3%	6%	7%	32%
	PG	25%	22%	3%	3%	4%	37%

For non-UK academic staff, BAL stands out as having the highest proportion of all 'BAME' categories.

Table 4a.8 Academic staff by ethnic group by Faculty

All -UK academic staff by ethnicity			2017/18		2018/19		2019/20		2020/21	
			Count	% ethnic group	Count	% ethnic group	Count	% ethnic group	Count	% ethnic group
'BAME'	ACI	Asian	3	7%	2	5%	1	3%	1	2%
		Black	3	9%	5	14%	5	12%	5	13%
		Chinese	1	8%	0	0%	0	0%	0	0%
		Mixed	5	38%	4	33%	4	29%	4	33%
		Other	4	18%	3	14%	3	16%	4	19%
	BAL	Asian	17	40%	16	40%	16	40%	16	39%
		Black	8	24%	10	27%	11	27%	8	22%
		Chinese	3	23%	4	29%	5	33%	5	33%
		Mixed	2	15%	2	17%	3	21%	2	17%
		Other	6	27%	6	29%	5	26%	5	24%
	HSCE	Asian	11	26%	9	23%	10	25%	10	24%
		Black	18	55%	17	46%	20	49%	20	53%
		Chinese	1	8%	1	7%	1	7%	1	7%
		Mixed	3	23%	3	25%	3	21%	3	25%
		Other	3	14%	3	14%	3	16%	4	19%
	SCT	Asian	10	23%	12	30%	11	28%	12	29%
		Black	4	12%	5	14%	5	12%	5	12%
		Chinese	8	62%	9	64%	9	60%	9	60%
		Mixed	3	23%	3	25%	4	29%	3	25%
		Other	9	41%	9	43%	8	42%	8	38%
	Other	Asian	2	5%	1	3%	2	5%	2	5%
	Total 'BAME'/ White		124	20%	124	21%	129	22%	127	22%
White	ACI	White	129	26%	130	28%	124	27%	119	27%
	BAL	White	103	21%	98	21%	88	19%	81	18%
	HSCE	White	121	25%	110	23%	117	25%	114	26%
	SCT	White	118	24%	117	25%	117	25%	114	26%
	Other	White	18	4%	15	3%	14	3%	12	3%
	Total White/ 'BAME'		489	80%	470	79%	460	78%	440	78%
	Grand Total		613	100%	594	100%	589	100%	567	100%
All non-UK academic staff by ethnicity			Count	% ethnic group	Count	% ethnic group	Count	% ethnic group	Count	% ethnic group
'BAME'	ACI	Asian	3	9%	4	13%	4	11%	4	12%
		Black	0	0%	0	0%	0	0%	0	0%
		Chinese	0	0%	0	0%	0	0%	0	0%
		Mixed	0	0%	0	0%	0	0%	0	0%
		Other	1	7%	1	8%	2	14%	2	11%
	BAL	Asian	17	50%	16	50%	19	54%	18	53%
		Black	4	40%	4	40%	4	44%	4	50%
		Chinese	13	50%	12	55%	13	57%	13	62%
		Mixed	7	100%	7	100%	6	100%	6	86%
		Other	9	64%	8	67%	8	57%	13	68%
	HSCE	Asian	0	0%	0	0%	1	3%	1	3%
		Black	3	30%	3	30%	2	22%	1	13%
		Chinese	3	12%	0	0%	0	0%	0	0%
		Mixed	0	0%	0	0%	0	0%	0	0%
		Other	1	7%	1	8%	1	7%	1	5%
	SCT	Asian	14	41%	12	38%	11	31%	11	32%
		Black	3	30%	3	30%	3	33%	3	38%
		Chinese	10	38%	10	45%	10	43%	8	38%
		Mixed	0	0%	0	0%	0	0%	1	14%
		Other	3	21%	2	17%	3	21%	3	16%
	Other	Asian	0	0%	0	0%	0	0%	0	0%
	Total 'BAME'/White		91	31%	83	30%	87	32%	89	33%
White	ACI	White	31	16%	33	17%	34	19%	32	18%
	BAL	White	85	43%	75	39%	76	42%	75	41%
	HSCE	White	20	10%	23	12%	23	13%	24	13%
	SCT	White	60	30%	56	29%	44	24%	45	25%
	Other	White	3	2%	4	2%	4	2%	4	3%

The majority of UK Asian and Black academic staff are also found in BAL (40% Asian), and HSCE (53% of all Black academics) (Table 4a.8).

ACI has the lowest proportion of Asian, Black and Chinese UK-nationals. However, ACI's staff profile is in line with the student profile.

Among UK nationals, there is an upward trend toward a higher proportion of staff being of Grade 8 and this is more pronounced for 'BAME' academics (55% Grade 8 in 2020/21 compared to 47% of Whites) (Table 4a.9). For non-UK, there are no significant differences across all grades, including above Grade 8.

Table 4a.9 Academic staff by grade[12]

All UK academic staff by grade		2017/18			2018/19			2019/20			2020/21		
		Count	*% in UK*	*% in ethnic group*	*Count*	*% in UK*	*% in ethnic group*	*Count*	*% in UK*	*% in ethnic group*	*Count*	*% in UK*	*% in ethnic group*
'BAME'	Grade 6	3	0%	3%	2	0%	1%	1	0%	1%	2	1%	2%
	Grade 7	35	5%	28%	38	6%	31%	43	7%	33%	32	6%	25%
	Grade 8	60	10%	48%	59	10%	48%	61	10%	47%	70	12%	55%
	Grade 9	16	3%	13%	15	3%	12%	14	3%	11%	13	2%	10%
	SMA	10	2%	8%	10	2%	8%	10	2%	8%	10	2%	8%
	Total	124	20%	100%	124	21%	100%	129	22%	100%	127	22%	100%
White	Grade 6	8	1%	2%	5	1%	1%	7	1%	2%	5	1%	1%
	Grade 7	100	16%	20%	106	18%	23%	106	18%	23%	93	16%	21%
	Grade 8	210	34%	43%	205	35%	44%	207	36%	45%	208	37%	47%
	Grade 9	95	16%	19%	86	15%	18%	74	13%	16%	70	12%	16%
	SMA	76	13%	16%	68	12%	14%	66	11%	14%	64	11%	15%
	Total	489	80%	100%	470	79%	100%	460	78%	100%	440	78%	100%
Grand Total		613	100%		594	100%		589	100%		567	100%	
All non-UK academic staff by grade		*Count*	*% in non-UK*	*% in ethnic group*	*Count*	*% in non-UK*	*% in ethnic group*	*Count*	*% in non-UK*	*% in ethnic group*	*Count*	*% in non-UK*	*% in ethnic group*
'BAME'	Grade 6	5	1%	6%	4	1%	5%	1	0%	1%	3	1%	3%
	Grade 7	22	7%	24%	15	5%	18%	24	9%	28%	23	9%	26%
	Grade 8	45	16%	49%	46	17%	55%	43	16%	50%	45	17%	51%
	Grade 9	11	4%	12%	10	4%	12%	10	4%	11%	10	4%	11%
	SMA	8	3%	9%	8	3%	10%	9	3%	10%	8	3%	9%
	Total	91	31%	100%	83	30%	100%	87	32%	100%	89	33%	100%
White	Grade 6	5	2%	3%	5	2%	3%	2	1%	1%	2	1%	1%
	Grade 7	51	18%	25%	55	20%	29%	59	22%	33%	53	20%	29%
	Grade 8	104	36%	52%	98	36%	51%	90	34%	50%	90	34%	50%
	Grade 9	17	6%	9%	15	5%	8%	13	5%	7%	16	6%	9%
	SMA	22	7%	11%	18	7%	9%	17	6%	9%	19	7%	11%
	Total	199	69%	100%	191	70%	100%	181	68%	100%	180	67%	100%
Grand Total		290	100.0%		274	100%		268	100%		269	100%	

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[12] The small number of Grade 6 included are research assistants, counted here as academic staff due to job role

In contrast, while below 20% of 'BAME' UK academics are above Grade 8 (Senior Lecturer), over 30% White academics are on the highest two grades (18% for BAME; 31% White) and this includes 15% at SMA (Professor and Head of Department) compared to 8% BAME.

The staff survey and interviews highlighted a perceived lack of representation at the 'higher' levels. It is important to review the progression and promotion process for 'BAME' academics **(AP4a.2).**

> *".... what we are talking about is a concentration of different cultures at a different level within the university"*
>
> **Academic staff**

> *"when I first started this university, I didn't fit in at all and I almost wanted to quit. It was people from ethnic minority backgrounds that came to me …. they sat with me, they had lunch with me … people in admin teams, library services, quality, etc."*
>
> **BAME academic**

> *"But there have been people who are saying, "If we look at the number of professors in the university and just look at the colour of their skin," so that does not transpire well, … in terms of encouraging people to apply for promotion, for instance."*
>
> **Academic staff**

Action Point 4a.2 Maintain career trajectory for 'BAME' academics in line with UK nationals (55% grade 9).

The vast majority of academic staff (90+ %) are on permanent contracts across ethnicity and UK/non-UK and this is constant over the period (Table 4a.10).

Table 4a.10 Academic staff by ethnicity, UK/non-UK and contract type

UK		2017/18			2018/19			2019/20			2020/21		
		Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group
'BAME'	Fixed term	11	2%	9%	7	1%	6%	7	1%	5%	6	1%	5%
	Permanent	113	18%	91%	117	20%	94%	122	21%	95%	121	21%	95%
	Total	124		100%	124		100%	129		100%	127	22%	100%
White	Fixed term	41	7%	8%	33	6%	7%	29	5%	6%	23	4%	5%
	Permanent	448	73%	92%	437	74%	93%	431	73%	94%	417	74%	95%
	Total	489		100%	470		100%	460		100%	440	78%	100%
Grand Total		613	100%		594	100%		589	100%		567	100%	
Non-UK		Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group
'BAME'	Fixed term	6	2%	7%	4	1%	5%	4	2%	5%	81	30%	10%
	Permanent	85	29%	93%	79	29%	95%	83	18%	95%	8	3%	90%
	Total	91		100%	83		100%	87		100%	89	33%	100%
White	Fixed term	19	7%	10%	18	7%	9%	17	7%	9%	18	7%	10%
	Permanent	180	62%	90%	173	63%	91%	164	73%	91%	162	60%	90%
	Total	199		100%	191		100%	181		100%	180	67%	100%
Grand Total		290	100%		274	100%		268	100%		269	100%	

Likewise, the majority of academic staff are full-time. The most significant difference is for UK White staff with the highest proportion of fractional contracts (30% compared to 17%) (Table 4a.11).

Table 4a.11 Academic staff ethnicity, UK/non-UK by full/fractional contracts

All UK academic staff		2017/18			2018/19			2019/20			2020/21		
		Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group
'BAME'	Full time	95	15%	77%	98	16%	79%	105	18%	81%	105	18%	83%
	Part time	29	5%	23%	26	4%	21%	24	4%	19%	22	4%	17%
	Total	124	20%	100%	124	20%	100%	129	22%	100%	127	22%	100%
White	Full time	325	53%	66%	316	53%	67%	315	53%	68%	310	55%	70%
	Part time	164	27%	34%	154	27%	33%	145	27%	32%	130	23%	30%
	Total	489	80%	100%	470	80%	100%	460	80%	100%	440	78%	100%
Grand Total		613	100%		594	100%		589	100%				
All non-UK academic staff		Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group
'BAME'	Full time	78	27%	86%	74	27%	89%	75	28%	86%	75	28%	84%
	Part time	13	4%	14%	9	3%	11%	12	4%	14%	14	5%	16%
	Total	91	31%	100%	83	30%	100%	87	32%	100%	89	33%	100%
White	Full time	164	57%	82%	156	57%	82%	147	55%	81%	149	55%	83%
	Part time	35	12%	18%	35	13%	18%	34	13%	19%	31	12%	17%
	Total	199	69%	100%	191	70%	100%	181	68%	100%	180	67%	100%
Grand Total		290	100%		274	100%		268	100%		269	100%	

This may in part be explained by the significant differences in academic staff perceptions of flexible working. Fewer 'BAME' academics feel able to take advantage of flexible working on an informal basis and even fewer feel their manager would be supportive of this (Table 4a.12).

Table 4a.12 Extracts from REC staff survey

Academic staff responses on flexible working % Agree with Question Within Ethnic Groups	White	'BAME'	Total	Black	Asian	Chinese	Mixed	Other
I am able to take advantage of flexible working on an informal basis *	94%	81%	90%	81%	72%	100%	86%	82%
My manager is supportive of flexible working *	92%	74%	86%	67%	64%	100%	86%	77%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Staff retention *	16%	39%	24%	58%	38%	0%	33%	29%

Chi-Square - Sig diff >95%

> "I feel as a black hourly paid academic I do not feel that I am valued. I do feel inclusion is extremely important but I feel I am treated "less than" permanent members of staff."
>
> **'BAME' Academic**

The staff survey also showed significant difference in perceptions around staff turnover with over a third of 'BAME' academics feeling there was an *ethnic/racial inequality issue around retention*, particularly Black staff (58%) **(AP4a.3)**.

> **Action Point 4a.3** Increase percentage of 'BAME' academics perception on taking advantage of flexing working practices to 91% by November 2023.

The average UK staff turnover rate is 15% per year (2020) and for all UK staff, MDX is on or below the average. There was a sharp increase in 2018/19 with a large loss of UK 'BAME' academics, however, this was matched by a similar loss of non-UK White academics (Table 4a.13). There were a number of 'restructuring' processes at this time, actions associated with which were being monitored for EDI impacts.

Table 4a.13 Academic staff turnover

	2017/18		2018/19		2019/20		2020/21	
All UK academic staff	Count	% of all staff in ethnic group	Count	% of all staff in ethnic group	Count	% of all staff in ethnic group	Count	% of all staff in ethnic group
'BAME'	16	13%	28	23%	15	12%	8	6%
White	61	12%	64	14%	51	11%	34	8%
All non-UK academic staff	Count	% of all staff in ethnic group	Count	% of all staff in ethnic group	Count	% of all staff in ethnic group	Count	% of all staff in ethnic group
'BAME'	15	16%	11	13%	12	14%	8	9%
White	32	16%	45	24%	34	19%	14	8%

While HSCE had the highest proportion of 'BAME' UK-national staff losses over the full period, something not mirrored among White HSCE academic staff, in 2020/21 BAL has significant loss. For non-UK, the losses over the time period have been in SCT in terms of 'BAME' academics, but again 2020/21 sees higher proportions in BAL also. A restructuring process in BAL may explain this. Both SCT and BAL continue to have losses among non-UK White academics also (Table 4a.14) **(AP4a.4)**.

> **Action Point 4a.4** Harmonise turn over rates between 'BAME' and White staff within faculty of HSCE, BAL, SCT to below 25% for both UK and Non-UK.

Table 4a.14 Academic staff turnover by ethnic group, UK/non-UK and faculty

All UK academic staff		2017/18			2018/19			2019/20			2020/21		
		Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group	Count	% in UK	% in ethnic group
'BAME'	ACI	1	1%	6%	9	10%	32%	1	2%	7%	0	0%	0%
	BAL	1	1%	6%	7	8%	25%	4	6%	27%	6	14%	75%
	HSCE	12	16%	75%	7	8%	25%	6	9%	40%	2	5%	25%
	SCT	2	3%	13%	5	5%	18%	4	6%	27%	0	0%	0%
	Total	16	21%	100%	28	30%	100%	15	23%	100%	8	19%	100%
White	ACI	6	8%	10%	21	23%	33%	15	23%	29%	7	17%	21%
	BAL	20	26%	33%	11	12%	17%	17	26%	33%	11	26%	32%
	HSCE	20	26%	33%	21	23%	33%	8	12%	16%	9	21%	26%
	SCT	15	19%	25%	11	12%	17%	11	17%	22%	7	17%	21%
	Total	61	79%	100%	64	70%	100%	51	77%	100%	34	81%	100%
Grand Total		77	100%		92	100%		66	100%		42	100%	
All non-UK academic staff		Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group
'BAME'	ACI	0	0%	0%	1	2%	9%	0	0%	0%	0	0%	0%
	BAL	4	9%	27%	4	7%	36%	4	6%	33%	3	14%	38%
	HSCE	5	11%	33%	1	2%	9%	2	3%	17%	1	4%	12%
	SCT	6	13%	40%	5	9%	45%	6	9%	50%	4	18%	50%
	Total	15	32%	100%	11	20%	100%	12	31%	100%	8	36%	100%
'White'	ACI	3	6%	9%	6	11%	13%	3	5%	9%	3	14%	21%
	BAL	21	45%	66%	23	41%	51%	13	20%	38%	5	23%	36%
	HSCE	2	4%	6%	2	4%	4%	4	6%	12%	1	4%	7%
	SCT	6	13%	19%	14	25%	31%	14	22%	41%	5	23%	36%
	Total	32	68%	100%	45	80%	100%	34	69%	100%	14	64%	100%
Grand Total		47	100%		56	100%		46	100%		22	100%	

4b Professional and support staff (PSS)

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 numbers permit, 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.

"It is extremely important that Middlesex has a cross section of people, as staff from a range of backgrounds and race reflects the diversity of our students. It also enriches the University environment and community making it a special place to work in."

PSS quote

MDX has marginally more PSS than academic staff and this is consistent over the period (52% in 2020/201).

The majority of PSS are White, but we have a significantly higher representation of 'BAME' PSS (34%) than the national benchmark (13%) (Table 4b.1). The vast majority of all PSS (80%) are UK nationals, and the ethnic representation is highest in this category (35% of UK PSS identify as 'BAME' compared to the national benchmark of 11%) (Table 4b.2).

However, at 66% the proportion of White PSS is still higher than a key comparator in London (UEL 55% White) and the local (58%) and London (54%) profile (Figure 3b.2).

Table 4b.1 PSS by ethnicity

Ethnicity	2017/18		2018/19		2019/20		2020/21		Bench-mark AdvanceHE 2021 %
	Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Benchmark Advance HE 2021 %*
'BAME'	323	33%	298	32%	315	33%	310	34%	13%
White	669	67%	629	68%	633	67%	598	66%	87%
Total	992	100%	927	100%	948	100%	908	100%	

Table 4b.2 PSS by UK/non-UK and ethnicity

UK/Non-UK/ Ethnicity		2017/18			2018/19			2019/20			2020/21			Bench-mark Advance HE 2021 %
		Count	*% all*	*% in ethnic group*	*Count*	*% all*	*% in ethnic group*	*Count*	*% all*	*% in ethnic group*	*Count*	*% all*	*% in ethnic group*	*Bench-mark Advance HE 2021 %*
UK	'BAME'	269	27%	33%	249	27%	33%	268	28%	35%	258	28%	35%	11%
	White	540	54%	67%	504	54%	67%	498	53%	65%	468	52%	65%	89%
Total		809	81%	100%	753	81%	100%	766	81%	100%	726	80%	100%	
Non-UK	'BAME'	54	5%	30%	49	5%	28%	47	5%	26%	52	6%	29%	29%
	White	129	14%	70%	125	14%	72%	135	14%	74%	130	14%	71%	71%
Total		183	19%	100%	174	19%	100%	182	19%	100%	182	20%	100%	
Grand total		992	100%		927	100%		948	100%		908	100%		

The number of PSS has fallen over the period, but ratios of 'BAME'/White staff have been constant for both UK and non-UK nationals. Overall, Asian and Black make up 76% of all 'BAME' UK national PSS and 60% of 'BAME' non-UK staff and this is consistent over time (Table 4b.3).

Table 4b.3 PSS by UK/non-UK and ethnic group

UK		2017/18			2018/19			2019/20			2020/21		
		Count	% in UK	% in 'BAME'	Count	% in UK	% in 'BAME'	Count	% in UK	% in 'BAME'	Count	% in UK	% in 'BAME'
'BAME'	Asian	110	14%	41%	104	14%	42%	110	14%	41%	107	15%	41
	Black	91	11%	34%	86	11%	35%	97	13%	36%	90	12%	35
	Chinese	10	1%	4%	9	1%	4%	8	1%	3%	7	1%	3
	Mixed	34	4%	13%	26	3%	10%	30	4%	11%	32	4%	12
	Other	24	3%	9%	24	3%	10%	23	3%	9%	22	3%	9
	Total 'BAME'	269	33%	100%	249	33%	100%	268	35%	100%	258	35%	100%
White	White	540	67%		504	67%		498	65%		468	65%	
Grand Total		809	100%		753	100%		766	100%		726	100%	
Non-UK		Count	% in Non-UK	% in 'BAME'	Count	%in Non-UK	% in 'BAME'	Count	% in Non-UK	% in 'BAME'	Count	% in Non-UK	% in 'BAME'
'BAME'	Asian	18	10%	33%	13	7%	27%	14	8%	30%	17	9%	33%
	Black	14	8%	26%	14	8%	29%	14	8%	30%	14	8%	27%
	Chinese	5	3%	9%	5	3%	10%	3	2%	6%	3	2%	6%
	Mixed	7	4%	13%	6	3%	12%	5	3%	11%	6	3%	12%
	Other	10	5%	19%	11	6%	22%	11	6%	23%	12	7%	23%
	Total 'BAME'	54	30%	100%	49	28%	100%	47	26%	100%	52	29%	100%
White	White	129	70%		125	72%		135	74%		130	71%	
Grand Total		183	100%		174	100%		182	100%		182	100%	

As with academic staff for Asian PSS the vast majority are Indian while for Black PSS there is a more equal ratio of Caribbean/African for UK nationals (Figure 4b.1/2).

Figure 4b.1 PSS Asian staff

59
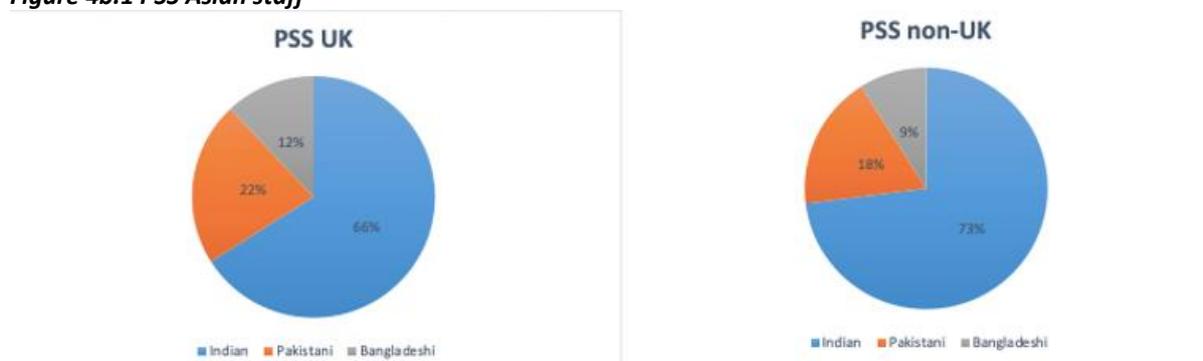
Figure 4b.2 PSS Black staff

Across 'BAME' ethnicities, we are more representative than national benchmarks (Table 4b.4). Of more relevance, while the Asian profile of MDX is below the local/London profile (19/21%) (see **AP4b.2**), the proportion of Black PSS is higher than the local and close to the London profile (8/14%).

Table 4b.4 PSS by ethnic group benchmarking

		Asian	Black	Chinese	Mixed	Other	White
UK	MDX 2020/21	15%	12%	1%	4%	3%	65%
	Benchmark (AdvanceHE 2021)	4.6%	2.6%	0.7%	2%	0.5%	89%
Non-UK	MDX 2020/21	9%	8%	2%	3%	7%	71%
	Benchmark (AdvanceHE 2021)	4.6%	2.6%	0.7%	2%	0.5%	89%
All	MDX 2020/21	14%	12%	1%	4%	4%	66%
	Benchmark (AdvanceHE 2021)	5.1%	3.2%	1%	2.1%	1%	87%

While the majority of PSS are aligned to a central service, some are aligned to faculties. Overall ACI and SCT have the largest numbers of staff aligned to their Faculty (Table 4b.5). The majority across all categories and years are White. HSCE and BAL have the more balanced profile across the years within UK nationals. In ACI, as with academic staff, PSS are predominantly White, and this is the case both for UK (85%) and non-UK nationals (86%).

Table 4b.5 PSS by ethnicity, UK/non-UK and Faculty

		2017/18			2018/19			2019/20			2020/21		
UK		*Count*	*% in UK*	*% in ethnic group*	*Count*	*% in UK*	*% in ethnic group*	*Count*	*% in UK*	*% in ethnic group*	*Count*	*% in UK*	*% in ethnic group*
ACI	'BAME'	9	1%	13%	11	1%	16%	11	1%	16%	10	1%	15%
	White	60	7%	87%	58	8%	84%	57	7%	84%	55	8%	85%
	Total	69	9%	100%	69	9%	100%	68	9%	100%	65	9%	100%
BAL	'BAME'	18	2%	46%	16	2%	43%	16	2%	39%	21	3%	48%
	White	21	3%	54%	21	3%	57%	25	3%	61%	23	3%	52%
	Total	39	5%	100%	37	5%	100%	41	5%	100%	44	6%	100%
HSCE	'BAME'	17	2%	39%	20	3%	48%	16	2%	53%	13	2%	48%
	White	27	3%	61%	22	3%	52%	14	2%	47%	14	2%	52%
	Total	44	5%	100%	42	6%	100%	30	4%	100%	27	4%	100%
SCT	'BAME'	24	3%	41%	20	3%	38%	25	3%	36%	25	3%	37%
	White	34	4%	59%	32	4%	62%	44	6%	64%	42	6%	63%
	Total	58	7%	100%	52	7%	100%	69	9%	100%	67	9%	100%
Other	'BAME'	201	25%	34%	182	24%	33%	200	26%	36%	189	26%	36%
	White	398	49%	66%	371	49%	67%	358	47%	64%	334	46%	64%
	Total	599	74%	100%	553	73%	100%	558	73%	100%	523	72%	100%
Grand Total		809	100%		753	100%		766	100%		726		
Non-UK		*Count*	*% in non-UK*	*% in ethnic group*	*Count*	*% in non-UK*	*% in ethnic group*	*Count*	*% in non-UK*	*% in ethnic group*	*Count*	*% in non-UK*	*% in ethnic group*
ACI	'BAME'	1	1%	6%	1	1%	6%	2	1%	10%	3	2	14
	White	15	8%	94%	16	9%	94%	18	10%	90%	19	10	86
	Total	16	9%	100%	17	10%	100%	20	11%	100%	22	12	100%
BAL	'BAME'	5	3%	26%	6	3%	30%	3	2%	15%	7	4	29
	White	14	8%	74%	14	8%	70%	17	9%	85%	17	9	71
	Total	19	10%	100%	20	11%	100%	20	11%	100%	24	13	100%
HSCE	'BAME'	5	3%	42%	2	1%	29%	2	1%	40%	2	1	40
	White	7	4%	58%	5	3%	71%	3	2%	60%	3	2	60
	Total	12	7%	100%	7	4%	100%	5	3%	100%	5	3	100%
SCT	'BAME'	8	4%	33%	9	5%	38%	10	5%	40%	9	5	39
	White	16	9%	67%	15	9%	63%	15	8%	60%	14	8	61
	Total	24	13%	100%	24	14%	100%	25	14%	100%	23	13	100%
Other	'BAME'	35	19%	31%	31	18%	29%	30	16%	27%	31	17	29
	White	77	42%	69%	75	43%	71%	82	45%	73%	77	42	71
	Total	112	61%	100%	106	61%	100%	112	62%	100%	108	59	100%
Grand Total		183	100%		174	100%		182	100%		182	100%	

The majority of those PSS that align with Faculties are in 'teaching support' roles; Associate Lecturers, Graduate Academic Assistants, Technicians who, while occupying academic-related roles, are on PSS contracts for Union-related reasons. There are issues raised with this.

Table 4b.6 Teaching support staff by ethnicity, UK/non-UK and Faculty

UK		2017/18 Count	% in UK	% in ethnic group	2018/19 Count	% in UK	% in ethnic group	2019/20 Count	% in UK	% in ethnic group	2020/21 Count	% in UK	% in ethnic group
ACI	'BAME'	8	5%	12%	10	7%	15%	9	6%	14%	8	6%	13
	White	57	38%	88%	55	38%	85%	54	36%	86%	52	36	87
	Total	65		100%	65		100%	63		100%	60		100%
BAL	'BAME'	13	9%	81%	12	8%	75%	10	7%	67%	14	10	78
	White	3	2%	19%	4	3%	25%	5	3%	33%	4	3	22
	Total	16		100%	16		100%	15		100%	18		100%
HSCE	'BAME'	4	3%	57%	3	2%	33%	4	3%	57%	2	1	50
	White	3	2%	43%	6	4%	67%	3	2%	43%	2	1	50
	Total	7		100%	9		100%	7		100%	4		100%
SCT	'BAME'	24	16%	46%	20	14%	43%	21	14%	38%	21	15	39
	White	28	19%	54%	27	18%	57%	34	23%	62%	33	23	61
	Total	52		100%	47		100%	55		100%	54		100%
Other	'BAME'	2	1%	22%	2	1%	22%	2	1%	25%	2	1	25
	White	7	5%	78%	7	5%	78%	6	4%	75%	6	4	75
	Total	9		100%	9		100%	8		100%	8		100%
Grand Total		149	100%		146	100%		148	100%		144	100%	

Non-UK		Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group	Count	% in non-UK	% in ethnic group
ACI	'BAME'	1	2%	6%	1	2%	6%	1	2%	5%	2	3	10
	White	15	26%	94%	16	27%	94%	18	32%	95%	19	31	90
	Total	16		100%	17		100%	19		100%	21		100%
BAL	'BAME'	4	7%	27%	5	8%	31%	2	4%	17%	5	8	31
	White	11	19%	73%	11	19%	69%	10	18%	83%	11	17	69
	Total	15		100%	16		100%	12		100%	16		100%
HSCE	'BAME'	0	0%	0%	0	0%	0%	0	0%	0%	1	2	50
	White	2	3%	100%	1	2%	100%	1	2%	100%	1	2	50
	Total	2		100%	1		100%	1		100%	2		100%
SCT	'BAME'	8	14%	33%	9	15%	38%	9	16%	38%	8	13	36
	White	16	28%	67%	15	25%	63%	15	26%	63%	14	22	64
	Total	24		100%	24		100%	24		100%	22		100%
Other	'BAME'	0	0%	0%	0	0%	0%	0	0%	0%	0	0	0
	White	1	2%	100%	1	2%	100%	1	2%	100%	1	2	100
	Total	1		100%	1		100%	1		100%	1	100%	100%
Grand Total		58	100%		59	100%		57	100%		62		

ACI and SCT have the largest number of teaching support staff, and in both these, staff are predominantly White (Table 4b.6), most markedly in ACI (87% UK/95% non-UK) **(APb.1)**.

> **Action Point 4b.1** Increase ACI faculty representation of 'BAME' support staff to align with University average (e.g. technicians, administrators, GAAs, Senior GAAs).

The majority of PSS align to a central Service rather than Faculty and these have been grouped into three broad functional categories due to variations in size (Figure 4b.1).

Figure 4b.1 PSS grouped by functional service

Academic-Related Services

CAP - Centre for Academic Partnerships

CAPE - Centre for Academic Practice Enhancement

CAS - The Centre for Apprenticeships and Skills

GCE - Global Corporate Engagement

RKTO - Research & Knowledge Transfer Office

Student-Related Services

ADM/MKG Admissions & Communications

AQS - Academic Quality Service

EMP - Employability and Careers

IPPSC - International Preparatory Programmes and Short Courses

LSS - Library and Student Support

Resource-Related Services

BET - Business Enhancement Team

CCSS – Computing and Communications Systems Services

EST - Estate and Facilities Management Services

FIN - Financial Services

HRS - Human Resource Service

MKG - Marketing

The largest PSS areas are 'Student' and 'Resource' related (Table 4b.7). While all areas have majority White staff, the 'Resource-related' category is the most balanced in terms of ethnic mix (Table 4b.8). Although a small category, 'BAME' are underrepresented in 'Academic-related' services. Given the make-up of the student body we might want to see a higher proportion of 'BAME' staff in Academic and Student related roles **(AP4b.2)**.

> **Action Point 4b.2** Improve representation of BAME PSS staff in Academic-related services to 25% and continue the upward trend of BAME staff in Student-related services and look to recruit Asian student facing staff to better reflect our student body.

Table 4b.7 Ethnicity of PSS by functional service grouping (excluding teaching support staff)

		2017/18			2018/19			2019/20			2020/21		
	UK	*Count*	*% in UK*	*% within ethnic group*	*Count*	*% in UK*	*% within ethnic group*	*Count*	*% in UK*	*% within ethnic group*	*Count*	*% in UK*	*% within ethnic group*
'BAME'	Academic PS	9	1%	4%	8	1%	4%	10	2%	5%	13	2%	6%
	Resource PS	100	15%	46%	88	14%	44%	97	16%	44%	85	15%	40%
	Student PS	89	14%	41%	83	14%	41%	90	15%	41%	88	15%	42%
	Other	20	3%	9%	23	4%	11%	25	4%	11%	25	4%	12%
	Total	218	33%	100%	202	33%	100%	222	36%	100%	211	36%	100%
White	Academic PS	38	6%	9%	26	4%	6%	27	4%	7%	30	5%	8%
	Resource PS	132	20%	30%	133	22%	33%	127	21%	32%	122	21%	33%
	Student PS	199	30%	45%	184	30%	45%	176	28%	44%	168	29%	45%
	Other	73	11%	17%	62	10%	15%	66	11%	17%	51	9%	14%
	Total	442	67%	100%	405	67%	100%	396	64%	100%	371	64%	100%
Grand Total		660	100%		607	100%		618	100%		582	100%	
	Non-UK	*Count*	*% in non-UK*	*% within ethnic group*	*Count*	*% in non-UK*	*% within ethnic group*	*Count*	*% in non-UK*	*% within ethnic group*	*Count*	*% in non-UK*	*% within ethnic group*
'BAME'	Academic PS	0	0%	0%	0	0%	0%	1	1%	3%	1	1%	3%
	Resource PS	17	14%	41%	14	12%	41%	16	13%	46%	17	14%	47%
	Student PS	18	14%	44%	17	15%	50%	13	10%	37%	13	11%	36%
	Other	6	5%	15%	3	3%	9%	5	4%	14%	5	4%	14%
	Total	41	33%	100%	34	30%	100%	35	28%	100%	36	30%	100%
White	Academic PS	10	8%	12%	9	8%	11%	8	6%	9%	9	7%	11%
	Resource PS	28	22%	33%	29	25%	36%	29	23%	32%	26	22%	31%
	Student PS	36	29%	43%	34	30%	42%	42	34%	47%	41	34%	49%
	Other	10	8%	12%	9	8%	11%	11	9%	12%	8	7%	9%
	Total	84	67%	100%	81	70%	100%	90	72%	100%	84	70%	100%
Grand Total		125	100%		115	100%		125	100%		120	100%	

Table 4b.8 Functional service grouping by UK/non-UK and ethnicity (excluding teaching support staff)

		2017/18		2018/19		2019/20		2020/21	
UK		*Count*	*% in ethnic group*	*Count*	*% in ethnic group*	*Count*	*% in ethnic group*	*Count*	*% in ethnic group*
Academic PS	'BAME'	9	19%	8	24%	10	27%	13	30%
	White	38	81%	26	76%	27	73%	30	70%
	Total	47	100%	34	100%	37	100%	43	100%
Resource PS	'BAME'	100	43%	88	40%	97	43%	85	41%
	White	132	57%	133	60%	127	57%	122	59%
	Total	232	100%	221	100%	224	100%	207	100%
Student PS	'BAME'	89	31%	83	31%	90	34%	88	34%
	White	199	69%	184	69%	176	66%	168	66%
	Total	288	100%	267	100%	266	100%	256	100%
Other	'BAME'	20	22%	23	27%	25	27%	25	33%
	White	73	78%	62	73%	66	73%	51	67%
	Total	93	100%	85	100%	91	100%	76	100%
Non-UK		*Count*	*% in ethnic group*	*Count*	*% in ethnic group*	*Count*	*% in ethnic group*	*Count*	*% in ethnic group*
Academic PS	'BAME'	0	0%	0	0%	1	11%	1	10%
	White	10	100%	9	100%	8	89%	9	90%
	Total	10	100%	9	100%	9	100%	10	100%
Resource PS	'BAME'	17	38%	14	33%	16	36%	17	40%
	White	28	62%	29	67%	29	64%	26	60%
	Total	45	100%	43	100%	45	100%	43	100%
Student PS	'BAME'	18	33%	17	33%	13	24%	13	24%
	White	36	67%	34	67%	42	76%	41	76%
	Total	54	100%	51	100%	55	100%	54	100%
Other	'BAME'	6	38%	3	25%	5	31%	5	38%
	White	10	63%	9	75%	11	69%	8	62%
	Total	16	100%	12	100%	16	100%	13	100%

Looking at grades, the majority of all PSS are on Grades 4–6. The proportions of 'BAME' PSS on Grade 7 and above are consistently lower than White PSS (% within ethnic group column) for both UK and non-UK nationals (Table 4b.9).

Table 4b.9 All PSS by ethnicity, UK/non-UK and grades

UK		2017/18			2018/19			2019/20			2020/21		
		Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio
'BAME'	APP	0	0%	0%	1	0%	50%	1	0%	100%	0	0%	0%
	Grades 1-3	8	3%	29%	5	2%	24%	9	3%	39%	5	2%	29%
	Grades 4	75	28%	51%	68	27%	51%	65	24%	50%	66	26%	51%
	Grades 5	41	15%	38%	39	16%	41%	57	21%	52%	51	20%	51%
	Grades 6	71	26%	33%	66	27%	31%	66	25%	30%	64	25%	30%
	Grades 7	33	12%	25%	27	11%	23%	30	11%	27%	33	13%	29%
	Grades 8	25	9%	26%	27	11%	27%	24	9%	26%	24	9%	27%
	Grades 9	10	4%	30%	10	4%	28%	10	4%	29%	10	4%	30%
	Senior Manager	6	2%	13%	6	2%	15%	6	2%	15%	5	2%	15%
	Total	269	100%	33%	249	100%	33%	268	100%	35%	258	100%	35%
White	APP	1	0%	100%	1	0%	50%	0	0%	0%	0	0%	0%
	Grades 1-3	20	4%	71%	16	3%	76%	14	3%	61%	12	2%	71%
	Grades 4	72	13%	49%	65	13%	49%	66	13%	50%	63	14%	49%
	Grades 5	68	13%	62%	55	11%	59%	52	10%	48%	50	11%	49%
	Grades 6	147	27%	67%	144	29%	69%	156	31%	70%	149	32%	70%
	Grades 7	97	18%	75%	90	18%	77%	83	17%	73%	79	17%	71%
	Grades 8	73	14%	74%	72	14%	73%	68	14%	74%	64	14%	73%
	Grades 9	23	4%	70%	26	5%	72%	24	5%	71%	23	5%	70%
	Senior Manager	39	7%	87%	35	7%	85%	35	7%	85%	28	6%	85%
	Total	540	100%	67%	504	100%	67%	498	100%	65%	468	100%	65%
Grand Total		809		100%	753		100%	766		100%			

Non-UK		Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio
'BAME'	Grades 1-3	4	7%	80%	3	6%	100%	3	6%	100%	3	6%	100%
	Grades 4	16	30%	29%	13	27%	32%	7	15%	21%	6	12%	19%
	Grades 5	10	19%	31%	9	18%	35%	12	26%	33%	11	21%	33%
	Grades 6	18	33%	34%	19	39%	29%	18	38%	27%	25	48%	34%
	Grades 7	1	2%	6%	0	0%	0%	3	6%	18%	2	4%	13%
	Grades 8	4	7%	29%	3	6%	21%	3	6%	16%	4	8%	22%
	Grades 9	1	2%	33%	2	4%	50%	1	2%	50%	1	2%	33%
	Senior Manager	0	0%	0	0	0%	0%	0	0%	0%	0	0%	0%
	Total	54	100%	30%	49	100%	28%	47	100%	26%	52	100%	29%
White	APP	1	1%	100%	1	0%	100%	0	0%	0%	0	0%	0%
	Grades 1-3	1	1%	20%	0	0%	0%	0	0%	0%	0	0%	0%
	Grades 4	39	30%	71%	28	22%	68%	27	20%	79%	26	20%	81%
	Grades 5	22	17%	69%	17	14%	65%	24	18%	67%	22	17%	67%
	Grades 6	35	27%	66%	47	38%	71%	48	36%	73%	49	38%	66%
	Grades 7	16	12%	94%	16	13%	100%	14	10%	82%	13	10%	87%
	Grades 8	10	8%	71%	11	9%	79%	16	12%	84%	14	11%	78%
	Grades 9	2	2%	67%	2	2%	50%	1	1%	50%	2	2%	67%
	Senior Manager	3	2%	100%	3	2%	100%	5	4%	100%	4	3%	100%
	Total	129	100%	70%	125	100%	72%	135	100%	74%	130	100%	71%
Grand Total		183		100%	174		100%	182		100%	182		

For UK PSS there is a higher concentration of 'BAME' PSS in lower grades (48% compared to 27% on grades 1 - 5). Non-UK nationals see a more balanced picture at the lower grades but marked difference from Grade 7 upwards (14% 'BAME' compared to 26% White). Only 2% of 'BAME' UK PSS are on the highest grade (6% of White) and there are no non-UK 'BAME' PSS on the highest grade **(AP4b.3).**

Action Point 4b.3 Address identified barriers to 'BAME' PSS progression and promotion opportunities and processes (see AP5.1). Implement pathway that clearly demonstrates professional service staff career progression pathway.

As with academic staff, the majority of all PSS are on permanent contract. While over the period there has been an upward trend for 'BAME' PSS towards permanent contracts, they are still twice as likely to be fixed term than White PSS (Table 4b.10).

Action Point 4b.4 To address BAME PSS staff being twice as likely to be on fixed-term contracts.

Table 4b.10 All PSS by ethnicity, UK/non-UK and contract type

UK		Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio
			2017/18			**2018/19**			**2019/20**			**2020/21**	
'BAME'	Fixed term	47	17%	50%	42	17%	49%	38	14%	53%	34	13%	50%
	Permanent	222	83%	31%	207	83%	31%	230	86%	33%	224	87%	34%
	Total	269	100%		249	100%		268	100%		258	100%	35%
White	Fixed term	47	9%	50%	43	9%	51%	34	7%	47%	34	7%	50%
	Permanent	493	91%	69%	461	91%	69%	464	93%	67%	434	93%	69%
	Total	540	100%		504	100%		498	100%		468	100%	65%
Grand Total		809			753			766			726		
Non-UK		Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio	Count	% in ethnic group	'BAME'/White ratio
'BAME'	Fixed term	15	28%	33%	12	24%	26%	9	19%	25%	11	21%	28%
	Permanent	39	72%	28%	37	76%	29%	38	81%	26%	41	79%	29%
	Total	54	100%		49	100%		47	100%		52	100%	29%
White	Fixed term	31	24%	67%	34	27%	74%	27	20%	75%	29	22%	72%
	Permanent	98	76%	72%	91	73%	71%	108	80%	74%	101	78%	71%
	Total	129	100%		125	100%		135	100%		130	100%	71%
Grand Total		183			174			182			182		

Similarly, the majority of PSS are on full-time contracts and the proportions are higher for 'BAME' PSS (Table 4b.11).

Table 4b.11 All PSS by ethnicity, UK/non-UK *and* full/fractional

UK		2017/18			2018/19			2019/20			2020/21		
		Count	% in ethnic group	'BAME'/white ratio	Count	% in ethnic group	'BAME'/white ratio	Count	% in ethnic group	'BAME'/white ratio	Count	% in ethnic group	'BAME'/white ratio
'BAME'	full time	226	84%	36%	206	83%	35%	231	86%	38%	223	86%	38%
	fractional	43	16%	25%	43	17%	26%	37	14%	24%	35	14%	25%
	Total	269	100%	33%	249	100%	33%	268	100%	35%	258	100%	35%
White	full time	408	76%	64%	383	76%	65%	380	76%	62%	362	77%	62%
	fractional	132	24%	75%	121	24%	74%	118	24%	76%	106	23%	75%
	Total	540	100%	67%	504	100%	67%	498	100%	65%	468	100%	65%
Grand Total		809		100%	753		100%	766		100%			
Non-UK		Count	% in ethnic group	'BAME'/white ratio	Count	% in ethnic group	'BAME'/white ratio	Count	% in ethnic group	'BAME'/white ratio	Count	% in ethnic group	'BAME'/white ratio
'BAME'	full time	45	83%	29%	42	86%	28%	42	89%	27%	47	90%	30%
	fractional	9	17%	30%	7	14%	27%	5	11%	20%	5	10%	20%
	Total	54	100%	30%	49	100%	28%	47	100R	26%	52	100%	29%
White	full time	108	84%	71%	106	85%	72%	115	85%	73%	110	85%	70%
	fractional	21	16%	70%	19	15%	73%	20	15%	80%	20	15%	80%
	Total	129	100%	70%	125	100%	72%	135	100%	74%	130	100%	71%
Grand Total		183		100%	174		100%	182		100%	182		

As with academic staff, the survey data indicated that 'BAME' PSS are less likely to feel able to take advantage of flexible working on an informal basis and feel their manager would be supportive of this, particularly Asian PSS (Table 4b.12).

Related to this, the qualitative interviews highlight that some feel those in fractional posts do not have the same opportunities for progression as those in full-time roles **(AP4b.4 and AP4b.5)**.

Table 4b.12 Extracts from REC staff survey

PSS % Agree within ethnic groups on flexible working	White	'BAME'	Total	Black	Asian	Chinese	Mixed	Other
I am able to take advantage of flexible working on an informal basis. *	92%	80%	88%	85%	70%	90%	84%	83%
My manager is supportive of flexible working. *	89%	75%	85%	70%	68%	90%	88%	79%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Staff retention *	13%	37%	22%	48%	35%	0%	44%	21%
I would recommend MDX to a prospective staff member *	88%	78%	82%	76%	73%	100%	84%	79%

Chi-Square - Sig diff >95%

> **Action Point 4b.5** Ensure robust data is captured on the uptake of Flexible Working and that opportunities for flexible working are communicated to staff.

Table 4b.13 PSS staff turnover by ethnicity, UK/non-UK and Faculty

		2017/18		2018/19		2019/20		2020/21		Total	
UK		*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
'BAME'	ACI	1	1%	9	5%	1	1%	2	4%	13	2%
	BUS/LAW	1	1%	7	4%	4	3%	1	2%	13	2%
	HSCE	12	7%	7	4%	6	5%	2	4%	27	5%
	SCT	2	1%	5	3%	4	3%	0	0%	11	2%
	Other	30	17%	34	19%	16	12%	14	28%	94	18%
	Total	46	26%	62	35%	31	24%	19	38%	158	**29%**
As % UK 'BAME' PSS		17%		25%		12%		7%			
White	ACI	6	3%	21	12%	15	12%	2	4%	44	8%
	BUS/LAW	20	11%	11	6%	17	13%	5	10%	53	10%
	HSCE	20	11%	21	12%	8	6%	0	0%	49	9%
	SCT	15	9%	11	6%	11	8%	1	2%	38	7%
	Other	69	39%	52	29%	48	37%	23	46%	192	36%
	Total	130	74%	116	65%	99	76%	31	62%	376	**70%**
As % UK White PSS		24%		23%		19%		7%			
Grand Total		176	100%	178	100%	130	100%	50	100%	534	100%
Non-UK		*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
'BAME'	ACI			1	1%			0	0%	1	0%
	BUS/LAW	4	5%	4	5%	4	6%	1	7%	13	5%
	HSCE	5	6%	1	1%	2	3%	1	7%	9	4%
	SCT	6	8%	5	6%	6	9%	0	0%	17	7%
	Other	6	8%	6	8%	8	12%	0	0%	20	8%
	Total	21	**27%**	17	**21%**	20	**31%**	2	13%	60	**25%**
As % 'BAME' PSS		38%		35%		43%		4%			
White	ACI	3	4%	6	8%	3	5%	1	7%	13	5%
	BUS/LAW	21	27%	23	29%	13	20%	4	27%	61	26%
	HSCE	2	3%	2	3%	4	6%	0	0%	8	3%
	SCT	6	8%	14	18%	14	22%	1	7%	35	15%
	Other	25	32%	18	23%	11	17%	7	47%	61	26%
	Total	57	**73%**	63	**79%**	45	**69%**	13	87%	178	**75%**
As % White PSS		44%		50%		33%		9%			
Grand Total		78	100%	80	100%	65	100%	15	100%	238	100%

In fact, 'BAME' PSS make up 29% of UK and 25% of non-UK leavers which are below the proportion of 'BAME' PSS (Table 4b.13) and there are declining trends in leavers, with a marked drop in 2020/21 **(AP4b.6)**.

> **Action Point 4b.6** Address the perception that exists on ethnic/racial inequality in terms of PSS turn over/retention.

4c Grievances and disciplinaries

Provide three years' data 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 majority of MDX staff report *feeing valued* and that people are *treated equally, irrespective of ethnicity*, including 'BAME' staff. The minority have *witnessed/been the victim of racial discrimination on campus*. However, there are significant differences between ethnic/racial groups (Table 4c.1).

Table 4c.1 Extracts from REC staff survey

% Agree within ethnic groups: Race issues	White	'BAME'	Total	Black	Asian	Chinese	Mixed	Other
I feel valued by Middlesex University. *	68%	58%	65%	48%	58%	90%	67%	60%
I believe I am treated equally by colleagues, irrespective of my ethnicity or race. *	82%	61%	76%	43%	63%	90%	66%	73%
I have witnessed or been the victim of racial discrimination on campus. *	15%	34%	21%	48%	28%	10%	25%	35%
I am aware of the procedure for reporting race-related incidents to Middlesex University (% Yes/Somewhat) *	80%	69%	76%	72%	61%	80%	63%	75%
If I reported a race-related incident to Middlesex University, appropriate action would be taken. *	66%	41%	58%	28%	47%	70%	42%	44%
I feel comfortable having discussions related to race or ethnic/racial inequality with: - My line manager *	82%	65%	77%	57%	59%	100%	77%	68%

*Chi-Square - Sig diff >95%

The rate of staff grievances averages around 1% of all staff. However, while still low, rates are consistently higher among 'BAME' staff (Table 4c.2). The majority of 'BAME' staff grievances appear not to be race related.

Table 4c.2 Grievances by ethnicity and race related or not

		2017/18		2018/19		2019/20		2020/21	
Ethnicity	Alleged race related	*Count*	*% all*	*Count*	*% all*	*Count*	*% all*	*Count*	*% all*
'BAME'	No	8	32%	6	35%	7	35%	4	29%
	Yes	3	12%	0	0%	3	15%	1	7%
	Total	11	44%	6	35%	10	50%	5	36%
As % all 'BAME' staff			2.04%		1.19%		1.88%		0.95%
White	No	13	52%	10	59%	9	45%	8	57%
	Yes	1	4%	1	6%	0	0%	0	0%
	Total	14	56%	11	65%	9	45%	8	57%
As % all White staff			1.0%		0.85%		0.71%		0.66%
Unknown	Yes	0	0%	0	0%	1	5%	1	7%
	Total	0	0%	0	0%	1	5%	1	7%
Grand Total		25	100%	17	100%	20	100%	14	100%
As % all staff			1.32%		0.95%		1.11%		0.8%

The staff survey highlights that while people are *aware of the reporting procedures* in place, fewer feel *action would be taken* (28% for Black staff) (Table 4c.1). While the majority do *feel comfortable having discussions related to race or ethnic/racial inequality with their line manager*, significantly fewer 'BAME' staff stated this.

One explanation for the small number of grievances may be that issues tend to be raised at a local level.

Previously, there were no records to formally verify this, however, we have introduced a new Report and Support tool to rectify this issue **(AP4c.1)**.

> **Action Point 4c.1** Procure and introduce a casework management system to include monitoring on protected characteristics.

> *"The biggest issues in relation to race at MDX is the single point of failure with an undiversified, and un-inclusive reporting system and the lack of embedded communication on how to approach triggering and inappropriate comments or language."*
>
> **'BAME' PSS quote**

Concerns about the existing process and about the 'informal' procedures were raised in the interviews and focus groups **(APc.2).**

> *"To have a transparent way of recording race-related complaints in departments - it should not be left as just oral discussions even if they are not formally dealt with by HR."*
>
> **'BAME' Academic quote**

As were concerns around those that people report incidents to **(AP4c.4)**.

A procedure for anonymous self-reporting, 'Report and Support' went live in July 2022 with the option for issues raised either to be formally actioned or noted **(AP4c.3)**.

> **Action Point 4c.2** Ensure staff know if they have a concern they can talk to someone other than their manager and encourage the use of the Report and Support tool.

> **Action Point 4c.3** Factor in the lack of confidence/trust in reporting/taking action into the new Report and Support tool by monitoring the roll out and addressing any race related issues.

> **Action Point 4c.4** Review the Grievance Procedure ensuring that the process is communicated and information on support is made available to staff.

Disciplinary numbers were very small over the period. There were proportionately more 'BAME' staff subject to a disciplinary than White staff over the period, however this fell in 2020/21 (Table 4c.3).

Table 4c.3 Disciplinaries by ethnicity [13]

Ethnicity	2017/18		2018/19		2019/20		2020/21	
	Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
'BAME'	5	56%	5	56%	5	56%	3	60%
As % all 'BAME' staff		0.93%		0.99%		0.94%		0.57%
White	4	44%	4	44%	4	44%	5	40%
As % all White staff		0.29%		0.31%		0.31%		0.41%
Total	9	100%	9	100%	9	100%	8	100%
As % all staff		0.47%		0.50%		0.50%		0.46%

As one respondent noted, and another highlighted there is a need to train managers to identify and call out inappropriate behaviour **(AP4c.5)**.

Action Point 4c.5   Support line managers to identify and call out inappropriate behaviour.

---

[13] Not available by race related

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*

Table 4d.1 shows staff representation on key boards and committees (Figure 4d.1 & 4d.2); 'BAME' representation ranges from 10% on LTC, to 42% on the BoG and 38% on the EDIC. While the low proportion of 'BAME' staff on MDX decision-making boards and committees mirrors the national picture (HESA 2019/2020) it is still an issue to address.

> *"It's an open call. So say for example, the academic board .. [but] they ask the academic dean, please nominate somebody from your faculty onto these boards. So if me and you are friends and I go to your house in the evenings and we've been working together for ages. …. I'm going to nominate X."*
>
> **Academic staff quote**

Figure 4d.1 Organisational structure of Academic Board, Committees, subcommittees and boards
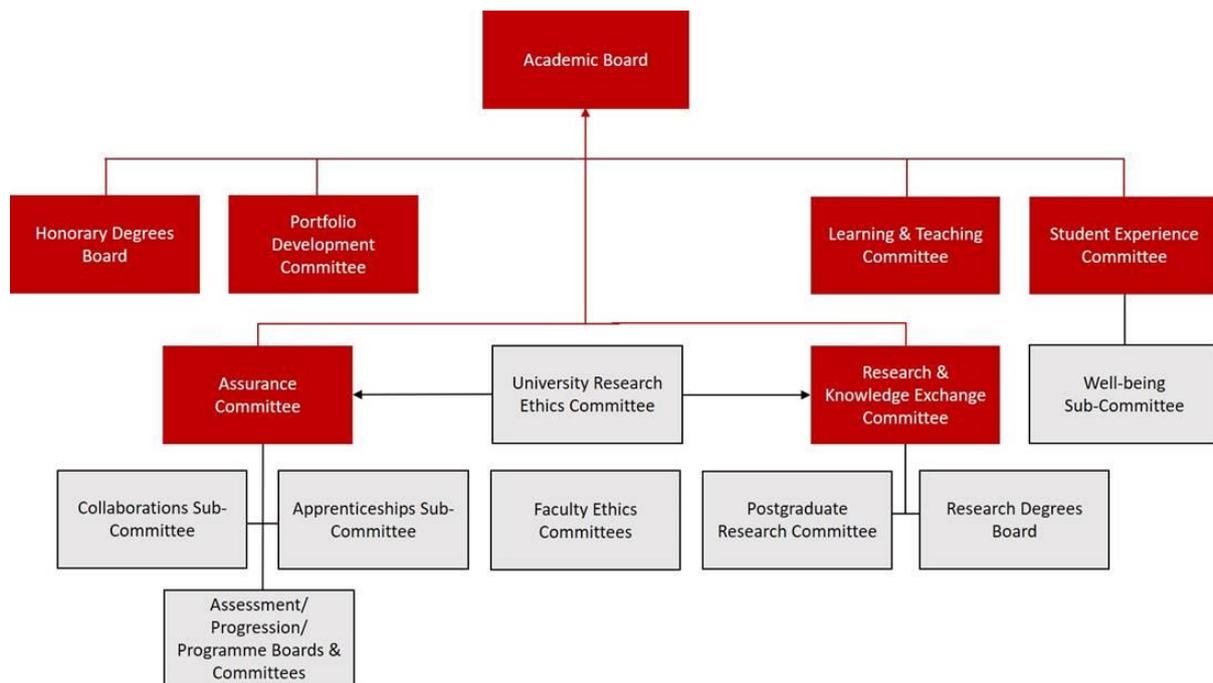
Figure 4d.2 Composition of the Board of Governors (June 2023)
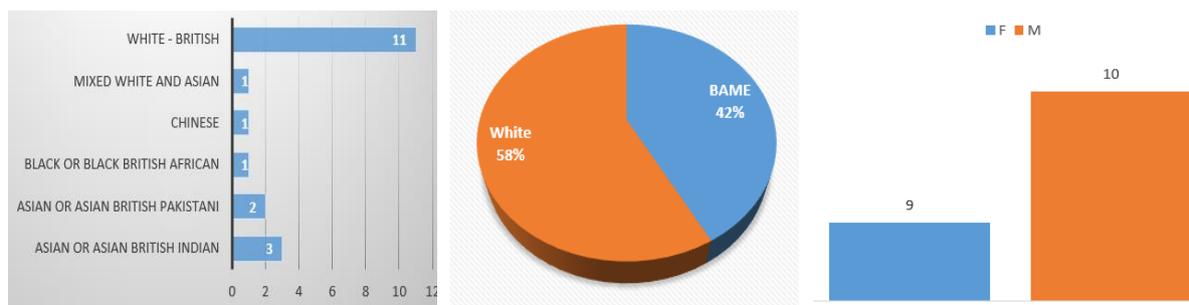
> "…In the department of [name] we…don't have a single, British white person … But in the UET it's a very different makeup …there should be more people like us in the senior management and vice versa."
>
> **Academic staff quote**

Staff interviews and focus groups articulate well the need to address the underrepresentation of 'BAME' staff on key boards and committees **(AP4d.1)**.

> "*The UET does not come close to representing the university workforce or the student body. I believe this has been the case for the last few restructures of the UET."*
>
> **Staff interview**

> "If you don't see the irony, when you look out of your executive window of who your students are, and if you don't see that irony of why you are up there and they're down there, then it's not my job to educate you."
>
> **Staff interview**

Action Point 4d.1 Improve representation of 'BAME' staff on key decision-making boards and committees ensuring targeted actions and reporting.

Table 4d.1 University Boards and Committees and staff representation

Decision-Making Committee	Gender	2022-23			
		'BAME'	White	Unknown	Total
University Executive Team (UET)	Female	0	4	0	5
	Male	0	4	0	4
	Non-declared	0	0	1	0
All - Number (%) 'BAME'		0 of 9 (0%)			9
Learning and Teaching Committee (LTC)	Female	2	10	0	12
	Male	1	10	0	11
	Non-declared	0	0	6	6
All - Number (%) 'BAME'		3 of 29 (10%)			29
Academic Board (AB)	Female	3	9	1	12
	Male	3	5	0	8
	Non-declared	0	0	5	5
All - Number (%) 'BAME'		6 of 25 (24%)			25
Assurance Committee (AC)	Female	1	5	1	7
	Male	3	8	0	11
	Non-declared	0	0	0	0
All - Number (%) 'BAME'		4 of 18 (22%)			18
University Senior Manager Group (USMG)	Female	3	22	2	27
	Male	6	32	0	38
	Non-declared	0	0	0	0
All - Number (%) 'BAME'		9 of 65 (14%)			65
University Leadership Board (ULD)	Female	1	6	2	9
	Male	2	5	0	7
	Non-declared	0	0	0	0
All - Number (%) 'BAME'		3 of 16 (19%)			16
Research & Knowledge Exchange Committee (RKEC)	Female	1	10	0	11
	Male	1	6	0	7
	Non-declared	0	0	0	0
All - Number (%) 'BAME'		2 of 18 (11%)			18
Honorary Degrees Board (HDB)	Female	1	4	0	6
	Male	2	4	0	4
	Non-declared	0	0	0	0
All - Number (%) 'BAME'		3 of 11 (27%)			11
Portfolio Development Committee (PDC)	Female	1	4	1	6
	Male	2	3	0	5
	Non-declared	0	0	0	0
All - Number (%) 'BAME'		3 of 11 (27%)			11
Board of Governors (BoG)	Female	4	5	0	9
	Male	4	6	0	10
	Non-declared	0	0	0	0
All - Number (%) 'BAME'		8 of 19 (42%)			19
Equality Diversity & Inclusion Committee (EDIC)	Female	9	14	0	23
	Male	5	8	1	14
	Non-declared	0	0	0	0
All - Number (%) 'BAME'		14 of 37 (38%)			37

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.

At MDX, an Ethnicity and Gender Pay Audit is conducted annually and is based on nationally agreed pay scales (Figure 4e.1) [14]. Reports are submitted to the BoG, via the Board's Governance, Nominations and People Committee.

Figure 4e.1 Pay scales and awards

- **All roles are subject to job evaluation to ensure equal pay for work of equal value.**
- **All staff with the exception of SM's are appointed to a 51 point nationally agreed pay scale.**
- **Staff on grade 1-9 of the nationally agreed pay scale progress up the scale until they reach the top of their grade.**

- **SM roles are evaluated using the Hay method and pay is set based on job profile and benchmarking against sector.**
- **Pay awards are based on individual performance and cost of living and are reviewed annually.**

In 2020, the mean MDX ethnicity pay gap was 10.54% and 10.57% in 2021 in favour of White staff, significantly lower than the sector-wide ethnicity pay gap of 15.3% (AdvanceHE, 2021). In 2022 we agreed to include all hourly paid staff and students in the analysis where possible, and this led to a rise (14.4%) in the pay gap.

Figure 4e.2 Extracts from REC staff survey
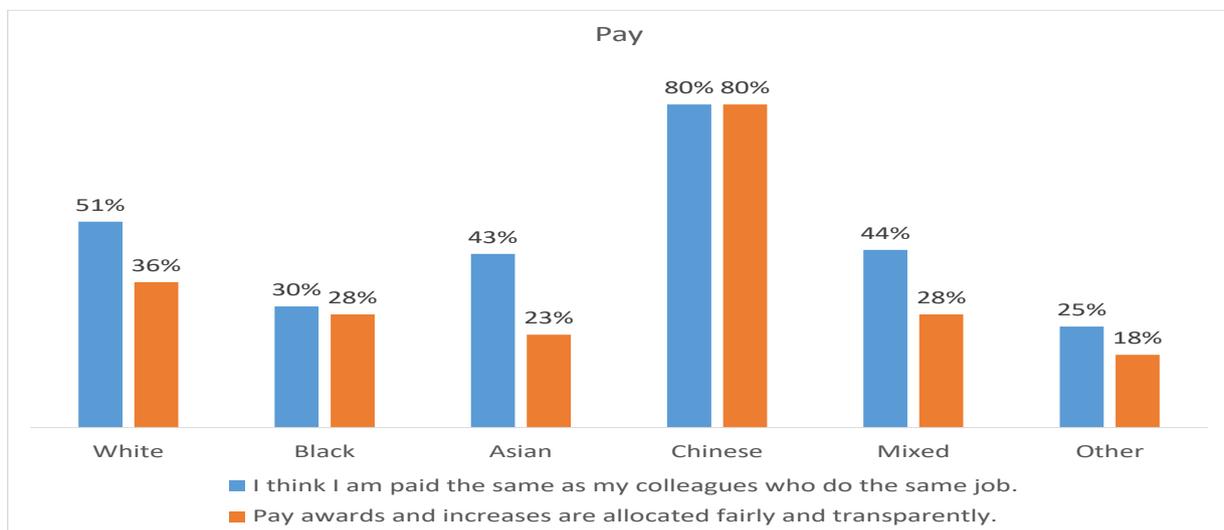
Despite the low pay gap, a significant proportion of staff survey respondents do not *think that they are paid the same as colleagues who do the same job* or that *pay awards and increases are allocated fairly and transparently* (Figure 4e.2) **(AP4e.1)**.

---

[14] Only one Ethnicity Pay Gap Report exists during the REC reporting period so we have included the 2021 report additionally.

Action Point 4e.1 Better communication of the Ethnicity Pay Gap report and actions being taken to address this.

MDX does not award bonuses to staff at grades 1-9 but may give a discretionary honorarium or one-off contribution-related pay award to academics and PSS whose contribution, on a sustained basis, exceeds that normally expected in their role. In 2020, the proportion of staff who received one-off pay awards was 8.3% (White) and 5.1% ('BAME') with a mean ethnicity bonus pay gap of 8.8%. In 2021, it was 0.49% (White) and 0.76% ('BAME') with an ethnicity bonus gap of 49%. This change is due to the staff-related contribution pay scheme not being fully operated in 2021 due to Covid-19. There were, however, ten honorariums awarded, 4 to 'BAME' staff and 6 to 'White' staff. For 2022, it was 0.7% (White) and 0.1% ('BAME') with a mean gap of 63.7%, which includes 20 honorariums awarded (3, 'BAME'; 17, White). More effective data capture is required to determine if the disparity arises at the nomination stage or at the decision-making stage **(AP4e.2)**.

Action Point 4e.2 Review contribution pay and honorarium processes to address gap and improve data capture.

Figure 4e.3 Hourly rate quartile pay band by ethnicity (31/03/2022)
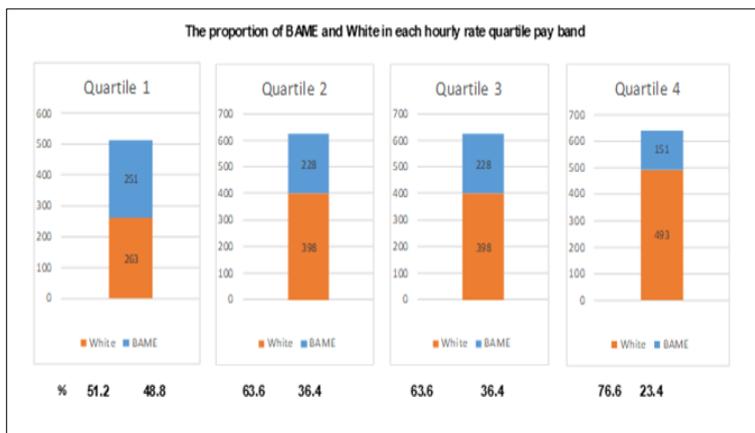
Proportionally, more 'BAME' staff are in the lowest pay quartile, and fewer in the highest pay quartile (Figure 4e.3).

Senior core staff include UET, Professors and other senior staff (Academic Deans, Service Directors, Heads of Department/Service). Of these, 23 out of 146 (16%) were from 'BAME' backgrounds during 2020 and 2021. The mean ethnicity gap for the senior core staff was 2.4% in favour of White staff (Figure 4e.4, 2020). Figure 4e.5 shows that the mean pay gap for 2021 increased to 4.3%. However, during 2022 (Figure 4e.6), the mean pay gap was over 5% in favour of 'BAME' staff. As a percentage of staff, this group make up 8% of the total core workforce. Any changes in roles will impact on the pay gap.

Figure 4e.4 The mean and median ethnicity pay gap for all senior staff on hourly rate of ordinary pay, 31/03/2020

| Mean Ethnicity pay gap 2.42 | Median Ethnicity pay gap 3.61 | Total Employees 146 |

Figure 4e.5 The mean and median ethnicity pay gap for all senior staff on hourly rate of ordinary pay, 31/03/2021

| Mean Ethnicity pay gap 4.29 | Median Ethnicity pay gap 4.76 | Total Employees 146 |

Figure 4e.6 The mean and median ethnicity pay gap for all senior staff on hourly rate of ordinary pay, 31/03/2022

| Mean Ethnicity pay gap -5.18 | Median Ethnicity pay gap 0.91 | Total Employees 146 |

Professors with 'BAME' backgrounds make up on average 17% of professors. They earned on average nearly 4% more than their White counterparts during 2020 and 2021 (Figure 4e.7 and 4e.8). For 2022 (Figure 4e.9), the number of professors overall dropped and BAME professors rose, and the mean pay gap increased to nearly 7% in favour of 'BAME'.

Figure 4e.7 The mean and median ethnicity pay gap for professors only, 31/03/2020

Mean Ethnicity pay gap	Median Ethnicity pay gap	Total Employees
-3.83	-4.17	67

Figure 4e.8 The mean and median ethnicity pay gap for professors only, 31/03/2021

Mean Ethnicity pay gap	Median Ethnicity pay gap	Total Employees
-3.66	0.98	67

Figure 4e.9 The mean and median ethnicity pay gap for professors only, 31/03/2022

Mean Ethnicity pay gap	Median Ethnicity pay gap	Total Employees
-6.83	-0.3	63

MDX is committed to redressing any existing imbalances and disparities in pay between 'BAME' and White staff. We are aware that there are fewer 'BAME' staff at senior levels and as a result of our intersectional work on Athena Swan, we have been looking to address career progression for all staff **(AP4e.3)**.

> **Action Point 4e.3** Undertake comprehensive analysis of gender and ethnicity pay reporting. Review career pathways and development to address any systemic barriers to progression.

Section 4 word count: 2583

5. Academic staff: recruitment, progression and development

This section provides information on the outcomes of your institution's recruitment and selection procedures as well as highlighting any issues within career development and promotion opportunities. Where possible, for each of the sections below, 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.

MDX recruitment policies apply to academic and professional services posts at all levels, including recruitment to senior/management posts. Our commitment to equality and diversity is expressed through the inclusion of specific mandatory wording within all job descriptions (Figure 5.1). A key action from Athena Swan (2021) was all advertised posts should include one of three positive action statements to address intersectional under-representation (Figure 5.2).

Figure 5.1 Mandatory wording in all job descriptions

Figure 5.2 Positive action statements

"Essential criterion: *Demonstrable commitment to fairness and the principles of equality and inclusion*

Straplines

We value diversity and strive to create a fairer, more equitable work environment for our staff and students

We offer a range of family friendly, inclusive employment policies, flexible working arrangements, staff diversity networks, campus facilities and services to support staff from different backgrounds."

"*We particularly welcome applications from women and gender non-conforming candidates who are underrepresented in this area. All recruitment decisions will be based on merit.*

We particularly welcome applications from Black, Asian and Minority Ethnic candidates who are underrepresented in this area. All recruitment decisions will be based on merit.

We particularly welcome applications from women and gender non-conforming individuals, and from Black, Asian and Minority Ethnic candidates who are underrepresented in this area. All recruitment decisions will be based on merit."

Vacancies are currently advertised on www.mdx.ac.uk, www.jobs.ac.uk, and via other channels appropriate to the post. Since 2016, an e-recruitment system has enabled applicants to view opportunities and apply online. Back-end automated administration software streamlines the shortlisting and interview process, ensuring that recruitment is managed consistently, is transparent, and allows for UKVI compliance. Applicants are assessed by each of the interview panel against criteria set out within person specifications and 'graded' via on-line grids that calculate the overall 'scores' that determine outcomes. EDI Training is compulsory for all recruiting managers, administrators and interview panel members.

Our policy for interview panel membership is to nominate people who are most qualified to assess candidates' suitability for the role, maintaining a balance of ethnicity and gender where possible. However, we recognise as the data below suggests, and the interviews reveal, actions are still needed to ensure our EDI goals are actively promoted.

"Rather than have a representative HR person sitting in an interview, you need to have a race expert who understands the inequity that exists in academia to be present in that interview for a candidate, rather than somebody from HR who might be Brown so does a double job of ticking two boxes."

Staff Interview

"….if we currently have an ethnically unbalanced workforce, one disadvantage of this policy is that it reduces our opportunities to rebalance the ethnic representation of our workforce as quickly as we might wish through recruitment, and means that promotion needs to make good this deficit."

Staff Interview

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 academics:

- *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?*

There has been a sharp decline in applications for academic jobs in the latest year for which data is available (2020/21), as a 'recruitment freeze' was put in place (Table 5a.1).

For UK nationals while there has been a rise in the proportions of applications from 'BAME' to represent over 50% of applications short-listing rates do not reflect this (Table 5a.2) However, the higher shortlist/offer rate means 'BAME' and White success rates among UK nationals are about equal in 2020/21 (Table 5a.4). The data suggest the need to address issues at the shortlisting stage (AP5a.1).

For non-UK the data shows that over the last 4 years on average 80% of applications are 'BAME' but proportions fall at shortlisting and again at offer - to only 44%. Success rates for non-UK 'BAME' have been lower than for Whites across the time periods, rising to 4%/12% BAME/White in 2020/21. This suggests the need to look at all stages in the process (AP5a.1)

In both UK/non-UK Asian and Black are the largest groups within 'BAME'. While among UK candidates there are roughly equal proportions of Asian and Black candidates, Asians represent a higher proportion of those shortlisted and offered. For non-UK nationals, much higher proportions of Asians apply and are shortlisted than Black candidates, but the difference in proportions falls at offer stage meaning success rates are similar.

> **Action Point 5a.1** Review academic recruitment process and remove any barriers to BAME recruitment for both UK and non-UK applicants in particular at the shortlisting stage.

Table 5a.1 Academic applications, by ethnic group and UK/non-UK

UK		2017/18			2018/19			2019/20			2020/21		
		Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'
'BAME'	Asian	87	10%	30%	72	8%	24%	103	13%	28%	49	17%	32%
	Black	75	9%	26%	87	10%	29%	97	12%	27%	51	18%	34%
	Chinese	7	1%	2%	7	1%	2%	8	1%	2%	9	3%	6%
	Mixed	31	4%	11%	48	6%	16%	46	6%	13%	15	5%	10%
	Unknown	43	5%	15%	53	6%	18%	46	6%	13%	10	4%	7%
	Other	45	5%	16%	29	3%	10%	66	8%	18%	17	6%	11%
	Total	289	34%	100%	296	35%	100%	366	45%	100%	151	52%	100%
White	White	552	66%		560	65%		447	55%		137	48%	
Grand Total		841	100%		856	100%		813	100%		288		

Non-UK		Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'
'BAME'	Asian	122	34%	43%	137	38%	47%	230	39%	45%	158	30%	42%
	Black	68	19%	24%	44	12%	15%	98	17%	19%	78	15%	21%
	Chinese	35	10%	12%	42	12%	14%	60	10%	12%	50	10%	13%
	Mixed	7	2%	2%	16	4%	5%	26	4%	5%	18	3%	5%
	Unknown	11	3%	4%	11	3%	4%	14	2%	3%	24	5%	6%
	Other	43	12%	15%	44	12%	15%	80	14%	16%	52	10%	14%
	Total	286	81%	100%	294	81%	100%	508	86%	100%	380	72%	100%
White	White	68	19%		69	19%		84	14%		148	28%	
Grand Total		354	100%		363	100%		592	100%		528	100%	

Table 5a.2 Academic shortlisted, by ethnic group and UK/non-UK

UK		2017/18			2018/19			2019/20			2020/21		
		Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'
'BAME'	Asian	15	7%	27%	24	8%	25%	27	12%	34%	15	14%	38%
	Black	14	7%	25%	27	9%	28%	17	8%	21%	11	10%	28%
	Chinese	1	0%	2%	4	1%	4%	3	1%	4%	1	1%	3%
	Mixed	5	2%	9%	19	6%	20%	11	5%	14%	4	4%	10%
	Unknown	14	7%	25%	12	4%	13%	7	3%	9%	4	4%	10%
	Other	6	3%	11%	9	3%	9%	15	7%	19%	4	4%	10%
	Total	55	27%	100%	95	32%	100%	80	35%	100%	39	36%	100%
White	White	148	73%		205	68%		146	65%		69	64%	
Grand Total		203	100%		300	100%		226	100%		108		
Non-UK		Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'
'BAME'	Asian	19	38%	53%	30	45%	58%	37	46%	51%	37	30%	47%
	Black	4	8%	11%	2	3%	4%	9	11%	13%	7	6%	9%
	Chinese	3	6%	8%	8	12%	15%	9	11%	13%	11	9%	14%
	Mixed	1	2%	3%			0%	2	2%	3%	4	3%	5%
	Unknown	2	4%	6%	1	1%	2%	5	6%	7%	6	5%	8%
	Other	7	14%	19%	11	16%	21%	10	12%	14%	13	11%	17%
	Total	36	72%	100%	52	78%	100%	72	89%	100%	78	63%	100%
White	White	14	28%		15	22%		9	11%		45	37%	
Grand Total		50	100%		67	100%		81	100%		123		

Table 5a.3 Academic offers, by ethnic group and UK/non-UK

UK		2017/18			2018/19			2019/20			2020/21		
		Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'
'BAME'	Asian	7	10%	41%	11	10%	31%	4	6%	20%	9	21%	43%
	Black	4	6%	24%	10	9%	28%	6	8%	30%	7	17%	33%
	Chinese	0	0%	0%	3	3%	8%	1	1%	5%	0	0%	0%
	Mixed	1	1%	6%	5	5%	14%	3	4%	15%	2	5%	10%
	Unknown	4	6%	24%	5	5%	14%	3	4%	15%	2	5%	10%
	Other	1	1%	6%	2	2%	6%	3	4%	15%	1	2%	5%
	Total	17	24%	100%	36	34%	100%	20	28%	100%	21	50%	100%
White	White	53	76%		70	66%		51	72%		21	50%	
Grand Total		70	100%		106	100%		71	100%		42		

Non-UK		Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'
'BAME'	Asian	6	43%	60%	8	38%	57%	5	25%	31%	5	16%	36%
	Black	1	7%	10%	0	0%	0%	1	5%	6%	3	9%	21%
	Chinese	1	7%	10%	2	10%	14%	4	20%	25%	1	3%	7%
	Mixed	0	0%	0%	0	0%	0%	0	0%	0%	1	3%	7%
	Unknown	1	7%	10%	0	0%	0%	3	15%	19%	0	0%	0%
	Other	1	7%	10%	4	19%	29%	3	15%	19%	4	13%	29%
	Total	10	71%	100%	14	67%	100%	16	80%	100%	14	44%	100%
White	White	4	29%		7	33%		4	20%		18	56%	
Grand Total		14	100%		21	100%		20	100%		32		

Table 5a.4 Academic success rates by stages, by ethnic group and UK/non-UK [15]

UK		2017/18			2018/19			2019/20			2020/21		
		% of applicants shortlisted	*% of shortlisted offered*	*Success rate %*	*% of applicants shortlisted*	*% of shortlisted offered*	*Success rate %*	*% of applicants shortlisted*	*% of shortlisted offered*	*Success rate %*	*% of applicants shortlisted*	*% of shortlisted offered*	*Success rate %*
'BAME'	Asian	17%	47%	8%	33%	46%	15%	26%	15%	4%	31%	60%	18%
	Black	19%	29%	5%	31%	37%	11%	18%	35%	6%	22%	64%	14%
	Chinese	14%	0%	0%	57%	75%	43%	38%	33%	13%	11%	0%	0%
	Mixed	16%	20%	3%	40%	26%	10%	24%	27%	7%	27%	50%	13%
	Unknown	33%	29%	9%	23%	42%	9%	15%	43%	7%	40%	50%	20%
	Other	13%	17%	2%	31%	22%	7%	23%	20%	5%	24%	25%	6%
	Total	19%	31%	6%	32%	38%	12%	22%	25%	5%	26%	54%	14%
White	White	27%	36%	10%	37%	34%	13%	33%	35%	11%	50%	30%	15%
Grand Total	Total	24%	34%	8%	35%	35%	12%	28%	31%	9%	38%	39%	15%

Non-UK		2017/18			2018/19			2019/20			2020/21		
		% of applicants shortlisted	*% of shortlisted offered*	*Success rate %*	*% of applicants shortlisted*	*% of shortlisted offered*	*Success rate %*	*% of applicants shortlisted*	*% of shortlisted offered*	*Success rate %*	*% of applicants shortlisted*	*% of shortlisted offered*	*Success rate %*
'BAME'	Asian	16%	32%	5%	22%	27%	6%	16%	14%	2%	23%	14%	3%
	Black	6%	25%	1%	5%	0%	0%	9%	11%	1%	9%	43%	4%
	Chinese	9%	33%	3%	19%	25%	5%	15%	44%	7%	22%	9%	2%
	Mixed	14%	0%	0%	0%	0%	0%	8%	0%	0%	22%	25%	6%
	Unknown	18%	50%	9%	9%	0%	0%	36%	60%	21%	25%	0%	0%
	Other	16%	14%	2%	25%	36%	9%	13%	30%	4%	25%	31%	8%
	Total	13%	28%	3%	18%	27%	5%	14%	22%	3%	21%	18%	4%
White	White	21%	29%	6%	22%	47%	10%	11%	44%	5%	30%	40%	12%
Grand Total	Total	14%	28%	4%	18%	31%	6%	14%	25%	3%	23%	26%	6%

[15] Small numbers of UK Chinese candidates means the % is not a reliable indicator

In terms of Faculties (Table 5a.5) there is a clear lower ratio of success rates for 'BAME' applicants in ACI and this is at the shortlist and offer stages. Across all Faculties and years there is a White bias at the shortlisting stage. This continues at offer stage except for HSCE in 2020/21 but this is out of trend. Excluding this latest HCSE data, across all Faculties there is a higher White success rate, but ACI is of particular concern (**AP5a.2**).

Action Point 5a.2 Monitor Faculty recruitment decisions in all Faculties, but with a particular emphasis on ACI, in the light of the review of academic recruitment processes and take positive actions to address any discrepancies

Table 5a.5 Academic success rates by stages, by ethnicity and Faculty[16]

Faculty	2017/18			2018/19			2019/20			2020/21		
	% ethnic group shortlist	Shortlist / offer %	Success rate %	% ethnic group shortlist	Shortlist / offer %	Success rate %	% ethnic group shortlist	Shortlist / offer %	Success rate %	% ethnic group shortlist	Shortlist / offer %	Success rate %
ACI												
'BAME'	13%	14%	2%	22%	36%	8%	14%	20%	3%	0%	0%	0%
Unknown	19%	40%	7%	15%	20%	3%	9%	0%	0%	0%	0%	0%
White	25%	32%	8%	26%	32%	8%	18%	25%	5%	33%	50%	17%
BAL												
'BAME'	20%	32%	6%	22%	26%	6%	16%	23%	4%	22%	34%	7%
Unknown	13%	50%	7%	22%	40%	9%	19%	27%	5%	32%	14%	5%
White	27%	33%	9%	38%	46%	17%	26%	35%	9%	37%	28%	10%
HSCE												
'BAME'	25%	32%	8%	27%	33%	9%	37%	38%	14%	32%	71%	23%
Unknown	67%	33%	22%	22%	75%	17%	17%	100%	17%	0%	0%	0%
White	39%	28%	11%	37%	37%	14%	51%	46%	24%	55%	25%	14%
SCT												
'BAME'	15%	47%	7%	34%	30%	10%	21%	21%	4%	23	25	6
Unknown	35%	25%	9%	40%	25%	10%	54%	43%	23%	33	33	11
White	27%	36%	10%	50%	40%	20%	32%	43%	14%	49	42	21

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[16] Given low numbers not by UK/non-UK

The bias trends identified above are partially echoed in the staff survey and interviews (Table 5a.6). While the majority of academic respondents do not feel there are issues, only 43% of 'BAME' feel *the best candidate is selected*.

Table 5a.6 Extracts from REC academic staff survey

Academic staff survey responses (% agree within ethnic Groups)	'BAME'	White	All
I would recommend Middlesex University to a prospective staff member.	76.0%	79.5%	78.6%
From what I have seen, Middlesex University undertakes recruitment and selection fairly and transparently. *	54.2%	74.3%	69.0%
Middlesex University's recruitment and selection policies lead to the best candidates being recruited. *	42.7%	55.8%	52.4%
The last interview / selection panel I had / attended at Middlesex University was visibly ethnically diverse [last 5 years]	55.2%	48.8%	50.7%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Staff recruitment	29.0%	29.7%	29.5%

Chi-Square - Sig diff >95%

Around half of all academics felt a lack of ethnic diversity on interview panels was an issue.

"Although my interview/selection panel, primarily comprised of those of mixed genders, and white ethnic groups, there was no one on the panel that looked like me as a person of colour."

'BAME' Academic

5b Training

Outline the training available to academic staff at all levels of the institution. In particular, the application should present information on management, leadership, and/or other opportunities linked to career progression. Provide information on the uptake of these courses, and break down the information by ethnicity if possible. Also explain how staff are kept informed of training opportunities.

Centralised training and professional development opportunities are summarised in Table 5b.1. In addition, training and development can be agreed locally with line managers. Currently this information is not recorded centrally or systematically by ethnicity. **(AP5b.1)**.

> **Action Point 5b.1** Improve training and development data capture through centralising core training data sets including defining what key development data are.

Table 5b.1 Range of professional development opportunities available to academic staff

Staff Development	Academic and research development
	Coaching and mentoring including coaching apprenticeship
	Consultancy & bespoke development
	Equality, diversity and inclusion (mandatory)
	Induction
	Leadership and management including MBA Senior Leader apprenticeship
	Organisational change
	Personal and professional effectiveness
	The student experience
	Transition to blended working
	Utilising technology and University systems
	Your Review
Centre for Academic Practice Enhancement (CAPE)	PGCertHE programme (PGCHE) or Academic Professional Apprenticeship (APA)
	Fellowship of the Higher Education Academy (now AdvanceHE)
	MA in Higher Education
	Training on all aspects of academic practice for curriculum design including assessment and creative use of educational technologies
Academic Quality Service	Workshops for those aspiring to be part of programme validation and review panels as chairs and University representatives or preparing for their own programme validation or review

There is an intranet staff development portal that provides information on training opportunities, and these are promoted via staff email announcements. Individual training needs are discussed and recorded annually during appraisals.

The staff survey (Table 5b.2) shows there are significant differences in the *opportunities to develop* and that *development opportunities are allocated fairly and transparently* **(AP5b.2)**.

Table 5b.2 Extracts from REC staff survey

Academic staff survey responses to development questions % agree within ethnic groups	'BAME'	White	All
There are opportunities for me to develop within my role. *	54.2%	67.5%	64.0%
My line manager makes time to discuss my personal development and progression. *	56.7%	68.3%	65.2%
Work-related opportunities for development are allocated fairly and transparently. *	32.0%	46.2%	42.4%

Chi-Square - Sig diff >95%

> **Action Point 5b.2** Introduce targeted development workshops for 'BAME' colleagues. Address negative perception of BAME Academic employees and ensure communication of opportunities available and development opportunities are targeted.

All role-related taught PG and PhD/DProf/DBA programmes have fees waived and hours allocated on Work Programmes.

For newly employed lecturers, successful completion of the PGCertHE/Academic Apprenticeship is a probationary requirement. The curriculum addresses EDI issues by focusing on the ICF.

Existing staff and those joining with significant teaching experience are encouraged, via the appraisal process and an audit of teaching related qualification, to complete the MDX Recognition Scheme (MURS) for AdvanceHE Fellowship (Table 5b.3). Fellowship is presented as a key aspect of promotion for academics. In 2020/21 'BAME' uptake was above the proportion of BAME staff, both academics and PSS.

Table 5b.3 Middlesex University Recognition Scheme participation by ethnicity

% in Ethnic group		2017/18		2018/19		2019/20		2020/21[17]	
		Academic	PSS	Academic	PSS	Academic	PSS	Academic	PSS
MURS	White	31 (84%)	0	34 83%)	2	40 (77%)	4 (80%)	26 (65%)	10 (53%)
	'BAME'	6 (16%)	2	7 (17%)	1	12 (23%)	1 (20%)	14 (35%)	9 (47%)
	Total	37	<5	41	<5	52	5	40	19

Staff development is also supported via provision of ring-fenced funds for conference attendance. There are differences in practice between Faculties and while all applications and outcomes are recorded at Departmental level, they are not routinely reviewed to monitor uptake or participation rates by ethnicity.

Our sabbatical policy allows for leave for staff development/research, up to 6 months, after 5 years of service and every 5 years thereafter. The data is not presented as only 2 people each year were on sabbatical during the period **(AP5b.3)**.

> **Action Point 5b.3** Review the processes for awarding conference funding and sabbaticals for consistency across Faculties and implement a robust and transparent monitoring process.

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[17] Numbers significantly impacted by Covid-19 lockdowns

"Seeing a lack of diversity at the top/higher echelons is de-motivating and does not corroborate with an inclusive university. More programmes to support people from diverse backgrounds into leadership positions are required.

Staff Interview

MDX offers a number of 'leadership' programmes tailored to different stages of career progression, as well as one-off workshops (Table 5b.4). The ethnic breakdown of staff attending these programmes varies, and further work needs to be done to facilitate greater participation by 'BAME' staff if a more diverse leadership is to be achieved **(AP5b.4)**.

Since 2017/18, 18 women academics have been supported through the Aurora programme, 22% were 'BAME' **(AP5b.5)**.

Table 5b.4 Management and leadership programmes by ethnicity

	Ethnic group	2017/18		2018/19		2019/20[18]		2020/21	
		Academic	PSS	Academic	PSS	Academic	PSS	Academic	PSS
Emerging Leader Programme	White	0	11 (69%)	4 (14%)	13 (46%)	4 (29%)	4 (29%)	N/A	N/A
	'BAME'	0	5 (31%)	1 (4%)	10 (36%)	1 (7%)	5 (35%)	N/A	N/A
MBA Senior Leadership Development Programme	White	N/A	N/A	N/A	N/A	11 (32%)	17 (50%)	N/A	N/A
	'BAME'	N/A	N/A	N/A	N/A	3 (9%)	3 (9%)	N/A	N/A
Leading with Excellence	White	4 (17%)	13 (54%)	3 (27%)	4 (37%)	N/A	N/A	N/A	N/A
	'BAME'	4 (17%)	3 (12%)	2 (18%)	2 (18%)	N/A	N/A	N/A	N/A
Aurora	White	5 (71%)	0	3 (43%)	2 (29%)	1 (10%)	5 (50%)	5 (42%)	5 (42%)
	'BAME'	1 (14%)	1 (14%)	1 (14%)	1 (14%)	1 (10%)	3 (30%)	1 (8%)	1 (8%)

Action Point 5b.4 Ensure 100% of 'BAME' (Academic and PSS) staff have a CPD target identified on Your Review.

Action Point 5b.5 Build on our work going forward with the Coaching and Mentoring academy to ensure that senior white and 'BAME' staff are coaching early career staff. Continue with longitudinal impact study of the Aurora programme.

MDX provides various other opportunities: personal development, IT-related courses, ad hoc leadership courses and wellbeing sessions (Table 5b.5).

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[18] *ibid*

Table 5b.5 Breakdown of academic staff signing up and attending other training opportunities

Training sessions	2017/18	2018/19	2019/20	2020/21	Total
'BAME' signed up	112 (23%)	172 (28%)	190 (28%)	180 (37%)	654 (29%)
White signed up	376 (77%)	452 (72%)	491 (72%)	302 (63%)	1621 (71%)
Unknown signed up	0	0	0	1 (0%)	1 (0%)
Total signed up	488	624	681	483	2276
'BAME' attended	83 (74%)	139 (81%)	157 (83%)	157 (87%)	536 (82%)
White attended	257 (68%)	357 (79%)	426 (87%)	278 (92%)	1318 (81%)
Unknown attended	0	0	0	1 (100%)	1 (100%)
Total attended	340	496	583	436	1855

The Research and Knowledge Transfer Office (RKTO) provides training in areas such as funding, publishing and impact but there are no specific equality initiatives. For all training events that do not lead to a formal qualification monitoring attendance by gender and ethnicity is unsystematic. To date while there have been initiatives for ECRs there have been none that address any specific BAME staff developmental needs **(AP5b.6)**.

> **Action Point 5b.6** OSD/CAPE/RKTO to co-ordinate systematic monitoring of key protected characteristics on training workshops. Undertake post-event evaluation of usefulness and further developmental needs by gender and ethnicity

5c Appraisal/development review

Describe the outcomes of the appraisal/development review process for academic staff at all levels across the institution, with specific reference to outcomes by ethnicity. Provide information about any training the institution offers to prepare for the appraisal. This could be training for those conducting the review and/or for those being appraised. Provide information on the uptake of these training opportunities, including any differences by ethnicity. Include a narrative detailing any feedback that staff have provided about this training.

Before 2020/21 all staff were expected to participate in an annual appraisal which set goals for the coming year and monitored progress to date, discussed staff development needs, and reviewed progress around competencies related to promotion.

The decision to move away from traditional annual appraisals from 2020/2021 was based on perceived dissatisfaction with the process highlighted in staff surveys (Table 5c.1) and reflected in low levels of full engagement of academic staff of all ethnic backgrounds.

The new approach, *Your Review*, allows shorter but more focussed conversations throughout the year with a focus on 'development' rather than 'managing performance'. It allows 'real-time' feedback and this whole year approach is better able to facilitate discussions around work-life balance and flexible working, as well as support emerging plans for promotions/career development. All appraisers must complete training, including how to give effective feedback and set objectives.

Going forward, centrally held records will ensure effective monitoring **(AP5c.1)**.

Table 5c.1 Extracts from REC staff survey

Academic staff survey responses (% agree by ethnic groups)	'BAME'	White	All
I have annual appraisals / development reviews with my manager.	64.9%	70.3%	68.9%
My manager ensures my appraisal / development review is evidence-based and transparent.	59.8%	68.6%	66.2%
I find the appraisal / development review process useful.	46.4%	41.1%	42.5%

> **Action Point 5c.1** Aim for 100% target for full engagement on Your Review to ensure two way conversation about development for all.

5d Academic promotion

Please provide details of 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:

- *details of the promotions process, including how candidates are identified, and how the process and criteria are communicated to staff*
- *commentary on the criteria for promotion; comment on how the full range of work- related activities (including administrative, pastoral and outreach work) are taken into consideration*
- *provide details of any training or mentoring offered around promotion*
- *promotion opportunities including temporary promotions/interim positions*
- *comment on staff perceptions of the promotions process, including whether it is transparent and fair*

Over the data period, details of the promotion process and criteria were available on the staff intranet.

The Athena-Swan process raised a number of concerns, not only around gender but also race, and particularly at AP/Prof level. As a key element of the Action Plan, the promotion criteria and process has been overhauled and the first promotion round with the new criteria for AP/Prof was completed in April 2023 **(AP5d.1)**.

Over the data period there were limited numbers of promotions, with the highest numbers being progression and then promotion to SL for both UK and non-UK academic staff (Table 5d.1). Of concern is the fact there had been no BAME promotions at AP/Prof level for 3 consecutive data years. Moreover, the data held centrally until this year did not record those who wished to apply but were not supported by their HoD/AD and we cannot know the BAME / White proportions in this category.

Voices from the staff focus groups and interviews articulate the inequities felt by 'BAME' academics.

> *"Opportunities for promotion and leadership for people of colour are limited to be generous, and absent if I am being honest."*
>
> **'BAME' academic quote**

> *"I don't believe that any lack of opportunities for me in my career at MDX have to do with my ethnic background. But I do know that many black academics do feel that opportunities for them are frequently blocked. I don't think there is nearly enough transparency around how promotions are made in general."*
>
> **Staff survey quote**

Table 5d.1 Academic promotion by ethnicity and UK/non-UK

Year	Ethnic group	Progressed to SL	% ethnic group	Promoted to SL	% ethnic group	Combined SL % ethnic group	Promoted to AP	% ethnic group	Promoted to Prof	% ethnic group	Combined AP/Prof % ethnic group	Grand Total	% ethnic group
UK													
2017/18	'BAME'	1	14%	5	50%	35%	1	25%	1	50%	33%	8	35%
	White	6	86%	5	50%	65%	3	75%	1	50%	67%	15	65%
	Total	7	100%	10	100%	100%	4	100%	2	100%	100%	23	100%
2018/19	'BAME'	2	29%	0	0%	20%	0	0%	0	0%	0%	2	20%
	White	5	71%	3	100%	80%	0	0%	0	0%	0%	8	80%
	Total	7	100%	3	100%	100%	0	0%	0	0%	0%	10	100%
2019/20	'BAME'	2	20%	1	25%	21%	0	0%	0	0%	0%	3	21%
	White	8	80%	3	75%	79%	0	0%	0	0%	0%	11	79%
	Total	10	100%	4	100%	100%	0	0%	0	0%	0%	14	100%
2020/21	'BAME'	7	35%	3	60%	40%	0	0%	0	0%	0%	10	31%
	White	13	65%	2	40%	60%	4	100%	3	100%	100%	22	69%
	Total	20	100%	5	100%	100%	4	100%	3	100%	100%	32	100%
Non-UK													
2017/18	'BAME'	0	0%	1	17%	8%	0	0%	0	0%	0%	1	7%
	White	7	100%	5	83%	92%	1	100%	1	100%	100%	14	93%
	Total	7	100%	6	100%	100%	1	100%	1	100%	100%	15	100%
2018/19	'BAME'	5	71%	1	20%	50%	0	0%	0	0%	0%	6	50%
	White	2	29%	4	80%	50%	0	0%	0	0%	0%	6	50%
	Total	7	100%	5	100%	100%	0	0%	0	0%	0%	12	100%
2019/20	'BAME'	2	29%	1	33%	30%	1	33%	1	50%	40%	5	33%
	White	5	71%	2	67%	70%	2	67%	1	50%	60%	10	67%
	Total	7	100%	3	100%	100%	3	100%	2	100%	100%	15	100%
2020/21	'BAME'	2	50%	2	29%	36%	0	0%	0	0%	0%	4	33%
	White	2	50%	5	71%	64%	4	100%	1	100%	100%	12	67%
	Total	4	100%	7	100%	100%	4	100%	1	100%	100%	16	100%

Table 5d.2 Academic promotion by faculty, ethnicity and UK/non-UK

	Progressed to SL	% ethnic group	Promoted to SL	% ethnic group	Combined SL % ethnic group	Promoted to AP	% ethnic group	Promoted to Prof	% ethnic group	Combined AP/Prof % ethnic group	Grand Total	
UK												
ACI												
'BAME'	3	18%	0	0%	14%	1	25%	0	0%	20%	4	15%
White	14	82%	4	100%	86%	3	75%	1	100%	80%	22	85%
Total	17	100%	4	100%	100	4	100%	1	100%	100%	26	100%
BAL												
'BAME'	2	17%	6	67%	38%	0	0%	0	0%	0%	8	36%
White	10	83%	3	33%	62%	1	100%	0	0%	100%	14	64%
Total	12	100%	9	100%	100%	1	100%	0	0%	0%	22	100%
HSCE												
'BAME'	6	50%	1	33%	47%	0	0%	0	0%	0%	7	37%
White	6	50%	2	67%	53%	2	100%	2	100%	100%	12	63%
Total	12	100%	3	100%	100%	2	100%	2	100%	100%	19	100%
SCT												
'BAME'	1	33%	3	50%	44%	0	0%	1	50%	33%	5	42%
White	2	67%	3	50%	56%	1	100%	1	50%	67%	7	58%
Total	3	100%	6	100%	100%	1	100%	2	100%	100%	12	100%
Non-UK												
ACI												
'BAME'	0	0%	0	0%	0%	0	0%	0	0%	0%	0	0%
White	3	100%	5	100%	100%	1	100%	0	0%	100%	9	100%
Total	3	100%	5	100%	100%	1	100%	0	0%	0%	9	100%
BAL												
'BAME'	6	50%	4	31%	40%	0	0%	0	0%	0%	10	33%
White	6	50%	9	69%	60%	3	100%	2	100%	100%	20	67%
Total	12	100	13	100%	100%	3	100%	2	100%	100%	30	100%
HSCE												
'BAME'	2	40%	0	0%	40%	0	0%	0	0%	0%	2	40%
White	3	60%	0	0%	60%	0	0%	0	0%	0%	3	60%
Total	5	100%	0	0%	100%	0	0%	0	0%	0%	5	100%
SCT												
'BAME'	1	20%	1	33%	25%	1	25%	1	50%	33%	4	29%
White	4	80%	2	67%	75%	3	75%	1	50%	67%	10	71%
Total	5	100%	3	100	100%	4	100%	2	100%	100%	14	100%

The staff survey reinforces this set of perceptions (Table 5d.3). 50% of 'BAME' academics feel there are issues of *ethnic/racial inequality in relation to career progression*, and in *pathways to seniority* (compared to 20% and 25%, White). There are significant differences in 'BAME'/White perceptions around elements that influence promotion including staff development opportunities (see Section 5b), research collaborations and workloads and the outcome of promotion processes – 38% 'BAME' agree there are *ethnic/racial inequalities in relation to salary and pay awards*, compared to 10% of White academics (see Section 4).

Table 5d.3 Extracts from REC staff survey

Academic staff survey responses (% agree within ethnic groups)	'BAME'	White	All
I have been encouraged to apply for promotion [academic staff]	37.1%	45.8%	43.5%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Research collaborations *	32.2%	19.7%	23.1%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Workload allocation *	33.3%	10.2%	16.6%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Staff retention *	35.2%	18.8%	23.3%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Career progression *	50.0%	20.5%	28.7%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Pathways to seniority *	50.0%	25.4%	32.2%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Salary and pay awards *	38.3%	10.5%	18.4%
I feel valued by Middlesex University. *	56.3%	67.4%	64.4%

Chi-Square - Sig diff >95%

Similar issues were raised in our Athena-Swan application and new criteria based on an intersectional analysis have been introduced.

Action Point 5d.1 Analyse promotion data by ethnicity and gender to identify the equality impact of revised promotions criteria/process.

Quotes from staff interviews highlight the key concerns, and the new promotion process looks to respond to these:

*"I feel in the dark, trying to do all the things I can do [...] without really knowing the rules of the game beyond what is written in the policy documentation. Very little support unless you have the ***** to go and ask for it from already overstretched senior colleagues."*

'BAME' academic quote

"BAME staff are doing a lot of unseen and unrewarded work that leaves no time for scholarly activity / to work on progression. Why are there so many BME staff at Lec and SL level, and then things tail off at AP-level and above?"

'BAME' academic quote

New guidance documents have been produced with indicative evidence and benchmarks and a series of University level AP/Prof workshops/Q&A sessions introduced.

Pastoral care is now clearly recognised in the promotion criteria as key to 'evidence' how candidates support communities of learners. All have to discuss collegiality and how they contribute to making MDX a better place to work.

> *"There needs to be a scheme whereby if someone goes for promotion and they don't get it, but the panel can see they are nearly there […] the person is offered coaching/support in that area […] We want and expect great things from our students, let's see that same attitude towards staff"*
>
> **'BAME' academic quote**
>
> .

There is now a formalised feedback and support system in place.

> *"I was encouraged to apply for promotion which I did but was not offered the role due to lack of research. However how are staff (particularly BME staff) meant to do this when we are given such high teaching/admin […] You can't have it both ways."*
>
> **'BAME' academic quote**

A new 'Education' pathway is to be introduced in 2023/2024.

> *"…line managers hold the power to give the go ahead for progression, or not. Hence, if [one is] supported that is wonderful, or if one's line manager is not fully 'seeing' the skills and contribution of staff, then that might move towards unconscious inequality. Of course, that will depend on the staff member having a realistic view of own skills and contribution."*
>
> **REC staff survey quote**

The role of the line manager in the process has been revised to ensure greater transparency throughout, and they must now evidence how discussion with a range of colleagues has informed their report. Candidates can opt for someone else to take on the HoD role.

This was the first year the new criteria have been in place, and we have received generally positive feedback. There have been positive outcomes for female staff (Table 5d.3). We are currently revising the process to act on the lower success rate for 'BAME' staff and the 'practice' Pathway (See action 5d.1)

Table 5d.3 New Academic Promotion

Demographic	University Academic Profile	Whole University Profile	Current Demographic Associate Professor	Successful Application Associate Professor	Current Demographic Professor	Successful Applications Professor
Male	46%	42%	47 (47%)	**6 (32%)**	37 (64%)	**4 (44%)**
Female	54%	58%	54 (53%)	**13 (68%)**	21 (36%)	**5 (56%)**
White	71%	69%	76 (76%)	**15 (79%)**	48 (83%)	**9 (100%)**
BAME	29 %	31%	25 (25%)	**4 (21%)**	10 (17%)	**0 (0%)**
Teaching & Research	55%	55%	67 (66%)	**17 (89%)**	48 (83%)	**9 (100%)**
Teaching & Practice	45%	45%	34 (34%)	**2 (11%)**	10 (17%)	**0 (0%)**

We are seeking feedback from all those involved to continue to develop the process including analysis of unsuccessful applications, feedback on the value of Q&A sessions, and interviews to explore any perceived ethnic/gender-based blockages to applications/success.

5e Research Excellence Framework (REF)

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

On the census date, 53% of staff were defined as having significant responsibility for research (SRR) (Table 5e.1). This represents a 49.5% increase in the number of staff with SRR compared to REF2014.

Table 5e.1 REF2021 eligible staff by academic level, ethnicity and nationality

REF ELIGIBLE STAFF		With SRR		Without SRR	
		Count	%	Count	%
Lecturer	UK - White	30	30	71	70
	UK – 'BAME'	8	19	34	81
	Non-UK - White	29	55	24	45
	Non-UK – 'BAME'	12	60	8	40
Senior Lecturer	UK – White	74	37	125	63
	UK – 'BAME'	28	47	32	53
	Non-UK - White	64	73	24	27
	Non-UK – 'BAME'	29	69	13	31
Associate Professor	UK – White	47	64	27	36
	UK – 'BAME'	9	64	5	36
	Non-UK - White	12	92	1	8
	Non-UK – 'BAME'	9	90	1	10
Professor	UK – White	51	77	15	23
	UK – 'BAME'	7	70	3	30
	Non-UK - White	15	88	2	12
	Non-UK – 'BAME'	7	88	1	12
Research Fellow	UK – White	3	60	2	40
	UK – 'BAME'	1	100	0	0
	Non-UK - White	4	67	2	33
	Non-UK – 'BAME'	2	50	2	50
Senior Research Fellow	UK – White	5	71	2	29
	UK – 'BAME'	0	0	1	100
	Non-UK - White	2	100	0	0
	Non-UK – 'BAME'	1	100	0	0

Figure 5e.1 The proportion of White and 'BAME' staff with and without SRR
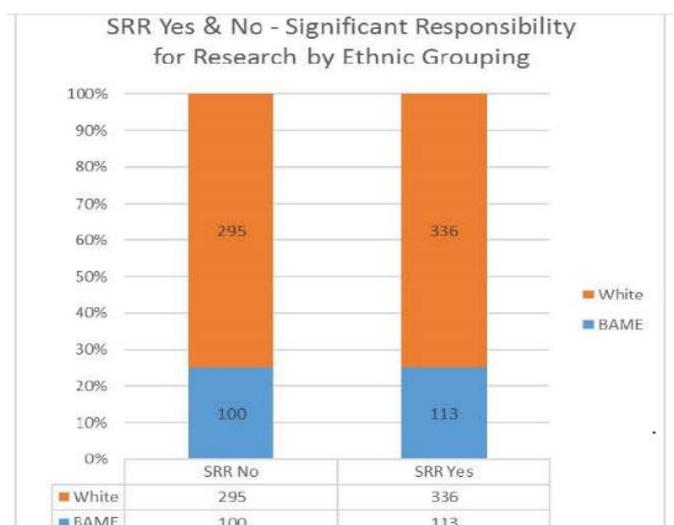
A roughly equal proportion of 'BAME' are defined with SRR (25.1%) as are not (25.3%), which is marginally less than the overall MDX 'BAME' academic staff figure of 26% (Figure 5e.1).

We submitted to 12 Units of Assessment (UoA) in REF2021.   The proportion of 'BAME' staff with SRR varied across all 12 units, ranging from 5% to 46% with three-quarters of UoAs having below 25% (Figure 5e.2).

Figure 5e.2 a) Numbers of BAME staff with SRR versus white staff with SRR; b) The proportion of BAME staff with SRR across UoAs
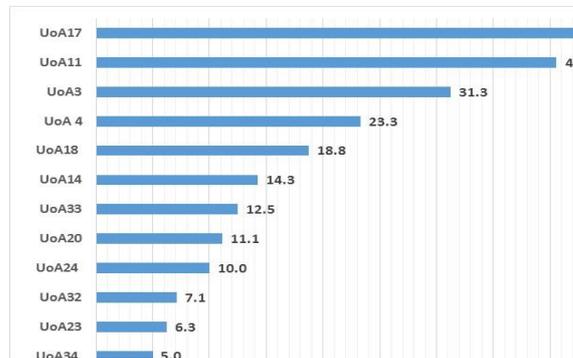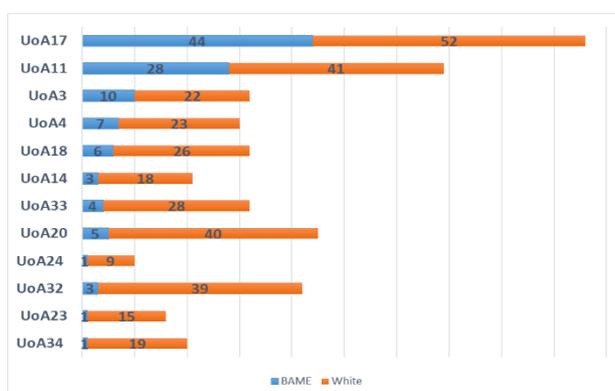
A higher proportion of 'BAME' staff (40%) declared individual circumstances (note small numbers). However, this was in line with our AS Survey (2020) and REF COVID-19 research impact survey, which found that the pandemic had a significant impact on all staff but particularly women, carers and those from minority ethnic backgrounds.

MDXREF2021 Equality and Diversity Panel's review of our REF2021 preparations concluded that there were no significant biases in the data reported and were satisfied that the MDX REF2021 CoP was applied fairly, transparently, consistently and inclusively.

While no negative impact or discrimination was found, we recognise there is still substantial work to be done to address systemic issues that limit the ability of staff with protected characteristics to actively engage in research and we have committed to work actively towards a more inclusive research environment in line with MDX's new strategy **(AP5e.1)**.

Action Point 5e.1 Work to ensure all are able to actively engage in research, increasing diversity in research clusters, and monitor and report on ethnic diversity and intersectionality in research clusters to understand and improve diversity, and support career progression.

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, with specific comment on open-ended/permanent opportunities.

While MDX does not currently hold the HR Excellence in Research Award we follow the principles of the Concordat to Support the Career Development of Researchers and the Technician Commitment closely. We offer a range of active support mechanisms although none specifically address those staff with protected characteristics **(AP5f.1)**:

- A dedicated Faculty research mentor and a University-wide Academic Mentoring Programme supporting career development in all aspects of academic work including research (31 mentees, 39 mentors (2014-2020));
- A 'Researcher Development Programme' (26 themed clusters of workshops) including ECR/PhD student courses supplemented by department-specific activities. Publicity is given to these, including a 'PGR Weekly Update' circulated to research students;
- Discipline specific workshops provided across Faculties – for example, NVivo training to social scientists. Sharing of resources for researcher career development is common, with joint workshops on research writing or writing retreats;
- Events of interest to ECRs are circulated via intranet sites and conference attendance budgets support ECRs;
- Time and fee remission in gaining a PhD/DProf;
- Research allowance against teaching;
- Offering teaching opportunities to build experience and career readiness for those on research only contracts;
- External networking for ECRs (such as the London universities TCCE ECR network in the arts).

> **Action Point 5f.1** Develop tailored support for 'BAME' early career researchers.

5g Profile-raising opportunities

Please describe how your institution ensures the following are conducted transparently and without racial bias:

- *Profile-raising opportunities including conferences, seminars, guest lectures, exhibitions and media opportunities*
- *nominations to public bodies, professional bodies and external prizes.*

All support measures for coaching and mentoring, leave, conference participation, internal funding and support with grant applications are open to everyone on an equitable basis. Previous individual allocations are taken into account in order to ensure an equitable distribution is maintained. Having said this, Section 5b has highlighted that perceptions do not always reflect this policy (see AP5b.5).

MDX supports staff who engage in external activities to help raise and maintain their profile and build the reputation of MDX. Raising the profile of early career and 'BAME' staff, and others from marginalised groups internally is equally important. Providing such opportunities is key.

Recent work driven by the passion of colleagues and facilitated by MDX:

'The Black Chemist initiative' workshop and conference

'Pioneering in Diverse Leadership' workshop

Section 5 word count: 2261

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. 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 details of 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*

Where possible, please provide this information for each central department (and where relevant each academic faculty).
Comment on whether the institution's recruitment processes for professional and support staff are the same as those used for academic staff. Consider whether this is appropriate or not. Consider where the institution advertises vacancies, and how minority ethnic applicants are progressing through the process.

Apprentices

Associate Lecturers

Technicians

Graduate Academic Assistants

Professional Services

Researchers

Senior Staff Administrators

MDX's recruitment policies apply to all posts, both academic and PSS (see section 5a).

For UK applicants, first to note is the greatly reduced numbers of applicants in the most recent year of data which may be related to a recruitment freeze. Almost equal proportions of 'BAME'/White applied for PSS posts over the period (Table 6a.1). However, of those shortlisted, fewer were 'BAME' candidates, and the pattern is consistent (Table 6a.2). In terms of offers there is another downward trend for 'BAME' candidates (Table 6a.3). The BAME/White success rate shows a decline over time from 7%/10% to 6%/15% (Table 6a.4).

For non-UK PSS, the data shows 'BAME' as the majority of applications but with a declining trend with no obvious trend within the different 'BAME' ethnic groups to explain this. 'BAME' candidates have been the majority at shortlisting, but the latest data goes against this trend and this continues with offers where the majority are White. Looking at overall success rates (Table 6a.4) the success gap has narrowed due to a decline in success for non-UK White applicants.

Table 6a.1 PSS applications by ethnic group and UK/non-UK

UK		2017/18 Count	% UK	% in 'BAME'	2018/19 Count	% UK	% in 'BAME'	2019/20 Count	% all	% in 'BAME'	2020/21 Count	% all	% in 'BAME'
'BAME'	Asian	428	18%	38%	232	17%	37%	539	22%	44%	84	21%	38%
	Black	273	12%	24%	152	11%	24%	328	14%	27%	66	17%	30%
	Chinese	23	1%	2%	25	2%	4%	18	1%	1%	4	1%	2%
	Mixed	143	6%	13%	60	4%	10%	114	5%	9%	26	7%	12%
	Unknown	115	5%	10%	78	6%	12%	129	5%	11%	17	4%	8%
	Other	134	6%	12%	82	6%	13%	94	4%	8%	22	6%	10%
	Total	1,116	48%	100%	629	47%	100%	1,222	51%	100%	219	55%	100%
White	White	1,204	52%		722	53%		1,188	49%		181	45%	
Grand Total		2,320	100%		1,351	100%		2,410	100%		400	100%	
Non-UK		Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% all	% in 'BAME'	Count	% all	% in 'BAME'
'BAME'	Asian	87	37%	46%	70	38%	48%	148	35%	48%	52	21%	41%
	Black	39	17%	20%	27	15%	19%	57	14%	19%	20	8%	16%
	Chinese	24	10%	13%	11	6%	8%	32	8%	10%	8	3%	6%
	Mixed	7	3%	4%	9	5%	6%	23	5%	7%	16	6%	13%
	Unknown	14	6%	7%	4	2%	3%	20	5%	7%	15	6%	12%
	Other	20	8%	10%	24	13%	17%	27	6%	9%	17	7%	13%
	Total	191	81%	100%	145	78%	100%	307	73%	100%	128	51%	100%
White	White	45	19%		40	22%		115	27%		123	49%	
Grand Total		236	100%		185	100%		422	100%		251	100%	

Table 6a.2 PSS shortlisted by ethnic group and UK/non-UK

UK		2017/18 Count	% UK	% in 'BAME'	2018/19 Count	% UK	% in 'BAME'	2019/20 Count	% UK	% in 'BAME'	2020/21 Count	% UK	% in 'BAME'
'BAME'	Asian	103	15%	36%	81	16%	36%	111	17%	41%	24	18%	39%
	Black	51	7%	18%	57	11%	25%	84	13%	31%	13	10%	21%
	Chinese	9	1%	3%	7	1%	3%	3	0%	1%	0	0%	0%
	Mixed	55	8%	19%	25	5%	11%	23	4%	8%	10	7%	16%
	Unknown	34	5%	12%	25	5%	11%	30	5%	11%	6	4%	10%
	Other	37	5%	13%	30	6%	13%	22	3%	8%	8	6%	13%
	Total	289	42%	100%	225	44%	100%	273	42%	100%	61	45%	100%
White	White	403	58%		292	56%		373	58%		74	55%	
Grand Total		692	100%		517	100%		646	100%		135	100%	
Non-UK		Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'	Count	% UK	% in 'BAME'
'BAME'	Asian	14	32%	42%	11	28%	42%	18	36%	50%	6	11%	24%
	Black	10	23%	30%	6	15%	23%	8	16%	22%	5	9%	20%
	Chinese	4	9%	12%	2	5%	8%	5	10%	14%	3	5%	12%
	Mixed	1	2%	3%	2	5%	8%	1	2%	3%	5	9%	20%
	Unknown			0%			0%	1	2%	3%	4	7%	16%
	Other	4	9%	12%	5	13%	19%	3	6%	8%	2	4%	8%
	Total	33	75%	100%	26	65%	100%	36	72%	100%	25	44%	100%
White	White	11	25%		14	35%		14	28%		32	56%	
Grand Total		44	100%		40	100%		50	100%		57	100%	

Table 6a.3 PSS offered by ethnic group and UK/non-UK

UK		2017/18			2018/19			2019/20			2020/21		
		Count	*% UK*	*% in 'BAME'*	*Count*	*% UK*	*% in 'BAME'*	*Count*	*% UK*	*% in 'BAME'*	*Count*	*% UK*	*% in 'BAME'*
'BAME'	Asian	31	16%	37%	20	12%	30%	28	14%	36%	4	10%	29%
	Black	15	8%	18%	20	12%	30%	29	14%	38%	4	10%	29%
	Chinese	4	2%	5%	4	2%	6%	2	1%	3%	0	0%	0%
	Mixed	12	6%	14%	7	4%	10%	6	3%	8%	3	7%	21%
	Unknown	9	5%	11%	5	3%	7%	6	3%	8%	2	5%	14%
	Other	12	6%	14%	11	6%	16%	6	3%	8%	1	2%	7%
	Total	83	42%	100%	67	39%	100%	77	38%	100%	14	34%	100%
White	White	116	58%		103	61%		128	62%		27	66%	
Grand Total		199	100%		170	100%		205	100%		41	100%	
Non-UK		*Count*	*% UK*	*% in 'BAME'*	*Count*	*% UK*	*% in 'BAME'*	*Count*	*% UK*	*% in 'BAME'*	*Count*	*% UK*	*% in 'BAME'*
'BAME'	Asian	0	0%	0%	5	38%	83%	3	23%	33%	1	8%	20%
	Black	2	18%	40%	0	0%	0%	3	23%	33%	1	8%	20%
	Chinese	0	0%	0%	0	0%	0%	2	15%	22%	0	0%	0%
	Mixed	0	0%	0%	1	8%	17%	0	0%	0%	1	8%	20%
	Unknown	0	0%	0%	0	0%	0%	0	0%	0%	1	8%	20%
	Other	3	27%	60%	0	0%	0%	1	8%	11%	1	8%	20%
	Total	5	45%	100%	6	46%	100%	9	69%	100%	5	38%	100%
White	White	6	55%		7	54%		4	31%		8	62%	
Grand Total		11	100%		13	100%		13	100%		13	100%	

Table 6a.4 PSS success rate by stages by ethnic group and UK/non-UK[19]

UK		2017/18			2018/19			2019/20			2020/21		
		% application to shortlist	% shortlisted to offered	Success rate	% application to shortlist	% shortlisted to offered	Success rate	% application to shortlist	% shortlisted to offered	Success rate	% application to shortlist	% shortlisted to offered	Success rate
'BAME'	Asian	24%	30%	7%	35%	25%	9%	21%	25%	5%	29	17	5
	Black	19%	29%	5%	38%	35%	13%	26%	35%	9%	20	31	6
	Chinese	39%	44%	17%	28%	57%	16%	17%	67%	11%	0	0	0
	Mixed	38%	22%	8%	42%	28%	12%	20%	26%	5%	38	30	12
	Unknown	30%	26%	8%	32%	20%	6%	23%	20%	5%	35	33	12
	Other	28%	32%	9%	37%	37%	%	23%	27%	6%	36	13	5
	Total	26%	29%	7%	36%	30%	11%	22%	28%	6%	28	23	6
White	White	33%	29%	10%	40%	35%	14%	31%	34%	11%	41	36	15
Grand Total	Total	30%	29%	9%	38%	33%	13%	27%	32%	9%	34	30	10
Non-UK		% application to shortlist	% shortlisted to offered	Success rate	% application to shortlist	% shortlisted to offered	Success rate	% application to shortlist	% shortlisted to offered	Success rate	% application to shortlist	% shortlisted to offered	Success rate
'BAME'	Asian	16%	0%	0%	16%	45%	7%	12%	17%	2%	12	17	2
	Black	26%	20%	5%	22%	0%	0%	14%	38%	5%	25	20	5
	Chinese	17%	0%	0%	18%	0%	0%	16%	40%	6%	38	0	0
	Mixed	14%	0%	0%	22%	50%	11%	4%	0%	0%	31	20	6
	Unknown	0%	0%	0%	0%	0%	0%	5%	0%	0%	27	25	7
	Other	20%	75%	15%	21%	0%	0%	11%	33%	4%	12	50	6
	Total	17%	15%	3%	18%	23%	4%	12%	25%	3%	20	20	4
White	White	24%	55%	13%	35%	50%	18%	12%	29%	3%	26	25	7
Grand Total	Total	19%	25%	5%	22%	33%	7%	12%	26%	3%	23	23	5

[19] Analysis recognises 2018/19 as an anomaly

The data trends point to inequalities within the recruitment process, something that is echoed in the staff survey and interviews **(AP6a.1)**.

40% of 'BAME' staff, feel there are *ethnic/racial issues in recruitment* compared to 20% of White staff, and the pattern is the same for views on recruitment being *fair and transparent* and that the *best candidate is appointed* (Table 6a.5).

Table 6a.5 Extracts from REC PSS survey

PSS survey responses (% Agree within ethnic groups)	'BAME'	White	All
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Staff recruitment	40.4%	20.2%	27.6%
From what I have seen, Middlesex University undertakes recruitment and selection fairly and transparently. *	53.5%	76.6%	68.6%
Middlesex University's recruitment and selection policies lead to the best candidates being recruited. *	40.0%	57.7%	51.4%
The last interview / selection panel I had / attended at Middlesex University was visibly ethnically diverse [last 5 years] *	48.9%	46.9%	47.6%

Chi-Square - Sig diff >95%

"The recruitment process needs to be beefed up e.g. wider recruitment advertising of vacancies to increase the diverse pool of candidates. Also there should be mandatory diversity on panels, too many recruitment panels lack diversity in the terms of the make-up of the panels."

'BAME' PSS quote

The majority of both groups feel panels are *not representative* suggesting this may be a contributory factor to the offer bias.

Action Point 6a.1 Implement plans to address PSS recruitment trends and the issues raised in the REC survey, interviews and focus groups.

Looking within Faculties (Table 6a.6), recruitment here is largely teaching support staff such as Technicians and it is important to note the very low numbers involved make patterns indicative only.

For the different PSS Service Groups, UK White success rates are consistently higher than 'BAME' across all Groups. For non-UK applicants, White success rates are again higher.

Table 6a.6 PSS success rate by Faculty/Service Group

UK 'BAME'	2017/18			2018/19			2019/20			2020/21		
	Short-list %	Shortlist /offer %	Success rate	Short-list %	Shortlist /offer %	Success rate	Short-list %	Shortlist /offer %	Success rate	Short-list %	Shortlist /offer %	Success rate
ACI	24	40	10	17	43	7	11	23	3	0	0	0
BAL	36	75	27	43	19	8	20	27	5	19	8	2
HSCE		0	0	50	0	0	0	0	0	0	0	0
SCT	37	57	21	50	33	17	36	6	2	100	0	0
Academic	38	35	13	37	26	10	25	31	8	70	29	20
Resource	39	24	10	58	35	21	35	32	11	40	24	10
Student	23	24	6	38	28	11	20	26	5	24	31	7
Other	21	33	7	33	50	17	70	43	30	0	0	0
Total	29	29	8	41	30	12	25	28	7	27	22	6
UK WHITE												
ACI	35	13	5	18	26	5	18	16	3	16	25	4
BAL	33	0	0	46	64	29	27	36	10	27	33	9
HSCE	0	0	0	75	67	50	0	0	0	0	0	0
SCT	21	0	0	75	67	50	30	47	14	100	100	100
Academic	44	27	12	44	27	12	40	43	18	80	25	20
Resource	39	33	13	66	47	31	38	32	12	53	43	23
Student	29	29	8	38	26	10	32	34	11	54	28	15
Other	32	48	15	48	57	28	38	40	15	100	67	67
Total	33	29	10	40	35	14	31	34	11	41	36	15
Non-UK[20] 'BAME'	Short-list %	Shortlist /offer %	Success rate	Short-list %	Shortlist /offer %	Success rate	Short-list %	Shortlist /offer %	Success rate	Short-list %	Shortlist /offer %	Success rate
ACI	10	0	0	9	50	5	8	0	0	19	0	0
BAL	22	100	22	33	0	0	26	0	0	12	20	2
HSCE	0	0	0	0	0	0	0	0	0	0	0	0
SCT	20	0	0	0	0	0	31	40	13	33	0	0
Academic	21	0	0	22	0	0	11	40	4	33	0	0
Resource	23	27	6	12	50	6	9	33	3	32	25	8
Student	17	0	0	21	40	9	10	30	3	10	0	0
Total	19	15	3	18	23	4	13	25	3	19	19	4
Non-UK WHITE												
ACI	25	100	25	0	0	0	8	100	8	13	33	4
BAL	38	33	13	60	67	40	6	0	0	25	15	4
HSCE	0	0	0		0	0		0	0	0	0	0
SCT	25	100	25	0	0	0	0	0	0	0	0	0
Academic	33	0	0	0	0	0	14	0	0	60	33	20
Resource	33	100	33	33	0	0	6	0	0	30	29	9
Student	18	67	12	45	50	23	28	25	7	28	40	11
Total	24	55	13	35	50	18	12	29	3	26	63	16

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[20] No 'other' category listed for Non-UK BAME/White due to no/low numbers

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6b   Training

Outline the take-up and outcome of training available to professional and support staff, analysed by ethnicity. In particular, the application should present information on training that is related to management, leadership, and/or other opportunities linked to career progression. Describe how the institution monitors the effectiveness of training, and provide details of how training is developed in response to levels of uptake and evaluation.

Table 6b.1 shows the uptake of leadership, academic and professional development courses by PSS functional service grouping.

Table 6b.1 PSS training opportunities by ethnicity by service group

Training opportunities (%age within courses)	2017/2018		2018/2019		2019/2020		2020/21		
	'BAME'	White	'BAME'	White	'BAME'	White	'BAME'	White	Unknown
Student-Related Professional Services									
Leadership Courses	43 (35%)	82 (65%)	52 (25%)	152 (75%)	25 (28%)	64 (72%)	2 (7%)	27 (93%)	0 (0%)
Academic Courses	10 (33%)	20 (76%)	15 (20%)	59 (80%)	16 (24%)	51 (76%)	24 (43%	28 (50%)	4 (7%)
Professional Courses	188 (26%)	532 (74%)	143 (27%)	394 (73%)	134 (31%)	301 (69%)	129 (37%	217 (62%)	5 (1%)
Resource-Related Professional Services									
Leadership Courses	49 (38%)	80 (62%)	62 (50%)	63 (50%)	21 (30%)	49 (70%)	8 (36%)	13 (59%)	1 (5%)
Academic Courses	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	2 (12%)	15 (88%)	0 (0%)
Professional Courses	136 (47%)	153 (53%)	101 (43%)	136 (57%)	107 (49%)	112 (51%)	64 (38%)	100 (59%)	5 (3%)
Academic-Related Professional Services									
Leadership Courses	9 (24%)	29 (76%)	5 (16%)	26 (84%)	5 (55%)	4 (45%)	2 (33%)	4 (67%)	0 (0%)
Academic Courses	4 (36%)	7 (64%)	1 (14%)	6 (86%)	18 (20%)	73 (90%)	15 (42%)	21 (58%)	0 (0%)
Professional Courses	12 (16%)	64 (84%)	17 (22%)	60 (78%)	12 (32%)	26 (68%)	12 (34%)	23 (66%)	0 (0%)
Professional Services within Faculties									
Leadership Courses	18 (23%)	59 (76%)	15 (25%)	45 (75%)	7 (23%)	23 (76%)	0 (0%)	6 (100%)	0 (0%)
Academic Courses	24 (44%)	31 (56%)	55 (37%)	92 (63%)	20 (24%)	63 (76%)	28 (64%)	16 (36%)	0 (0%)
Professional Courses	81 (32%)	174 (68%)	96 (39%)	153 (61%)	57 (35%)	104 (65%)	27 (51%)	26 (49%)	0 (0%)

Since 2017/18, 18 PSS women have been supported through the Aurora programme (33%, 'BAME'). A significant number of PSS have enrolled on the MBA Senior Leader programme and other leadership programmes over the period (Table 6b.2).

Table 6b.2 Management and leadership programmes by ethnicity

	Ethnic group	2017/18		2018/19		2019/20[21]		2020/21[22]	
		Academic	PSS	Academic	PSS	Academic	PSS	Academic	PSS
Emerging Leader Programme	White	0	11 (69%)	4 (14%)	13 (46%)	4 (29%)	4 (29%)	0	0
	'BAME'	0	5 (31%)	1 (4%)	10 (36%)	1 (7%)	5 (35%)	0	0
MBA Senior Leadership Development Programme	White	N/A	N/A	N/A	N/A	11 (32%)	17 (50%)	0	0
	'BAME'	N/A	N/A	N/A	N/A	3 (9%)	3 (9%)	0	0
Leading with Excellence	White	4 (17%)	13 (54%)	3 (27%)	4 (37%)	0	0	0	0
	'BAME'	4 (17%)	3 (12%)	2 (18%)	2 (18%)	0	0	0	0
Aurora	White	5 (71%)	0	3 (43%)	2 (29%)	1 (10%)	5 (50%)	5 (42%)	5 (42%)
	'BAME'	1 (14%)	1 (14%)	1 (14%)	1 (14%)	1 (10%)	3 (30%)	1 (8%)	1(8%)
MURS	White	31 (80%)	0	34 (77%)	2 (5%)	40 (70%)	4 (7%)	26 (44%)	10 (17%)
	'BAME'	6 (15%)	2 (5%)	7 (16%)	1 (2%)	12 (21%)	1 (2%)	14 (24%)	9 (15%)

Similar to academics (see Table 5b.2), the staff survey suggests that the majority of PSS feel that there are *opportunities for them to develop in their role* (Table 6b.3). However, 'BAME' PSS were less likely to agree, and this is related to them also being significantly less likely to feel their *line manager takes the time to discuss their personal development and progression*. Less than half of White PSS and just over a third of 'BAME' PSS felt *opportunities for development are allocated fairly and transparently* **(AP6b.1)**.

Table 6b.3 Extracts from REC staff survey

PSS survey responses (% agree within ethnic groups)	'BAME'	White	All
There are opportunities for me to develop within my role. *	48.0%	67.4%	60.6%
My line manager makes time to discuss my personal development and progression. *	57.0%	73.9%	68.0%
Work-related opportunities for development are allocated fairly and transparently.	34.0%	45.4%	41.3%

*Chi-Square - Sig diff >95%

> **Action Point 6b.1** Address negative perception of BAME employees around opportunities for professional development and ensure the communication of Development Opportunities.

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[21] Numbers significantly impacted by Covid-19 lockdowns throughout 2019/2020

[22] ibid

6c Appraisal/development review

Describe the outcomes of the appraisal/development review process for professional and support staff at all levels across the institution, with specific reference to outcomes by ethnicity. Provide information about any training the institution offers to prepare for the appraisal. This could be training for those conducting the review, and/or for those being appraised. Provide information on the uptake of these training opportunities, including any differences by ethnicity. Also include narrative detailing any feedback that staff have provided about this training.

As with academics, PSS are expected to participate in an annual appraisal. The decision to move away from traditional annual appraisals from 2020/2021 was based on perceived dissatisfaction with the process highlighted in previous staff surveys and the REC survey which shows important ethnic/racial differences also (Table 6c.1). Dissatisfaction with the previous system was reflected in low levels of engagement of PSS of all ethnic backgrounds and has influenced the move to *Your Review* (AP6c.1, see AP5c.2).

Table 6c.1 Extracts from REC staff survey

PSS survey responses to questions on appraisal (% agree within ethnic groups)	'BAME'	White	All
I have annual appraisals / development reviews with my manager. *	48.5%	63.8%	58.5%
My manager ensures my appraisal / development review is evidence-based and transparent. *	46.0%	63.9%	57.5%
I find the appraisal / development review process useful.	40.0%	40.0%	40.0%

*Chi-Square - Sig diff >95%

Action Point 6c.1 Aim for 100% target for full engagement on Your Review to ensure two way conversation about development (see AP5C.1).

6d   Professional and support staff promotions

Please provide details of the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK professional and support staff promoted. Please consider:
- provide details of any training or mentoring offered around promotion and progression
- **comment on staff perceptions of the promotions process, including whether it is transparent and fair**

Where possible, please provide this information for each central department (and where relevant each academic faculty).

Similar to other HEIs, MDX does not have a promotions route for PSS and this raises concerns for staff. For PSS to progress they are advised to either apply for more senior posts as and when they become available, or their line manager may request their existing role be regraded if they have taken on significantly more responsibility **(AP6d.1)**.

"…. I've been pushing for promotion for the last three years …feel like I've been in the position to be promoted for the last couple of years. …. But if there are no guidelines, if there is no official pathway and progression in place…"

PSS Interview quote

"Sometimes roles are allocated for convenience, and those less likely to push themselves forward (perhaps staff from minority groups) may be overlooked."

PSS Interview quote

Action Point 6d.1 Explore the introduction of a PSS career progression pathway (see 4b.3, 4e.2, 5a.1)

Over the period, 34% of UK 'BAME' PSS moved onto a higher grade which is in line with the proportion of 'BAME' staff in PSS roles (Table 6d.1). For non-UK, at 23% the overall proportion is slightly below staff representation (29% in 2020). Table 6d.1 does not include those that may have applied for another post, or their regrading was unsuccessful as this data is not held centrally **(AP6d.2)**.

Table 6d.1 PSS who moved onto a higher grade by ethnicity and UK/non-UK*

UK	2017/18		2018/19		2019/20		2020/21		All years	
	Count	%	Count	%	Count	%	Count	%	Count	%
'BAME'	20	28%	24	42%	22	31%	11	44	77	34%
White	52	72%	33	58%	48	69%	14	56	147	66%
Grand Total	72	100%	57	100%	70	100%	25	100%	224	100%
Non-UK	Count	%	Count	%	Count	%	Count	%	Count	%
'BAME'	4	25%	3	14%	7	29%	2	22%	16	23%
White	12	75%	18	86%	17	71%	7	78%	54	77%
Grand Total	16	100%	21	100%	24	100%	9	100%	70	100%

*not by ethnic group given small numbers

> **Action Point 6d.2** Implement a robust system to better understand disproportionate outcomes in respect of staff applying for higher grade roles.

Looking within Faculties and Services, the numbers are very small and patterns are indicative only (Table 6d.2). However, within progression to higher grades proportions broadly reflect staff profiles (see Table 4b.8). ACI once again shows the lowest proportion of 'BAME' upgrading.

The staff survey highlights that neither 'BAME' nor White PSS agree that they have been *encouraged to apply for jobs of a higher grade* or have been put forward by their line manager for their *role to be regraded* (Table 6d.3). This was raised in the survey and interviews for AS also and the plan is to adopt a co-ordinated intersectional approach to reviewing career progression for PSS (see **AP6d.1**).

Table 6d.2 PSS who moved onto a higher grade by ethnicity, UK/Non-UK and Faculty/Service Group*

		2017/18	2018/19	2019/20	2020/21	All years	
UK		% Fac/Ser	% Fac/Ser	% Fac/Ser	% Fac/Ser	% Fac/Ser	% within all
BAME	ACI	11%	0%	0%	0%	3%	1%
	BAL	11%	0%	5%	20%	7%	2%
	HSCE	11%	5%	9%	0%	7%	2%
	SCT	11%	5%	5%	10%	7%	2%
	Resource	37%	50%	41%	0%	37%	13%
	Academic	0%	14%	0%	50%	11%	4%
	Student	21%	27%	41%	20%	29%	10%
Total	'BAME'	100%	100%	100%	100%	100%	34%
White	ACI	14%	6%	4%	0%	8%	5%
	BAL	4%	6%	18%	7%	10%	6%
	HSCE	2%	6%	4%	14%	5%	3%
	SCT	0%	9%	4%	7%	4%	3%
	Resource	45%	47%	29%	0%	36%	24%
	Academic	10%	0%	6%	50%	10%	7%
	Student	25%	25%	35%	21%	27%	18%
Total	White	100%	100%	100%		100%	66%
Non-UK		% Fac/Ser	% Fac/Ser	% Fac/Ser	% Fac/Ser	% Fac/Ser	% within all
BAME	ACI	0%	0%	0%	0%	0%	0%
	BAL	0%	0%	0%	50%	7%	2%
	HSCE	0%	0%	0%	0%	0%	0%
	SCT	25%	50%	0%	0%	13%	3%
	Resource	50%	0%	14%	0%	20%	5%
	Academic	0%	0%	14%	50%	13%	3%
	Student	25%	50%	71%	0%	47%	11%
Total	'BAME'	100%	100%	100%	100%	100%	23%
White	ACI	25%	0%	0%	14%	8%	6%
	BAL	8%	6%	7%	28%	10%	8%
	HSCE	0%	6%	0%	0%	2%	2%
	SCT	0%	22%	7%	0%	10%	8%
	Resource	17%	28%	14%	14%	22%	17%
	Academic	8%	11%	21%	14%	14%	11%
	Student	42%	28%	50%	28%	35%	27%
Total	White	100%	100%	100%	100%	100%	77%

*Given small numbers count not displayed

Table 6d.3 Extracts from REC staff survey

PSS survey responses (% agree within ethnic groups)	'BAME'	White	All
I have been encouraged to apply for jobs at a higher grade [Prof Services]	25.0%	33.3%	30.4%
I have been encouraged to have my role regraded [Prof Services]	13.0%	15.9%	14.9%

Although the majority of 'BAME' and White PSS *feel valued by MDX* there were significant differences across the whole range of the survey indicators related to promotion, progression and pay with more than twice as many 'BAME' PSS agreeing that *there are issues of ethnic/racial inequality in relation to workload allocation*, *career progression*, *pathways to seniority*, and *salary and pay awards* than White colleagues (Table 6d.4).

PSS may receive a discretionary honorarium or one-off contribution-related incremental pay award where contribution, on a sustained basis, exceeds that normally expected in their role. In 2019, the proportion of PSS who received one-off pay awards was 70% (White) and 30% ('BAME').

Table 6d.4 Extracts from REC staff survey

| PSS survey responses by ethnicity (% agree within ethnic groups)	'BAME'	White	All
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Workload allocation	26.7%	7.9%	14.8%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Career progression	49.5%	23.8%	33.3%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Pathways to seniority	48.4%	29.7%	36.4%
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Salary and pay awards	31.5%	13.9%	20.2%
I think I am paid the same as my colleagues who do the same job.	38.0%	56.2%	49.8%
I feel valued by Middlesex University.	60.6%	68.8%	66.0%

Section 6 word count: 907

7. Student pipeline

The section should be informed by extensive analysis of the institution's quantitative data, as well as the results from the mandatory survey, and any other appropriate quantitative and qualitative sources. At least three years of student data should be presented, as this will help to identify trends. Full commentary should be included with the data, outlining any relevant work already undertaken to address any issues identified, and actions you plan to take. Where possible, for each of the sections below, please provide the data for each academic faculty, otherwise please 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.

Since its inception, widening access and participation has been central to MDX's mission. Our aim is to radically shift the dial by reducing historical disparities in continuation and attainment. Our approach (Figure 7.1) has been to understand the intersectional complexities that widening participation brings and to introduce strategic inclusive interventions to level the playing field across key stages of the student lifecycle. Intersectionality is an important consideration given that 87% of our students belong to one or more under-represented groups.

Figure 7.1 MDX holistic approach to access, participation and student success (Access and Participation Plan (APP, 2019)
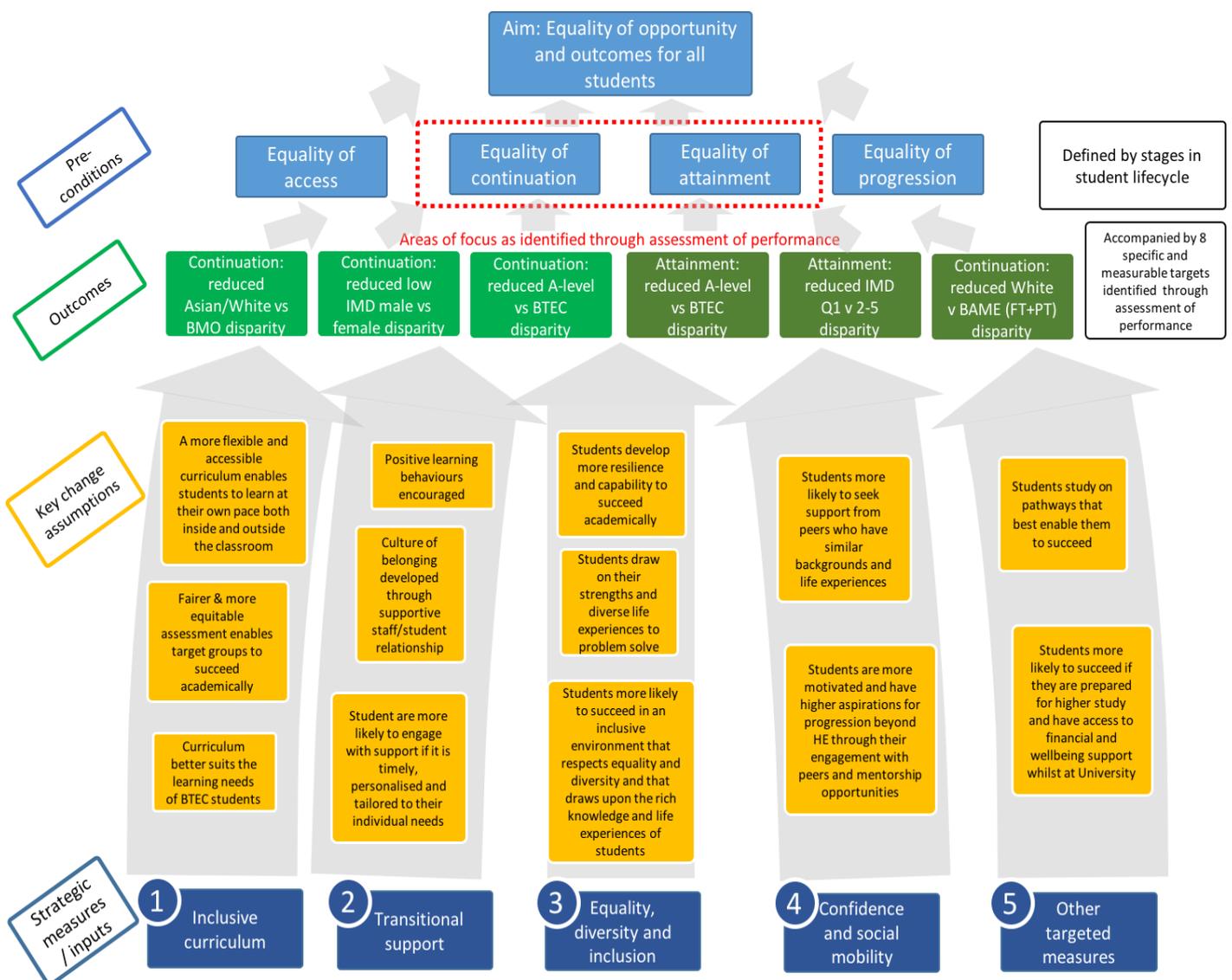
Our Disparity Index KPI, looks at gaps from continuation, attainment, and progression to employment across a range of student characteristics, and is one of eight KPIs which are regularly reported to BoG and UET. This focus on **equality of opportunity and outcomes for all students** is cascaded down to Departmental and Programme level and data is routinely used as part of annual quality and enhancement processes. It is embodied in our Access and Participation objectives (Figure 7.2) and guided by a series of plans.

Figure7.2 Access and Participation Plan objectives

"**Objective 1**: To eliminate the non-continuation gap between Asian/White students and those of Black/mixed/Other ethnicities by 2028-2029.

Objective 2: To eliminate the non-continuation gap between low IMD female and male students by 2028- 2029.

Objective 3: To eliminate the non-continuation gap between students entering University with A Levels and those with BTECs by 2028-2029.

Objective 4: To eliminate the good honours attainment gap between students entering University with A Levels and those with BTECs by 2030-2031.

Objective 5: To eliminate the good honours attainment gap between students from IMD Q1 and those from IMD Q2-5 by 2030-31.

Objective 6: To eliminate the good honours attainment gap between white and BAME students by 2030- 31."

"**…** *we have statistically analysed our internal data, modelled the intersectionality of target trajectories, corroborated results against sector evidence such as the OfS access and participation dataset and TEF split metrics, considered the influence of structural factors through our benchmarked, comparator and sector performance, and ensured alignment and integration with our other organisational targets*"

Access and Participation Plan

"*I don't work for Middlesex because of the money. I'm interested in giving something back … Because I know my background, coming from how I came to university, and learning a lot. And being able to offer something back gives me immense satisfaction.*"

Academic interview quote

The *Retention Action Plan* led to a 4.2% improvement in continuation for the 2016/17 starting cohort. Likewise, the *Employability Action Plan* has led to a significant improvement in progression to employment. Building on this success, a *Wellbeing Action Plan* was introduced in 2018/19 with an emphasis on supporting students with mental health issues. A *Closing the Gap Action Plan* has been developed that unifies our evidence informed strategic interventions into a single overarching plan and will enable us to achieve our longer-term objectives.

7a Admissions (Equality of Access)

Please provide details of undergraduate application success rates by average predicted/actual tariff point, by specific ethnic group and disaggregating between UK and international students. This data should highlight whether ethnicity has an impact on the likelihood of students with the same predicted/actual grades being offered a place at your university.

> *The majority of students (85%) would recommend Middlesex University to a prospective student with no ethnic/racial differences in responses*
>
> *REC student survey*

Table 7a.1[23] highlights that for UK applicants there has been a downward trend in applications across all ethnicities over the period, with the biggest continual fall among Black applicants. For both UK and non-UK applicants the general trend has been upward in proportions being offered a place, accompanied by a reverse parallel trend of declining Average Predicted Tariff Point (APTP) to below 100 from 2019/20.

Among UK applicants, the 'BAME' offer rate was consistently lower than for White applicants. Lowest offer rates across the period were to Black applicants. The lower offer rates and trends were consistent with 'BAME' applicants having slightly lower APTP than White applicants and Black applicants having the lowest APTP.

While the vast majority of applications are considered centrally by our Admissions Team against set criteria to ensure consistency, the APTP/Offer rates for Black applicants compared to White and Asian applicants deserves further investigation to ensure it is due to a larger number of applicants with APTPs too low for consideration and not bias in the system. A small proportion of offers are made after an interview, portfolio review or performance, and in these cases steps are being taken to ensure any racial bias is identified and addressed **(AP7a.1)**.

> **Action Point 7a.1** Further investigate the Average Predicted Tariff Point (APTP)/offer rates by ethnic/racial background.

Among non-UK applicants, trends are difficult to discuss with much confidence as known ethnicity is low across the board until 2020/21 where a change in recording was introduced, which moving forward will allow us greater understanding of student profiles. **(AP7a.2)**.

> **Action Point 7a.2** Revise how we record ethnicity data for all applicants.

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[23] The table has not been updated with 2020/21 data as a new system was brought in to address the low known ethnicity for non-UK applicants which means data is not comparable. Moving forward 2020/21 will be the benchmark for measuring change.

Table 7a.1 - UG applicants and offers by ethnic group

UK applicants		2017/18					2018/19					2019/20				
		APTP	applicants	% all apps	Offers	% offered	APTP	applicants	% all apps	offers	% offered	APTP	applicants	% all apps	offers	% offered
'BAME'	Asian	106	4967	23%	3676	74%	100	4716	24%	3513	74%	100	4364	28%	3423	78%
	Black	100	6351	30%	2814	44%	96	5566	28%	2940	53%	96	5332	24%	2860	54%
	Chinese	110	129	1%	97	75%	105	120	1%	98	82%	108	85	1%	71	84%
	Mixed	101	1292	6%	808	63%	100	1243	6%	844	68%	100	1193	7%	828	69%
	Other	103	1336	6%	940	70%	102	1293	7%	936	72%	101	1276	8%	982	77%
	Total 'BAME'	103	14075	66%	8335	59%	99	12938	66%	8331	64%	99	12250	67%	8164	67%
White	White	106	6692	31%	4245	63%	102	6115	31%	4269	70%	101	5118	30%	3684	72%
Unknown	Unknown	102	536	3%	350	65%	90	523	3%	351	67%%	94	385	2%	268	70%
Grand Total		104	21303	100%	12930	61%	100	19576	100%	12951	66%	99	17753	100%	12116	68%
Non-UK applicants		APTP	applicants	% all apps	offers	% offered	APTP	applicants	% all apps	offers	% offered	APTP	applicants	% all apps	offers	% offered
'BAME'	Asian	50	27	1%	12	44%	104	21	1%	12	57%	111	22	1%	14	64%
	Black	118	29	1%	4	14%	missing	20	1%	7	35%	88	22	1%	10	45%
	Chinese	0	0	0%	0	0%	98	3	0%	2	67%	100	2	0%	2	100%
	Mixed	74	9	0%	4	44%	missing	3	0%	3	100%	87	6	0%	4	67%
	Other	120	9	0%	3	33%	128	9	0%	5	56%	144	3	0%	2	67%
	Total 'BAME'	83	74	2%	23	31%	105	56	2%	29	52%	103	55	2%	32	58%
White	White	99	105	3%	65	62%	91	83	2%	52	63%	111	52	1%	28	54%
Unknown	Unknown	100	3462	95%	2003	58%	93	3541	96%	2295	65%	95	3473	97%	2387	69%
Grand Total		100	3641	100%	2091	57%	93	3680	100%	2376	65%	96	3580	100%	2447	68%

7b Undergraduate student body

Please provide details of the ethnic profile, by specific ethnic group, of your institution's UK, and separately, non-UK undergraduate student body. Where possible, please provide the data for each academic faculty. Carrying out such an analysis will enable you to assess whether minority ethnic undergraduates (both UK and non-UK) are over- or underrepresented in different faculties and within different disciplines. Comment on trends identified in the data and identify actions to address the issues identified.

Our entry profile for underrepresented groups significantly exceeds national averages across numerous indicators. Almost all our UK students come from state schools[24]; 56% in social classes 4-6 (compared to 41% nationally, 51% in London), over half eligible for free school meals, with over 45% being the first in their family to go to university. We have over 10% more students from the most deprived neighbourhoods (quintile 1) than exists in the national population of England (32.8% vs 22.1%). More than 6 in 10 (63.8%) of our 18-year-old intake come from the two most deprived quintiles (1 and 2), a group that comprises just over 4 in 10 (42.4%) in the national profile.

While these indicators make us atypical as a university nationally, we are broadly typical of London, from where we recruit about 75% of our students. However, in 2020/21, among UK students we had higher proportions of Asian (24% compared to 21.4%, London average) and Black students (30% compared to 16.9%, London average) (Table 7b.1).

Our student demographic makes for a complex and diverse student body economically, socially, culturally, and ethnically. Intersectionality is key to both understanding our students and ensuring they are supported to succeed.

> "*The diversity at MDX increases a sense of belonging, providing the opportunity to learn from different cultures, while connecting with students from similar backgrounds. Notably, students who attended MDX after attending another university emphasised diversity as a noticeable contribution to their university life; they felt included, welcomed and comfortable among other students on campus after joining MDX.*"
>
> **MDXSU Black Students' Experience report 2021**

Table 7b.1 Undergraduate student body[25] by ethnicity and benchmark

		Asian		Black		Chinese		Mixed		Other		White	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Total	2017/18	4,398	27%	3,713	22%	606	4%%	1,036	6%	985	6%	5,304	32%
	2018/19	4,272	27%	3,659	23%	537	3%	953	6%	1,009	6%	4,961	31%
	2019/20	4,809	30%	3,686	23%	406	3%	898	6%	1,047	7%	4,851	30%
	2020/21	4,607	29%	3,899	24%	429	3%	989	6%	1,089	7%	5,201	32%
UK	2017/18	3,596	28%	3,387	27%	73	1%	898	7%	851	7%	3,587	28%
	2018/19	3,436	29%	3,351	28%	74	1%	823	7%	829	7%	3,266	27%
	2019/20	3,137	27%	3,347	29%	71	1%	777	7%	820	7%	3,227	28%
	2020/21	2,936	24%	3,675	30%	67	1%	825	7%	890	7%	3,739	31%
	Benchmark (AdvanceHE 2021) - London	53,135	21.4%	42,020	16.9%	4,230	1.7%	17,165	6.9%	12,000	4.8%	119,505	48.2%
Non-UK	2017/18	802	21%	326	8%	533	14%	138	4%	134	3%	1,717	44%
	2018/19	836	22%	308	8%	463	12%	130	3%	180	5%	1,695	45%
	2019/20	1,672	37%	339	8%	335	7%	121	3%	227	5%	1,624	36%
	2020/21	1671	42%	224	6%	362	9%	91	2%	199	5%	1462	37%

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[24] Note 2019/20 data

[25] The 'unknowns' within the unknown category not included in the table (3% of all)

The proportion of 'BAME' non-UK UG students rose year on year in relation to White students (Table 7b.2). Disaggregating these groups by ethnicity shows that this has been largely driven by the notable rise in non-UK Asian students. The large rise in non-UK 'BAME' in 2020/21 is explained by a very large intake into BAL from India, which was a one-off programme.

In terms of UK 'BAME' students, ACI stands out in terms of its low proportions compared to the other three faculties, remaining consistent across years.

> **Action Point 7b.1** Increase the representation of 'BAME' students in Arts and Creative Industries through actions to increase applicants and ensure parity of outcome with White applicants.

HSCE has the smallest number of Asian students but the highest number of Black students. There are strong ethnic minority student networks within HSCE, notably the Student Healthcare Academics Race Equality Diversity and Inclusivity Network (SHAREDIN) which specifically supports nursing students from 'BAME' groups (Figure 7b.1).

Figure 7b.1 Student Healthcare Academics Race Equality Diversity and Inclusivity Network (SHAREDIN)

Across the University the majority of all our Black students are of African origin, while Indian students predominate among non-UK students (Figure 7b.2).

> "*I do not see many people of colour as professors or teachers, I think like many academic institutions it is not ethnically diverse […] when asking this question 'does the ethnic/racial diversity of Middlesex University impact on my desire to stay?' I am thinking yes because my experience does not make me want to stay in academia*"
>
> **'BAME' REC student survey quote**

Figure 7b.2 Student Demographics
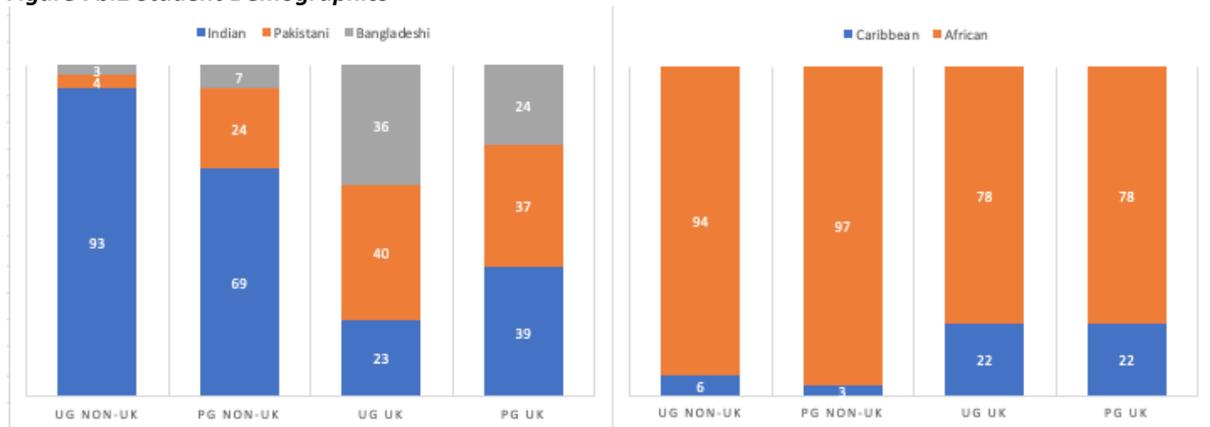
While compared to national benchmarks our student and staff bodies are diverse, we acknowledge that our staff profiles are not as representative as our student demographic profile, and recognise the need for visible role-models if we are to encourage more 'BAME' students to continue in academia. Despite this, in the student survey the majority of students overwhelming agreed that *teaching teams are ethnically diverse* (90% for all ethnic groups).

"*The lack of Black academics, mental health counsellors and professional service staff are central to the description of Black students' experiences at MDX. 89% of respondents agree around the importance of representation among Black students. ... indicate the importance of visibility, as students described links between representation and role modelling.***"**

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Table 7b.2 UG Student body by ethnic group, Faculty, and UK/non-UK, year

UG students		UK								Non-UK								Unknown							
Ethnic group	Faculty	2017/18		2018/19		2019/20		2020/21		2017/18		2018/19		2019/20		2020/21		2017/18		2018/19		2019/20		2020/21	
		count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all
Asian	ACI	259	2	265	2	261	2	271	2	106	4	126	4	148	4	119	3	23	3	16	2	18	2	13	2
	BAL	1,452	11	1,401	12	1,307	11	1,132	9	276	9	290	10	892	24	1,104	27	111	13	108	14	203	25	100	12
	HSCE	658	5	583	5	505	4	517	4	15	1	12	0	6	0	5	0	20	2	20	3	22	3	14	2
	SCT	1,227	10	1,187	10	1,064	9	1,016	8	162	5	186	6	303	8	443	11	89	10	78	10	80	10	84	10
	Total	3,596	28	3,436	29	3,137	27	2,936	23	559	19	614	20	1,349	37	1,671	41	243	28	222	29	323	40	211	26
Black	ACI	393	3	398	3	380	3	387	3	20	1	18	1	26	1	35	1	14	2	19	2	14	2	21	2
	BAL	1,075	8	1,002	8	988	9	1,012	8	65	2	67	2	68	2	84	2	80	9	53	7	52	6	59	7
	HSCE	905	7	1,013	8	1,129	10	1,378	11	5	0	8	0	8	0	10	0	19	2	29	4	35	4	47	5
	SCT	1,014	8	938	8	850	7	898	7	55	2	55	2	72	2	95	2	68	8	59	8	64	8	63	7
	Total	3,387	27	3,351	28	3,347	29	3,675	29	145	5	148	5	174	5	224	5	181	21	160	21	165	20	190	21
Chinese	ACI	24	0	27	0	23	0	19	0	55	2	68	2	55	1	43	1		0	3	0		0	3	0
	BAL	18	0	22	0	26	0	24	0	397	13	338	11	254	7	299	7	5	1	4	1	1	0	8	1
	HSCE	16	0	10	0	5	0	6	0	49	2	22	1	6	0	1	0	1	0		0		0	2	0
	SCT	15	0	15	0	17	0	18	0	26	1	27	1	18	0	19	0		0	1	0	1	0	1	0
	Total	73	1	74	1	71	1	67	0	527	18	455	15	333	9	362	8	6	1	8	1	2	0	14	1
Mixed	ACI	242	2	235	2	212	2	206	2	24	1	25	1	31	1	42	1	8	1	12	2	13	2	20	2
	BAL	254	2	233	2	225	2	258	2	37	1	37	1	24	1	25	1	17	2	13	2	13	2	13	2
	HSCE	155	1	129	1	130	1	153	1	8	0	5	0	3	0	1	0	6	1	4	1	6	1	6	1
	SCT	247	2	226	2	210	2	208	2	17	1	20	1	23	1	23	1	21	2	14	2	8	1	14	2
	Total	898	7	823	7	777	7	825	7	86	3	87	3	81	2	91	3	52	6	43	6	40	5	53	7
Other	ACI	39	0	48	0	55	0	50	0	11	0	14	0	14	0	18	0	1	0	2	0	2	0	3	0
	BAL	145	1	159	1	166	1	166	1	41	1	64	2	97	3	112	3	6	1	11	1	7	1	11	1
	HSCE	44	0	33	0	41	0	54	0	2	0	2	0	2	0	2	0		0		0	1	0	1	0
	SCT	135	1	133	1	129	1	149	1	25	1	34	1	45	1	45	1	4	0	9	1	10	1	11	1
	Total	363	3	373	3	391	3	419	2	79	3	114	4	158	4	177	4	11	1	22	3	20	2	26	2
'BAME' ALL	ACI	957	8	973	8	931	8	933	7	216	7	251	8	274	7	257	6	46	5	52	7	47	6	60	6
	BAL	2,944	23	2,817	23	2,712	23	2,592	20	816	27	796	26	1,335	36	1,624	40	219	25	189	25	276	34	191	23
	HSCE	1,778	14	1,768	15	1,810	16	2,107	16	79	3	49	2	25	1	19	0	46	5	53	7	64	8	70	8
	SCT	2,638	21	2,499	21	2,270	20	2,289	18	285	10	322	11	461	13	625	15	182	21	161	21	163	20	173	20
'BAME' ALL	Total	8,317	66	8,057	67	7,723	67	7,922	61	1,396	47	1,418	47	2,095	57	2,525	61	493	57	455	59	550	67	494	57

Table 7b.2 UG Student body by ethnic group, Faculty, and UK/non-UK, year continued

UG students			UK								Non-UK								Unknown							
			2017/18		2018/19		2019/20		2020/21		2017/18		2018/19		2019/20		2020/21		2017/18		2018/19		2019/20		2020/21	
Ethnic group		Faculty	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all	count	% all
White	White	ACI	1,171	9	1,116	9	1,052	9	973	8	609	20	693	23	738	20	715	17	95	11	67	9	58	7	70	8
		BAL	766	6	693	6	886	8	1,482	12	514	17	458	15	409	11	403	10	52	6	60	8	44	5	32	4
		HSCE	842	7	696	6	575	5	587	5	68	2	42	1	24	1	29	1	17	2	19	2	13	2	19	2
		SCT	808	6	761	6	714	6	697	6	300	10	301	10	300	8	315	8	62	7	55	7	38	5	46	5
	Total	Total	3,587	28	3,266	27	3,227	28	3,739	31	1,491	50	1,494	49	1,471	40	1,462	36	226	26	201	26	153	19	167	19
Unknown	Unknown	ACI	45	0	43	0	36	0	77	1	37	1	52	2	46	1	4	0	50	6	32	4	26	3	5	1
		BAL	89	1	93	1	84	1	176	1	34	1	28	1	39	1	14	0	43	5	35	5	24	3	20	2
		HSCE	36	0	31	0	29	0	101	1	8	0	3	0	1	0	1	0	3	0	3	0	12	1	2	0
		SCT	89	1	77	1	73	1	117	1	11	0	11	0	17	0	3	0	26	3	15	2	20	2	18	2
		Total	259	2	244	2	222	2	471	4	90	3	94	3	103	3	22	0	122	14	85	11	82	10	45	5
Other	Other	ACI	65	1	67	1	71	1	35	0	7	0	6	0	2	0	49	1	3	0	3	0	3	0	35	4
		BAL	207	2	189	2	179	2	77	1	11	0	9	0	9	0	54	1	10	1	9	1	15	2	67	8
		HSCE	78	1	71	1	65	1	43	0	1	0	1	0	1	0	3	0	1	0	1	0	4	0	12	1
		SCT	138	1	129	1	114	1	63	1	4	0	3	0	5	0	20	0	7	1	12	2	10	1	37	4
		Total	488	4	456	4	429	4	218	2	23	1	19	1	17	0	126	2	21	2	25	3	32	4	151	17
	Total	Total	747	6	700	6	651	6	4,428	37	113	4	113	4	120	3	1,610	38	143	17	110	14	114	14	363	41
ALL UG	Total	Total	12,651	100	12,023	100	11,601	100	12,350	100	3,000	100	3,025	100	3,686	100	4,135	100	862	100	766	100	817	100	857	100

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7c Course progression (Equality of continuation)

Please provide details of the ethnic profile by specific ethnic group of UK undergraduate students', and separately non-UK undergraduate students', continuation rates through their course (ie progression rates from one year to the next), and reasons for permanently leaving the university. Where possible, please provide the data for each academic faculty. Explore whether there are any trends in continuation rates and what the reasons for this may be. Insight into these issues may be gained from some of the additional qualitative data you have collected from the student survey and focus groups. Explore whether minority ethnic students that permanently leave do so for the same reasons as White British students.

Many within our student population have significant life challenges that impact on their studies, including the necessity to work to support families[4], mental health difficulties and financial challenges. Issues of social deprivation tend to disproportionately impact UK students from backgrounds identified as 'BAME', who are more likely to live in areas of multiple deprivation.

Ensuring the best support for every student to develop academically also demands consideration of the learning approaches required for students who enter MDX with vocational qualifications (Table 7c.1 and 7c.2)[26]. Over the period, Level 3 non-A level entry qualifications were the dominant entry qualification - this was also reflected at Faculty level (Table 7c.3) **(AP7c.1)**.

Table 7c.1 UK highest entry qualification in first year of entry

Entry Qualification Group	2017/18		2018/19		2019/20		2020/21	
	Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
A Level	796	23%	598	26%	603	26%	488	21%
Level 3 Non-A Level (predominantly BTEC)	2,141	62%	1,409	61%	1,388	60%	1,454	62%
Other	492	14%	79	3%	71	3%	115	5%
Mature student admitted on basis of previous experience and/or admissions test	9	0%	15	1%	7	0%	12	1%
No Data/Qualifications	4	0%	215	9%	241	10%	258	11%

	207/18 -2019/20									
Top Level	**Ethnicity Group**									
Entry Qualification Group	Asian		Black		Mixed		Other/Unknown		White	
	Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
A Level	762	27%	437	15%	151	22%	177	20%	677	27%
Level 3 Non-A Level	1,739	62%	1,980	68%	435	64%	602	68%	1,452	57%
Other	320	11%	494	17%	98	14%	106	12%	389	15%
Mature/previous experience/test	4	0%	9	0%	5	1%	2	0%	26	1%
No Data/Qualifications	3	0%	5	0%	0	0%	2	0%	7	0%

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[26] As noted above, we have changed our systems for recording ethnicity which means this 'entry level' data is not directly comparable. Data displayed has not been updated for 2020/21 by ethnicity. We also restructured Faculties, and again here data has not been updated for 2020/21.

Table 7c.2 UK UG highest entry qualification by Faculty

Faculty	Entry Qualification Group	2017		2018		2019	
		Count	%	Count	%	Count	%
Arts and Creative Industries	A Level	144	23%	156	23%	172	27%
	Level 3 Non-A Level	418	67%	449	67%	371	59%
	Other	61	10%	58	9%	84	13%
	Mature/previous experience/test	2	0%	11	2%	4	1%
	No Data/Qualifications	2	0%	0	0%	3	0%
Business and Law (BS & LW)	A Level	302	30%	199	20%	335	30%
	Level 3 Non-A Level	622	62%	710	72%	636	58%
	Other	70	7%	76	8%	126	11%
	Mature/previous experience/test	1	0%	5	1%	2	0%
	No Data/Qualifications	1	0%	0	0%	4	0%
Health, Social Care & Education	A Level	59	7%	67	10%	74	11%
	Level 3 Non-A Level	478	60%	428	64%	420	61%
	Other	256	32%	169	25%	186	27%
	Mature/previous experience/test	2	0%	1	0%	4	1%
	No Data/Qualifications	1	0%	0	0%	2	0%
Science and Technology	A Level	291	29%	182	21%	220	27%
	Level 3 Non-A Level	623	61%	581	66%	472	59%
	Other	96	9%	104	12%	109	14%

We are aware that an applicant's transition to university can be varied and complex with a high proportion being the first-in-family to go to university. We continue to expand the range of pre-arrival support we offer such as "Getting Ahead' workshops held a couple of weeks before students begin their studies to help them set realistic expectations, be inspired, build confidence and experience our vibrant and diverse community.

We are working in partnership with our FE strategic partner the Capital City College Group (the largest FE colleges group in London) to build a better shared understanding of the reformed BTEC qualifications and the transitional support students need when entering higher education.

> **Action Point 7c.1** Programme teams to consider student demographics (including entry qualifications and lower APTP) in programme design, learning, teaching and assessment strategies to better support student continuation as part of Inclusive Curriculum Framework (ICF) roll out.

Considering continuation rates, over the whole period of data, Asian students outperformed other ethnicities (Table 7c.3) with White and Asian students performing similarly well and significantly better than students of Black ethnicity. For UK students, 2020/21 was an exceptional year with large drops for some students in continuation rates related to COVID, and this included White students. Continuation averaged over 2017-2019 shows 87% for UK Asian, 87% for UK White, 85% for UK Other and 82% for UK Black – a gap of 5pp from highest to lowest.

Table 7c.3 UG continuation rates by ethnic group and Faculty

UG students			UK				Non-UK			
			2017/18	2018/19	2019/20	2020/21	2017/18	2018/19	2019/20	2020/21
Ethnic group		Faculty	%	%	%	%	%	%	%	%
'BAME'	Asian	ACI	86	94	83	89	89	76	81	89
		BAL	90	86	85	81	85	90	52	48
		HSCE	90	83	91	79	100	100	100	0
		SCT	89	87	82	79	82	80	57	59
		Total	90	87	85	80	85	84	57	53
	Black	ACI	86	84	75	79	80	100	73	89
		BAL	80	75	80	72	83	75	82	65
		HSCE	84	90	88	80	100	50	100	50
		SCT	81	85	74	72	91	88	80	80
		Total	82	83	80	76	87	79	80	74
	Chinese	ACI	100	86	100	50	71	100	80	80
		BAL	83	100	88	50	92	86	67	60
		HSCE	100	100	100	100	100	100	100	
		SCT	40	100	100	67	100	100	100	50
		Total	83	96	95	63	85	92	74	67
	Mixed	ACI	85	95	80	84	100	92	100	80
		BAL	82	77	78	74	100	80	100	89
		HSCE	79	85	85	89	100	100	100	100
		SCT	77	92	67	73	86	67	100	89
		Total	81	87	77	79	95	83	100	86
	Other	ACI	94	89	87	75	50	60	67	80
		BAL	84	86	80	66	86	80	77	77
		HSCE	78	84	89	80	100	100	100	100
		SCT	87	83	84	79	77	57	81	75
		Total	86	85	83	74	81	70	77	78
White	White	ACI	88	86	88	83	90	86	83	61
		BAL	81	83	88	78	83	90	89	85
		HSCE	87	80	88	76	73	100	50	90
		SCT	86	86	86	77	87	89	87	71
		Total	86	84	87	79	87	88	85	87
Unknown	Unknown	ACI	80	73	86	80	90	94	69	88
		BAL	67	73	84	65	100	89	95	82
		HSCE	75	75	71	57	100	100	100	
		SCT	88	83	86	57	100	100	100	86
		Total	77	75	83	64	93	93	88	85
ALL UG	Total	Total	85	85	83	77	87	86	75	74

Figure 7c.1 Measures taken

Review of financial support to better support student financial challenges (financial support is most frequently accessed by students from 'BAME' backgrounds)

Enhanced support for students at risk of homelessness, emergency accommodation for those escaping domestic abuse, honour-based Abuse and forced marriage

Support through food parcels, food vouchers and an Emergency Fund (which was extended to support international students during the pandemic)

Support for reliable internet access and equipment: providing dongles and tablet/laptop loans

Among non-UK UGs the most obvious issue was with continuation in the last 2 available data-years for Asian UGs across all Faculties excepting ACI – this can be largely explained with an unusually high intake of Asian students who were disproportionately impacted by Covid-19 and were unable to continue despite extensive efforts made by MDX to mitigate the financial, personal and physical impacts (Figure 7c.1).

Notwithstanding this anomaly, averaged continuation rates are worsening for non-UK students generally; 75% non-UK Asian, 74% non-UK Other and 75% non-UK Black, except for non-UK White (87%) – a gap of 12pp from highest to lowest continuation **(AP7c.2)**.

Action Point 7c.2 Continue to focus on reducing the continuation gap between ethnic groups

In 2019/20 we undertook a comprehensive review of assessment processes and practices, identifying correlations with continuation and attainment, with particular emphasis on 'BAME' groups. This led to the University-wide adoption of anonymous marking to address perceptions of marking bias particularly amongst 'BAME' students; a review of assessment scheduling spread the assessment load over the academic year to reduce assessment anxiety, particularly amongst students with mental health conditions; shorter reassessment period with more focused support for reassessment students (disproportionally affecting 'BAME' students); a shift towards active, practice based assessment practices which support students with more vocational entry qualifications such as BTECs and enhance work-readiness **(AP7c.3)**.

Action Point 7c.3 Evaluate impact of assessment interventions on continuation and attainment by ethnic groups

> **"**Generally, Black students provided positive responses when describing their academic experience. [However] In combination with multiple negative experiences, such as covert or overt racism in teaching and learning environments, a student may become isolated and not seek academic support, suggesting that institutional racism does need to be addressed."
>
> **MDXSU Black Students' experience report 2021**

Table 7c.4 highlights other perceptions that may also impact on continuation. The importance of ethnic/racial diversity on students' *sense of belonging* ('BAME', 67%) and *desire to stay* ('BAME' 58%), particularly among Black students (62%), is clearly demonstrated. The vast majority of all respondents feel *accepted for 'who they are'* (88%) and Asian UGs in particular, feel *their culture and beliefs are respected* (89%).

This may be accentuated by MDXSU ethnic-specific clubs, although it is accepted this can be seen as divisionary. However, attendance at MDXSU events is low across all groups, but significantly higher for 'BAME' and particularly Black UGs.

> *"… you can't claim to be inclusive but have half your societies based on excluding others"*
>
> **REC student survey quote**

> **"**Focus group participants highlight the importance of the Students' Union and the extra-curricular activities that MDXSU provide. Focus groups participants' responses align with survey data, students that are disengaged are more likely to lack time and finances. Notably, engaged students report two key benefits of participation - increased sense of belonging and socialisation."
>
> **MDXSU Black Students' experience report 2021**

Table 7c.4 Extracts from REC student survey

Factors impacting on continuation (UG only)* (% agree within ethnic groups)	'BAME'	White	Total	Black	Asian	Chinese	Mixed	Other
Sense of belonging								
The ethnic/racial diversity of Middlesex University impacts on my sense of belonging. *	**67%**	39%	59%	**70%**	68%	33%	59%	58%
The ethnic/racial diversity of Middlesex University impacts on my desire to stay. *	**58%**	37%	52%	**62%**	55%	17%	65%	47%
Middlesex University respects my cultural and / or religious beliefs. *	**83%**	74%	81%	82%	**89%**	67%	76%	82%
I feel like I am accepted and respected for who I am at Middlesex University.	88%	88%	88%					
Student Union								
I regularly attend students' union events. *	**20%**	12%	18%	**23%**	17%	17%	15%	21%
In my experience students from all racial and ethnic backgrounds are included equally at all students' union events and societies.	60%	61%	60%					
Student engagement and support								
Teaching teams in my department are ethnically diverse.	90%	93%	90%	*UG represents 71% of all respondents Breakdown by ethnic group only displayed for significant differences by 'BAME'/White*				
I am comfortable approaching my course tutors, lecturers and / or supervisors with any questions or queries.	85%	88%	86%					
I know where to go to get additional academic support if and when I need it.	82%	84%	83%					
I am comfortable contributing to group discussions*	**83%**	75%	81%	**87%**	79%	100%	71%	84%

Chi-Square - Sig diff >95%

7d Attainment (Equality of attainment)

Please provide details of the ethnic profile, by specific ethnic group, of your institution's degree attainment gap for UK, and separately, non-UK students. Please focus specifically on differences, by ethnicity, of students being awarded a first/2:1 (a 'good degree'). Where possible, please provide the data for each academic faculty. In this section you have the opportunity to assess whether your minority ethnic students are being awarded a good (first or 2:1) degree in the same proportions as White British students. Analyse the data and comment and reflect on any initiatives your institution has to address any attainment gaps (with reference to section 8 of your application). Where you have initiated work in this area, what has been the impact of these initiatives?

The number of 'Good Degrees' (GD) has shown a general upward trend for UK and non-UK students. Higher proportions of White students attain GD than 'BAME' (Table 7d.1). All 'BAME' groups saw increases across the period. GD rates were higher for UK Asian UGs compared to Black students, but still below White students. However, for non-UK students while Asian and Black students have the same lower GD, 2020/21 saw a decline in GD for non-UK Asian students.

> **"***Students reported the benefits of diversity include improved critical thinking, better decision-making, greater range of talent, and strengthened work culture.***"**
>
> **MDXSU Black Students' experience report 2021**

Table 7d.1 Attainment rates for UG students by ethnic group

UK UG students		2017/18				2018/19				2019/20				2020/21			
		All	Good Degree	% by Ethnicity	% in UK	All	Good Degree	% by Ethnicity	% in UK	All	Good Degree	% by Ethnicity	% in UK	All	Good Degree	% by Ethnicity	% in UK
'BAME'	Asian	882	468	53%	26%	1,038	589	57%	28%	989	634	64%	31%	860	531	62%	29%
	Black	831	377	45%	21%	923	461	50%	22%	882	491	56%	24%	908	493	54%	27%
	Chinese	15	8	53%	0%	19	13	68%	1%	16	13	81%	1%	23	18	78%	1%
	Mixed	217	132	61%	7%	224	145	65%	7%	206	150	73%	7%	200	135	68%	7%
	Unknown	4	2	50%	0%	5	4	80%	0%	3	2	67%	0%	0	0	0%	0%
	Other	197	112	57%	6%	212	108	51%	5%	199	125	63%	6%	210	116	55%	6%
	Total	2,146	1,099	51%	60%	2,421	1,320	55%	64%	2,295	1,415	62%	69%	2,201	1,293	59%	70%
White	White	981	699	71%	38%	1,027	728	71%	35%	826	611	74%	30%	727	532	73%	29%
Uknown	Total	66	29	44%	2%	49	19	39%	1%	70	37	53%	2%	52	28	54%	2%
All		3,193	1,827	57%	100%	3,497	2,067	59%	100%	3,191	2,063	65%	100%	2,980	1,853	62%	100%

Non-UK UG students		All	Good Degree	% by Ethnicity	% in non-UK	All	Good Degree	% by Ethnicity	% in non-UK	All	Good Degree	% by Ethnicity	% in non-UK	All	Good Degree	% by Ethnicity	% in UK
'BAME'	Asian	216	134	62%	18%	221	125	57%	17%	238	159	67%	20%	272	149	55%	16%
	Black	52	30	58%	4%	46	28	61%	4%	69	46	67%	6%	133	76	57%	8%
	Chinese	428	220	51%	29%	355	209	59%	28%	254	188	74%	24%	303	234	77%	24%
	Mixed	36	28	78%	4%	28	18	64%	2%	21	17	81%	2%	39	26	67%	3%
	Unknown	3	2	67%	0%	2	2	100%	0%	1	1	100%	0%	0	0	0%	0%
	Other	26	14	54%	2%	43	22	51%	3%	42	32	76%	4%	84	52	62%	5%
	Total	761	428	56%	56%	695	404	58%	55%	625	443	71%	56%	831	537	65%	56%
White	White	438	318	73%	42%	413	310	75%	42%	403	337	84%	42%	523	393	75%	41%
Unknown	Total	29	19	66%	2%	30	25	83%	3%	22	18	82%	2%	37	27	73%	3%
All		1,228	765	62%	100%	1,138	739	65%	100%	1,050	798	76%	100%	1,391	957	69%	100%

While Black applicants have the lowest APTP the Asian APTP has been comparable to White UGs so APTP does not necessarily explain awarding gaps.

As higher proportions of 'BAME' than White students enter with non-A level qualifications, students might benefit from a curriculum and teaching methods that are adapted to the learning needs of those entering with vocationally orientated qualifications. Our 'inclusive curriculum' initiative aims to address this.

Faculty level data (Table 7d.2) shows that in all Faculties, White students outperform 'BAME' students across ethnic groups. For UK students, lowest relative attainment for Black students is in BAL and for Asian students HSCE, although the most recent data for HSCE shows an upward trend for all students, with largest increases for Black and Asian students. For non-UK and UK students ACI sees the biggest difference in GD for White compared to 'BAME' students.

Table 7d.2 Good Degrees by Faculty (% within ethnic group)27 and UK/non-UK

UK		2017/18	2018/19	2019/20	2020/21
'BAME'		%	%	%	%
Asian	ACI	52%	58%	62%	61%
	BAL	48%	54%	60%	56%
	HSCE	48%	49%	47%	62%
	SCT	60%	69%	73%	67%
	Other	53%	51%	70%	60%
	Total	**53%**	**57%**	**64%**	**62%**
Black	ACI	55%	52%	61%	53%
	BAL	38%	37%	64%	40%
	HSCE	49%	56%	45%	63%
	SCT	46%	51%	62%	47%
	Other	36%	42%	58%	54%
	Total	**45%**	**50%**	**56%**	**55%**
Chinese	ACI	25%	83%	86%	67%
	BAL	0%	50%	100%	100%
	HSCE	57%	86%	50%	100%
	SCT	100%	0%	100%	86%
	Other	67%	50%	80%	78%
	Total	**53%**	**68%**	**81%**	**80%**
Mixed	ACI	71%	71%	89%	83%
	BAL	72%	64%	69%	36%
	HSCE	54%	65%	70%	62%
	SCT	64%	65%	69%	66%
	Other	42%	45%	50%	63%
	Total	**61%**	**65%**	**72%**	**67%**
Other	ACI	61%	48%	78%	72%
	BAL	55%	31%	56%	55%
	HSCE	55%	52%	49%	50%
	SCT	65%	60%	69%	58%
	Other	46%	51%	58%	51%
	Total	**57%**	**51%**	**62%**	**56%**
White	ACI	78%	79%	84%	83%
	BAL	68%	58%	60%	69%
	HSCE	65%	66%	68%	68%
	SCT	79%	75%	75%	68%
	Other	47%	62%	66%	65%
	Total	**71%**	**71%**	**74%**	**73%**
Unknown	ACI	55%	75%	100%	67%
	BAL	29%	0%	43%	25%
	HSCE	64%	33%	36%	69%
	SCT	38%	35%	48%	53%
	Other	38%	31%	52%	35%
	Total	**44%**	**39%**	**53%**	**51%**

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27 Unknown in 'BAME'/White excluded as numbers so small. Small numbers for Chinese means care needed

Table 7d.2   Good Degrees by Faculty (% within ethnic group) continued

Non-UK		2017/18	2018/19	2019/20	2020/21
'BAME'		%	%	%	%
Asian	ACI	65%	77%	82%	55%
	BAL	63%	67%	82%	68%
	HSCE	50%	44%	60%	
	SCT	54%	51%	55%	39%
	Other	68%	49%	66%	52%
	Total	**62%**	**57%**	**67%**	**50%**
Black	ACI	50%	60%	83%	50%
	BAL	25%	50%	63%	50%
	HSCE	0%	100%	50%	50%
	SCT	67%	62%	59%	62%
	Other	88%	60%	100%	36%
	Total	**58%**	**61%**	**67%**	**56%**
Chinese	ACI	72%	70%	69%	76%
	BAL	63%	74%	74%	86%
	HSCE	13%	10%	0%	
	SCT	37%	63%	36%	50%
	Other	48%	51%	80%	76%
	Total	**51%**	**59%**	**74%**	**77%**
Mixed	ACI	85%	67%	100%	87%
	BAL	100%	71%	75%	
	HSCE	67%	100%	100%	
	SCT	57%	50%	60%	20%
	Other	60%	40%	83%	67%
	Total	**78%**	**64%**	**81%**	**69%**
Other	ACI	67%	55%	50%	100%
	BAL	67%	64%	78%	78%
	HSCE	0%		100%	
	SCT	67%	20%	83%	44%
	Other	25%	46%	80%	55%
	Total	**54%**	**51%**	**79%**	**61%**
White	ACI	73%	81%	86%	80%
	BAL	76%	66%	67%	72%
	HSCE	66%	74%	76%	86%
	SCT	76%	75%	80%	66%
	Other	67%	68%	86%	74%
	Total	**73%**	**75%**	**84%**	**76%**
Unknown	ACI	67%	88%	83%	83%
	BAL	40%	100%	100%	50%
	HSCE	50%	100%		100%
	SCT	100%	50%	100%	100%
	Other	83%	80%	67%	80%
	Total	66%	84%	82%	83%

In 2019/20 the awarding gap between White and Black students improved significantly but a persistent gap remained (17pp) (Table 7d.3). The Asian awarding gap (9pp) was smaller, and for Chinese students it was inversed (-8pp). While significant progress has been made on reducing the disparity in every ethnic group over the period, there is still much to do to reach the HESA benchmark figures (2019/20).

Table 7d.3 Institutional attainment gaps by ethnic group and benchmark

Year	2017/18	2018/19	2019/20	Benchmark data (HESA 2019/20)	Comparison
White	71%	71%	73%	81%	<8.2%
Asian	52%	56%	64%	72%	<8%
% point gap with White	19%	15%	9%		
Black	45%	50%	56%	63%	<7.3%
% point gap with White	26%	21%	17%		
Chinese	52%	68%	81%		
% point gap with White	19%	3%	-8%		
Mixed	61%	64%	71%	79%	<8%
% point gap with White	10%	7%	2%		
Other	52%	50%	57%	71%	<14%
% point gap with White	19%	21%	16%		

In terms of degree classification each MDX ethnic group exceeds Advance HE 2021 benchmark figures for First and 2:1 degrees (Table 7d.4).

Table 7d.4 Benchmarking MDX UK degree classification comparison (2019/20) data

Ethnicity	First		2:1		2:2		Third/pass	
	Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
Asian	330	42.5%	307	40.3%	118	15.2%	20	2.5%
Benchmark (Advance HE 2021)	10,515	30.2%	16,480	47.3%	6,545	18.8%	1,310	3.8%
Black	221	36.2%	271	44.4%	98	16.0%	19	3.1%
Benchmark (Advance HE 2021)	4,295	19.3%	10,430	46.9%	6,030	27.1%	1,465	6.6%
Chinese	9	64.2%	4	28.5%	1	7.1%	0	0%
Benchmark (Advance HE 2021)	925	36.0%	1,230	47.9%	365	14.2%	50	2.0%
Mixed	64	36.9%	88	50.8%	19	10.9%	2	1.1%
Benchmark (Advance HE 2021)	4,515	33.4%	6,625	49.0%	2,050	15.1%	340	2.5%
Other	51	32.9%	74	47.7%	24	15.4%	6	3.8%
Benchmark (Advance HE 2021)	1,390	28.1%	2,340	47.3%	1,040	21.0%	180	3.7%
White	377	49.6%	298	39.2%	62	8.1%	23	3.0%
Benchmark (Advance HE 2021)	91,280	38.4%	113,375	47.7%	28,610	12.0%	4,600	1.9%

While the awarding gap of our Black students is most significant, there are disparities between White students and students of other ethnicities. MDXSU have undertaken the ***Black Student Experience Research*** project which adds to the richness of our understanding. Findings from further research will be used to enhance and extend initiatives aimed at addressing barriers to success **(AP7d.1)**.

> **Action Point 7d.1** Reduce the attainment awarding gap for Black students specifically and Asian, Mixed and Other students.

While the data clearly evidences an awarding gap across ethnicities, 'BAME' UGs who responded to the student survey feel confident in themselves, their ability to get a GD, and graduate-level employment, particularly Black UGs (Table 7d.5).

Table 7d.5 Extracts from REC student survey

Factors relating to GD (UG only) (% agree within ethnic groups)	'BAME'	White	Total	Black	Asian	Chinese	Mixed	Other
Anticipated 1st class degree award *	49%	29%	44%	**56%**	49%	17%	42%	26%
My confidence has grown throughout my time at Middlesex University.	73%	66%	71%					
I am progressing well in my course.	81%	81%	81%					
I have a good understanding of the graduate-level employment opportunities available to me. *	**70%**	59%	67%	**75%**	67%	50%	56%	66%

UG represents 71% of all respondents. Breakdown by ethnic group only displayed for significant differences by 'BAME'/White

*Chi-Square - Sig diff >95%

7e Postgraduate pipeline

Please provide details of the ethnic profile, by specific ethnic group, of your institution's UK postgraduate student body, and separately non-UK postgraduate student body. Please make specific reference to 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 example, are mentoring, coaching schemes or shadowing opportunities offered? How are students wishing to stay on for a PhD and those finishing a PhD supported? Where you refer to generic initiatives, please comment specifically on take-up by ethnicity, and their impact on race equality.

Across the institution, just under 60% of the Postgraduate (PG) student body identify with ethnic groups broadly categorised as 'BAME'. Of all PG students (UK + non-UK), 25% are Asian and 22% are Black (Table7e.1). PG student numbers have been rising with a greater rise in 'BAME' compared to White PGs.

Table 7e.1 Postgraduate student body by ethnic group, degree type and year, whole institution

Postgraduate students			MDX Institution Level							
			2017/18		**2018/19**		**2019/20**		**2020/21**	
			Count	*% all*	*Count*	*% all*	*Count*	*% all*	*Count*	*% all*
'BAME'	Asian	Masters Research	5	0	6	0	9	0	8	0
		Masters Taught	754	14	933	18	1226	22	1429	2
		PhD/DProf	158	3	157	3	146	3	138	23
		Total	917	18	1096	21	1381	25	1575	25
	Black	Masters Research	2	0	2	0	2	0	1	0
		Masters Taught	1033	20	1033	20	1057	19	1242	20
		PhD/DProf	110	2	120	2	118	2	118	2
		Total	**1145**	**22**	**1155**	**22**	**1177**	**21**	**1361**	**22**
	Chinese	Masters Research	0	0	0	0	1	0	1	0
		Masters Taught	267	5	194	4	154	3	128	2
		PhD/DProf	49	1	46	1	43	1	36	1
		Total	**316**	**6**	**240**	**5**	**198**	**4**	**165**	**3**
	Mixed	Masters Research	3	0	3	0	2	0	1	0
		Masters Taught	270	5	249	5	210	4	196	3
		PhD/DProf	26	0	27	1	23	0	26	0
		Total	**299**	**6**	**279**	**5**	**235**	**4**	**223**	**3**
	Other	Masters Research		0		0		0		
		Masters Taught	238	5	235	4	246	4	179	3
		PhD/DProf	57	1	56	1	53	1	42	1
		Total	**295**	**6**	**291**	**6**	**299**	**5**	**221**	**4**
	All 'BAME'	Masters Research	10	0	11	0	14	0	11	0
		Masters Taught	2562	49	2644	50	2893	53	3174	30
		PhD/DProf	400	8	406	8	383	7	360	27
		Total	**2972**	**57**	**3061**	**58**	**3290**	**60**	**3545**	**57**
White	White	Masters Research	23	0	22	0	32	1	33	1
		Masters Taught	1696	32	1677	32	1692	31	1932	31
		PhD/DProf	396	8	349	7	329	6	314	5
		Total	**2115**	**41**	**2048**	**39**	**2053**	**37**	**2279**	**37**
Unknown	Unknown	Masters Research	3	0	2	0	4	0	2	0
		Masters Taught	103	2	131	2	127	2	299	5
		PhD/DProf	28	1	24	0	24	0	39	0
		Total	**134**	**3**	**157**	**3**	**155**	**3**	**340**	**5**
ALL PG	Total	Total	5221	100	5266	100	5498	100	6164	100

The majority of PGs are on taught masters, and of them 62% are 'BAME', including 29% Asian and 24% Black. While for Asian students the majority are non-UK the reverse is the case for Black students who are more likely to be UK nationals (Table 7e.2).

Importantly at Doctoral level just over half (53%) are 'BAME', including 20% Asian and 18% Black. This is in contrast with the senior staff profiles.

> *"….views/vision of what or how a Ph.D. researcher 'should be' were found to be .. not fully in line with university strategic aims towards diverse learner needs. This meant time and emotional labour was spent that impacted confidence and learning experiences."*
>
> **'BAME' PhD candidate**

Action Point 7e.1 Ensure all doctoral supervisors have received appropriate training and ensure the specific issues faced by BAME doctoral students and understood and acted upon

Table 7e.2 Postgraduate student body by ethnic group, degree type, year, and UK/non-UK students

UK/non-UK by ethnicity, degree type and year			UK 2017/18 Count	% all	UK 2018/19 Count	% all	UK 2019/20 Count	% all	UK 2020/21 Count	% all	Non-UK 2017/18 Count	% all	Non-UK 2018/19 Count	% all	Non-UK 2019/20 Count	% all	Non-UK 2020/21 Count	% all	Unknown 2017/18 Count	% all	Unknown 2018/19 Count	% all	Unknown 2019/20 Count	% all	Unknown 2020/21 Count	% all
'BAME'	Asian	Masters Research	4	0	4	0	5	0	5	0%	1	0	2	0	4	0	3	0%		0		0		0	0	0%
		Masters Taught	303	10	390	12	377	12	378	11%	407	23	511	28	766	37	971	42%	44	16	32	12	83	23	84	18%
		PhD/DProf	47	1	46	1	40	1	42	1%	107	6	105	6	99	5	92	4%	4	1	6	2	7	2	4	1%
		Total	354	11	440	14	422	14	425	13%	515	29	618	34	869	42	1066	46%	48	17	38	14	90	25	88	19%
	Black	Masters Research	1	0	2	0	2	0	1	0%	1	0		0		0		0		0		0		0	0	0%
		Masters Taught	832	26	826	26	775	25	831	25%	122	7	132	7	173	8	280	12%	79	28	75	27	109	30	135	28%
		PhD/DProf	63	2	71	2	77	3	75	2%	39	2	40	2	37	2	37	2%	8	3	9	3	4	1	6	1%
		Total	896	28	899	28	854	28	907	27%	162	9	172	9	210	10	317	14%	87	31	84	30	113	31	141	29%
	Chinese	Masters Research		0		0		0		0%		0		0	1	0	1	0%		0		0		0	0	0%
		Masters Taught	34	1	22	1	13	0	13	0%	226	13	162	9	137	7	112	5%	7	3	10	4	4	1	10	2%
		PhD/DProf	4	0	4	0	4	0	3	0%	44	2	42	2	39	2	31	1%	1	0		0		0	2	0%
		Total	38	1	26	1	17	1	16	0%	270	15	204	11	177	9	144	6%	8	3	10	4	4	1	12	2%
	Mixed	Masters Research	3	0	3	0	2	0	1	0%		0		0		0		0%		0		0		0	0	0%
		Masters Taught	174	5	170	5	146	5	149	4%	81	5	69	4	48	2	38	2%	15	5	10	4	16	4	13	3%
		PhD/DProf	15	0	14	0	10	0	14	0%	11	1	12	1	13	1	12	1%		0	1	0		0	0	0%
		Total	192	6	187	6	158	5	164	4%	92	5	81	4	61	3	50	3%	15	5	11	4	16	4	13	3%
	Other	Masters Research		0		0		0	0	0%		0		0		0	0	0%		0		0		0	0	0%
		Masters Taught	141	4	125	4	120	4	75	2%	82	5	99	5	112	5	90	4%	15	5	11	4	14	4	14	3%
		PhD/DProf	13	0	16	1	13	0	7	0%	44	2	36	2	36	2	31	1%		0	4	1	4	1	4	1%
		Total	154	5	141	4	133	4	82	2%	126	7	135	7	148	7	121	5%	15	5	15	5	18	5	18	4%
	All 'BAME'	Masters Research	8	0	9	0	9	0	7	0%	2	0	2	0	5	0	4	0%	0	0	0	0	0	0	0	0%
		Masters Taught	1484	47	1533	48	1431	47	1446	44%	918	52	973	53	1236	60	1491	65%	160	58	138	50	226	62	256	48%
		PhD/DProf	142	4	151	5	144	5	141	4%	245	14	235	13	224	11	203	9%	13	5	20	7	15	4	16	2%
		Total	1634	52	1693	54	1584	52	1594	47%	1165	65	1210	66	1465	71	1698	74%	173	62	158	57	241	66	272	57%
White	White	Masters Research	18	1	17	1	24	1	28	1%	5	0	5	0	8	0	5	0%	5	0		0		0	0	0%
		Masters Taught	1169	37	1137	36	1160	38	1,415	43%	445	25	455	25	443	21	421	18%	82	29	85	31	89	24	110	23%
		PhD/DProf	269	9	240	8	227	7	210	6%	124	7	104	6	95	5	95	4%	3	1	5	2	7	2	10	2%
		Total	1456	46	1394	44	1411	46	1653	50%	574	32	564	31	546	26	521	22%	85	31	90	32	96	26	120	25%
Unknown	Unknown	Masters Research	2	0	2	0	3	0	2	0%		0		0		0			1	0		0	1	0	0	0%
		Masters Taught	59	2	61	2	58	2	63	2%	29	2	42	2	45	2	61	3%	15	5	28	10	24	7	82	17%
		PhD/DProf	13	0	12	0	13	0	10	0%	11	1	10	1	9	0	9	0%	4	1	2	1	2	1	6	1%
		Total	74	2	75	2	74	2	75	2%	40	2	52	3	54	3	70	3%	20	7	30	11	27	7	88	18%
ALL PG	Total	Total	3164	100	3162	100	3069	100	3,322	99%	1779	100	1826	100	2065	100	2,289	100%	278	100	278	100	364	100	480	100%

UK 'BAME'/White PG numbers are relatively balanced (47%/50% in 2020/21) with 'BAME' PGs being the majority for non-UK (74%/22%) (Table 7e.2).

White UK PhD/DProf students make up 6% of all UK students compared to 4% 'BAME'. This is the reverse among non-UK PhD/DProf students (9% 'BAME', 4% White).

The majority of non-UK students are on taught Masters, with only 18% being White.

Looking at Faculties, ACI has the lowest proportions of UK 'BAME' students across the institution (2% of all PGs) and HSCE the highest (24%) with equal proportions of White and 'BAME' UK PGs in HSCE (Table 7e.3).

The highest proportions of non-UK 'BAME' PGs are found in BAL (42%) and this is higher than White PGs in the Faculty (11%). The lowest proportions of non-UK BAME are in HSCE (2%) but this is comparable to the White non-UK PGs (3%) and largely due to the type of programmes offered.

As a Faculty HSCE has the most balanced 'BAME'/White mix of PG students overall (UK + non-UK) and the highest proportions of Black PGs (along with SCT at 27%) (Table 7e.4). In contrast BAL has only 27% White PG students, and the largest proportion of Asian PGs (37%). Over half the PG students in ACI are White (56%) with just 8% Black PGs, and this is consistent across years **(AP7e.1)**.

Action Point 7e.2 Further explore postgraduate recruitment trends in ACI to understand comparative underrepresentation of 'BAME' students

Table 7e.3 PG Students by ethnic group, course type, Faculty, UK/non-UK

Ethnicity	Faculty	Degree Type	UK 2017/18 Count	%all	UK 2018/19 Count	%all	UK 2019/20 Count	%all	UK 2020/21 Count	%all	Non-UK 2017/18 Count	%all	Non-UK 2018/19 Count	%all	Non-UK 2019/20 Count	%all	Non-UK 2020/21 Count	%all	Unknown 2017/18 Count	%all	Unknown 2018/19 Count	%all	Unknown 2019/20 Count	%all	Unknown 2020/21 Count	%all
'BAME'	ACI	Masters Research	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	0	0	0	0	0	0	0	0	0
		Masters Taught	48	2	57	2	52	2	56	2	79	4	94	5	108	5	116	5	8	3	12	4	8	2	16	3
		PhD	8	0	8	0	5	0	6	0	9	1	9	0	11	1	12	1		0	1	0	1	0	1	0
		Total	**56**	**2**	**65**	**2**	**57**	**2**	**62**	**2**	**88**	**5**	**104**	**6**	**120**	**6**	**130**	**6**	**8**	**3**	**13**	**5**	**9**	**2**	**17**	**3**
	BAL	Masters Taught	416	13	383	12	330	11	345	10	578	32	606	33	764	37	849	37	90	32	70	25	124	34	102	21
		PhD	47	1	47	1	47	2	47	1	110	6	108	6	93	5	87	4	5	2	7	3	8	2	9	2
		Total	**463**	**15**	**430**	**14**	**377**	**12**	**392**	**11**	**688**	**39**	**714**	**39**	**857**	**42**	**936**	**41**	**95**	**34**	**77**	**28**	**132**	**36**	**111**	**23**
	HSCE	Masters Taught	624	20	665	21	652	21	736	22	35	2	27	1	25	1	21	1	9	3	13	5	25	7	42	9
		PhD	52	2	57	2	54	2	57	2	56	3	45	2	44	2	37	2	3	1	5	2	1	0	1	0
		Total	**676**	**21**	**722**	**23**	**706**	**23**	**793**	**24**	**91**	**5**	**72**	**4**	**69**	**3**	**58**	**3**	**12**	**4**	**18**	**6**	**26**	**7**	**43**	**9**
	SCT	Masters Research	8	0	9	0	9	0	7	0	2	0	1	0	4	0	2	0	0	0	0	0	0	0	0	0
		Masters Taught	396	13	428	14	397	13	379	11	226	13	246	13	339	16	523	23	53	19	43	15	69	19	101	21
		PhD	35	1	39	1	38	1	38	1	70	4	73	4	76	4	74	3	5	2	7	3	5	1	5	1
		Total	**439**	**14**	**476**	**15**	**444**	**14**	**424**	**12**	**298**	**17**	**320**	**18**	**419**	**20**	**599**	**26**	**58**	**21**	**50**	**18**	**74**	**20**	**106**	**22**
	ALL FAC	Masters Research	8	0	9	0	9	0	7	0	2	0	2	0	5	0	4	0	0	0	0	0	0	0	0	0
		Masters Taught	1484	47	1533	48	1431	47	1516	45	918	52	973	53	1236	60	1509	66	160	58	138	50	226	62	261	54
		PhD	142	4	151	5	144	5	148	4	245	14	235	13	224	11	210	10	13	5	20	7	15	4	16	3
		Total	**1634**	**52**	**1693**	**54**	**1584**	**52**	**1671**	**49**	**1165**	**65**	**1210**	**66**	**1465**	**71**	**1723**	**76**	**173**	**62**	**158**	**57**	**241**	**66**	**277**	**57**
White	ACI	Masters Research	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Masters Taught	125	4	136	4	110	4	138	4	84	5	102	6	116	6	102	4	16	6	17	6	18	5	15	3
		PhD	43	1	34	1	31	1	27	1	18	1	16	1	13	1	14	1	0	0	0	0	1	0	1	0
		Total	**168**	**5**	**170**	**5**	**142**	**5**	**167**	**5**	**102**	**6**	**118**	**6**	**129**	**6**	**116**	**5**	**16**	**6**	**17**	**6**	**19**	**5**	**16**	**3**
	BAL	Masters Taught	217	7	185	6	199	6	236	7	174	10	195	11	192	9	198	9	26	9	29	10	33	9	31	6
		PhD	52	2	48	2	51	2	41	1	46	3	39	2	39	2	35	2	2	1	3	1	1	0	3	1
		Total	**269**	**9**	**233**	**7**	**250**	**8**	**277**	**8**	**220**	**12**	**234**	**13**	**231**	**11**	**233**	**11**	**28**	**10**	**32**	**12**	**34**	**9**	**34**	**7**

Group	Fac	Level																								
	HSCE	Masters Taught	526	17	562	18	604	20	747	22	59	3	46	3	32	2	27	1	14	5	14	5	17	5	21	4
		PhD	116	4	100	3	84	3	80	2	45	3	33	2	28	1	26	1	1	0	2	1	4	1	2	0
		Total	**642**	**20**	**662**	**21**	**688**	**22**	**827**	**24**	**104**	**6**	**79**	**4**	**60**	**3**	**53**	**2**	**15**	**5**	**16**	**6**	**21**	**6**	**23**	**4**
	SCT	Masters Research	18	1	17	1	23	1	26	1	5	0	5	0	8	0	5	0		0		0		0	0	0
		Masters Taught	301	10	254	8	247	8	294	9	128	7	112	6	103	5	94	4	26	9	25	9	21	6	43	9
		PhD	58	2	58	2	61	2	62	2	15	1	16	1	15	1	20	1		0		0	1	0	4	1
		Total	**377**	**12**	**329**	**10**	**331**	**11**	**382**	**12**	**148**	**8**	**133**	**7**	**126**	**6**	**119**	**5**	**26**	**9**	**25**	**9**	**22**	**6**	**47**	**10**
	ALL FAC	Masters Research	18	1	17	1	24	1	28	1	5	0	5	0	8	0	5	0	0	0	0	0	0	0	0	0
		Masters Taught	1169	37	1137	36	1160	38	1415	42	445	25	455	25	443	21	421	18	82	29	85	31	89	24	110	22
		PhD	269	9	240	8	227	7	210	6	124	7	104	6	95	5	95	5	3	1	5	2	7	2	10	2
		Total	**1456**	**46**	**1394**	**44**	**1411**	**46**	**1653**	**49**	**574**	**32**	**564**	**31**	**546**	**26**	**521**	**23**	**85**	**31**	**90**	**32**	**96**	**26**	**120**	**24**
Unknown	ACI	Masters Taught	5	0	8	0	11	0	6	0	6	0	5	0	7	0	13	1	1	0	4	1	1	0	16	3
		PhD	3	0	3	0	3	0	2	0		0		0	1	0	1	0	1	0		0		0	1	0
	BAL	Masters Taught	11	0	6	0	4	0	13	0	14	1	21	1	27	1	32	1	7	3	12	4	7	2	12	2
		PhD	2	0	2	0	3	0	1	0	4	0	3	0	2	0	1	0		0	2	1	1	0	1	0
	HSCE	Masters Taught	30	1	30	1	28	1	29	1	3	0	3	0	2	0	5	0	6	2	3	1	12	3	14	3
		PhD	2	0	2	0	2	0	2	0	4	0	3	0	3	0	3	0	3	1		0		0	1	0
	SCT	Masters Research	2	0	2	0	3	0	2	0		0		0		0		0	1	0		0	1	0	0	0
		Masters Taught	13	0	17	1	15	0	15	0	6	0	13	1	9	0	11	0	1	0	9	3	4	1	40	8
		PhD	6	0	5	0	5	0	5	0	3	0	4	0	3	0	4	0		0		0	1	0	3	1
	Total	**Total**	**74**	**2**	**75**	**2**	**74**	**2**	**75**	**1**	**40**	**2**	**52**	**3**	**54**	**3**	**70**	**2**	**20**	**7**	**30**	**11**	**27**	**7**	**88**	**17**
ALL PG	**Total**	**Total**	**3164**	**100**	**3162**	**100**	**3069**	**100**	**3399**	**100**	**1779**	**100**	**1826**	**100**	**2065**	**100**	**2314**	**100**	**278**	**100**	**278**	**100**	**364**	**100**	**485**	**100**

Table 7e.4 PG Students by ethnic group, course type and Faculty

Ethnic Group	Course	ACI 2017/18	% in Fac	ACI 2018/19	% in Fac	ACI 2019/20	% in Fac	ACI 2020/21	% in Fac	BAL 2017/18	% in Fac	BAL 2018/19	% in Fac	BAL 2019/20	% in Fac	BAL 2020/21	% in Fac	HSCE 2017/18	% in Fac	HSCE 2018/19	% in Fac	HSCE 2019/20	% in Fac	HSCE 2020/21	% in Fac	SCT 2017/18	% in Fac	SCT 2018/19	% in Fac	SCT 2019/20	% in Fac	SCT 2020/21	% in Fac
Asian	MR	0	0	1	0	1	0	2	0		0		0		0		0		0		0		0		0	5	0	5	0	8	1	6	0
	MT	54	12	68	13	73	15	64	1	350	19	419	24	626	33	703	34	138	9	191	12	177	11	182	10	212	15	255	18	350	24	480	27
	PhD/DProf	6	1	5	1	6	1	7	12	72	4	73	4	66	3	61	3	26	2	25	2	19	1	19	1	54	4	54	4	55	4	51	3
	Total PG	60	13	74	15	80	16	73	14	422	23	492	28	692	36	764	37	164	10	216	13	196	12	201	11	271	20	314	23	413	28	537	31
Black	MR	0	0		0		0		0		0		0		0		0		0		0		0		0	2	0	2	0	2	0	1	0
	MT	25	6	28	6	32	6	37	7	339	19	319	18	299	16	339	17	379	24	369	23	389	24	464	25	290	21	317	23	337	23	402	23
	PhD/DProf	3	1	3	1	2	0	3	1	43	2	43	2	40	2	40	2	34	2	40	2	42	3	42	2	30	2	34	2	34	2	33	2
	Total PG	28	6	31	6	34	7	40	8	382	21	362	20	339	18	379	19	413	26	409	25	431	27	506	27	322	23	353	26	373	26	436	25
Chinese	MR	0	0		0		0				0		0		0		0		0		0		0		0		0	1	0	1	0	1	0
	MT	20	4	23	5	26	5	31	6	199	11	130	7	101	5	71	3	19	1	14	1	9	1	10	1	29	2	27	2	18	1	16	1
	PhD/DProf	1	0	2	0	3	1	4	1	5	0	8	0	6	0	7	0	39	2	32	2	28	2	19	1	4	0	4	0	6	0	6	0
	Total PG	21	5	25	5	29	6	35	7	204	11	138	8	107	6	78	4	58	4	46	3	37	2	29	2	33	2	31	2	25	2	23	1
Mixed	MR	0	0		0		0				0		0		0		0		0		0		0		0	3	0	2	0	2	0	1	0
	MT	23	5	30	6	24	5	25	5	92	5	84	5	70	4	54	3	70	4	71	4	74	5	74	4	85	6	64	5	42	3	43	2
	PhD/DProf	3	1	3	1	2	0	2	0	9	0	9	1	8	0	7	0	4	0	4	0	4	0	6	0	10	1	11	1	9	1	11	1
	Total PG	26	6	33	7	26	5	27	5	101	6	93	5	78	4	61	3	74	5	75	5	78	5	80	4	98	7	78	6	53	4	55	3
Other	MR	0	0		0		0		0		0		0		0		0		0		0		0		0		0		0		0		0
	MT	13	3	14	3	13	3	14	4	104	6	107	6	122	6	128	7	62	4	60	4	53	3	68	4	59	4	54	4	58	4	62	3
	PhD/DProf	4	1	5	1	4	1	3	0	33	2	29	2	28	1	28	1	8	1	6	0	6	0	9	0	12	1	16	1	15	1	16	1
	Total PG	17	4	19	4	17	3	17	4	137	8	136	8	150	8	156	8	70	4	66	4	59	4	77	4	71	5	70	5	73	5	78	4
'BAME'	MR	0	0	1	0	1	0	2	0	0	0	0	0	0	0	0	0		0		0		0		0	10	1	10	1	13	1	9	0
	MT	135	30	163	32	168	34	171	23	1084	60	1059	60	1218	63	1295	64	668	42	705	44	702	43	798	44	675	49	717	52	805	55	1003	56
	PhD/DProf	17	4	18	4	17	3	19	14	162	9	162	9	148	8	143	6	111	7	107	7	99	6	95	4	110	8	119	9	119	8	117	7
	Total PG	152	33	182	36	186	37	192	38	1246	69	1221	69	1366	71	1438	71	779	49	812	50	801	50	893	48	795	58	846	61	937	64	1129	64
White	MR	0	0		0	1	0	2	0		0		0		0		0		0		0		0		0	23	2	22	2	31	2	31	2
	MT	225	50	255	50	244	49	242	47	417	23	409	23	424	22	465	23	599	38	622	39	653	40	794	43	455	33	391	28	371	25	431	25
	PhD/DProf	61	13	50	10	45	9	42	8	100	6	90	5	91	5	79	4	162	10	135	8	116	7	108	6	73	5	74	5	77	5	85	5
	Total PG	286	63	305	60	290	58	286	56	517	29	499	28	515	27	544	27	761	48	757	47	769	48	902	49	551	40	487	35	479	33	547	31
Unknown	MR	0	0		0		0		0		0		0		0		0		0		0		0		0	3	0	2	0	4	0	2	0
	MT	12	3	17	3	19	4	32	6	32	2	39	2	38	2	57	3	39	2	36	2	42	3	50	3	20	1	39	3	28	2	66	4
	PhD/DProf	4	1	3	1	4	1	4	1	6	0	7	0	6	0	3	0	9	1	5	0	5	0	6	0	9	1	9	1	9	1	13	1
	Total PG	16	4	20	4	23	5	36	7	38	2	46	3	44	2	60	3	48	3	41	3	47	3	56	3	32	2	50	4	41	3	81	5
ALL	MR	0	0	1	0	2	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	36	3	34	2	48	3	42	2
	MT	372	82	435	86	431	86	445	76	1533	85	1507	85	1680	87	1817	90	1306	82	1363	85	1397	86	1642	90	1150	83	1147	83	1204	83	1500	85
	PhD/DProf	82	18	71	14	66	13	65	23	268	15	259	15	245	13	225	10	282	18	247	15	220	14	209	10	192	14	202	15	205	14	215	13
	Total PG	454	100	507	100	499	100	514	100	1801	100	1766	100	1925	100	2042	100	1588	100	1610	100	1617	100	1851	100	1378	100	1383	100	1457	100	1757	100

Looking at the PG student experience, the survey shows the importance of ethnic/racial diversity for BAME including their *sense of belonging* (Table 7e.5). The majority of all PGs, with significantly more 'BAME' than White feel MDX *respects their cultural and/or religious beliefs*. Importantly, significantly more 'BAME' PG students report that their confidence has grown throughout their time at MDX.

Table 7e.5 Extracts from REC student survey

Postgraduate student survey responses *(% agree within ethnic groups)*	'BAME'	White	Total
Ethnic/racial equality is important to me personally.	89.0%	89.6%	89.2%
I considered the ethnic/racial diversity of Middlesex University before applying to study here.*	47.0%	25.4%	40.7%
The ethnic/racial diversity of Middlesex University impacts on my sense of belonging. *	57.9%	43.3%	53.7%
Middlesex University respects my cultural and/or religious beliefs. *	81.7%	62.7%	76.2%
My confidence has grown throughout my time at Middlesex University. *	73.6%	55.2%	68.3%
I feel like I am accepted and respected for who I am at Middlesex University.	83.3%	85.1%	83.8%
I have found it easy to settle into Middlesex University (international and non-specified students only)	79.0%	83.3%	79.7%
I would recommend Middlesex University to a prospective student.	90.9%	86.6%	89.6%

Chi-Square - Sig diff >95%

'BAME' PGs are more engaged with MDXSU and feel it is supportive of 'BAME' students (Table 7e.6).

Table 7e.6 Extracts from REC student survey

Postgraduate student survey responses *(% agree within ethnic groups)*	'BAME'	White	Total
I regularly attend students' union events. *	15.2%	4.5%	12.1%
I am a member, or am thinking of becoming a member, of one or more student societies. *	36.6%	10.4%	29.0%
In my experience students from all racial and ethnic backgrounds are included equally at all students' union events and societies. *	53.0%	37.9%	48.7%
Racially offensive or inappropriate behaviours are not tolerated at events and activities organised by the students' union. *	62.2%	40.9%	56.1%

Chi-Square - Sig diff >95%

Looking at discrimination, while still low, higher proportions of 'BAME' PGs than UGs report that they have *witnessed or have been the victim of racial discrimination on campus* (6.7% compared to 5% UGs) and *in the local area* (12.3% 'BAME' PGs agree compared to 8% UGs) (Table 7e.7).

Action Point 7e.3 Explore how PGs and UGs interact with and experience the local area and further work with local communities to increase awareness and understanding of the university / local cultures

Table 7e.7 Extracts from REC student survey

Postgraduate student survey responses *(% agree within ethnic groups)*	'BAME'	White	Total
The ethnic/racial diversity of the local population [in the London Borough of Barnet] impacts on my day-to-day life. *	37.4%	16.7%	31.4%
I am aware of ethnic/racial tensions within the local community [Hendon].	25.5%	21.2%	24.2%
I have witnessed or have been the victim of racial discrimination on campus. *	6.7%	0.0%	4.8%
I have witnessed or have been the victim of racial discrimination in the local area [Hendon and the area surrounding campus]. *	12.3%	0.0%	8.8%
I am aware of how to report a race-related incident to Middlesex University.	53.7%	62.7%	56.3%
If I reported a race-related incident to Middlesex University, appropriate action would be taken.	55.8%	48.5%	53.7%

Chi-Square - Sig diff >95%

The majority of all PG students are satisfied with the different aspects of their course, with only one significant difference that fewer 'BAME' students feel *issues of ethnicity and race are included in academic discussions*. While not statistically significant fewer 'BAME' PGs feel tutors are confident/competent facilitating discussion around race/ethnicity and fewer feel comfortable approaching a tutor for help (87%), but more feel the staff is ethnically diverse (Table 7e.8).

Table 7e.8 Extracts from REC student survey

Postgraduate student survey responses *(% agree within ethnic groups)*	'BAME'	White	Total
The content of my course matches my expectations and includes what I thought it would include.	79.9%	77.6%	79.2%
The content of my course reflects the opinions of a wide variety of people.	78.4%	75.8%	77.6%
When relevant, issues of ethnicity and race are included in academic discussions. *	62.0%	80.6%	67.4%
When relevant, my course tutors, lecturers and / or supervisors are confident and competent in facilitating discussions around ethnicity and race.	71.8%	79.1%	73.9%
Teaching teams in my department are ethnically diverse.	86.4%	81.5%	85.0%
I enjoy the way my course is taught.	80.1%	83.6%	81.1%
I am comfortable contributing to group discussions.	86.0%	85.1%	85.7%
I am comfortable approaching my course tutors, lecturers and / or supervisors with any questions or queries.	87.2%	92.4%	88.7%
I am happy with the way my course is assessed.	82.5%	76.3%	80.8%
I know where to go to get additional academic support if and when I need it.	85.4%	84.8%	85.2%

Chi-Square - Sig diff >95%

In terms of attainment and graduate opportunities there are no significant differences between the opinions of 'BAME' and White PGs but the trends are for more 'BAME' PGs to feel they are *progressing well*, feeling MDX is helping them *develop the skills to apply for graduate level jobs* and more *considering doing a PhD* (Tables 7e.9).

Table 7e.9 Extracts from REC student survey

Postgraduate student survey responses *(% agree within ethnic groups)*	'BAME'	White	Total
I am progressing well in my course.	87.7%	79.1%	85.2%
Where relevant, I would consider a PhD once I have completed my Master's degree.	68.5%	60.0%	66.5%
I would consider a career in academia [teaching and/or academic research].	58.3%	61.2%	59.1%
I have a good understanding of the graduate-level employment opportunities available to me.	61.6%	59.1%	60.9%
Middlesex University has helped me develop the skills I need to apply for graduate-level jobs.	62.2%	55.2%	60.2%

7f Postgraduate employment (Equality of progression to employment)

Please provide details of the ethnic profile, by specific ethnic group, of your graduates in employment six months after graduating and in graduate-level employment six months after graduating. This is an opportunity to consider your institution's employability strategy from a race equality perspective and consider whether this strategy addresses the needs of minority ethnic students. What are the employment outcomes of your minority ethnic graduates? Are they proportionate? What is the uptake and impact of any schemes currently in place? Do actions need to be devised to put in new or additional initiatives? Where students are employed on campus, is there any occupational segregation? Some opportunities may enhance employability more than others (for example, working as a library assistant or student ambassador may be perceived differently to working in the students' union bar)

With significant changes in approach, methodology and frequency of progression to employment data being gathered nationally, it is difficult to make direct comparisons over the period. At GOS data by ethnicity was unavailable for the period **(AP7f.1)**, other sources such as the APP have been used.

> **Action Point 7f.1** Monitor and evaluate Graduate Outcome Survey data by ethnicity when data is made available and address the employment outcomes for students in OFS clusters not related to Nursing, Allied Health and Psychology.

The GOS shows MDX graduates achieve successful outcomes (Figure 7f.1), which are linked closely with their studies and degree and show a strong positive position for MDX graduates in many areas, particularly in postgraduate demographics, and as students graduated into a pandemic.

Figure 7f.1 Graduate outcomes over the period
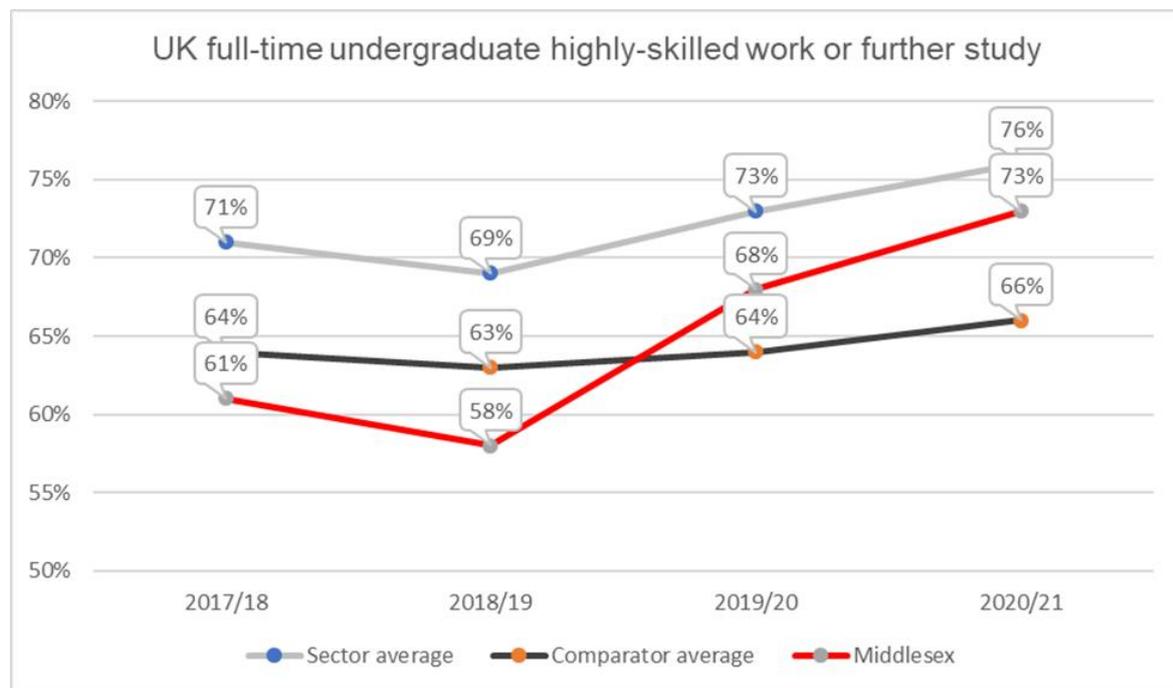
While the sharp increase from 2018/19 to 2019/20 was to do with the nursing graduates and how these were previously reported, the upward trend is also related to the efforts of MDXworks – our careers and employability service. They collaborate with programmes to embed employability and career-related learning into the curriculum, and engage directly with students across their studies via workshops and other activities.

Table 7f.1 shows that the proportion of our UK full-time undergraduate students in highly-skilled employment or any level of further study rose in 2021 73% (from 68% the previous year, and put us 3rd in our comparator group). Overall employment for MDX students has been rising from 88% (2020) to 89% (2021) ranking us 1st against comparators - but placing us 1% below the sector average of 90%. The proportion of our UK full-time postgraduate students in highly-skilled employment or any level of further study in 2021 was 97%, placing us significantly above the sector average of 84%, and placing us top of our comparator group (Table 7f.2).

Table 7f.1 MDX GOS outcomes by sector and comparator group[28] (previous year in brackets)

| Scenario | Population | Positive Outcomes % | | MDX Ranking | | |
		Middlesex	Sector Average	Against Sector	Against Comparators	Against UA
1a. OfS	UG FT UK	**73%** (68%)	76% (73%)	126th (127th)	3rd (3rd)	7th
1b. OfS	UG PT UK	**56%** (62%)	77% (75%)	216th (188th)	12th (12th)	16th
1c. OfS	PG FT UK	**97%** (92%)	84% (80%)	35th (27th)	1st (1st)	1st
1d. OfS	PG PT UK	**82%** (78%)	90% (89%)	170th (174th)	11th (13th)	15th
2. General	All Respondents	**89%** (88%)	90% (89%)	191st (158th)	1st (4th)	8th

Table 7f.2 UK domiciled full-time Postgraduate students by comparator group

Comparator set institution	20/21 performance	20/21 comparator rank
Middlesex University	97%	1
University of Hertfordshire	93%	2
Roehampton University	89%	3
The University of East London	82%	4
London Metropolitan University	80%	5
City, University of London	79%	6=
Kingston University	79%	6=
Goldsmiths College	78%	8=
London South Bank University	78%	8=
University of Bedfordshire	78%	8=
The University of Westminster	76%	11
Brunel University London	75%	12=
The University of Greenwich	75%	12=
The University of West London	70%	14
University of the Arts, London	67%	15

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[28] 2021 data

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There remain challenges in some particular degree areas (Table 7f.3), where results are less positive, but the insights help to give us strong evidence for improvements **(AP7f.1)**. Our Employability Team are working with individual Faculties and teams to ensure alignment with courses offered.

Table 7f.3 MDX GOS 2019/20 subject outcomes by sector and comparator group[29] *(previous year in brackets)*

OfS Subject Cluster	Positive Outcomes %		MDX Ranking	
	Middlesex	Sector Average	Against Sector	Against Comparators
Business and Management	47% (41%)	63% (62%)	128th of 157 (132nd)	12th (13th)
Design, Creative and Performing Arts	63% (62%)	60% (49%)	61st of 155 (48th)	6th (6th)
Education and Teaching	69% (63%)	74% (72%)	68th of 109 (76th)	6th (8th)
Engineering, Tech and Computing	62% (71%)	78% (77%)	96th of 110 (79th)	8th (4th)
Law and Social Sciences	56% (56%)	67% (65%)	113th of 139 (99th)	8th (10th)
Natural and Mathematical Sciences	57% (54%)	71% (64%)	104th of 124 (114th)	8th (13th)
Nursing, Allied Health, and Psychology	87% (70%)	82% (80%)	32nd of 140 (67th)	3rd (9th)

The subject-level outlook is weaker than the institutional outlook due to the large number of students in 'Nursing, Allied Health and Psychology' lifting our overall results.

GOS includes employed graduates' perceptions of their current work, also in relation to their studies (Table 7f.4). Overall, MDX remain at or above sector average for activity being meaningful, and studies being utilised. However, we are still below sector for activity fitting within students' future plans.

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[29] Table 7f.3 not filtered by mode of study (i.e., both FT and PT are included), in order to maximise sample size. Also, 2020/21 data is not available by Ofs Subject Cluster.

Table 7f.4 MDX GOS 2020/21 graduate reflections by sector (previous year in brackets)

Statement	MDX		Sector	
	All domicile	UK domicile	All domicile	UK domicile
My current activity is meaningful	**86%** (85%)	**86%** (86%)	85% (86%)	86% (86%)
My current activity fits with my future plans	**75%** (74%)	**75%** (75%)	77% (77%)	78% (77%)
I am utilising what I learnt during my studies	**71%** (71%)	**72%** (72%)	69% (71%)	69% (70%)

As the sector shifts to using GOS and as LEO data is refined, we will monitor disparities closely. We will continue to expand our co-curricular offerings aimed at building the confidence and social capital of our students.

We have established a successful Language and Culture Exchange and an Emerging Professional Programme with the latter offering a blended suite of extra-curricular activities aimed at further developing core employability skills while supporting students to identify, reflect and confidently articulate their wider values including their: social and cultural capital; lived experiences; values and aspirations.

We have expanded opportunities for our 'BAME' students through collaborations. Two significant collaborations are: Elevation Networks, an Afro-Caribbean alumni network that focuses on positive role modelling, leadership and confidence building; and the Ministry of Justice/Civil Service offering internship and mentoring programmes aligned to their Diversity and Social Mobility Action Plan specifically engaging students from 'BAME' and other widening participation backgrounds.

Other initiatives specifically for those identifying with ethnic groups broadly categorised as 'BAME' include:

- A workshop leadership programme focussing on entrepreneurship, leadership skills, growth mindset development and action planning;

- A series of focus groups to gain insight into the lived experience of those with 'BAME' backgrounds to feed into reshaping the employability experience;

- A Diversity Day highlighted the increased opportunities within the employment landscape through employers embracing diversity and social mobility and supported students in considering how best to maximise the opportunities presented.

MDX has a proud history of supporting and encouraging entrepreneurs, with research revealing one in seven of our graduates own or manage their own business. We support entrepreneurship in a number of ways including:

MDXcelerator - a start-up support programme for MDX students and alumni offering a unique programme of masterclasses and workshops delivered by successful entrepreneurs; networking opportunities; 1:1 mentoring from successful business founders and the chance to pitch for seed funding.

The annual *Entrepreneurial Barnet Competition* - led by MDX, LBB and B&SC with a £10,000 cash prize fund from Santander Universities, it promotes and develops enterprise throughout LBB offering local residents and students the opportunity to showcase their ideas, attend business development workshops and win funding to help grow their business.

A recent study (Hitachi Capital Invoice Finance, 2021) analysed data from over 8.4 million alumni who had left 121 universities since 2000 and had gone on to become either CEOs, MDs or start their own business saw MDX ranked 10th.

"This entrepreneurial spirit will be so important in the post-pandemic recovery in developing new business and jobs. Equally important is that so many of our students are committed to sustainability so their business ideas will contribute to society and help shape a better world."

Professor Nic Beech, Vice-Chancellor

Section 7 word count: 3431

8. Teaching and Learning

We know that there has been a degree attainment gap between minority ethnic and White British students for too long, and this section is an opportunity for your institution to consider the impact of academic practices. This section focuses on the curriculum in its widest sense,

MDX has a strong heritage in race and culture education. In 1995, the BA (Hons) Race and Culture programme was one of the first in the UK to challenge prevailing wisdom on multiculturalism, to actively decolonise the curriculum and to address widening participation. It was innovative and multi-disciplinary, embracing cultural studies, sociology of race, political theory, history and development studies. Its legacy to our ethos - to deliver systemic change by embedding 'diversity, inclusion and equality in all we do' - is clear in MDX Strategy 2031, in our alumni (Figure 8.1), and our continued work on decolonising the curriculum.

Figure 8.1 MDX alumni

Simon Woolley, Baron Wooley of Woodford

Professor Heidi Mirza, Professor of Race, Faith & Culture

Kelvin Okafor, Artist

Co-led with MDXSU, the Inclusive Curriculum Framework (ICF) is a University-wide initiative that co-ordinates, connects and develops EDI in curriculum and programme design (Figure 8.2). Focussing on what makes MDX a unique and thriving learning community, it aims to understand the intersectional curricular experiences of diverse student groups: Black; Asian; Ethnic Minorities; LGBTQ+; and those living with disabilities. Our approach is directed by an 'agenda for change' co-created and owned by the university community, providing the momentum to create a more inclusive, flexible and blended learning culture.

We are currently mobilising and 'socialising' the ICF across MDX through targeted communications, showcase events and meetings with key stakeholders to ensure it is embedded into our education and quality processes.

Our ICF development has been identified as `*sector-leading practice*` in its distinctive approach both to decolonisation and intersectionality (Global Review, 2021).

Figure 8.2 Inclusive Curriculum Framework
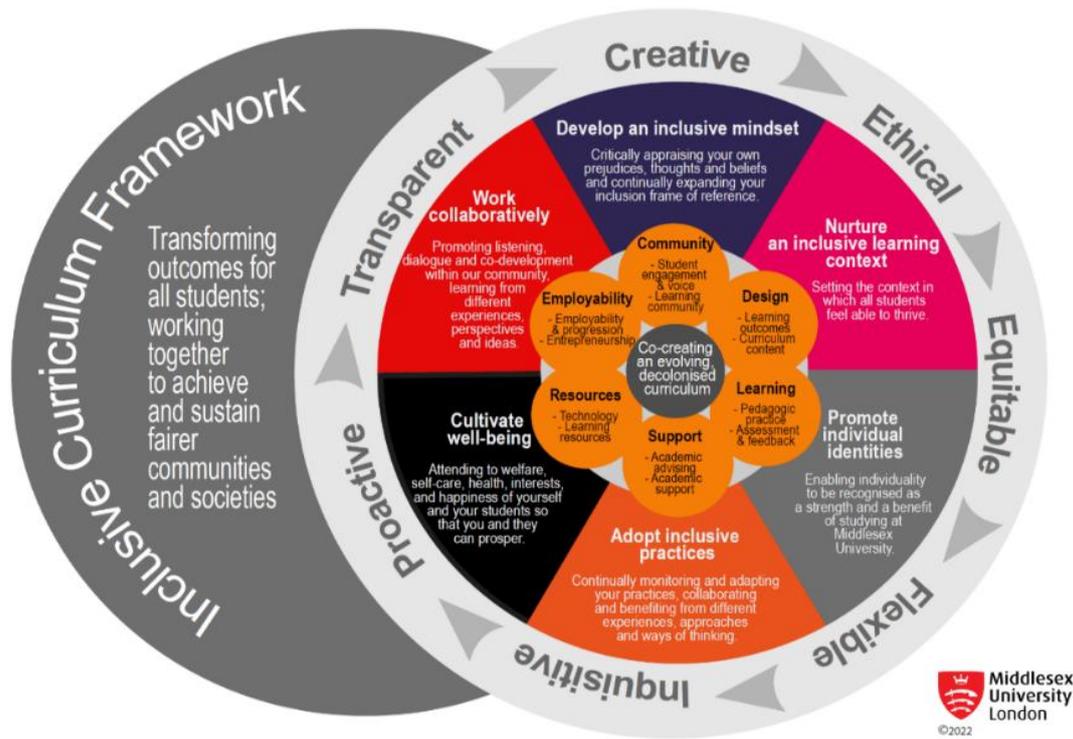
8a   Course content/syllabus

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

MDX is committed to ensuring that all students enjoy equality of opportunity throughout their studies, and are free from any form of discriminatory practices by the institution or its members defined in the University's [Equality and](#) [Diversity Policy and Codes of Practice (HRPS8)](#), specifically 'Code of Practice 7: Curriculum, Pedagogy and Assessment.'   All programmes and modules comply with the Equality Act 2010 and actively promote an inclusive curriculum. Our Validation and Review process is designed and aligned with the QAA Quality Code for developing, approving, monitoring and reviewing programmes.

The majority of staff do not feel there are '*issues of ethnic/racial inequality in relation to Curriculum design and assessment'* but while not significant, there are ethnic differences, with Black respondents most likely to feel issues exist (Table 8a.1).

Table 8a.1 Extracts from REC staff survey

Staff survey responses to curriculum questions % agree with question within ethnic groups	White	'BAME'	Total	Black	Asian	Chinese	Mixed	Other
There are issues of ethnic/racial inequality at Middlesex University in relation to: - Curriculum design and assessment	34%	30%	33%	47%	21%	0%	31%	25%

A 'race related' key word analysis of programme specifications identified that almost a third of programmes across all Faculties explicitly referred to race (Table 8a.2).

Further module-content analysis did reveal a broad and diverse range of 'race related' specific content, not explicitly documented in programme specifications.

However, ACI and SCT have less engagement with race issues. The content of ACI programmes, and the low proportions of BAME staff in ACI, makes this a particular focal point for action **(AP8a.1)**.

Table 8a.2 Programme specification key word analysis by Faculty

Faculty	Programme specifications	'Race' included	'Race' not included	% included
Arts and Creative Industries	66	11	55	16.7%
Business and Law	116	54	62	46.6%
Health, Social Care and Education	55	28	27	50.9%
Science and Technology	127	18	109	14.2%
Total	364	111	253	30.5%

Action Point 8a.1 Ensure race equality is explicitly embedded in all programme and module documentation.

Action Point 8a.2 Undertake a programme of events to promote the Arts as open to all, including engaging with schools and ACI practitioners, positioning MDX as actively seeking and valuing a diverse student and staff profile

The majority of students are happy with the EDI related aspects of their course (Table 8a.3), with higher proportions of Black compared to White and Asian students agreeing.

Table 8a.3 Extracts from REC student survey

Course Content & Teaching % Agree with Question Within Ethnic Groups	White	'BAME'	Total	Black	Asian	Chinese	Mixed	Other
The content of my course matches my expectations and includes what I thought it would include.	74%	78%	**77%**	80%	78%	60%	70%	81%
The content of my course reflects the opinions of a wide variety of people.	73%	78%	77%	79%	79%	60%	77%	77%
When relevant, issues of ethnicity and race are included in academic discussions. *	76%	71%	73%	77%	64%	60%	65%	72%
When relevant, my course tutors, lecturers and / or supervisors are confident and competent in facilitating discussions around ethnicity and race.	76%	74%	75%	76%	75%	70%	70%	70%

Chi-Square - Sig diff >95% Note differences focussed on Chinese students not reported due to low N

"The `noise` about USA in our culture tends to overshadow direct experience of Black British students who cannot see themselves except via American examples. What we teach about race implicitly and explicitly in our curricula is as important as the ethnic/racial background of staff and students".

REC Staff Survey

The majority of students also agree staff are *'confident and competent in facilitating discussions around ethnicity and race'*. While the majority of staff similarly felt *'comfortable having race-related discussions with their students'* 'BAME' are less likely to agree (63%) than White respondents (75%), with Black staff (71%) more likely to agree than Asian staff (56%) **(AP8a.2).**

"… there have been instances where students are uncomfortable with the content of the course and or delivery of race and ethnic issues. Staff need to be supported by their line management who needs to be familiar with the content to take an informed decision."

UCU Chair, February 2022

Action Point 8a.3 Monitor race equality practices through annual monitoring process and provide ICF race equality support in curriculum design, delivery and assessment for all staff.

8b Teaching and assessment methods

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

Within our learning, teaching and assessment (LTA) strategy we aim to support the development of individual and cohort identity, encourage continuation and progression and support students to flourish with focussed, authentic and inclusive LTA strategies respecting the diverse lived experiences of our diverse student community.

MDXSU, Student Insight Groups and our Student Voice framework review are helping staff to use students' lived experiences to shape their responses to intersectional issues.

The 'Black Students' Experiences Research' undertaken by MDXSU has identified a series of actions to improve Black student outcomes which are being acted upon by the University LT Committee.

Table 8b.1 Extracts from REC student survey

% Agree with Question Within Ethnic Groups	White	'BAME'	Total	Black	Asian	Chinese	Mixed	Other
I enjoy the way my course is taught.	77%	79%	78%	79%	77%	80%	77%	88%
I am comfortable contributing to group discussions. *	78%	84%	82%	88%	79%	80%	77%	86%
I am comfortable approaching my course tutors, lecturers and / or supervisors with any questions or queries.	89%	85%	86%	85%	85%	60%	85%	91%
I am happy with the way my course is assessed.	75%	80%	78%	79%	81%	80%	69%	85%
I know where to go to get additional academic support if and when I need it.	84%	83%	84%	86%	80%	90%	77%	82%

*Chi-Square - Sig diff >95%

The majority of students *enjoy the way their course is taught* and are *happy with the way their course is assessed* with marginally higher agreement from those identifying from 'BAME' categories (Table 8b.1).

Group-work, facilitated effectively with clear objectives is an effective learning tool for race equity and those identifying as 'BAME' students (84%) are significantly more likely to agree they feel '*comfortable contributing to group discussions'* than White students (78%), with Black students (88%) most likely to agree.

The majority of students reported *feeling comfortable approaching staff* but this was lower for 'Chinese' students[30] (60%) which may suggest the need for tutors to develop increased cultural awareness of pedagogical barriers. However, a higher percentage of 'Chinese' students (90%) are aware of *where to go if required for additional support* **(AP8b.1).**

> **Action Point 8b.1** Roll out staff cultural awareness development co-led with MDXSU.

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[30] Note low numbers of Chinese respondents

Personal tutoring is central to our LTA strategy. Reviewing student engagement data for different demographics helps us to explore the perceived and real barriers to access for students with particular characteristics. Our evidence-based approach is supported by the *StREAM engagement dashboard* (Figure 8b.1) and provides staff with information to review individual progress and analyse trends between groups and cohorts.

Figure 8b.1 StREAM Engagement Scoring

Resource Type	Percentage
My Learning (Moodle) Login	20.0
MDXapp Tile Access	20.0
Library e-resources	20.0
Access Card	10.0
myUniHub Login	10.0
Library resources (physical)	10.0
MDXapp Logins	10.0
Attendance	0.0

Engagement		
H High	2053	15.3%
G Good	3667	27.3%
P Partial	4055	30.2%
L Low	1325	9.9%
V Very Low	669	5.0%
N None	1645	12.3%

It is important there is the cultural awareness to use this tool effectively and to support learners (see 8b.1). As StREAM matures, it will be important to ensure that the race equality dimension of these analytics are kept under review **(AP8b.2).**

Action Point 8b.2 Ensure the race equality dimension of StREAM is overt with relevant training for personal tutors and PSS.

The "Fairness in Assessment" project in 2020/21 addressed concerns about fairness and objectivity in assessment including tariff, marking and types of assessment which has led to a move away from traditional closed-book examinations towards more 'authentic' assessments. Module Leaders are required to demonstrate how inclusivity is factored into the assessment prior to external examiner approval. Anonymous Marking applies to all assessments where practicable, to address student concerns regarding 'fairness' in assessment.

"I like the fact that the university have gone to anonymous marking, because there may be some bias in our marking …"

REC staff survey quote

There is little data regarding the impact of the policy to date **(AP8b.3).**

> **Action Point 8b.3** Build on research around academic misconduct research and anonymous marking etc , including building in impact evaluation on our new initiatives (see 7.c3).

During Covid19, we introduced a "no detriment" policy to mitigate against some of the challenges experienced by students undertaking assessments during the disruption. This narrowed some awarding gaps. Recent internal research (2022) identified disparity in cultural interpretation regarding the meaning of plagiarism and the consequential academic misconduct still prevails despite significant attempts to change pedagogic practice. Further work is required to raise awareness (see **AP8b.1** and **8b.2**).

Figure 8b.3 showcases a range of race-related LTA initiatives which have informed curriculum reform and LTA practice. The curriculum-based culture change project is an innovative approach to embedding 'race' within the formal curriculum, and outside the classroom in the form of campaigns, research, short films, scenario-based stories, animations, talking heads and interviews.

Figure 8b.3 Race-related initiatives and campaigns

Hate Crime and Discrimination *With the rise of hate crime following Brexit, it's good to know there is someone to talk to.*

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.

In 2021, three MDX staff became National Teaching Fellows; all recognised for sector-leading work in EDI. Over 85% of all academic/academic-related staff have achieved a level of Advanced HE Fellowship or have a teaching qualification. MDX has a comprehensive range of formal training and informal interventions to support new and existing academics engaged in programme design, teaching and assessment (see Section 5b also).

An inclusive curriculum toolkit was launched in September 2022 to curate reading materials, recordings and artefacts to support Module Leaders design their diversity interventions.   The sharing of good practice through Inclusive Staff Profiles has helped raise awareness.

The Learning Resource Centre with support of academics has developed a *decolonisation/inclusive factsheet - 'liberating our library'*. We are developing an **'Inclusive Educator'** certificate for the future, as well as funding a variety of EDI projects via the Enhancing Education Awards.

> **Action Point 8c.1**   Further enhance Inclusive Curriculum Staff Resources with more race equality specific material

Unconscious bias training, via AdvanceHE has been impactful, but we are aware that we need to do more to embed meaningful change. We have a mandatory generic EDI online module for staff. We have also developed a number of resources on Universal Design for Learning (UDL) which support staff. We are also piloting a number of anti-racism, bystander, allyship and solidarity, othering interventions **(AP8c.2)**.

> **Action Point 8c.2**   Address racism through a programme of anti-racism training.

> *"Much more discussion is needed across staff groups to actually discuss what race-related incidents actually are. What is meant by the term 'race'? Time is needed for ongoing discussion, to explore meaning about and behind race…"*
>
> *"Have formal and informal conversations about how equality can be embedded into every module"*
>
> **REC staff survey quotes**

To further showcase and raise awareness, we ran an inclusive curriculum conference in September 2021, involving colleagues from our Dubai and Mauritius campuses and eminent external speakers.

Our masterclasses, coffee and conversation events, workshops, coaching, mentoring, action learning sets, learning and teaching showcases have raised awareness about race. 'Open' conversations about 'race equality' are taking place safely and constructively **(AP8c.3)**.

This conversational approach to raising race awareness has helped boost the confidence of staff to talk about 'race' but we need to do more as illustrated by comments in the staff survey.
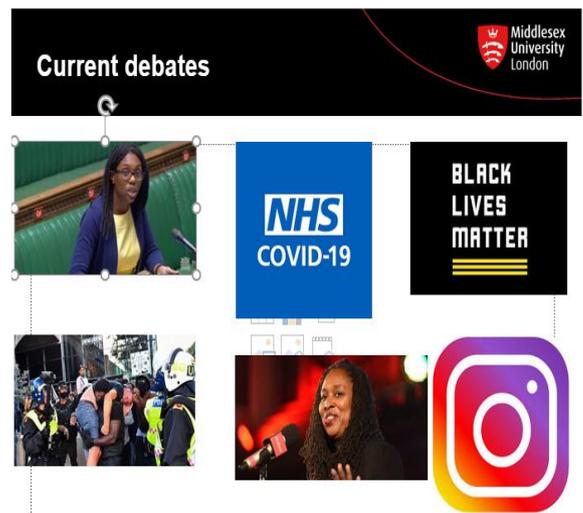
AP8c.3 Encourage more staff to develop an online race/inclusivity profile and build on 'open' conversations about race.

Section 8 word count: 1368

9. Any other information

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

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

10. Action Plan

STRUCTURE OF THIS PLAN

The analysis in the preceding sections has led us to develop the following 13 outcomes we wish to see for staff and students at MDX. They are grouped under three themes, and form the basis for the work we will prioritise through this action plan. The action plan objectives describe our overarching aim within a cluster of represented actions which are reflected in the narrative.

THEME	Outcomes
Students from diverse backgrounds have access to high quality education and support services	1. Students from a range of ethnic backgrounds have access to MDX's services. There is an analysis of the reasons underpinning differential access and plans to improve access 2. Students from a range of ethnic backgrounds all enjoy the same, high quality of service 3. Students from a range of ethnic backgrounds are supported to achieve equal outcomes 4. MDX provides inclusive teaching and learning practices
Staff work in an inclusive workplace and are supported to achieve equal outcomes	5. MDX uses fair recruitment and retention practices to build a diverse, inclusive workplace 6. MDX is committed to equal pay and provides equal conditions of service 7. Training and development opportunities are accessed equally by staff from a rich diversity of backgrounds 8. Staff work in an environment free from bullying and harassment 9. MDX has fair talent management and progression processes 10. BAME staff are represented at senior levels and in MDX governance structures
An inclusive leadership have the skills and knowledge to drive the race agenda forward	11. MDX provides relevant, high-quality equality development and support 12. MDX ensures levers are in place to manage performance and monitor progress with staff and students 13. MDX takes action to promote a sense of belonging within the organisation

ACCOUNTABILITY

MDX is overseen by a Board of Governors (BoG) and managed by the University Executive Team (UET) who report to the Vice-Chancellor, who heads the Executive. As the completion of the REC Action Plan is a BoG level KPI, overall responsibility lies with the Chief Officer for People and Culture and the Vice-Chancellor with implementation by the Director of Inclusion and Wellbeing. Each member of UET has strategic responsibility for each of the actions on the REC Action Plan.
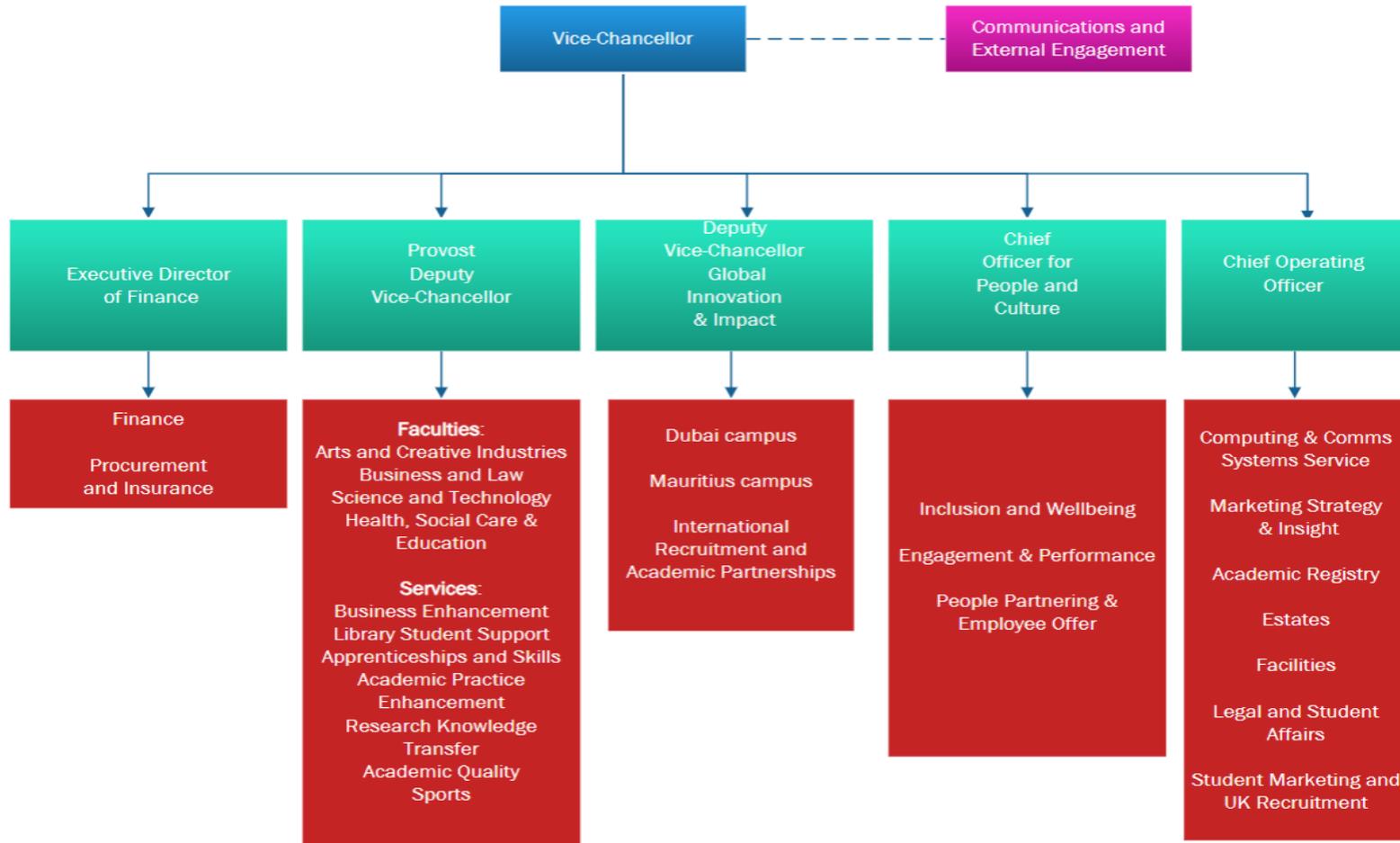
ABBREVIATIONS USED IN THIS PLAN

ACI   Arts and Creative Industries

BAL   Business and Law

BAME   Black, Asian, and minority ethnic

HSCE   Health, Social Care, and Education

ICF   Inclusive Curriculum Framework

OSD   Organisational and Staff Development

PSS   Professional and support staff

SAT   Self-assessment Team

SCT   Science and Technology

OSD   Organisation and Staff Development

I & W   Inclusion and Wellbeing

CCSS   Computing and Communications Systems Service

REIG   Race Equality Implementation Group

Objective Number	Section/ Action Ref	Objective	Issue Identified - Rationale	Action (s) to address the issue	Person responsible	Timeframe	Performance criteria
Theme 1: **STUDENTS FROM DIVERSE BACKGROUNDS HAVE ACCESS TO HIGH QUALITY EDUCATION AND SUPPORT SERVICES**
Outcome 1.1: **Students from a range of ethnic backgrounds have access to MDX's services. There is an analysis of any barriers to access and plans to tackle these**
1	7b.1 7e.2 8a.2	Increase the representation of BAME students in Arts and Creative Industries	In 2020/21, only 7% of ACI students were BAME, compared with 20% of BAL students, 16% of HSCE students, and 18% of SCT students ACI has the highest proportion of White PG students compared with other Faculties, and the lowest proportion of Black PGs at just 8%	ACI Faculty to investigate this trend to identify any systemic issues. To work with our Education Liaison and Outreach team to improve widening participation from school leavers into Arts and Creative Industries area for 'BAME' students	Academic Dean ACI	Sep 2023 to Sep 2024	Clear articulation of why there is lower representation and actions to address this Increased proportion of BAME students in ACI to 18% by 2026 Parity in offer to application ratios for BAME students year on year
				i) Introduce and implement admissions tutor training for interviews for ACI programmes - raising awareness of diversity ii) HoD to ensure compliance with training mandate	i) Head of OSD/ ii) Academic Head of Department to ensure compliance	Sep 2024 onwards	
				Undertake a programme of events to promote the Arts as open to all, including engaging with schools and ACI practitioners, positioning MDX as actively seeking and valuing a diverse student and staff profile	Academic Dean of ACI	Sep 23 onwards	Increased proportion of BAME students in ACI to 18% by 2026
2	3b.2	Education Liaison and Outreach Team fully understand the impact of the differing UK ethnic profiles for students, in particular exploring ways to increase the student population of UK Caribbean origin	Among staff there is a large proportion of Indians, with a more balanced profile among students. Similarly, there are higher proportions of Black UK staff of Caribbean origin than Black Caribbean students (see section 3b)	Analyse student applications across programmes	Director of Student Marketing & UK Recruitment	Sep 2023 onwards	Education Liaison and Outreach Team fully understand the impact of ethnicity on student profile Qualitative and quantitative data is presented to EDI Committee with
				Undertake a survey in local secondary schools with high % black Caribbean origin students, and look to implement a day in the life of a university student including shadowing an MDX Black Caribbean Student and widen the programme to other underrepresented groups in year 2 following the pilot	Education Liaison and Outreach Manager	Jan 2024 onwards	

				Focus groups with existing students	Race Equality Implementation Group (REIG)	Jan to Sep 2024	recommendations for action Increase in uptake in places by Black Caribbean students
3	3b.3	**Opportunity**: Show case and celebrate the diversity of our students and staff, recognizing the role they play in 'making Middlesex'	The student survey highlights the importance of ethnic/racial diversity with nearly half of all students agreeing they had considered ethnic/racial diversity before applying to study at MDX. **There is an opportunity to create a sense of belonging.**	Set up a project bringing together marketing and ACI students to work together to devise a campaign programme that highlights the diversity of MDX to local feeder schools	Education Liaison and Outreach Manager	Jan 2024 onwards	Prospective students are aware of the ethnic and cultural diversity on campus and improvement in REC 2027/2028 Survey response positivity rating to 80% Increase in staff engagement/satisfaction index from 62% to 75% by end of 2023/2024 and to 80% by 2025/2026, increase response from 51% to 60% by 2025/2026
				Undertake an internal campaign to create a sense of belonging involving staff networks	EDI Business Partner	Sep 2024 to Jan 2025	
4	7a.1	Further investigate the Average Predicted Tariff Point (APTP)/offer rates by ethnic/racial background	From 2019/20 there has been a trend of declining Average Predicted Tariff Point (APTP) to below 100 for both UK and non-UK applicants. Among UK applicants, the BAME offer rate was consistently lower than for White applicants. The lowest offer rates across the period were to Black applicants. The APTP/Offer rates for Black applicants compared to White and Asian applicants is worthy of further investigation to ensure it is due to a larger number of applicants with APTPs too low for consideration and not bias in the system.	Conduct an end-of-admissions cycle review to explicitly investigate APTP/offer rates by ethnic racial background using Tableau dashboard and reviewing non-A level qualifications against A levels to understand any disparities in APTP	Director of Student Marketing & UK Recruitment	Sep 2024 to Aug 2025	Resource allocated to investigate and complete the review by CCSS Identification of any bias in the recruitment system reported and addressed Parity in offer ratios, particularly for Black students. Unconscious bias mitigated
				Use data from above to produce a report for Academic Board	Director of Student Marketing & UK Recruitment	Dec 2024 to Feb 2025	
				Ensure mandatory unconscious bias training takes place for all those who undertake any kind of selection process.	Provide training: Director of I & W/EDI Manager Ensuring compliance: All Academic HoDs	Jan 2024 to Sep 2025	

				Audit decision making by protected characteristics and request justification where offers are lower for BAME applicants.	Academic Registrar	Jan 2024 onwards	Continued year on year increases in offer to application ratios for Black students
				Evaluate the impact of unconscious bias training/ and audits on admissions process and offers	Academic Registrar	Sep 2024 onwards	

5	7c.1 7c.2	Reduce the continuation gap between ethnic groups particularly through promoting consideration of student demographics (including entry qualifications and lower APTP) in programme design, learning, teaching and assessment strategies as part of Inclusive Curriculum Framework rollout	There is 5% gap between the highest and lowest ethnic continuation rates for UK students (87% for UK Asian; 87% for UK White; 85% for UK Other; and 82% for UK Black) Continuation rates are worsening for non-UK students generally; 75% non-UK Asian, 74% non-UK Other and 75% non-UK Black, except for non-UK White (87%) – a gap of 12pp from highest to lowest continuation The Survey highlights other perceptions that may also impact on continuation. The importance of ethnic/racial diversity on students' sense of belonging ('BAME', 67%) and desire to stay ('BAME' 58%), particularly among Black students (62%), is clearly demonstrated.	Review of student support needs and impact on continuation of students. Tableau data dashboard developed which provides faculty level data on the impact of entry qualifications on final awards and any impact this may have on the awarding gap between Black and White students	i) Deputy Head of Student Support and Wellbeing ii) Director of Strategy & Insight	Sep 2023 to Jul 2025	Eliminate the non-continuation gap between Asian/White students and those of Black/mixed/Other ethnicities by 2028-2029 Improvement in progression rates to 70% by 2025 from 66.8% in 2021 Continuation 2% better than benchmark of 88.3% by 2025 Improved NSS Overall Satisfaction Score to 78% by 2025 from 69% baseline in 2021. Improved positivity rating for future REC survey in 2027/28 to 80%
				Review of the alignment of support provided to students and where it sits to improve join up between support services and back-office functions to provide clarity of support and proactively address issues.	Chief Operating Officer	Sep 2023 to Jul 2025	
				Implement the Inclusive Curriculum Framework to ensure learning speaks to BAME students	PVC Education and Student Experience	Sep 2023 to Jul 2025	
				Review student support and personal tutoring to provide a proactive model ensuring adequate support/training is in place and signposted	Head of Academic Practice Enhancement	Sep 2023 to Jul 2025	

#				Undertake targeted research in partnership with MDXSU to address attainment awarding gaps.	PVC Education and Student Experience	Sep 2023 to Jul 2025	
				Focus groups with PhD students to explore any 'needs' they feel are specific to BAME students.	REIG	Sep 2023 to Aug 2027	
6	7e.1 5f.1	Ensure all doctoral supervisors have received appropriate training and ensure the specific issues faced by BAME doctoral students are understood and acted upon	Just over half (53%) of doctoral students are BAME, including 20% Asian and 18% Black. This is in contrast with senior staff profiles Feedback from BAME PhD candidates suggests some MDX staff still have culturally-specific perceptions of what a PhD researcher should 'be'. Trying to meet this vision requires time, energy, and emotional labour, and can lead to BAME researchers feeling alienated. We offer a range of active support mechanisms although non-specifically address those early career researchers with protected characteristics.	Devise and rollout training to doctoral supervisors based on findings from above (5.5) focus groups, and evaluate feedback from this	PVC Research and Knowledge Exchange	By Sep 2024	Training feedback shows staff have a greater understanding of BAME doctoral students' needs Feedback from BAME doctoral students relays a more positive experience & 90% training satisfaction evaluation rating that the training has achieved its aim Increase in success rate for promotion of BAME ECRs from Senior Lecturer to Associate Professor from 21% in 2022 to 35% by 2026
				Co-create support mechanisms utilising resources from coaching and mentoring academy	PVC Research and Knowledge Exchange	By Sep 2025	
				Engage with BAME early career researchers to explore how best to support their development and career progression. Utilize our promotion and progression model to bring up early career academics into senior roles	Academic Deans	By Sep 2025	
				Actively engage with Barnet Council as part of MDX's Changing the Culture initiative to raise awareness of and understanding of different cultural norms	Academic Deans	By 2027	
7	7e.3	Explore how PGs and UGs interact with and experience the local area and further work with local communities to increase awareness and	BAME PG students are more likely than BAME UGs to have experienced or witnessed racial discrimination on campus (6.7% compared to 5%) and this is even more pronounced when looking	Work to increase our connectivity with Barnet Council as part of MDX's Changing the Culture Initiative to raise awareness of and understanding of different cultural norms.	Senior Safeguarding Project Manager/Director of I &W	Sep 2024 onwards	Initially, we would see an increase in reporting, however, for the next REC Survey in 2027 there will be a 5% decrease in the number of BAME students

		understanding of the university/local cultures	at being a witness to or the victim of racial discrimination in the local area (12.3% of BAME PGs compared to 8% of BAME UGs)	Develop more local/student/staff inter-faith events to promote greater understanding and tolerance.			reporting experiences or observations of racial discrimination on campus or in the local area due to the positive collaborative work with Barnet.

Outcome 1.3: Students from a range of ethnic backgrounds are supported to achieve equal outcomes

8	7c.3 7d.1 8b.3	Reduce the attainment/ awarding gap (with a particular focus on Black students)	While the number of 'good degrees' awarded has shown a general upward trend, higher proportions of White students attain them compared with BAME students (73% compared to 59% for UK students; and 75% compared to 65% for non-UK students)	Monitor and report on the impact of existing assessment interventions through the annual monitoring exercise at an institutional, faculty and departmental level	Director of Academic Quality Service	Sep 2024	Improvement in attainment and a reduction in the gap between ethnic groups at the institution, Faculty and departmental level - narrowing the awarding gap below 5% by 2028 and eliminating the gap completely by 2031
				i) Implement the Inclusive Curriculum Framework, changes to curriculum, learning and teaching methods and assessment ii) Undertake an anonymous marking impact evaluation	i) Head of Academic Practice Enhancement ii) Director of Academic Quality Service	Sep 2023 to Aug 2027	
				Undertake targeted research in partnership with MDXSU to address attainment awarding gaps	REIG	Sep 2023 to Aug 2027	
9	7f.1	Monitor and evaluate Graduate Outcome Survey (GOS) data by ethnicity when data is made available	Owing to the transition from Graduate Outcomes Survey and Destination of Leavers from Higher Education (DLHE) it is have proved difficult to draw meaningful conclusions and GOS data by ethnicity is unavailable	i) Faculties to review Graduate Outcomes Survey data. Monitor the impact of opportunities by ethnicity ii) Further extend/expand role model and mentoring opportunities for students.	i) Academic Deans ii) Director of Employability	Sep 2023 onwards	Increased understanding of the employability of students by characteristic Supports improvement in graduate outcomes for our students and outcomes increase by 2% year on year to 8% above 2021 performance (73%) to 81% by 2027 assessed against comparator institutions set

							Increase in graduate employability and decrease in employability gap between ethnic groups

Outcome 1.4: **MDX provides inclusive teaching and learning practices**

#	Ref	Objective	Context	Action	Lead	Timeframe	Success measure
10	8a.1	Ensure race equality is explicitly embedded in all programme and module documentation	A 2022 'race related' key-word analysis of programme specifications identified that almost a third of programmes across all Faculties explicitly referred to race Further analysis revealed a broad and diverse range of 'race related' specific content; however, this was not explicitly documented in programme specifications	Programme teams to review and enhance their modules/ programmes using the Inclusive Curriculum Framework	Academic Heads of Department	Sep 2023 to Aug 2026	Modules/programmes have been reviewed and enhanced using ICF Improved student feedback on assessment inc. in NSS by 1% above benchmark each year (baseline is currently 'not significantly different to benchmark'). Awarding gap below 5% by 2028 and eliminated by 2035
11	8a.3	Provide ICF race equality support in curriculum design, delivery and assessment for all staff	A third of staff agree that there are ethnic/racial inequality issues related to the curriculum and assessment. For Black staff, this figure is closer to half (47%): the highest proportion of all the ethnic groups. 72% of staff feel comfortable having race-related discussions with their students; however, those who identify as BAME are less likely to agree (63%). Asian and 'Chinese' staff are least likely to agree (56% and 57% respectively)	Provide guidance and workshops to support staff in effectively implementing ICF	Head of Academic Practice Enhancement	Sep 2023 to Aug 2026	Effective implementation of the ICF and its principles. ICF workshops, allyship and active bystander workshops have been well attended (make them mandatory and roll out to specific roles first, and second to all staff by 2025)
				Provide further encouragement and support for staff to feel comfortable having discussions about race with their students	Head of Academic Practice Enhancement		
				Introduce a race equality dimension within External Examiner Report (see section 8b.4)	Director of Academic Quality Service		

							All staff when they have reviewed their handbooks do so with the ICF in mind
12	8b.1	Roll out staff cultural awareness development Build on academic misconduct research and cultural awareness training/ conversations co-led with MDXSU	Recent internal research has identified disparities in cultural interpretations regarding the meaning of 'plagiarism'. In addition, Chinese students are much less likely than other ethnic groups to say that they feel comfortable approaching tutors, lectures and/or supervisors. This may suggest cultural barriers that need to be overcome	i) Roll out staff cultural awareness/competency/IQ development following MDXSU co-led focus groups to inform what needs to be addressed ii) Embed cultural awareness throughout all leadership development programmes as a key driver to support our university culture iii) A new leadership framework to be introduced in 2023/2024 wherein Leading In EDI will become a dimension from recruitment through to performance and developmental review discussions and will support cultural awareness	i) Director of I & W ii) Head of OSD iii) Head of OSD	Sep 2023 to Sep 2025	Increased staff cultural competency. Range of assessment methods in place The post training evaluations demonstrate that staff have a better understanding and cultural awareness and 90% satisfaction post evaluation Better outcomes for students - reduced awarding and retention gaps (see metrics in actions above) Staff engagement improved under 'sense of belonging' to engagement/satisfaction index from 62% to 75% by end of 2023/2024 and to 80% by 2025/2026, increase response from 51% to 60% by 2025/2026

| 13 | 8c.1 | Further enhance Inclusive Curriculum Staff Resources with more race equality specific material | The Inclusive Curriculum toolkit will be launched in September 2023. It curates reading materials, recordings and artefacts to support Module Leaders design their diversity interventions. Further development on race equity will be required as the toolkit is adopted and matures to meet the needs of academics | i) Further enhance Inclusive Curriculum

ii) Staff Resources with more race equality specific material

iii) Further develop 'Liberating our Library' initiative | i) Head of Academic Practice Enhancement

ii) Director I & W/ Head of OSD

iii) Director of Library and Student Support | Sep 2023 to Aug 2027 | Increased staff engagement with EDI initiatives. Improved reduction in the gap between ethnic groups at institution, faculty and departmental level – narrowing the awarding gap below 5% by 2028 and eliminating the gap by 2035 |

Theme 2: STAFF WORK IN AN INCLUSIVE WORKPLACE AND ARE SUPPORTED TO ACHIEVE EQUAL OUTCOMES

Outcome 2.1: **MDX uses fair recruitment and retention practices to build a diverse, inclusive workplace**

| 14 | 3b.1 | Undertake positive actions to increase diversity of PSS to reflect the local and London ethnic profile, especially in student facing roles, and increase BAME representation among academic staff to better reflect the student profile | Academic staff are recruited, locally, but more often nationally and internationally. The proportion of White academics is well above the local and London profiles. More importantly proportions of White staff are much higher than our student body, something recognised by staff as an issue

PSS are generally recruited from within the greater London area. The profile of PSS is closer to the local and London population profiles but still requires actions to ensure representative diversity | i) Review guidance given on the recruitment system to ensure candidates understand a competency-based questions recruitment model

ii) Host guidance on the Jobs pages and audit decisions to ensure managers are held accountable for their decision making

iii) Managers are challenged when a disparity of 5% or more is identified in shortlisting outcomes of BAME vs White staff | i) Head of OSD

ii) Head of Shared Service, Reporting and Systems

iii) HR Business Partners/EDI Business Partner | Sep 2024 | Increase the success rate of BAME applicants by 5% each year

Audit decision making demonstrates clear reasoning why candidates are not hired |

| 15 | 5a.1
6a.1 | Review academic and PSS recruitment processes and remove any barriers to BAME recruitment for both UK and non-UK applicants, in particular at the shortlisting stage (see AP6d.1) | **Academic staff**: BAME UK nationals comprise only 36% of those shortlisted, despite consisting of 50% of all applicants. Despite the lower applicant/shortlist rate the higher shortlist/offer rate means BAME and White success rates among UK nationals are about equal in 2020/21. This suggests the need to address issues at the shortlisting stage. For non-UK applicants, the data show that over the last 4 years on average 80% of applications are from ethnic groups broadly categorised as BAME. This declined to 72% in 2020/21. In 2020/21 proportions of BAME non-UK applicants falls at shortlisting to 63% and again at offer to only 44%. In 2020/21, the success rates for non-UK BAME applicants was 4%, compared with 12% for non-UK White applicants. This suggests the need to look at all stages in the process | i) Require chairs to provide a written justification to HR regarding the reasons why any shortlisted BAME candidates are not successful at interview and audit this

ii) Managers are selected to be contacted to better understand the under representation in their selection of candidates and following the audit identify any pattern of behaviour | i) Head of Shared Service, Reporting and Systems

ii) EDI Business Partner/ HR Business Partners | Sep 2023 to Jan 2024 | Improvements of 'BAME' applicant outcomes over time |
| | | | | iii) Ensure key recruitment panels have a panel member/observer specifically trained in recognising bias to challenge the panel on their decision making

iv) Ensure all recruiting managers to undertake unconscious bias training in order to take part in a selection process | iii) Director of I &W

iv) Head of Shared Service, Reporting and Systems | From Jan 2024 onwards | Positive shift of staff perceptions. Greater staff confidence in open, fair and transparent process evidenced in future staff engagement and REC staff surveys against the question 'I am optimistic about opportunities for me to |

			PSS: The BAME/White success rate shows a decline over time from 7/10% to 6/15%, reflecting worsening shortlist and offer rates for BAME compared to White candidates. For non-UK national PSS, the data shows BAME as the majority applications but with a declining trend (from 81% 2017/18 to 51% 2020/21)	Further explore perceptions of recruitment, particularly among BAME staff to provide insight to recruitment process review. Recommendations of review to feed into a revised Recruitment and Selection Policy	Director of People Partnering and Employee Offer	From Jul 2024 onwards	develop my career' baseline 2022 favourable score of 40% increased to 60% by 2024 and 80% by 2026 Improvement from 2020/21 baseline in success rates for BAME applicants comparable to White applicants
16	4a.1 4b.1	Improve ACI BAME representation to 15% by 2027	In 2020/21, only 11.7% of ACI academics were BAME. The average proportion of BAME academics in other Faculties is 29.2%	Ensure 100% of managers have undertaken EDI training, unconscious bias, and recruitment essentials training before taking part in a recruitment selection panel	Head of Shared Service, Reporting and Systems	Aug 2023 onwards (following the introduction of the new pathway and promotions model in 2022/2023)	100% of managers have received Unconscious Bias/EDI training Availability of robust and accessible data. Better understanding of staff profiles in Faculties 100% of all recruiting managers have undertaken EDI, unconscious bias, and recruitment training
				Commit to sending early career PSS and Academic participants to Advance HE's Diversifying Leadership programme and run this in house	Director of I & W	By Sep 2025	

				Action	Responsibility	Timescale	Success measure
				Ensure positive action statements are used in all ACI recruitment advertising	HR Business Partners	Sep 2024 onwards	BAME academic staff representation improved in ACI to 15% in 2025 and to 18% in 2027
		Increase ACI representation of BAME support staff to align with University average (e.g. technicians, administrators, GAAs, Senior GAAs) by 2027	In ACI, PSS are predominantly White and this is the case both for UK (85%) and non-UK nationals (86%)	ACI to identify mitigating actions to address the disparity where appropriate	Academic Dean with HR BP	By Mar 2024	Increase in BAME representation in ACI of PSS from 15% for UK and 14% Non-UK to 30% by 2027
				All Faculties to monitor and report their staff profile to EDI committee annually with steps that they are taking to address any gaps	Academic Deans	By Mar 2024	
17	4b.2	Improve representation of BAME PSS staff in Academic-related services to 25% and continue the upward trend of BAME staff in Student-related services and look to recruit Asian student facing staff to better reflect our student body	The largest PSS areas are 'Student' and 'Resource' related, with the largest proportions of both 'BAME' (UK: above 40%; Non-UK: above 36%) and White (UK: above 33%; Non-UK: above 31%) staff working in these areas compared to 6% UK, 3% Non-UK 'BAME' and 8% UK, 11% Non-UK White staff in 'Academic' related areas in 2020/21 Although a small category, 'BAME' are underrepresented in 'Academic-related' services (UK: 2% compared to 5% White; Non-UK: 'BAME' - 1% compared to 7% white). Given the make-up of the student body (which is around 70% 'BAME' (2020/21: 68%)) and we might want to see a higher proportion of BAME staff in Academic and Student related roles (15% UK 'BAME' - 29% UK White; 11% Non-UK 'BAME - 34% Non-UK White) Asian PSS profile (UK:15%) of MDX is below the local/London profile (19/21%) the proportion of Black PSS is higher than	Services that have a marked under-representation of BAME employees will be supported by the Inclusion and Wellbeing Team to produce action plans: inclusive of focus on career development of existing BAME staff utilising the University 'Your Review' system	EDI Business Partner/ Staff Development Partner	Sep 2023 onwards	100% of staff to have development targets in place by November 2024
				Ensure that new BAME staff actively pursuing career advancement are supported through mentoring and coaching (Middlesex Coaching and Mentoring Academy is to go live by November 2023).	Head of Coaching/Head of OSD	Nov 2023 onwards	Availability of robust and accessible data. Better understanding of local service PSS staff profile. Actively consider race/ethnic representation in the recruitment process Improvements against 2021 data for BAME PSS staff in Academic-related roles to 25% in 2028 and increase in BAME representation in PSS Student related roles
				Recruiting managers in underrepresented areas to be provided support to ensure that BAME candidates are being proactively reached out to in recruitment campaigns	HR Business Partner	from Jan 2024 onwards	
				Ensure the use of positive action statements in recruitment advertising to increase BAME professional staff numbers and have set a target specifically for UK BAME PSS staff in Academic related roles to 25% and match the Asian PSS profile to reflect the local/London profile by 2028	HR Business Partner/ Head of Shared Service, Reporting and Systems	Feb 2024 onwards	

			the local and close to the London profile (8/14%).				Asian PSS profile reflects the local/London population by 2028
				All PSS Services to monitor and reflect on PSS ethnic representation data and report on disparities and actions being taken to the EDI committee	Directors of Service	Feb 2024	
18	4a.4	Harmonise turnover rates between BAME and White staff within HSCE, BAL, and SCT to below 25% for both UK and non-UK staff	Between 2017 and 2021 HSCE lost UK BAME staff at an average annual rate of 41%. The equivalent figure for UK White staff was 27%. In 2020/21, BAL had significant losses for BAME academics (75%, compared to 32% White).

For non-UK staff, losses were seen in SCT in terms of BAME academics over the period (2017/18: 40%, 2018/19: 45%, 2019/20: 50%, 2020/21: 50%) but again 2020/21 saw a higher proportions in BAL also. Both SCT and BAL continue to have losses among non-UK White academics also over the period (2017-2021). (BAL: 2017/18, 66%; 2018/19, 51%; 2019/20, 38%; 2020/21, 36%). (SCT: 2017/18, 19%; 2018/19, 31%; 2019/20, 41%; 2020/21, 36%). | Faculties to work with HRBPs to understand exit survey data and where necessary moving forward conduct exit interviews with BAME employees to establish greater understanding of motivations for leaving | HR Business Partners | From Mar 2024 onwards | Availability of robust and accessible data

Better understanding of staff turnover in Faculties. Increased retention of BAME Talent

Analysis undertaken, trends identified reports presented to University Executive Team and Board of Governors |
				Produce targeted action plans to encourage retention of BAME staff	Academic Deans/ Director of I&W	By Aug 2024	
				In partnership with Corporate Communications, provide accompanying staff briefings on BAME employees who have enjoyed career advancement since joining Middlesex	Staff Communications Manager	Aug to Dec 2024	
Outcome 2.2: **MDX is committed to equal pay and provides equal conditions of service**							
19	4e.1 4e.2	Reduce the ethnicity pay gap from 14.4% (2022) to 10% by 2025 and 5% by 2028	The mean ethnicity bonus pay gap in 2020 was 8.8%; 49% in 2021; and 63.7% in 2022. While some of the factors underpinning this are known (e.g. the staff-related contribution pay scheme was not run in 2021 due to Covid), it is not clear if the disparity arises at the	Undertake a systemic review of contribution-related pay/ honorariums. Monitor data for trends

Further investigate causes of the ethnicity pay gap, particularly for 'bonus' and | Director of I&W | Sep 2023 onwards | Reduce ethnicity pay gap from 14.4% (2022) to 10% by 2025 and 5% by 2028 |

			nomination stage or at the decision-making stage Similarly, a disparity in the awarding of honorariums exists between BAME and White staff. More effective data capture is required to determine if the disparity arises at the nomination stage or at the decision-making stage	'additional' payments, and develop mechanisms to address these causes Use positive action in recruitment packs for all senior level appointments and all head-hunters to be briefed on putting forward diverse selection of candidates Communicate the pay gap and actions to address this to the wider MDX community (see Objective 49) Review starting salaries guidance to objectively consider intersectionality as well as gender based equal pay in starting salaries			Better understanding of contributing factors to ethnicity pay gap Increased numbers of BAME staff in Senior Roles A clear articulation of pathways for PSS staff and improved rating in staff survey on the question 'I am optimistic about opportunities for me to develop my career' from baseline 2022 favourable score of 40% increased to 60% by 2024 and 80% by 2026
	4e.3		There are fewer BAME staff at senior levels	Introduce guidance on PSS career pathways	Head of OSD	By Jul 2024	Increased satisfaction response on the staff survey question 'The pay and benefits I receive from this job are fair' baseline 41% in 2022 increased to 50% in 2026 and 70% in 2026
20	4a.3 4b.5	Increase the percentage of BAME staff saying they feel able to take advantage of flexible working opportunities by March 2024 [increase the percentage of BAME academics to 91% and the percentage of PSS to 90%]	The staff survey showed 81% of BAME academics feel able to take advantage of flexible working on an informal basis (compared to 91% of White academics) Similarly, 92% of White PSS indicated they are able to take advantage of flexible working on an informal basis compared to 80% of BAME PSS	Review of blended and flexible working practices to be accompanied by "day in the life" all-staff communications highlighting the flexibility offered at Middlesex through the stories of BAME staff	Head of OSD	Sep 2024	Better understanding of hybrid/blended working in Faculties and Services Continuous improvement of hybrid/ blended working Review satisfaction rating on employee

				Incorporate consideration of racial bias in relation to flexible working within line manager training and appraisal processes	Head of OSD	Sep 2023 to Mar 2024	engagement survey question 'I am satisfied with my blended working opportunities', baseline 2022 is 76% to 80% by 2024 and 85% by 2026.
				Record all flexible working requests from their point of submission by employee, success rate, staff characteristic, and reasons for rejection (if applicable)	Head of Shared Service, Reporting and Systems	Sep 2023	Improved data capture with auditable reasons by characteristic – where disparities exist of 5% or more – these will be challenged
				Review the above annually and ask faculties to explain any disproportionalities	HR Business Partners	Sep 2023	HR recording of requests for flexible working is implemented

Availability of robust accessible data

Requests are submitted and data is captured on the nature of requests and compared by protected characteristics. This will enable further targeted interventions to address any issues |
| 21 | 4b.4 | Address BAME PSS staff being twice as likely to be on fixed-term contracts | The majority of PSS are on permanent contracts. However, BAME PSS are twice as likely to be fixed-term contracts than White staff | Review all fixed-term contracts to understand the reasons for them being fixed-term and seek to understand why BAME staff are more likely to be employed on a fixed-term basis | Director of People Partnering and Employee Offer/HR Business Partners | Jan 2024 | Increased understanding of the types of roles that are fixed term and why more BAME staff are recruited to these roles |

Outcome 2.3: **1. Training and development opportunities are accessed equally by staff from a rich diversity of backgrounds**						
22	5b.4	Ensure 100% of BAME (Academic and PSS) staff have a CPD target identified on 'Your Review'	The ethnic breakdown of staff attending leadership programmes varies, and further work needs to be done to encourage greater take-up by those identifying with ethnic groups broadly categorised as BAME staff if a more diverse leadership is to be achieved	OSD to produce data/report on protected characteristics on training provided Support line managers to routinely discuss development opportunities	Staff Development Partners	From Sep 2023 onwards	Improvement in the number of BAME staff participating in leadership programmes Enable succession for senior roles from BAME staff. Attainment of ethnicity pay gap target (see 19 (4e.1 and 4e.2))
				Actively facilitate greater participation of BAME academic and PSS staff in leadership programmes Including Advance HE's Diversifying Leadership Course	Director of I&W / Head of OSD		
23	5c.1 6c.1	Aim for 100% target for full engagement on *Your Review* to ensure two-way conversation about development for all	The centrally held records on uptake are patchy as we transition between systems but the REC staff survey provides some insight suggesting 69% of all staff (65% 'BAME'; 70% White) of appraisals have taken place but is less positive about how useful the process is (46% 'BAME'; 41% White) reinforcing the decision to migrate to 'Your Review'. 'Your Review' data on protected characteristics needs to be available and accessible	Ensure that the HoDs explore peer review to delegate responsibility to ensure all staff are appraised	Academic Deans	Sep 2023 to Sep 2024	Availability of robust, accurate and accessible data Increased confidence that performance/ development conversations are taking place and that they are useful with 100% target for engagement from our MDX community. Favourability score for 'The Clear Review system 'Your Review' supports me to have more regular development-focussed conversations with my line manager' from baseline of 26% to 40% by 2024 and 60% by 2026
				Explore how we can improve the availability of data on protected characteristic uptake of 'Your Review' conversations. Provide refresher training for managers on 'Your Review' system focussing on development and career progression	Head of OSD	Sep 2023	

Outcome 2.4: **Staff work in an environment free from bullying and harassment**							
24	3b.4 4c.3	Reduce the percentage of BAME staff saying they have witnessed/ experienced racial discrimination on campus and in the local area by 10 percentage points by 2027	BAME staff are more than twice as likely as White staff to say they have witnessed/been the victim of racial discrimination on campus (34% BAME compared to 15% White). 44% of BAME staff have also witnessed/been the victim of racial discrimination in the local area, compared with 36% of White staff	Monitor the use of the Report and Support Tool and use its statistics strategically to identify patterns of behaviour/hot spots	EDI Manager	By Dec 2023	An increase in reporting in the short term
				Use findings from the above to develop an anti-harassment campaign supported by 'No Home for Hate' campaign materials	EDI Manager	Sep 2024	Robust data to monitor and review at EDI Committee
				Develop a communications plan to raise awareness of the new Report and Support Tool (see 14 (3b.1 above))	EDI Manager	Dec 2024 onwards	Reduced incidents of racial discrimination on campus.
25	4c.2 4c.3 4c.4	Increase the percentage of BAME staff (especially PSS) saying they have knowledge of, and confidence in, MDX's reporting procedures	Only 69% of BAME PSS are 'aware of the procedure for reporting race-related incidents to Middlesex University' (compared with 80% of White staff) Only 41% of BAME staff feel action would be taken if they reported a race-related incident, falling to 28% for Black staff	Sense check staff perceptions in staff engagement survey	Head of OSD	By Dec 2023	Positive engagement with Report and Support A positive increase in staff engagement survey under care and integrity 'I am treated with fairness and respect' from 2022 baseline of 67% to 75% in 2024 and 80% in 2026. People feel more confident to report on race related incidents Re-launched Grievance Procedure
				Review and revise Grievance Procedure and provide information for line managers and those wishing to take out a grievance	HR Business Partner (Policy)	By Feb 2024	
				Introduce 'you said, we did' feedback to build trust that action will be taken	Staff Communications Manager	Mar 2024 to Mar 2025	
26	4c.5	Line managers have the skills and confidence to identify and call out inappropriate behaviour	Surveys, interviews and focus groups highlighted that there was a need for line managers to be trained to tackle performance and inappropriate behaviour Disciplinary numbers were very small over the period, however, there were	Introduce specific training for line managers to support them e.g., active bystander, which will enable them to tackle bias and manage difficult conversations and respond effectively to concerns regarding racism	EDI Manager	Sep 2023	Change in staff perceptions evidenced through positive shift in the staff engagement survey under care and integrity 'we treat each other with respect?' (baseline favourability

			proportionately more BAME staff subject to a disciplinary than White staff				score of 67% all staff) to 75% in 2024 and 80% in 2026 All line managers are fully trained to address inappropriate behaviours and feel that they have the right tools to do this measured by post training evaluation of 90% state that the training has given them the skills required
Outcome 2.5: MDX has fair talent management and progression processes						
27	4a.2 5d.1	Maintain career trajectory for BAME academics in line with White academics	19% of BAME academics are at grade 9 or higher. This compares with 27% of White academics at the same level. This is despite 53% of BAME academics being at grade 8, compared with 48% of White academics operating at this grade	Reduce the risk of bias in the promotion process by: i) Inclusion and Wellbeing Team providing Academic Deans data on the ethnic diversity of the relevant department to be provided in information packs for the progression of academic staff ii) Ensure all staff involved in a selection process receive unconscious bias training	i) EDI Business Partner	i) Sep 2024	Availability of robust accessible data Training of 100% of all staff involved in promotion and progression panels/ decisions on Unconscious Bias EDI Data and guidance provided to panels

				Action	Responsibility	Timescale	Success measures
				iii) Produce guidance on potential barriers to BAME applications and successful appointment	ii) Academic Deans/Director of I &W / Head of OSD iii) EDI Business Partner	ii) Starting Oct 2024 iii) By Dec 2024	Increase in success rate for promotion of BAME ECRs from Senior Lecturer to Associate Professor from 21% in 2022 to 35% by 2026 Significant Increase of BAME academic staff responding positively about promotion in the next REC staff survey in 2028 Increase in positive responses to the staff survey question 'I would recommend Middlesex University as a great place to work' from 56% to 70% in 2024 to 80% in 2026
				Actively identify and support BAME staff eligible for promotion to encourage further applications for Associate Professor and Professor.	Academic Deans/ Academic HoDs	By Dec 2024	
				Run a series of promotions workshops to help participants develop the skills and confidence to apply for, and obtain, promotion opportunities and evaluate the workshops to identify if they are useful and meet the needs of BAME staff. Ensure staff successes are celebrated and communicated to all via the 'Made in MDX Campaign'	All Academic Deans with Director of Inclusion and Wellbeing	By Dec 2024	Report on BAME attendance at promotions workshops including evaluation feedback to faculties Staff see people like them succeeding at MDX

					Owner	Timescale	Outcome
				Director of Inclusion and Wellbeing to hold annual reviews with Faculties and promotion board chairs to monitor and reflect on their progression and promotion data/process	Director of I & W	Sep 2024 onwards	Increased focus on monitoring of data with associated actions implemented on an annual basis
				Analyse promotion data by ethnicity and gender to identify the equality impact of revised promotions criteria/process.	EDI Partner	Sep 2024 onwards	Continuous improvement of progression and promotion process Increased numbers of staff going for contribution related pay and getting it Increase in success rate for promotion of BAME ECRs from Senior Lecturer to Associate Professor from 21% in 2022 to 35% by 2026
28	4b.3 4e.2 6d.1	Address identified barriers to BAME PSS progression and promotion opportunities and processes (see AP5a.1). Implement pathway that clearly demonstrates PSS career progression pathway	The proportions of BAME PSS on Grade 7 and above are consistently lower than White PSS for both UK and non-UK nationals. Only 2% of BAME UK PSS are on the highest grade (SM level) (6% of White) and there are no non-UK BAME PSS on the highest grade, compared to 3% White staff. 48% of UK BAME PSS are in grades 1-5, compared with 27% of White PSS in the same levels. Non-UK nationals see a marked difference from Grade 7 upwards (14% BAME compared to 26% White).	Research how private sector organisations recognise and reward PSS through career pathways and pay progression (4b.3). Work with Unison (TU) and BAME PSS to scope what a career pathway might look like.	Head of OSD	Sep 2024 onwards	A clear and coherent PSS career pathway with progression and promotion opportunities
				Create a career pathway document for PSS Staff	Head of OSD	By Sep 2024	
				i) Review contribution pay and honorarium processes to address pay gap and improve data capture ii) Identify and deliver initiatives to increase the proportion of BAME staff at grade 7, 8 and 9 through innovative and positive action in recruitment advertising iii) Coaching and mentoring	i) Director of I & W ii) Director of People Partnering and Employee Offer iii) Head of Coaching iv) Director of Employee Development and Engagement	By Aug 2025	Increase in proportion of BAME staff at higher grades where currently under-represented Improvement against 2021 baseline in success rates for BAME staff comparable to White staff

				iv) Promotion/re-grading and career workshops		
				Revise processes of recruitment to increase diversity and address BAME under-representation e.g. add a step to go out and re-advertise to get a diverse pool of candidates; Ensure candidates are given feedback on their application and areas for development.	Director of People Partnering and Employee Offer	Aug 2024 onwards
29	5b.2 6b.1	Introduce targeted development workshops for BAME colleagues

Address negative perception of BAME academic employees and ensure communication of opportunities available and development opportunities are targeted | The REC staff survey highlighted that only 54% of BAME academics felt there are opportunities for them to develop in their role (compared to 64% of White academics)

Fewer than half of White and fewer than a third of BAME academics agree that development opportunities are allocated fairly and transparently | Undertake a learning needs analysis to identify how best to support BAME and White academics to develop

Faculties and OSD to review development opportunities available and provide funds for targeted staff development support for BAME colleagues | Director of Employee Development and Engagement | By Aug 2024 | Greater staff confidence in fair and transparent process and support for career development evidenced in future staff engagement and REC staff surveys

Increase in positivity rating for 'I am optimistic about opportunities for me to develop my career' response rate in 2022 baseline 40% improved to 50% in 2024 and 60% in 2026

Increase in BAME staff achieving promotion to 35% by 2026. |
| | | | | Offer targeted career development support based on the above i) mentoring opportunities and ii) workshops such as Advance HE's Diversifying Leadership Programme | i) EDI Partner / ii) Head of OSD | Sep 2023 | 100% of Staff have objectives in 'Your Review' |

				Utilise 'Your Review', our staff development system, to ensure that 100% of BAME employees have objectives/actions around development opportunities Ensure the people responsible for succession planning are considering BAME colleagues within their talent pipeline	Staff Development Partners/ HR Business Partners	Sep 2024 onwards	
30	5b.3	Review the processes for awarding conference funding and sabbaticals for consistency across Faculties and implement a robust and transparent monitoring process	Staff development is supported via the provision of ring-fenced funds for conference attendance. There are differences in practice between Faculties and while all applications and outcomes are recorded at the Departmental level, they are not routinely reviewed to monitor uptake or participation rates by ethnicity	Review conference funding process across Faculties to ensure consistency of process, and that records are maintained and monitored for race/ethnicity and other protected characteristics	PVC Research & Knowledge Exchange	Jan to Sep 2024	Research funding is allocated in a fair and transparent way and evidenced by equality outcomes and linked to REF 2028 equity, equality, diversity and inclusion research culture indicators Clear guidance for line managers and academics
			Our sabbatical policy allows for leave for staff development/ research, up to 6 months, after 5 years of service and every 5 years thereafter. The data is not	i) Revise the sabbatical policy and ii) develop a targeted approach to facilitate professional development and career progression for BAME staff	i) HR BP Policy ii) Director of I & W/ Head of OSD/		

			presented as only 2 people each year were on sabbatical during the period (2017-2020). Further review and investigation needs to take place to ensure conference funding and sabbaticals are awarded fairly and transparently	Scope and implement a robust and transparent monitoring process. Ensure faculties record sabbaticals (paid and unpaid) on PAFIS to allow for reporting	Head of Shared Service, Reporting and Systems		Greater academic staff confidence in a fair and transparent process for allocation of funding as measured by a survey
				Support line managers to routinely discuss development opportunities	Staff Development Business Partners		Increased sabbatical uptake and number by protected characteristics to be reviewed at EDIC
				Actively facilitate greater participation of BAME academic and PSS staff in leadership programmes Including Advance HE's Diversifying Leadership Course	Head of OSD / EDI Partner		Increasing numbers of BAME staff receive career development opportunities and it is reportable
31	5b.5	Build on our work going forward with the Coaching and Mentoring academy to ensure that senior white and BAME staff are coaching early career staff Continue with longitudinal impact study of the Aurora programme	Since 2017/18, 36 women have been supported through the Aurora programme (50/50% academic/PSS; 22% academic/33% PSS were BAME). At the time of our AS submission, there was no formal evaluation in place to assess the longer-term impact of the programme and assess whether the programme had positively impacted on promotional opportunities for those who have participated While the Aurora programme targets those who identify as women, we have no specific programme for BAME staff. The launch of the Coaching and Mentoring Academy provides an opportunity to develop such a programme	i) Encourage and target more women/those identifying as women, particularly those who identify as BAME to engage in the Aurora programme. As part of this: disseminate findings from a longitudinal impact study of the Aurora programme widely and ii) engage more with staff who have completed the programme to embed the learning and support their development and others through coaching	i) Head of OSD / ii) Head of Coaching	Sep 2023 to Aug 2024	Clarity on the impact of Aurora on career progression Increased numbers of BAME women participating in the Aurora programme Aurora embedded in the coaching and mentoring academy and women not supported to do the programme are assigned someone who has undertaken it
				Conduct learning needs analysis to identify the requirements for an internal BAME Leadership Development course and tailored BAME Career Pathways/Development workshops	Head of OSD	Mar 2024 to Aug 2024	A new BAME leadership programme introduced and embedded

				Offer internal BAME leadership programme or Diversifying Leadership for those women unsuccessful with Aurora applications	Head of OSD/Director of I &W	Jan 2025 onwards	
32	5e.1	Work to ensure all are able to actively engage in research, increasing diversity in research clusters, and monitor and report on ethnic diversity and intersectionality in research clusters to understand and improve diversity, and support career progression.	We recognise there is still substantial work to be done to address systemic issues that limit the ability of staff with protected characteristics to actively engage in research and we have committed to work actively towards a more inclusive research environment in line with MDX's new strategy.	Review all University Research centres, clusters, and groups formalise these appropriately ensuring diversity is routinely and systematically monitored and report on race/ethnicity in research clusters to RKE Committee. Routinely and systematically monitor and report on race/ethnicity in the production of research outputs/academic publications.	PVC Research & Knowledge Exchange Academic Deans / Faculty Research Leads	Sep 2023 onwards	Improvement in race/ethnic diversity in REF related research. Increase in success rate for promotion of BAME ECRs from Senior Lecturer to Associate Professor from 21% in 2022 to 35% by 2026
				Routinely and systematically monitor and report on race/ethnicity in allocations of research hours on Work Programmes and the balance of research/ teaching/ student support more generally and take action where disparities exist			
Outcome 2.6: **BAME staff are represented at senior levels and in MDX governance structures**							
33	4d.1	Improve representation of BAME staff on key decision-making boards and committees ensuring targeted actions and reporting.	Staff interviews and focus groups articulate well the need to address the underrepresentation of BAME staff on key University boards and committees and the data supports that there is underrepresentation	Chairs to actively consider the make-up of their committees. Include positive action statements when inviting expressions of interest. Take positive action to influence the increase in BAME staff at Board/Committee level as the term of office ends and vacancies arise	Clerk to the Board of Governors	Sep 2023 onwards	Representation of the BAME staff on key decision-making boards and committees to reflect our student demographic of 70% Board members to reflect the MDX BAME staff demographics/diversity of 31% baseline in 2023
				Work closely with the Clerk to/ and the Board of Governors to increase the diversity of the Board/UET/ Committees. Provide regular Unconscious Bias and Cultural Awareness training to	Director of I & W		

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				Board/Committee Members. Engage with Board/Committee members to attend/participate in EDI events on an intersectional approach such as race equality events, Black Pride, Disability History Month etc.			Increased attendance of Board/ Committee members at race equality events e.g. Black History Month
34	6d.2	Implement a robust system to better understand disproportionate outcomes in respect of PSS applying for higher grade roles	34% of UK BAME PSS moved onto a higher grade which is in line with the proportion of 'BAME' staff in PSS roles. For non-UK, at 23% the overall proportion is slightly below staff representation (29% in 2020). While the numbers are small, this does not include those that may have applied for another post or their regrading was unsuccessful as this data is not held centrally. The staff survey highlights that neither 'BAME' nor White PSS agree that they have been encouraged to apply for jobs of a higher grade or have been put forward by their line manager for their role to be regraded. This was raised in the survey and interviews for AS too	Monitor the staff recruitment and development experience to consider setting further related objectives Scope and pilot Advance HE's Diversifying Leadership programme for PSS staff including establishing effective sponsorship mechanisms Develop a revised competency framework for the University articulating at each level what is required for PSS staff and Academic staff	Head of OSD	By Aug 2024	Better understanding of current situation to feed into developing a PSS career progression pathway (See 28 (6d.1)). Evaluate over time the outcomes for those who have undertaken Advance HE's Diversifying Leadership programme and rollout widely by 2025 Staff have a clear understanding of the behaviours expected of them in line with our community principles measured by an increase in favourability in the staff engagement score baseline of 63% in 2022 'I am aware of Middlesex University's Community Principles' increasing to 70% in 2024 and 80% in 2026

Theme 3: **AN INCLUSIVE LEADERSHIP HAVE THE SKILLS AND KNOWLEDGE TO DRIVE THE RACE AGENDA FORWARD**						
Outcome 3.1: **MDX provides relevant, high-quality equality development and support**						
35	8c.2	Address racism through a programme of anti-racism training	AdvanceHE's Unconscious bias training, MDX's mandatory EDI online modules, have had limited success but more needs to be done to enact meaningful change	Address racism through a programme of anti-racism training This training will focus on key roles in leadership such as HoDs and Directors of Programmes first / senior PSS leaders, then front facing PSS staff.	Director of I &W	Sep 2023 onwards	Increase in overall staff engagement/satisfaction index from 62% to 75% by end of 2023/2024 and to 80% by 2025/2026, increase response from 51% to 60% by 2025/2026 Positive increase in staff engagement survey under care and integrity 'I am treated with fairness and respect' from 2022 baseline of 67% to 75% in 2024 and 80% in 202 Report and Support/ grievance data supports an improved culture of disclosure
Outcome 3.2: **MDX ensures levers are in place to manage performance and monitor progress with staff and students**						
36	2c.1	Understand why so many staff/students chose not to report their ethnicity and through dialogue put in place measures to encourage more to do so	35% of staff and 45% of student respondents did not report their ethnicity in the respective surveys	Redesign the survey, in partnership with MDXSU, so monitoring questions appear earlier and are explained; there is a clear explanation of their value; and there is space for people to identify why they have not declared	REIG	Sep/Oct 2023 (Pulse survey for staff) Nov 2024 (students)	Disclosure rates from staff and students increase to 90% in future surveys by 2028
				Explore through a short, targeted survey why people do not wish to declare their characteristics through MDX Anti-Racism Network and MDXSU.	REIG		

37	2c.2	Increase community engagement in race equality issues and improve our student REC survey response rate	1348 students completed the REC student survey (9% response rate) this was a little below our minimum target of 10%. An improved response rate would provide greater confidence in the findings in terms of representing student views	Consolidate our survey timelines and select a timing for the next REC survey that minimises the chance of survey fatigue. Potentially launch during Black History Month.	EDI Manager and REIG	Oct 2023	Improved student response rate from 9% to 25% for our next submission in 2028
				Develop targeted communication and engagement plan with MDXSU. Increase face-to-face engagement and on-campus marketing/ communication materials			
				Prepare key messaging and communications to launch the REC survey that include our response to the previous survey and demonstrate outcomes (You said…We did…).	EDI Manager and REIG	Sep to Dec 2027	
38	4c.1	Procure and introduce a casework management system to include monitoring on protected characteristics	One explanation for the small number of grievances may be that issues tend to be raised at a local level. However, there were no records to formally verify this. Data regarding the ethnic backgrounds of staff taking a case to appeal is not currently consistently recorded	Introduce a systematic recording of casework generally to include protected characteristics	Director of People Partnering and Employee Offer	Sep to Dec 2027	Regular reporting on casework to EDIC by characteristic
				Local and institutional level concerns raised to be recorded and monitored	Director of People Partnering and Employee Offer	By Sep 2024	Grievance investigation reports to be completed within 8 weeks of the initial complaint being received and average timelines reported to EDIC

Availability of accurate and accessible data

Better understanding of concerns raised and improved staff |

						satisfaction rating with a positive increase in staff engagement survey under care and integrity 'I am treated with fairness and respect' from 2022 baseline of 67% to 75% in 2024 and 80% in 2026 Continuous improvement supporting staff to raise concerns
39	2d.1	Define clear roles and workload allocation for REC SAT members and University Race Equity Steering Group.	The transition from self-assessment to ensuring the Action Plan is delivered is key. Mainstreaming the actions and the REC SAT into governance structures/activities is a priority. Greater clarity will support this.	Revisit ToR of University Race Equity Steering Group to ensure its remit is action focused and to determine its leadership role	Director of I &W	Annually from Sep 2024	Clear oversight (governance) of the Action Plan will have been achieved
				Define clear roles and responsibilities for both the REC Implementation Group and the University Race Equity Steering Group.	Director of I & W	Pilot Sep 2023/ implement Aug 2024 on an ongoing basis	Integration of actions into individual Strategic Action Frameworks and key governance committees Greater clarity of the role of the REC SAT and the University Race Equity Steering Group REC SAT / REIG work is recognised on workload allocation
				Establish protocols on interactions with other governance committees to ensure Race Equality is mainstreamed across all governance structures	Clerk to the Board of Governors		
				Revisit workload allocation for academics to value individual contributions to Race Equality work	Provost and DVC		
40	2d.2	Engage and include additional students (UG/PG/Doctoral) to ensure better representation	Despite putting out a call for student engagement, there was a lack of student representation in the REC SAT both from UGs and PGs. The REC SAT would benefit from greater student representation beyond MDXSU.	Call for expressions of interest to all students to join the REC SAT and REIG – also providing an opportunity to disseminate the work of the REC SAT to the wider student population raising awareness and engagement.	EDI Manager	Jan 2024 onwards	3 additional students to join REC SAT (UG/PG/Doctoral) Student representation will provide better

				Increase opportunities for additional student representatives (UG, PG and Doctoral) on the SAT through further engagement with MDXSU, providing a role descriptor and handover plan for students to maximise the transition of student representation, and include in business planning to ensure students are paid for their time Work with MDXSU to promote and support individuals and groups of students to develop and deliver activities related to Race Equality aims	REIG		opportunities to address issues from their lived experiences. The paid opportunities will demonstrate we value their input and provide students with real world experience of work - which will be of benefit to them
41	5a.2	Monitor Faculty recruitment decisions in all Faculties, but with a particular emphasis on ACI, in the light of the review of academic recruitment processes and take positive actions to address any discrepancies	At Faculty level, there is a clear lower ratio of success rates for those identifying with ethnic groups broadly categorised as BAME in ACI and this comes from the shortlist and offer stages Across all Faculties and years there is a White bias at the shortlisting stage. This continues at offer stage except for HSCE in 2020/21 but this is out of trend. Excluding this latest HCSE data, across all Faculties there is a higher White success rate but ACI is of particular concern	Routinely monitor recruitment decisions by key protected characteristics	EDI Partner	From Sep 2023	Improvements in proportions of BAME applicants shortlisted and offered posts increasing the overall BAME staff representation to that of our student population of 70% from baseline of 31% in 2023 Improvement from 2020/21 baseline in success rates for BAME applicants comparable to White applicants Improved and robust reporting across the University
				Invest in career development programmes such as Advance HE's 'Diversifying Leadership' for BAME staff to support progression and promotion	Head of OSD	By Sep 2024	

42	5b.1	Improve training and development data capture through centralising core training data sets including defining what key development data are	Information is currently not recorded centrally or systematically by ethnicity for training and professional development opportunities for academic and PSS	Introduce systematic capture of key data for all training and development opportunities	Head of Academic Practice Enhancement/Head of OSD	By Sep 2024	Availability of robust, accurate and accessible data
				Ensure joined-up learning platforms which allow for monitoring of characteristics.	Head of OSD	Jan 2024	Training records 100% accurate and readily available for reporting purposes, and will support future recommendations and actions to address any issues
43	5b.6	OSD/CAPE/RKTO to co-ordinate systematic monitoring of key protected characteristics on training workshops. Undertake post-event evaluation of usefulness and further developmental needs by gender and ethnicity	The training undertaken by OSD/CAPE/RKTO is not monitored and co-ordinated by key protected characteristics

With more data, further in-depth analysis can take place to review gender and ethnicity differences in terms of uptake and career pathways | Scope and implement a robust and transparent monitoring process

Implement a centralised system to record all staff development | Head of OSD | From Sep 2023 | Availability of robust, accurate and accessible data to support targeted interventions

Increase the proportion of BAME staff participating in training workshops and improvement of development opportunities to progress in their careers – baseline to be established in 2023 by Head of OSD |
| 44 | 8b.2 | Ensure the race equality dimension of STREAM is overt with relevant training for personal tutors and PSS | The relatively new STREAM engagement system provides staff with key evidence to analyse trends with groups of students | Ensure the race equality dimension of STREAM is overt with relevant training for personal tutors and PSS | Head of Academic Practice Enhancement/Business Enhancement Team | From Sep 2023 onwards | Increased understanding of trends within groups of students. |

45	7a.2	Revise how ethnicity data for applicants is recorded	Among non-UK applicants, trends are difficult to discuss with much confidence as known ethnicity is low across the board until 2020/21 where a change in recording accounts for the differences in data displayed. The student survey highlights how important ethnic/racial equality is personally for all respondents (85%, marginally more for BAME students) and its significance for Black and Asian students in particular when applying to the University (60%, 58% respectively).	Provide training to Admissions colleagues and raise awareness of the importance of ethnicity data	REIG	From Sep 2023	Availability of robust, accurate and accessible data
				Admissions teams to record ethnicity data for all applicants. Routinely capture ethnicity data of all applicants.	Head of Admissions & Student Visa Compliance	From Sep 2024	

Outcome 3.3: **MDX takes action to promote a sense of belonging within the organisation**							
46	8c.3	Encourage more staff to develop an online race/inclusivity profile and build on 'open' conversations about race	The Inclusive Staff Profiles has helped raise awareness and helps to share good practice through only has small numbers at this stage Open conversations including coffee and conversation events, workshops etc. which have been preliminary successful	Develop a Race Matters Conversation strategy and plan	REIG	From Sep 2023	Increased understanding of cultural difference Increase in staff engagement/satisfaction index from 62% to 75% by end of 2023/2024 and to 80% by 2025/2026, increase response from 51% to 60% by 2025/2026 Attendance at ALTC monitored for diversity
				Embed race equality stream within future Annual Learning and Teaching Conferences	Head of Academic Practice Enhancement	Sep 2024 onwards	
47	2c.3	Design materials using the survey, interview and focus group analyses that can be used in Faculties and work	Over 2500 staff and student voices participated in the REC surveys, interviews and focus groups. While the rich analysis of these have been used in	REC SAT roadshow across MDX to highlight the key findings and to demonstrate that staff/student voices have been heard.	REIG	Jan 2024	Unit plans and Annual Monitoring Exercises (AMEs) to overtly demonstrate outcomes

				Faculties/Services/MDXSU to utilise the data and findings as a stimulus for further dialogue and action in their areas.	Academic Deans/MDXSU	Sep 2023	of reflection and dialogue through concrete actions.

#	ID	Objective	Rationale	Action	Responsibility	Timeline	Success Measure
		streams to stimulate further dialogue around race issues	the REC application, there is scope for further dialogue to support driving change	Faculties/Services/MDXSU to utilise the data and findings as a stimulus for further dialogue and action in their areas.	Academic Deans/MDXSU	Sep 2023	of reflection and dialogue through concrete actions. Increased use of equality impact assessments – seeing our world through EDI lenses – baseline to be established in 2023. Increase in racism related reporting in the first instance. Improved understanding of what racism looks like at MDX.
				Ensure that additional findings not fully represented within the REC Submission are captured, allowing staff and student voices to be heard by Governance committees, acted upon within strategic initiatives and used to inform future actions.	Director of I & W	Sep 2023	
48	4b.6	Address the perception that exists on ethnic/racial inequality in terms of PSS turn over/retention	While the quantitative data suggests there is no evident inequality element to staff retention, significantly more BAME PSS respondents felt the reverse (32% compared to 14% White staff)	Sense check staff perceptions in staff engagement survey through open dialogue sessions with PSS	Head of OSD/ Staff Development Business Partners	Sep 2024 onwards	Increase staff engagement scores for BAME PSS staff – baseline to be established in September 2023 with a view to incrementally improving scores year on year. Reduction in BAME PSS staff's perception around retention Significant increase of BAME PSS staff responding positively about retention in the
				Publish staff retention data by ethnicity and gender	Head of Shared Service, Reporting and Systems	Jan to Mar 2024	

				Promote and profile staff who have been 'Made in MDX' particularly BAME staff who have been promoted	Staff Communications Manager	Sep 2024	next REC staff survey in 2028 Responses to the staff survey question 'I would still like to be working here in 12 months' time' improve from a baseline of 66% in 2022 to 75% in 2024 and 80% in 2026.
49	4e.1	Better communication of the Ethnicity Pay Gap report and actions being taken to address this	The staff survey clearly highlights that a significant proportion of staff do not think that they are paid the same as colleagues who do the same job or that pay awards and increases are allocated fairly and transparently Staff interviews also reveal the perception that BAME colleagues take on more pastoral care work as BAME students are more likely to approach them, and that this is not recognised in Work Programmes. They may then feel a 'pay gap' exists as they feel they work harder for the same pay.	Sense check change in staff perceptions in staff engagement survey.	Head of OSD	Next time report is published	Positive change in staff perceptions evidenced in staff engagement survey question 'The pay and benefits I receive from this job are fair' baseline 2022 of 41% positivity rating increasing to 50% in 2024 and 60% in 2026. Improve positivity rating for the REC survey question 'I think I am paid the same as my colleague who do the same job' baseline average rating in 2021 of 46%, increasing to 70% for next REC survey in 2027, and the question on 'Pay awards and increases are allocated fairly and transparently' from average score of 36% to 60% by 2027.
				Review how pay awards are communicated in order to improve transparency and staff understanding of how remuneration and reward function at MDX Communicate percentage of staff success in attaining a contribution pay award Review Contribution Pay Award Scheme Input into the on-going Work Programme review instigated as part of the Athena Swan Action Plan to ensure pastoral care and support provided for all, but particularly BAME students is recognised	Director of I & W (has responsibility for pay equality i.e. Reward)	Sep 2024	

						Sense check improvements in satisfaction by monitoring the staff survey question 'The pay and benefits I receive from this job are fair' baseline 41% in 2022 increased to 50% in 2026 and 70% in 2026