

10.Action Plan

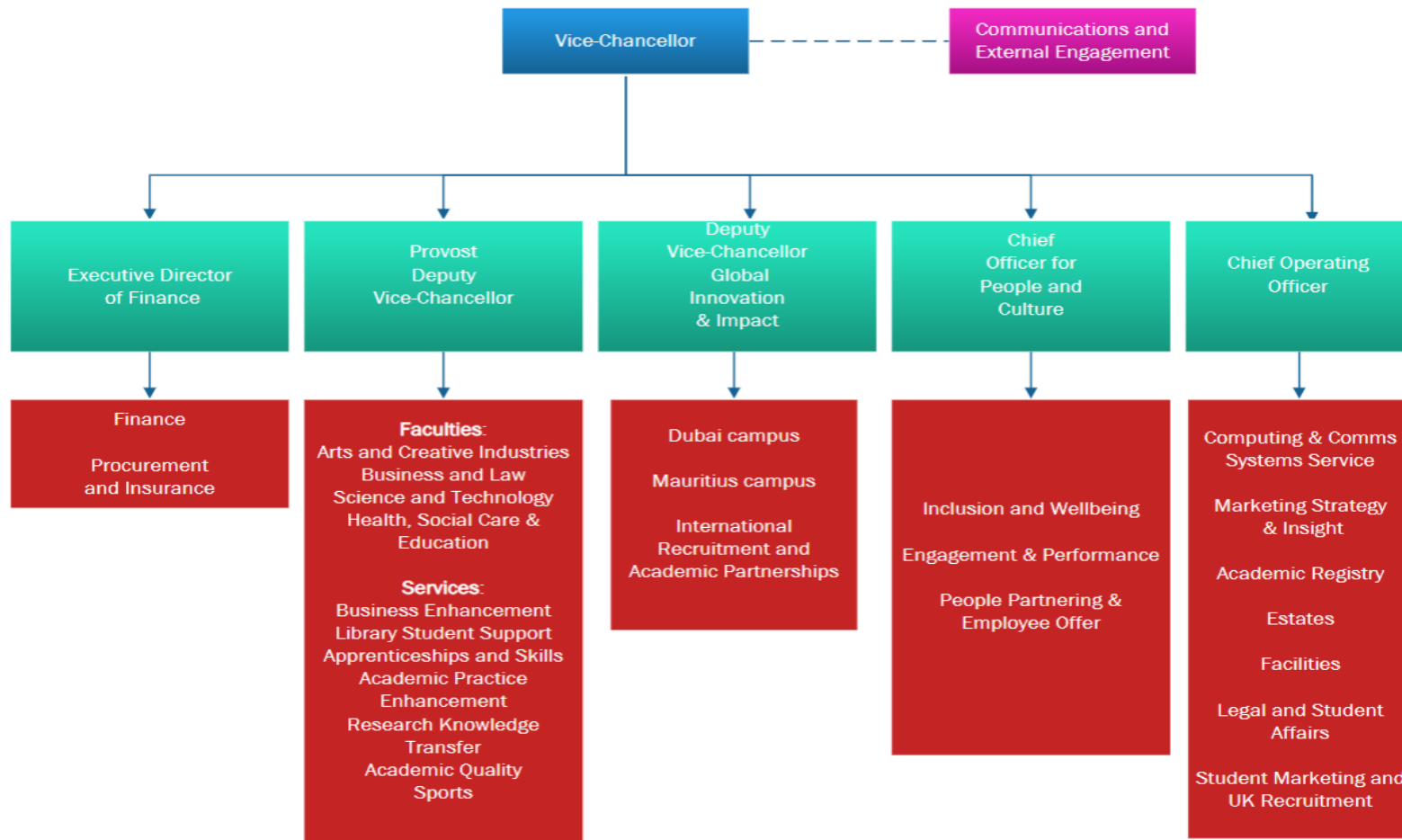
STRUCTURE OF THIS PLAN

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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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
				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	Increased proportion of BAME students in ACI to 18% by 2026 Parity in offer to application ratios for BAME students year on year
				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
				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
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)	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	Qualitative and quantitative data is presented to EDI Committee with

				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%
				Undertake an internal campaign to create a sense of belonging involving staff networks	EDI Business Partner	Sep 2024 to Jan 2025	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
4	7a.1	Further investigate the Average Predicted Tariff Point (AFTP)/offer rates by ethnic/racial background	From 2019/20 there has been a trend of declining Average Predicted Tariff Point (AFTP) 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 AFTP/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 AFTPs too low for consideration and not bias in the system.	Conduct an end-of-admissions cycle review to explicitly investigate AFTP/offer rates by ethnic racial background using Tableau dashboard and reviewing non-A level qualifications against A levels to understand any disparities in AFTP	Director of Student Marketing & UK Recruitment	Sep 2024 to Aug 2025	Resource allocated to investigate and complete the review by CCSS
				Use data from above to produce a report for Academic Board	Director of Student Marketing & UK Recruitment	Dec 2024 to Feb 2025	Identification of any bias in the recruitment system reported and addressed
				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	Parity in offer ratios, particularly for Black students. Unconscious bias mitigated

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

Outcome 1.2: Students from a range of ethnic backgrounds all enjoy the same, high quality of service

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	<p>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)</p> <p>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</p> <p>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.</p>	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
				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	Improvement in progression rates to 70% by 2025 from 66.8% in 2021
				Implement the Inclusive Curriculum Framework to ensure learning speaks to BAME students	PVC Education and Student Experience	Sep 2023 to Jul 2025	Continuation 2% better than benchmark of 88.3% by 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	Improved positivity rating for future REC survey in 2027/28 to 80%

				Undertake targeted research in partnership with MDXSU to address attainment awarding gaps.	PVC Education and Student Experience	Sep 2023 to Jul 2025	
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	<p>Just over half (53%) of doctoral students are BAME, including 20% Asian and 18% Black. This is in contrast with senior staff profiles</p> <p>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.</p> <p>We offer a range of active support mechanisms although non-specifically address those early career researchers with protected characteristics.</p>	Focus groups with PhD students to explore any 'needs' they feel are specific to BAME students.	REIG	Sep 2023 to Aug 2027	<p>Training feedback shows staff have a greater understanding of BAME doctoral students' needs</p> <p>Feedback from BAME doctoral students relays a more positive experience & 90% training satisfaction evaluation rating that the training has achieved its aim</p> <p>Increase in success rate for promotion of BAME ECRs from Senior Lecturer to Associate Professor from 21% in 2022 to 35% by 2026</p>
				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	
				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								
10	8a.1	Ensure race equality is explicitly embedded in all programme and module documentation	<p>A 2022 'race related' key-word analysis of programme specifications identified that almost a third of programmes across all Faculties explicitly referred to race</p> <p>Further analysis revealed a broad and diverse range of 'race related' specific content; however, this was not explicitly documented in programme specifications</p>	Programme teams to review and enhance their modules/ programmes using the Inclusive Curriculum Framework	Academic Heads of Department	Sep 2023 to Aug 2026	<p>Modules/programmes have been reviewed and enhanced using ICF</p> <p>Improved student feedback on assessment inc. in NSS by 1% above benchmark each year (baseline is currently 'not significantly different to benchmark').</p> <p>Awarding gap below 5% by 2028 and eliminated by 2035</p>	
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)	<p>Provide guidance and workshops to support staff in effectively implementing ICF</p> <p>Provide further encouragement and support for staff to feel comfortable having discussions about race with their students</p> <p>Introduce a race equality dimension within External Examiner Report (see section 8b.4)</p>	<p>Head of Academic Practice Enhancement</p> <p>Head of Academic Practice Enhancement</p> <p>Director of Academic Quality Service</p>	Sep 2023 to Aug 2026	<p>Effective implementation of the ICF and its principles.</p> <p>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)</p>	

							All staff when they have reviewed their handbooks do so with the ICF in mind
12	8b.1	<p>Roll out staff cultural awareness development</p> <p>Build on academic misconduct research and cultural awareness training/ conversations co-led with MDXSU</p>	<p>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</p>	<p>i) Roll out staff cultural awareness/competency/IQ development following MDXSU co-led focus groups to inform what needs to be addressed</p> <p>ii) Embed cultural awareness throughout all leadership development programmes as a key driver to support our university culture</p> <p>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</p>	<p>i) Director of I & W</p> <p>ii) Head of OSD</p> <p>iii) Head of OSD</p>	<p>Sep 2023 to Sep 2025</p>	<p>Increased staff cultural competency. Range of assessment methods in place</p> <p>The post training evaluations demonstrate that staff have a better understanding and cultural awareness and 90% satisfaction post evaluation</p> <p>Better outcomes for students - reduced awarding and retention gaps (see metrics in actions above)</p> <p>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</p>

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	<ul style="list-style-type: none"> i) Further enhance Inclusive Curriculum ii) Staff Resources with more race equality specific material iii) Further develop 'Liberating our Library' initiative 	<ul style="list-style-type: none"> 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
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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	<p>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</p> <p>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</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> i) Head of OSD ii) Head of Shared Service, Reporting and Systems iii) HR Business Partners/EDI Business Partner 	Sep 2024	<p>Increase the success rate of BAME applicants by 5% each year</p> <p>Audit decision making demonstrates clear reasoning why candidates are not hired</p>
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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)	<p>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</p>	<p>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</p> <p>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</p>	<p>i) Head of Shared Service, Reporting and Systems</p> <p>ii) EDI Business Partner/ HR Business Partners</p>	Sep 2023 to Jan 2024	Improvements of 'BAME' applicant outcomes over time
				<p>iii) Ensure key recruitment panels have a panel member/observer specifically trained in recognising bias to challenge the panel on their decision making</p> <p>iv) Ensure all recruiting managers to undertake unconscious bias training in order to take part in a selection process</p>	<p>iii) Director of I &W</p> <p>iv) Head of Shared Service, Reporting and Systems</p>	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

			<p>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)</p>	<p>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</p>	<p>Director of People Partnering and Employee Offer</p>	<p>From Jul 2024 onwards</p>	<p>develop my career' baseline 2022 favourable score of 40% increased to 60% by 2024 and 80% by 2026</p> <p>Improvement from 2020/21 baseline in success rates for BAME applicants comparable to White applicants</p>
16	4a.1 4b.1	Improve ACI BAME representation to 15% by 2027	<p>In 2020/21, only 11.7% of ACI academics were BAME. The average proportion of BAME academics in other Faculties is 29.2%</p>	<p>Ensure 100% of managers have undertaken EDI training, unconscious bias, and recruitment essentials training before taking part in a recruitment selection panel</p>	<p>Head of Shared Service, Reporting and Systems</p>	<p>Aug 2023 onwards (following the introduction of the new pathway and promotions model in 2022/2023)</p>	<p>100% of managers have received Unconscious Bias/EDI training Availability of robust and accessible data. Better understanding of staff profiles in Faculties</p>
				<p>Commit to sending early career PSS and Academic participants to Advance HE's Diversifying Leadership programme and run this in house</p>	<p>Director of I & W</p>	<p>By Sep 2025</p>	<p>100% of all recruiting managers have undertaken EDI, unconscious bias, and recruitment training</p>

				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
				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	
				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%)		
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	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
			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)	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
			Asian PSS profile (UK:15%) of MDX is below the local/London profile (19/21%) the proportion of Black PSS is higher than	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%).	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	Asian PSS profile reflects the local/London population by 2028
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).	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
			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%).	Produce targeted action plans to encourage retention of BAME staff	Academic Deans/ Director of I&W	By Aug 2024	Better understanding of staff turnover in Faculties. Increased retention of BAME Talent
				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	Analysis undertaken, trends identified reports presented to University Executive Team and Board of Governors
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

			<p>nomination stage or at the decision-making stage</p> <p>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</p>	<p>'additional' payments, and develop mechanisms to address these causes</p> <p>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</p> <p>Communicate the pay gap and actions to address this to the wider MDX community (see Objective 49)</p> <p>Review starting salaries guidance to objectively consider intersectionality as well as gender based equal pay in starting salaries</p>			<p>Better understanding of contributing factors to ethnicity pay gap</p> <p>Increased numbers of BAME staff in Senior Roles</p> <p>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</p>
	4e.3		<p>There are fewer BAME staff at senior levels</p>	<p>Introduce guidance on PSS career pathways</p>	Head of OSD	By Jul 2024	<p>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</p>
20	4a.3 4b.5	<p>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%]</p>	<p>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)</p> <p>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</p>	<p>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</p>	Head of OSD	Sep 2024	<p>Better understanding of hybrid/blended working in Faculties and Services</p> <p>Continuous improvement of hybrid/blended working</p> <p>Review satisfaction rating on employee</p>

				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	Staff Development Partners	From Sep 2023 onwards	Improvement in the number of BAME staff participating in leadership programmes
				Support line managers to routinely discuss development opportunities			
23	5c.1 6c.1	Aim for 100% target for full engagement on <i>Your Review</i> 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
				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	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

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.
				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	People feel more confident to report on race related incidents
				Introduce 'you said, we did' feedback to build trust that action will be taken	Staff Communications Manager	Mar 2024 to Mar 2025	Re-launched Grievance Procedure
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
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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
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				<p>iii) Produce guidance on potential barriers to BAME applications and successful appointment</p>	<p>ii) Academic Deans/Director of I &W / Head of OSD iii) EDI Business Partner</p>	<p>ii) Starting Oct 2024</p>	<p>Increase in success rate for promotion of BAME ECRs from Senior Lecturer to Associate Professor from 21% in 2022 to 35% by 2026</p>
						<p>iii) By Dec 2024</p>	<p>Significant Increase of BAME academic staff responding positively about promotion in the next REC staff survey in 2028</p>
				<p>Actively identify and support BAME staff eligible for promotion to encourage further applications for Associate Professor and Professor.</p>	<p>Academic Deans/ Academic HoDs</p>	<p>By Dec 2024</p>	<p>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</p>
				<p>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.</p> <p>Ensure staff successes are celebrated and communicated to all via the 'Made in MDX Campaign'</p>	<p>All Academic Deans with Director of Inclusion and Wellbeing</p>	<p>By Dec 2024</p>	<p>Report on BAME attendance at promotions workshops including evaluation feedback to faculties</p> <p>Staff see people like them succeeding at MDX</p>

				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'

				<p>Utilise 'Your Review', our staff development system, to ensure that 100% of BAME employees have objectives/actions around development opportunities</p> <p>Ensure the people responsible for succession planning are considering BAME colleagues within their talent pipeline</p>	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	<p>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</p> <p>Clear guidance for line managers and academics</p>
			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	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
			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	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.	PVC Research & Knowledge Exchange	Sep 2023 onwards	Improvement in race/ethnic diversity in REF related research.
				Routinely and systematically monitor and report on race/ethnicity in the production of research outputs/academic publications.	Academic Deans / Faculty Research Leads		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%
				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		Board members to reflect the MDX BAME staff demographics/diversity of 31% baseline in 2023

				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	<p>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.</p> <p>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</p>	<p>Monitor the staff recruitment and development experience to consider setting further related objectives</p> <p>Scope and pilot Advance HE's Diversifying Leadership programme for PSS staff including establishing effective sponsorship mechanisms</p> <p>Develop a revised competency framework for the University articulating at each level what is required for PSS staff and Academic staff</p>	Head of OSD	By Aug 2024	<p>Better understanding of current situation to feed into developing a PSS career progression pathway (See 28 (6d.1)).</p> <p>Evaluate over time the outcomes for those who have undertaken Advance HE's Diversifying Leadership programme and rollout widely by 2025</p> <p>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</p>

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	<p>Address racism through a programme of anti-racism training</p> <p>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.</p>	Director of I &W	Sep 2023 onwards	<p>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</p> <p>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</p> <p>Report and Support/ grievance data supports an improved culture of disclosure</p>
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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)	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	Nov 2024 (students)	

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

							<p>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</p> <p>Continuous improvement supporting staff to raise concerns</p>
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
				Establish protocols on interactions with other governance committees to ensure Race Equality is mainstreamed across all governance structures	Clerk to the Board of Governors		Greater clarity of the role of the REC SAT and the University Race Equity Steering Group
				Revisit workload allocation for academics to value individual contributions to Race Equality work	Provost and DVC		REC SAT / REIG work is recognised on workload allocation
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	<p>3 additional students to join REC SAT (UG/PG/Doctoral)</p> <p>Student representation will provide better</p>

				<p>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</p> <p>Work with MDXSU to promote and support individuals and groups of students to develop and deliver activities related to Race Equality aims</p>	REIG		<p>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</p>
41	5a.2	<p>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</p>	<p>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</p>	<p>Routinely monitor recruitment decisions by key protected characteristics</p>	EDI Partner	From Sep 2023	<p>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</p>
			<p>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</p>	<p>Invest in career development programmes such as Advance HE's 'Diversifying Leadership' for BAME staff to support progression and promotion</p>	Head of OSD	By Sep 2024	<p>Improvement from 2020/21 baseline in success rates for BAME applicants comparable to White applicants</p> <p>Improved and robust reporting across the University</p>

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	Develop a Race Matters Conversation strategy and plan	REIG	From Sep 2023	Increased understanding of cultural difference
			Open conversations including coffee and conversation events, workshops etc. which have been preliminary successful	Embed race equality stream within future Annual Learning and Teaching Conferences	Head of Academic Practice Enhancement	Sep 2024 onwards	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
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

		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.
				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	Increase in racism related reporting in the first instance. Improved understanding of what racism looks like at MDX.
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
				Publish staff retention data by ethnicity and gender	Head of Shared Service, Reporting and Systems	Jan to Mar 2024	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

				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	<p>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</p> <p>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.</p>	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.
				<p>Review how pay awards are communicated in order to improve transparency and staff understanding of how remuneration and reward function at MDX</p> <p>Communicate percentage of staff success in attaining a contribution pay award</p> <p>Review Contribution Pay Award Scheme</p> <p>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</p>	Director of I & W (has responsibility for pay equality i.e. Reward)	Sep 2024	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.

								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
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