



University of
Salford
MANCHESTER

University of
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OPEN DAYS 2018

28 FEB & 23 MAY
Postgraduates

23 JUNE
Undergraduates



WELCOME WELCOME

INCLUSION AND DIVERSITY ANNUAL REPORT 2020

Academic year 2018/19

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Welcome to our Inclusion and Diversity Annual Report for 2020 which captures our stories and key data insights for 2019

When we started 2019 it was hard to imagine such a year of change and uncertainty but throughout these challenging times our inclusion and Diversity Strategy has remained central to all our activity. We recognise that as colleagues and students we all bring a diverse set of energies, perspectives, work and life experiences. By engaging these differences and learning to respect and value each individual, we know we can unlock and benefit from the rewards.

The 2020 report is again split into six sections and we use data from 2018/2019 academic year. Our highlights section demonstrates another packed year of activity whilst the key insights sections focuses attention on where activity has led to positive changes and where we need to do more. The report concludes with our next steps and priorities for 2020/21.

I am proud of everything we have achieved this year, but I recognise that we can do more. Our ambition is to be a leader in creating an inspirational learning and working environment, an institution that others aspire to be. In 2020 we will ensure that Inclusion and Diversity is part of our wider business strategy, recognising that it is key to innovation and achieving our business goals.

There are lots of open invitations within this report to get involved so get in touch with any feedback or questions at equality@salford.ac.uk.

Jo Purves,
PVC International &
Regional Partnerships.
Institutional Lead for
Inclusion & Diversity



WHAT DO WE MEAN BY INCLUSION AND DIVERSITY?



INCLUSION

Is about working together to create a culture that strives for equity and embraces, respects and values differences in all our people.

- individuals feel valued, respected, supported and have a sense of belonging - It encompasses all the elements of diversity such as age, gender, ethnicity but goes beyond protected characteristics.
- An inclusive culture is reflected in our practices and relationships that support a diverse workforce, implementing the right conditions for all people to achieve their full potential and bring their whole, authentic self to work.



DIVERSITY

Is about any dimension that can be used to differentiate groups and people from one another.

- It is generally associated with respect for and appreciation of differences in ethnicity, gender, gender identity, age, national origin, disability, sexual orientation, education, and religion. But it's more than this...
- We all bring with us diverse perspectives, personalities, work experiences, lifestyles and cultures. We are most effective when all of us feel respected and valued as individuals with diverse perspectives but also shared perspectives that unite us.

Inclusion is about seeing beyond our differences to create a culture that unlocks the power of our diversity.



Our 2019 highlights

Promoting awareness

We start with some of the fantastic events we've had on campus to raise awareness and start great conversations around key issues...



Throughout February, we celebrated **LGBT History month** with a range of screenings and events to spark different conversations and raise awareness. Alongside this, our Trans and Non-Binary Officer, Helen Clegg shared a series of short videos about LGBT+ labels and what we can do to be more aware of diversity as a community. Click the icon to revisit this fantastic series.

After the success of our pop up events, we launched our "Living Library". Our expanding community of "books" now covers a huge range of experiences from 'Being a Young Carer', to 'Living with Sight Loss', 'Living with Bereavement', to 'A Tale of an Academic Misfit'. Through one-to-one or small group conversation, our 'books' provide 'readers' with a first-hand account of their experiences and their own perspective on their topic.



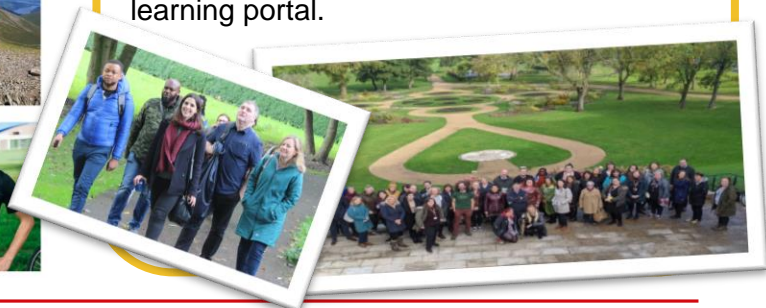
In September to celebrate **World Peace day** we unveiled our newly created Peace Poles, and enjoyed music from around the world performed by our Arts & Media students. Peace Day provides a globally shared date for all humanity to commit to Peace above all differences and to contribute to building a Culture of Peace.



Whilst your mental health can impact your day to day life at any point of the year, we took the opportunity on **World Mental Health Day** in October, to raise awareness of the support available for colleagues and students here at the university as well as start some new conversations in person and on [Yammer](#).

Almost 50 colleagues and students took part in our 'Walk and Talk' around Peel Park (pictured below).

We also launched a new e-learning module 'Managing Positive Mental Wellbeing' – over 200 colleagues have complete the module so far. The course focuses on identifying causes and addressing early warning signs of mental ill health. The module is still available through the e-learning portal.



Our 2019 highlights

Building on our inclusive campus

We love to get behind events here at Salford but we also know how important it is to have mechanisms in place that promote the inclusion agenda day-to-day on campus.

Award winning year

We were proud to see a member of our Alumni, former BA Salford Journalism student, Inzamam Rashid (pictured), bag the award for **Outstanding Young Journalist Award 2019** at the Asian Media Awards. MA Journalism graduate, Kal Sajad, who now works at BBC Sport, was also nominated for Sports Journalist of the Year. It's great to celebrate our Alumni as they drive inclusion beyond the University.



We also celebrated successes on campus with our **Women's Voice Awards** recognising inspirational women from across the University. There were 80 nominations with a wide range of colleagues and students celebrated. You can hear some of the inspiring stories [here](#). The Women's Voice Awards is about making a lifelong commitment not just on International Women's day but everyday, empowering the women around us, the ones we teach and work alongside. This is an annual event so watch out for your opportunity to nominate!

In 2019 we were proud to expand our **faith chaplaincy** representation with additional visitor/associate chaplains from a range of faith backgrounds. We are continuing to create a nurturing and inclusive place for students and colleagues with and without faith to find a meeting point for ideas, information, and friendship.

Chaplains from left to right: Fr Frankie Mulgrew, Revd Helen Tomlinson, Sister Teresa Wild, Rabbi Danny Bergson and Imam Rashid Musa.

We have also been working with Estates to introduce Ablution to Maxwell and Allerton buildings. **Did you know?** *Wuḍū* is the Islamic procedure for cleansing parts of the body, a type of ritual purification, or ablution and is an important part of ritual purity in Islam.

We launched our new initiative to compliment our existing [Counselling and Wellbeing service](#) in askUS to further support student mental health. The new initiative makes Greater Manchester the first place in the country to establish a dedicated service to help support higher education students with mental health needs. Set up as a partnership between the five Greater Manchester HEIs and the Greater Manchester Health and Social Care Partnership, the **Greater Manchester Universities Mental Health Service** will enable those students whose mental health needs go beyond our services, but who may otherwise face lengthy NHS referral times, to receive proactive assessment and interventions from experienced mental health professionals. The new service includes a satellite clinic on campus that students can be referred via our in-house Counselling and Wellbeing Team.

A new Menopause policy

With the assistance of Athena Swan, Women's Voice and the Inclusion and Diversity team, our Menopause network group launched our first menopause policy (pictured below), providing advice and guidance for all colleagues and managers. This is another example of us leading the way on inclusion.



Want to find out more about the lived experience? Why not check out our living library book "Jeanette Seale". Click [here](#) to book or check out other living library books.



WHAT DOES BELONGING MEAN TO YOU?

Following on from the success of Salford Inclusion and Diversity (SID) Week we held our first **Equality, Diversity and Inclusion (EDI) fortnight** in 2019 which saw a range of great events happening across campus. From Taekwondo to book sales, borrow a (mechanical!) baby and our first BAME symposium, it was a fortnight filled with something for everyone all around the theme of community and belonging. The events were aimed at helping us become more aware of the challenges and barriers that our colleagues and students face, challenge our own assumptions, have new experiences, and most importantly provide the opportunity to connect with and learn from our community.

“We’re a community of many things – it makes us who we are”



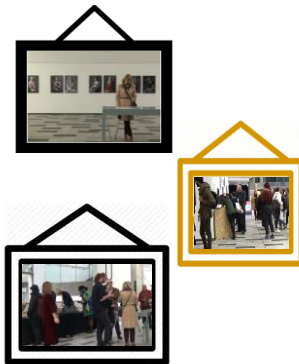
Our diversity download celebrated the diversity that makes our community so special.

Borrow a baby

The Parents Network and the School of Health and Society arranged for colleagues and students to borrow a mechanical baby and experience parenthood! The aim of this was to raise awareness and start discussions about the difficulties that parents face at work.

Art & Poetry Exhibition

We were so impressed by the talent on display from our colleagues, students, and alumni in our ‘belonging’ exhibition at the New Adelphi. Several students also read out their poems for attendees, with visitors invited to share their thoughts on belonging.



SalfordAbility’s “Meet the Guide Dogs”

event was very popular and along with Women’s Voice Book sale contributed to over £300 raised for charitable causes!

BLACK GAY LIVES MATTER

Organised by Salford Proud and the BAME Colleague network, this event encouraged colleagues and students to have challenging conversations about race, and the intersections between sexual orientation and race. We had some fantastic conversations and attendees really got involved, asking lots of questions.

BAME Symposium

We hosted a day of talks, panel discussions, and networking opportunities for colleagues and students, focusing on the experiences of BAME women in higher education. The symposium tied in with University initiatives such as the Research Excellence Framework (REF), Race Equality Charter (REC), and the Student Success Project (BAME Award Gap). Many attendees shared how powerful it was to start an open conversation about these issues so we can start addressing them.



BELONGING BEYOND EDI FORTNIGHT

Creating an inclusive culture is about of us all coming together and celebrating our differences, making sure all our students and colleagues can bring their whole selves to the University. Across EDI fortnight we highlighted a lot of the fantastic work happening across our networks. If you were inspired to find out more or would like to get more involved please reach out and continue these conversations.

Student Societies and Liberation Officers

We have a wide range of Student societies covering a variety of interests from politics to the arts, religion to recreation, drama to business, there's sure to be a society for you. You can find out more by visiting the Student Union site.

<https://www.salfordstudents.com/societies>

Each year in March students elect a BME Officer, Students with Disabilities Officer, LGBTQ+ Officer and a Women's Officer. To get in contact with one of the Liberation Officers email USSU-President@salford.ac.uk or go to www.salfordstudents.com.



Evie Adams
Students' Union
President 2019/20

University of Salford Students' Union is committed to offer something for every student. We organise and deliver a variety of inclusive events throughout the academic year, ranging from Holi Festival, LGBTQ+ Pride, One World Week, Black History Month and This Salford Girl Can. We pride ourselves on our diverse offering and support students to run cultural campaigns and events.



Staff networks

For general information about our staff networks please contact:

equality@salford.ac.uk

For specific network queries, details of our current staff networks are below:

- Women's Voice (inc Menopause group):
WomensVoice@salford.ac.uk
- Salford Proud:
SalfordProud@salford.ac.uk
- BAME Staff Network:
U.Ali@salford.ac.uk
- Parent's Network:
parentsnetwork@salford.ac.uk
- Disability Network:
Salfordability@salford.ac.uk

David Brierley, Chair
of Salford Ability

Since the networks relaunch back in April we have been very proactive in pursuing our commitment to supporting disabled colleagues. We started a number of different pieces of work with the aim of raising awareness on several different topics including line manager support where we have implemented new training and a 'reasonable adjustments passport' that can go with colleagues as they move round the business to ensure they can get the right support. Looking forward to 2020 one of our larger goals remains helping the university to achieve Disability Confident Leader status.

SPOTLIGHT ON INCLUSIVE DESIGN

PUTTING EQUALITY AT THE HEART OF OUR WORK



A proud moment as our new Centre for Doctoral Training (CDT) in prosthetics and orthotics welcomed its first postgraduate students.

An important part of building an inclusive culture is to make sure that equality isn't an after thought but a central part of our decision making.

Our new **Centre for Doctoral Training (CDT)** in prosthetics and orthotics welcomed its first postgraduate students in 2019.

Worldwide demand for artificial limbs, braces, footwear and other devices which help people recover from injury is accelerating, but manufacturers and practitioners require a rare combination of clinical, medical and engineering skills. The CDT is set to train up to 60 individuals to doctoral level over the next eight years to address the skills gap at home and abroad.

From the bid stage Equality, Diversity and Inclusion (EDI) was built into the delivery plans. This integrated approach has resulted in a diverse cohort of students and experiences. The CDT has an EDI lead and they are recruiting an EDI student champion! An action log outlining all of the EDI actions, activities and proposals in the CDT EPSRC bid is shared at each management board meeting to discuss and plan future EDI activities.

This year we also took a new approach to REF submissions. In June 2019 we submitted our **REF 2021 Code of Practice** to Research England where it underwent rigorous evaluation by REF England and the REF2021 Equality and Diversity Advisory Panel (EDAP). It was a proud moment when Salford was announced as one of only a small number of institutions to have our

Code accepted at the first submission. Our process for determining "significant responsibility for research" (SRR) and our Next-Generation/Joining/Returning researchers included consideration of any equality issues that had impacted on their ability to research productively. Opening up the opportunity for those next generation researchers from all backgrounds and identities to consider a research focus in their three-year plan.

This approach is something really unique to the University of Salford and key to develop new research talent. Research on women's experiences in HE highlights the various challenges that women encounter in HE, such as: invisible barriers, pay gaps, and lower ranked positions, reflected in metaphors such as 'the glass ceiling' and 'sticky floors'. As part of the **Festival of Research** in June 2019, the Women's Voice colleague network hosted a discussion panel to share the lived experiences of women from across the University. Hosted by the network's own Dr Eleftheria Rania Kosmidou and Dr Nadine Watson, the event was huge networking success, bringing women together from across the University.

Together we're working to challenge and breakdown barriers to make sure everyone here can pursue their career goals and become unstoppable.

HOW WE'RE CREATING CHANGE

It's important that we start with inclusion and many of our strategic goals are around how we build an inclusive culture. Our Inclusion, Diversity and Engagement Committee (IDEC) leads the strategic direction and oversees the activity of the Inclusive Student Experience Committee (ISEC), the Workplace Inclusion Committee (WIC) and the Athena SWAN Sub Committee (ASSC). The goals set out in our I&D strategy are to:

- 1** **Embed an inclusive approach** to colleague recruitment and the colleague experience, promoting an enabling culture that empowers all our colleagues to fulfil their potential
- 2** Ensure that our approach to student **recruitment** and the student **experience** is **inclusive and enables all our students to fulfil their potential** and make the best career choices in order to recruit, teach and retain diverse students.
- 3** Create an **inclusive environment** that facilitates and promotes belonging and respect for colleagues, students and the wider community.

1

Embed an inclusive approach to colleague recruitment and the colleague experience, promoting an enabling culture that enables all our colleagues to fulfil their potential

What we've done

- The I&D team have promoted inclusive practice in the procurement of the new OLEEO recruitment system and are working closely with the new team to feed into the overall recruitment strategy. A new more engaging positive action statement is now in place.
- We have piloted the introduction of Executive EDI leads and EDI Champions across DSAS.
- We moved up another 97 places in the Stonewall Equality Index, demonstrating the incredible work of Salford Proud.
- Bi-annual meetings between the VC and the Colleague Network leads has resulted in increased recognition and a clear guide for managers about the commitment to all Colleague Networks.
- We have updated our I&D e-learning package with a more focused approach.
- Two more of our schools, Salford Business School and School of Health Science (now Health & Society) were successful in achieving Athena SWAN bronze awards.
- Eight of our female colleagues were supported to participate in the AdvanceHE AURORA leadership development programme.

What we're going to do next

- We will utilise our new recruitment system to promote inclusive practice and update our approach to positive action. Working with our Alumni contacts we will promote recruitment opportunities and introduce blind shortlisting to reduce unconscious bias.
- We will roll out the EDI Champion approach across all schools and departments.
- Our colleague networks will continue to play an important role in the change process by engaging colleagues across all identities and backgrounds.
- We will continue in our journey to become a leader in LGBT+ equality for students and colleagues.
- We will build on our successful Athena SWAN awards and raise the profile at senior levels within the Institution.
- With our People Team colleagues we will increase the focus on I&D in everyday activity. Including better use of Equality Impact Assessments in decision making.
- Our Race Equality Charter application and action plan will be central to our 2020 activity
- We will build on the success of our AURORA cohorts and consider how the University can take a more intersectional approach across all characteristics.

2

Ensure our approach to student experience is inclusive and accessible to all. Enabling our students to fulfil their potential irrespective of background and identity.

What we've done

- We have continued our successful widening participation programme and the Student Success Project has gathered pace. ISEC also receives regular updates on the University's Access and Participation Plan 2024-25 Policy.
- Our data focus has centred around retention and continuation. We have also looked at I&D trends in the NSS results and recommended actions to the assessment forum.
- ISEC are working with the International Opportunities Teams. Equality monitoring take up by students and recommending actions to improve representation of BAME students.
- We have continued to explore our framework for inclusive and accessible teaching and in particular meeting the needs of our disabled students.

What we're going to do next

- Our ISEC and IDEC committees will play a more central role in delivering on the BAME Award Gap work. Changes in committee membership will ensure a direct senior level engagement with schools around this important agenda.
- We will continue to place an I&D lens on retention and continuation data analysis, encouraging positive action for protected groups.
- Whilst this report highlights the improvement in equality monitoring around the sexual orientation and the religious belief of our students ISEC will be instrumental in using this data to enhance student services.
- We will continue to monitor the Access and Participation Plan and ensure that our data collection/ analysis lines up with OfS targets. Engaging our student voice in action planning.

3

Create an inclusive environment that facilitates and promotes belonging and respect for colleagues, students and the wider community.

What we've done

- A new trans and Non-Binary Policy is now in place for colleagues and students
- We have reviewed our governance committee membership and terms of reference to ensure diverse representation and clear direction/ action planning. We now have an annual plan of institutional reports that we are able to add an I&D perspective to and we have drafted I&D goals for schools and departments.
- During 2019 we used three surveys to engage with our colleagues and students around EDI; Stonewall, Athena SWAN and Race Equality Charter. Analysis of results is underway and will form the basis for action plans.
- Our Student Union and Trade Union colleagues play an important role in our governance structure.

What we're going to do next

- Our revised I&D committee membership is now better structured to deliver change.
- I&D targets have been developed for schools and departments around two characteristics (gender & ethnicity) which will be shared alongside the annual report. Quarterly updates on progress will be made by schools and departments at IDEC .
- Our continued focus on EDI will enable us to complete successful Athena SWAN and Race Equality Charter applications .
- We will build on our Disability Confident Employer award with the aim to become a leader in Manchester.
- We will continue to build I&D into our strategic development programmes (Leading at Salford, Salford Conversations and Salford Managers)



OUR STUDENTS

Demographic Headlines

We are proud of our diverse student population and have a range of schemes to make sure this continues, for example encouraging participation in our academic courses by students from underrepresented socioeconomic groups.

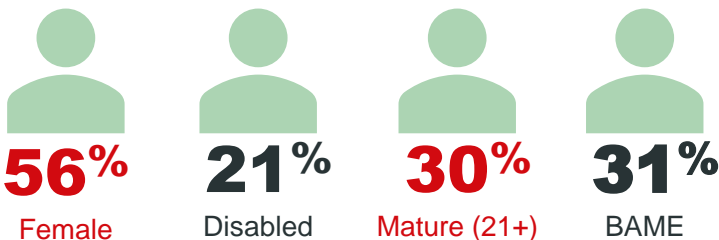
Our Inclusion and Diversity Strategy recognises the diversity of our student population and stresses the need to use our data and student engagement intelligence to create an environment where all students can flourish.

The majority of our students join us from

Salford and the wider Greater Manchester area e.g. Bolton, Rochdale. The data below gives a snapshot of our student population across gender, disability, age and Black, Asian and Minority ethnic (BAME) groups (based on those who have given this information). The demographic trends are consistent across all levels of study.

There are two areas where our student population differs to other Universities; We have a higher number of BAME students and those declaring disabilities. These two insights are intrinsic to the design of our services.

Our Undergraduate students...



Comparison to all Universities (HESA)



Where do they come from? 56%

Are from the Greater Manchester area

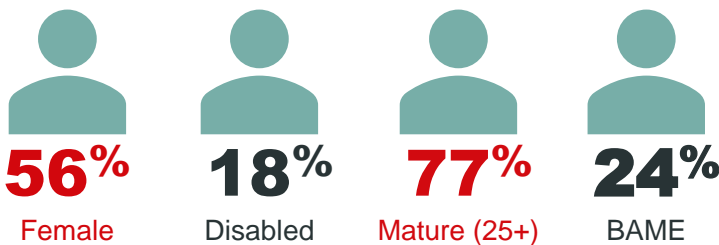


7%

Are from Salford



Our PG Taught Students...



Comparison to all Universities (HESA)



Where do they come from? 55%

Are from the Greater Manchester area

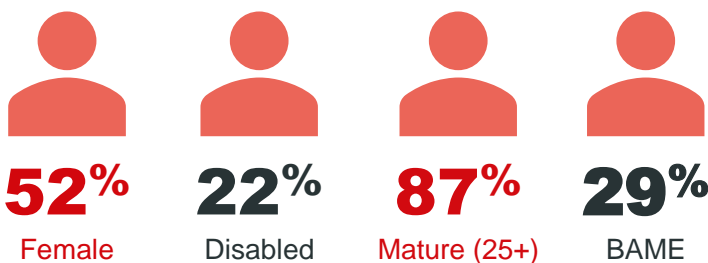


9%

Are from Salford



Our PG Research Students...



Comparison to all Universities (HESA)



Where do they come from? 51%

Are from the Greater Manchester area



9%

Are from Salford

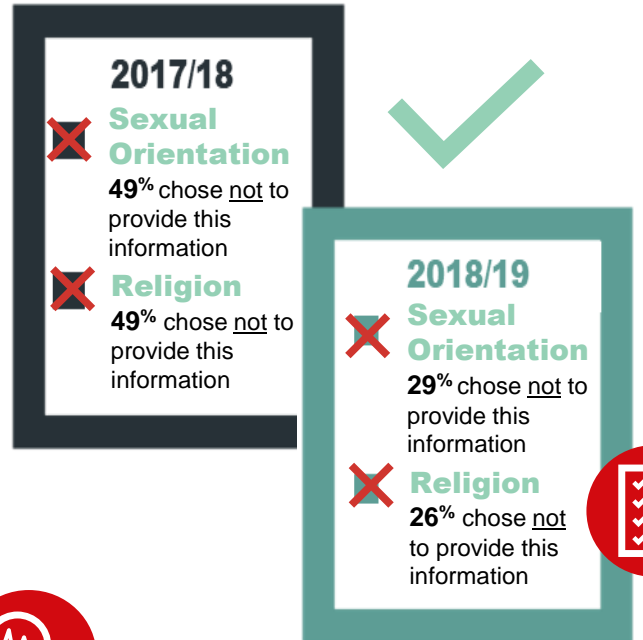


Key Insights

Increased numbers of students have chosen to disclose key demographics

Unknowns for sexual orientation and religion and/or belief have decreased significantly this year for Undergraduate students. Those who chose not to disclose their religion is down from **32%** last year to **10%** this year. Non-disclosure of sexual orientation is down from **36%** to **13%**.

This means that overall for all students the numbers not declaring have reduced from **49%** to **29%** for sexual orientation and **49%** to **26%** for religion.



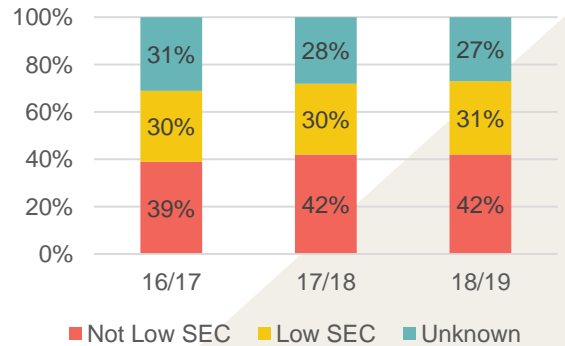
Socio-economic data

Low SEC has accounted for around **30%** of all students over the last 3 years. **Salford Business School** has the highest Low SEC of all schools at **34%** which hasn't changed over the last 3 years. **Arts & Media** have the highest Not Low SEC at **52%** and unknown SEC at **17%**.

Other measures for consideration to improve the accuracy of the data are:

- Parent/guardian/carer's highest qualification
- Type of secondary school the student attended
- Whether they were eligible for free school meals
- Self declaration

We are also considering collecting this data for colleagues.

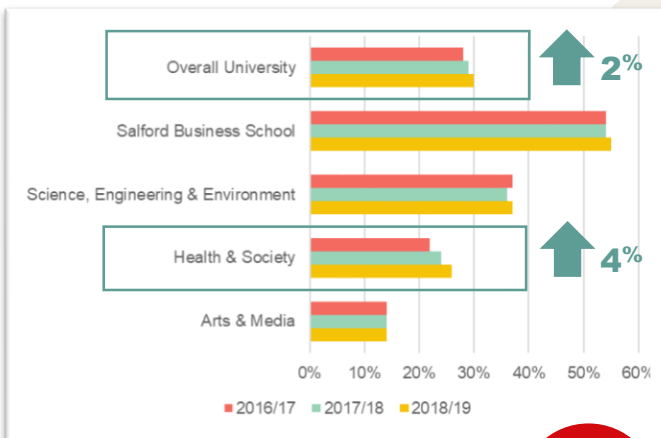


SEC is Socio-Economic Classification and is calculated by asking the student for their parent/guardian/carer's occupation, a number is then assigned to them based on this between 1 and 7, with 4-7 being classed as Low SEC.

Representation in Health and Society is on the up

Representation of BAME students in School of **Health and Society** is up overall by **4%** over the last three years and is the only School to have seen a year on year increase. There has been an increase across the University of **2%** over the last three years and **6%** for Undergraduate students.

Those declaring disability up by **4%** across all students over the last 3 years. School of **Arts & Media** have seen the largest increase over three years of **5%** and **Health & Society** have seen a **4%** increase over the same period. Overall students declaring a disability across the University is at **21%**.



SPOTLIGHT ON OUR CARE LEAVERS

SUPPORTING OUR STUDENTS

People who have spent time in local authority care (foster care or residential units) often face invisible barriers at university, are often forgotten.

Less than 6% of care leavers aged 19-21 are in Higher Education, which increases to 12% if we increase the age range to 23. This is one of the lowest participation levels for any group in higher education despite the fact that the number of young people in care has continued to rise to record highs - about 76,000 young people in the UK.

The reasons for this are complex and varied from gaps in schooling, multiple placements to trauma, abuse and neglect. Nevertheless, lack of academic confidence is a huge part of why care experienced people do not come to University and are more likely to drop out if they do. The right support can change this. Care experienced people may be twice as likely to withdraw from university but those that do graduate, are just as likely to achieve a good degree (Moving On Up Report, NNECL, 2017).

We are in the upper quartile for numbers of care experienced students with about 170 students over different levels at any one time. We are proud to be recognised nationally for the last decade for the support that we offer care experienced students. We have a dedicated care leaver team in askUS who act as a single point of contact. We offer bursaries and other support around accommodation, emotional wellbeing and graduation support. We also work closely with their local authorities to ensure the best support. Sometimes, the askUS care leaver team is the one person a care experienced person will trust and they may be able to turn that person's life around. Anyone can be that person.

We also benefit from our Student Inclusion & Diversity Manager's huge knowledge in this area. Arron Pile is the founder and co-chair of the Board of Trustees of the National Network for the Education of Care Leavers (NNECL - www.nnecl.org), a national charity which promotes change for care leavers in H.E and F.E. Locally, we're involved in the regional group of practitioner, NorthCLASS and the Greater Manchester Education and Care Experience Network, which organises the Greater Manchester Care leavers Awards each year, celebrating the successes of care experienced people across Greater Manchester. For more information on the support we offer care leavers please contact careleaver@salford.ac.uk

Tamseel's Story

21-year-old BSc (Hons) Business Management with Law student Tamseel Ali discusses her experience as a care leaver at Salford.

"I went into the care system at five years-old, along with my two sisters, one of which studies at the University of Salford too. I definitely think a lot of care leavers that come to university are mentally strong and determined to succeed, even though very often they are dealing with other problems in their life. My sisters and I were determined not to let our past hold us back – the one thing we could control was our future. We tried our best so we could have a bright future and didn't want being in care to define us.

When I enrolled at the University, the care leaver team got in touch right away. They explained to me all the additional support I would receive, including helping me apply for a bursary which was a really big help.

I live here on campus and am lucky enough to call my flatmates close friends too. I am proud to be a student at the University of Salford – studying business will hopefully open lots of doors for me. One day I would love to have my own business.

If I could give advice to other care leavers thinking of going to university I'd say forget what has happened in your past. Even if you didn't get the grades you had hoped for, you can always pick yourself up. There is lots of support available and it is never too late to turn things around and change the path you are on.

There are so many people in my life that have inspired me, like my sisters, my mentor and fellow classmates, but the person that inspires me the most is myself. A while ago I realised this is my life and my motivation to succeed and overcome diversity keeps me going."

SPOTLIGHT ON RACE

CLOSING THE GAP

The **Race Equality Charter (REC)** is an initiative led by Advance HE. Launched in January 2016, the REC aims to improve the representation, progression and success of minority ethnic staff and students within higher education. REC provides a framework through which institutions work to identify and reflect on institutional and cultural barriers standing in the way of minority ethnic colleagues and students.

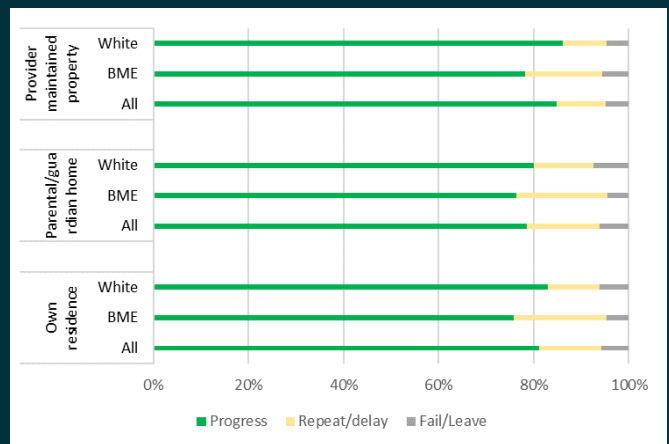
Helen Marshall, our Vice Chancellor added her support for the charter saying:

'Currently only a small number of HEI's across the UK have been successful in a bronze application for the Race Equality Charter and I want Salford to be up there with the best in addressing race equality. We recognise that Charters aren't the only way to address inclusivity but becoming a member demonstrates our commitment to create an inspirational, inclusive learning and working environment for all.'

In August 2019, Tara Leach was appointed as our Head of the Race Equality Charter to drive forward the University's commitment. Tara has a wealth of experience in this field and is determined to steer the University to success.

"At a time when race equality issues are hitting the headlines across the globe it has never been more important to pursue a level playing field throughout our University community. Our REC Self Assessment Team (SAT) is made up of a cross section of colleague and student representation with a firm focus on delivering change. We are trying to foster an environment where every is included, feels like they belong and everyone has a seat at the table "

Central to our work around race equality for our student population is the **BAME Awards Gap**. The award gap is the difference in 'top degrees' – a First or 2:1 classification – awarded to different groups of students. The biggest differences are found by ethnic background with particularly wide gaps observed between white and black students in relation to degree award. Our Award Gap between white and BAME students in 2018/19 was 18% points.



Progression and repeat/ delay data shows a consistent theme in terms of the negative impact for our BAME students. Our retention action plan overseen by Council will include an equality impact assessment to focus positive action initiatives.

The three priority areas for the BAME Award Gap Workstream in 2020 are:-

- Student Voice Focus Groups.
- Curriculum Audit – piloted in two program areas with high numbers of BAME students.
- Further data analysis – focused on retention.

A Nationwide issue

The awards gap in performance for Black, Asian and Minority Ethnic (BAME) students compared to White students is under the policy spotlight and is an increasing cause for concern in the higher education sector. Nearly half of universities in England have a gap between the two groups of 20 percentage points or more.

The Office for Students have set a target to eliminate the unexplained gap in degree outcomes (1sts or 2:1s) between white students and Black students by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31.



OUR COLLEAGUES

proyve
polymers

DEMOGRAPHIC HEADLINES

The make-up of the British workforce continues to change. With five generations in the workplace and a diverse mix of digital capabilities, creating an inclusive culture where difference is truly valued presents opportunities to genuinely represent the student populations we serve in our colleague base. Creating a colleague experience that reflects the student experience will be key to delivering our vision over the next few years.

Our Institutional colleague data is broadly comparable with that of other HEIs. However when we compare our school colleagues with our student profile the low numbers of BAME colleagues and those declaring a disability stands out. We have compared our Professional Services colleague profile with ONS data and this shows higher numbers of female colleagues but lower than expected colleagues who have declared a disability.

As of 9th August 2019, below the make up of

our workforce (based on those who have declared). There is little movement from last year's report which demonstrates the importance of setting clear targets for schools and departments. The change in membership for our I&D committees will also ensure senior level engagement.

Our People	2017/2018	2018/19
Women	54%	54%
Women (above grade 9)	40%	32%
Disabled	5%	5%
BAME	13%	13%
BAME (above grade 9)	11%	14%
LGB+	4%	4%
60+	10%	12%

Our People...



Female



Disabled



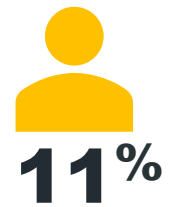
Aged 60+



Black Asian & Minority Ethnic



LGB+



Unknown Religion

In our Schools...



Female



Disabled



LGB+



BAME

In Professional Services...



Female



Disabled



LGB+



BAME

Comparison to our undergraduate students

56%

21%

9%

30%

Comparison to ONS – Economically Active (UK)

45%

13%

3%

13%

Where do they live?

As with our student population, a lot of our colleagues come from our region.



70%

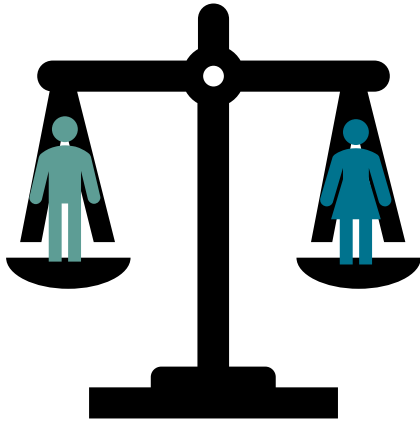
The majority of our colleagues live in the Greater Manchester area



17%

of colleagues live in Salford

Key Insights



Getting the gender balance right

We have seen a **6.5%** increase in female representation in **Salford Business School (SBS)** over the last three years with **6%** increase this last year. **Digital IT (DIT)** have seen a **1%** increase in female representation, that's a **7%** increase over three years putting SBS at **46%** and DIT at **24%** female.

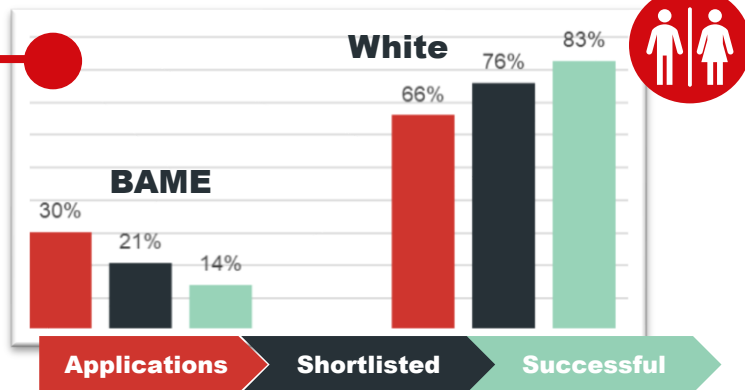
However, female representation in the **People Team** has continued to increase meaning they now have the highest percentage of females of any area within the University at **78%**, up **6%**-points this year alone.

Increased BAME representation in Professoriate

This year has seen an increase of **3%** for Professors across the University with a **5%** increase in the **School of Science, Engineering & Environment**.

Representation at Lecturer and Senior Lecturer level however has remained static and is still below the average BAME population of **13%** with **12%** and **10%** respectively.

Looking closer at the makeup of our BAME academics there is a **particular lack of representation of colleagues who are black**. There are currently no black Professors with little representation at Senior Lecturer (**1%**) and Lecturer (**3%**).



One driver of this may be recruitment. There is a **noticeable difference in recruitment rates for BAME and white candidates**. **30%** of all applicants to the University identified as BAME however only **21%** and shortlisted candidates and **14%** of hires were BAME. When we compare this to the figures for white candidates this is **66%**, **76%** and **82%** respectively.

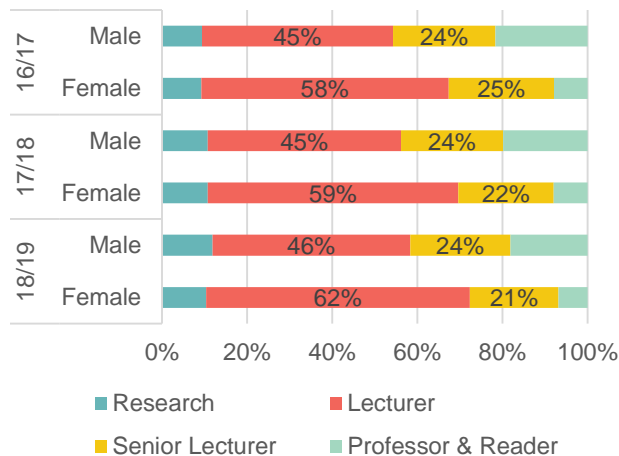
Our new recruitment lead and system update together with target setting will focus attention in 2020.

Working on our female academic pipeline

The number of female academics has increased over the last three years from **46%** to **49%**. This is positive change but more still needs to be done.

Looking at where our female academics are we can see that **62%** are at Lecturer level compared to **46%** of males.

The percentages are closer at Senior Lecturer level (**21%** and **24%** respectively) but there is another large gap at Professor and Reader level with **7%** of females at this level and **13%** of males.



SPOTLIGHT ON CAREER

Addressing barriers to success

We want to ensure that all students and colleagues can feel unstoppable. Unfortunately, we know there's work to do to remove barriers to career progression and success. **Dr Katherine Yates, Reader in Marine and Coastal Management** joined us in January 2016 in her then first permanent post after finishing her PhD and an 18 month postdoc during which time she had also had a baby and relocated from Australia. Since then she's secured an impressive array of research council grants, two as Principal Investigator, developed strong collaborations with multiple UK government departments and has been promoted to Reader. *Here she shares her experiences of working at Salford from her career trajectory, to taking part in the AURORA programme, sharing her views on the support for colleagues returning from caring and parental leave and the important role of Senior advocates.*

The support I received since joining Salford was instrumental in my success. In particular, the 20% workload allocation for new starters in my first year and the VC scholarship I won that provided an additional 20% workload. This breathing space at the start allowed me to get established in the UK, developing new networks and securing my first research council grant, a 3-year fellowship. I also received lots of encouragement from within my school executive team. It was my then Associate Dean Research who pushed a printed copy of the announcement of the Fellowship call across a desk at me and told me to apply. I had just got here, literally weeks, and there was no way I would have known about it had it not been for him. That fellowship opened, and continues to open, lots of doors. It was Dean, Prof Pankhurst, who encouraged me to apply for Reader and I received superb support in that application process from multiple senior leaders within the school, who read and gave invaluable feedback on drafts.

“Supportive colleagues and senior leaders are essential if colleagues are to flourish, to be the best they can”.

I have, in general, received excellent support. I know, however, this is not the same for all my female colleagues, some of whom would tell very different stories. Whilst I have never felt discriminated against as a woman here at Salford, I have felt how male dominated certain decision-making situations are, noticed the gendered negativity felt towards senior female leaders and seen how certain types of unworkloaded “caring” jobs are predominately taken on by women. I have colleagues who returned from maternity leave to find seriously disadvantageous conditions, unsupportive line management and HR. My experience has been very positive, but my experience is not everyone's.

As well as supportive colleagues, I also benefited from participation in the Aurora programme, which I found really beneficial for gaining new insights, inspirations, and again providing headspace to think and plan. Addressing the imbalances in gender, and indeed race however, require much more fundamental action than is currently being taken. Activities like Aurora help, but they focus on a few individuals and the issues are systemic. Athena swan focuses far too much on filling out a form rather than the transformational change we need.

“We need to do more, to be the equitable community we strive to be, and to get the most from all our colleagues and students”.

We need to do consistently what we say we will do in our policies. For example, the fact that parents of young children cannot put down as a timetable constraint that they have to collect their child by 5.45, seems to me in total contradiction to the University's pledge to flexible working. There is no way a working parent can stay till 6pm when even the best afterschool clubs finish at 5.45/6pm. We also need better systems to support parents coming back to work after parental leave. Having a baby can leave a huge black hole in your CV, particularly as a research active academic; connections with collaborators and industry can go cold or at least cool down. This disproportionately affects women. Having a baby also affects the way women are seen in the workplace and the opportunities they are offered. Having pro-active measure in place to combat this, such as a 20% workload allocation for those returning from parental leave would help. We also need Equality, Diversity and Inclusivity issues for both colleagues and students to be, much higher profile with more high-level investment. EDI should be everyone's priority so everyone can flourish like I have been allowed to.

PLANNING FOR THE FUTURE

2019 brings to a close a decade where inclusion and diversity has gained increasing prominence on the global agenda. Revelations from the Me Too Movement, gender pay gap disclosure and repeated reports of entrenched diversity shortcomings have highlighted the importance of the work still to be done. This report captures some of the exciting strides we have made in the last 12 months and

demonstrates our commitment to being an institutional leader in I&D.

As we look ahead to the new decade, we can be proud of what we have achieved at Salford so far, but we are ready for tougher measures.

We are determined to keep working to leverage the benefits of being one of the most diverse and inclusive Universities to work and study.

Our Students

Student retention was one of the biggest hot topics in higher education during 2019 and alongside this the award gap for Black, Asian and Minority Ethnic (BAME) students. **2020 is the year that we start to reverse the BAME Award Gap at Salford.** The workstream is gathering momentum and IDEC will have a clearer focus on this activity during 2020.



Our Colleagues

2020 Is the Year of Tougher Diversity Hiring Measures. I&D targets have been developed for schools and departments, using appropriate comparators. Quarterly updates on progress will be made at the Inclusion Diversity and Engagement Committee (IDEC).



Our Environment

Throughout 2019 we continued to fine tune the Inclusion and Diversity Strategy. We will build on these changes and champion the relationship between a more diverse workplace and improved student experience. **2020 is the year to take shine a light on decision making that includes an I&D lens.** An inclusive approach can accelerate innovation, profitability, morale, staff retention and create that important sense of belonging.





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