



University of
Salford
MANCHESTER

INCLUSION AND DIVERSITY ANNUAL REPORT 2019

Academic year 2017/18

In line with our Public Sector Equality Duties the University of Salford is proud to present our inclusion and Diversity Report for the Academic Year 2017/2018.

Our report is split into six sections covering:

- Highlights from 2018
- Progress against our Inclusion and Diversity Strategy
- Key demographics and insights into our student population
- Key demographics and insights into our colleague population
- Our next steps and priorities for 2018/2019
- Appendices of data tables

The purpose of this report is to share this data and importantly our progress. It is an opportunity for us to celebrate what's gone well and what we have learned that will help us address areas of concern. Building an inclusive place to study and work is about all of us creating a culture that strives for equity and embraces, respects and values differences in all our people. There are lots of open invitations within this report to get involved so get in touch with any feedback or questions on equality@salford.ac.uk.

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“To create an inspirational, inclusive learning and working environment, celebrating the diversity of our University community in our everyday conversations”

This was our ambition when we launched our **Inclusion and Diversity Strategy** in 2016 and remains very much at the heart of what we want to be as a University. Since then we have worked hard to make this ambition a reality.

I'm incredibly proud of everything we have achieved this year and the progress we are making against this commitment.

We have continued to celebrate the diversity of our University, through events across campus from **Pride** to **Disability Confidence**, **Black History month** to **Salford Inclusion and Diversity (SID) week**, where we have created opportunities for conversation. Supported by **our student societies and staff networks**, including three brand new ones focusing on Black, Asian and Minority Ethnic colleagues (BAME), Parents and Menopause, we are building our communities and encouraging all our colleagues and students to get involved supported by our new e-learning platform and Diversity in the Workplace package promoted with all colleagues. By the end of December 2018, **56%** of colleagues had completed the online course. continuing to rise during the first few months of 2019 reaching a significant **95%** of colleagues showing our commitment to embedding I&D in our day-to-day. Alongside this we have worked with senior leaders conducting an intuitive development session around **inclusivity and unconscious bias** for Council and VCET members.

We have also demonstrated our commitment to improve through our accreditations, including maintaining our **Disability Confident Employer accreditation** and becoming a founding member of **ProtectED**, supporting student's safety and wellbeing across campus. We have recently signed up to the **AdvanceHE Race Equality Charter** as well as **partnering with Salford Pride** to campaign for equality.

Across campus, we have been busy. Amongst other activity we have **expanded the faith chaplaincy representation** with additional visitor and associate chaplains from a range of faith backgrounds. We have introduced **trans only swim sessions**. We have promoted **supported internships** for students with learning disabilities.

This is also the first year we have asked new students to share details of their religion and sexual orientation to support us in further identifying and removing barriers to creating an inclusive University.

It's clear that **our work is paying off**. We have moved **up a huge 149 places** in the **Stonewall Equality Index**. Health and Society and Environmental Life Sciences have both achieved their **Athena SWAN Bronze accreditation** and we have our sights set on **Silver Institutional award**. Our work on gender across the University has helped see an **improvement in our Gender Pay Gap** and an **increase in female Professor promotions**. We have also been recognised externally with the University winning the **"Stand Alone HE Excellence and Innovation" Award** in the category of mental health. Internally, our Cross-University Inclusion & Diversity Team won **"Outstanding Team of the Year"** in the VC Awards celebrating their brilliant collaborative efforts over the last year.

It's great to see the **fantastic progress** we are making and **impact** we are having in delivering on our commitment to create an inspirational, inclusive learning and working environment.

This report sets out some of the key areas of progress we have seen, sharing some of the outstanding moments from this year. We've also highlighted where we need to work harder to ensure we operate with I&D in mind and enhance the quality and diversity of our decision making to **become Unstoppable**.



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

A YEAR AT SALFORD

Take a tour of some of our highlights of 2018. Why not share your highlights @UoSEquality on twitter.

January 2018

Our year got off to great start with the announcement of our new Head of Athena SWAN, Dr Francine Morris. Having led on Athena SWAN in Salford Business School Dr Morris is now leading our action plan to achieve Institutional Silver Athena SWAN status as well as working with HR colleagues to ensure successful delivery and promotion of our Inclusion and Diversity Strategy.

February 2018

To mark Greater Manchester Hate Crime Awareness Week 2018, from 5– 11 February 2018, Greater Manchester Police, Salford City Council and the University of Salford held a free public lecture called 'The Consequences of Hatred Left Unchallenged'.

March 2018

We became a founding member of ProtectED, a not-for-profit membership organisation which supports student safety, security and wellbeing.



L-R: Lord Karan Bilimoria, Andrew Wootton, Baroness Ruth Henig, Dave Humphries, Helen Clews, Hannah Price, Professor Allan Walker at our special evening reception at House of Lords to mark the occasion

In March we also celebrated our inaugural Women's Voice (Staff Network) awards at our New Adelphi Theatre on International Women's day 2018. The event celebrates and recognises the achievements of inspirational colleagues and students through three categories of award: Rising Star, Established Excellence and Above and Beyond.

April 2018

We held our first Salford STEMInists event. A Salford STEMInist, is a person who believes in gender equality within Science, Technology, Engineering & Maths at the University of Salford. The aim of the event, jointly sponsored by the Morson Maker Space and Marketing, Recruitment & External Relations was very simple: to bring together our STEM community and to recognise and celebrate the work of our female colleagues and students here at Salford.



Celebrating our diverse STEM community.

May 2018

In May, we celebrated and showed our support for International Day Against Homophobia, Transphobia and Biphobia (IDAHOTB). To raise awareness, colleagues across the University sported rainbow lanyards and many of our Senior Leadership Team stepped out to show their support.



L-R: Professor Neil Fowler, Dean of Students, Professor Sheila Pankhurst, Dean of Unified Science Schools and our Vice Chancellor Professor Helen Marshall joined many others in pledging to stand against Homophobia, Transphobia and Biphobia.

Our Summer of Pride – July & August 2018

We kicked off our summer of pride with the Pink Picnic in July, hosting a stall in Peel Park. We also took part in Salford's annual Lesbian, Gay, Bisexual and Trans plus (LGB+) Pride Celebration. In August, we supported Manchester Pride celebrating our wonderful LGB+ community here at Salford. We turned out in force for the parade in our finest for the theme 'Circus of Acceptance'.



Salford Proud with students and colleagues dressed up and ready for Manchester Pride.

May 2018

May saw Colleagues from the School of Health and Society hosting a "mental health marketplace" with representatives from six countries showcasing collaborative approaches to mental health care in the European Union.



Promoting international collaboration and knowledge sharing

September 2018

A new academic year saw the launch of our supported internship programme for young people with learning disabilities. Our first cohort of 8 are working to build vital workplace skills with ambition of entering into employment by the end of the programme.

Sister Teresa Wild, one of our Catholic Chaplains at the University celebrated her golden jubilee as a nun, widely recognised as a great achievement within the Church and Religious Order. She's an appreciated supportive presence across the University.

We also signed the Race Equality Charter. This is our commitment to improve the representation, progression and success of black and minority ethnic (BAME) colleagues and students within higher education.

October 2018

We became proud supporters of the #weareinternational campaign, joining over 160 other universities across the UK to celebrate and highlight the importance of our diverse international student and colleague communities.

The School of Health & Society sponsored 2018's Black History Month Conference, organised by the Royal College of Nursing North West, attended by colleagues and students from across the University. Dr Eunice Ayodeji, Lecturer and Researcher in Children's Mental Health was presented with the Outstanding Contribution Award for her work in this field.



L-R: Danielle Grant, Ruth Makomo, Cheryl Smith, Sola Ige, Magret Mvula, Dr Eunice Ayodeji (with her award), Aisha Hussain, Professor Tony Long

December 2018

Finishing the year and exactly a hundred years to the day since the first women in the UK voted in a General Election, a statue of Emmeline Pankhurst was unveiled in St Peter's Square, Manchester. We took part in the march and witnessed the unveiling recognising the significant contribution of women to the city of Manchester and beyond.



"Our Emmeline" – Dr Francine Morris poses as a suffragette ahead of our march to statue unveiling in December

#SIDWEEK

SALFORD INCLUSION AND DIVERSITY WEEK

Following on from the success of 2017's inaugural Salford Inclusion & Diversity (SID) week, we held our second one in November 2018. Our staff networks joined forces with our Students' Union colleagues, hosting a range of events through SID week, which also coincided within a fortnight of activities hosted to celebrate One World.

Each day of SID week we hosted a different inclusion and diversity message with a range of events and activities to create opportunities for discussion. Below are a few highlights:

We shared our Diversity Download video with some faces from across campus sharing what making assumptions means to them. The Faith Centre conducted tours, welcoming colleagues and students from across campus to witness Islamic prayers and have a look around.



We ran two workshops with the Faith & Belief forum, Encountering Faiths & Beliefs and LGBT+ Faith. In the evening we held a Community Consultation Event with the ParliaMentors Programme.

Students from the School of Arts and Media performed folk songs live in Maxwell. The School of Built Environment ran a lecture on building diversity in construction.



We invited students and colleagues to take out one of our "Living books", volunteers who represented different and diverse lives.

On Friday, Allerton Sports centre ran free Zumba taster classes whilst the International society held a book club discussing the influence of writing from across the world.



What is SID week?

SID week is a celebration of the diversity across our University community. The aim is to encourage all our colleagues and students to think about what inclusion and diversity means to them; To start conversations and discussions with colleagues, students, family and friends in their everyday conversations that continue long after SID week.



What is OneWorld?

Hosted by the Student Union, One World is a fortnight of activity that encompasses SID week and Interfaith and Society week. It is about celebrating inclusivity and cultural diversity on campus with a wide range of events, activities, and a chance to meet some new people!



WHAT INCLUSION AND DIVERSITY MEANS TO US



INCLUSION

Is about all of us creating a culture that strives for equity and embraces, respects and values differences in all our people.

- It is a state in which 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.
- A culture of inclusion is reflected in an organisation's practices and relationships that are in place to support a diverse workforce, implementing the right conditions for all people to achieve their full potential. Ensuring that they are able to 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. It is widely recognised that organisations are most effective when the people within them (and those using their services) feel respected and valued as individuals.
- Equally importantly, is appreciating what unites people i.e. what makes us the same.

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



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 enables 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.

HOW WE'RE CREATING CHANGE

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

- Through IDEC, we recommended changes to the Professorial Promotion Review to streamline the process
- Secured additional funding and setup of new Staff Networks was agreed along with establishment of EDI champions
- Reviewed and contributed to the Gender Pay Gap report and supporting action planning
- WIC oversaw a recruitment audit which will feed into our overall recruitment strategy
- A BAME Reciprocal mentoring scheme was introduced along with a supported Internship for young people with learning disabilities

What we're going to do next

- We will be working to create a more equal balance through our recruitment practices and promotion of inclusive practice to further diversify our colleague profile and reduce our Gender Pay Gap
- Our recruitment audit will feed into our overall recruitment strategy including recommendations to introduce Gender De-Coding tools for our Job Descriptions
- We will roll out EDI Champions across our Schools and Divisions and further invest in our staff networks, including the launch of our new SalfordAbility Network

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.

What we've done

- Set up a BAME attainment gap workstream
- ISEC supported the introduction of equality monitoring around sexual orientation and religion for new students. This was in place for 2018 registration
- ISEC began the student focused data analysis for the Race Equality Charter. They also reviewed the NSS and DLHE data with an I&D lens and encouraged more inclusive reporting to the executive team at the University

What we're going to do next

- The Student Success Project will continue to empower and enable students across campus. Ensuring all students can be equally as successful
- We will continue our successful widening participation programme and champion inclusive curriculum design
- We will utilise our data to identify any under/over representation of protected characteristic groups in our student profiles and aim to address these differences

3

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

What we've done

- We signed the Race Equality Charter and are setting up our self-assessment team
- WIC proposed an institutional approach to positive action and agreed the next steps for the Disability Confident charter
- IDEC approved a new Equality Impact Assessments (EIA) process with ISEC challenging schools and divisions to place it at the heart of their decision making
- IDEC continued to promote an accessible campus and our plans to have at least one "Changing Places" toilet is on track for 2019
- We introduce a new e-learning package

What we're going to do next

- We will review the progress we have made this year with Executive teams and encourage decision making that includes Equality Impact Assessments
- We will encourage conversations and interactive learning about the value of diversity and inclusion across campus
- We will continue to roll out our reciprocal mentoring scheme for our senior team
- We will work to improve the quality of the data we collect to enable us to draw even better insights

SPOTLIGHT ON OUR I&D TEAMS

AWARD WINNING CO-CREATION

Last year we introduced a new governance structure to make sure key groups are represented on our committees and to promote collaboration across the University. This has helped give a more consistent focus on inclusion in our decision making and within activities happening across campus. This more consistent approach has supported groups from across the University to come together to prioritise actions and agree our direction. This new way of working was celebrated at University Day 2018 as the Cross University I&D team was presented with the **“Outstanding Team of the Year” Award.**

Alison Blackburn, our Registrar, presented the award and praised the team for their collaboration; acknowledging the increasingly unified presence across colleague and student services, creating a real buzz around the agenda. The award recognised the conscious steps the team have taken towards a more inclusive future, going beyond simply promoting diversity and inclusion making practical changes to the way we do things; putting equality at the heart of decision making.

Our VC Helen Marshall spoke at the award ceremony describing the University's current position: “Despite the turbulent and ever more challenging environment we operate in, team Salford is pulling together and getting on with the job. It is that spirit of Salford that makes this University what it is, and with the external climate showing many further challenges on the horizon I am confident that it is this Salford spirit that will see us pull together and continue to go from strength to strength.”

We can't wait to see what 2019 brings for this fantastic team.

"This is an important moment for Inclusion and Diversity at Salford. Previously, although there had been excellent work going on by people across the university, it was not joined up and we were working in silos. The formation of this cross university team and the winning of this award show how much we have achieved in a year"

**Arron Pile
Student Inclusion &
Diversity Manager**



Outstanding Team of the Year – Cross University Inclusion and Diversity Team

HOW CAN I GET INVOLVED?

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. We have a range of groups across the University that support the I&D Strategy and play an active role in creating these opportunities. If you have a particular passion or questions feel free to reach out.

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.



Kobby Ofori
Students' Union
President 2018-19

Inclusion and diversity are at **the heart of what we do at Salford Students' Union** and that is why we continue to **organise inclusive events** like One World Week, Holi, This Girl Can and support local LGBT Pride events. These are part of our wider campaign work aiming to **celebrate the beauty of cultural diversity from our student groups**.



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:
WomensVoice@salford.ac.uk
- Salford Proud:
SalfordProud@salford.ac.uk
- BAME Staff Network: : Umran Ali (U.Ali@salford.ac.uk) or Suriya Nayak (S.Nayak@salford.ac.uk)
- Menopause Group
equality@salford.ac.uk
- Parent's Network:
parentsnetwork@salford.ac.uk
- Coming soon! Disability Network: David Brierley (D.Brierley@salford.ac.uk)

Helen Clegg
Salford Proud
Co-chair



SALFORD PROUD

I would say I'm probably most proud of our **improvement on the Stonewall Index**. We've improved so much as a university over the last year and I think that's due to **the network working collaboratively with teams across the university** and pushing for that little bit better. A priority for next year as a network is taking on the feedback given by Stonewall and tightening everything up a bit, working harder, pushing further, and **staying connected** with team's university wide to keep moving up that league table and ensuring the university's inclusion of its LGBT+ staff and students continues to improve.



OUR STUDENTS

Demographic Headlines

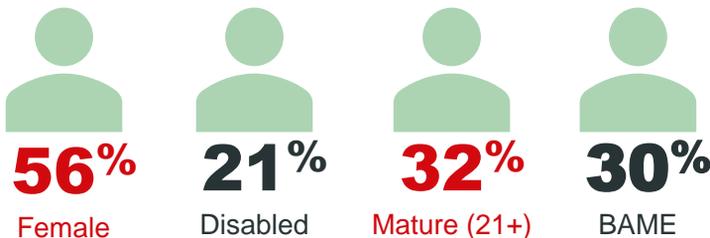
Our Inclusion and Diversity strategy supports our commitment to inclusive student practice. We want to make sure that our approach across the student lifecycle, from recruitment to graduation, builds an experience that helps them to fulfil their potential and so they make the best choices for their future.

The majority of our student population join us from Salford and the wider Greater Manchester area e.g. Bolton, Rochdale. The data below shows our student population across gender, disability and Black, Asian and Minority Ethnic (BAME) groups (based on

those who have declared). These demographics are fairly consistent across our Undergraduate, Post Graduate (PG) Research and Post Graduate (PG) Taught courses. Both Post Graduate courses attract more mature (25 years and above) students whilst across our Undergraduate courses almost 1 in 3 are classed as mature students.

When we compare our student profile to all Universities it can be seen that we have a higher number of BAME students and those who declare a disability. The difference is more apparent at PGR level.

Our Undergraduate students...



Comparison to all Universities (HESA)

57%	14%	46%	20%
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Where do they come from?

56%

Are from the Greater Manchester area



Are from Salford

Our PG Taught Students...



Comparison to all Universities (HESA)

61%	9%	60%	14%
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Where do they come from?

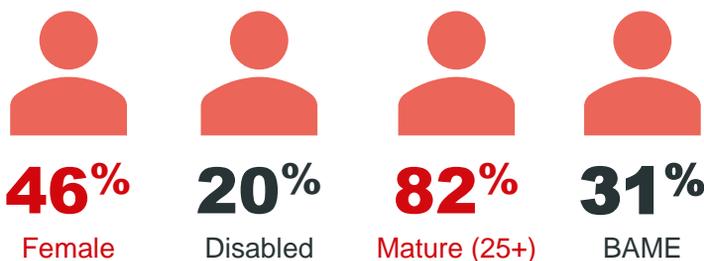
52%

Are from the Greater Manchester area



Are from Salford

Our PG Research Students...



Comparison to all Universities (HESA)

61%	9%	60%	14%
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Where do they come from?

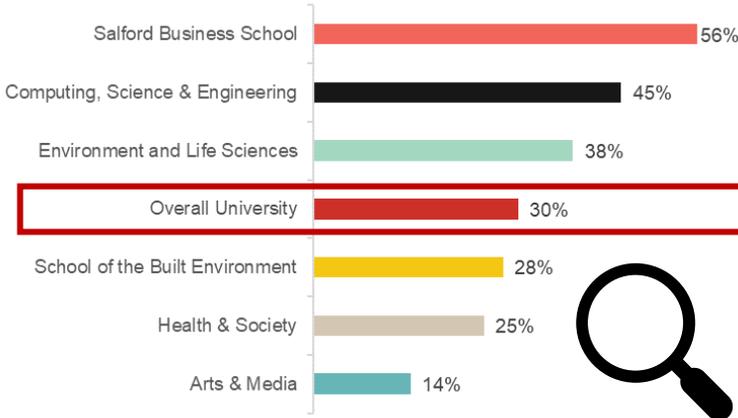
48%

Are from the Greater Manchester area



Are from Salford

Key Insights



BAME representation

We have seen a steady increase in our Undergraduate population for BAME students. Currently **30%** of our student population is BAME which is an increase of **2%** points on last year. We have seen increases in BAME Students **in Computing, Science and Engineering, Salford Business School, Health & Society and School of the Built Environment. Arts & Media** has the lowest population of BAME students at **14%**

Declaring a disability

21% of our student population has a known disability which is an increase of **2.5%** points from last year. **Arts & Media** has the highest population with **29%** of students declaring a disability. This is an increase from **24%** last year and is a key consideration in ongoing programme design.

Our Student Experience and Support team is very representative of our overall student population. **18%** of colleagues have declared a disability, which is close in mirroring the student population of **21%**. The team have worked hard on their inclusive practices and access to support students across campus.

1 in 5

students across the University have a declared disability and this should focus our attention on inclusive service design



1 in 4

students in School of Arts and Media have a declared disability

Almost **half** of **all** of our students chose not to share their religious beliefs
This was almost a third of our Undergraduate students.



49% of **all** students didn't declare their sexual orientation

Capturing data

For organisations who want to create inclusive environments, where everyone can perform at their best, data monitoring is an integral tool. It gives us a deeper insight into the impact of their practices and policies and can reveal what life is like for different groups of people, for example through learner analytics. **This is the first year we have captured data around sexuality and faith** for our student population and we have some work to do at registration to ensure better declaration rates, but it's a start!

It is particularly important when asking these sensitive demographic questions that we show how we are using the data. As with other characteristics **we will be monitoring the student representation in schools and how these groups are impacted at different points** of the student journey, including attainment results.

SPOTLIGHT ON OUR COMMUNITY

SUPPORTING OUR STUDENTS

There is an estimated 1% of the UK population that identifies as trans or non-binary, that equates to 600,000 people according to Stonewall. According to **Stonewall Trans Report 2018**, 34% of trans individuals have been discriminated against because of their gender identity within the last year.

At the University of Salford, we know the issues that trans students face and we are working hard to ensure that we are a trans-friendly university. We have a small but active community with 17 students declaring as trans and a further 33 declaring as non-binary, gender questioning or non-conforming. We have set up a Salford Trans Forum where staff, student and allies have real opportunities

to effect positive change at the university. In the last year our new Trans and Non Binary policies have been developed, we are an active Stonewall Champion, we have gender neutral toilets in every building, and with Salford Proud we have developed videos on gender identity. askUS also have specialist advisers for trans and non-binary students to make any transition as easy as possible and we have included non binary gender fields at registration as well as asking students their pronouns

Kyle Jakubowska, our Trans Student Ambassador shares his experiences at Salford and how he's working to champion diversity and equality for trans and non-binary people.

Being a student is hard. Being a trans student is even harder. From changing your name to navigating public bathrooms, the experience can be terrifying, especially when you have little or no support from the University's side. No matter if you start transitioning before coming to University or during your time here, it is important that your needs are addressed in a respectful manner.

Luckily for me, that was the case here at Salford. I can only speak for myself here but so far the support I received has been great. I was already out as trans before coming to Uni but I had my doubts whether the staff would respect that. Fortunately, the tutors understood me and never questioned it. When I joined the LGBTQ society, I met people who referred me to our Inclusivity and Diversity team in askUs. They handled my name change across all the University platforms and offered me additional services such as counselling. I also got involved with the Trans Forum – a new initiative that aims to make Salford a more trans-friendly University. Our latest achievement was encouraging the Student Union to introduce a weekly trans-only swimming session, which has been a success. The University provided me with opportunities to engage with other trans and nonbinary students and staff and it has greatly improved my mental health. The introduction of gender neutral bathrooms in all buildings is also an important factor to improve the safety and comfort of trans people and it made me feel so much more at home.

Overall, I can see that the Students Union and the University staff are generally on-board with making sure that trans people feel respected on the campus. We still have a long way to go to make sure that our Uni is completely trans-friendly but I can see the progress being made, for example the staff trainings and more resources.

It would be great to see my Uni become a champion for diversity and equality for trans and nonbinary people and to be an example to other Universities across the UK.

Kyle Jakubowska
Trans* Student Ambassador



TACKLING DISPARITIES IN DEGREE ATTAINMENT AND EMPLOYMENT.

The environment we operate in has changed considerably over the last 5 years; the Higher Education sector is becoming increasingly more competitive. Following the establishment of the Office for Students, there is an increasing need to demonstrate clear outcomes and impact, set more stringent targets to reduce drop-out rates and tackle disparities in degree attainment and employment.

We're really proud of the work we've done this year but there is more to do to ensure we are addressing the degree attainment and employment gaps. From the work we've already done, we know the best way to tackle these disparities is through collaborative working across the University. In 2018/2019 we are launching a new Student Success project that aims to provide a collaborative- led, systematic approach to delivery of seven core objectives for 2018-2021.

Connecting across Academics, Professional

Services and the Student Union, the approach will provide a more fluid sharing of resource, activities and allow a clear mapping of interlinking outputs. This will enable us to address core University targets to reduce drop-out rates and tackle disparities in degree attainment, employment as well as enhancing the academic and student support provision.

One focus of the project is addressing the BAME attainment gap. Currently there is a 15% gap in attainment of good degrees (2:1 and above) between BAME and non-BAME students. That's why one of the workstreams will focus on addressing this disparity.

There are more details of the projects seven core objectives below. These will help to ensure all our students can succeed at the University of Salford.

A collaborative approach to achieving and co-creation.

The Student Success project will link seven currently planned activities in the following areas:



BAME attainment



Changing cultures

(mental health, safety and security, hate crime, bullying & harassment)



Personal achievement and progress review



Student voice and communication

Personalised learning and support



Learner analytics and attendance monitoring



Inspire scheme



All this activity will help us drive our commitment to widening access to Higher Education. We have a strong, long-standing track record and have consistently exceeded our benchmarks for participation from traditionally under-represented groups. We are proud to make a major contribution to providing access to higher education across Greater Manchester, the wider North West and nationally. Our collaborative approach will help us to build on this as we look to the next 3 years so watch this space.



OUR COLLEAGUES

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 not only utilised but 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 but 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 2018, below is the make up of our workforce (based on those who have declared)

Our People	2017/2018	Year-on-Year
Women	54%	-
Women (above grade 9)	40%	-
Disabled	5%	-
BAME	13%	-
BAME (above grade 9)	11%	-
LGB+	4%	-
60+	10%	+1

Our People...



Female



Disabled



Aged 60+



Black Asian & Minority Ethnic



LGB+



Unknown/Undeclared Religion

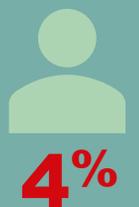
In our Schools...



Female



Disabled



LGB+



BAME

In Professional Services...



Female



Disabled



LGB+



BAME

Comparison to our undergraduate students

56%

21%

4%

30%

Comparison to ONS – Economically Active (UK)

47%

13%

3%

12%

Where do they live?

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



74%

The majority of our colleagues live in the Greater Manchester area

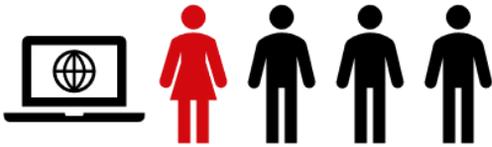


23%

of colleagues live in Salford

Key Insights

1 in 4



Our representation in Digital IT....



Overall candidate pool.

Representative recruitment

In key growth areas, Digital IT, Health and Society we have seen improvements in candidate experience and representation.

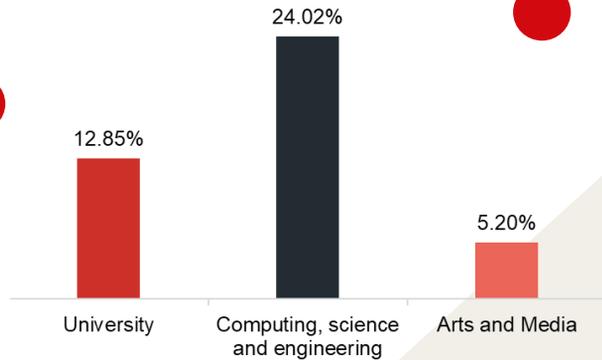
We have seen a **6%** point increase of female colleagues in **Digital IT** which is now at **23%**, closer to the female applicant population of **27%**.

Our retention of female Academics has also improved with a **13%** point decrease in female leavers compared to the last academic year.

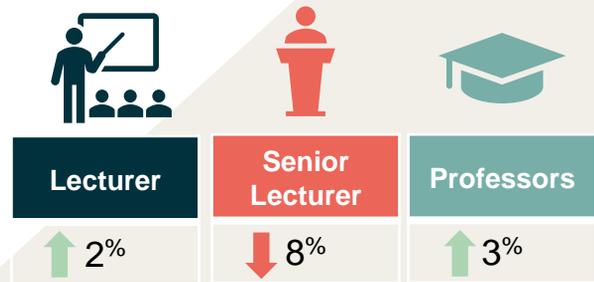
BAME representation

Within the School of **Computing, science and engineering**, almost 1 in 4 colleagues have declared themselves as BAME. Similarly to gender in Digital IT, our BAME population within Computing, Science and Engineering closely reflects the candidate pool. Half of our new colleagues (**50%**) over the last academic year were BAME out of **46%** BAME applicants.

Whilst overall representation of BAME Academic colleagues has increased from 12% to 13% the numbers at Senior Lecturer level have decreased by 8% points, some of which can be accounted for by promotions to Professorial level. It is important that we consider the pipeline for BAME academics to address this decrease. All schools and departments are considering how to introduce positive action at both initial recruitment and shortlisting stages.



BAME representation across overall University, CSE and Arts & Media

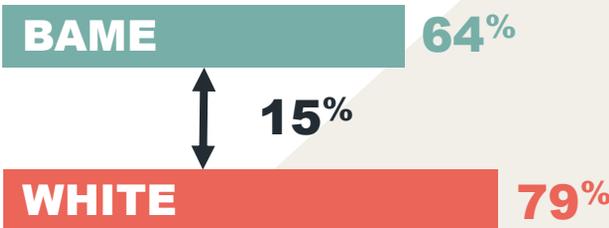


BAME representation across academic grades year-on-year

BAME attainment

The degree attainment 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.

To help address our BAME attainment gap, we are exploring, amongst other things, our BAME student population in relation to BAME colleague representation and whether this impacts on attainment. We will continue to explore this to help understand our BAME attainment gap and possible contributing factors.



Our BAME Attainment Gap 2017/ 2018

SPOTLIGHT ON GENDER PROFESSORIAL PROMOTIONS

As part of our Athena SWAN commitment to redress inequalities in female representation at professorial level and achieve our ambition of creating a diverse University of Salford research community, we actively encouraged a diverse range of applicants for our Professorial and Reader promotions.

Having changed the process following a review by IDEC, we also ran Professorial promotions workshops designed in collaboration with existing members of our Professoriate, to provide colleagues with a chance to hear about the varying routes to Personal Chair, as well as tips from panel members and the opportunity to ask questions to support their application.

A positive action message from the Vice Chancellor along with support from our Deans, led to a higher number of female applicants with more than half of the successful candidates being women, increasing our population of female Professors by 4.5%. It's been great to see all our new Professors recognised for their fantastic work and contributions to research.

Our gender pay gap report reflects this change with a 2.4% reduction in our mean gender pay gap. There is still work to do as although there are no significant pay gaps by Grade, there remains a mean pay gap of 6.5% amongst Senior Academics of whom over a third are female.

We have made some great progress and will continue to work to improve the gender balance at all grades and also improve the number of under represented candidates. This will mean continuously examining and improving our recruitment and promotion practices to enable our diverse colleague populations and ensure everyone can succeed at Salford.

*Want to find out more? Our [full gender pay gap report](#) can be found on our staff channel under HR and Equality, Diversity and Inclusion

“This year we have seen more progress on our Athena SWAN journey and gender equality is now woven into conversations and activities across the whole university. One example is the way we have encouraged more female applicants for Professorial roles, recognising that these amazing women get the job based on merit. As Head of Athena SWAN, I feel confident that gender equality is now heavily embedded in the fabric of the university and that our active interest in the career progression of female staff and students at all stages shows our commitment to the Athena SWAN principles”.

**- Dr Francine Morris
Head of Athena SWAN**

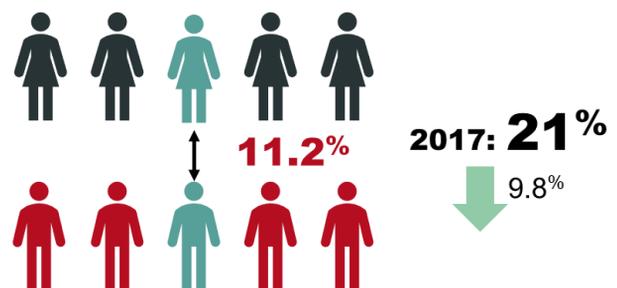
Mean Gender Pay Gap*

This is the difference between the average hourly pay of men and average hourly pay of women.



Median Gender Pay Gap*

This is the difference between the hourly rate of pay for the middle woman compared to the hourly rate of pay for the middle man.



PLANNING FOR THE FUTURE

We continued to make steady progress around Inclusion and Diversity during 2018 and this report captures some of the accomplishments we have made. It also identifies gaps that we still need to address. This will be driven through our well established governance structures and we will also refine our I&D strategy to include specific KPIs so that we can be clear where we are achieving and where we are not.

All the Executive Teams across the University are now having conversations about the value of Inclusion & Diversity. In 2018, leaders from schools and departments discussed the 2018 I&D Annual Report and established their own groups to develop more localised tailored goals. This work will

continue during 2019 and with the aid of EDI champions we will be pushing for a bold approach to positive action and begin to hold schools/ divisions accountable for net contributions towards achieving our KPIs.

Whilst progress around Gender Equality is beginning to reap benefits we recognise that our focus also needs to shift to other priorities. Below are some of our focal points for the coming year. This doesn't mean we will stop the great work that is happening around Athena SWAN but we may need to address the balance between other characteristics and develop a more intersectional approach.

Our Students

Although our student recruitment is already quite diverse overall, there are differences in representation between schools and in student attainment and graduate outcomes by protected characteristics

- The I&D team will work with schools, using annual report data to put together tailored action plans to address under or over representation of protected characteristic groups.
- The BAME attainment gap workstream will use existing comprehensive data analysis and adopt good practice from across HE to address differences in attainment outcomes.
- We will monitor DLHE data by protected characteristics on an intersectional basis where possible. (Graduate outcomes has replaced DHLE, next data due Spring 2020)

Our Colleagues

Our colleague profile is less diverse overall than our student profile and there are differences in representation between schools, divisions, and grades. We want to create a more equal balance.

- The I&D team will continue to work with schools and divisions to identify their staffing profiles in terms of protected characteristics and recommend positive action methods to improve diversity.
- The team will also determine the most appropriate demographic comparator as a guide to our goals and work with recruitment to carry out a periodic audit to identify issues that impact on equality in the recruitment process.

Our Environment

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

- We are working with the OD team to accelerate the Inclusion and Diversity agenda with our leadership team, weaving this into everyday leadership activity. The aim is to help leaders understand the impact of their decisions and how an I&D lens can positively impact the University. Creating opportunities for everyday conversations through interventions such as aligning a senior member of the VCET team with a junior staff member from a minority group to share experiences.
- I&D will increase recorded use of EIAs through additional communications and training.
- We will build on the e-learning with more frequent, interactive and inventive learning opportunities, events and communications.



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