



University of
Salford
MANCHESTER

**EQUALITY, DIVERSITY &
INCLUSION
ANNUAL REPORT 2021**
Academic year 2019/20

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Welcome to our Equality, Diversity & Inclusion Annual Report for 2021 which captures our stories and key data insights for 2019/20

Equality, Diversity and Inclusion (ED&I) is always an issue of fundamental importance, but in 2020 the Black Lives Matter protests and the ever-emerging disproportionate impact of COVID 19 brought it into sharper focus. The heightened political tensions and media attention through the publication of numerous reports also played their part in driving the call for action. Not the least of which was the UUK report [tackling-racial-harassment-higher-education-november-2020.pdf](#)

We faced enormous challenges during 2020, but we did so as a community and with a renewed appreciation of the structural inequalities faced by some groups in our diverse student and colleague body.

Our recovery presents an opportunity to tackle long-standing concerns and deep-rooted inequalities. By putting EDI at the heart of our recovery strategies, we can make sure that throughout the pandemic, and in the future, the University of Salford is a place where everyone can and does thrive.



Jo Purves,
PVC Academic Development,
Institutional Lead for Equality,
Diversity & Inclusion



A TRIBUTE TO DAVID BRIERLEY

The EDI team would like to take this opportunity to remember our friend and colleague David Brierley who sadly passed away in September 2020 after a battle with cancer.

David's visual impairment never stood in the way of his passion for life and all that could be achieved. Together with his sight dog Ace, they became really valued members of our team and are missed every day. A great storyteller, David would often be heard sharing his love of AC/DC, Pink Floyd, taekwondo and archery!

He had an amazing sense of humour. When asked if he would like to contribute to our Living Library concept, he jumped at the chance and suggested the title for his book should be 'I didn't see it coming – living with severe visual impairment.' David had many talents and the poem he wrote for our EDI Fortnight event sums him up really well.

I Belong to Salford by David Brierley

I was born in Salford a city at the heart of the industrial North West.

In a hospital they once called "Hope",
Now rated "outstanding" & one of the country's best.

I was raised in Salford a place of mills & cotton,
Where men, women & children too, worked long hours in hard times, Gone, but not forgotten.

I live & work in Salford at its university,
An institute of academic learning & wide diversity.
A place where staff & students, live life & learn with equal opportunity.

I was shaped by Salford a city with a history of skills & innovation.

With our steam engines, coal mines and canals,
We helped to build this nation.

I was formed by Salford the birthplace of LS Lowry's art.

Famous for his "Smokey Tops" & "Matchstick" men,

Each one with their own heart.

I was made by Salford its people know their worth.

Some who know us well might even say,

We're the "Salt-fordians" of the earth.

I was born in Salford

I was raised in Salford

I live & work in Salford

I was shaped & formed by Salford

I was made by Salford I am a true Salfordian.

But...I belong at the University of Salford

Because it's completed who I am,

Quite simply put,

It's made me the better man.



Listening & Learning during the pandemic

Much of the debate about the impacts of the COVID-19 pandemic, our responses to it, and the longer-term legacy that it will leave quickly became a discussion about various forms of inequality; Our increased focus on EDI in recent years helped us to react at pace to mitigate some of this impact.

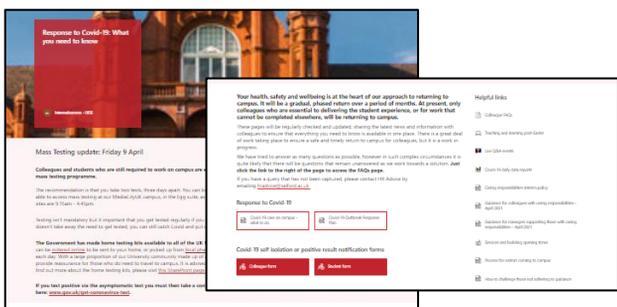
Putting wellbeing at the heart of our approach

The pandemic made many of us re-evaluate our lifestyles during 2020 and there is no doubt it placed an enormous amount of extra stress on colleagues and students.

It brought to the forefront the importance of good mental health and wellbeing to get us through the tough times. We were all encouraged by the open way this was discussed amongst colleagues and friends with the ambition to continue with this more open culture in the future.

A variety of services to support wellbeing were introduced or expanded upon during the pandemic for [students](#) and [colleagues](#).

Updates were given regularly to colleagues and students with all information including risk and equality impact assessments available on the [colleague](#) and [student](#) HUB.



Care packs and sunflower badges

Care packs containing hand sanitiser, a washable face covering, and additional guidance were available to collect on campus for all colleagues. For those who are unable to wear a face covering, we engaged with the Sunflower Scheme and a sunflower badge can be worn by those who wish to self-identify as not being able to wear a face covering. We are using the same scheme for students, who could collect their badge from askUS or the SU.

Equality Impact Assessments (EIAs)

The greater use of Equality Impact Assessments at the start of the pandemic helped us to maintain the EDI lens in decision making.

Examples of this was our approach to colleagues with caring responsibilities; our risk assessment process which kept vulnerable colleagues and students safe; our support for students with funding for laptops (which recognised the digital divide in prioritising funding); Christmas meal vouchers for students who stayed on Campus; and Promotion and improvements in our Wellbeing Services and the introduction of an interim carers policy.

A collaborative approach

Such unprecedented times showed just how much we can achieve if we all pull together and this was reflected in our joint working with our Trade Union Representatives and SU colleagues.

EDI News Roundup 2020

Promoting awareness

Whilst we weren't on campus much in 2020 there was still some great activity online that raised awareness and started great conversations around key issues. We introduced an overarching Institutional Equality, Inclusion & Diversity action plan which includes our institutional commitments following the Black Lives Matter campaigns. Progress against this plan is reviewed at every Council meeting and includes the introduction of EDI Leads for every school.

University EDI Action Plan which forms part of our overall University People Plan will be the future reporting mechanism for progress. The plan has been RAG rated for ease of review and in the areas where we are amber or red, we are expected to have made further progress by the next Council Update to move these to green and/or amber respectively. Page 8-9 of this report provide some of the key progress we have made so far from the Action Plan.

Graduate Lina Al-Aghbar on a quest to help women follow their passion

We know lots of great actions happen outside of our action plans. For example, 25-year-old Lina Al-Aghbar (pictured below) is passionate about sharing the stories of migrant women around the world who have overcome challenges to become leaders, creatives and business owners. Her campaign [I Am Here](#) aims to inspire women to follow their passion and leave their mark.



University of Salford has 'best support' for students estranged from their families

We were named a winner at the 2020 Stand Alone Awards, one of only seven universities in England to be recognised with this award for their outstanding support for our estranged students.



Throughout Black History Month in October 2020, we [shared the stories](#) of our Black, Asian and Minority Ethnic colleagues and students.

Our Students Union released a great video on microaggressions which you can read more about on the next page.



We were also proud to promote 'Still I Rise' (above), a showcase of BAME colleagues and citizens working together to improve wellbeing in Salford and present role models for future generations including 3 of our colleagues; Tara Leach, Head of Race Equality Charter Eunice Ayodeji, Lecturer in Mental Health Leyonie Higgins, Lecturer, School of Health & Society.

Salford Trans Day of Remembrance 2020

On 19 November 2020, we remembered the 350 trans and gender-diverse people murdered between October 2019 and September 2020. These names are only the tip of the iceberg, with most countries in the world not even recording transphobic murders. 350 is a 6% increase in deaths from last year. Although we couldn't meet physically due to COVID restrictions it was important that we still came together online especially as with growing racism and police brutality, the lives of trans and gender-diverse people are at even greater risk today than ever before.

SPOTLIGHT ON RACE

In June 2020, colleagues and students came together at our **online listening event** to share their experiences of racism and feelings around the international response to the death of George Floyd. This was a very difficult and challenging process for the individuals concerned and together with the commitments made by the VC following the event confirmed that we have a lot to do if we truly want to become an anti-racist institution.

Updates on the commitments are shared as part of the regular Q&A sessions and on the HUB.

Throughout 2020, we encouraged all colleagues to take opportunities to build their knowledge and confidence in having conversations about race.

The Anti-Racist Reading Group was founded by two members of the Library in July 2020 and reviewed a number of books and films. Including "[Why I'm no longer talking to white people about race](#)" by Reni Eddo-Lodge. You can join the teams group [here](#).

The Library also promoted **EDI resources** to students and colleagues via the Library Search. You can start by accessing the [list of resources](#) available in our library.

During the **UK's inaugural Race Equality Week** colleagues and students were invited to take part in a seven-day Racial Equality Habit Challenge, to explore, reflect, connect and act, to help us on our journey towards [becoming an anti-racist institution](#).

Anti-Racism training was delivered to VCET members on 3 December 2020 by Leeds Trinity University with a follow up session on 2 June 2021. Similar learning materials will be cascaded to all teams across the University and at lunch and learn events during 2021.

The BAME Awards Gap

The data for 2019/20 shows a 7%-point reduction in the BAME Award Gap to 11%. Investigations are underway to better understand this reduction, but initial thoughts are that it could be as a result of changes in our assessment methods during the Coronavirus pandemic. This pattern has been seen across other HEI's. Further analysis will be undertaken once the impacts of the pandemic are fully understood.

In December 2020, the **SU put together a video resource for students about microaggressions** with the help of Salford students. They discussed the impact of microaggressions and why in Black History Month 2020, we need to acknowledge them for what they are; racism. This resource has been viewed 3500 times on Facebook. There was also a panel event in which our Head of the Race Equality was interviewed by the SU and asked questions about current challenges impacting BAME students. They talked about Black Lives Matter, microaggression, representation and biases.



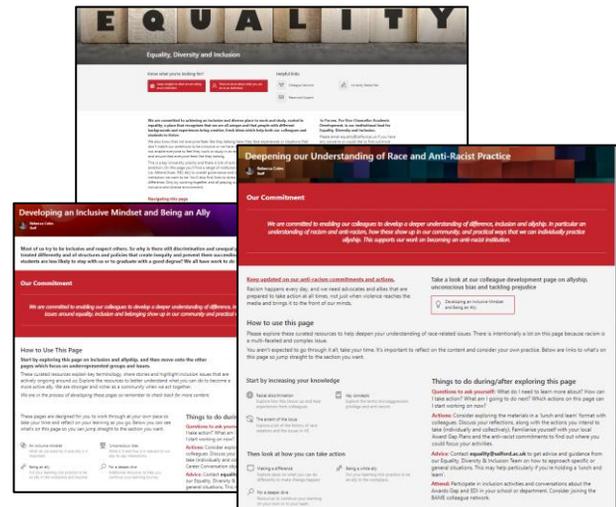
These conversations have continued. A new forum, the **Black, Asian and Racially Minoritized weekly meeting** run by the EDI Lead for Health and Society now has around 150 students involved. The BAME student focus groups in Health and Society have successfully suggested changes to the **Report and Support pages** to direct students more clearly to report racism.

For our colleagues, **the BAME Staff Network** have increased their membership and are achieving some very positive engagement. Colleagues have valued the support from the Network in relation to the inequalities that COVID has highlighted and the continued discussion around the Black Lives matter movement.

HOW YOU CAN 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.

This year we launched a central space on the [Hub](#) where colleagues can find our institutional actions but also how they can take personal action for making Salford an Inclusive and Diverse place to work and study, rooted in equality. You can be part of the solution by contributing to our plans, accessing the [resources available](#), making changes in your practices and by calling out and not condoning where you see, or see the opportunity, for racism to exist. We've introduced some further dedicated resources to support colleagues with this.



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.



Temí Adebayo
Students' Union
President 2020/21

The Students' Union is proud of the diversity of all of its members and host events and campaigns with the full-time officer team and elected liberation officers that celebrate the diversity of our members. We often say if you find there isn't something here for you, then you can create it! We work to empower and support all of our members in creating a space to belong at Salford.

Colleague networks

For general information about our staff networks please contact:

equality@salford.ac.uk

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

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

Sara Biscaya
Chair of the Women's
Voice Network

This year has been particularly challenging for women given the COVID19 pandemic circumstances which have had an impact on their personal and professional lives. Throughout this year the Women's Voice Network has engaged in activities to promote all women at Salford, telling their stories and sharing their experiences within our institution through Podcasts. What this year has proven is that the WVN exists to support women, but we cannot aim at an equitable future without every single individual in our institution. Join our network, become an ally and support the cultural shift at UoS.

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 Action Group (ISEAG), the Workplace Inclusion Action group (WIAG), Athena SWAN Sub Committee (ASSC) and the Race Equality Charter Sub Committee (RECSC). 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

- In 2020 VCET approved the representation (KPI) targets for ethnicity and gender representation. Workshops have taken place to facilitate school and departmental action planning
- During 2020 we continued to revise our approach to recruitment and selection to encourage more diversity at selection
- Changes to job adverts are receiving positive feedback and recruiting managers are engaging with the recruitment specialists to review job descriptions and person specifications.
- Our Bronze Athena SWAN application was submitted on 27th November alongside our SEE intermediate bronze application.
- The Workplace Inclusion Action Group (WIAG) discussed the support for Staff Network Chairs and are suggesting changes to the guidance to address workload issues.
- WIAG members challenged whether the Gender Pay Gap action plan was radical enough and a task and finish group have been set up to consider other actions.
- 16 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 are committed to continuing to revise our approach and use data to inform our decisions.
- We will roll out the EDI Champion approach across all schools and departments.
- Our colleague networks will continue to play an important role in change; engaging colleagues across all identities and backgrounds.
- We will continue in our journey to become a leader in LGBT+ equality for all.
- We will build on our successful Athena SWAN awards and raise the profile at senior levels within the Institution. We now have a 5-year institutional plan in place and H&S have also submitted their bronze application.
- 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 2021 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.

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

- The Inclusive Student Experience Action Group (ISEAG) considered the equality issues for our students in the early stages of the pandemic; Feeding in ideas and advice to the return to campus group to ensure students with additional needs or those who did not have conducive home working environments were supported.
- The BAME award gap actions have been remapped over to the Enhancing Student Success workstreams. There is a 7%-point reduction in the BAME Award Gap to 11% for 2019/20. Investigations are underway to better understand this reduction, but initial thoughts are that it could be as a result of changes in our assessment methods during the pandemic. This pattern has been seen across other HEI's.
- EDI Champions in the library have encouraged our student-facing team (Learning & Research Support) to develop an inclusivity/accessibility checklist for new learning resources. They have also hosted EDI sessions for the Library team.

What we're going to do next

- The early use of EIAs to highlight adverse impacts proved how valuable they are in decision making. We will continue to improve the use of EIA's across the institution and particularly at our most senior committee's.
- Further analysis will be undertaken once the impacts of the pandemic are fully understood. ISEAG will continue to shine a light on the equality analysis for student recruitment, retention, outcomes and employability and where there are patterns of difference, with recommendations for action.
- Further sessions are planned by the Libraries Learning & Research Support team for 2021. This will tie into the work the Schools are undertaking to decolonise the curriculum.
- As a university with a proud record on widening participation we recognise that every student is different and that gender, ethnicity, religion, and sexual orientation both interact with each other and issues related to social class and regional disadvantage. We will continue to reflect on these lived experiences and how we can best support our students and colleagues regardless of their circumstances.

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

What we've done

- Creating a more inclusive place to work and study rooted in equality, is one of three University People Plan Goals that have now been approved at VCET.
- We are progressing with enhancing the communication and engagement activity for EDI. To reflect that EDI and our Action Plan is a student and colleague priority we have refocused our EDI pages moving them to the main page of the HUB. Activity and events associated with this agenda going forward will have dedicated central support from MRER.
- The decision to extend the Report and Support platform to colleagues was made in late 2020.
- A mapping exercise was undertaken for the 2021 Stonewall criteria & the application was split into key areas.
- We adopted the IHRA definition of anti-Semitism. This means that we will refer to that definition as appropriate and take it into consideration when interpreting and understanding antisemitism if, and when, raised in the University context.

What we're going to do next

- The 5-year strategy includes the key activity from our EDI action plan. The introduction of Colleague Forum provides a further channel for engagement. Equality monitoring will be used to strengthen our understanding of the experiences of all colleagues.
- A new HUB page has been launched to house inclusion focused learning material, including our living library – this will continue to evolve to cover a range of topics.
- Planning is underway to dedicate the second Salford Conversation of 2021 to race equality and the introduction of a "reconnection" session for new starters with a focus on culture and race.
- Meetings were undertaken in January 2021 with leads for the Stonewall Application from each area to consider gaps in activity and to prepare the 2021 application.
- As part of our commitment to adopting the IHRA definition we will be hosting a listening event during 2021 where we will share what this means to the University and address misconceptions on its adoption.



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 Equality, 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)

57% 15% 46% 21%

Further BAME breakdown

Asian	18%
Black	8%
Chinese	0.31%
Mixed	6%
White	68%

Where do they come from?

56%

Are from the Greater Manchester area

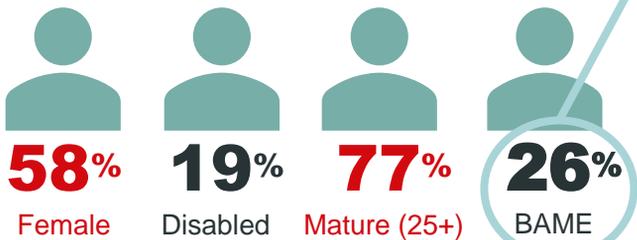


7%

Are from Salford



Our PG Taught Students...



Comparison to all Universities (HESA)

61% 10% 60% 14%

Further BAME breakdown

Asian	9%
Black	10%
Chinese	0.50%
Mixed	6%
White	74%

Where do they come from?

55%

Are from the Greater Manchester area

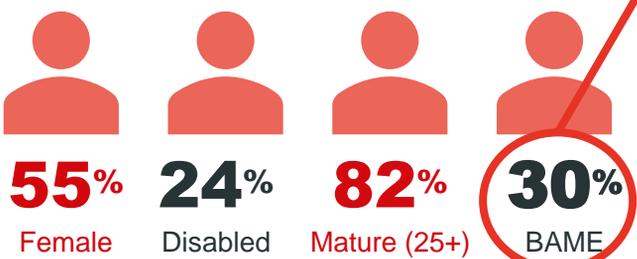


9%

Are from Salford



Our PG Research Students...



Comparison to all Universities (HESA)

49% 10% 76% 10%

Further BAME breakdown

Asian	10%
Black	12%
Chinese	0%
Mixed	9%
White	70%

Where do they come from?

51%

Are from the Greater Manchester area



10%

Are from Salford



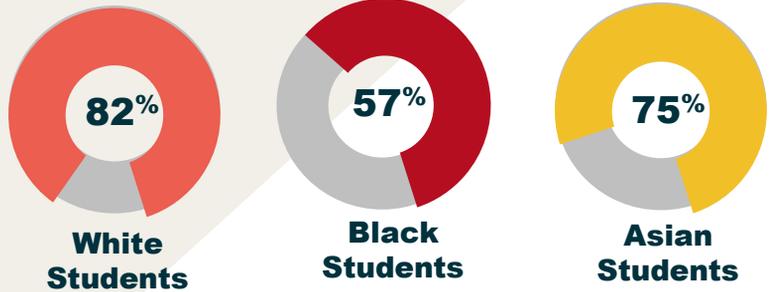
Key Insights

BAME Award Gap is heading in the right direction but there is more work to do.

The data for 2019/20 (excluding international students) shows a **7%**-point reduction in the Black Asian and Minority Ethnic (BAME) Award Gap to **-11%**. Investigations are underway to better understand this reduction, but initial thoughts are that it could be as a result of changes in our assessment methods during the Coronavirus pandemic.



Average % of students attaining a "good" degree



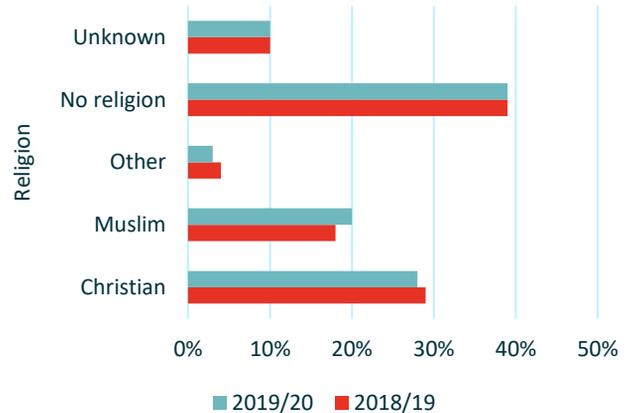
Health & Society has the lowest %



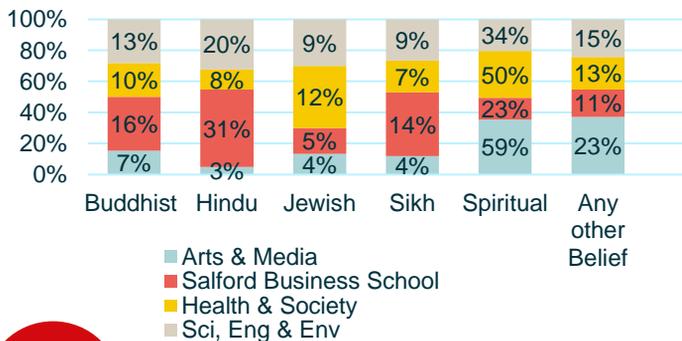
Getting a clearer view of Religion or belief in UG students



Those students declaring religious beliefs (all domiciles) in the 'other' category have dropped by **1%** since 2018/19. The number declaring as Christian has also dropped by **1%**, while the percentage of Muslim undergraduates has increased by **2%**. A consistent, **10%** of students chose not to provide their religion or belief although this is a big reduction from 2017/18 where **32%** chose not to disclose.



This graph shows the breakdown of the 'other' religious beliefs in undergraduates and shows their spread across different schools.



University population not reflective of wider Jewish community

The percentage of Jewish students is considerably lower in comparison to the high population in the surrounding area. Salford and the Greater Manchester area has the 3rd highest population of Jewish individuals according to the 2011 census.

According to the 2011 Census approximately 10% of the Jewish population would now be coming up to university age between 16-24. This suggests that the percentage of Jewish students should be higher than it is. The age of the Census data should also be considered to improve the accuracy of the data.



SPOTLIGHT ON our SU President and sabbatical officer

SUPPORTING OUR STUDENTS

Temi Adebayo, President of Students' Union

As President of the Students' Union, Temi is the elected leader of the Union and the key representative of the organisation to the University and to external organisations. She works as part of the Union's Trustee Board to lead the Students' Union. She also has an overview of the organisation, represents students on University committees and works with the other sabbatical officers to ensure that all student voices are heard across campus. Temi was previously one of the student representatives on Council, Senate and Student Experience, Learning, Teaching and Enhancement Committee (SELTEC) during 2019/20, when she held the post of the Students' Union Officer for Business and Law. **Temi shared what she is most proud of from her work in 2020 and what comes next:**



*I hosted a **panel discussion on Mental Health in the LGBTQ+ community** which was attended by 20 students. I have also continued to drive the **BAME Award Gap work**. In early 2020, I wrote a **policy that went to the NUS National Conference** on the Award Gap and how all UK universities should be publishing their data so there is greater transparency for all students and was subsequently approved in April 2020. I facilitated two **students focus groups**; One for BAME Students and another for white students for the Race Equality Charter Self-Assessment Team. During this time, I also held a separate focus group for BAME students about their experience of being BAME at Salford. This work would later feed into the Award Gap workstream. In April 2021, I **presented to University Council** on the work that has happened so far with the BAME Award Gap at Salford highlighting how far the University still has to go and asking for resource to be allocated to the work. I have recently been informed that the University will be hiring a coordinator to help coordinate the work in the schools and analyse the Award Gap data.*

Ade Oni, Sabbatical Officer – Science, Engineering and Environment



As an Officer for the School of Science, Engineering and Environment, Ade works with the School to represent the views and needs of students. He also works as part of the Union's Trustee Board. Ade was previously one of the student representatives on Senate and Student Experience, Learning, Teaching and Enhancement Committee during 2019/20. Ade has been responsible for driving forward many events and activities for students across 2020 including **support for international students** such as the International Buddy scheme, Welcome packs and working with the student shop to offer more international options like Plantain chips. During **Black History Month**, he ran several events including a debate night and talent show alongside converting Northside into a Black History Month celebration museum. Throughout the year, Ade ran several other events including regular **BAME celebration Movie nights** and a **BAME career event** with an Alumni BAME panel from each school.

Working with the University, Ade also worked on **the lecture capture policy**, to be in place for September 2021, with a particular emphasis on ensuring the university invests in the necessary recording facilities to make lectures accessible for all. His involvement with council has brought EDI to the forefront and is driving more University and Union commitments and a more continuous focus.



OUR COLLEAGUES

DEMOGRAPHIC HEADLINES

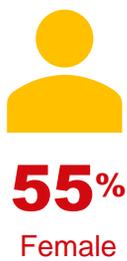
Our colleague demographic data shows patterns of representation that are broadly comparable with that of other HEIs. However, when we compare our school colleague profiles with our student profiles and our professional services colleague profiles with Census data, we can see the gaps. For example, the low number Black Asian and Minority Ethnic (BAME) Lecturers compared to the high number of BAME students. The disproportionately low number of Female Professors across the Schools and zero Black Professors. We have broken down the BAME category (recognising that this is not one homogenous group) and are encouraging this type of analysis across the University.

Although we have made some progress, most of these patterns are not changing **year on year** despite our commitment to addressing the differences highlighted in our Gender Pay Gap Report, Athena SWAN and Race Equality Charter Action Plans.

We must prioritise addressing these differences. We are committed to equality and demonstrating a fair recruitment process. We want to be a role model for our students as they go out into the world. Our EDI Priority is to reflect our student and community demographics in our colleague profile. This must be a priority for leaders. A diverse community of colleagues, that are included in all aspects of our services, will help us to be the best that we can be.

Our People	2018/19	2019/20
Women	54%	55%
Women (above grade 9)	32%	35%
Disabled	5%	5%
BAME	13%	13%
BAME (above grade 9)	14%	14%
LGB+	4%	5%
60+	12%	11%

Our People...



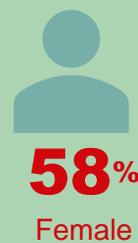
Further BAME breakdown

Asian	4%
Black	5%
Chinese	1%
Mixed	3%
Other	1%
White	82%
Unknown	4%

In our Schools...



In Professional Services...



Comparison to our undergraduate students

56% **24%** **9%** **32%**

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.



76%
The majority of our colleagues live in the Greater Manchester area



23%
of colleagues live in Salford

Key Insights



Gender Pay Gap remains the same

The Median Gender Pay Gap at University of Salford in 2020 was **11.1%** (the same as 2019). The Mean Gender Pay Gap for 2020 was **9.1%** (down from **9.9%** in 2019)

The percentage of Professors who are Female is **26%** at the 1 January 2019 it was **23%**

At the current rate of change it will take many years to get to a point of parity between genders on pay and Professorships. More radical action may be needed.



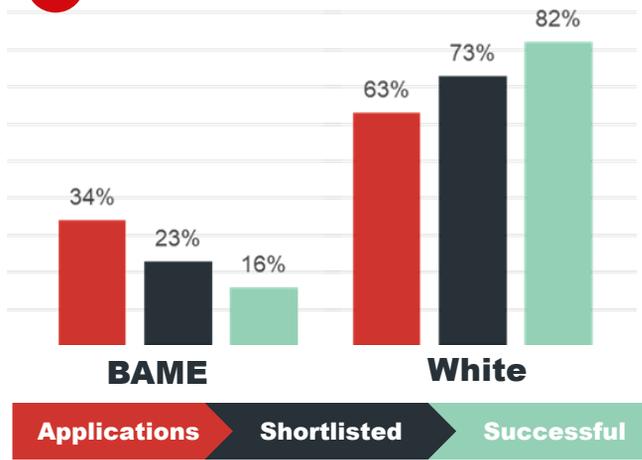
Recruitment data shows white candidates are more likely to be successful than BAME

The pattern where BAME candidates make up approximately a third of job applications but less than a fifth of successful candidates continues.

In 2018-19, the drop from applicant to success was **30%** to **14%** a **16%** point gap – that gap has widened to **18%** points.

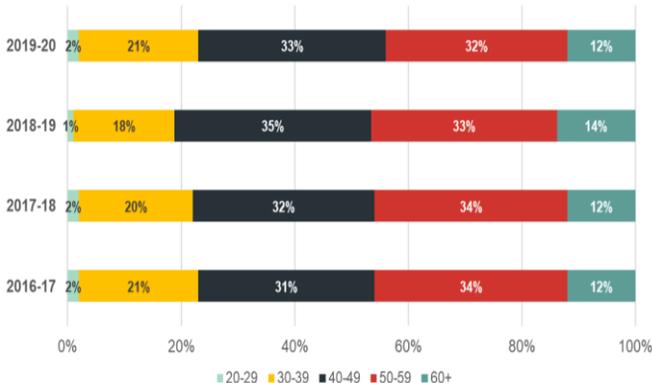
13% of colleagues have declared a Black, Asian, Minority Ethnic (BAME) ethnicity, the working age demographic of Greater Manchester for BAME is over 20%

School and Departmental action plans should include more scrutiny around conversion rates and how they will address this.



Academic – 46% of applicants (BAME), 30% shortlisted (BAME), 19% success (BAME)

Professional Services – 27% of applicants (BAME), 16% shortlisted (BAME), 13% success (BAME)



Academic age profile remains static over time

46% of academic colleagues were 50 years old or over in 2019-20, and although this can fluctuate by a couple of percentage points it is broadly the same as previous academic years.

Approximately **23%** of academics are under 40 years old. By contrast in Professional Services this figure is **38%**.

10% of Professional Service colleagues are 60 plus years old.

The ageing demographics of our colleagues may lead to inevitable gaps in delivery if our workforce plans do not take this into account.



SPOTLIGHT ON the Parents Network

A REFLECTION ON 2020

BY RACHEL CHALLINOR AND JULIA LUMB (JOINT CHAIRS)

This calendar year has been one like no other. Working parents were monumentally impacted by the COVID-19 pandemic with the closure of schools from March to September. The campus closed and colleagues were left to juggle home-schooling whilst continuing to work their normal hours.

Plans for 2020 in the Parents Network were quickly re-evaluated and re-written to meet the needs of staff parents at all levels during this time; Plans for a social meet up calendar of events, a family fun day at the Pink Picnic and the parents room project were put on hold. The Parents Network undertook several approaches to supporting working parents through this experience, aligned to our **Network Principles**:

SUPPORT

POLICY

NETWORK

Some of our key approaches and actions are outlined below:

- A knowledge bank of home learning resource for all age groups was developed.
- The Network's Team site was helpful in being able to get out clear guidance around changes to national COVID safety guidance. In particular to support staff in understanding "support bubbles," how to self-isolate children sent home due to "close contact" once schools re-opened in September and the use of pre-existing informal (unpaid) childcare arrangements.
- A member's survey was launched to gain a view of the landscape that working parents were enduring. The goal of this consultation was to work with HR to achieve better management support and understanding so that realistic, workable arrangements could be negotiated.

"Sharing stories at the beginning of lockdown was a lifesaver. It helped a difficult, abnormal situation feel shared and less isolated"

- Members survey

- The Parents Network Chairs produced a summary paper "*Managers Quick Reference Guidance: Childcare availability and related challenges for working parents*" leading to consultation with HR and resulted in the publication of "[COVID-19 A flexible approach during the pandemic](#)" in September 2020.
- At the request of the Network, in June a dedicated HR adviser was allocated to meet the needs of staff with challenging circumstances during the pandemic. Chairs were able to refer colleagues directly for confidential HR advice, offering dedicated 121 support for personal situations.
- Our participation in the Institution's Return to Campus planning consultation.
- Participation in the Network of Networks' (NoN) Mental Health project bringing together colleague information, guidance and support for staff into one easily accessible resource.
- Through a bid to the Salford Advantage Fund, raising the lack of suitable baby feeding spaces for returning mothers and/or parents, the University instructed Estates to find appropriate space for Parent Rooms around campus. A room has been allocated in the new SEE building and the Chairs continue to consult on the specification requirements for the space. In addition, 6 new baby changing facilities were installed across campus to make attending campus with an infant easier.
- Opened membership to PGR students. Rachel Challinor attended an event for parent PGRs to talk about the group in January 2020. As a result, a number of PGRs are now members.

"Love that it's a space where issues can be flagged and real supportive action is taken, e.g. stuff around balancing childcare during lockdown"

- Members survey

"I wholeheartedly support the network and have been very impressed by the milestones reached in this extraordinary year"

- Members feedback

Conclusion

We have reached some significant milestones in our second year. The feedback from members hopefully speaks for us; the Parents Network is a valuable resource to the University and its staff. 2021 will no doubt continue to present challenging times for working parents and the Chairs of the Network will carry on advocating for a fair deal for working parents whilst providing support and a safe space for all members who use it.

PLANNING FOR THE FUTURE

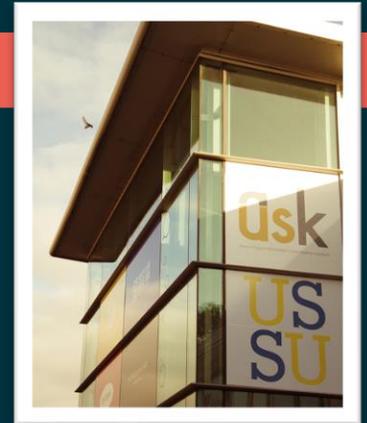
As EDI becomes more embedded in our institutional values and a measure for the student experience and success, the institutional interest and expectation in creative responses to tackling inequality will also grow, we see evidence of this all around us. Whether focusing on newly emerging issues or dealing with those that are stubbornly persistent, as a university, we must seek inspiration and insight from our colleagues and students to focus on what is important to them. Once considered taboo issues such as gender-based violence,

decolonisation, the menopause, and privilege, are now emerging areas of discussion and innovation.

Creating space for once unspeakable conversations will increase our capacity to examine the experiences of all our students and colleagues and give us the opportunity to embrace the changes we need to make. 2020 has been a catalyst for change in so many ways and the message is clear that people want change now, the waiting is over.

Our Students

Providing an inclusive environment of outstanding teaching and ultimately ongoing quality of life is our goal. But this can only be demonstrated by data and student experiences that evidence a culmination of fair practices. Student admissions, continuation and awards are still areas of concern, and we must target resources to understand these patterns better and be transparent in our actions to address the differences.



Our Colleagues

2021 is the Year of Tougher Diversity Hiring Measures. EDI 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

2021 is hopefully our return to campus year and a chance to make the most of all the learning from the last 12 months, positive and negative. Our online learning and work environment is a prime example of a change that had many benefits for some but that others struggled with. An equality lens is key to our planning here to make sure we hear all views and concerns.

It is so important that we create an experience that is inclusive for all both on and off campus. Creating a campus that reflects our diversity and is free from any forms of discrimination or unfair treatment. An environment that encourages difficult conversations and supports those who are most impacted by external events. Where we all take responsibility for learning and enacting the necessary change. Our rewards both personally and institutionally will be greater if we make this core to our future.





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