



University of
Salford
MANCHESTER



Delivering Change at Salford:

EDI Annual Equality Report 2024

—▲—■—**EQUITY**
DIVERSITY—●—
—**INCLUSION**

Contents

Foreword	3
Introduction	5
1. Background	6
1.1 Due regard	7
1.2 Preventing discrimination, harassment and sexual misconduct	7
1.3 Our enabling priorities	8
1.4 Our equality objectives	8
1.5 Pay gap	9
2. Delivering on our enabling priorities	10
2.1 EDI Governance and Operating Framework	10
2.2 Equality Charters and Accreditation Schemes	12
2.3 Allyship and Inclusive Cultures Programme	14
3. Delivering on our EDI priorities	16
3.1 Priority 1: Student Experience and Success	16
3.2 Priority 2: Colleague Experience and Opportunity	20
3.3 Priority 3: Inclusive Cultures and Accessible Environments	24
3.4 Priority 4: Equity in Research Enterprise and Innovation	27
4. Moving forward: Summary of next steps	29



Foreword

The pursuit of equity, diversity and inclusion remains a key commitment of the university to ensure that all our students, our colleagues and stakeholders are able to flourish and thrive. At the University of Salford, we are proud of the diversity of our community and believe that this enriches the lives of our students and colleagues in many different and important ways, contributing to our shared sense of community. We welcome this EDI annual report, which highlights our commitment and the actions we are taking to address some of our key challenges in advancing inequity and we thank all colleagues and students who have contributed towards the achievement of our goals. Although there is progress being made in a number of areas, there is still much work to do to ensure that we achieve all of our EDI goals and fully realise the change that we have set out to achieve.

The university has approved its new strategy to 2030 and equity, inclusion and building social justice form a key part of our approach moving forward. This provides us with the opportunity to embed approaches not only designed to advance fairness and more inclusive outcomes for students and colleagues, but also through our research and enterprise activities to find solutions that will address systemic inequities that are prevalent across society. Our approach will be collaborative and intentional and as such we are committed to leading and making sure that we deliver on our EDI goals over the coming years.



Lord Keith Bradley
Chair of University Council



Professor Nic Beech
Vice-Chancellor

“As President of the Salford Students’ Union, I’m proud to represent a student body that both thrives on diversity and is deeply committed to fostering inclusivity across our campus and beyond. At Salford, EDI is not just a framework; it is a promise to create a university environment where every individual—regardless of their background, identity, or circumstance—feels valued, respected, and empowered to succeed.

From students’ perspective, EDI initiatives at Salford must remain deeply rooted in collaboration, ensuring that student voices are not only heard but actively shape the policies and practices of our institution. Through listening to and learning from our students, we’ve witnessed the tangible benefits of prioritising inclusivity—from increasing representation in decision-making spaces to embedding inclusive teaching practices that reflect the richness of our student body.

This report is an opportunity to celebrate the strides we have made while recognising the challenges ahead. Students continue to call for greater transparency, accountability, and bold action to tackle systemic inequalities and foster a sense of belonging for all. Initiatives such as creating inclusive social spaces, supporting student-led campaigns and celebrating cultural diversity are key steps, but there is still more to do.

By working together— across staff, students, and the community —I believe we can ensure that Salford not only advocates for social justice but actively delivers it. Together, we can make EDI a lived reality for every member of our university community, and I am excited to see how students will continue to lead the way.”



Alvina Imran

Salford SU President 2024-25



Introduction

As we present the Delivering Change at Salford: EDI Annual Equality Report 2024, we reflect on a year of progress and unwavering commitment to equity, diversity, and inclusion (EDI) at the University of Salford. This report is not just a document; it is a testament to our collective efforts to create a more inclusive and equitable environment for all. It remains a privilege to lead the EDI work across the University and I am consistently inspired by the many colleagues and students who are determined to make the University of Salford a fairer and more equitable place to work and study. Their energy and enthusiasm certainly keep me motivated in what can sometimes be a challenging space to work in. The external environment continues to present challenges, whether that be the racist and Islamophobic riots that took place in the summer of 2024, the intense debates around freedom of speech or the constant questioning of whether EDI work is necessary. These issues highlight the constant need to be very clear about the work that we do in the EDI space, why it is important, and to be unequivocal in our case that, ultimately, a fairer and more socially just society requires thought and action and is beneficial for all.

Our EDI Statement of Ambition, Delivering Change at Salford, was launched in July 2023 and sets out our vision for areas in which we seek to be more equitable by 2028. These focus on student experience and outcomes, colleague experience and outcomes, culture, and research. Since the launch, there has been much activity to harness the work that we are doing to progress equity in these areas through our task and finish, and equity groups. This ensures that we lay the foundations to build momentum and embed our approaches to achieving equity throughout the organisation. Our journey towards equity is guided by three enabling priorities: the EDI Governance and Operating Framework, Equality Charters and Accreditation Schemes, and the Allyship and Inclusive Cultures Programme. These priorities are the pillars that support our mission to foster an inclusive culture where every individual feels valued and that they belong.

There are many examples of fine work that have taken place right across the organisation, including our student equity ambassadors who are supporting the University to co-create solutions to some of our key challenges; our Gold award in recognition of the work we are doing to pursue equity and inclusion for our LGBTQ+ communities; the launch of our bespoke definition of Islamophobia; the Race Equality Charter submission for a Bronze award; and the relaunch of the Women's Voice Awards.

I am pleased to see some progress towards the goals that we have set ourselves, including a narrowing of the ethnicity awarding gap and an increasing proportion of female professors. However, more work is required to further understand this. We also want to continue our focus on other areas, including strengthening our inclusive culture through the launch of our exciting Allyship and Inclusive Culture programme and updating our recruitment and selection processes for those who wish to come and work with us.

I would like to take this opportunity to thank the EDI team and colleagues across the organisation who are making a difference and working tirelessly to promote equity, diversity and inclusion in all that they do. As we look ahead as a university collective, we remain dedicated to advancing our EDI agenda. We understand that this is an ongoing journey, and we are committed to continuous improvement. We invite you to join us in this endeavour as we work together to build a more socially just, inclusive, and equitable University of Salford.

Warm regards,



Dr Pradeep Passi
Pro Vice-Chancellor
(Social Justice and Equity)



1. Background

As a Higher Education (HE) provider, we recognise our general and specific duties as an educator, employer, and service provider (**Equality Act Public Sector Equality Duty, 2010**). In this Equality Report, we set out how the EDI Governance and Operating Framework, the development of our Delivering Change at Salford: EDI Statement of Ambition 2023-2028, combined with our enabling priorities, provides an approach that ensures we have due regard to the three aims of the general duty, which include: i) preventing discrimination, harassment, and victimisation; ii) advancing equality of opportunity; and iii) fostering good relations between people who have protected characteristics and those who do not (Equality Act, 2010).



1.1 Due regard

Equality Impact Assessments are an established tool for demonstrating due regard to the three main aims of the general public sector equality duty (PSED). This duty is a legal requirement for public authorities and organisations carrying out public functions (Equality Act, 2010).

The three aims of the general duty require public authorities to have due regard to:

1. put an end to **unlawful behaviour that is banned by the Equality Act 2010**, including discrimination, harassment and victimisation;
2. advance equal opportunities between people who have a **protected characteristic** and those who do not;
3. foster good relations between people who have a **protected characteristic** and those who do not.

The amount of time and resources put into considering the equality impact of a particular policy must be proportionate to its potential impact on people with **protected characteristics** and its relevance to the three aims of the PSED ([EHRC, 2020](#)).

1.2 Preventing discrimination, harassment and sexual misconduct

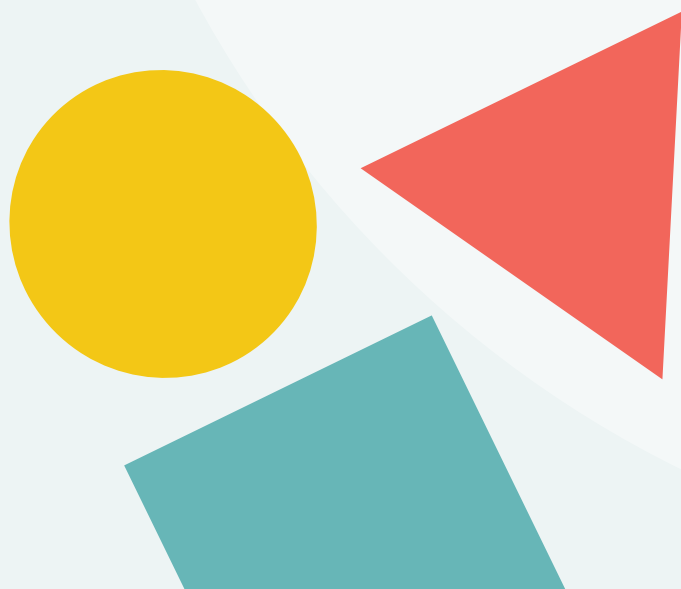
At the University of Salford, we prioritise the safety and well-being of our students, colleagues, and visitors. We believe that abuse, harassment, and prejudice of any kind are never okay. 2024 saw the launch of our new in-house **Report It** system. Managed by the Human Resources Team for colleagues and the Respect, Culture, and Behaviours Team for students, the system provides opportunities to report an incident, speak to an advisor, and to report something anonymously.

Worker Protection (Amendment of Equality Act 2010)

From October 2024, the Worker Protection ([Amendment of Equality Act 2010](#)) Bill strengthened existing protection for workers against sexual harassment. The new law places a duty on employers to take 'reasonable steps' to prevent sexual harassment. The Equality and Human Rights Commission (EHRC) has produced an [Employer 8-step guide: Preventing sexual harassment at work](#). Led by our Human Resources Team, the University is undertaking a thorough review and planning process to ensure compliance with this legislation. Our immediate priority is a risk assessment process across all areas to ensure good visibility of where sexual harassment could occur, along with a review of policies and training in this area.

Office for Students' Condition of Registration E6: Harassment and sexual misconduct

The Office for Students has published [Condition E6: Harassment and sexual misconduct](#), which introduces requirements for institutions to protect students from harassment and sexual misconduct. The new condition, which comes into force in August 2025, carries significant governance implications for all HE providers, introducing a new set of expectations and guidelines affecting all students, academic and academic-related colleagues, and their institutions ([OFS, 2024](#)). The University has established a Gender Based Violence, Harassment & Hate Working Group to review its current position, ensuring future recommendations are compliant with Condition E6: Harassment and sexual misconduct, and aligned to our legislative duties Worker Protection ([Amendment of Equality Act 2010](#)) Bill.



1.3 Our enabling priorities

We believe that advancing EDI is everyone's responsibility, and to support this, the EDI Team has identified three enabling priorities:

1. **EDI Governance and Operating Framework.** We will ensure we have the right accountability and delivery structures in place that promote collaboration across departments and schools, fostering a comprehensive approach to addressing and dismantling personal, cultural, and structural discriminatory systems.
2. **Equality Charters and Accreditation Schemes.** We will assess our progress against the **Delivering Change at Salford: EDI Statement of Ambition 2023-2028** by utilising equity charter marks and accreditation schemes to assess our current position and plan to implement change that helps us achieve our goals.
3. **Allyship and Inclusive Cultures Programme.** Using critical allyship as the cornerstone of our activity, we will endeavour to create psychologically safe environments that encourage curiosity and respectful debate, building confidence and skills for all community members.

Section 2 summarises the activities that underpin a comprehensive 'whole institution' approach, providing both focus and a supportive framework. This structure encourages and supports colleagues across all schools and departments to work collaboratively towards achieving our ambitions.

1.4 Our equality objectives

Our ambition is to be a university where inclusivity is deliberately designed and embedded into all we do, where every student and colleague feels that they matter and belong. Our culture and institutional values will support an inspirational learning and working environment that empowers people to lead with creativity and innovation, advancing equity for all. We will be a university that dismantles institutional structures and systems that lead to discrimination, removes barriers that stand in the way of achievement and builds on our strengths to advance equity across all aspects of university life.

Our **Delivering Change at Salford: EDI Statement of Ambition 2023-2028**, first published in July 2023, outlines the University's vision for positive transformation by 2028. The development of our statement provided an opportunity to thoroughly review our equality data and work in partnership with colleagues and students to identify four key priority areas under which sit a series of measurable equality objectives set out as goals. These include:

1. **Student Experience and Success:** Our commitment to ensuring that all students, regardless of their background, enjoy equitable levels of experience and achieve similar levels of success. This principle lies at the heart of the University's identity.
2. **Colleague Experience and Opportunity:** We recognise the critical role of a diverse colleague workforce that mirrors our student profile. By fostering an inclusive and welcoming culture, we create a sense of belonging for everyone.
3. **Inclusive Cultures and Accessible Environments:** Our goal is to cultivate a culture where both students and colleagues feel valued. We celebrate diversity in experiences, backgrounds, and ways of thinking, fostering a sense of community within the University.
4. **Equity in Research Enterprise and Innovation:** We strive to create a culture that attracts and retains the best talent, while promoting open and responsible research and innovation.

Section 3 details the data that allow us to measure our progress toward meeting our ambitions.



1.5 Pay gap

Pay gap information is an important indicator within the wider socio-economic context as it enables industries, regions, and countries to benchmark their performance in challenging inequity in the workplace. In addition to complying with our specific duty to publish our **Gender Pay Gap 2023**, we are committed to further examining pay gaps in relation to ethnicity and disability to ensure people with different protected characteristics are paid the same for like-for-like work (**Advance HE, 2024**).

Table 1 Pay gap information 2023 and 2024

Pay gap information 2023 and 2024		
Measure (Mean EPG)	2023	2024
Disability	10.6%	12.6%
Gender	7.3%	5.1%
Ethnicity	9.1%	8.1%

Between 2023 and 2024, the disability pay gap increased from 10.6% to 12.6%, the ethnicity pay gap decreased from 9.1% to 8.1%, and the gender pay gap decreased from 7.3% to 5.1%. Section 2.2, Equality Charters and Accreditation Schemes, outlines the work we are undertaking to assess our current position and plan to implement change that will advance disability, gender, and race equity. As with previous years, our full Gender Pay Gap Report 2024 will be published in March 2025.



2. Delivering on our enabling priorities

2.1 EDI Governance and Operating Framework

Higher Education Institutions (HEIs) are required by law to comply with equity and diversity legislation, and governing bodies are legally responsible for ensuring institutions' compliance. The higher education governance codes highlight the requirement for governing bodies to oversee EDI at their institution ([CUC,2020](#)).

Our EDI Governance and Operating Framework was established in June 2023 to guide and monitor the implementation of our **Delivering Change at Salford: EDI Statement of Ambition 2023-2028**, aiming to go beyond compliance encouraging collaboration among colleagues across all schools and professional service areas to achieve our shared ambitions (Figure 1).

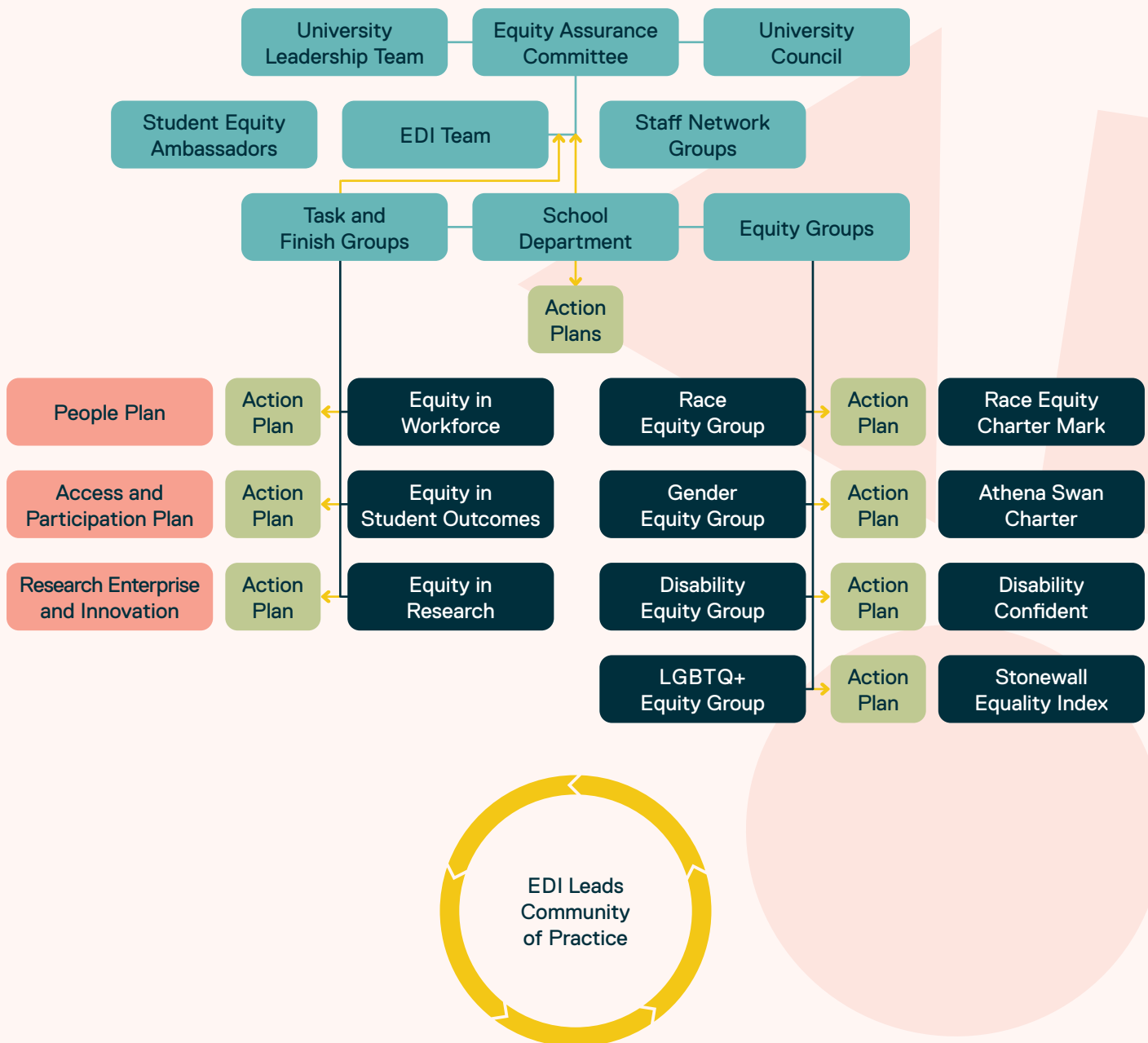
The Equity Assurance Committee (EAC) oversees the framework, which includes: i) three task and finish groups that are identifying key institutional-level actions required to drive change; ii) four equity groups that have begun to assess our current position and undertake activities to apply for accreditation; and iii) one EDI Community of Practice (CoP) which has supported EDI Leads and Champions in schools and professional service areas to develop their local-level action plans.

The Access and Participation Plan

The Access and Participation Plan (APP) steering group was also brought into the framework to provide greater visibility to this work and to align with institutional approaches. Our Access and Participation Plan 2024-25 to 2027-28 is available to view on our website, **Access Agreement and Access and Participation Plans**.



Goal: A streamlined, data-driven, and evidence-informed portfolio that leverages theories of change to evaluate progress, integrates insights from lived experiences, and takes an intersectional approach to ensure equitable impact across diverse groups.



Action: The Equity Diversity and Inclusion Team to undertake a self-review review of the EDI Governance and Operating Framework (EDI Progress Update June 2024)

Figure 1: EDI Governance and Operating Framework 2024

EDI Governance and Operating Framework Review

As part of our commitment to effective governance, we have undertaken a self-guided review of our framework. This review has been guided by the themes outlined in the Advance HE Governance Effectiveness Framework, which include three interconnected factors: behaviours, outcomes, and enablers (**Advance HE The Role of Governance in Equality in HE, 2020**).

The purpose of this review is to assess the effectiveness and impact of our EDI Governance and Operating Framework in advancing the EDI Priorities outlined in **Delivering Change at Salford: EDI Statement of Ambition 2023-2028**, and to make informed recommendations for improvement. The review will:

- i. **Evaluate.** Evaluate the EAC and its subgroups, ensuring alignment with the EDI priorities and the University's strategic objectives, and to clarify roles and responsibilities.
- ii. **Impact.** Determine the impact of the committee's activities and initiatives, using a theory of change approach, to map intended outcomes in line with Delivering Change at Salford: EDI Statement of Ambition 2023-2028.
- iii. **Enhance.** Strengthen the capability and competence of the EAC and its sub-groups to effectively govern and promote EDI, including the consideration of representation.

Our goal is a streamlined, data-driven, and evidence-informed portfolio that leverages theories of change to evaluate progress, integrates insights from lived experiences, and takes an intersectional approach to ensure equitable impact across diverse groups. The outcome of this review will be published by April 2025.

2.2 Equality Charters and Accreditation Schemes

Our four Equity Groups are each chaired by a University Leadership Team (ULT) Ally and are at different stages in the planning and accreditation cycle (Figure 2).

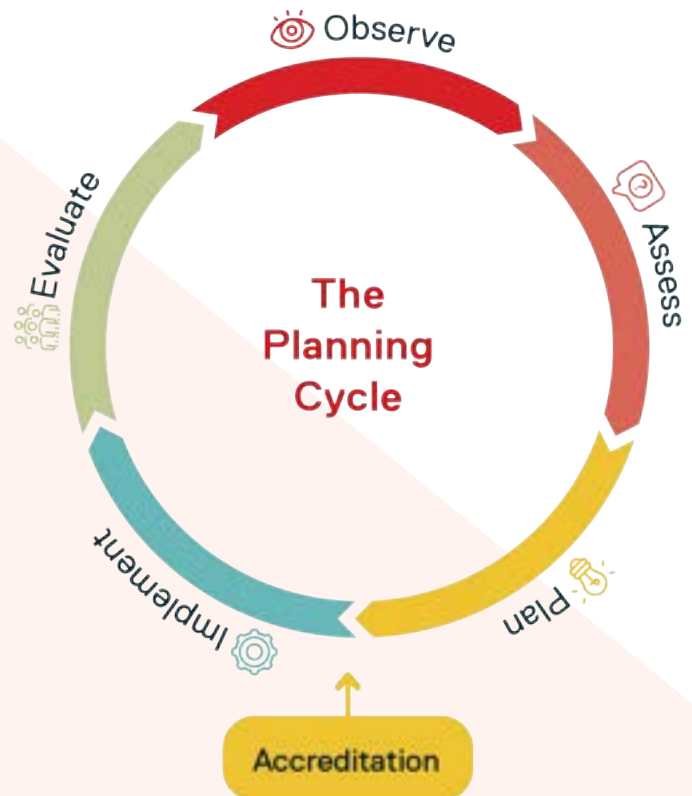


Figure 2: The Planning and Accreditation Cycle

- / **Race Equity Group.** Our Race Equity Group is chaired by our Associate Pro-Vice Chancellor of EDI and is in the 'Implementation/Evaluation' stage. In November 2024, we submitted our application for a Bronze Race Equality Charter (REC), identifying six priority areas for development, including minoritised ethnic colleague representation, inclusive culture, ethnicity awarding gap, and international student experience. The next step for this group is to prioritise, operationalise and monitor progress against our action plan.

- LGBTQ+ Equity Group.** Our LGBTQ+ Equity Group is chaired by our Pro Vice-Chancellor for Academic Development and is in the 'Planning/Implementation' stage. We have achieved a gold award from Stonewall and have ranked 81st in their Top 100 Employers List, climbing seven places. We are a Stonewall Diversity Champion and plan to submit to the UK Workplace Equality Index again by September 2025. The group is currently exploring intersectionality with other characteristics through cross network collaboration and a focus on our procurement processes to ensure influencing best practice in our supply chains.
- Disability Equity Group.** Our Disability Equity Group is co-chaired by our Deputy Chief Executive and Chief Finance Officer and our Associate Director DIT. This group is currently in the 'Assessment/Planning' stage. We are a Disability Confident Level 2 employer and have committed to achieving Disability Confident Level 3 Leaders status by July 2026. To support this, we have become a member of the Business Disability Forum, which provides access to a range of disability-smart self-assessment and audit tools. The team is focusing on leading initiatives that enhance accessibility and streamline the reasonable adjustment process, fostering a culture that improves the experience for disabled colleagues. Additionally, we are exploring key areas within the Disabled Student Commitment to determine where the University should concentrate its efforts to better support disabled students.
- Gender Equity Group.** Our Gender Equity Group is co-chaired by our Chief Academic Services Officer and Chief People Officer and this group is currently in the 'Assessment/Planning' stage. We hold a Bronze Athena Swan Award at the University level and within three of our schools. In November 2024, we held an Athena Swan mid-term review to assess progress and clarify priorities as we prepare for our next University submission for Silver in November 2026. Our timetable for submission for our schools is: i) May 2025: School of Science, Engineering and Environment; ii) July 2025: Salford Business School; and iii) August 2026: School of Health & Society. The School of Arts, Media, and Creative Technologies is establishing its self-assessment team.

Further information on progress in our Equality Charters and Accreditation Schemes is available by visiting our [EDI pages](#).

Spotlight 1: Delivering change at the University of Salford - Race Equality Charter (REC)

The REC is a framework designed to advance racial equality in HEIs. It focuses on promoting fairness, representation, and inclusivity for colleagues and students of all ethnic backgrounds. Institutions that participate in the REC commit to addressing racial disparities, fostering an inclusive environment, and implementing positive changes to eliminate racial inequities. The REC encourages universities to engage in self-assessment, set goals, and take action to create a more equitable and diverse academic community.

The foundations underpinning our approach have strengthened our REC process. Confidence in delivering the five-year action plan is high due to a clear collective understanding of goals. Taking feedback from the REC surveys that students and colleagues were unaware of what the University is doing to tackle racial inequities, we have taken a proactive and multifaceted approach to keeping colleagues in the loop and having them feed into the process to co-create this with us.

Proactive efforts, including engaging colleagues through roundtables, pop-up stalls, and outreach, have led to more engaged co-creation and have enriched the process. In working with leads for the actions in schools and professional service areas, this partnership approach means that those actions have been crafted collaboratively with the right people, feeding into work already taking place and situating them within the local context to get closer to the right actions.



2.3 Allyship and Inclusive Cultures Programme

Our Allyship and Inclusive Cultures Programme supports the progression against our **Delivering Change at Salford: EDI Statement of Ambition 2023-2028**, Priority 3: Inclusive Cultures and Accessible Environments. It's a supportive approach that aims to provide opportunities for colleagues across the organisation to engage in activity aligned to the 'Allyship Continuum'. This continuum provides a useful way to map the journey to becoming an effective ally (Figure 3).

Allyship Continuum

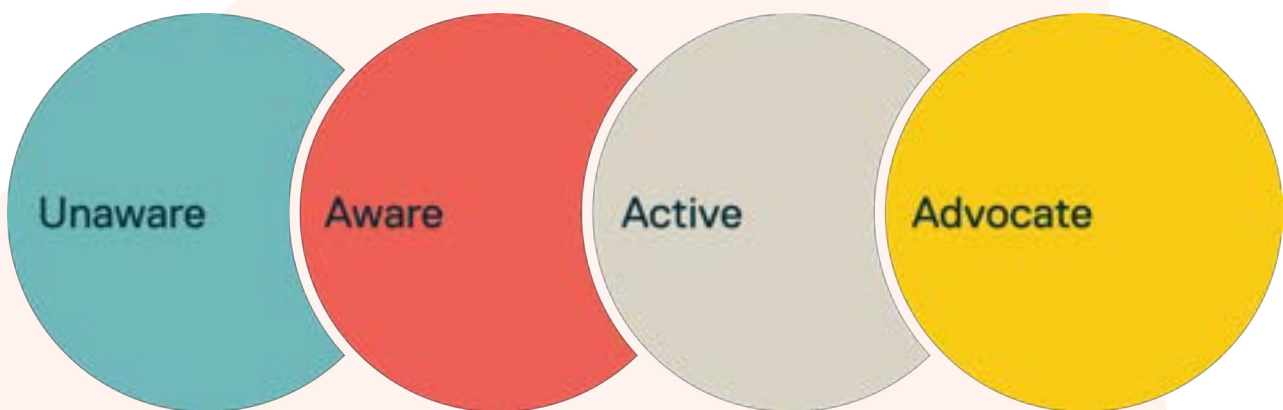


Figure 3: The Allyship Continuum (adapted Brown 2019)



These opportunities fall under three main categories:

1. **Communication and Engagement.** A Diversity Calendar has been co-created to highlight monthly themes that act as a focal point for colleagues to explore cultural, historical, or social topics, encouraging discussions from various perspectives. A series of communication and engagement activities are planned throughout the year to raise awareness, celebrate our community's diversity, and help people plan inclusive events (Appendix 1: UoS Diversity Calendar 2024).

Spotlight 2: Co-creating the Diversity Calendar

The University of Salford Diversity Calendar 24-25 celebrates and acknowledges the rich diversity of cultures, communities, and observances within our global community. To create a sense of belonging and inclusive culture at the University, we noted we needed to engage more deeply with the wide array of cultures and communities in our organisation.

Recognising the importance of inclusivity, we conducted extensive consultations with various stakeholders in a working group made up of passionate colleagues and student representatives. This collaborative approach has ensured that the calendar accurately reflects the voices and cultures it aims to represent. Feedback from our community has been invaluable throughout the calendar's development. This ongoing dialogue ensures that the calendar remains dynamic and responsive to the evolving cultural landscape.

The Diversity Calendar is more than a list of dates; it is a living document embodying our dedication to fostering an inclusive, compassionate, and respectful environment. An example of how the Diversity Calendar can be used as a tool for unity and collaboration, is our recent activity on 'Defining Islamophobia'.

In November, we officially launched our definition of Islamophobia to coincide with Islamophobia Awareness Month (IAM) 2024. Our definition is a product of co-creation with students and colleagues with lived experience and professional insights from both the University and the student union.

'Islamophobia is a form of discrimination, intolerance, hostility, irrational fear, and/or hatred directed towards Muslims and those perceived as Muslim, as well as their belongings and places of worship. It is also known as anti-Muslim hatred.'

The launch event attracted over 60 attendees, both online and in person, who heard from an engaging panel about the impacts of Islamophobia, the importance of solidarity, and the need for institutional recognition. It was emphasised that this event is the beginning of our journey, not the end, as there is still much work to do to ensure our Muslim colleagues and students feel truly safe at the University. The importance of integrating this further into our Allyship and Inclusive Cultures Programme and taking an intersectional approach in understanding Islamophobia, recognising how various forms of discrimination and oppression intersect and compound experiences, was also noted.

"As a Student Officer and Muslim colleague, I believe adopting the Islamophobia Definition is crucial to fostering an inclusive, discrimination-free campus where everyone feels protected, respected, and valued. Being part of the working group that developed this definition was an enriching experience, as it ensured both student and staff expertise were included, creating a definition that reflects our community's needs and lived experiences."

Ahmad Ali, Business and Law Student Officer

2. **Training Development and Advocacy.** A training and development plan has been outlined which includes: i) EDI Online Allyship Training; ii) Drama-Based 'Allyship' Workshops; iii) Allyship Bitesize Road Shows; and iv) EDI 'Active Bystander' Champions Programme. Through these activities, we intend to provide all colleagues with a basic level of awareness, with some progressing to more in-depth sessions that aim to dismantle discriminatory systems in collaboration with people from marginalised groups.
3. **Equity Improvement Community of Practice.** We have re-launched our EDI Community of Practice, providing a collaborative space for EDI Leads within schools and professional services to understand what works, share learning, collaborate, and evaluate change ideas using Plan Do Study Act (PDSA) quality improvement cycles.

3. Delivering on our EDI priorities

The latest data show a mixed picture across goals and within schools, noting positive progress at the University level in relation to the ethnicity awarding gap, representation of women in the professoriate, and increasing profile of women and minoritised ethnic colleagues with significant responsibility for research.

3.1 Priority 1: Student Experience and Success

Our commitment is to ensure that all students, regardless of their background, enjoy equitable levels of experience and achieve similar levels of success. This principle lies at the heart of the University's identity.

Goal A1. At the University level, the gap between students from the most deprived backgrounds and the least deprived backgrounds, related to passing their assessments the first time, has remained the same at 14%.

Table 2 Student EDI goals A1

A	Student EDI goals	2020-21	2021-22	2022-23	2023-24	2024-25	Direction of travel	2028 ambition
1	To narrow the gap between students from the most deprived backgrounds and the least deprived backgrounds, in relation to passing their assessments first time	12%	12%	14%	14%	Available Autumn 2025	no change offtrack	7%

Goal A2. At the University level, the gap between students from the most deprived backgrounds and those from the least deprived backgrounds completing their studies on time has increased to 6%.

Table 3 Student EDI goals A2

A	Student EDI goals	2020-21	2021-22	2022-23	2023-24	2024-25	Direction of travel	2028 ambition
2	To narrow the gap between students from the most deprived backgrounds and least deprived backgrounds in relation to completing their studies on time	5%	4%	4%	6%	Available Summer 2025	worsening offtrack	2%

Goal A3. At the University level, the gap between minoritised ethnic students and white students in relation to the proportion of 2:1s and first-class degrees awarded has decreased from 20% in 2022-23 to 15%.

Table 4 Student EDI goals A3

A	Student EDI goals	2020-21	2021-22	2022-23	2023-24	2024-25	Direction of travel	2028 ambition
3	To narrow the gap between minoritised ethnic students and white students in relation to the proportion of 2:1s and first-class degrees awarded	10%	17%	20%	15%	Available Autumn 2025	positive on track	5%

Spotlight 3: Celebrating EDI in the School of Arts Media and Creative Technology

This project aims to showcase and celebrate student artwork from diverse backgrounds, championing EDI within our student community. By building community and cohesion through the celebration of art and providing career development opportunities and professional experiences through collaborations with galleries in the Northwest, we work towards our institutional goal of ensuring that all students, regardless of backgrounds, can achieve similar success, both during their studies and after.

The selection of artwork was chosen by an independent panel, devised from both internal and external stakeholders, including Sarah Fisher, Director of Open Eye Gallery, Liverpool and Helen Weiwora, Director of Castlefield Gallery, Manchester.

We asked course leaders to nominate individual artworks by students across the School with a focus on EDI. This brief was interpreted in different ways by both colleagues, students and the selectors, ensuring a lively display of work that represents the wealth of independent talent, skills, and abilities across our student community. The work will be on display in the Offices of the Vice-Chancellor.

"It is so important to provide professional opportunities for our students – it is essential for those developing careers as an artist or photographer. This gives them valuable exhibition experience for their CVs. Importantly their work was selected by leaders in their fields Sarah Fisher (Director, Open Eye Gallery, Liverpool) and Helen Wewiora (Director, Castlefield Gallery) and is now on display for all our visitors to the Vice Chancellors Office."

Lindsay Taylor, Curator and Director at the Salford Art Collection

Goal A4. At the University level, the gap between minoritised ethnic students and white students gaining highly skilled employment or advancing to further study has increased to 4%.

Table 5 Student EDI goals A4

A	Student EDI goals	2020-21	2021-22	2022-23 (baseline)	2023-24	2024-25	Direction of travel	2028 ambition
4	To eliminate the gap between minoritised ethnic students and white students in relation to gaining highly skilled employment or advancing to further study	5%	4%	3%	4%	Available Spring 2025	worsening offtrack	0%

Goal A5. At the University level, the gap between minoritised ethnic students and white students in their NSS ratings for assessment and feedback has increased to 4%.

Table 6 Student EDI goals A5

A	Student EDI goals	2020-21	2021-22	2022-23 (baseline)	2023-24	2024-25	Direction of travel	2028 ambition
5	To eliminate the gap between minoritised ethnic students and white students in their NSS ratings for assessment and feedback	N/A	N/A	2%	4%	Available Summer 2025	worsening offtrack	0%



Figure 4: Student equity ambassadors 2024 -24

Spotlight 4: Partnership and co-creation - Student equity ambassador scheme

This project aims to support action to address inequities in student experience and outcomes, aligning with our partnership and co-creation approach. Student equity ambassadors serve as grassroots researchers, working in a peer-to-peer capacity. Their primary task is to gain critical insights into areas where the University needs to change or improve to support EDI.

In January 2024, ten student equity ambassadors were recruited from various schools. The scheme operates within the Student Union (SU) and is overseen by a project board consisting of both SU and University colleagues. Supported by a dedicated co-ordinator, the ambassadors have actively engaged with over 1000 students over the last six months, collecting valuable data. Through conversations and interactions, they have identified five key concerns, including: i) finances; ii) mental health; iii) lack of engagement in lectures; iv) difficult assessment briefs; and v) time management. These insights are essential for shaping the University's strategy and ensuring meaningful progress.

Each school has been provided with a detailed individual report produced by the ambassadors, covering insights around topics such as student success and timely completion and closing the ethnicity awarding gap. Funding for the academic year 2024/25 has been agreed upon, and recruitment for a new cohort of student equity ambassadors 2024/25 will commence. Priority themes will build on reports from 2023/24.

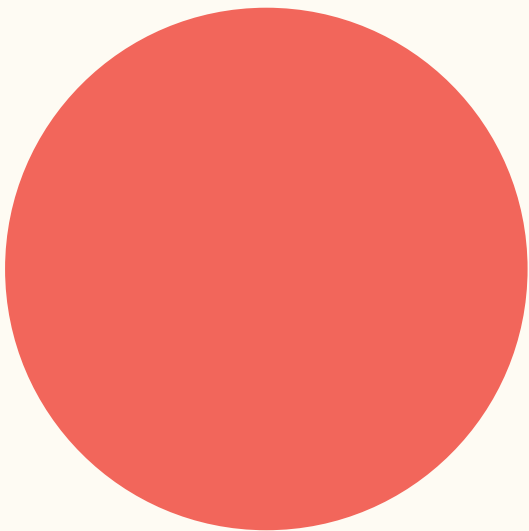
Key interventions for student related metrics

A number of interventions have been identified and are being implemented at institutional and school level. These are detailed in our race equity submission action plan. There is further work required to fully understand which interventions are having a positive impact and further work is required to consider interventions for the goals relating to graduate outcomes and NSS. Key interventions include:

Table 7 Student metric interventions

Intervention	Outputs	Project lead	Expected outcome	EDI goal
Levelness project (A-level/BTEC gaps)	Targeted development workshops for programme teams	APVC Learning and Teaching Enhancement	Narrowing of gap relating to BTEC/A-Level	Narrow gap between students from most deprived and least deprived backgrounds in first-time pass rates
Development and implementation of inclusive assessment principles	Development and implementation of inclusive assessment and feedback principles	APVC Learning and Teaching Enhancement	Increasing progression and completion rates for students through more inclusive assessment	Narrow gap between students from most deprived and least deprived in completion rates
Student equity ambassador scheme	Peer-to-peer research project	PVC Social Justice and Equity	Enhanced insights into root causes of ethnicity awarding gap/co-created solutions to be identified	Narrow ethnicity awarding gap

Next steps: i) to take these metrics and current interventions to the DVC/Provost group for further consideration; and ii) to meet with Associate Deans to understand the reasons for the positive movement in the ethnicity awarding gap in each school.



3.2 Priority 2: Colleague Experience and Opportunity

We recognise the critical role of a diverse colleague workforce that mirrors our student profile. By fostering an inclusive and welcoming culture, we create a sense of belonging for everyone.

Goal B1. At the University level, the percentage of minoritised ethnic colleagues has remained the same at 19%.

Table 8 Colleague EDI goals B1

B	Colleague EDI goals	2022-23 (baseline)	2023-24 (Dec 2023)	2024-25 (Nov 2024)	Direction of travel	2028 ambition
1	To increase the colleague profile of minoritised ethnic colleagues across all areas and grades	17%	18%	19%	positive off track	24%

Spotlight 5: Promoting inclusive recruitment and selection

During 2024, an independent, end-to-end review of the recruitment and selection process was commissioned, focusing on addressing disparities in ethnicity and gender. The process involved extensive consultation and collaboration with colleagues from all grades, areas, and backgrounds, resulting in a rich body of information from which recommendations for change could be made.

The HR Recruitment Manager and the EDI Head of Culture Change distilled 180 recommendations into a focused action plan, securing agreement from the University Leadership Team. Key actions to improve conversion rates have been integrated, with four signature actions identified to drive transformative change: i) providing recruitment managers with real-time data during the recruitment process; ii) implementing targeted colleague development programmes; iii) enhancing tracking of career development of colleagues, including intersectional analysis; and iv) enhancing recruitment training and development for managers.

Additional actions are distributed across the recruitment life cycle - from pre-application to post-application - for streamlined implementation. Central to this initiative is the development of a Recruitment Policy, which will bring clarity, consistency, and equity to the entire recruitment process, supporting the University's commitment to DEI.



Goal B2. At the University level, the percentage of female colleagues at and above grade 8 has remained consistent at 53%.

Table 9 Colleague EDI goals B2

B	Colleague EDI goals	2022-23 (baseline)	2023-24 (Dec 2023)	2024-25 (Nov 2024)	Direction of travel	2028 ambition
2	Gender colleague profile at each grade at and above grade 8 is reflective of the overall gender colleague profile of the University	53%	52%	53%	no change offtrack	56%

Spotlight 6: Inspiring the next generation of science, technology, engineering, and mathematics (STEM) leaders

This project aims to inspire young women to pursue careers in STEM, which is particularly important for the School of Science, Engineering and Environment, given its low percentages of women above grade 8 and female professors. Through initiatives like these, we aspire to motivate both future students and the future workforce.

On Thursday 21 March 2024, the University played host to an inspiring event to celebrate International Women's Day 2024. Over 60 students from local schools attended the Northern event, with a parallel event running simultaneously in London.

The event brought together leaders from the STEM and technology industries to inspire young women and help to pique their interest in a future career in these sectors. Delivered by GCHQ and charity The Female Lead, the event was hosted in the SEE Building on the Peel Park campus.



Figure 5: Women's Day 2024

Goal B3. At the University level, the percentage of female professors remains the same at 35%.

Table 10 Colleague EDI goals B3

B	Colleague EDI goals	2022-23 (baseline)	2023-24 (Dec 2023)	2024-25 (Nov 2024)	Direction of travel	2028 ambition
3	To increase the female representation of professors	29%	35%	35%	positive on track	44%

Goal B4. At the University level, the percentage of colleagues who have declared a disability has increased to 9%.

Table 11 Colleague EDI goals B4

B	Colleague EDI goals	2022-23 (baseline)	2023-24 (Dec 2023)	2024-25 (Nov 2024)	Direction of travel	2028 ambition
4	To improve the rates of declaration for colleague disability	7%	8%	9%	positive on track	10%

Goal B5. At the University level, the percentage of colleagues who have declared their sexual orientation has increased to 83%.

Table 12 Colleague EDI goals B5

B	Colleague EDI goals	2022-23 (baseline)	2023-24 (Dec 2023)	2024-25 (Nov 2024)	Direction of travel	2028 ambition
5	To improve the rates of declaration relating to sexual orientation	80%	84%	83%	positive off track	90%

Goal B6. At the University level, the percentage of colleagues who have declared their faith remained consistent at 86%.

Table 13 Colleague EDI goals B6

B	Colleague EDI goals	2022-23 (baseline)	2023-24 (Dec 2023)	2024-25 (Nov 2024)	Direction of travel	2028 ambition
6	To improve the rates of declaration relating to faith	80%	85%	86%	positive on track	90%



Key interventions for colleague related metrics

Table 14 Colleague metrics interventions

Intervention	Output	Project lead	Expected outcome	EDI goal
Employer branding	Develop an employer brand that is attractive to a broad range of diverse applicants and communities	HR Team	Increasingly diverse range of applicants	Increase in minoritised ethnic appointments
Recruitment and selection policy	Update of process and colleague development following independent review of R&S approach	HR Team	Fairer and more inclusive process	Increase in diversity of appointments
Targeted development programme	Development opportunities targeted at underrepresented groups	HR Team	Strengthen fairness in promotions and development opportunities	Increase in promotions from underrepresented groups including women in senior roles and professors and minoritised ethnic colleagues
Improved quality and data	New HR system will allow for enhanced reporting and monitoring and data analysis	HR Team	Enhanced intersectional insights	Will support in-depth understanding for all colleague related goals

Next steps: i) to ensure that actions related to increasing the representation of minoritised ethnic colleagues as set out in the REC action plan are fully implemented; and ii) to leverage the new HR system to enhance diversity data capture.



3.3 Priority 3: Inclusive Cultures and Accessible Environments

Our goal is to cultivate a culture where both students and colleagues feel valued. We celebrate diversity in experiences, backgrounds, and ways of thinking, fostering a sense of community within the University of Salford.

Goal C1. We have identified a measure that allows us to assess how positive our colleagues feel about our inclusive culture. We have taken a combined score from five questions included in our Colleague Engagement Survey (2024). Overall, the positive response rate was 57% (Table 15). This score will form the benchmark for us to measure our inclusive colleague culture going forward.

Table 15 Inclusive culture goals C1

C	Inclusive culture goals	2024 position	2028 ambition
1	To enhance colleague experiences of inclusive culture	57%	67%

Key interventions for developing an inclusive culture

Table 16 Inclusive culture metric interventions

Intervention	Output	Project lead	Expected outcome	EDI Goal
Allyship and Inclusive Culture Programme	A package of online and face to face initiatives to strengthen our inclusive culture	EDI Team	Strengthened understanding of allyship and sense of feeling valued, ensuring colleagues feel that they matter	C1. Enhanced colleague experience of inclusive culture
Culture development delivery plan	High level interventions that aim to develop an inclusive culture where people feel that they matter, and that they understand their contribution to the University	Chief People Officer/PVC (Social Justice and Equity)	Strengthened sense among colleagues of feeling valued and that they matter	C1. Enhanced colleague experience of inclusive culture

Spotlight 7: Our Salford story

As part of the work to shape our 'Salford story', all colleagues were invited to share their views in the University-wide Colleague Engagement Survey (February 2024), allowing colleagues to play an essential role in shaping an improved colleague experience. The Colleague Engagement Survey had a 63% completion rate.

The survey was run by engagement specialists People Insight, who collected and analysed the survey data and were able to provide benchmarking indicators to measure our performance against similar organisations. This process will be more regular than previous surveys, running biennially with a pulse survey in the intervening years, ensuring feedback is consistently and regularly gathered and acted upon. The survey covered many themes, one being Equity Diversity and Inclusion, with questions asking how EDI shows up across the University.

Goals C2 and C3. We continue to explore measures for our student-inclusive culture and our accessible environment goals.

Table 17 Inclusive culture goals C2 and C3

C	Inclusive culture goals	2024 Position	2028 ambition
2	To enhance student experience of inclusive culture	To be developed by October 2025	To be developed by October 2025
3	Develop explicit EDI design principles that will inform all future developments within the Salford Crescent Connectivity Plan. Explore additional standards and certifications to help measure success	To be developed by October 2025	To be developed by October 2025

Accessible environments

Our Campus Connectivity Plan is rooted in driving connectivity between colleagues, students, community, and the physical estate, where navigation and connectivity are intuitive. Through committing to creating a distinctive sense of place that is inclusive by design, we aim to enhance both colleague and student experiences of an inclusive culture. By designing our infrastructure with human diversity at its core, we will create buildings and environments that are welcoming and inclusive for everyone.

The vision is to ensure that our estate and public realm that is being developed through the campus connectivity plan is the most inclusive that we can make it. To ensure that new estate buildings are inclusive by design, specialist consultants have been appointed to develop inclusive design principles and standards that will inform all new works and provide a standard against which existing buildings can be audited.

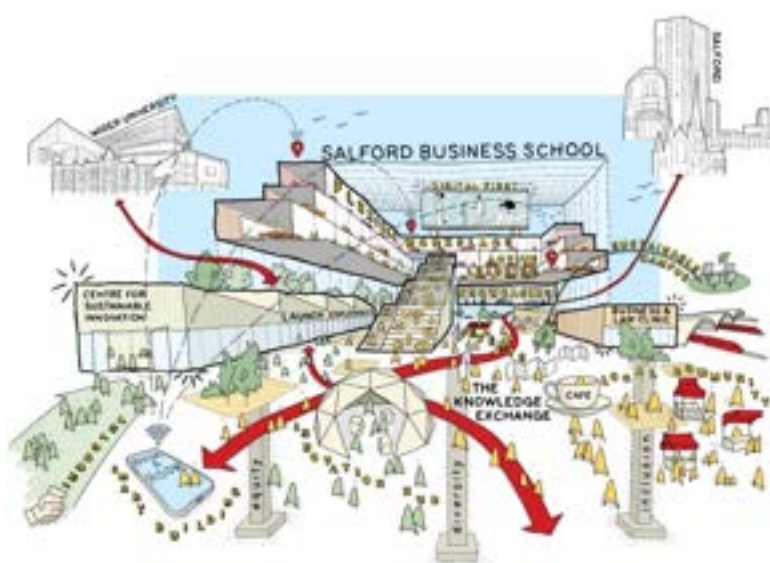


Spotlight 8: Salford Business School Inclusive by Design

In 2023, the University approved the vision and direction of travel for a new Salford Business School that would combine flawless digital connectivity, immersive technologies and smart operating systems (producing real-time data to bolster efficiency as well as health and wellness) with a range of flexible, adaptable spaces tailored to the different needs of stakeholders. The new building will be an engaging destination and key regional place maker for students, colleagues, industry and civic engagement.

The School was clear from the start that both sustainability and EDI principles should be integral to every stage of this project. Whilst yet to undertake the design phase, the School brought in specialist inclusive design consultants to work alongside the project team to help understand and capture stakeholder requirements. The design of the new building will focus on inclusivity, accessibility, and stakeholder engagement to create a welcoming environment for all users.

- / **Inclusive and Accessible Design:** The building will be designed with best practice inclusive pedagogies at its core; ensuring inclusivity and accessibility for both colleagues and students through needs assessments, risk assessments, policies and procedures; and will involve an iterative approach to design by including diverse stakeholder groups throughout the design process.
- / **Accommodating Diverse Needs:** The designs will cater to users of all protected characteristics, focusing on accessible spaces, transit systems, and health and safety support, while promoting mental and physical health. We will adopt an intersectional approach to considering the needs of users, adopting an inclusive first approach which will assume a diversity of needs rather than waiting for self-declaration from colleague and student groups.



“Working through an inclusive design lens from the outset is a different way of approaching build projects at the university. We are putting EDI at the very heart of the new Business School to create an environment that is fair and equitable; focusing on both the physical and mental wellbeing of our staff and students; to improve student outcomes and build sustainable engagement with our colleagues, partners and local community visitors.”

*Liz Larner, Deputy Dean,
Salford Business School*

Figure 6: Salford Business School Building Design Partnership 2024

Next steps: i) to develop measures for an inclusive student culture and ambition for an inclusive connectivity plan; and ii) to establish a project steering group to direct the work of the inclusive design consultants.

3.4 Priority 4: Equity in Research Enterprise and Innovation

We strive to create a culture that attracts and retains the best talent while promoting open and responsible research and innovation.

Goals D1, D2, D3, D4. Our 2024 baseline position for four of our research colleague-related measures.

Table 18 Research EDI goals D1 D2 D3 D4

D	Research EDI goals	REF 2021 position	2024 Position	Direction of travel	2028 ambition
1	Increase female academic colleague profile with significant responsibility for research	40%	46%	Positive on track	50%
2	Increase minoritised ethnic colleague profile with significant responsibility for research	17%	21.50%	Positive on track	24%
3	Increase minoritised ethnic female profile who are early careers researchers (postdoctoral researchers and research assistants)	N/A	8.50%	Available in 2025	12%
4	Increase minoritised ethnic female profile with significant responsibility for research at each career stage	N/A	Lecturer = 5%; SL/Reader = 5%; Professor = 4%	Available in 2025	Target for all levels of 12%

Goal D5. The Equity in the Research Task and Finish Group is considering the additional goals related to research design, focus, and culture.

Table 19 Research EDI goals D5

D	Research EDI goals	REF 2021 position	2024 Position	Positive on track	2028 ambition
5	To develop a SMART EDI goal that will strengthen our research and enterprise outputs that seek to advance equity/ social justice	N/A	Measure to be developed	tbc	tbc

Next steps: i) to outline and detail the interventions that will be required under each theme; and ii) to align activities with the People Plan and existing research culture activity.

Spotlight 9: Research & Knowledge Exchange Directorate funding EDI Schemes

On an annual basis, the Research & Knowledge Exchange Directorate provides two internal funding schemes that are more explicitly related to EDI. Since 2021, the 'Reignite your Research' funding scheme has supported 25 colleagues to restart research after periods of leave (e.g. maternity or long-term sick leave) or after stepping down from other demanding roles. Our newer 'EDI in Research' scheme was introduced for 2023-24 and has supported nine colleagues to pursue research projects focussed on understanding or addressing EDI topics in their area of research. This could include projects where the aim is to encourage underrepresented groups into particular research disciplines.

Both schemes prioritise junior and mid-career researchers as professors are not eligible to apply unless they are part of a team. Colleagues who have been supported by these schemes include: Patience Udonsi (EDI in Research scheme, 2023-24), who was funded to co-produce research with women who have intellectual disabilities to generate guidelines around reproductive health and maternity rights; and Dr Sharon Coen (EDI in Research scheme, 2023-24), whose project about decolonising open science through the ManyLabs Africa project focussed on the reproducibility of effects theorised in Africa by African researchers.



Patience Udonsi



Dr Sharon Coen

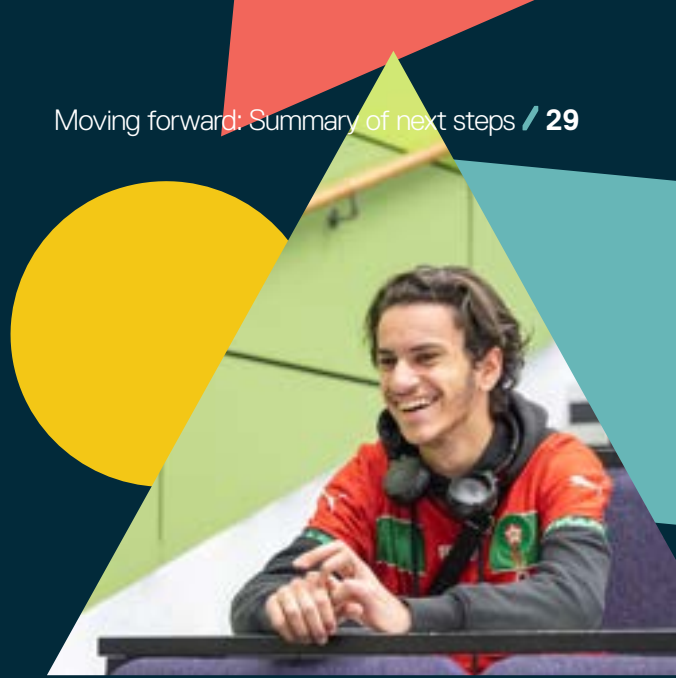


4. Moving forward: Summary of next steps

Although much has been achieved this year, we will continue to build on the foundations that have been laid thus far. Our focus for the coming year will be to implement the updated EDI and Governance and Operating Framework to ensure that it continues to enable us to prioritise initiatives and better understand what is working.

We will continue to use external assurance frameworks such as Athena Swan, Disability Leader and the Stonewall Workplace Equality Index as tools to support our equity work, ensuring that actions that have been identified through these processes are appropriately implemented. Finally, we will ensure that our Allyship and Inclusive Culture programme is rolled out. Evaluation will be key to support us in understanding the impact of these initiatives over time. More specifically, the following areas will be worked on to ensure progress:

No.	Summary of action to be taken in the coming year
1.	To implement a streamlined EDI Change Portfolio approach to equity by consolidating individual equity groups into one intersectional equity delivery group.
2.	To monitor, evaluate and report on the impact and engagement of the Allyship and Inclusive Cultures Programme through the new intersectional equity delivery group.
3.	To take student-related metrics and related current interventions to our DVC/Provost group for further consideration.
4.	To ensure that actions related to increasing the representation of minoritised ethnic colleagues, as set out in the REC action plan, are fully implemented.
5.	To develop measures for an inclusive student culture and an inclusive connectivity plan.
6.	To establish a steering group within the Estates team to direct the work of the inclusive design consultants.
7.	To outline the required interventions for each theme through the Equity in Research group.





University of
Salford
MANCHESTER

