



MANCHESTER
1824

The University of Manchester

Equality, Diversity and Inclusion Strategy

Our people, our values, *Our future*

Our future
Knowledge | Wisdom | Humanity

Our three-year plan

Foreword

Our people and our values are at the heart of everything we do and a successful university is one that embraces and includes everyone irrespective of their background, race, gender, sexual orientation or religion.

Our University is strongly committed to Equality, Diversity and Inclusion (EDI) and we have a wide range of means through which we support this strategic priority.

We have built a strong foundation and have progressive policies, initiatives and equality action plans underpinned by dedicated Professional Services, as well as committed staff and student champions and networks in support of our commitment. However, similar to other organisations, we are not making fast enough progress and we must make a step change in our approach to ensure our University's future success.

It is important that our leaders and managers are role models for inclusion; courageous in challenging themselves and others; and take personal actions that will turn our aspirations into reality.

Our EDI Strategy provides a road map that will guide us along the way and accelerate change.



Professor Dame Nancy Rothwell
President and Vice-Chancellor

As Vice-President with a lead responsibility for this strategy, I am delighted to contribute to the foreword.

We recognise that realising our vision for The University of Manchester rests upon being able to deliver on our commitment to valuing diversity, eliminating discrimination and promoting good relations between all groups of people. Our growing international reach also provides us with an opportunity to progress this.

As an institution with a strong sense of social responsibility we know that we have a vital role to play in leading on EDI progress and cultural change in our organisation, the higher education sector and in society. To do this we will create an inclusive and supportive environment for our University and beyond.



Professor Nalin Thakkar
Vice-President for
Social Responsibility

All our people, staff, students, and alumni are, as they always have been, the most important part of our University's future. Working together, we will ensure that Manchester continues to be a university of which our people are proud: a place where we successfully exploit new opportunities and further develop a culture of ongoing improvement with respect to all our activities and services.

This is something that I see as vital for the University and I have taken on the role as LGBT+ champion to enhance the work already achieved by the ALLOUT Network Group. I am looking forward to supporting it more in its work to ensure our LGBT+ colleagues have a voice at all levels of the organisation.

Our EDI Strategy sets out our plans to deliver on our commitment to EDI, and the wellbeing of our people.



Patrick Hackett
Registrar, Secretary and
Chief Operating Officer and
LGBT+ champion

Equality, Diversity and Inclusion Strategy

Introduction

Our future, the University's vision and strategic plan, sets out our priorities as we move into our third century. At the heart of the plan (see below), *Our people, our values* addresses issues around how we operate and considers wellbeing, EDI, and living our values.



Summary of our core goals and themes outlined in *Our future*.

Our *EDI Strategy* takes a holistic and intersectional approach, extending beyond our statutory obligations so that we become a truly inclusive organisation where EDI is embedded in all that we do and who we are.

In preparation for this, we have strengthened the governance of EDI to make it inclusive, robust and transparent (see page eight).

Aim and ambition

Our aim is to create an outstandingly inclusive place to work and study, characterised by equality, how we value diversity, and where all have a sense of belonging. This is essential if we are to successfully deliver the *Our people, our values* theme at the heart of *Our future*.

Our vision for equality and inclusion at Manchester

Our vision is to be recognised by staff, students, alumni and our partners as an inclusive organisation. Students and staff will be representative of the diverse local and global talent we attract. Equality, diversity and inclusion strengthen our University and are at the heart of our core activities. We will create an inclusive and supportive environment with effective leaders, so everyone can reach their full potential.

We will be guided by our values: knowledge, wisdom, humanity, academic freedom, courage and pioneering spirit.

The *EDI Strategy* will help us to deliver on this commitment, supporting *Our people, our values* through the implementation of specific, prioritised objectives.

Our communities

Our community includes staff, students, alumni, partners, and members of the wider Manchester city region.

University staff contribute through their core functions of research, teaching, social responsibility and Professional Services. Students contribute through their learning – applied in professional and civic contributions – through volunteering, co-curricular activities and leadership within and beyond the University. As alumni, they go on to contribute to the world in many and diverse ways.

Equality, Diversity and Inclusion Strategy

Our governance and accountability structure for EDI

The Vice-President for Social Responsibility is the executive lead for EDI, reporting to the President and Vice-Chancellor. The EDI Director, with the support of the University's EDI Committee, has lead responsibility for the development, implementation and monitoring of this strategy.

The EDI Committee (chaired by the Vice-President for Social Responsibility) provides leadership, drive and strategic direction on EDI across all parts of the University. The committee is responsible for driving cultural change and ensuring the EDI agenda is embedded across all functions of our institution through the University EDI academic leads, Faculty and Professional Services EDI leads, and our network of EDI champions across Schools. The EDI Committee reports directly to the University's Policy and Resource Committee, which is the University's principal management body (chaired by the President and Vice-Chancellor). A summary of the EDI landscape is attached as Appendix A.

At Board level, the previously narrow remit of the Staffing Committee has been expanded to include a broader group of people and address a wider range of organisational development issues, including EDI. In recognition of this, it has been retitled the People Committee. The People Committee's remit includes oversight of both *EDI Strategy* and EDI-related policies, including reflection on key metrics and performance indicators.



The EDI action plan has been approved by the Board of Governors and is an important component of the University's strategic plan. The Board will seek assurance that progress is being made through an annual report, for review and scrutiny, and additional updates on request.

7. Our priorities

Over the next three years (academic years 2022/3 to 2024/5), we will deliver on three key EDI priorities:

- I. **Inclusive environment and culture**
- II. **Diversity and equity across our community**
- III. **Inclusive practice**

Priority one: Inclusive environment and culture

We will create an an inclusive, diverse and accessible environment where it is everyone's responsibility to ensure all members of our University community are treated with fairness, dignity and respect, and have a true sense of belonging. This is reflected in our structures, organisational priorities and interpersonal interactions.

Our strategic priorities will ensure:

- a. Our Board, the Senior Leadership Team and the Professional Services and Faculty Leadership Teams are role models for inclusion and provide visible, accountable and inclusive leadership in their respective areas.
- b. Engagement of students (Future Leaders) and staff with a programme of continuous learning, and the knowledge and skills to strengthen behaviours of fairness, dignity, respect and inclusivity.
- c. Safe spaces for listening and building stronger partnerships with our student and staff networks to progress EDI and develop solutions to concerns raised in the forums.
- d. Ensure students and staff have a voice and that there is representation in decision-making structures and positions within the organisation.
- e. We represent our history fairly and accurately, acknowledge our institutional contribution to perpetuating inequalities and commit to addressing systemic barriers within our organisation and the higher education ecosystem.

- f. Ensure the University's physical and virtual campus environment is accessible (meeting legal compliance) and inclusive to all members of its community and external visitors and partners, recognising the need to develop a plan and identify costs.
- g. Ensure that institutional policies and practices relevant to all staff are inclusive, equitable and transparent, and are well-communicated to different groups and their managers. These will promote good mental health and wellbeing through, for example, the effective management of workloads and people, and include policies and practices for tackling discrimination, bullying and harassment – including providing appropriate support for those reporting issues.¹
- h. Engage with local communities, breaking down barriers to engagement and involvement with our civic university, and ensure that diverse voices and perspectives are represented in shaping our work, approach and future.
- i. Actively contribute to and lead on EDI reforms and ambitions in the higher education sector.

Operational priorities to ensure this are as follows:

1. Leadership training and development
2. Dignity at work and study
3. Reduce pay gaps

4. Innovation in our EDI operational design
5. An inclusive physical and digital campus infrastructure

Further information on each of the operational priority areas can be found in Appendix B.

Please give one word to describe what inclusion means to you

Celebration
Being
Harmony
Involvement
Accountability
Acknowledged
Acceptance
Togetherness
Everyone
Happy
Belonging
Honoured
Welcome
Respect
Fairness
Freedom
Supported
Essential
Safety
Voice
Participation
Proactive

¹ Taken from Research Concordat



Priority two: Diversity and equity across our community

We will ensure diversity across all areas of our University community so that we are reflective of our city region, national society and global talent pool.

Our strategic objectives will ensure:

- a. Fair, equitable², accessible and inclusive student admissions to the University by ensuring policies, process and practice supports the delivery of our Student Outcomes and Access, and Participation Plans.
- b. Fair and equitable staff recruitment by ensuring accessible and inclusive policies, guidance and practice for roles at all levels and in all areas, including internal appointments and promotion – starting with a targeted strategic approach in year one of the strategy.
- c. Retention of diverse students and staff with protected characteristics within an environment and culture that is responsive and flexible to their needs, to achieve equitable opportunity and progression.

Operational priorities to ensure this are as follows:

1. Inclusive recruitment of staff and students.
2. Inclusive employment package and experience.
3. Inclusive induction.



Further information on each of the operational priority areas can be found in Appendix B.

² Equity recognises that each person has different circumstances and allocates resources and opportunities needed to reach an equal outcome

Priority three: Inclusive practice

We will create an environment where all staff and students feel supported and are encouraged to achieve their full potential by ensuring equitable and accessible development opportunities, plus reward and recognition mechanisms that celebrate and value diversity of characteristics, experience and contribution.

Our strategic objectives will ensure:

1. Our Board, the Senior Leadership Team, Professional Services and Faculty Leaderships Teams are diverse.
2. For our students:
 - All of our degree programmes are flexible, accessible and inclusive, and there is equity of progression and attainment for all.
 - An accessible and inclusive learning experience for all.
 - We maintain the diversity of our student community from undergraduate through to postgraduate taught and research levels, including disciplines where people with some protected characteristics have been systematically under-represented.
3. For our staff:
 - We support, value and reward accessible and inclusive academic and Professional Services practice.



- Fair, equitable and transparent reward and recognition processes and outcomes irrespective of background, level and role.
- Support to achieve career potential, whether at Manchester, elsewhere in the sector, or more broadly outside of higher education.
- Consistent and reliable support to maintain roles and take up opportunities in ways that respond to specific requirements in order to achieve this on an equitable basis.

Operational priorities to ensure this are as follows:

1. Career development
2. Talent management
3. Enable training and staff development
4. Student Outcomes and Access and Participation Plans
5. Early career progression

Further information on each of the operational priority areas can be found in Appendix B.

Measures of success

Lead indicators for staff

1. Completion of a policy and practice review to ensure consistency with the strategic objectives outlined above, and compliance with legal standards and implementation for:
 - a. Inclusive recruitment review (workforce recruitment).
 - b. Review of all stages in the recruitment process to identify systemic barriers and biases, and take action to remove them and ensure fair and equitable outcomes for all.
 - c. Consistent and fair application of promotion criteria and access to vacancy opportunities for all staff groups.
 - d. Review of the staff complaints process to improve trust, transparency and impartiality.
 - e. Review of disciplinary and grievance procedures, and addressing of disparities in outcomes.
 - f. Implementation of positive action measures in staff recruitment, promotion and access to vacancy opportunities; to include a diverse shortlist by ethnicity and gender as a minimum requirement.
2. Implementation of Equality Impact Assessments in all decision-making processes for strategic change projects and associated People and Organisational Development policies, in line with the *Our people, our values* commitment.

3. Roll-out of revised offer of mandatory EDI training for staff by October 2023, with requirement for mandatory completion also applicable for all Board of Governor members.

Lag indicators

1. Professional Services representation

An increase in applications for grade 7 and above posts from currently under-represented groups. To include a year-on-year increase in the number and proportion of Black, Asian and Minority Ethnic and disabled staff at Professional Services level 7 and above from current position (work is ongoing to refresh and provide a stretch).

2. Recruitment and progression

To have no statistically significant difference between protected characteristic groups in recruitment and progression of individuals meeting the criteria for shortlisting, promotion, or applications for vacant roles.

3. Academic representation

Recognising current increases in gender representation, we seek to achieve year-on-year increases in the number and proportion of women, Black, Asian and Minority Ethnic and disabled staff in academic positions at all levels.

4. Leadership representation

Year-on-year improvement in diversity profiles for leadership teams in Faculty and Professional Services Directorates.

5. Pay gaps

Year-on-year reduction in gender, ethnicity and disability pay gaps.

6. Bystander behavioural change

To report on the number of staff who complete active bystander training.

7. Trust in procedures for addressing bullying, harassment and discrimination

Increase by a third the percentage of research staff who feel concerns about bullying, harassment and discrimination would be acted on (from 42% to 56%).³

8. Trust in a culture of fairness and equal opportunity

Year-on-year increase in the percentage of respondents to our Staff Survey, with feedback showing the majority of staff groups feel they are treated fairly and given equal opportunity to thrive within three years:

- a. Staff Survey year-on-year percentage increase in staff that would recommend The University of Manchester as a place to work.
- b. Achieving 90% positive feedback in 'reason for leaving' in exit surveys for all staff.

³ Research staff concordat survey 2021

Measures of success

9. **Conducting benchmarking exercises to reflect improved culture and practice across the University, evidenced by the following:**

- Athena SWAN silver award (institutional and School awards).
- Race Equality Charter Mark silver award.
- Stonewall Workplace index top ten employer.
- Business Disability Forum Silver Award (within which Disability Confident Leader – level three is covered).

Lead indicators for students (overseen by Teaching and Learning, and Student Experience Group):

- Improved targeting of our Access Manchester initiative, particularly the Manchester Access Programme, to specific under-represented groups, based on our assessment of performance. In particular, students from low participation neighbourhoods.
- Offer bitesize training options to students, allowing them to work towards digital badges, in addition to the University College for Interdisciplinary Learning credits such as the EDI unit: Your role in shaping a fairer world. (Encourage staff to help students to access these EDI units).

- Review of the student complaints process to improve trust, transparency and impartiality.
- Review of policy and practice to build confidence and trust, and ensure consistency in complaints investigation and reporting systems.

Lag indicators

In addition to and in alignment with the *Teaching and Learning Strategy*, the *Research Strategy* and the *Postgraduate Research Strategy*, relevant EDI targets will be owned by the respective areas and report to the EDI Committee, but accountabilities will lie in their respective areas. Accordingly, the following are regarded as lag indicators:

- Year-on-year reduction in the awarding gap between students from different groups, as identified in Student Outcomes and Access, and Participation plan (owned by Access and Participation Strategy Group (APSG) and Teaching and Learning Strategy Group (TLSG)).
- No statistically significant difference in employability outcomes for students as identified in Student Outcomes and Access, and Participation Plan (owned by APSG and TLSG).

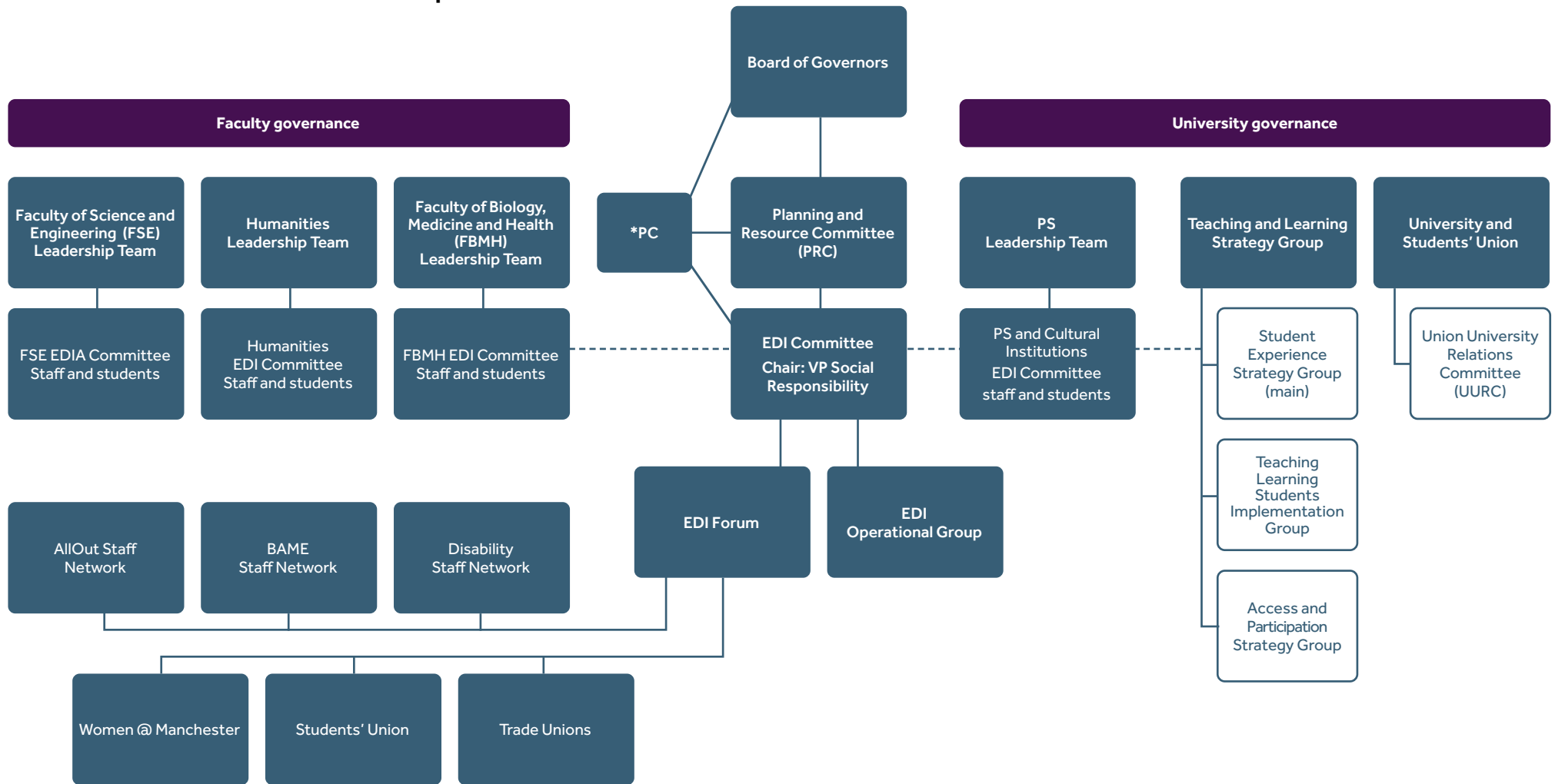
- Feedback from student surveys show that the majority of student groups feel they are treated fairly and given equal opportunity to thrive within three years. Also, increased positive qualitative feedback from student surveys by all protected groups (top quartile of universities – linked to *Student Survey Strategy*).
- An increase in confidence in our complaints reporting system and investigation process, as evidenced by staff and student surveys. Therefore an increase in the number of staff and students reporting bullying, harassment or discrimination in the first year following the review, with the aim of seeing a reduction in following years.
- Decrease in Dignity at Work and Study cases by year and/or increase in the number of people who trust that the reporting process is transparent and effective.

Appendices

- EDI Governance landscape at the University
- Our operational objectives
- Staff and student diversity profile – infographic

Appendix A – EDI landscape at the University

Governance of overall EDI landscape

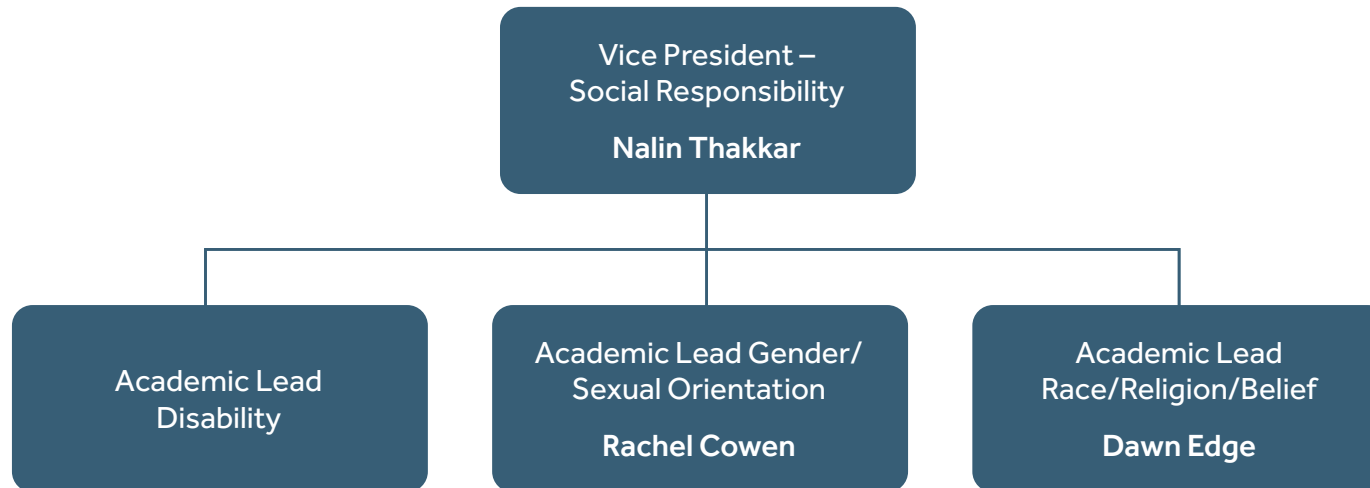


The People Committee receives papers from EDI Committee.

*People Committee

Appendix A – EDI landscape at the University

Academic leadership

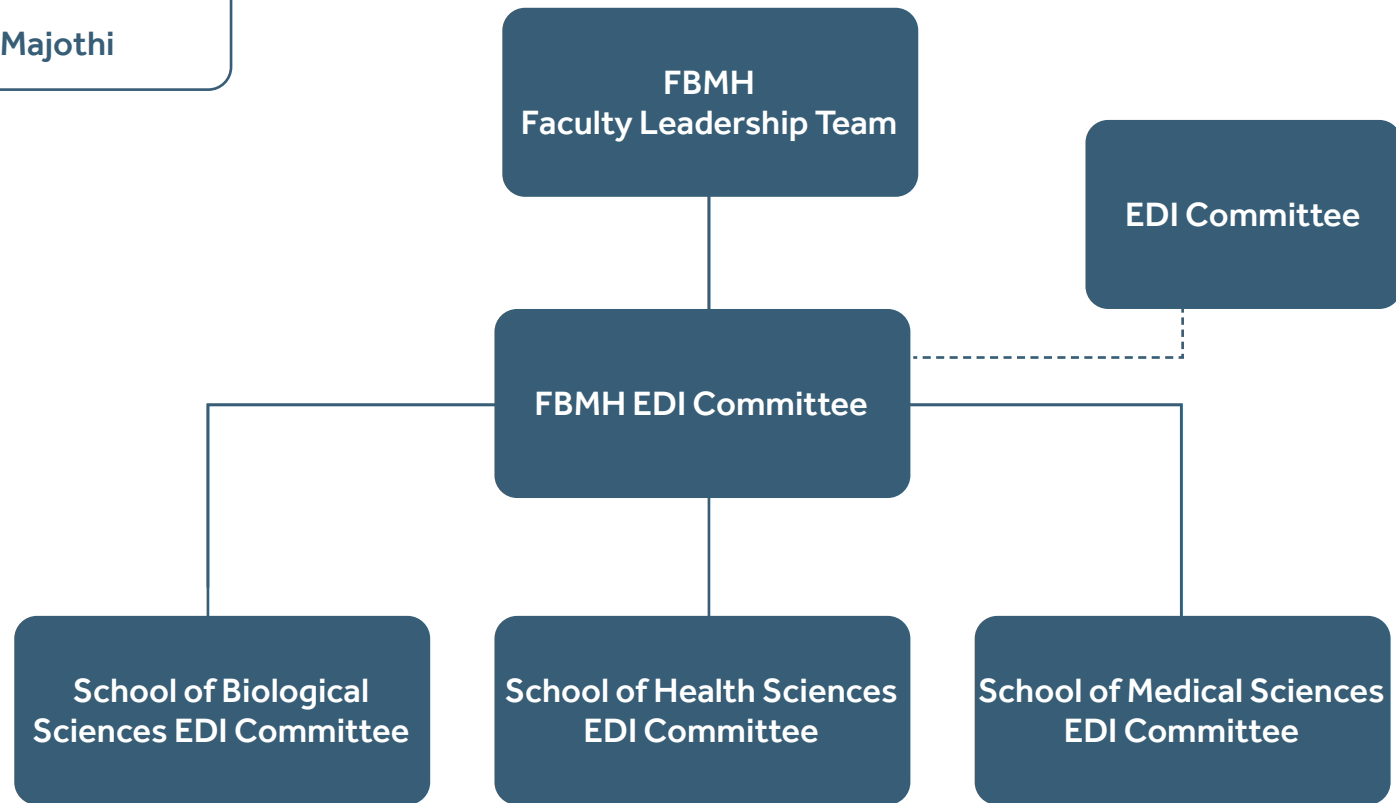


Appendix A – EDI landscape at the University

Faculty of Biology, Medicine and Health

Associate Dean for Social Responsibility
is Chair of the Faculty EDI committee –
Natalie Gardiner

EDI Partner – Tahira Majothi



NB: as of November 2021 the School EDI Committees are under construction

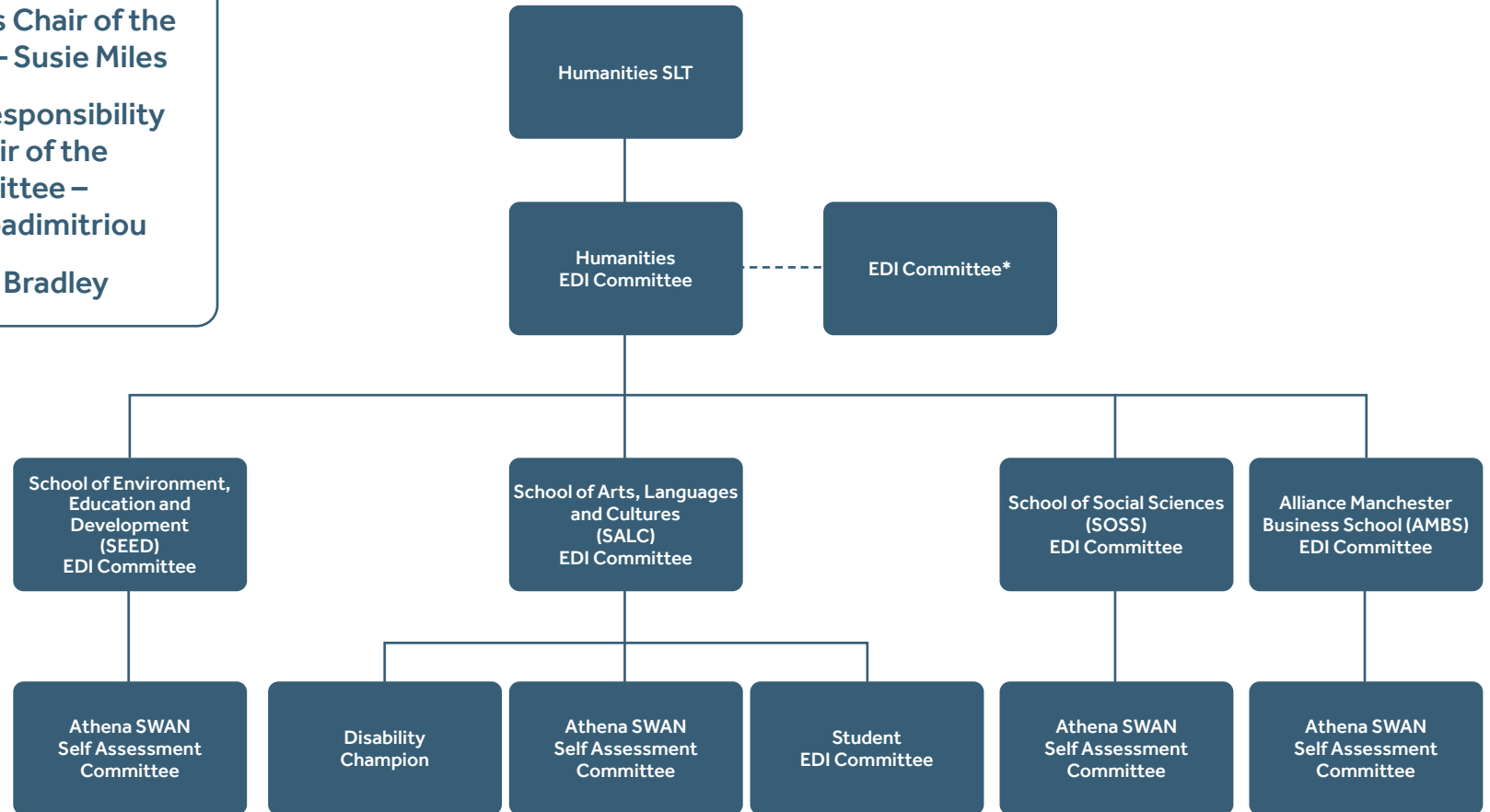
Appendix A – EDI landscape at the University

Faculty of Humanities

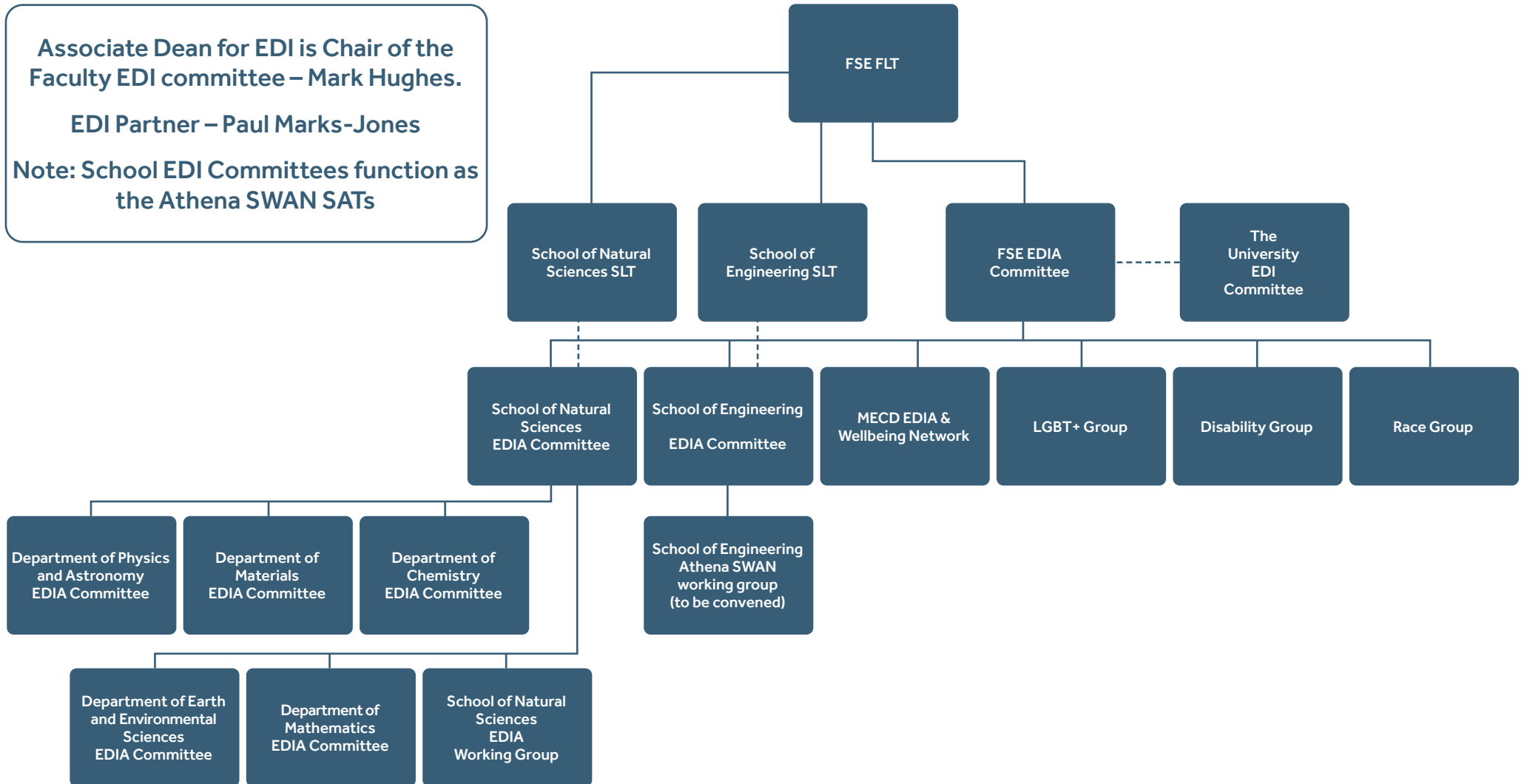
Associate Dean for EDI is Chair of the Faculty EDI committee – Susie Miles

*Vice Dean for Social Responsibility and Inclusion is Chair of the Faculty EDI committee – Professor Dimitris Papadimitriou

EDI Partner – Kathy Bradley



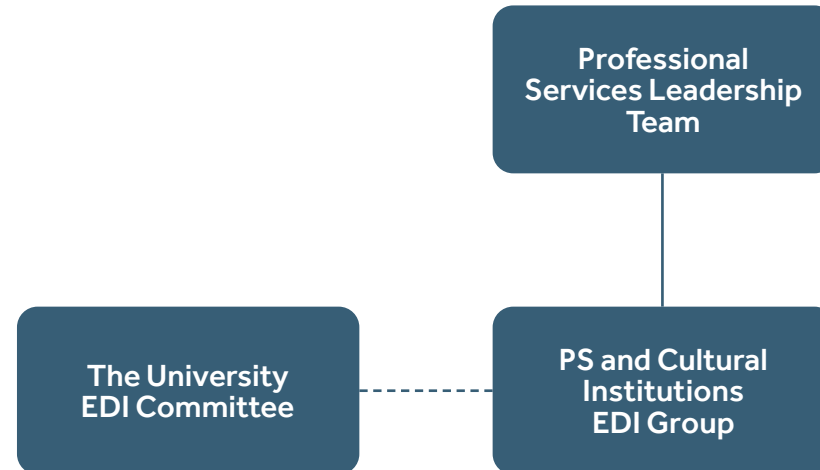
Appendix A – EDI landscape at the University



Appendix A – EDI landscape at the University

Professional Services

Chair of the PS EDI committee –
Sinead Hesp



Appendix B – Operational objectives

Priority one: Inclusive environment and culture

Our operational objectives:

1. Leadership training

- To deliver mandatory EDI training and evaluate its impact for all staff on acceptable behaviour and dignity at work, and study policy and procedures.
- To assess our inclusive leadership capacity across all leaders and managers using the University leadership framework and capability tool, and create an Inclusive Manchester campaign to raise awareness, while also engaging the University community in creating an inclusive campus.
- All leaders and managers to commit to at least one measurable personal EDI-related objective in their Performance and Development Review.
- To offer Active Bystander training to all staff.

2. Dignity at Work and Study

- Ensure that we provide independent, clear, transparent and effective reporting/investigation processes and support mechanisms for those who feel they have not been treated with dignity and respect.

- Bolster report and support provision, including providing adequate staff and student advisors to meet demand, and for all advisors to be given time allocation, training and support.
- Faculties and Directorates to receive reports of uptake and areas of concern so they can monitor and address local cultural issues.
- Rollout of revised mandatory EDI training for staff by October 2023. This will include Active Bystander⁴ and Unconscious Bias training.

3. Reduce pay gaps

- Re-establish the Pay Gap Task Group to examine data and understand causes, as these can vary across staff groups and areas of the organisation.⁵
- Establish links between gender, ethnicity and disability pay gaps and the respective Charter Mark Self-Assessment team action planning.
- Recognising intersectionality (combination of social identities intersect) in providing a more holistic approach to closing gaps.

4. Innovation in our EDI operational design

- Design and propose a pilot EDI scheme that provides leave to focus on specific projects, to drive innovation and evidence-based best practice, open to Professional Services' and academics (financial implications).

- Review how EDI work is currently recognised, resourced and rewarded in job descriptions, promotion and other reward schemes, and bring recommendations for reform forward where appropriate.

5. An inclusive physical and digital campus infrastructure

- Investigate and define the practical scope of being a 'family friendly'⁶ campus that satisfies both safeguarding, and health and safety requirements.⁷
- Identify a sustainable solution to inclusive toilet provisions across campus that includes period dignity and free sanitary products, starting with a pilot to enable evaluation and monitoring of use (financial implications).⁸
- Inclusive physical and virtual campus initiatives, commissioned artwork/photography on the Oxford Road Corridor and in key buildings, inclusive events and communications policy, and guidance.

⁴ Taken from the University Race Equality Charter action plan

⁵ Taken from the University Gender, Ethnicity and Disability Pay Gap report 2021, published March 2022

⁶ Family friendly as described in AdvanceHE Report – Towards the family friendly university?

⁷ From Athena SWAN action plan

⁸ Measures from Athena SWAN and Gender Equality Action Plan

Appendix B – Operational objectives

Priority two: Diversity and equity across our community

Our operational objectives:

1. Inclusive recruitment of staff and students

- Inclusive recruitment policies, practices and guidance, and a robust monitoring and evaluation process. In respect of our duties under the Public Sector Equality Duty (PSED) we will support all recruiting leaders and managers, and external recruitment partners, to diversify and maximise the talent pool we reach.⁹
- Equity at all stages of the student admissions and staff recruitment and selection process, and use of positive action where necessary and justifiable to engage and encourage people from backgrounds traditionally under-represented in the university community. All to ensure accelerated diversification of our student profile and workforce.
- All roles (internal and external) to be advertised openly and offered flexibly, including as job shares/ part-time by default. Recruitment to all senior roles to include executive search agencies contracts that mandate diverse applicant pools, including internal senior leadership roles.

2. Inclusive employment package and experience

- Attract diverse talent through our inclusive employment package, limiting the use of short, fixed term contracts, promoting flexibility and inclusive ways of working/hybrid working.
- Provide enhanced support for people with disabilities through our Disability and Advisory Support Services (DASS).

3. Inclusive induction

- All students and staff have a sense of belonging and are supported through an inclusive and accessible induction that sets out EDI expectations and connects people with staff and student EDI networks.
- We offer a package of flexible opportunities and support to enable staff and students with a range of requirements and rights to achieve their potential, access opportunities and progress.
- Development of Student Success interventions, designed to improve the student experience.¹⁰



⁹ Activity supports both Athena SWAN and Race Equality Charter Mark action

¹⁰ Taken from Access and Participation (APP) action plan

Appendix B – Operational objectives

Priority three: Inclusive practice

Our operational objectives:

1. Career development

- We expand, monitor and evaluate our initiatives to support all staff from under-represented groups in applying for promotion or developing their careers. This is achieved through mentoring, advocacy, coaching or sponsorship schemes and by delivering targeted Career Development Programmes in recognition of the requirement for positive action where required.¹¹
- All our professional and career development opportunities are accessible and inclusive of staff at all career stages and in all job roles, and we will monitor and evaluate representation of engagement and impact.
- As part of our research strategy we will foster and support a research culture and practice of team collaboration and recognition.
- As part of our research strategy strategy – to support career development – we will undertake regular EDI assessments of key internal data on research activity. This includes research funding applications and awards, our REF submission profile and other useful indicators, and involves taking

action to address the under-representation of people from groups with protected characteristics.

2. Talent management

- Diverse talent management processes for staff and support for line managers to help identify and nurture staff from under-represented groups who have the potential to progress.
- Build diverse and inclusive leadership capacity and continue to champion and support best practice design, and the delivery of development programmes for under-represented groups to support career progression.

3. Enable training and staff development

- Through our research concordat action plan, we will ensure all research staff are supported to engage with ten days of professional development, career progression activity and uptake, with impact to be monitored by EDI demographic, Faculties and Directorates.¹²
- To evaluate the extent of professional development undertaken by academics and Professional Services colleagues, and to consider whether the research staff concordat 'Ten professional development days' should be extended to other staff groups.
- Ensure representation for developmental opportunities like Manchester Graduate Talent, apprenticeships and secondments, with take-up monitored and evaluated.

4. Student Outcomes and Access and Participation plan

- Delivery of activity identified in the University's *Student Outcomes and Access and Participation plan*, to ensure all students have equal opportunity to progress and achieve their potential.

5. Early career progression

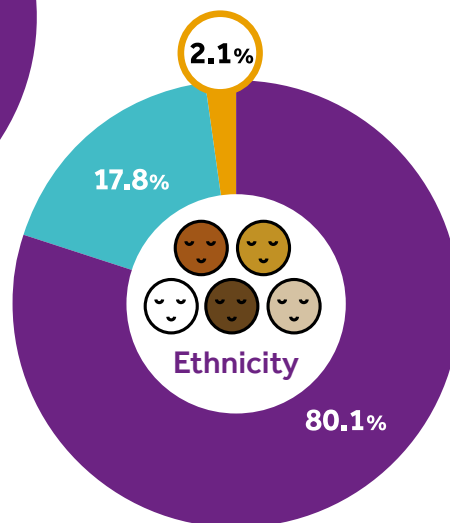
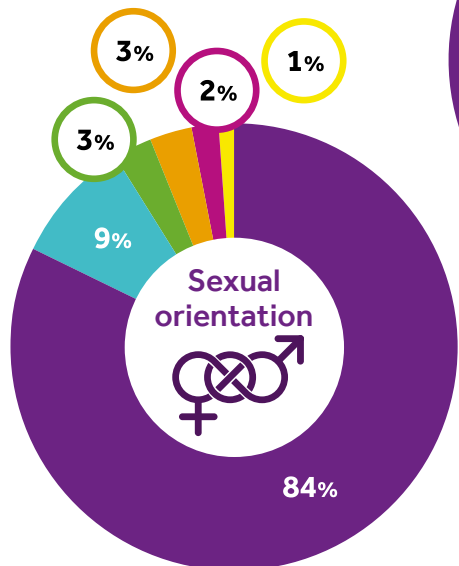
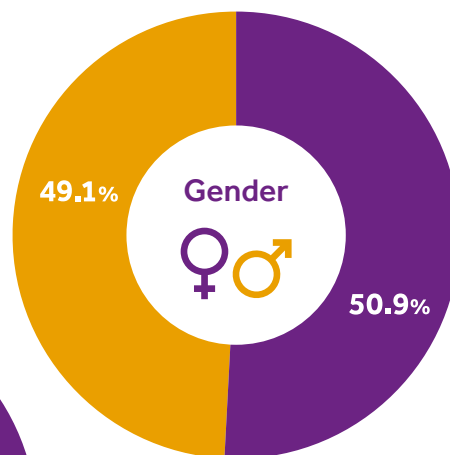
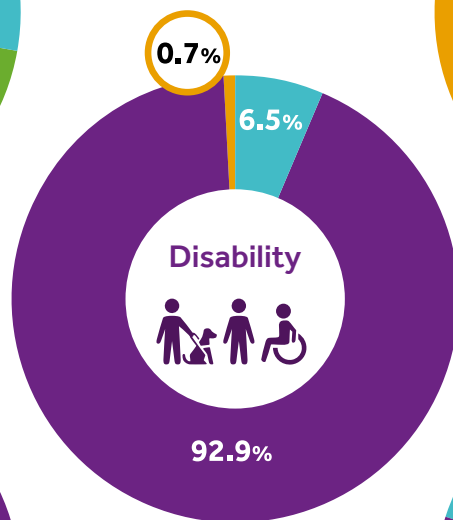
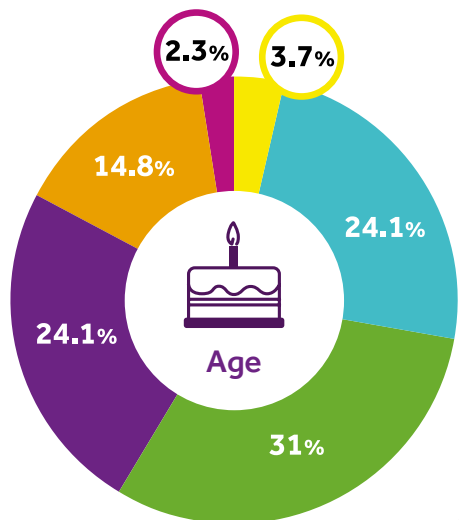
- Monitor the progression of students, early career staff and mid-career staff to ensure there is no difference at any level based on their protected characteristics.
- Career progression opportunities for Professional Services staff to be addressed with an increased awareness and transparency with regards to the reward and recognition processes.

¹¹ Aligned with Race Equality Charter Mark actions

¹² Taken from Research Development Concordat

Appendix C – Staff diversity profile

Diversity information for our University's staff



Age	
Age band	Percent
25 and under	3.7%
26 to 35	24.1%
36 to 45	31.0%
46 to 55	24.1%
56 to 65	14.8%
66 and above	2.3%

Gender	
Female	50.9%
Male	49.1%

Disability	
Yes – has a disability	6.5%
Not known to be disabled	92.9%
Prefer not to say	0.7%

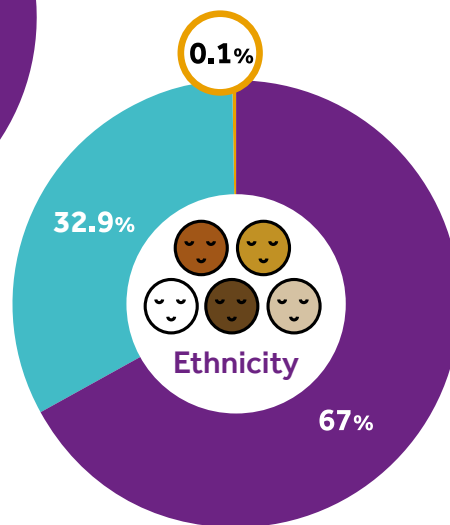
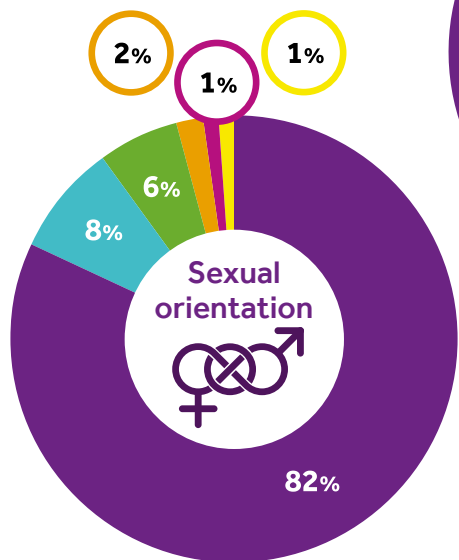
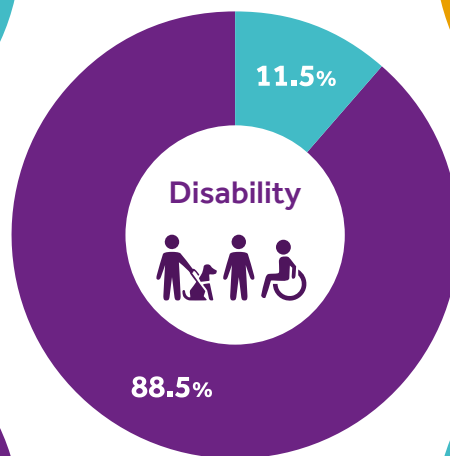
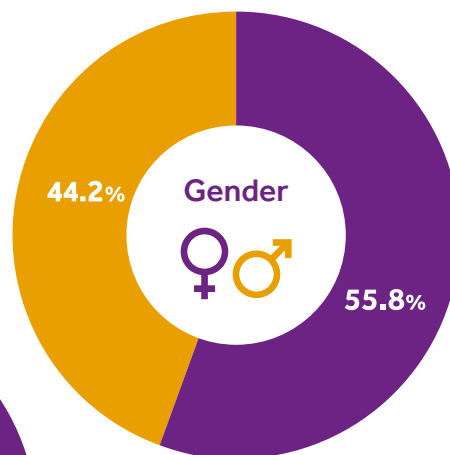
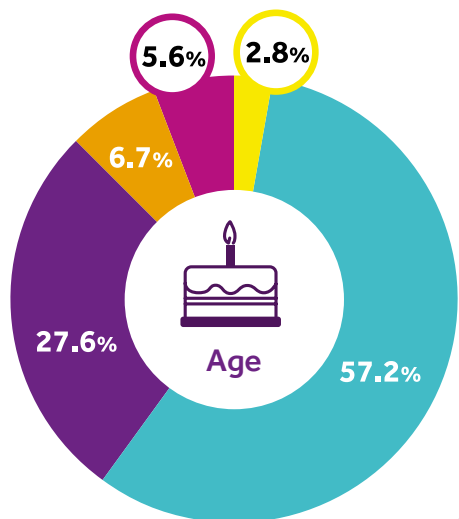
Ethnicity	
White	80.1%
Black, Asian, Minority Ethnic	17.8%
Information unknown	2.1%

Sexual orientation	
Heterosexual	84%
Information unknown	9%
Bisexual	3%
Gay man	3%
Gay woman/lesbian	2%
Other	1%

Sexual orientation is based on those who responded – response rate is 67%

Appendix C – Student diversity profile

Diversity information for our University's students (Undergraduates)



Age	
Age band	Percent
Under 18	2.8%
18	57.2%
19	27.6%
20	6.7%
21 and over (Mature)	5.6%

Gender	
Female	55.8%
Male	44.2%

Disability	
Yes – has a disability	11.5%
Not known to be disabled	88.5%

Ethnicity (UK Domicile Students)	
White	67%
Black, Asian, Minority Ethnic	32.9%
Information unknown	0.1%

Sexual orientation (UK Domicile Full Time Students)	
Heterosexual	82%
Information unknown	8%
Bisexual	6%
Gay man	2%
Gay woman/lesbian	1%
Other	1%

Sexual orientation is based on those who responded – response rate is 86%

The University of Manchester,
Oxford Road, Manchester. M13 9PL. UK

www.manchester.ac.uk

