

## Equality Objectives

**2012- 2016**

### **1. Executive Summary**

The purpose of this document is to outline how the University will meet its specific duties under the Equality Act 2010. It sets out the equality information published to demonstrate compliance with the equality duty and the evidence based equality objectives that the University will strive to achieve by 2016.

The [University's Strategic Vision 2020](#) demonstrates a clear commitment to equality of opportunity at the highest level. There is a clear strategy for embedding inclusive practice and creating an inclusive environment that promotes equality and tackles discrimination.

All available equality information has been considered. The key points include:

- The representation of women and black and minority ethnic staff in senior posts. 19% of professors are female, 8% are black and minority ethnic; 4% of grades 8&9 PSS staff are black and minority ethnic.
- The differential degree attainment of black and minority ethnic undergraduate students, both home and overseas.
- The University's staff survey notes that black and minority ethnic staff (62%) and disabled staff (61%) were less likely to agree that staff are treated fairly irrespective of their backgrounds compared to white (78%) and non disabled staff (76%).
- The low numbers of students who agree that there is zero tolerance of bullying and harassment (57%)<sup>1</sup>
- The desire across all of the staff and student focus groups to raise awareness and create understanding of issues that affect all of the protected characteristics.
- The difference between the numbers of people nationally, who work in higher education that declare a disability (2.34%) through their institution and the numbers who work in higher education and declare a disability through the census (9%).
- Equality literature and University focus groups that suggest the need to increase disclosure of equality information on sexual orientation and religion or belief.

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<sup>1</sup> The University's Student Survey 2008/09

## **Five objectives have been identified:**

- Improve the representation of women and black and minority ethnic staff in senior leadership, academic and professional support positions by promoting the University as an employer of choice and providing targeted support in promotions and career development.
- Address the differential degree attainment of black and minority ethnic<sup>2</sup> undergraduate students by further increasing our understanding and instigating targeted programmes of support.
- To identify and attract outstanding students based on their educational potential and merit, irrespective of background, through our pioneering Manchester Access Programme.
- Improve the staff and student experience by fostering good relations between different equality groups and challenging discrimination and stereotypes through awareness raising activities and training events.
- Better understand the potential impact of University functions on certain groups by providing an inclusive environment that improves disclosure rates for disability, religion or belief (including lack of belief) and sexual orientation.

The equality objectives outlined are in response to the specific duties and are based on the best available evidence. In some areas such as race and gender we have been collecting equality information for years and have sufficient information to take action. However in other areas we need to take action to improve the information we have so that we can make informed decisions about setting our future objectives.

In addition to these objectives there is a vast amount of work that takes place across the institution to promote equality and eliminate discrimination for all of the protected characteristics. The [Equality and Diversity](#)<sup>3</sup> intranet pages contain additional information on how the University 'pays due regard' to the general equality duty.

The University's equality objectives and the programme of activities outlined will be monitored annually through the Equality and Diversity Forum. This will provide an opportunity to identify any risks associated with achieving the objectives over the four year period. It will also allow the University's equality information to be considered on a regular basis and additional priorities to be identified where evidence is presented.

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<sup>2</sup> Home and internal students

<sup>3</sup> [www.staffnet.manchester.ac.uk/services/equality-and-diversity](http://www.staffnet.manchester.ac.uk/services/equality-and-diversity)

## 2. Introduction

The University of Manchester is the largest single-site university in the UK. It provides a range of [professional support services](#) which support its main activities of teaching and research. The University also owns a number of important [cultural attractions](#), many of which are open to the general public.

It is committed to providing an environment free from direct or indirect discrimination, harassment or victimisation<sup>i</sup>, where all members of its community are treated with respect and dignity. It aims to create a culture of diversity within its community providing a dynamic working and learning environment, where all members are valued for their contribution and individuality.

This commitment is evidenced in the actions the University takes to ensure it meets the general duty under the Equality Act 2010 and have due regard to the need to<sup>ii</sup>:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the [Equality Act 2010](#).
- Advance equality of opportunity between people who share a [protected characteristic](#) and those who do not.
- Foster good relations between people who share a [protected characteristic](#) and those who do not.

Both as an employer and as a provider of public services, the University shows 'due regard' to the duty across all of its functions. All of the nine protected characteristics are considered, including age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership<sup>4</sup>, race, religion or belief (or lack of belief), sex and sexual orientation.

The University is proud of the achievements it has made to advance equality, eliminate discrimination and promote an inclusive working and learning environment. The equality and diversity intranet pages provide details of the work that has taken place through the [Single Equality Scheme](#).<sup>5</sup>

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<sup>4</sup> Only in regard to the need to eliminate unlawful discrimination in employment

<sup>5</sup> [www.staffnet.manchester.ac.uk/services/equality-and-diversity/policies-and-guidance/single-equality-scheme](http://www.staffnet.manchester.ac.uk/services/equality-and-diversity/policies-and-guidance/single-equality-scheme)

In addition to the general duty, there are a number of specific duties these include:

- Publication of information - Information that demonstrates the University's compliance with the equality duty (31<sup>st</sup> January 2012).
- Publication of Equality Objectives - Equality objectives must be specific and measurable and relate to the achievement of the equality duty (6<sup>th</sup> April 2012).
- Manner of Publication – the manner in which information is published must be accessible.

### **3. Advancing the University's Strategic Vision 2020**

The [University's Strategic Vision 2020](#) provides a clear commitment to equality and diversity through its principles and values, some of which include:

- We will seek excellence, inclusivity in all that we do and the University will be known for the diversity of our students and the quality and employability of our graduates.
- We will be an independent and autonomous organisation that will work to uphold rigorously the principles of freedom of thought and speech, and which will encourage tolerance of diverse views and beliefs.
- We will be an accessible organisation, committed to advancing equality and diversity

### **4. Equality Information**

All higher education institutions have a [specific duty](#) to publish information to demonstrate their compliance with the [equality duty](#). The information must include information relating to people who share a relevant [protected characteristic](#), who are employees and other people affected by policies and procedures (Equality Challenge Unit 2011).

The University currently employs 10,929 members of staff, 20% are from overseas; 82% are aged 26 – 55; 52% are male; 15% are black or minority ethnic and 3% have declared a disability. Of the 39,732 students registered, 28,514 are undergraduates and 11,218 are postgraduates. 19% of undergraduates are overseas students, 55% are female and 16% are black or minority ethnic. 46% of postgraduates are overseas students, 51% are female and 9% are black or minority ethnic.

There are a number of mechanisms by which the University collates analyses and uses equality information for staff and students. The [Equality and Diversity](#)<sup>6</sup> intranet pages provide an analysis of the data collected. These pages provide an overview of the University's information gathering activities that investigate how University processes affect the staff and student life cycle. This include:

- Members of decision making bodies
- Recruitment and selection
- Current staff and student profiles
- Redeployment
- Career development
- Promotions
- Student progression
- Staff pay information
- Staff and student retention
- Work and study environment and practices

Information used includes:

- [Staff and student equality](#) data monitored and reported through the [Equality and Diversity Forum](#) and the University's [Annual Performance Review](#).
- An extensive review of external literature including guidance and research from the Equality and Human Rights Commission; Equality Challenge Unit; HEFCE; National Union of Students; Press for Change and Stonewall.
- The University's Women and Race in Leadership Reports
- The [University's staff satisfaction survey](#) and the [University's student satisfaction survey](#).
- A series of focus groups undertaken on behalf of the Equality and Diversity Team with staff and students, looking at issues that specifically affect gender, disability, nationality, race, religion or belief, sexual orientation and Trans.
- The work undertaken in preparation for submission to the [Athena Swan Awards](#) and the [Stonewall Workplace Equality Index](#).
- Research into how unconscious bias may affect recruitment and promotions decisions, undertaken by the School of Psychological Sciences in conjunction with the Equality Challenge Unit.

It is important we use the best available information to inform our priorities and ensure we make the best use of University resources. This overview of the University's information gathering activities provides the basis for a review of the equality information we collect and how we use it. This review will consider all of the protected characteristics and it will be a continuous activity that will be reported to the Equality and Diversity Forum on an annual basis.

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<sup>6</sup> [www.staffnet.manchester.ac.uk/services/equality-and-diversity/equalityinformation](http://www.staffnet.manchester.ac.uk/services/equality-and-diversity/equalityinformation)

## 5. Developing the Objectives

An evidence based approach has been used to develop the University's equality objectives. All of the equality information available was considered to identify a list of potential areas of interest. These included:

- The representation of women and black and minority ethnic staff in senior posts. 19% of professors are female, 8% are black and minority ethnic, 4% of grades 8&9 PSS staff are black and minority ethnic.
- The differential degree attainment of black and minority ethnic undergraduate students, both home and overseas.
- The University's staff survey notes that black and minority ethnic staff (62%) and disabled staff (61%) were less likely to agree that staff are treated fairly irrespective of their backgrounds compared to white (78%) and non disabled staff (76%).
- The low numbers of students who agree that there is zero tolerance of bullying and harassment (57%)<sup>7</sup>
- The desire across all of the staff and student focus groups to raise awareness and create understanding of issues that affect all of the protected characteristics.
- The difference between the numbers of people nationally, who work in higher education that declare a disability (2.34%) through their institution and the numbers who work in higher education and declare a disability through the census (9%).
- Equality literature and University focus groups that suggest the need to increase disclosure of information on sexual orientation and religion or belief.

A total of six objectives were identified and measured against the selection criteria outlined by the Equality and Human Rights Commission to prioritise equality objectives.

Appendix 1 provides details of how each of the proposed objectives meet the criteria, including a summary of the equality information used.

This document was sent for further consultation with the following groups:

- The Equality and Diversity Forum
- Staff Unions
- The University of Manchester Students Union
- Staff Network Groups
- Faculty Equality and Diversity Committees
- Faculty Leadership Teams
- Heads of Directorate
- Human Resource Senior Management Team
- Student Experience Senior Management Team

Following which five objectives were identified.

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<sup>7</sup> The University's Student Survey 2008/09

<b>Objective</b>	<b>Measures</b>
Improve the representation of women and black and minority ethnic staff in senior leadership, academic and professional support positions by promoting the University as an employer of choice and providing targeted support in promotions and career development.	An increase in the proportion of women in senior academic positions at reader level and above.
	The University has continued to apply for Athena Swan Awards and strives to improve its level of award in all areas.
	An increase in the proportion of black and minority ethnic academic staff in senior positions at reader level and above.
	An increase in the proportion of black and minority ethnic professional support services staff in grades 6 and above.
Address the differential degree attainment of black and minority ethnic <sup>8</sup> undergraduate students by further increasing our understanding and instigating targeted programmes of support.	A programme of activities that supports undergraduate progression and furthers understanding in this area has been implemented and reviewed.
To identify and attract outstanding students based on their educational potential and merit, irrespective of background, through our pioneering Manchester Access Programme.	To continue to develop the quality and numerical impact of the University's Manchester Access Programme (MAP) to support fair access to The University of Manchester and other research intensive HEIs, with the aim of increasing by 50% the number of students progressing into Manchester.
Improve the staff and student experience by fostering good relations between different equality groups and challenging discrimination and stereotypes through awareness raising activities and training events.	A proportional increase in the number of staff who agree that they are valued and treated with respect and dignity across all of the protected characteristics (where information is available) as measured through the staff satisfaction survey.
	A comparable level of satisfaction across all of the monitored protected characteristics identified through the University's biennial Student Barometer.
	A comparable level of satisfaction from the University's student population across all of the monitored protected characteristics identified through the annual National Student Survey.
Better understand the potential impact of University functions on certain groups by providing an inclusive environment that improves disclosure rates for disability, religion or belief (including lack of belief) and sexual orientation.	An increase in the number of current staff disclosing a disability
	An increase in the number of current staff disclosing their sexual orientation
	An increase in the number of current staff disclosing their religion or belief (including lack of belief)
	A review of the equality information we collect for staff and students in relation to their disability, religion or belief and sexual orientation has taken place and recommendations made.

<sup>8</sup> Home and internal students

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<sup>i</sup> On the grounds of age, disability, gender reassignment, marriage and civil partnership<sup>i</sup>, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

<sup>ii</sup> [The Equality Duty 2011](#)