



The University of Manchester

Equality Information Report

2015

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Equality and Diversity Team
The University of Manchester
2015

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Foreword

Equality and diversity are central to our Social Responsibility agenda. Diversity is a huge strength of our institution and a source of great pride. However, we acknowledge there is still much to do to ensure we tackle all forms of discrimination and guarantee all staff and students are given opportunities to thrive. We have made progress - notably by every eligible School achieving an Athena SWAN award which recognises commitment to the career advancement of women; the Race Equality Charter Mark award which aims to improve the representation, progression and success of minority ethnic staff and students within higher education; and recognition from Stonewall for creating an inclusive workplace as a top 100 employer for LGBT colleagues - but we are also aware that there is still much to do. We will continue to embed our commitment to Equality and Diversity across all our processes and this report is a great example of our continued work in this area.



Professor James Thompson, Associate Vice-President Social Responsibility



The diversity of the students and staff at the University is, in my opinion, one of the most special things about Manchester and should be at the heart of everything we do. At the Union we hold liberation and diversity at our core and celebrate that it is our differences that make society special but also clearly acknowledging that different groups of people face barriers. We have worked harder than ever this year to make the diversity of our students and staff even more visible, support all students and empower them to make change.

We look forward to working with the University to make sure every single person feels at home on campus and to also work to make society liberated.

Naa Acquah, General Secretary, University of Manchester Students' Union



1. Introduction

The University of Manchester is Britain's largest single site University; it employs just over 11,000 staff and educates approximately 38,000 students. In addition to its main function of teaching and research, the University's portfolio includes student accommodation, libraries, a museum, visitor centres, conference facilities and an art gallery. The University is committed to promoting equality and providing an environment where all members of its community are treated with respect and dignity and are proud to employ a workforce that reflects the diverse community we serve.

The Equality Act (2010) places a general duty on all public sector organisations to have due regard to the need to eliminate discrimination, victimisation and harassment, advance equality of opportunity between people who share a protected characteristic and foster good relations. The duty covers age, disability, gender reassignment, marriage and civil partnership (in relation to employment), pregnancy and maternity, race, religion or belief (including lack of belief), sex and sexual orientation. Consideration of these 'protected characteristics' must be given in relation to employment, education and service provision.

Data in the report all relates to the 2014/15 year, and has come from a variety of sources:

- Staff data, from the Annual Performance Review, is correct as of 31st July each year.
- Student data, from the Planning and Support Office, is correct as of 1st December each year.
- Disability data for staff and students, from the Disability Advisory and Support Service, is correct as of January 2016.
- Student admissions data is from the Student Admissions and Administration team. Undergraduate data is correct as of 25th October for each year and postgraduate data are the final figures for each year.

1.1 Unknown Equality Information

Personal information which staff or students provide to the University help us to produce anonymous statistical reports. These allow us to make sure we are directing time and resources in the places that will make the most positive differences for everyone. The information provided is kept securely and access to this information is restricted. When there are gaps in information, this data is excluded and the statistics given are based on the known information. Currently, there are 5% of staff who we do not have ethnicity data for.



2. Equality Objectives

As a Higher Education Institution (HEI) we have specific duties that require us to publish our equality information/data on an annual basis and review and publish specific and measurable equality objectives every 4 years. Based on extensive consultation we developed our equality objectives which were published in 2012.

- 1) 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.
- 2) Address the differential degree attainment of black and minority ethnic undergraduate students by further increasing our understanding and instigating targeted programmes of support.
- 3) To identify and attract outstanding students based on their educational potential and merit, irrespective of background, through our pioneering Manchester Access Programme.
- 4) 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.
- 5) 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.

Our new equality objectives will be published in April 2016.

Staff Equality Information

3.1 Age (Staff)

Figure 1: Full-time Staff by Age

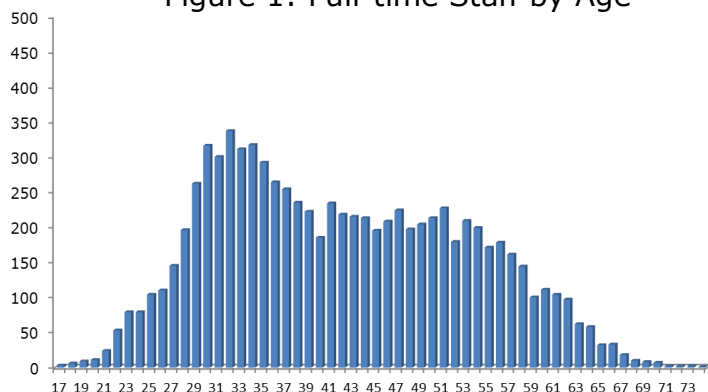


Figure 2: Part-time Staff by

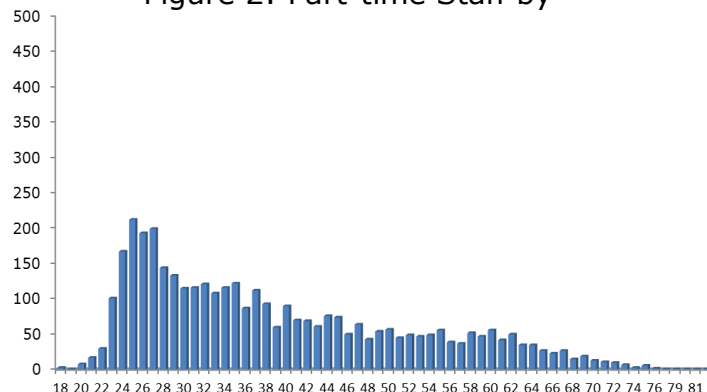


Figure 3: All Staff by Age

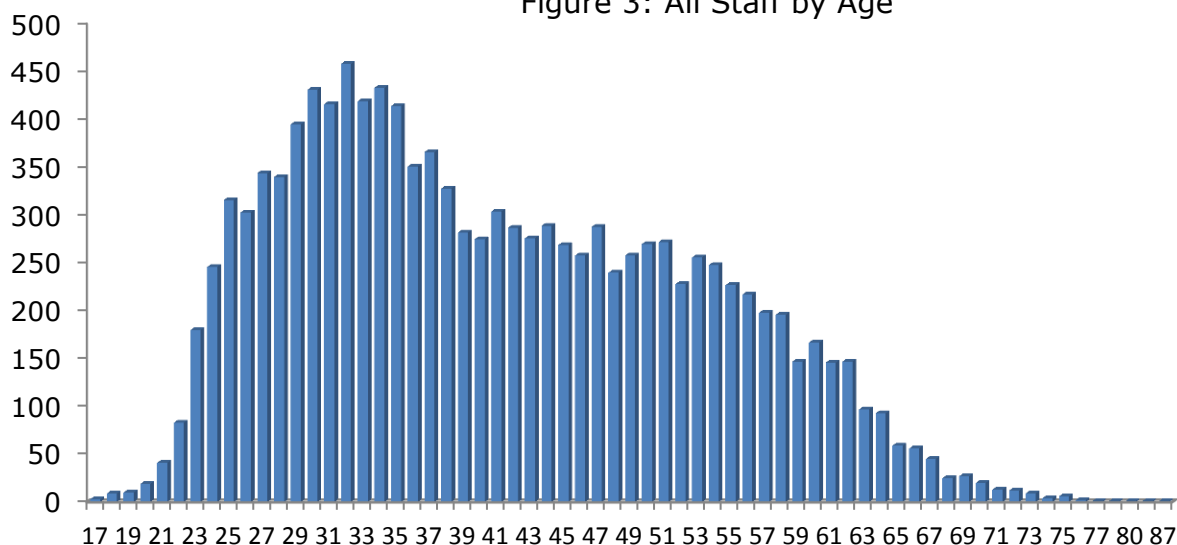


Figure 4: Academic Staff by Age

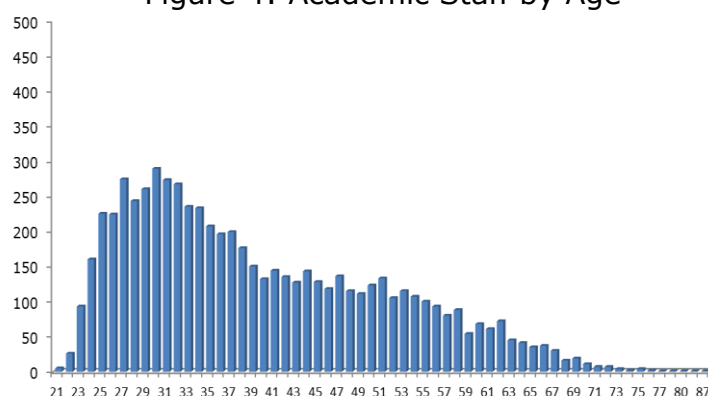
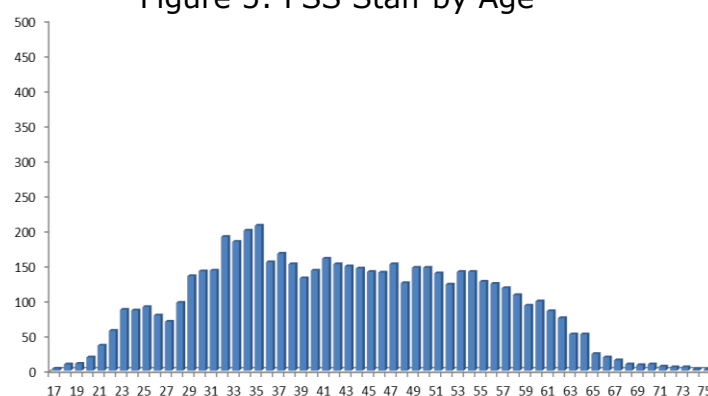


Figure 5: PSS Staff by Age

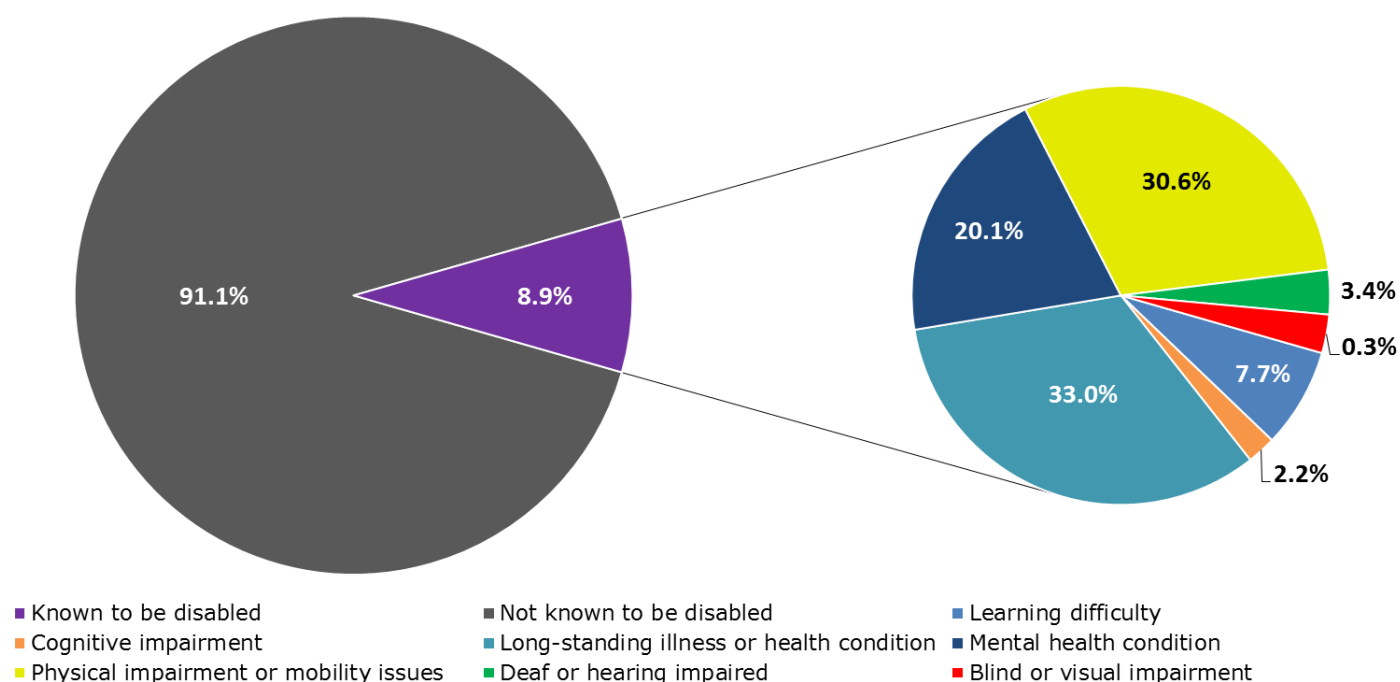


The University has a wide range of ages of staff, with most staff at the University being aged from 25 to 35 (33%). Full-time staff at the University tend to be aged from 27 to 37, whilst part-time staff tend to be aged 24 to 29. Academic staff ages show most academics aged between 25 and 37, in contrast to support staff who have an even distribution of ages across a working life.

Note: PSS – Professional Support Services

3.2 Disability (Staff)

Figure 6: Disabled Staff



Figures from the Disability Advisory and Support Service (DASS) show 8.9% of staff at the University as having declared a disability to the team, with the University providing advice and support for a wide range of disabilities. The kind of support offered depends on each case, but may consist of adjustments in the workplace, assistive equipment, support for travel and advice on disability-related support and benefits available at home.

Whilst figures from the DASS place the percentage of staff with disabilities at 8.9%, just 5.3% of staff have disclosed their disability status on their staff record. The percentage of all staff disclosing a disability has more than doubled since the publication of the Equality Act, with staff in professional support roles being more likely to disclose a disability than academic staff. Holding the most complete and accurate information available enables the University to effectively tackle discrimination and equalise opportunity in its community.

Table A: Disabled Staff in the University	2010/11		2011/12		2012/13		2013/14		2014/15	
	UoM	HE Sector	UoM	HE Sector	UoM	HE Sector	UoM	HE Sector	UoM	HE Sector
% Staff Known to have a Disability*	2.6%	3.2%	2.7%	3.4%	3.0%	3.9%	5.7%	4.2%	5.3%	NA
% Academic Staff Known to have a Disability*	2.0%	2.7%	2.0%	2.9%	2.3%	3.4%	3.5%	3.7%	3.0%	NA
% PSS Staff Known to have a Disability*	1.6%	3.6%	3.5%	3.9%	3.7%	4.5%	8.2%	4.8%	7.8%	NA

*Disclosed in their staff record

Table B: Disabled People in the Greater Manchester Area	2010/11	2011/12	2012/13	2013/14	2014/15
% aged 16-64 in Greater Manchester who are disabled (Disability Discrimination Act), ONS*	22.4%	22.4%	NA	NA	NA
% aged 16-64 in Greater Manchester who are EA core or work-limiting disabled (Equality Act), ONS*	NA	NA	NA	21.2%	21.6%

*Source: Annual Population Survey (ONS: Oct 14' - Sep 15')

3.3 Ethnicity (Staff)

Figure 7: All Staff by Ethnicity

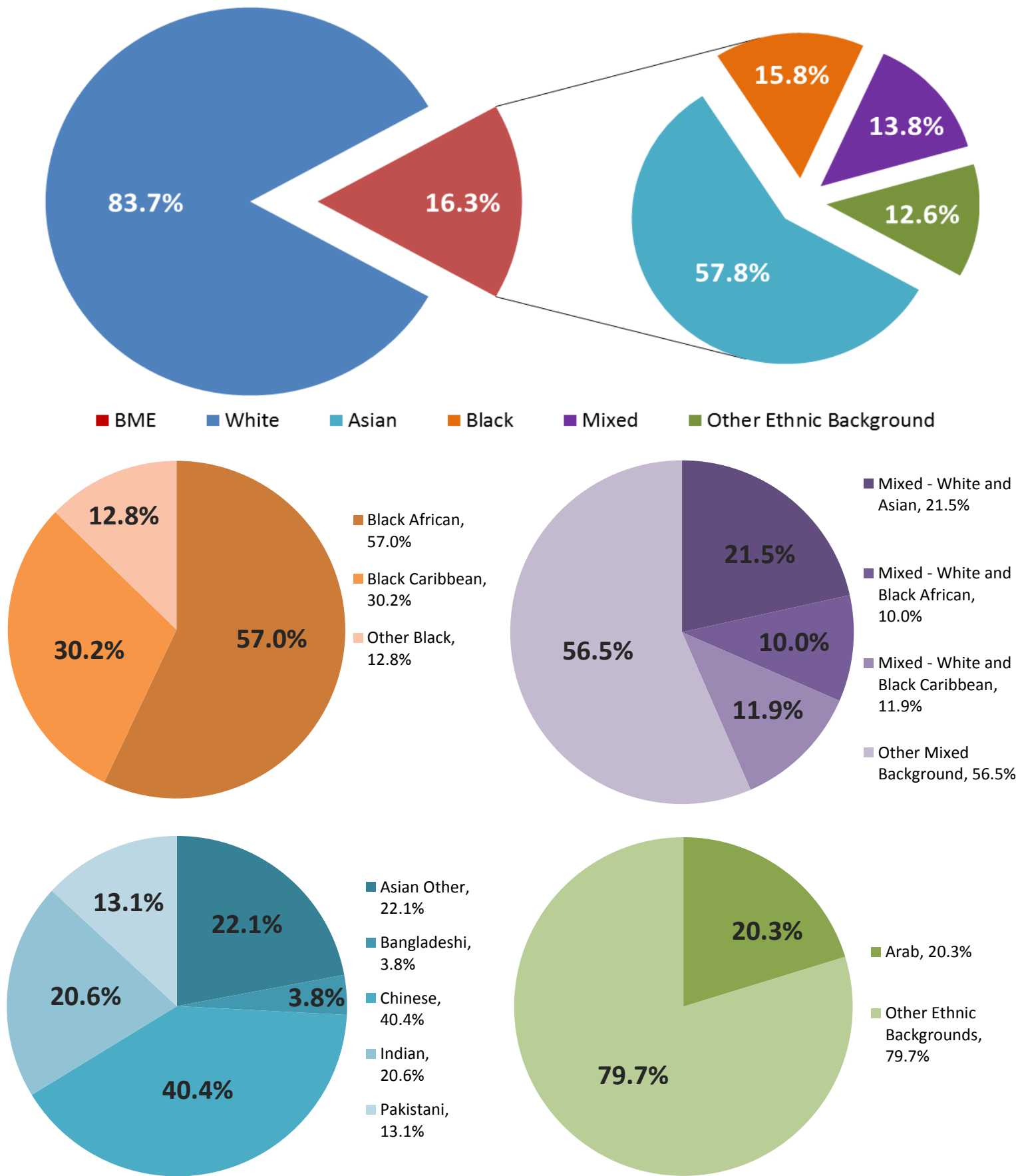
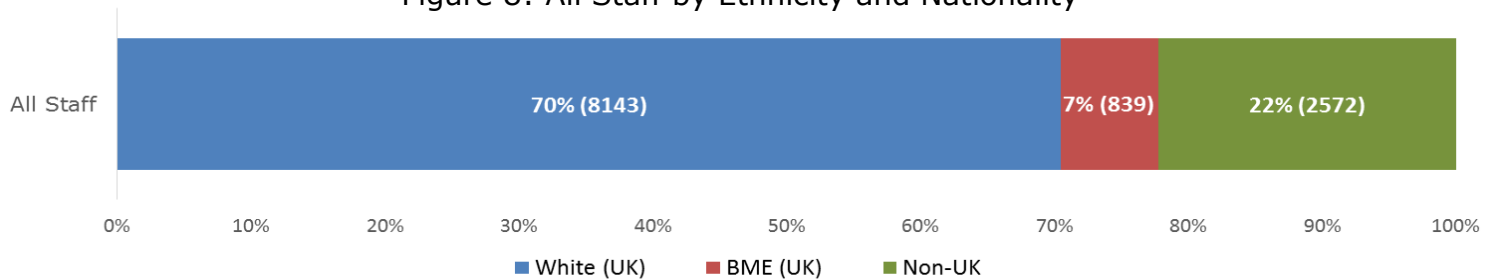


Figure 8: All Staff by Ethnicity and Nationality



'Black and Minority Ethnic' (BME) is a term referring to those of non-White descent, and encompasses a wide range of different ethnicities irrespective of a person's origin or nationality. Of all staff of known ethnicity, Black and Minority Ethnic staff make up 16% of our staff population (Figure 7).

BME staff from the UK represent 7% of the staff population (Figure 8), comparable to the higher education average of 8%¹. This can also be compared with the percentage of those living in the Greater Manchester area that are from a UK BME background. For the Greater Manchester area this figure is 12.5%², whilst for the United Kingdom this figure sits at 9.1%².

The University employs many staff originating from outside the UK, with the majority of this group working as Academic staff (Figure 8). Non-UK staff make up 22.3% of the staff population (Figure 7), 4.7% more than the sector average of Non-UK staff at 17.6%¹.

¹ Equality Challenge Unit Statistical Report 2015

² % of population aged 16-64 who are ethnic minority UK national, Annual Population Survey (ONS: Oct 14' - Sep 15')

Figure 9: All Staff by University Function, Ethnicity and Nationality

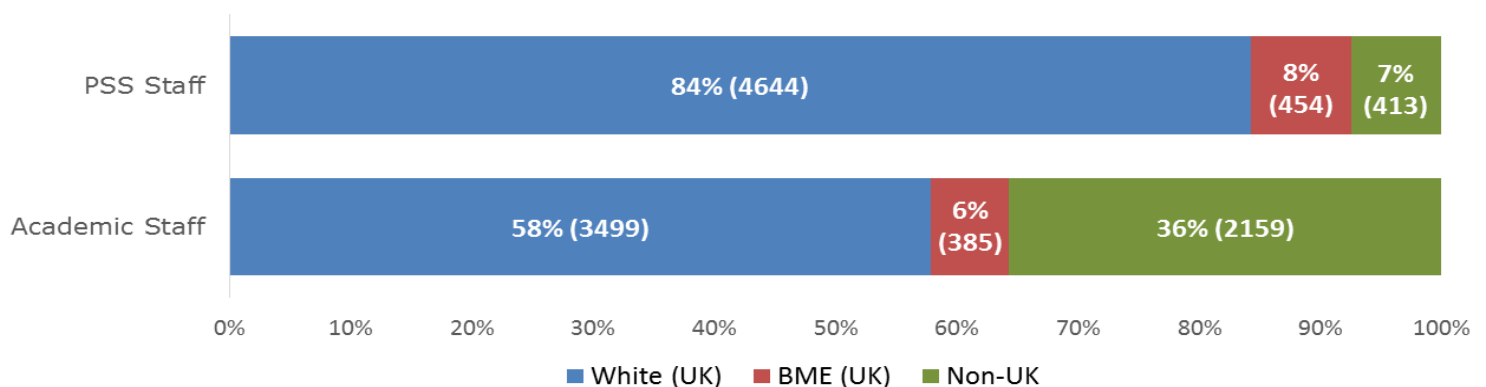
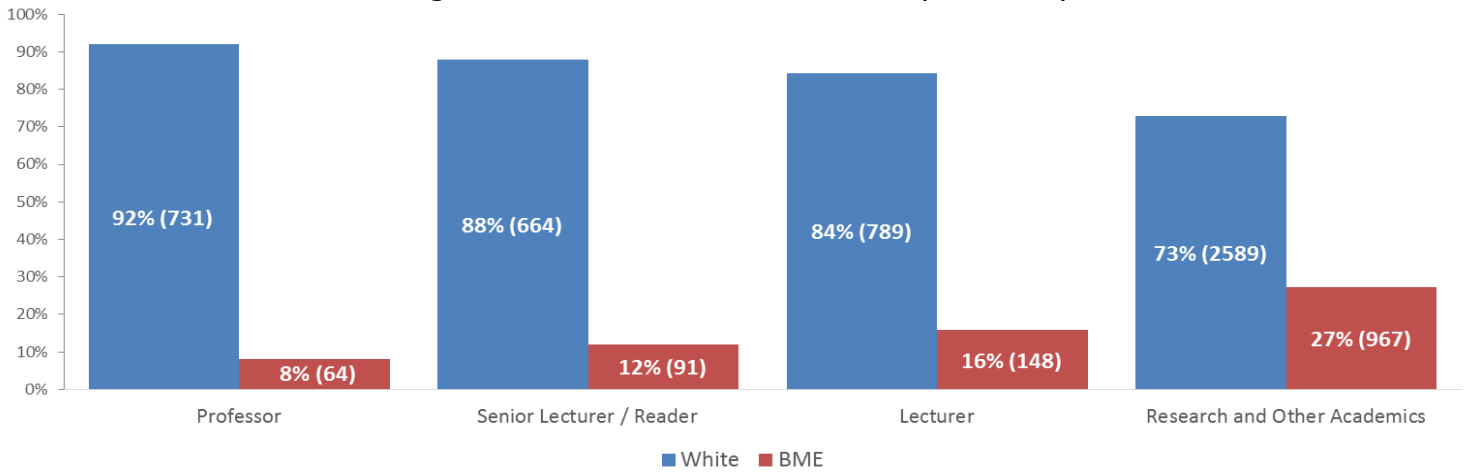


Figure 10: Academic Staff Levels by Ethnicity



Improving the representation of Black and Minority Ethnic staff in senior academic and support positions has been one of the University's equality objectives over the past four years. Currently, 8% of Professors and 12% of Senior Lecturer or Readers are BME. This is comparable to the sector averages of 8.9%¹ and 12.7%¹ respectively.

¹ Equality Challenge Unit Statistical Report 2015

Figure 11: Promotion to Position of Senior Lecturer by Ethnicity

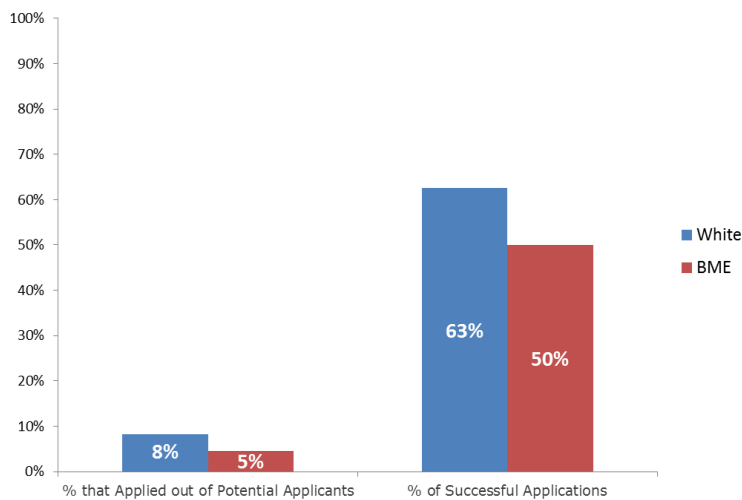


Figure 12: Promotion to Position of Reader by Ethnicity

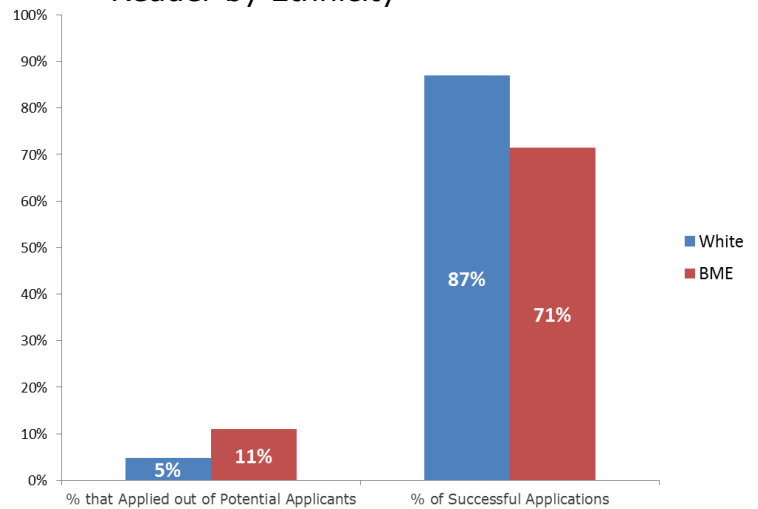
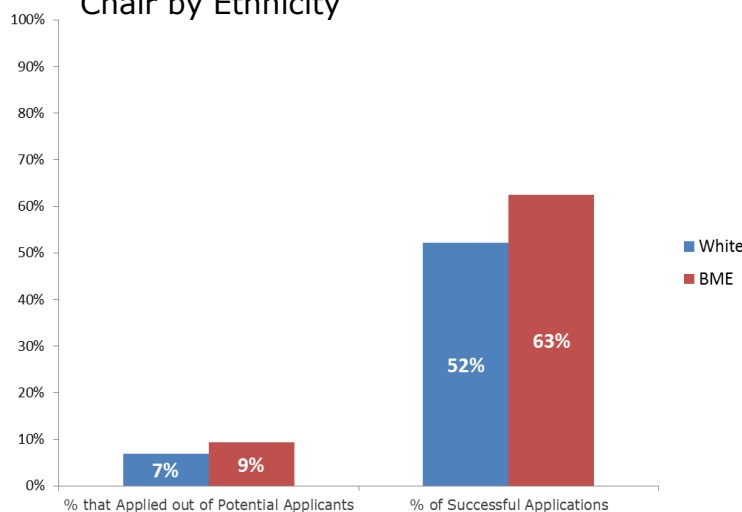


Figure 13: Promotion to Position of Chair by Ethnicity

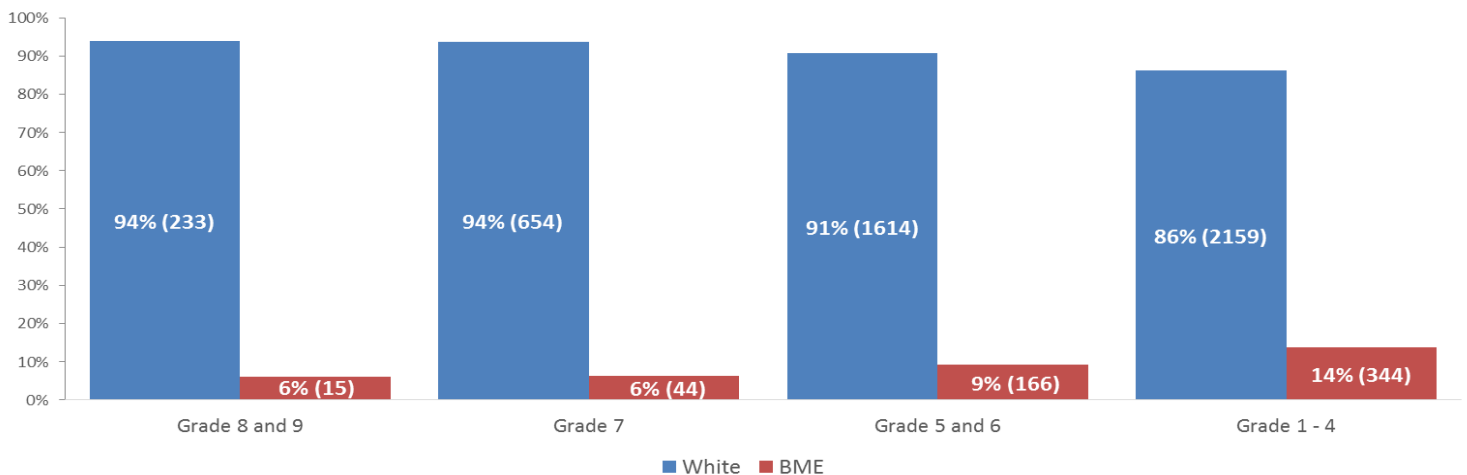


For applications for promotion to Senior Lecturer, a smaller fraction of potential BME academics applied as compared to the fraction of the potential White academics that applied over the reporting period. For the position of Reader, however, BME academics were more than twice as likely to apply, and similarly more likely to apply for promotion to the role of Chair.

After applying to the role of Senior Lecturer, 13% fewer BME candidates were promoted than White candidates. Similarly, 16% fewer BME candidates were promoted than White in promotions to the level of Reader. This is in contrast with promotions to the role of Professor, for which BME candidates were promoted 11% more often than White candidates.

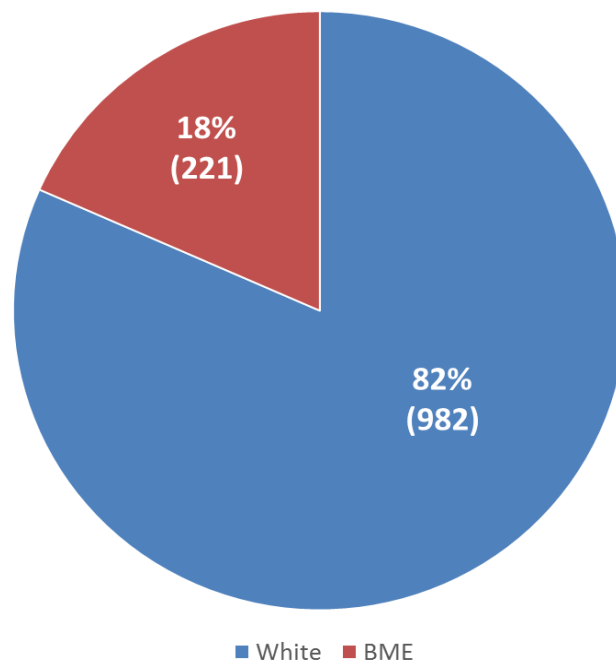
The University is rolling out Unconscious Bias training across the institution to tackle any implicit bias that may be present in recruitment and promotion decisions.

Figure 14: Support Staff Grades by Ethnicity



Within Professional Support roles at the University, 8% of roles at grade 6 and above are held by BME staff members. Improving the representation of BME staff in senior support positions has been part of the University's equality objectives over the past four years.

Figure 15: Leavers during 2014 – 2015 by Ethnicity



Of those 1256 staff who left the University over the year, ethnicity information was available for 1203 of these leavers. Of this group, 18% of leavers were from a BME background and 82% were White.

3.4 Gender (Staff)

Figure 16: All Staff by Gender

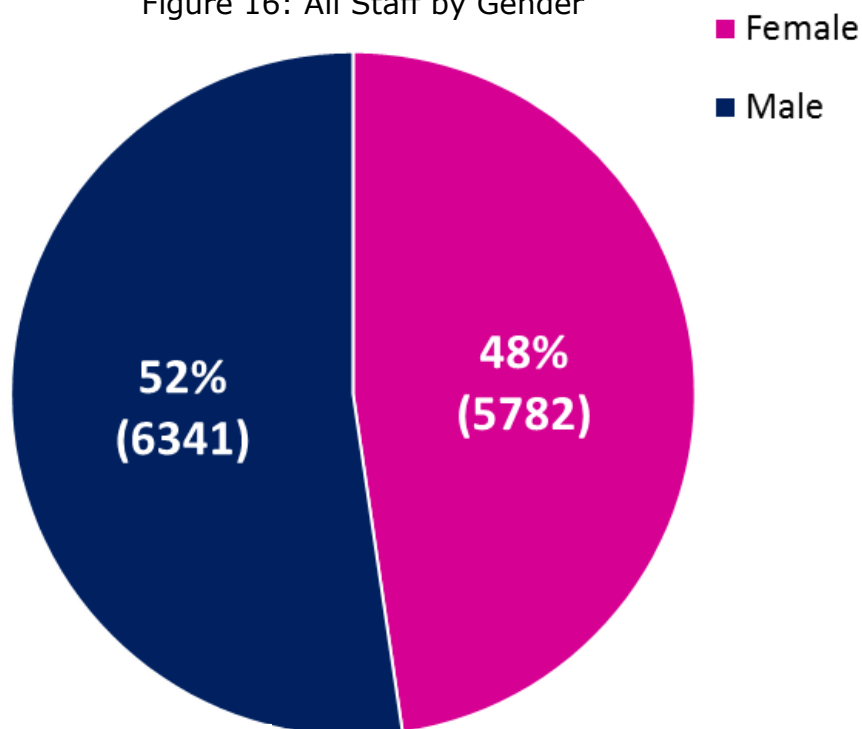


Figure 17: Academic Staff by Gender

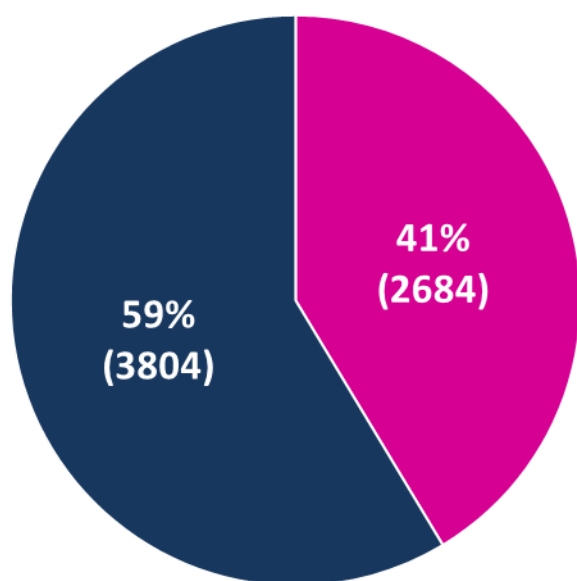
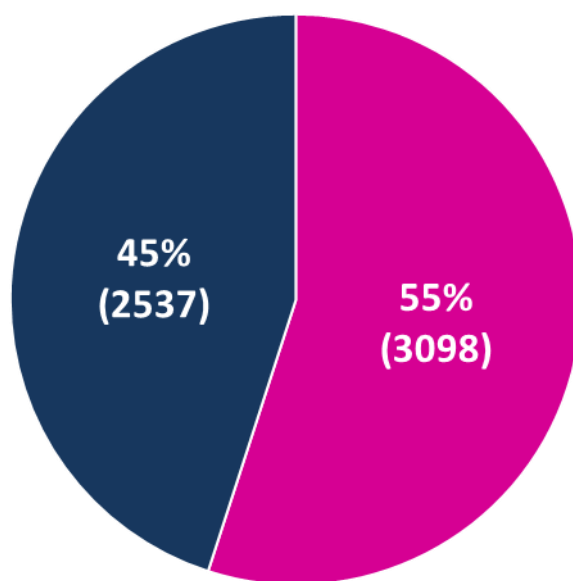


Figure 18: Support Staff by Gender

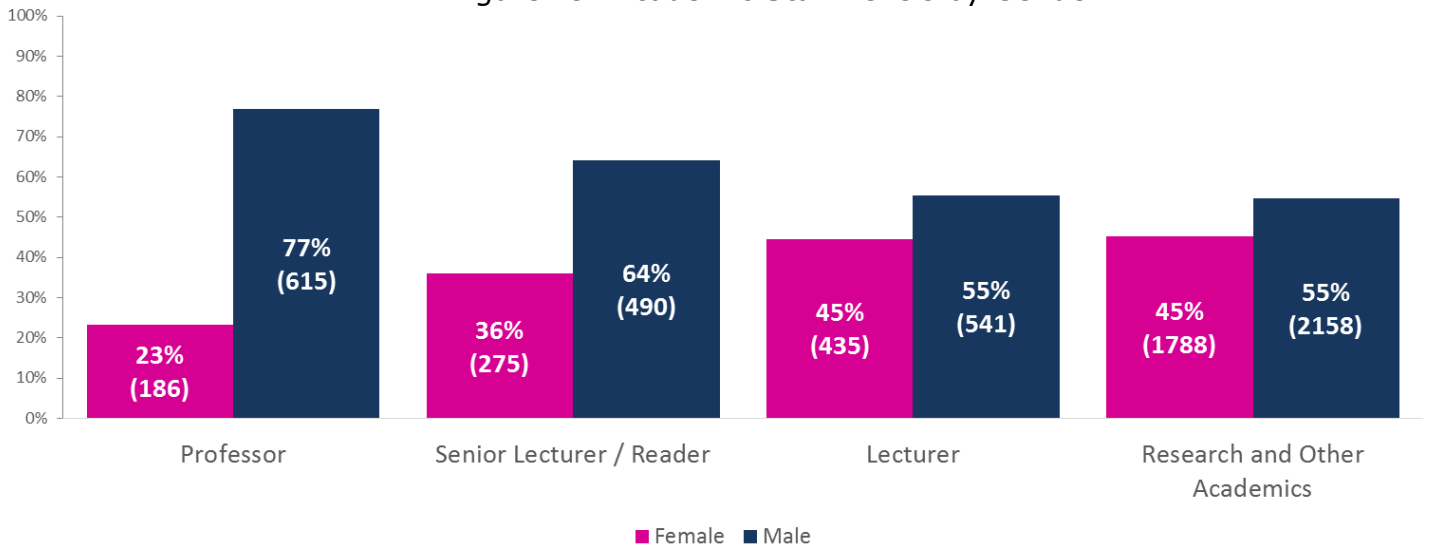


There are similar proportions of male and female staff working at the University. However, when analysed in terms of their functions at University, there are 18% more male academic staff compared with female. This trend is reversed within the PSS, where there are 10% more female staff than male.

This reflects the state of the higher education sector, where 55%¹ of academics are male compared with 45% female. In support roles this again reverses, with 63%¹ of support staff being Female compared to 37% of support staff being male.

¹ Equality Challenge Unit Statistical Report 2015

Figure 19: Academic Staff Levels by Gender



23% of Professors at the University are female, compared with 77% being male. These figures mirror the higher education sector, where 22.4% of Professors are female compared with 77.6% being male.

¹ Equality Challenge Unit Statistical Report 2015

Figure 20: Promotion to Position of Senior Lecturer by Gender

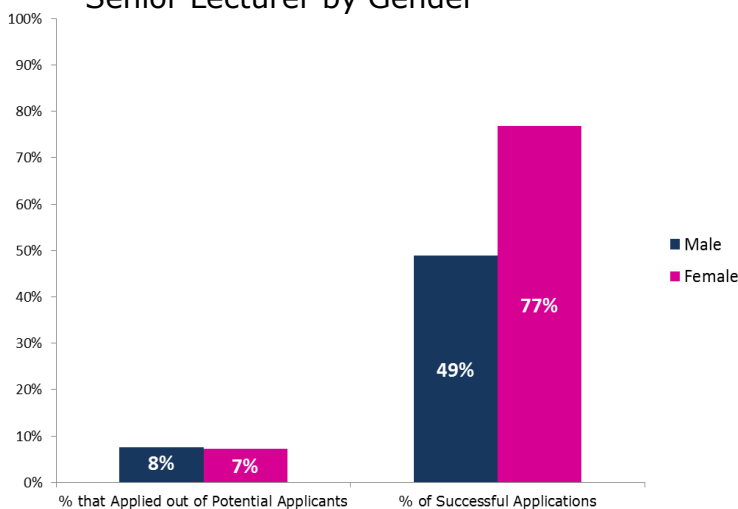


Figure 21: Promotion to Position of Reader by Gender

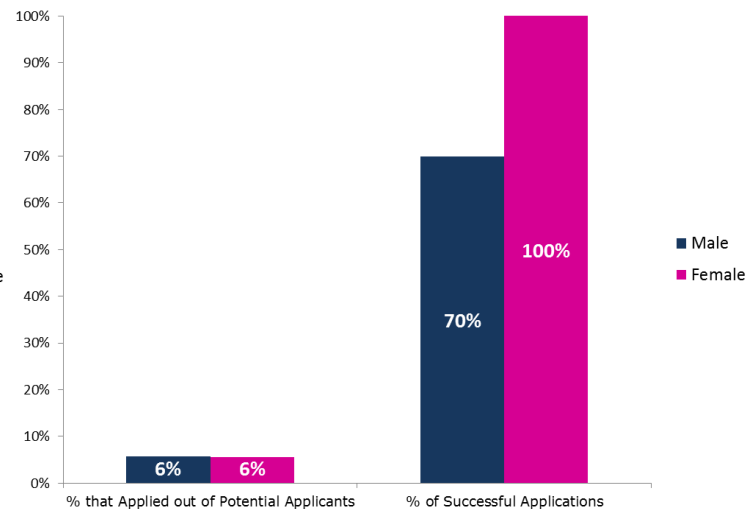
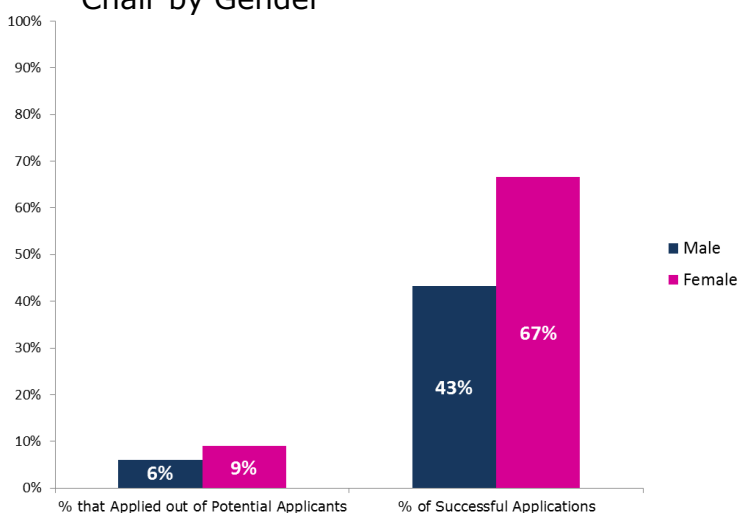


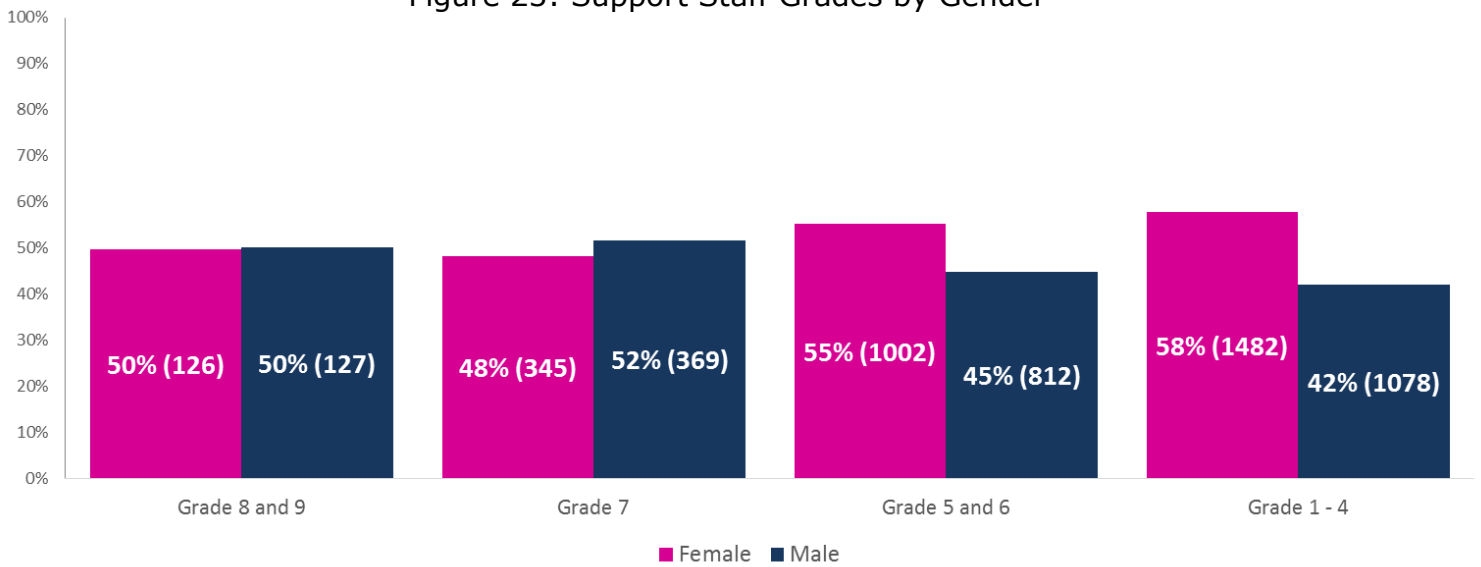
Figure 22: Promotion to Position of Chair by Gender



In promotion to the positions of Senior Lecturer and Reader, similar fractions of the potential applicant pool applied from both sexes. However, the fraction of those who applied for promotion to Chair was 3% greater for females than for males.

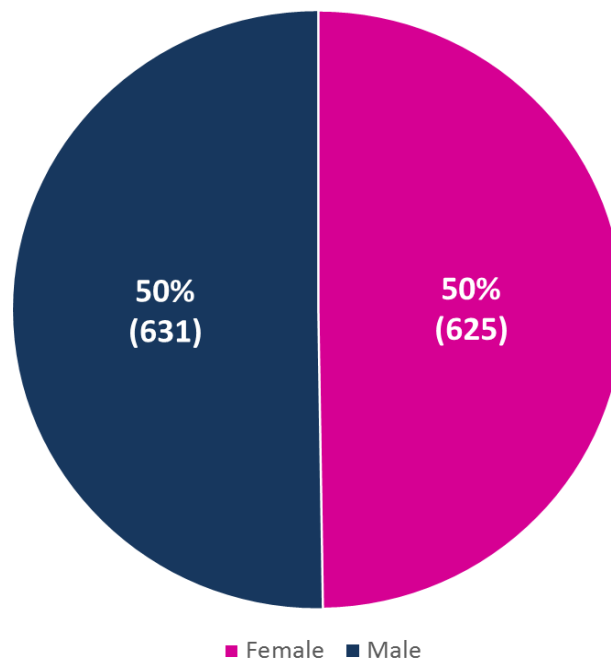
In terms of success rates, female applicants were considerably more likely to be successful in promotion across all promotion pathways.

Figure 23: Support Staff Grades by Gender



Within Professional Support Services, numbers of staff above grade 6 are evenly distributed between the sexes. At lower grades however, there are 10% and 16% more female staff working at grades 5 & 6 and 1-4 respectively.

Figure 24: Leavers during 2014 – 2015 by Gender



Of the 1256 staff who left over the year, similar proportions of these people were female as compared with male.

Student Equality Information

4.1 Age (Students)

Figure 25: All Students by Age

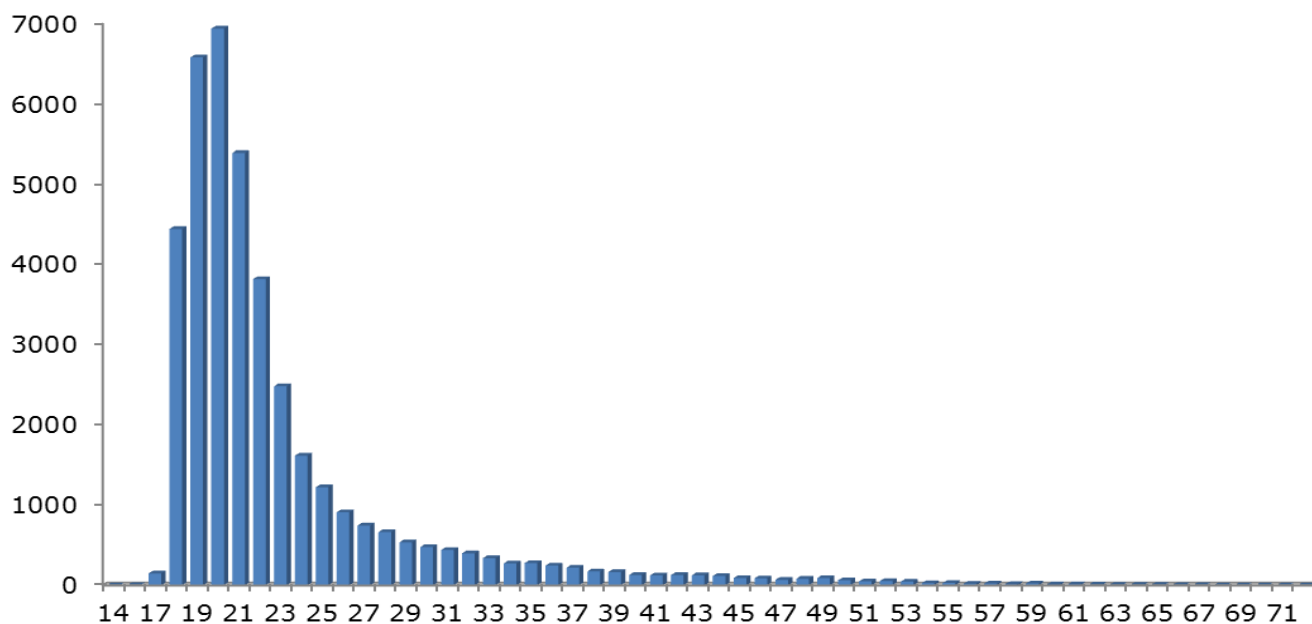


Figure 26: Undergraduate Students by Age

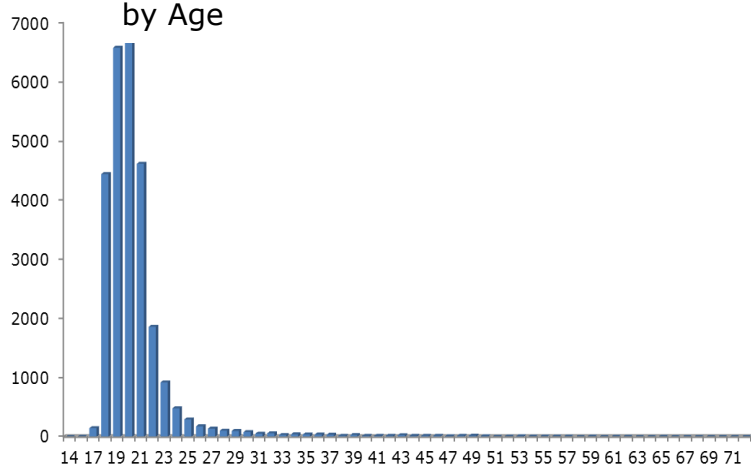
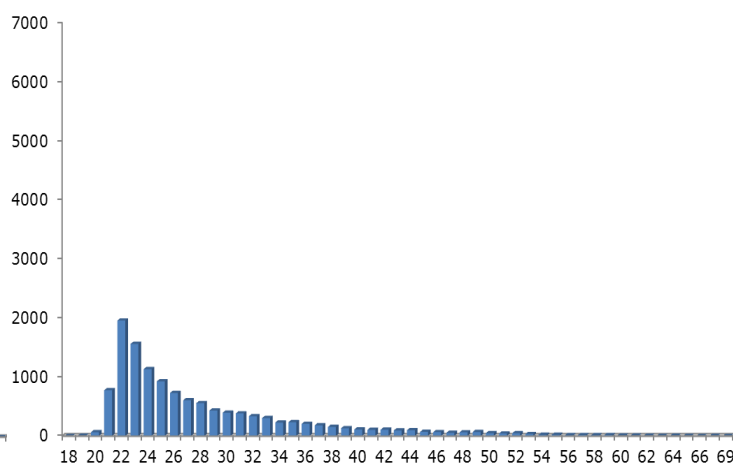


Figure 27: Postgraduate Students by Age

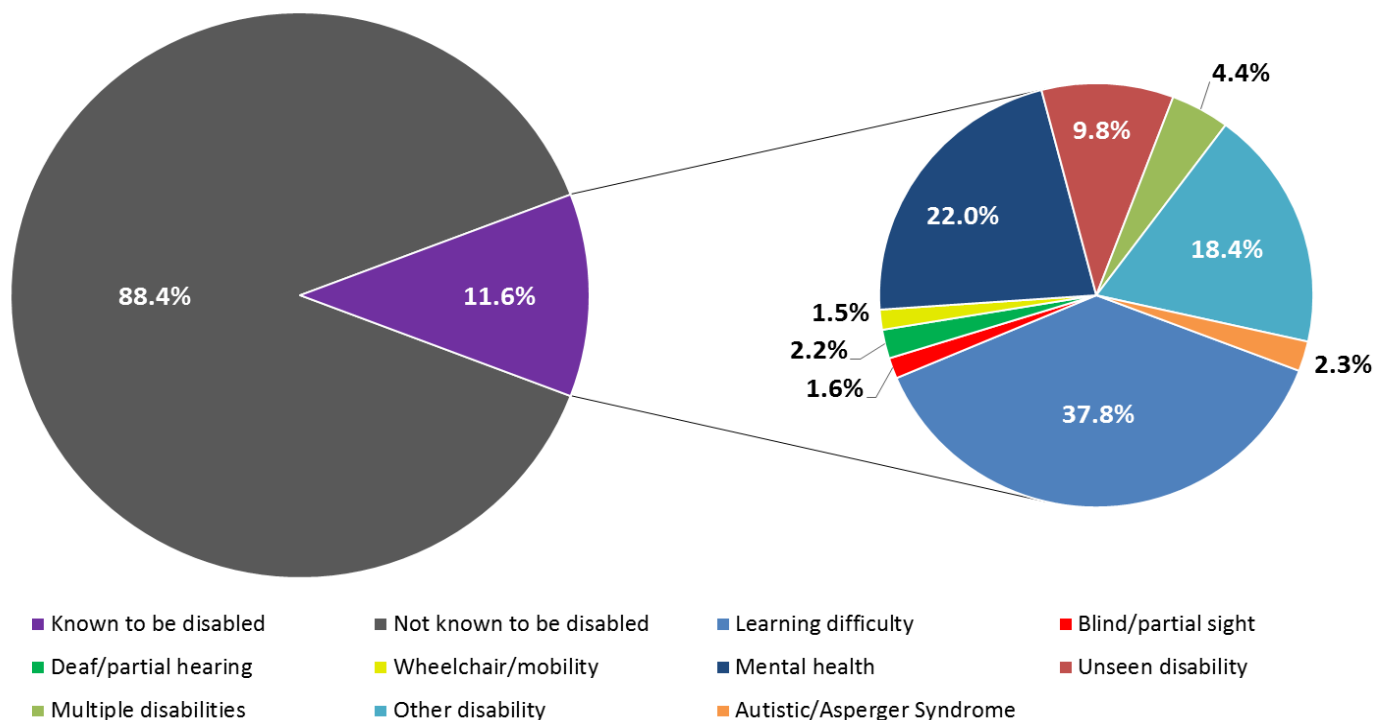


Whilst most students (68%) are aged between 18 and 22, there is a wide range of ages of students studying at the University.

Undergraduate programmes tend to have students aged between 18 and 22, however postgraduate students tend to be aged between 21 and 26. The numbers of postgraduate students of a given age depreciates slowly, with considerable numbers of students on postgraduate courses up to 40 years old.

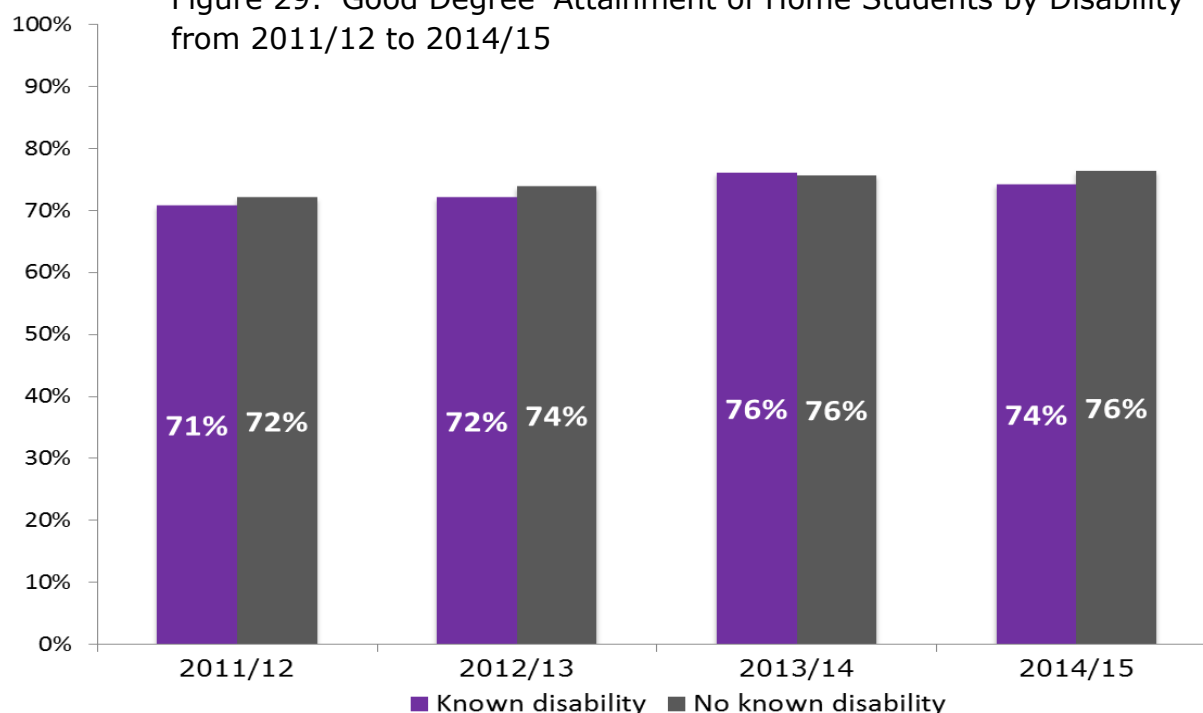
4.2 Disability (Students)

Figure 28: Disabled Students



Similar to staff, the DASS supports a range of disabilities with personalised provisions. Figures from DASS show that 11.6% of students at the University have registered with them, involving a range of different types of disabilities. The most common disability experienced by students is a learning difficulty (37.8%).

Figure 29: 'Good Degree' Attainment of Home Students by Disability from 2011/12 to 2014/15



Note: A 'good' degree is an attainment of 2:1 or higher

The attainment of students with and without disabilities has been similar across the previous four academic years. Note: Medical and unclassified degrees have not been included.

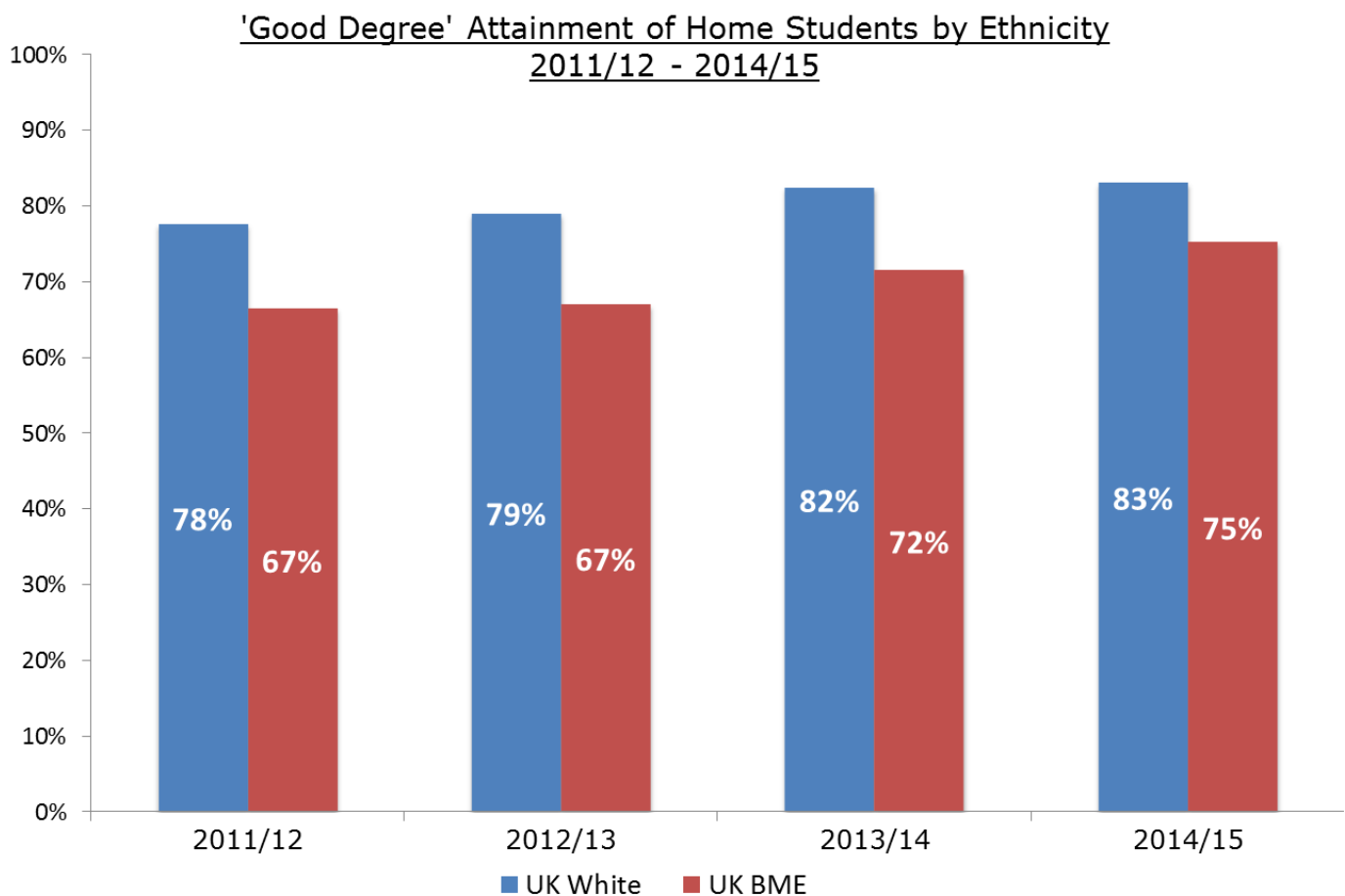
4.3 Ethnicity (Students)

Figure 30: All Students by Ethnicity and Nationality



The University has seen a gradual increase in the representation of BME students over the past five years, with 675 more BME current students as compared with 2011/12.

The University has also admitted more students of non-UK origin, with this group representing 5% more of the total population than in 2011/12.

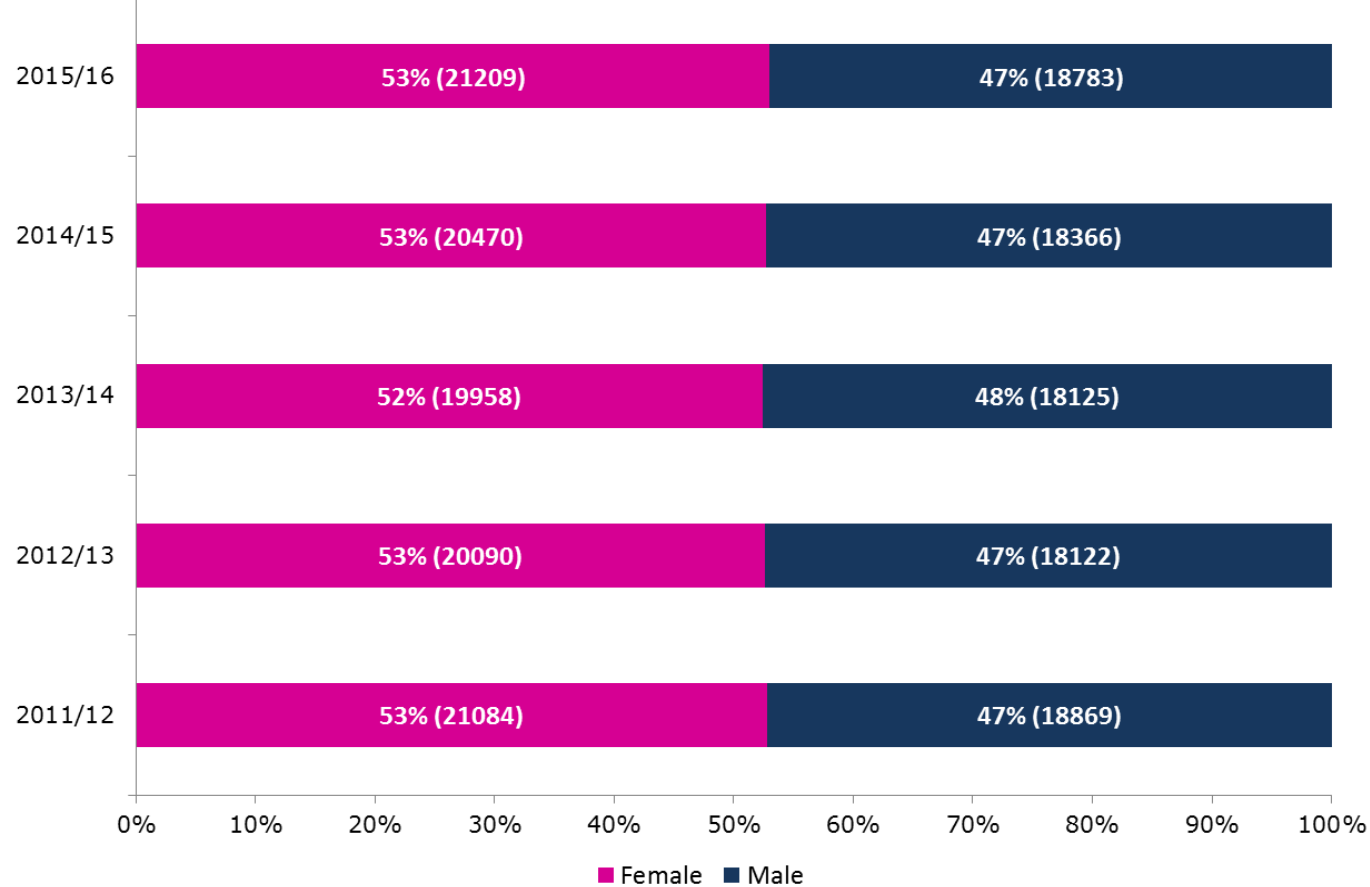


Within the higher education sector, a significant gap has existed between the attainment of BME students compared with their White peers. This led to the formulation of one of our equality objectives in 2012 to try and close this gap by further increasing our understanding of possible barriers and instigating targeted programmes of support. The gap has declined over the years, currently sitting at 8%. The gap is almost half of the UK-wide attainment gap at 15.2%.

Medical and unclassified degrees are excluded.

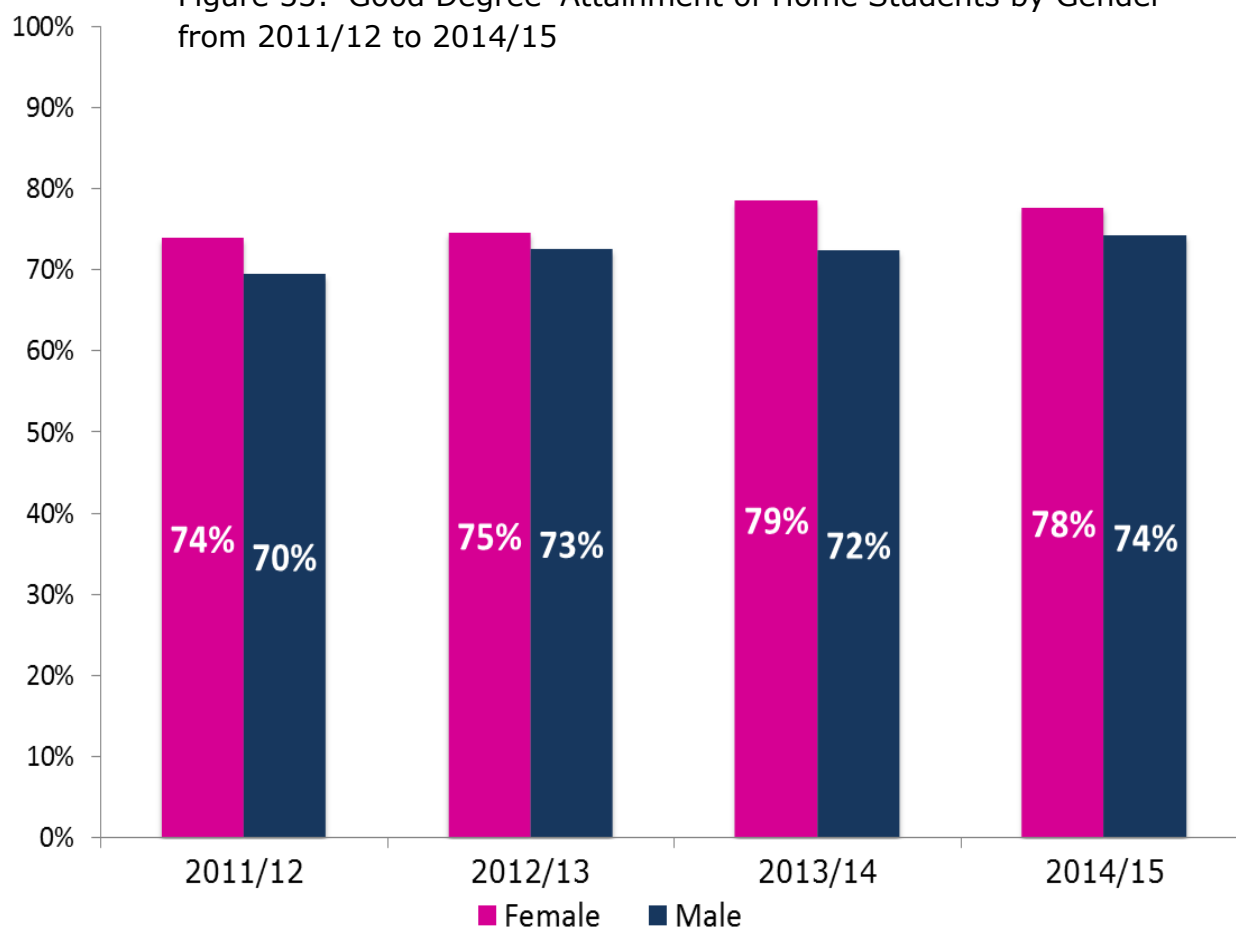
4.4 Gender (Students)

Figure 32: All Students by Gender



The student population has historically included more female students than male students, with the approximate ratio of 53% to 47% sustaining over the past five years.

Figure 33: 'Good Degree' Attainment of Home Students by Gender from 2011/12 to 2014/15



The figures for gender attainment mirror that of the wider sector, showing that females historically have been more likely to attain an upper second-class honours degree or higher.

Note: Medical and unclassified degrees have not been included.

5. Appendix

Please note: tables with 'not known' ethnicity have included staff with unknown data for completeness; all other statistics are based on the known population. The numbers below include Atypical staff (which includes: Teaching Assistants, Demonstrators, Clinical Tutors, Occasional Assistants).

Table 1: All Staff by University Function, Ethnicity and Gender

	Ethnicity				
		Female	Male	Total	
		Count	Count	Count	%
Academic Staff	White	2029	2744	4773	74%
	BME	482	788	1270	20%
	Not known	173	272	445	7%
	Count	2684	3804	6488	
	%	41%	59%		
Professional Support Services Staff	White	2714	2188	4902	87%
	BME	329	280	609	11%
	Not known	55	69	124	2%
	Count	3098	2537	5635	
	%	55%	45%		

Table 2: Academic Staff Levels by Ethnicity and Gender

Job Type	Ethnicity				
		Female	Male	Total	
		Count	Count	Count	%
Lecturer	White	360	429	789	81%
	BME	62	86	148	15%
	Not known	13	26	39	4%
	Count	435	541	976	
	%	45%	55%		
Senior Lecturer/Reader	White	251	413	664	87%
	BME	21	70	91	12%
	Not known	3	7	10	1%
	Count	275	490	765	
	%	36%	64%		
Professor	White	168	563	731	91%
	BME	14	50	64	8%
	Not known	4	2	6	1%
	Count	186	615	801	
	%	23%	77%		
All core academic staff	White	779	1405	2184	86%
	BME	97	206	303	12%
	Not known	20	35	55	2%
	Count	896	1646	2542	
	%	35%	65%		
Research and Other Academics	White	1250	1339	2589	66%
	BME	385	582	967	25%
	Not known	153	237	390	10%
	Count	1788	2158	3946	
	%	26%	74%		

Table 3: BME Academic Staff by Level Over Previous Three Years

Job Type	2012/13	2013/14	2014/15
Lecturer	16% (138)	15% (135)	16% (148)
Senior Lecturer / Reader	11% (81)	12% (85)	12% (91)
Professor	8% (64)	8% (62)	8% (64)
Research and Other Academics	26% (869)	24% (702)	27% (967)

Table 4: Female Academic Staff by Level Over Previous Three Years

Job Type	2012/13	2013/14	2014/15
Lecturer	46% (391)	44% (413)	45% (435)
Senior Lecturer / Reader	34% (243)	35% (250)	36% (275)
Professor	22% (172)	22% (176)	23% (186)
Research and Other Academics	46% (1669)	47% (1479)	45% (1788)

Table 5: Support Staff Grades by Ethnicity and Gender

Job Type	Ethnicity				
		Female	Male	Total	
		Count	Count	Count	%
Grade 1 - 4	White	1253	906	2159	84%
	BME	197	147	344	13%
	Not known	32	25	57	2%
	Count	1482	1078	2560	
	%	58%	42%		
Grade 5 and 6	White	893	721	1614	89%
	BME	94	72	166	9%
	Not known	15	19	34	2%
	Count	1002	812	1814	
	%	55%	45%		
Grade 7	White	322	332	654	92%
	BME	18	26	44	6%
	Not known	5	11	16	2%
	Count	345	369	714	
	%	48%	52%		
Grade 8 and 9	White	120	113	233	92%
	BME	5	10	15	6%
	Not known	1	4	5	2%
	Count	126	127	253	
	%	50%	50%		
Other Grades	White	126	116	242	82%
	BME	15	25	40	14%
	Not known	2	10	12	4%
	Count	143	151	294	
	%	26%	74%		

Table 6: BME Support Staff by Grade Band over Previous Three Years

Job Type	2012/13	2013/14	2014/15
Grade 1 - 4	13% (303)	13% (306)	14% (344)
Grade 5 & 6	10% (158)	9% (163)	9% (166)
Grade 7	5% (28)	5% (33)	6% (44)
Grade 8 & 9	6% (13)	6% (14)	6% (15)

Table 7: Academic Promotions by Level and Ethnicity

Promotion to	% that Applied out of Potential Applicants		Distribution of Applicants		% of Successful Applications	
	White	BME	White	BME	White	BME
Senior Lecturer	8% (974)	5% (176)	91% (80)	9% (8)	63% (50)	50% (4)
Reader	5% (479)	11% (64)	77% (23)	23% (7)	87% (20)	71% (5)
Chair	7% (662)	9% (85)	85% (46)	15% (8)	52% (24)	63% (5)
All Levels	7% (2115)	7% (315)	87% (149)	13% (23)	63% (94)	61% (14)

Table 8: Academic Promotions by Level and Gender

Promotion to	% that Applied out of Potential Applicants		Distribution of Applicants		% of Successful Applications	
	Male	Female	Male	Female	Male	Female
Senior Lecturer	8% (649)	7% (541)	56% (49)	44% (39)	49% (24)	77% (30)
Reader	6% (352)	6% (197)	65% (20)	35% (11)	70% (14)	100% (11)
Chair	6% (495)	9% (265)	56% (30)	44% (24)	43% (13)	67% (16)
All Levels	7% (1496)	7% (1003)	57% (99)	43% (74)	52% (51)	77% (57)

Table 9: 'Good Degree' Attainment of Home Students by Ethnicity Over Previous Four Years

	2011/12	2012/13	2013/14	2014/15
UK - White	78% (3313)	79% (3490)	82% (3390)	83% (2888)
UK - BME	67% (671)	67% (696)	72% (708)	75% (726)

Table 10: Disabled Staff

Not known to be Disabled	91.1% (11047)
Known* to have a Disability	8.9% (1076)

*as of 14th January 2016

Table 11: Staff Disability Breakdown

The 11.6% known to have a disability are broken down as follows:

Learning difficulty	7.7% (83)
Cognitive impairment	2.2% (24)
Long-standing illness or health condition	33% (355)
Mental health condition	20.1% (216)
Physical impairment or mobility issues	30.6% (329)
Deaf or hearing impaired	3.4% (37)
Blind or visual impairment	3% (32)

Table 12: Disabled Students

Not known to be Disabled	88.4% (34330)
Known* to have a Disability	11.6% (4506)

*as of 20th January 2016

Table 13: Student Disability Breakdown

The 11.6% known to have a disability are broken down as follows:

Learning difficulty	37.8% (1704)
Blind/partial sight	1.6% (71)
Deaf/partial hearing	2.2% (99)
Wheelchair/mobility	1.5% (69)
Mental health	22% (992)
Unseen disability	9.8% (443)
Multiple disabilities	4.4% (198)
Other disability	18.4% (827)
Autistic/Asperger Syndrome	2.3% (103)