

Equality Objectives 2016

1. Introduction

The Equality Act (2010) places a general duty on the University to prepare and publish equality objectives, at least every four years. We published our last set of objectives in 2012 and are due to publish our new objectives in April 2016.

Consultation on these objectives will take place between **29th February and 11th March 2016**.

The Equality and Human Rights Commission (EHRC) explains that the objectives we set must be specific, measurable and explicit about:

- The policy, function or practice they relate to
- The people that are affected
- The outcome they seek to achieve
- Why they have been selected, and
- How success will be measured.

Table 1 provides an overview of the proposed objectives and measures and outlines the rationale behind them. It links to additional information and data and identifies how action will be taken forward.

2. Proposed Objectives

Objective 1 : Improve the representation of women and black and minority ethnic (BME) staff in senior leadership, academic and professional support positions		
Measure	Rationale	Action
1.1 An annual increase in the proportion of women at senior lecturer/reader level and above until they are representative of those at lecturer level.	<p>Whilst progress has been made to improve representation in this area, our data demonstrates that there remains a lower proportion of women in senior academic positions. In 2014/15, 45% of lecturers; 36% of senior lecturers and 23% of professors were female.</p> <p>Equality Information Report ⁱ</p>	<p>This measure is one of the Key Performance Indicators included within the University's Manchester 2020 strategy.ⁱⁱ</p> <p>Action on this indicator is devolved to the Faculties and integrated into their operational plans. They report on progress to HR sub-committee bi-annually.</p>
1.2 The University has achieved a Silver Athena SWAN Award; all Schools in the Faculty of Humanities have achieved an award and we continue to improve our level of award in all Schools.	<p>The University has a respectable position under this scheme, but we want to do better and be a leader in the sector.</p> <p>The University applied for a Silver institutional award in 2014 but were unsuccessful; however our Bronze Award was renewed. All of our 15 STEMM Schools hold an award - seven schools have Silver and eight have Bronze.</p> <p>The Athena SWAN Charter has recently (1st May 2015) expanded to include all Schools in the Faculty of Humanities, professional and support staff, technical staff, and Trans staff and students. More on Athena Swanⁱⁱⁱ</p>	<p>The University and each School with an award has an action plan. Details of these plans can be found on the Equality and Diversity staff pages</p> <p>UoM Athena Swan Pages ^{iv}</p> <p>Action on this indicator is devolved to the Faculties and integrated into their operational plans.</p> <p>Progress on these actions is reported to the HR sub-committee on a bi-annual basis.</p>

Measure	Rationale	Action
<p>1.3 An annual increase in the proportion of BME academic staff at senior lecturer/reader level and above until they are representative of those at lecturer level.</p>	<p>Whilst some progress has been made to improve representation in this area, our data demonstrates that there remains a lower proportion of BME staff in senior academic positions. In 2014/15, 16% of lecturers; 12% of senior lecturers and 8% of professors were BME.</p> <p>Equality Information Reportⁱ</p>	<p>This measure is one of the Key Performance Indicators included within the University's Manchester 2020 strategy.</p> <p>Action on this indicator is devolved to Faculties and integrated into their operational plans. They report on progress to HR sub-committee bi-annually.</p>
<p>1.4 An increase in the proportion of BME professional support services staff in grades 6 and above until they are representative of the BME population employed in professional occupations in the UK.</p>	<p>Our data demonstrates that there remains a lower proportion of BME staff in senior professional support positions. In 2014/15, 14% of grades 1-4; 9% of grades 5 & 6; 6% of grade 7 and 6% of grades 8 & 9 were from a BME background. Currently 13% of those employed in professional occupations in the UK are BME.</p> <p>Equality Information Reportⁱ</p>	<p>This measure is one of the Key Performance Indicators included within the University's Manchester 2020 strategy.</p> <p>Action on this indicator is devolved to the Professional Support Services and integrated into their operational plans. They report on progress to HR sub-committee bi-annually.</p>
<p>1.5 The University has achieved a Silver Race Equality Charter Mark Award</p>	<p>In July 2015, the University was successful in being awarded the Race Equality Charter Mark at bronze level, after participating in the pilot scheme.</p> <p>The University of Manchester was proud to be one of only 8 institutions out of 21 who submitted that received a Bronze Award.</p> <p>Race Equality Charter Mark^v</p>	<p>The University has an action plan. Details of these plans can be found on the Equality and Diversity staff pages</p> <p>UoM Race Charter Mark Pages^{vi}</p> <p>Progress on these actions is monitored by an implementation group and is reported to the HR sub-committee on a bi-annual basis.</p>

Objective 2: Take action to further understand and improve the experience of disabled staff

Measure	Rationale	Action
<p>2.1 An increase in the percentage of positive responses from disabled staff in the staff survey until they are equal to those of non-disabled staff</p>	<p>The University's staff survey aims to measure if staff feel encouraged, valued and motivated and goes across all aspects of the staff university experience.</p> <p>The results from the 2015 survey identified 25 statistically significant areas that required attention where disabled staff are dissatisfied. This was more than double any other equality group.</p> <p>These areas range from how they feel valued by the people they work with; the support from their line manager and how well change is managed.</p>	<p>As the issues highlighted affect all areas and services within the University, a group of representatives will be brought together to identify an action plan.</p> <p>The development of this plan and progress made will be monitored through the University's Staff Survey Steering Group and bi-annually through the HR sub-committee.</p> <p>The University will continue to take action to challenge mental health stigma and discrimination through its Time to Change Pledge</p> <p>UoM Time to Change Pledge</p>

Objective 3: Take action to further understand and address any differential outcomes of undergraduate students in relation to access, retention, attainment and progression to a positive graduate destination in relation to disability, ethnicity, gender and socio-economic status

Measure	Rationale	Action
<p>3.1 A review has been undertaken of how we monitor differential outcomes of undergraduate students and develop actions in relation to access, retention, attainment and progression to a positive graduate destination by disability, ethnicity, gender and socio-economic status.</p>	<p>The University has a strong track record of attracting students from under-represented groups. The University's Access Agreement sets out the actions it takes to fulfil its commitments and the progress made in this area.</p> <p>UoM Access Agreement 2016/17^{vii}</p> <p>We currently monitor possible differential undergraduate student outcomes in a variety of ways. A review will help us to ensure the mechanisms we have in place are the most effective in monitoring progress and developing actions.</p> <p>HEFCE (and others) have published several reports that look at understanding and addressing differential student outcomes^{viii}.</p> <p>Point 38 of the new OFFA guidance on access agreements for 2017/18 notes that HEIs will be expected to identify how they intend to address any differential outcomes in relation to different groups.</p>	<p>The University's 2017-18 access agreement will be submitted to the Office for Fair Access (OFFA) on 27 April 2016. The accompanying action plan will set out how the University will address any differential outcomes in relation to different groups.</p> <p>New OFFA guidance on access agreements for 2017/18</p>

Measure	Rationale	Action
<p>3.2 An annual increase in the proportion of UK BME undergraduate students entering University until they are representative of the proportion nationally</p>	<p>There has been an increase in the percentage of BME students entering the University from 14.3% in 2011/12 to 17.3% in 2013/14, compared to 19% nationally.</p> <p>The Prime Minister has announced social mobility goals to increase by 20 per cent the number of students from black and minority ethnic communities studying in higher education by 2020, from 2014 levels.</p> <p>Guidance from the Secretary of State for Business, Innovation and Skills and the Minister of State for Universities and Science to the Director of Fair Access</p>	<p>Action on these three measures (3.2 – 3.4) is being monitored through the University’s Race Equality Charter Mark.</p> <p>You can find out more on progress and plans for the future of the university’s application.</p> <p>UoM Race Charter Mark Pages</p>
<p>3.3 A reduction in the attainment gap of UK BME students until their attainment is comparable to white students</p>	<p>The University has been scrutinising UK BME attainment data for the last six years, as well as conducting qualitative research through focus groups and interviews with undergraduate students, to find out why there is differential attainment based on ethnicity. We can see from the latest data that there is a gap of 8%. The gap is almost half of the UK-wide attainment gap of 15.2%.</p>	<p>Progress on these actions is reported through the faculties Annual Performance Reviews and the Teaching and Learning Group.</p>

Measure	Rationale	Action
3.4 An improved retention rate for Black students that is in line with other ethnic groups	There has been a significant reduction in BME students not continuing their studies across all groups. However Black students non- continuation rates remain high at 14% compared to white students at 7% and Asian students at 7%.	

Objective 4: Take action to understand and address any inequalities for researchers.

Measure	Rationale	Action
4.1 The University's HR Excellence in Research Award has been renewed.	<p>The University has recently renewed its HR Excellence in Research Award. This award demonstrates its commitment to the Concordat to Support the Career Development of Researchers^{ix}</p> <p>This award will be reviewed again by external peer review in November 2019.</p> <p>This review will identify if there are robust mechanisms in place within the institution to regularly and thoughtfully review and reflect on progress and define appropriate strategy and actions. And if the institution is making genuine progress against its strategy and where possible that the impact is evident within the researcher community</p>	<p>This award is supported by the strategy 2015 – 19 to take action to support the Concordat and the 2015 – 17 action plan</p> <p>UoM Career development support for researchers – Action Plans^x</p> <p>Aligning these actions with those of the Equality Objectives will focus action and resources.</p> <p>Progress is reported to the Research Strategy Group (RSG) and HR sub-committee.</p>

Measure	Rationale	Action
<p>4.2 Action has been taken to understand and address why BME, disabled and non-UK staff were less likely to be included in the Research Excellence Framework (REF)</p>	<p>The HEFCE audit of E&D issues in the REF2014 submissions recommended HEIs should proactively address inequalities in staff selection, rather than simply accept them as a general 'sector issue'.</p> <p>University data audit of the REF identified that BME; disabled and non-UK staff were less likely to be submitted.</p>	<p>Investigating the reasons for this and the development of any actions is being overseen by the University's Research Strategy Group.</p>
<p>4.3 Take action to understand and address any inequalities in research applications and awards for women, black and minority ethnic and disabled staff</p>	<p>An analysis of research applications and awards was undertaken. This identified the success of women and BME staff varied across faculty and awarding body.</p> <p>The Research Strategy Group (RSG) has asked for a concise set of dashboard data to be developed for monitoring applications and awards (and the progress through internal peer review and other steps prior to application).</p>	<p>Action will be considered and taken forward through the RSG.</p> <p>They will consider how best to support the University's research goals whilst ensuring that the best potential researchers from a diverse population are attracted into and supported throughout their research careers.</p> <p>The following strategies and action plans will be considered:</p> <p>Manchester 2020 strategy</p> <p>RCUK action plan for equality, diversity and inclusion.</p>

Objective 5: Foster good relations between different equality groups and challenging bullying, harassment and discrimination.

Measure	Rationale	Action
<p>5.1 A decrease in the percentage of staff who feel they have been bullied, harassed or discriminated against across all groups, as identified in the staff survey</p>	<p>5% (351) of staff at University level indicated they believe they are currently being harassed or bullied at work in the last 12 months</p> <p>8% (574) of staff at University level indicated they believe they have been discriminated against at work in the last 12 months.</p> <p>There are a number of staff who feel they have been discriminated against due to their disability, sexual orientation, ethnicity, gender (female) religion or belief (Muslim) and caring responsibilities.</p>	<p>Action will continue on the We Get It Campaign to address all forms of bullying, harassment, sexual harassment and discrimination.</p> <p>Actions have been identified within the UoM Race Charter Mark and the UoM Athena Swan action plans.</p> <p>In addition this data will be considered by the University's Staff Survey Steering Group and actions identified.</p> <p>The University will continue to take action to ensure it is an inclusive organisation for LGBT staff as measured through its placement in the Stonewall Equality Index</p> <p>UoM Stonewall Equality Index^{xi}</p>
<p>5.2 The reasons why bullying, harassment and discrimination have not been reported have been investigated and reporting mechanisms have been reviewed</p>	<p>Of the 5% (351) of staff who felt they were currently being harassed or bullied at work 61% have not reported it.</p> <p>Of the 8% (574) of staff who felt they were currently being discriminated against at work 74% have not reported it.</p>	<p>Actions to understand this further have been identified within the UoM Race Charter Mark</p> <p>In addition, action on understanding more about the reporting behaviour of all groups will be considered.</p> <p>This data will be considered by the University's Staff Survey Steering Group and actions identified.</p>

Measure	Rationale	Action
<p>5.3 A review of our policies and practices to address sexual harassment and violence on campus has taken place.</p>	<p>The We Get It campaign that was launched in 2014 was one of the first of its kind across the sector to tackle the issue of sexual harassment on campus.</p> <p>To date the video to support the campaign has been viewed over 6000 times, over 6400 people have signed a pledge to stand up to sexual harassment and a variety of training activities and awareness events have taken place.</p> <p>UoM We Get It ^{xii}</p> <p>The Universities UK Blog notes:</p> <p>Over the last few years, the National Union of Students has undertaken research to try and understand the nature and scale of the problem. A recent poll of students revealed that 17% of respondents said they had been victim of some form of sexual harassment during their first week of term. In 2010, the NUS found that 68% of women students surveyed said they had been subject to either verbal or physical assault. Yet the numbers of incidents recorded by universities are generally lower than these figures would suggest, highlighting a real concern that students may not always feel confident in reporting experiences to their institution. This can have an extremely damaging impact, especially if a student does not receive the support they need.</p>	<p>A taskforce to examine violence against women, harassment and hate crime affecting university students was set up in November 2015. The Taskforce was established by Universities UK to examine violence against women, harassment and hate crime affecting students.</p> <p>The Taskforce will develop principles, guidance and recommendations for the sector and will report its findings for the start of the 2016/17 academic year (September 2016).</p> <p>A legal briefing published by End Violence Against Women in early 2015 that set out the actions that could show compliance with our obligations under the public sector equality duty. This has been reviewed and we are pleased to say we are compliant.</p> <p>However we don't merely want to meet our obligations we want to exceed them. Therefore a task and finish group will be established to review policies and practices in this area and make any necessary recommendations.</p>

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- i <http://www.staffnet.manchester.ac.uk/services/equality-and-diversity/equalityinformation/equalityreports/>
 - ii <http://www.manchester.ac.uk/discover/vision/>
 - iii <http://www.ecu.ac.uk/equality-charters/athena-swan/>
 - iv <http://www.staffnet.manchester.ac.uk/services/equality-and-diversity/athena-swan/athena-swan-applications/>
 - v <http://www.ecu.ac.uk/equality-charters/race-equality-charter/apply-award>
 - vi <http://www.staffnet.manchester.ac.uk/services/equality-and-diversity/race-charter-mark/>
 - vii <http://documents.manchester.ac.uk/display.aspx?DocID=24542>
 - viii <http://www.hefce.ac.uk/sas/inequality/differential/>
 - ix <https://www.vitae.ac.uk/policy/concordat-to-support-the-career-development-of-researchers>
 - x <http://www.manchester.ac.uk/connect/jobs/benefits-working-here/researchers/>
 - xi <http://www.staffnet.manchester.ac.uk/services/equality-and-diversity/stonewall/>
 - xii <http://www.socialresponsibility.manchester.ac.uk/strategic-priorities/responsible-processes/we-get-it/>