

Faculty of Humanities: Our Vision

The purpose of the
humanities is to
think about what
it is to be **human** and,
at its best, to help us
to **understand** and
explain what is most
admirably human.

“ We are one of the largest bodies of scholars, professional support staff and students committed to the understanding of the humanities in the world.



Faculty of Humanities

Keith Brown, Vice-President and Dean

We are one of the largest bodies of scholars, professional support staff and students committed to the understanding of the humanities in the world. We aspire to be among the very best of our peers; in many areas of activity we are leading or among the best, and we are determined to be even better across the range of our research, teaching and social responsibility.

Within the Faculty of Humanities we adhere to an idea of academic freedom that does not inhibit reasoning, questioning and debating. We teach all who join our community in a spirit of mutual respect and with a view to mutual understanding.

We value equally blue-sky research and research with a more applied and policy orientation, and aim for academic and public engagement that has significant impact. We are interested in the local and regional as well as the national and global. We promote interdisciplinary initiatives to address global issues and major challenges such as understanding different cultures, creating sustainable societies (poverty and inequalities, social change, environmental sustainability), better innovation processes, adapting to ageing populations, transforming cities, the role of the private sector and developing more effective and humane conflict response, as well as spontaneous interactions between students and staff.



Our students are at the heart of this Faculty, and we will seize every opportunity to enhance the opportunities for them. With a focus on teaching that is innovative and high quality, we equip our graduates with the skills to thrive in the working world, while also enabling them to understand that world, their place in it, and to contribute in the widest possible sense to addressing and meeting the societal challenges that they will encounter.

The Faculty of Humanities has a broad range of relationships within The University of Manchester that

encourage research and learning opportunities with science, engineering and medicine. We have a growing number of key strategic relationships in the business and cultural sectors, and a coherent international strategy through which we are building global partnerships.

Informing all of this activity is a focus on social responsibility, one of our core goals, which defines how we as a Faculty make a difference. This is demonstrated through our research, teaching and engagement with communities; local, national and international, that all strive to make a positive influence on the world around us.

Along with all higher education institutions, we are facing a number of external challenges arising from changes in the political domestic landscape, but also in the international context. Consequently, we have reviewed our strategic plan and refreshed our approach. In some areas, we have reconsidered our aspirations to reflect recent achievements, or to respond to upcoming challenges. In other areas, we have reprioritised our activities to ensure that we can continue to grow and develop.

I hope that you will read this brochure and realise that Humanities at The University of Manchester has aspirations and ambitions that are stretching, exciting and attainable.

Contents

06

Research



18

Social
responsibility



12

Teaching,
learning
and students



24

An international
institution



“ We have
reprioritised
our activities to
ensure that we can
continue to grow
and develop.

”

30

Our people



36

Our campus



38

Why Humanities?



Humanities Research

Our vision is to deliver world-class research by providing an environment and infrastructure that attracts, develops and rewards leading researchers.

Our research addresses important questions, including the major societal challenges which transcend disciplinary boundaries. We endeavour to provide the resources, including protecting academic freedom, to enable researchers at all career stages to break new ground, to work across interdisciplinary boundaries where appropriate, and to develop from being excellent to being among world-leaders. This includes supporting our doctoral students and postdoctoral

researchers to become leading professionals and academics who make significant contributions in their chosen fields throughout the world.

Alongside academic impact, we strive for cultural, economic or social impact. This is through engagement, debate and knowledge exchange with governments and organisations in the private, public and charitable sectors in international, national and regional arenas.

“We’re proud to be leading many high level conversations across the globe.”



Our priorities are to:

- raise the quality of all aspects of our research outputs;
- increase our research income, including diversifying the funding sources from which we secure research funding;
- improve the academic standing and impact of our research;
- develop and evidence the socio-economic and cultural impact of our research;
- support our postgraduate research (PGR) students in developing as future leaders and to be among the best performers within the Russell Group in terms of PhD completion.



Tine Buffel
Research Fellow in
Sociology

Tine Buffel

Researching age-friendly neighbourhoods

Population ageing and urbanisation are the two major trends affecting modern society. By 2030 more than two-thirds of the world's population will be living in cities, and over a quarter will be aged 60 or over.

"Manchester was the first city in the UK to become an age-friendly city, and was also one of the first five age-friendly cities in the world", says Dr Tine Buffel, Research Fellow in Sociology.

"Worldwide, Manchester has been seen as the leader in developing policies and research in age-friendliness, and is known as the place to study urban ageing issues."

Tine's research into age-friendly neighbourhoods demonstrates the power of working with older people themselves. She says: "We recruited older people to undertake the research. These co-researchers interviewed other older people in their own neighbourhood about their needs in relation to ageing in place. The co-researchers were able to get much better access to marginalised groups than I would have because they were part of the same community and had local connections. They knew, for example, that there was an older man walking his dog down the street once a day, but not coming out of his house other than that."

"People felt so much more at ease being interviewed, because the co-researcher had the time to have a cup of coffee and actually listen."

Although there are many issues common to ageing in place, Tine and

her team were surprised by quite how locally-defined some of the challenges were. "In one neighbourhood, population turnover and gentrification were major issues, completely changing the area where people had been living for a very long time. It used to be local butchers and grocery shops, and now it's coffee shops and wine bars. This was creating a new type of social exclusion for long-term residents."

"In another neighbourhood, public transport was the biggest issue. A bus route had been cut, leaving older people completely isolated – they were saying they couldn't get to the pharmacy or visit friends. Thankfully, through local campaigning by our co-researchers and community groups, this service has now been reinstated, which is testament to how the community has been empowered by this research."

The innovative participatory methodology Tine has used throughout this project has created widespread interest across different disciplines and sectors, with many organisations looking for new ways to work with marginalised groups, and new forms of bottom-up participation.

Commenting on the future of such methodology, Tine says: "Not only does it yield hugely insightful data; importantly, it becomes a tool in empowering the very community that the research is setting out to help. It empowers the co-researchers, who then go out into their community to empower their peers."

"Policy makers, organisations and businesses are becoming increasingly aware that if you create services or set up initiatives, or if you develop policies that aren't built from the needs of the people, they're not going to make an impact."

"This participatory approach can and should certainly be translated to other deprived communities in Manchester, and beyond."

“ Manchester was the first city in the UK to become an age-friendly city, and was also one of the first five age-friendly cities in the world. ”

Duncan Shaw and Chris Smith

Researching the use of spontaneous
volunteers following disasters



Duncan Shaw
Professor of Operations
and Critical Systems

Chris Smith
Lecturer in Operations
Management

The way in which society responds to disasters can make a significant impact on how affected communities cope in the aftermath of such events. Now, thanks to a new International Standard initiated at Alliance Manchester Business School, governments, local authorities and community organisations across the world will be able to streamline and improve their responses.

The standard, developed by an international team led by Duncan Shaw, Professor of Operations and Critical Systems, along with Dr Chris Smith, Lecturer in Operations Management, provides guidelines on how groups can make best use of the enthusiastic volunteers following disasters such as flooding, or man-made catastrophes.

Duncan, who is also the Research Director at the School of Arts, Languages and Cultures' Humanitarian and Conflict Response Institute (HCRI), says that the standard provides organisations and services with crucial guidance that could make the difference in the event of a major emergency. "Spontaneous volunteers following a catastrophe can make a huge difference in terms of relief efforts and support for those affected. However, that response can be made even better if organisations on the scene understand the best practices that make the most of the volunteer force."

Chris adds that the areas covered by the standard really help organisations to plan ahead. "It's not just about how to make the best use of volunteers. The standard looks at really understanding the benefits that

volunteers bring, how to manage them effectively, and the risks associated with using them. Vitally, it also addresses communication strategies and how to assess the impact of volunteers and their engagement, which will help organisations in the longer term.

"The increasing use of social media means that groups of volunteers can now form quickly, for example to clean up an area affected by flooding. The local council may still be waiting for the relevant authorities to tell them the area is safe to enter. Meanwhile, 'freelancing' volunteers could already be there, unaware of the dangers they were facing. Our guidance means that everyone can work in a more coordinated, effective and safe way."

And it's not just UK communities that will benefit from this research, as Duncan explains. "I recently chaired a meeting in Korea which brought together emergency planners from more than 20 countries across the world. Many have said they'll be using the standard to help them develop their own guidance. For example, emergency planners in Russia intend to translate and disseminate the guidance, those from Sweden are converting it into a workbook and guide for their local authorities, and Canadian planners will share the information with their government to create national guidance. At home in the UK, local authorities are already exercising and making detailed plans using the standard.

"At Manchester we now have an excellent reputation for our research in this area. We're proud to be leading many high level conversations across the

globe that we hope will continue to make real and lasting changes that, ultimately, will benefit emergency planners, volunteers and most importantly, the communities living through perhaps one of the most traumatic experiences of their lives."

“It's not just about how to make the best use of volunteers. The standard looks at really understanding the benefits that volunteers bring, how to manage them effectively, and the risks associated with using them.”

Humanities

Teaching, learning and students

Our vision is to provide an outstanding student experience in which students learn through research. We aim to support our students to develop analytical, empirical and critical skills and to become graduates who are intellectually curious, socially responsible, culturally sensitive and equipped with the skills and abilities to contribute effectively and sensitively to a fast-changing and global environment.



“ At Manchester, we are encouraged to reflect on our teaching in order to improve what we do.



Our priorities are to:

- continue to work with staff and students to improve the reputation and quality of the student experience year on year, by raising the quality of teaching and administrative support, increasing opportunities for student engagement, and continuing to improve the learning environment;
- revise our range of undergraduate (UG) and postgraduate taught (PGT) courses through a programme of portfolio review, with the aim of developing a more attractive and flexible offering informed by student demand;
- develop flexible course structures that are accessible to a wider range of students; increasing the amount of off-campus learning through distance and blended learning and strategic partnerships with external organisations;
- encourage and reward excellence in teaching and learning, and share good practice;
- work closely with the Careers and Employability Division to increase our graduates' employability while further improving our record of widening participation and social responsibility;
- enhance our assessment procedures and continue to monitor the quality and timeliness of feedback.

Paul Tobin

Teaching at Manchester: a lecturer's perspective

In his academic career to date Dr Paul Tobin, a lecturer in Politics in the School of Social Sciences, has already amassed five awards for his teaching, thanks to the quality of his teaching, and his students' high regard for his inspiration and innovation. For Paul it is simple – he attributes his approach to teaching to two things: his passion for his subject, and the support he gets from the University and his colleagues.

"I'm fascinated by and passionate about European and environmental politics. I love teaching at Manchester because every day I have an opportunity to say to over 100 people: 'Look, this is the most fascinating topic in the world, let's share our thoughts on it and discuss what we think is, or maybe isn't, so interesting'. Students can now participate more freely in lectures, thanks to a range of interactive selection methods, so if I start a debate about the implications of Brexit, students can anonymously reply according to what they think, and the results are projected up at the front immediately. Such interaction can make a huge difference to the way we teach."

Paul stresses that getting feedback from students is exceptionally rewarding. "At Manchester, we are encouraged to reflect on our teaching in order to improve what we do. With Blackboard, our online learning environment, I can get really detailed anonymous feedback from the students on lectures or tutorials, so I can see what worked and what I might want to change for the coming year. And comments from students, who generously nominated me for teaching awards, certainly help guide my teaching.

"We see examples of great teaching right across the Faculty and University, and our regular teaching and learning showcases help us to share our ideas and good practice, to the benefit of lecturers and our students."

While Paul has been widely recognised for his teaching, he also undertakes research. His PhD thesis on the politics of climate change was awarded the prestigious University Association for Contemporary European Studies (UACES) thesis prize. "I wanted to be an academic so I could share my research, and equally that of my

excellent colleagues, with my students. I've been teaching EU politics and environmental politics, based on the work I've just completed for my postdoc. I love being able to update my students on work that has been accepted but not yet published, so they get to be among the first people to read it. I think that's a great example of the marriage between research and teaching here at Manchester: thanks to all our staff, our students graduate with a cutting edge understanding of the world today.

"What makes Politics at Manchester so distinctive, and what fuels my passion for the teaching, is the range of degree programmes available to our students. My tutorials are filled with students from different backgrounds, with diverse viewpoints, studying different Politics programmes, so any given discussion could elicit contributions from a breadth of perspectives. So I think it's fair to say I love learning from my students too!"

“We see examples of great teaching right across the Faculty and University... thanks to all our staff, our students graduate with a cutting edge understanding of the world today.”

”

Paul Tobin
Lecturer
in Politics

Beatriz Correia Santos

Learning at Manchester:
a graduate's perspective



Beatriz
Correia Santos
Humanities
graduate

Beatriz Santos graduated from The University of Manchester in summer 2017 with a First Class BA Honours degree in Philosophy. During her time as a student, Beatriz won various awards, culminating in the prestigious University of Manchester Distinguished Achievement Medal for Humanities Undergraduate Student of the Year.

Reflecting on her time spent in Manchester, Beatriz says: "When I first came to Manchester from Portugal I was excited, and I soon realised the course was even better than I was expecting – I was just in awe of everybody and everything."

From the start, the style of teaching really struck a chord with Beatriz, and the calibre of the lecturers inspired her. She says: "I immediately loved the approach – we were given issues to discuss, and then asked what we thought about them ourselves, rather than being told what or how to think."

"It's clear that the lecturers really want students to love their subject and want us to become great philosophers, so they spend time talking and debating with us, and supporting us. In tutorials, they encouraged everyone to speak – that really helped me gain confidence, and having to explain my views helped me develop my ideas."

"Having the opportunity to learn with people who are experts in their field, and who are known all over the world is a real privilege. They're so passionate about their subject, you just want to go home and read more!"

Beatriz has already presented at conferences and published in academic journals, which is very rare as an undergraduate student. But, with the support of staff in Philosophy, she describes how rewarding these activities have been: "When I did my first conference presentation, I was trembling all over because it was so daunting. But since I got that first one out of the way, it's been fantastic because I get to know lots of philosophers from other universities, and I've learnt so much from them and their ideas."

"Having papers published confirms to me that I'm actually good at what I do! This recognition really helps your confidence. It makes you feel like you're on the right path."

It seems Beatriz is indeed on the right path, having secured a full scholarship for a master's course at the University of Oxford. Talking about her plans for the future, she says: "For me, the dream is to have an academic career as a professional philosopher, but it's an extremely difficult field – I'm taking one step at a time!"

"I'll always remember Manchester as the place where everything started for me – where I learnt from very experienced and talented philosophers who taught me how to be a good philosopher, and importantly, to deal with the rest of life while being a philosopher."

"Right now, I feel like everything I have and everything I am, I owe to Manchester for changing my perspective and bringing really good people into my life."

“I’ll always
remember
Manchester as
the place where
everything
started for me.”

Humanities

Social responsibility

We aim to contribute to the social, economic and cultural success of the local, national and international community by using our expertise and knowledge to address the major challenges of the 21st century, and by producing graduates who exercise leadership to effect positive social change.

Social responsibility in the Faculty of Humanities will be inspired by the historic and cultural legacy of the city of Manchester and its surrounding region, and a confidence in the importance of arts and humanities to the positive development of our communities and wider society.

Social responsibility will be embedded in our research and learning

activities, and will be recognised as a distinguishing feature of the Faculty and schools by our staff, current and prospective students, alumni and other key stakeholders. We will encourage staff and student participation in a broad range of signature programmes and a range of collaborations, external projects, outreach programmes and public engagements.



“Through exploring the personal and intimate stories of others, people find something they can relate to their own lives.”

Social responsibility lies at the core of the Faculty's values and mission. Our priorities are to:

- make a major contribution to the University's strategic objectives through research with social impact, socially responsible graduates, engaging our communities, responsible processes, and environmental sustainability;
- embed social responsibility in our teaching to challenge students to consider how they can make a difference in the world. This will be through engaging them in the ethical grand challenge programmes around sustainability, social justice and workplace ethics, as well as encouraging an increase in student volunteering, placements, providing

teaching-based public engagement activities, innovations in the curriculum and direct engagement with communities or organisations involved in humanities research;

- increase the number and effectiveness of relationships with external organisations, with a particular focus on the city of Manchester and the cultural institutions, on and off campus;
- evaluate our social responsibility initiatives to continually enhance their quality and keep them aligned with the strategic objectives of the University.

Neil Allen

How lawyers and law students are supporting people with dementia



Neil Allen
Senior Lecturer at
the School of Law

“We need to provide whatever support we can to enable people with dementia to remain at home, and to do our best to keep couples together when one of them has dementia.”



For people with dementia and their families, decisions such as whether they stay at home with care or move into residential care can be life-changing. Volunteer lawyers and students at the University's Dementia Law Clinic aim to make those decisions a little easier by providing free advice and support to the local community.

Neil Allen, a Senior Lecturer in the School of Law, is the founder of the Clinic, which is supported by 11 lawyers providing their expertise for free, and by more than 70 specialist dementia-trained law students.

What's distinctive about this clinic is that it doesn't just focus on legal advice. It works in partnership with the health and social care charity Making Space to provide nursing advice and emotional and practical support, making it a holistic service for a whole host of issues surrounding dementia.

Neil explains: "For a family member of someone living with dementia, it's not just the legal issues they might need help

with. Often there might be nursing issues as well, or they might be struggling to cope. But carers often struggle to come out to the clinic to access advice.

"The Dementia Law Clinic makes sure it's as accessible as possible to families, ideally by conducting appointments with them in their own homes via Skype. For those who don't have the technology, we've set up hotspots with Making Space in dementia-friendly places, like day centres or memory clinics – somewhere they're familiar with – where there'll be a computer set up with Skype for them to use, and training if they need it."

The Clinic has won three awards in the last 12 months: the Attorney-General Student Awards, the Manchester Legal Awards, and the University's Making a Difference Award. One of the main reasons for its success is that it makes justice much more accessible through the use of technology, like Skype. Neil said: "The lawyers that volunteer their time like to give back to the community

as much as they can. Using technology in this way makes it easier for them to do so as they can volunteer from their offices.

"We need to provide whatever support we can to enable people with dementia to remain at home, and to do our best to keep couples together when one of them has dementia. Sadly, it's often money that dictates the options when it comes to where people are cared for, so we've got to do our best to use the resources we have to enable people to spend their twilight years where they would want to."

The Legal Advice Centre, based on campus, provides our law students with the opportunity to be a part of something real. Neil says: "It gives them a sense of 'real life' law, rather than mere 'text book' law. It enables them to understand how law affects lives and to develop a deeper sense of learning. Crucially, students are reaching out to the public, they're meeting qualified lawyers, and they're able to develop their skills to make a real difference."

Dr Sarah Marie Hall

How an exhibition is helping to create understanding and empathy around the impact of austerity

Following the global financial crisis in 2010, austerity policies have been implemented in an attempt to reduce the country's debt. But as Dr Sarah Marie Hall, Lecturer in Human Geography, has found through her research into everyday austerity, such policies come at a cost to families, communities and personal lives.

She says: "Austerity is more than just a socio-political agenda. When you make these cuts, they have a resounding personal and societal impact."

One of the most significant issues with these austerity cuts, says Sarah, is that they aren't made evenly. "Cuts aren't distributed proportionally across all departments; judgements are made as to who 'deserves' public spending, and as a result, the vast proportion have an impact on the most vulnerable in society, typically affecting low-income, working-class women. Austerity therefore exacerbates already existing social and economic inequalities."

Sarah's research focused not on the policies of austerity, but instead, the 'daily grind' of austerity; trying to get a better understanding of how it affects

the lives of individuals on the ground, over time. She says: "I found a lot of the issues came from the fact that austerity policies are multiple, and because of where the cuts have fallen – social care, welfare, housing and local government – it's the same people who feel that they are constantly being targeted."

On top of the immediate effects of austerity measures, when you add the issue of time, the picture gets even bleaker, says Sarah. "We're definitely seeing a cumulative effect from austerity – it's a period of protracted, prolonged change. It's been going on for nearly a decade now, and there are young people who have spent their formative years growing up in and amongst austerity; it's all they've known, and it's normal for them."

Sarah was keen to present these findings in an imaginative and interactive way that connected with communities and raised public awareness. "With previous research, I never really felt satisfied with how the findings were used afterwards – all the time and effort that went into getting to know participants and understanding their views was

almost getting lost at the other end of the research process.

"I decided to bring together multisensory elements from my research, and go beyond written words by using audio, materials that I'd collected or that participants gave me, photos and extracts from field diaries, along with illustrated stories and vignettes, to communicate beyond academia and engage the wider public in different ways."

Everyday Austerity is an innovative touring exhibition of these research findings through interactive and multimedia prompts and artefacts, communicating the reality of austerity for families in Greater Manchester, and has had an impressive response so far.

Sarah says: "Everyone sees something of themselves in it. Through exploring the personal and intimate stories of others, people find something they can relate to their own lives, which creates a sense of understanding and empathy that can be really powerful."

“Austerity is more than just a socio-political agenda. When you make these cuts, they have a resounding personal and societal impact.”

”

Dr Sarah Marie Hall
Lecturer in
Human Geography

Humanities

An international institution



28.5%

of Manchester-based students are from outside the UK and EU

37%

of our academic staff are from outside the UK

226,909

alumni around the globe

We aim to be a truly international body of staff and students with research, teaching and social responsibility having global reach.

The Faculty has a strong international profile, with 28.5% of its Manchester-based students from outside the UK and EU, 37% of its academic staff from outside the UK and 226,909 alumni around the globe. The Faculty will build on this success and ensure that internationalisation is embedded in its approach to research, teaching and the student experience, and social responsibility.

We will aim to pursue collaborations with the best international partners to support the achievement of our core goals, particularly research activity. Existing strengths and emerging priorities will endeavour to include strong international collaboration and reach.

The international dimension of our degree programmes will be strengthened

and students will develop the necessary skills to shape them as global citizens, able to compete in an increasingly diverse job market. We will provide opportunities for our students to be exposed to new cultures and languages, regardless of their background or location.

We will continue to develop and support the recruitment of international students to on-campus programmes and further develop our portfolio of transnational education provision where there is a strong fit with ambitions in research, teaching or social responsibility.

Building on existing relationships and new strategic collaborations, we will seek to increase the level and scope of our international research collaborations.

Our priorities are to:

- develop a small number of strategic collaborations in key countries;
- integrate internationalisation into all aspects of the Faculty's research strategy;
- prioritise the international agenda within all strategic investment decisions;
- develop opportunities for PGR students to have international experiences through institutional visits or placements;
- develop our international student exchange programmes.

Sherry Fu

Global locations and partners:
our six global hubs



Sherry Fu
Director,
China Centre

Building on the success of Alliance Manchester Business School's high-profile international presence - with bases in Dubai, Hong Kong, Singapore, Shanghai, Sao Paulo and, of course, Manchester - its network of international centres recently became University of Manchester centres.

Sherry Fu is the founding director of the Centre in Shanghai. She describes its transformation over the past decade:

"We launched the Centre in 2008, with our first cohort of 21 Global MBAs starting in 2009. Since then we've had phenomenal growth, with 16 intakes and more than 1,000 students from 30 different countries.

"We are building a very strong reputation in China. That's reflected in some of the national awards we've won over the past few years. We were placed in the top ten MBA programmes in China, and voted Best International Partner by Shanghai Jiao Tong University. We have also won Most Influential MBA Brand by Sina China Education consecutively for the last four years, have received the

Outstanding Contribution to Chinese Education Industry Award by Sohu.com, as well as getting the Most Impressive Branding award at the LinkedIn ConnectIn2017 conference.

"These awards are something I'm really proud of, but more importantly they make our alumni feel proud and give them the recognition they deserve. This exposure has helped us to recruit new students, as well as gain recognition from our government, which gives potential students even more confidence in us."

The China Centre continues to gain momentum and build its status in the business community. Sherry describes how:

"I was made envoy to the City of Manchester at the House of Lords in 2013 and was awarded a Pilot of Chinese Business Education by the State Council Information Office in 2016, which is not only a personal honour, but is a recognition of Alliance Manchester Business School's achievements in China. In May this year, I was elected to the Executive Committee at the British Chamber of Commerce



in Shanghai, through which I hope to support the Business School and the University to continue to build recognition among the British and the Chinese business communities.

"We're really excited now about what the future holds as we move from a Business School Centre to a University Centre with a more diverse portfolio of programmes. The Global MBA will remain at the centre of our activity but we'll also be rolling out Alliance Manchester Business School's suite of executive education courses, as well as more local support for our alumni network. In addition, we'll be exploring further opportunities for collaboration with our corporate partners in the region.

"We will continue to deliver high-quality programmes and to attract high-calibre students. Becoming the University of Manchester China Centre will enable us to build on our experiences over the last decade, to further strengthen the University's relationship with the city of Shanghai and right across the region."

“We are building a very strong reputation in China. That's reflected in some of the national awards we've won over the past few years.”

Ruth Daniel and Teresa Bean

In Place of War: giving people a voice
and developing their creative skills



Ruth Daniel
Co-director,
In Place of War project

Teresa Bean
Researcher,
In Place of War project

A chance conversation with a group of hip hop artists in Medellin, Colombia, led Ruth Daniel, Co-Director of the School of Arts, Languages and Cultures' In Place of War project, and Teresa Bean, who works for the project, to come up with the idea for the Creative Entrepreneurial Programme.

"They told us about the challenges of getting work and the limited opportunities they had to learn, as well as a lack of access to knowledge about the creative industries," Teresa explained. "They said they had started a music course but had been unable to complete it because the conflict in their neighbourhood made it impossible to travel beyond the gang-controlled invisible borders to attend the course."

Ruth adds: "All over the world, we saw that there was a great deal of creativity in communities, but for one reason or another, there was a skills gap relating to how people could be entrepreneurial with that creativity."

The Creative Entrepreneurial Programme is centred on sharing ideas and grassroots knowledge, packaged as a structured programme certified by The University of Manchester. It trains trainers in marginalised communities to provide sustainable support to creative groups across Africa, the Middle East and the Balkans.

Teresa explains: "Rather than us being the gatekeepers of knowledge, we needed to find a way to facilitate knowledge exchange between communities, and to challenge the traditional notion of knowledge generation as something that takes place in the institutions of the developed world. We wanted to give communities tools and resources

that they could use independently to enhance local capacity, develop skills within the community and therefore maximise impact."

Ruth illustrates the reality of the programme's impact: "In Uganda, one remarkable lady has translated the programme into the local language and is training a group of single women and girls on an island in the middle of Lake Victoria. With funding from In Place of War, she's going to build a new education centre and cultural space on the island.

"All of the organisations that we work with are unfunded, so they are as grassroots as you get, and in very isolated communities – whether they're currently in conflict, or whether they're facing the consequences of conflict.

"The power of what we're doing really is transformative. If you think about the drug cartels in Colombia – maybe the only option young men saw for themselves was to go into a drug cartel – but when you put a cultural space there, like a hip hop school, all of a sudden they can do something else. They can find all the things they can find in the drug cartels – family, respect, but they can do that in a different way."

With new funding to expand the reach of the programme, Ruth and Teresa's passion to continue to make a difference is clear. Ruth says: "For me, art is essential as a tool to give the people a voice, and to help them to fight back in a creative way. It can be really powerful. The biggest thing it gives people is hope. It lets people know that actually things are possible even when you don't have stability or access to loads of money or resources."

“The power of what we're doing really is transformative. If you think about the drug cartels in Colombia – maybe the only option young men saw for themselves was to go into a drug cartel – but when you put a cultural space there, like a hip hop school, all of a sudden they can do something else.”

Humanities

Our people

Our staff are our ambassadors and, as such, we seek to promote a working culture of respect and a commitment to the highest professional standards. We will continue to improve the quality, morale, well-being and buy-in of our staff through more effective recruitment and retention practices, and greater strength and depth of leadership.



“ We have aspirations and ambitions that are stretching, exciting and attainable.”

Our priorities are to:

- ensure that staff recruitment processes and practices are effective in securing academic and support staff of the highest calibre; with academic appointments limited to people who are producing, or have the potential to produce, internationally significant research outputs and/or high quality scholarly teaching;
- improve the retention of high-calibre staff by enhancing the processes in place for rewarding, supporting and developing our staff, as well as developing and embedding a performance-orientated culture;
- improve the diversity of our workforce to mirror the social, ethnic, disability and gender make-up of our local community and the wider markets in which we recruit;
- enhance the quality and capacity of leadership and management at every level to provide the capability and capacity to lead and manage in, and across, complex structures and to undertake transformational change;
- develop and embed a performance-orientated culture.

Michelle Kipling

Business in the community

Michelle Kipling runs the Alliance Manchester Business School (AMBS) Business Class Partnership with Whalley Range and Levenshulme High School Education and Leadership Trust. Part of a wider initiative by Business in the Community (BiTC), it works with University volunteers to enhance secondary school students' experiences, giving them exposure to business and helping them to think about their future through role models, inspirational talks and work experience, for example.

To date, the programme has been a triumph in all respects, with more than 240 volunteers working with over 7,200 students. Michelle says: "Anecdotal feedback from the students has been great. One particular girl, who was previously quite quiet in class, is now putting herself forward for leadership positions, and girls that came to do work experience here are thinking about different careers because of the time they spent with us.

"Teachers tell us that parents frequently say girls are talking about our activities when they get home and sharing experiences with them, which is a really strong indicator that it's had a positive impact."

Opening up opportunities for students from deprived backgrounds can improve their prospects enormously, explains Michelle: "A lot of the girls don't necessarily have female role models in the world of work, and opportunities to interact with businesses are quite restricted. This partnership enables them to meet lots of women who they can see have been successful.

"From that perspective, they really start to get an understanding of what their journey could be like, and that

everyone is different. They might not know exactly what they want to do, or what's going to happen for them next. They just need reassurance that being unsure and making mistakes is ok – it's all part of success."

Michelle has got a great deal out of working on the programme and has been encouraged by the difference she's been able to make to individuals' lives: "That immediate response you get is really motivating. Small things make such a big difference for them. I mentored a young girl who was having issues around time management – she didn't really know how to revise, and didn't think she'd get very good grades. Over the time I spent with her, I witnessed huge change. It was amazing. Why would you not want to improve someone's life like that? They just need a bit of a steer and a little bit of time."

Her efforts have certainly been recognised, with Michelle winning the Outstanding Professional Support Services Award at the University's 2016 Making a Difference Awards. She says: "It was great that the programme was recognised. The exposure from the award highlighted our successes and showed we were actually having an impact, which made more people want to get involved."

Thanks to Michelle's determination, commitment and vision, there's no sign of activity winding down: "The official partnership ends shortly, but we've decided we want to carry on. We've already got our plan in place for next year, and there's a lot in there! We always get carried away, because we get so excited about the things we could do!"

“A lot of the girls don't necessarily have female role models in the world of work, and opportunities to interact with businesses are quite restricted. This partnership enables them to meet lots of women who they can see have been successful.”

Michelle Kipling
Academic Services
and Accreditation
Manager

Humanities

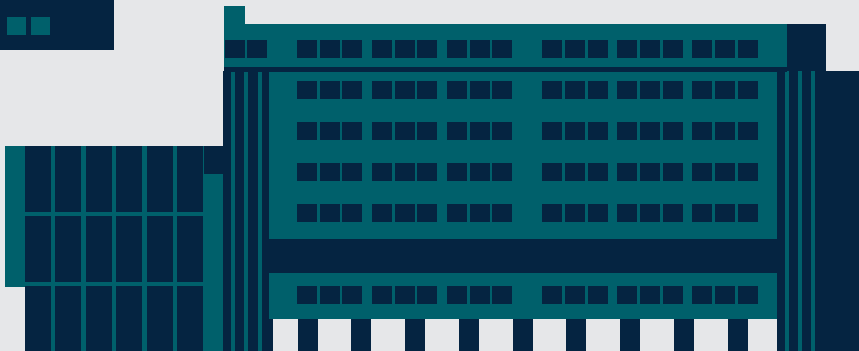
At a glance



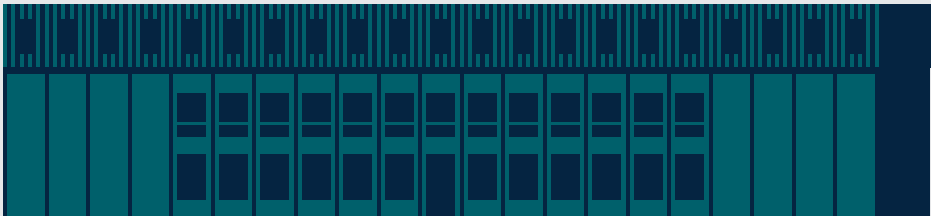
School of Social Sciences



School of Law



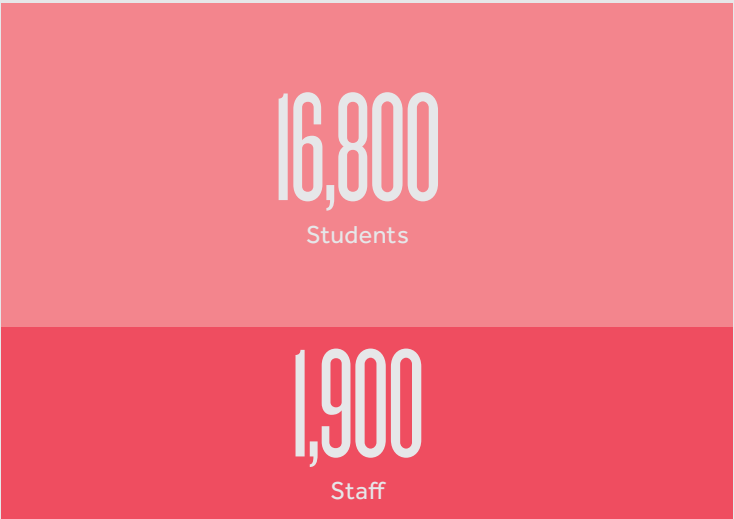
Alliance Manchester Business School



School of Environment, Education and Development



School of Arts, Languages and Cultures



Humanities

Our campus

We are working with the University to develop and maintain a world-class campus that will enhance the student experience within the Faculty of Humanities. Our aim is to ensure that the quality of the Faculty's estate matches our ambition to be a world-leading institution.



“The Campus Masterplan will provide a world-class estate which meets the needs of The University of Manchester in 2020 and beyond.”

Our priorities are to:

- implement a long-term Estates strategy with defined priorities and identification of the need for any future capital investment;
- review and update, where appropriate, the Faculty's Estates strategy in response to changing circumstances;
- seek to release appropriate endowments, raise significant donations or similar forms of external funding for capital projects which align with our Estates strategy, as well as seeking to maximise the opportunities for any additional funding which might become available;
- maximise the positive impact of any long-term maintenance capital investment to ensure that planning and content benefits the Faculty and aligns with the Faculty Estates strategy;
- ensure the effective and efficient use of space by the regular monitoring and challenging of space use, as well as understanding comparisons with Higher Education Funding Council for England (HEFCE) or other relevant space norms and take appropriate actions to improve efficiency;
- maintain a three-year plan for minor works and investment that reflects, and can quickly adapt to, the current estates issues within the Faculty, and is aligned with the overall strategy, reviewed annually.

Why Humanities at Manchester?



"What you see across The University of Manchester is interdisciplinary working. I love talking to people from different faculties and disciplines about their research. What I'm doing in my PhD is bringing together economics, sociology and the human aspect of business on a project that is concerned with civil engineering. People are not compartmentalised here, and you never know who you are going to meet and what will provide inspiration."

Çağlar Köksal
Doctoral Researcher, School of Environment, Education and Development



"Why choose Humanities at Manchester? Contemporary societal challenges such as increasing inequality, low economic growth, financial fragilities, inadequate social care, environment and geopolitical risks, and the rise of disruptive digital economy in the production and distribution of vital goods and services demand. And, more than ever, socially engaged research and teaching that contribute both intellectually and in policy terms to local and global debates and solutions."

Through its wide-ranging specialist research institutes and tradition in socially inclined thinking, AMBS easily accommodates such academic challenges for business and management studies. The University's social responsibility agenda also provides long-term resources and a sound institutional framework for AMBS to be distinctive and impactful."

Ismail Ertürk
Director for Social Responsibility and Engagement, Alliance Manchester Business School



"I joined the School of Law over 12 years ago, and its staff numbers have now doubled. It is a truly exciting place to work, partly because it has a strong drive to remain competitive and sustainable (hence there's always new initiatives and opportunities to get involved in), but also because it has a good feel of the community, which I value a lot. Our Black Lawyers Matter project and the award-winning Legal Advice Centre help us make real impact on people's lives, which I'm proud to be part of."

Edita Pymm
Recruitment and Admissions Manager, School of Law



"The rich historical legacy that Manchester represents is immense. Our Faculty is placed in the heartland of the Industrial Revolution and Manchester's vast global imperial connections are reflected in our outstanding archives and library collections. Through our social responsibility and community engagement activities we continue to lead the way in making a better world."

Our flagship research centres confront fundamental issues about race and immigration; build partnerships with industry, inspire policy in the public sector, fight global poverty, and address challenges in sustainable living, ageing and urbanisation. The deep engagement of our students, the outstanding resources and the dedicated support of our academic and support teams alike make our graduates among the most sought after in the world of employment."

Dr Anindita Ghosh
Senior Lecturer in Modern Indian History, School of Arts, Languages and Cultures



"In my role I work with staff across the Faculty so that, together, we can help Humanities students to make the most of Manchester whilst here and to prepare for life after their degree. Over 70% of graduate-level vacancies don't specify a degree, so the fact that our students can take part in a vast array of extra-curricular and work opportunities alongside enjoying their studies in Manchester, means they can build a wide set of technical and soft skills. There is something for everyone in Manchester, and Humanities students have the flexibility to study a subject they love that can lead them onto almost any career path."

Paul Gratrick
Careers Manager (Humanities)



"As a sociologist with a background in English literature, I am a strong believer in the need for an interdisciplinary approach to understanding the world. Working alongside colleagues in Humanities inspires me to make new connections with people and ideas, to learn new ways of thinking and to try and make a difference in the world around me. The Faculty has been incredibly supportive of these connections inside and outside the University – for example, my work with historians, museums and the Runnymede Trust in supporting teachers and young people to learn about Britain's history of migration."

Professor Claire Alexander
Professor of Sociology, School of Social Sciences

The Faculty of Humanities at The University of Manchester is the one of the largest bodies of scholars, professional support staff and students committed to the understanding of the humanities in the world. It is home to over 1,900 staff and 16,800 students, equivalent to a medium-sized university in the UK.

With 36 discipline areas across five Schools, the Faculty offers an unrivalled teaching portfolio and a reputation for research excellence that makes a positive difference to society.