MANCHESTER
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The University of Manchester

Equality Information Report 2019

Contents

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Equality, Diversity and Inclusion Team, The University of Manchester

Foreword

Equality, diversity and inclusion 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, or in the process of applying for, 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, diversity and inclusion across all our processes and this report is a great example of our continued work in this area.

Professor James Thompson

Vice-President Social Responsibility

Equality, Diversity and Inclusion Team, The University of Manchester

<u>Introduction</u>

The University of Manchester is one of Britain's largest single site Universities. We employ over 12,000 staff and educate approximately 40,000 students. The University is committed to promoting equality and providing an environment where all members of its community are treated with respect and dignity. We are proud to strive to employ a workforce and educate a student body that reflects the diverse community we serve.

As a Higher Education Institution we have specific equality duties, as outlined by The Equality Act (2010). These require public authorities to tackle discrimination, victimisation and harassment, advance equality and foster good relations. It is also our responsibility to publish our equality information on an annual basis, and review and publish specific and measurable equality objectives every 4 years.

Based on extensive consultation our equality objectives were developed in April 2016 and are reviewed annually. Our objectives are to:

1) Improve the representation of women and black, Asian and minority ethnic (BAME) staff in senior leadership, academic and professional support positions.
2) Take action to further understand and improve the experience of disabled staff as indicated in the staff survey.
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.
4) Take action to understand and address any inequalities for researchers.
5) To better understand the challenges, obstacles and barriers faced by different groups at the University and to foster good relations between people who share a relevant protected characteristic and those who do not share it.
6) Better understand the potential impact of University functions on certain groups by improving disclosure rates and reporting mechanisms for age, disability, ethnicity, caring responsibilities, religion or belief (including lack of belief) sexual orientation and gender reassignment.

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Staff Equality Information: Key Findings

Age: The age of staff at the University has increased since 2015, with the most common age bracket shifting from '26 to 35' to '36 to 45'. 29.5% of all staff at the University in 2018 are aged 36 to 45, an increase of 0.5% since 2015 (see Figure 1). The data from 2018 shows that Professional Services (PS) staff and part-time staff are older than academic staff and full time staff with most being aged between 36 and 45 compared to 26 to 35 for academic staff and full time staff (see Figure 2 and Figure 3).

Disability: 5.6% of staff at the University have disclosed their disability status on their staff record (see Figure 7). The proportion of disabled staff working at the University peaked in 2014 at 6.2% and has since declined until a small rise was seen in 2017 and 2018 bringing it to 5.6% (see Figure 11). The most prevalent disability type declared by staff, accounting for 28.2% of all disabilities, is a long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy (see Figure 8).

Ethnicity: There has been a 3.1% increase in Black, Asian and Minority Ethnic (BAME) staff across the university since 2014, with a 4.0% increase in BAME academics and a 2.5% increase in BAME PS staff (see Figure 17). The largest represented ethnic group is Asian accounting for 58.8% of all BAME staff (see Figure 13). However the difference between academic and PS staff is significant with 69.4% of BAME academic staff being Asian (see Figure 15) compared with 45.5% of BAME PS staff (see Figure 14).

Gender: The proportion of female staff at the University has increased by 1.3% since 2014 (see Figure 28). In that period there has been a 1.4% increase in female academics and a 0.5% increase in female PS staff.

Recruitment: 39.8% of applications for core academic positions were sent by females and 36.7% by BAME Candidates in the period studied. 27.7% of applications for PS (both Faculty-based and central) were sent by BAME candidates and only 1.8% of BAME applications were successful in comparison to 4.0% of White candidates' applications (see recruitment tables).

Promotions: In promotions to Reader and Senior Lecturer/Senior Research Fellow, a higher percentage of males applied for all roles compared to females, however, females were more likely to be promoted in the case of all roles including chairs. BAME candidates were less likely to be successful than White candidates in promotion applications to all roles (see promotion section for Gender and Ethnicity).

Leavers: Overall the percentage of female and BAME staff leaving the University in the past year has increased by 1.0% (see Figure 34) and 2.9% (see Figure 23) respectively. On further analysis it was determined that the increase is driven by fixed term contracts ending, as turnover rates for BAME Academics increased only by 0.3% between 2016 and 2018 (see Figure 24) and decreased by 2.6% for BAME PS staff between 2016 and 2018.

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Sexual Orientation, Gender Identity and Religion: 57.6% of employees of the University responded to the question about sexual orientation and religion. Response rates to questions about sexual orientation, gender identity and religion increased between 2017 and 2018 (see Figure 35 and Figure 37).

Internationalisation: The University of Manchester has more than 2000 members of staff who declared a nationality other than 'British'. This group comes from more than 100 different countries. China, Italy and Germany are the top 3 countries of origin of the University's international staff (see international section and the Map).

Methodology

Data of current staff in this report relates to the 2017/18 year and has come from the Annual Performance Review dataset produced by the Human Resources Systems Team. The data is current and up to date as of 31st July 2018 and has been analysed by the Equality, Diversity and Inclusion team.

Throughout this report the data is split by Academic staff and Professional Services (PS) staff. Academic staff are split by Professor, Reader, Senior Lecturer, and Lecturer. Research staff include Researchers, Research Fellows and Senior Research Fellows. When the term 'Academic' is used in this report it groups together both Academic and Research Staff. PS staff are in a range of roles such as administration and technical roles.

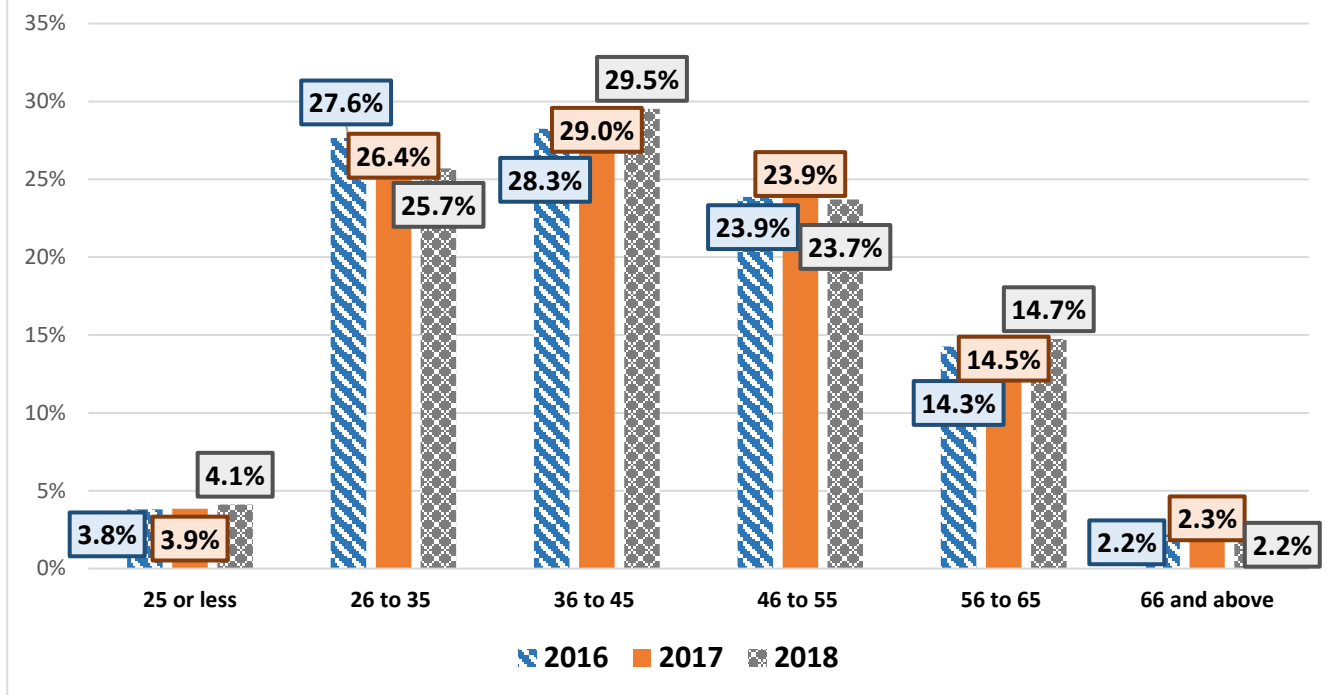Equality, Diversity and Inclusion Team, The University of Manchester

Age

Figure 1: **All Staff by Age**

	25 or less	26 to 35	36 to 45	46 to 55	56 to 65	66 and above
2016	3.8%	27.6%	28.3%	23.9%	14.3%	2.2%
2017	3.9%	26.4%	29.0%	23.9%	14.5%	2.3%
2018	4.1%	25.7%	29.5%	23.7%	14.7%	2.2%

Figure 2: **Full-Time and Part-Time Staff by Age 2018**

	25 or less	26 to 35	36 to 45	46 to 55	56 to 65	66 and above
Full-Time	4.7%	28.8%	28.3%	23.8%	13.4%	0.9%
Part-Time	2.0%	14.6%	33.9%	23.2%	19.5%	6.8%
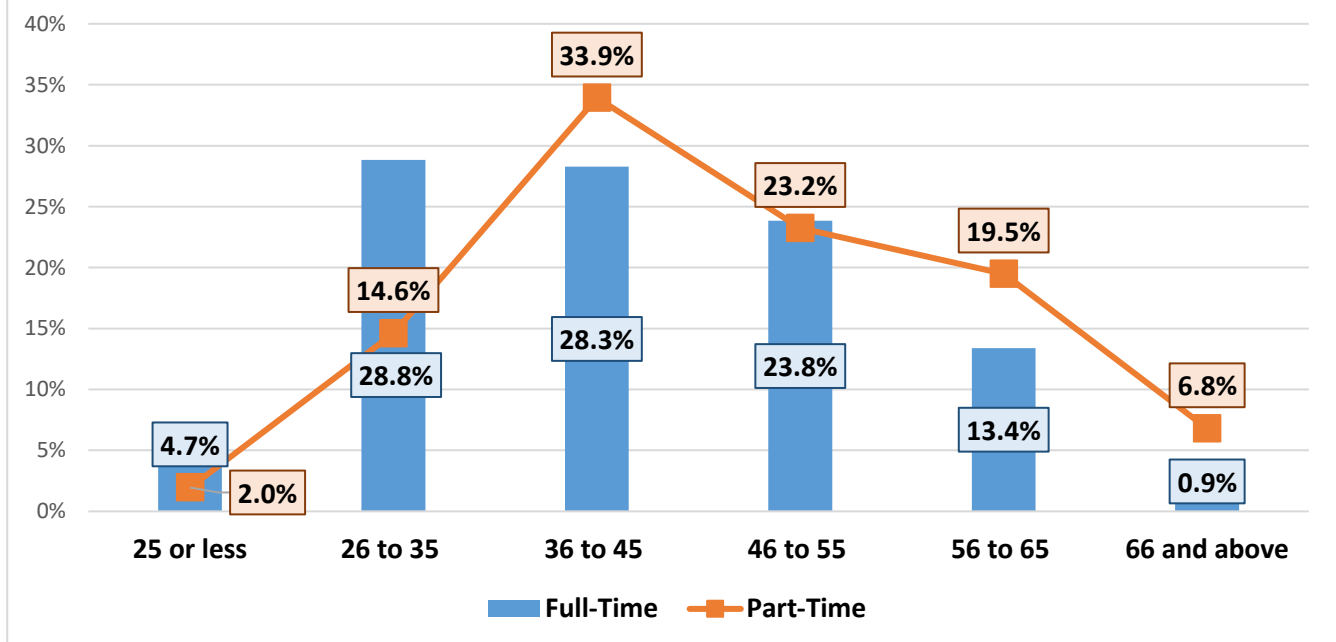
The University has a wide range of ages of staff, with most staff at the University being aged from 36 to 45 (28% see Figure 1). Full time staff at the University tend to be aged from 26 to 35 while part time staff tend to be aged from 36 to 45 (Figure 2). Academic staff ages show most academics are aged between 26 and 35, while most PS staff are aged from 36 to 45 (Figure 3).

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Figure 3: Academics and PS Staff by Age 2018

Age	Academics	Professional Services
25 or less	0.9%	6.8%
26 to 35	30.4%	21.9%
36 to 45	29.5%	29.5%
46 to 55	22.4%	24.8%
56 to 65	13.8%	15.5%
66 and above	3.0%	1.5%

Figure 4: All Staff by Age, 2018

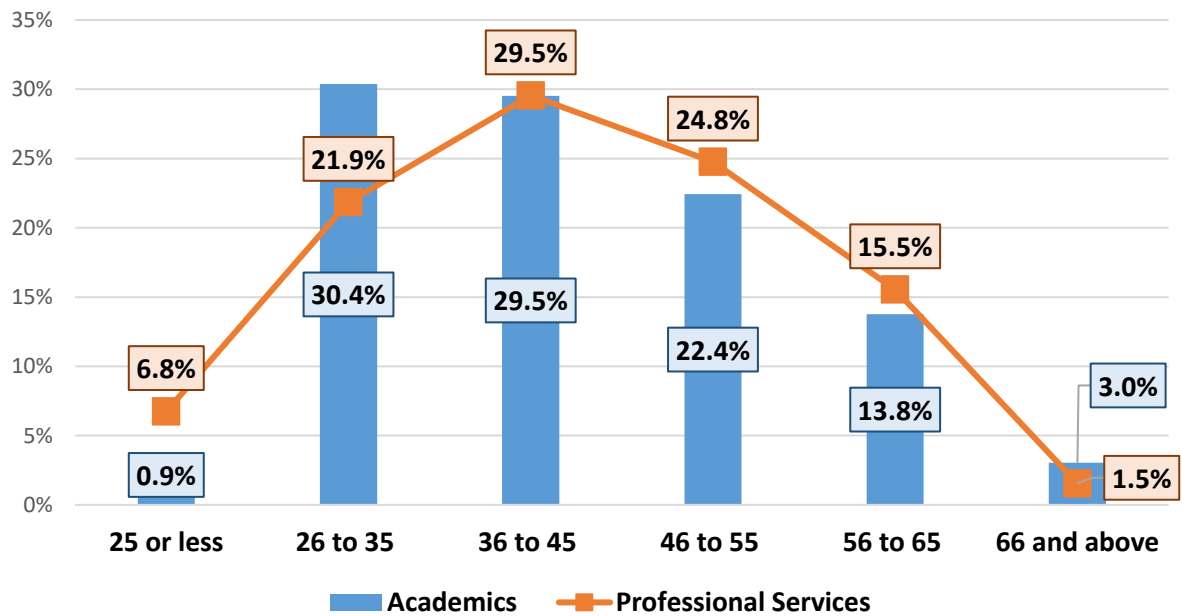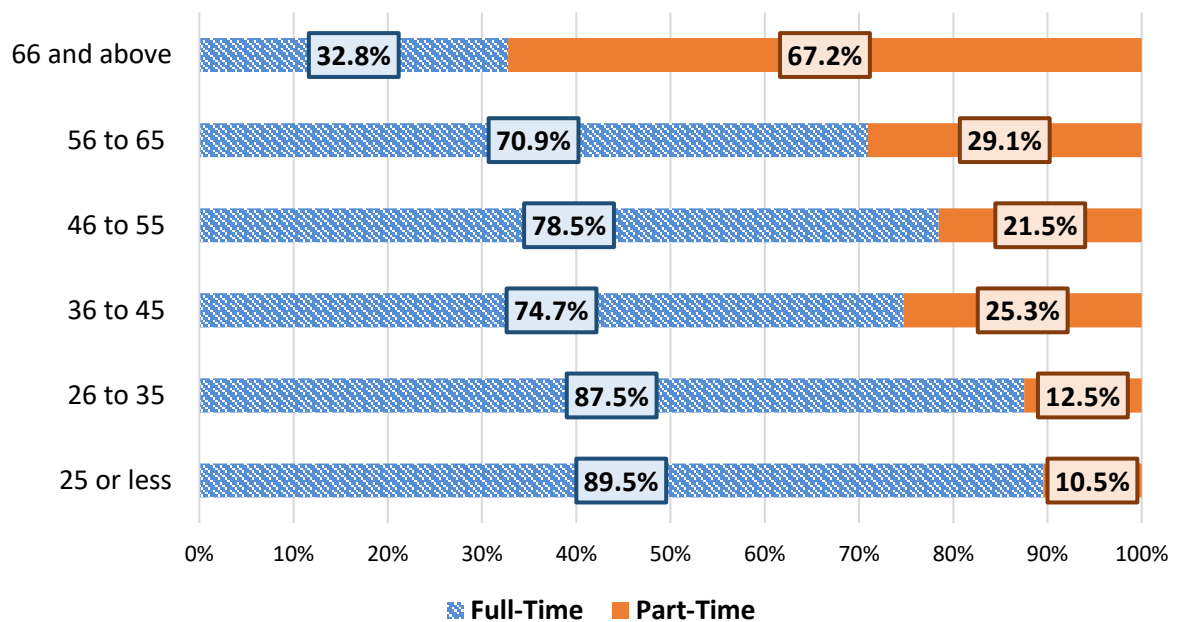| Age	Full-Time	Part-Time
66 and above	32.8%	67.2%
56 to 65	70.9%	29.1%
46 to 55	78.5%	21.5%
36 to 45	74.7%	25.3%
26 to 35	87.5%	12.5%
25 or less	89.5%	10.5%

The percentage of staff working full-time at the University increases as age decreases, with the exception of the age bracket 36-45 (Figure 4). Staff of age 25 or less are most likely to be working full time (Figure 5) - this is the case for both Academic and PS staff (Figures 6 and 7).

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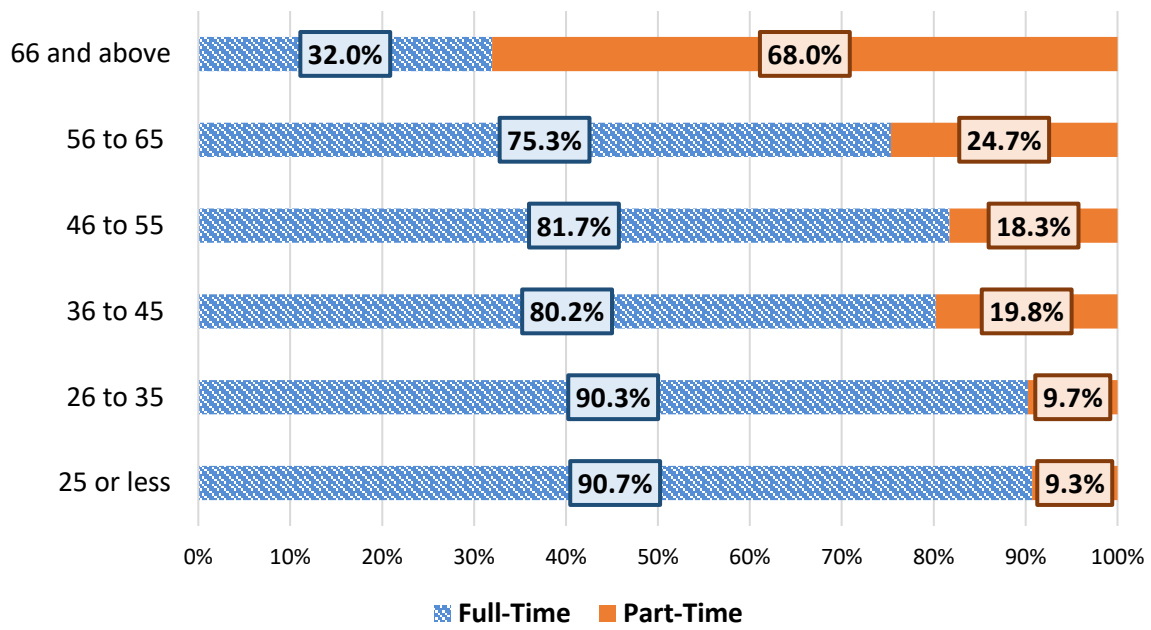
Figure 5: **Academic Staff by Age, 2018**

Age	Full-Time	Part-Time
66 and above	32.0%	68.0%
56 to 65	75.3%	24.7%
46 to 55	81.7%	18.3%
36 to 45	80.2%	19.8%
26 to 35	90.3%	9.7%
25 or less	90.7%	9.3%

Full-Time ▨   Part-Time ■

Figure 6: **Professional Services Staff by Age, 2018**
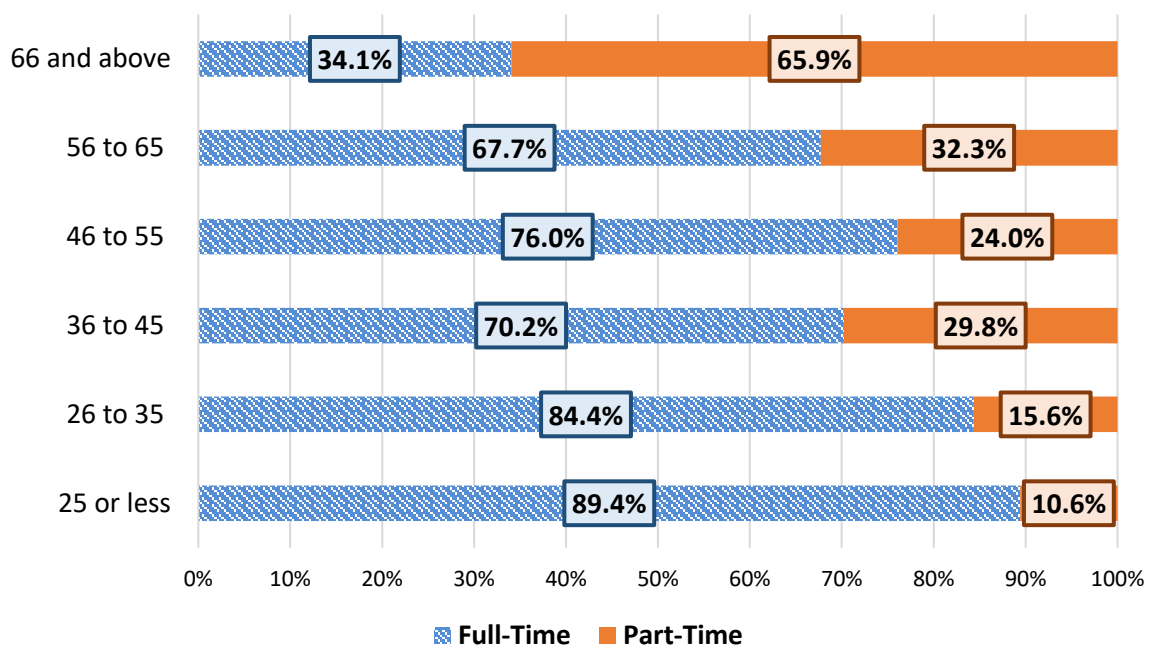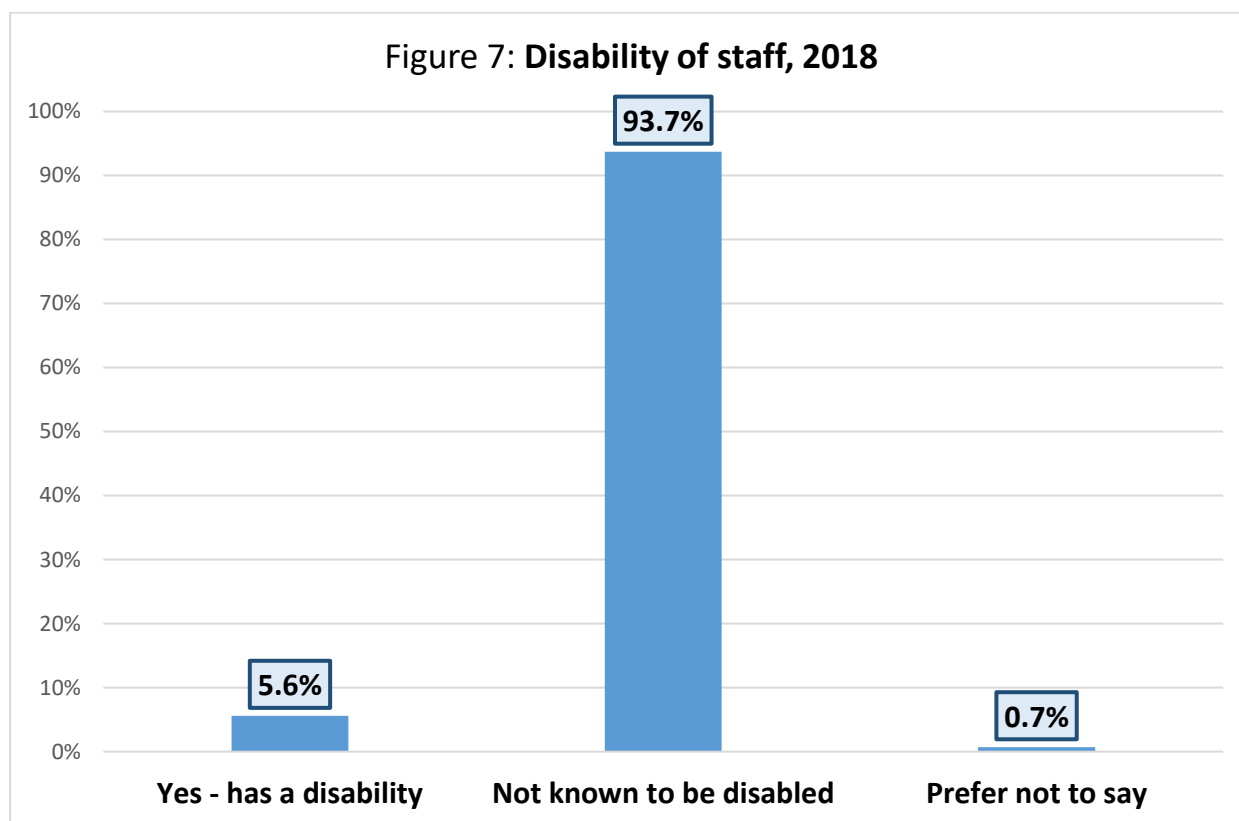
Age	Full-Time	Part-Time
66 and above	34.1%	65.9%
56 to 65	67.7%	32.3%
46 to 55	76.0%	24.0%
36 to 45	70.2%	29.8%
26 to 35	84.4%	15.6%
25 or less	89.4%	10.6%

Full-Time ▨   Part-Time ■

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Disability

Figure 7: **Disability of staff, 2018**

5.6% of staff at the University 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 PS being more likely to disclose a disability than academic staff. Holding the most complete and accurate information enables the University to effectively tackle discrimination and equalise opportunity in its community. The most frequent disability type declared by staff is a long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy. This accounts for 28.2% of all disabilities declared (Figure 8).
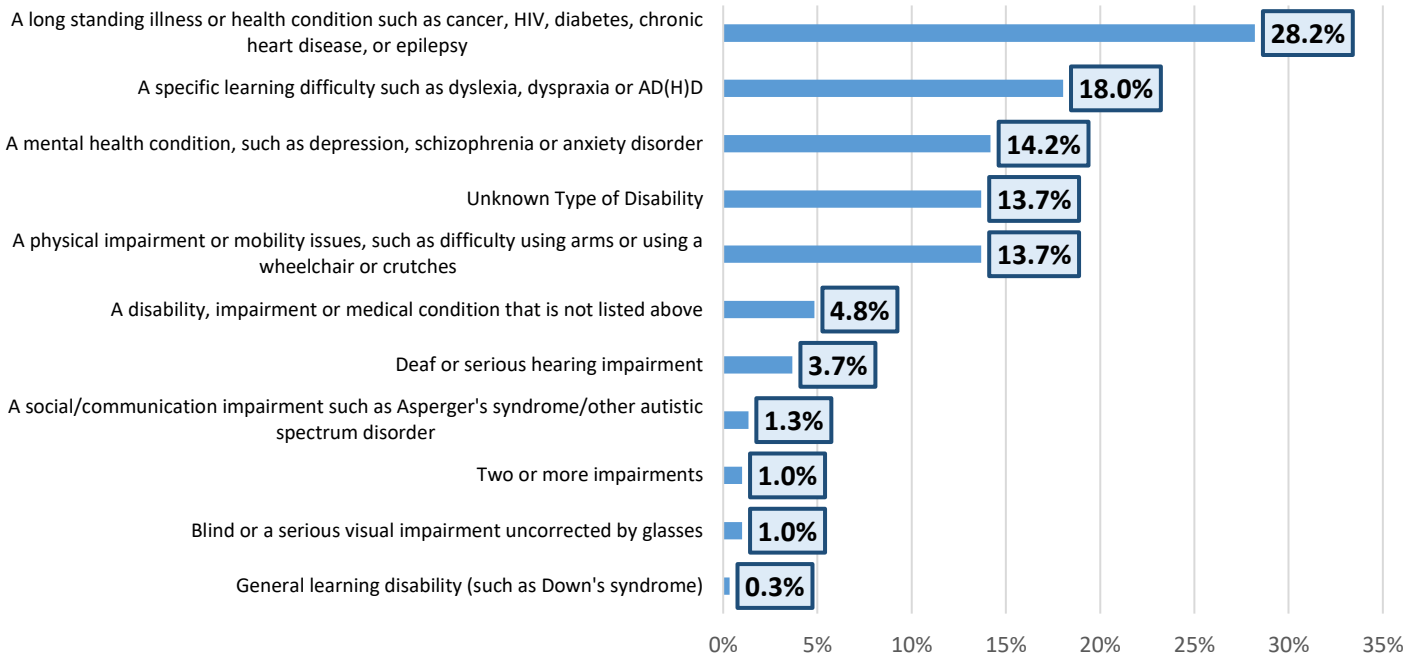
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Figure 8: **Breakdown of Disabilites 2018**

Disability	Percentage
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	28.2%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	18.0%
A mental health condition, such as depression, schizophrenia or anxiety disorder	14.2%
Unknown Type of Disability	13.7%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	13.7%
A disability, impairment or medical condition that is not listed above	4.8%
Deaf or serious hearing impairment	3.7%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	1.3%
Two or more impairments	1.0%
Blind or a serious visual impairment uncorrected by glasses	1.0%
General learning disability (such as Down's syndrome)	0.3%

Figure 9: **Disability by Gender 2018**

	Female	Male
Yes - has a disability	58.1%	41.9%
Not known to be Disabled	49.5%	50.5%
Prefer not to say	37.0%	63.0%

Legend: Female, Male

Figure 10: **Disability by Ethnicity 2018**

	White	BAME	Information unknown or refused
Yes - has a disability	88.3%	11.2%	0.5%
Not known to be Disabled	82.4%	15.7%	1.8%
Prefer not to say	80.8%	11.0%	8.2%

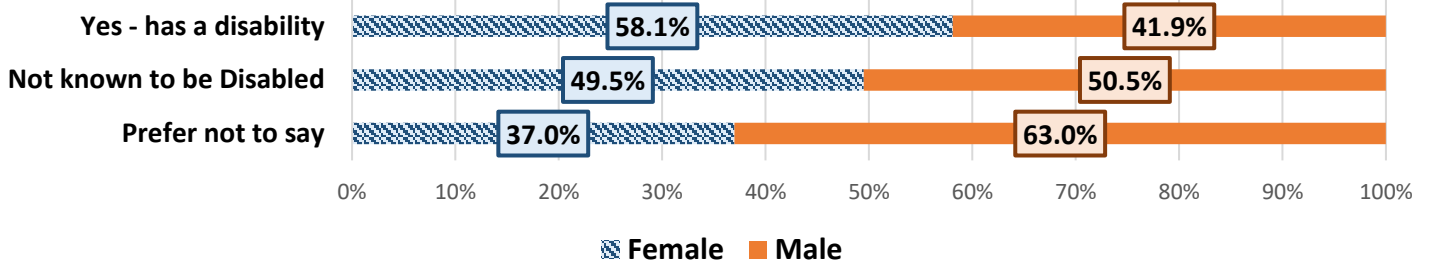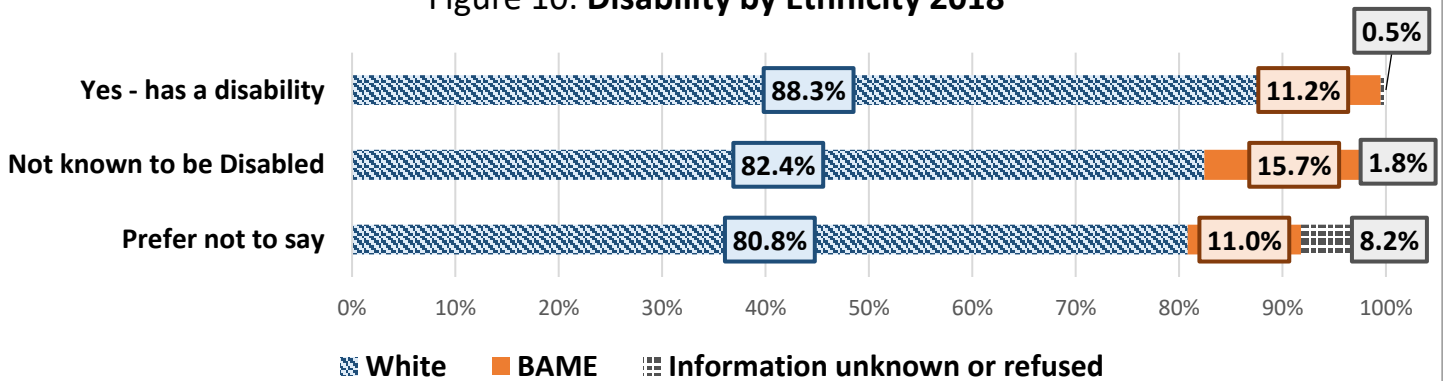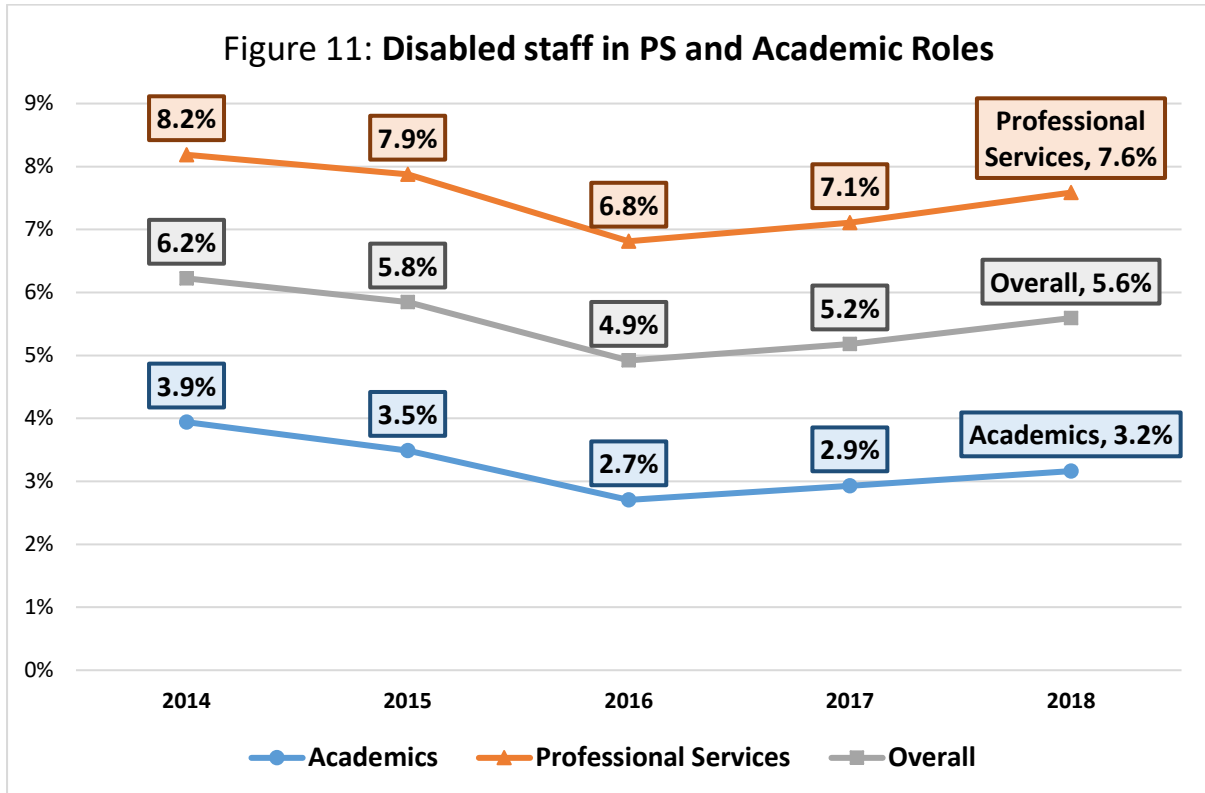Legend: White, BAME, Information unknown or refused

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Among members of staff who disclosed a disability, the majority are females: 58.1% while males are a majority among staff with no known disabilities (Figure 9). For the past five years the percentage of PS staff declaring a disability is consistently higher than the percentage of academic staff (Figure 11). Between 2017 and 2018 there has been a 0.4% increase in the percentage of all staff declaring a disability.
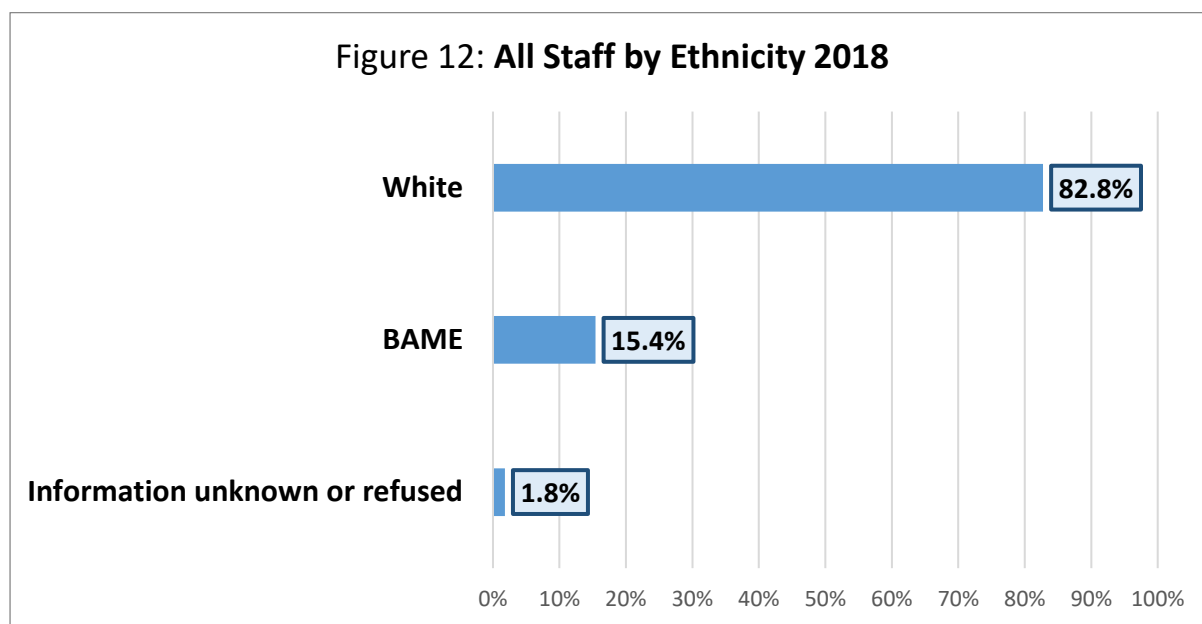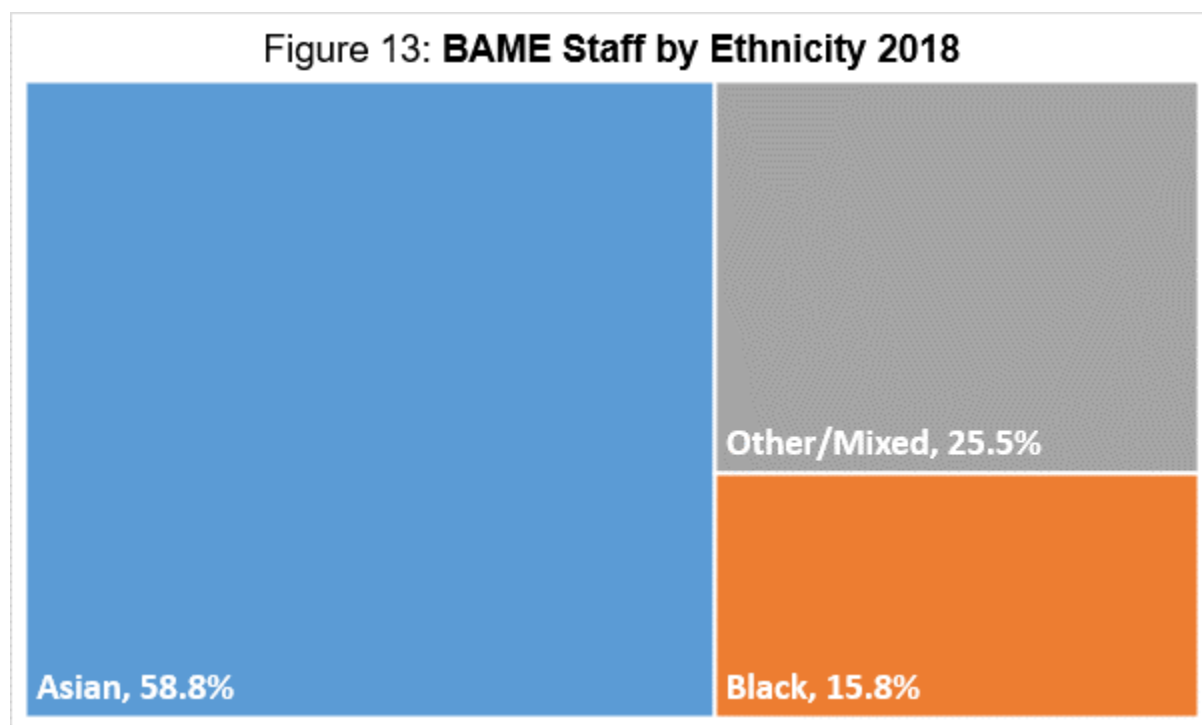
Figure 11: **Disabled staff in PS and Academic Roles**

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Ethnicity

Figure 12: **All Staff by Ethnicity 2018**

Ethnicity	Percentage
White	82.8%
BAME	15.4%
Information unknown or refused	1.8%

Figure 13: **BAME Staff by Ethnicity 2018**

Asian, 58.8%

Other/Mixed, 25.5%

Black, 15.8%

'Black, Asian and Minority Ethnic' (BAME) 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 respondents, Black, Asian and Minority Ethnic staff make up 15.4% of our staff population (Figure 12).

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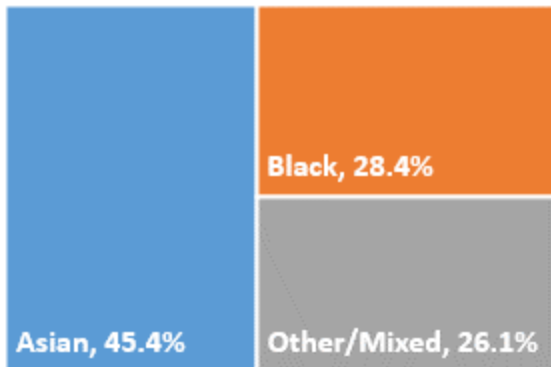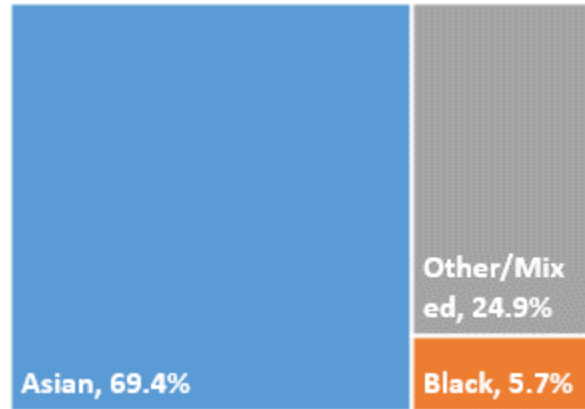Figure 14: **BAME Professional Services Staff by Ethnicity 2018**

Figure 15: **BAME Academic Staff by Ethnicity 2018**

Of all BAME staff working at the university 58.8% are Asian (Figure 13). However, when analysed in terms of their functions at University, there is a significant difference in the proportion of Asian staff in academic posts when compared with PS. 45.4% of BAME PS staff (Figure 14) declared ethnicity as Asian in comparison to 69.4% of BAME academic staff are Asian (Figure 15). Out of Academics who identified their ethnicity as 'Asian':
>37.8% declared British nationality
>26.0% declared their nationality as Chinese or Hong Kong-Chinese
>13.6% declared Indian nationality
Black staff are the second highest represented ethnic group within all BAME staff at 15.8% (Figure 13). However only 5.7% of academic staff are black (Figure 15) compared with 28.4% of PS staff (Figure 14).
Proportion of White staff is higher among females than males by 3.1% (Figure 16).

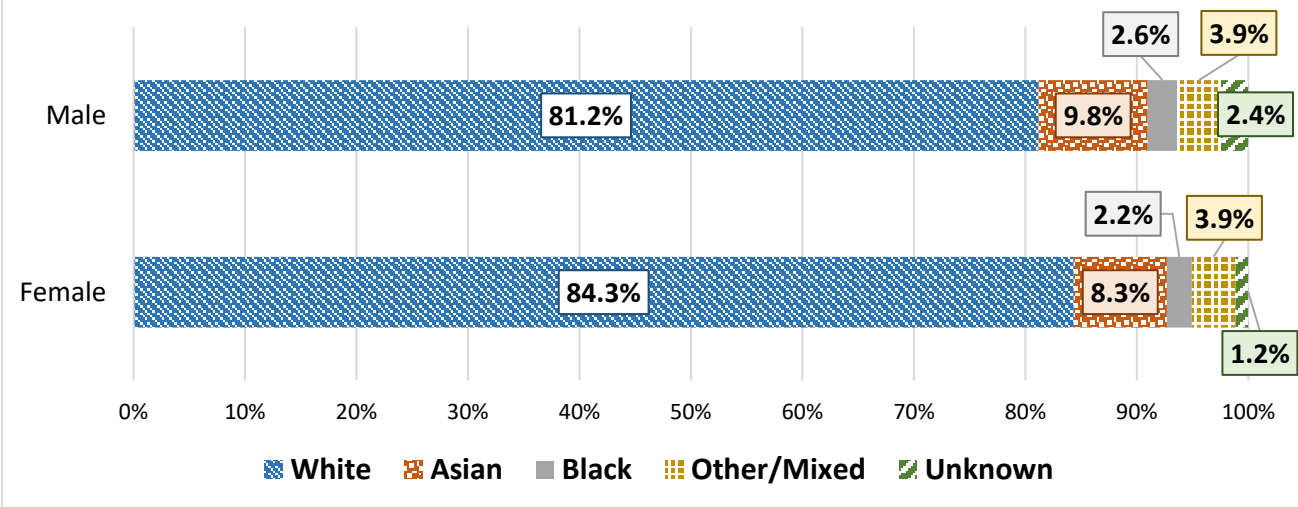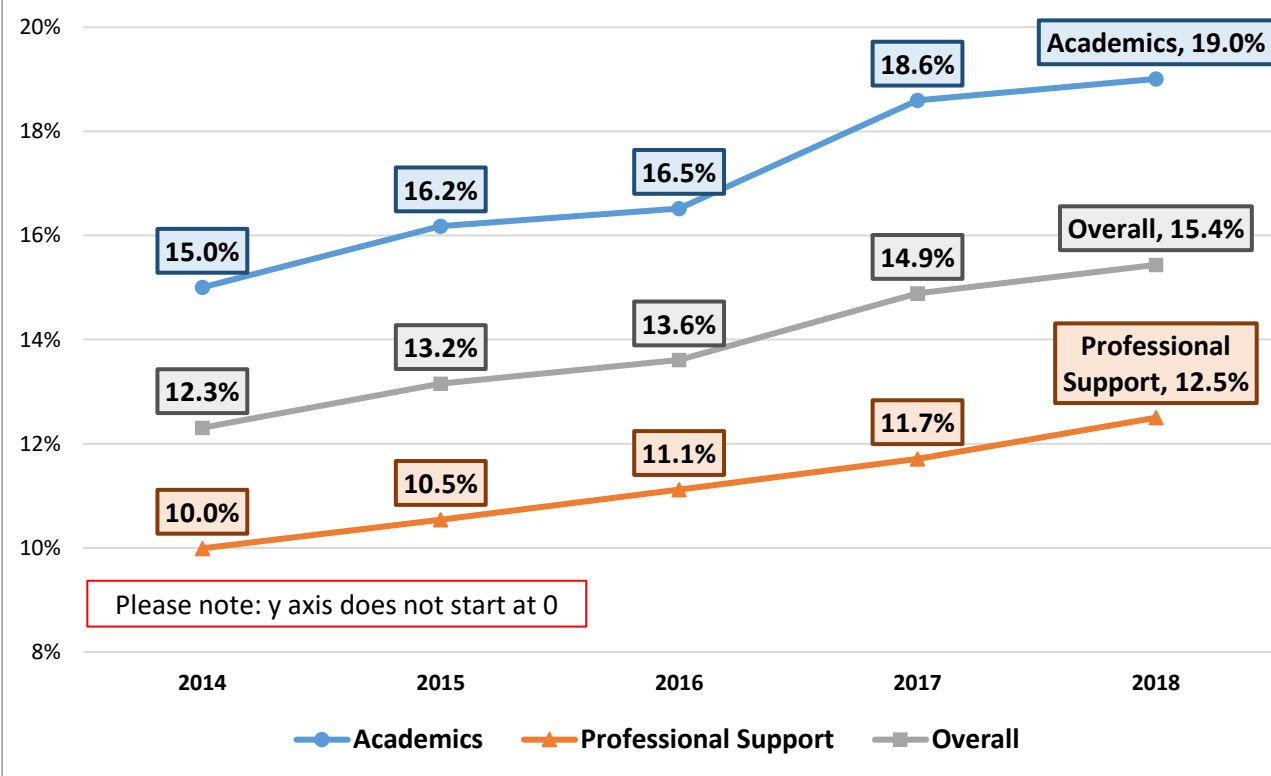Equality, Diversity and Inclusion Team, The University of Manchester

Figure 16: **Ethnicity by Gender**

Male: White 81.2%, Asian 9.8%, Black 2.6%, Other/Mixed 3.9%, Unknown 2.4%
Female: White 84.3%, Asian 8.3%, Black 2.2%, Other/Mixed 3.9%, Unknown 1.2%

Legend: White | Asian | Black | Other/Mixed | Unknown

Figure 17: **Proportion of BAME Staff in PS and Academic Roles**

Academics, 19.0%
Overall, 15.4%
Professional Support, 12.5%

Academics: 2014 15.0%, 2015 16.2%, 2016 16.5%, 2017 18.6%, 2018 19.0%
Overall: 2014 12.3%, 2015 13.2%, 2016 13.6%, 2017 14.9%, 2018 15.4%
Professional Support: 2014 10.0%, 2015 10.5%, 2016 11.1%, 2017 11.7%, 2018 12.5%

Please note: y axis does not start at 0

Legend: Academics | Professional Support | Overall

The percentage of BAME staff in academic roles has been consistently higher than the percentage in PS roles over the past five years (Figure 17). Since 2014 there has been a 3.1 % increase of BAME staff across the university with a 4.0% increase in BAME academics and a 2.5% increase in BAME PS staff.

Between 2014 and 2018 there has been a year on year increase in the percentage of BAME staff in both academic and PS roles.

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Figure 18: **Promotions to Chair by Ethnicity 2018 (Count,Percentage)**
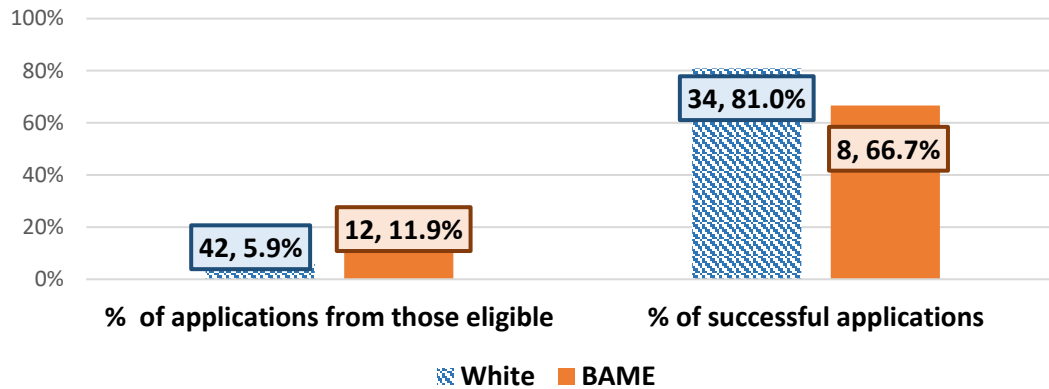
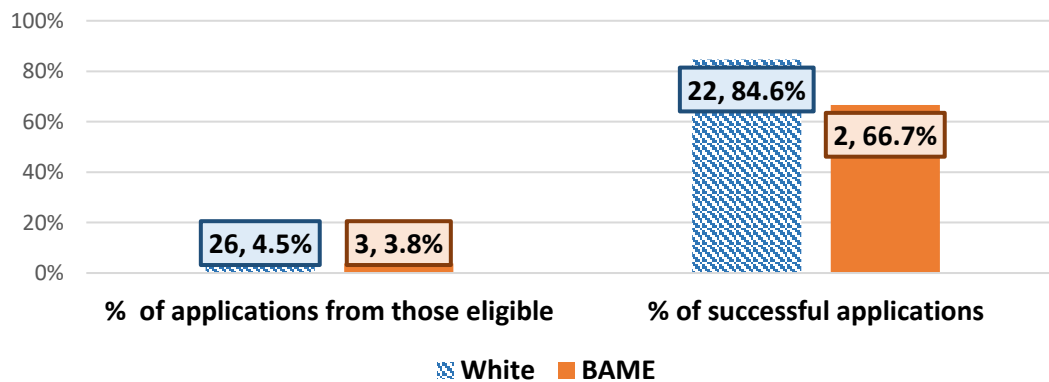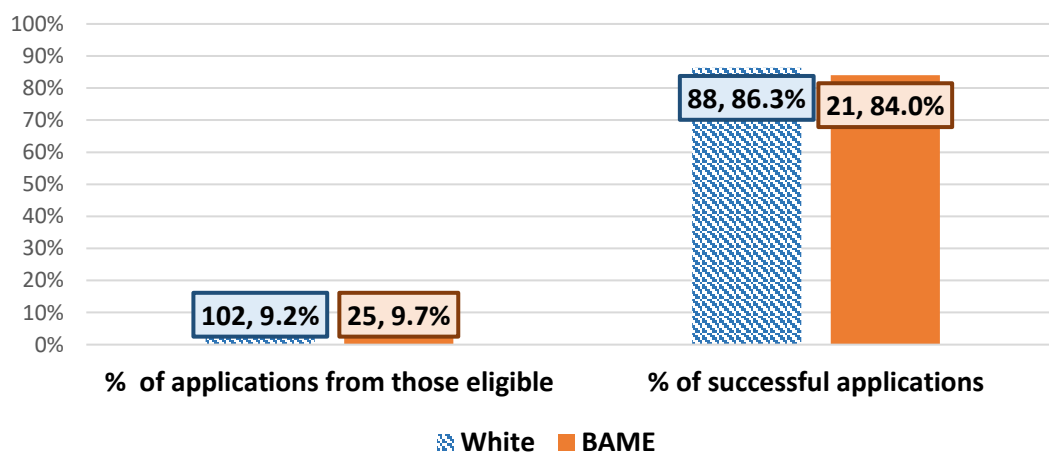Figure 19: **Promotions to Reader by Ethnicity 2018 (Count,Percentage)**

Figure 20: **Promotions to Senior Lecturer/Senior Research Fellows by Ethnicity 2018 (Count, Percentage)**

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For the position of Chair, BAME academics were more than twice as likely to apply (Figure 18), and similarly likely to apply for promotion to the role of Reader Senior Lecturer/Senior Research Fellow (Figure 19).

In the 2017/18 promotion round BAME candidates were less likely to be successful than White candidates when applying for a promotion at every level, however the count of individuals is small which makes interpretation difficult (Figures 18, 19 and 20).

Figure 21: **Proportion of BAME in Professional Services Staff Grades**
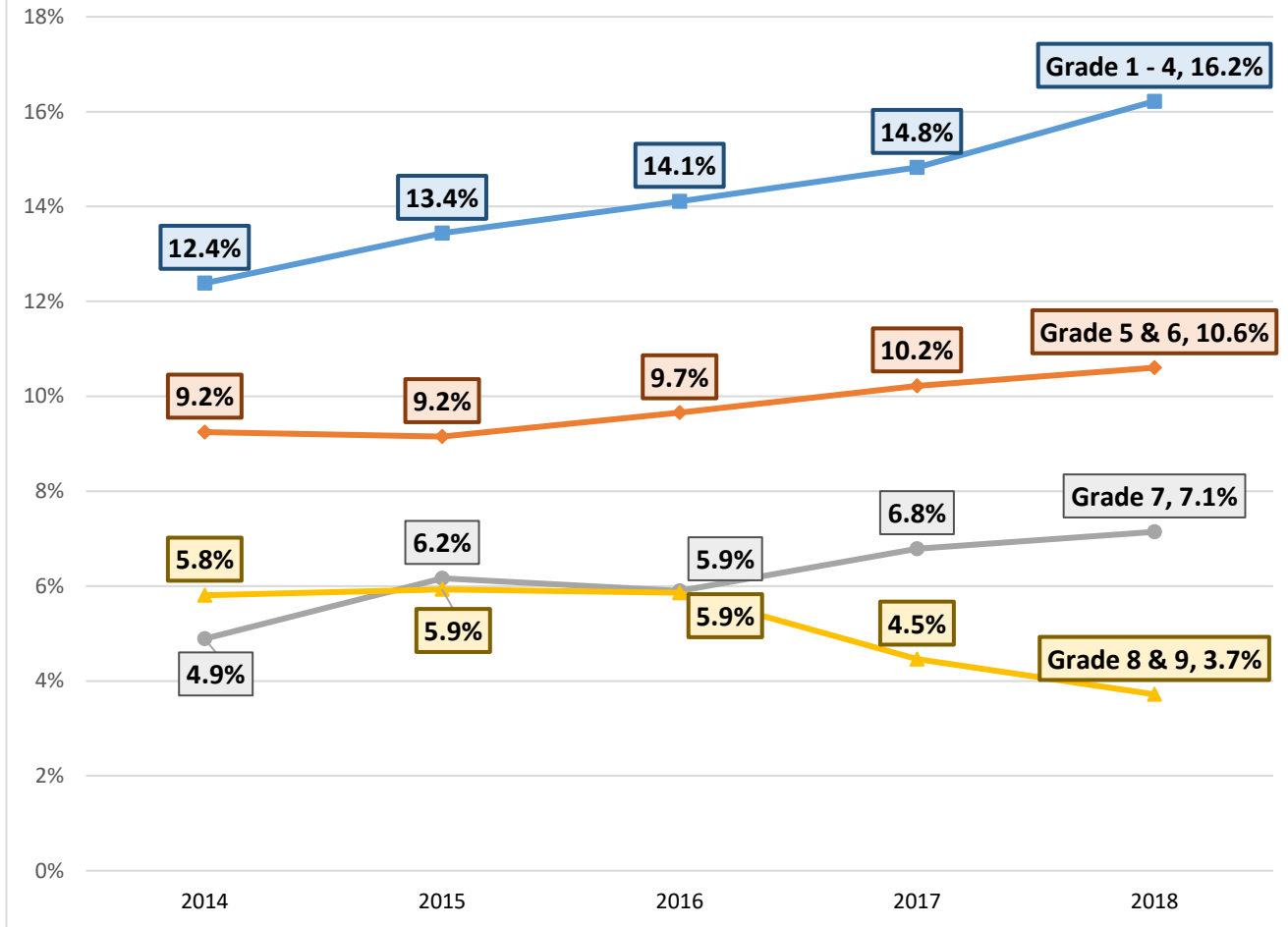
Between 2014 and 2018 all there is an increase in the percentage of BAME PS staff across all grades with the exception of Grades 8-9 which has seen a decrease of 2.1% (Figure 21).
Between 2014 and 2018 there has been an increase in BAME staff across all academic job levels with the exception of Professor which has seen a 1.1% decrease in that period. Researchers have seen the largest increase of 5.5%.

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Figure 22: **Proportion of BAME in Academic Staff Levels**

- Research and other academics, 25.0% (2014: 18.9%, 2015: 20.9%, 2016: 21.2%, 2017: 24.8%)
- Lecturer, 19.2% (2014: 14.5%, 2015: 15.2%, 2016: 16.5%, 2017: 17.8%)
- Senior Lecturer/Reader, 12.5% (2014: 11.7%, 2015: 11.9%, 2016: 11.9%, 2017: 12.3%)
- Professor, 9.3% (2014: 7.8%, 2015: 8.0%, 2016: 8.3%, 2017: 8.8%)

Figure 23: **BAME Leavers**

Please note: y axis does not start at 0

- Academics, 26.4% (2015: 19.7%, 2016: 21.2%, 2017: 22.6%)
- Overall, 19.7% (2015: 16.8%, 2016: 17.5%, 2017: 17.7%)
- Professional Services, 10.9% (2015: 12.5%, 2016: 13.3%, 2017: 11.4%)

Legend: Academics ● Professional Services ▲ Overall ■
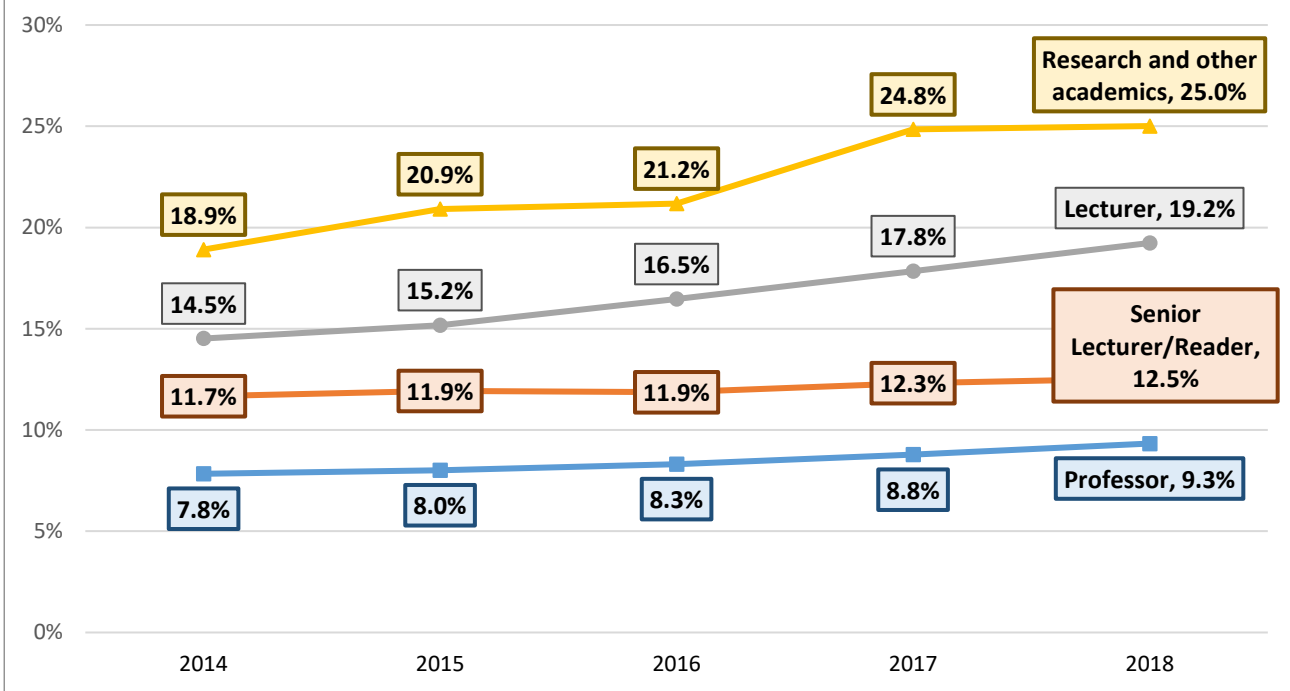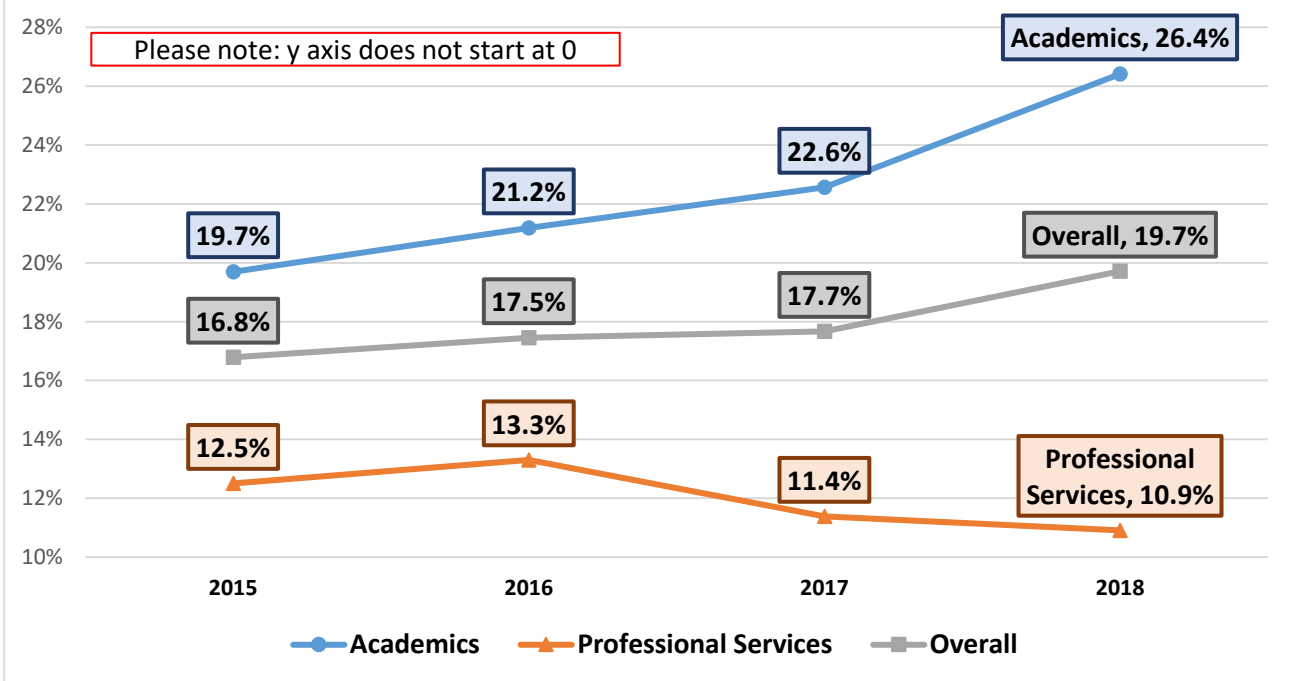
Between 2015 and 2018 the percentage of BAME leavers at the University has increased by 2.9%. With the percentage of BAME academics leaving the University increasing by 6.7% and the percentage of PS staff falling by 1.6%. One of the reasons why employees leave the University is that their fixed-term contract of employment came to an end. In order to account for that this report indicates turnover rates for employees on permanent contracts: they decreased for BAME academics (Figure 25) and remained stable for BAME PS staff (Figure 24).

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Figure 24: **Turnover rates for ethnic groups of PS staff on permanent contracts per year (Source: APR snapshots)**

PS Turnover rate-3 years average: 7.5%

2016 — White 7.5% (314), BAME 8.8% (45)
2017 — White 7.3% (307), BAME 6.8% (35)
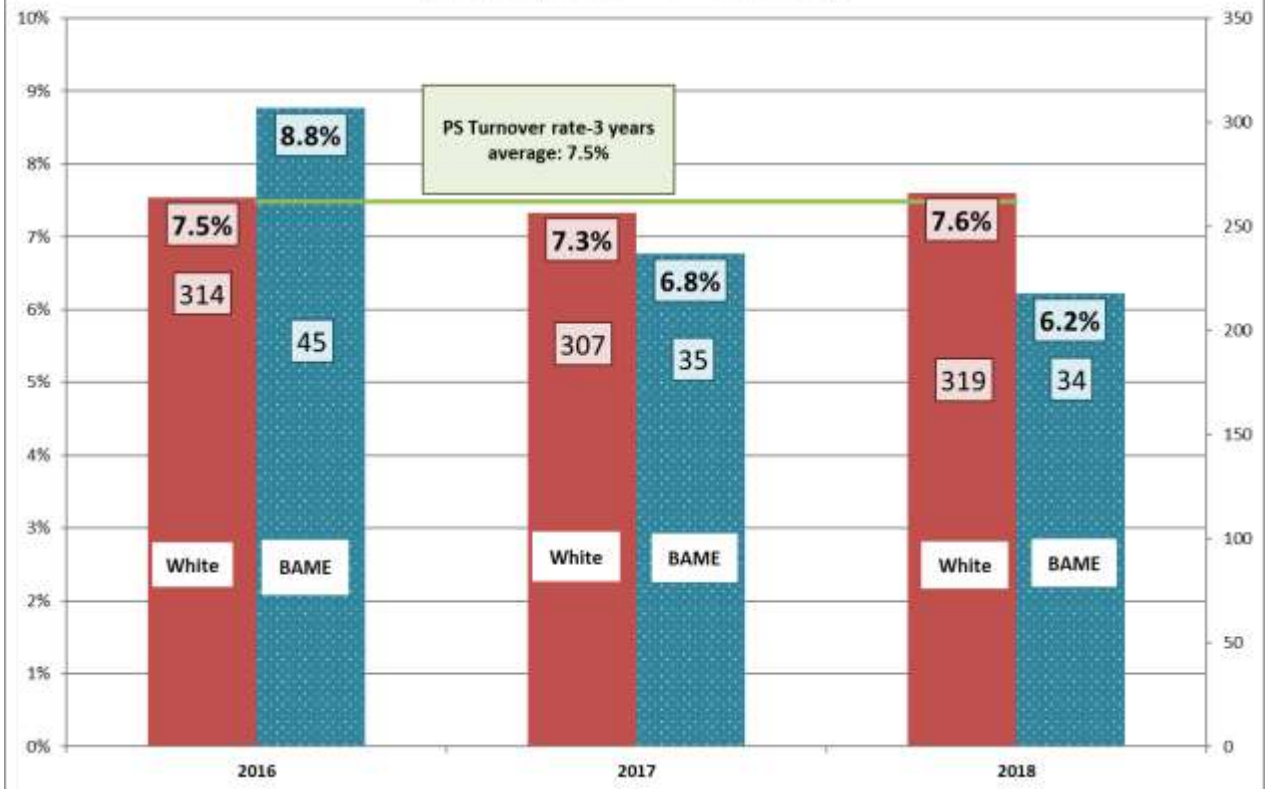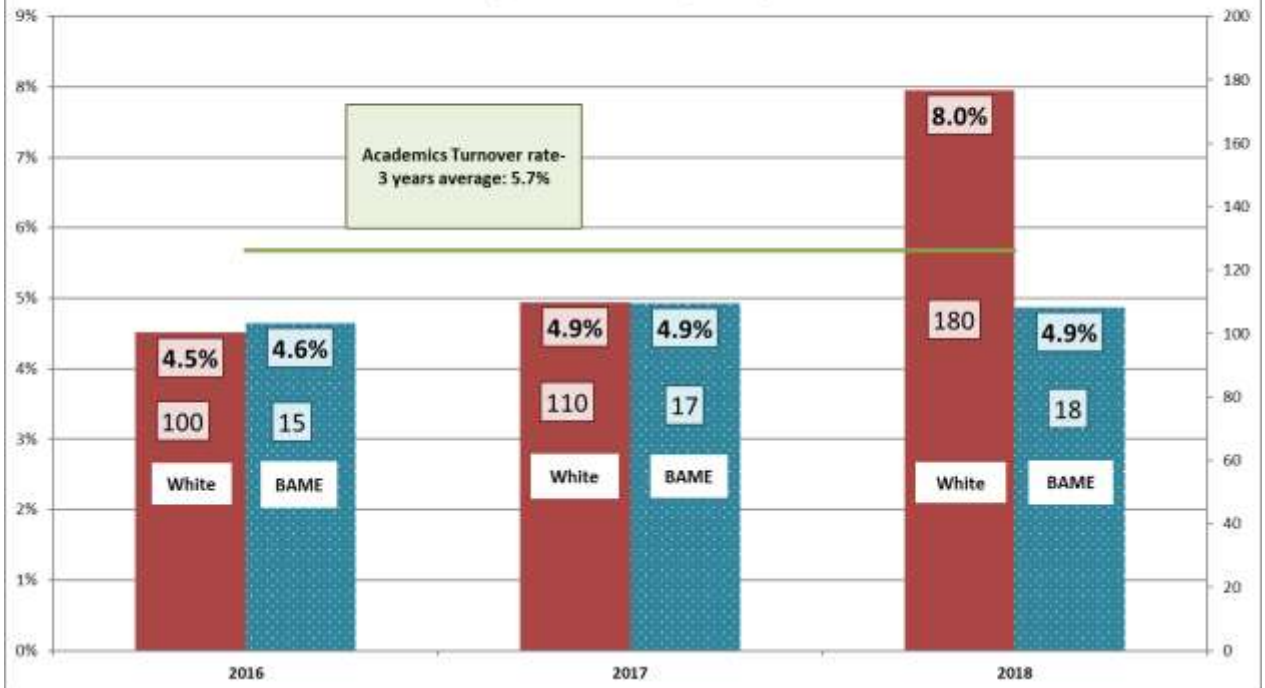2018 — White 7.6% (319), BAME 6.2% (34)

Figure 25: **Turnover rates for ethnic groups of Academic staff on permanent contracts per year (Source: APR snapshots)**

Academics Turnover rate-3 years average: 5.7%

2016 — White 4.5% (100), BAME 4.6% (15)
2017 — White 4.9% (110), BAME 4.9% (17)
2018 — White 8.0% (180), BAME 4.9% (18)

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Gender

Figure 26: **Staff by Gender 2018**

Category	Female	Male
Overall	49.8%	50.2%
Professional Support	56.2%	43.8%
Academic	42.2%	57.8%

Figure 27: **Gender by Ethnicity 2018**

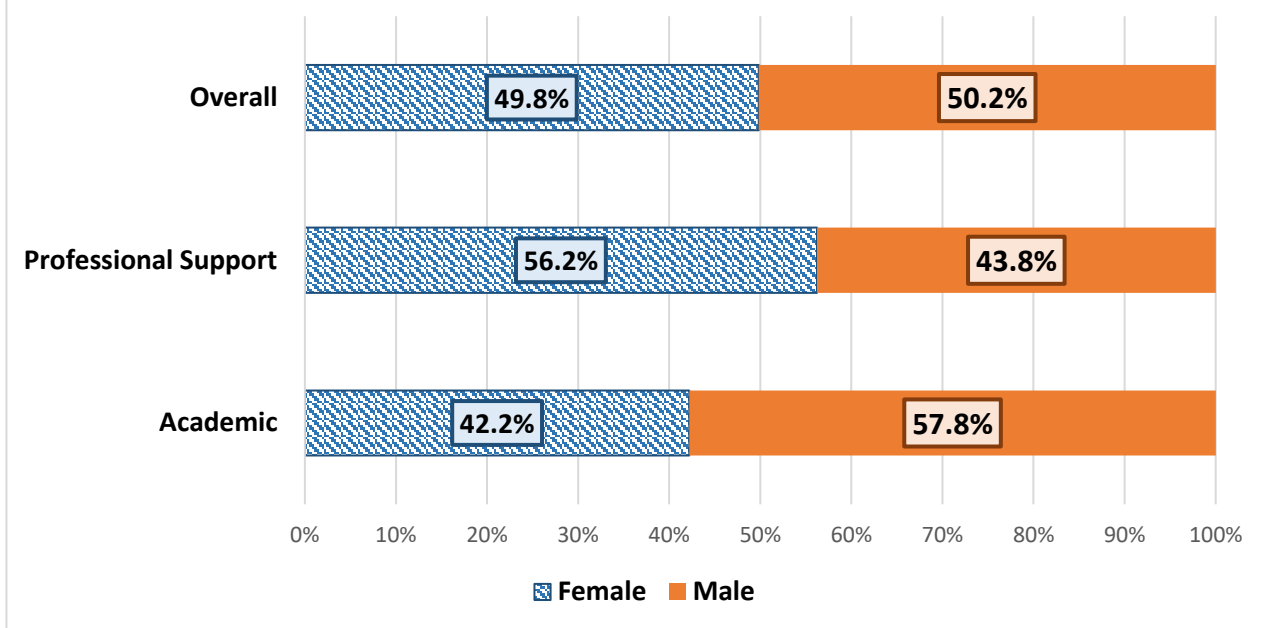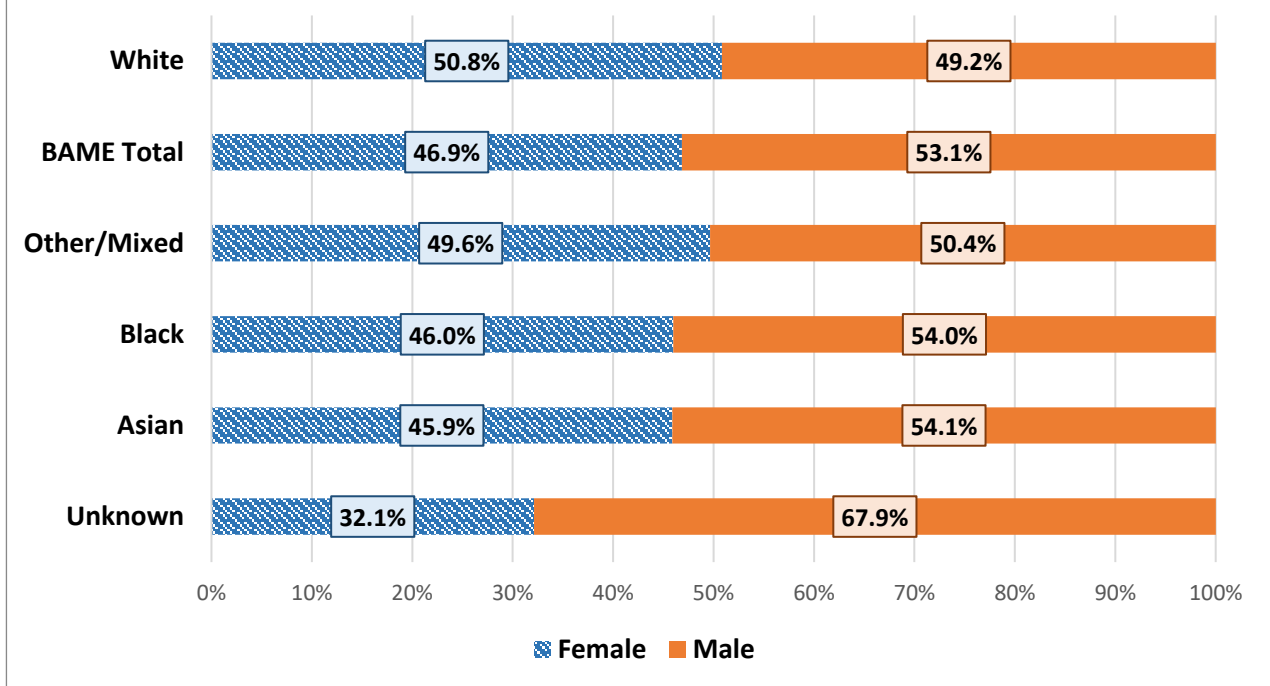| Category	Female	Male
White	50.8%	49.2%
BAME Total	46.9%	53.1%
Other/Mixed	49.6%	50.4%
Black	46.0%	54.0%
Asian	45.9%	54.1%
Unknown	32.1%	67.9%

There are similar proportions of male and female staff working at the University (Figure 26). However, when analysed in terms of their functions at University, there are 15.6% more male academic staff compared with female. This trend is reversed within PS, where there are 12.4% more female staff than male.

Of all BAME staff at the University 46.9% are female compared with 50.8% of White staff being female (Figure 27).

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Figure 28: **Proportion of Females in PS and Academic Roles**

Professional Support, 56.4%

Overall, 49.9%

Academic, 42.0%

Year	Professional Support	Overall	Academic
2014	55.5%	48.6%	40.6%
2015	55.4%	48.9%	41.4%
2016	56.0%	49.5%	41.9%
2017	56.0%	49.8%	42.4%

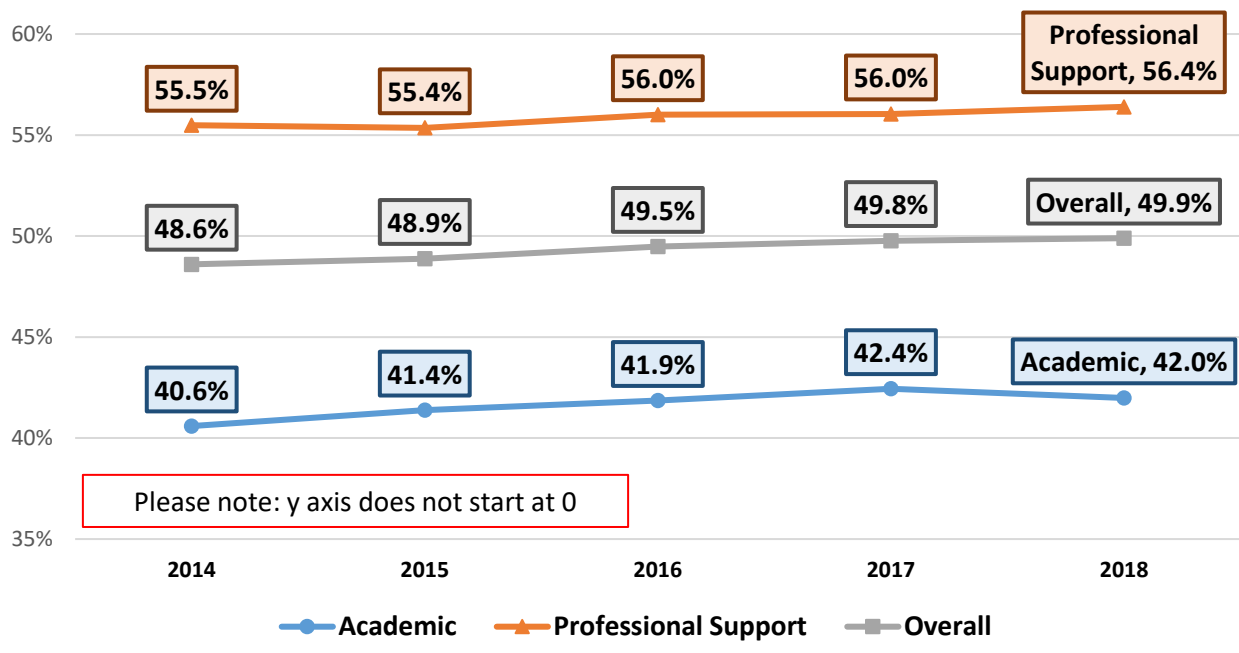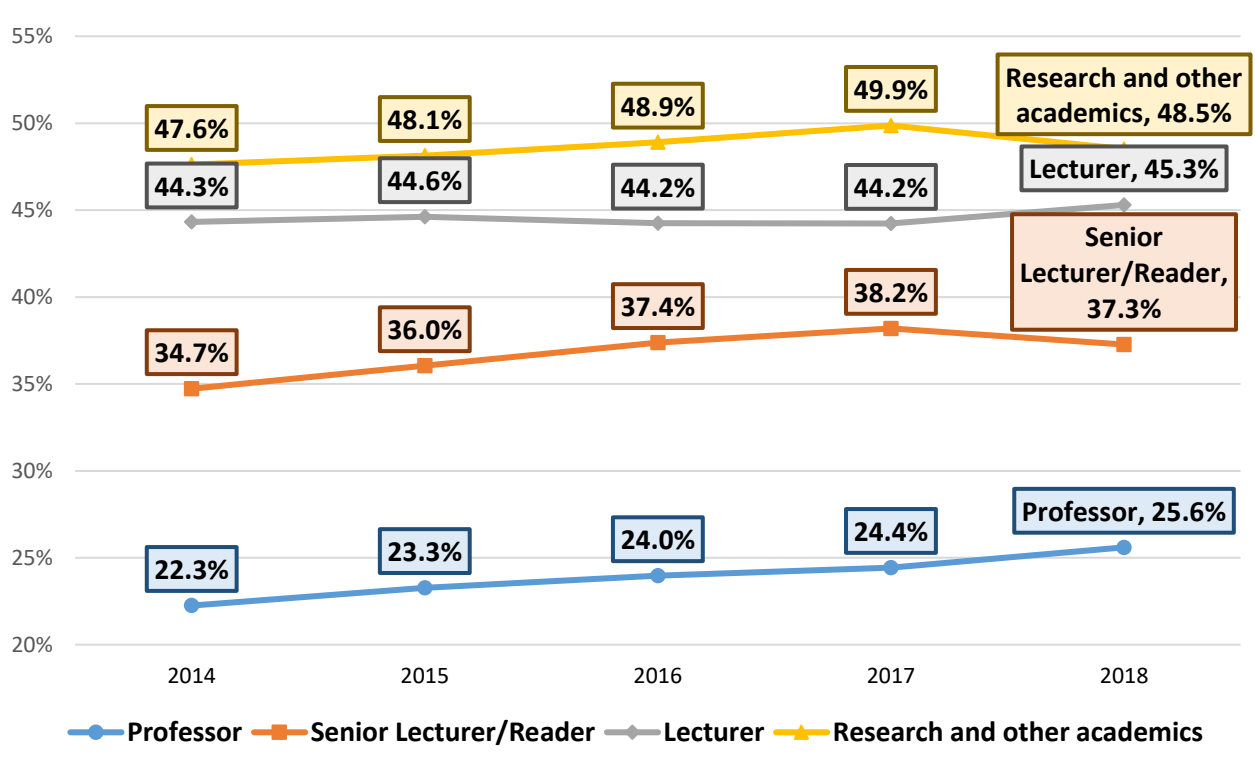Please note: y axis does not start at 0

Legend: Academic — Professional Support — Overall

Figure 29: **Proportion of Female in Academic Staff Levels**

Research and other academics, 48.5%

Lecturer, 45.3%

Senior Lecturer/Reader, 37.3%

Professor, 25.6%

Year	Research and other academics	Lecturer	Senior Lecturer/Reader	Professor
2014	47.6%	44.3%	34.7%	22.3%
2015	48.1%	44.6%	36.0%	23.3%
2016	48.9%	44.2%	37.4%	24.0%
2017	49.9%	44.2%	38.2%	24.4%

Legend: Professor — Senior Lecturer/Reader — Lecturer — Research and other academics

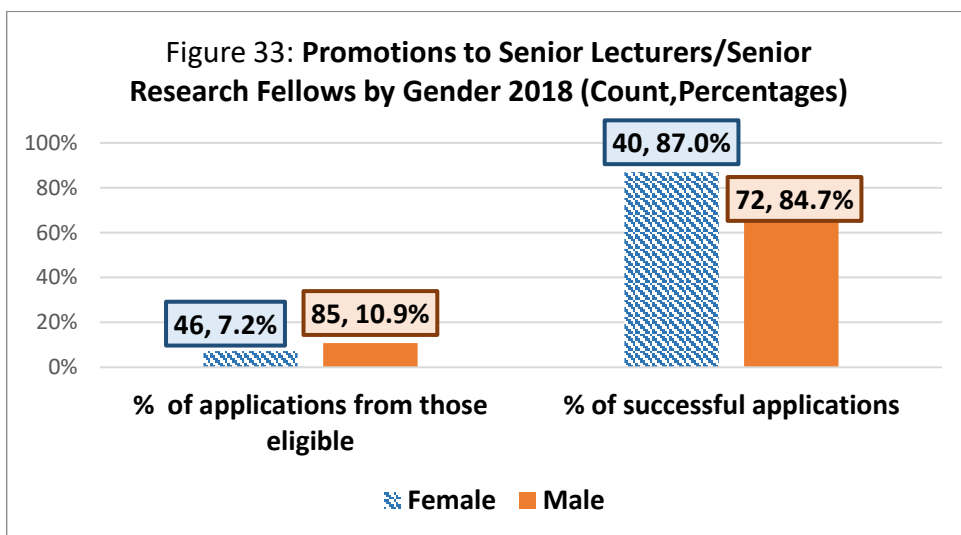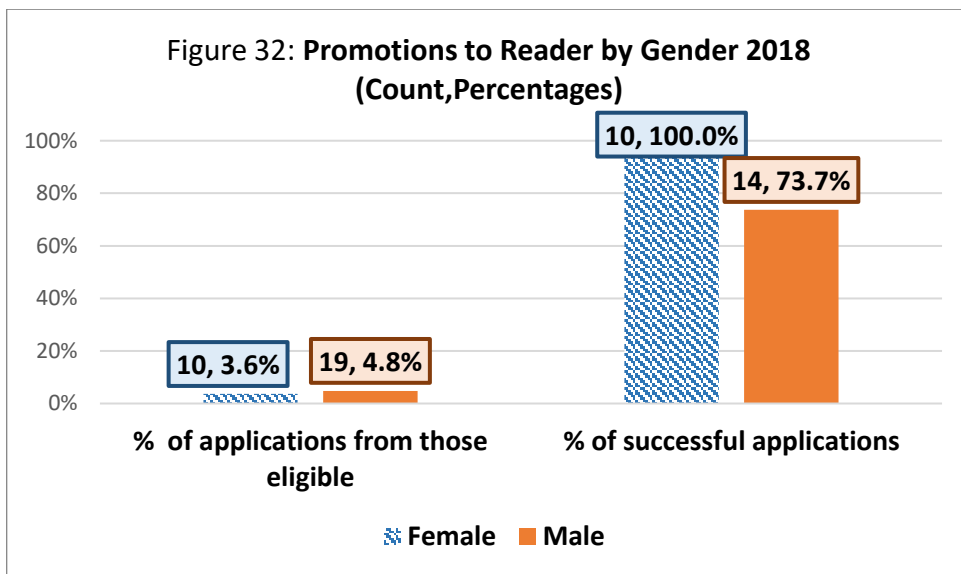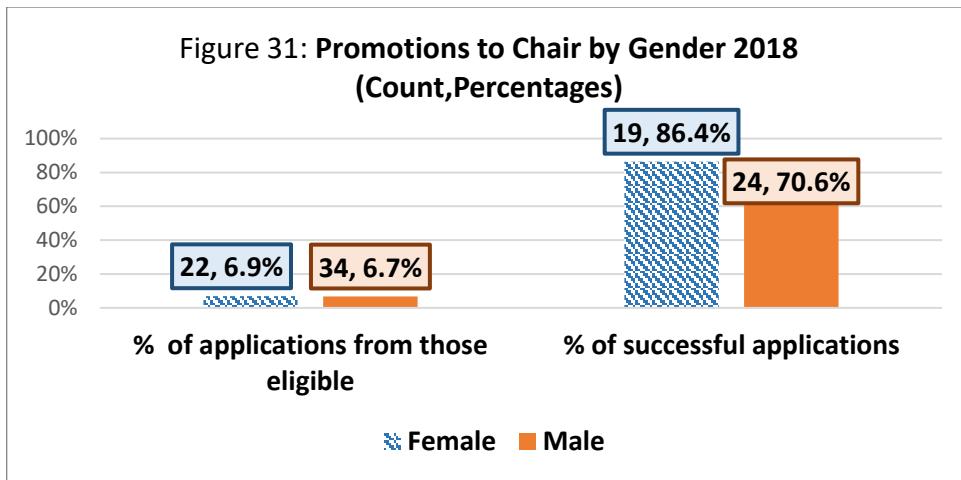Please note: y axis does not start at 0

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The percentage of female staff at the University increased by 1.3% between 2014 and 2018 (Figure 28). In that period there has been a 1.4% increase in female academics and a 0.5% increase in female PS staff. In 2018 there was a decrease in proportion of females among academics by 0.4%-first time in 5 years.
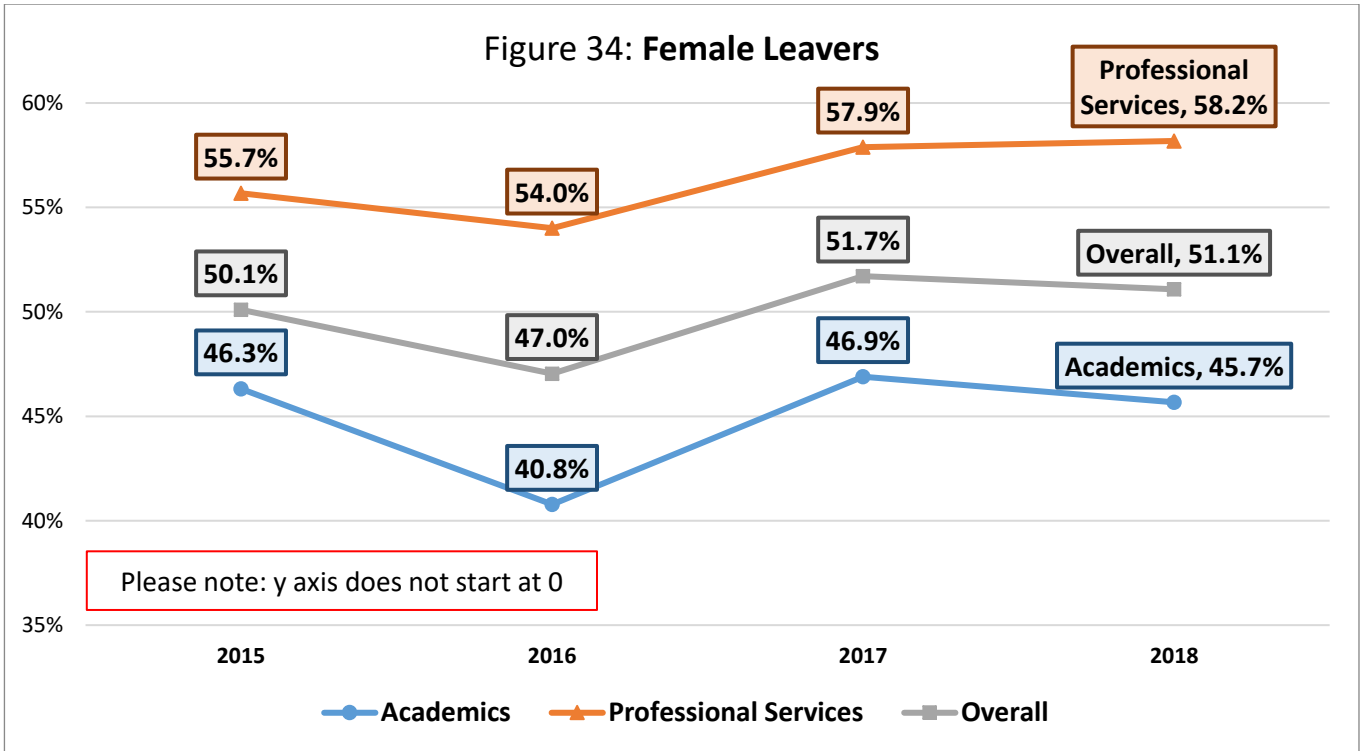
The percentage of females in all academic roles has increased among Lecturers and Professors but decreased in the Senior Lecturers/Readers category (Figure 29).

The percentage of female PS staff at Grades 5-6 and Grade 7 has increased year on year between 2014 and 2018, with Grades 5-6 experiencing a 3.1% increase and Grade 7 experiencing a 3.1% increase in that period. Between 2014 and 2018 the percentage of female staff in Grades 1-4 has decreased by 1.5% and in Grades 8-9 by 2.3% (Figure 30).

Figure 30: **Proportion of Females in Professional Services Staff Grades**

Grade 1 - 4: 58.7% (2014), 57.9% (2015), 57.7% (2016), 57.6% (2017), Grade 1 - 4, 57.2% (2018)

Grade 5 & 6: 54.5% (2014), 55.2% (2015), 56.0% (2016), 57.0% (2017), Grade 5 & 6, 57.6% (2018)

Grade 7: 47.7% (2014), 48.3% (2015), 49.7% (2016), 49.8% (2017), Grade 7, 50.8% (2018)

Grade 8 & 9: 51.0% (2014), 49.8% (2015), 52.7% (2016), 49.4% (2017), Grade 8 & 9, 48.7% (2018)

Please note: y axis does not start at 0

Grade 1 - 4   Grade 5 & 6   Grade 7   Grade 8 & 9

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Figure 31: Promotions to Chair by Gender 2018 (Count,Percentages)

% of applications from those eligible
- Female: 22, 6.9%
- Male: 34, 6.7%

% of successful applications
- Female: 19, 86.4%
- Male: 24, 70.6%

Legend: Female | Male

Figure 32: Promotions to Reader by Gender 2018 (Count,Percentages)

% of applications from those eligible
- Female: 10, 3.6%
- Male: 19, 4.8%

% of successful applications
- Female: 10, 100.0%
- Male: 14, 73.7%

Legend: Female | Male

Figure 33: Promotions to Senior Lecturers/Senior Research Fellows by Gender 2018 (Count,Percentages)

% of applications from those eligible
- Female: 46, 7.2%
- Male: 85, 10.9%

% of successful applications
- Female: 40, 87.0%
- Male: 72, 84.7%

Legend: Female | Male

In all promotions, a higher percentage of males that were eligible applied for promotions for Readers and Senior Lecturers/Senior Research Fellows (Figure 31 & 32). A higher percentage of females were successful in applications for promotions in all roles analysed above (Figure 31, 32 and 33).

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Figure 34: **Female Leavers**

Legend: Academics, Professional Services, Overall

Data labels:
- Academics: 46.3% (2015), 40.8% (2016), 46.9% (2017), Academics, 45.7% (2018)
- Professional Services: 55.7% (2015), 54.0% (2016), 57.9% (2017), Professional Services, 58.2% (2018)
- Overall: 50.1% (2015), 47.0% (2016), 51.7% (2017), Overall, 51.1% (2018)

Please note: y axis does not start at 0

Overall the percentage of females among leavers at the University has increased by 1.0% between 2015 and 2018 (Figure 34). There was a drop in female leavers in 2016, however this has risen in 2017 and decreased again in 2018.

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Recruitment

Table 1: **Recruitment stages of core academic positions (Professorships, Senior lectureships and lectureships) split by gender and ethnicity, 2017-2018**

1. Core Academics (Professorships, Senior Professorships and lecturerships)									
Gender	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
Male	3125	57.6%	407	49.9%	13.0%	72	50.0%	17.7%	2.3%
Female	2159	39.8%	388	47.5%	18.0%	68	47.2%	17.5%	3.1%
Unknown	137	2.5%	21	2.6%	15.3%	4	2.8%	19.0%	2.9%
Total	5421	100.0%	816	100.0%	15.1%	144	100.0%	17.6%	2.7%
Ethnicity	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
White	3059	56.4%	557	68.3%	18.2%	97	67.4%	17.4%	3.2%
BAME	1988	36.7%	208	25.5%	10.5%	40	27.8%	19.2%	2.0%
Unknown	374	6.9%	51	6.3%	13.6%	7	4.9%	13.7%	1.9%
Total	5421	100.0%	816	100.0%	15.1%	144	100.0%	17.6%	2.7%

Gender: 39.8% of applications for core academic positions were sent by Females in the period studied. However, Females seem to be more successful during the shortlisting and nearly as successful during the interview stages which results in nearly equal proportions of Males and Females among successful candidates- 50.0% and 47.2% respectively.

Ethnicity: 36.7% of applications for core academic positions were sent by BAME candidates. In addition, BAME candidates are underrepresented amongst those shortlisted. 25.5% of shortlisted candidates were BAME. 27.8% of successful candidates were BAME.

Table 2: **Recruitment stages of Researchers and other academics (Senior Research Fellows, Research Fellows, Researchers and others) split by gender and ethnicity, 2017-2018**

2. Researchers and other academics (SRF,RF and others)									
Gender	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
Male	7929	55.4%	856	53.0%	10.8%	250	52.4%	29.2%	3.2%
Female	5860	40.9%	683	42.3%	11.7%	201	42.1%	29.4%	3.4%
Unknown	524	3.7%	75	4.6%	14.3%	26	5.5%	34.7%	5.0%
Total	14313	100.0%	1614	100.0%	11.3%	477	100.0%	29.6%	3.3%
Ethnicity	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
White	6070	42.4%	912	56.5%	15.0%	306	64.2%	33.6%	5.0%
BAME	7286	50.9%	583	36.1%	8.0%	140	29.4%	24.0%	1.9%
Unknown	957	6.7%	119	7.4%	12.4%	31	6.5%	26.1%	3.2%
Total	14313	100.0%	1614	100.0%	11.3%	477	100.0%	29.6%	3.3%

Gender: 40.9% of applications for research academic positions were sent by Females in the period studied. The proportion of Females increases among shortlisted candidates to 42.3% and is 42.1% among successful candidates. It seems that Females are doing well throughout the recruitment process, especially during the shortlisting.

Ethnicity: 50.9%, of applications for research academic positions were sent by BAME candidates. The proportion of BAME candidates decreased to 36.1% among shortlisted and again to 29.4% among successful candidates. It seems that shortlisting provides particular challenge for BAME candidates- only 8.0% of BAME applications were shortlisted in comparison to 15.0% of White candidates' applications.
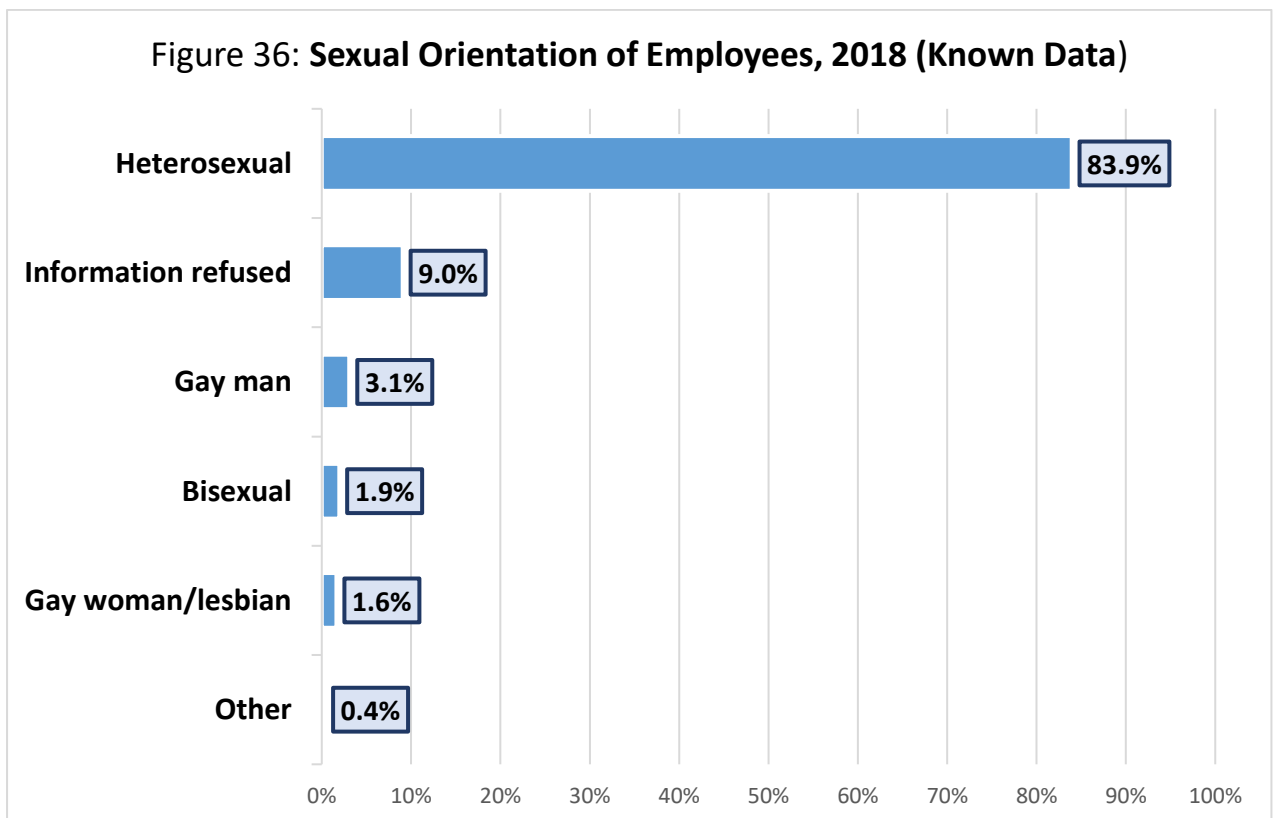
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Table 3: **Recruitment stages of Professional Services split by gender and ethnicity, 2017-2018**

3. Professional Services									
Gender	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
Male	8451	39.2%	1066	33.7%	12.6%	236	31.1%	22.1%	2.8%
Female	12215	56.7%	1938	61.3%	15.9%	461	60.7%	23.8%	3.8%
Unknown	886	4.1%	158	5.0%	17.8%	63	8.3%	39.9%	7.1%
Total	21552	100.0%	3162	100.0%	14.7%	760	100.0%	24.0%	3.5%
Ethnicity	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
White	14490	67.2%	2354	74.4%	16.2%	586	77.1%	24.9%	4.0%
BAME	5964	27.7%	632	20.0%	10.6%	110	14.5%	17.4%	1.8%
Unknown	1098	5.1%	176	5.6%	16.0%	64	8.4%	36.4%	5.8%
Total	21552	100.0%	3162	100.0%	14.7%	760	100.0%	24.0%	3.5%

Gender: 56.7% of applications for PS (both Faculty-based and central) positions were sent by Females in the period studied. The proportion of Females increases among shortlisted candidates to 61.3% and is 60.7% among successful candidates. It seems that Females are doing well throughout the recruitment process, especially during the shortlisting.

Ethnicity: 27.7% of applications for PS (both Faculty-based and central) were sent by BAME candidates. The proportion of BAME candidates decreases to 20.0% among shortlisted and again to 14.5% among successful candidates. It seems that shortlisting provides a particular challenge for BAME candidates- only 10.6% of BAME applications were shortlisted in comparison to 16.2% of White candidates' applications.

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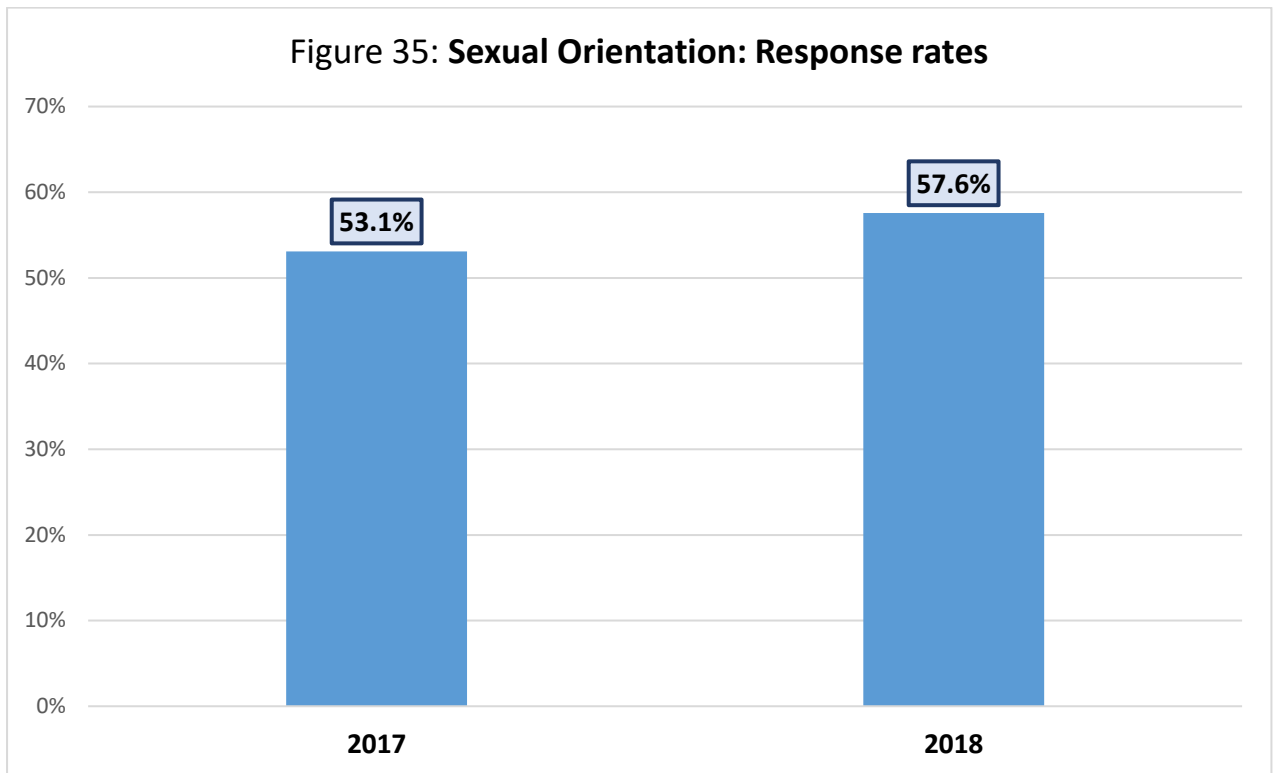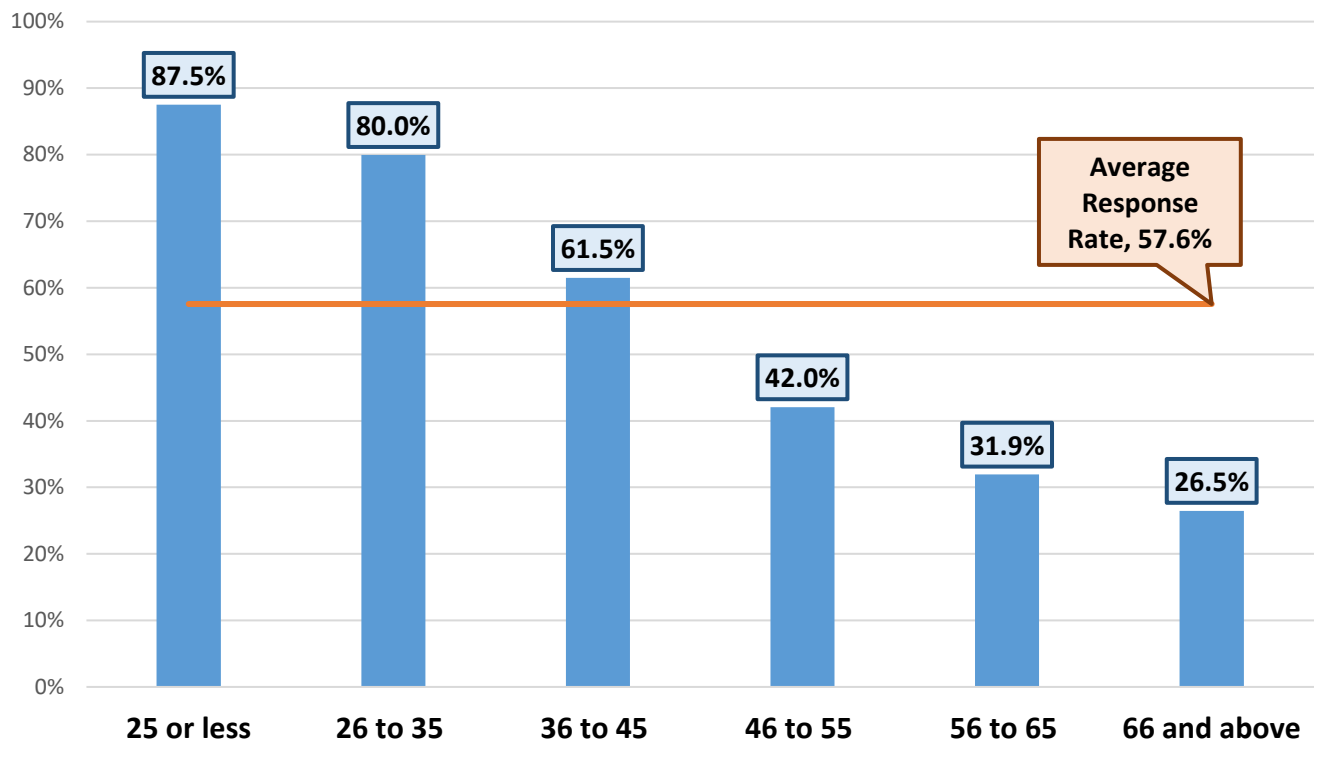
Sexual Orientation, Gender Identity and Religion

Figure 35: **Sexual Orientation: Response rates**

Year	Response rate
2017	53.1%
2018	57.6%

Figure 36: **Sexual Orientation of Employees, 2018 (Known Data)**

Category	Percentage
Heterosexual	83.9%
Information refused	9.0%
Gay man	3.1%
Bisexual	1.9%
Gay woman/lesbian	1.6%
Other	0.4%

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Figure 37: **Response rates of staff members to question about their sexual orientation by age**

Data values by age group:
- 25 or less: 87.5%
- 26 to 35: 80.0%
- 36 to 45: 61.5%
- 46 to 55: 42.0%
- 56 to 65: 31.9%
- 66 and above: 26.5%

Average Response Rate, 57.6%

57.6% of staff at the University were willing to disclose their sexual orientation (an increase from the last year by 4.5%), of these 83.9% are heterosexual (Figure 35). Response rates are related to age: younger employees are far more likely to disclose their sexual orientation (Figure 37).

Whilst there is still work to do on data disclosure for Sexual Orientation, we have seen some improvement thanks to:

- Doubling the number of ALLOUT allies who have promoted the importance of data completion in MyView
- Continued work with the Library to improve their data quality
- Using the unknown data as a way to improve completion rates in FSE
- FSE will run a bespoke LGBT event in 2019 to highlight their not known data for sexual orientation
- Introducing the importance of data completion to potential employees at 'The Works'
- Focussing on data in the Diversity Calendar again in January and encouraging people to start the new year by updating their data

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Table 4: **Gender Identity (see footnote below)[1]**

Is your gender identity the same as the gender you were originally assigned at birth?	2017			2018		
	Academic	Professional Support	Grand Total	Academic	Professional Support	Grand Total
Yes	98.6%	99.5%	99.1%	97.4%	98.1%	97.8%
No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown	1.4%	0.5%	0.9%	2.6%	1.9%	2.2%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

---

[1] This data is pulled from our HR system and based on the information that people submit either as a new starter or through the self service system MyView.
Whilst we have a very high completion of this field, the low numbers from such a high volume of staff(12,000) do give a 0% return on the gender identity field.
We know however that a number of those who answered no to the question about gender identity is higher than 0% simply because the recent staff survey indicated that numbers were less than 0.1%
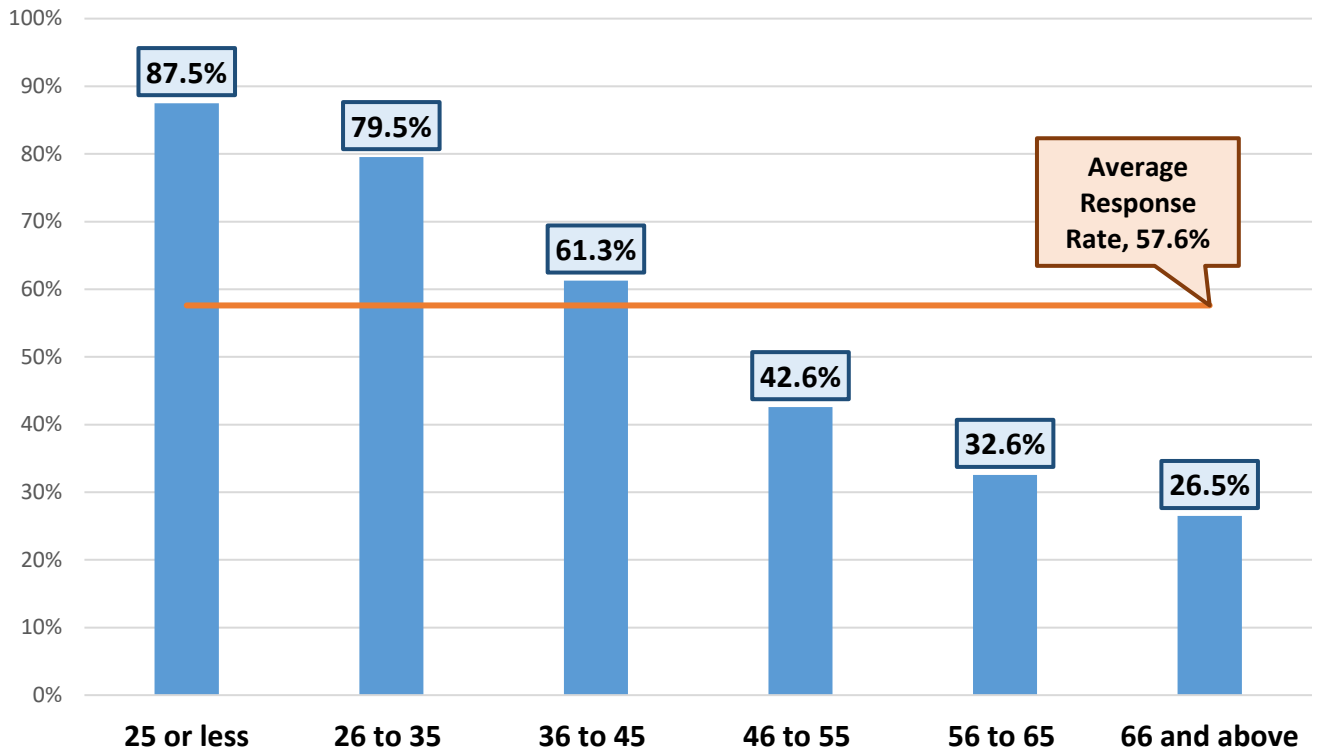
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Religion

Figure 38: **Religion: Response rates**

Figure 39: **Religion of Employees, 2018 (Known Data)**

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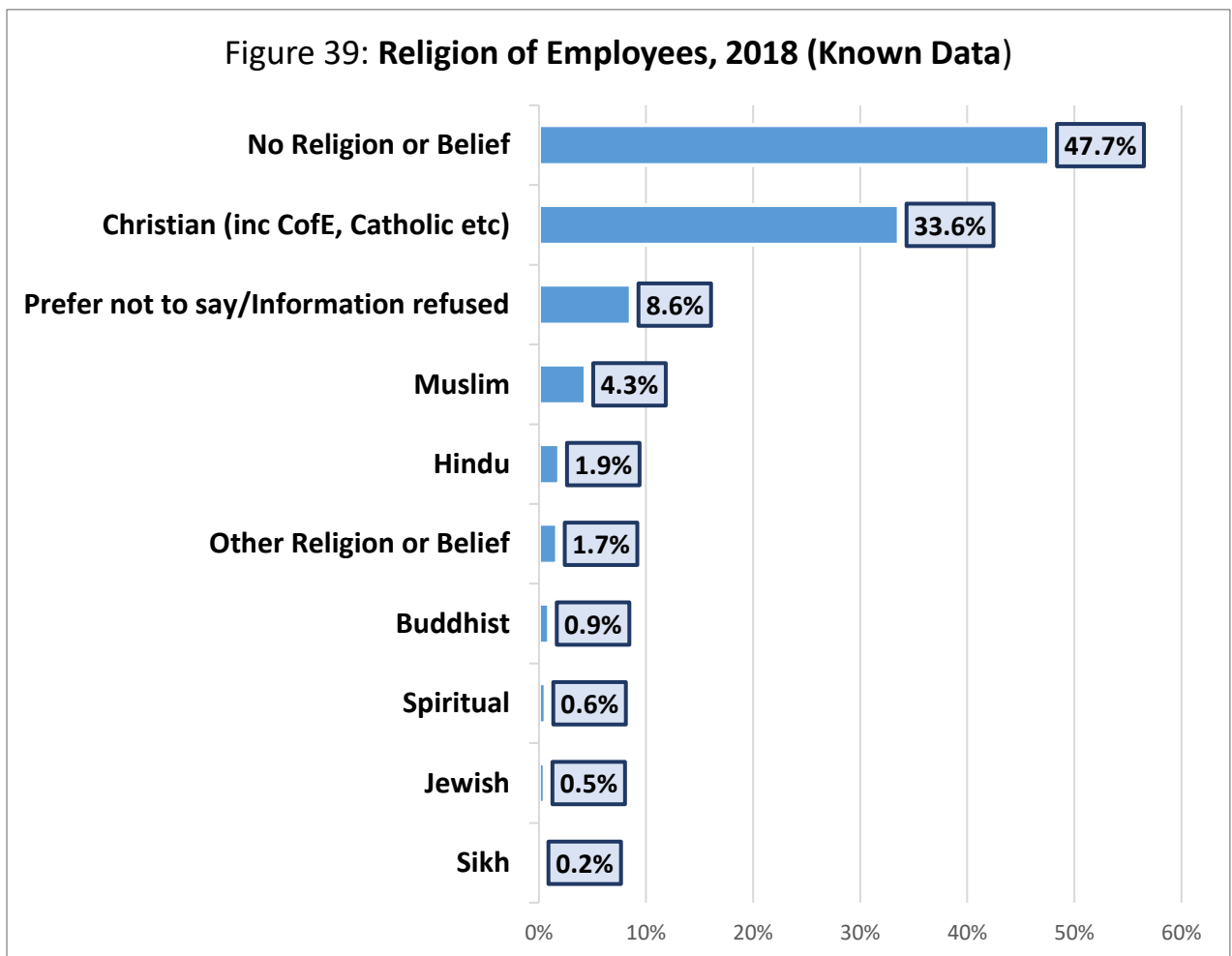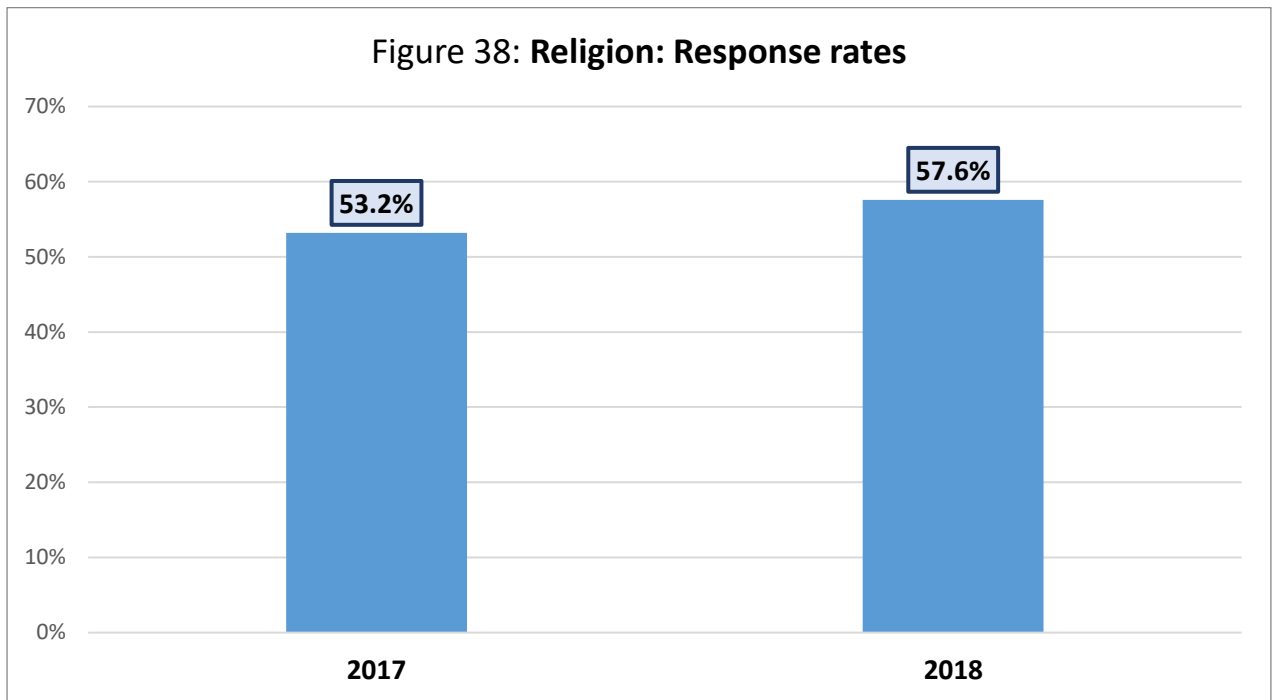
Figure 40: **Response rates of staff members to question about their religion by age**

57.6% of staff at the University were willing to disclose their religion (an increase from the last year by 4.4%), of these 47.7% declared themselves as non-Religious/ Believers (Figures 37 and 38). Response rates are related to age: younger employees are far more likely to disclose their religion (Figure 39).

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International Staff

The University of Manchester has more than 2000 members of staff who declared a nationality other than 'British'. This group comes from more than 100 different countries. Table 5 below indicates the 10 most common nationalities of the University of Manchester International Staff.

Table 5: International staff count and percentage- Top 10 Countries 2018

Country	Number of staff members	As a % of International Staff
China	192	8.9%
Italy	175	8.1%
Germany	159	7.3%
Spain	149	6.9%
Ireland	123	5.7%
India	107	4.9%
France	105	4.8%
Greece	100	4.6%
Poland	94	4.3%
United States of America	93	4.3%

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Map: University of Manchester International staff by nationality 2018

The darker red colour the more non-UK staff identified that particular country as their nationality

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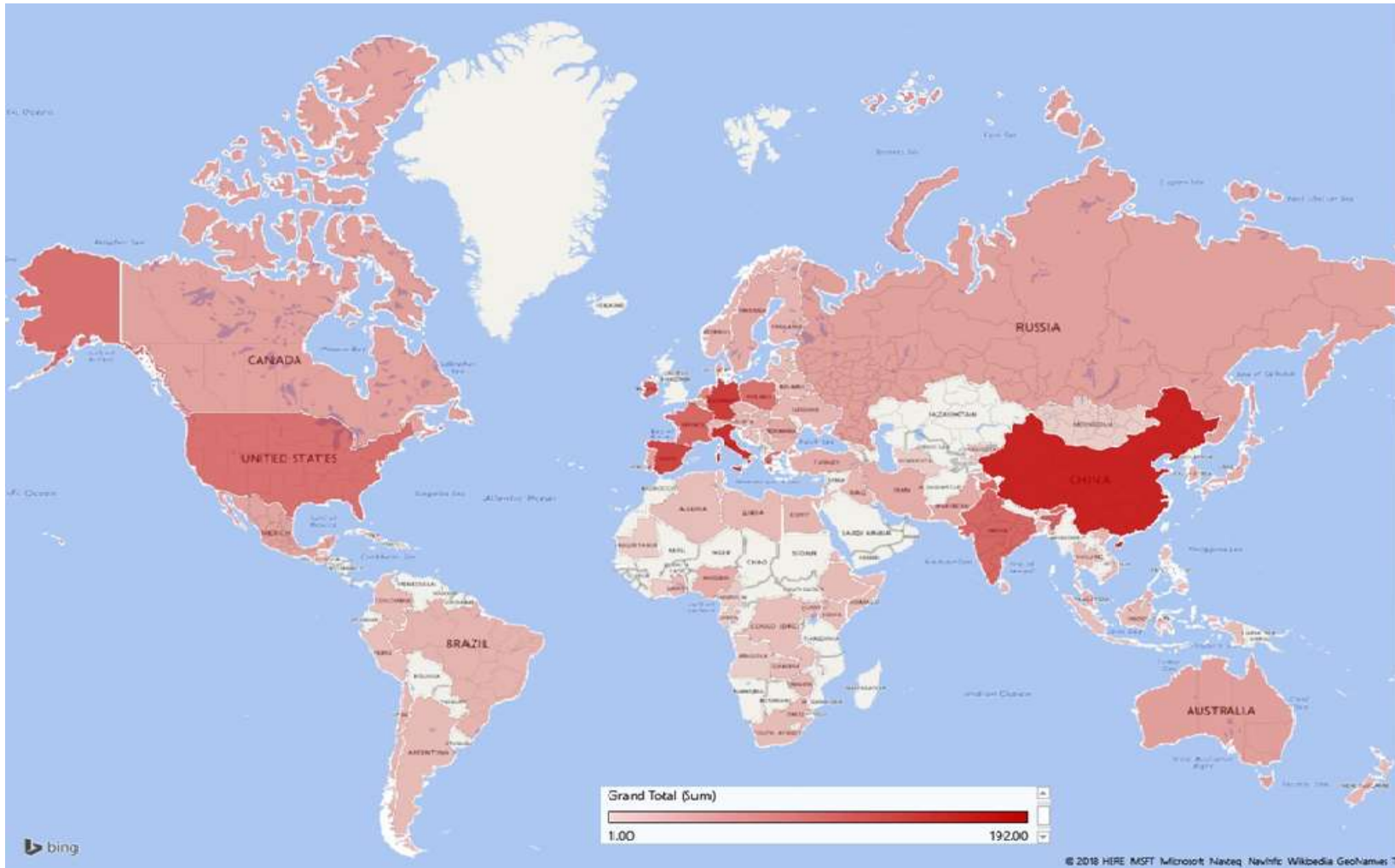
Student Equality Information: Key Findings

Undergraduate

Age: In 2018/19 8.6% of all undergraduate students were considered 'mature'. This is a 0.5% decrease from the last year and a 1.5% decrease over the past five years (see Figure 2).

Disability: 9.3% of all undergraduate students have a disability– most of them report learning difficulties and mental health conditions (see Figure 3 and 3b). 58.8% of disabled students are female (see Figure 5) and 24.0% are BAME (see Figure 6).

Ethnicity: The percentage of UK domicile BAME students at the University has increased by 0.7% in the past year to 30.9% in 2017/18 (see Figure 8).

Domicile: In 2018/19 the percentage of UK domicile students dropped by 2.3% to 65.3%-the lowest level in five years. There has been a 1.1% rise in overseas students and a 1.1% rise in EU domicile students between 2017/18 and 2018/19 (see Figure 10).

Gender: In 2018/19 the percentage of female undergraduate students increased by 0.7% to 54.1% (see Figure 11). The highest proportion of females is among Black students – 61.3% (see Figure 12).

Attainment

Ethnicity: Good degree attainment (achieved degree of a 2:1 or above) has increased to 89.7% for White students and 81.0% for BAME students in 2017/18 which has caused a decrease in the attainment gap to 8.7% (see Figure 15). White students have consistently achieved a higher percentage of good degrees compared with other UK ethnic groups. In 2017/18 there has been a 4.2% increase in the number of Black students obtaining good degrees compared with the previous year (see Figure 16).

Gender: Consistently a higher percentage of female students attain good degrees compared with males. The attainment gap remained stable between 2015/16 and 2017/18. In 2017/18, good degree attainment for male students increased by 1.6% and for females by 1.4% (see Figure 18).

Disability: Students with no known disability consistently outperform those with a disability. The attainment gap has decreased in 2017/18 to 1.1% (see Figure 20).

Domicile: Consistently a higher proportion of both UK and EU domicile students attain good degrees compared with the international domicile students. Good degree attainment of International students has increased rapidly between 2014/15 and 2017/18 with an increase of 12.4% across those four years. This has decreased the attainment gap between International and UK students to 14.5% in 2017/18 (see Figure 22).

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Retention

(Definition: Proportion of students who continued their studies in Higher Education a year after they started)

Ethnicity: In 2015/16 White student retention was 94.5% compared with 95.0% for BAME students. White students had higher retention than BAME students between 2009/10 and 2014/15 with the exception of 2012/13 (see Figure 24).

Gender: In 2015/16 female student retention was 94.7% compared with 94.6% for male students. This decreased the retention gap to 0.1% (see Figure 25).

Disability: Students with no known disability have consistently had better retention than those without a disability. Disabled student retention increased to 91.4% in 2015/16 increasing the retention gap between disabled and non-disabled students to 3.7 (see Figure 26).

Postgraduate

Domicile: In 2018/19 54.6% of postgraduate students come from outside of the EU. The proportion of postgraduate students domiciled in the UK decreased to 39.9% in 2018/19 and the proportion of EU domiciled students has decreased by 0.6% to 5.4% (see Figure 28).

Ethnicity: In 2018/19 the proportion of UK BAME students on postgraduate taught courses increased to 25.5%. The percentage of UK BAME students on postgraduate research courses decreased year on year between 2014/15 and 2017/18, but increased in 2018/19 to 16.6%. (see Figure 29).

Gender: The proportion of females within postgraduate population increased in 2018/19 to 59.9%. This was driven by a 1.1% rise in female students doing postgraduate taught programs. Proportion of female students on research programs decreased by 0.7% to 46.0% in 2018/19 (see Figure 33).

Methodology

Data of current students in this report relates to 2018/19 year and has come from the 1st of December dataset produced by the Directorate of Planning. The data is current and up to date as of 1st December 2018 and has been analysed by the Equality, Diversity and Inclusion team. Data related to Attainment and Retention comes from Higher Education Statistics Agency Returns produced by the Directorate of Planning on an annual basis every autumn.

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Age

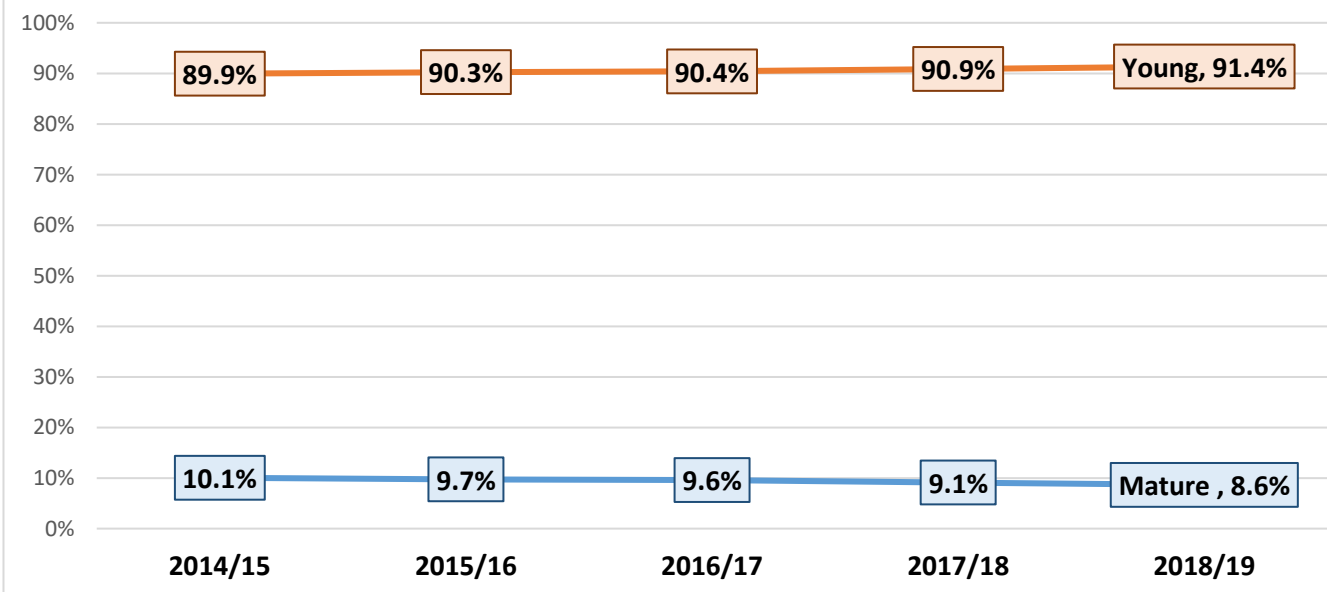**Figure 1: Undergraduate Students by Age 2018/19**
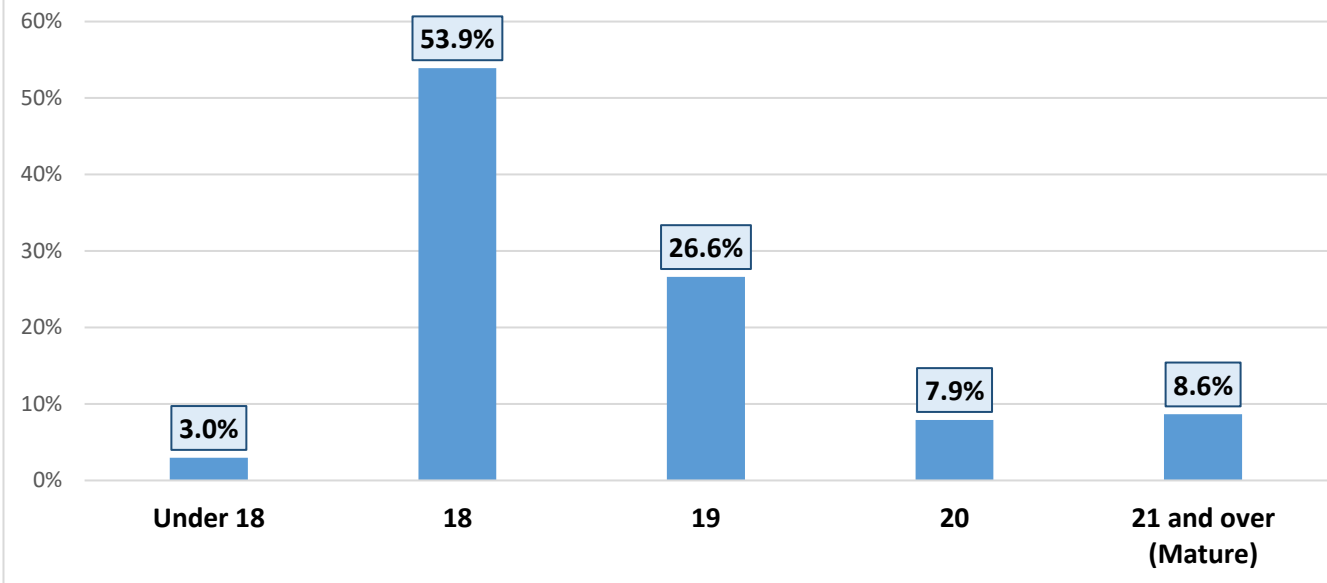
The most common age to start an undergraduate course at the University is 18, with 53.9% of all undergraduates starting in 2018/19 of that age (Figure 1).

Undergraduate students can be divided into two categories; young and mature. Young students are those aged under 21 on the start date of the term in which their course commences. Mature students are 21 or over by this date.

Over the past five years there has been a 1.5% decrease in mature students, with a 0.5% decrease in the past year (Figure 2).

Figure 2: Undergraduate Students by Mature and Young

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Disability

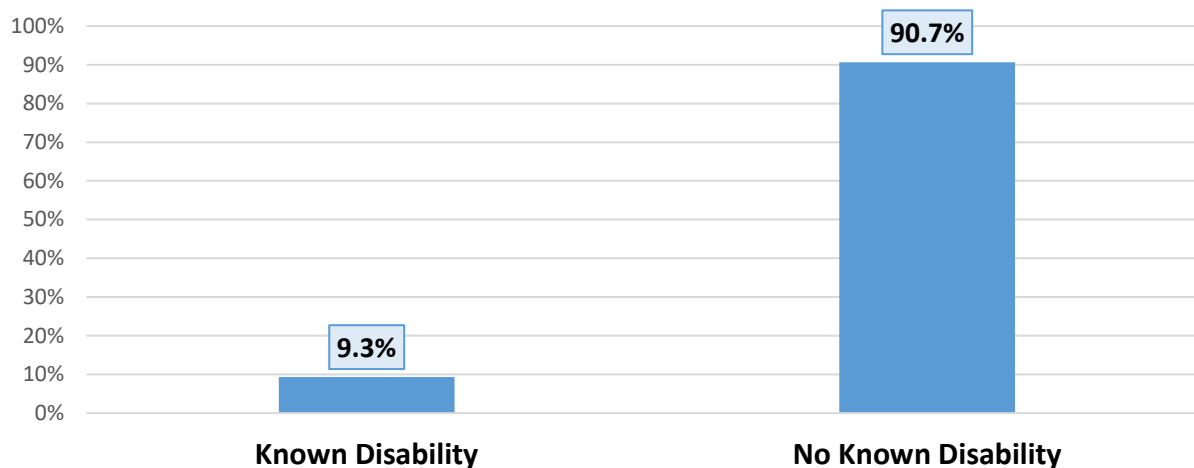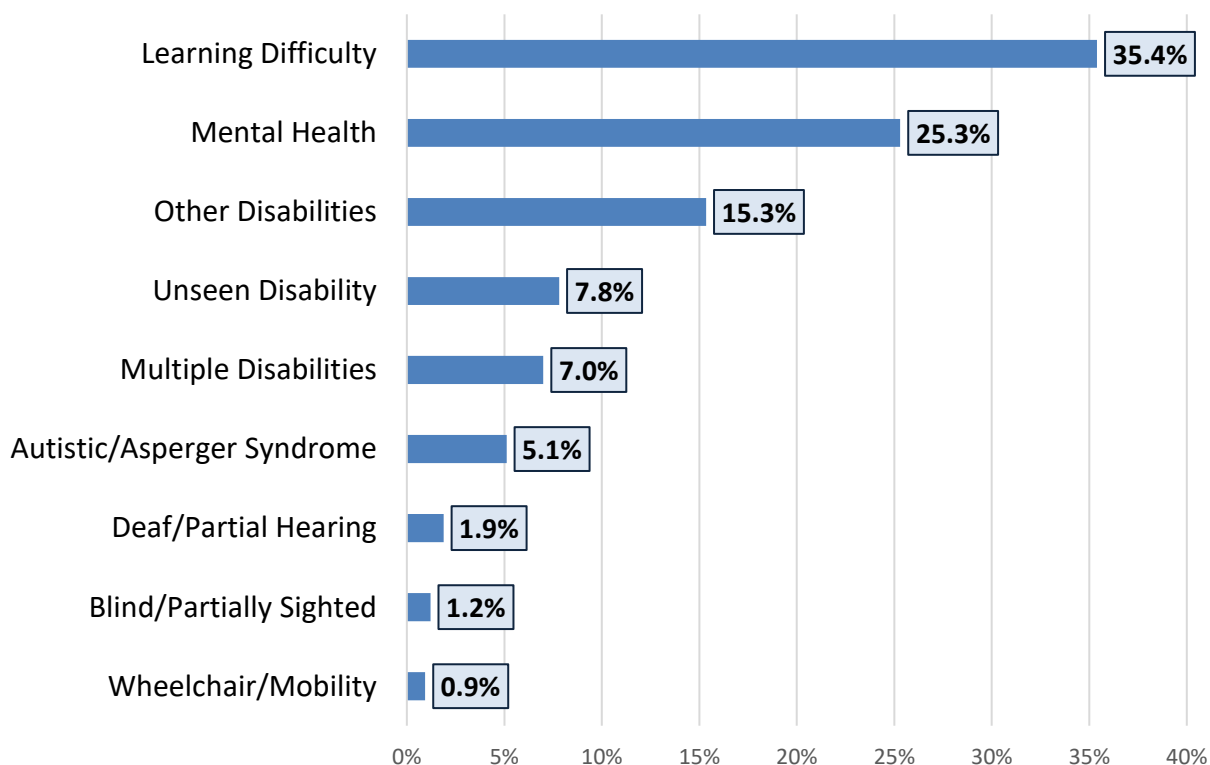## Figure 3: **Undergraduate Students by disability 2018/19**

Figure 3b: **Disabled Undegraduate Students by type of condition 2018/19**

9.3% of all undergraduate students have a disability (Figure 3). This is an increase of 0.3% since 2017/18 (Figure 4). Most disabled students report Learning Difficulties and Mental Health Conditions (see figure 3b.) Of those that have a disability 58.8% are female (Figure 5) and 24.0% are BAME (Figure 6).

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Figure 4: **Disabled Undergraduate Students**

8.2% — 2014/15
9.0% — 2015/16
8.3% — 2016/17
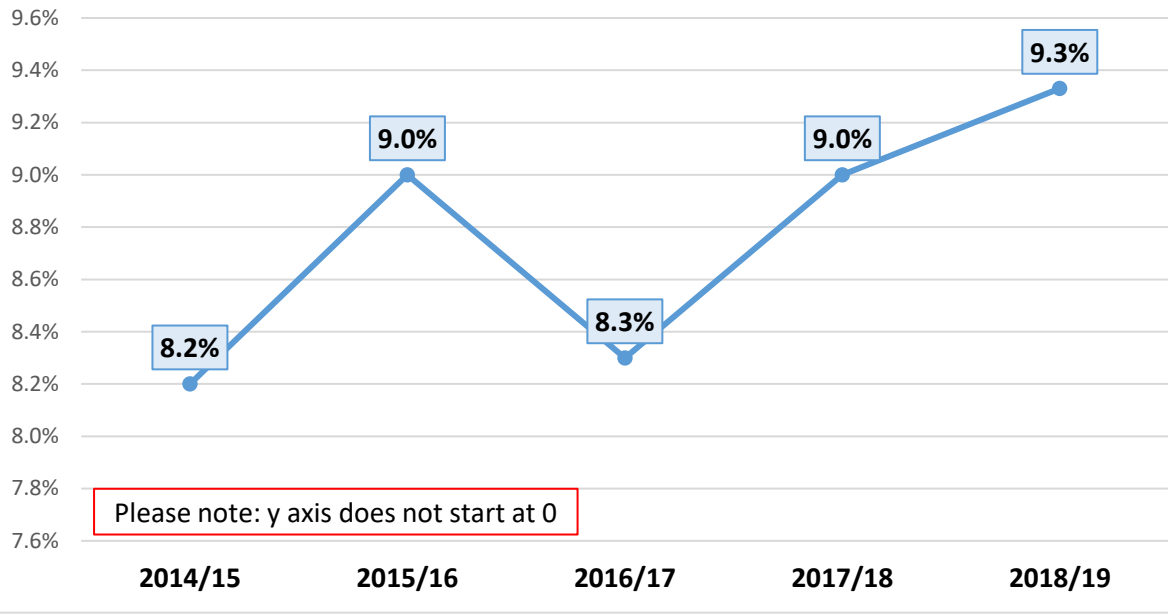**9.0%** — 2017/18
9.3% — 2018/19

Please note: y axis does not start at 0

Figure 5: **Disability by Gender Undergraduate Students 2018/19**

No Known Disability — Females, 53.6% | Males, 46.4%

Known Disability — Females, 58.8% | Males, 41.2%

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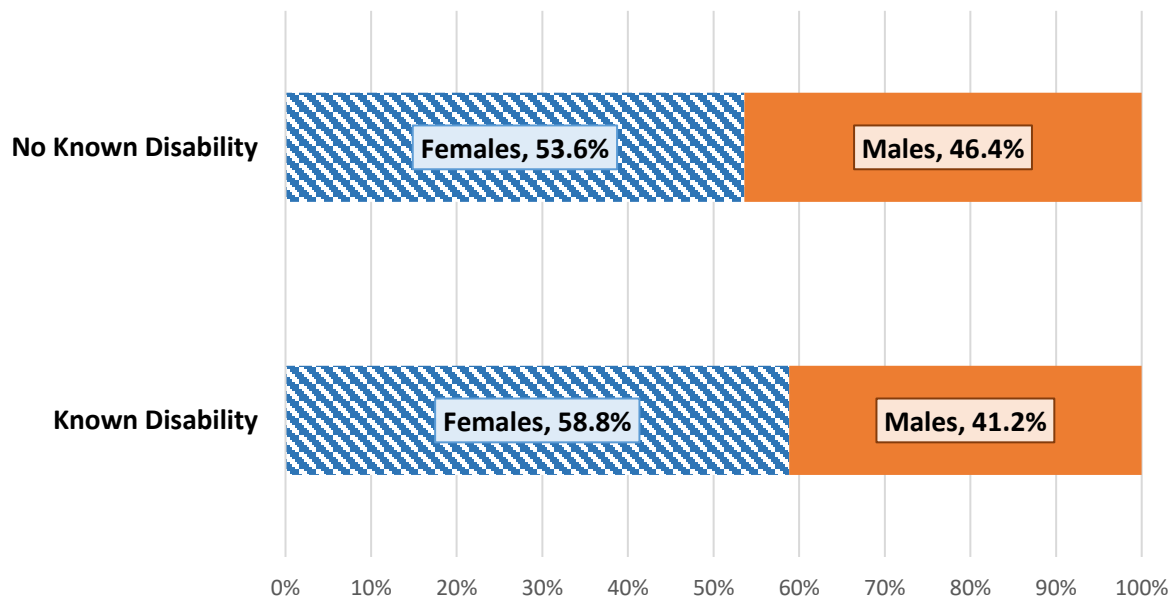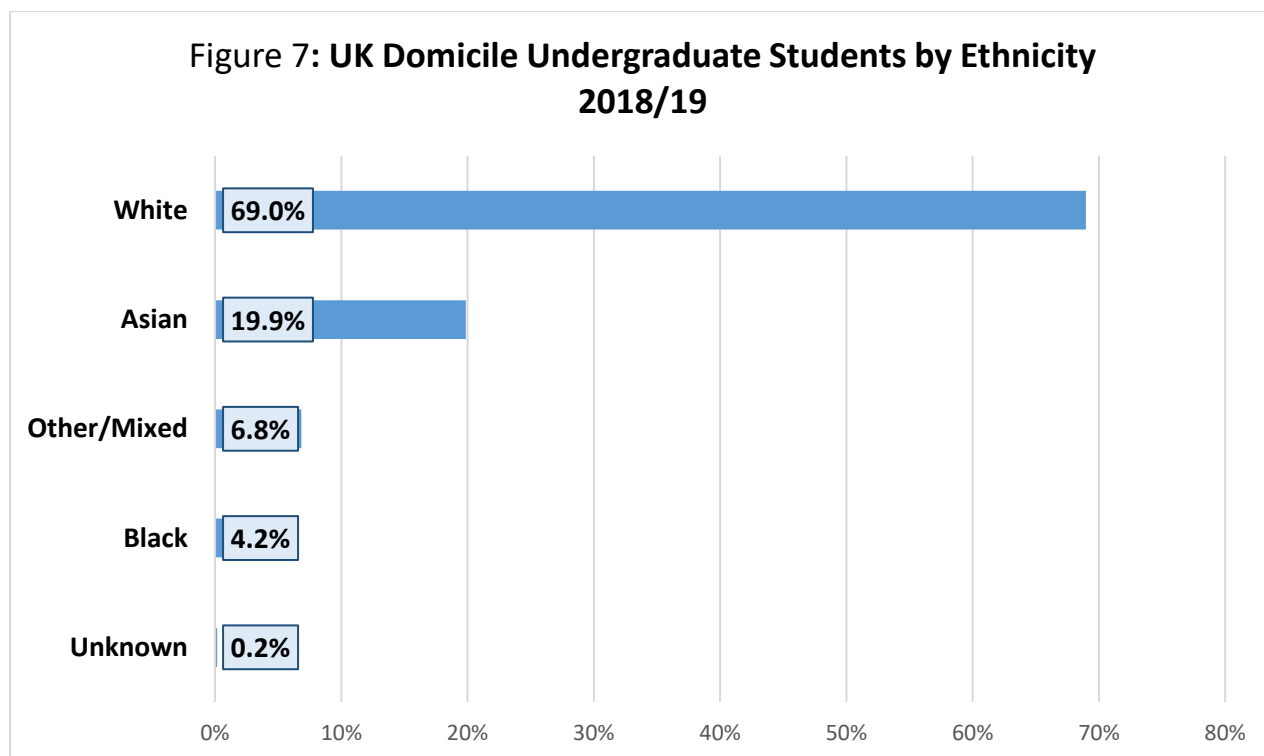
Figure 6: **Disability by Ethnicity for UK Undergraduate Students 2018/19**

Known Disability: White, 75.6% — BAME, 24.0% — Unknown, 0.4%

No Known Disability: White, 68.0% — BAME, 31.9% — Unknown, 0.1%

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Ethnicity

Figure 7: **UK Domicile Undergraduate Students by Ethnicity 2018/19**

Ethnicity	Percentage
White	69.0%
Asian	19.9%
Other/Mixed	6.8%
Black	4.2%
Unknown	0.2%
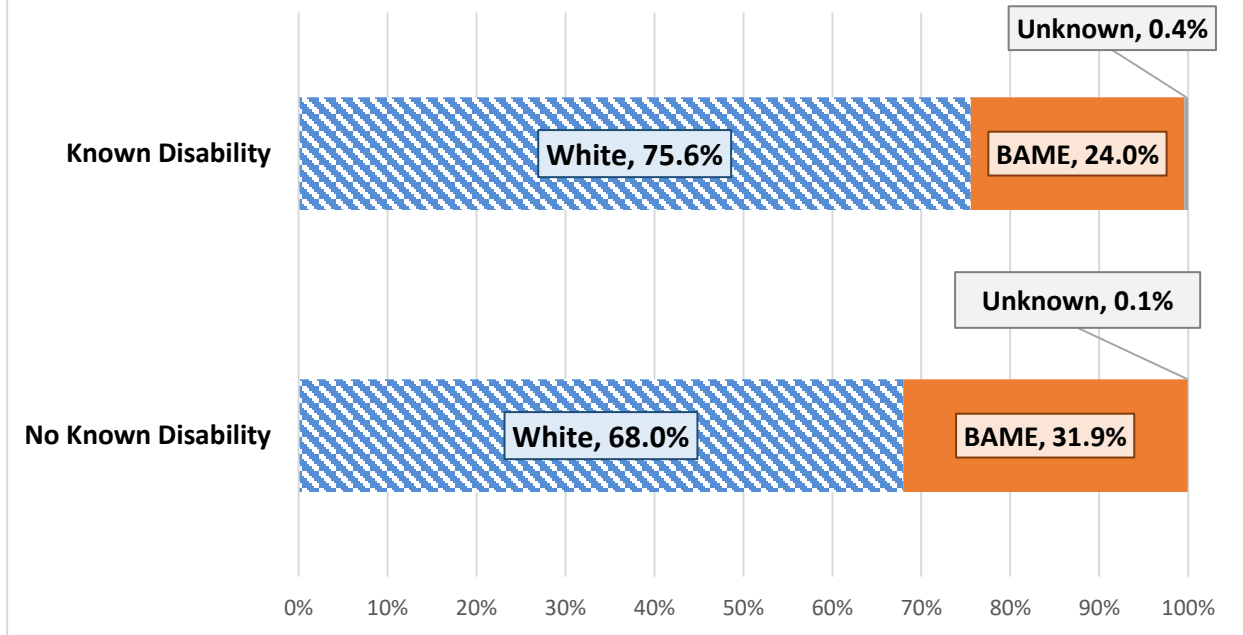
30.9% of UK domicile undergraduate students at the University are Black, Asian and Minority Ethnic (BAME) students. This is an increase of 0.7% since 2017/18 and an increase of 5.4% in the last five years (Figure 8).

The largest represented BAME group is Asian representing 19.9% of the undergraduate student population. Only 4.2% of UK domicile students are Black making it the least represented ethnic group (Figure 7).

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Figure 8: **Percentage of UK Domicile BAME Students**

Please note: y axis does not start at 0

Data points:
- 2014/15: 25.2%
- 2015/16: 27.2%
- 2016/17: 27.9%
- 2017/18: 30.2%
- 2018/19: 30.9%

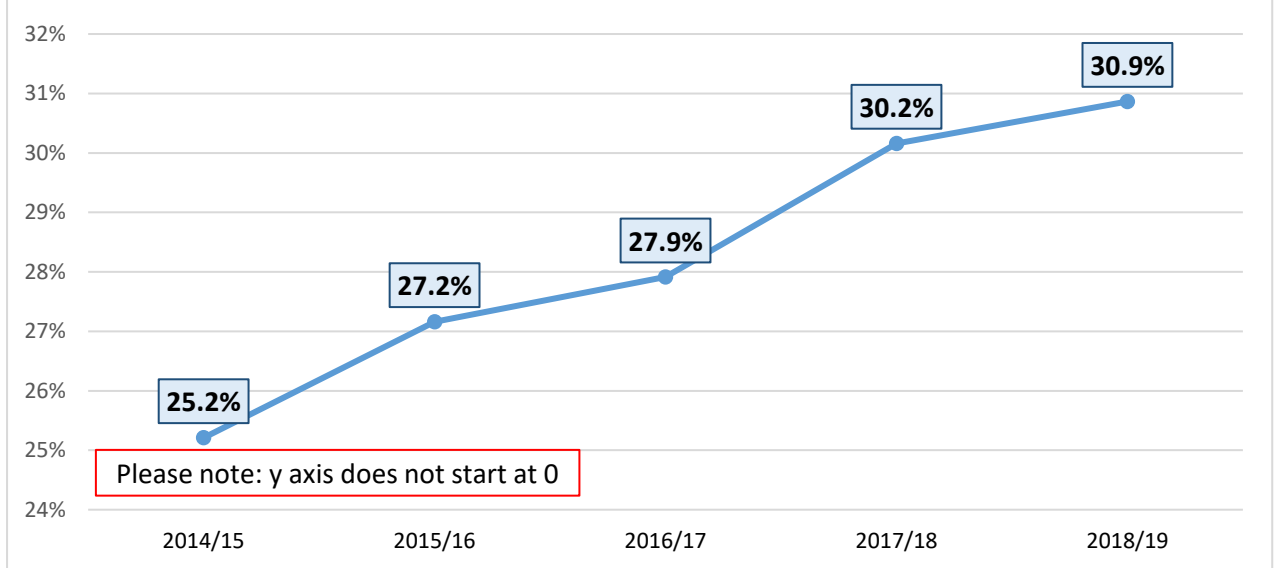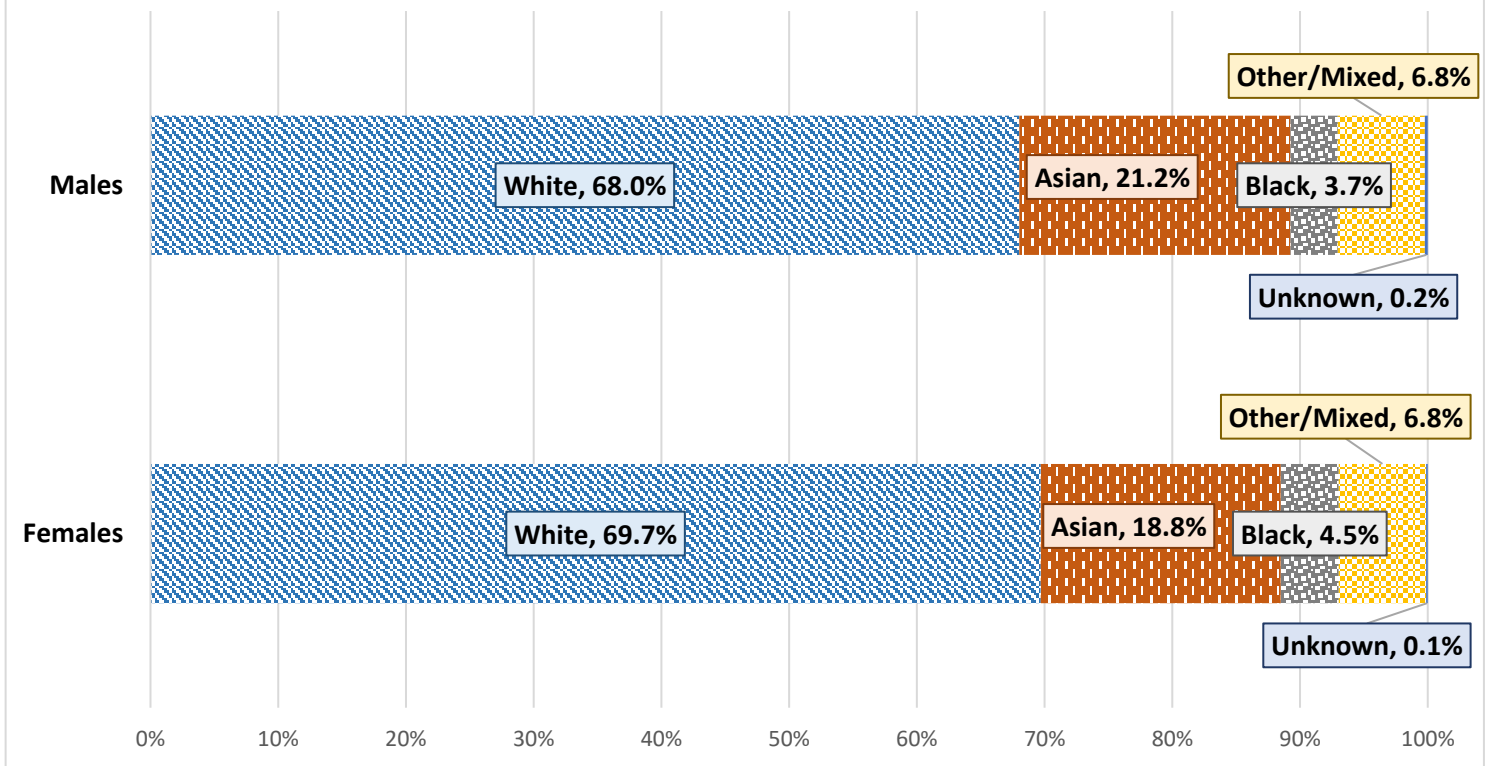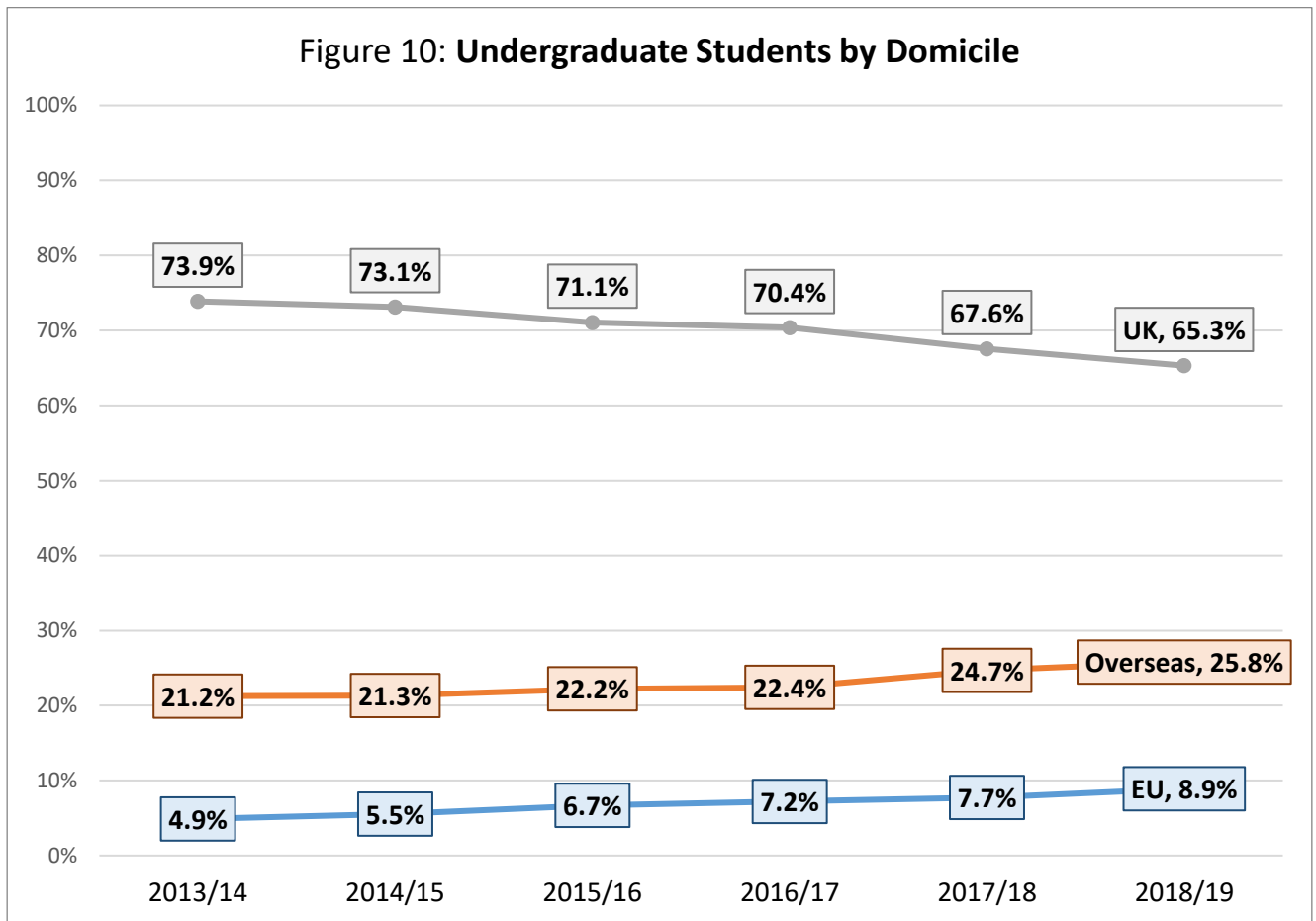Equality, Diversity and Inclusion Team, The University of Manchester
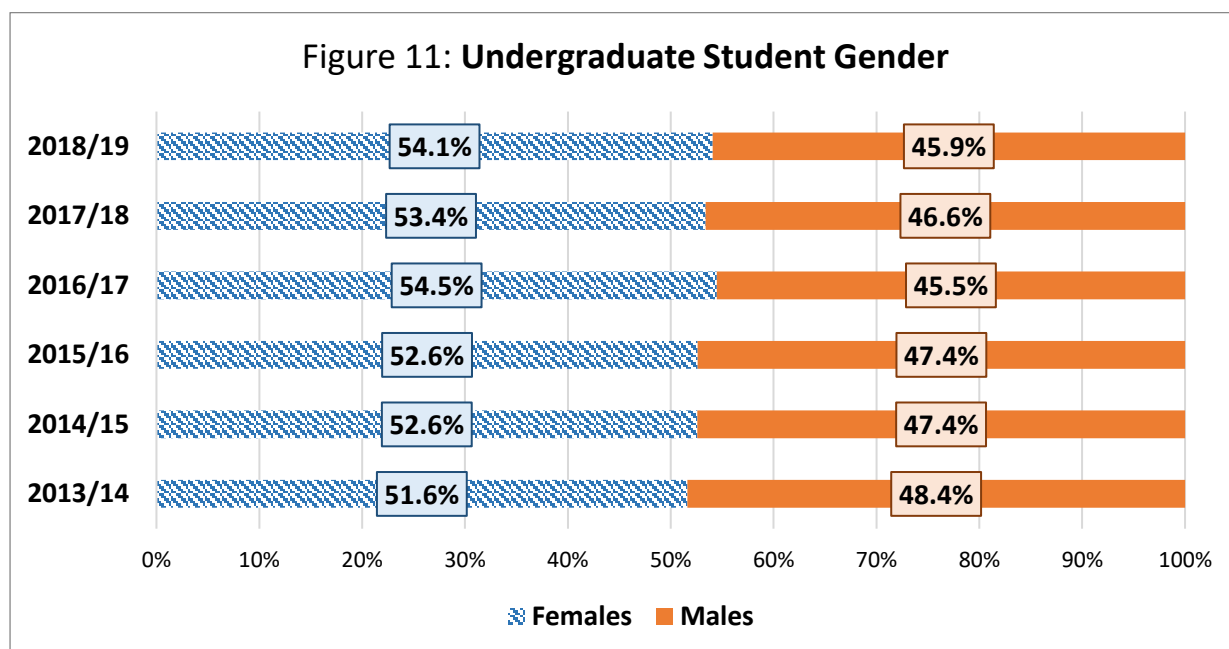
Figure 9: Ethnicity by Gender 2018/19

For both genders the proportions of each ethnicity are similar. There are 1.3% less White students among males compared with White females and 0.8% less Black students (Figure 9).

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Domicile

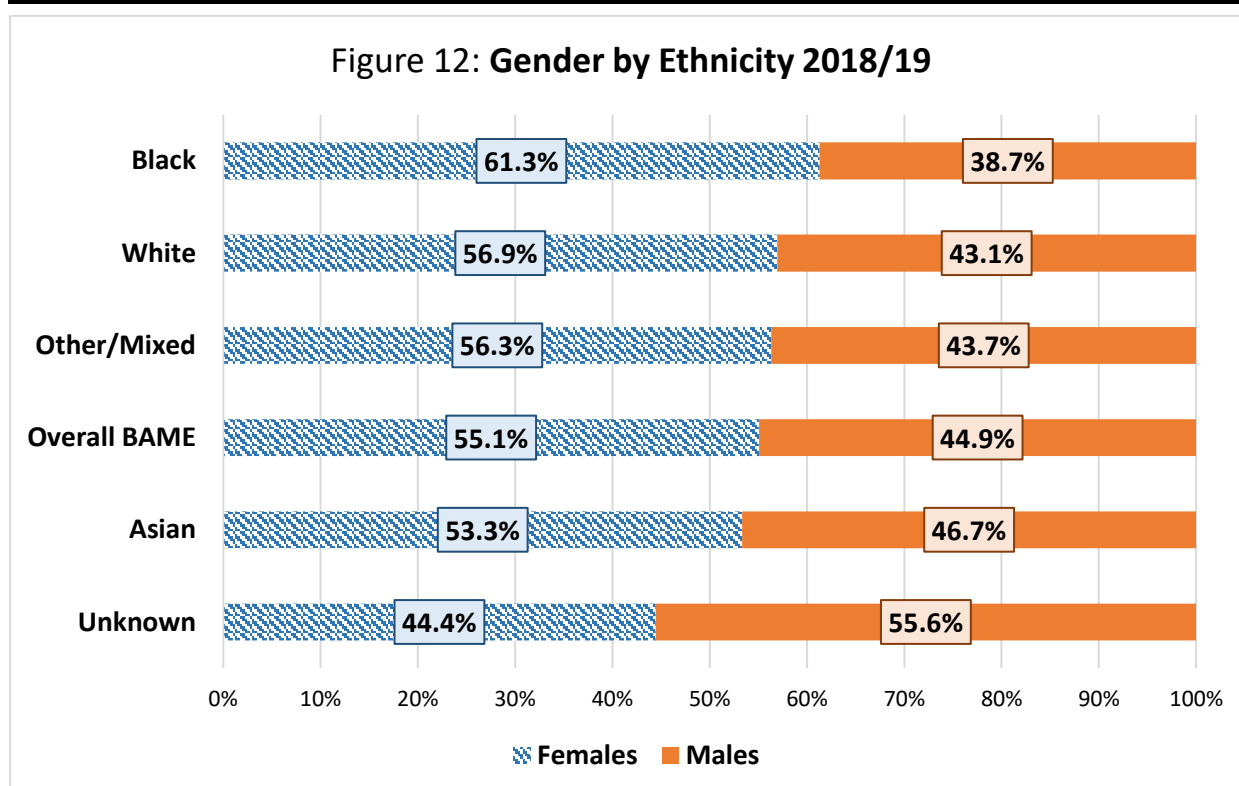## Figure 10: **Undergraduate Students by Domicile**

In 2018/19 the percentage of UK domicile students dropped by 2.3% to 65.3%, the lowest it has been within the period considered. There has been a 1.1% rise in overseas students and a 1.1% rise in EU domicile students between 2017/18 and 2018/19 (Figure 10).

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Gender

Figure 11: **Undergraduate Student Gender**

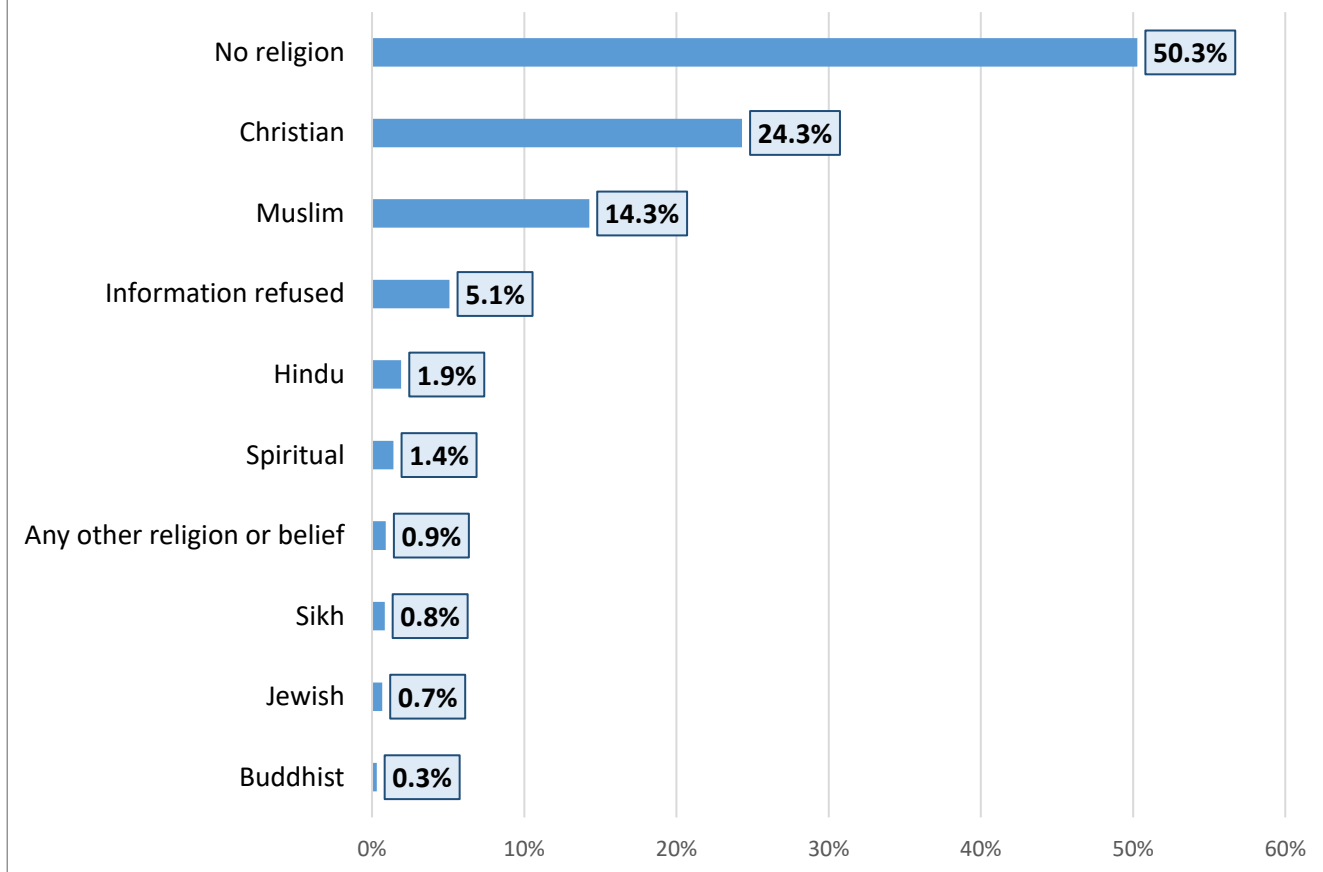|	Females	Males
2018/19	54.1%	45.9%
2017/18	53.4%	46.6%
2016/17	54.5%	45.5%
2015/16	52.6%	47.4%
2014/15	52.6%	47.4%
2013/14	51.6%	48.4%

The undergraduate student population consists of 54.1% female and 45.9% male students. There has been a decrease in the proportion of females 1.1% since 2016/17. In the last five years there have consistently been more undergraduate female students than male students. The largest proportion of females is among Black students (figure 12).

Figure 12: **Gender by Ethnicity 2018/19**

	Females	Males
Black	61.3%	38.7%
White	56.9%	43.1%
Other/Mixed	56.3%	43.7%
Overall BAME	55.1%	44.9%
Asian	53.3%	46.7%
Unknown	44.4%	55.6%

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Religion

Figure 13: **Religion of UK Full-Time Undergraduate Students 2018/19**

Religion	Percentage
No religion	50.3%
Christian	24.3%
Muslim	14.3%
Information refused	5.1%
Hindu	1.9%
Spiritual	1.4%
Any other religion or belief	0.9%
Sikh	0.8%
Jewish	0.7%
Buddhist	0.3%

50.3% of UK domicile students on full-time courses have no religion and 5.1% refused to give any religious information. Christian and Muslim are the highest represented religions with 24.3% and 14.3% respectively (Figure 13).

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Sexual Orientation

Figure 14: **Sexual Orientation of UK Domicle Full-TIme Undergraduate Students 2018/19**

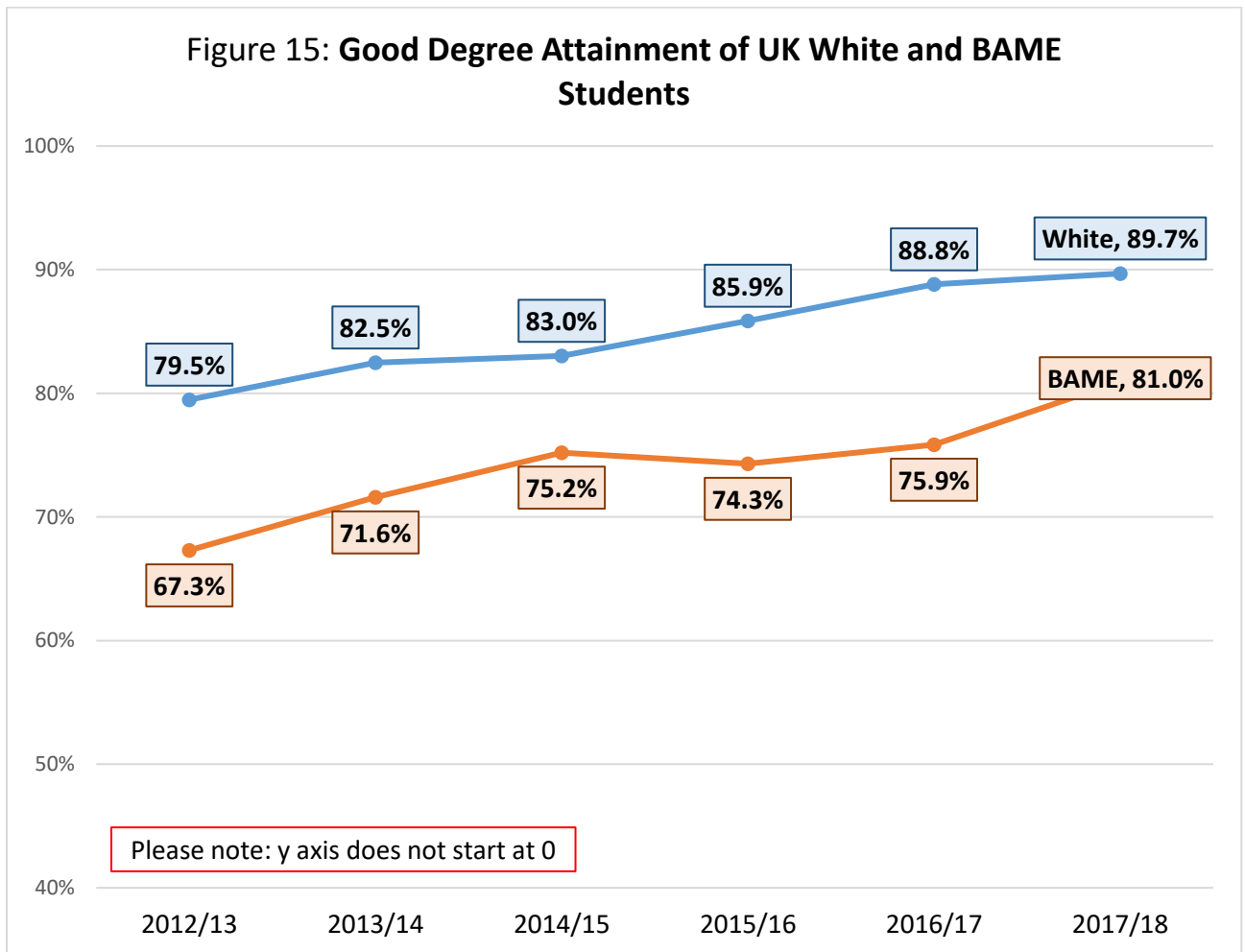| Category	Percentage
Heterosexual	84.7%
Information refused	6.2%
Bisexual	5.2%
Gay man	1.8%
Other	1.2%
Gay woman/lesbian	1.1%
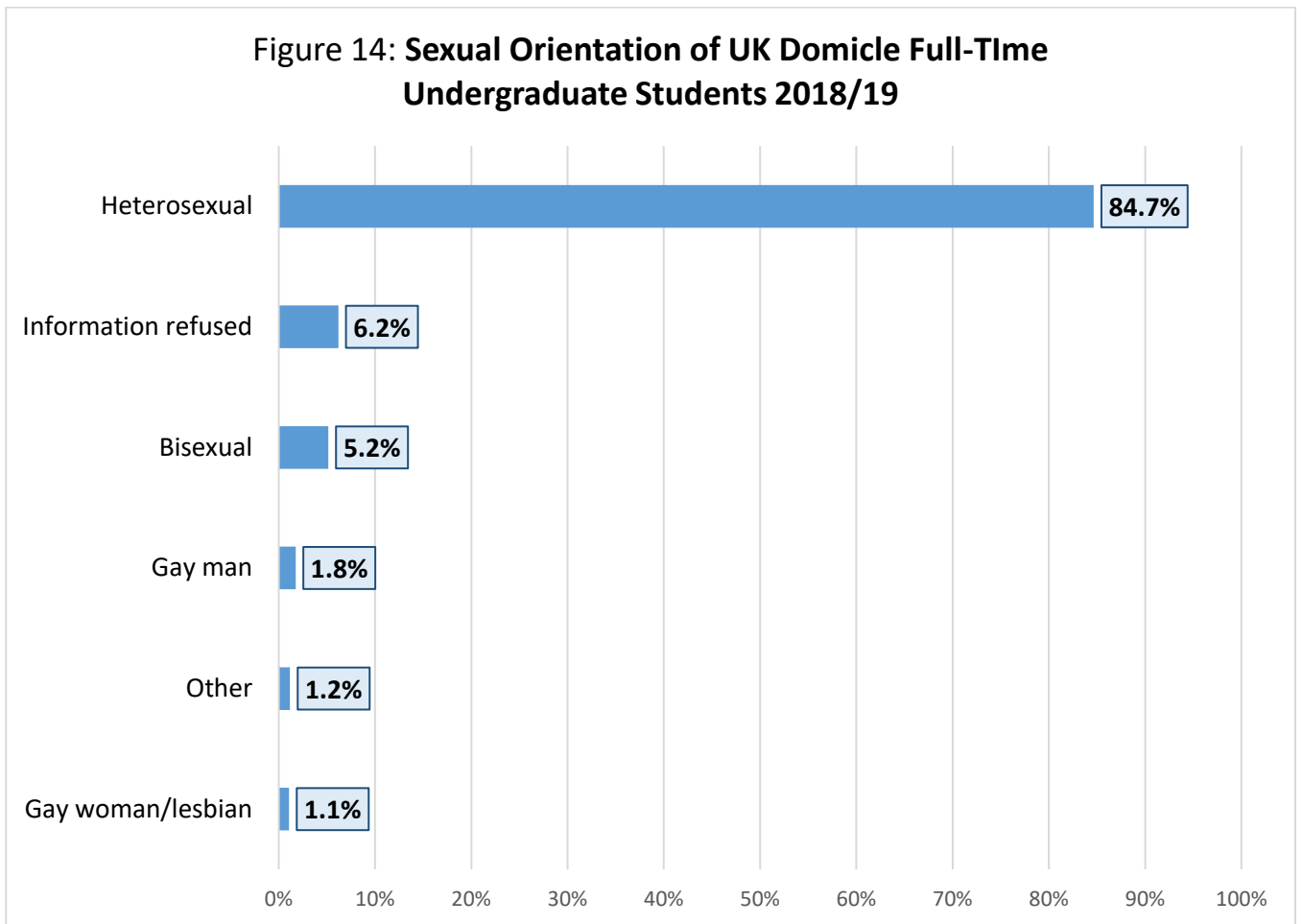
84.7% of UK domicile students on full time courses are heterosexual. 6.2% of students refused to disclose their sexual orientation (Figure 14).

### Table 1: **Gender Identity of UK Full-time Undergraduate Students 2018/19**

Is your Gender the same as assigned at birth?	Grand Total
Yes	97.5%
No	0.2%
Information Refused	2.2%

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Attainment

Figure 15: **Good Degree Attainment of UK White and BAME Students**
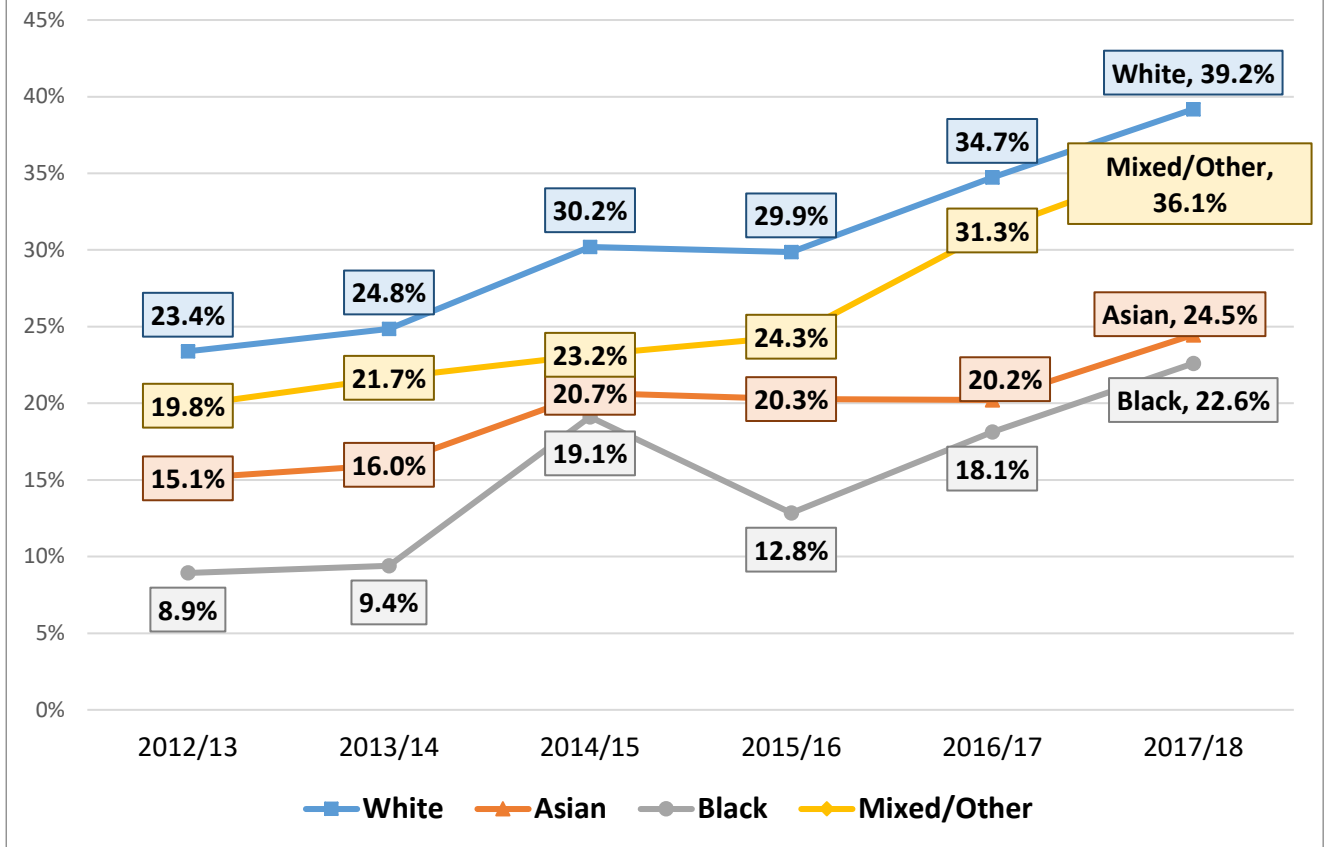

Good degree attainment (achieved degree of a 2:1 or above) has increased to 89.7% for White students and 81.0% for BAME students in 2017/18 which has caused a decrease in the attainment gap to 8.7% (Figure 15).

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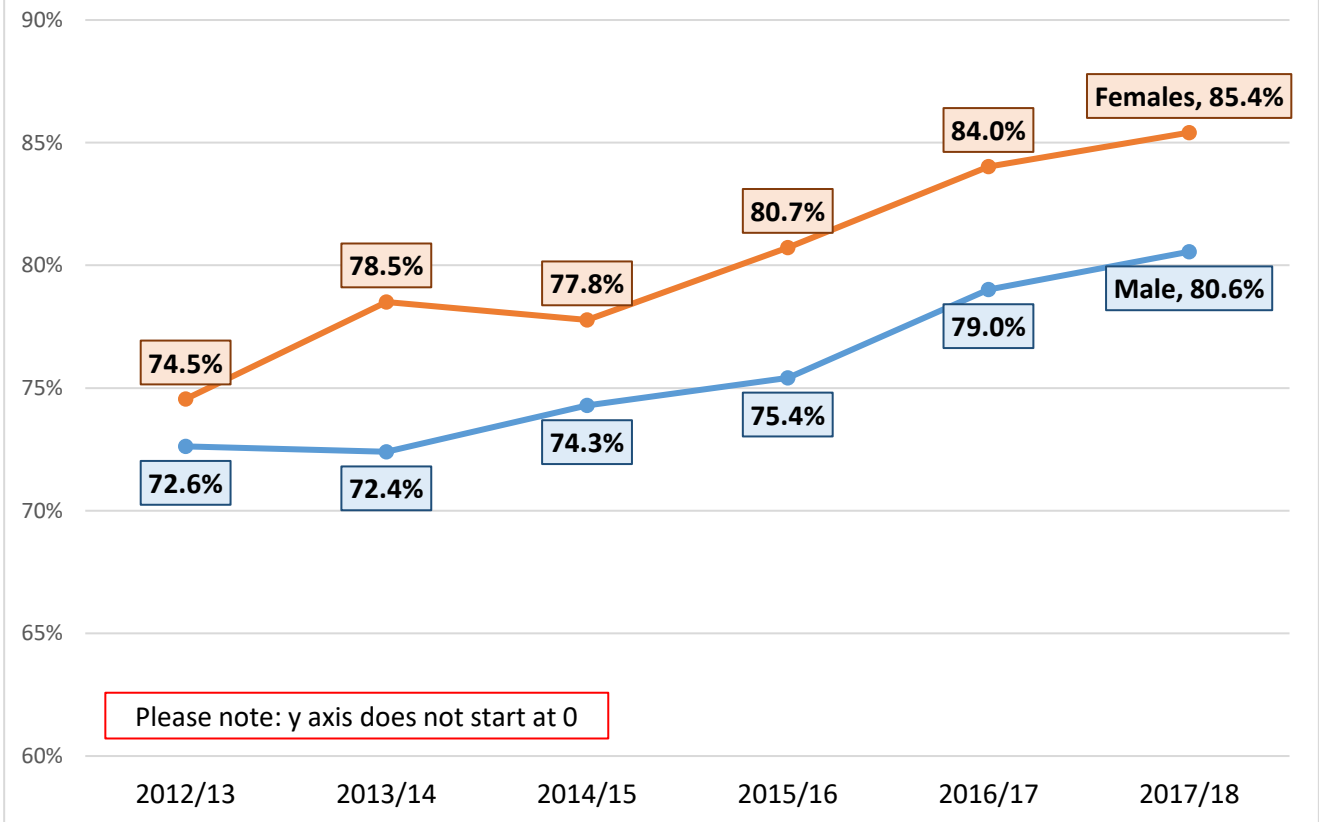Figure 16: **Good Degree Attainment of UK Ethnicity Groups**
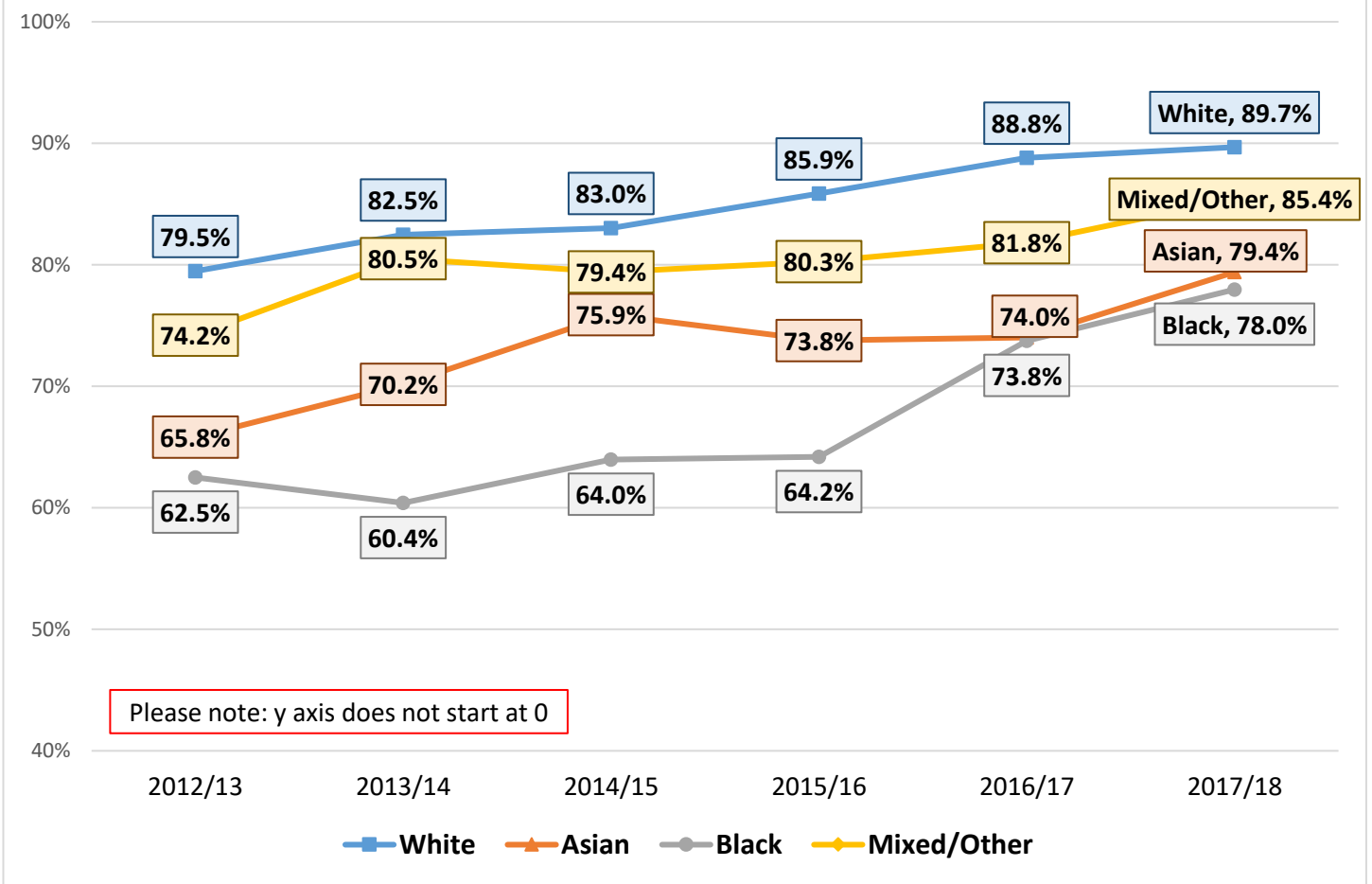
White students have consistently achieved a higher percentage of good degrees compared with other UK ethnic groups. In 2017/18 there has been a 4.2% increase in the number of Black students obtaining good degrees compared with the previous year. Other/Mixed students continue to obtain the highest proportion of good degrees out of BAME students with a 3.6% increase in good degree achievement between 2017/18 and 2018/19 (Figure 16).

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Figure 17: **First Class Degree Attainment of UK Ethnicity Groups**

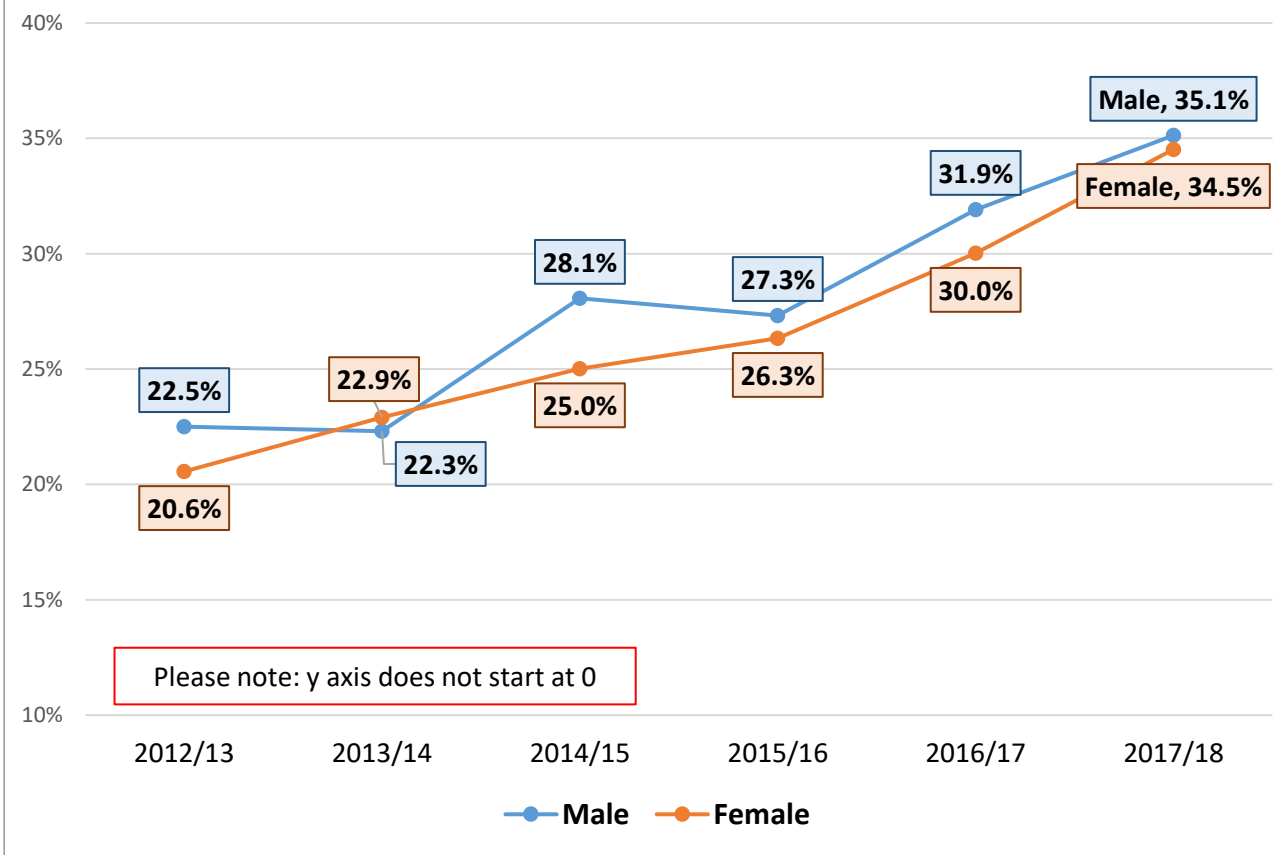|	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
White	23.4%	24.8%	30.2%	29.9%	34.7%	39.2%
Asian	15.1%	16.0%	20.7%	20.3%	20.2%	24.5%
Black	8.9%	9.4%	19.1%	12.8%	18.1%	22.6%
Mixed/Other	19.8%	21.7%	23.2%	24.3%	31.3%	36.1%

In 2017/18 39.2% of White students achieved a first class degree. White students are more likely to achieve first class degrees than other ethnic groups; with Black students the least likely group to achieve first class degrees. There has been a 15.8% increase in first class degrees attained by White students between 2012/13 and 2017/18 compared with 16.3% for Other students, 9.4% for Asian students and 13.7% for Black students (Figure 17).

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Figure 18: **Good Degree Attainment of by Gender**

Females, 85.4%

84.0%

80.7%

78.5%

77.8%

74.5%

Male, 80.6%

79.0%

75.4%

74.3%

72.6%

72.4%

Please note: y axis does not start at 0

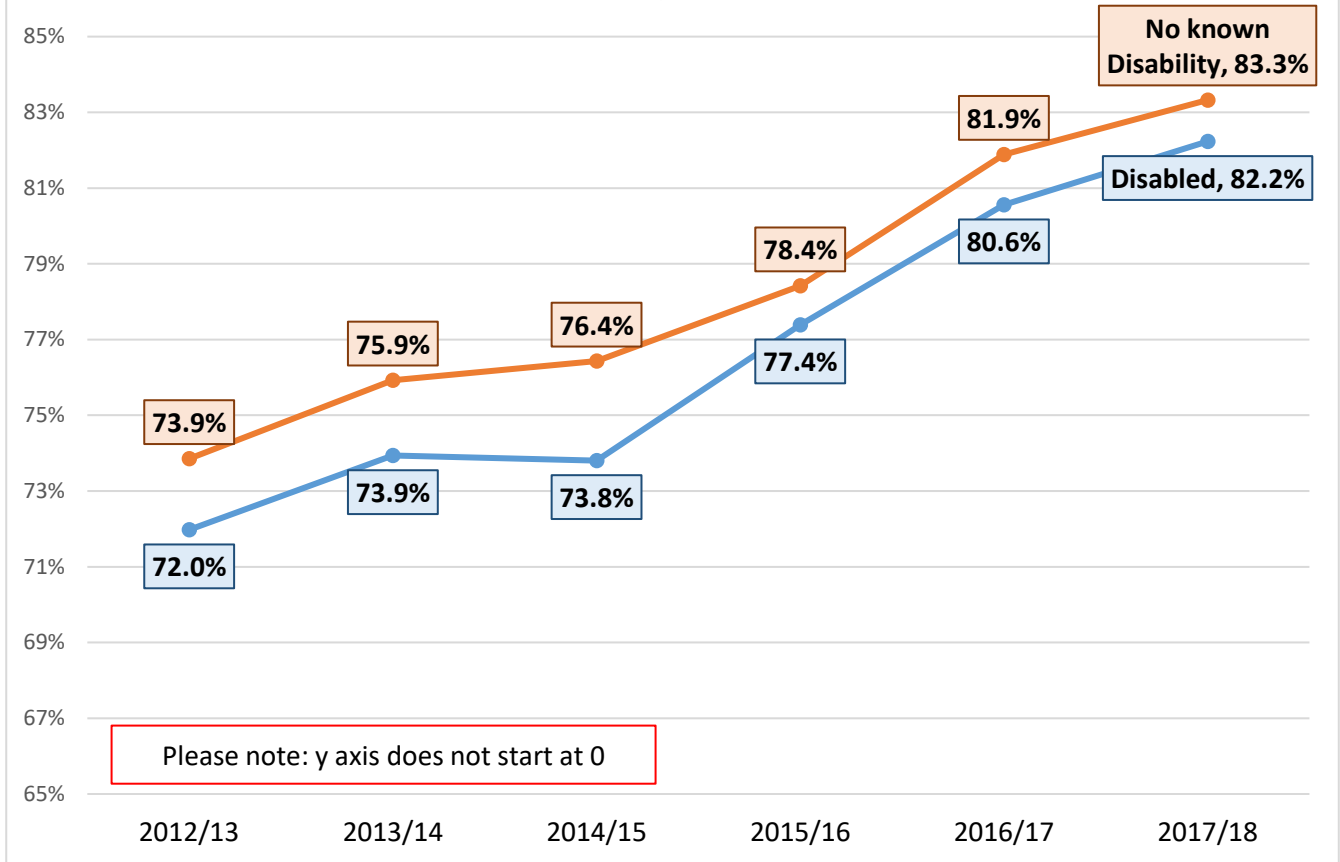2012/13   2013/14   2014/15   2015/16   2016/17   2017/18

Consistently a higher percentage of female students attain good degrees compared with males. The attainment gap remained stable between 2015/16 and 2017/18.

In 2017/18 good degree attainment for male students increased by 1.6% and for females by 1.4%.

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Figure 19: **First Class Degree Attainment by Gender**

Please note: y axis does not start at 0

Male, 35.1%
Female, 34.5%
31.9%
30.0%
28.1%
27.3%
26.3%
22.5%
22.9%
25.0%
22.3%
20.6%

- Male
- Female

In 2017/18 0.6% more male students received first class degrees compared with female students. Each year since 2014/15 a higher percentage of male students have achieved first class degrees compared with female students. The proportion of female students attaining first class degrees has increased steadily between 2013/14 and 2017/18 (Figure 19).

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Figure 20: **Good Degree Attainment of Disabled and No-Known Disability Students**

Please note: y axis does not start at 0

No known Disability, 83.3%

Disabled, 82.2%

|	Disabled	No known Disability
2012/13	72.0%	73.9%
2013/14	73.9%	75.9%
2014/15	73.8%	76.4%
2015/16	77.4%	78.4%
2016/17	80.6%	81.9%
2017/18	82.2%	83.3%

Students with no known disability consistently outperform those with a disability. The attainment gap has decreased in 2017/18 to 1.1% (Figure 20).

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Figure 21: **First Class Degree Attainment by Disability**
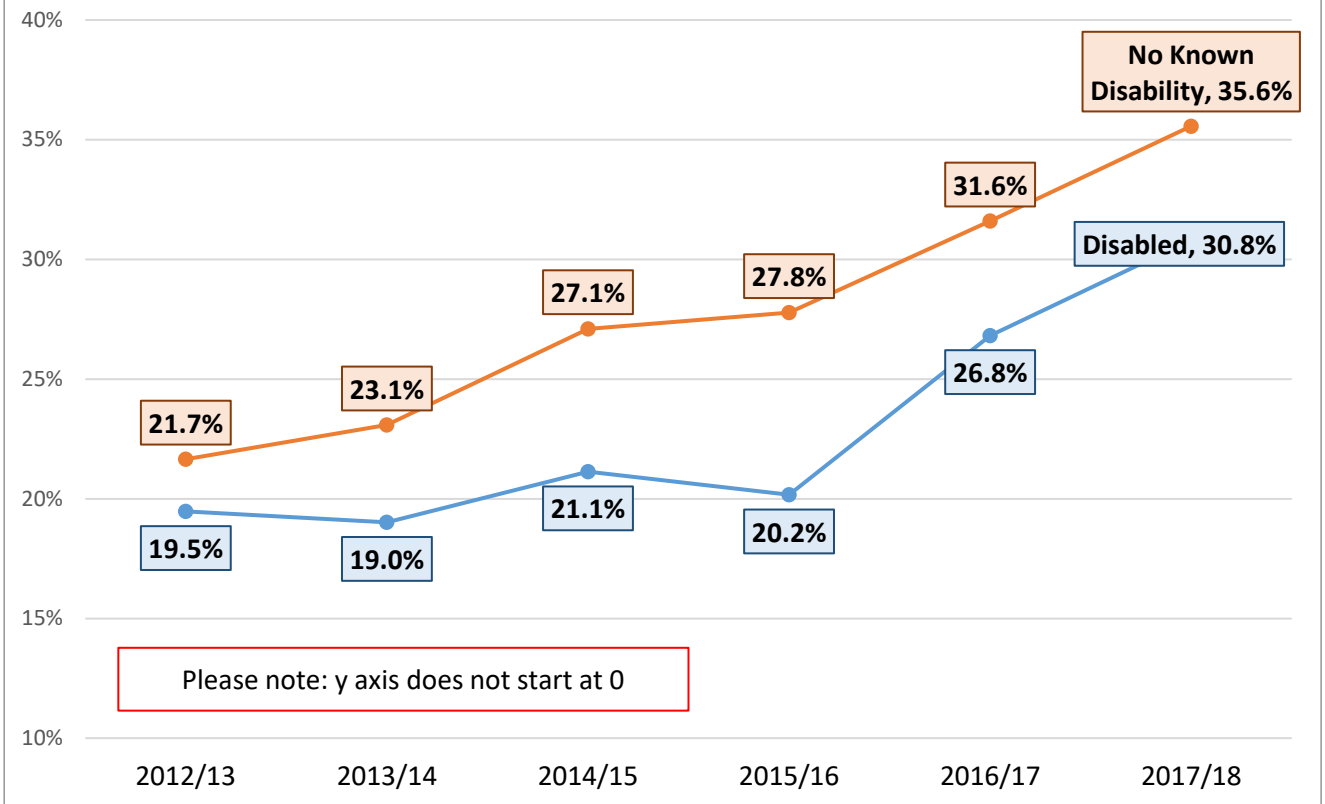
The first class degree attainment gap between disabled students and students with no known disability remained stable in 2017/18 at 4.8% (Figure 21).

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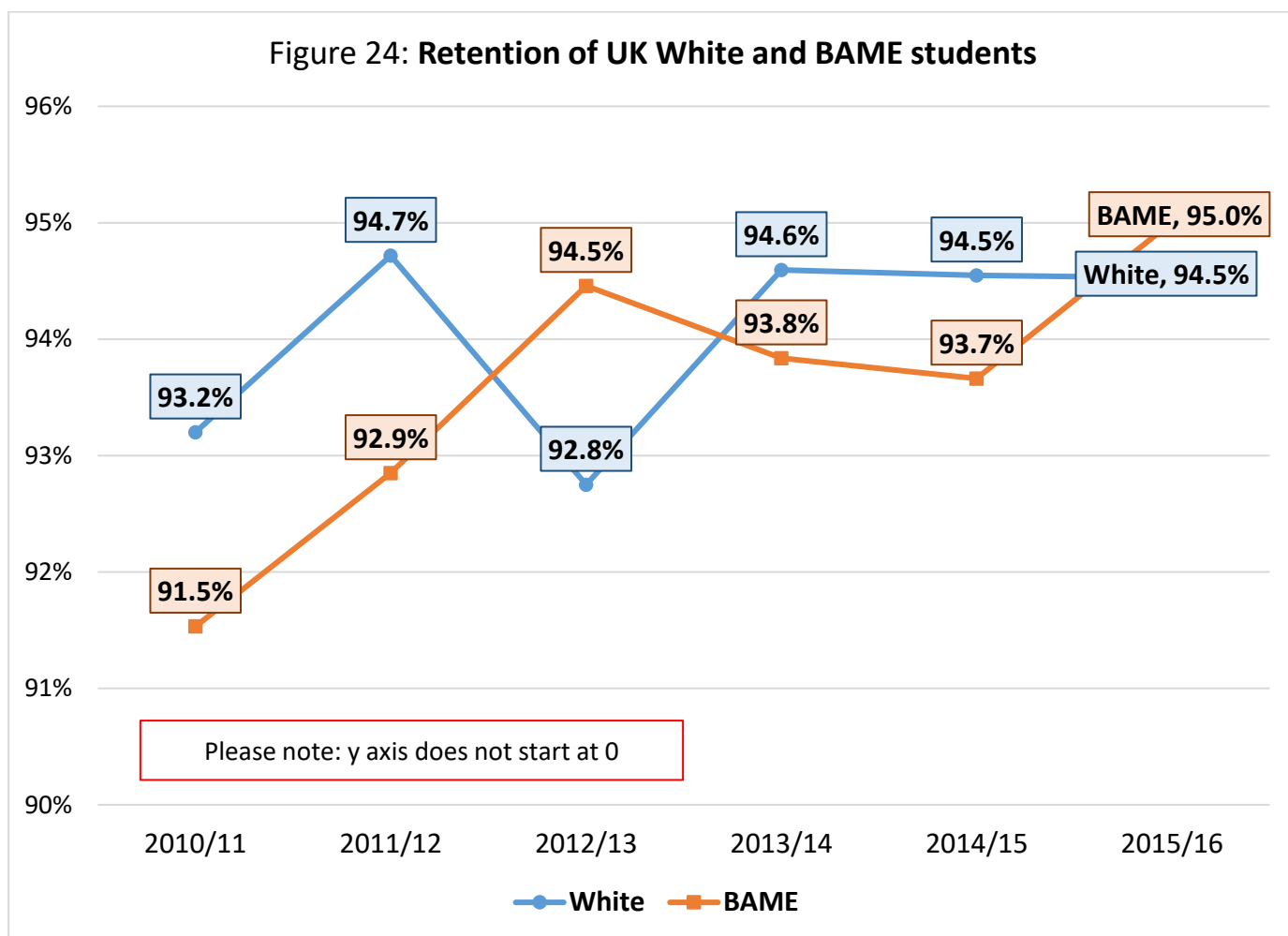Figure 22: **Good Degree Attainment Categorised by Domicile Groups**
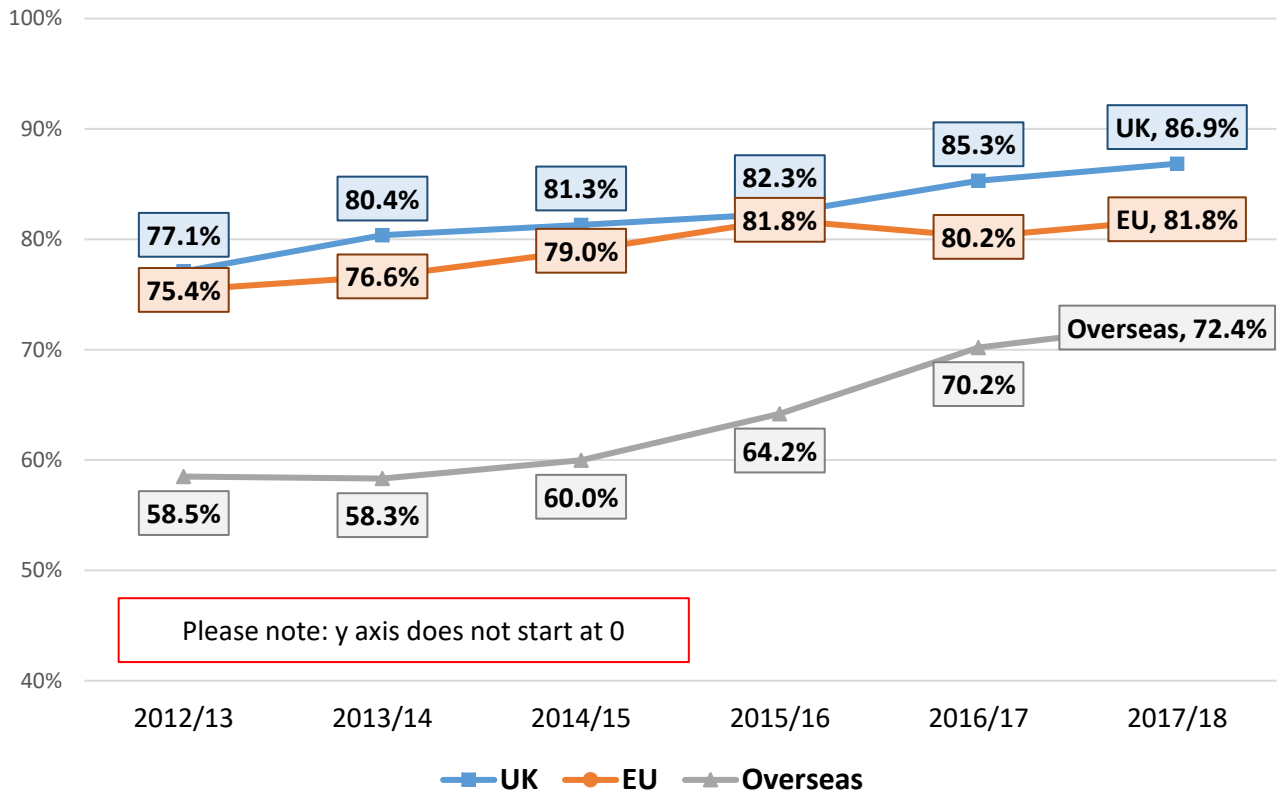
Consistently a higher proportion of both UK and EU domicile students attain good degrees compared with the international domicile students (Figure 22).

Good degree attainment of International students has increased rapidly between 2014/15 and 2017/18 with an increase of 12.4% across those four years. This has decreased the attainment gap between International and UK students to 14.5% in 2017/18. Good degree attainment of EU students has increased by 1.6% in 2017/18 back to the level from 2015/16.

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Figure 23: **Female Good Degree Attainment categorised by Ethnicity and Academic Year**
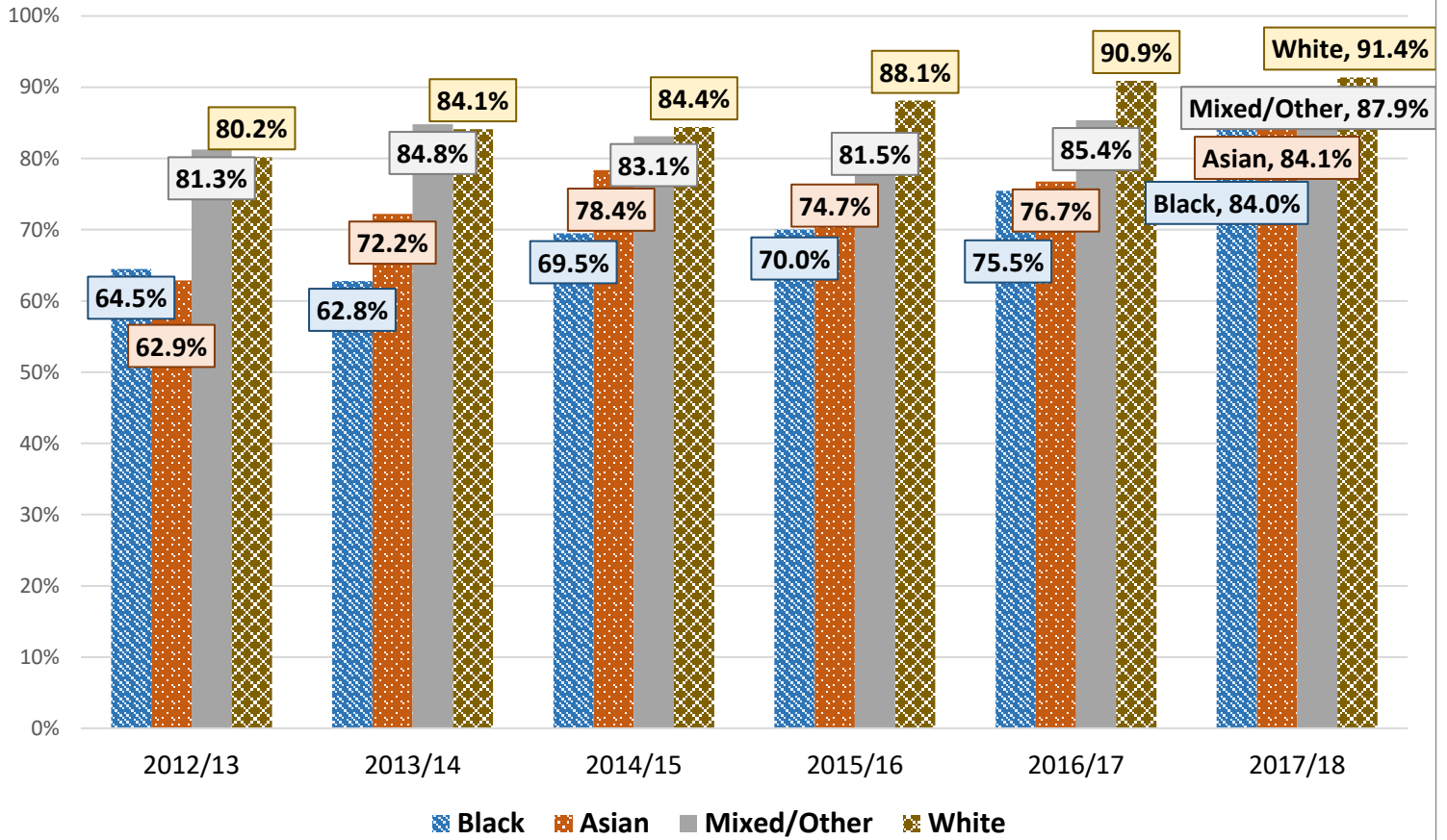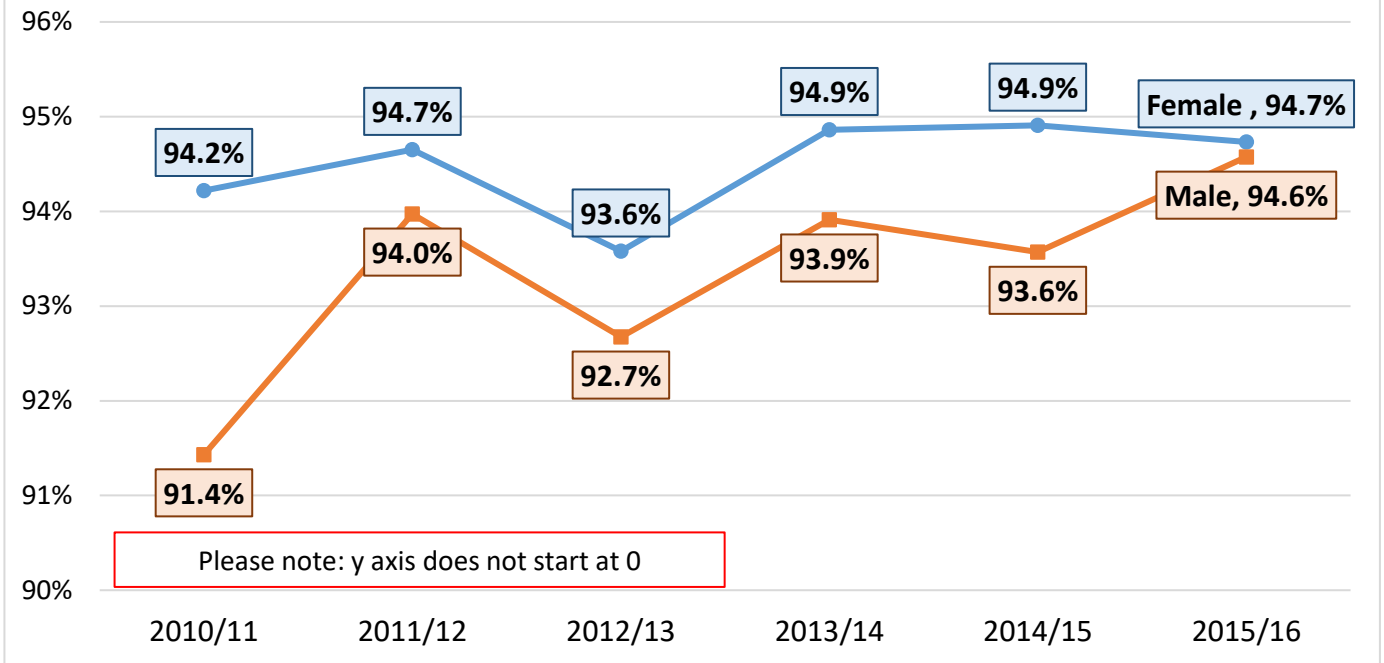

Good degree attainment of female students is highest for White students with Black female students receiving the lowest number of good degrees in each year (Figure 23).

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Retention

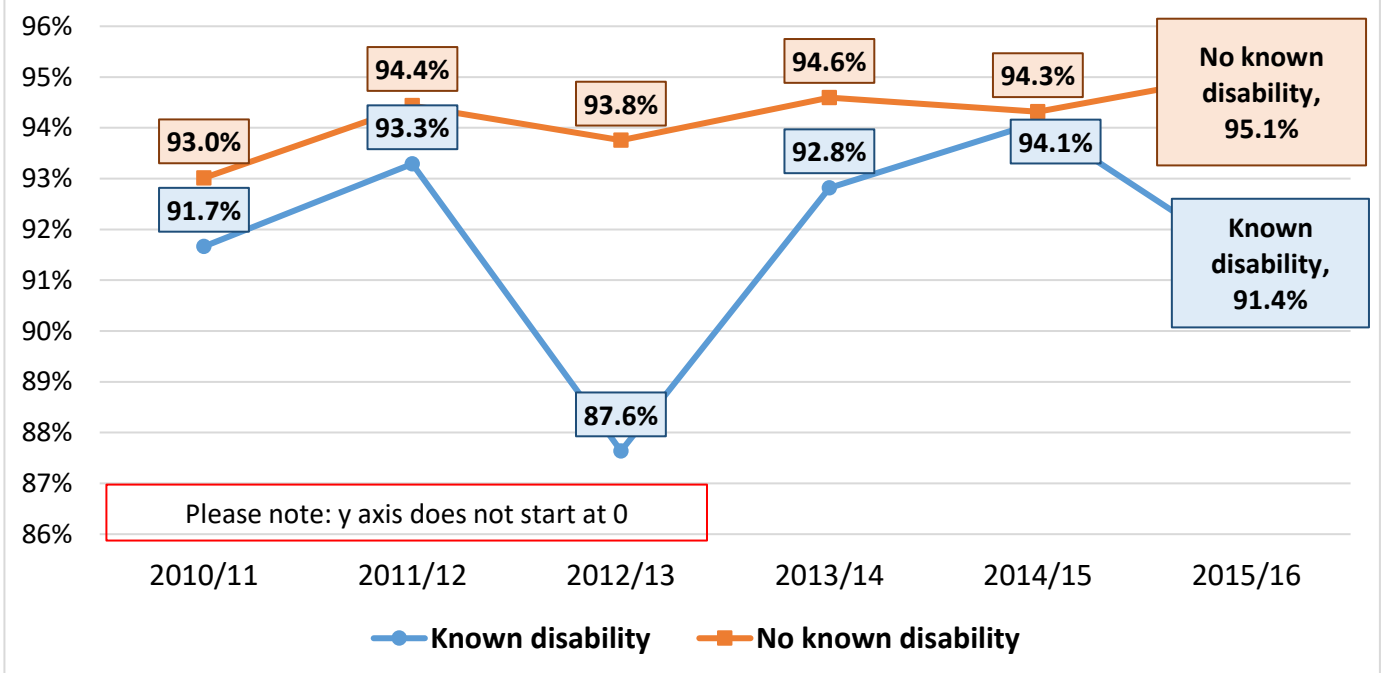Figure 24: **Retention of UK White and BAME students**

There has been fluctuation of retention rates for ethnic groups between 2010/11 and 2015/16 (the newest available data). In 2015/16 White students had a 0.5% lower retention than BAME students.

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Figure 25: **Retention of UK students by Gender**

- 94.2%
- 94.7%
- 93.6%
- 94.9%
- 94.9%
- Female , 94.7%
- 91.4%
- 94.0%
- 92.7%
- 93.9%
- 93.6%
- Male, 94.6%

Please note: y axis does not start at 0

In 2014/15 female student retention is 0.1% higher than male retention in 2015/16. The retention of female students has consistently been higher than male students from 2010/11 onwards (Figure 25).

Figure 26: **Retention of UK Disabled and those with No Known Disability**

- 93.0%
- 94.4%
- 93.8%
- 94.6%
- 94.3%
- No known disability, 95.1%
- 91.7%
- 93.3%
- 92.8%
- 94.1%
- Known disability, 91.4%
- 87.6%

Please note: y axis does not start at 0

Known disability   No known disability

In 2014/15 the retention gap between students with and without a disability increased to 3.7%.

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Figure 27: **Retention of Female UK White and BAME students**
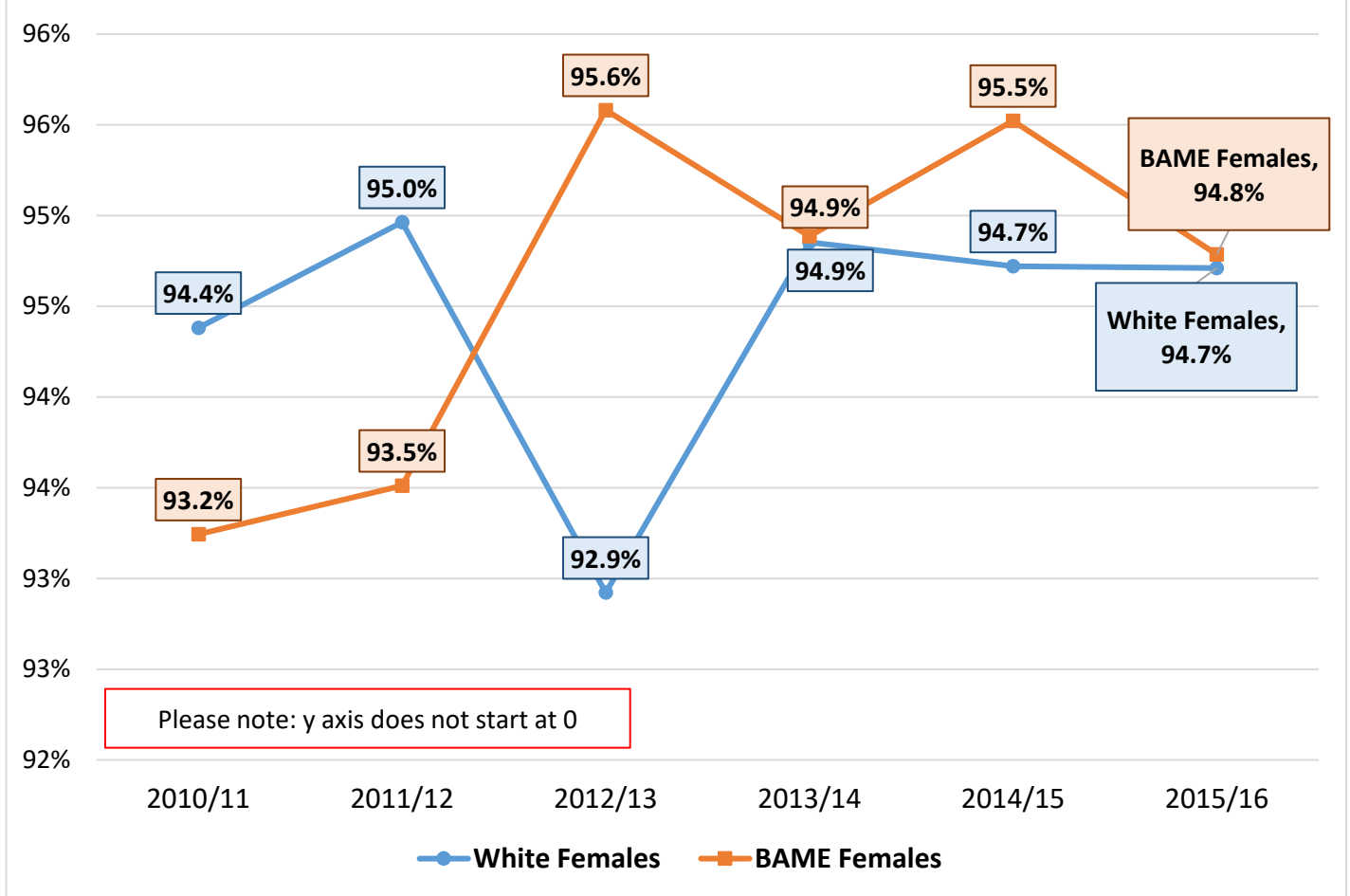
BAME female students had better retention than white female students between 2012/13 and 2015/16. In 2015/16 there was 0.1% higher retention for BAME female students compared with White female students (Figure 27).

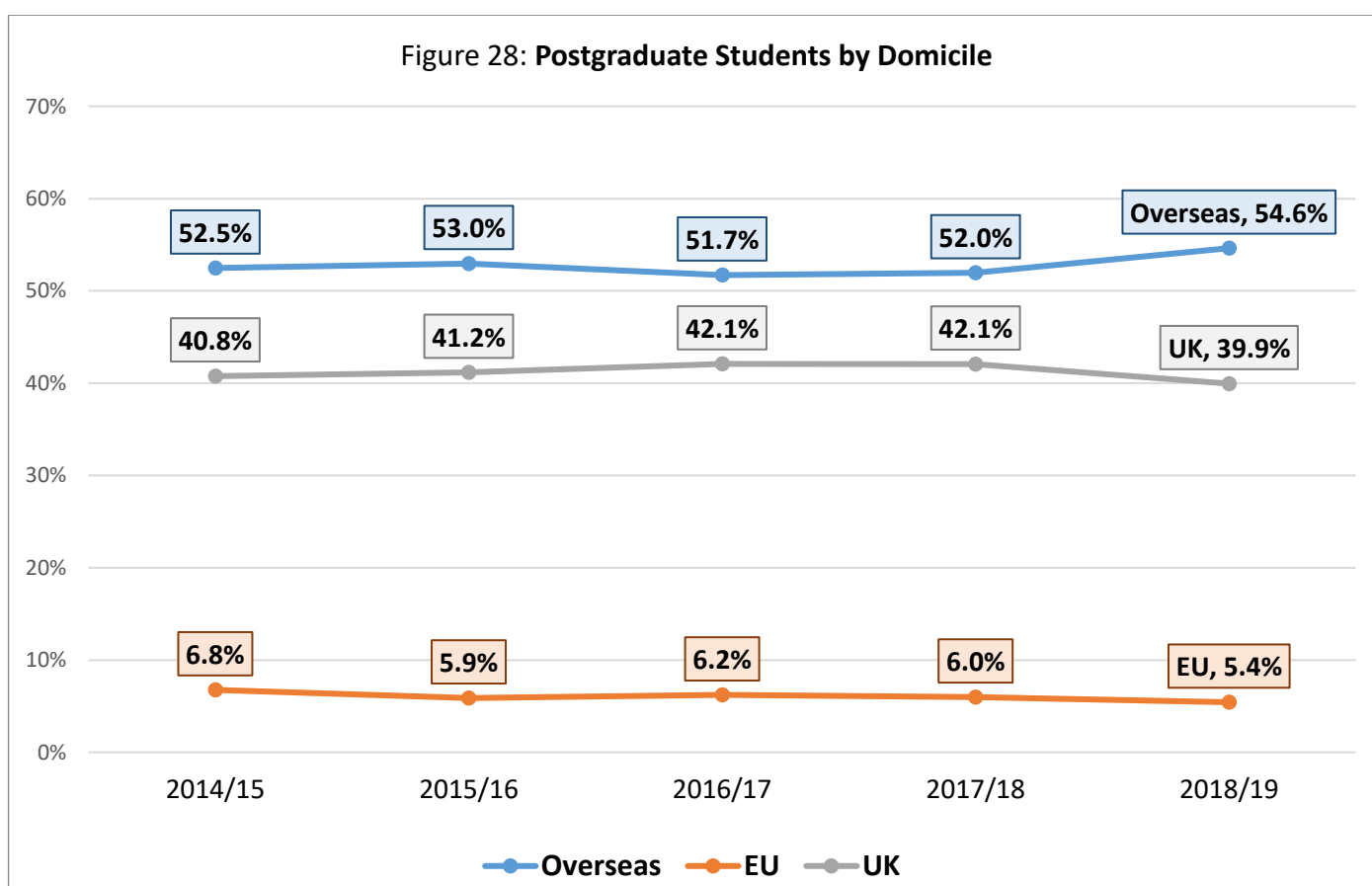Equality, Diversity and Inclusion Team, The University of Manchester

Postgraduate

Students completing postgraduate study can be divided into those on postgraduate taught courses and those on postgraduate research courses. Postgraduate research can be further broken down into doctoral training and masters degrees.

Postgraduate research masters degrees include MSc by Research, Master of Enterprise (MEnt) and Master of Philosophy.

Doctoral Training results in different degree types. These can include Doctor of Philosophy (PhD), Doctor of Medicine (MD), Clinical Psychology (ClinPsyD), Education (EdD), Educational Psychology (DEdPsy), Educational and Child Psychology (DEdChPsychol), Engineering (EngD), Enterprise (EntD), Counselling Psychology (DCounsPsych), Doctor of Business Administration (DBA), Doctor of Professional Studies (DProf) and Doctor of Clinical Science (DClinSci).
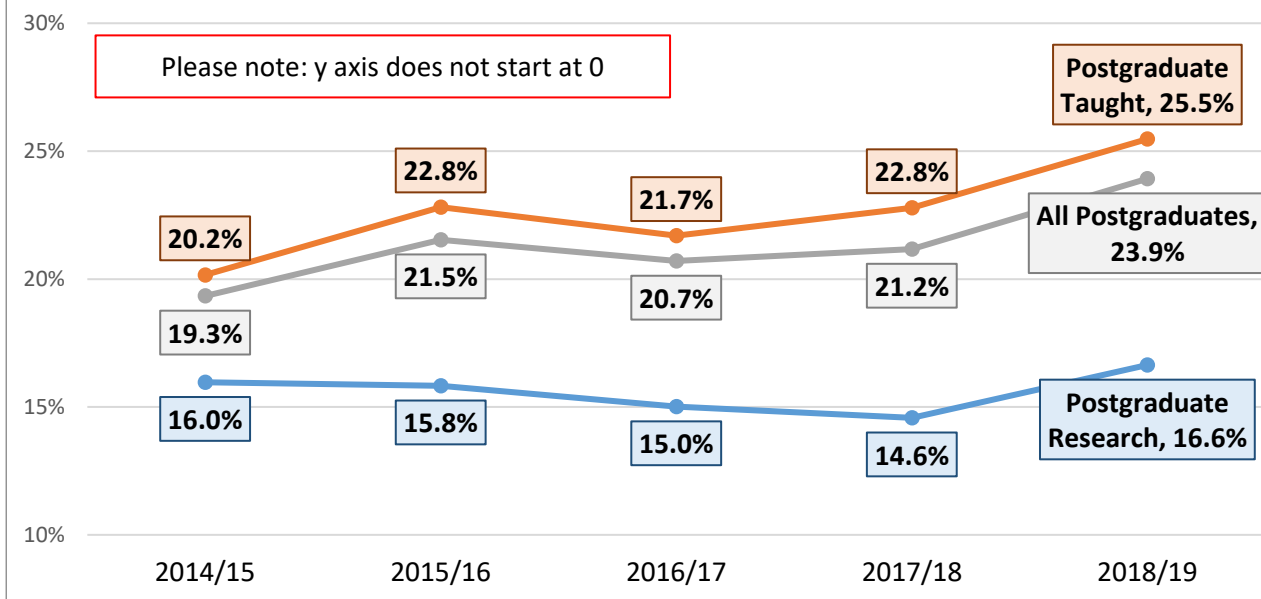
In 2018/19 93.1% of postgraduate research students started doctoral training and 6.7% are completing research masters.

Figure 28: **Postgraduate Students by Domicile**

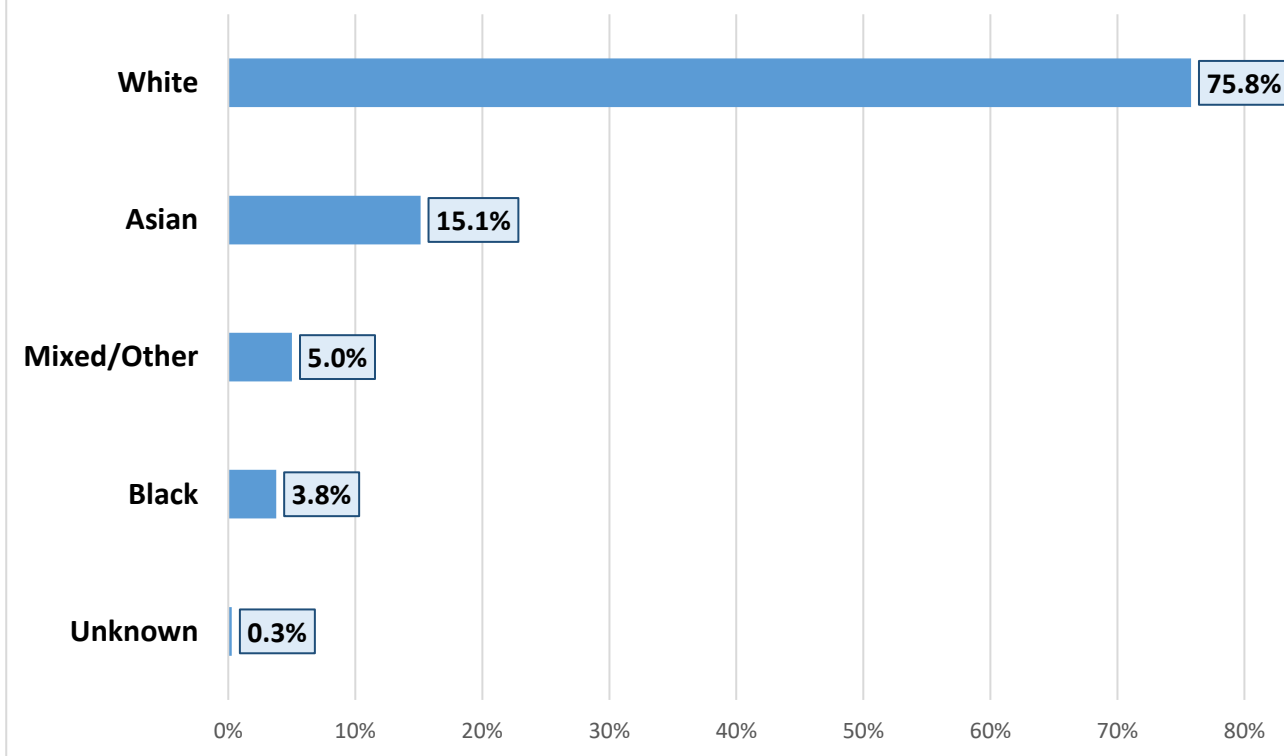|	2014/15	2015/16	2016/17	2017/18	2018/19
Overseas	52.5%	53.0%	51.7%	52.0%	Overseas, 54.6%
UK	40.8%	41.2%	42.1%	42.1%	UK, 39.9%
EU	6.8%	5.9%	6.2%	6.0%	EU, 5.4%

In 2018/19 54.6% of postgraduate students come from outside of the EU. The proportion of postgraduate students domiciled in the UK decreased to 39.9% in 2018/19 and the proportion of EU domiciled students has decreased by 0.6% to 5.4% (Figure 28).

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Figure 29: **UK Domicile Postgraduate BAME Students**

Please note: y axis does not start at 0

Postgraduate Taught, 25.5%

All Postgraduates, 23.9%

Postgraduate Research, 16.6%

Year	Postgraduate Taught	All Postgraduates	Postgraduate Research
2014/15	20.2%	19.3%	16.0%
2015/16	22.8%	21.5%	15.8%
2016/17	21.7%	20.7%	15.0%
2017/18	22.8%	21.2%	14.6%
2018/19	25.5%	23.9%	16.6%

In 2018/19 the proportion of UK BAME students on postgraduate taught courses increased to 25.5%. The percentage of UK BAME students on postgraduate research courses decreased year on year between 2014/15 and 2017/18, but increased in 2018/19 to 16.6% (see Figure 29).

Figure 30: **Postgraduate Students by Ethnicity 2018/19**

Ethnicity	Percentage
White	75.8%
Asian	15.1%
Mixed/Other	5.0%
Black	3.8%
Unknown	0.3%

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In 2018/19 74.3% of postgraduate taught students are White (Figure 31) compared with 83.0% of postgraduate research students (Figure 32). Asian is the next largest ethnic group for postgraduate study with 9.4% of postgraduate research students and 16.4% of postgraduate taught students being Asian.

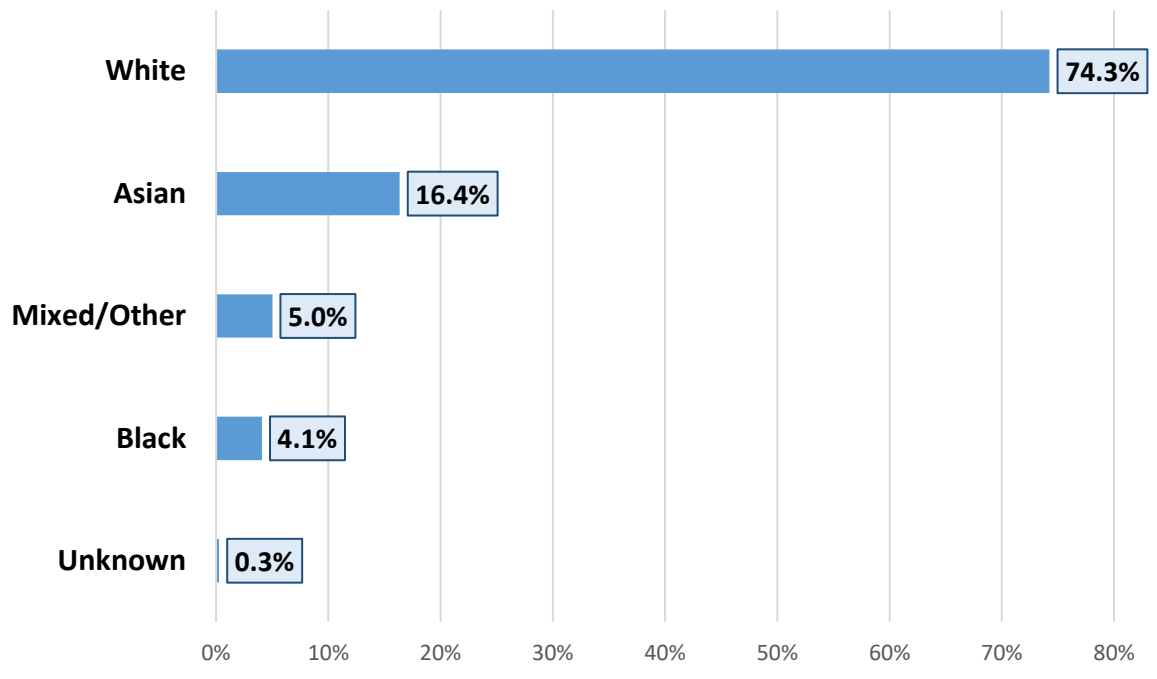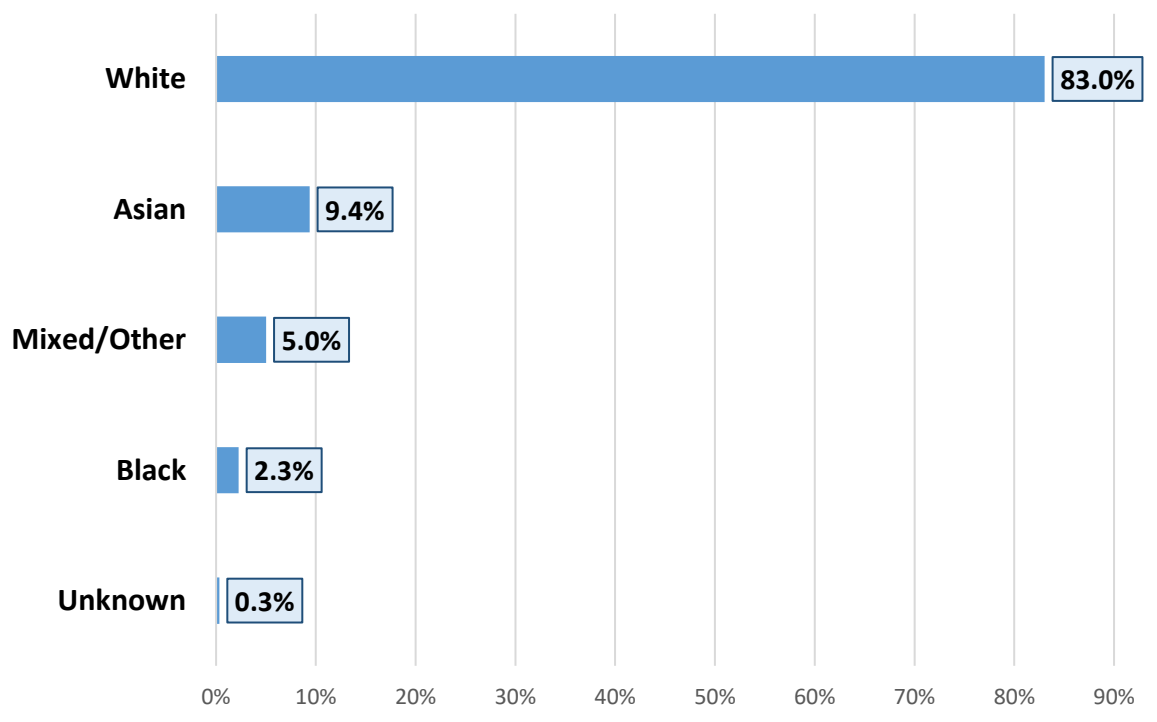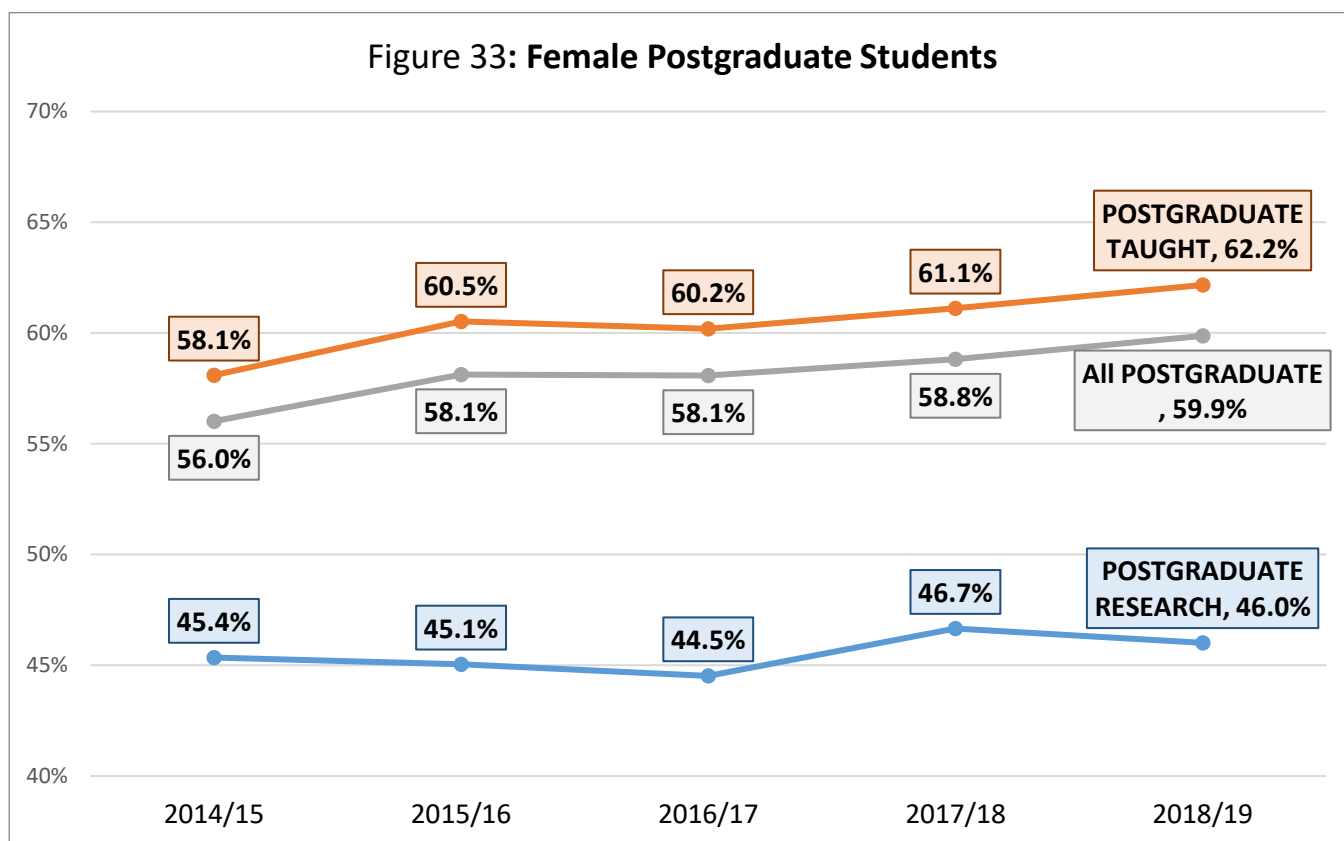Figure 31: **Postgraduate Taught by Ethnicity 2018/19**

Ethnicity	Percentage
White	74.3%
Asian	16.4%
Mixed/Other	5.0%
Black	4.1%
Unknown	0.3%

Figure 32: **Postgraduate Research by Ethnicity 2018/19**

Ethnicity	Percentage
White	83.0%
Asian	9.4%
Mixed/Other	5.0%
Black	2.3%
Unknown	0.3%

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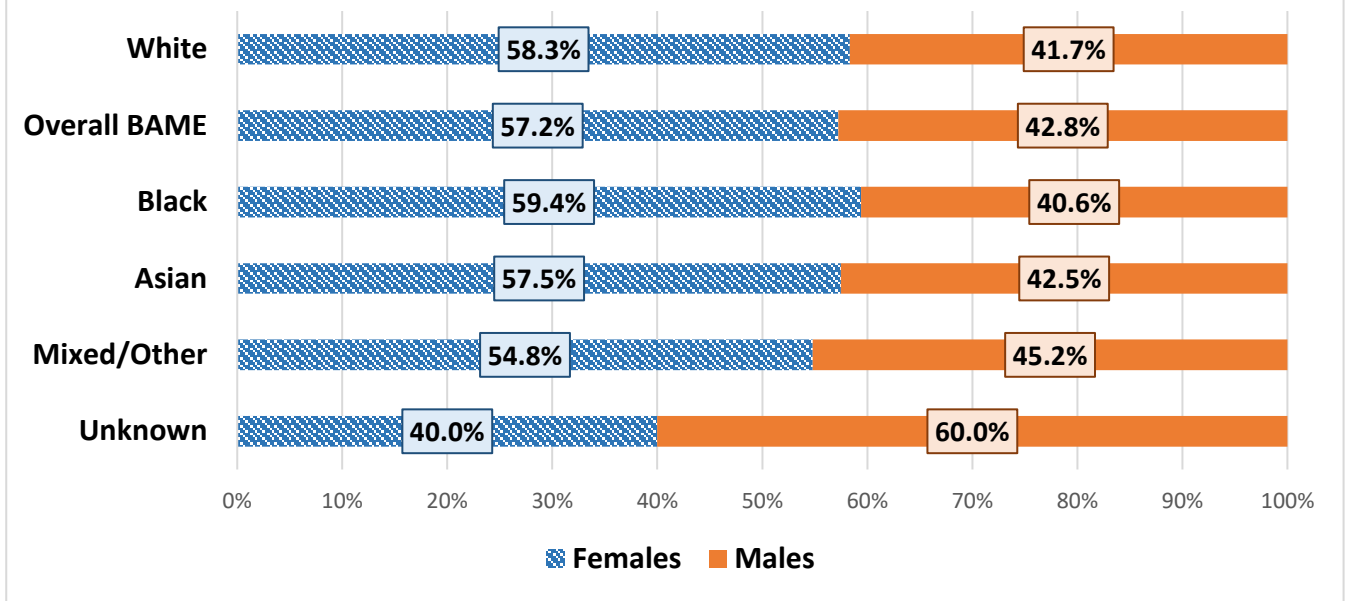
Gender

Figure 33: **Female Postgraduate Students**

The proportion of females within postgraduate population increased in 2018/19 to 59.9%. This was driven by a 1.1% rise in female students doing postgraduate taught programs. Proportion of female students on research programs decreased by 0.7% to 46.0% in 2018/19 (Figure 33).

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Figure 34: **Postgraduate Student Gender by Ethnicity 2017/18**

Ethnicity	Females	Males
White	58.3%	41.7%
Overall BAME	57.2%	42.8%
Black	59.4%	40.6%
Asian	57.5%	42.5%
Mixed/Other	54.8%	45.2%
Unknown	40.0%	60.0%

▨ Females ■ Males

In 2018/19 58.3% of white and BAME postgraduate students were female. 59.4% of Black postgraduate students are female (Figure 34), the highest proportion out of all ethnic minority groups.

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