Race Matters at Manchester

Supporting the representation and inclusion of Black, Asian and Minority Ethnic (BAME) staff and students

Executive summary

At our University we want to make sure that no matter what your sex, gender identity, ethnicity, disability, age, religion or belief, you will thrive, be treated with dignity and respect and feel that you belong.

The terrible events in the United States over the summer focussed our efforts and led to the production of this report.

We have listened to students, staff and the wider community and have considered what more we can do to support race and wider equality at Manchester. We acknowledge that people across a range of backgrounds face discrimination, prejudice and social exclusion. However, based on recent events and our growing understanding of the disproportionate impact of institutional racism on some groups, we decided in this report to particularly focus on Black students and staff.

Our senior staff working with the Students' Union, BAME staff network, as well as students and staff across the institution, have produced a report containing more than 40 actions, to address three principle themes. These are detailed in full in the report, but some are highlighted below.

Student admissions, funding, attainment and the learning experience

- Targeted outreach programmes, including guidance for Schools to set up scholarships, opportunities for major donors to fund strategic programmes linked to race equality and increased work with local schools to target talented young Black people to work with.
- Alumni mentoring networks for Black and minority ethnic students.
- A training programme based on the findings on everyday aggressions experienced by BAME students and staff and the role of the bystander and micro-affirmations.
- Incorporating outcomes of the decolonising the curriculum project and the Advance HE curriculum review report, including consideration of increased content around Black and minority ethnic contributions.

Staff recruitment, progression, pay and employment experience

- To pilot positive action in recruitment by requiring shortlists for senior positions to be diverse.
- Extend/increase the Inclusive Advocates (sponsorship) Programme for academic, research and PS staff to support their leadership development. Extend training to line managers of participants in order to facilitate awareness of local barriers.
- Implement anonymised shortlisting of applications for roles in Professional Services.

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How BAME lives are represented in the University's history and heritage

- Undertake analysis of the key connections between early benefactors of the University and the global slave trade. To also recognise and celebrate the contribution of all ethnicities to our heritage.
- Create virtual and physical trails to incorporate contributions to literature, music art etc. via playlists, book recommendations, virtual art tours.

Many of these activities are already underway and we will be incorporating them into our forthcoming Equality, Diversity and Inclusion Strategy.

We believe now is the right time to continue meaningful dialogue and to have some uncomfortable conversations that will enable us to agree concrete actions to take forward.

Professor Nalin Thakkar, Vice-President for Social Responsibility

How BAME lives are represented in the University's history and heritage

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A major priority for the University is to create a truly diverse and inclusive environment where all students and staff can thrive and achieve their potential. Inclusion of every member of our community is really important to us. We will be launching our Equality, Diversity and Inclusion (EDI) strategy in the next few months. This will set out our objectives for the next five years. The focus of the strategy will be inclusion, representation and equality.

We want to make sure that no matter what your sex, gender identity, ethnicity, disability, age, religion or belief, you will thrive at Manchester, be treated with dignity and respect and feel that you belong to our University.

The last few months have been challenging for a number of reasons - the current pandemic and issues of racial injustice in America and the UK. We have listened to students, staff and the wider community and have considered what we can do to support race and wider equality at Manchester. As a University we have a crucial role to play in countering racism and other forms of discrimination on campus and in society, through all our activities to ensure diversity and equality in our staff and student bodies.

We acknowledge that people across a range of backgrounds face discrimination, prejudice and social exclusion. However, based on recent events and our growing understanding of the disproportionate impact of institutional racism on some groups, we decided in this report to particularly focus on Black students and staff and their experience at Manchester.

Professor Nalin Thakkar, Vice-President for Social Responsibility has been leading this work for the University. He has brought together a Response Group comprising our Students' Union and senior members of academic and professional services staff to:
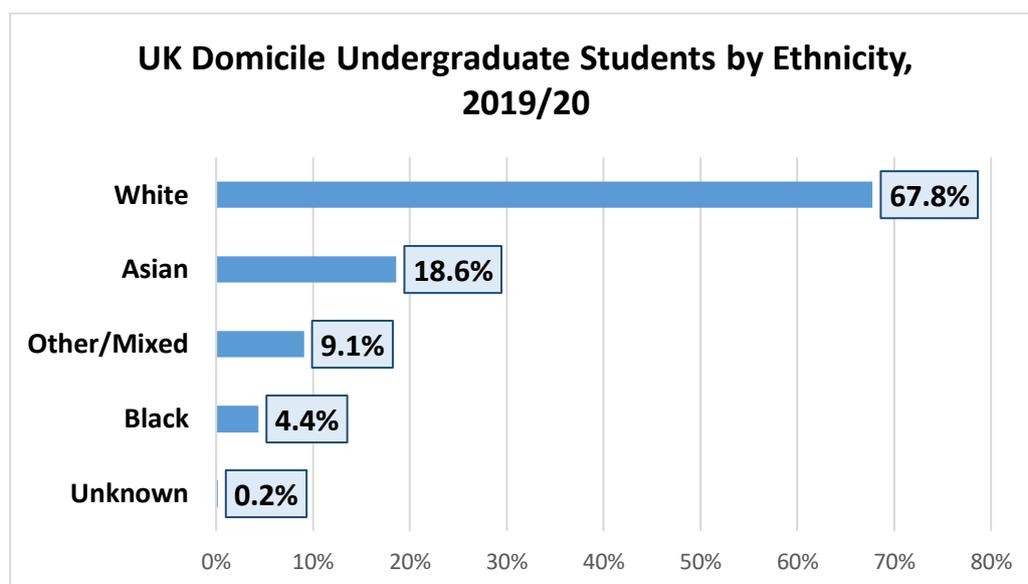
1. Articulate and bring coherence to the range of existing work being undertaken at the University for Black and BAME students and staff. This includes disaggregating data where possible to highlight particular issues experienced by different ethnic groups.

2. Identify key gaps in our work and make recommendations for further action.

3. Focus on key areas of activity:
   - Student admissions, funding, attainment and the learning experience
   - Staff recruitment, progression, pay and employment experience
   - How BAME lives are represented in the University's history and heritage.

The actions that we have developed (appendix 1) as a result of this work will form part of our wider Equality, Diversity and Inclusion strategy. This already includes a large number of measures such as our Race Equality Charter Mark, our Diversity & Inclusion Student Ambassador Programme, and our Report and Support platform.

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Students

The University of Manchester is already a diverse institution. Currently 32% of UK undergraduate students at the University are from a BAME background. This is an increase of 5% in the last five years. The largest represented BAME group are Asian students representing 19% of the undergraduate population. 4.4% of undergraduates identified as Black. 44% of all registered undergraduates (UK and international) are from a BAME background.

UK Domicile Undergraduate Students by Ethnicity, 2019/20

Ethnicity	Percentage
White	67.8%
Asian	18.6%
Other/Mixed	9.1%
Black	4.4%
Unknown	0.2%

Access

We have a good representation of BAME students when compared to the sector and we can see that we have a relatively high proportion of Asian, mixed heritage and students from an 'Other Ethnic' background. However, Black students are underrepresented at the University of Manchester in comparison to the sector averages. This is a trend across all subject areas. This will be an area of focus for the University, to ensure Black students are represented at a similar level to the rest of the HE sector.

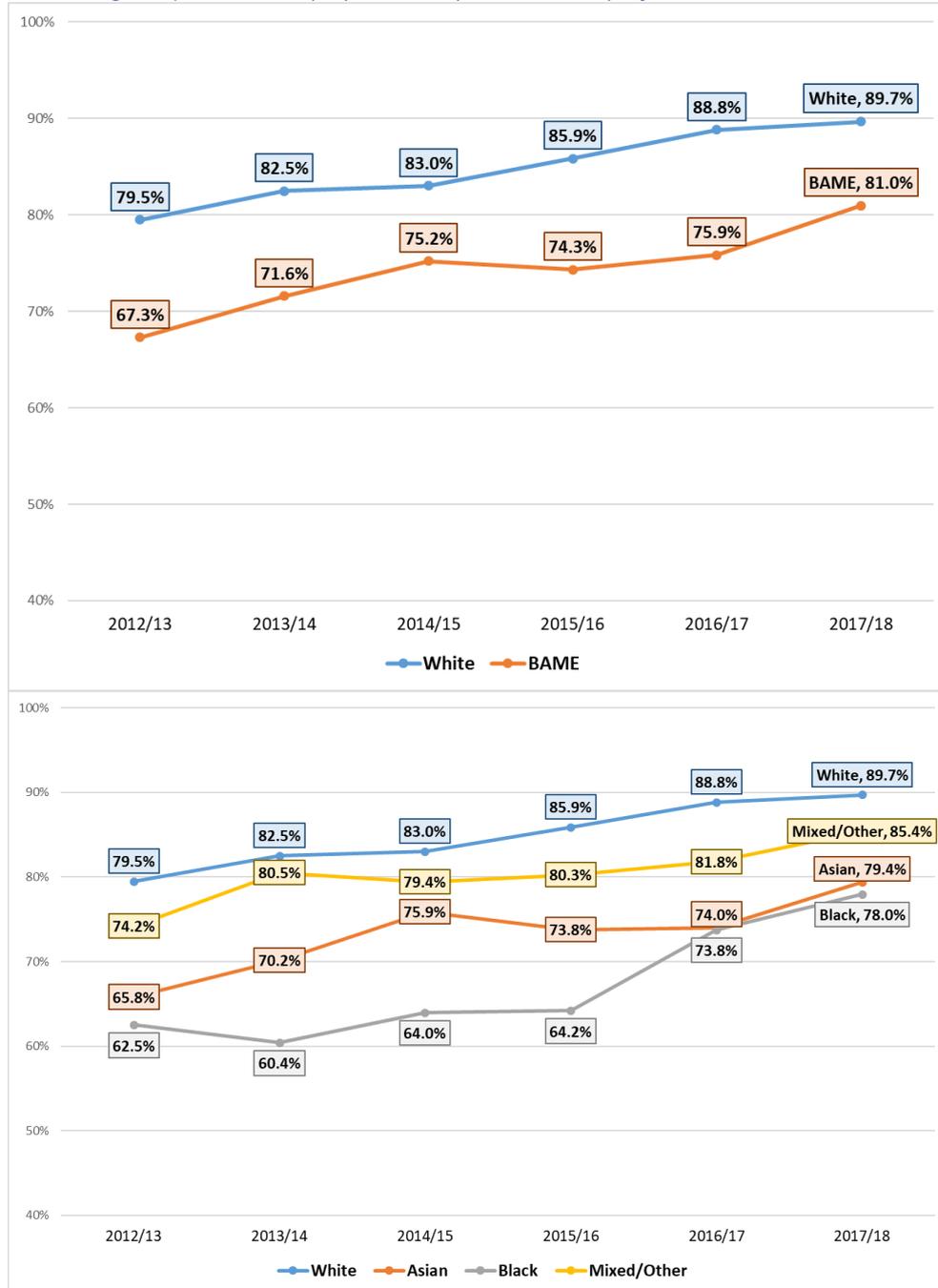*Undergraduate students, New Entrants, Full-Time, UK Domicile, 5 Year Average: 2013/14-2017/18*

Ethnic Groups	Benchmarks		
	University of Manchester	Russell Group	Sector
Asian	✓ 15.4%	✗ 11.3%	✗ 11.6%
Black	✗ 4.0%	✗ 3.2%	✓ 8.0%
Mixed	✓ 5.3%	✗ 4.5%	✗ 4.2%
Other	✓ 1.8%	✗ 1.3%	✓ 1.6%
BAME Total	✓ 26.5%	✗ 20.3%	✓ 25.4%

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Awarding Gap

There is a degree awarding gap between White and BAME students at our University. For UK domiciled students, our gap is similar to comparator universities but better than the sector which is over 20%. The University has a number of Access and Participation Plan (APP) targets relating to the awarding gap which aim to reduce/remove the gap in the proportion of students achieving a 1st or 2:1 between different groups of students by 2024/25.

Draft 2019/20 data show a reduction in all gaps - the Asian to White gap drops from 9.3 to 6.4 and the Black to White gap drops from 12.6 to 11.4. The Black to White gap is significant and far too wide. Our planned measures through the APP aims to address this issue.

Good degree (First or 2:1) by ethnicity – University of Manchester
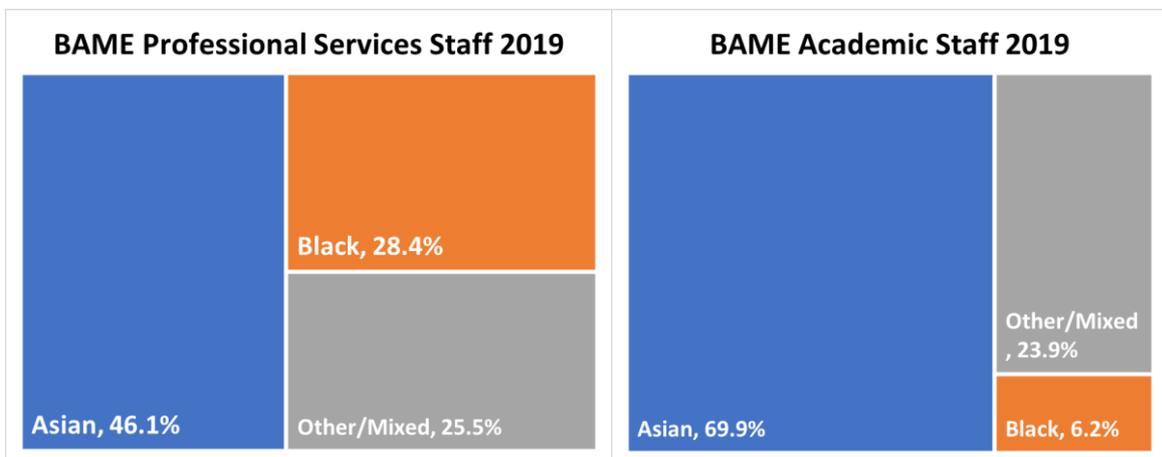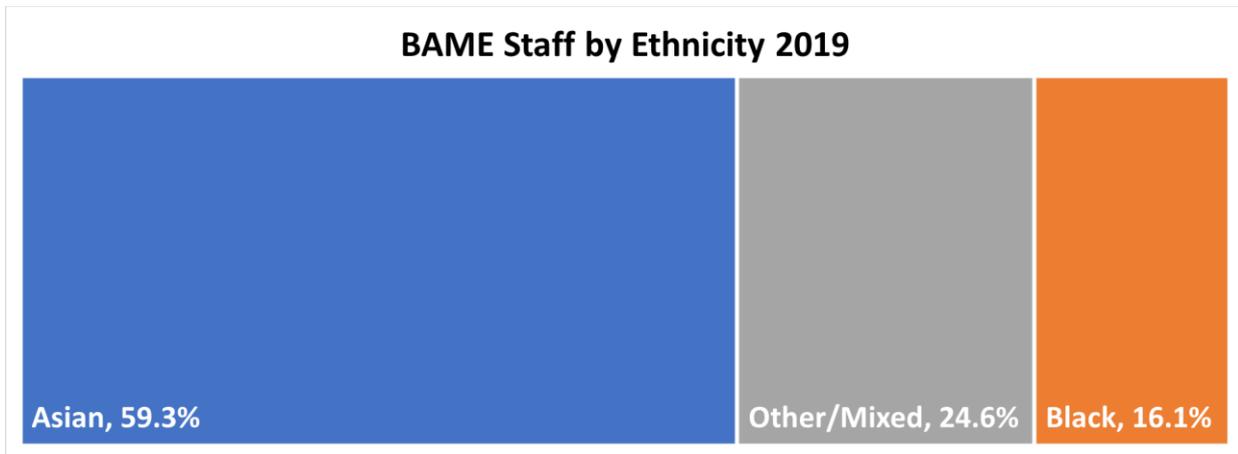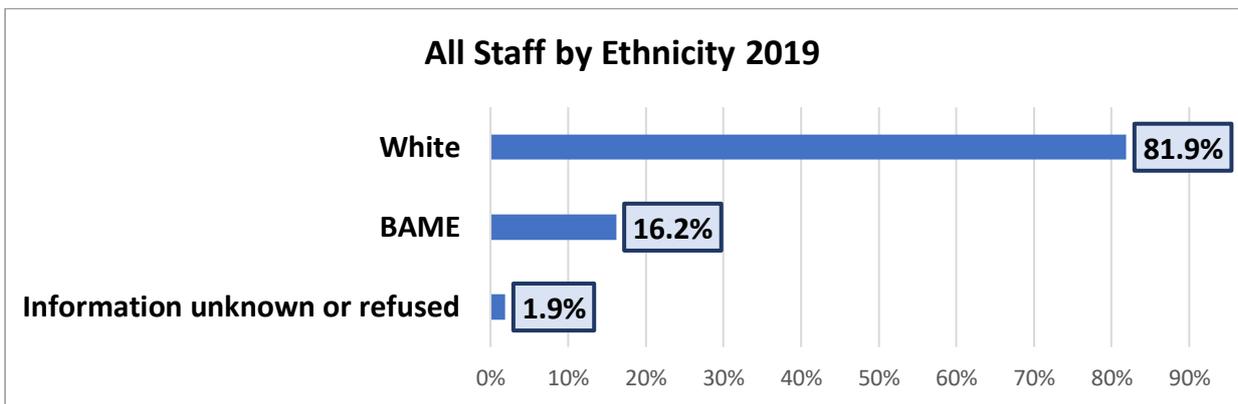

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Staff

16% of staff that work at the University are from a Black, Asian or Minority Ethnic (BAME) background. 59% of BAME staff working at the university are from an Asian background. A quarter of BAME staff identify as Mixed heritage or are from an 'Other ethnic' background and 16% identify as Black.
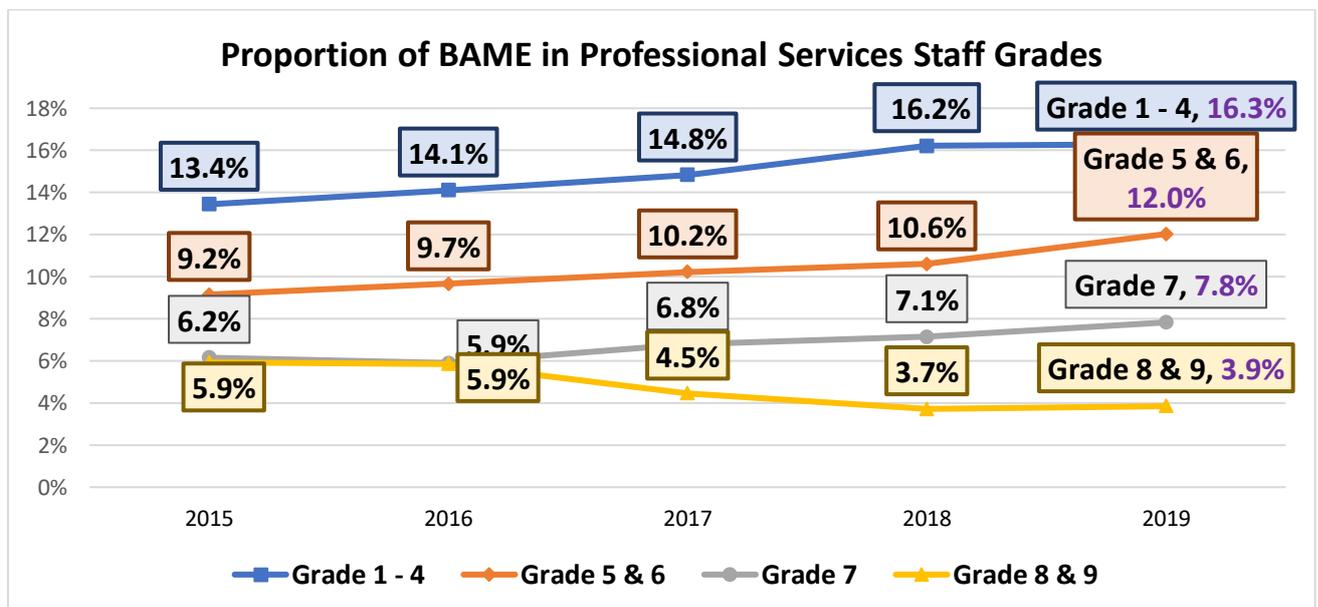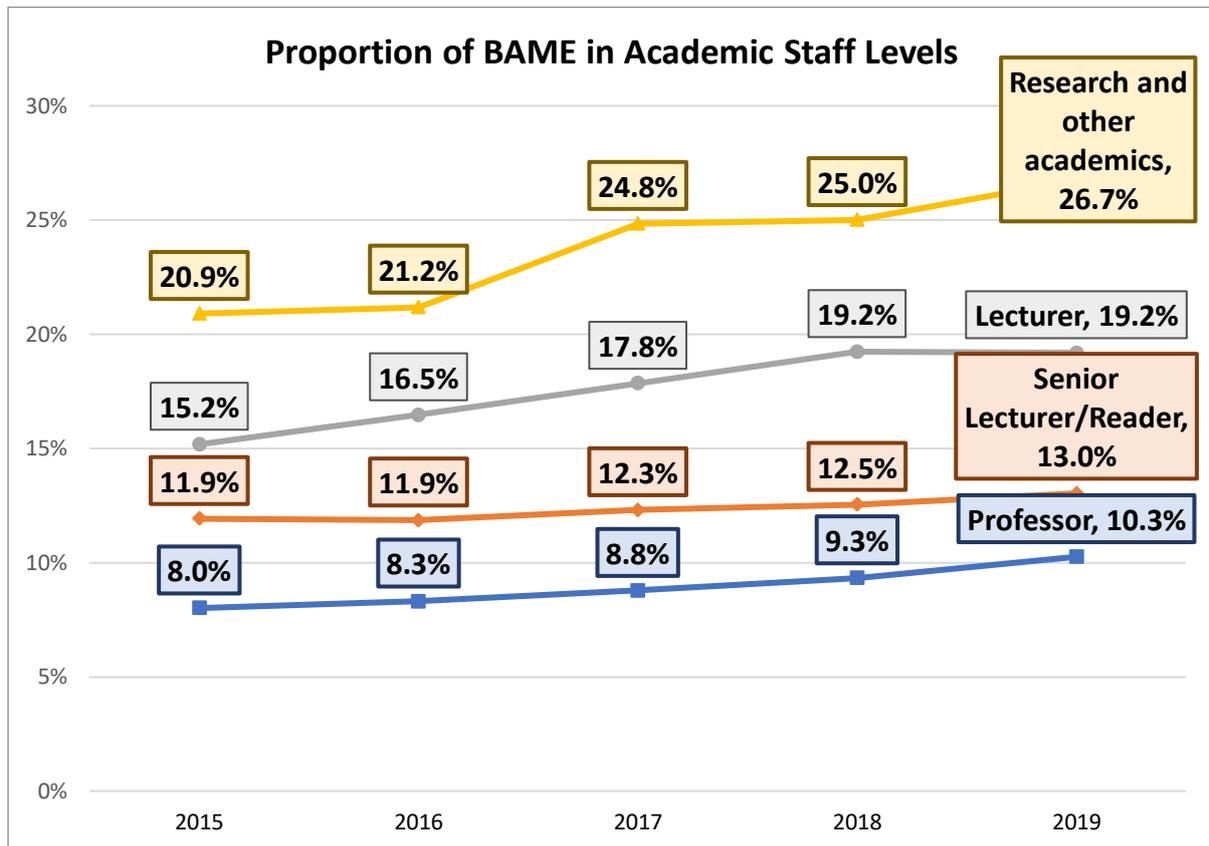
The majority of Asian staff are academics and the majority of Black staff work in the Professional Services.

Of the academics who identify as Asian, 36% declared British Nationality; 27% declared their nationality as Chinese or Hong Kong-Chinese and 14% declared Indian nationality.

All Staff by Ethnicity 2019

Category	Percentage
White	81.9%
BAME	16.2%
Information unknown or refused	1.9%

BAME Staff by Ethnicity 2019

Asian, 59.3%   Other/Mixed, 24.6%   Black, 16.1%

BAME Professional Services Staff 2019

Asian, 46.1%   Black, 28.4%   Other/Mixed, 25.5%

BAME Academic Staff 2019

Asian, 69.9%   Other/Mixed, 23.9%   Black, 6.2%

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Between 2015 and 2019 there has been an increase in the percentage of BAME Professional Services (PS) staff across all grades with the exception of Grades 8-9 which has seen fluctuations over the period.

Between 2015 and 2019 there has been an increase in BAME staff across all academic job levels - Researchers have seen the largest increase of 6.1%. We do, however, particularly note the small number of Black academic staff (76 out of around 5000) and will consider how we can address this.

Proportion of BAME in Academic Staff Levels

Research and other academics, 26.7%
24.8% 25.0%
20.9% 21.2%
Lecturer, 19.2%
19.2%
17.8%
16.5%
15.2%
Senior Lecturer/Reader, 13.0%
12.3% 12.5%
11.9% 11.9%
Professor, 10.3%
9.3%
8.0% 8.3% 8.8%

Proportion of BAME in Professional Services Staff Grades

Grade 1 - 4, 16.3%
16.2%
14.8%
14.1%
13.4%
Grade 5 & 6, 12.0%
10.6%
10.2%
9.7%
9.2%
Grade 7, 7.8%
7.1%
6.8%
6.2% 5.9%
5.9% 5.9%
4.5%
Grade 8 & 9, 3.9%
3.7%

Legend: ■ Grade 1 - 4   ◆ Grade 5 & 6   ● Grade 7   ▲ Grade 8 & 9

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Issues identified

The Response Group has taken into consideration the student and staff data and has received valuable feedback and suggestions from the BAME Staff Network as well as from students and staff across the institution.

The following key issues have been considered and have helped to inform the action plan:

- Some BAME students and staff reported that they had experienced microaggressions. A microaggression is an instance of subtle, indirect discrimination against a marginalised group. BAME students and staff reported not knowing where to go for support and advice if they had experienced discrimination or harassment.

- Representation of Black students varies between courses. The lack of ethnic diversity can impact on the small number of students on those courses.

- Focus appears to be on UK Black students and not on all Black students (UK and international). This detracts from getting a real sense of Black students' experiences at Manchester.

- There is an awarding gap between UK-BAME and UK-White students that needs to be addressed. Within the BAME group, the largest gap is between UK-Black and UK-White students.

- The term BAME has a tendency to be associated with everyone who is not White. Ethnic minorities are not one homogeneous group. It is important to look at individual ethnic groups to understand the issues. For example, the Asian group is too diverse (Chinese, Indian, Bangladeshi, Pakistani) to truly appreciate how different decisions and processes impact on them.

- Some Black students raised the issue of language that is divisive and not inclusive being used and the student Voice Out report indicated linguistic concerns about Black being associated with negative expressions like • Blacklist and Whitelist (Good without doubt) • Blackmail • Black Sheep • Black Market, etc. Evidence: "Blacklists" and "whitelists": a salutary warning concerning the prevalence of racist language in discussions of predatory publishing

- Lack of BAME representation at higher grades and in senior positions points to a need to look at progression and pro-active recruitment of BAME staff. This partly explains the ethnicity pay gap (18% in 2019).

- Lack of BAME staff at senior levels impacts on representation on key decision-making committees and highlights the lack of visible BAME role models. It was reported by student and staff, that seeing someone who looked like you was 'really encouraging', 'made you feel good and welcome' and 'makes you feel anything is possible'.

- There is a lack of confidence by some BAME staff who believe race-related issues will not be appropriately actioned by the University. Lack of understanding and cultural awareness across the institution is believed to be part of the problem.

When developing our evidence and action plan for the Race Equality Charter Mark, the University engaged with and consulted BAME staff and students widely. The action plan (appendix 1) takes account of the Race Equality Charter and feedback received from the BAME staff network.

To support the response group, the Students' Union (SU) conducted a number of focus groups with Black students. There were several important issues raised in the Voice Out report that came out of the focus groups and the summaries below and action plan show how the University will seek to act upon the issues identified and recommendations by students.

Reporting

Issues were raised by students on ways to enhance the University's reporting processes, evidenced by the following quote:

> "I don't think there is a clear way to report things … if there isn't already, I think there should be a way to report certain complaints anonymously for protection of the individual as some complaints can be dealt with in this way too. However, I'm aware such a method might already exist. However, if it does, I think these should all be clearer so that every student can easily know what to do."

The University has created a number of ways to enable students to report issues. The 'Report and Support' platform is in place for both anonymous reporting and to enable students to speak confidentially to harassment support advisors. Our informal and formal complaints processes are embedded within schools.

To increase awareness of our reporting processes, we will work with the SU and involve students, primarily our Diversity and Inclusion Ambassadors to design a communication campaign for students and explore the viability of EDI Allies and network within schools and/or programmes.

Microaggressions

Students asked to report informally incidences of microaggressions.

> "Often when reporting microaggressions and covert racism, tutors and staff reduce the issues and students are often told that they are 'overreacting' or this is 'standard practice' or they have no clear understanding of microaggressions or unconscious bias or that they are participating in it."

The University will ensure that the ability to formally and informally report incidences of microaggressions is clearly communicated as part of our report and support communication campaign.

The Voice Out report also recommended that there should be training on Unconscious Bias for staff and training to handle racial issues. The University is committed to go beyond Unconscious Bias training and are piloting 'Enabling meaningful conversations' training with admissions staff and programme teams. This training focuses on empowering staff and students to have conversations about racism, in a sensitive and linguistically informed way.

This training will be rolled out across the University in Spring 2021 taking on board the lessons learned from the pilot. The University is developing training to engage all colleagues, irrespective of their ethnicity, to recognise how they can contribute to race equality and demonstrating that their input is encouraged and valued.

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We have set up a Task and Finish group that are reviewing our Academic Advisory Toolkit to ensure that our training and guidance includes: inclusive practice, coaching conversations (to build understanding, confidence, trust and open opportunities), microaggressions, active bystander training and report and support processes.

Outreach programmes

Students requested more outreach programmes in Black-majority schools and neighbourhoods. More events promoting the work of Black students and academics in our fields.

The Widening Participation Team at the University is fully committed to enabling and ensuring widening participation activity is targeted to underrepresented groups. They are providing advice, guidance and support for Schools developing targeted outreach programmes for specific ethnic groups. The University is working with our alumni to explore the feasibility of scholarships for particular programmes and to subsequently produce guidance for Schools on, for example, 'How to set up a Black students' Scholarship programme'. An example of the work that we are undertaking is the Lemn Sissay Bursaries, designed to increase the number of Black males embarking on careers in law and the criminal justice sector. We aim to ensure that BAME students are well represented across paid opportunities to lead outreach activities such as WP Fellows and Brilliant Club Tutors.

Curriculum reforms

Throughout the report students mention the need for curriculum reform including diversifying the curriculum and assessments and specifically the addition of a University College for Interdisciplinary Learning (UCIL) course on racism.

The University is committed to ensuring that we work with students and programme teams to enhance curriculum developments, building on the work that we have already undertaken to create blended and flexible learning for Semester 1. We are incorporating outcomes of the decolonising the curriculum project and the Advance HE curriculum review report. This includes exploring increased content around Black and minority ethnic contributions and experience and looks beyond experiences such as slavery. We have generated student partners projects for students to work with us to co-create inclusive curricular.

Through the New Academics Programme unit 'Foundations of Inclusive Teaching and Learning', staff will learn approaches for enhancing student success and ultimately close award gaps. Within this programme we use the EDI definition of inclusion together with the definition from Advance HE: The ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others.[1]

It also includes activities to get participants to look at data from their own discipline and programmes and consider enhancements to create a more inclusive curriculum. We have already created an inclusive assessment matrix for programmes in partnership with the SU Education Officer and the Disability Advisory and Support Service.

We have developed a UCIL unit to be delivered in Semester 2 (2021) that focuses on Equality, Diversity and Inclusion: your role in shaping a fairer world. This unit looks across all protected characteristics and includes many examples of racism and racial disparities across education,

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[1] C. Hockings, Inclusive learning and teaching in higher education: a synthesis of research, 2010

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employment, health and social care, and research and innovation. It takes a historical perspective looking at inequalities including racism in Britain and the wider world.

As part of an adapted transition programme for this academic year, all UG students and PGT students will complete the social justice challenge inviting them to explore ways of thinking about social justice and themes of race, migration, homelessness, mental health and higher education.

We are also investing increased resource to support Student Success and will be consulting with students to develop provision intended to support BAME students broadly, with a strong and immediate focus on Black students. The University intends to assess the accessibility and impact of student placements and consider how we can increase uptake.

Conclusion

It has been important that a broad membership of our University community was involved in this work, and that student partnership is integrated at every opportunity to enable students to shape our response. We have also engaged with our BAME staff network group around potential actions to take forward and this has been really beneficial.

We acknowledge there is still much to do to ensure we tackle all forms of structural bias and discrimination and guarantee all staff and students are given opportunities to progress. We believe it is the right time to continue meaningful dialogue and to have some uncomfortable conversations that will enable us to agree concrete actions to take forward.

We will ensure that actions are embedded and accountable through the new EDI strategy and we are committed to demonstrating progress through the Race Equality Charter Mark which is being led by Professor Dawn Edge. We also acknowledge that there are intersectional issues that we need to be cognisant of and will therefore ensure we work with our University academic leads for race, gender and disability as well as the EDI team.

The EDI Governance Group will have the responsibility to monitor and ensure that the actions in appendix one are implemented. Professor Nalin Thakkar will update the HR Subcommittee on progress of the plan at the EDI Annual Performance Review meetings as well as the Teaching and Learning Executive Group.

As a University, we know that we should not lose this opportunity to put into place concrete actions that will change the lives and experiences of so many of our valued students and staff.

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Student Subgroup: Admissions, funding, attainment and learning experience			
Objective	Action	Owning Team	Timescale
Targeted outreach programmes	Provide advice, guidance and support for Schools developing targeted outreach programmes for specific ethnic groups	WP	Oct 2020
	Consider the suitability of scholarships for particular programmes. Subsequently, produce guidance on, for example, 'how to set up a Black students Scholarship programme' for Schools.	DDAR with ADP and WP	Work starting Aug 2020
Enabling meaningful conversations	Pilot programme with the Division of Psychology with admissions staff and programme teams to move beyond Unconscious Bias training. Explore synergies with the 'Foundations of Inclusive Teaching and Learning' on the New Academics Programme.	SL&D, ITL and EDI Academic Leads	Jan 2021 (funding through Teaching excellence award)
	Following the above pilot, develop approaches to engage all colleagues, irrespective of their ethnicity, to recognise how they can contribute to race equality and demonstrating that their input is encouraged and valued.	EDI and VP TLS	April 2021
Celebrate the University of Manchester's Black History	Develop a Black History trail across the University.	ADP and WP (in collaboration with Estates)	Ongoing (linking into existing programme)

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	Create virtual and physical trails to engage prospective and current students. Incorporate contributions to literature, music art etc. via playlists, book recommendations, virtual art tours.	WP (in collaboration with Estates)	
Scholarship Programme	Develop opportunities for major donors to fund strategic programmes linked to race equality	ADP, DDAR and UMSU	From July 2020
	Work with local schools to target talented young Black people to work with and explore targeted mentor scheme utilising our Alumni Network. This will build on our 'With Insight Mentoring' programme	WP, DDAR	
Inclusive Assessments	Agree long term funding of student EDI ambassadors and coordinating staff to drive forward inclusivity in teaching and learning	VP (TLS), DSE Director and UMSU	Agreed for 2021-2022
	Driving forward a review of online assessments to ensure flexibility and inclusivity principles apply.	AVP (TLS – OBL and TLS Engagement and Inclusivity)	Started July 2020
	Review student assessment criteria to ensure that criterion are inclusive	Programme Teams, EDI Academic Leads (with support from EDI Ambassadors)	Assessment T&F group starting Sep 2020
	Review Skills Development Programme with My Learning Essentials to ensure inclusivity in approach and the skills meet the needs of all students and enable all students to reach their potential	MLE Team (with support from EDI Ambassadors)	TBC
	Incorporate Active Bystander training into staff and student development programmes.	EDI and Student Advice and Response Team	From 2021
Inclusive Curriculum	It is important for courses to incorporate other perspectives and not just European perspectives.	ITL, EDI Academic Leads and EDI Ambassadors	Sep 2020

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	Work with programme teams to enhance curriculum developments, building on the work to create blended and flexible learning for Semester 1. Incorporating outcomes of the decolonising the curriculum project and the Advance HE curriculum review report, including consideration of increased content around Black and minority ethnic contributions and beyond experiences as the subjugated such as slavery.	ITL, EDI and EDI Ambassadors	Work will begin Sep 2020 and first programmes delivered Jan 2021
	Working through staff development programmes in the Institute of Teaching and Learning to enhance staff awareness of inclusive curriculum e.g. foundations of inclusivity on the New Academics Programme.	WP and ADP	Sep 2020
	Ensure that BAME students are well represented across paid opportunities to lead outreach activities such as WP Fellows and Brilliant Club Tutors.		
Academic Advisors	Review and develop the Academic Advisory Toolkit to ensure that the following aspects are covered: • inclusive practice • coaching conversations (to build understanding, confidence, trust and open opportunities) • microaggressions • active bystander training • report and support processes	ITL	T&F group meeting July 2020 Toolkit to be revised Sep-Dec 2020
Staff Careers and Progression	Consider the development of career road maps for staff that promote and reward inclusive practice. Ensure that Inclusive Practice is explicitly referenced in University internal award programmes.	AVP TLS, SL&D	Jan 2021
Building networks	Develop Alumni mentoring networks for Black and minority ethnic students	DDAR, TLSD (Careers)	Ongoing

Inclusive Environments	To commission a piece of research looking at the impact of measures put in place following the Student Voice report and research into the experiences of everyday aggressions experienced by BAME students and staff on campus (both inside and outside of the classroom / formal learning environment). Building on existing work.	EDI Academic Lead (Race) / EDI	TBC
	To commission the development of a training programme based on the findings on everyday aggressions experienced by BAME students and staff and look at the role of the bystander and micro-affirmations. This will include the use of racist terminology.	EDI Academic Lead (Race) / EDI	By April 2021
	We will develop new ways of helping people disclose everyday aggressions and get support using an EDI Allies initiative that involves all colleagues.	EDI (with support from EDI Ambassadors)	
	We will undertake further consultation with students and staff on the use of appropriate language to ensure we embed inclusive linguistics into our values.	AVP TLS, Head of EDI, General Secretary SU	By March 2021

ADP - Academic Development and Policy
AVP TLS - Associate Vice-President for Teaching, Learning and Students (Professor Judy Williams)
DDAR - Division of Development and Alumni Relations
DSE - Directorate for the Student Experience
EDI - Equality, Diversity and Inclusion
ITL - Institute of Teaching and Learning
MLE - My Learning Essentials
SLD - Staff Learning and Development
UMSU - University of Manchester Students' Union
VP TLS - Vice-President for Teaching, Learning and Students (Professor April McMahon)
WP - Widening Participation

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Staff Subgroup: Recruitment, progression, pay and employment experience			
Objective	Action	Owning Team	Timescale
Reduce unconscious bias when selecting staff	Implement anonymised shortlisting of applications for roles in Professional Services.	HR Recruitment Manager	Sept 2020 – Aug 2021
	Develop guidance on bias in decision making and how recruitment panels can help mitigate this.	Head of EDI	November 2020
	To investigate the feasibility of introducing observers on interview panels for job roles in grades 6+ to ensure fairness and guard against bias.	Head of EDI	January 2021
Increase BAME applications particularly for grade 7+ positions	When we make use of executive search firms, they should have demonstrable expertise in diversity and inclusion and, be purposeful about including suitably qualified BAME candidates in shortlists.	Director of HR	From October 2020 – ongoing
	For senior roles, wherever possible, in order to seek an ethnically diverse pool, we should not limit our search to only candidates with HE backgrounds and experience.	Deputy Director HR	March 2021
	Look to use apprenticeships to increase the diversity of the staff we recruit externally and to help to level the playing field for promotions/transfer/re-skilling.	Head of HR Operations	From Summer 2021
	To pilot positive action in recruitment by requiring shortlists for senior positions to be diverse. If they are not, the recruiting manager will need to demonstrate/provide evidence that they have done what they can to encourage a diverse range of applicants.	Vice Dean Social Responsibility FSE and Head of HR FSE	From December 2020

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Increase the success rate of BAME staff applying for promotion	To offer targeted advice and support for BAME staff who are seeking to be promoted. Explore options of running targeted workshops for BAME staff considering promotion. Additional training for Promotion (and recruitment) Panelists which covers cultural awareness and privilege.	Faculty Deans and Heads of HR	From October 2020 – ongoing
To increase the number of BAME staff at a senior level	Extend/increase the Inclusive Advocates (sponsorship) Programme for academic, research and PS staff to support their leadership development. Extend training to line managers of participants in order to facilitate awareness of local barriers.	Head of EDI	Ongoing
	Division and Directorate managers to identify academic and PS BAME staff with the ability to move into leadership positions and target them for encouragement, support and potential development.	Faculty Deans, Registrar, Secretary and COO	First list developed by December 2020 – onwards
To continue to support BAME staff to participate in leadership development programmes	To explore the representation of BAME staff on our existing leadership courses with a view to increasing representation or developing our own BAME specific leadership development programme.	Head of Staff Learning and Development	November 2020 – April 2021
To reduce the Ethnic Pay Gap at the University	Publish data pertaining to the ethnicity pay gap and include actions to address any differentials found.	Deputy Director of HR	December 2020 and annually
To develop and deliver training to support creating an environment where everyone is treated with dignity and respect	To develop and deliver 'conscious conduct in the workplace and the role of the bystander' training to staff across the institution	Head of Staff Learning and Development and Head of EDI	September 2020 – onwards

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Confidence in reporting and systems to address grievances	To trial using independent investigators for complaints in relation to racism or any form of hate crime or incident	Vice President for Social Responsibility and Director of HR	July 2021
Safe space and sense of belonging - building a more inclusive campus	To undertake activity as part of the Speak Up Stand Up campaign to explore racially motivated harassment and hate crime considering intersectionality such as gender, religion or belief and sexual orientation.	Head of EDI	October 2020 onwards
	To explore the possibility of developing a BAME ally programme	Head of EDI	By December 2020
	To introduce an exit questionnaire to find out and better understand why (BAME) staff leave the university	Head of HR Operations	November 2020
Maximise the opportunities for progression from student to staff.	To explore allowing graduates eligibility to apply for 'internal only' posts for first year post graduation	Director of HR	April 2021
Open rolling feedback method	Create webpage whereby BAME staff and students can feedback on their experience of employment/study at the university. Regularly monitor for evidence of good practice/areas of concern and create method for rapid action/follow up.	Charter Marks Coordinator/EDI Committee Leads/EDI Academic Lead (Race)	June 2020 created
Career development. Broaden depth of what is considered relevant experience and professional development.	To explore the possibility of Introducing work shadowing opportunities whereby teams can advertise an afternoon where colleagues in other areas could shadow and learn more about the role.	HR Leadership Team	April 2021

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Subgroup: University history and heritage			
Objective	Action	Owner	Timescale
Research and Analysis	Undertake analysis of the key connections between early benefactors of the University and the global slave trade	VP SR / Head SALC / Director of SR	Ongoing
	Identify whether additional specialised forms of research need undertaking	VP SR / Head SALC / Director of SR	Oct/Nov 2020
Staff, student, alumni and public engagement	Share outcomes and seek feedback on initial research with staff, student and alumni communities and how this relates to other actions from the Rapid Response subgroup	VP SR	TBC
	Ensure connections to wider city of Manchester review into the role of monuments and the public realm	Director of SR	ongoing
Estates/Trails	Consider, in light of the above, opportunities to better reflect the University's early origins in public displays and trails	VP SR / Director of SR / Director Estates	TBC

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