



UNIVERSITY OF MANCHESTER
SALC Department Application
Bronze Award

Athena Swan Bronze application form for universities

Applicant information

Name of university	University of Manchester
Date of current application	20 March 2023
Level of previous award	Nil
Date of previous award	Nil
Contact name	Dr Sheena Kalayil
Contact email	sheena.kalayil@manchester.ac.uk
Contact telephone	0161 275 8070

Section	Words used
An overview of the university and its approach to gender equality	3500 (agreed extra 1000, see accompanying email)
An assessment of the university's gender equality context	3500
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	7000

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 6000 words (agreed 7000 words)

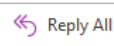
Re: Word count extension request for University of Manchester School submission September 2022



Athena Swan <Athena.Swan@advance-he.ac.uk>

To: Francesca Guratsky

Cc: Georgina Brown



Mon 22/08/2022 17:20

If there are problems with how this message is displayed, click here to view it in a web browser.

Dear Fran,

I can confirm that we are happy to grant an additional 1000 words to the School of Arts, Languages and Cultures (SALC) at the University of Manchester for their September 2022 submission. The extra words are to enable the School to fully explain their structure and governance, reflect on any departmental or discipline-specific differences and to demonstrate how Athena SWAN principles are embedded in each constituent unit.

Please include this email in your submission as confirmation and state in the submission where the additional words have been used.

Best wishes

Rachel Humphreys

Charters Assessment Manager – Athena Swan

From: Francesca Guratsky <francesca.guratsky@manchester.ac.uk>

Sent: 22 August 2022 08:53

To: Athena Swan <Athena.Swan@advance-he.ac.uk>

Cc: Georgina Brown <georgina.brown@advance-he.ac.uk>

Subject: Word count extension request for University of Manchester School submission September 2022

Dear Equalities Team,

I hope you are well.

I am emailing on behalf of the School of Arts, Languages and Cultures (SALC) at the University of Manchester. SALC will be submitting their Bronze award application in September 2022. As the School are making their final preparations, it has become clear that the word limit is impacting on their ability to articulate and highlight the fantastic work that the School has done to progress gender equality and EDI more broadly. SALC is a very large and highly complex School, made up of 11 divisions, two research institutes as well as School-level operations, with over 500 staff and over 5,000 students. It is bigger than some other universities. Its size and structure means that work on gender equality takes place at many levels and across all divisions. The current word constraints are impacting the School's ability to: explain the structural landscape and governance and gender equality and EDI are embedded; fully evidence their commitment to gender equality as demonstrated through a range of effective interventions; provide the level of rationale needed to align current challenges on intersectional inequalities with future priorities; and respond to feedback from the previous unsuccessful application.

This email is to request an additional 1,000 words for the upcoming submission in September 2022 so the School can put forward the strongest possible account of its commitment to gender equality in action.

We look forward to receiving your response as soon as possible.

Best wishes,

Fran.

Fran Guratsky | Charter Mark Coordinator and EDI Advisor

Pronouns: she/her

EQUALITY, DIVERSITY & INCLUSION DIRECTORATE

G.035 John Owens Building, The University of Manchester, Oxford Road, Manchester M13 9PL

Email: equalityanddiversity@manchester.ac.uk

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Section 1: An overview of the university and its approach to gender equality

1. Letter of endorsement from the head of the university



Professor Thomas Schmidt
Head of School
School of Arts, Languages
& Cultures
The University of
Manchester
Samuel Alexander Building
Oxford Road
Manchester
M13 9PL

20th March 2023

Dear Committee

The School of Arts, Languages and Cultures (SALC) is one of four large Schools in the Faculty of Humanities at the University of Manchester. Since arriving as Head of School in 2021, I have made it a priority to consolidate and extend a culture of gender equality across all areas of our activity. Our Equality, Diversity and Inclusion (EDI) and Social Responsibility (SR) agendas are now embedded in our governance structures and significant resources have been invested to support our work in these areas. SALC was unsuccessful in its bid for the Bronze Award in 2017, and our re-application has been a welcome opportunity to take stock of our EDI track record and ambitions, relating to staff and students, identifying existing best practice within the School, as well as across the University and the sector.

Our Action Plan will be integral to our overall strategic objective to improve cultural norms and practices to the benefit of all, from our students through to senior staff. We will ensure that senior school staff, Heads of Department in particular, share good practice and address pan-departmental issues such as recruitment, returners and promotions.

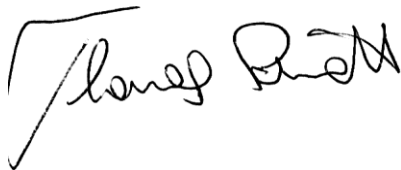
Specifically, we commit to reducing the under-representation of females in senior academic ranks and the over-representation of female staff in fixed term and teaching-only contracts; to improving the gender balance in all PS scales; and to improving ethnic representation at all levels of academic and PS scales, particularly Black female senior academics.

We will focus on improving staff satisfaction levels across the School and implement strategies to improve workplace culture, reduce inequalities and negative perceptions around recruitment, promotions and Performance and Development Reviews (PDRs). We will develop the career awareness and planning of less senior staff through increasing awareness of promotion routes, supporting staff in promotion planning and improving focus in PDRs: thereby improving the pipeline for more females into senior positions.

With regards to students, we aim to increase the share of male students at UG and PGT levels, and address attainment gaps relating to gender at PGT. At UG level, we will reduce the attainment gap for domestic Ethnic Minority students – particularly Black male UG students and Asian female UG students – and we will explore how an increase in the share of domestic Ethnic Minority students, and continuing initiatives to decolonise the curriculum, might impact on the attainment gap for these students. More generally, we will continue work on improving the experience of disabled students, particularly female PGR students.

We have a dedicated Working Group, of which I am part, which will monitor the progress on our Action Plan, and ensure we drive our agenda forward. I personally supported the Self-Assessment Team and our Athena Swan Application Submission Group, alongside our EDI Leads (Dr Eloise Moss 2019-2022, Dr Sheena Kalayil from September 2022), in drafting the self-appraisal and Action Plan, ensuring that the information presented in the application (including qualitative and quantitative data) provides an accurate and true representation of the School.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Thomas Schmidt', with a stylized flourish at the end.

Prof. Thomas Schmidt

Vice-Dean and Head of the School of Arts, Languages and Cultures

2. Description of the department - (3066 words)

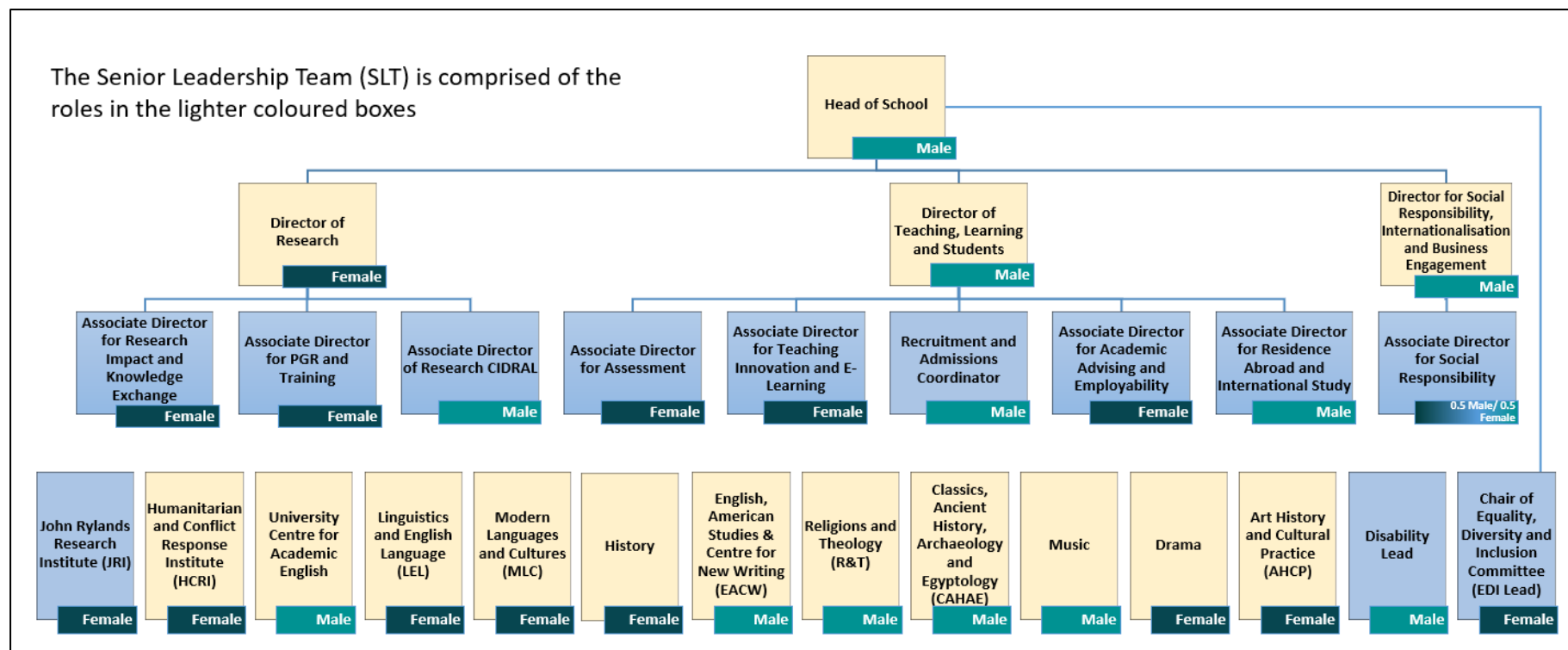
SALC comprises 352 Academic Staff and 5240 students at undergraduate (UG), postgraduate-taught (PGT) and postgraduate-research (PGR). There are 112 Professional, Technical and Operational (termed as 'PS') staff, located both at School and Departmental levels. There are nine Departments¹, two research centres – the John Rylands Institute (JRI) and the Humanitarian and Conflict Response Institute (HCRI) – and the University Centre for Academic English (UCAE)². Teaching is delivered through the nine Departments, the HCRI and the UCAE.

Due to its complex structure and large size, we manage our School and address gender equality at School and department/centre level. We use open fora such as the School Board, smaller teams (for example, the Senior Leadership Team), committees (such as the School Policy and Resource Committee and the School's Staff-Student Liaison Committee), and Working Groups (for example, our Athena Swan Working Group).

Overleaf (Organogram 1) we show the Academic Management structure which includes the composition of the Senior Leadership Team (SLT) by role and sex (8 male, 7 female).

¹ Art History and Cultural Practices (AHCP); Classics, Ancient History, Archaeology and Egyptology (CAHAE); Drama; English and American Literatures and Centre for New Writing (EACW); Linguistics and English Language (LEL); Modern Languages and Cultures (MLC); Music; Religions and Theology (R&T)

² The University Centre for Academic English (UCAE), previously known as the University Language Centre (ULC), offers pre-sessional courses, Academic English and Skills tuition across the University. Their student data is captured on other degree programmes. While a significant proportion of Senior Language Tutors/Language Tutors are located now within MLC, until 2020 all were located in the then-ULC.



Organogram: 1 Head of School (HoS), Directors, Associate Directors and Coordinators; HoS and EDI Lead, Disability Lead and Heads of Departments and Centres (HoDs)

Currently, we are led by a male Head of School (HoS) and a female Head of School Operations (HoSO). Our Equality Diversity and Inclusion (EDI) Lead is female. Our School Policy and Resource Committee (SPRC) is composed of the SLT, EDI Lead, Disability Lead, Recruitment and Admissions Coordinator, People & Organisational (P&OD) partner and Head of School Finance, and comprises 10 males and 10 females. We use 'male' and 'female' throughout this report; at University-level, we are developing data-gathering processes which allow for non-binary gender descriptions, as noted in our [Action Plan \(#AP16\)](#).

2.1 Academic Staff

In 2022, SALC staff were 51.2% female—above the HESA average of 47%F (2019/20) but slightly below Russell Group averages of 56%F (2020/21)—and 48.8% male, representing a relatively static gender composition since 2017 (53.7%F and 46.3%M). SALC academic staff are either on fixed-term contracts (FTCs) or permanent contracts. The proportion of females and males on FTCs since 2019 remains on a flat profile of approximately 60% female (Figure 1a).

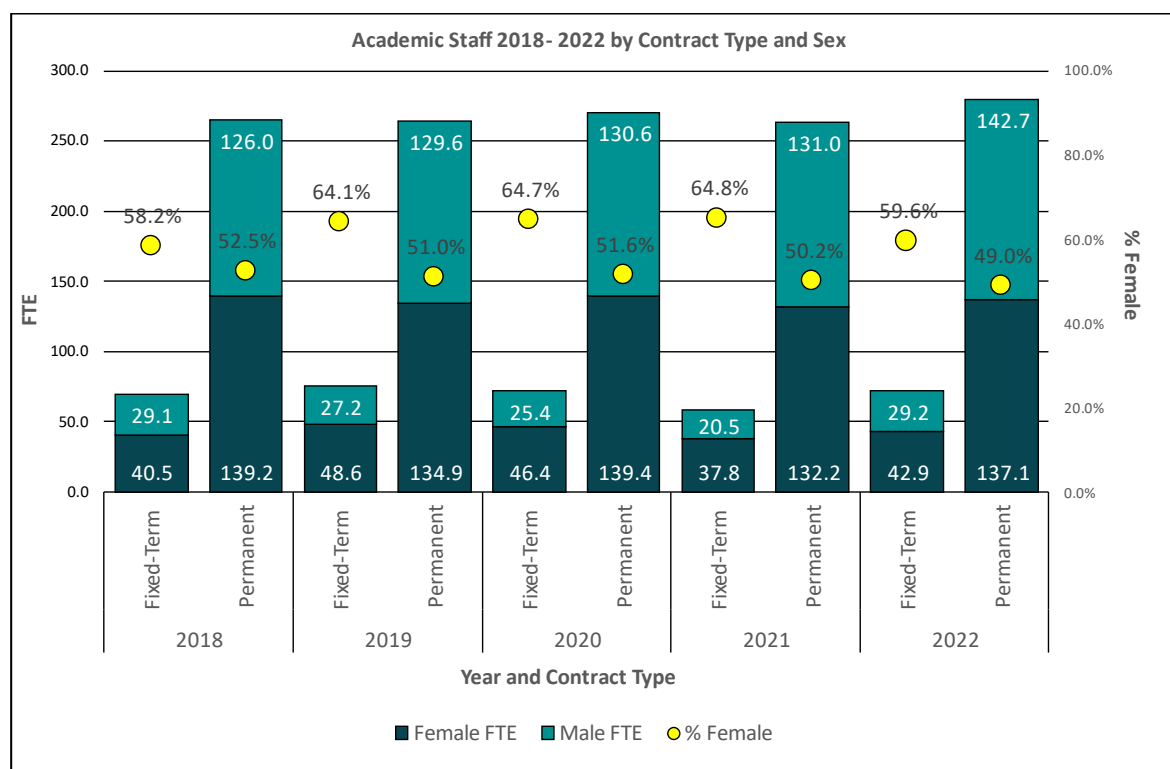


Figure 1a: Academic Staff 2018-2022 by Position and Sex

Contracts are further classed as Teaching & Research (30% of workload for research), Teaching & Scholarship (10% research), and Teaching Only, including Senior Language Tutors/Language Tutors (0% research). There are, in addition, Research Associates and Assistants, including Postdoctoral Research Fellows (fixed-term, Marie-Curie and NHS/Clinical) and Graduate Teaching Assistants (GTAs) (casual appointments).

The current composition of academic staff 2022-23 (Figure 1b) reveals male bias in the ranks of Professor (59.3%M), Senior Lecturer, and Lecturer (all of which are either Teaching & Research or Teaching & Scholarship), and female bias in Research, Research Fellow and Teaching only posts. There is parity at the rank of Reader, but otherwise females disproportionately outnumber males in the awarding of postdoctoral research fellowships (72.7%F), and on Teaching Only contracts (76.1%F), which include Senior Language/Language Tutors (#AP1a).

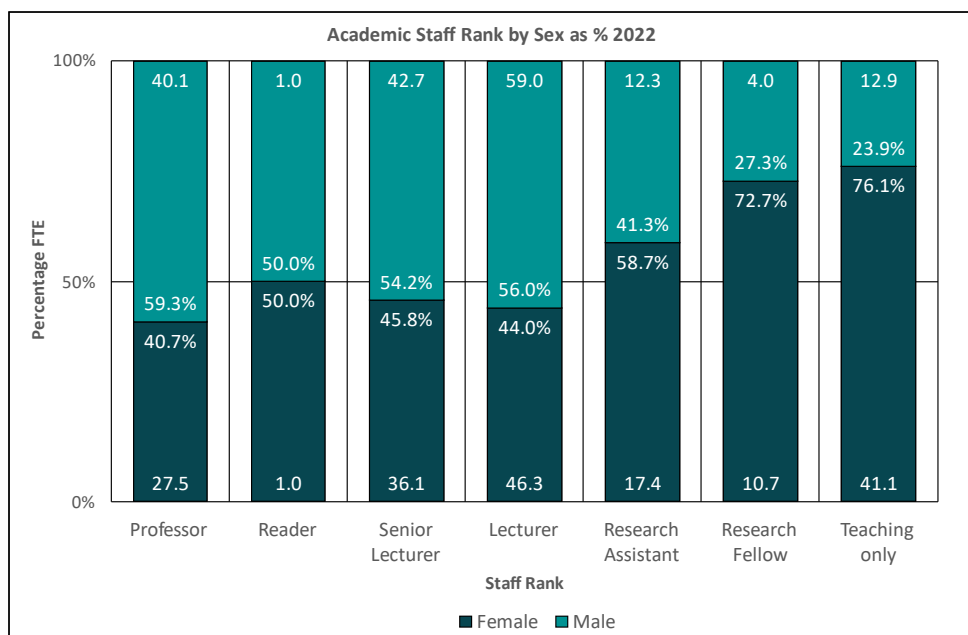


Figure 1b: Academic Staff Rank by Sex as % 2022

Figure 2 tracks grades versus sex from 2018. Grades 6-7 include Lecturer and, since June 2022, Senior Language/Language Tutors. Currently, therefore, there is only one Grade 5, a Marie-Curie post-doc, with no NHS-Clinical in post. More males continue to occupy senior academic roles (Senior Lecturer, Reader and Professor at Grades 8-9) with 82.8 compared to 64.6 female FTE in 2022, showing, however, a proportional decrease (55% male) from 81.5M and 57.8F in 2018 (58.5% male):

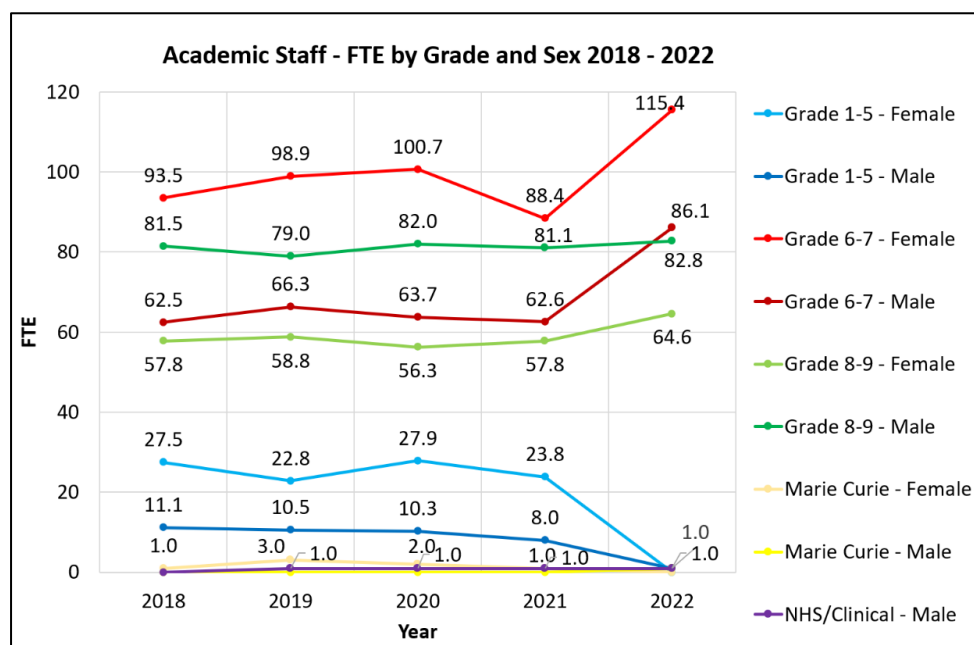


Figure 2: Academic Staff by Grade and Sex 2018-2022 (Corresponding % figures in Appendix 2 **A2: Table 1 p179**)

SALC's ethnic composition is predominantly White (Table 1), although the headcount of Black academics has increased from 1 to 5, Asian academics from 24 to 30 and Mixed from 8 to 14, from 2018 to 2022. Of these groups, females are the majority (59%).

Sex	Ethnicity	Headcount by Year					% Headcount by Year				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Female	Asian	19	19	20	21	20	5.1%	5.0%	5.2%	5.8%	5.1%
	Black	0	1	1	2	1	0.0%	0.3%	0.3%	0.6%	0.3%
	Mixed	4	7	8	6	8	1.1%	1.8%	2.1%	1.7%	2.0%
	Not known	3	4	5	4	6	0.8%	1.0%	1.3%	1.1%	1.5%
	Other	10	8	9	6	9	2.7%	2.1%	2.3%	1.7%	2.3%
	White	170	172	174	156	161	45.8%	45.0%	44.8%	43.1%	40.9%
Female Total		206	211	217	195	205	55.5%	55.2%	55.9%	53.9%	52.0%
Male	Asian	5	8	8	11	10	1.3%	2.1%	2.1%	3.0%	2.5%
	Black	1	2	1	1	4	0.3%	0.5%	0.3%	0.3%	1.0%
	Mixed	4	6	6	6	6	1.1%	1.6%	1.5%	1.7%	1.5%
	Not known	7	10	10	11	11	1.9%	2.6%	2.6%	3.0%	2.8%
	Other	3	3	3	3	3	0.8%	0.8%	0.8%	0.8%	0.8%
	White	145	142	143	135	155	39.1%	37.2%	36.9%	37.3%	39.3%
Male Total		165	171	171	167	189	44.5%	44.8%	44.1%	46.1%	48.0%
Grand Total		371	382	388	362	394	100%	100%	100%	100%	100%

Table 1: Sex and Ethnicity - All Academics Headcount

Sex	Ethnicity	Year									
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Female	Asian	4	4	4	4	4	2.7%	2.7%	2.6%	2.6%	2.5%
	Black		1	1	1	1	0.0%	0.7%	0.7%	0.7%	0.6%
	Mixed										
	Not known										
	Other	2	1			1	1.4%	0.7%	0.0%	0.0%	0.6%
	White	56	57	56	58	63	38.1%	38.3%	37.1%	37.9%	39.1%
Female Total		62	63	61	63	69	42.2%	42.3%	40.4%	41.2%	42.9%
Male	Asian	1	2	3	3	2	0.7%	1.3%	2.0%	2.0%	1.2%
	Black										
	Mixed	2	3	3	4	4	1.4%	2.0%	2.0%	2.6%	2.5%
	Not known	2	1	2	2	1	1.4%	0.7%	1.3%	1.3%	0.6%
	Other	1	1	1			0.7%	0.7%	0.7%	0.0%	0.0%
	White	79	79	81	81	85	53.7%	53.0%	53.6%	52.9%	52.8%
Male Total		85	86	90	90	92	57.8%	57.7%	59.6%	58.8%	57.1%
Grand Total		147	149	151	153	161	100%	100%	100%	100%	100%

Table 2: Sex and Ethnicity - Senior Academics Headcount³

³ Senior Academics are defined as academics in job titles of Senior Lecturer, Reader and Professor, including the clinical variations of these.

Of 155 senior academics (Table 2, 2022), 1 is Black (female), 6 are Asian (4 female, 2 male), and 4 are Mixed (all male). Senior roles show an intersectional gender discrepancy: at present SALC has no Black (or Mixed) female professors, and twice as many female Asian senior academics than males (#AP2a).

2.2 PS Staff

In 2022, PS staff were 73.9% female (Figure 3, 72.1% in 2018) and 88.5% identified as White (A2:9,p186). We have a lower percentage of female but a higher percentage of White PS staff compared to HESA and Russell Group RG averages (80% and 81% respectively) (#AP11,12).

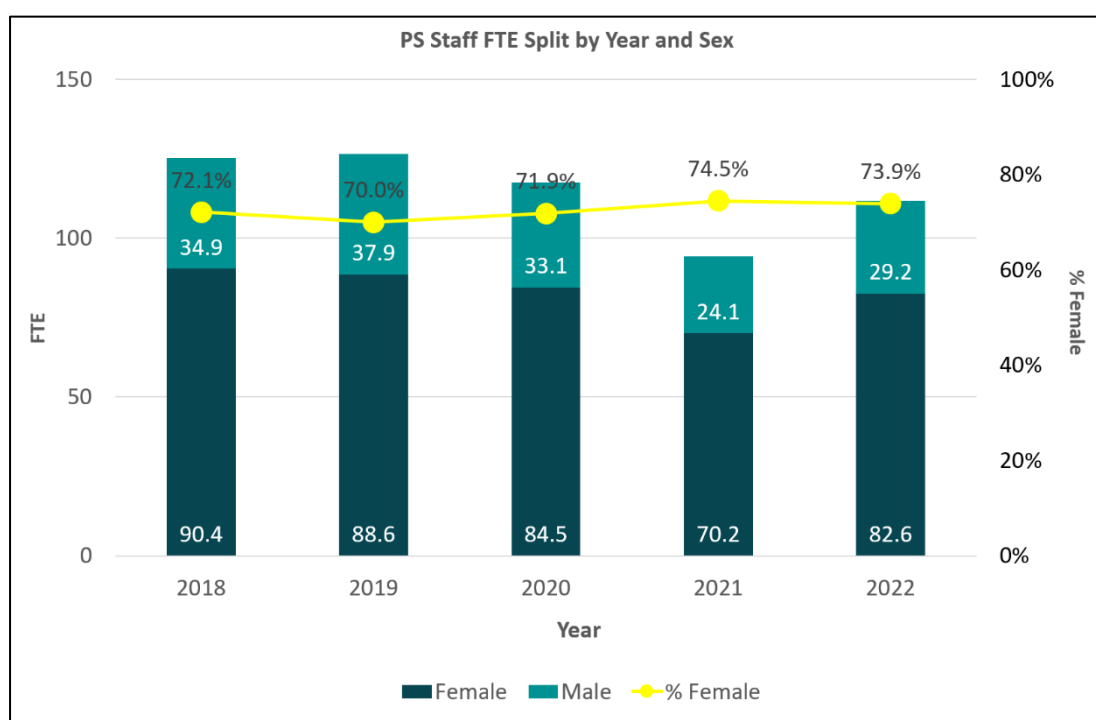


Figure 3: PS Staff FTE Split by Year and Sex






















Year	Grade Grouping	Female	Male	MiniGraph	Female	Male	Total
		%	%		FTE	FTE	FTE
2018	Grade 1-5	71.1%	28.9%		66.2	26.9	93.1
	Grade 6-7	79.5%	20.5%		23.2	6.0	29.2
	Grade 8-9	32.8%	67.2%		1.0	2.1	3.1
	Total	72.1%	27.9%		90.4	34.9	125.3
2019	Grade 1-5	67.4%	32.6%		67.0	32.4	99.4
	Grade 6-7	84.8%	15.2%		19.6	3.5	23.1
	Grade 8-9	49.4%	50.6%		2.0	2.1	4.1
	Total	70.0%	30.0%		88.6	37.9	126.5
2020	Grade 1-5	69.0%	31.0%		63.3	28.5	91.8
	Grade 6-7	88.5%	11.5%		19.2	2.5	21.7
	Grade 8-9	49.4%	50.6%		2.0	2.1	4.1
	Total	71.9%	28.1%		84.5	33.1	117.5
2021	Grade 1-5	72.4%	27.6%		51.1	19.5	70.6
	Grade 6-7	83.2%	16.8%		17.3	3.5	20.8
	Grade 8-9	63.2%	36.8%		1.8	1.1	2.9
	Total	74.5%	25.5%		70.2	24.1	94.2
2022	Grade 1-5	71.3%	28.7%		61.2	24.6	85.8
	Grade 6-7	84.8%	15.2%		19.6	3.5	23.1
	Grade 8-9	63.2%	36.8%		1.8	1.1	2.9
	Total	73.9%	26.1%		82.6	29.2	111.8
Total		72.4%	27.6%		416.3	159.1	575.3

Table 3: PS Staff split by grade and sex 2018-2022

Table 3 shows that while females continue disproportionately to feature in grades 6-7 (79.5%F 2018, 84.8%F 2022); the proportion of females in grades 8-9 has increased from 32.8% in 2018 to 63.2% in 2022 due to regrades. The proportion of females on FTCs has decreased slightly by 2.3% since 2018 to 66.8%, whereas female PS staff on permanent contracts have remained at 75% (Table 4). Males constitute the minority, 27.7% (116.8 FTE) and 15.6% (19.3 FTE) of clerical/secretarial and administrative/managerial roles respectively, the majority (97.9%; 23.0FTE) of technical, and currently no representation in computing/IT (Figure 4).

Year	Position Status	Female	Male	Mini Graph	Female	Male	Total
		%	%		FTE	FTE	
2018	Fixed-Term	69.1%	30.9%	<div><div></div><div></div></div>	31.9	14.3	46.1
	Permanent	75.2%	24.8%	<div><div></div><div></div></div>	56.6	18.7	75.2
	Secondment	50.0%	50.0%	<div><div></div><div></div></div>	2.0	2.0	4.0
	Total	72.1%	27.9%	<div><div></div><div></div></div>	90.4	34.9	125.3
2019	Fixed-Term	69.7%	30.3%	<div><div></div><div></div></div>	34.6	15.1	49.6
	Permanent	71.4%	28.6%	<div><div></div><div></div></div>	52.0	20.9	72.9
	Secondment	50.0%	50.0%	<div><div></div><div></div></div>	2.0	2.0	4.0
	Total	70.0%	30.0%	<div><div></div><div></div></div>	88.6	37.9	126.5
2020	Fixed-Term	75.6%	24.4%	<div><div></div><div></div></div>	35.6	11.5	47.0
	Permanent	71.3%	28.7%	<div><div></div><div></div></div>	46.1	18.6	64.7
	Secondment	48.3%	51.7%	<div><div></div><div></div></div>	2.8	3.0	5.8
	Total	71.9%	28.1%	<div><div></div><div></div></div>	84.5	33.1	117.5
2021	Fixed-Term	77.5%	22.5%	<div><div></div><div></div></div>	32.5	9.5	41.9
	Permanent	70.0%	30.0%	<div><div></div><div></div></div>	31.7	13.6	45.3
	Secondment	85.7%	14.3%	<div><div></div><div></div></div>	6.0	1.0	7.0
	Total	74.5%	25.5%	<div><div></div><div></div></div>	70.2	24.1	94.2
2022	Fixed-Term	66.8%	33.2%	<div><div></div><div></div></div>	21.3	10.6	31.8
	Permanent	74.5%	25.5%	<div><div></div><div></div></div>	54.4	18.6	73.0
	Secondment	100.0%		<div><div></div><div></div></div>	7.0		7.0
	Total	73.9%	26.1%	<div><div></div><div></div></div>	82.6	29.2	111.8
Total		72.4%	27.6%	<div><div></div><div></div></div>	416.3	159.1	575.3

Table 4: PS Staff split by contract type and sex 2018-2022.

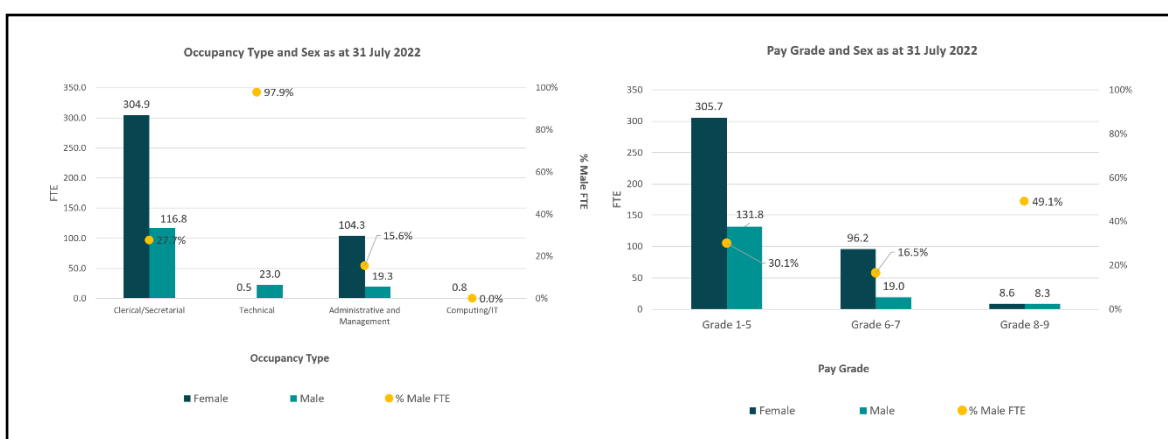


Figure 4 Occupancy Type and Pay Grade split by Sex at 31 July 2022

While numbers of PS staff have reduced (Table 4, 125 FTE 2018 to 111.8 FTE 2022), those on permanent contracts remain static. Staff secondments, however, have increased since 2018 to 7 FTE (all female), reflecting the University-wide Student Experience Programme (SEP). This restructuring will offer more consistency, career opportunities and flexibility but has impacted recruitment, admissions and departmental administrative staff. Some fixed-term appointments will transition to new permanent roles when the programme is completed in September 2023 (#AP11).

2.3 Students

An overview of students in SALC is shown below (Figure 5):

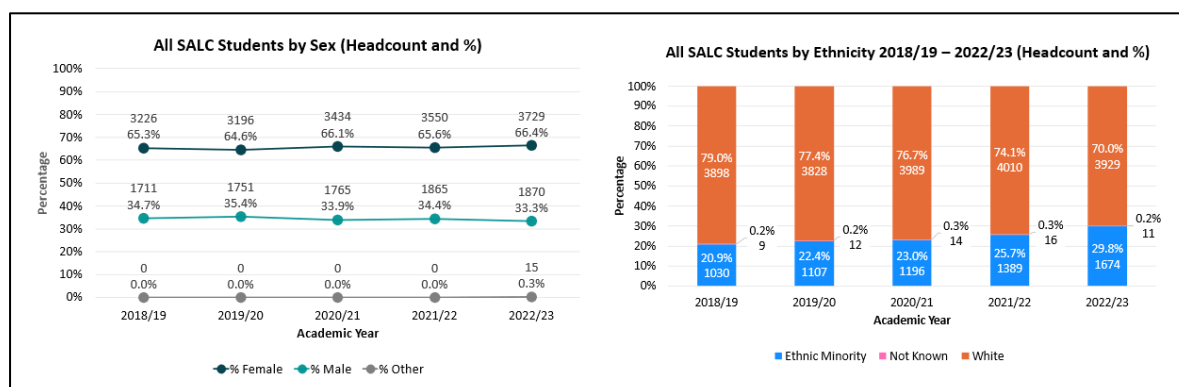


Figure 5: SALC Student Sex and Ethnicity Profile

In 2022-23, SALC has 5240.5 students (FTE) of whom 66.8% are female. Of these, 1126 (headcount) were enrolled on PGT courses of between 1-2 years' duration (71%F) and 199 were enrolled on PGR programmes of between 3-4 years' duration (57%F) (see A2:28-30,p207-209).

The ethnic profile is predominantly White (70.0%), with Ethnic Minority (EM) students accounting for 29.8% across all levels of study, and 21.8% at UG, 28.0% at PGR, and 60.8% PGT (compared with 19.2%, 18.8% and 23.5% respectively in 2017) (A2:27,p206;A2:31a,31b,32,p210).

The number of Black students has risen a third from 109 in 2017 to 145 in 2022, although this represents only 2.6% of the total student population (Office for Students data on related subjects shows 5.2%. 3.6% and 4.2%). While the Black UG population has remained relatively static, our datasets show that there has been an increase in headcount of Black PGT students from 16 in 2018 to 58 in 2022; of these, 44 are overseas students (#AP18a). The EM population of PGT students has shown the steepest increase. International Chinese students increased from a headcount of 72 PGTs in 2018 to 463 in 2022 (Table 5, overseas PGT) – so that these students represent 89.8% of all other ethnic groups other than White, and in this group 79.5% are female.

Academic Year	2018/19	2019/20	2020/21	2021/22	2022/23
Ethnicity	F:M (%F)	F:M (%F)	F:M (%F)	F:M (%F)	F:M (%F)
Chinese	59:13 (81.9%)	68:17 (80%)	97:13 (88.2%)	175:35 (83.3%)	368:95 (79.5%)
Bangladeshi	2:1 (66.7%)	4:4 (50%)	2:5 (28.6%)	3:10 (23.1%)	1:0 (100%)
Indian	2:0 (100%)	2:3 (40%)	6:5 (54.5%)	6:8 (42.9%)	19:3 (86.4%)
Pakistani	1:1 (50%)	1:3 (25%)	1:3 (25%)	2:5 (28.6%)	1:2 (33.3%)
Other Asian background	5:2 (71.4%)	18:5 (78.3%)	15:5 (75%)	19:11 (63.3%)	14:4 (77.8%)
African	3:8 (27.3%)	6:14 (30%)	6:27 (18.2%)	5:36 (12.2%)	8:23 (25.8%)
Caribbean	1:0 (100%)	2:0 (100%)	1:0 (100%)	2:1 (66.7%)	0:1 (0%)
Other Black background	4:0 (100%)	2:5 (28.6%)	5:7 (41.7%)	6:12 (33.3%)	3:11 (21.4%)
Mixed - White and Asian	0:0 (0%)	1:1 (50%)	0:0 (0%)	2:0 (100%)	3:0 (100%)
Mixed - White and Black African	0:0 (0%)	2:0 (100%)	0:0 (0%)	1:1 (50%)	5:1 (83.3%)
Mixed - White and Black Caribbean	2:0 (100%)	1:0 (100%)	1:0 (100%)	1:0 (100%)	1:0 (100%)
Other mixed background	1:1 (50%)	4:7 (36.4%)	6:2 (75%)	3:3 (50%)	2:1 (66.7%)
Arab	1:1 (50%)	8:13 (38.1%)	10:17 (37%)	17:24 (41.5%)	20:26 (43.5%)
Other ethnic background	3:0 (100%)	2:1 (66.7%)	1:4 (20%)	2:4 (33.3%)	4:4 (50%)
White	26:9 (74.3%)	36:17 (67.9%)	38:21 (64.4%)	59:29 (67%)	54:26 (67.5%)
Information refused	0:1 (0%)	3:2 (60%)	2:3 (40%)	3:4 (42.9%)	1:3 (25%)
Total F: Total M (%Total Female)	110:37 (74.8%)	160:92 (63.5%)	191:112 (63%)	306:183 (62.6%)	504:200 (71.6%)
SUM Total	147	252	303	489	704

Table 5: Headcount Overseas PGT students by sex

The gender disparity which exists across all students in SALC is more pronounced among EM students and has increased in the share of Black students (2018, headcount 93 students with 68.3%F and 31.6%M to 2022, headcount 88, 78.4%F and 21.5%M). Among Asian students as well, there is a greater gender disparity with male students presenting 25% and 19.6% in 2018 and 2022 respectively (#AP19a,19b) (Headcount explorer data).

22.1% of SALC's student population registered a disability in 2021/22 (Table 6). Of these, 71.5% of disabled students are female, compared to 65.5%F in the general student population (#AP23).

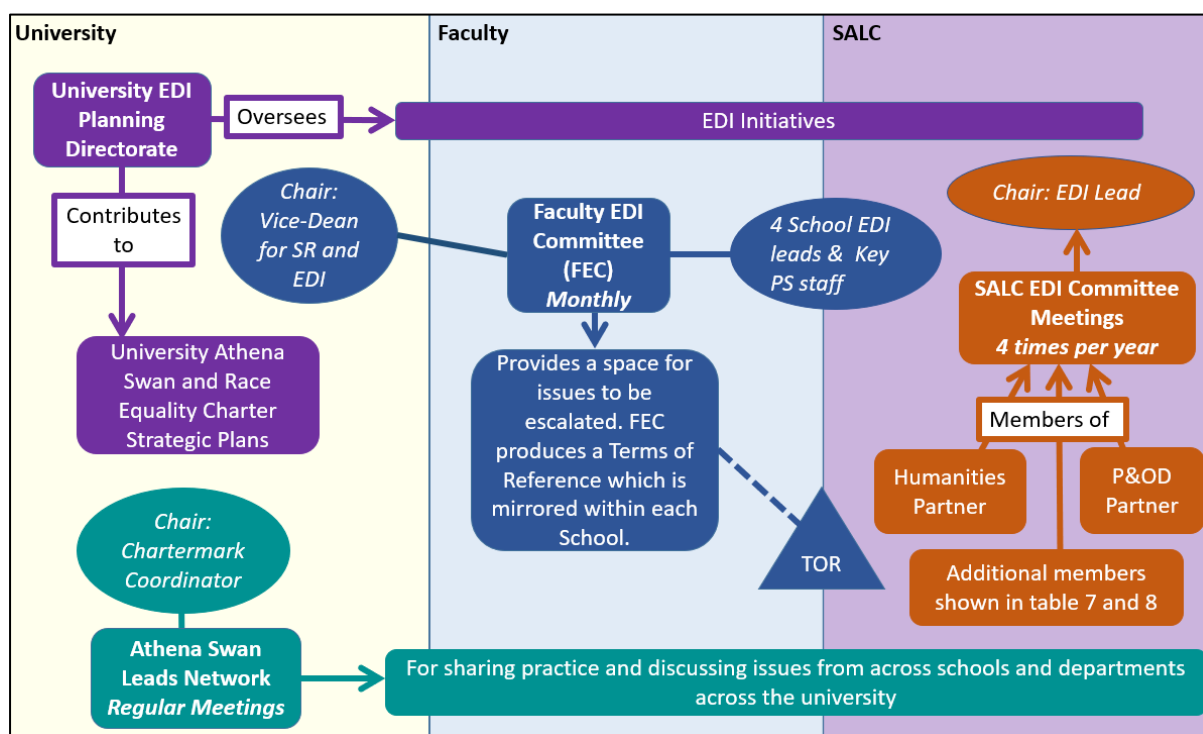
	Academic Year				
	2017/18	2018/19	2019/20	2020/21	2021/22
% Disabled Students	26.4%	27.6%	27.0%	26.3%	22.1%
Headcount Disabled Students	1,325	1,335	1,335	1,370	1,195
Head Count Disabled Male : Disabled Female Students	415 : 910	405 : 930	395 : 940	380 : 990	340 : 855
Proportion of Disabled Male : Disabled Female Students	31.3%: 68.7%	30.3%: 69.7%	29.6% : 70.4%	27.7% : 72.3%	28.5% : 71.5%

Table 6: Disabled Students within SALC

3. Governance and recognition of equality, diversity and inclusion work

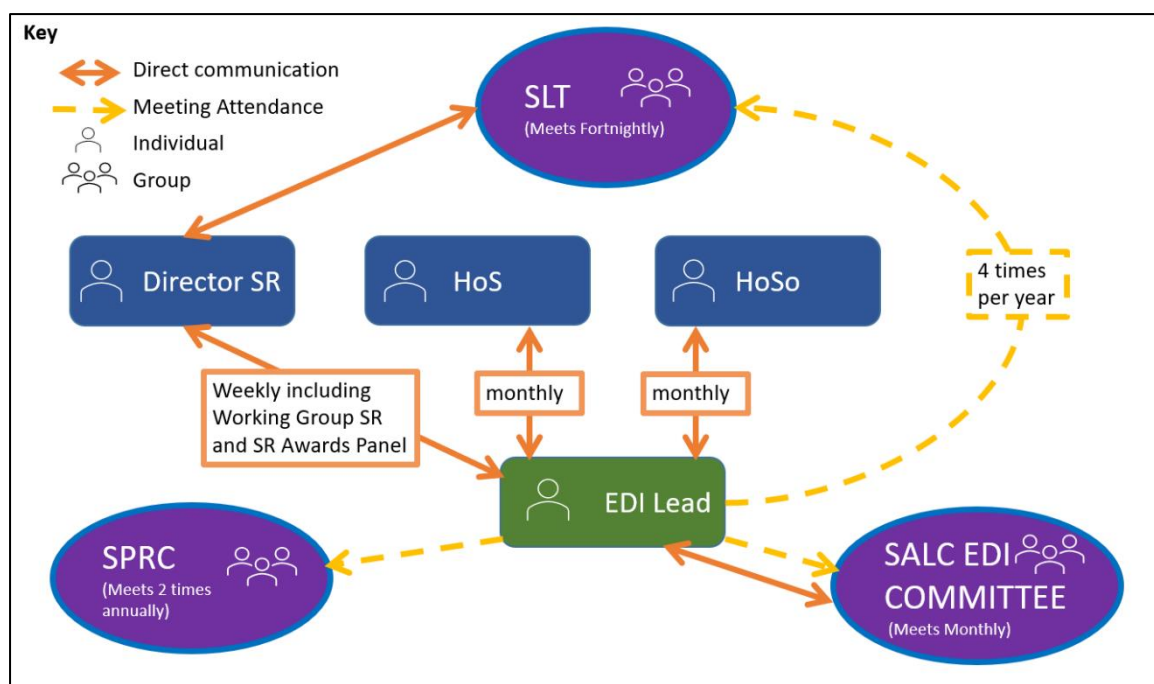
3.1 Governance

Organogram 2 below shows how EDI work is governed from University-level, through to Faculty and then School-level.



Organogram: 2 – How EDI work is governed

We established our School's EDI Committee in 2017, to meet four times per year, including a joint meeting with the SR Committee. Its Chair, the EDI Lead, belongs to the policy-making School Policy and Resource Committee (SPRC), while also participating in the SLT four times a year. The Lead discusses EDI issues directly with the HoS, through monthly one-hour meetings without fixed agenda, and meets monthly with the HoSo to liaise on operational matters (Organogram 3).



Organogram: 3 EDI governance and communications in SALC

The EDI Lead works closely with the Director of SR, and belongs to the SR Working Group, allowing for the promotion of the values of inclusivity both externally and internally. For example, in 2022-23 SR and EDI will be co-running workshops on internationalisation and anti-racism. On our EDI Committee we include a Disability Lead, who works closely with the Lead and who liaises with the University's Disability Advisory Support Service (DASS).

To ensure that all staff are involved and informed of our EDI work, we publish our priorities and resources on SALC's public website, the Lead authors a report for the School Board – an open meeting to SALC staff which convenes four times a year – and another for the SPRC, and she attends the School's Staff-Student Liaison Committee (SSLC) where students can raise EDI issues.

Each Department appoints an EDI representative who has a standing agenda item on their Departmental Meeting (held four times per year), and who belongs to SALC's EDI Committee. As well as ad hoc one-to-one communications, the Lead meets with Departmental reps monthly, to put forward and realise initiatives. This forum was used to discuss the *Reflection on our workplace culture* course which was delivered in Departmental Meetings (#AP15). This forum was also used to gather subject-specific EDI data for marketing and admissions material (#AP19a).

Every six weeks we receive an account from the EDI Directorate on cases reported to the University's platform for formal complaints, *Report and Support*, to be

discussed in the EDI Committee. The EDI Lead offers a weekly drop-in hour, during which problems and grievances which an individual does not wish to raise through this formal channel can be discussed. The Lead manages the case in partnership with the HoS, relevant HoD, P&OD partner or, if necessary, the Faculty Vice-Dean for EDI and SR. We also ensure that, where relevant, a case is not seen in isolation but leads to Departmental accountability.

Our PS EDI subgroup, led by two senior PS staff, both female, discusses PS-specific matters. These two senior PS staff sit on the School's EDI Committee and report on local PS priorities. The subgroup has its own agenda for the year and oversees EDI issues, including Wellbeing and Team-building, in a broad approach to improving workplace culture (#AP15,16,17). PS staff also incorporate discussions and actions around the Faculty and School EDI agenda at their monthly Professional Services Leadership Team meetings.

Our EDI Committee includes postgraduate student reps, but Moss successfully piloted a forum for undergraduate students in 2019, which continues today as the EDI Collective. Members act as peer mentors, promote an inclusive learning environment, and identify incidents of discrimination. This format better appeals to UG students who reported they found the structure of formal committee meetings alienating. The Collective meets with the Lead four times a year to share news of initiatives, to access funding from the SALC EDI budget, and share student experiences: recent focus groups have been convened around Decolonising The Curriculum (DTC) (#AP19b) and Academic Advising.

We have thus created an environment in which initiatives with an EDI focus flourish, evidenced by examples of important work by previous and current EDI Committee members and Departmental colleagues such as: new course units/content in History, Music and Drama with a clear DTC and gender balance focus (migration history, non-Western texts, female composers and directors); the SALC inclusive teaching workshops (including in 2021-22 a series led by Moss and Prof Hannah Cobb); and the Race, Roots and Resistance Collective (Dr Kerry Pimblott, Danielle Chavrimootoo), dedicated to the critical study of race.

3.2 Recognition for EDI work

The EDI Lead is a School-level role, with a three-year tenure, and for which candidates undergo an application process. In recognition of its significance, the Lead role has a dedicated workload allocation of 30%, which is enhanced in Athena Swan submission periods; the Departmental representative role also receives allocated workload of 20 hours, and is cited as a 'Service and Leadership' contribution within academic promotions criteria.

We use the University-level Thank You and Rewarding Exceptional Performance schemes to reward PS staff, alongside regrading of roles. The HoSo incorporates EDI work into job descriptions, dedicating time during normal working hours for PS staff to sit on both the EDI Committee and the PS EDI subgroup. As well, HoSo has established the role of Operations Manager as administrative support and PS representative on the EDI and SR Committees.

Through our SR Funding Awards panel, on which the EDI Lead sits, we fund 21 awards of up to £3,000 each to staff and students annually for initiatives which explore and promote equality and diversity. Examples of projects include an annual Sexuality Summer School, which promotes LGBT (lesbian, gay, bisexual and transgender) and feminist artistic and cultural practices in Manchester, and the creation of workshops for British South Asian women to perform spoken word poetry in both English and their mother-tongues.

Further recognition for EDI work is shown through our dedicated budget of £3,000 per annum, which we use to seed EDI initiatives and to pay students working in partnership with staff: for example, our PGR rep for a staff training workshop on disability; and another PGR rep leading on focus groups with PGTs to address the gender imbalance in SALC's student profile.

4. Development and evaluation of policies

SALC participates with University-level processes included in *Dignity at Work and Study* policies, through which our platform for reporting grievances (*Report and Support*) operates. We have mandated that all staff involved in recruitment and promotions complete training on *Unconscious Bias*, fair and lawful practice in *Recruitment and Selection*, and *Diversity in the Workplace*. We encourage all academic and PS staff to undertake Unconscious Bias training but have not yet monitored attendance to assess where gaps in training may occur (#AP7).

The Disability Lead works collaboratively with colleagues in the Disability Advisory Support Service (DASS) and Health and Safety to improve processes for supporting staff and students with disabilities, following the framework for disability inclusion created by the Business Disability Forum (BDF): since 2019, SALC has been a pilot School in the University's partnership with the BDF.

Additionally, the EDI Lead works closely with SALC's Associate Directors for Assessment, E-learning and Teaching Innovation to produce policies which are evaluated at SLT and SPRC meetings. Some examples are policies on 'content

warnings', creating accessible materials, and resources developed through inclusive teaching workshops, which we publish online. Other recent examples include the following:

- An August 2019 initiative from the EDI Committee led to an 'Inclusion and respect' policy, to alert students to issues of gender and race bias against staff in Course Unit evaluations. Subsequently, in 2019/20 the SLT amended the promotions guidance for SALC to include reassurance that 'Unit Survey scores [would be used] with caution'; later incorporated into Faculty promotions guidelines.
- Supervisors of PhD students with disabilities will be offered supplementary training (Disability Equity Training) from DASS. This policy follows consultations between the EDI Lead, Disability Champion and the PGR Director of the School.
- Carers Scheme and Academic Returners Scheme (discussed in Section 2).
- A flexible working policy (FWP), with an annual application call-out, that currently enables academic staff with caring responsibilities or other conditions/commitments to request teaching within the 'core' hours of 10.00-16.00, and different start and finish hours for PS staff.

5. Athena Swan self-assessment process

Our EDI Committee functions as our Athena Swan SAT. Table 7 overleaf shows our current EDI Committee (SAT).

Table 7: Athena Swan SAT: members of 2022-23 EDI Committee; those asterisked are longstanding members who served in the previous Committee.

Name	Role on Committee	Role in School
Dr Eloise Moss*	Chair/ EDI Lead (2019-2022)	Senior Lecturer, History
Dr Sheena Kalayil*	Chair/ EDI Lead (from Sept 2022)	Senior Language Tutor/Lecturer MLC
Prof Thomas Schmidt*	Head of School	Head of School, Professor of Music
Dr Simon Parry	Director of SR	Director of SR/ Senior Lecturer of Drama
Jayne Hindle*	PS Subgroup EDI Lead	Head of School Operations
Kim Hunter*	PS Subgroup EDI Lead	School Operations Manager
Tess Warburton	Data Analyst	Planning and Data Analyst
Dr Steven Pierce*	Disability Lead	Senior Lecturer, History
Catherine Tann*	P&OD Rep	P&OD Humanities Partner
Prof Peter Liddel	EDI Rep, CAHAE	Head of Department, Professor of CAHAE
Dr Clara Dawson	EDI Rep, EACW	Senior Lecturer, EACW
Dr Chloe Alaghband-Zadeh*	EDI Rep, Music	Lecturer, Music
Dr Holly Morse*	EDI Rep, R&T	Senior Lecturer, R&T
Dr Catherine Franc	EDI Rep, MLC	Senior Language Tutor, MLC
Dr Nimesh Dhungana	EDI Rep, HCRI	Lecturer, HCRI
Dr Jack Webb	EDI Rep, History	Lecturer, History
Dr David Calder*	EDI Rep, Drama	Lecturer, Drama
Dr Simone De Cia*	EDI Rep, LEL	Lecturer, LEL
Dr Lukasz Szulc	EDI Rep, AHCP	Senior Lecturer, AHCP
Laura Howard	Student EDI Rep (Disability)	PGR student
Ziling Bai*	Student ED Rep	PGR Student
Adam North	Student EDI Rep	PGR Student

The complete, current Committee comprises 11 females and 10 males, with 2 Senior Language Tutors (including Lead, Kalayil), 2 Professors, 4 Senior lecturers and 6 lecturers. Three staff are EM (2 female, 1 male). Members show diversity in sexuality, disabilities, and caring responsibilities.

Moss (then-EDI Lead) launched the Athena Swan Culture Surveys to close on 31 March 2022. The Academic Staff survey (ACS - p80) received 114 responses (28%) from academic staff (34% male, 59% female, 7% Unknown). The PS Staff survey (PSS - p138) received 56 responses (49.5%; 16% male, 72% female, 12% Unknown). 'Unknown' includes 'Prefer not to say' (7 responses from 21 total in ACS) or 'unanswered' (11 total in PSS). Our SAT conducted focus groups within each department until June 2022 to provide supplementary, qualitative data.

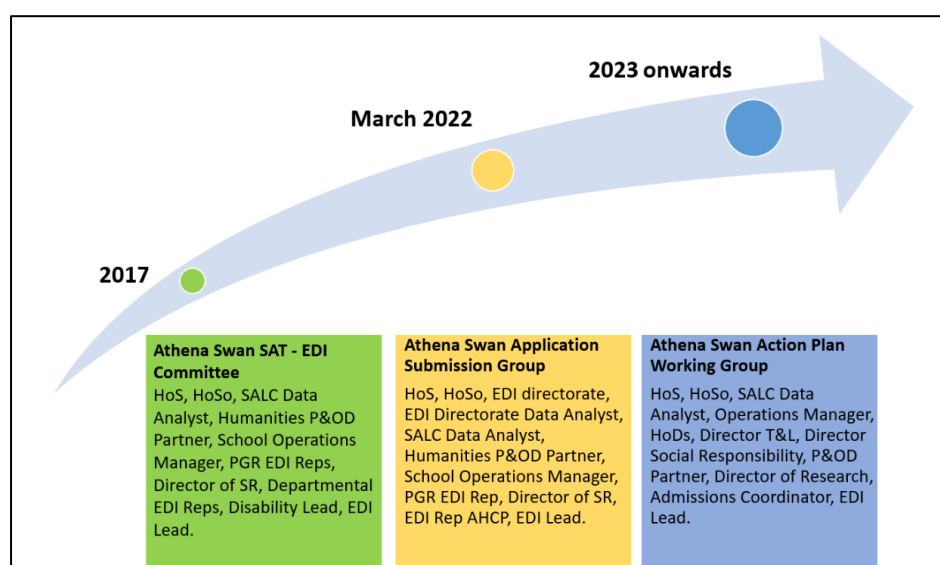
Kalayil assumed the role of EDI Lead in Sept 2022, and we assembled an Athena Swan Application Submission Group (SG) (Table 8 below). This SG comprises 7 females and 4 males, includes 3 Ethnic Minorities, at a range of career stages. Between September 2022 and February 2023, more focus groups were held to provide further qualitative data to refine our actions. These included focus groups with students on DTC, with international academic staff members, disabled (mostly female) PGR students, male PGR students, and male UG students. The SG met monthly from September 2022 to March 2023, with interim meetings scheduled in smaller fora with stakeholders in the School, including the Director T&L, PGR directors and PGT directors, Admissions Coordinators and the Students' Union.

Table 8: Athena Swan Submission Group 2022-23

Name	Role in School	Role in SAT
Prof Thomas Schmidt	Professor of Music, Head of School (HoS)	Oversight of required support, reviewed and recommended data presentation, developed frameworks for AP points 1-4, 8-9, and endorsed final application. Sits on EDI Committee.
Jayne Hindle	Head of School Operations (HoSo)	Oversight of administrative support, developed frameworks for AP points 11-14, 15-16, led on PS staff action plan. Sits on EDI Committee.
Francesca Guratsky	EDI Directorate Chartermark Coordinator	Consultant and advisor on process and drafts, organised panels for review process. (Did not attend SG meetings but met with EDI Lead)
Umanga Chaudhary	EDI Directorate data analyst	Initiated first draft of data (in collaboration with Sami Karamalla-Gaiballa, Mehmood Mulla, Dana Barringham). (Attended two meetings)
Tess Warburton	SALC data analyst	Extracted gender-specific data from culture surveys, collated intersectional data, liaised with EDI Directorate, liaised closely with Lead, led on updating and finalising data presentation for application. Sits on EDI Committee.
Catherine Tann	Humanities P&OD partner	Consultant and advisor. Sits on EDI Committee.
Kim Hunter	School Operations manager	Organised calendar, organised administrative support, assisted HoSo, supported EDI Lead directly. Sits on EDI Committee and leads on PS EDI sub-group with PS colleague, Karen Wang.
Ziling Bai	PGR EDI rep	Led on supplementary focus groups for PGR students. Sits on EDI Committee.

Name	Role in School	Role in SAT
Dr Simon Parry	Director of Social Responsibility (SR), Senior Lecturer Drama	Worked closely with EDI Lead on Action points related to student profile. Attends EDI Committee.
Dr Lukasz Szulc	Senior Lecturer AHCP, EDI Rep AHCP	Reviewed culture surveys, member of working group on DTC survey, supported EDI Lead. Sits on EDI Committee.
Dr Eloise Moss	EDI Lead (2019-2022), Senior Lecturer History	Chaired Athena Swan SAT and led on several projects 2019-2022, including delivering Inclusive Teaching workshops, establishing EDI Collective, and Faculty-level investigation into Course Unit Surveys. Started Athena Swan process in 2022: launched culture surveys, launched focus groups, collated information from interim period since first unsuccessful bid.
Dr Sheena Kalayil	Current EDI Lead, UCAE Rep, Senior Language Tutor/Lecturer MLC	(EDI Committee rep for ULC 2018-2022, with previous EDI Lead Davey co-wrote 2019 'Inclusion and Respect' resource to raise awareness of bias in Unit surveys). Sept 2022 as Lead: conducted further focus groups to gather more qualitative data, chaired SG to establish frameworks for implementation of Action Plan. Chairs EDI Committee.

The flowchart below summarises how we have conducted our self-assessment, compiled our report and established a Working Group who will oversee the implementation of our Athena Swan Action Plan and who will regularly appraise our progress. We describe how we will embed our Action Plan and ensure its implementation in Section 3: *Embedding and evaluating our progress* (p34) (#APA).



Flowchart: Timeline from self-assessment to implementation of Action Plan

Section 2: An assessment of the department's gender equality context

Culture, Inclusion and belonging (3482 words)

Our key findings from the evaluation of our culture, relating to gender equality and inclusion, have identified the following themes.

1. Staff recruitment and population (Academic)

Although female academic staff compose 51.0% of 350.5 members (2022), at senior levels – grades 8-9, representing Senior Lecturers, Readers and Professors/Chairs, (A2:2,Table 1,p178, p179) – male staff are still in the majority (82.8 FTE of 147.4, 56.2%). While this shows a reduction from 58.7%M in 2018, female staff remain concentrated in grades 6-7 (57.0%F, 43.0%M) (A2:1,p178) and teaching-focused roles (T&S 58.2%F, Teaching-only 67.6%F) and males are in majority in T&R roles (57.4%M) (A2:3,p179).

The number of academic staff at grades 1-5 in 2021 (headcount 24 female, 8 male), has fallen to currently 1 male (A2:Table1,p179). This reflects a June 2022 upgrade to grades 6 and 7 for Language/Senior Language Tutors respectively, as a resolution to dispute, but contributes to the higher numbers of females at grades 6-7. At these grades, more females are on FTCs (62%F, 38%M), with fewer females at grades 8-9 on permanent contracts (44%F) (A2:4,p180). However, these FTC figures in part reflect our decision to offer compensation for lost research time over the COVID pandemic. We have recruited staff for this temporary teaching relief, despite our current long-term strategy of offering permanent contracts.

Our general approach to recruitment, however, needs investigation. While most respondents to the ACS strongly agree/agree/slightly agree that gender bias does *not* affect interview (61%) and hiring (58%) stages (ACS:Q1.1;1.2,p82), males are markedly more positive (at 76%/76%) than females (responding at 62%/55%) and Unknowns (at 38%/38%). Further, while 81%F/100%M/71%Unknown (ACS:Q2,p84) report *not* being treated unfairly, the prevalence of male academic staff in higher grades may explain why 27% of female and 38% of Unknown respondents (18%M) feel that the appointment of new colleagues is gendered (ACS:Q1.2,p82). These figures explain the initiatives described in our Action Plan (#AP1a:i-viii;2a:i-v).

Academic respondents were also less convinced that the School takes positive action to address areas of under-representation, with 35%F and 48%M agreeing (39%U), compared to PS 72%F, 89%M (although 36%U) (ACS:Q10,p93; PSS:Q3,p143). While recent talent searches have resulted in the appointments

(post-census) of two Black male lecturers in Drama and EACW, we aim to develop our Black female PGR pipeline, in order to consolidate our early-career Black academic pipeline. Our ambition is to improve our pipeline so we can participate in the University-funded '100 Black Women Professors Now' project (#AP2a).

2. Staff recruitment and population (PS)

Female staff are in the majority at every level of PS grades and job families in SALC, constituting 73.9% of all PS staff in 2022 (falling from 74.5% 2021), and populating Administrative and Management roles (84.4%) and clerical/secretarial roles (72.3%)(A2:10,p189;12,Table 8,p190), up from 80.6% in 2017. Despite a high level of applications from male candidates (approximately half the number of female applicants), shortlisting and success rates to PS roles remained female-dominated. In 2021, no male staff were hired, and in 2022 from 406M applications (787F), 3 males were hired (17 females) (A2:22,p200); hence our actions in #AP11. However, most respondents to the PSS strongly agree/agree/slightly agree that gender bias does *not* affect interview (69%) and hiring (68%) stages (PSS:Q1.1;1.2,p141). Further, 93%F/100%M (PSS:Q2,p142) report not being treated unfairly.

PSS respondents show more diversity in terms of sexuality, presenting as 7.8% gay male, 3.9% gay female, and 9.8% bisexual (ACS 5%/2%/4%). Actions to ensure an inclusive environment for LGBT staff are shown in #AP15,16.

3. Promotion (Academic)

In response to 2017 data showing low application rates for promotions among females, we introduced informal, biannual workshops, chaired by the HoS with presentations from recently promoted female academic colleagues and SALC's P&OD partner. These workshops discuss timelines, promotion criteria and the workings of the School Promotions Committee (SPC). A further response to concerns from staff with caring responsibilities was addressed in 2020/21 when the timeline for the cycle was brought forward, to ensure application paperwork was completed before the Christmas break; and this was brought further forward in 2021/22 to similarly accommodate the HoDs (6F, 5M). In addition, the HoS on arrival in post in 2021, reinstituted the inclusion of all HoDs on the SPC, to ensure as diverse a panel as possible.

The promotions workshops have been successful: since 2017, there has been a steady increase in the application rate of female staff to Senior Lecturer, from 67% to 8.1% in 2021, and to Chair, from 5.5% in 2017 to 6.3% in 2021. Applications to these roles from female staff exceeded those of male staff for the first time in 2021, despite the COVID pandemic, although in 2022 there was only one application (male) to Professor level. Female staff applications to Reader have remained largely static, whereas male applications to Reader increased from 5.3% in 2017 to 7% in 2021

(A2:20,p198). Since 2018, applications for promotion to both Senior Lecturer and Chair from female staff have been more successful than those of male staff, and for 2018 - 2020 there was 100% success rate among female staff applications to Reader for Humanities (A2:21,p199).

Most male and female academic respondents have not been encouraged to apply for promotion in the last two years, but females were twice more likely to be encouraged by HoS and their line manager (ACS:Q6,p91), evidencing attempts from senior leadership to address discrepancies in the staff profile. However, qualitative comments (ACS:4a,p88; 6a,p92;8a,p86,9a,p90) show that attitudes from some HoDs can be discouraging.

However, the figures above relate to the Humanities: EDI Directorate data on promotions shows results from Faculty Promotion Committees (FPC). There is a two-stage process to promotion, however, with SPCs putting forward applicants to FPCs, and this may account for focus group feedback, and qualitative responses to the ACS, showing a perception that pathways to promotion are inhibited by gender. Data on School-level activity around promotions deserves scrutiny(#AP3:vi).

In addition, focus group feedback and qualitative ACS responses exhibited persistent perceptions that female staff are more frequently allocated burdensome administrative and/or student-facing roles within departments (including Admissions Officer or Undergraduate Programme Director), and that these roles were undervalued. This perception was frequently contrasted with the support given to male colleagues for research-related activities. Probations and promotions policies recognise the performance of departmental administrative roles within the criteria. However, one staff respondent asserted: *'Higher admin loads expected of female staff, often without adequate acknowledgement in workload terms. Also, often things that don't contribute directly to promotion.'* Similarly, another respondent commented: *'I and my female colleagues are continuously allocated far more teaching and student-focused roles in comparison to my male colleagues.'*

Further discussions in the EDI Committee concur that the discourse around the administrative roles cited needs to change, and the perception that student-facing roles have low esteem needs to be addressed. Attitudes emanating from HoDs are relevant here and are addressed in #AP4:i-ii. Plans to both audit the allocation of roles, and to collate School-level data by gender on promotion applications and progression to FPC as another strategy to address staff perceptions, are detailed in #AP1a:vi-viii;2bi-ii;3i-viii.

Another concern voiced in focus groups is the consideration given in SPC/FPC to

Course Unit Surveys, despite the FPC clearly stating these are not given undue attention. From 2023, we will be piloting mandatory online Unconscious Bias training for students, alongside promoting the use more widely of the 'Inclusion and Respect' training suggestions (#AP3:viii).

4. Promotion/progression (PS)

PS staff nominate colleagues each year for exceptional performance and regrades. This specific progression pathway may explain the uncertainty shown when asked if staff were encouraged to apply for other positions: only 52% responded yes (73% of Unknown did not answer) (PSS:Q10,p145) although 62.5% cite their line manager's encouragement (PSS:Q11,p146). However, respondents agree that there are opportunities for development, with one commenting: '*I have never had a better employer for championing development.*' Other qualitative comments regarding promotion/progression show PS staff are not always aware of policies and opportunities: more clarity is needed on these areas (#AP14).

Data on progression is currently collected at University-level, given the flexibility/transferability of PS roles. In 2022, as many females applied for regrades (grades 6-7) as males, even though the potential pool for females is far larger (1116 versus 852): this trend has continued since 2020. As all have the same success rate (87.5%), males are progressing at a faster rate than females. The grades 8-9 regrades show more volatility: in 2022, of the three applications to a higher grade (8-9), all were female and all were successful, in 2020 all were male, and in 2021, 67% were male. However, a 2022 snapshot presents 1.8 FTE female, 1 FTE male, and 0.1 FTE male on fixed term at these higher grades. This indicates that the great majority of PS staff are on grades 1-7 (A2:23,p202;24,p203).

5. Staff support and training

Our Action Plan (#AP1a:vii) includes extended promotion by HoDs of training opportunities, including Stellar HE which is aimed at (academic and PS) leaders from ethnic minority backgrounds. Particularly significant is the Aurora (Women in leadership) programme: four places are allocated annually to the Faculty of Humanities, and since 2017, three colleagues from SALC have been awardees. The Manchester Gold scheme which supports staff career development across the University by offering mentoring from a more experienced colleague for 9 months, was cited by one respondent in a focus group as '*transformational, thanks to a superb mentor*'.

Despite all staff praising remote working for providing greater opportunities for flexibility and work-life balance (ACS:Q47,p129; PSS:Q43,p172), twice as many academic female respondents also noted that it adversely affected their research

(ACS:Q46,p127) and five times more female PS staff cited an increased workload (PSS:Q42,p171). Similarly, 117 academic and 48 PS respondents report that they had availed themselves of the Flexible Working Policy (FWP) through both formal and informal options⁴ (ACS:Q26,p102;PSS:Q23,p154) and the scheduling of SALC meetings, including the School Board and Committees, within core hours was cited as helpful by 78.8% academic and 69.8% PS staff (ACS:Q24,p97;PSS:Q19,p151). However, qualitative comments and focus group feedback described the FWP as still too rigid to respond to evolving childcare commitments, given the unpredictability of teaching timetables each year. The University's Timetabling Project, piloted in SALC, seeks to address these issues. Steps to review the application of the FWP and introduce new protocols for a hybrid working culture in SALC are shown in #AP6.

While our 2017 application identified a lack of support for academic staff returning from maternity leave, during 2019/20 we piloted an Academic Returners Scheme in the Faculty of Humanities, offering those returning from maternity/parental or sickness leave a period of teaching buy-out and protected time for research. Three colleagues were involved, one of whom responds in the ACS: *'[The scheme] was invaluable, and gave me the chance to restart my research following my maternity leave'*. Since 2019 SALC has also provided a Carers Support Scheme for researchers with caring responsibilities, offering £300 per annum to cover childcare costs (or other care costs) during research trips or conference attendance. This was acknowledged in the EACW focus group report as *'a good start.'*

However, the ACS also exposed enduring low levels of agreement among females that SALC had been fully supportive before, during, and after periods of maternity/parental leave (ACS:Q30,p109), headcount 7 females, 5% strongly agree/agree). Both survey and focus group feedback highlighted inconsistencies in the support given to staff across departments, noting that: maternity leave was sometimes depicted as a career 'interruption'; workload in the period preceding/return from maternity leave was not always adequately distributed; there was little confidence that HoDs understood the policy of protecting maternal leave from prejudicial judgement in probation and promotions criteria. These experiences were particularly pronounced during COVID, as described by one respondent: *'[O]ngoing workload issues [...] [were] particularly compounded during the early days of the pandemic while working from home and simultaneously caring for a one-year-old.'* These issues need to be addressed and with the reintroduction of the Academic Returners Scheme from 2023, alongside retrospective application, SALC has committed to integrating relevant training for line managers and HoDs (#AP5).

Related are the negative comments on Performance Development Reviews (PDRs) and inductions. Neither process involves all staff: PDRs are voluntary for academics, and take-up is low (approximately 50%), and responses on inductions will only reflect

⁴ Flexitime (38 academic; 7 PS), working from home (63 academic, 30 PS), part-time hours (6 academic, 8 PS), and compressed hours (7 academic, 3 PS).

views of newly-hired staff. Furthermore, PDRs are confidential and therefore comparisons on these will be derived from informal conversations between staff. However, we acknowledge that these comments feed into a prevailing negativity around the area of career progression and aim to improve these perceptions (#AP8i-ii). Furthermore, compulsory Personal Research Plan (PREP) meetings are exclusive to Research-focused staff, thereby securing these latter a platform for discussions on career progression. As currently more staff in research-focused roles are male, whether this may lead to a gender bias needs investigation (#AP8iii).

SALC staff reported a good level of awareness of EDI policies and training opportunities: 90.9% of academic staff and 90% of PS respondents reported they had undertaken EDI training through online and in-person workshops (ACS:Q42,p125;PSS:Q38,p169). However, nearly twice as many females than males take up training opportunities for leadership/equality and diversity – many citing lack of time/recognition through workload allocation. 67.3% of academic staff and 80.4% of PS staff responded that they were aware of UoM's policies on gender equality (ACS:Q36,p119;PSS:Q:32,p165). 86% of academic staff and 85.2% of PS staff respondents reported they knew of UoM training and career development opportunities in EDI, management and leadership (ACS:Q16,p95;PSS:Q14,p147). These figures are high, but we aim to increase them, particularly as there is a fall (62.9% academic, 64.2% PS staff) reporting they have availed themselves of training opportunities (ACS:Q18,p95;PSS:Q16,p147).

We aim to ensure that all staff are captured in EDI training or reflection activities, which supplement mandatory EDI and Unconscious Bias Training (#AP15). We have also embedded this supplementary EDI training in all student-focused and student-led initiatives, such as the SALC Employability Champions Scheme, the EDI Collective and GTA inductions (see below in 7).

6. Student profile and outcomes

The disproportionate number of female UG students (A2:27,p207) has become more exaggerated since 2016/17. White female students (A2:27,p207;32,p212;35,p215) are the majority with specific under-representation within Ethnic Minorities (EM) of Black male students and British-Asian male students. Although HCRI and MLC have increased proportions of EM students at PGT, Chinese students exclusively account for this pattern in MLC (A2:33,p213). We have set up a working group to address the gender profile of UG admissions, alongside the EM profile (#AP18a,19a).

A slightly higher proportion (approx. 8%) of female UG students attain Firsts (headcount 298 females composing 42.2%, 125 males composing 34.2% in 2021/22), and male students are rather more likely to attain 2:2s and 3s than female students (8.5%M, 5.9%F in 2021/22) (A2:39,p218). At PGT, a higher proportion of

male students (36.5%) attain Distinctions than female students (30.7%), who predominantly attain Merits (46.5%F, 42.5%M) (A2:Table 14,p220).

In terms of ethnicity, in 2022, for all UK UG students, 94.8% of White and Mixed students attained Firsts or 2:1s, compared to 91.5% Asian and 81.8% Black (Table 9, bolded). White UK female students outperform White male students (2017-22). Within UK females, in 2021 Asian students had the largest attainment gap at 85.7% and in 2022 Black students at 88.2% (Table 10). Within UK males, Black students consistently have the largest attainment gap overall, except in 2019/20 (Table 11).

	Year	2017/18	2018/19	2019/20	2020/21	2021/22
Percentage 'Good Degrees' (1st or 2:1s) UK Full Time Students only	White %	90.8%	91.5%	94.0%	95.4%	94.8%
	Mixed %	82.5%	86.4%	87.8%	86.4%	94.1%
	Asian %	90.1%	93.2%	92.8%	95.0%	91.5%
	Black %	71.4%	65.4%	95.8%	87.5%	81.8%
	Other %	77.8%	66.7%	75.0%	83.3%	77.8%
Headcount 'Good Degrees' (1st or 2:1s) UK Full Time Students only	White	877	897	771	807	731
	Mixed	66	70	65	57	64
	Asian	64	69	64	57	54
	Black	10	17	23	21	18
	Other	7	2	6	5	7

Table 9: UG - Percentage of 'Good Degrees' (1st or 2.1) Awarded by Ethnicity (UK Full Time Students only)

	Year	2017/18	2018/19	2019/20	2020/21	2021/22
Percentage 'Good Degrees' (1st or 2:1s) UK Full Time Students only	White %	92.4%	92.9%	94.6%	97.2%	95.4%
	Mixed %	89.3%	96.6%	94.2%	86.0%	94.2%
	Asian %	89.1%	86.0%	88.5%	85.7%	97.1%
	Black %	75.0%	68.8%	100.0%	94.1%	88.2%
	Other %	71.4%	66.7%	66.7%	100.0%	83.3%
Headcount 'Good Degrees' (1st or 2:1s) UK Full Time Students only	White	532	572	471	515	472
	Mixed	50	56	49	43	49
	Asian	41	49	46	41	34
	Black	9	11	12	16	15
	Other	5	2	4	3	5

Table 10: Female UG - Percentage of 'Good Degrees' (1st or 2.1) Awarded by Ethnicity (UK Full Time Students only)

	Year	2017/18	2018/19	2019/20	2020/21	2021/22
Percentage 'Good Degrees' (1st or 2:1s) UK Full Time Students only	White %	88.5%	89.3%	93.2%	92.4%	93.8%
	Mixed %	92.0%	87.5%	86.4%	84.2%	83.3%
	Asian %	66.7%	81.3%	88.2%	87.5%	93.8%
	Black %	50.0%	60.0%	91.7%	71.4%	60.0%
	Other %	100.0%	0.0%	100.0%	66.7%	66.7%
Headcount 'Good Degrees' (1st or 2:1s) UK Full Time Students only	White	345	325	300	292	259
	Mixed	23	21	19	16	20
	Asian	16	13	15	14	15
	Black	1	6	11	5	3
	Other	2	0	2	2	2

Table 11: Male UG - - Percentage of 'Good Degrees' (1st or 2.1) Awarded by Ethnicity (UK Full Time Students only)

The attainment gap in EM students translates into diminished numbers of EM male students at PGT (A2:36,p216) and extreme diminution of EM male students at PGR (A2:37,p217): a framework to address this is detailed in #AP19c.

Alongside this T&L framework, we will continue efforts in Decolonising The Curriculum, to develop a more diverse student body and better student outcomes. DTC initiatives in EACW and Music were appreciated by staff who commented positively in focus groups on *'the Department's current standing and developments toward diversity and decolonisation.'* The Lead will be involved in quarterly reviews of all new programmes, and can highlight gender and ethnicity targets (#AP19a to #AP20).

7. SALC culture

79% (82%F) of academic respondents agreed that SALC's zero-tolerance of unacceptable behaviour is clear (ACS:Q37,p120), although this proportion falls to 29% for Unknown, of whom only 15% feel comfortable at workplace events (ACS:Q41,p120). Qualitative comments to the ACS and focus group feedback critiqued the framing of Q37 with one respondent arguing that *'cultural change around this has generally always been driven primarily through colleagues rather than leadership'* and another that while *'[c]lear guidelines are set out [...] they are not always followed.'* On witnessing unpleasant behaviour, females were three times less likely to speak to someone (ACS:Q35,p118) and most academic staff stated they had not spoken to anyone. One respondent says: *'It's in work meetings I feel most vulnerable and got at.'*

These comments do not reflect the ethos we wish to cultivate in the workplace, and we seek to change both the culture and perceptions of this culture. To address the perception that any positive workplace-culture initiatives were bottom-up, we are promoting Active Bystander training to the SLT. Six members (3 male including HoS, 3 female) from the SLT are undergoing training this year, with a view to increase this number year on year. Comments from the ACS demonstrate the impact that HoDs' actions and attitudes can have on departmental culture, and our action plan offers more oversight between Departments to identify areas of concern (#AP15).

Further EDI training for all colleagues is being embedded at Departmental level. The Lead developed a supplementary reflective course, aimed at normalising EDI discussions, which was piloted in autumn/winter 2022-23. Specific sections include a discussion on our collective responsibility for an inclusive workplace culture. This course was delivered in Departmental meetings, thereby capturing all staff, with HoDs present, reinforcing SALC's top-down commitment to inclusive practices. In this way, EDI issues have become networked and spread around the School, beyond the core EDI Committee, and will be reviewed annually (#AP15).

Focus groups with students have shown that students of colour do not always feel supported in the School. We are exploring whether our decolonising (DTC) initiatives can directly impact on both the EM student profile as well as the student experience. We are conducting a School-wide survey of DTC activities within Departments, which will become an annual audit, and act as a mechanism for practice to be shared and promoted (#AP19a).

Another focus group with students with disabilities (including mobility and hidden disabilities) showed an intersection with gender, with female PGR students describing verbal sexual abuse/harassment from other students at the University, unsatisfactory responses from staff on reporting incidents, and a reluctance to discuss these issues with male supervisors. Also described was an 'institutional malaise' in the University's support services, with adjustments largely consisting of assignment deadline extensions and extra exam time, and little understanding of PGR students' needs. This discrepancy has already been identified at University-level, with a new Disability Equity Training course being developed. However, we aim to rapidly improve our School-level support for PGR female students with disabilities. As a start, we are running disability workshops facilitated by a female PGR EDI rep to increase awareness among supervisors of the lived experiences of disabled PGR students. As well, we have revised our PGR induction to include School-level EDI introductions to promote services available for students (#AP23).

8. Key priorities for future action

SALC has identified the following **key priorities** for future action based on the trends identified in the previous sections and appendices.

We will:

1. reduce the under-representation of females in senior academic ranks and the over-representation of female staff in fixed term and teaching-only contracts (#AP1a,1b, 3).
2. improve the gender balance in all PS scales (#AP11).
3. improve ethnic representation at all levels of academic and PS scales, particularly Black female senior academics (#AP2a, 2b, 12).
4. focus on improving staff satisfaction levels across the School and implement strategies to improve workplace culture, reduce negative perceptions around recruitment, promotions, PDRs and allocation of administrative roles. We will ensure that HoDs share good practice and there is oversight on pan-departmental issues such as recruitment, returners and promotions (#AP3,4,5,6,7,8,9,10 and 13,14,15,16,17).
5. increase the share of male students at UG and PGT levels in our student profile (#AP18a,18b).
6. address attainment gaps relating to gender at PGT (#AP21).
7. reduce the attainment gap for domestic Ethnic Minority students – particularly Black male UG students, Asian female UG students – and we will explore how an increase in the share of domestic Ethnic Minority students, and continuing DTC initiatives, might impact on the attainment gap for these students (#AP19a,19b,19c, 20,22).
8. improve experiences of disabled students, particularly female PGR students (#AP23).

Section 3: Future Action Plan

9. Embedding and Evaluating Our Progress

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
A	A1	Our Action Plan requires coordinated efforts across the School, and involves several teams and individual colleagues. In order to evaluate our progress in achieving our targets, and in order to revise our targets if necessary, we will ensure that stakeholders have checkpoints and opportunities for consultation with our Athena Swan Action Plan Working Group.	HoS and School Operations Manager convert the Action Plan into a Gantt-chart, and embed the actions and reports into SALC's calendar and EDI Committee Calendar.	<p>➔ Begin March 2023 to complete by July 2023</p> <p>Review annually in July up to 2028</p>	HoSo and School Operations Manager
	A2		<p>Ensure inductions on Action Plan take place when new appointees fill the relevant roles.</p> <p>Ensure all stakeholders are progressing our Action Plan, and reporting to and consulting with Working Group regularly.</p>	<p>➔ Action Plan inductions take place annually in September for new appointees.</p> <p>Reports of progress given by stakeholders to EDI Committee in March annually, and to Athena Swan Action Plan Working Group monthly</p>	<p>HoS, HoSo, EDI Lead for inductions</p> <p>EDI Committee, Athena Swan Action Plan Working Group for reporting.</p>
	A3		Conduct pulse surveys and focus groups 2024, 2026, and full Athena Swan Survey in 2027-2028. Findings reviewed and compared with targets.	➔ March- May 2024, March-May 2026, March-May 2028	EDI Lead, EDI Directorate, SALC Data Analyst, Athena Swan Action Plan Working Group, EDI Committee

Success Criteria: A1-3: Embedding and evaluating our progress	<p>By July 2023 we will have a shared, School system for tracking our actions and targets to be reviewed annually.</p> <p><i>See details of Action plan below.</i></p>
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10. Academic staff profile – recruitment and promotions

Action point & Key Priority	Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
1a Appendix 2 A2:1-6 (pp178-183) Table 1 (p179) and Table 2 (p180)	Issue: Uneven gender profile Pronounced gender disparities in composition of academic staff within certain departments/institutes in SALC (A2: Table 3, p186), specifically: HCRI (64.1% F); JRRI (67.2% F, although improved from 2018 of 76.9%F); Music (33.3%F); and R&T (27.2%F) - although these show improvements from 2021. LEL (56.4%F, improved from 69.9% F 2021); MLC (59.4%F) and ULC (55.8%F improved from 63.7%F 2021). Higher proportion of female staff in teaching-focussed (or predominantly teaching-focussed contracts, such as Teaching & Scholarship). By contrast, higher proportion of males on Teaching and Research contracts (more likely to be permanent lectureships). Unclear how far this pattern is distinctive at a departmental level. There is a high likelihood of staff and students encountering females in PS roles and at the lower grades of academic employment. Language Tutors have been encouraged to apply for promotion to Senior Language Tutor roles for the first time in September 2022, based on the job descriptions, an initiative which responds to comments made in the ACS by language tutors.	(i) HoDs produce annual audit of gender of staff by contract type for discussion at SPRC.	➔ Start January 2023 to complete April 2023 for discussion in SPRC June 2023. Repeated annually in June up to 2028.	HoDs; HoS; SPRC
		(ii) EDI Lead conducts study of best practice in SEED and SoSS of recruitment process, and of best practice across the University to report to SPRC. HoSO University's Inclusive Recruitment Review (for addressing gender imbalance in PS staff and reports on parallels for Academic recruitment.	➔ Complete by December 2023	EDI Lead and HoSo
		(iii) EDI Lead conducts ethnographic study of 5 recruitment panels from start to finish (will feed as well into AP#2) EDI Lead observes on 2 recruitment panels from start to finish per annum (Jan-March; May-July) to report to HoS August.	➔ Ethnographic study start January 2023 to complete January 2024. Annually 2 panels to report to HoS August, up to 2028.	EDI Lead, HoS
		(iv) Using findings from points ii and iii, EDI Lead produces a report for HoS and P&OD partner on best practice for recruitment process. P&OD Partner and HoS develop best practice guidelines, alongside departmental strategies for monitoring recruitment by gender and contract type. HoS at SPRC discusses guidelines and strategies and HoDs implement necessary changes for next recruitment cycle.	➔ Review report and start developing strategies to implement for March 2024. Annual review of practice August 2024-2028. Dates to review impact: Annually in August in tandem with data from (point i) starting August 2025	P&OD, HoS, HoDs

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
		Senior Language Tutors, however, remain outside of a fixed pathway to promotion, (agreed as a resolution to dispute and on being consequently upgraded from Grade 6). This means that there may be little movement in terms of new appointments and a female bias may therefore persist in grades 6-7. HoS and P&OD will need to evaluate how this 'traction' in Grade 6 and 7 roles which are currently female-dominated will impact on our overall goals. Solutions, such as creating a pathway to promotion and new recruitment to improve gender parity will need to be considered.	(v) Following the first year of new pathway offered to Language Tutors, P&OD partner and HoS review process and evaluate impact on gender balance in Teaching Only roles.	➔ Date to review September 2023	P&OD, HoS

Action point & Key Priority	Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
1b	<p>Male staff remain concentrated in senior roles.</p> <p>Male bias in the ranks of Professor (59.3%M), Senior Lecturer, and Lecturer, and female bias in Research, Research Fellow and Teaching only posts. There is parity at the rank of Reader, but otherwise females disproportionately outnumber males in the awarding of postdoctoral research fellowships (72.7%F), and on Teaching Only contracts (76.1%F), which include Senior Language/Language Tutors.</p> <p>Female staff may benefit from mentoring opportunities such as Manchester Gold. In 22-23 three female staff were mentees, and nine staff members were mentors. University funds staff members for Aurora (Women in Leadership) programme: Faculty allocated 2 places annually for academics between four Schools.</p>	<p>(vi) HoDs to identify prospective female candidates for promotion to Chair and direct them to Manchester Gold mentoring opportunities.</p> <p>As well, HoDs need to ensure the PDR process for these prospective candidates offers clear trajectory towards promotion/identify any barriers to promotion, including administrative workload and research time support.</p>	<p>➔ Start Date: January 2023</p> <p>Date to review impact Jan 2028, to discuss if June 2028 target will be met.</p>	<p>HoDs; HoS. P&OD, SPC (School Promotions Committee)</p>

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
			(vii) HoDs to direct these candidates towards Manchester Gold and Aurora Leadership training schemes.	➔ Start Date: November 2022	HoDs
			(viii) HoS reviews how promotions criteria are applied in SPCs - persistent concerns among staff related to impact of COVID on research output, and value of administrative roles in promotions applications will be highlighted. SPC (including P&OD partner) to investigate practice in other RG universities, including submitting CVs from all staff to SPCs for consideration (see AP#3)	➔ November 2022 to complete by Sept 2023 Date to review impact: January 2025 to discuss if June 2025 target will be met	HoS and SPC
2a	A2:8 (p186) Table 4 (p184) Table 5 (p185) Table 6 (p187)	Unrepresentative ethnic profile SALC's academic staff are predominantly White across all grades and contract types (81.5%W in 2021). Ethnic Minority staff are concentrated in Teaching-only (29.3%) and fixed-term roles; this staff group are likely to be female given the high proportion of female staff on lower grades and fixed-term roles, so represents an intersectional inequality (Table 4).	(i) HoS to review teaching-only and fixed-term appointments with Dean of Humanities (new appointment of female Dean Sept 2023) to explore how much impact supplementary research leave may be having on these figures, and to explore avenues for conversion to permanent/T&R appointments.	➔ Start January 2023 to complete January 2024	HoS; Dean of Faculty of Humanities. SPRC (HoDs, HoSo, P&D Partner; EDI Lead) For consultation: Race Equality Charter Team.

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
		<p>Smallest percentage of Ethnic Minority staff occupy T&R contracts (11.2% in 2022, but this is an increase from 7.1% in 2018) (Table 5).</p> <p>The proportion of Ethnic Minority staff at Professor level has dropped to 6.4% from 9% in 2020 (Table 5).</p> <p>Some departments have very low presence of EM staff: EACW (91%White, with one 0.3FTE Black, and one 0.2 FTE Asian); LEL (92% White); ULC/UCAE (93.5% White) - the migration of language tutors into MLC accounts for the significant decrease in the Ethnic Minority (EM) population in the UCAE. R&T shows a drop to 15.4%EM from 24.9% in 2021. CAHAE is 86.4%White, AHCP 81.8% White.</p> <p>Feeds into broader issue with pipeline of Ethnic Minority students into PGT and PGR.</p> <p>However, our strategy of increasing permanent contracts impacts our ability to change the broad demographic of our staff significantly over the next five years – hence our targets will focus on new hires and a targeted Chair appointment.</p>	(ii) EDI Lead conducts ethnographic study of 5-10 recruitment panels from start to finish. EDI Lead produces list of actions for increasing recruitment of EM staff for SLT/SPRC. (see AP 1 above)	➔ Start January 2023. Interim actions in July 2023. Complete actions January 2024	EDI Lead, SLT, SPRC
			(iii) EDI Lead consults across institution and with other RG institutions to gain insight into hiring practices (targeted appointments) to feed into report.	➔ Start January 2023 to complete January 2024	EDI Lead, SLT, SPRC
			(iv) Following January 2024 report, HoDs and EDI Lead to review targeted action hiring practices, including language used in recruitment adverts, and EDI training for shortlisting and hiring panels.	➔ Complete March 2024	
			(v) SALC participates in 100 Black Women Professors (a 12-month accelerator programme which aims to propel equity of opportunity for Black female academics and researchers). [Another Asian female professor was recruited in January 2023, although not yet in post]. SALC continues to focus on building a pipeline for Black students to PGR (AP#19c).	➔ Start March 2025 Date to review impact: August 2025	
2b		<p>Lack of intersectional data</p> <p>Lack of intersectional data for monitoring staff career trajectories, possibly stemming from low</p>	<p>(i) SALC data analyst and School Operations Manager to set up School-specific data collection system.</p> <p>Data is reported to HoDs and EDI, and feeds into Action Plan#1b.</p>	<p>➔ March 2023 to complete pilot system by August 2023.</p> <p>Establish working system by August 2024.</p>	SALC data analyst and School Operations Manager, HoDs

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
		proportion of Ethnic Minority staff on permanent T&R contracts in SALC.		Annual reports to HoDs and EDI Lead.	
			(ii) EDI Lead to liaise with Faculty EDI Committee and University Race Equality Charter Team on improvements of EDI data analysis, within GDPR constraints.	➔ December 2022 Date to review impact: October 2023	EDI Lead, Faculty EDI Committee, University REC Charter Team, University Data Analysis team,
3	ACS Survey Q3,4,5,7,8, 9 (p90-89) ACS Qualitative comments: 4a (p88), 9a (p90) Focus Group Feedback	Improving our promotions process ACS shows only 33%F (and 50%M) agree/strongly agree that University promotions criteria are fair irrespective of gender. Qualitative responses show staff have low confidence and satisfaction on process of promotions. Staff express different experiences between departments. Qualitative responses show female colleagues more likely to express negativity on promotions process.	(i) Following survey feedback HoS and P&OD partner start promotions process earlier (in September), with a review at the end of the year into whether process can run even earlier.	➔ September 2022 to review July 2023	EDI Lead and P&OD partner
			(ii) EDI Lead and P&OD partner set up a consult and review cycle – annual focus group on staff experiences and report to SPRC.	➔ Start April 2023, to report to SPRC in September 2023, Repeat annually until 2028	EDI Lead and P&OD partner
			(iii) P&OD partner reviews practice in other Schools, and across institutions, including other RG universities, including submitting CVs from all staff to SPCs for consideration	➔ November 2022 – August 2023, to report to SPRC September 2023	P&OD partner
			(iv) SPRC reviews practice surrounding promotions annually: from November 2022 all HoDs sit on School Promotion Committee.	➔ Start September 2023, and repeated annually until 2028	SPRC
			(v) EDI Lead gives annual updates in EDI report to School Board to reinforce to colleagues that their concerns are being considered.	➔ March 2023 And repeated every March until 2028	EDI Lead

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
			(vi) HoS, HoSo, P&OD partner and EDI Lead review School data on promotions profile including SPC to FPC pipeline. Include as well as findings from consult-review cycle (point ii) and discuss any further amendments that need to be made.	<p>➡ July 2023</p> <p>Repeated annually until 2028</p>	HoS, HoSo, P&OD partner, EDI Lead
			<p>(vii) EDI Lead investigates current EDI training which is mandated for certain programmes (e.g. Medicine, Pharmacy) and whether current provision could be relevant for SALC students. Lead also begins consultation with Digital Learning Associate Dean on developing SALC-specific mandatory online Unconscious Bias training which students will undertake before completing Unit Surveys.</p> <p>Faculty EDI Committee exploring mandatory diversity training for first-year students.</p>	<p>➡ Start December 2022 to complete August 2023</p>	EDI Lead, Faculty EDI Committee
			(viii) EDI Lead and Departmental reps promote the use of the 'Inclusion and Respect' training suggestions for students before Course Unit Surveys open.	<p>➡ Start December 2022 to complete December 2028</p> <p>Material signposted to academics in December and May annually before Course Unit Surveys open.</p>	EDI Lead and Departmental Reps

Success Criteria	
1a: Uneven gender profile	<p>Clearer processes for identifying gendered hiring practices by contract type, via annual reviews of data at SPRC meetings.</p> <p>Gender parity across Teaching & Scholarship, and Teaching & Research contract types to increase to within 50/50 ratio by June 2028.</p> <p>Language Tutor and Senior Language Tutors roles (Grades 6 and 7) to show gender parity in new appointments made between 2023 and 2028.</p>
1b: Male staff remain concentrated in senior roles.	<p>50% Gender parity at senior academic level (Grades 8-9) by June 2025.</p> <p>50%F at Professor level by June 2028.</p> <p>Target for 3 female academics from SALC to participate in Aurora by September 2028.</p> <p>Target of numbers of SALC female staff recruited to Manchester Gold of 5 per annum up to 2028.</p>
2a: Unrepresentative ethnic profile	<p>Ethnic diversity of new hires of staff on T&R (30% of workload for research) or T&S contracts (10% of workload for research) to increase to 30% by September/October 2028.</p> <p>Female Black Chair/professor in post by September 2027</p>
2b: Lack of intersectional data	<p>Ability to easily access unrounded gender and ethnicity data within Departments by August 2024.</p> <p>HoDs to identify intersectional challenges within the academic staff pipeline and help inform School hiring practices, strategies and targets.</p>
3: Improving our promotions processes	<p>Increase in positive responses on fairness of promotion in all Staff Surveys and AS pulse surveys. Targets: 40%F strongly agree/agree by 2024 and 50%F by 2026 (in line with current % for males). By 2028 55%F show positive responses to fairness in promotions.</p> <p>Reduced negative qualitative responses on promotions process in all Staff Surveys, and AS pulse surveys.</p> <p>Reduced negative commentary in School Boards and other open staff forums.</p>

11. Academic staff support and training

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
4	ACS, Q1 (p81) Q25, comment 25b (p100-101) Focus Group feedback	Distribution of administrative workloads Qualitative comments show staff concerns that distribution of administrative workloads across SALC/departments is gendered.	(i) HoDs produce audit of administrative responsibilities by gender over last three years.	➔ Start Date: October 2022 to complete by June 2023 (when WAM models are normally circulated to staff)	HoDs, SALC data analyst
			(ii) Appointments to substantive leadership and administrative positions to be cross-referenced against targets for promotion by gender. Currently these (>0.1 FTE) are time-limited (3 years, extendable to 5) and are advertised.	➔ Date to review impact: December 2023	HoS, SPRC, P&OD partner
5	ACS, Q28,29,30,33 (p107-110)	Parental Leave support Staff taking maternity leave require better support before, during, and after as survey and	(i) P&OD and EDI Lead review mandatory training around maternity and other forms of parental leave for HoDs	➔ March 2023 to complete by June 2023	HoS; HoSo, P&OD Partner. EDI Lead

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
	Focus Group feedback	<p>focus group responses show that current support is inconsistent and ineffective – as many female staff disagree as agree on support before, during and after parental leave.</p> <p>Only 27 % of all staff (only 25% of females) respond that they are aware of policies on parental leave. (36% of all staff, with 39% females, respond that they are not aware of policies on parental leave on ACS.</p> <p>Faculty has committed to the Academic Returners Scheme (for any leave over 6 months – maternity, adoption, shared parental, sick leave), to include T&S staff. This will be available retrospectively (from 2020).</p> <p>UoM requires all academic staff on permanent contracts to undergo the Humanities New Academics Programme (HNAP) in which many of these issues are addressed, and since September 2022 colleagues on fixed-term contracts, including Research Fellowships, will also have access to this training. However, this scheme was fully embedded in the Faculty in 2020, and hence some academics may not be exposed/have not been exposed to these schemes.</p>	<p>(ii) P&OD partner presents review at SLT of Parental Leave policies, Academic Returners Scheme (with updated commitment from Faculty), Carers Support Scheme (revisiting this to embed it at Faculty level) and Flexible Working Policy.</p> <p>All policies to be detailed in informal promotions workshops.</p> <p>HoDs to ensure mentors discuss these with mentees in order to fully apprise staff of rounded support structures available for career progression.</p>	<p>➔ Review by P&OD partner in SLT annually in Sept/Oct</p> <p>➔ Review by P&OD partner in promotions workshop annually in Sept/Oct</p> <p>➔ HoDs review with mentors annually in October.</p>	P&OD partner, HoDs
			<p>(iii) HoDs present probations and promotions policies and support for carers and those taking maternity, adoption, illness or other forms of leave in Departmental meetings.</p>	<p>➔ Annually in Sept/Oct and in April/May</p> <p>Departmental meetings</p>	HoDs
			<p>(iv) EDI Lead to conduct focus group for feedback alongside pulse survey, and to report to SPRC and School Board to better</p>	<p>➔ January 2024 to feedback in March 2024</p>	EDI Lead

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
			inform maternity support and enhance awareness of policy across SALC.		
6	ACS Q26,27 (p102-103) Focus group feedback	<p>Flexible working</p> <p>Flexible working policy is applied too rigidly and does not accommodate issues surrounding evolving childcare patterns and (late notification of) timetabling changes.</p> <p>UoM is currently engaged in a new 'Timetable Project' to review the extent to which timetabling is fully supportive of staff and students and create more predictability around teaching schedules, into which SALC will feed in issues surrounding the challenges faced by staff with caring responsibilities.</p>	(i) HoDs, HoS and P&OD Partner to feed issues into Timetable Project Team and review application of flexible working hours policy.	<p>➡ Start September 2022 to complete by: September 2023</p> <p>Date to review impact: October 2023</p>	HoDs, HoS, People and OD Partner
7	ACS Q42 (p125)	<p>EDI Training</p> <p>Outside of mandatory training for staff on recruitment and promotion panels, we do not gather data on staff who have completed EDI training available from UoM Learning and Organisational Development. This is also relevant for staff who are supervisors of PGR students.</p>	(i) HoDs to conduct audit of EDI training take-up within workload allocation models (WAM), and to include EDI training in Away days (see point ii)	➡ January 2023 to complete by: June 2023 (when WAM is circulated to all staff) and repeated annually until 2028.	HoDs, SALC data analyst

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
		Faculty EDI Committee are working with UoM's Learning and Organisational Development on ways to provide School-level data (currently Faculty-level only) and department-level data within GDPR constraints.	(ii) SALC (with advice from Faculty) develops system to gather data on training undertaken by staff, and produces an audit of completion rates. EDI Lead works with FEC to investigate cyclical training (every three years, for example) and monitoring of these cycles.	➡ Start date July 2023 to complete December 2023	SALC data analyst, EDI lead, FEC
8	ACS Q15 (p95)	Improving PDRs 51% of academic staff responded PDRs were <i>unhelpful</i> (49%F, 59%M, 43%U). Staff survey responses suggest PDRs are subject to inconsistent use/practices across departments, sometimes impacting staff career decisions based on gender. PDRs are confidential and hence these perceptions may stem from informal conversations between colleagues. PDRs are voluntary, and hence take-up may differ year on year and between departments. Reviewers may differ as well from year to year. Yet, these meetings are a valuable opportunity for discussions on career progression as well as well-being and focus must be on increasing	(i) HoSo is a member of a new University-level Working Group on PDRs, where documentation/templates and processes are being reviewed. HoSo will report to SPRC on updates	➡ Start Date: Nov 2022 to complete January 2024	SPRC, HoSo,
			(ii) HoS and HoDs develop strategies for increasing PDR uptake in departments, including training for reviewers on T&R versus T&S PDRs, encouraging reviewers to share good practice and ensuring reviewers have full knowledge of training/mentoring opportunities for female staff (such as Manchester Gold and Aurora)	➡ Start March 2023 to complete Sept 2023, annual reviews up to 2028	EDI reps

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies		Timescale and Checkpoints	Summary of Key People
		the positive implementation of PDRs and positive responses. PDRs should also be tailored for T&S staff and their specific promotion criteria.	(iii)	Departmental EDI reps to conduct focus groups with staff regarding PDRs and how these can be improved and feed anonymised reports back to EDI Committee for review. EDI Lead reports findings to SLT for review of processes surrounding PDRs.	➔ Start Sept 2023 (new PDR cycle) to complete by March 2024 Repeat Sept 2026 to complete by March 2027	
9	ACS:Q11 (p94) Focus Group of International-members of staff Feedback November 2022	Inductions 46% of academic staff (43%F) who had inductions reported that gender equality was not addressed within it (57% of females reported positively). Inconsistent use of inductions in SALC (particularly during Covid, and affected by nature of staff contract) and inconsistent EDI training/policy awareness within inductions. Focus group with new international staff (within 1 year of appointments) highlighted insufficient welcome/orientations. Of non-EU international colleagues (headcount 54), slight majority in females (54%), and of all non-UK academics, 58% are female, hence useful and welcoming inductions may contribute to female staff progression in pipeline.	(i)	P&OD partner and EDI Lead to review inductions process for SALC staff in conjunction with HoSo.	➔ Start March 2023 to complete Sept 2023	P&OD partner, HoSo and EDI Lead
			(ii)	EDI Lead and Dir SR conduct focus group with international staff and feed report to SLT and SPRC. Repeated annually. P&OD partner reviews report and feeds back to P&OD. Amendments to P&OD processes reported to SPRC	➔ November 2022, and repeated annually until 2028 ➔ Start January 2022 to complete July 2023	EDI Lead and Director SR, SLT and SPRC, P&OD partner
			(iii)	SLT to review whether PDRs may be a forum for international academic staff in which to highlight non-academic issues they face which impact on promotion prospects and whether these discussions need to be escalated to HoDs.	➔ Start Jan 2022 to complete by July 2023 (when PDR cycle will be complete for 2022/3 academic year)	
			(vi)	SLT to review whether PDRs may be a forum for international academic staff in which to highlight non-academic issues they face which impact on promotion prospects and whether these discussions need to be escalated to HoDs.	➔ For September 2023, reviewed annually until 2028	

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
10	ACS Q27 (p103), Q45, Q47 (p129) PSS Q23 (p154)	<p>Working from home</p> <p>75%F and 80%M academic staff agreed that Covid had had an adverse impact on work-life balance.</p> <p>However, remote working was cited positively as providing flexibility by 30 females (57%), 17 males and 6 Unknown.</p> <p>From 2022, we have returned to an in-campus policy, but comments in survey suggest working from home possibility will also be welcome.</p> <p>The EDI Committee previously developed a draft 'core hours' policy document but this was rejected by staff as overly prescriptive and inhibiting flexible working patterns]</p>	<p>(i) HoDs adapt welcome strategy for international colleagues to meet departmental specificity.</p> <p>HoSo, EDI Committee and PS EDI Subgroup to develop a hybrid working policy, using experiences from 2022-23, the first year with on-campus policy after Covid. Will also build on lessons learned from PS implementation of University Home-working framework for PS staff, for staff and students, incorporating wider use of the scheduled email facility in Outlook and reinforcing student expectations of response times occurring within core hours/48 hours of email receipt.</p> <p>Policy to be distributed across all SALC departments and through student networks.</p>	<p>➔ Start Date: September 2023 for distribution by: July 2024</p>	HoSo, EDI Lead, EDI Committee, PS EDI subgroup

Success Criteria	
4: Distribution of administrative workloads	Evidenced lack of gender imbalances in administrative or student-facing roles by June 2024.
	Evidenced lack of gender imbalances in substantive tenured roles by June 2028 (taking into account 3-5 year tenures).
	Reduction/elimination in number of negative survey responses about gendered distribution of workload from female staff.
5: Parental Leave support	<p>Increase in positive responses over negative responses on parental leave support in all Staff Surveys and AS pulse surveys. Targets: 60% of females taking parental leave strongly agree/agree on support by 2024 and 55%F by 2026. By 2028 70% of females taking parental leave show positive responses to support over parental leave.</p>

	<p>Increase in responses showing awareness of policies and schemes around parental leave to double current proportion (54% in 2024 (50% of females); 65% in 2026, and 75% in 2028 (and 75% of females)).</p> <p>Reduction in number of AS survey/focus group qualitative responses about adverse impact of maternity leave on career and lack of support from HoDs.</p>
6: Flexible Working	Increased report of uptake of formal flexible leave accommodations in SALC (figures reviewed by P&OD partner); report of improved support for staff with caring responsibilities at next AS submission.
7: EDI Training	Evidence of increased uptake of EDI training across SALC by 2028 to 75% of all staff.
8: Improving PDRs	<p>Increased positive responses on utility of PDR process among staff, initially bringing proportion of males responding positively in line with current proportion of females.</p> <p>Target: in staff surveys and pulse surveys by 2024 60% female and male staff.</p> <p>By 2026 70% of all staff, and by 2028 80% utility of PDR process among staff.</p> <p>Pulse survey 2024 includes question on PDRs specifically for T&S staff, with target of 50% all staff finding it useful. By 2026 pulse survey target 60% all staff (including 60% females) give positive response, and by 2028 80% utility of PDRs for T&S staff.</p>
9: Inductions	<p>SALC will have in-house induction format in place by Sept 2023.</p> <p>Improved qualitative responses in staff surveys and focus groups on discussions of gender equality in inductions.</p> <p>Targets: in pulse survey 2024 positive response of 65% females, by 2026 increase to 75% females. By 2028 80% females.</p>
10: Working from home	Improved positive response from staff around workload and student demand in pulse survey 2026, and next AS survey 2028.

12. PS staff

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
11	Appendix 2 A2:10,12 (p189-190) A2:13 p191 Table 8 p190	Gender Profile Female staff are in the majority across all contract types and job families. There is a high likelihood of staff and students encountering females in PS roles and at the lower grades of academic employment, and this informs our efforts to promote gender parity in both areas.	(i) HoSO and P&OD Partner to start review process on gendered composition of staff, and an equality impact assessment of SEP, including adapting the outcomes of the University's Inclusive Recruitment Review to focus efforts on improving the underrepresentation of men in PS roles.	➔ Start Date: October 2022, SEP completes by Sept 2023, and equality assessment to complete by September 2024. Reviewed October 2026 to complete by September 2028.	HoSO, P&OD partner,
		Hiring practices indicate a higher success rate for female applicants than male. Student Experience Programme (SEP) expected to be completed by September 2023.	(ii) HoSo and EDI Lead work with P&OD partner to review all adverts and further particulars are clearly open to all applicants, and specifically attractive to target demographic. HoSo and P&OD partner ensure at least one male panel member on all panels for administrative and managerial staff	➔ Start October 2022 to complete September 2024 Reviewed October 2026 to complete by September 2028.	HoSo, P&OD partner, EDI Lead
			(iii) PS EDI Committee (Subgroup) to develop EDI objectives for PS staff in relation to gender and review of hiring practices.	➔ Start October 2022 to complete September 2023 Date to review impact: March 2025 (to coincide with interim work on AS survey)	PS EDI Committee (Subgroup)

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
12	A2: 11 (p189)	Ethnic profile White staff are in the majority across all contract types and job families, though with some improvement at Admin/Managerial level, from 3.9% EM staff in 2017 to 15.3% EM staff in 2021 (Office for National Statistics shows UK is 81.7% White, Greater Manchester 76.4% White). Given the high percentages of female PS staff, this indicates that Ethnic Minority female staff require additional support with career progression in PS and Ethnic Minority male staff are less likely to apply.	(i) HoSO, P&OD Partner, and PS EDI Committee to review positive action framing of adverts for new roles in line with UoM recruitment policy.	➔ Start Date: October 2022 to complete by July 2024 Reviewed October 2026 to complete by September 2028.	HoSO, P&OD Partner, PS EDI Committee
			(ii) HoSo and P&OD partner ensure that flexible working policy and hybrid working is championed and visible to best capture a large pool of applicants.	➔ Start Date: October 2022 to complete by July 2024 Reviewed October 2026 to complete by September 2028.	
			(iii) PS EDI Committee (subgroup) reps conduct focus group with EM PS staff to capture qualitative responses on recruitment and workplace culture, to feed back to EDI Lead, HoSo and P&OD partner.	➔ July 2023 to complete by September 2023 Date to review impact: September 2024 following 2 years of recruitment cycles	PS EDI Committee, EDI Lead, HoSo and P&OD partner.
13	PSS Q41 (p170).	Workloads 29% of PS staff agreed that Covid had had an adverse impact on work-life balance. Workload increased during Covid, in part due to new working from home practices.	(i) HoSO and PS managers will review workloads via on-going 1-2-1 conversations and PDRs as new hybrid working framework addresses place of work rather than workloads.	➔ Start Date: September 2022 Complete by: Annual reviews Date to review impact: September 2024	HoSo, PS EDI Committee

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
		This has disproportionately affected female staff with caring responsibilities.	(ii) PS Committee will feed into further concerns about workloads, and promote visibility of flexible working policy (which relates to terms and conditions and hours of work rather than place of work which is not part of TnC).	➔ Start January 2023, review annually up to 2028	PS EDI Committee
14	PSS, Q8-10 (p145)	<p>Career progression</p> <p>PS staff rely on upgrades for career progression;</p> <p>34% of PS staff responded PDRs were unhelpful (38%F, 22%M and 27% Unknown).</p> <p>Staff expressed uncertainty when asked if they were encouraged to apply for different position.</p> <p>SALC relies on University -level data for regrades because of flexible nature of PS roles. Hence, PDRs for PS staff are key opportunities to discuss progression while staff are in SALC.</p>	HoSo is a member of a new University-level Working Group on PDRs, where documentation/templates and processes are being reviewed. HoSo to review inductions process for SALC PS staff in conjunction with P&OD partner.	➔ November 2022 to complete January 2024	HoSo, P&OD partner

Success Criteria	
11: Gender profile	Increase in gender parity in new appointments across all PS job families to within 60/40 ratio by June 2028
12: Ethnic profile	<p>Continued evidence of further improvement of ethnic diversity of PS Staff.</p> <p>New hires to match Greater Manchester statistics, currently 25%, for EM staff by June 2028.</p>
13: Workloads	<p>Distribution of policy across all SALC departments and through student networks; improved positive response from staff around workload and staff/student demand in next AS survey.</p> <p>Targets: in pulse survey 2024 positive response of 50% females, by 2026 increase to 65% females. By 2028 75% females.</p>
14: Career progression	<p>Improved positive response from staff around opportunities to progress, and more awareness shown of pathways available.</p> <p>Targets: in pulse survey 2024 positive response of 50% females, by 2026 increase to 65% females. By 2028 75% females.</p>

13. Workplace Culture

Action point & Key Priority	Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
15 ACS and PSS feedback and Focus Group feedback	Creating a more inclusive work and study environment Creating a more inclusive work and study environment Focus group feedback from both staff and students express sense of exclusion (particularly EM students, Teaching-focused staff, Language Tutors). Some female staff express feeling undermined by senior male colleagues. Personality of HoDs cited as being influential in developing culture in Departments; can lead to unsupportive atmosphere around promotions. Individual student cases brought to EDI Lead which involve incidents of sexism, racism and ableism. Language tutors and Senior Language tutor responses indicate low confidence to participate in School-level initiatives and a desire for further guidance.	(i) EDI Lead develops a guide on reflecting on practice to include inclusive language, classroom interactions and relationships with colleagues (Reflecting on our workplace culture). Course reviewed annually.	➡ September 2022, then annually	EDI Lead, EDI Committee, EDI Directorate
		(ii) EDI Departmental reps deliver the guide in Departmental meetings.	➡ To complete by December 2022, repeated annually	EDI Reps
		(iii) EDI Committee review the process and develop an annual process.	➡ Course developed and delivered annually in Semester 1	EDI Committee
		(iv) SALC participates in EDI Directorate Conscious Conduct in the Workplace (Active Bystander) training. SLT participates, at least 4 members per year. SALC funds up to 10 members of senior academic groups to undertake Anti-Racism Training by Contact Theatre by September 2023, as a pilot for larger rollout. SLT to participate in University's HEART (Higher Education Anti-	➡ By March to April 2023 then annually By September 2023 and then annually.	EDI Directorate, SLT

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
			Racism Training), at least 2 members by 2025.		
			(v) EDI Lead contributes in T&L quarterly reviews for new programmes for 2024. EDI Lead informally involved with programmes for 2023 and will use this opportunity to plan a strategic approach to new programmes for 2024.	➡ December/February/May/September annually	EDI Lead, Programme Directors and Course Convenors
			(vi) MLC EDI rep and EDI Lead offer workshop on 'DTC for language tutors'; MLC EDI rep develops regular forum for discussions to better include Language Tutors and Senior Language Tutors in School discussions.	➡ January 2023 And repeated annually	MLC EDI Rep and EDI Lead
16	ACS and PSS feedback- all responses. Focus group feedback. Focus Group feedback	Diversity in gender identities and sexual orientations Take proactive action to create a more inclusive work and study environment for people of all genders and sexual orientations. Responses to Athena Swan survey suggest LGBTQ+ staff are unwilling to identify explicit EDI concerns and experiences, given high proportion of 'Prefer Not To Say' and	(i) EDI Lead, PS EDI Subgroup and EDI Departmental reps to consult with UoM LGBT staff network to foster improved collaboration around LGBTQ+ issues. PS staff show more diversity in sexuality than academic staff and may assist with identifying specific barriers to inclusion within SALC.	➡ Start Date: March 2023 to complete by March 2024	EDI Lead, Departmental EDI reps, PS EDI subgroup, Student Systems Team

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
		<p>'Unanswered' responses (7 PNS and 14 Unanswered in ACS; 11 Unanswered in PSS) rather than specific identification.</p> <p>Student focus groups also highlighted the difficulties of recording trans students' preferred names within UoM student systems.</p>	(ii) Faculty EDI Committee working with Student Systems Team to monitor progress on student systems for recording of preferred names.	➡ Complete by Sept 2023	Faculty EDI, Student Systems Teams
			(iii) Faculty EDI Committee working with EDI Directorate promote use of more inclusive gender descriptions in data-gathering to reflect non-binary gender identities.	➡ Complete by Sept 2023 Date to review impact: March 2028 during next AS survey for resubmission	Faculty EDI, EDI Directorate
17	PS EDI Committee reports	Workplace communications PS staff subjected on occasion to aggressive and inappropriate communications from students and a very small cohort of academic staff. PS staff are mostly female, and these inappropriate communications may show a gendered element	(i) HoDs regularly remind staff and students of Code of Conduct and University's Dignity at Work Policy, including Report and Support Platform.	➡ Annually at October Departmental meetings	HoDs
			(ii) HoSo and PS EDI Committee (Subgroup) to develop framework to address issue, to include: encouraging PS staff to report incidents to Report and Support, collating evidence of incidents and discussing a SALC in-house response to students and staff members, including directing staff members to supplementary training. EDI Directorate Humanities Partner will supply data on Report and Support every six	➡ Start developing March 2023 to complete by May 2023	HoSo, PS Committee (Subgroup). EDI Humanities Partner, EDI Lead, EDI Committee

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
			weeks to EDI Lead to review at EDI Committee.		
			(iii) HoSo, to review framework and distribute policy through SLT. Serious student offenders to be directed to University Discipline panels.	➡ For presentation at May 2023 SLT/SPRC and annually in May	HoSo, HoDs

Success Criteria	
15: Creating a more inclusive work and study environment	<p>Reduced number of survey responses pointing to unacceptable behaviours in the workplace;</p> <p>EDI embedded in new programmes and this is filtered through to existing programmes; improved responses in student focus groups and student fora.</p>
16: Diversity in gender identities and sexual orientations	<p>Clearer acknowledgement of non-binary genders in data gathering and presentation at EDI Directorate (Power Bi) level, as well as School -level.</p> <p>Clear process for recording students' preferred names in SALC/UoM.</p> <p>Reporting of LGBT+ inclusion in next AS survey feedback</p>
17: Workplace communications	PS EDI reps provide regular updates to EDI Committee and pulse surveys show improvement in situation.

14. Student Profile and Pipeline⁵

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
18a	Undergraduate profile A2:25, 27 (p206,207)	UG gender profile across departments and programmes The disproportionate number of female UG students in SALC has become more exaggerated. Particular departments show significant disproportions (A2:27). To note is that the recruitment of students falls under the remit of Faculty of Humanities Students Marketing and Recruitment Team. This Team covers recruitment of students for all four Schools in the Faculty. Also to be considered is that while SALC has 9 Departments, we have circa 200 programmes, with differences in profile between programmes within a Department.	(i) Conduct a thorough review of the demographic profile of our students by Department/Subject and by programme, to better understand current patterns and student pipeline. Admissions Working Group (below) uses this review to set an entry target for 2025 entry to be reviewed in 2028.	➡ Start March 2023 to complete by Sept 2023. Entry target set for 2025 and reviewed for 2028.	SALC Data Analyst, Faculty EDI Data Analyst, EDI Directorate Data Analyst, Recruitment and Admissions Coordinator and EDI Lead.

⁵ Students have been categorised into SALC's departments by the degree programmes on which they are enrolled. SALC has a high number of undergraduate students enrolled on Joint Honours programmes; in 2021, out of 4,100 undergraduate students in SALC, 1,865 students were joint honours. Extremely popular joint honours programmes run across both SALC and the School of Social Sciences (SoSS), e.g. BA (Hons) Politics and Modern History (260 students in 2020/21) and Alliance Manchester Business School (the MLBM programme recruits widely across all languages offered in the department of Modern Languages and Cultures). The high proportion of joint honours programmes in SALC requires a coordinated effort to address inequalities across departments and Schools within the wider Faculty of Humanities, reflected in our action plan where local initiatives may not always be able to achieve the same impact

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
		<p>UG profile shows R&T: Total headcount of 111 students of which 76.6%F; LEL 239 students (80.3%F); EACW: 580 students (77.9%); Drama: 451 (74.7%F); AHCP: 110 students (84.5%F).</p> <p>MLC represent an aspirational gender distribution: total headcount 1238 students of which 66.1%F; and good practice from this department can be shared across the School.</p> <p>This priority will require coordinated campaigns with Marketing Team, Admissions and WP Teams, as well as support from the Careers Service to enhance communications around Careers and Graduate employability in affected departments at GCSE and A level: to run targeted workshops at year 9 (GCSE selection year) and year 11 (A level selection year) to communicate careers outcomes and employability of Arts and Humanities degrees.</p>	(ii) SALC Recruitment and Admissions Coordinator sets up a Working Group comprising SALC UG Admissions Coordinator, SALC Outreach Officer, SALC Marketing Officer, EDI Lead and Director of SR, to meet three times a year and to report and coordinate initiatives. Working Group tracks year-on-year increases in male student recruitment to meet 2028 target.	<p>➡ Start Date:</p> <p>October 2022 to meet three times a year (February, June) until 2028.</p>	Recruitment and Admissions Coordinator, UG Admissions Coordinator, Outreach officer, Marketing officer EDI Lead, Dir SR, SALC Data Analyst
			(iii) EDI Lead to review published Athena Swan awards applications of similar departments at other institutions to examine whether comparable initiatives exist to promote gender equality due to underrepresentation of male students; contact AS Leads at those institutions to share good practice. Report to Working Group to feed into their actions.	<p>➡ Start April 2023 to complete September 2023.</p> <p>Repeat April 2025 to complete September 2025.</p> <p>Repeat April 2027 to complete September 2027.</p>	EDI Lead, Admissions Working Group

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies		Timescale and Checkpoints	Summary of Key People
			(iv)	Recruitment and Admissions Coordinator, Admissions Tutors, Admissions Team and EDI Lead to conduct review and revision of Open Day and other recruitment activities with Marketing Team (this team leads on Open days) and Careers Service to identify areas where activities could be made more inclusive. Head of SALC Admissions and Marketing report these initiatives to Working Group.	<p>➡ Start May 2023 and report to WG in September 2024.</p> <p>Repeat annually May to Sept up to 2028.</p>	Recruitment and Admissions Coordinator, Admissions Tutors, Admissions Team, Marketing Team, Careers Service, EDI Lead
			(v)	Working Group collaborate with Admissions officers in SoSS to review gender equality in recruitment to larger joint honours degrees (2022 SoSS Athena Swan Bronze renewal application also identified under-representation of male students in Social Anthropology and Sociology, both of which disciplines account for large joint honours components of degrees shared with R&T and History). Identify gendered language in recruitment and marketing materials/practices across Joint Honours subjects.	<p>➡ Start January 2023</p> <p>Complete by: July 2023 (focus groups and AS data review); July 2025 (programme of targeted WP workshops and joint-School revision of recruitment and marketing materials).</p> <p>Date to review impact October 2025</p>	
18b	A2:28 (p208)	PGT gender profile Disproportionate number of female students	(i)	Conduct a thorough review of the demographic profile of our students by Department/Subject and by	<p>➡ Start date March 2023 to complete Sept 2023</p>	SALC Data Analyst, Faculty Data Analyst, EDI Directorate Data Analyst, Admissions

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies		Timescale and Checkpoints		Summary of Key People
		<p>across SALC at PGT, particularly pronounced in</p> <p>AHCP: 173 students (84.3%F); LEL: 65 students (76.9%F), MLC: 197 students (88.3%F), and R&T: 12 students (100%F).</p> <p>However, international students in majority at PGT, composing 60.4% of total cohort in 2022-23 (headcount 680 international from total PGT of 1126). This is a significant increase from 2018-19, when from a total headcount of 620 PGT students, 148 were international (24%).</p> <p>Home PGT students compose 39.6% of total cohort, and of these 70% are female.</p> <p>Recruitment of PGT students is conducted by the same Student Marketing and Recruitment Team as with UG recruitment, alongside the University's International Office. However, PGT overseas recruitment relies heavily on local private agencies who will not have investment in our Action Plan. For this reason, our efforts focus on the domestic/home student profile.</p>		programme, to better understand current patterns and student pipeline. Recruitment and Admissions Coordinator and PGT Programme Directors use this review to set an entry target for 2025 entry to be reviewed in 2028.		Entry target set for 2025 to be reviewed 2028	Coordinator, PGT Directors and EDI Lead.
			(ii)	EDI Lead and PGR reps to conduct focus groups funded by EDI budget with male PGT/PGR students to understand decision to apply to SALC and any factors that may have inhibited applications and report to Working Group.	➡	Start Date: February 2023 to feed into point (ii).	EDI Lead, PGR reps.
			(iii)	Recruitment and Admissions Coordinator to work in partnership with Careers Team and Alumni Office to launch survey funded by EDI budget for male Year 3s and graduates across SALC and in specific departments to identify factors behind decision not to continue to PGT (in SALC) - or decision to pursue PGT study at other institutions. Findings reported to Working Group and PGT Directors and	➡	Start September 2023 to complete December 2023 Repeated September 2025 to complete December 2025 Repeated September 2027 to complete December 2027	Recruitment and Admissions Coordinator, Careers Team, Alumni Office, Working Group on Admissions, PGT Directors

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
			department-specific measures identified.		
18c	A2:29 (p209)	PGR gender profile Gender imbalances in PGR, specific departmental patterns need investigating – higher presence of male students compared with UG and PGT. EACW shows better proportion of female students (50 students 64%F). Male students dominate Music (26 students, 73%M) and R&T (49 students, 69.4%M)	(i) PGT Programme Directors to review open day and recruitment materials and practices and identify gendered language, as well as explore careers and employability pathways emphasised within these stages.	➡ Start April 2023 to complete June 2023. Repeat annually until 2028.	PGT Programme Directors
			(ii) HoDs to gather data on PGR recruitment and PGR supervision by Department in order to identify trends and identify suitable actions and targets to address imbalances, cross-referencing with academic staff profile for PGR supervision.	➡ Start Date: March 2023 For actions identified March 2024	HoDs
19a	A2: Table 12 (p211) A2:32-37 (pp212-217)	Student ethnicity profile across departments Marketing Team and Admissions Team in charge of UG recruitment to SALC. Disproportionate number of White students in SALC, low presence of EM students [compared with national statistics of ethnic diversity of UK entrants to University across UG: 70.4%White and 29.6% EM 2020/21]	(i) Conduct a thorough review of the demographic profile of our students by Department/Subject and by programme, to better understand current patterns and student pipeline. Admissions Working Group uses this review to set an entry target for 2025 entry to be reviewed in 2028.	➡ Start date March 2023 to complete Sept 2023 Entry target set for 2025 to be reviewed 2028	SALC Data Analyst, Faculty EDI Data Analyst, EDI Directorate Data Analyst, Recruitment and Admissions Coordinator and EDI Lead.

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
		(Office for Students data, link in Bibliography] except for MLC 28%EM and LEL 36.1%EM. In SALC's other large departments, UG profile (A2:32 - p212): History 17.3% EM; EACW 16.2%EM; Drama 17.3%EM; CAHAE 15.7%EM. At PGT level HCRI, MLC, AHCP and LEL have significantly higher proportions of Ethnic Minority students (A2:33 - p213). However, international Chinese students exclusively account for this pattern except for HCRI. PGT profile: HCRI 70.8%EM; MLC 91.8%EM; AHCP 66.3%EM; LEL 76.6%EM). However, White students again in majority at PGR across all departments (A2:34 - p214), with significant drop in EM students in departments shown above: AHCP: 35%EM; LEL 14.3%EM. History has significant drop from UG levels (9.8%EM), EACW has slight increase (21.1%EM) and MLC maintains a significant proportion of EM students at PGR (48.6%EM). (See AP19c)	(ii) School PGR Committee to monitor and Associate Director of PGR to report annually to EDI Committee in SALC. EDI Lead to report to Faculty EDI Committee.	➡ Start October 2023, repeated annually Date to review impact: September 2026 to review targets for September 2028.	School PGR Committee, EDI Lead
			(iii) Working Group, Marketing and Admissions Teams to review marketing/recruitment activities for SALC UG degrees to explore extent to which language and visual representation of SALC is exclusionary along lines of race and to include slides which specifically highlight diversification of curriculum.	➡ Start Nov 2022 Review July 2023 Repeat annually until 2028.	Working Group on Admissions, EDI Lead, EDI Departmental Reps, Dir SR, HoDs, HoS
			(iv) Marketing and Admissions Teams to supply recruitment materials for review by EDI Reps in conjunction with departmental UG and PGT Admissions Directors. MLC/HCRI/LEL EDI reps and EDI Lead to assist in translating HCRI recruitment materials into best practice model for sharing with SALC.	➡ Start February 2023 Review July 2023 Repeat annually until 2028.	Marketing and Admissions, UG and PGT Admissions Directors, EDI reps
			(v) Admissions Team to work with Ahmed Iqbal Ullah Race Relations Resource Centre to develop community-based recruitment initiatives and Open Days with under-	➡ Start July 2023 with one initiative per year until 2028.	Marketing and Admissions

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
			represented communities (in non-exclusionary spaces), and better understand both cultural and gendered barriers to attracting UG and PGR students to SALC degrees.		
			<p>(vi) EDI Lead and Dir SR collaborate with SoSS on externally funded projects such as bursaries from Aziz Foundations, and pilot internally-funded project (total £5000 from the two Schools, matched by Faculty) of mentorships with Samosa Productions – both of which target UG EM students in creative subjects.</p> <p>Further collaboration on internally funded projects with SoSS with aim for one mentorship project for UG students per year, to be highlighted in Recruitment and Open Days events (I, ii and iii)</p>	<p>➡ March to August 2023 (Samosa Media)</p> <p>And annual mentorship on similar timeline 2024-2028.</p>	Director SR and EDI Lead, equivalents from SoSS
			<p>(vii) SALC data analyst to report on annual data by ethnicity (unrounded) to EDI Committee. EDI Lead to report on data to Faculty EDI Committees, as well as UoM Race Equality Charter Team.</p>	<p>➡ Annual monitoring from Student Census December</p>	SALC Data Analyst, EDI Lead Faculty EDI Committee, UoM REC Team.

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
19b	A2:35-37 (p215-217)	<p>Intersectional gender/ethnicity inequalities</p> <p>Explore intersectional features of gender and ethnicity inequalities. White female students in majority in SALC. Specific under-representation within Ethnic Minorities are Black African/Black Caribbean male students and Asian British-Bangladeshi/Asian British male students.</p> <p>This priority is focused around 3 issues: UG recruitment of Ethnic Minority students across all departments; identifying the causes of the awarding gap and specifically, the impact on Black male and female Asian students; making targeted interventions, including workshops, mentoring, and application support for Ethnic Minority graduates to address the fall off of recruitment at PGT and PGR (pipeline to academia).</p>	<p>(i) EDI Lead and Working Group on EDI/DTC develop a mechanism to conduct an annual survey of DTC work. Project involves PGR students.</p> <p>HoDs conduct DTC Curriculum Survey, issues are discussed at Away days. Cross-reference in relation to departmental recruitment statistics by ethnicity and gender.</p> <p>Survey timeline is embedded in SALC calendar.</p>	<p>➡ Start October 2022 to be piloted by April 2023, for discussion at Departmental meetings May 2023.</p> <p>Rolled out to School for all Departments by July 2023 and repeated annually in July up to 2028</p>	EDI Lead and DTC Working Group, HoDs
			<p>(ii) HoS to explore introduction of SALC scholarship for UG Black students such as SoSS's Lemn Sissay Bursary for Black Male Law students (PhD scholarships discussed in AP#19c)</p>	<p>➡ Jan 2023 (SoSS consultation)</p> <p>Date to review impact:</p> <p>September 2025</p>	
			<p>(iii) Supporting students of colour: EDI Lead conducts Focus group of UG students funded from EDI budget around DTC: to gain insights into response to curriculum development as it addresses intersectional experiences, histories, cultures, and the use of language in local and global contexts. with the aim of the EDI Collective being a hub for</p>	<p>➡ November 2022 (and repeated four times annually)</p>	EDI Lead and EDI Collective

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
			student-led various groups for example 'Black Girls Space' See also initiatives in AP#20.		
			(iv) EDI Committee and SALC Communications officer ensure Manchester 10:10 Scheme advertised and take-up is high (see AP#19c), and promote the Freshfields Stephen Lawrence scholarship scheme (open to non-law eligible UGs) which addresses underrepresentation of Black men in Law. EDI Committee work with Race Equality Charter Team to cross reference their focus group work for application to REC.	➡ September/ October 2023 and repeated annually	EDI Committee and SALC Communications Officer
			(v) EDI Lead and Humanities Students Union establish links and plan activities and sharing of information with regular meetings through academic year. EDI Lead will join alternate lecture series offered by SU.	➡ November, February and May annually up to 2028	EDI Lead and Humanities SU

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies		Timescale and Checkpoints		Summary of Key People
19c	A2:37 (p217)	<p>Positive action required in recruitment of PGRs from ethnic minority groups</p> <p>White students in majority at PGR across all departments (A2:34 - p214), with significant drop in EM students in departments: AHCP: 35%EM; LEL 14.3%EM. History has significant drop from UG levels (to 9.8%EM), EACW has slight increase (to 21.1%EM) and MLC maintains a significant proportion of EM students at PGR (48.6%EM).</p> <p>Gender/ethnicity pipeline (of certain groups, excluding international Chinese students) at PGT and PGR may be shaped by disparate funding avenues/support for applications.</p> <p>Increased numbers of EM PGR students, particularly Black female PGRs, will provide role models for UGs and PGTS, and improve a talent pipeline into staff recruitment.</p>	(i)	SALC Admissions and Marketing Team to provide feedback from Open Days about student reception of DTC work at Open Days to Working Group	➡	July 2023, to review and revise annually	SALC Admissions and Marketing Team, Working Group
			(ii)	<p>SALC data analyst develops tracking system on recruitment and retention of students at UG, PGT, and PGR by gender and ethnicity to report to EDI Committee December after Student Census.</p> <p>EDI Committee to evaluate the effects of DTC work in SALC over next five years.</p>	➡	Start March 2023 to March 2024.	SALC Data Analyst, EDI Committee
			(iii)	School PGR Committee to identify suitable actions and targets to address imbalances in ethnicity through School and Faculty PGR Annual Monitoring processes.	➡	<p>January 2024, repeated annually until 2028.</p> <p>Submit report to EDI Committee April 2024 and repeat annually until 2028.</p>	School Associate Director for PGR, Director of Research, Departmental PGR Coordinators

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies		Timescale and Checkpoints		Summary of Key People
			(iv)	Review communications around funding opportunities and specific scholarships based around targeted action initiatives according to protected criteria.	➡	September 2023 and repeated annually until 2028	Graduate Recruitment Teams
				<p>School Associate Director for PGR publishes call for supervisor-led PhD proposals to target students identifying as Black or Mixed-Black.</p> <p>School PGR Funding Coordination Panel, with assistance from EDI Lead, allocates up to 3 studentships from existing body of approx. 13 studentships to Black PGRs.</p> <p>Data gathered on successful studentship candidates up to 2028 to ensure 50% female.</p>	➡	<p>Call opens July 2023, supervisor-led PhD proposals submitted November 2023, successful students recruited March 2024, to start PhD programme September 2024.</p> <p>Cycle repeated annually (Nov to Sept) up to 2028.</p>	School PGR Funding Coordination Panel (comprising School Director of Research, Associate Director for PGR, Associate Director for Research Impact and Knowledge Exchange); EDI Lead
				HoS and Director of Research explore creation of 3 annual supervisor-led PhD scholarships targeting Black students in addition to existing body of scholarships	➡	Feasibility study of creation of 3 additional scholarships completed by July 2024	HoS, Director of Research

Success Criteria	
18a: UG gender profile across departments and programmes	<p>To have a better understanding of our student profile by producing profiles of students by Department and programme in order to set an interim entry target for 2025, to be reviewed for 2028.</p> <p>Departments to have improved ratio of gender at UG by June 2028.</p> <p>Target: Departments with below 60:40 ratio of female:male students to improve by 4% by 2028.</p>
18b: PGT gender profile	<p>To have a better understanding of our student profile by producing profiles of students by Department and programme in order to set an interim entry target for 2025, to be reviewed for 2028.</p> <p>To focus on home students, with Departments with less than 80:20 ratio of female:male students to improve by 4% by 2028.</p> <p>Increase in responses showing awareness of policies and schemes around parental leave to double current proportion (54% in 2024 (50% of females); 65% in 2026, and 75% in 2028 (and 75% of females).</p> <p>Reduction in number of AS survey/focus group qualitative responses about adverse impact of maternity leave on career and lack of support from HoDs.</p>
18c: PGR gender profile	<p>All Departments to have access to data on PGR recruitment and supervision by September 2023.</p> <p>Each Department to have a target for improved ratio of gender for 2026, and a reviewed target for 2028 within range of 50% female students.</p>
19a: Student ethnicity profile across departments	<p>MLC and LEL to remain within national diversity range up to 2028.</p> <p>Other departments to demonstrate improvement towards the national average or by 5% (whichever is higher) by 2028.</p>
19b: Intersectional gender/ethnicity inequalities	<p>Increase in male students of Black African/Black Caribbean and Asian British-Bangladeshi ethnicities to achieve parity with gender ratio of other EM Ethnicities.</p> <p>Ability to identify and assess relationship between decolonisation work and recruitment of students by ethnicity, as well as increase in applications to courses by students from ethnic minority backgrounds to meet recruitment targets in line with Office for Student stats</p>

19c: Positive action required in recruitment of PGRs from ethnic minority groups	<p>Increased number of EM PGRs, specifically Black female PGRs, through supervisor-led PhD scholarships (studentships).</p> <p>Targets: by September 2025 4 Black PGRs on scholarship in School; by 2028 10 Black PGRs on scholarship or completed PhD, of which 50% are female.</p> <p>Evidence of improved communication to UG students around access to funding and scholarships where applicable by charting increased numbers of uptake by Ethnic Minority students annually.</p> <p>.</p>
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15. Student Progression and Outcomes

Action point & Key Priority		Description of issue and rationale		Planned actions and strategies		Timescale and Checkpoints		Summary of Key People	
20	(A2, Figs 41-48 p222-226). Tables 9, 10, 11. p-32	Awarding gap in relation to gender and ethnicity at UG		(i)	Develop a data-gathering system to obtain profile of student attainment year-on-year by gender, ethnicity, Department/Subject and by programme, to better understand current patterns. HoDs will have access to the data to review annually and report to Director of T&L and EDI Committee.	➡	Start March 2023 to complete by August 2023 Data will be reviewed annually in August up to 2028	SALC Data Analyst and EDI Directorate Analysts, HoDs, Director of T&L, EDI Committee	
		Investigate awarding gap in relation to gender at UG; slightly higher proportion (8%) of female students attaining Firsts, and fractionally higher percentage of male students awarded 2:2s and 3s than female students. However, there is a specifically pronounced awarding gap for Black students (33% less likely to attain a First Class degree in SALC relative to White students, and 8-18% less likely than students of other ethnicities). Translates into diminished numbers of Ethnic Minority male students at PGT and extreme diminution of Ethnic Minority male students at PGR. The University's Access and Participation Plan, in line with regulatory requirements from the Office for Students, for 2021-2025, and updated post-pandemic in 2022, includes reducing the unexplained gap between White and Black students attainment to be 5.8% or below, and between White and Asian students to be 3.7% or below by 2025. The University runs a scheme specifically for mentoring UG Black students, Manchester 10:10 all through academic career, with capacity for 70 students. Currently running with 55 students, majority Year 1. 25 of those		(ii)	EDI Lead and SALC Communications Officer to improve communications around opportunities for Black students through campaigns using staff and student newsletters and email call-outs: Manchester 10:10 (in September/October) to capture Y1 students (with SALC Access and Success running a School-specific scheme for excess numbers)	➡	Annually September and October for Manchester 10:10, up to 2028 Annually September, February and May for Mentoring scheme, up to 2028.	EDI Lead, SALC Communications Officer, SALC Access and Success Team Director of Teaching and Learning; HoDs, Programme Directors and Departmental Assessments Officers. Faculty EDI Leads to assist with information relating to Manchester 10/10 outcomes and review resourcing of	

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies		Timescale and Checkpoints	Summary of Key People
		<p>are SALC and 11 of those History and CAHAE)</p> <p>The scheme has an annual programme of events, highlighting existing support like Careers Service, Academic support via library team – and flagging up opportunities like internships, part time work and more. It includes involvement with the student-run Black Excellence Network which can aid students have a sense of community and belonging.</p> <p>University Head of Access and Success is setting up a mentoring scheme for Black students at UoM with start date for September 2023.</p>		Black students' coaching scheme (from September)		scheme at a Faculty level
			(iii)	EDI Lead liaises with EDI Directorate of UoM and other Russell Group equivalents on support given for addressing the attainment gap issue from external organisations, including Advance HE, and initiatives from other institutions and feeds back to Dir T&L.	➡ By July 2023	EDI Lead and Director of T&L.
			(iv)	<p>Presentation of issue: Dir T&L and EDI Lead will present granular detail of issue to SLT, including specifics of ethnicity and gender intersections and department-specific contexts.</p> <p>Assessment Audit will also be outlined.</p>	➡ February 2023	Director of T&L and EDI Lead
			(v)	HoDs set up system through which Programme Directors gather audit of coursework assessments which are not anonymous (e.g. Presentations) and data feeds	➡ Start March 2023 to complete Sept 2023	HoDs and Programme Directors

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
			<p>into School Assessment Audit.</p> <p>(This audit will run in parallel with DTC Curriculum Survey which will review variety of assessment formats to note extent to which diversity of skills sets and cultural backgrounds are reflected in assessment opportunities.)</p>		
			<p>(vi) SALC Data analyst and programme administrators set up tracking system for students' progression from Year 1 to Year 3 – to enable better understanding of students' trajectories.</p>	<p>➡ Start April 2023 to complete by September 2023</p>	<p>SALC Data analyst, programme admin support and HoDs.</p>

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
			(vii) Dir T&L and Associate Director of Assessment will finalise department(s) to engage in pilot study on fully anonymised marking. This will include Programme Directors in a department (or subject) to allocate first marking of essays/dissertations to non-supervisors. Where this is not appropriate for operational/pedagogical reasons, other initiatives should be proposed to be in place for September 2023.	➡ Start April 2023 to complete by September 2023	Director T&L, Associate Director Assessment, HoDs, Programme Directors
			(viii) Dir T&L, Associate Director Assessment and EDI Lead run focus group with staff from selected departments to discuss the implementation of initiatives.	➡ July 2024	Director T&L, Associate Director Assessment, EDI Lead
			(ix) Dir of T&L and EDI Lead assess impact and results of initiatives and report to SLT and EDI Committee. Review initiatives and plan new targets.	➡ Jan 2025 and Jan 2027 Student attainment becomes available in December following academic year	Director T&L and EDI Lead, EDI Committee, SLT.

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies		Timescale and Checkpoints	Summary of Key People
21	(A2, Table 13 p220)	<p>Awarding gaps at PGT – gender</p> <p>Address awarding gap in relation to gender at PGT; higher proportion of male students (36.5%) attaining Distinctions than female students (30.7%), who predominantly attain Merits (46.5%F).</p> <p>A high proportion of international students (60.4%) at PGT level of which a significant proportion are female needs to be considered (680 international students of which 71.7% are female).</p> <p>Headcount of 395 home students also shows majority (70%) are female.</p>	(i)	Focus group of Programme Directors of programmes with high numbers of international students, Director of Social Responsibility, EDI Lead and UCAE Lead on in-session Academic Skills support discusses how SALC can better support needs of international PGT students (of which 70% are female) and staff teaching large cohorts of international students. Report to SLT.	<p>➡ March 2023</p> <p>With report to SLT May 2023 (accounting for Easter break).</p>	Director of SR, EDI Lead, UCAE Lead and PGT Programme Directors
			(ii)	Programme Directors to liaise with SEED colleagues and SALC Teaching Innovation Collective about experience of and research into teaching international students - to gather subject-specific proposals for supporting international students.	<p>➡ March – September 2023</p>	Programme Directors
			(iii)	Programme Directors run teaching-centred workshop for academic staff at start of academic year.	<p>➡ Programme Directors to run teaching workshops in September/October annually start 2023 up to 2028.</p>	

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies		Timescale and Checkpoints		Summary of Key People
			(iv)	Director T&L, Director SR and EDI Lead form Working Group on PGT Attainment to meet four times a year - to explore practice from other Schools and consult with Programme Directors. Report to SLT annually in November following exam boards.	➡	September (to review intake of students), November to review attainment after exam boards), February (to review Semester 1 results), May (to review Semester 2 results) November report to SLT.	Director T&L, Director SR and EDI Lead, SLT
			(v)	Assessment officers across departments conduct focus groups with PGT female students following interim assessment period each year to better identify patterns of engagement with supervision and feedback on assessments.	➡	Annually February	
22		<p>Improve data monitoring of PGT and PGR outcomes by gender and ethnicity</p> <p>Data is required at a departmental level to better understand intersectional inequalities in recruitment, retention, and awarding of degrees by subject- currently this is unavailable.</p> <p>For GDPR reasons, unrounded ethnicity data is difficult to achieve, and we need to find ways of accessing this data while remaining compliant.</p>	(i)	<p>Faculty EDI Committee and EDI Directorate to develop EDI data priorities to encompass these features as search criteria within PowerBi UoM student population data.</p> <p>SALC data analyst compile annual reports on intersectional PGT and PGR outcomes.</p>	➡	<p>Start Date: October 2022 and review data at November 2023 and Nov 2024 points following recruitment cycles</p> <p>Date to review impact: July 2024</p>	Faculty EDI Committee; UoM data analysis team; UoM EDI Directorate; SALC data analyst

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
23	Focus group feedback	Improve experiences of disabled students particularly at PGR level Disabled students are predominantly female 71%, and overall number has dropped 9% since 2017. Focus groups show they have suffered abuse, including verbal sexual abuse and sexual harassment.	(i) Raise awareness of issues through staff training workshop led by PGR EDI rep.	➡ December 2022 to review two times annually	EDI Lead and Disability Lead, PGR EDI rep
			(ii) Disability Lead and Associate Director PGR work with DASS to develop a framework of support addressing specific needs of PGR study.	➡ Start December 2022 To review September 2023 and annually until 2028.	Disability Lead, Associate Director PGR, DASS
			(iii) All staff undertake new University-wide Disability Equity Training course produced by DASS which highlights the difference between equality and equity, and ensures staff understand the processes and people involved in supporting students with disabilities. SALC Data analyst monitors take up of training	➡ Start Spring 2023	All staff, SALC Data Analyst
			(iv) EDI Lead and Disability Lead give presentation at PGR student inductions to highlight zero tolerance of abuse, due process in case of incidents of abuse and support available.	➡ Start February 2023 and repeated twice a year (September and February)	EDI Lead and Disability Lead

Action point & Key Priority		Description of issue and rationale	Planned actions and strategies	Timescale and Checkpoints	Summary of Key People
			(v) Conduct annual focus groups with PGR students with disabilities to monitor progress	December 2022 and repeated annually	PGR Disability Focus Group, PGR EDI Rep

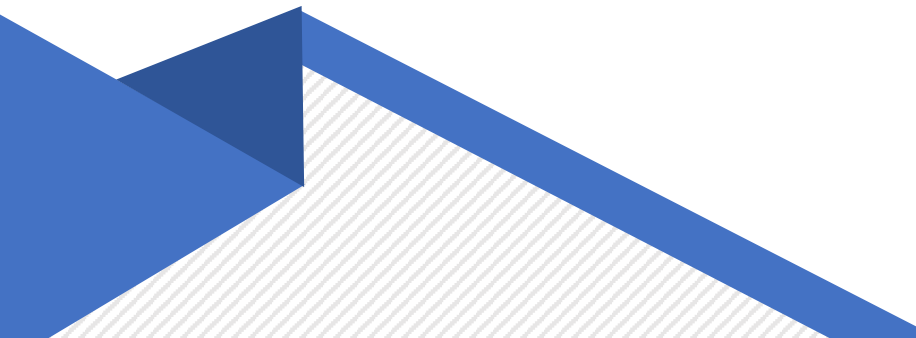
Success Criteria	
20: Awarding gap in relation to gender and ethnicity at UG	<p>From August 2023 HoDs will be able to access more detail on student outcomes and conduct an annual review of outcomes to report to Director of T&L and EDI Lead.</p> <p>By 2025 a 100% take-up by Black students of the Manchester 10:10 Scheme, with any excess numbers offered a SALC-run mirror project led by SALC Access and Success team.</p> <p>By 2026, 75% of Black students to be on University's Mentoring Scheme, maintained to 2028.</p> <p>Gender parity of awarding of 'good' degrees (2:1s and Firsts) to improve to within ratio of 50/50 by 2026 and maintained to 2028.</p> <p>Percentages of 'good' degrees awarded by ethnicity and gender i.e. 2:1s and Firsts, ratios to fall within 10% of those of White student attainment by 2025 and within 5% of White student attainment by 2028.</p> <p>Intersectional parity to improve to ratio of 50/50 at 'good' degree levels within Ethnic Minority groups by gender.</p>
21: Awarding gap at PGT - gender	Attainment gap by gender of Distinctions awarded at PGT to improve by 3% by 2026, and maintained to 2028.
22: Improve data monitoring of PGT and PGR outcomes by gender and ethnicity	Annually in November, all HoDs able to access departmental data on PGT and PGR outcomes by gender and ethnicity using Power Bi software to inform departmental AS action plans.
23: Improve experiences of disabled students particularly at PGR level	Improved outcomes from focus groups; improved responses in student surveys.

Appendix 1: Culture survey data

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

AS Survey Results 2022 (Academic Staff Survey- ACS)

For this survey there were 178 responses from Academic (AC) Staff, including 64 null returns which have been excluded from the following graphs. The data contains 59 Female, 34 Male, 21 Unknown Sex (7 Prefer not to state and 14 Unanswered).



Question	
1	In my School, staff are treated on their merits irrespective of gender in relation to:
1.1	Interviewing of candidates
1.2	Appointment of new colleagues
1.3	Decision on promotion at School level
1.4	Decisions on probation
1.5	Recognition of exceptional performance

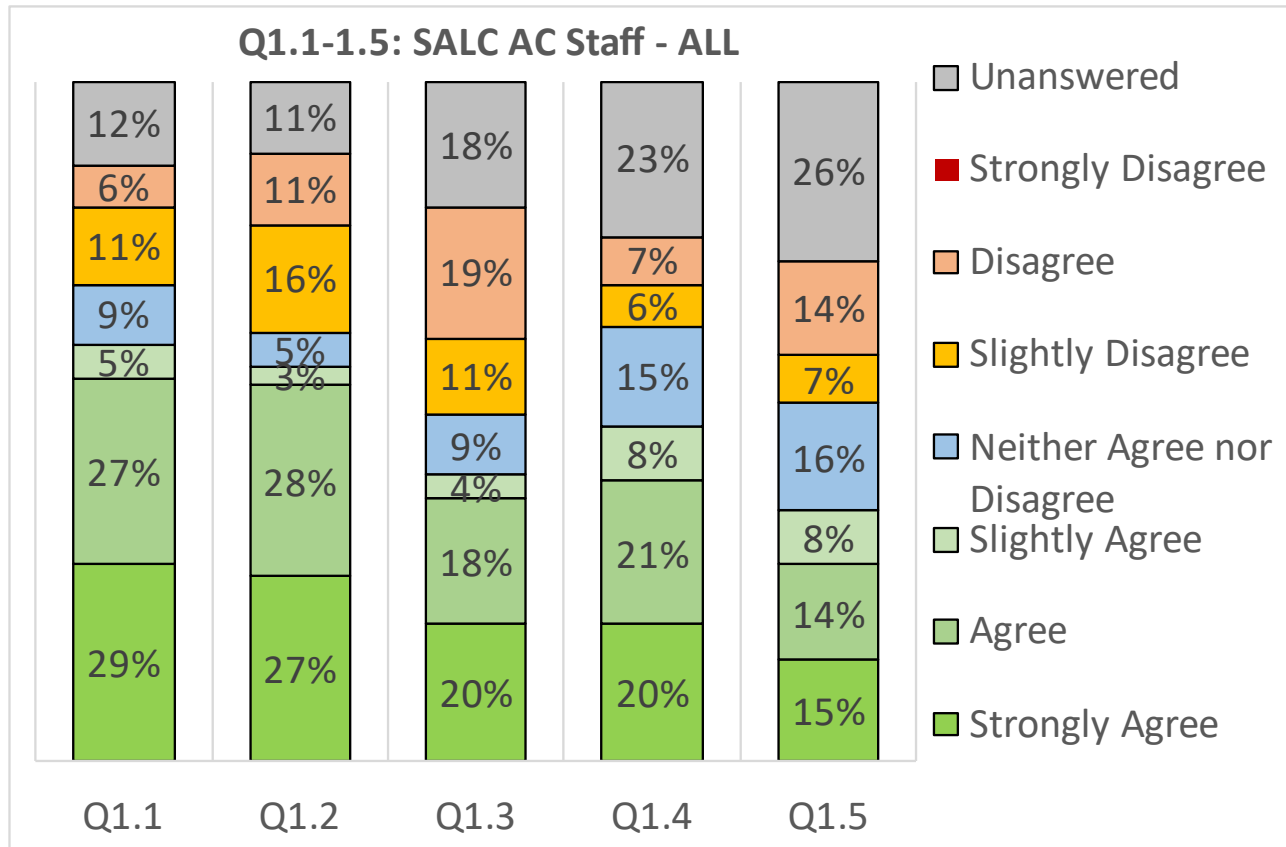
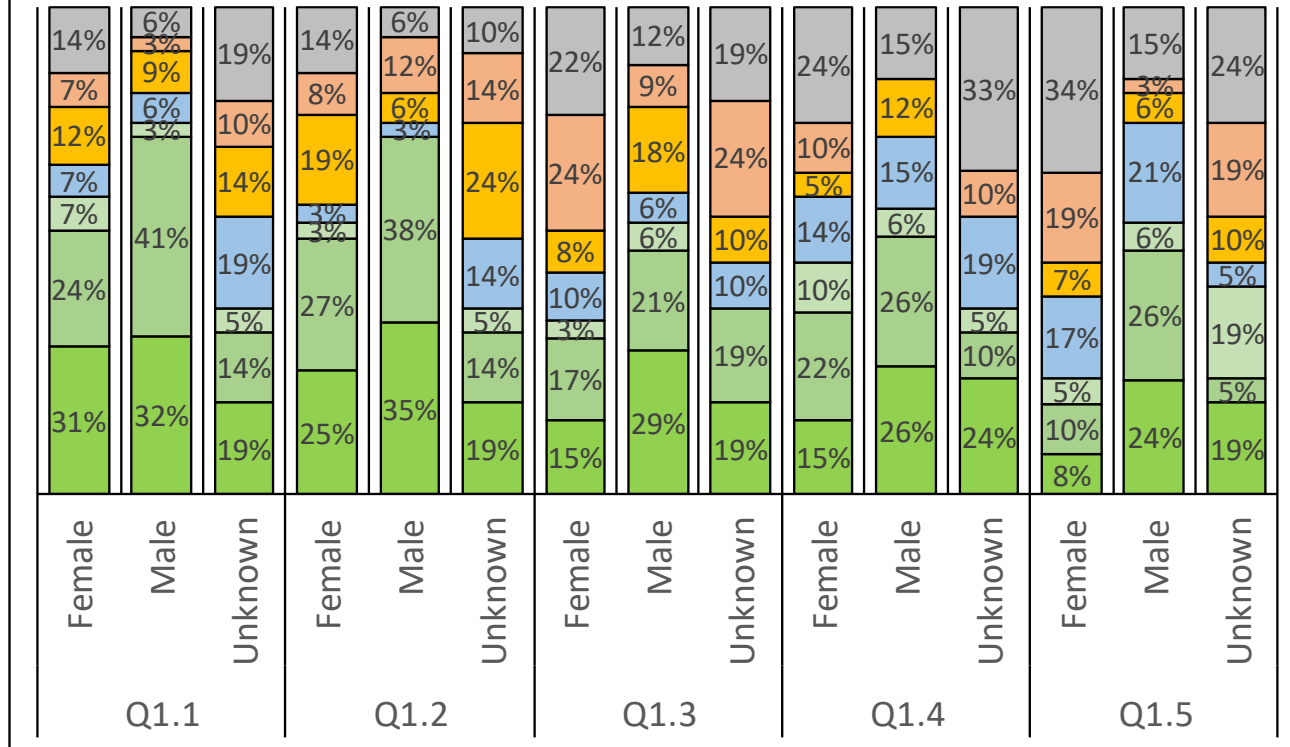


Figure a: Q1 SALC AC Staff - All

Q1.1-1.5: SALC AC Staff - by Sex



■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Figure b: Q1 SALC AC Staff by Sex

Question	
2	Do you feel you have personally been treated unfairly on the basis of your gender in relation to any of these issues over the last 12 months?

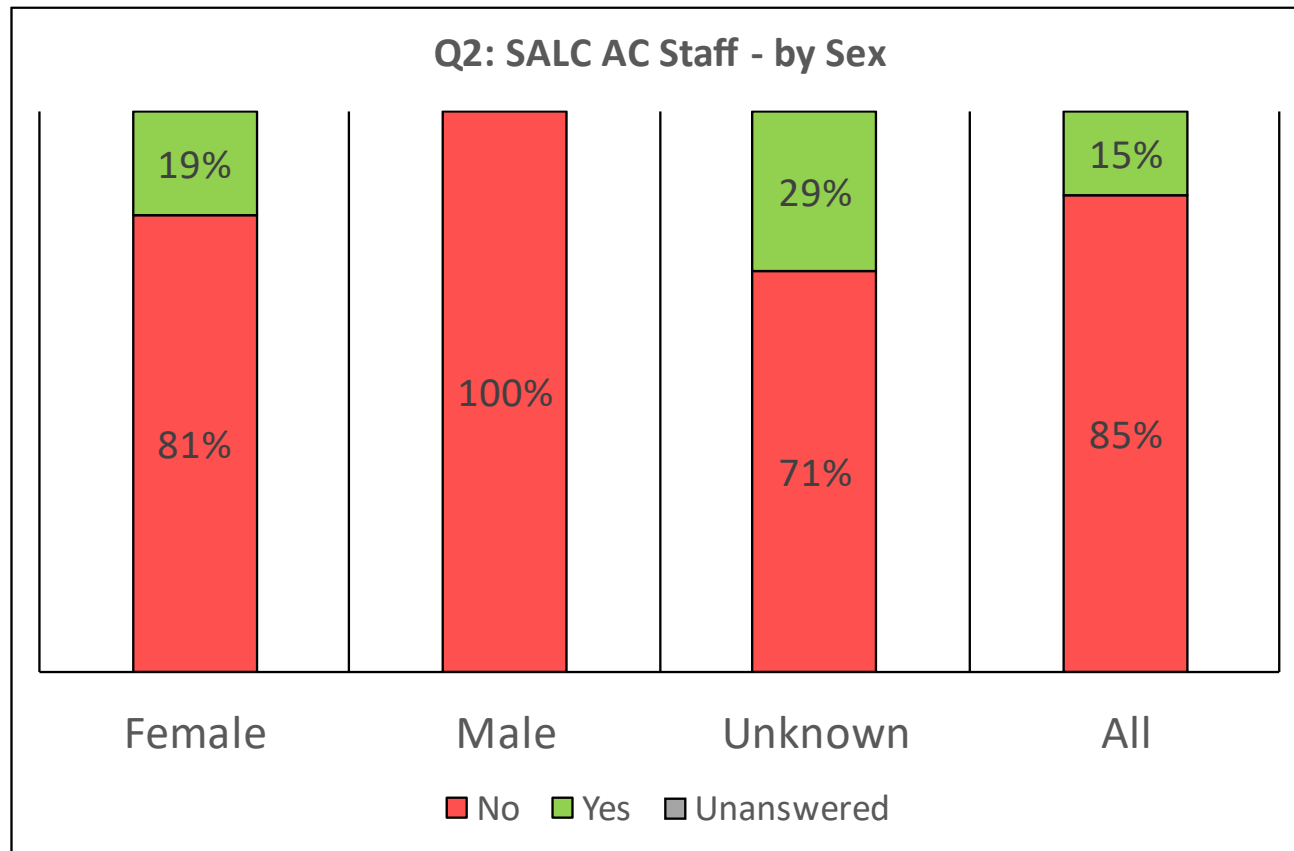


Figure c: Q2: SALC AC Staff - by Sex

Question	
3	Are you aware of the University's promotion processes and criteria?
5	Have you been encouraged to apply for promotion in the last 2 years?
7	Have you applied for promotion in the last two years?
8	If you have applied for promotion in the last 2 years, were you successful? ⁶

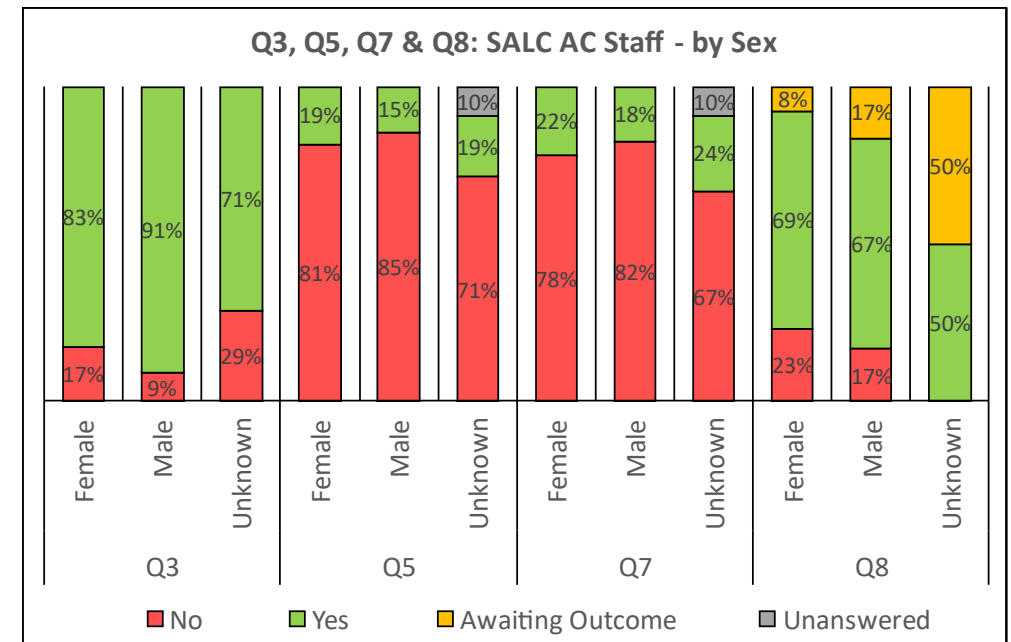
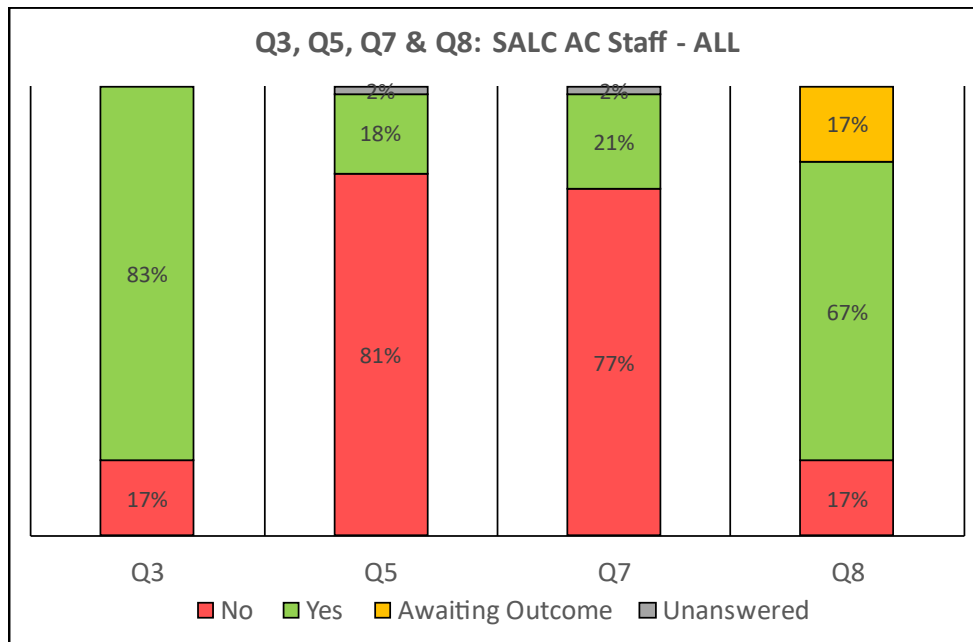


Figure d: Q3, Q5, Q7 and Q8: SALC AC Staff- All

Figure e: Q3, Q5, Q7 and Q8: SALC AC Staff- by Sex

⁶ Bar for Q8 includes only the 24 respondents who answered "Yes" to Q7, ie is a breakdown of the 21% in Q7.

Question:

3a	Please provide further comment (to Q3 Are you aware of the University's promotion processes and criteria?)
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I am aware of the written advice, but I have heard from colleagues that it is difficult for women to get promoted.

Statement 1 –A comment by a female survey respondent who answered Yes to Q3.

There is not enough targeted support for mid career women seeking promotion.

Statement 2 –A comment by a female survey respondent who answered Yes to Q3.

Question:

8a	Please provide further comment (to Q8 If you have applied for promotion in the last 2 years, were you successful?)
----	--

I am genuinely surprised that my line manager assumed that I wouldn't want to go for promotion and hadn't, as a line manager, thought about how to encourage me. Why would I not want to go for promotion?

Statement 3 –A comment by a female survey respondent who left Q8 unanswered

Question	
4	To what extent do you agree with the following statement? The University's promotions criteria are fair irrespective of gender

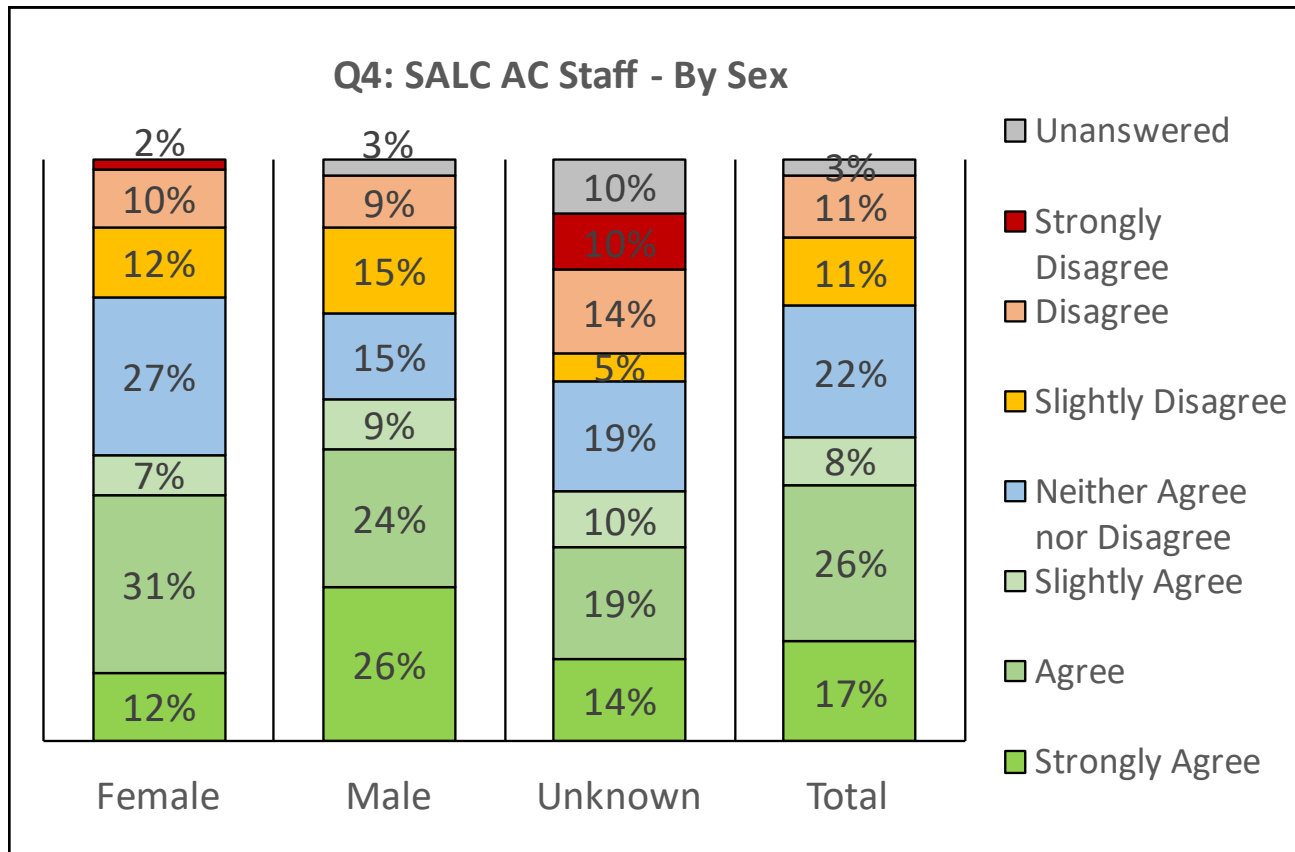


Figure f: Q4 - SALC AC Staff - by Sex

Question:

4a	Please provide further comment (to Q4 To what extent do you agree with the following statement? The University's promotions criteria are fair irrespective of gender)
----	--

The promotions criteria may be fair irrespective of gender but that doesn't address the issues that lead up to applying for promotion.

Statement 4 –A comment by a female survey respondent who answered Slightly Disagree to Q4.

[Staff often get 'stuck' in a single role because they are good/competent at it, which in turn can make it harder to develop different experiences and pursue those things

Statement 5 –A comment by a male survey respondent who left Q4 unanswered.

It isn't really clear HOW e.g. illness, pregnancy/maternity leave will be taken into account. Is there a clear framework or process behind this or is it just a flimsy statement?

Statement 6 –A comment by a female survey respondent who answered Slightly Agree to Q4.

Question	
9	Do you feel that you, or any other members of staff in the school, have been treated unfairly on the basis of their gender in relation to their career progression or promotion?

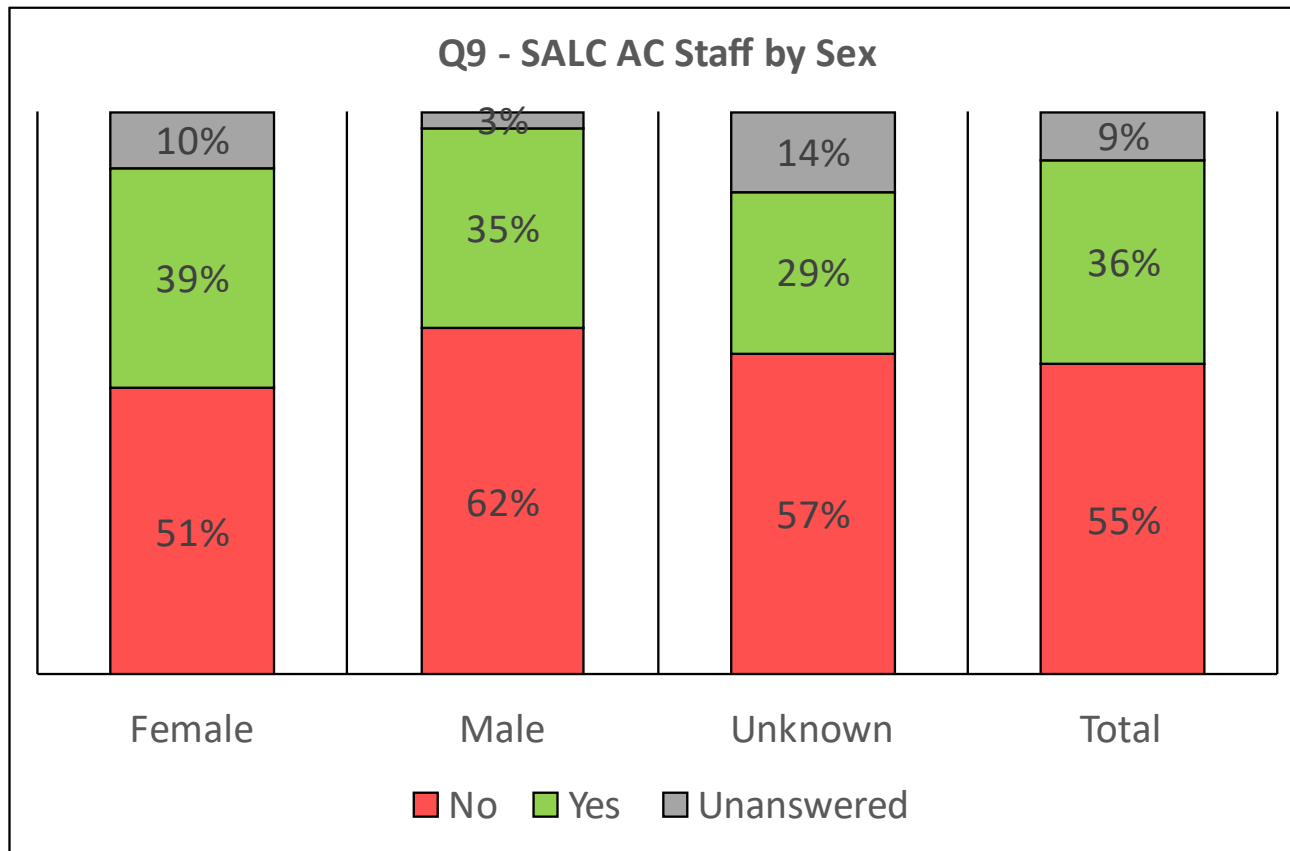
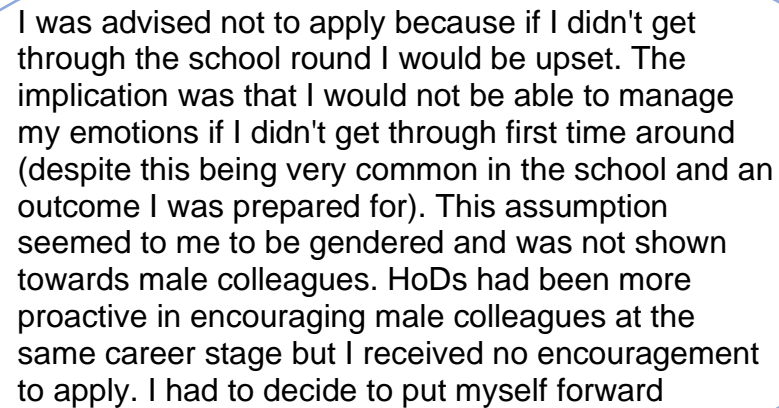


Figure g: Q9 SALC AC Staff t by Sex

Question:	
9a	<p>Please provide further comment</p> <p>(To Q9 Do you feel that you, or any other members of staff in the school, have been treated unfairly on the basis of their gender in relation to their career progression or promotion?)</p>



I was advised not to apply because if I didn't get through the school round I would be upset. The implication was that I would not be able to manage my emotions if I didn't get through first time around (despite this being very common in the school and an outcome I was prepared for). This assumption seemed to me to be gendered and was not shown towards male colleagues. HoDs had been more proactive in encouraging male colleagues at the same career stage but I received no encouragement to apply. I had to decide to put myself forward

Statement 7 – A comment by a female survey respondent who answered No to Q9.

Q6: If you have been encouraged to apply for a promotion in the last 2 years, who encouraged you to apply?				
	Female	Male	Unknown	Total
Head of School	2	1	1	4
Line Manager	2	2		4
Line Manager, Colleague	1			1
Line Manager, Senior Colleague		1		1
Line Manager, Senior Colleague, Colleague	1		1	2
Senior Colleague	2	1		3
Colleague	1		1	2
Other	1			1
Unanswered	49	29	18	96

Table 1: Q6- SALC AC Staff Responses tabulated by sex

Q6a: If 'other', please specify:				
	Female	Male	Unknown	Total
Former colleague	1			1
Also, Research Director, colleagues, students.	1			1
I chose to apply for grade promotion and received the support of my line manager, but this was a personal action to go for a grade 7 promotion.	1			1
I decided to apply for promotion under my own steam, but my former Head of School and senior colleagues were clear about my trajectory from my first sets of performance reviews and were supportive of my application throughout.	1			1
I was last promoted in the 2019-2020 promotion cycle, so perhaps is not surprising I haven't been encouraged to apply again (it is too early). However, I have never been given any encouragement in relation to my performance from my Head of Department (or the Head of School). In fact, my Head of Department actively discouraged me from applying for promotion (before my last promotion) and downplayed encouragement I had received from other senior professors by suggesting they (both of whom were women; my HoD is male) did not have enough experience in promotion panels to know what they were talking about.		1		1
It was one of these SALC emails from the top			1	1
Led	1			1
Unanswered	54	33	20	107

Table 2: Q6a – SALC AC Staff Responses tabulated by sex

In table 2 above the respondent who selected other in Q6, commented “Former Colleague” in response to this question. Other answers are additional from those who did not select other in Q6.

Question	
10	My School takes positive action to encourage particular groups to apply for posts in areas where they are under-represented (e.g. encouraging appropriately qualified colleagues of any sex to apply for posts; including diversity in images of staff in recruitment materials; including a statement in job adverts that applications are welcomed from under-represented groups).

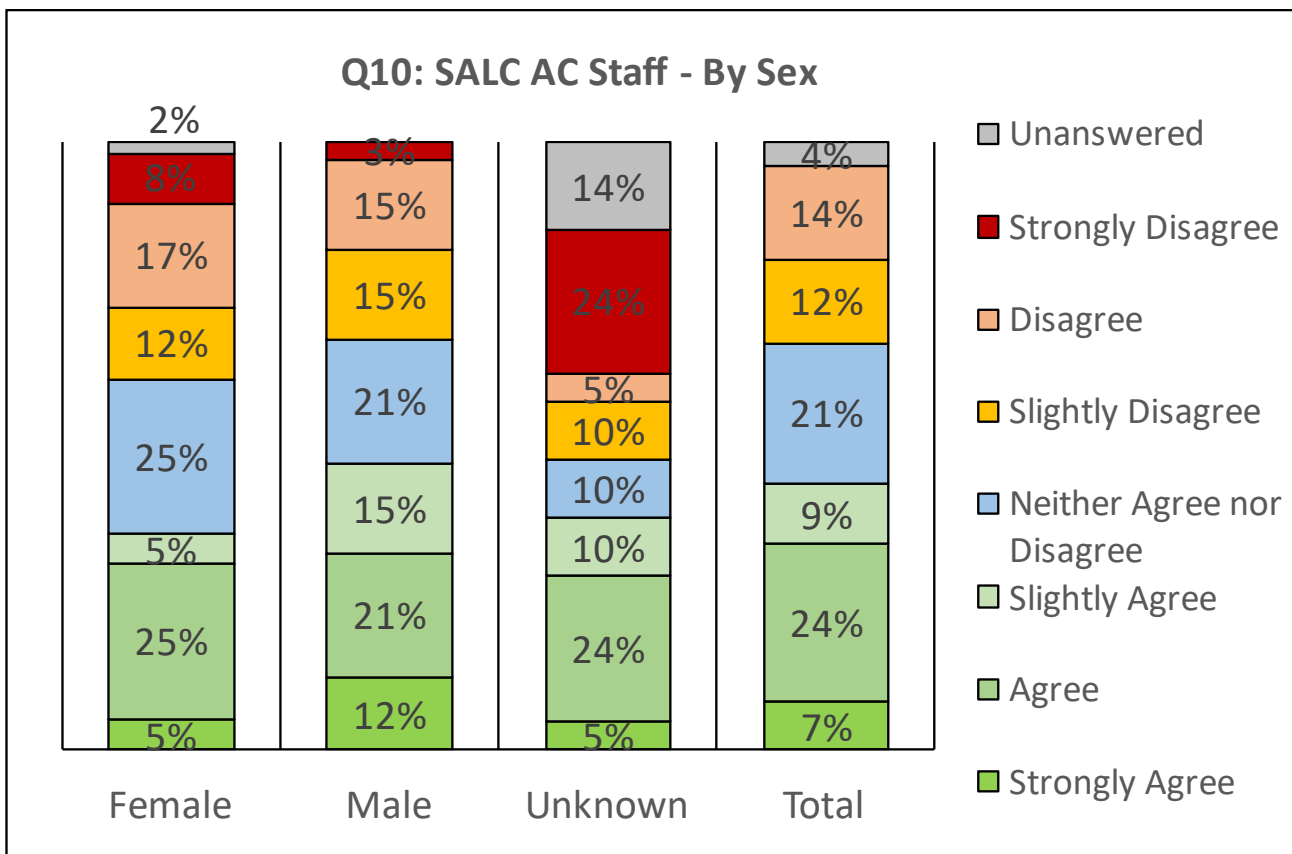


Figure h: Q10: SALC AC Staff - by Sex

Question	
11	If you joined the school in the last 2 years; did you have an induction when you joined the school ⁷ .
12	Was this induction useful?
13	Were issues of gender equality appropriately addressed during your induction process?

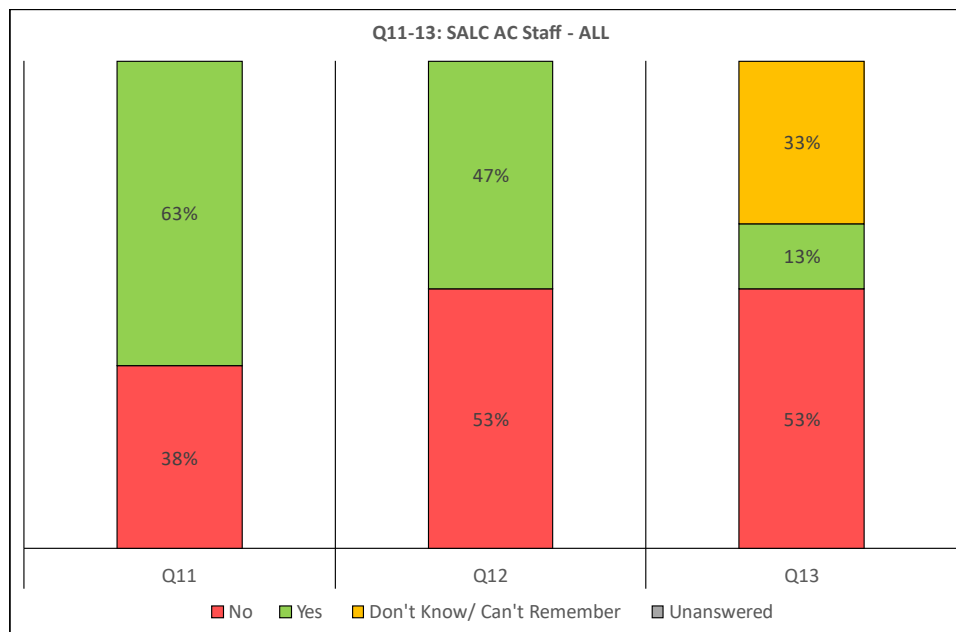


Figure i: Q11-13 SALC AC Staff - All

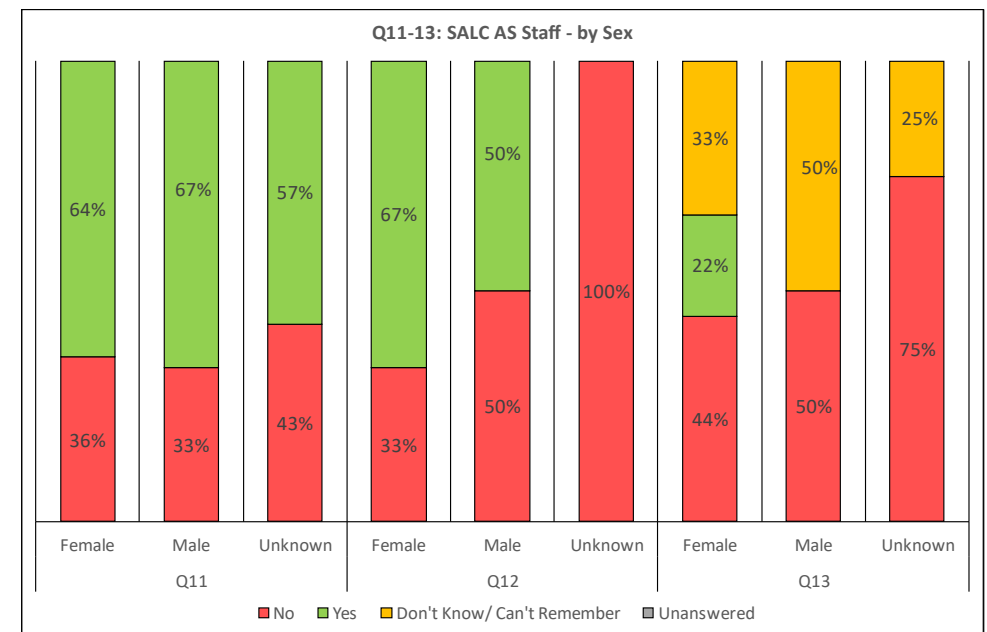


Figure j: Q11-13 - SALC AC Staff - by Sex

⁷ For this question 24 colleagues answered Q11, with the remaining 90 leaving the question unanswered. The graphs for Q11 above reflect the answers of these 24 colleagues only. For graphs of Q12 and Q13 only those 15 colleagues who answered Yes to Q11 are included.

Question:	
15	Do you find the Personal Development Review (PDR) process and the feedback you receive valuable for your career development?
16	Are you aware of the training that is available within The University in relation to your professional and career development in areas such as equality and diversity, management, leadership, or other skills?
17	Have you been encouraged to participate in such training opportunities?
18	Have you taken up any such training opportunities?

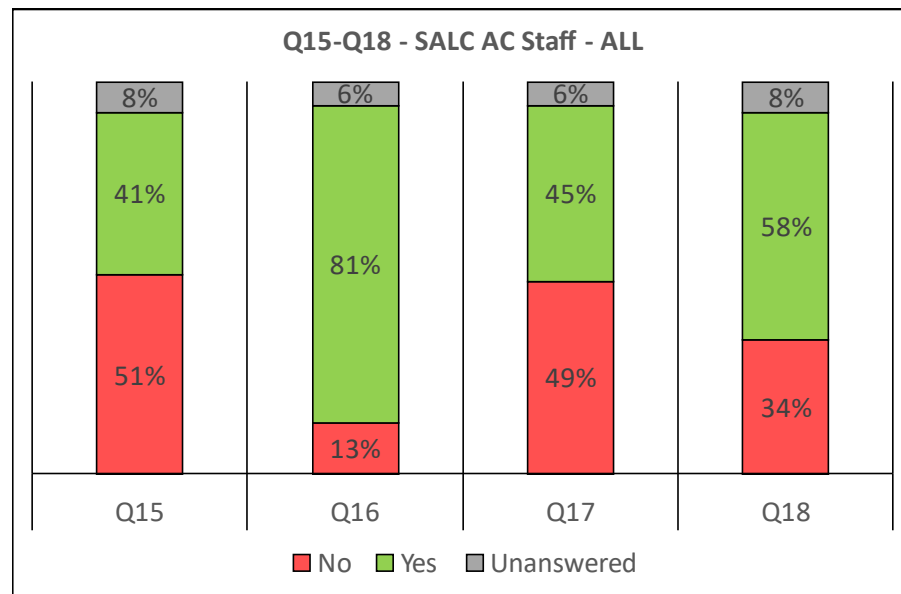


Figure k: Q15-Q18 - SALC AC Staff - ALL

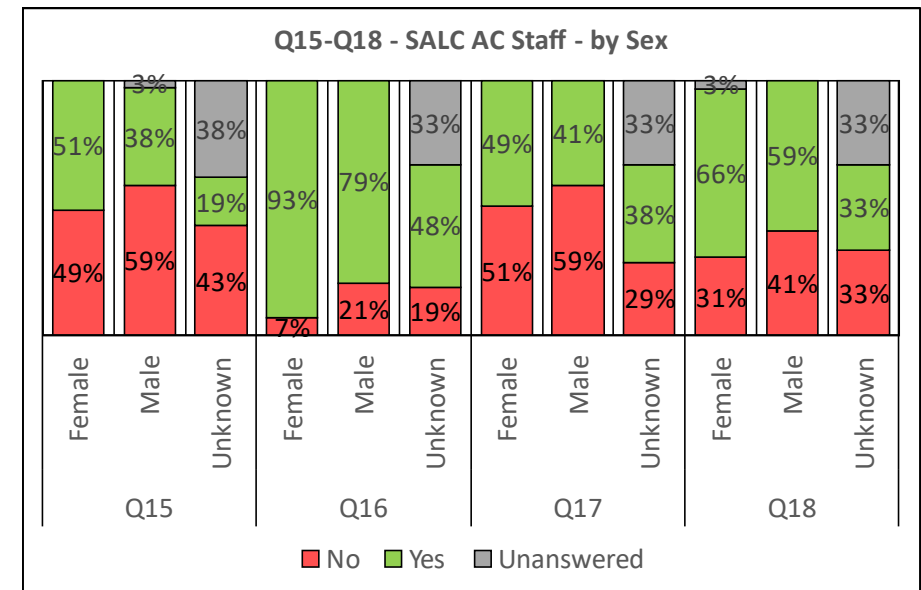


Figure l: Q15-Q18- SALC AC Staff – by Sex

Question	
19.	I am given opportunities to represent my School externally and/or internally on committees or boards.
20	Staff who work part-time or flexibly in my School are offered the same career development opportunities as those who work full-time.
21	Do you feel there is adequate support and information available from the school to help you apply for research grants and/or internal funding?

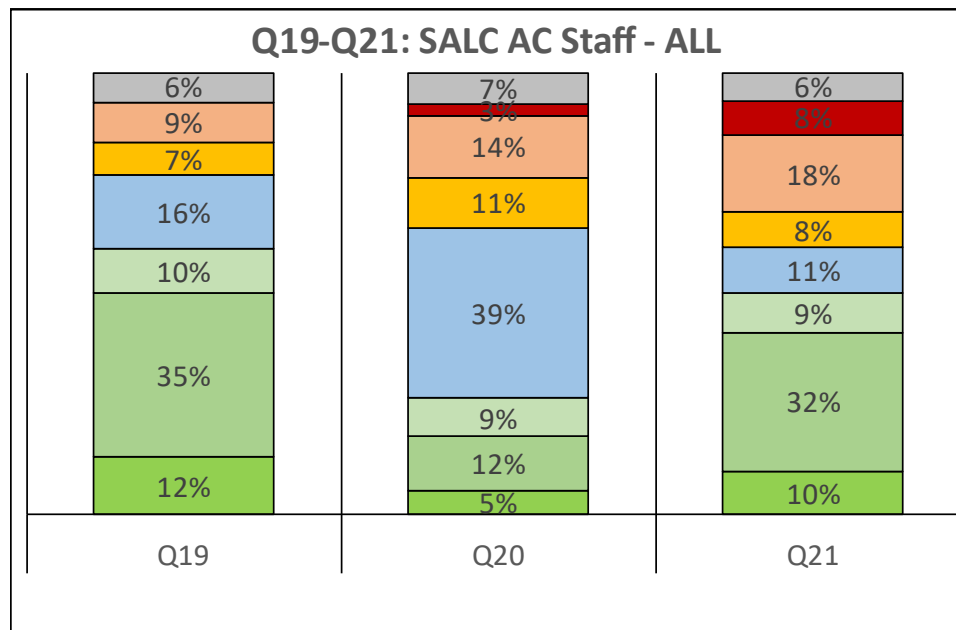


Figure m: Q19-Q21: SALC AC Staff - All

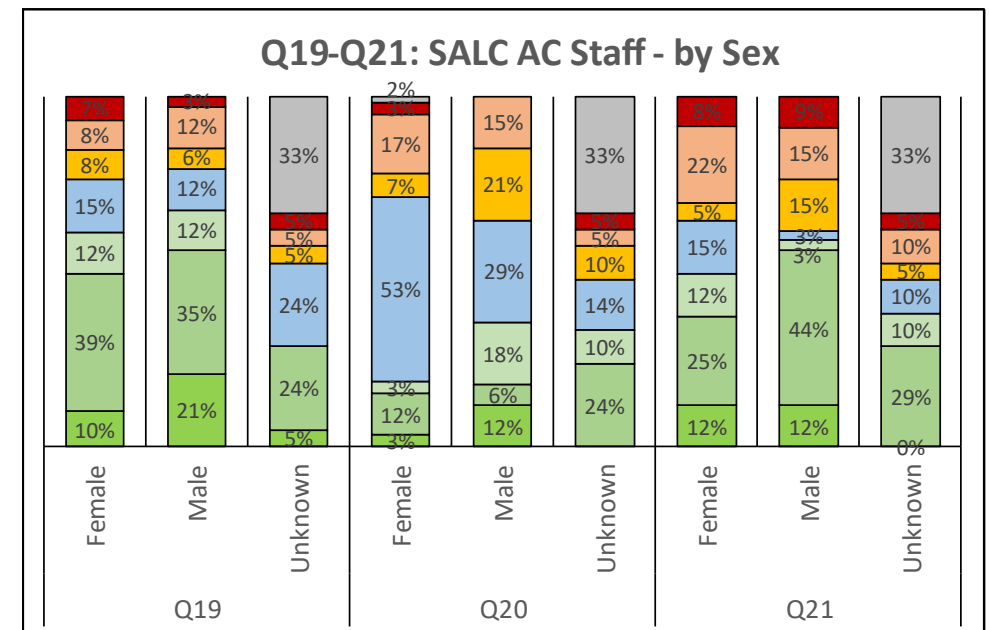


Figure 14: Q19-Q21: SALC AC Staff - by Sex

■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Question	
24.1	Meetings in my School are completed in core hours to enable those with caring responsibilities to attend
24.2	I am satisfied with the balance between my professional and personal life
24.3	Do you feel that your response has changed due to the circumstances of working during a pandemic?
24.4	In my School, gender does not play a role in the annual allocation of work
24.5	The School tries to accommodate the scheduling of teaching as per my preferences

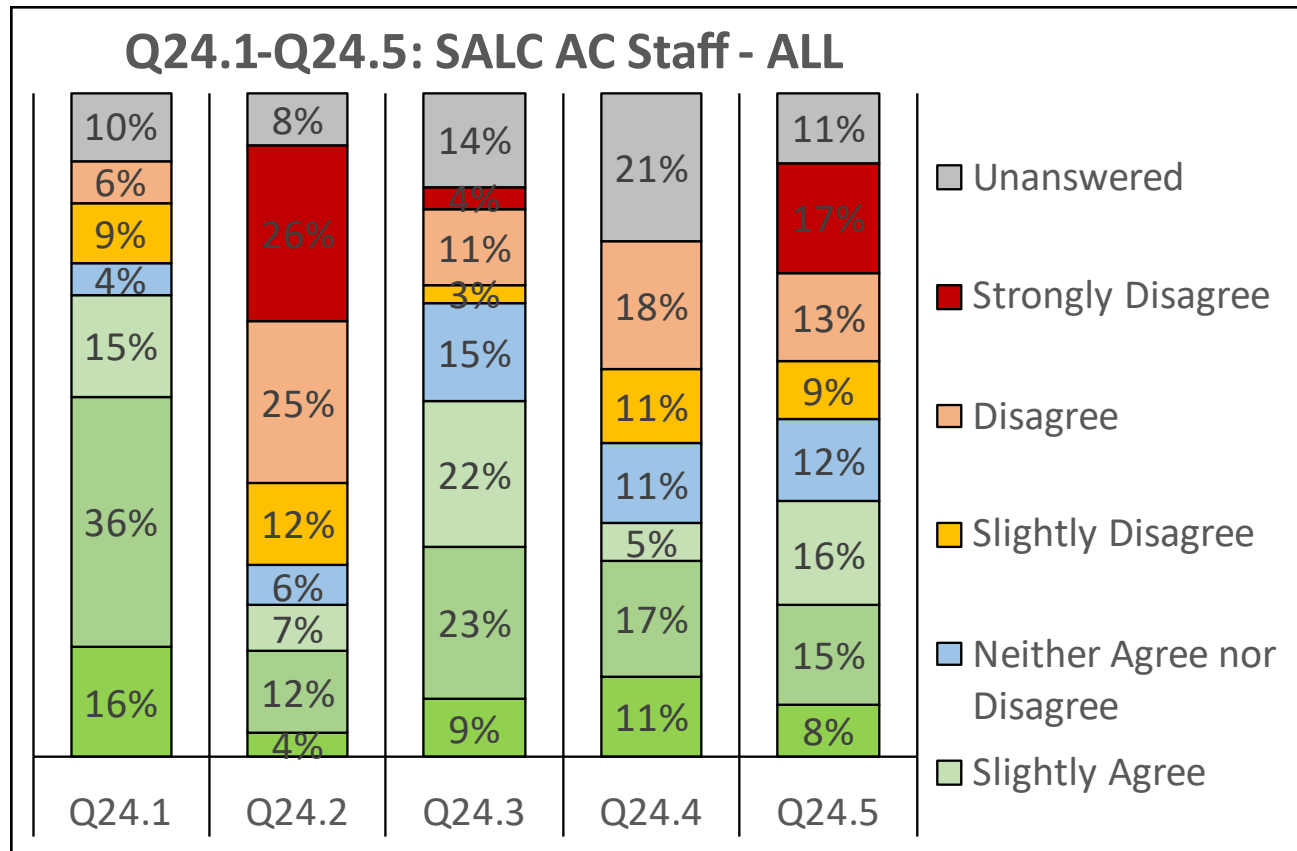
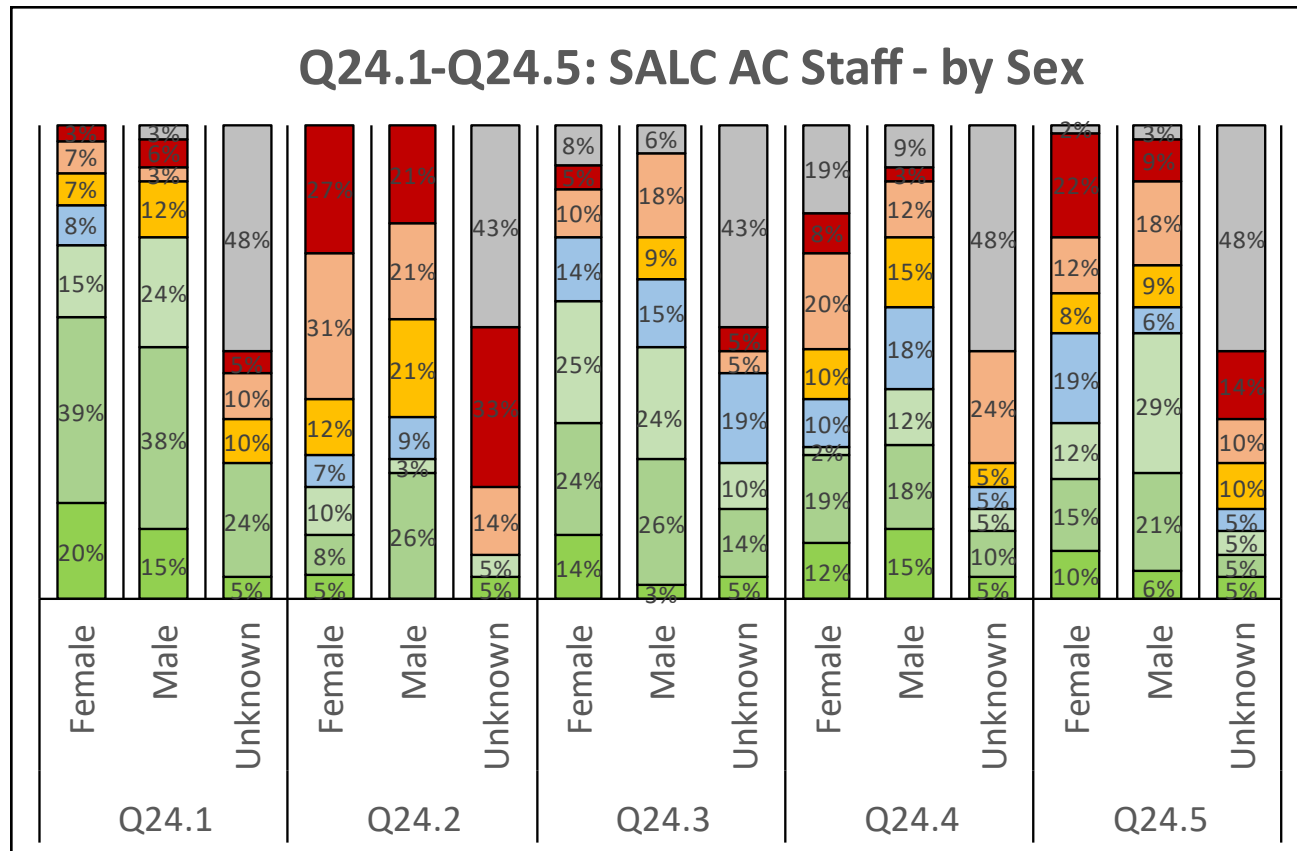


Figure 15: Q24.1-Q24.5: SALC AC Staff - All



■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Figure 16: Q24.1-Q24.5: SALC AC Staff - by Sex

Question:

25 Do you feel that you have personally been treated unfairly on the basis of your gender in relation to any of the issues raised in the previous question (Q24) over the past 12 months?

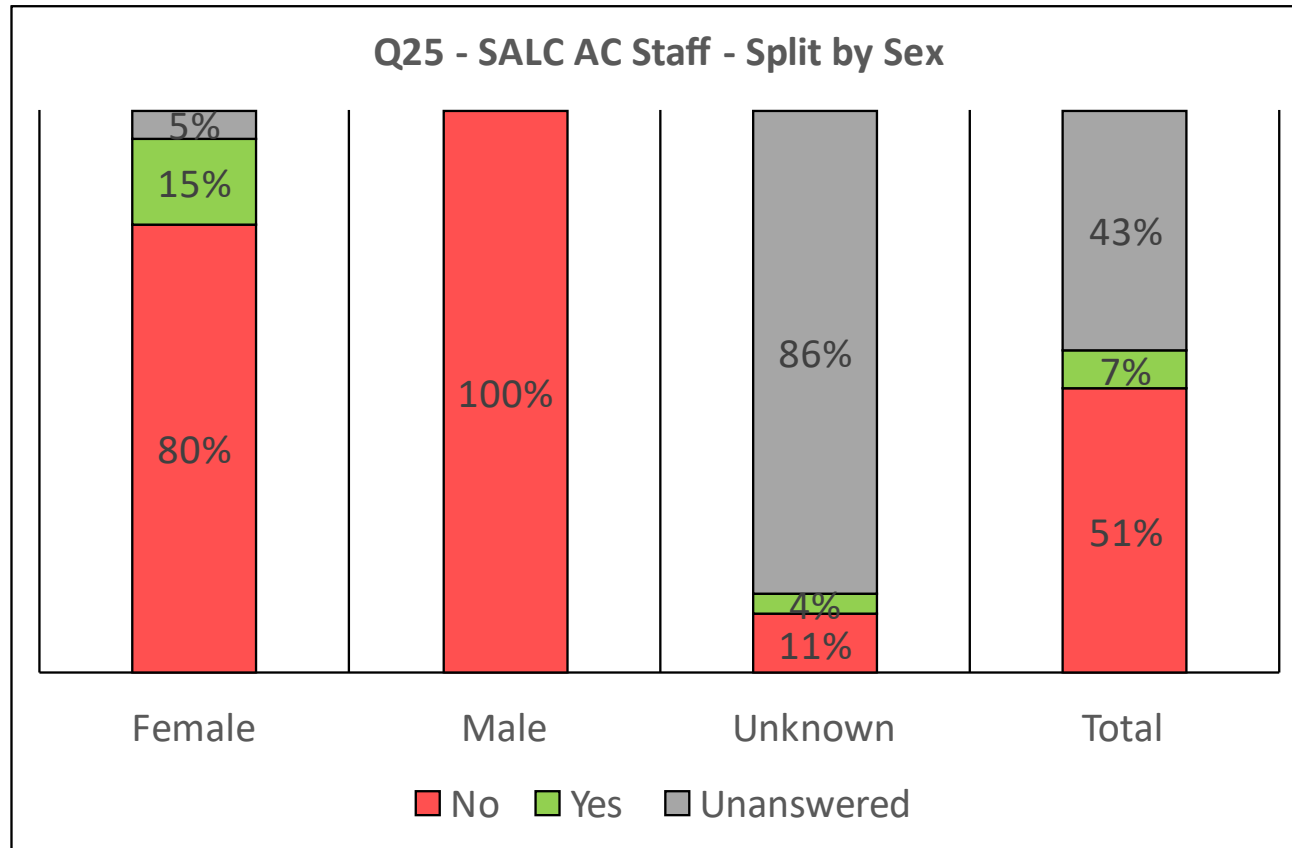
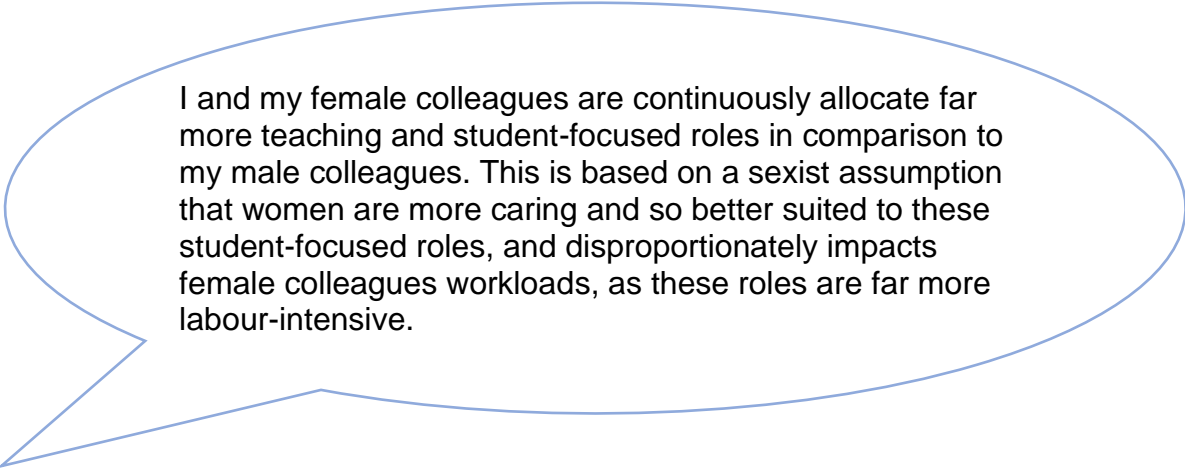


Figure 17: Q25 - SALC AC Staff - Split by Sex

Question:

25b

Please provide further comments (to Q 25)



I and my female colleagues are continuously allocate far more teaching and student-focused roles in comparison to my male colleagues. This is based on a sexist assumption that women are more caring and so better suited to these student-focused roles, and disproportionately impacts female colleagues workloads, as these roles are far more labour-intensive.

Statement 8 –A comment by a female survey respondent who answered Yes to Q25.

Question:	
Do You use Informal or Formal flexible working	
26a	Informal
26b	Formal

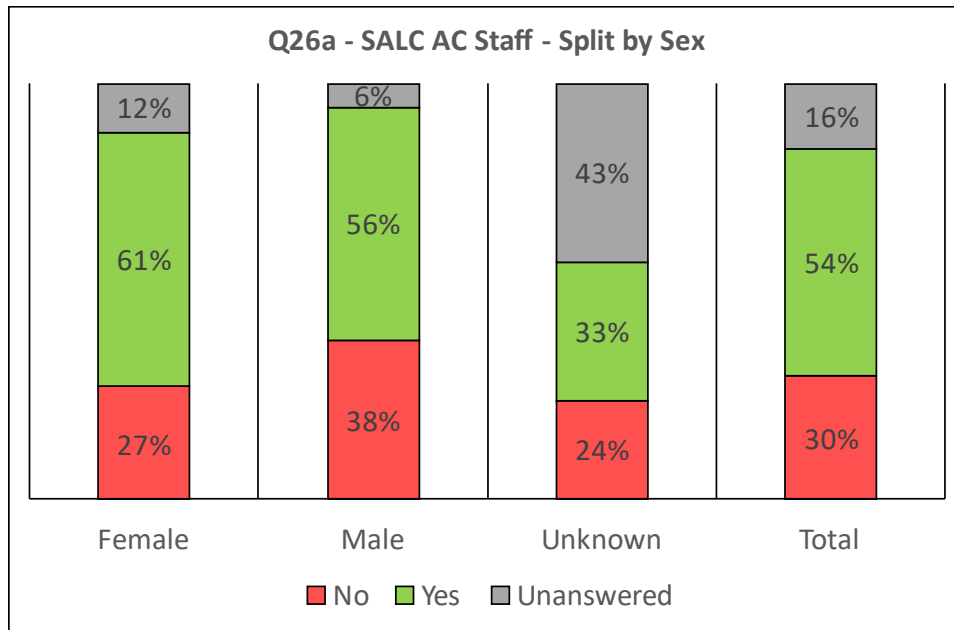


Figure 18: Q26a- SALC AC Staff - Split by Sex

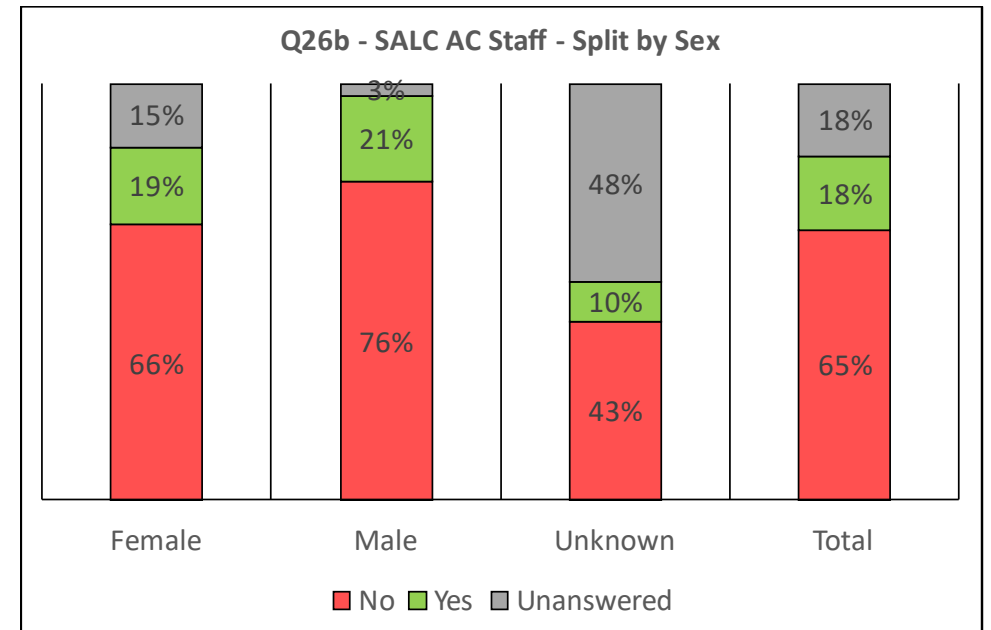


Figure 19: Q26b - SALC AC Staff - Split by Sex

Q27: Which forms of flexible working do you use				
	Female	Male	Unknown	Total
Flexitime / different start and finish times from other colleagues	4		4	8
Flexitime / different start and finish times from other colleagues, Working from home	15	9	24	48
Flexitime / different start and finish times from other colleagues, Working from home, Compressed hours	2	1	3	6
Flexitime / different start and finish times from other colleagues, Working from home, Compressed hours, Other, please specify	1		1	2
Working from home	16	8	24	48
Working from home, Compressed hours	1	1	2	4
Part time hours	1	1	2	4
Part time hours, Flexitime / different start and finish times from other colleagues	1		1	2
Part time hours, Flexitime / different start and finish times from other colleagues, Working from home		1	1	2
Part time hours, Flexitime / different start and finish times from other colleagues, Working from home, Career break		1	1	2
Part time hours, Working from home	1		1	2

Other, please specify			0	0
Unanswered	17	12	29	58

Table 3- Q27: SALC AC Staff Responses tabulated by sex

Subsidiary question for Q27.1 - Which forms of flexible working do you use

Q27a: Other, Please specify:				
	Female	Male	Unknown	Total
Flexible working besides actual teaching hours		1	0	1
I have discussed Career break / Unpaid leave as the only fatal mechanism to develop my career within the University but in a different direction. The personal cost may be too high if I finally formally apply but I found the School to be very supportive.			1	1
I live 200 miles away from Manchester so it is necessary to work from home on some days.	1		0	1
I work from home routinely as a part of my working habits, but working from home is often also necessary because we are not able to complete our allocated duties within the 7.5 hours of a paid working day.	1		0	1
I've requested condensed teaching days, to work from home on other days and to start/finish in core hours to ensure childcare pickup/drop off. This allows me to find alternative arrangements for days when I'm teaching if possible and by working from home on other days I'm available to collect the children if they are sent home sick, an unfortunately regular occurrence due to COVID.	1		0	1
Much of this is not meaningful for academics.	1		0	1
since almost all research work and some administration can done better from home than from the office, I do it from home.		1	0	1

Start time of 10am	1		0	1
This question feels a bit redundant for academics in all honesty - what's the value in us being on campus when there's no teaching or meetings? How exactly are you going to formally schedule in time to go to archives etc for research/conferences - unless it's out of the country?	1		0	1
Working from home more since the end of the pandemic	1		0	1
Unanswered	52	32	20	104

Table 4- Q27a – SALC AC Staff Responses tabulated by sex

Q28: Over the last 2 years have you applied for any of the following forms of leave? (Tick all that apply):				
	Female	Male	Unknown	Total
Shared Parental Leave			1	1
Unpaid Leave	3			3
Maternity Leave	2			2
Other, please specify	2			2
Unanswered	51	34	20	105

Table 5 - Q28: SALC AC Staff Responses tabulated by sex

Q28a: If Other please Specify				
	Female	Male	Unknown	Total
permanent, but part time contract	1			1
Sick leave	1			1
no, but I have covered a lot of roles and events for people on various forms of parental leave or because of childcare issues	1			1
Unanswered	56	34	21	111

Table 6- Q28a: SALC AC Staff Responses tabulated by sex

Note the responses in *italics* above selected other in Q28.1. The remaining response had not.

Question:	
29	If you have applied for maternity/paternity/adoption/unpaid/shared parental leave, were any of your requests denied?
32	If you have taken maternity/paternity/adoption/unpaid/shared parental leave, do you think it had an adverse effect on your career

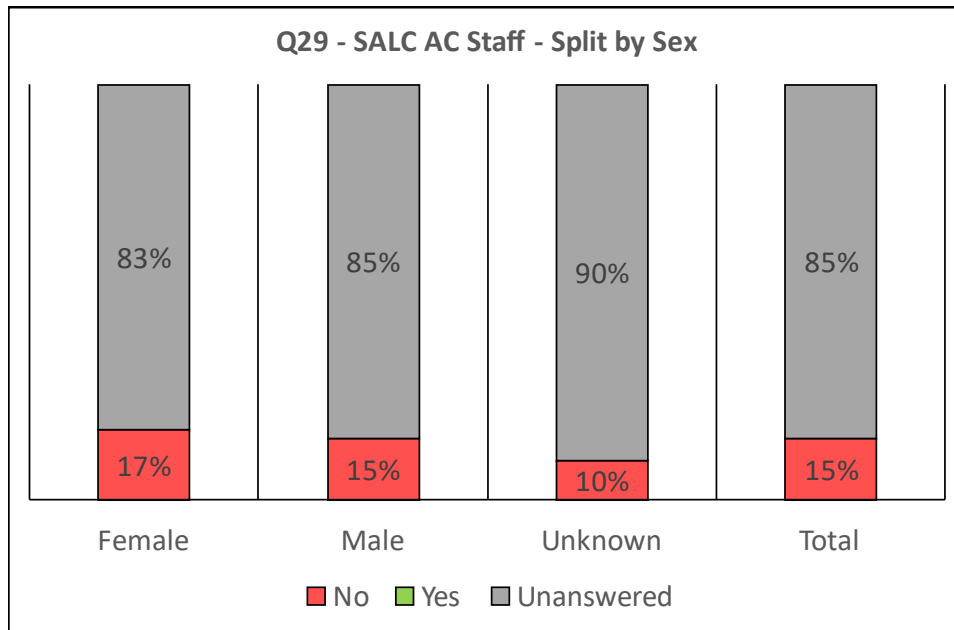


Figure 20: Q29 – SALC AC Staff – Split by Sex

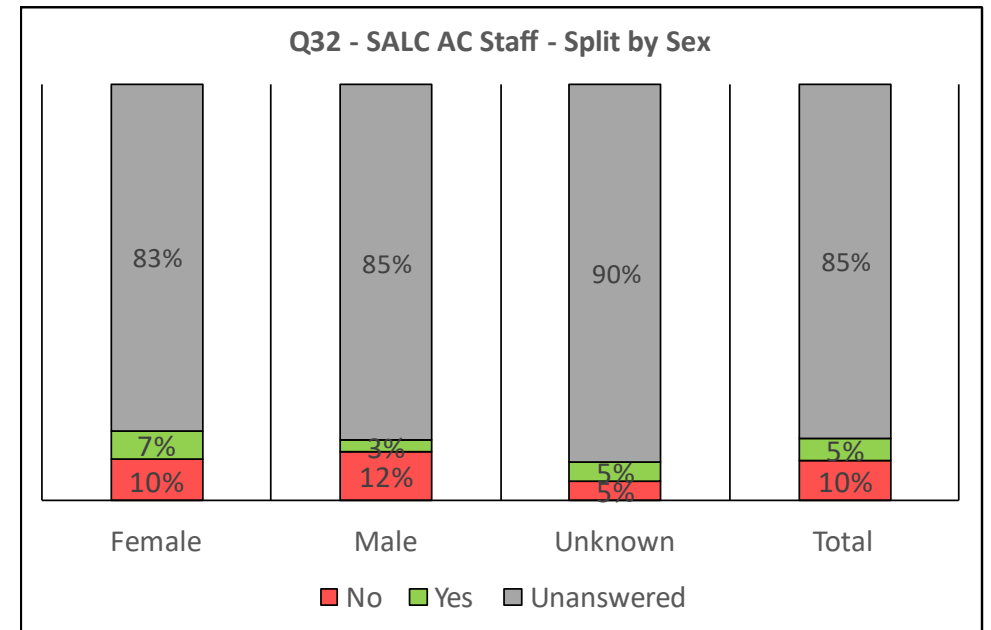


Figure 21: Q32 – SALC AC Staff – Split by Sex

Question:	
Do you feel the school was fully supportive:	
30.1	Before your leave
30.2	During your leave
30.3	After your leave

Due to large volume of unanswered the chart axis has been adjusted to show better visualisations of the answered data

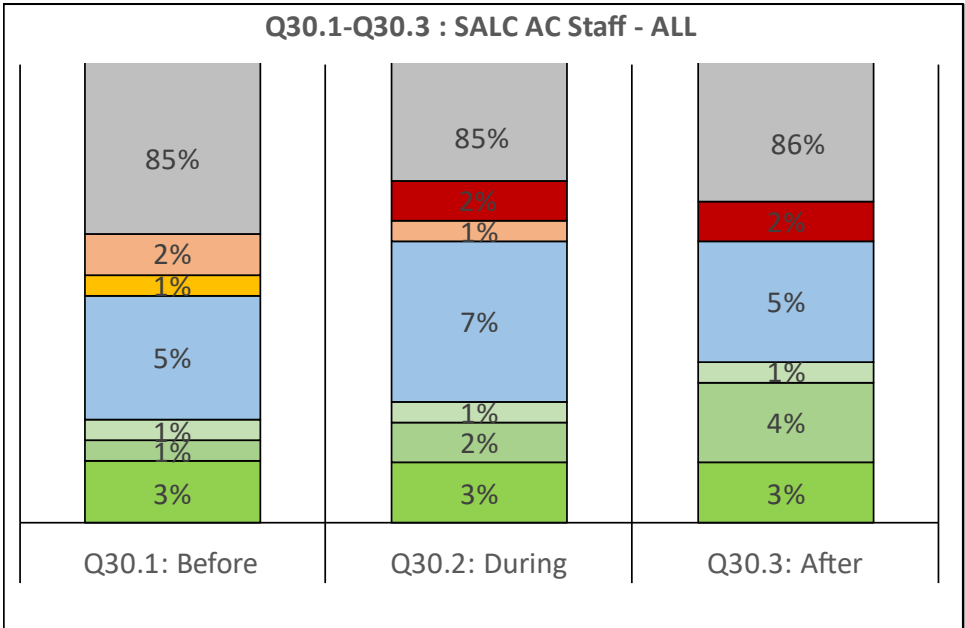


Figure 22: Q30.1-30.3: SALC AC Staff - All

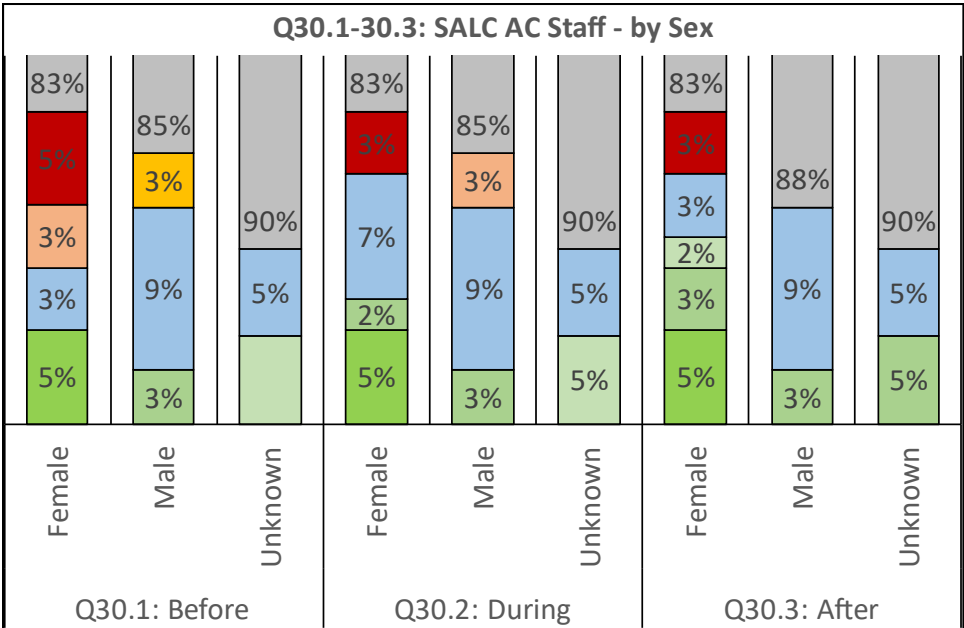


Figure 23: Q30.1-30.3: SALC AC Staff - All

Strongly Agree Agree Slightly Agree Neither Agree nor Disagree Slightly Disagree Disagree Strongly Disagree Unanswered

Question:

33 Are you aware of how existing promotion procedures take account of periods of maternity/paternity/adoption/unpaid/shared parental leave?

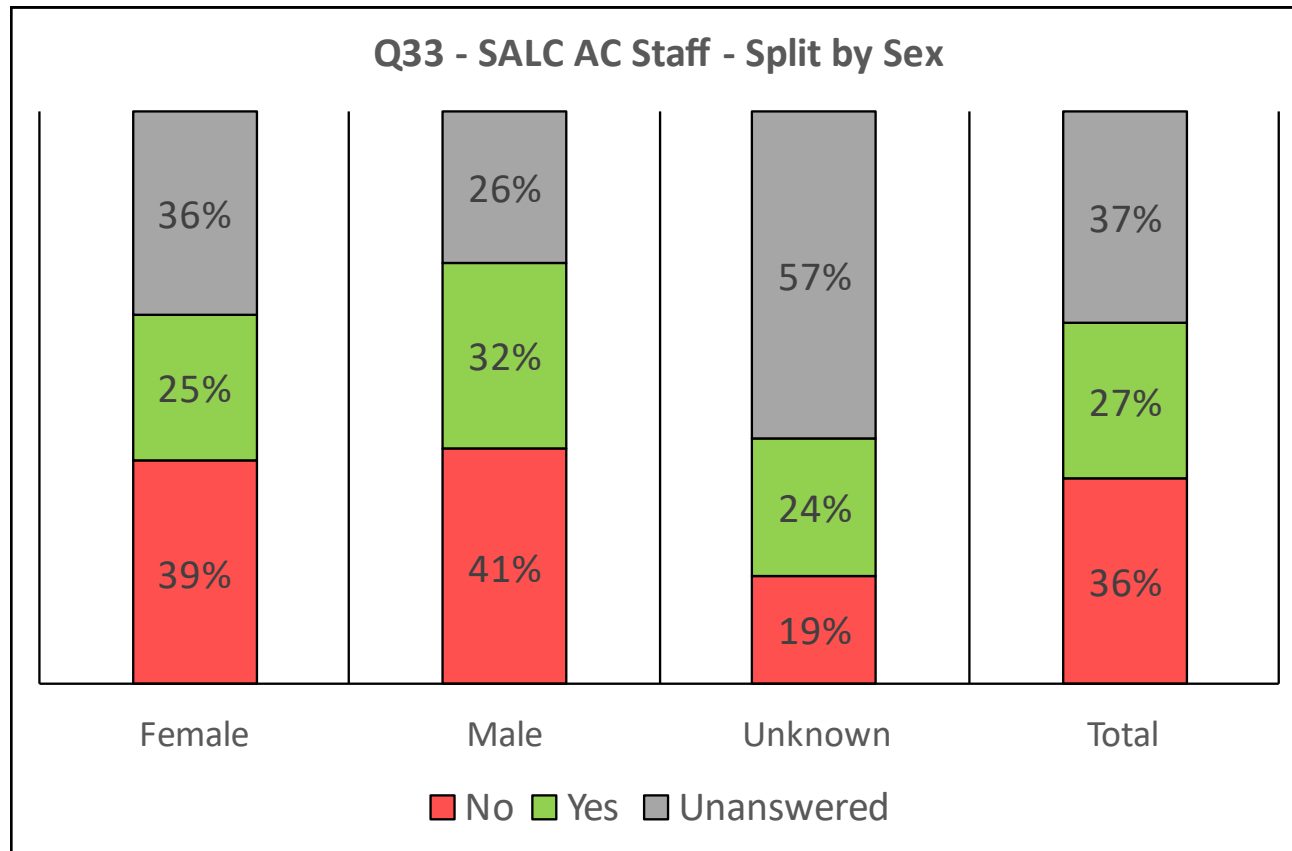


Figure 24: Q33 - SALC AC Staff - Split by Sex

Q31: If you have taken maternity/paternity/adoption/unpaid/shared parental leave, did you keep in touch with the School during your leave?				
	Female	Male	Unknown	Total
No	4	2	0	6
Yes – I attended meetings and School activities	1		0	1
Yes – I dropped in for social visits	1		0	1
Yes – I received emails informing me of School-related news	2	1	2	5
Yes – other, please specify	2	1	0	3
Unanswered	49	30	19	98

Table 7: Q31 SALC AC Staff Responses tabulated by sex

Q31a: If Other Please Specify:				
	Female	Male	Unknown	Total
continued teaching, research activity as no replacement provided, colleagues unwilling to reschedule		1	0	1
PhD supervision; kept up to date by email	1		0	1
The above box won't take multiple responses (!) so: continued receipt of e-mails, attendance of strategic meetings (voluntarily - no expectation), social visit drop-ins, research seminars and events like graduation or fieldtrips. These were all positive ways of keeping in touch. However, one staff member did pursue me aggressively in the first few weeks of maternity leave for information related to the prior REF (information which I had already provided), threatening me with exclusion from the REF if I did not respond. This was a negative experience, but it was very much a product of that individual member of staff's behaviour pattern (someone who is no longer in the university): looking back, I should have raised this with my line manager.	1		0	1
I have been repeatedly contacted by colleagues during my maternity leave, with emails that have required responses. As a result, I have had to check in on my work emails regularly. Colleagues seem to expect that I am able to respond to queries, prepare course documents etc. as usual and in the usual timeframe. My former head of department has also encouraged a potential master student to get in touch with me for a meeting, telling her that I am on maternity leave but should be able to meet her anyway. This has been extremely stressful, and I have found it very difficult to make time for this while also caring for a baby 24/7.	1		0	1
PhD supervision			1	1

Unanswered	56	33	20	109
------------	----	----	----	-----

Table 8: Q31a – SALC AC Staff Responses tabulated by sex

Note the responses in *italics* in table 8 above selected other in Q31.1. The remaining 2 responses had not.

Question:	
34.1	Senior academic staff respect junior male, female and non-binary academic staff equally
34.2	In meetings, people pay just as much attention when female and non-binary academic staff speak as when male academic staff speak
34.4	Female and non-binary academic staff who have children are considered just as committed to their careers as those who do not have children
34.7	Female and non-binary academic staff are adequately represented on School Management/Leadership committees

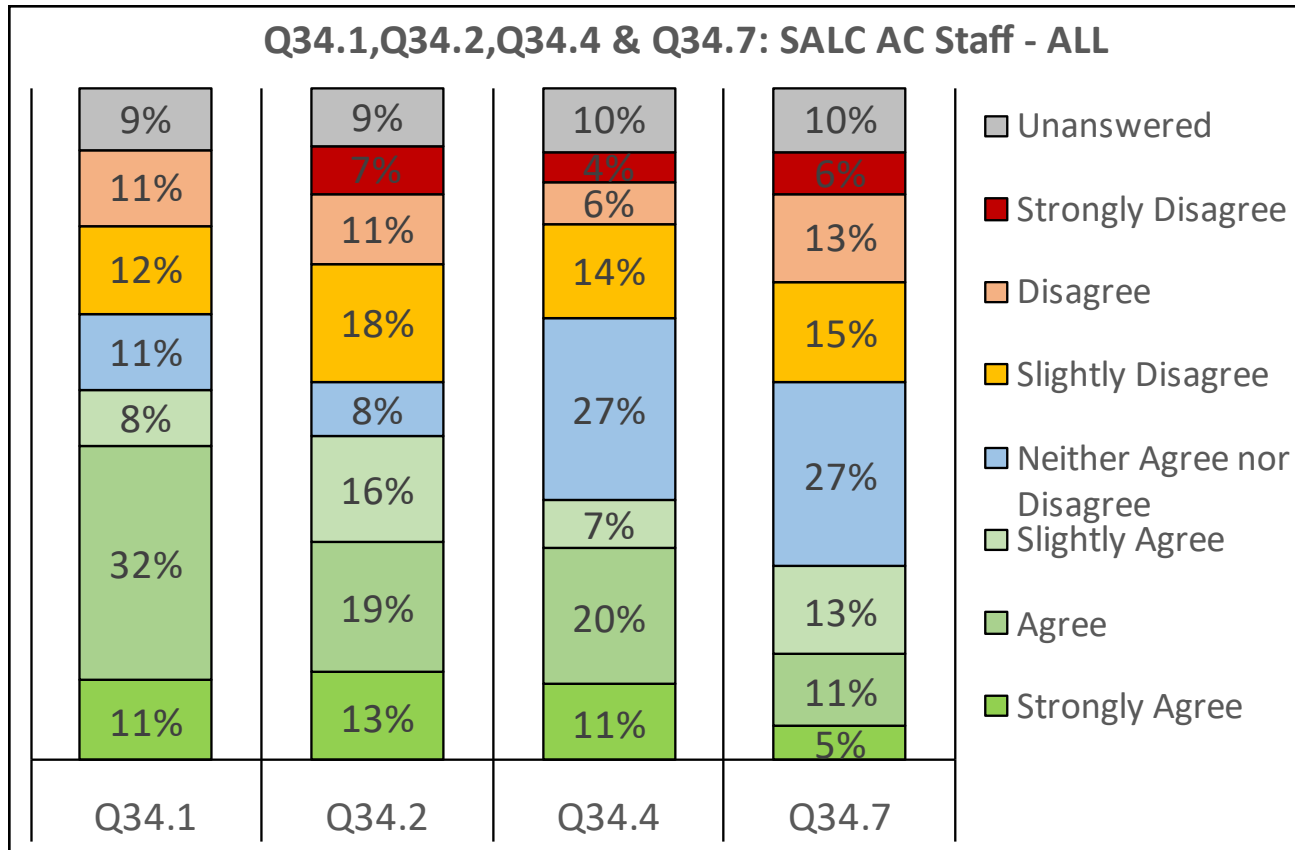
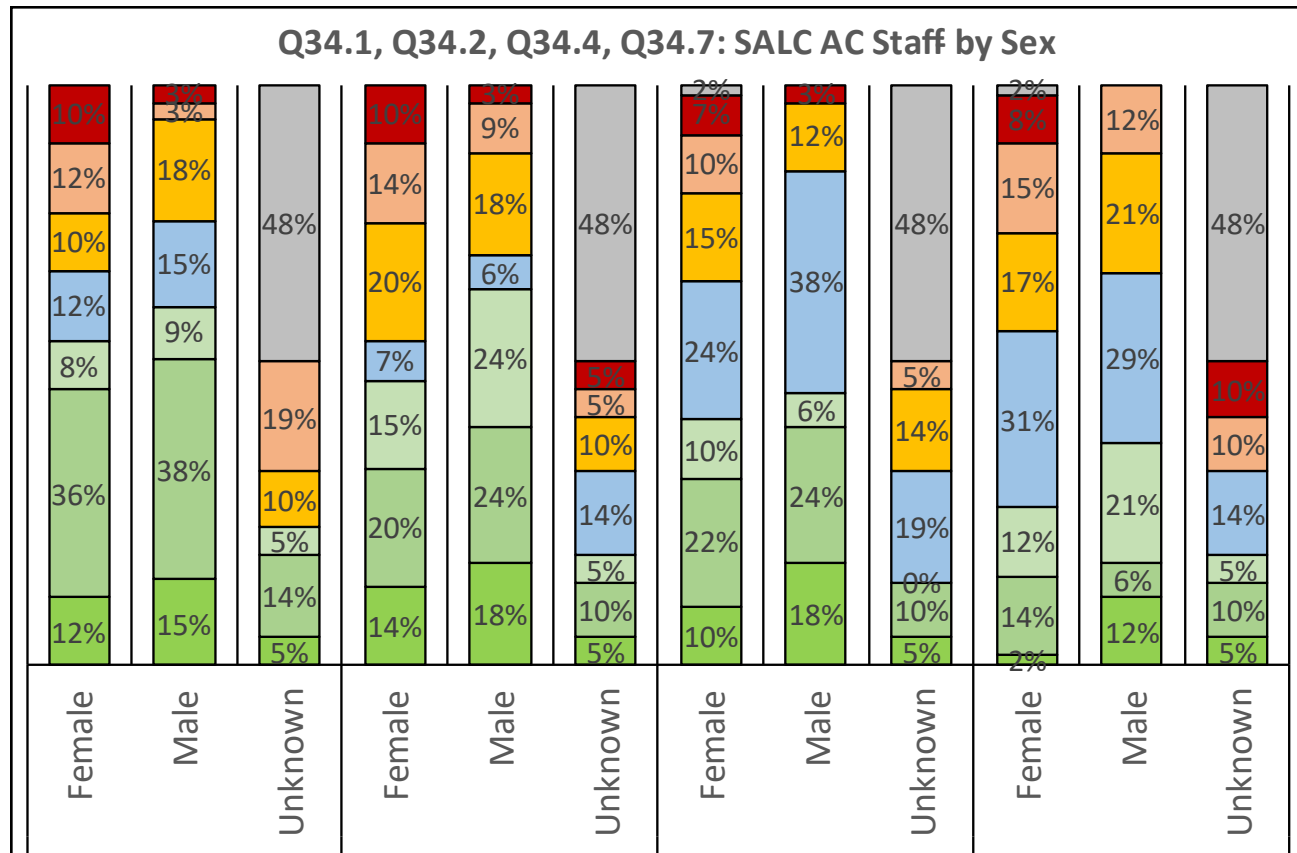


Figure 25: Q34.1, Q34.2, Q34.4, Q34.7: SALC AC Staff - All



■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Figure 26: Q34.1, Q34.2, Q34.4, Q34.7: SALC AC Staff – by sex:

Question:	
34.3	Male academic staff are more likely than their female and non-binary counterparts to have influence on School policy making and administration
34.5	Female and non-binary academic staff incur more career disadvantages for having a family than male academic staff do
34.6	Male academic staff are more likely than female and non-binary academic staff to be involved in informal social networks in the School

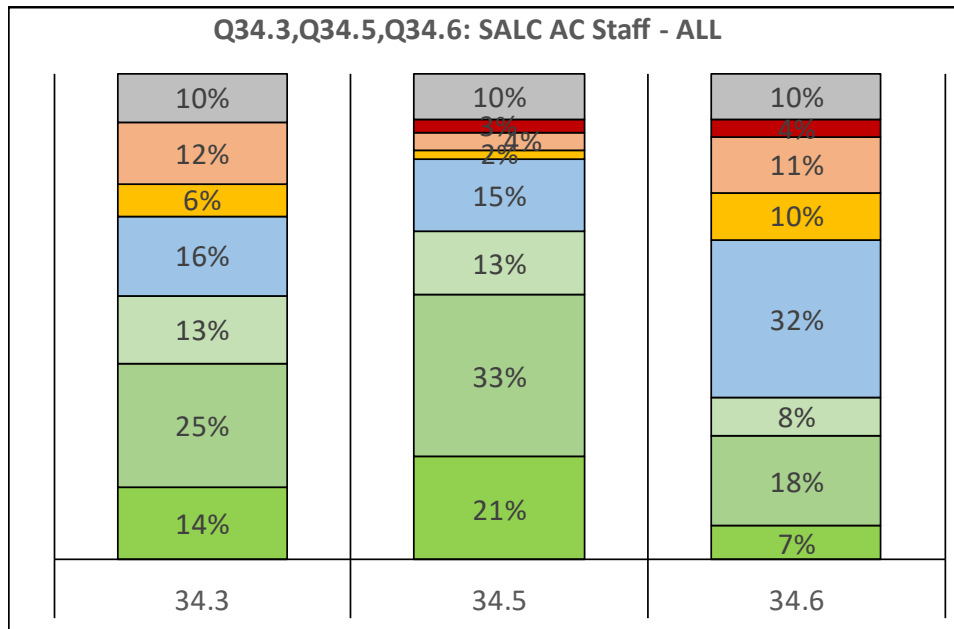


Figure 27: Q34.3, Q34.5, Q34.6: SALC AC Staff - All

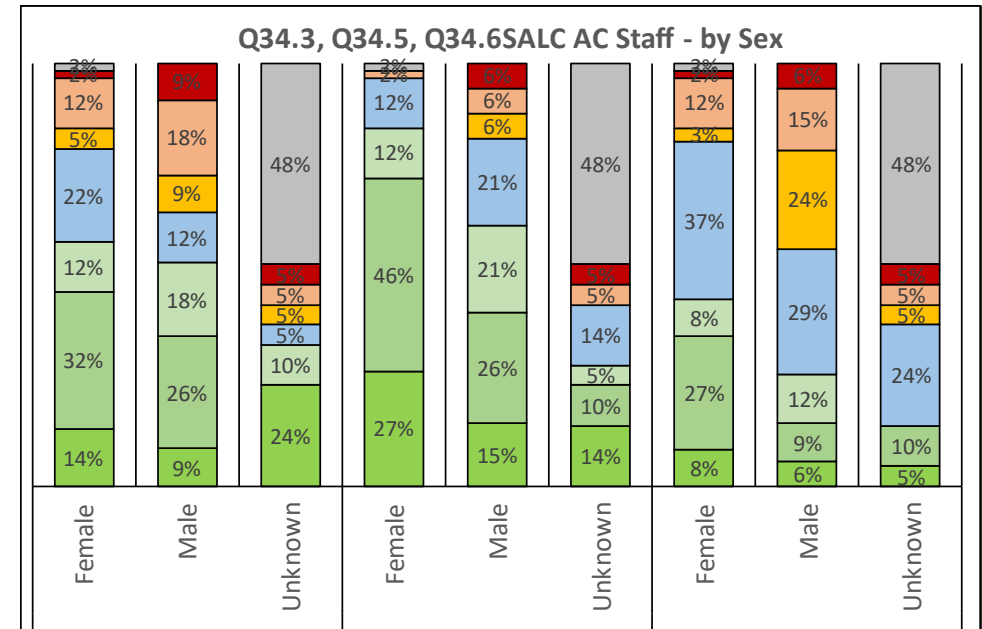


Figure 28: Q34.3, Q34.5, Q34.6: SALC AC Staff – by sex

■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Question:

35 Do you feel that you have personally been treated unfairly on the basis of your gender in relation to any of the issues raised in the previous question over the past 12 months?

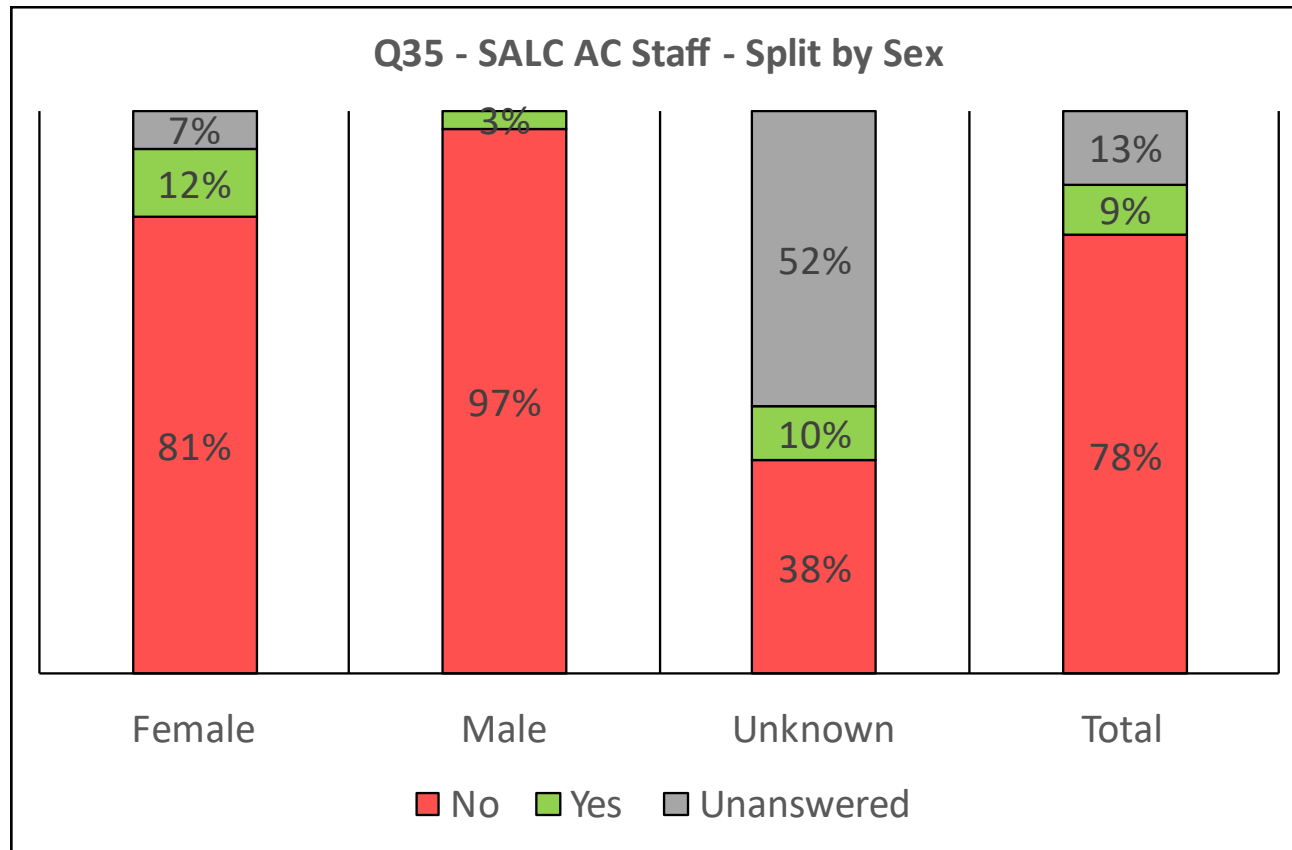


Figure 29: Q35: SALC AC Staff – Split by sex

Question:	
36	Are you aware of the University's policies in relation to gender equality?

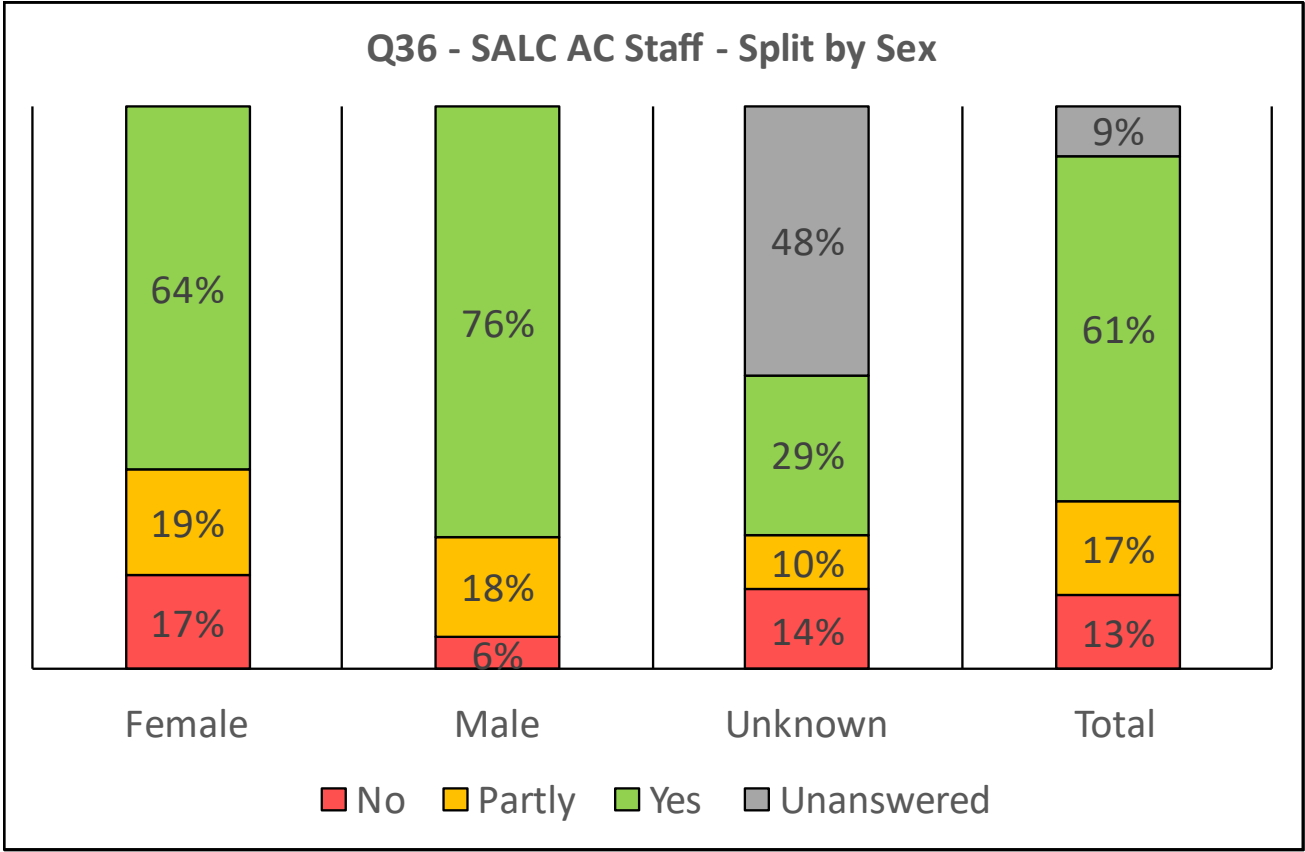


Figure 30: Q36: SALC AC Staff – Split by sex

Question:	
37	My School makes it clear that inappropriate language and behaviour are not acceptable
41	Work related social activities in my School such as staff parties, team building or networking events, are likely to be welcoming to all regardless of gender identity

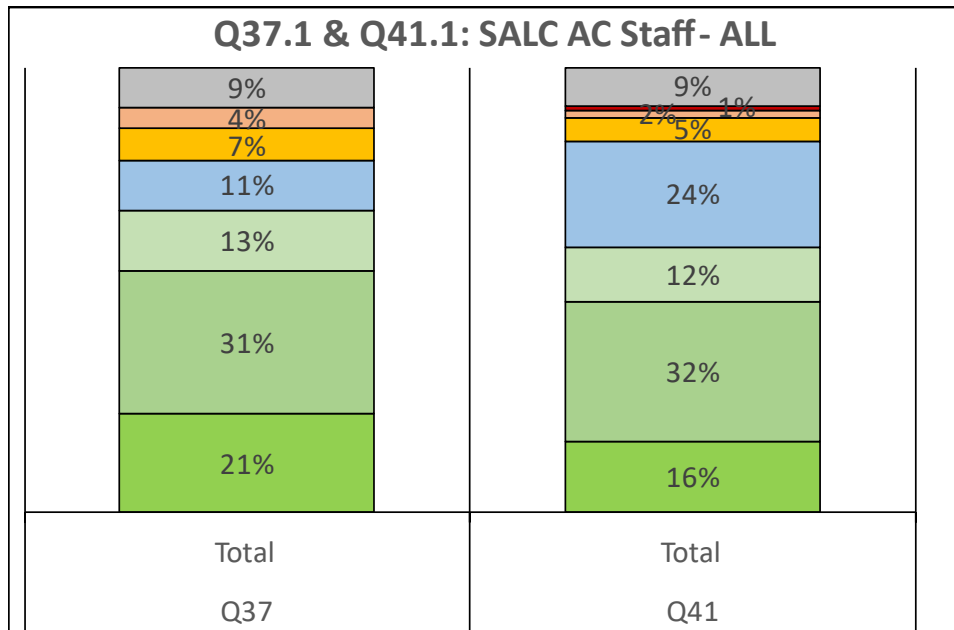


Figure 31: Q37 & Q41: SALC AC Staff – All

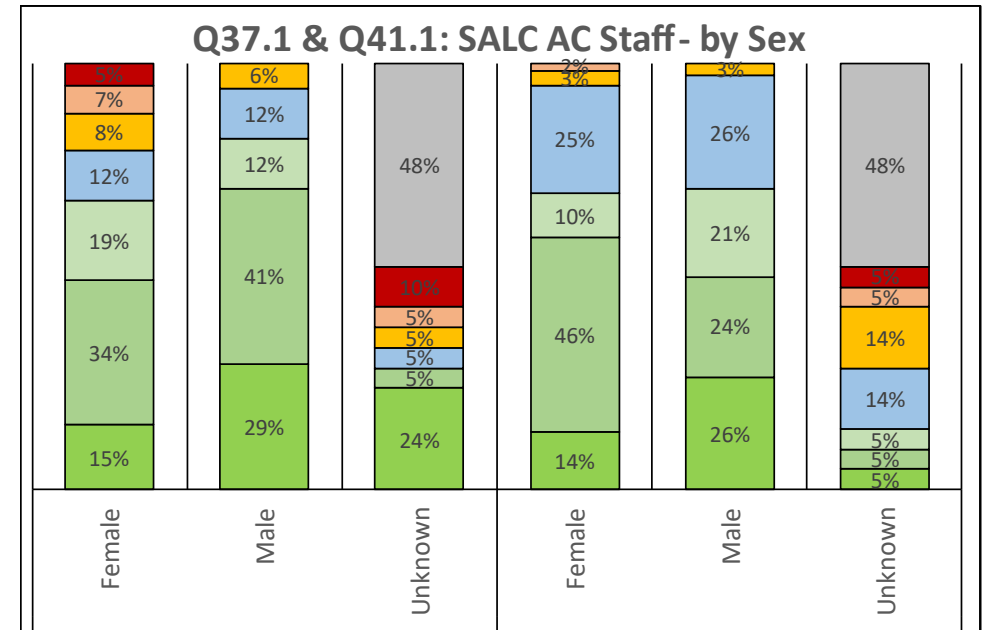


Figure 32: Q37 & Q41: SALC AC Staff – Split by sex

■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Question:

37a	Please provide further comments (to Q37 – My School makes it clear that inappropriate language and behaviour are not acceptable)
-----	--

It's a bit strong to say that the School makes it clear (I'm not sure I could identify specific efforts the School has made) but it is understood, I think. As a collective body within the School, my colleagues generally do make it clear, however, but it is more strongly driven from below rather than imposed from above. Over the whole time of my involvement with the university, cultural change around this has generally always been driven primarily through colleagues rather than leadership so I don't think the way the question is framed is all that helpful

Statement 9 –A comment by a male survey respondent who answered Agree to Q37.

Clear guidelines are set out but they are not always followed. I regularly witness women being talked over by men, and being discussed/evaluated in terms of appearance/presentational style.

Statement 10 –A comment by a female survey respondent who answered Agree to Q37.

Certain terms and expressions are known to be inappropriate; however, subtle patronising mechanisms, either in spoken or written language, are still very much apparent.

Statement 11 –A comment by a female survey respondent who answered Neither Agree nor Disagree to Q37.

Question:

38 Have you personally experienced or directly witnessed such inappropriate language or behaviour at work or in other social events with work colleagues in the past 12 months?

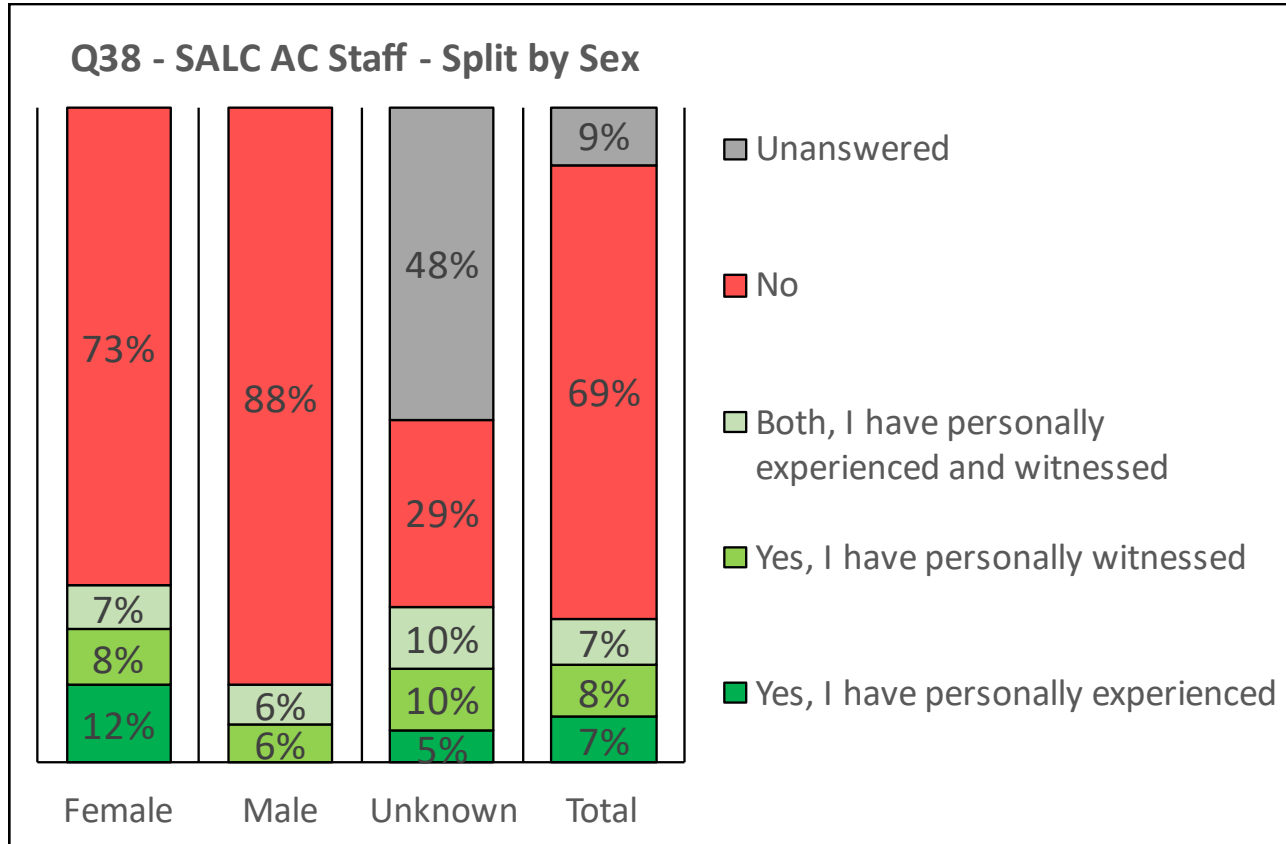


Figure 33: Q38: SALC AC Staff – Split by Sex

Question:	
38a	Please provide further comments (to Q38 – Have you personally experienced or directly witnessed such inappropriate language or behaviour at work or in other social events with work colleagues in the past 12 months?)

I have not experienced condescending behaviour on basis of gender but have on basis of age.

Statement 12 – A comment by a female survey respondent who answered No to Q38.

Q39: If yes to Q38, did you speak to someone about it? (Tick all that apply):				
	Female	Male	Unknown	Total
Yes - Colleague in the School	4	1	1	6
Yes - Management in the School	1		0	1
Yes - Senior Colleague in the School	3		0	3
Yes - Someone outside the School			1	1
Yes - Someone outside the School, Yes - Colleague in the School	1	2	0	3

Yes - Someone outside the School, Yes - Colleague in the School, Yes - Senior Colleague in the School			1	1
Yes - Someone outside the School, Yes - Colleague in the School, Yes - Senior Colleague in the School, Yes - Management in the School	1		0	1
No, Yes - Colleague in the School			1	1
No, Yes - Senior Colleague in the School	1		0	1
No	6	2	0	8
Unanswered	42	29	16	87

Table 9: Q39 - SALC AC Staff Responses tabulated by sex

Q40: If you spoke to a senior colleague, or member of staff with management responsibilities within the School, about something you had experienced or witnessed, do you agree with the following statement:				
	Female	Male	Unknown	Total
I feel that the response was supportive each time	5	2	1	8
I feel that the response was supportive most of the time	5	2	1	8
I feel the response was not supportive	3		1	4
I feel the issue was/issues were not dealt with sensitively	1		0	1
Unanswered	45	30	18	93

Table 10: Q40- SALC AC Staff Responses tabulated by sex

Q42: Have you undertaken training in Equality and Diversity?				
	Female	Male	Unknown	Total
Yes - Course / Workshop	14	9	2	25
Yes - Online	29	16	6	51
Yes - Online, Yes - Course / Workshop	9	6	2	17
Don't Know	2	2	0	4
No	5	1	1	7
Unanswered	0	0	10	10

Table 11: Q42 – SALC AC Staff Responses tabulated by sex

Question:	
44	I feel supported by my School in dealing with the impact of COVID-19 on my job.
45	COVID 19 is having an adverse impact on my work-life balance.

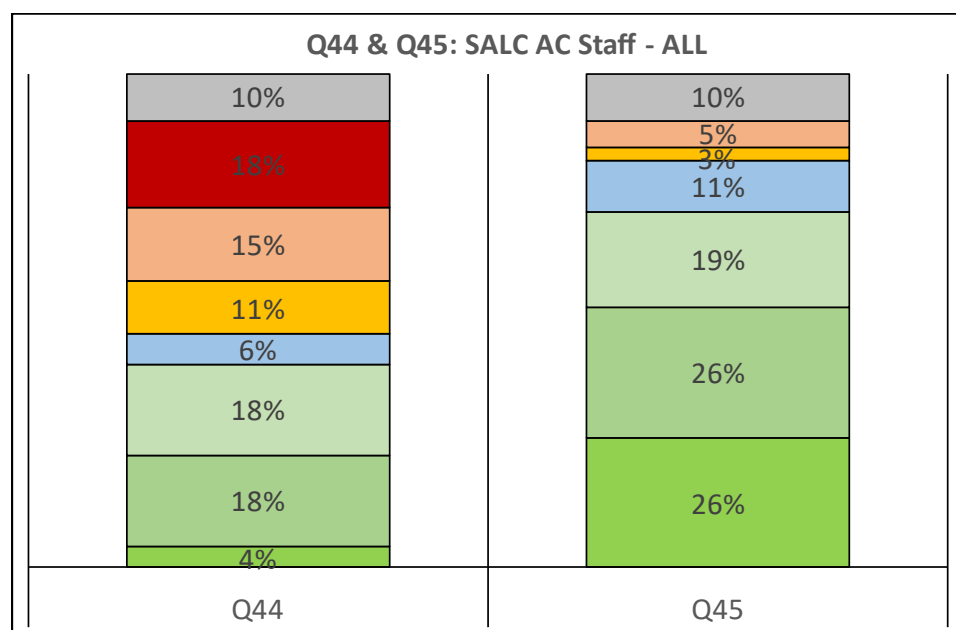


Figure 34: Q44 - Q45: SALC AC Staff – All

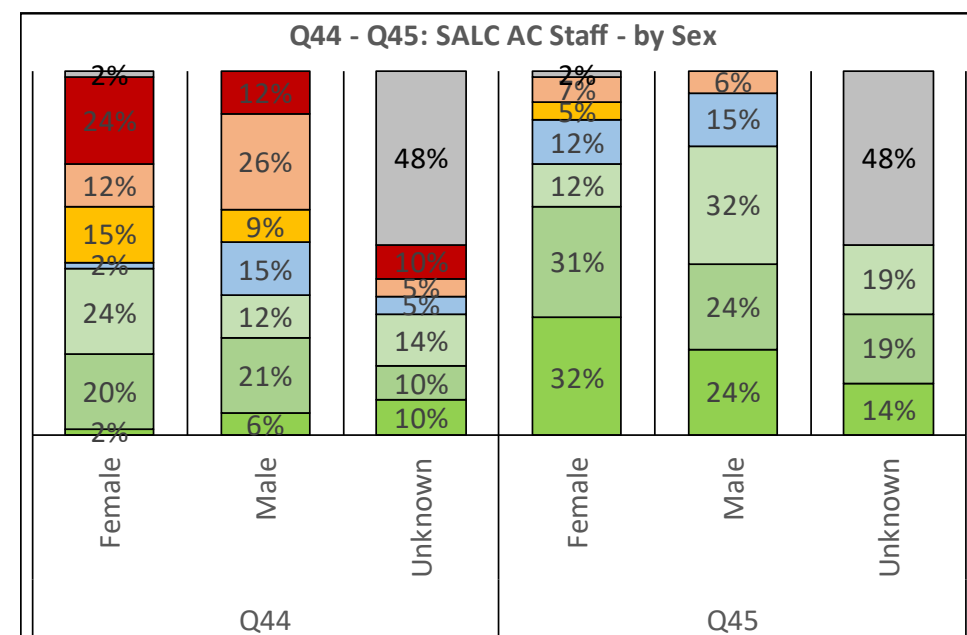


Figure 35: Q44 - Q45: SALC AC Staff –Split by Sex

■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Q46: Which area of your work has been worst affected by remote working as a result of COVID 19?				
	Female	Male	Unknown	Total
Administration	2		1	3
Knowledge Transfer	3	1	1	5
Other	5	4	0	9
Research	31	14	8	53
Teaching	14	15	1	30
Unanswered	4		10	14

Table12: Q46 – SALC AC Staff Responses tabulated by sex

Note in table 13 below the responses in italics selected other in Q46 above. The remaining 4 responses had not

Q46a: If 'other' (In Q46), please specify				
	Female	Male	Unknown	Total
All areas		1	0	1
All the above - they are interconnected.	1		0	1
Both research and teaching equally. It's not a single choice as an impact on teaching (e.g. more time, more stress) inevitably has an impact on research		1	0	1

Q46a: If 'other' (In Q46), please specify				
	Female	Male	Unknown	Total
building and maintaining relationships with colleagues	1		0	1
I only started teaching this year, and as such all of my seminars have been in person		1	0	1
My teaching has been the most directly affected, but the main issues are around mental health, which affects all of my activities.	1		0	1
Social and work relations with my colleagues	1		0	1
Social life of department	1		0	1
Teaching, Research and Administration, all have been significantly affected by remote working and by a ridiculous increase in workload as a result of COVID 19.		1	0	1
I.e. I have no time to research.	1		0	1
The University asked everyone to pause research and prioritise teaching and learning about remote delivery during the pandemic and we were brilliantly supported by Hannah Cobb to do this and by IT services. At the time it seemed absolutely the right decision but it has become clear since that very few other universities did this and that this has disproportionately impacted on our research, not just because of time lost but because there is now an expectation from students and management that we are always available for meetings and advice sessions with students and colleagues. The extra funds made available this year have really benefited some people but not those with new projects or who were working with external partners who are still badly affected by the impact of Covid. So in effect, the extra funds are benefitting one group of researchers rather than a wide group	1		0	1

Q46a: If 'other' (In Q46), please specify				
	Female	Male	Unknown	Total
My admin role has also been massively affected	1		0	1
Remote working is great; however, the pandemic has greatly increased my teaching workload, leaving me much less time for research and a worse work-life balance.	1		0	1
Unanswered	50	30	21	101

Table 13- Q46a – SALC AC Staff Responses tabulated by sex

Q47: What has been positive about remote working?				
	Female	Male	Unknown	Total
Better work-life balance	4	3	0	7
Greater productivity	4	2	2	8
More flexibility	30	17	6	53
More flexibility, Better work-life balance	2	1	0	3
More flexibility, Better work-life balance, Greater productivity	5	2	1	8
More flexibility, Greater productivity	1	1	0	2
Other	9	4	1	14
Unanswered	4	4	11	19

Table 14: Q47 – SALC AC Staff Responses tabulated by sex

Note in table 15 below and overleaf the responses in italics selected other in Q47. The remaining 5 responses had not.

Q47a: If 'other' (in Q47.1), please specify				
	Female	Male	Unknown	Total
Being able to avoid difficult people in person	1		0	1
I was mainly not employed during the remote work period (only doing some marking, which I could always do anywhere with a network connection). I would not say that there were any positives to being unemployed.		1	0	1
In some ways, remote working has not introduced significant changes in my academic life, as I usually work some of my time at home or travel for research as my research requires. However it is clear that the shift to working from home among PS staff has introduced some difficulties in gaining support, as ticket systems and a revolving door of administrative staff are engaged to handle queries. Moving forward, ensuring that PS staff can work in place and develop place-specific relationships - so long as it suits their personal needs - should be a priority. I am very concerned about the continued 'hub-ification' of support staff and the aggressive move to hot-desking, which I think will have negative impacts on morale and institutional knowledge.	1		0	1
less time commuting		1	0	1
Less time spent commuting, although I only live 10 miles away. Also, my own computer set-up at home is better than in my office.	1		0	1
My commute is very long and extremely expensive, so remote working cuts some of these costs.	1		0	1
Nothing	4	3	0	7

NOTHING - if anything if further blurs the personal/professional boundaries			1	1
Very little. It was an emergency measure, necessary, and it allowed us to carry on working. It does allow flexibility, but I don't find the gains in any way equal to the losses.	1		0	1
Nothing.		1	0	1
Nothing. Disappearance of informal social networks, work done in silos; fragmentation of PS support; colleagues working remotely disappearing from 'soft' workload		1	0	1
very little because of the expectation that colleagues are always available over Zoom/Teams. The burden of admin and costs of work have been transferred to individuals and away from the University.	1		0	1
I am surprised that there is no opportunity here to expand on what the negative effects of this has been.	1		0	1
productivity is hampered by burnout and work-life balance is non-existent.		1	0	1
Unanswered	48	26	20	94

Table 15- Q47a – SALC AC Staff Responses tabulated by sex

Question:

48 Have you felt safe working in university premises?

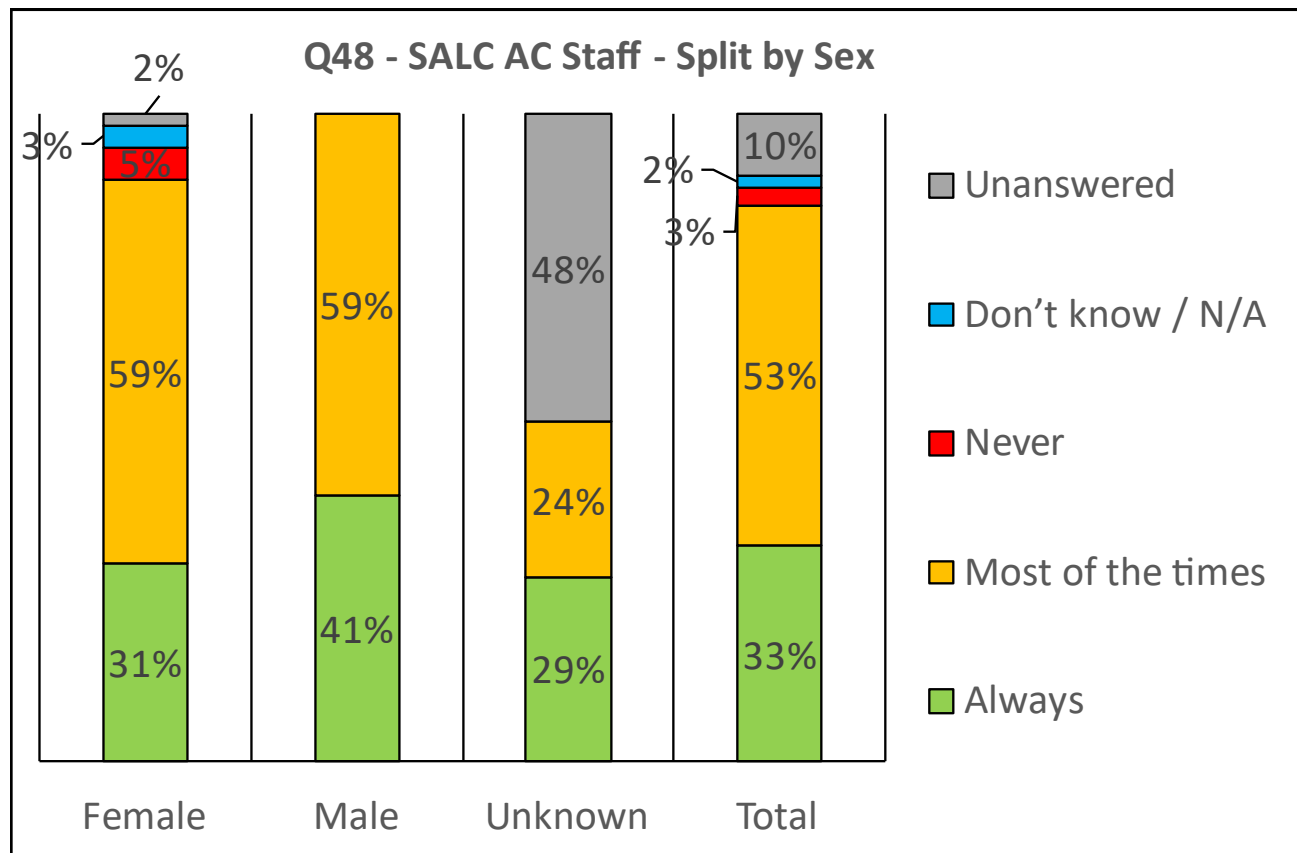


Figure 36: Q48 – SALC AC Staff – Split by Sex

Question Number	Question (condensed)	Response	Female	Male	Unknown	Total
49	Sex:	Female	59			59
		Male		34		34
		Prefer not to state			7	7
		Unanswered			14	14
52	Do you consider yourself to be disabled / have a disability?	No	51	27	3	81
		Yes	6	5	2	13
		Prefer not to state	2	2	3	7
		Unanswered			13	13
54	Ethnicity:	Asian or Asian British – Indian	1	1	0	2
		Mixed – White and Asian	1		0	1
		Other Asian background	1		0	1
		Other ethnic background	1	5	0	6
		Other mixed background	5	1	0	6
		Prefer not to say			4	4
		White	50	27	4	81

Question Number	Question (condensed)	Response	Female	Male	Unknown	Total
		Unanswered			13	13
56	Position:	Professor	10	14	2	26
		Senior Lecturer - Teaching and Research	17	10	2	29
		Senior Lecturer - Teaching Focused/Teaching and Scholarship	1	1	0	2
		Lecturer - Teaching and Research	15	5	1	21
		Lecturer - Teaching Focused/Teaching and Scholarship	9	3	0	12
		Post-doctoral Research Associate	2		1	3
		Research Fellow	1		0	1
		Research Assistant			1	1
		Unanswered	4	1	14	19
57	In which Department / Research Institute Area are you?	American Studies	1	1	1	3
		CAHAE (Classics, Ancient History, Archaeology and Egyptology)	1	1	0	2
		Drama	1	1	0	2

Question Number	Question (condensed)	Response	Female	Male	Unknown	Total
		English Literature and Creative Writing	5	4	1	10
		HCRI (Humanitarianism and Conflict Response Institute)	1	1	0	2
		History	7	7	0	14
		Linguistics and English Language	2	1	0	3
		Modern Languages and Cultures	4	1	0	5
		Music	4	2	1	7
		Prefer not to state	22	8	3	33
		Religions and Theology		1	0	1
		Unanswered	11	6	15	32
58	When did you join the School?	Less than 3 years ago	10	3	3	16
		3-5 years ago	9	2	1	12
		5-10 years ago	14	9	1	24
		10-15 years ago	9	2	2	13
		More than 15 years ago	16	17	1	34

Question Number	Question (condensed)	Response	Female	Male	Unknown	Total
		Unanswered	1	1	13	15
59	What hours are you contracted to work?	Full time	55	28	7	90
		Part time (less than 35 hours)	4	6	1	11
		Unanswered			13	13
60	What sort of contract do you have?	Permanent - core funded	51	27	3	81
		Permanent - underpinned by temporary funding	6	5	2	13
		Fixed Term	2	2	3	7
		Unanswered			13	13
60	If 'other', please specify	5-year probationary period		1		1
		But been on temp for 4 years before	1			1
		GTA contract, but Q56 isn't quite right here (have gone for the closest).		1		1
		Unanswered	58	32	21	111
61		Yes - children aged under 18	17	9	2	28

Question Number	Question (condensed)	Response	Female	Male	Unknown	Total
	Do you have caring responsibilities for dependent children and/or adults?	Yes - adult dependants (e.g. partner, parents)	8	1	0	9
		Yes - both	1	2	0	3
		No	33	22	5	60
		Unanswered			14	14

Table 16 – AC Core Demographics split by sex

AS Survey Results 2022 (Professional Services Survey - PSS)

For this survey there were 102 responses, including 50 null returns which have been excluded from the following graphs. The data contains 42 Female, 9 Male, 11 Unknown Sex (0 Prefer not to state and 11 Unanswered).



Question	
1	In my school, PS staff are treated on their merits irrespective of gender in relation to:
1.1	Interviewing of candidates
1.2	Appointment of new colleagues
1.3	Decisions on re-grading at School level
1.4	Decisions on probation
1.5	Recognition of exceptional performance

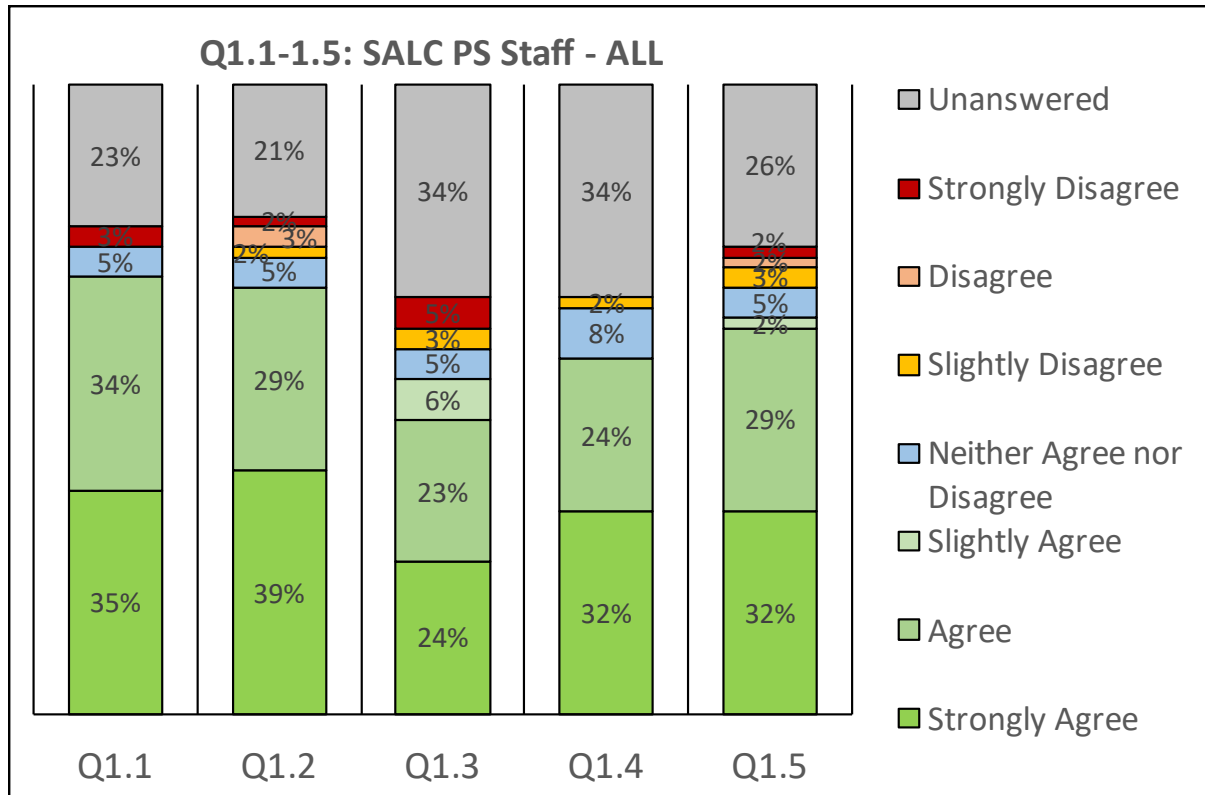
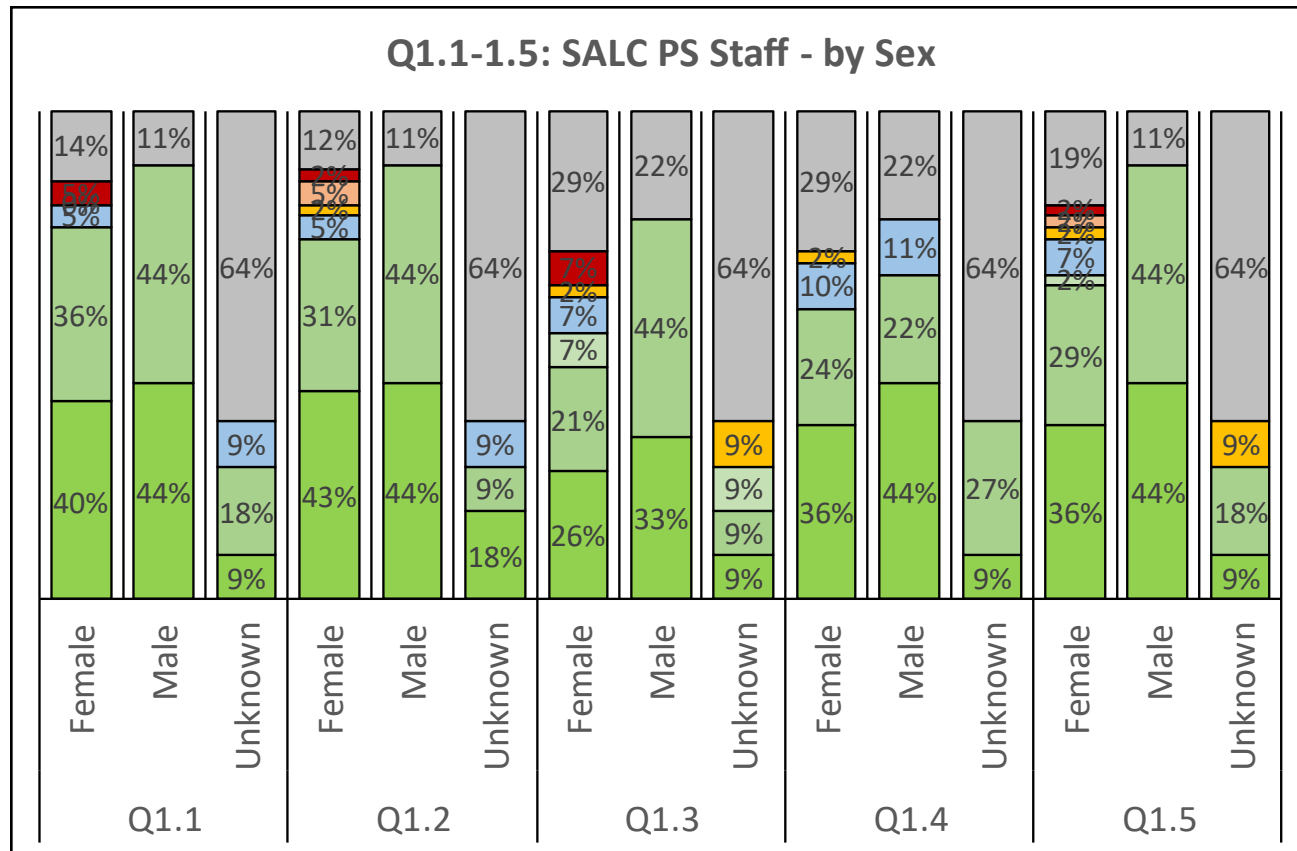


Figure 37: Q1 SALC PS Staff - All



■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Figure 38: Q1 SALC PS Staff by Sex

Question	
2	Do you feel you have personally been treated unfairly on the basis of your gender in relation to any of these issues over the last 12 months?

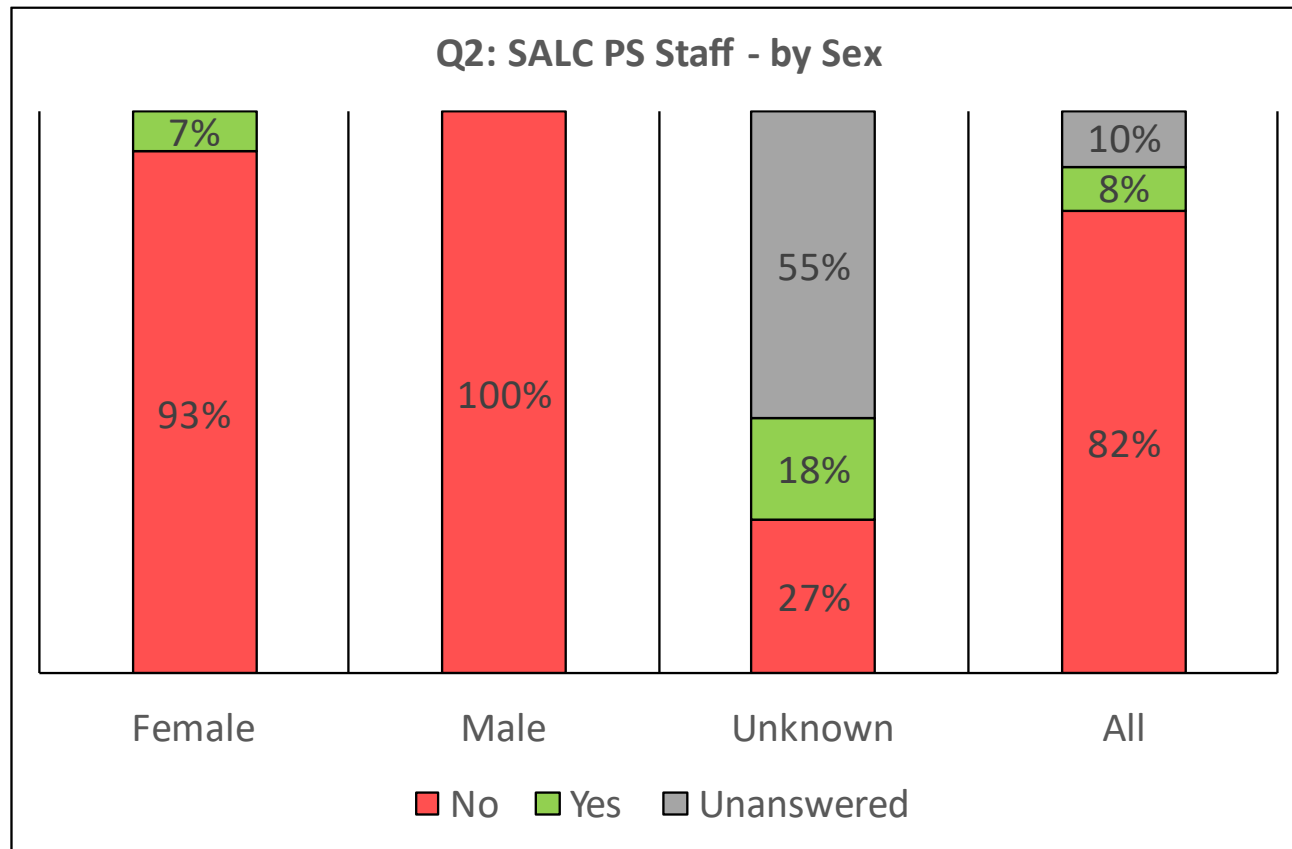


Figure 39: Q2: SALC PS Staff - by Sex

Question	
3	My School takes positive action to encourage particular groups to apply for posts in areas where they are under-represented (e.g. encouraging appropriately qualified colleagues of any sex to apply for posts; including diversity in images of staff in recruitment materials; including a statement in job adverts that applications are welcomed from under-represented groups).

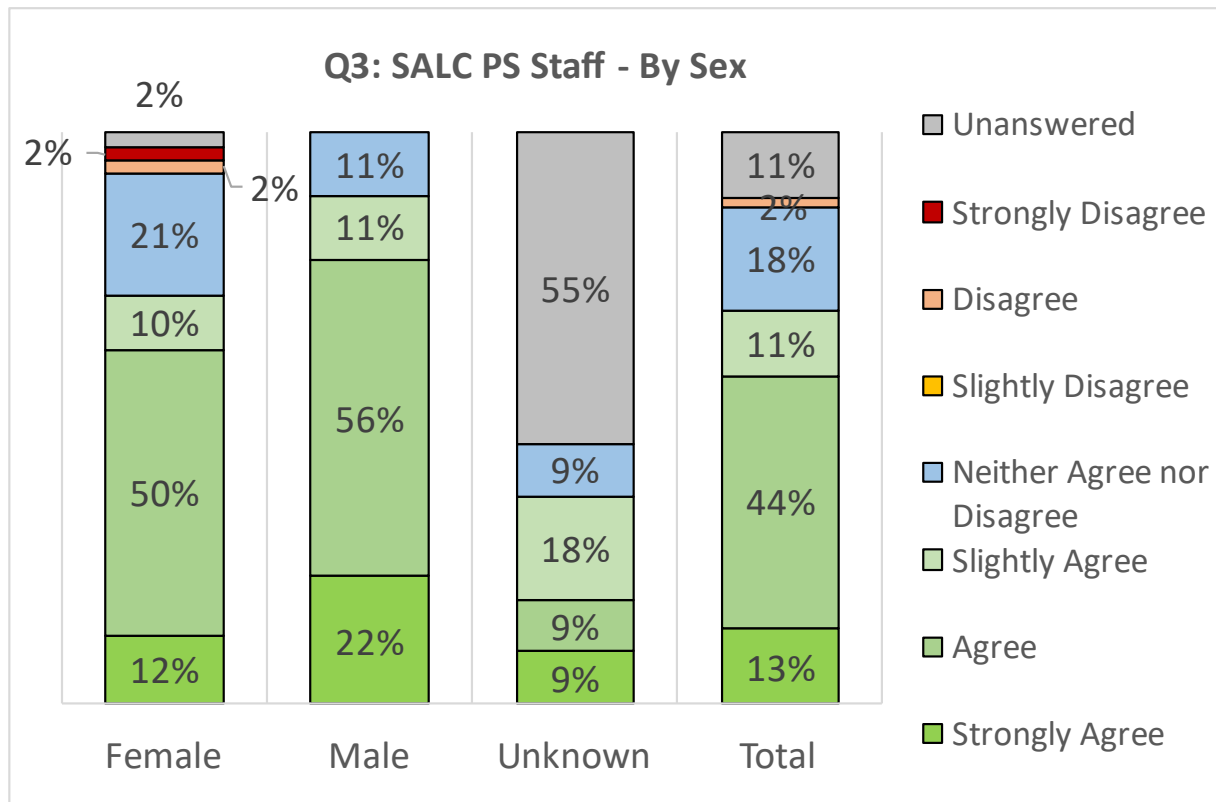


Figure 40: Q3: SALC PS Staff - by Sex

Question	
4	If you joined the school in the last 2 years; did you have an induction when you joined the school. ⁸
5	Was this induction useful?
6	Were issues of gender equality appropriately addressed during your induction process?

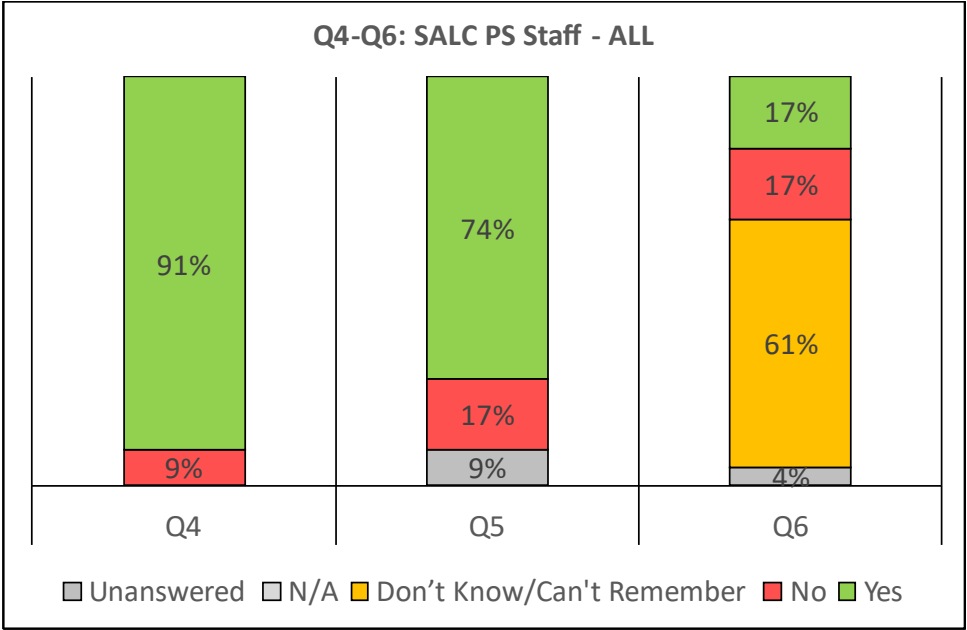


Figure 41: Q4-Q6: SALC PS Staff - All

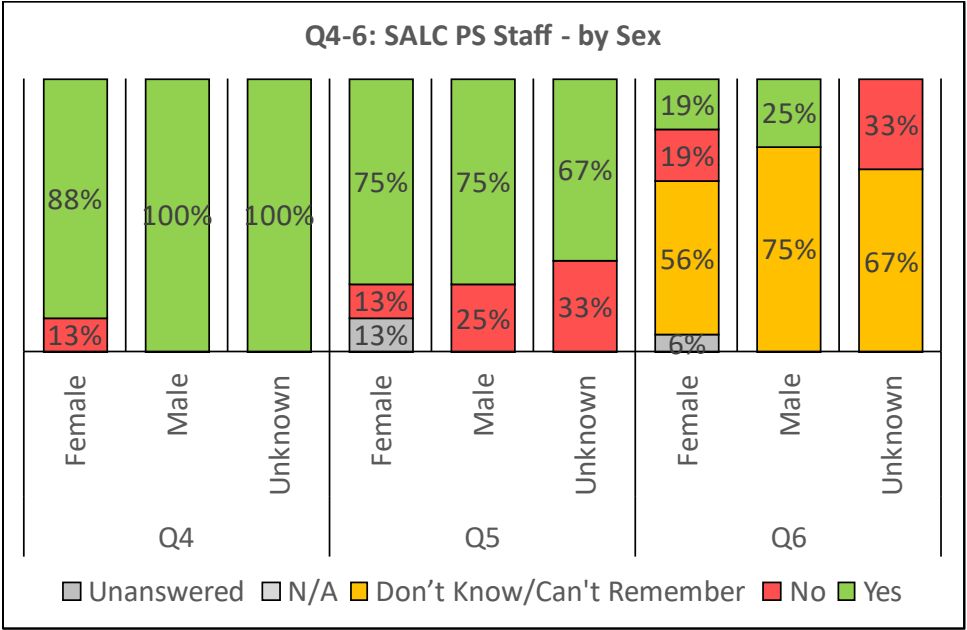


Figure 42: Q4-Q6- SALC PS Staff - by Sex

⁸ 24 respondents answered “Yes” or “No” to this question. Only the responses from these 24 are considered in Q5 and Q6

Question:	
8	Do you have aspirations to progress your career?
9	Do you feel that there are sufficient career progression opportunities within the University of Manchester?
10	Have you been encouraged to apply for other positions within the University?

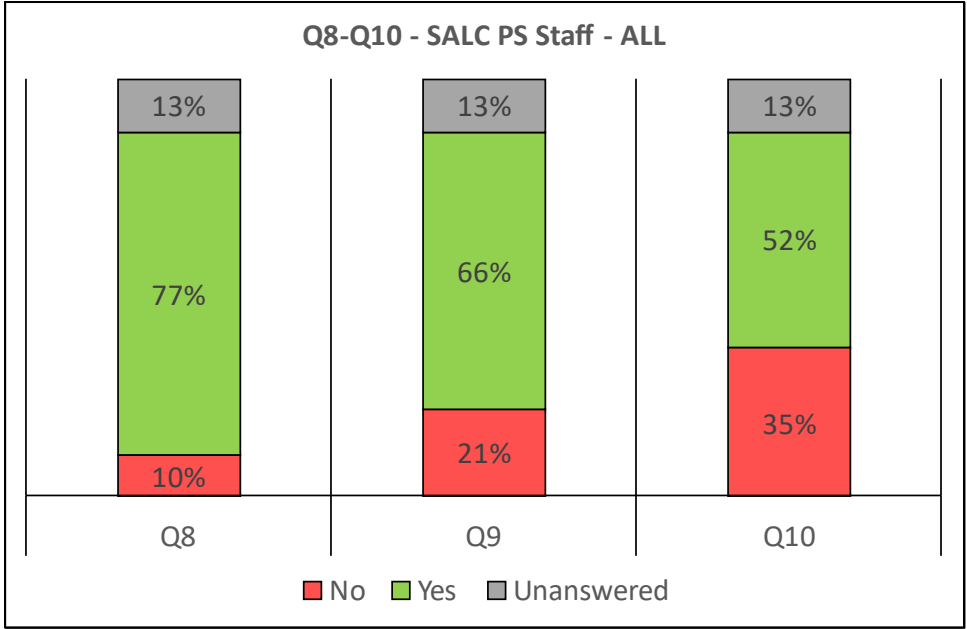


Figure 43: Q8-Q10 - SALC PS Staff - ALL

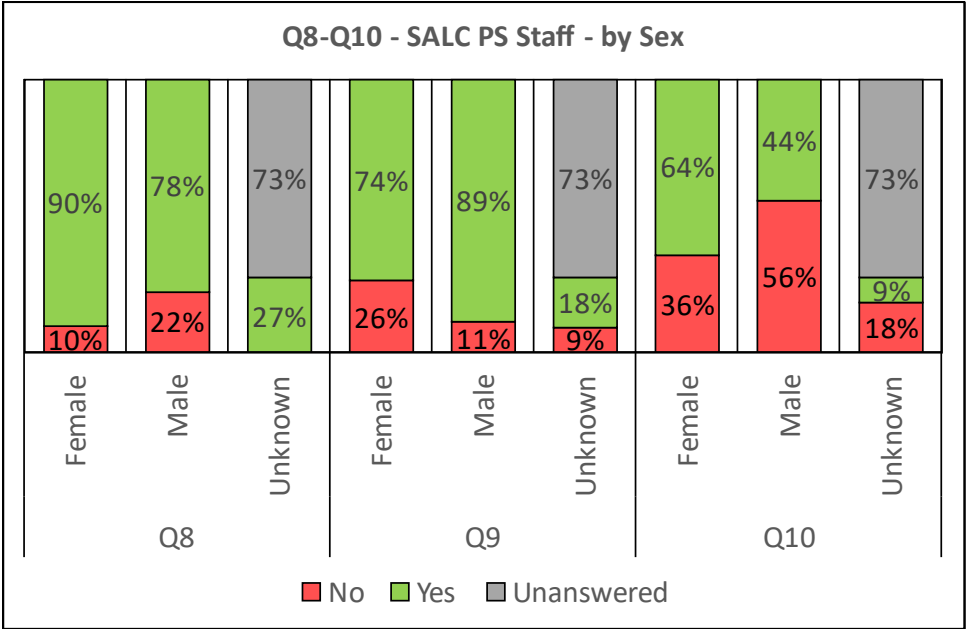


Figure 44: Q8 – Q10- SALC PS Staff – by Sex

Q11: If you have been encouraged to apply for a promotion in the last 2 years, who encouraged you to apply?				
	Female	Male	Unknown	Total
Colleague	2			2
Head of School Operations	6		1	7
Line Manager	16	4		20
Senior Colleague	3			3
Other				0
Unanswered	15	5	10	30

Table 17: Q11 -SALC PS Staff Responses tabulated by sex

Q11a: If 'other', please specify:				
	Female	Male	Unknown	Total
and Head of School operations also	1			1
Unanswered	41	9	11	61

Table 18: Q11b -SALC PS Staff Responses tabulated by sex

Answers in table 18 above are additional from those who did not select other in Q11.

Question:	
14	Are you aware of the training that is available within The University in relation to your professional and career development in areas such as equality and diversity, management, leadership, or other skills?
15	Have you been encouraged to participate in such training opportunities?
16	Have you taken up any such training opportunities?

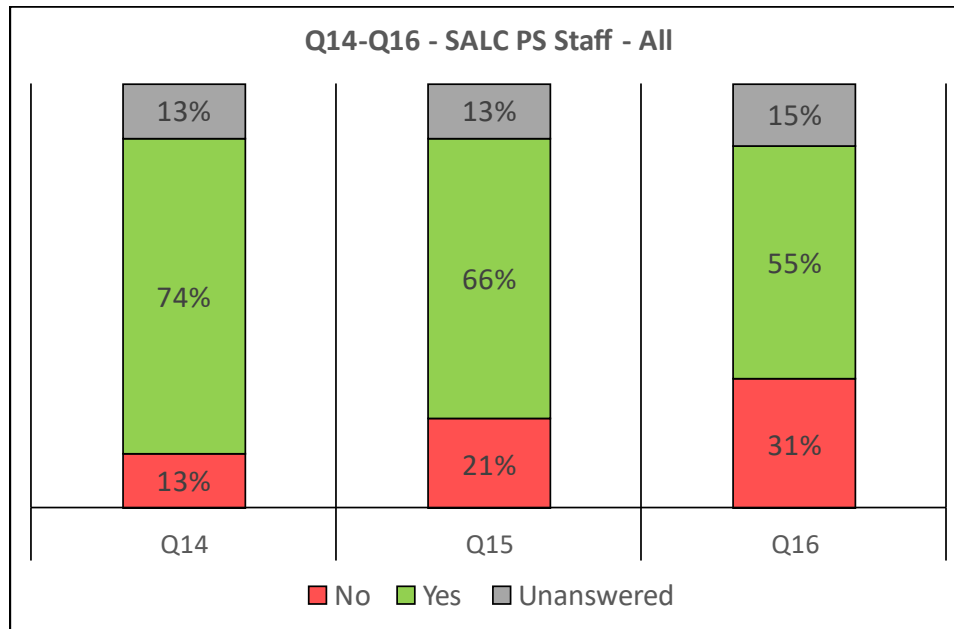


Figure 45: Q14-Q16- SALC PS Staff - ALL

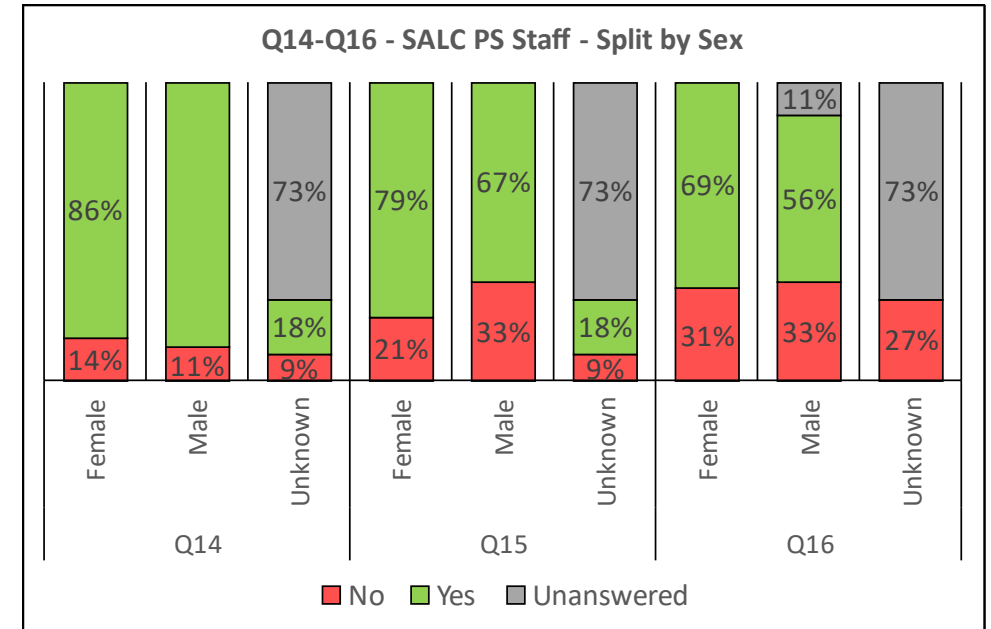


Figure 46: Q14-Q16 - SALC PS Staff – by Sex

Question:

13 Do you find the Personal Development Review (PDR) process and the feedback you receive valuable for your career development?

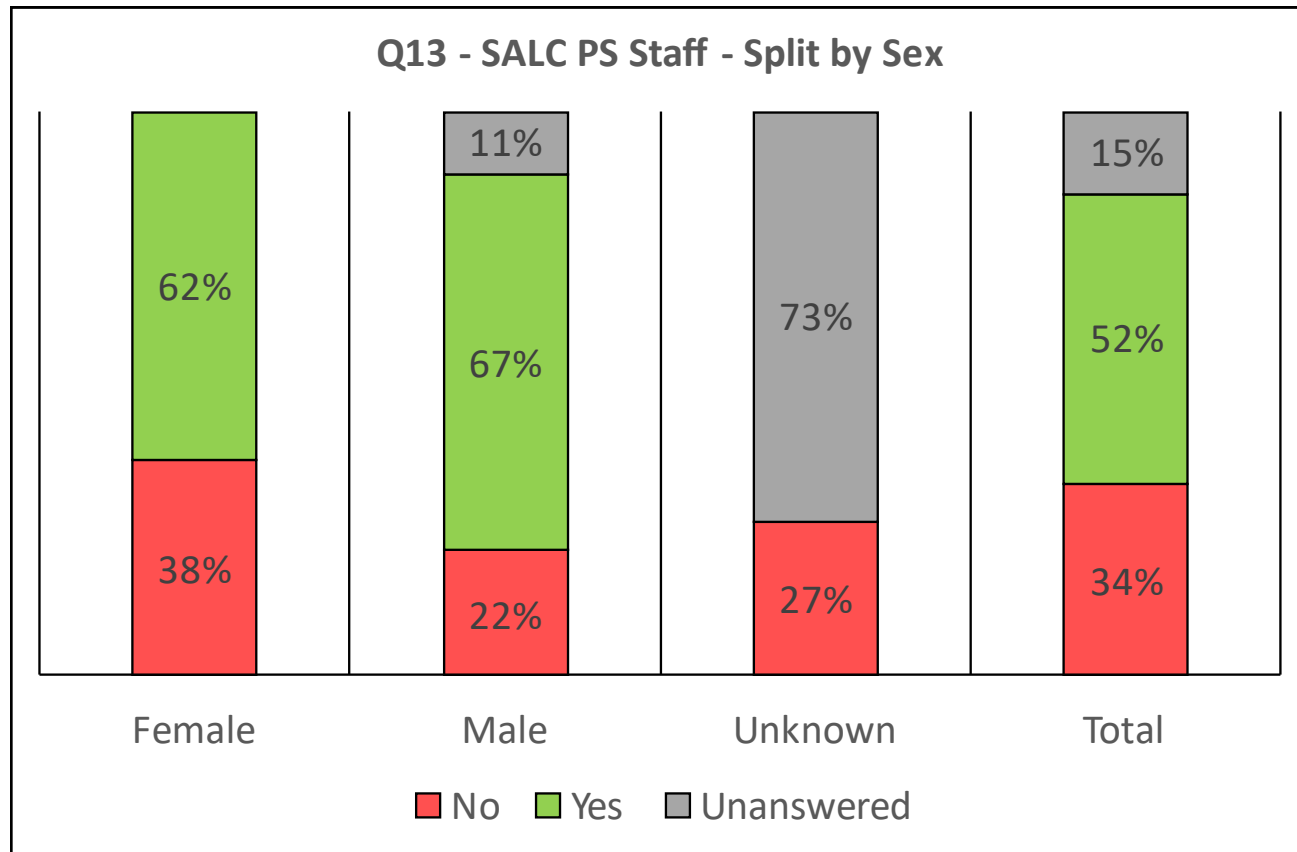


Figure 47: Q13 - SALC PS Staff – by Sex

Question:

12 Do you feel that you, or any other member of staff in the School, have been treated unfairly on the basis of their gender in relation to their career progression?

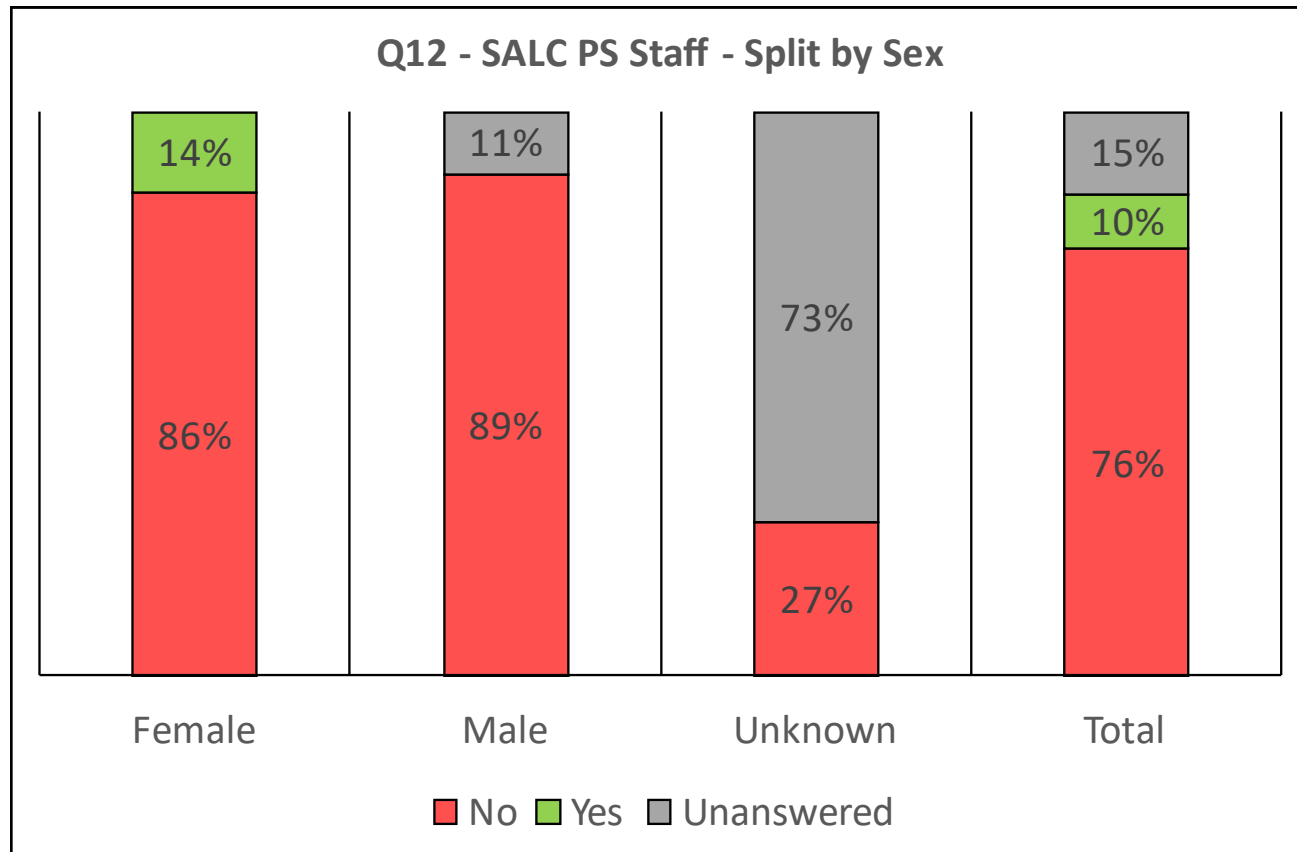


Figure 48: Q12 - SALC PS Staff – by Sex

Question:

17

To what extent do you agree with the following statement?

Staff who work part-time or flexibly in my School are offered the same career development opportunities as those who work full-time.

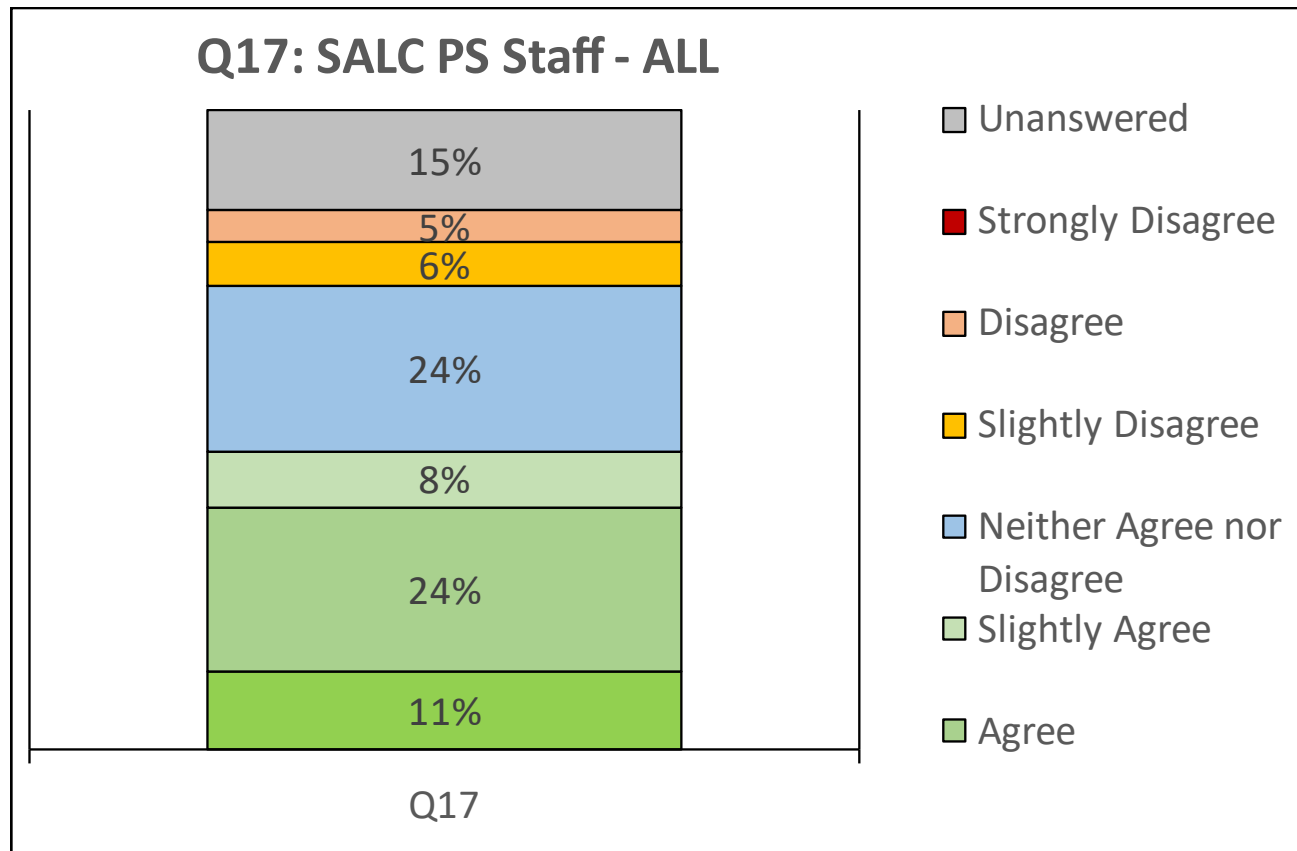


Figure 49: Q17 - SALC PS Staff – by Sex

Question: Please indicate your level of agreement or disagreement with the following statements.	
19.1	Meetings in my School are completed in core hours to enable those with caring responsibilities to attend
19.2	I am satisfied with the balance between my professional and personal life
19.3	Do you feel that your response has changed due to the circumstances of working during a pandemic?

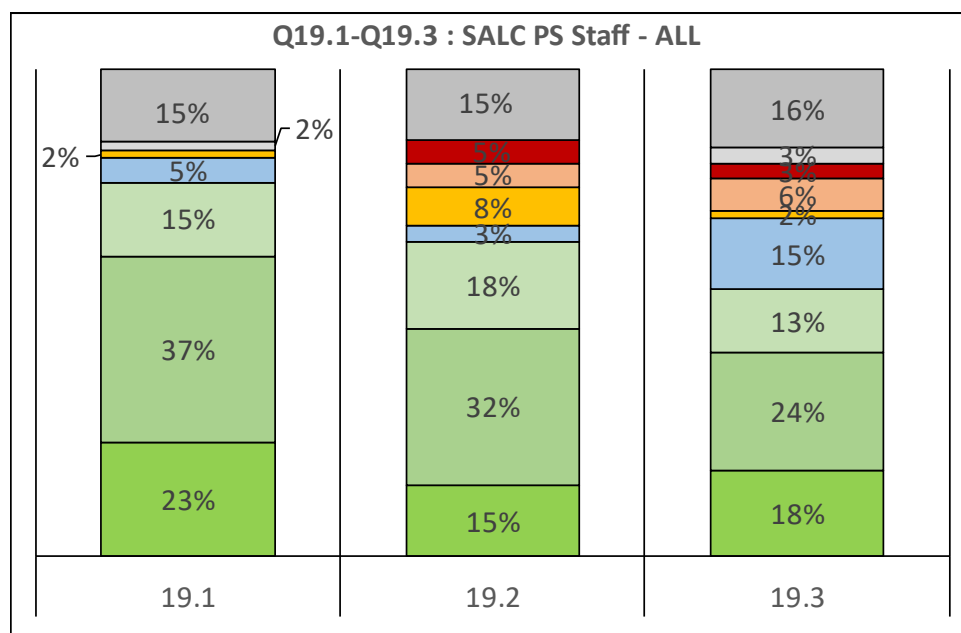


Figure 50: Q19.1-19.3: SALC PS Staff - All

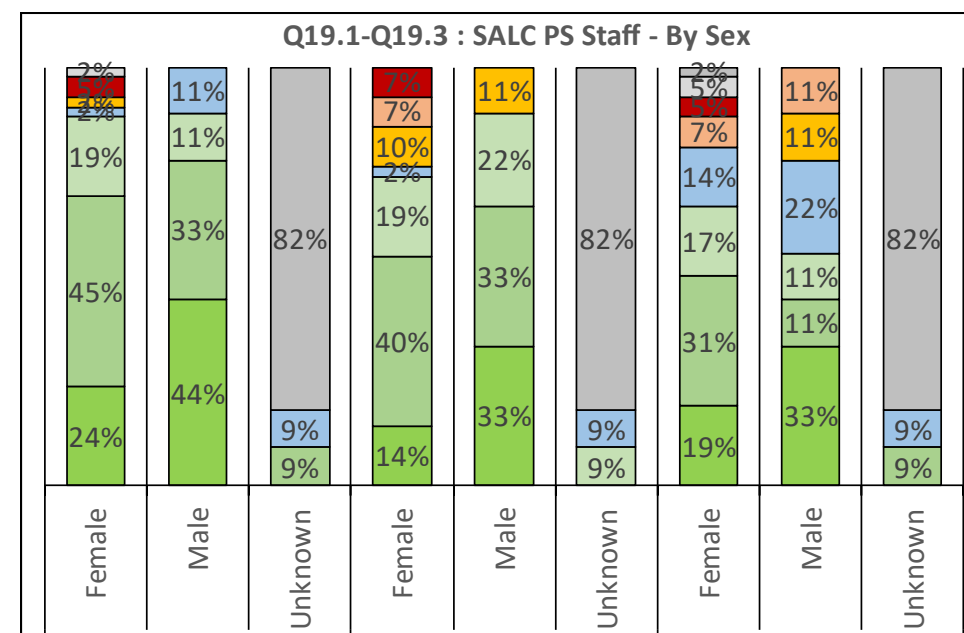


Figure 51: Q19.1-19.3: SALC PS Staff - by Sex

■ Unanswered ■ Don't Know ■ Strongly Disagree ■ Disagree ■ Slightly Disagree ■ Neither Agree nor Disagree ■ Slightly Agree ■ Agree ■ Strongly Agree

Question:

20	Do you feel that you have personally been treated unfairly on the basis of your gender in relation to any of the issues raised in the previous question (Q19) over the past 12 months?
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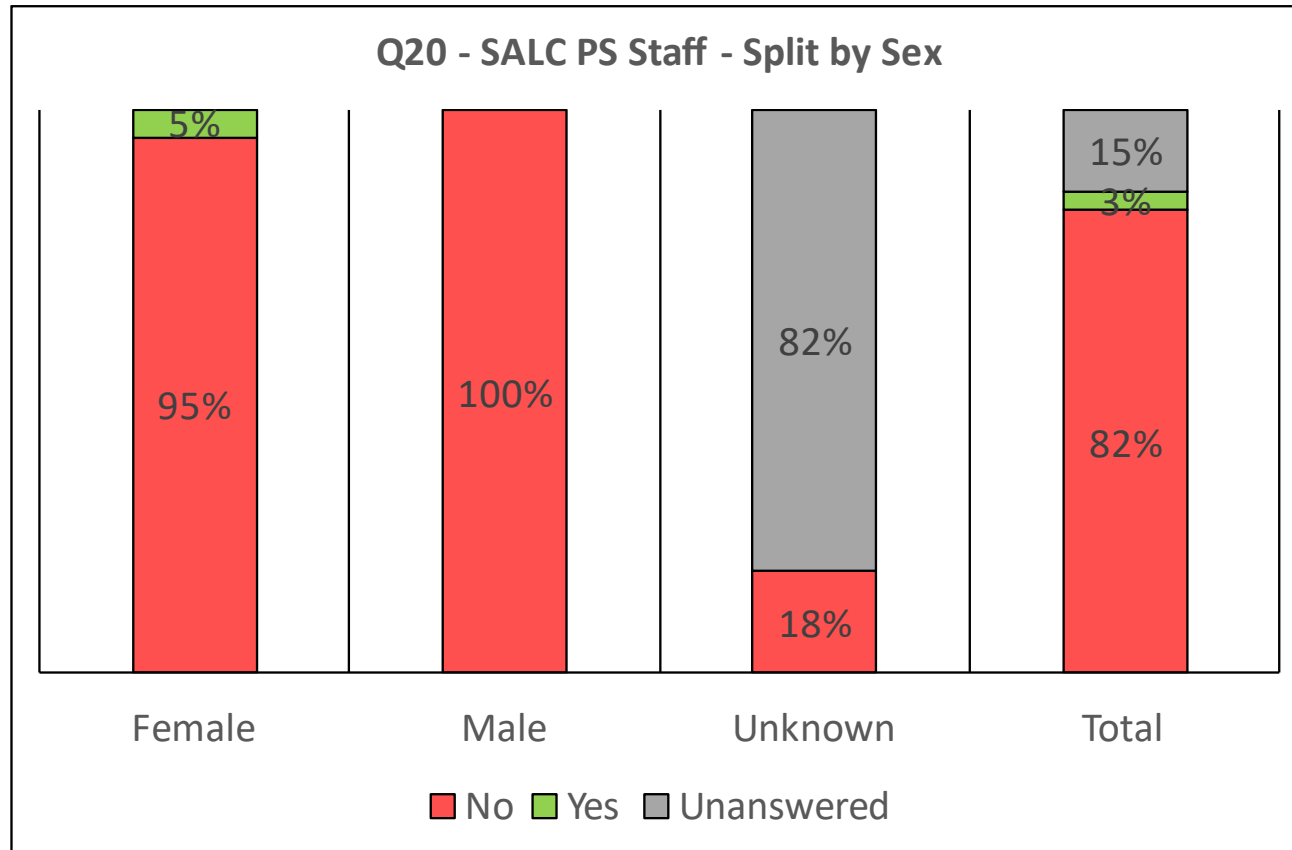


Figure 52: Q20 - SALC PS Staff - Split by Sex

Question:	
21	Have you informally or formally requested flexible working hours in the last 3 years?
22	Was this request for flexible working granted? ⁹

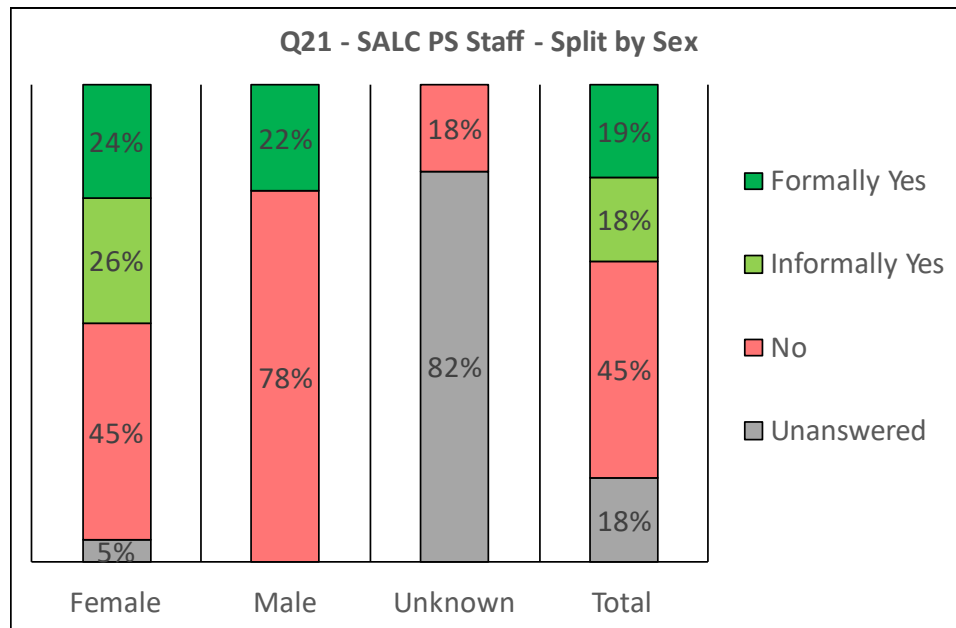


Figure 53: Q21- SALC PS Staff - Split by Sex

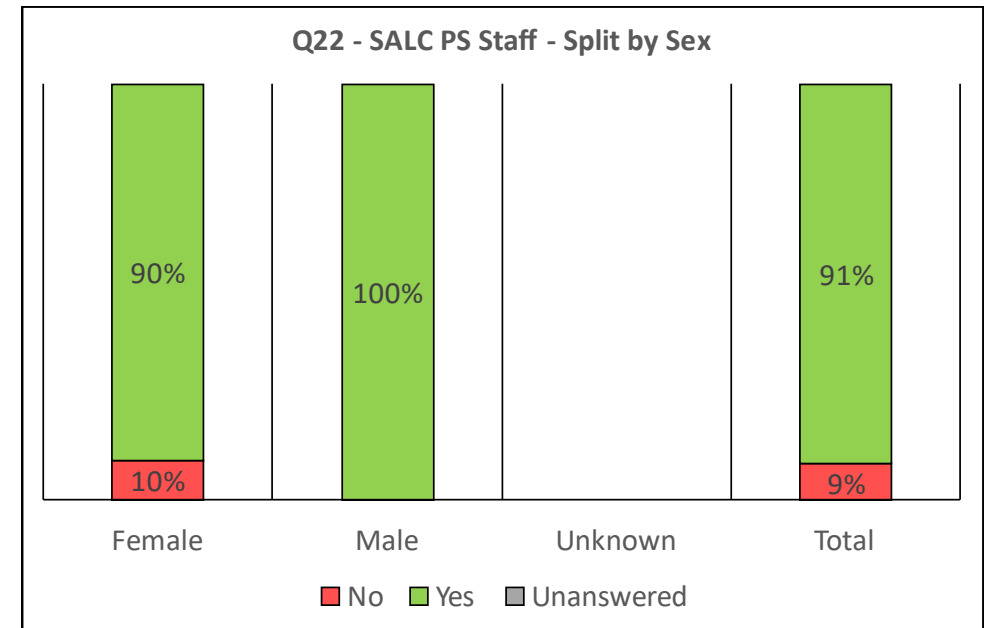


Figure 54: Q22 - SALC PS Staff - Split by Sex

⁹ Only those 23 respondents who answered “Formally Yes”, or “Informally Yes” are included in this graph.

Q23: Which forms of flexible working do you use				
	Female	Male	Unknown	Total
Compressed Hours	3			3
Flexitime (Different start and finish times from other colleagues)	3			3
Flexitime (Different start and finish times from other colleagues), Working from Home	4			4
Part-Time Hours	4	1		5
Part-Time Hours, Working from Home	2	1		3
Working from Home	18	4	1	23
Unanswered	8	3	10	21

Table 19- Q23: SALC PS Staff Responses tabulated by sex

Subsidiary question for Q23- Which forms of flexible working do you use

Q23a: Other, Please specify:				
	Female	Male	Unknown	Total
Blank	1		0	1
Along with occupational health	1		0	1
Hybrid working as part of the Uni pilot	1		0	1

Q23a: Other, Please specify:				
	Female	Male	Unknown	Total
I would like to have three days teaching on campus, and two days to prepare and give feedback to my students, prepare Blackboard, assist in innovating the curriculum, producing and revising new materials, and answering emails.	1		0	1
It was an informal request for flexitime (I was not asked to fill a form)	1		0	1
Unanswered	37	9	11	57

Table 20- Q23.a - SALC PS Staff Responses tabulated by sex

Q24: Over the last 2 years have you applied for any of the following forms of leave? (Tick all that apply):				
Sex	Female	Male	Unknown	Total
Shared Parental Leave				
Unpaid Leave				
Maternity Leave	2			
Other, please specify				
Unanswered	40	9		11

Table 21 - Q24: SALC PS Staff Responses tabulated by sex

Q24a: If Other please Specify				
Sex	Female	Male	Unknown	Total
Unanswered	42	9	11	62

Table 22- Q28.2: SALC PS Staff Responses tabulated by sex

Question:	
25	If you have applied for maternity/paternity/adoption/unpaid/shared parental leave, were any of your requests denied?
28	If you have taken maternity/paternity/adoption/unpaid/shared parental leave, do you think it had an adverse effect on your career

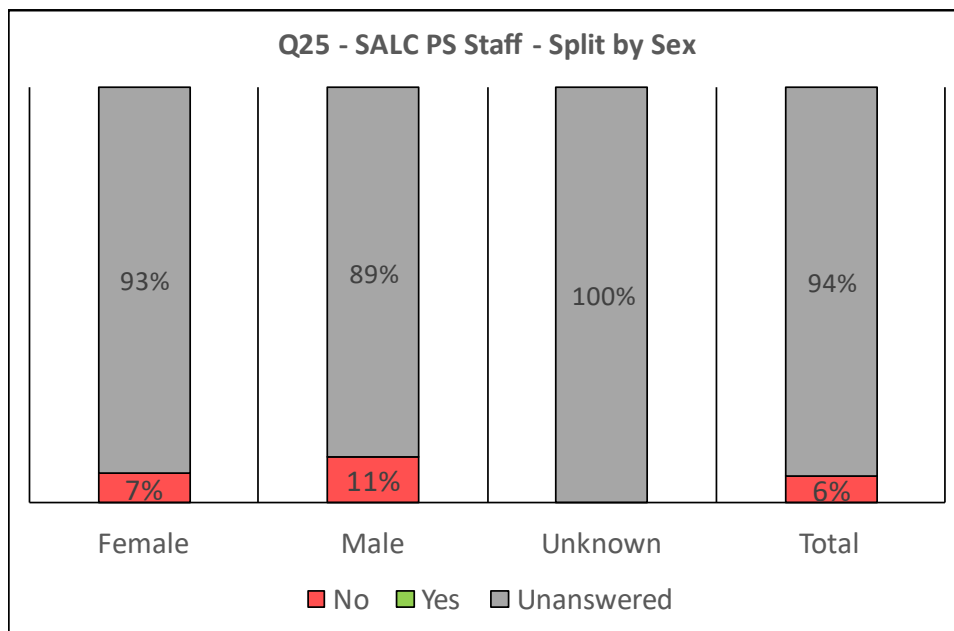


Figure 55: Q25 – SALC PS Staff – Split by Sex

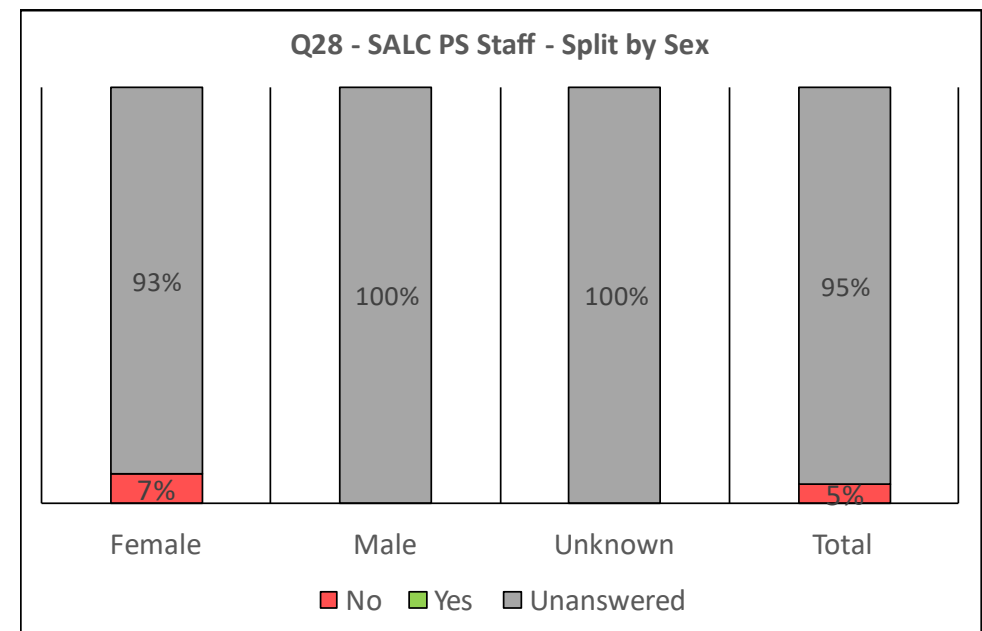


Figure 56: Q28 – SALC PS Staff – Split by Sex

Question: Do you feel the school was fully supportive:	
26.1	Before your leave
26.2	During your leave
26.3	After your leave

Due to large volume of unanswered the chart axis has been adjusted to show better visualisations of the answered data

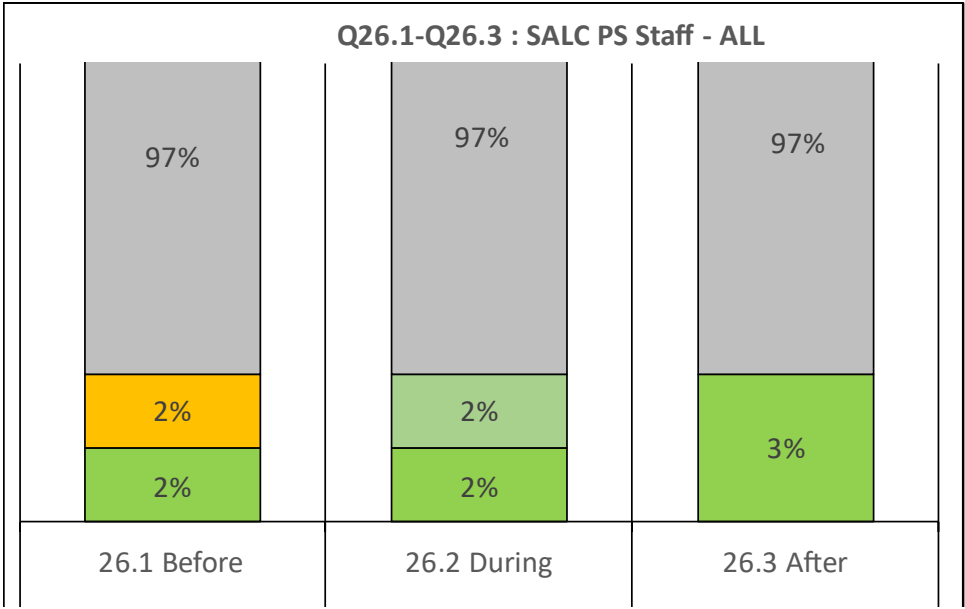


Figure 57: Q26.1-Q26.3: SALC PS Staff - All

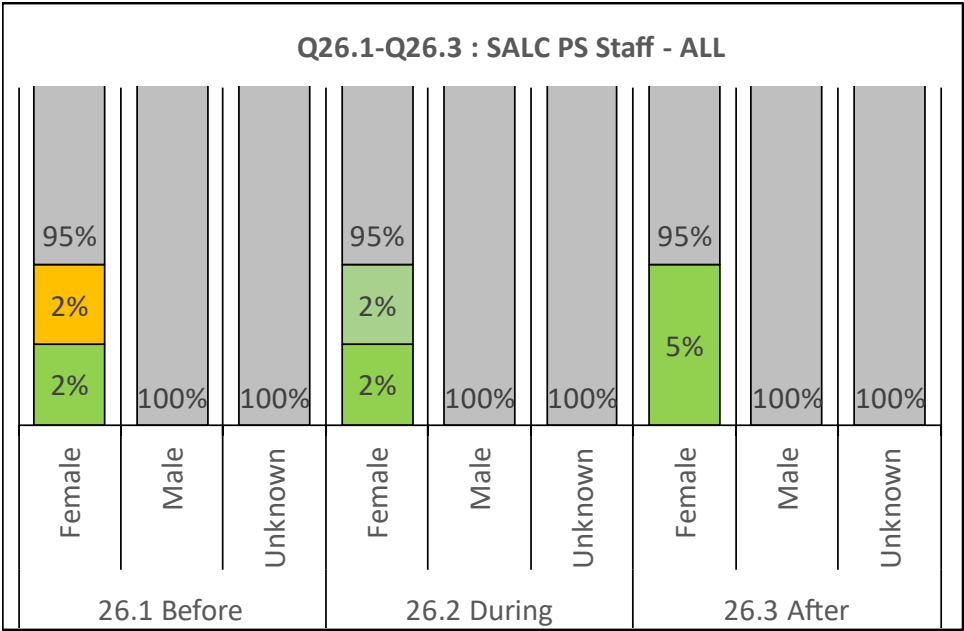


Figure 58: Q26.1-Q26.3: SALC PS Staff - All

Strongly Agree Agree Slightly Agree Neither Agree nor Disagree Slightly Disagree Disagree Strongly Disagree Unanswered

Q27: If you have taken maternity/paternity/adoption/unpaid/shared parental leave, did you keep in touch with the School during your leave?				
	Female	Male	Unknown	Total
No	0	0	0	0
Yes - I dropped in for social visits	1	0	0	1
Yes - I received emails informing me of School related news	1	0	0	1
Yes - Other	0	0	0	0
Unanswered	40	9	11	60

Table 23: Q27 - SALC PS Staff Responses tabulated by sex

Question:	
30.1	Senior PS staff respect junior male, female and non-binary academic staff equally
30.2	In meetings, people pay just as much attention when female and non-binary PS staff speak as when male PS staff speak
30.3	Female and non-binary PS staff who have children are considered just as committed to their careers as those who do not have children
30.4	Female and non-binary PS staff incur more career disadvantages for having a family than male PS staff do.

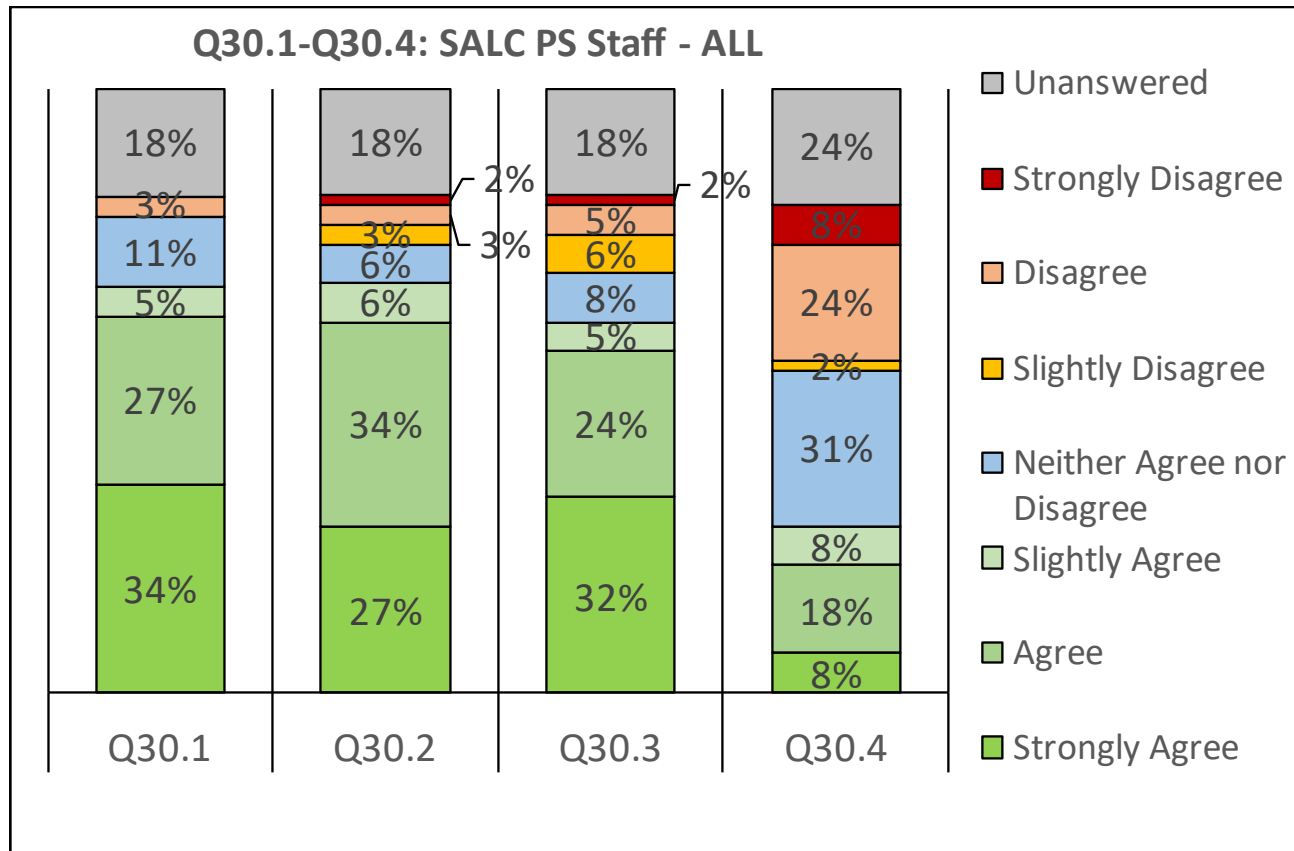
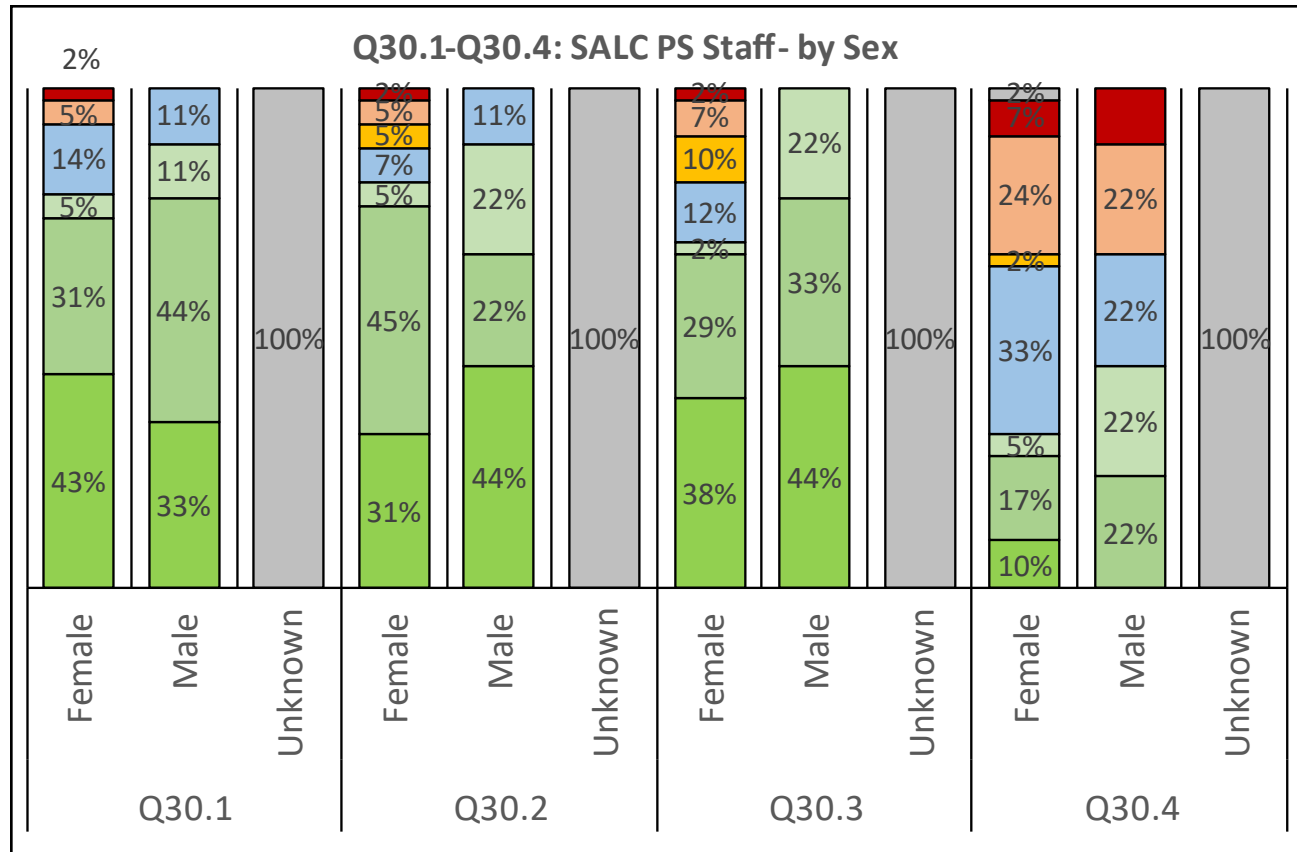


Figure 59: Q30.1-Q30.4: SALC PS Staff - All



■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Figure 60: Q30.1-Q30.4: SALC PS Staff – by sex:

Question:	
30.5	Male PS staff are more likely than female and non-binary PS staff to be involved in informal social networks in the School
30.6	Female and non-binary academic staff are adequately represented on School Management/Leadership committees.

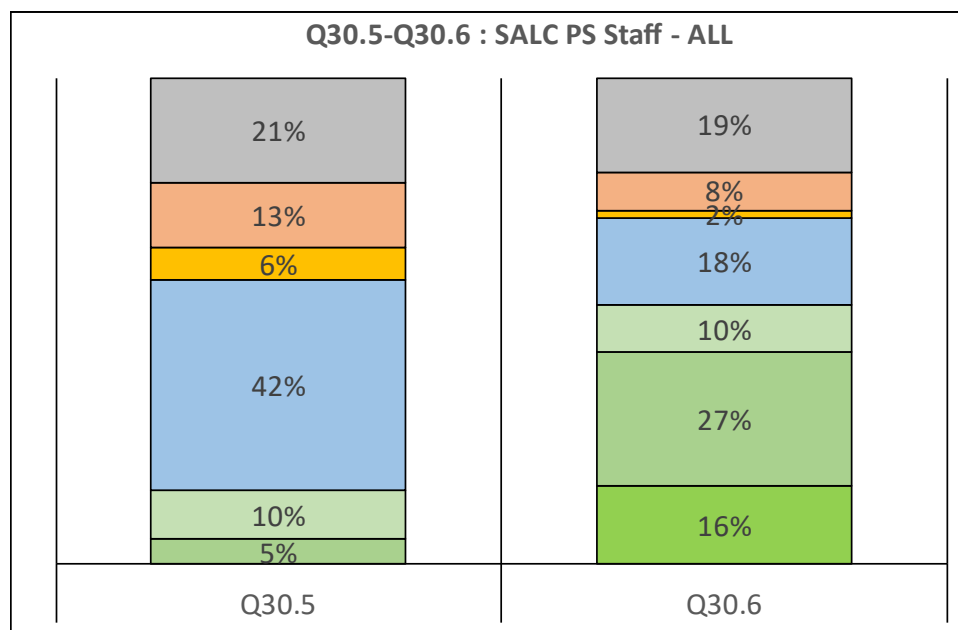


Figure 61: Q30.5 – Q30.6: SALC PS Staff - All

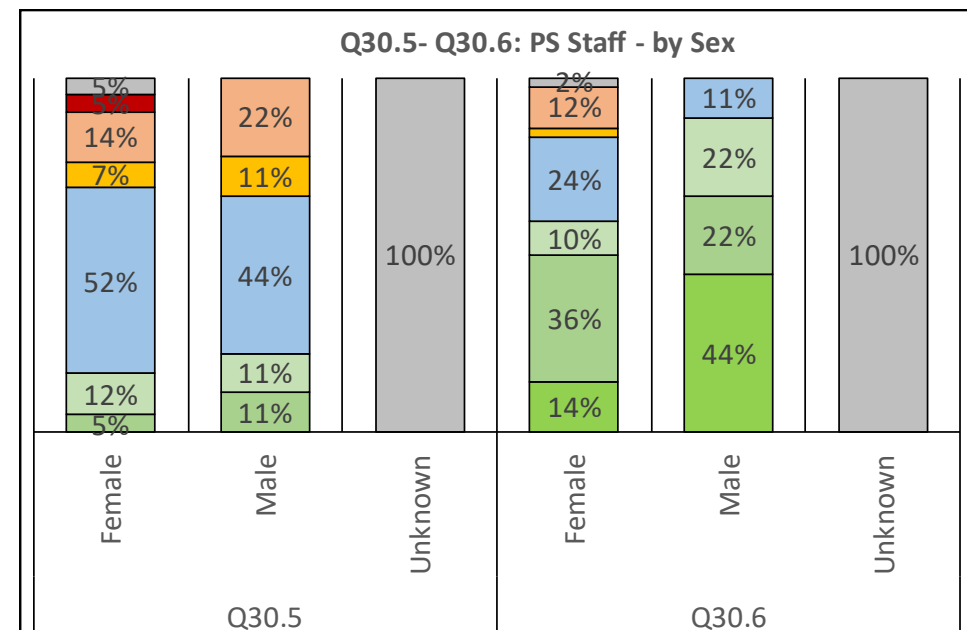


Figure 62: Q30.5 – Q30.6: SALC PS Staff – by sex

■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Question:

31 Do you feel that you have personally been treated unfairly on the basis of your gender in relation to any of the issues raised in the previous question over the past 12 months?

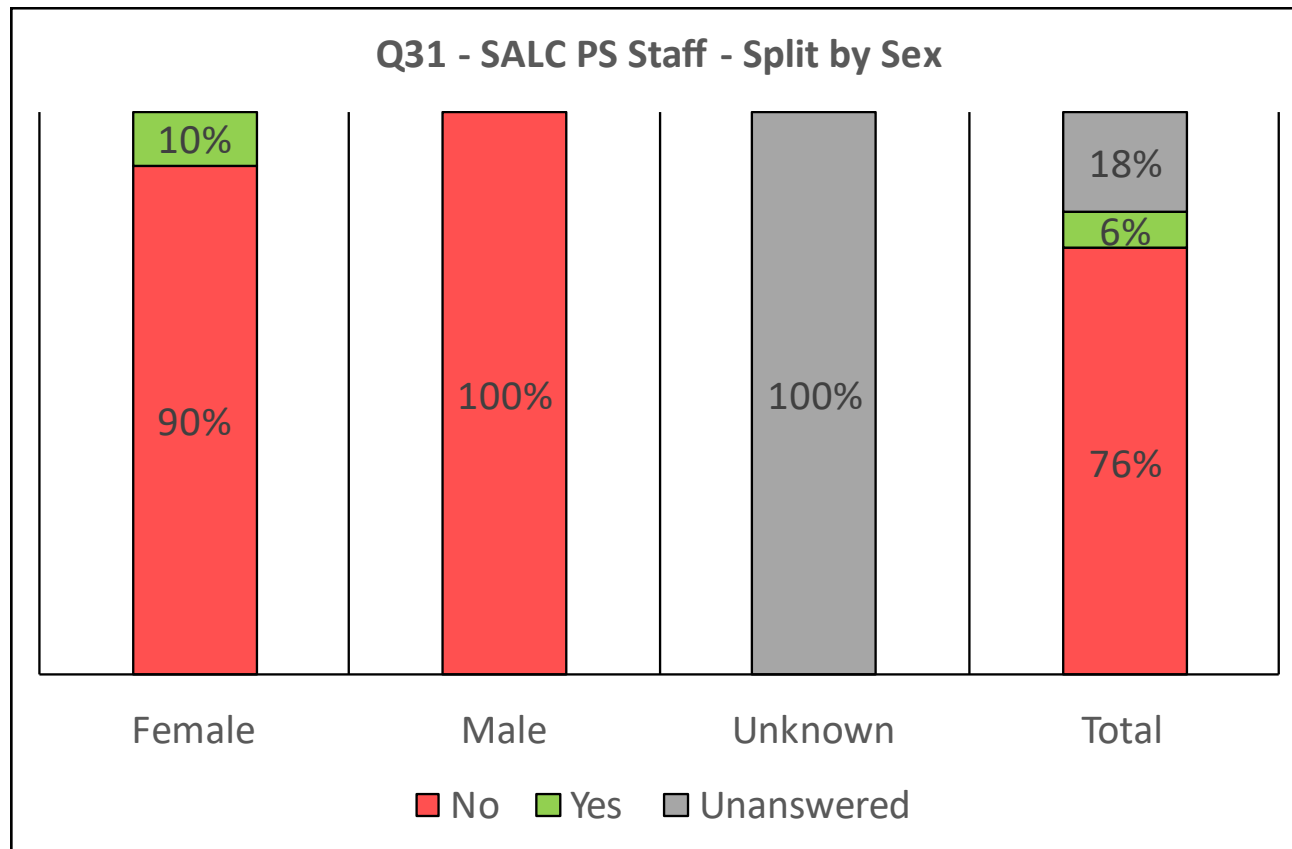


Figure 63: Q31: SALC PS Staff – Split by sex

Question:	
32	Are you aware of the University's policies in relation to gender equality (e.g. on discrimination, parental leave, carer's leave, flexible working)?

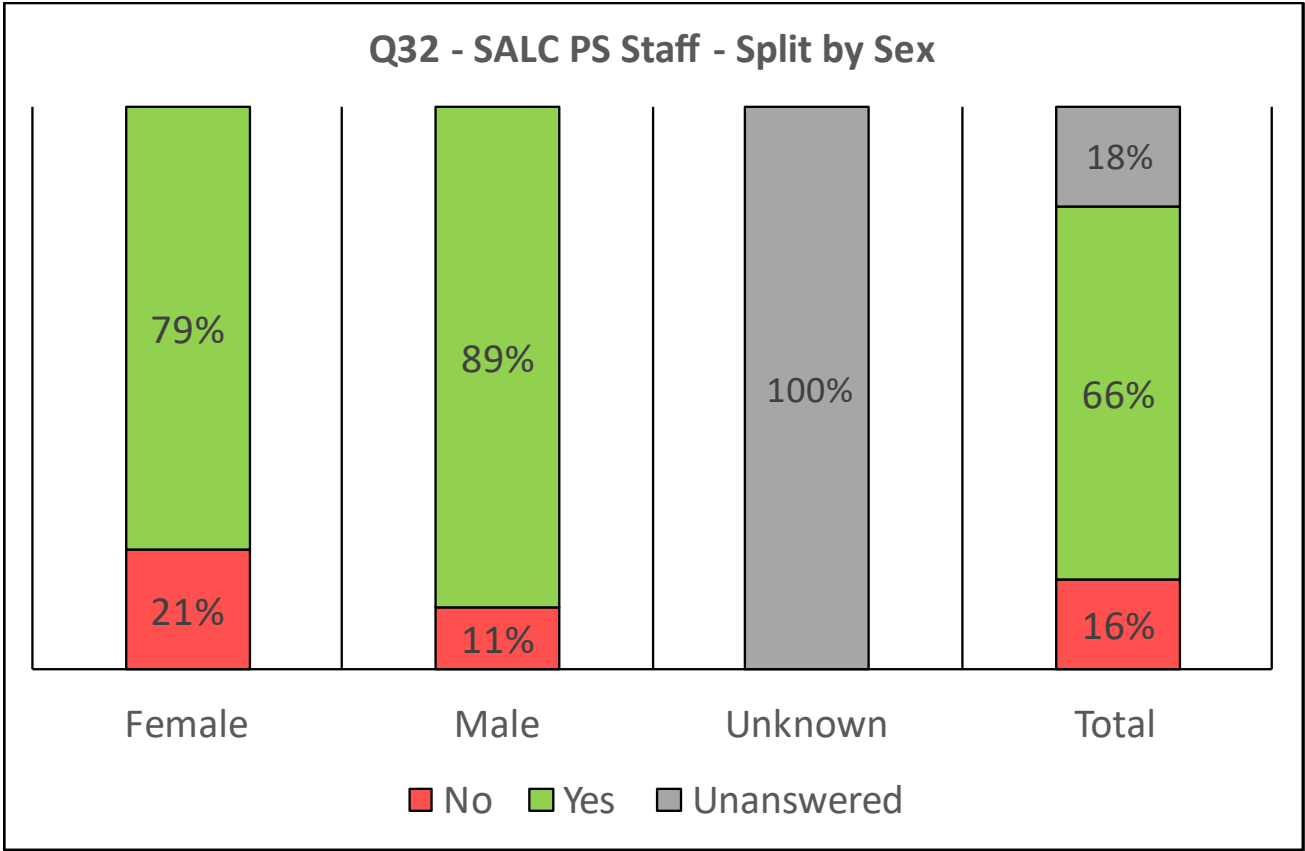


Figure 64: Q32 - SALC PS Staff - Split by Sex

Question:	
33	My School makes it clear that inappropriate language and behaviour are not acceptable
37	Work related social activities in my School such as staff parties, team building or networking events, are likely to be welcoming to all regardless of gender identity

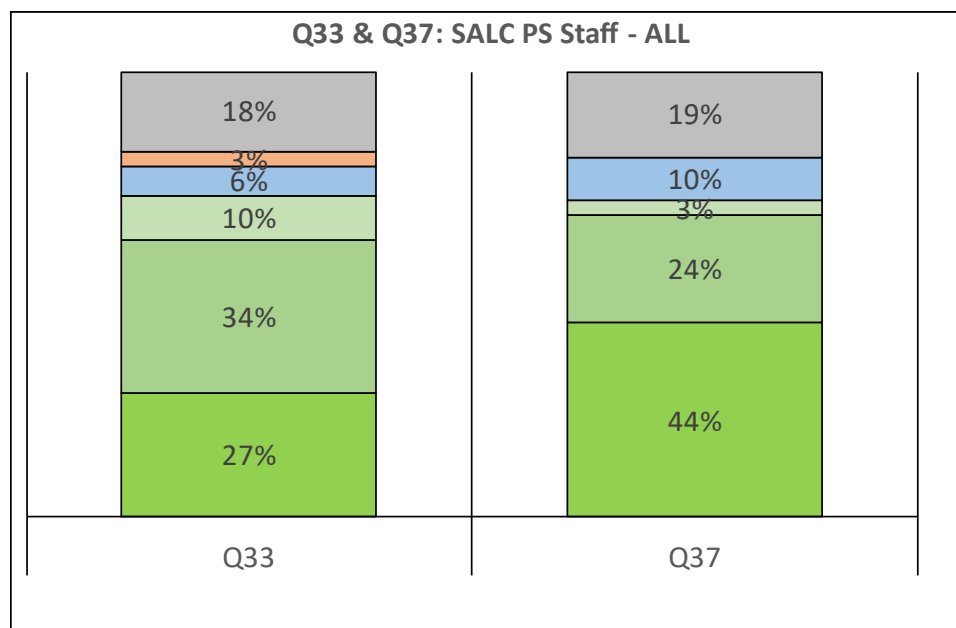


Figure 65: Q33 and Q37: SALC PS Staff – All

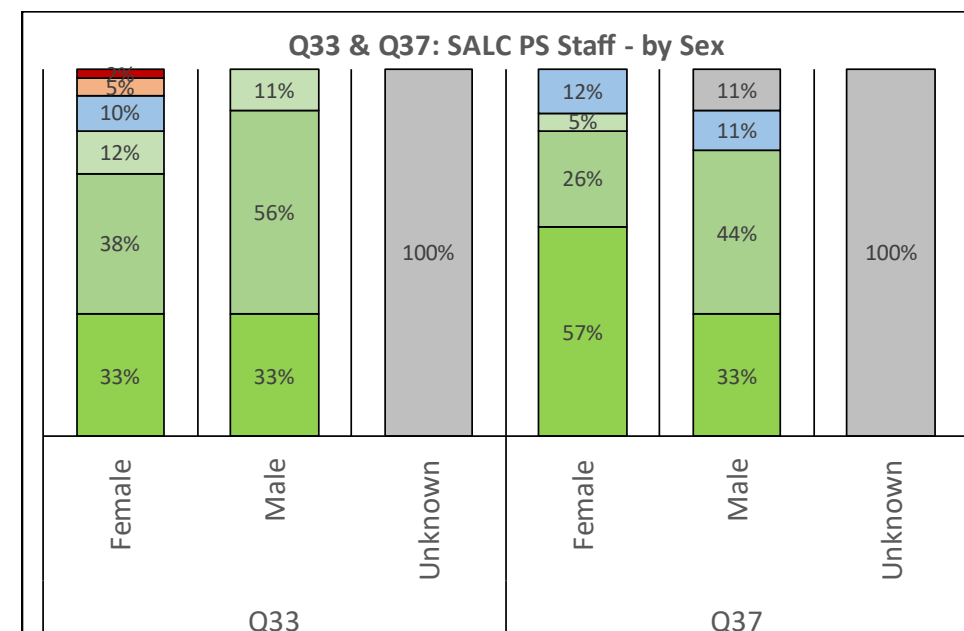


Figure 66: Q33 and Q37: SALC PS Staff – Split by sex

■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Question:	
34	Have you personally experienced or directly witnessed such inappropriate language or behaviour at work or in other social events with work colleagues in the past 12 months?

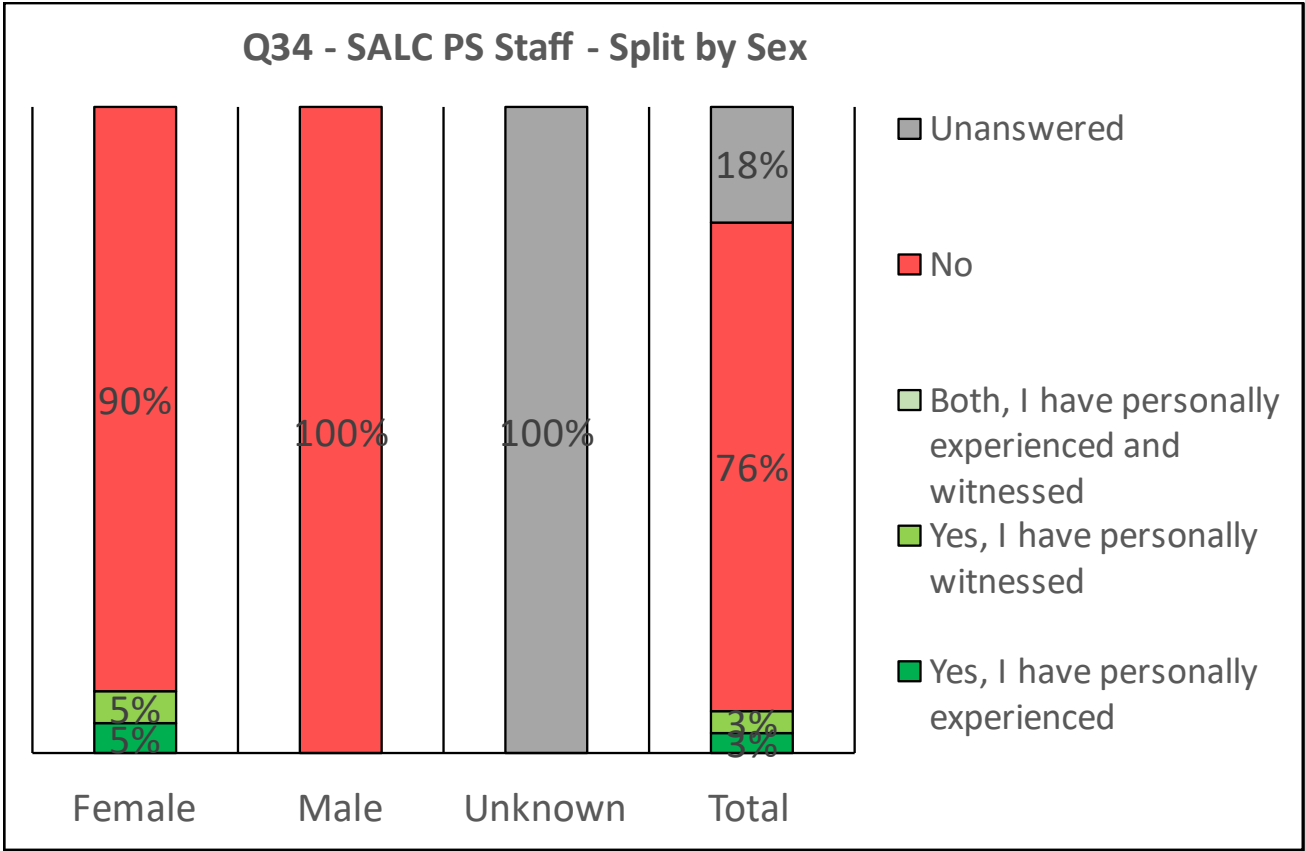


Figure 67: Q34: SALC PS Staff – Split by Sex

Q35: If yes to Q34, did you speak to someone about it? (Tick all that apply):				
	Female	Male	Unknown	Total
No	4	1	0	5
Unanswered	38	8	11	57

Table 24: Q35 -SALC PS Staff Responses tabulated by sex

Q36: If you spoke to a senior colleague, or member of staff with management responsibilities within the School, about something you had experienced or witnessed, do you agree with the following statement:				
	Female	Male	Unknown	Total
I feel that the response was not supportive	2			2
I feel that the response was supportive each time	1	1		2
I feel that the response was supportive most of the time	2			2
Unanswered	37	8	11	56

Table 25: Q36—SALC PS Staff Responses tabulated by sex

Q38: Have you undertaken training in Equality and Diversity?				
	Female	Male	Unknown	Total
Yes - Course / Workshop	6			6
Yes - Online	32	7		39
No	4	1	0	5
Unanswered	0	1	11	12

Table 2613: Q38 – SALC PS Staff Responses tabulated by sex

Question:	
40	I feel supported by my School in dealing with the impact of COVID-19 on my job.
41	COVID 19 is having an adverse impact on my work-life balance.

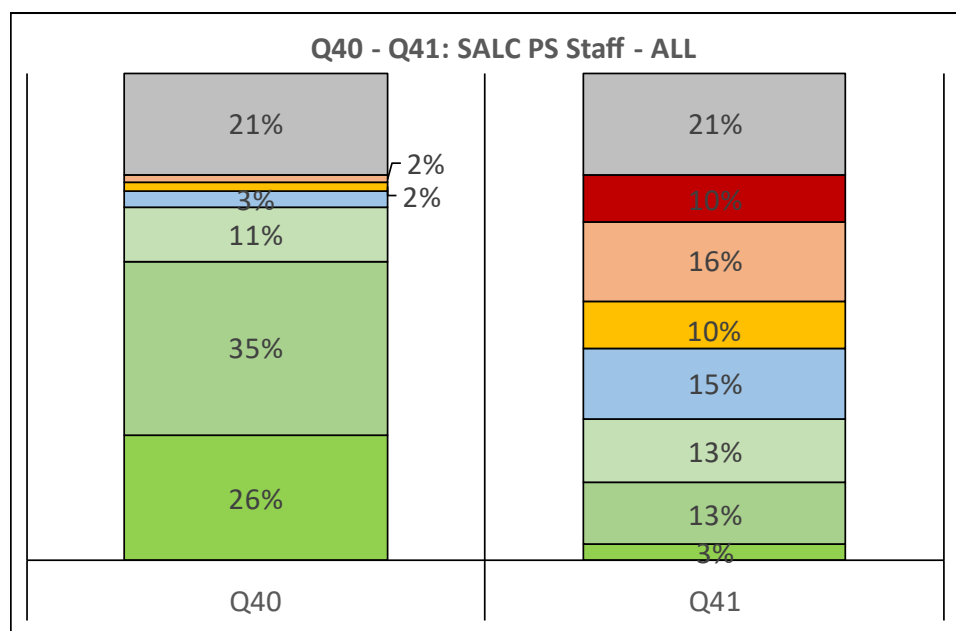


Figure 68: Q40-Q41: SALC PS Staff – All

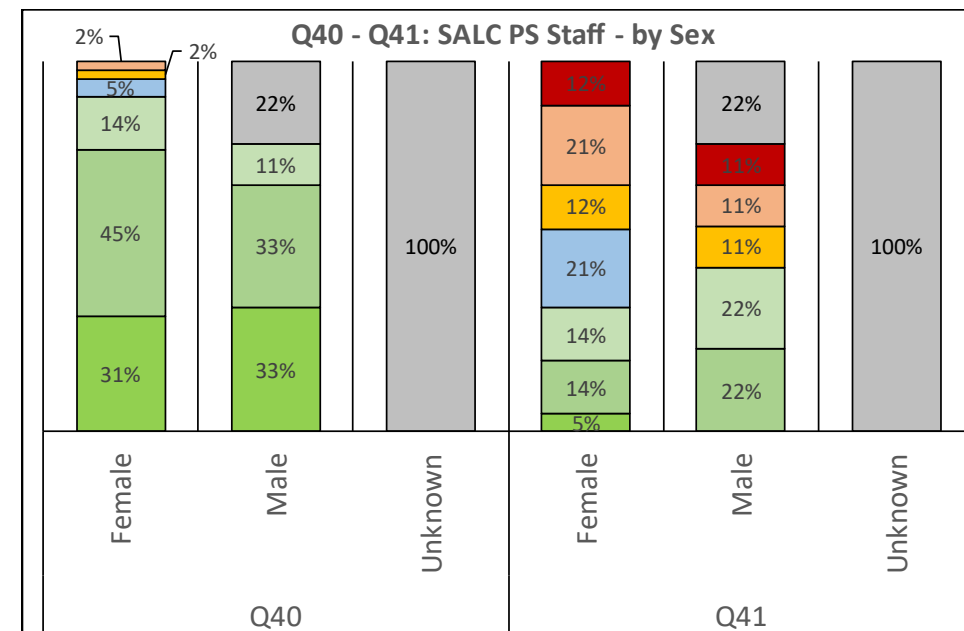


Figure 69: Q40-Q41: SALC PS Staff – Split by Sex

■ Strongly Agree
 ■ Agree
 ■ Slightly Agree
 ■ Neither Agree nor Disagree
 ■ Slightly Disagree
 ■ Disagree
 ■ Strongly Disagree
 ■ Unanswered

Q42: Which area of your work has been worst affected by remote working as a result of COVID 19?				
Sex	Female	Male	Unknown	Total
Communication	2			2
Communication, Management of Staff	1			1
Communication, Management of Staff, Relationships with Colleagues	1			1
Communication, Management of Staff, Relationships with Colleagues, Workload has increased	3			3
Communication, Relationships with Colleagues	2	2		4
Communication, Relationships with Colleagues, Specific tasks (Campus based)		1		1
Communication, Relationships with Colleagues, Workload has increased	1			1
Management of Staff	2			2
Management of Staff, Relationships with Colleagues		1		1
Management of Staff, Workload has increased	1			1
Relationships with Colleagues	3			3
Relationships with Colleagues, Workload has increased	1			1
Relationships with Colleagues, Workload has increased, Specific tasks (Campus based)	2			2
Specific tasks (Campus based)	2			2
Workload has increased	10	2		12
Unanswered	11	3	11	25

Table 27: Q42 – SALC PS Staff Responses tabulated by sex

Q43: What has been positive about remote working?				
	Female	Male	Unknown	Total
Better work-life balance	21	2		23
Greater productivity	5	1		6
More flexibility	15	3		18
Other	1	1		2
Unanswered		2	11	13

Table 28: Q43 -SALC PS Staff Responses tabulated by sex

Question:

44 Have you felt safe working in university premises?

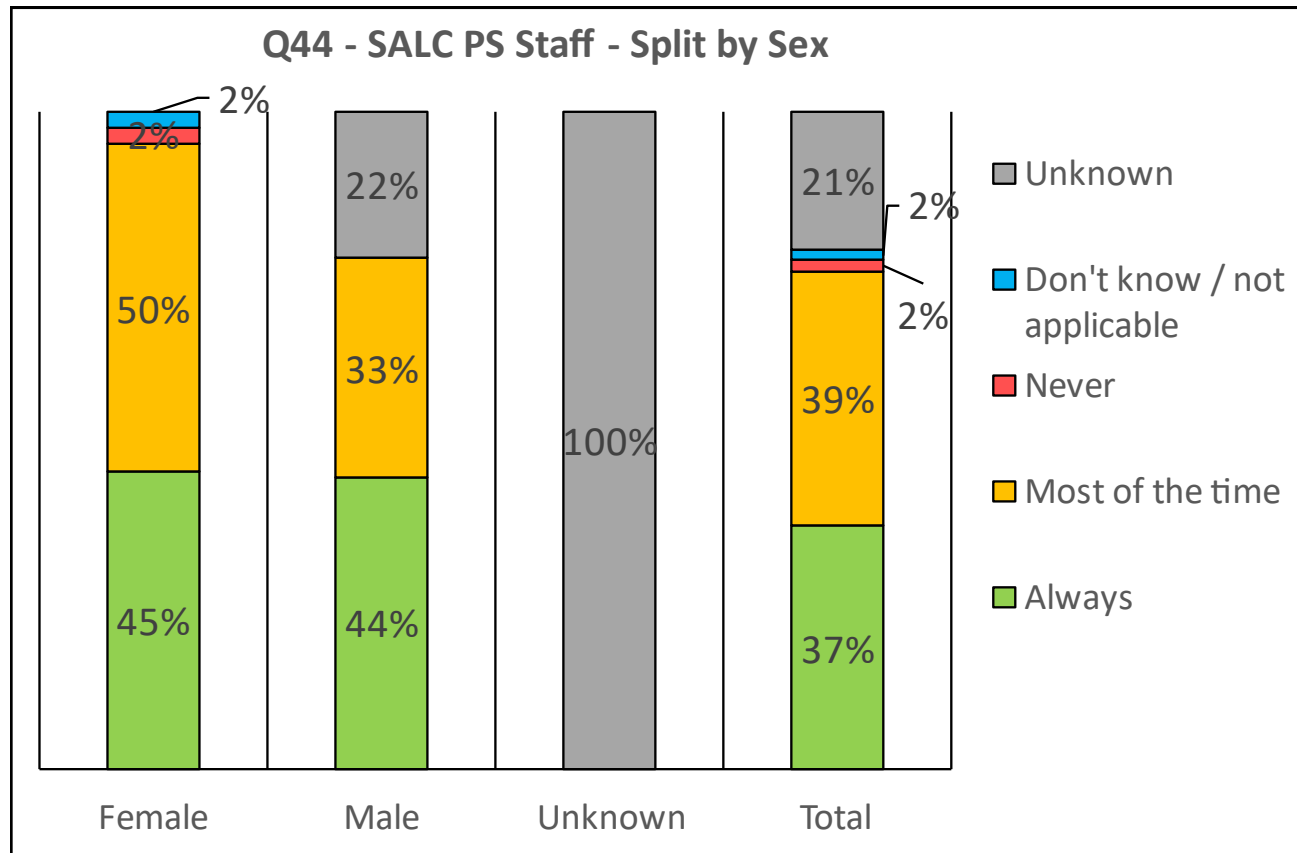


Figure 70: Q44 – SALC PS Staff – Split by Sex

Question Number	Question (condensed)	Response	Female	Male	Unknown	Total
45	Sex:	Female	42			42
		Male		9		9
		Unanswered			11	11
48	Do you consider yourself to be disabled / have a disability?	No	35	9	0	44
		Yes	7	0	0	7
		Unanswered			11	11
50	Ethnicity:	Arab	2			2
		Chinese	2			2
		Mixed – White and Asian		1		1
		Other ethnic background	3			3
		Not Known	1			1
		Prefer not to say	2	1		3
		White	32	7		39
		Unanswered			11	11
52	Current Grade:	1		1		1

Question Number	Question (condensed)	Response	Female	Male	Unknown	Total
		3	7	2		9
		4	9			9
		5	9	2		11
		6	7	2		9
		7	8	1		9
		Unanswered	2	1	11	14
53	In which Department / Research Institute Area are you?	Unanswered	14	3	11	28
		CAHAE (Classics, Ancient History, Archaeology and Egyptology)		1		1
		English Literature and Creative Writing		1		1
		HCRI (Humanitarianism and Conflict Response Institute)	3			3
		History	1			1
		Linguistics and English Language	1			1
		Modern Languages and Cultures	4	1		5

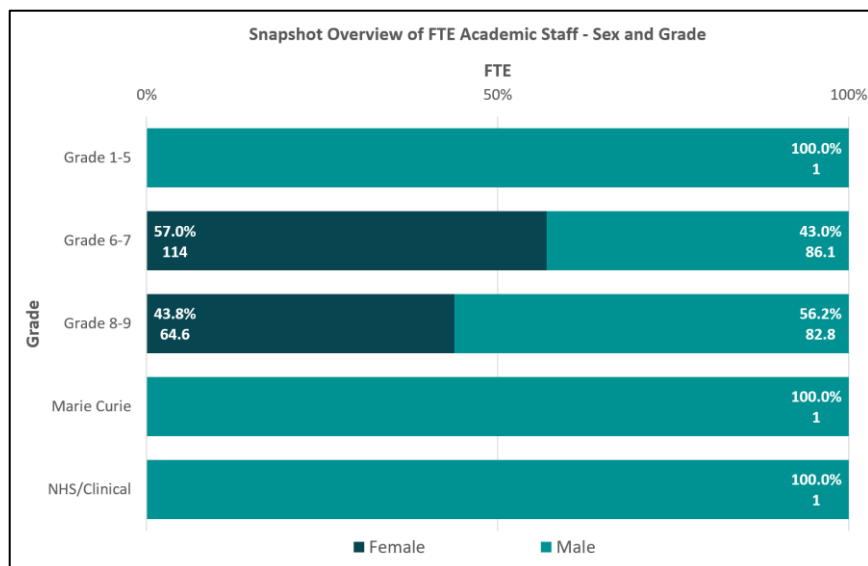
Question Number	Question (condensed)	Response	Female	Male	Unknown	Total
		Music	3			3
		Prefer not to state	16	3		19
54	When did you join the School?	Less than 3 years ago	15	5		20
		3-5 years ago	8	1		9
		5-10 years ago	8			8
		10-15 years ago	6	1		7
		More than 15 years ago	5	2		7
		Unanswered			11	11
55	What hours are you contracted to work?	Full time	33	7		40
		Part time (less than 35 hours)	8	2		10
		Unanswered	1		11	12
56	What sort of contract do you have?	Permanent	34	6		40
		Fixed Term	8	3		11
		Unanswered			11	11
57		Yes - children aged under 18	11	3		14

Question Number	Question (condensed)	Response	Female	Male	Unknown	Total
	Do you have caring responsibilities for dependent children and/or adults?	Yes - adult dependants (e.g. partner, parents)	1			1
		No	30	6		36
		Unanswered			11	11

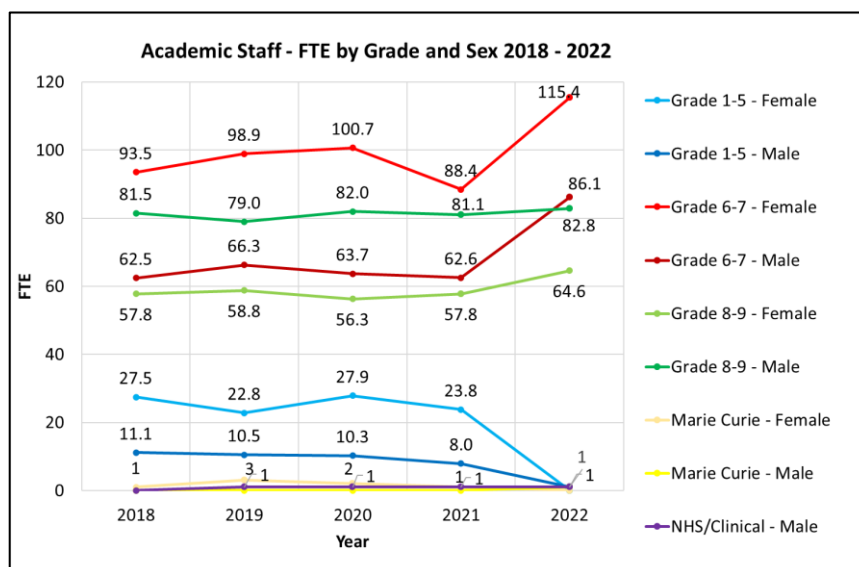
Table 29 – PS Core Demographics split by sex

Appendix 2: Organisation Data

Snapshot overview of Academic Staff – sex, occupancy type and grade



A2: 1 – FTE by Grade and Sex as at 31 July 2022

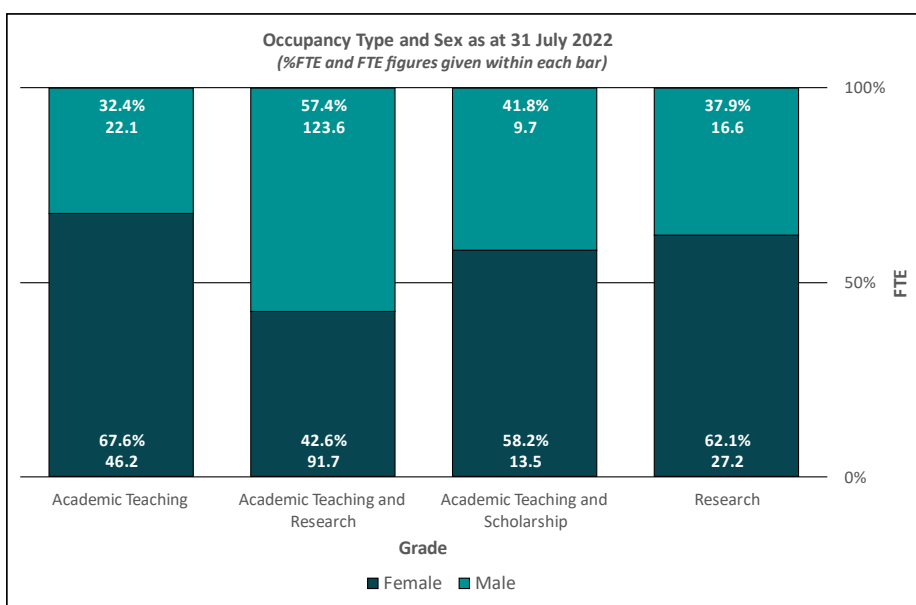


A2: 2 - AS FTE by Grade and Sex 2018-2022

	Year	2018						2019						2020					
Sex			Grade 1-5	Grade 6-7	Grade 8-9	Marie Curie	NHS/ Clinica I		Grade 1-5	Grade 6-7	Grade 8-9	Marie Curie	NHS/ Clinica I		Grade 1-5	Grade 6-7	Grade 8-9	Marie Curie	NHS/ Clinica I
	Grade	Total						Total						Total					
F	FTE	178.2	27.0	93.0	57.3	1.0		181.6	22.4	98.0	58.2	3.0		184.8	27.4	99.8	55.7	2.0	
M	FTE	155.1	11.1	62.5	81.5			156.8	10.5	66.3	79.0		1.0	157.0	10.3	63.7	82.0		1.0
F	%	53.5%	70.8%	59.8%	41.3%	100.0%		53.7%	68.0%	59.6%	42.4%	100.0%		54.1%	72.7%	61.0%	40.5%	100.0%	
M	%	46.5%	29.2%	40.2%	58.7%			46.3%	32.0%	40.4%	57.6%		100.0%	45.9%	27.3%	39.0%	59.5%		100.0%
Total	FTE	333.3	38.1	155.4	138.8	1.0	0.0	338.4	33.0	164.3	137.1	3.0	1.0	341.8	37.6	163.5	137.7	2.0	1.0

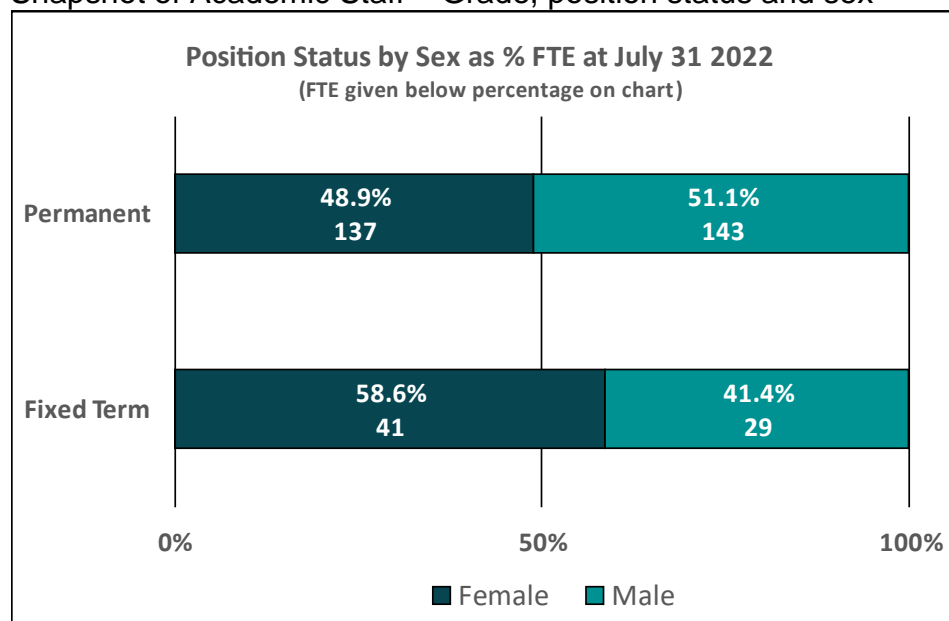
	Year	2021						2022					
Sex			Grade 1-5	Grade 6-7	Grade 8-9	Marie Curie	NHS/ Clinica l		Grade 1-5	Grade 6-7	Grade 8-9	Marie Curie	NHS/ Clinica l
	Grade	Total						Total					
F	FTE	170.6	23.4	88.4	57.8	1.0		178.6		114.0	64.6		
M	FTE	152.6	8.0	62.6	81.1		1.0	171.9	1.0	86.1	82.8	1.0	1.0
F	%	52.8%	74.6%	58.6%	41.6%	100.0%		51.0%		57.0%	43.8%		
M	%	47.2%	25.4%	41.4%	58.4%		100.0%	49.0%	100.0%	43.0%	56.2%	100.0%	100.0%
Total	FTE	323.1	31.3	151.0	138.9	1.0	1.0	350.5	1.0	200.1	147.4	1.0	1.0

A2: Table 1 - AS FTE by Grade and Sex 2018-2022



A2: 3: AS FTE by occupancy type and sex

Snapshot of Academic Staff – Grade, position status and sex

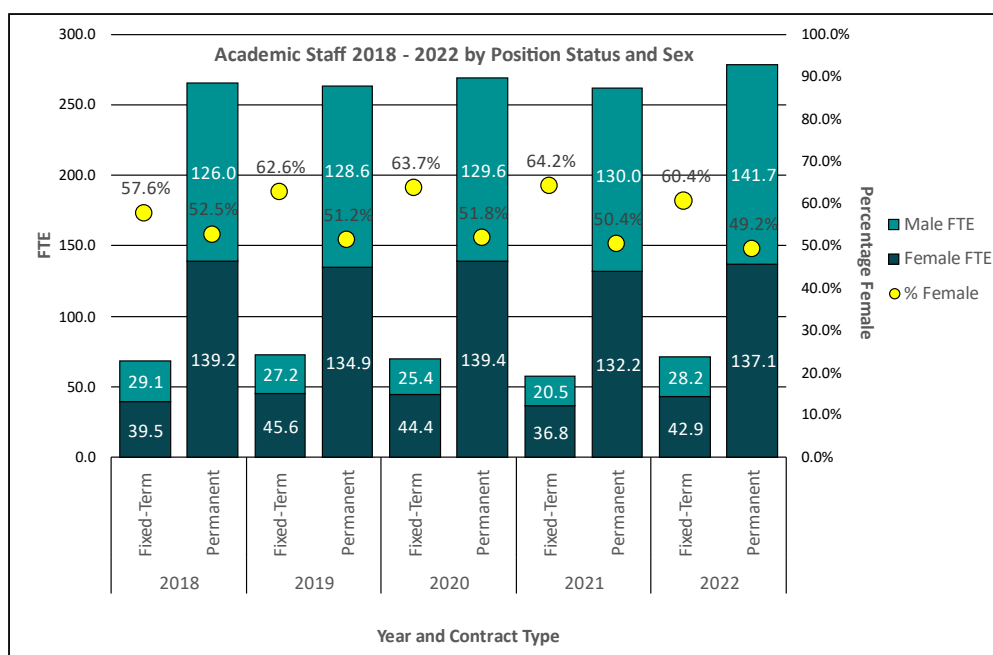


A2: 4 – FTE Position Status and Sex as at 31 July 2022

Academic Staff 2018-2022 – position status and sex

Sex		Female	Male	Mini Graph	Female	Male	Total
Year	Position Status	%	%		FTE	FTE	FTE
2018	Total	53.5%	46.5%		178.7	155.1	333.8
	Fixed-Term	57.6%	42.4%		39.5	29.1	68.6
	Permanent	52.5%	47.5%		139.2	126.0	265.2
2019	Total	53.7%	46.3%		180.5	155.8	336.3
	Fixed-Term	62.6%	37.4%		45.6	27.2	72.8
	Permanent	51.2%	48.8%		134.9	128.6	263.5
2020	Total	54.2%	45.8%		184.8	156.0	340.8
	Fixed-Term	63.7%	36.3%		44.4	25.4	69.8
	Permanent	51.8%	48.2%		139.4	129.6	269.0
	Secondment	50.0%	50.0%		1.0	1.0	2.0
2021	Total	52.9%	47.1%		170.0	151.6	321.6
	Fixed-Term	64.2%	35.8%		36.8	20.5	57.3
	Permanent	50.4%	49.6%		132.2	130.0	262.3
	Secondment	50.0%	50.0%		1.0	1.0	2.0
2022	Total	51.5%	48.5%		180.0	169.9	349.9
	Fixed-Term	60.4%	39.6%		42.9	28.2	71.1
	Permanent	49.2%	50.8%		137.1	141.7	278.9
Total		53.1%	46.9%		894.1	788.3	1682.4

A2: Table 2 – AS Position Status and sex 2018 - 2022



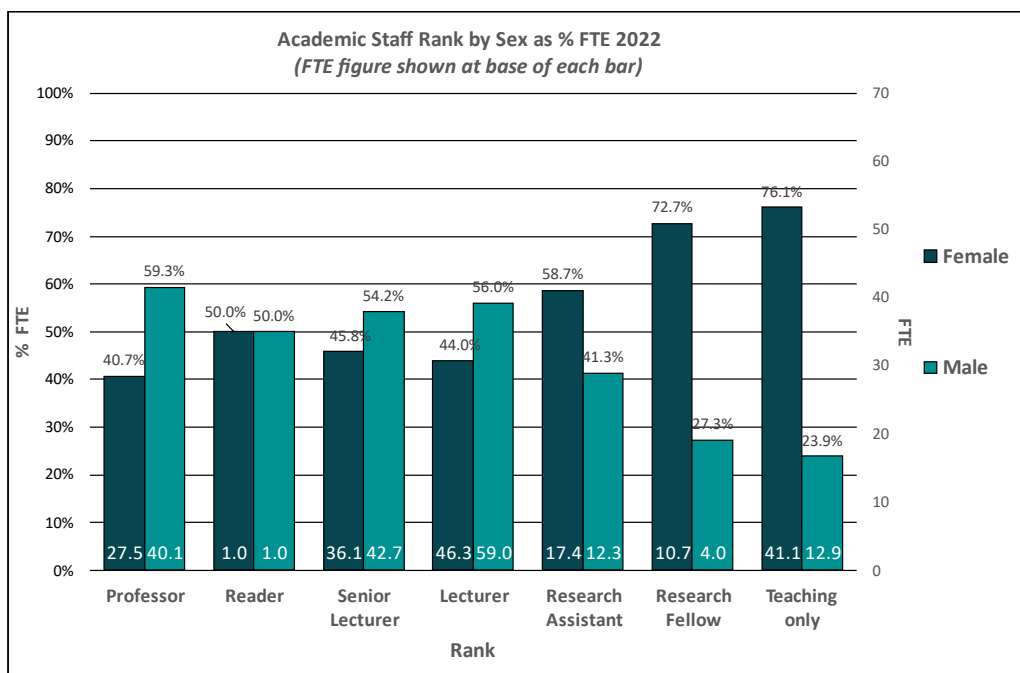
A2: 5 – AS Position Status and sex over 2018-2022

Academic staff representation by SALC Department and Sex 2018-2022

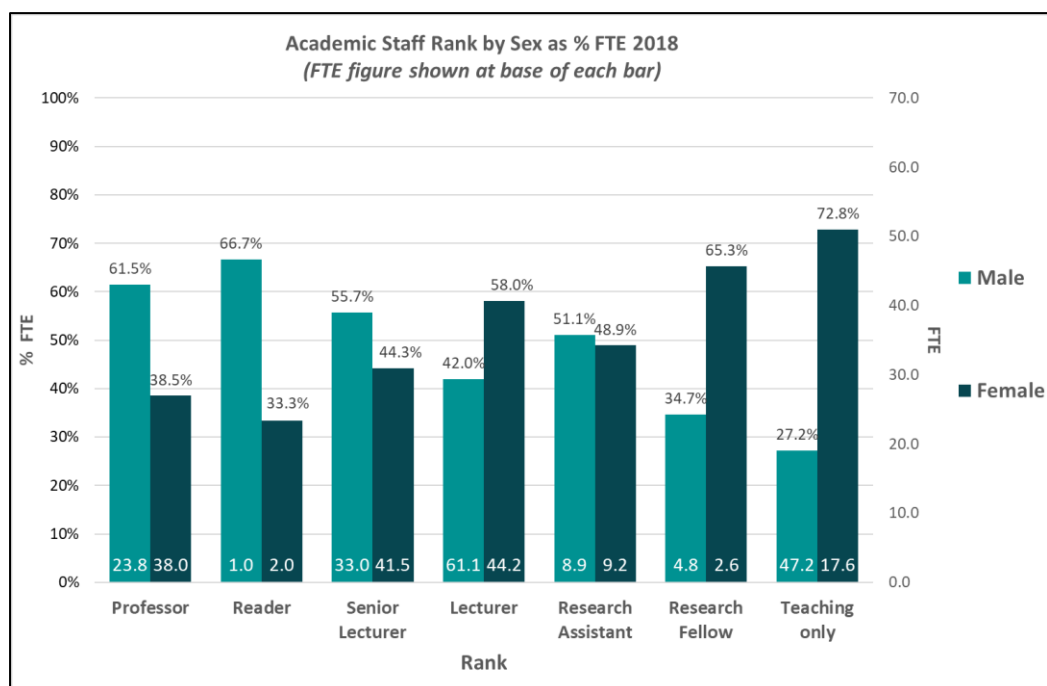
Year	2018		2019		2020		2021		2022	
Department	M:F %	M:F (FTE)	M:F %	M:F (FTE)	M:F %	M:F (FTE)	M:F %	M:F (FTE)	M:F %	M:F (FTE)
AHCP	0% : 0%	0 : 0	42.9% : 57.1%	7 : 9.3	44.9% : 55.1%	8 : 9.8	53.3% : 46.7%	8 : 7	51.9% : 48.1%	11.3 : 10.5
Classics & Ancient History, Archaeology & Religion	60.8% : 39.2%	26.1 : 16.8	0% : 0%	0 : 0	0% : 0%	0 : 0	0% : 0%	0 : 0	0% : 0%	0 : 0
CAHAE	0% : 0%	0 : 0	50.8% : 49.2%	12.8 : 12.4	51.7% : 48.3%	12.4 : 11.6	53.5% : 46.5%	11.6 : 10.1	51.4% : 48.6%	10.7 : 10.1
Confucius Institute	0% : 0%	0 : 0	0% : 0%	0 : 0	0% : 100%	0 : 1	0% : 100%	0 : 1	0% : 100%	0 : 1
Division of Art History, Drama and Music	54.6% : 45.4%	23.3 : 19.3	0% : 0%	0 : 0	0% : 0%	0 : 0	0% : 0%	0 : 0	0% : 0%	0 : 0
Drama	0% : 0%	0 : 0	36.9% : 63.1%	5.5 : 9.4	38.7% : 61.3%	6.5 : 10.3	46.6% : 53.4%	8.5 : 9.8	45.3% : 54.7%	9.1 : 11
EACW	53.3% : 46.7%	23.3 : 20.4	52.4% : 47.6%	24.9 : 22.7	48.2% : 51.8%	22.2 : 23.9	53.8% : 46.2%	22.1 : 18.9	55.5% : 44.5%	25.6 : 20.5
History	56.5% : 43.5%	24.7 : 19	50.6% : 49.4%	26.3 : 25.7	50.9% : 49.1%	27.2 : 26.2	51.3% : 48.7%	25.8 : 24.5	53.2% : 46.8%	31.5 : 27.7
HCRI	35.8% : 64.2%	6.4 : 11.5	37.7% : 62.3%	7.6 : 12.5	35.9% : 64.1%	7 : 12.5	35.1% : 64.9%	6.8 : 12.5	35.9% : 64.1%	7 : 12.5
John Rylands Research Institute	23.1% : 76.9%	1.6 : 5.2	28.6% : 71.4%	1.6 : 4	37.5% : 62.5%	1.8 : 3	38.9% : 61.1%	2.8 : 4.4	32.8% : 67.2%	2.2 : 4.5
Language Based Area Studies	45.7% : 54.3%	19.9 : 23.7	48.9% : 51.1%	19.2 : 20	0% : 0%	0 : 0	0% : 0%	0 : 0	0% : 0%	0 : 0
Languages and Intercultural Studies	31.5% : 68.5%	10.1 : 22	34.8% : 65.2%	10 : 18.7	0% : 0%	0 : 0	0% : 0%	0 : 0	0% : 0%	0 : 0
LEL	39.8% : 60.2%	8 : 12.1	38% : 62%	9.2 : 15	30.4% : 69.6%	7.2 : 16.5	30.1% : 69.9%	6.3 : 14.6	43.6% : 56.4%	10.5 : 13.6
MLC	0% : 0%	0 : 0	0% : 0%	0 : 0	45.8% : 54.2%	30.8 : 36.4	39.8% : 60.2%	31.8 : 48.1	40.6% : 59.4%	34.1 : 50
Music	0% : 0%	0 : 0	68.8% : 31.3%	11 : 5	75% : 25%	12 : 4	68.8% : 31.3%	11 : 5	66.7% : 33.3%	12 : 6
Religions and Theology	0% : 0%	0 : 0	83.9% : 16.1%	12 : 2.3	83% : 17%	11.3 : 2.3	71.7% : 28.3%	10.8 : 4.3	72.8% : 27.2%	9.8 : 3.7
ULC	29.8% : 70.2%	11.8 : 27.7	29.3% : 70.7%	9.7 : 23.5	25.4% : 74.6%	9.6 : 28.4	36.3% : 63.7%	6.2 : 10.9	44.2% : 55.8%	7.2 : 9.1

A2: Table 3: Academic Staff Percentages by department and sex 2018-2022

Academic Staff Rank by sex- comparison 2018 and 2022



A2: 6: Academic Staff Rank by Sex as % 2022



A2: 7 - Academic Staff Rank by Sex as %, 2018

Academic Staff Rank by contract function and ethnicity (Ethnic Minority EM) 2017- 2022

	2018		2019		2020		2021		2022	
	EM (% : FTE)	White (% : FTE)	EM (% : FTE)	White (% : FTE)	EM (% : FTE)	White (% : FTE)	EM (% : FTE)	White (% : FTE)	EM (% : FTE)	White (% : FTE)
Academic Teaching	20.5% : 19	77.3% : 71.4	20.9% : 16.5	77.2% : 61.2	22.1% : 18.8	76.8% : 65.5	26.2% : 17.4	72.3% : 48.1	23.4% : 16.1	76.1% : 52.4
Female	24.5% : 14.8	73.8% : 44.6	25.1% : 13.1	74.9% : 39.2	26.4% : 15.8	73.6% : 44	29.3% : 13.7	70.7% : 33	27.1% : 12.7	72.5% : 33.9
Male	13% : 4.2	83.8% : 26.8	12.7% : 3.4	81.7% : 22	12% : 3.1	84.1% : 21.6	18.9% : 3.7	76.1% : 15.1	15.4% : 3.4	83.7% : 18.5
Academic Teaching & Research	7.1% : 14.4	90% : 182.8	9% : 19.4	88% : 190.1	9.4% : 20.2	86.6% : 185.4	10.5% : 22	85.9% : 179.1	11.2% : 24.2	85.2% : 183.5
Female	6.7% : 6.4	92.3% : 88.5	8.2% : 8.4	89.8% : 91.5	10.4% : 10.2	87.5% : 85.7	11.2% : 10.2	87.8% : 80.3	12.2% : 11.2	86.7% : 79.5
Male	7.5% : 8	87.9% : 94.3	9.6% : 11	86.4% : 98.7	8.6% : 10	85.8% : 99.7	10% : 11.8	84.4% : 98.8	10.5% : 13	84.1% : 104
Academic Teaching & Scholarship	7.2% : 1	92.8% : 12.8	11.9% : 1.3	88.1% : 9.6	19% : 2.3	81% : 9.8	19% : 2.3	81% : 9.8	18.5% : 4.3	77.2% : 17.9
Female	10.2% : 1	89.8% : 8.8	5.1% : 0.3	94.9% : 5.6	4.3% : 0.3	95.7% : 6.6	3.8% : 0.3	96.2% : 7.6	2.2% : 0.3	90.4% : 12.2
Male	0% : 0	100% : 4	20% : 1	80% : 4	38.5% : 2	61.5% : 3.2	47.6% : 2	52.4% : 2.2	41.2% : 4	58.8% : 5.7
Research	11.8% : 3	82.1% : 20.9	15.5% : 5.3	71% : 24.2	13.3% : 4.3	71.2% : 22.9	15.2% : 5.6	68.4% : 25	13.8% : 6.2	74.6% : 33.3
Female	22% : 3	70.7% : 9.7	18.4% : 4.3	73.1% : 17.1	14.8% : 3.3	71.7% : 16	18.2% : 4.6	69.8% : 17.5	21.9% : 6.2	68.8% : 19.3
Male	0% : 0	95.3% : 11.2	9.3% : 1	66.5% : 7.1	10.1% : 1	69.8% : 6.9	8.7% : 1	65.2% : 7.5	0% : 0	84.3% : 14
Grand Total	11.2% : 37.4	86% : 287.9	12.5% : 42.5	83.8% : 285.1	13.3% : 45.6	82.5% : 283.7	14.6% : 47.2	80.9% : 261.9	14.4% : 50.7	81.5% : 287

A2: Table 4 - Academic Staff Rank by contract function and ethnicity (Ethnic Minority EM) 2017- 2022

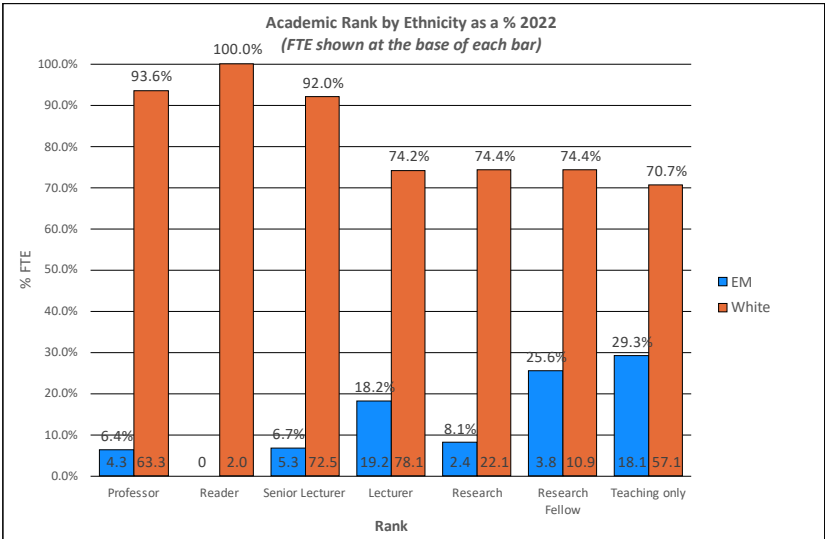
Academic staff by rank and ethnicity (Ethnic Minority, EM) 2018-2022

Year	2018		2019		2020		2021		2022	
Detail	EM	White	EM	White	EM	White	EM	White	EM	White
Professor	5.2% 3.2 FTE	93.2% 57.6 FTE	8.5% 5.3 FTE	89.9% 56.1 FTE	9.0% 5.3 FTE	89.3% 52.8 FTE	7.3% 4.3 FTE	91.0% 53.9 FTE	6.4% 4.3 FTE	93.6% 63.3 FTE
Reader	0.0% 0.0 FTE	100.0% 3.0 FTE	0.0% 0.0 FTE	100.0% 3.0 FTE	0.0% 0.0 FTE	100.0% 4.0 FTE	0.0% 0.0 FTE	100.0% 4.0 FTE	0.0% 0.0 FTE	100.0% 2.0 FTE
Senior Lecturer	7.% 5.2 FTE	91.7% 68.3 FTE	4.8% 3.5 FTE	95.2% 69.9 FTE	5.6% 4.3 FTE	93.0% 70.9 FTE	6.6% 5.1 FTE	92.1% 70.6 FTE	6.7% 5.3 FTE	92.0% 72.5 FTE
Lecturer	9.5% 10 FTE	84.8% 89.3 FTE	12.6% 14 FTE	81.1% 90.0 FTE	13.7% 14 FTE	79.5% 87.4 FTE	17.3% 16.0 FTE	75.6% 69.8 FTE	18.2% 19.2 FTE	74.2% 78.1 FTE
Research	16.6% 3.0 FTE	83.4% 15.1 FTE	15.5% 3.3 FTE	79.8% 16.9 FTE	13.3% 2.8 FTE	72.4% 15.2 FTE	11.9% 2.8 FTE	71.1% 16.8 FTE	8.1% 2.4 FTE	74.4% 22.1 FTE
Research Fellow	0.0% 0.0 FTE	78.9% 5.8 FTE	15.5% 2.0 FTE	56.6% 7.3 FTE	13.8% 1.5 FTE	67.9% 7.4 FTE	21.7% 2.8 FTE	62.5% 7.9 FTE	25.6% 3.8 FTE	74.4% 10.9 FTE
Teaching only	24.7% 19.1 FTE	75.3% 68.6 FTE	25.6% 15.5 FTE	74.4% 52.2 FTE	26.7% 17.6 FTE	73.3% 54.6 FTE	29.5% 16.4 FTE	70.5% 40.0 FTE	29.3% 18.1 FTE	70.7% 57.1 FTE
Total	11.2% 40.5 FTE	86.0% 307.6 FTE	12.5% 43.6 FTE	83.8% 295.4 FTE	13.3% 46.5 FTE	82.5% 292.3 FTE	14.6% 47.3 FTE	80.9% 262.9 FTE	14.4% 53.0 FTE	81.6% 305.9 FTE

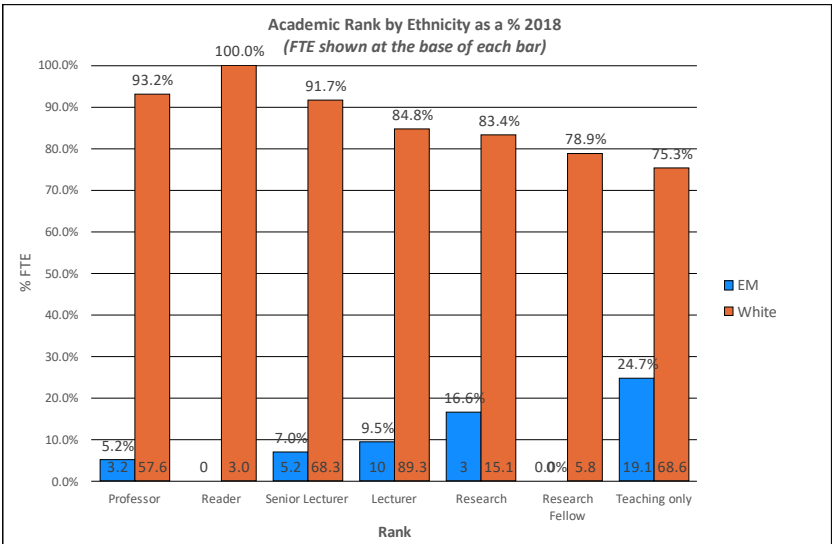
A2: Table 5 - Academic staff by rank and ethnicity (Ethnic Minority, EM) 2017-2022

*Data on Ethnicity is affected by respondents who prefer not to identify as White/Ethnic Minority, hence not all percentages add up to a 100% total.

Academic Rank by Ethnicity 2022 and 2018



A2: 8 - Academic Rank by Ethnicity as a % 2022



A2: 9 – Academic Rank by Ethnicity as a % 2018

*Data on Ethnicity is affected by respondents who prefer not to identify as White/Ethnic Minority, hence not all percentages add up to a 100% total.

Academic staff by department and ethnicity (Ethnic Minority, EM) 2017-2022

	2018		2019		2020		2021		2022	
Department	EM: White (%)	EM: White (FTE)	EM: White (%)	EM: White (FTE)	EM: White (%)	EM: White (FTE)	EM: White (%)	EM: White (FTE)	EM: White (%)	EM: White (FTE)
Art History and Cultural Practices			0% : 100%	0 : 16.3	5.6% : 94.4%	1 : 16.8	6.7% : 93.3%	1 : 14	9.2% : 80.7%	2 : 17.6
Classics & Ancient History, Archaeology & Religion	9.3% : 88.3%	4 : 37.9								
CAHAE			7.9% : 88.1%	2 : 22.2	8.3% : 87.5%	2 : 21	9.2% : 86.2%	2 : 18.7	9.6% : 90.4%	2 : 18.8
Confucius Institute					100% : 0%	1 : 0	100% : 0%	1 : 0	100% : 0%	1 : 0
Division of Art History, Drama and Music	2.4% : 97.6%	1 : 41.6								
Drama			6.7% : 89.9%	1 : 13.4	6% : 91.1%	1 : 15.3	11% : 86.3%	2 : 15.8	14.9% : 77.1%	3 : 15.5
EACW	0.5% : 95%	0.2 : 41.5	3.2% : 88.4%	1.5 : 42.1	7.2% : 86.3%	3.3 : 39.7	3.7% : 91.5%	1.5 : 37.5	4.1% : 91.1%	1.9 : 41.9
History	9.2% : 86.3%	4 : 37.7	13.7% : 82.5%	7.1 : 42.9	12.4% : 82%	6.6 : 43.8	14.1% : 79.9%	7.1 : 40.2	12% : 84.6%	7.1 : 50.1
HCRI	11.2% : 83.2%	2 : 14.9	20% : 72.6%	4 : 14.6	10.3% : 79.5%	2 : 15.5	14.3% : 75.3%	2.8 : 14.5	20.5% : 69.2%	4 : 13.5
John Rylands Research Institute	0% : 76.9%	0 : 5.2	0% : 71.4%	0 : 4	0% : 79.2%	0 : 3.8	0% : 86.1%	0 : 6.2	0% : 100%	0 : 6.7
Language Based Area Studies	36.3% : 59.2%	15.8 : 25.8	31.8% : 65.6%	12.5 : 25.7						
Languages and Intercultural Studies	3.7% : 96.3%	1.2 : 31	4.2% : 95.8%	1.2 : 27.5						
LEL	5% : 95%	1 : 19.1	4.1% : 95.9%	1 : 23.2	8.4% : 91.6%	2 : 21.7	0% : 95.2%	0 : 19.9	4.1% : 91.7%	1 : 22.1
MLC					21.1% : 74.4%	14.2 : 50	29.2% : 67.1%	23.3 : 53.5	27.8% : 69.6%	23.4 : 58.5
Music			6.3% : 87.5%	1 : 14	6.3% : 87.5%	1 : 14	12.5% : 81.3%	2 : 13	11.1% : 83.3%	2 : 15
R&T			21% : 79%	3 : 11.3	22% : 78%	3 : 10.6	24.9% : 75.1%	3.8 : 11.3	20.4% : 79.6%	2.8 : 10.7
ULC	18.1% : 81.9%	7.2 : 32.3	18.9% : 81.1%	6.3 : 27	19.8% : 80.2%	7.5 : 30.5	4.7% : 95.3%	0.8 : 16.3	3.7% : 96.3%	0.6 : 15.7

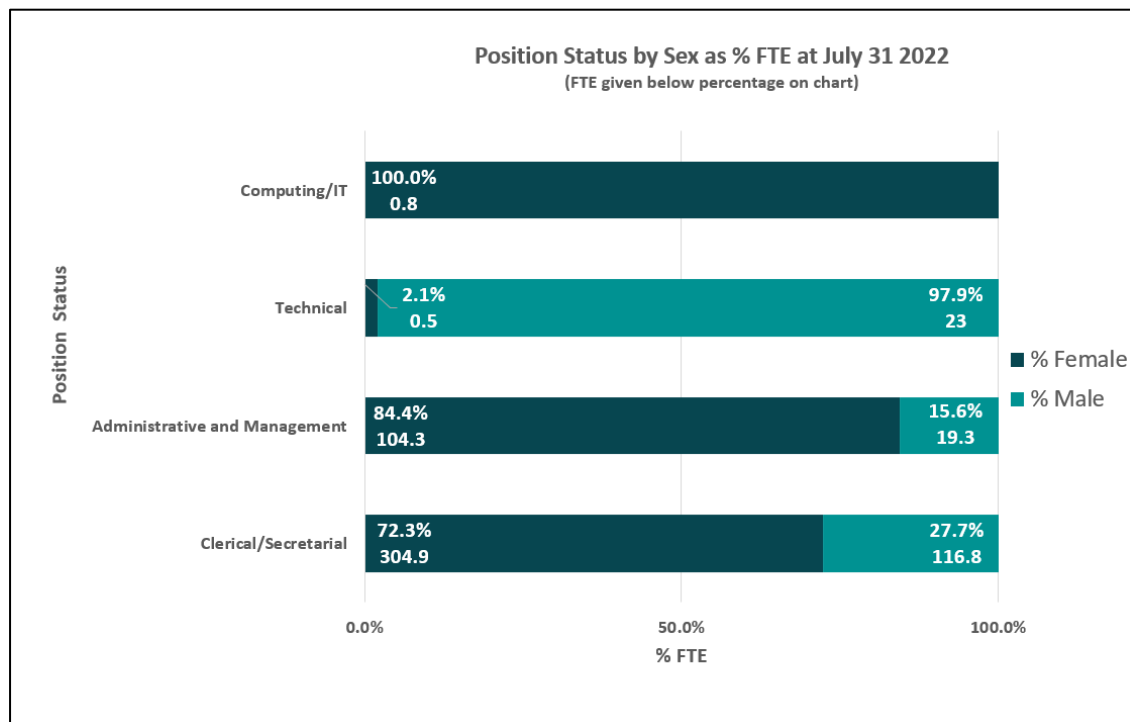
A2: Table 6 - Academic staff by department and ethnicity (Ethnic Minority, EM) 2017-2022

*Data on Ethnicity is affected by respondents who prefer not to identify as White/Ethnic Minority, hence not all percentages add up to a 100% total.

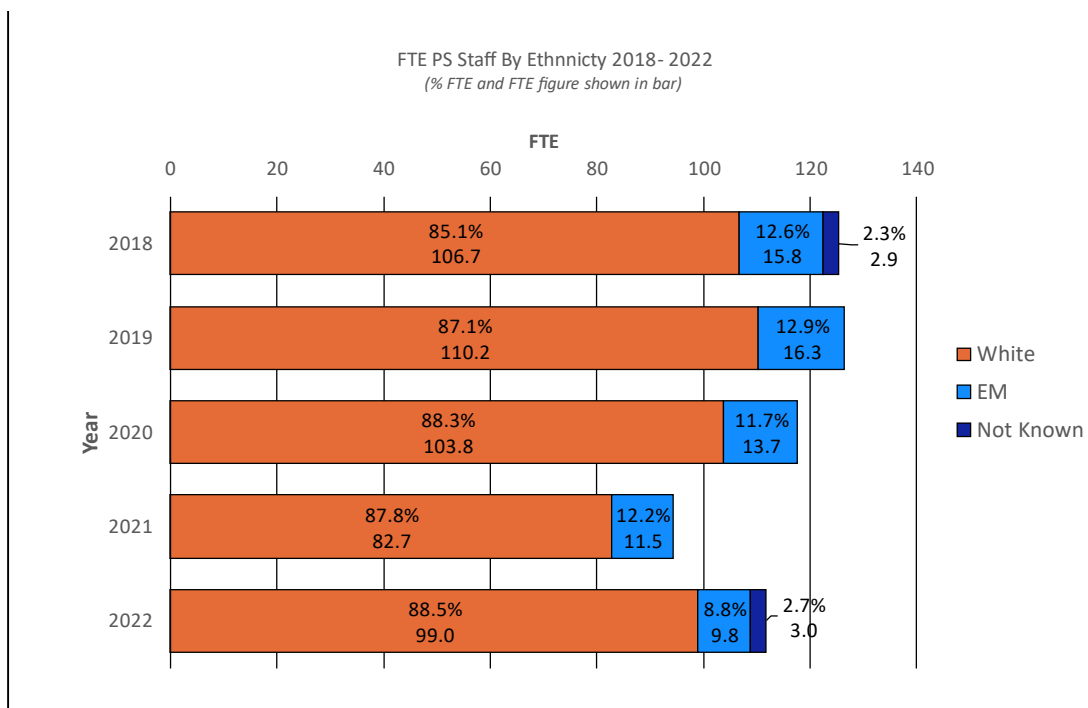
Department	Asian	Black	Mixed	Not known	Other	White	Total
ALC Administration	0% : 0	0% : 0	0% : 0	0% : 0	0% : 0	100% : 1	100% : 1
Male	0% : 0	0% : 0	0% : 0	0% : 0	0% : 0	100% : 1	100% : 1
Art History and Cultural Practices	4.6% : 1	0% : 0	4.6% : 1	10.1% : 2.2	0% : 0	80.7% : 17.6	100% : 21.8
Female	9.6% : 1	0% : 0	9.6% : 1	15.3% : 1.6	0% : 0	65.6% : 6.9	100% : 10.5
Male	0% : 0	0% : 0	0% : 0	5.3% : 0.6	0% : 0	94.7% : 10.7	100% : 11.3
Classics, Anc Hist, Archaeol & Egyptol	4.8% : 1	0% : 0	4.8% : 1	0% : 0	0% : 0	90.4% : 18.8	100% : 20.8
Female	0% : 0	0% : 0	0% : 0	0% : 0	0% : 0	100% : 10.1	100% : 10.1
Male	9.3% : 1	0% : 0	9.3% : 1	0% : 0	0% : 0	81.3% : 8.7	100% : 10.7
Confucius Institute	100% : 1	0% : 0	0% : 0	0% : 0	0% : 0	0% : 0	100% : 1
Female	100% : 1	0% : 0	0% : 0	0% : 0	0% : 0	0% : 0	100% : 1
Drama	10% : 2	5% : 1	0% : 0	8% : 1.6	0% : 0	77.1% : 15.5	100% : 20.1
Female	9.1% : 1	0% : 0	0% : 0	9.1% : 1	0% : 0	81.8% : 9	100% : 11
Male	11% : 1	11% : 1	0% : 0	6.6% : 0.6	0% : 0	71.4% : 6.5	100% : 9.1
Eng, American Studies & Creative Writing	0.4% : 0.2	0.7% : 0.3	3% : 1.4	4.8% : 2.2	0% : 0	91.1% : 41.9	100% : 46
Female	1% : 0.2	1.5% : 0.3	6.8% : 1.4	5.9% : 1.2	0% : 0	84.8% : 17.4	100% : 20.5
Male	0% : 0	0% : 0	0% : 0	3.9% : 1	0% : 0	96.1% : 24.6	100% : 25.6
History	8.5% : 5	0% : 0	1.9% : 1.1	3.4% : 2	1.7% : 1	84.6% : 50.1	100% : 59.2
Female	10.8% : 3	0% : 0	0% : 0	3.6% : 1	3.6% : 1	81.9% : 22.7	100% : 27.7
Male	6.4% : 2	0% : 0	3.5% : 1.1	3.2% : 1	0% : 0	87% : 27.4	100% : 31.5
Humanitarian and Conflict Response Inst	10.3% : 2	5.1% : 1	0% : 0	10.3% : 2	5.1% : 1	69.2% : 13.5	100% : 19.5
Female	8% : 1	0% : 0	0% : 0	0% : 0	8% : 1	84% : 10.5	100% : 12.5
Male	14.3% : 1	14.3% : 1	0% : 0	28.6% : 2	0% : 0	42.9% : 3	100% : 7
John Rylands Research Institute	0% : 0	0% : 0	0% : 0	0% : 0	0% : 0	100% : 6.7	100% : 6.7
Female	0% : 0	0% : 0	0% : 0	0% : 0	0% : 0	100% : 4.5	100% : 4.5
Male	0% : 0	0% : 0	0% : 0	0% : 0	0% : 0	100% : 2.2	100% : 2.2
Linguistics and English Language	0% : 0	4.1% : 1	0% : 0	4.1% : 1	0% : 0	91.7% : 22.1	100% : 24.1
Female	0% : 0	0% : 0	0% : 0	0% : 0	0% : 0	100% : 13.6	100% : 13.6
Male	0% : 0	9.5% : 1	0% : 0	9.5% : 1	0% : 0	81% : 8.5	100% : 10.5
Modern Languages and Cultures	14.5% : 12.2	0% : 0	5.7% : 4.8	2.6% : 2.2	7.6% : 6.4	69.6% : 58.5	100% : 84.1
Female	16.4% : 8.2	0% : 0	5.7% : 2.8	0% : 0	8.1% : 4	69.8% : 34.9	100% : 50
Male	11.7% : 4	0% : 0	5.9% : 2	6.5% : 2.2	6.8% : 2.3	69.2% : 23.6	100% : 34.1
Music	0% : 0	0% : 0	11.1% : 2	5.6% : 1	0% : 0	83.3% : 15	100% : 18
Female	0% : 0	0% : 0	33.3% : 2	0% : 0	0% : 0	66.7% : 4	100% : 6
Male	0% : 0	0% : 0	0% : 0	8.3% : 1	0% : 0	91.7% : 11	100% : 12
Religions and Theology	0% : 0	7.4% : 1	7.4% : 1	0% : 0	5.6% : 0.8	79.6% : 10.7	100% : 13.5
Female	0% : 0	0% : 0	0% : 0	0% : 0	20.5% : 0.8	79.5% : 2.9	100% : 3.7
Male	0% : 0	10.2% : 1	10.2% : 1	0% : 0	0% : 0	79.6% : 7.8	100% : 9.8
University Language Centre	3.7% : 0.6	0% : 0	0% : 0	0% : 0	0% : 0	96.3% : 15.7	100% : 16.3
Female	6.6% : 0.6	0% : 0	0% : 0	0% : 0	0% : 0	93.4% : 8.5	100% : 9.1
Male	0% : 0	0% : 0	0% : 0	0% : 0	0% : 0	100% : 7.2	100% : 7.2
Grand Total	7.1% : 25	1.2% : 4.3	3.5% : 12.3	4% : 14.2	2.6% : 9.1	81.5% : 287	100% : 351.9

A2: Table 7 – FTE Academic Staff by Department, Ethnicity and Sex 2022

Snapshots PS 2022 – Occupancy type, grade and sex

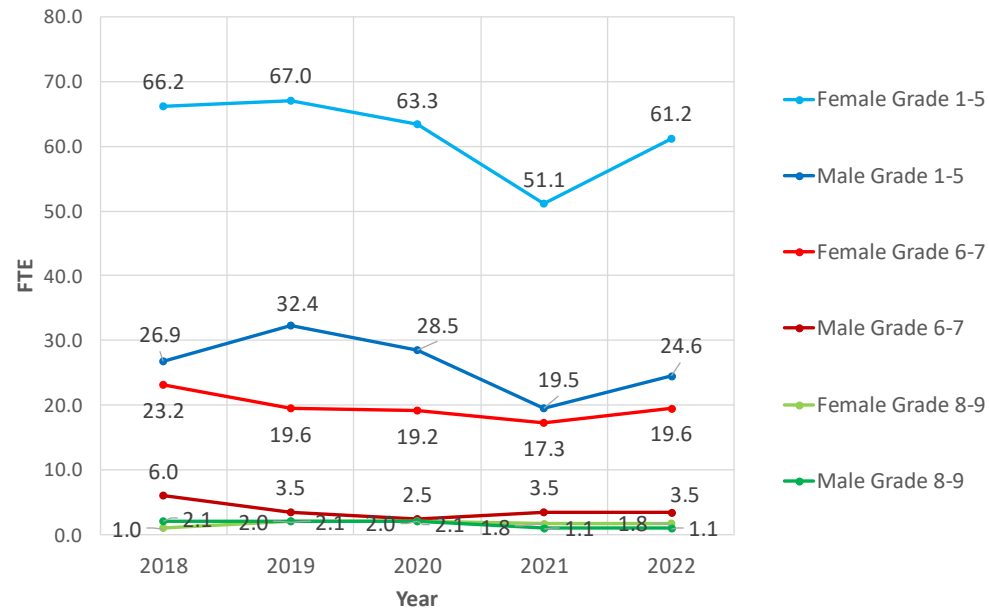


A2: 10 – FTE PS Staff by Occupancy type and sex as at 31 July 2022



A2: 11 – FTE PS Staff by Ethnicity 2018-2022

PS Staff - FTE by Grade and Sex 2018- 2022

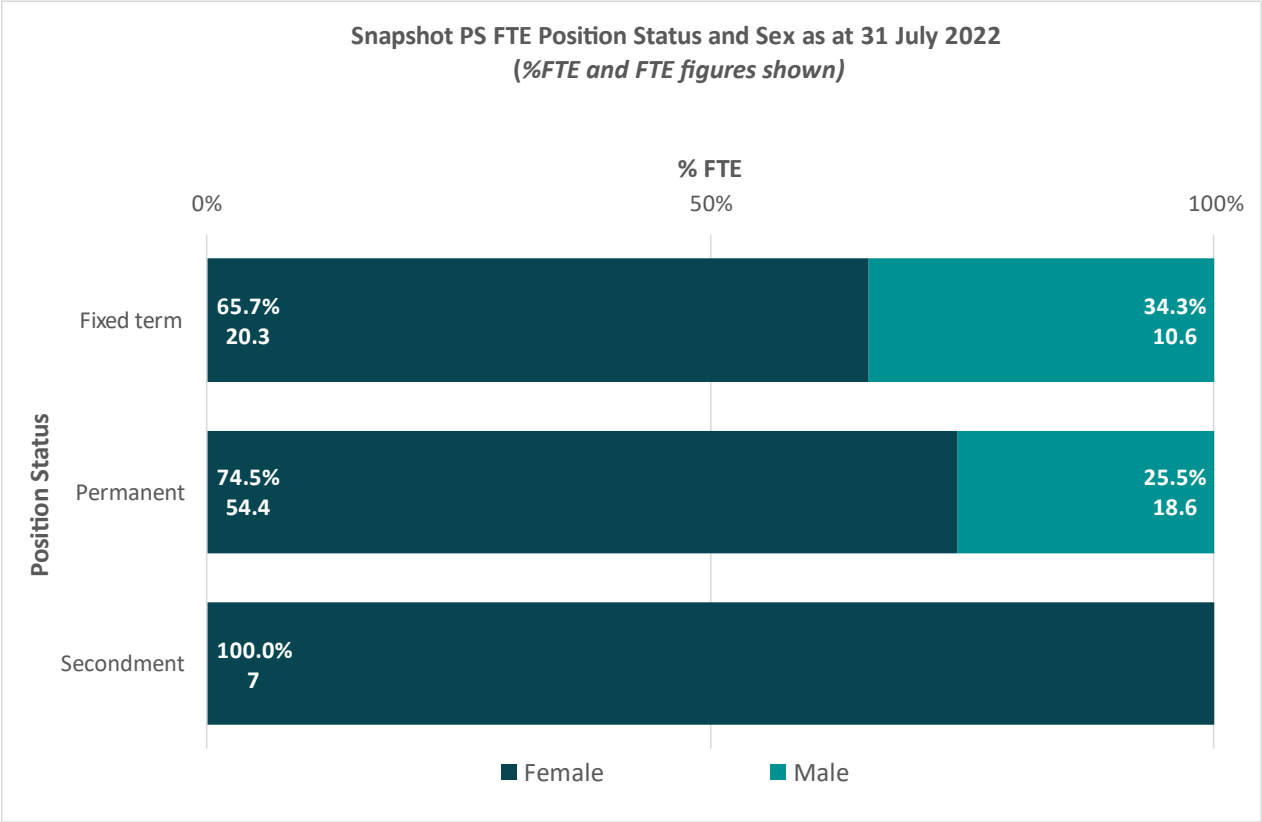


A2: 12 – PS Staff FTE by grade and sex 2018-2022

	Year	2018				2019				2020				2021				2022			
Sex	Grade	Total	Grade 1-5	Grade 6-7	Grade 8-9	Total	Grade 1-5	Grade 6-7	Grade 8-9	Total	Grade 1-5	Grade 6-7	Grade 8-9	Total	Grade 1-5	Grade 6-7	Grade 8-9	Total	Grade 1-5	Grade 6-7	Grade 8-9
F	FTE	90.4	66.2	23.2	1.0	88.6	67.0	19.6	2.0	84.5	63.3	19.2	2.0	70.2	51.1	17.3	1.8	82.6	61.2	19.6	1.8
M	FTE	34.9	26.9	6.0	2.1	37.9	32.4	3.5	2.1	33.1	28.5	2.5	2.1	24.1	19.5	3.5	1.1	29.2	24.6	3.5	1.1
F	%	72.1%	71.1%	79.5%	32.8%	70.0%	67.4%	84.8%	49.4%	71.9%	69.0%	88.5%	49.4%	74.5%	72.4%	83.2%	63.2%	73.9%	71.3%	84.8%	63.2%
M	%	27.9%	28.9%	20.5%	67.2%	30.0%	32.6%	15.2%	50.6%	28.1%	31.0%	11.5%	50.6%	25.5%	27.6%	16.8%	36.8%	26.1%	28.7%	15.2%	36.8%
Total	FTE	125.3	93.1	29.2	3.1	126.5	99.4	23.1	4.1	117.5	91.8	21.7	4.1	94.2	70.6	20.8	2.9	111.8	85.8	23.1	2.9

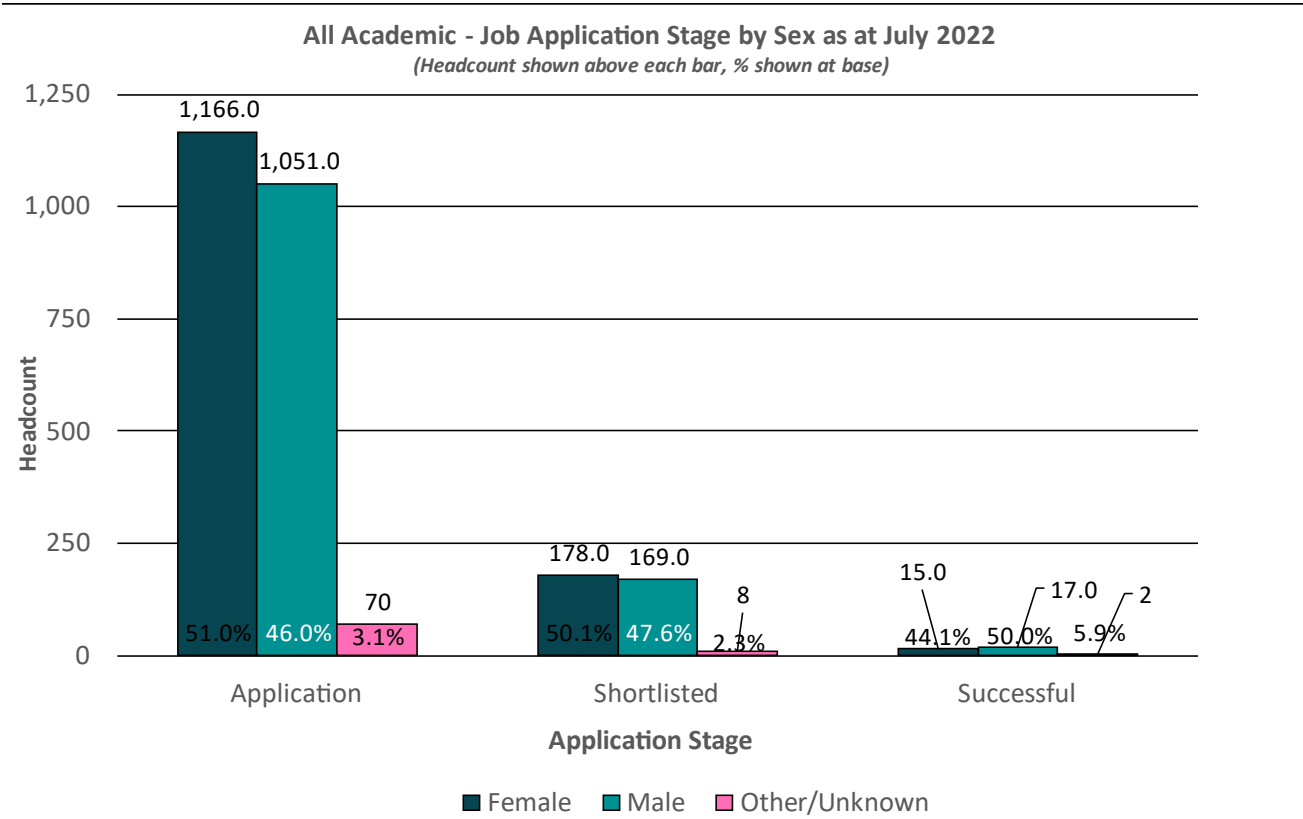
A2: Table 8 – PS FTE by Grade and Sex 2018-2022

Snapshots PS 2022 – Position status and sex



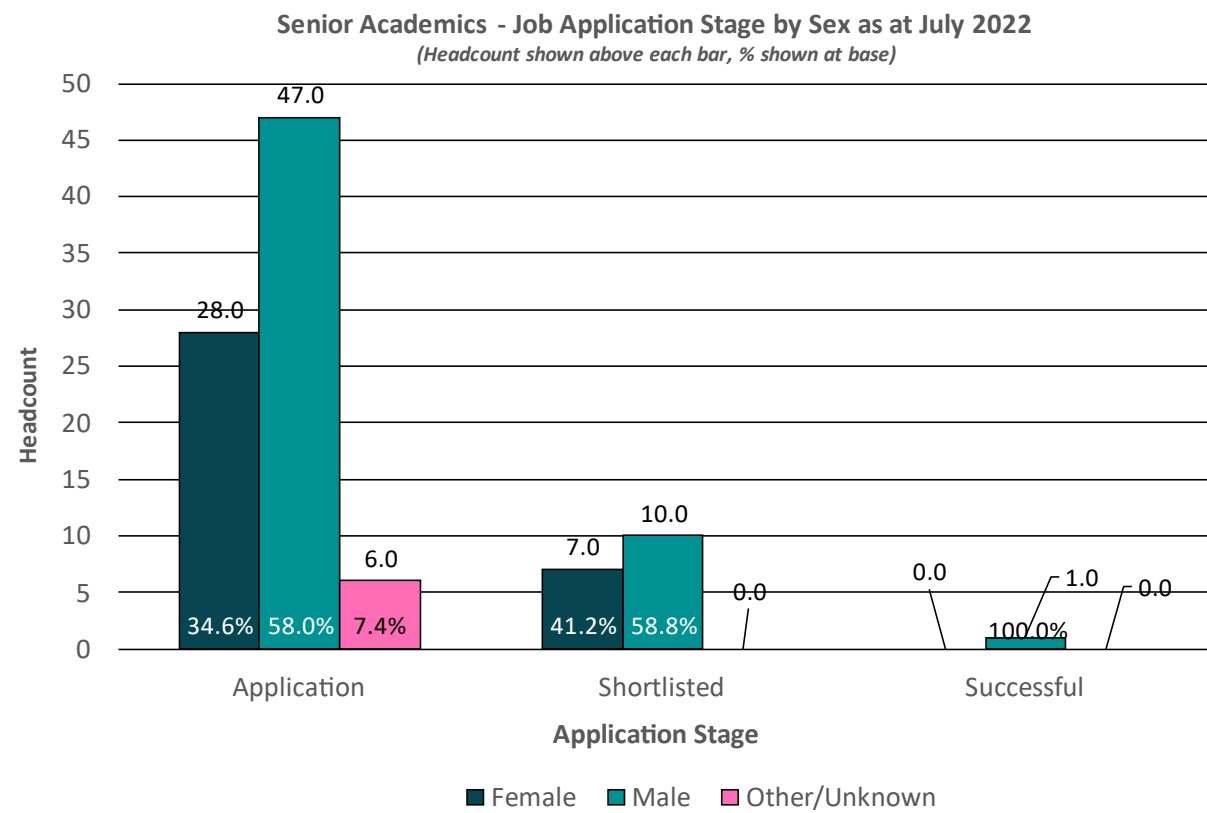
A2: 13 – PS FTE Position status and sex as at 31 July 2022

Snapshots all academic applications by sex as 2022 (applications, shortlists and appointments)



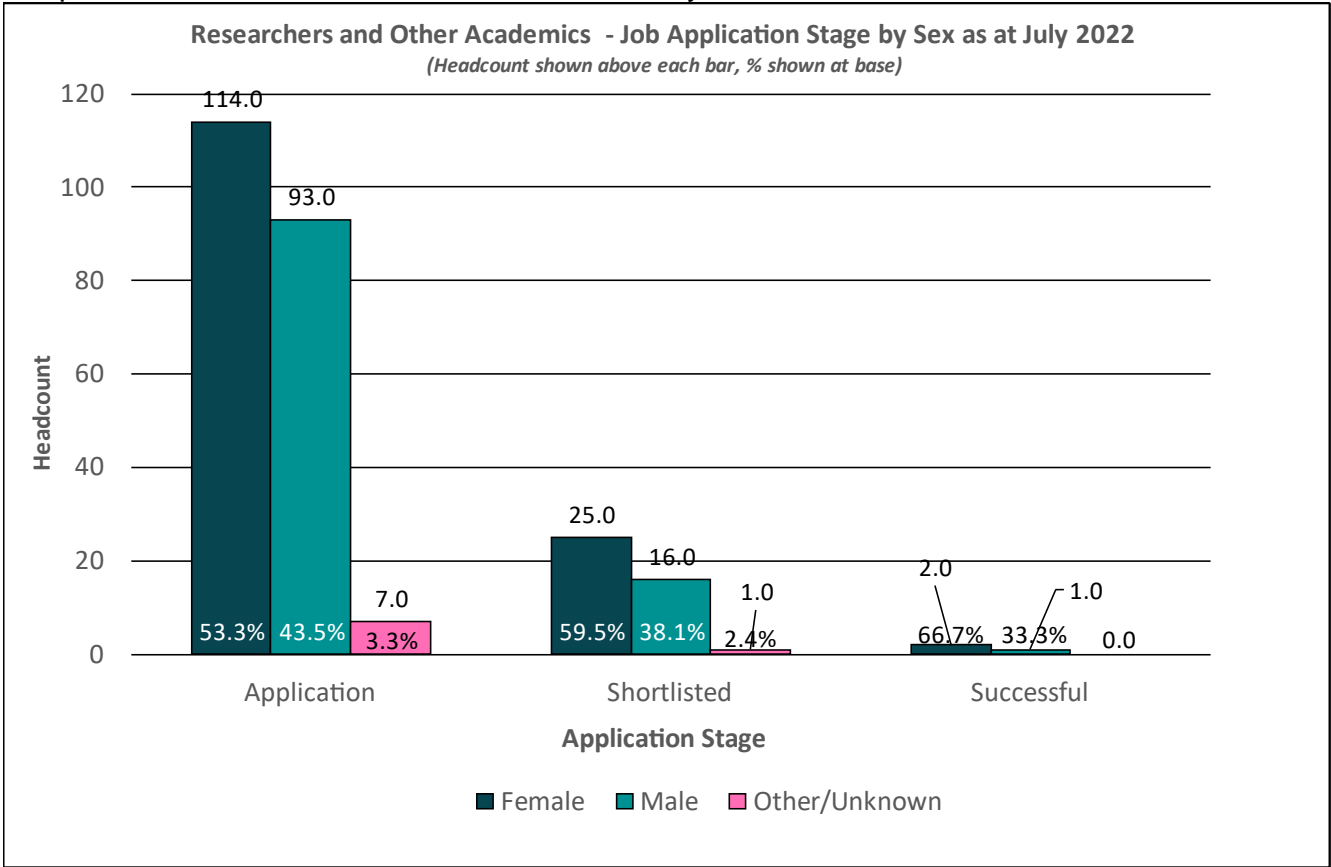
A2: 14 – AS Job application stage by sex as at 31 July 2022.

Snapshots Senior Academics (Senior Lecturer, Reader, Professor) by sex as 2022



A2: 15– Senior Academic (Senior Lecturer, Professor and Reader) Job Application Result by sex as at 31 July 2022

Snapshots Researchers and Other Academics by sex 2022



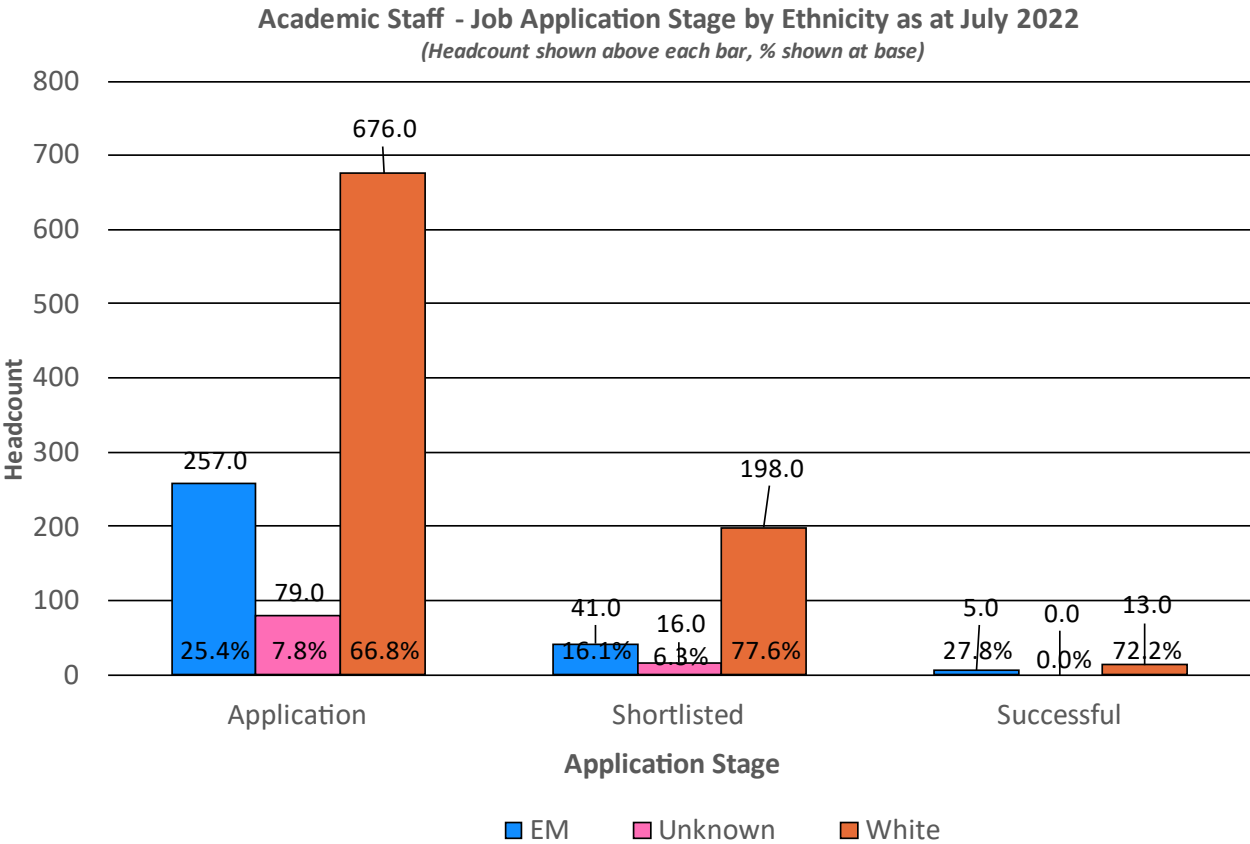
A2: 16 – Snapshot Researchers and other Academics by sex 2022

Academic Applications by grade and sex 2019-2022

Gender		Female		Male		Other		Total
Year	Grade Grouping	Headcount	%	Headcount	%	Headcount	%	Headcount
2019	Total	334	53.4%	280	43.5%	20	3.1%	634
	Grade 1-5	18	58.3%	11	36.1%	2	5.6%	31
	Grade 6-7	301	53.8%	249	43.2%	17	3.0%	567
	Grade 8-9	15	43.9%	20	53.7%	1	2.4%	36
2020	Total	183	45.2%	212	50.5%	19	4.3%	414
	Grade 1-5	5	62.5%	2	37.5%	0	0.0%	7
	Grade 6-7	178	44.9%	210	50.7%	19	4.4%	407
2021	Total	525	47.9%	557	49.6%	26	2.4%	1108
	Grade 1-5	183	64.1%	99	34.6%	4	1.3%	286
	Grade 6-7	326	42.2%	448	55.1%	21	2.8%	795
	Grade 8-9	16	60.7%	10	35.7%	1	3.6%	27
2022	Total	1166	50.8%	1051	46.2%	70	3.0%	2287
		629	50.0%	601	46.2%	45	3.8%	1275
	Grade 1-5	208	58.9%	135	39.3%	7	1.8%	350
	Grade 6-7	296	51.2%	249	46.9%	12	1.8%	557
	Grade 8-9	33	32.0%	66	63.3%	6	4.7%	105

A2: 17 – Academic Applications by grade and sex 2019-2022

Snapshot applications by ethnicity 2022

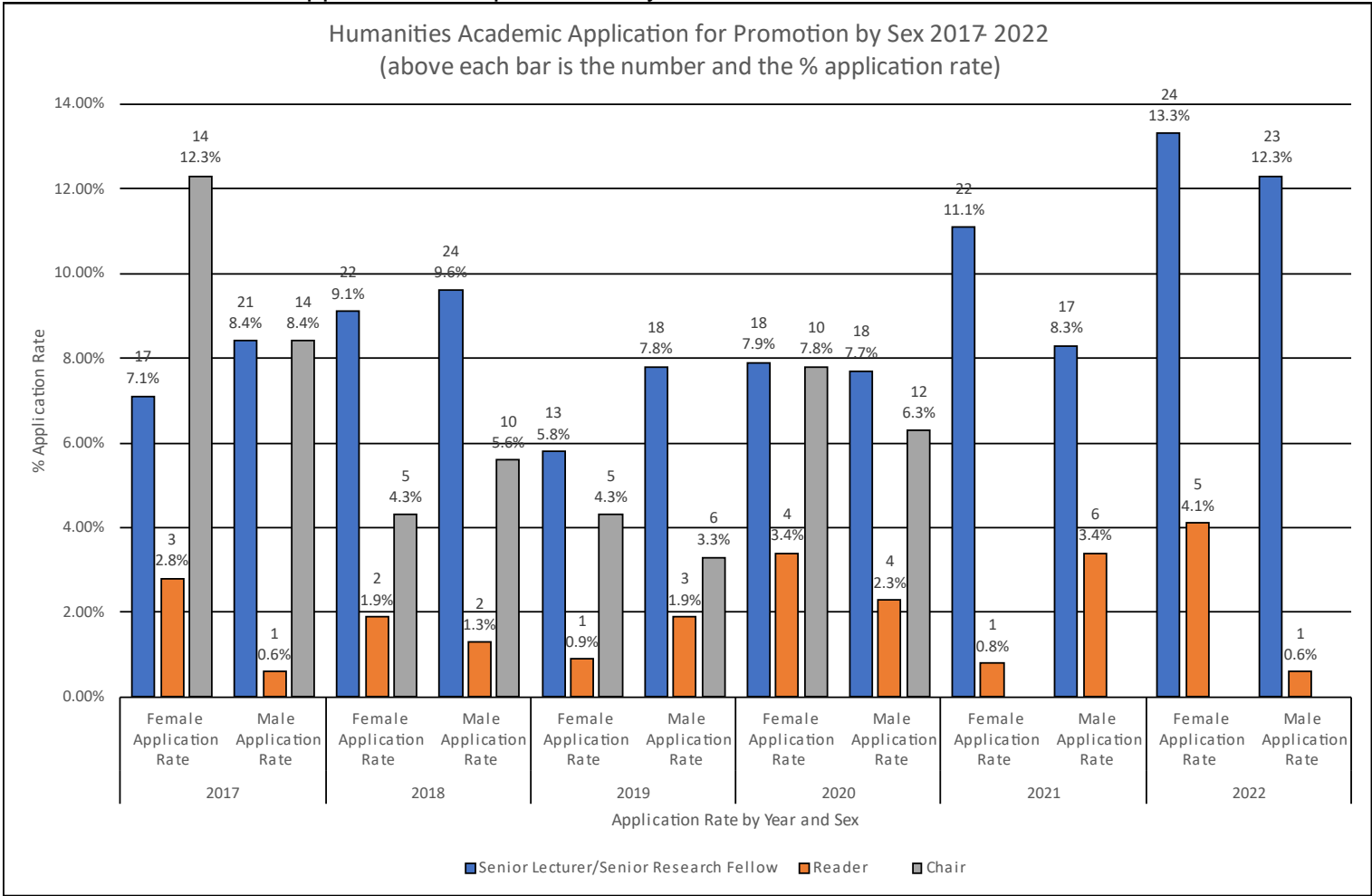


Academic promotions overview for Faculty of Humanities



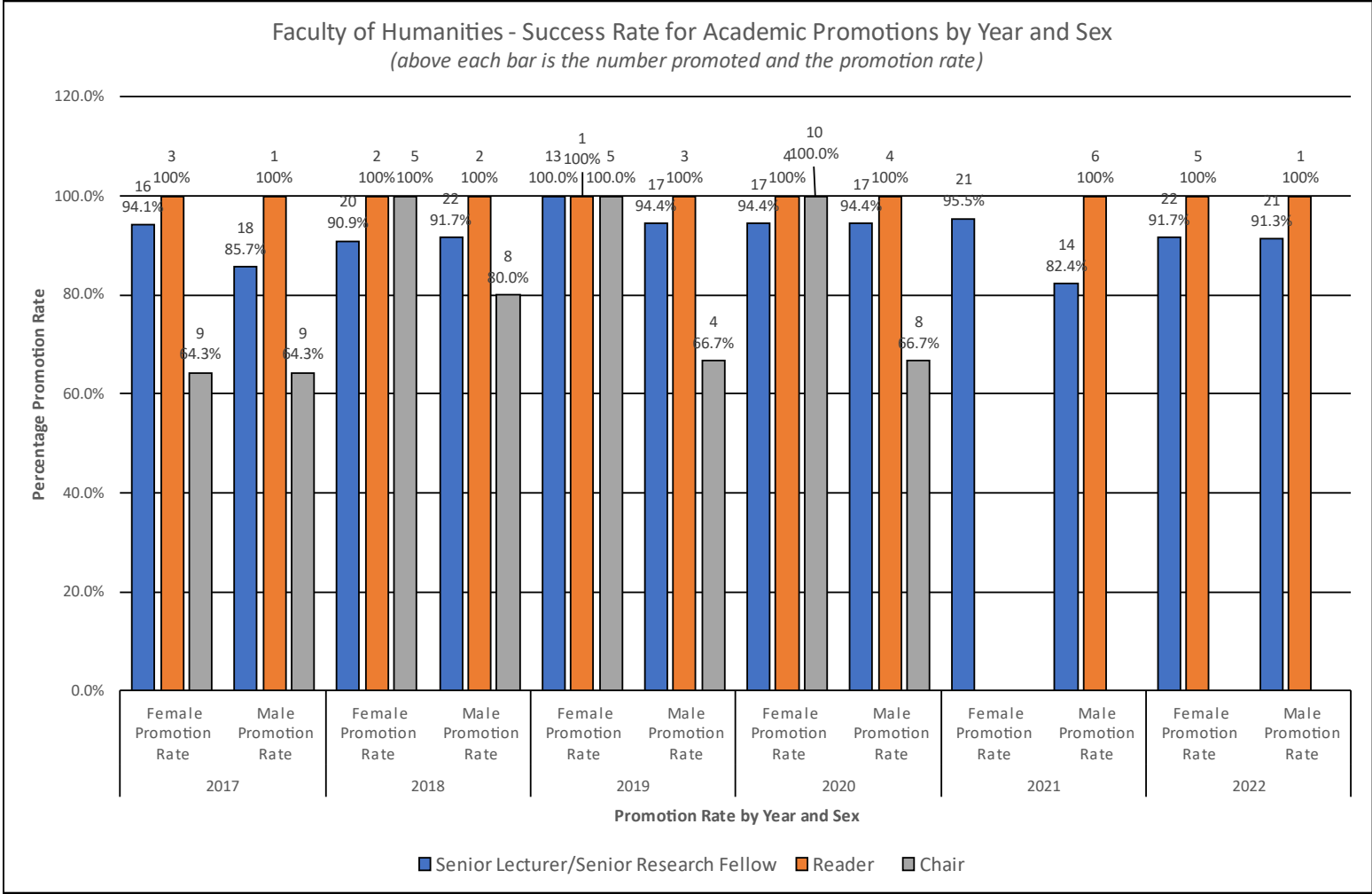
A2: 19 – Academic Promotions overview for Faculty of Humanities

Humanities Academic applications for promotion by sex 2017-2022



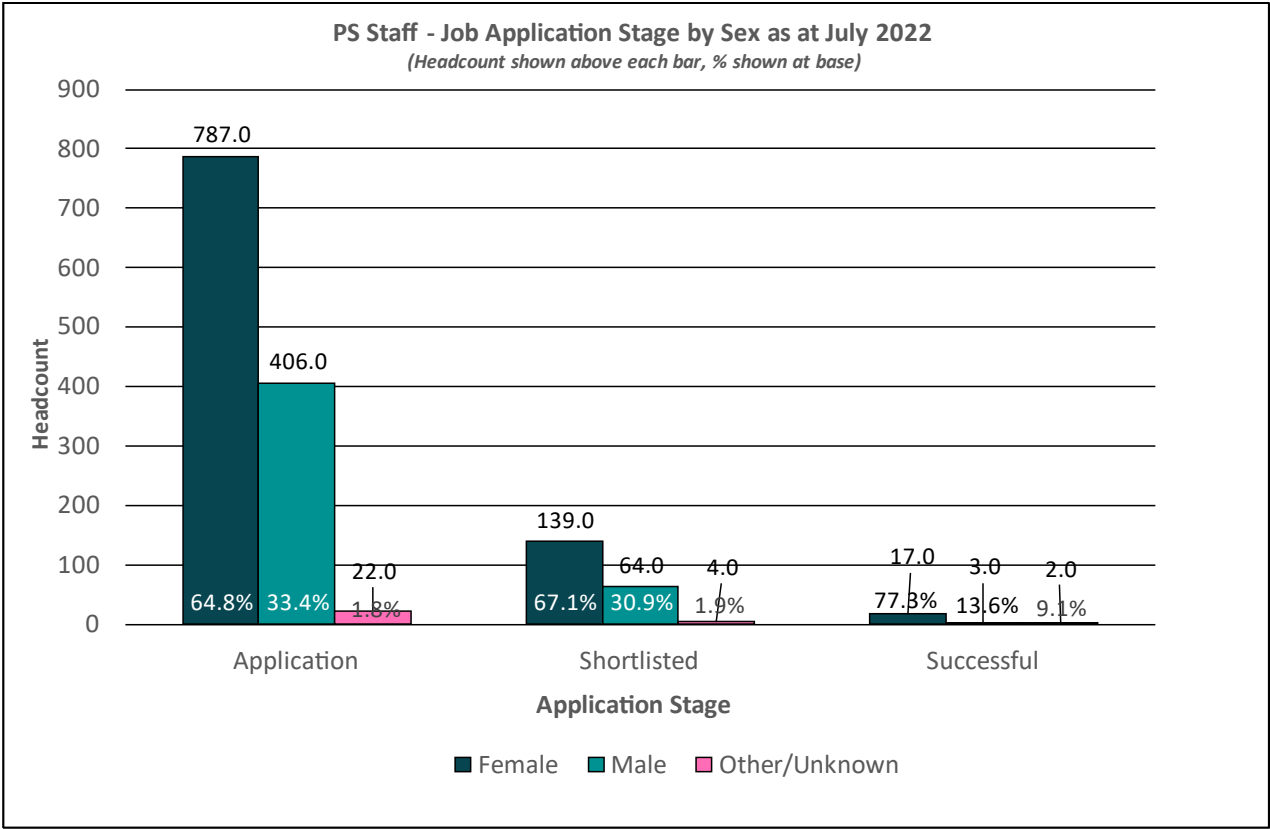
A2: 20 – Academic applications for promotion by sex 2017-2022

Success rate for academic promotions 2017-2022



A2: 21 – Success rate for Academic applications for promotion by sex 2017-2022

Snapshot PS Job Application Stage by sex as at 31 July 2022 (applications, shortlists and appointments)



A2: 22 – PS Job Application Result by Sex as at 31 July 2022

Applications and success rates for PS 2022 including regrades for University



A2: 23 – Applications and success rates for PS progression (regrades) for University Grades 1-5



A2: 24 – Applications and success rates for PS progression (regrades) for University Grades 6-7



A2: 25 - Applications and success rates for PS progression (regrades) for University Grades 8-9

PS Regrades for PS staff by sex 2017 -2022 for University

	Female		Male		Total	
Year	Success Rate	Successful	Success Rate	Successful	Success Rate	Successful
2017	80.6%	58	97.0%	32	85.7%	90
2018	94.5%	69	94.9%	37	94.6%	106
2019	90.9%	60	97.0%	32	92.9%	92
2020	91.3%	42	92.0%	23	91.5%	65
2021	92.0%	23	100.0%	22	95.7%	45
2022	98.0%	50	98.0%	48	98%	98
Total	91.2%	302	96.5%	194	93.0%	496

A2: Table 9 – PS regrades for staff by sex 2017-2022

Academic parental leave 2018-2022

	Leave Type				
Academic Year	Maternity	Shared Parental Leave	Statutory Adoption Pay	Statutory Paternity Pay (Adoption)	Statutory Paternity Pay (Birth)
2018/19	32 (0.571)	8 (0.143)	0 (0)	0 (0)	16 (0.286)
2019/20	22 (48.9%)	7 (15.6%)	1 (2.2%)	1 (2.2%)	14 (31.1%)
2020/21	18 (47.4%)	4 (10.5%)	1 (2.6%)	0 (0.0%)	15 (39.5%)
2021/22	12 (38.7%)	5 (16.1%)	1 (3.2%)	0 (0.0%)	13 (41.9%)
2022/23	3 (75.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (25.0%)

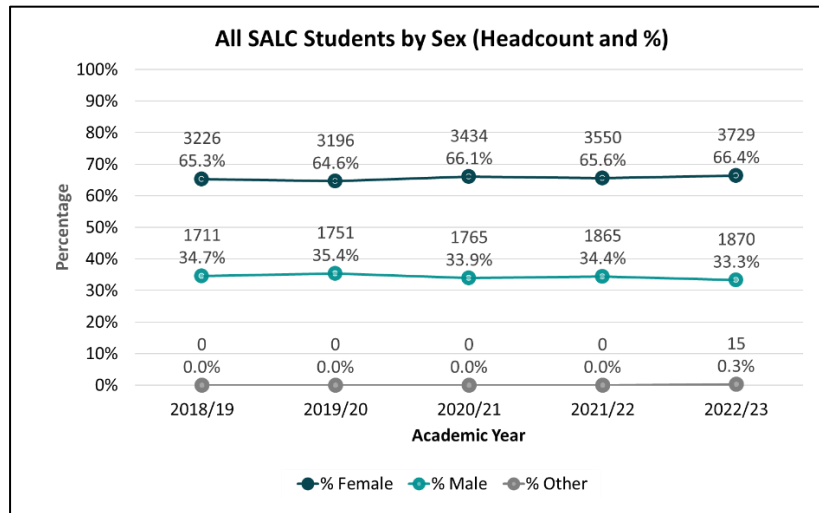
A2: Table 10 – AS parental leave 2018-2022

PS parental leave 2018-2022

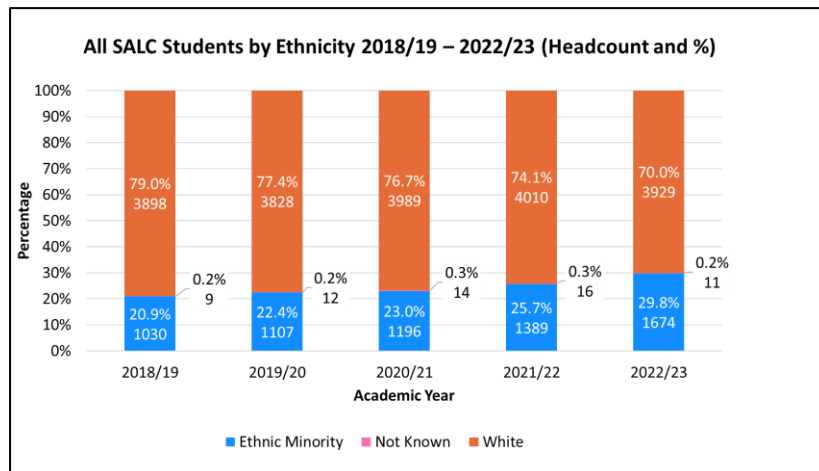
	Leave Type				
Academic Year	Maternity	Shared Parental Leave	Statutory Adoption Pay	Statutory Paternity Pay (Adoption)	Statutory Paternity Pay (Birth)
2018/19	22 (78.6%)	2 (7.1%)	0 (0.0%)	0 (0.0%)	4 (14.3%)
2019/20	13 (81.3%)	1 (6.3%)	0 (0.0%)	0 (0.0%)	2 (12.5%)
2020/21	9 (64.3%)	2 (14.3%)	0 (0.0%)	0 (0.0%)	3 (21.4%)
2021/22	15 (75.0%)	1 (5.0%)	1 (5.0%)	0 (0.0%)	3 (15.0%)
2022/23	(0.0%)	1 (100.0%)	0 (0.0%)	0 (0.0%)	(0.0%)

A2: Table 11 – PS parental leave 2018-2022

Student Census - overview by sex and ethnicity 2017-2022

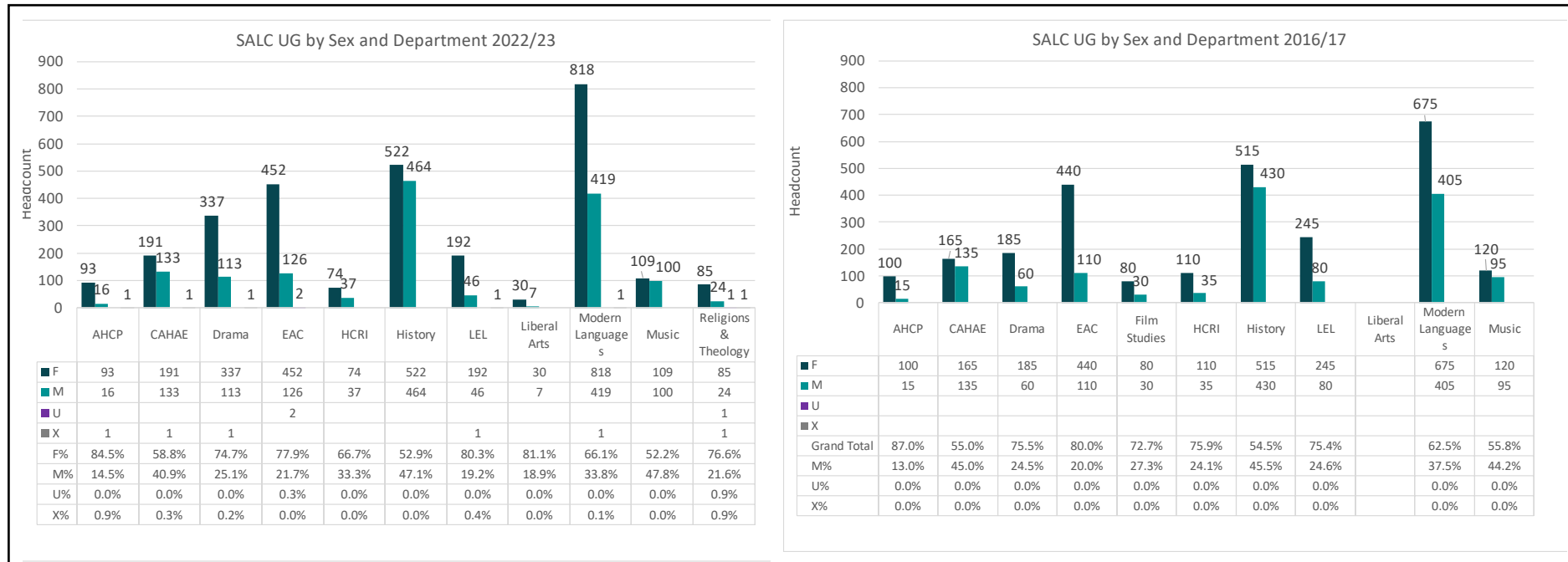


A2: 26 – Students by sex



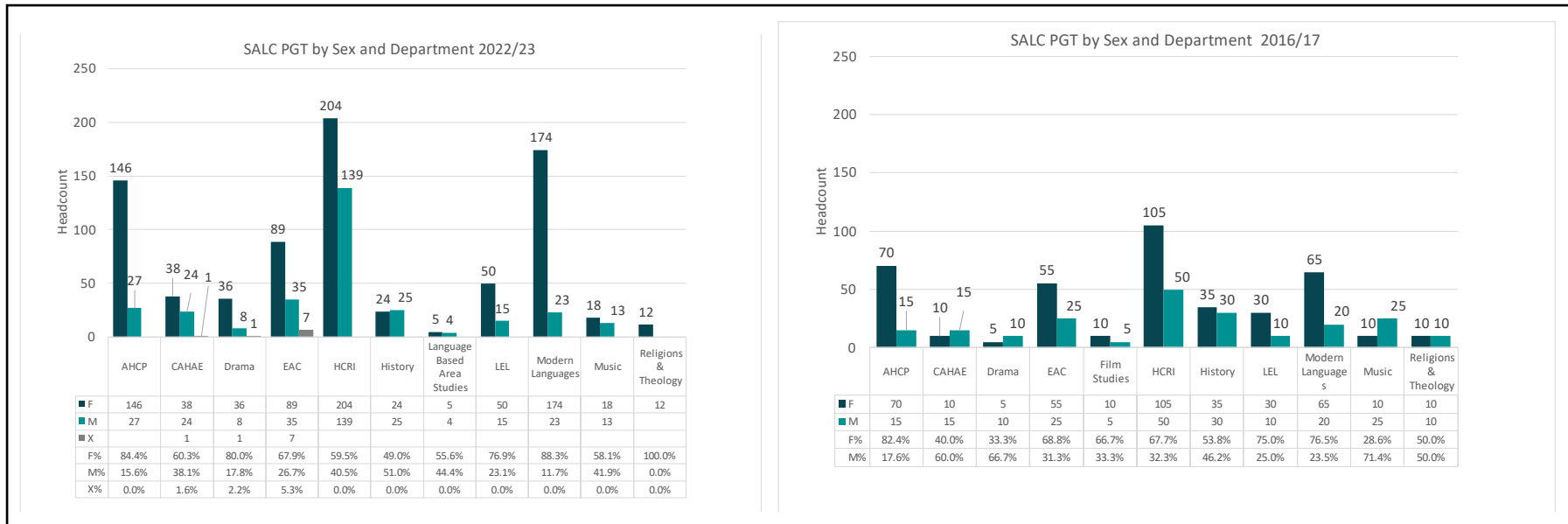
A2: 27 – Students by Ethnicity

Snapshot UG students by sex and department 2016/17 and 2022/23



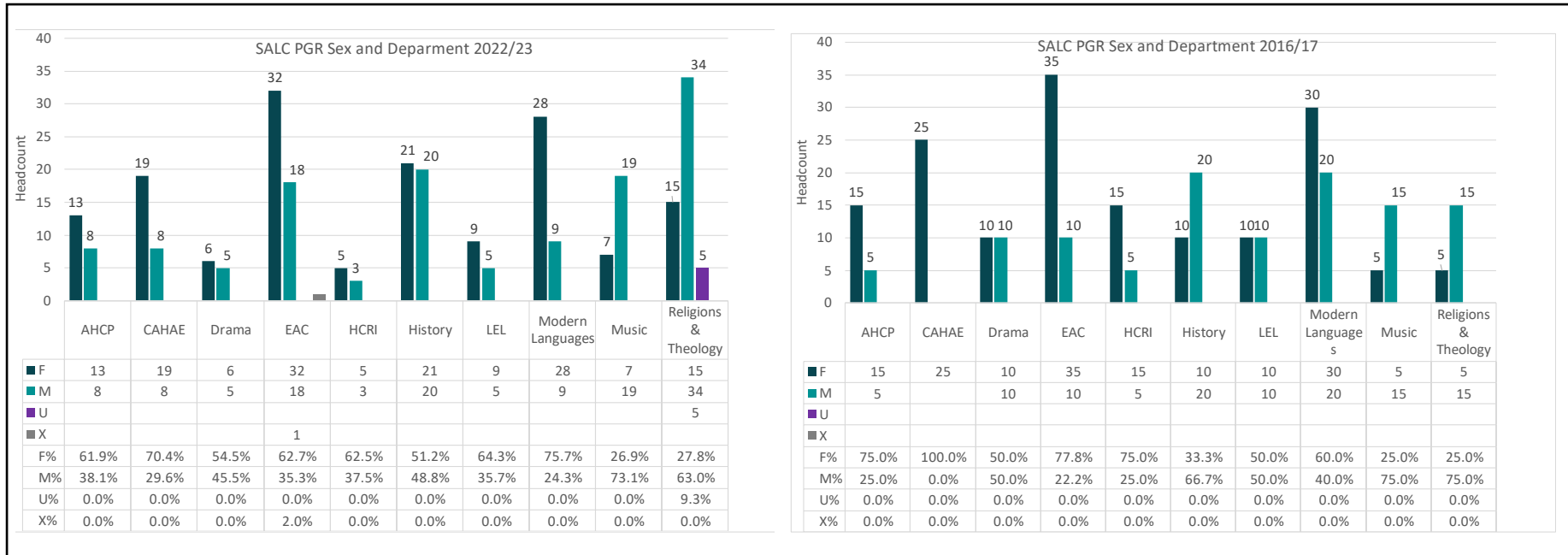
A2: 28-SALC UG sex by department 2016/17 and 2022/23

Snapshot PGT students by sex and department 2016/17 and 2022/23



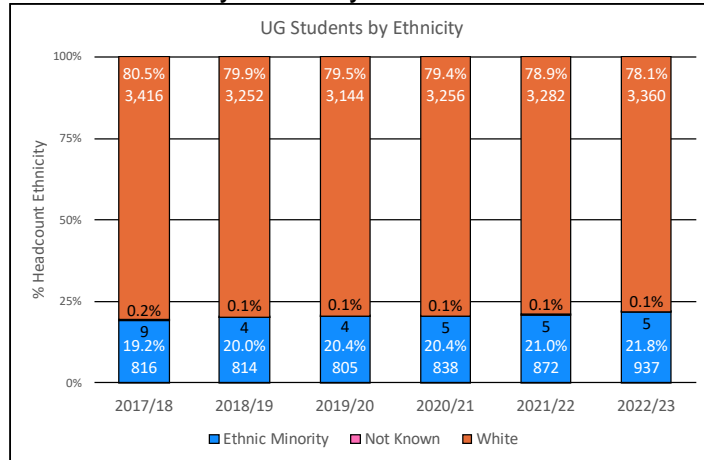
A2: 29 - SALC PGT sex by department 2016/17 and 2022/23

Snapshot PGR students by sex and department 2016/17 and 2022/23



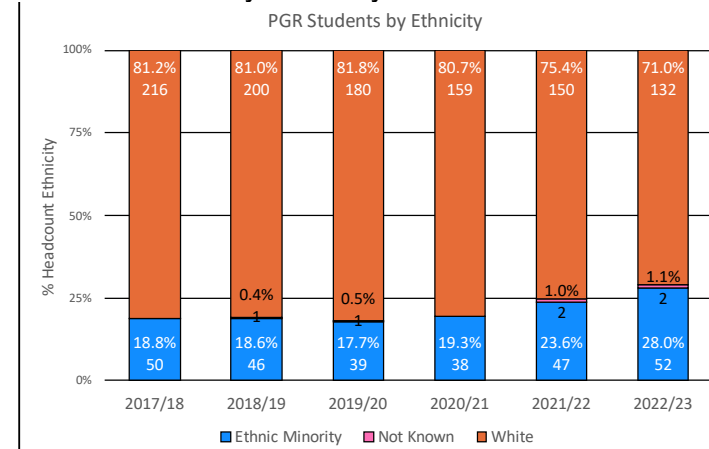
A2: 30 - SALC PGR sex by department 2016/17 and 2022/23

UG Students by Ethnicity 2017 – 2022



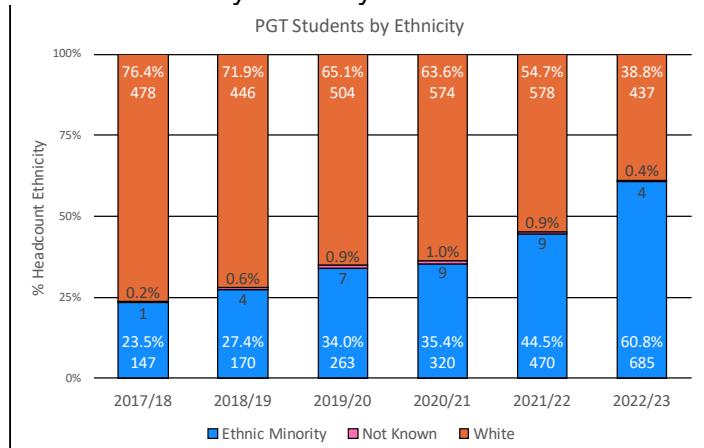
A2: 31a – UG students by ethnicity 2017-2022

PGR students by ethnicity 2017- 2022



A2: 32 - PGR students by ethnicity 2017-2022

PGT students by ethnicity 2017- 2022

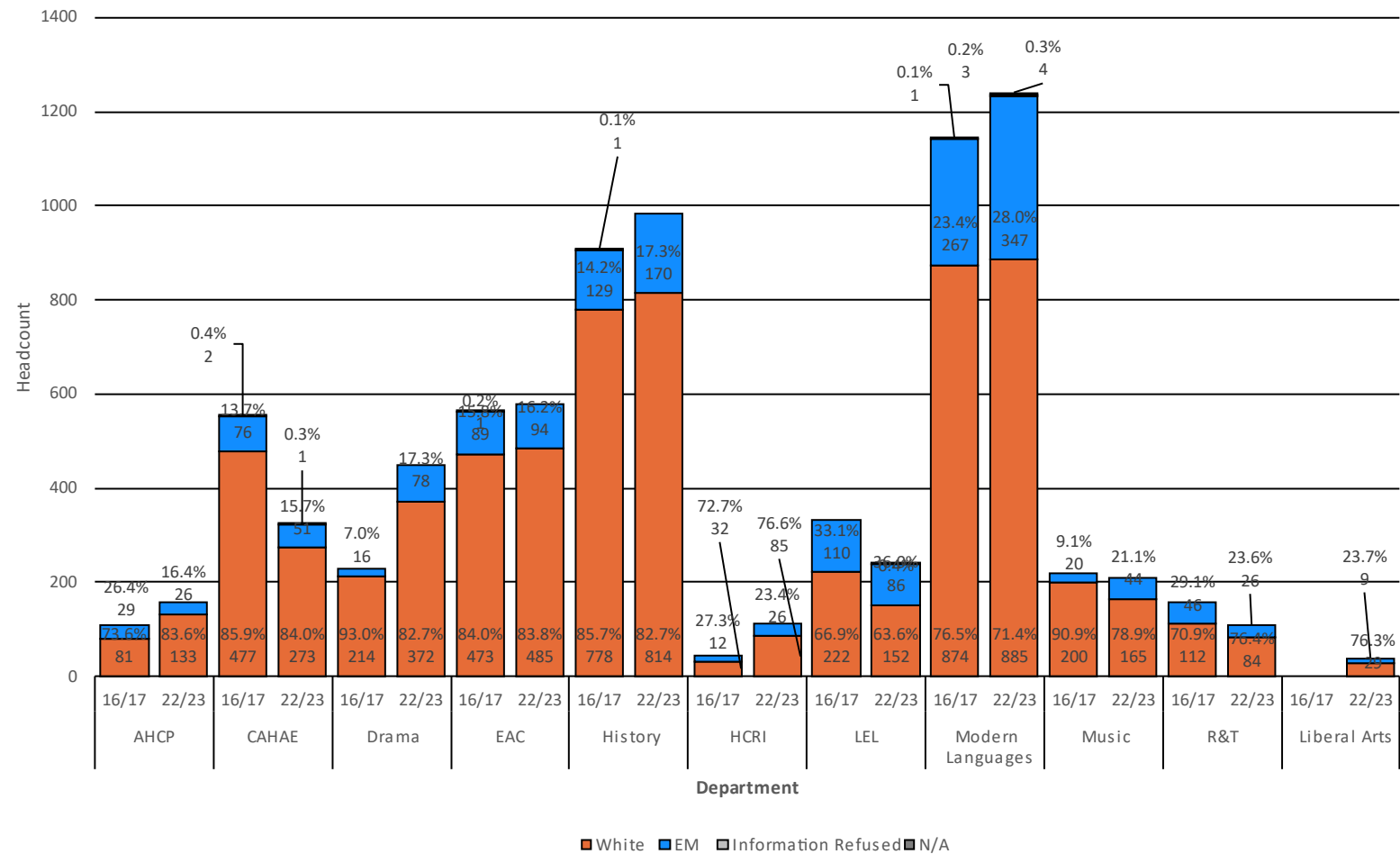


A2: 31b – PGT students by ethnicity 2017-2022

Academic Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Ethnic Decode	% Census Registrations (Count)	% Census Registrations (Count)	% Census Registrations (Count)	% Census Registrations (Count)	% Census Registrations (Count)	% Census Registrations (Count)
Arab	4.9% (13)	4.9% (12)	1.8% (4)	2% (4)	3% (6)	5.4% (10)
Asian or Asian British - Bangladeshi			0.5% (1)	0.5% (1)	1% (2)	1.1% (2)
Asian or Asian British - Indian	0.8% (2)	1.2% (3)	0.9% (2)	0.5% (1)	1% (2)	1.6% (3)
Asian or Asian British - Pakistani	0.8% (2)	0.4% (1)			1% (2)	1.1% (2)
Black or Black British - African	0% (0)	0.4% (1)	0.5% (1)	1.5% (3)	1% (2)	2.2% (4)
Chinese	4.9% (13)	5.3% (13)	6.8% (15)	7.6% (15)	8.5% (17)	7% (13)
Information refused	0% (0)	0.4% (1)	0.5% (1)	0% (0)	1% (2)	1.1% (2)
Mixed - White and Asian	0.8% (2)	1.2% (3)	0.5% (1)	0.5% (1)	0% (0)	0.5% (1)
Mixed - White and Black Caribbean						0.5% (1)
Other Asian background	1.5% (4)	2% (5)	2.3% (5)	3.6% (7)	4.5% (9)	4.8% (9)
Other Black background	0.4% (1)	0.4% (1)	1.4% (3)	1% (2)	0% (0)	0% (0)
Other ethnic background	3% (8)	1.2% (3)	1.8% (4)	1% (2)	1% (2)	0.5% (1)
Other mixed background	1.9% (5)	1.6% (4)	1.4% (3)	1% (2)	2.5% (5)	3.2% (6)
White	81.2% (216)	81% (200)	81.8% (180)	80.7% (159)	75.4% (150)	71% (132)
Total	100% (266)	100% (247)	100% (220)	100% (197)	100% (199)	100% (186)

A2: Table 12- Ethnic Decode PGR students

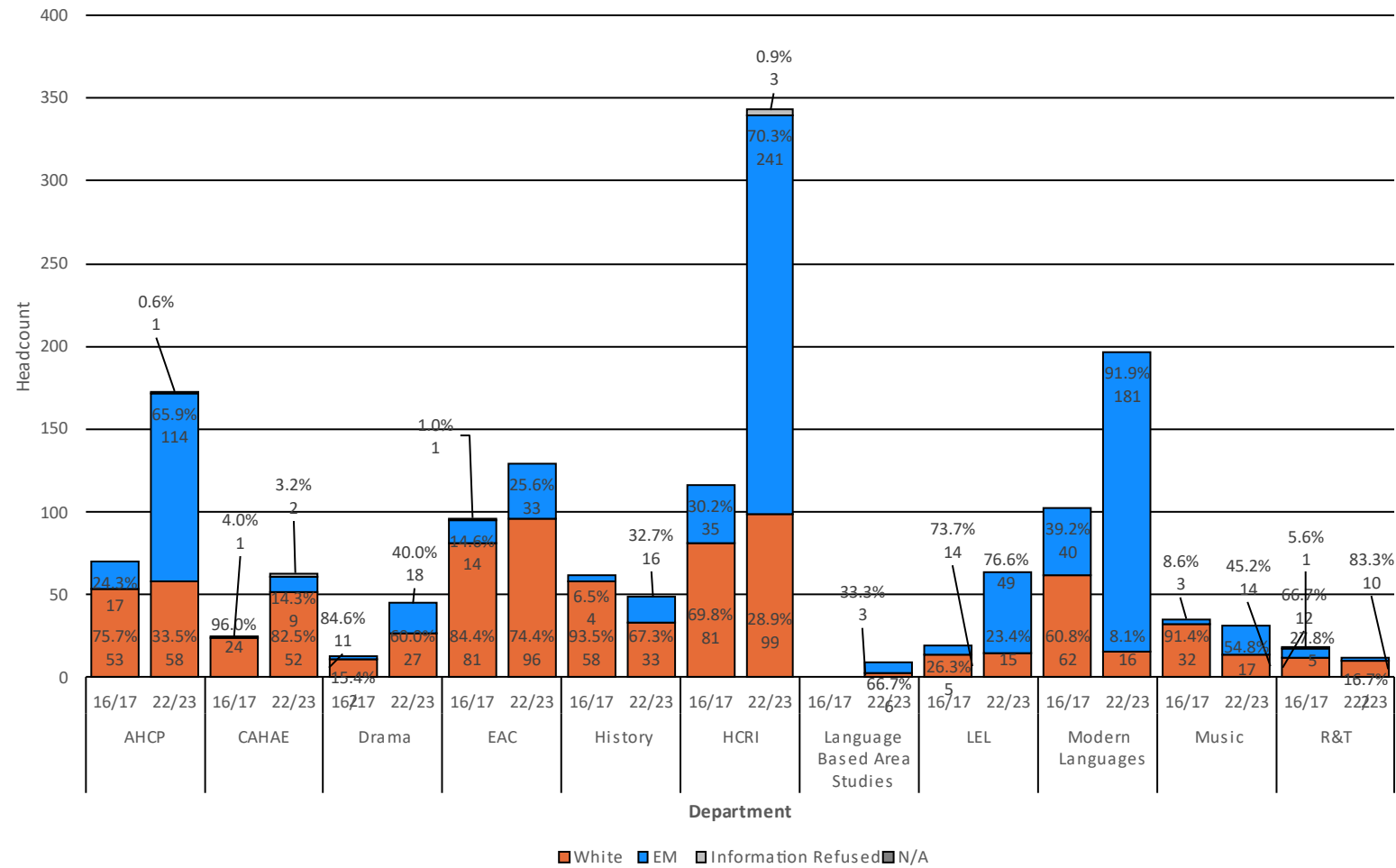
Snapshot UG students by ethnicity and department 2016 and 2022
Snapshot UG Students by Ethnicity and Department 2016/17 and 2022/23



A2: 33– UG Split by department and Ethnicity (Headcount)

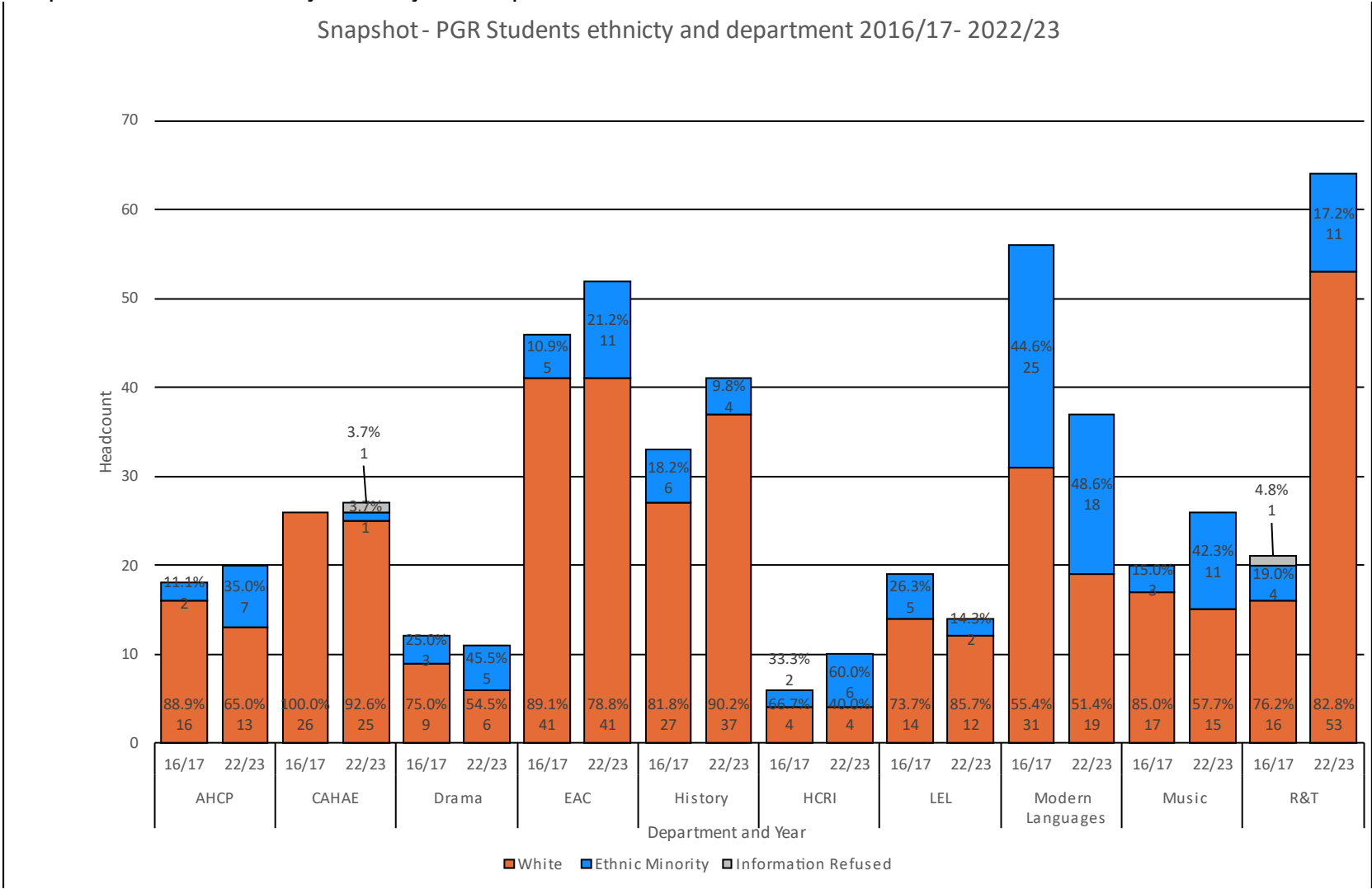
Snapshot PGT students by ethnicity and department 2016 and 2022

Snapshot PGT Students by Ethnicity and Department 2016/17 and 2022/23



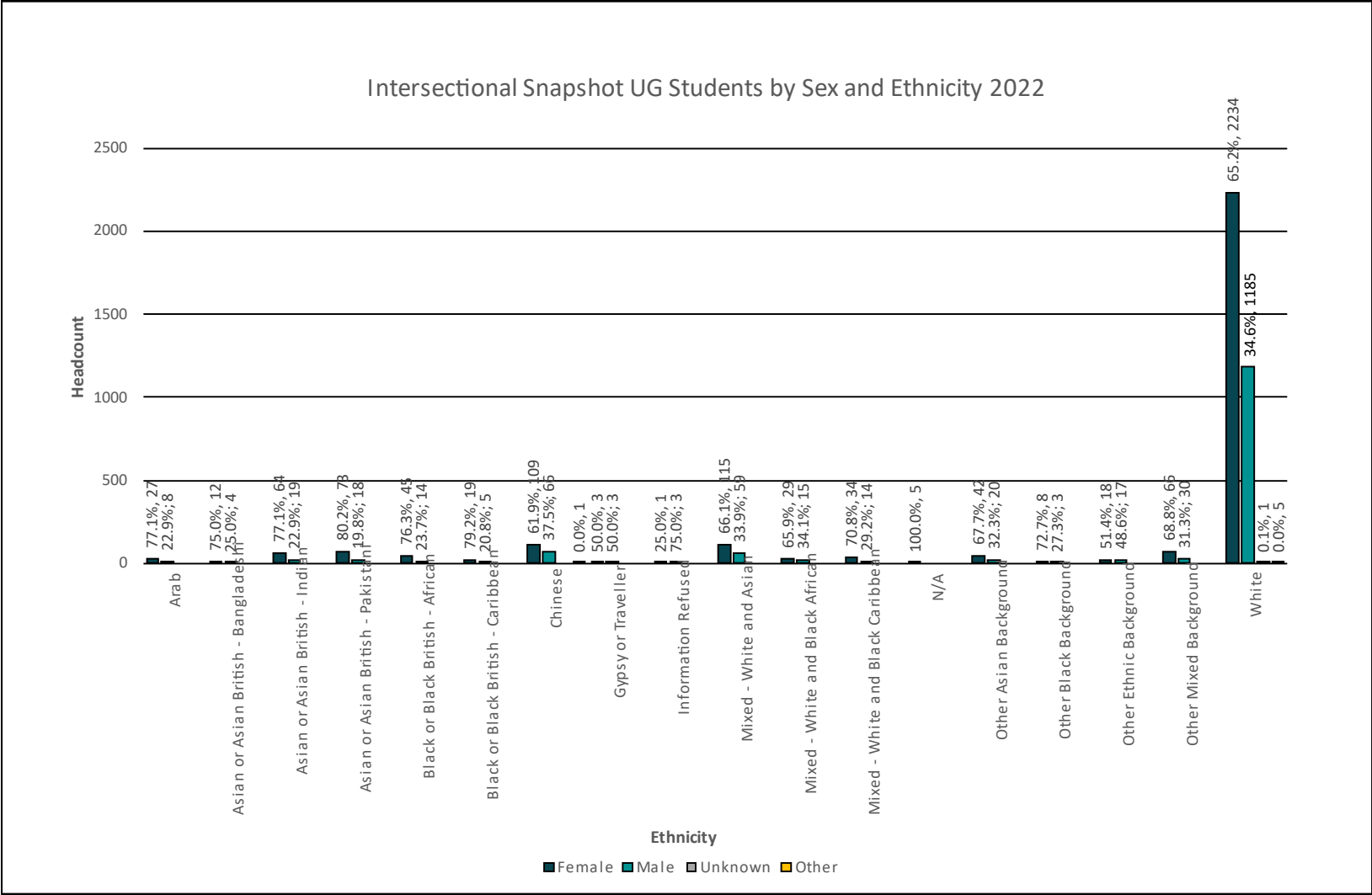
A2: 34 PGT Split by department and Ethnicity (Headcount)

Snapshot PGR students by ethnicity and department 2016 and 2022



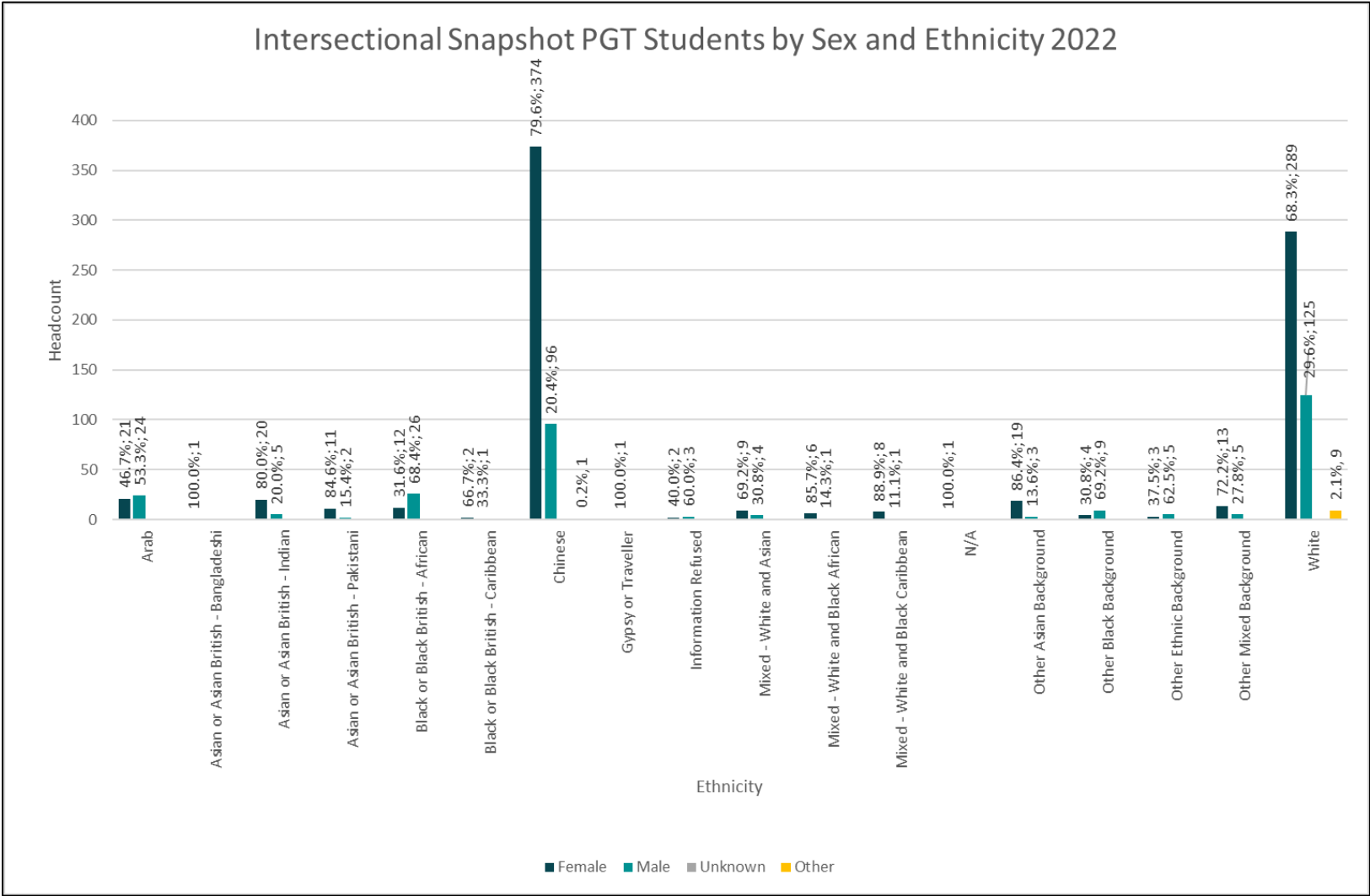
A2: 35 - PGR Split by department and Ethnicity (Headcount)

Intersectional snapshot UG students by sex and ethnicity 2022



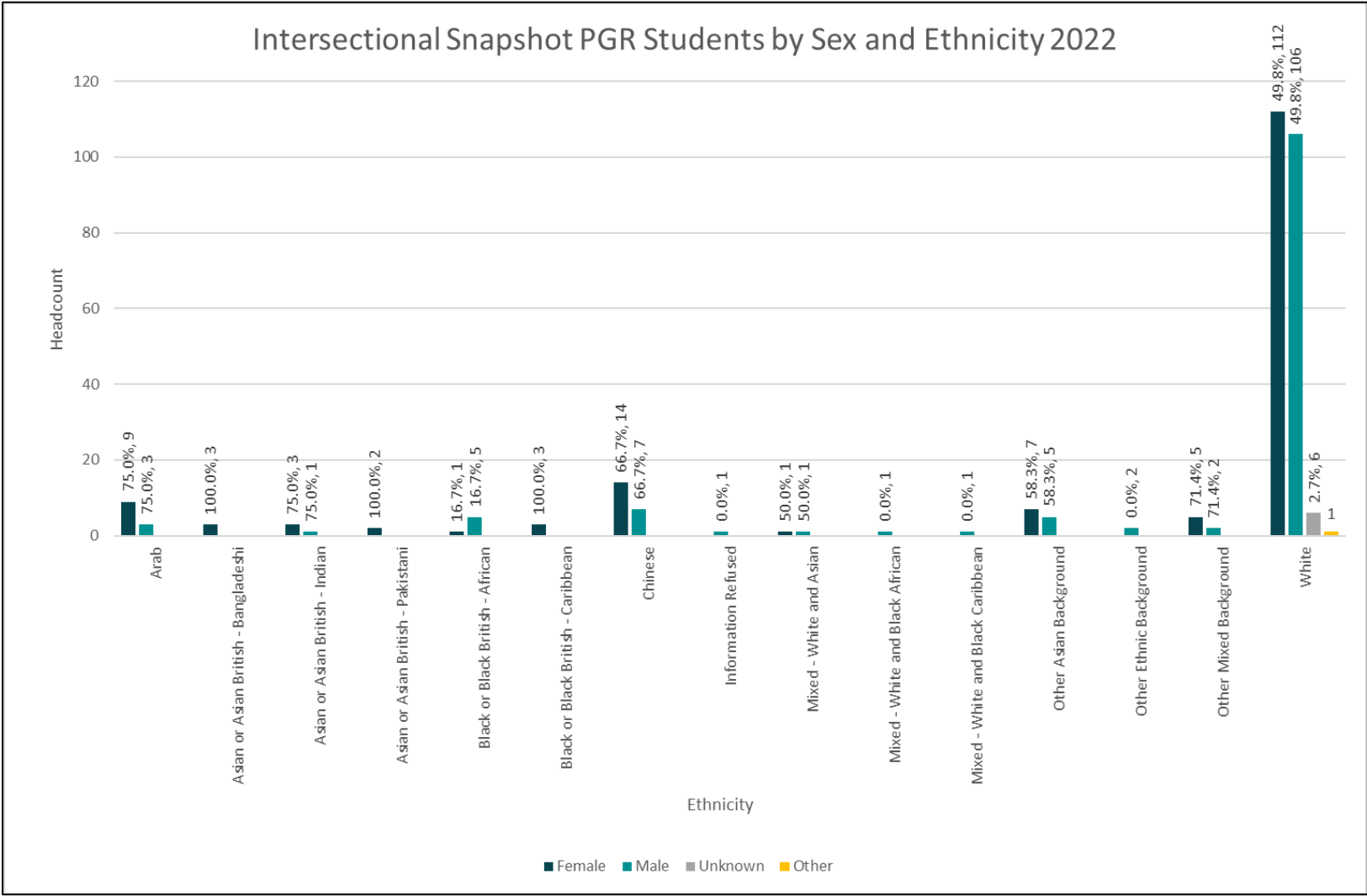
A2:36: Intersectional snapshot UG students by sex and ethnicity 2022 (headcount)

Intersectional snapshot PGT students by sex and ethnicity 2022



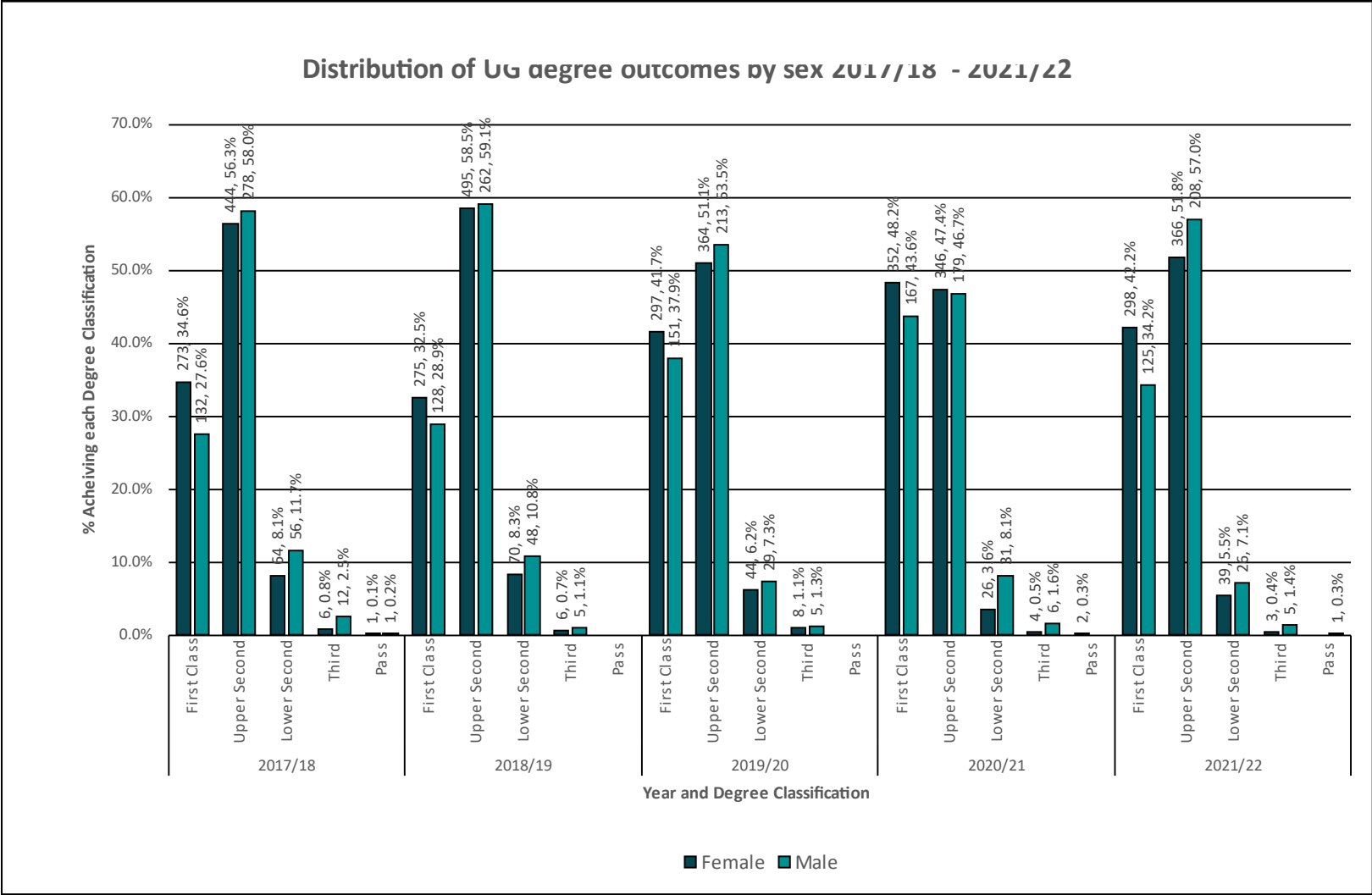
A2: 37: Intersectional Snapshot PGT Students by sex and Ethnicity 2022

Intersectional snapshot PGR students by sex and ethnicity 2022



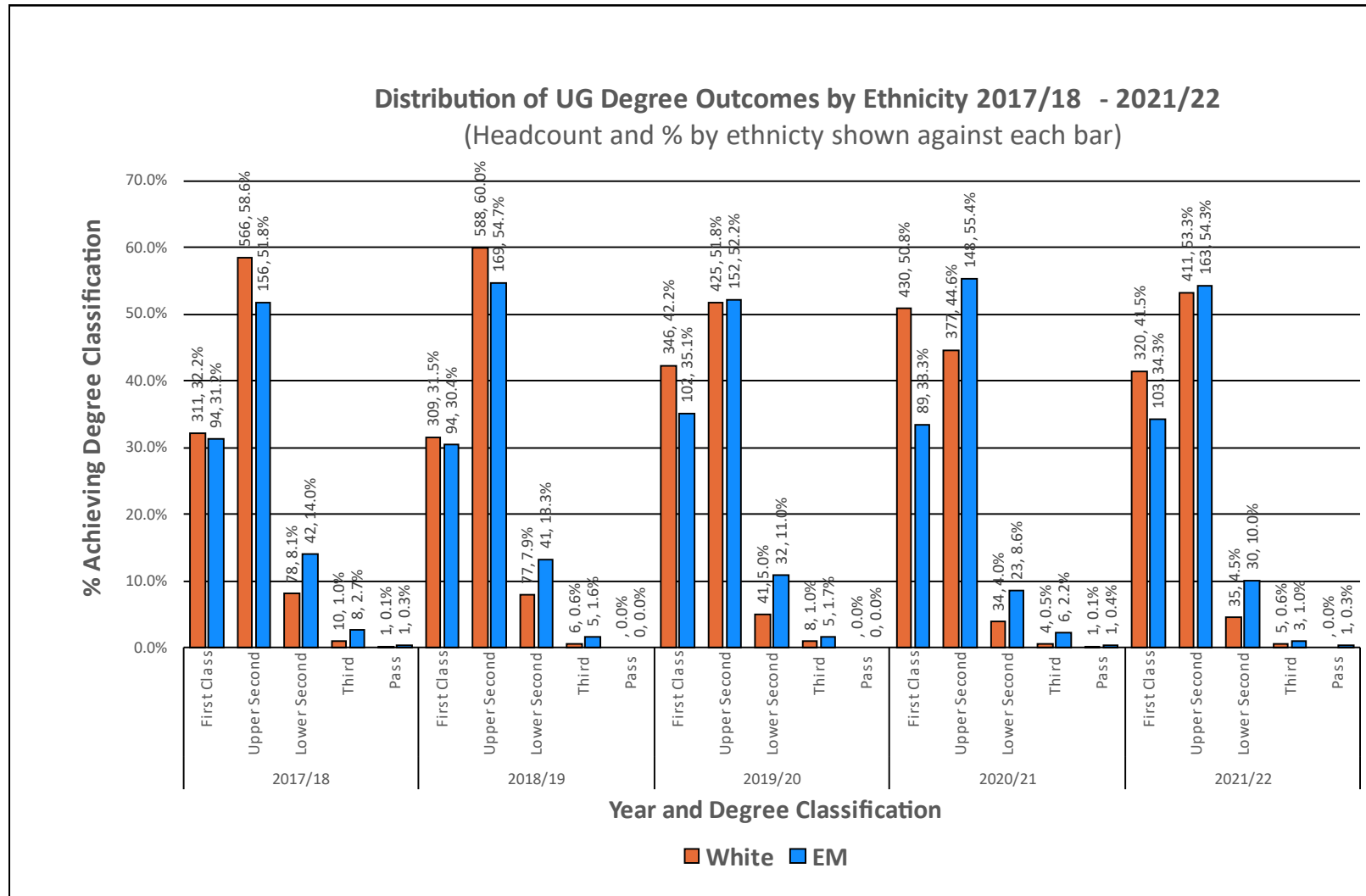
A2: 38: Intersectional Snapshot PGR Students by sex and ethnicity 2022

Distribution of UG degree outcomes by sex 2017/18 - 2021/22



A2: 39: Distribution of UG degree outcomes by ethnicity 2017/18 – 2021/2

Distribution of UG degree outcomes by ethnicity 2017/18-2021/22



A2: 40: Distribution of UG degree outcomes by ethnicity 2017/18 – 2021/22

Distribution of PGT degree outcomes by sex 2016/17-2021/22

Gender and Year of Completion	Distinction	Merit	N/A	Pass	Total	Distinction	Merit	N/A	Pass	Total %
F	614	929	33	421	1997	30.7%	46.5%	1.7%	21.1%	100.0%
2016/2017	56	147	2	81	286	19.6%	51.4%	0.7%	28.3%	100.0%
2017/2018	76	156	6	86	324	23.5%	48.1%	1.9%	26.5%	100.0%
2018/2019	77	162	11	61	311	24.8%	52.1%	3.5%	19.6%	100.0%
2019/2020	104	144	1	71	320	32.5%	45.0%	0.3%	22.2%	100.0%
2020/2021	135	150	1	55	341	39.6%	44.0%	0.3%	16.1%	100.0%
2021/2022	166	170	12	67	415	40.0%	41.0%	2.9%	16.1%	100.0%
M	343	399	16	181	939	36.5%	42.5%	1.7%	19.3%	100.0%
2016/2017	37	65	2	29	133	27.8%	48.9%	1.5%	21.8%	100.0%
2017/2018	54	74	2	32	162	33.3%	45.7%	1.2%	19.8%	100.0%
2018/2019	53	81	5	30	169	31.4%	47.9%	3.0%	17.8%	100.0%
2019/2020	48	66		28	142	33.8%	46.5%	0.0%	19.7%	100.0%
2020/2021	68	64		32	164	41.5%	39.0%	0.0%	19.5%	100.0%
2021/2022	83	49	7	30	169	49.1%	29.0%	4.1%	17.8%	100.0%
U		1			1	0.0%	100.0%	0.0%	0.0%	100.0%
2020/2021		1			1	0.0%	100.0%	0.0%	0.0%	100.0%
Total	957	1329	49	602	2937	32.6%	45.3%	1.7%	20.5%	100.0%

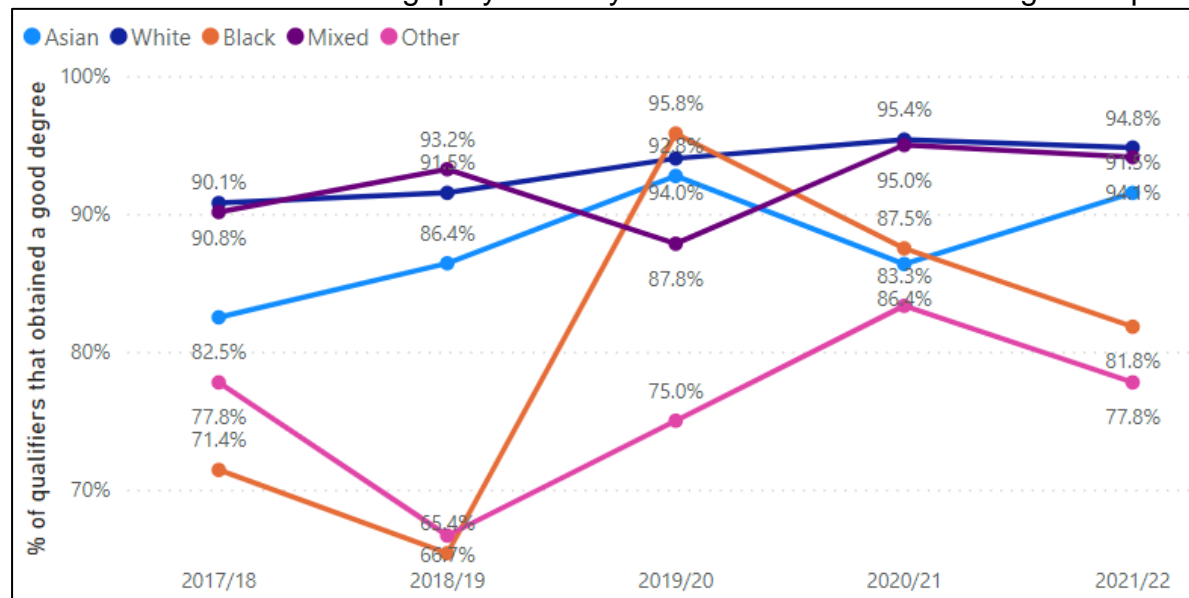
A2: Table 13: Distribution of PGT degree outcomes by sex 2016/17-2021/22

Distribution of PGR degree outcomes by sex 2017-2022 (data incomplete for 2021-22)

	Degree Awarded	Doctor of Philosophy			Professional Doctorate in Missiology			Doctor of Literature			Doctor of Practical Theology			Row total
	Sex	Female	Male	Prefer Not to State	Female	Male	Prefer Not to State	Female	Male	Prefer Not to State	Female	Male	Prefer Not to State	
Count	2016/2017	40	37									1		78
	2017/2018	41	31											72
	2018/2019	51	43			1								95
	2019/2020	31	32	1		3			1					68
	2020/2021	51	27			1								79
	2021/2022	33	23		1	1								58
	TOTAL	247	193	1	1	6	0	0	1	0	0	1	0	450
%	2016/2017	51.3%	47.4%									1.3%		100.0%
	2017/2018	56.9%	43.1%											100.0%
	2018/2019	53.7%	45.3%			1.1%								100.0%
	2019/2020	45.6%	47.1%	1.5%		4.4%			1.5%					100.0%
	2020/2021	64.6%	34.2%			1.3%								100.0%
	2021/2022	56.9%	39.7%		1.7%	1.7%								100.0%
	TOTAL	54.9%	42.9%	0.2%	0.2%	1.3%			0.2%			0.2%		100.0%

A2: Table 14: Distribution of PGR degree outcomes by sex 2017-2022 (data incomplete for 2021-22)

Overview of UG attainment gap by ethnicity 2017/18 -2021/22 – showing % of qualifiers who obtained a 2:1 or 1st class degree

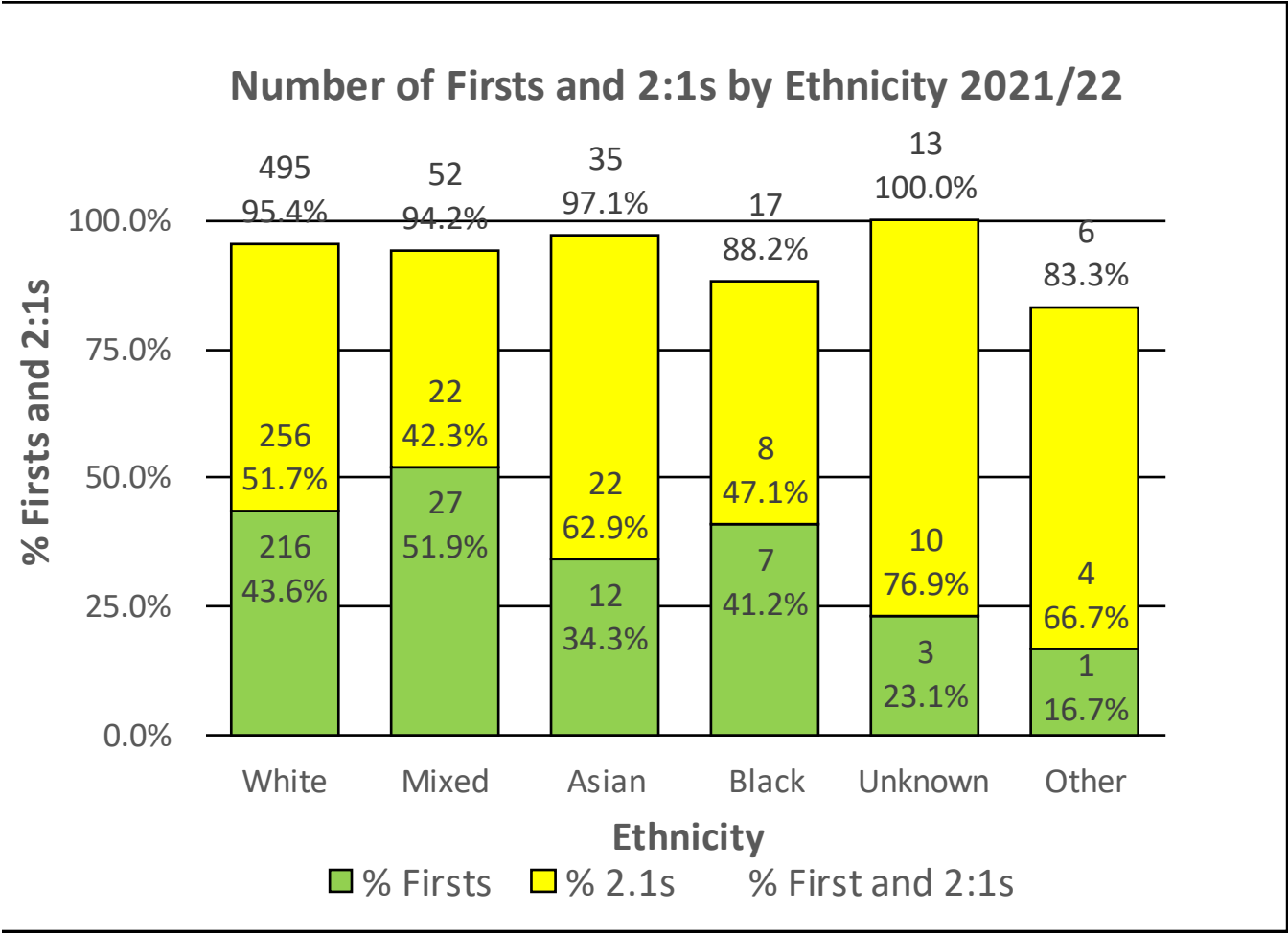


A2: 41a - Overview of UG attainment gap by ethnicity 2017/18-2021/22 – showing % of qualifiers who obtained a 2:1 or 1st class degree

	Year	2017/18	2018/19	2019/20	2020/21	2021/22
Percentage 'Good Degrees' (1st or 2:1s) UK Full Time Students only	White %	90.8%	91.5%	94.0%	95.4%	94.8%
	Mixed %	82.5%	86.4%	87.8%	86.4%	94.1%
	Asian %	90.1%	93.2%	92.8%	95.0%	91.5%
	Black %	71.4%	65.4%	95.8%	87.5%	81.8%
	Other %	77.8%	66.7%	75.0%	83.3%	77.8%
Headcount 'Good Degrees' (1st or 2:1s) UK Full Time Students only	White	877	897	771	807	731
	Mixed	66	70	65	57	64
	Asian	64	69	64	57	54
	Black	10	17	23	21	18
	Other	7	2	6	5	7

A2: 41b – Table Overview of UG attainment gap by ethnicity 2017/18-2021/22 – showing % of qualifiers who obtained a 2:1 or 1st class degree

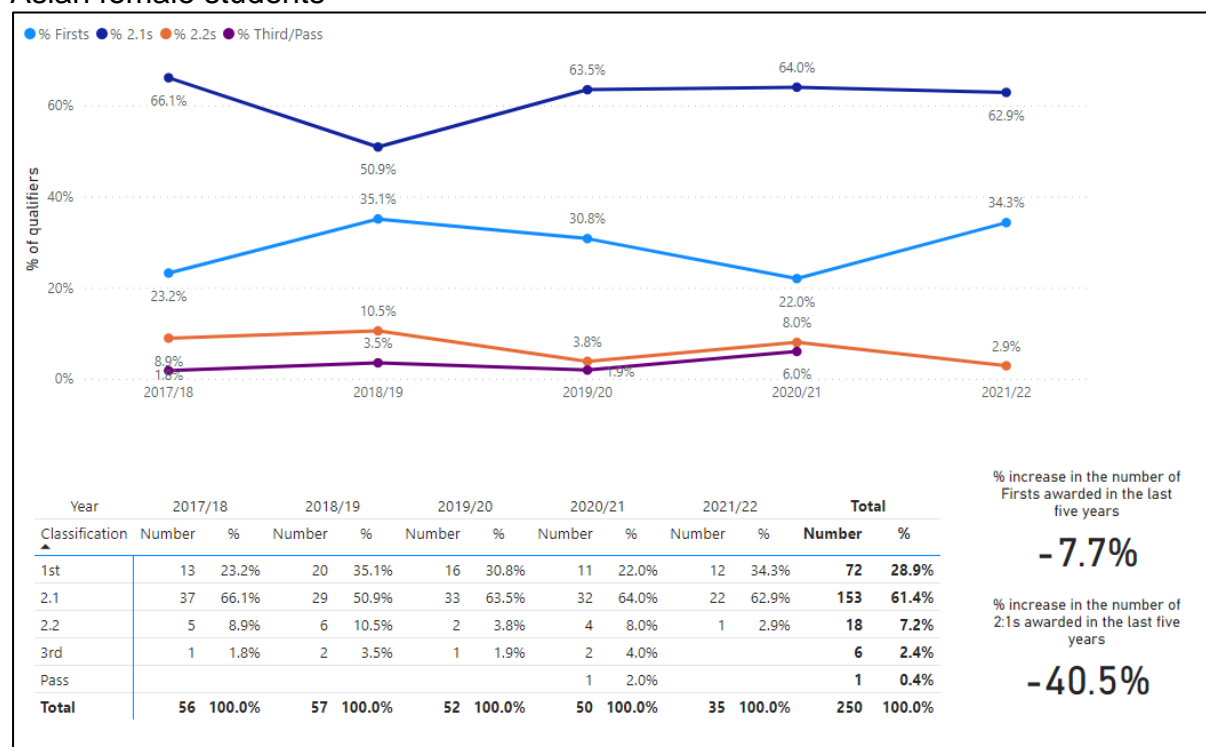
UG degree outcomes 2021/22 by ethnicity (UK Full Time Students Only)



A2: 42: UG degree outcomes 2021/22 by ethnicity (UK Full Time Students Only)

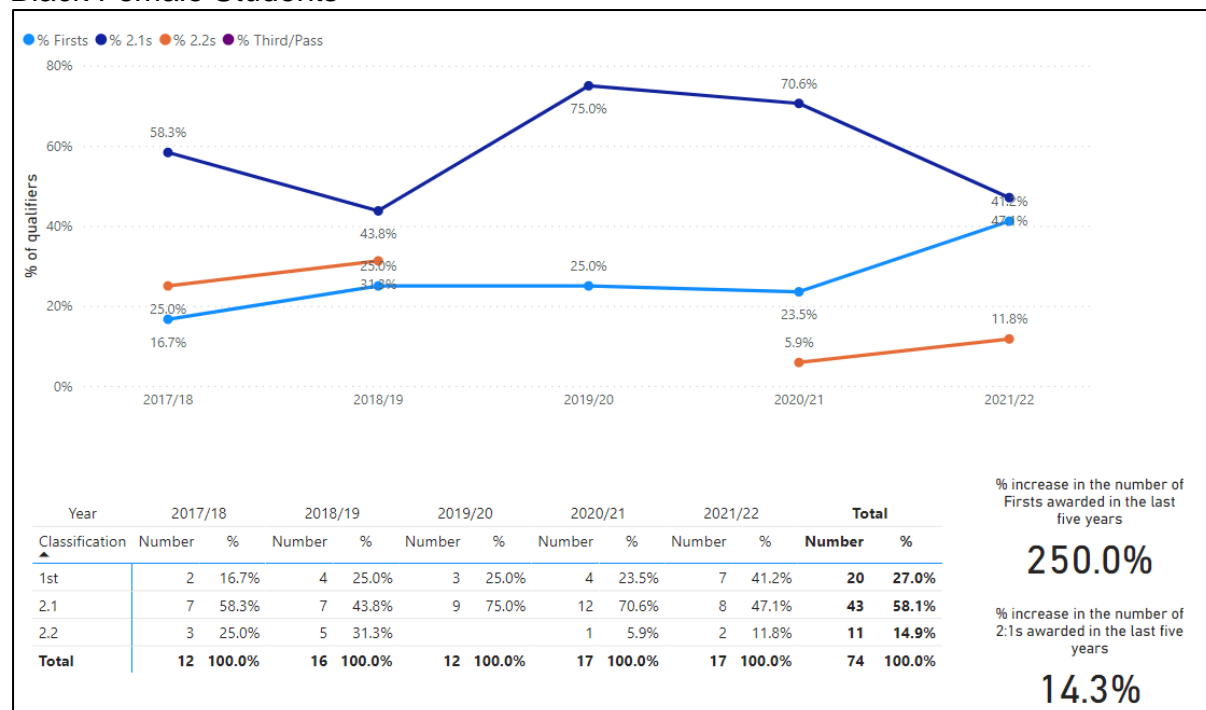
Intersectional distributions of UG degree outcomes by sex and ethnicity 2017-2022

Asian female students



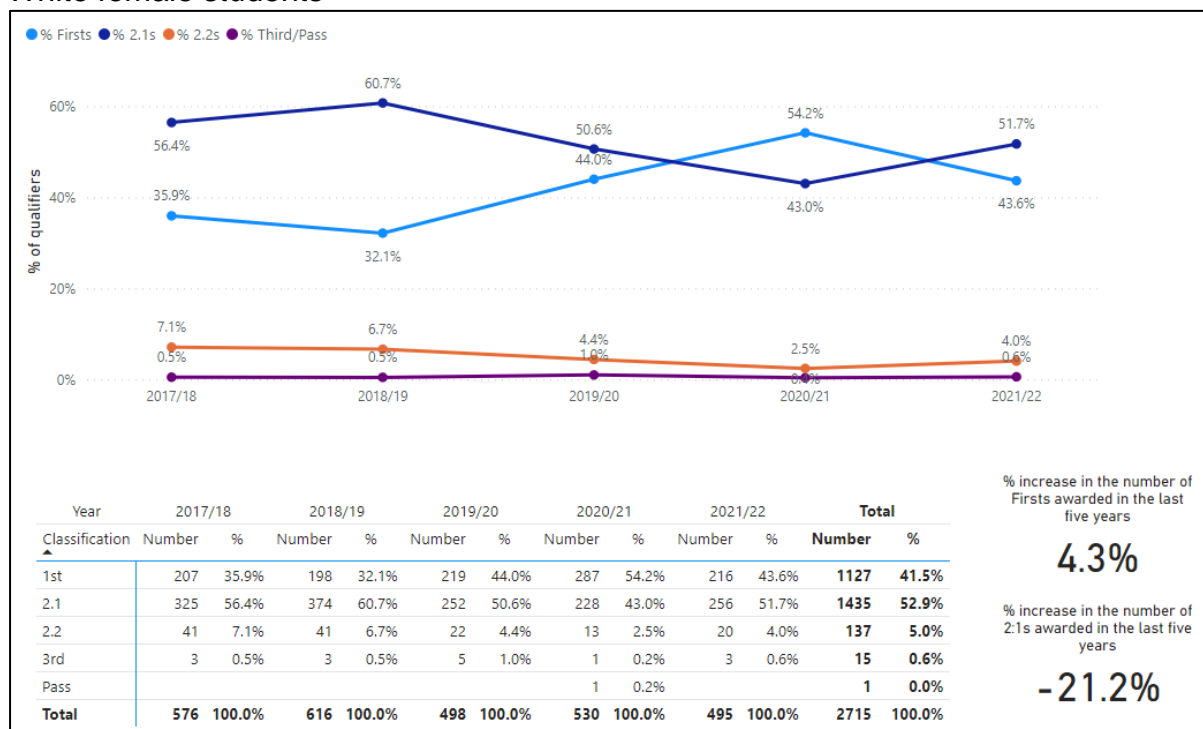
AP2: Figure 43 - Intersectional distributions of UG degree outcomes Asian Female Students

Black Female Students



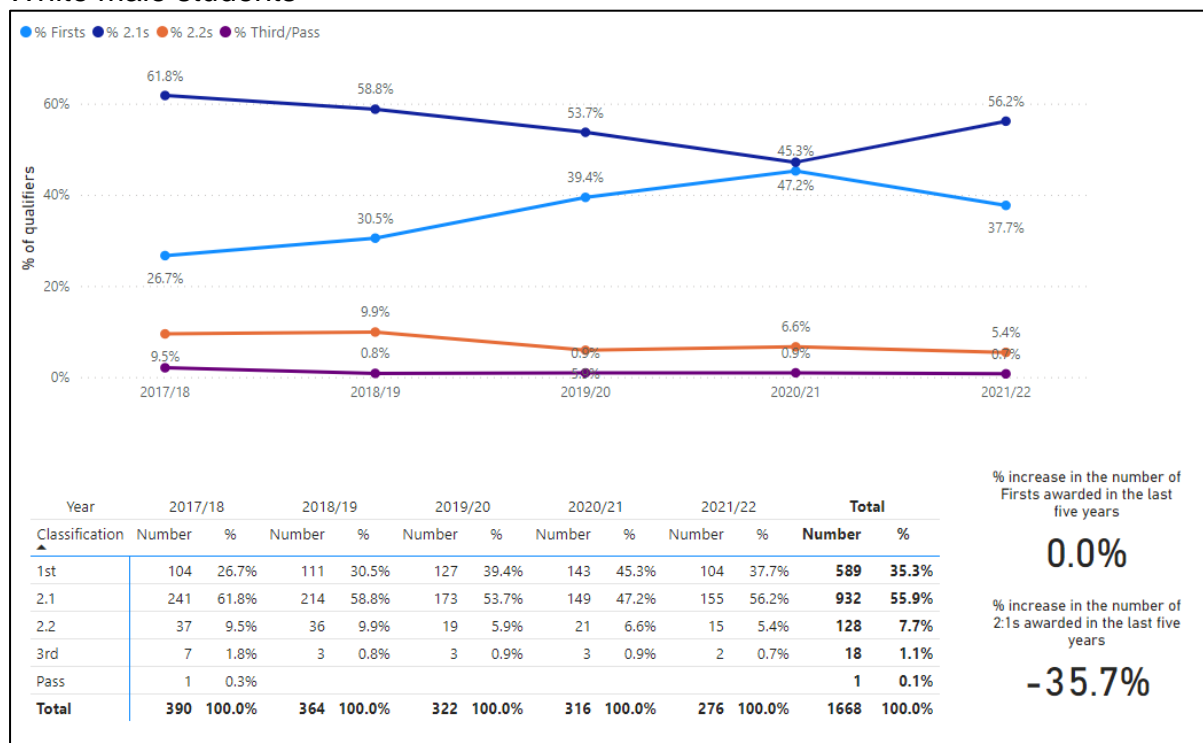
A2: 44: Intersectional distributions of UG degree outcomes Black Female Students

White female students



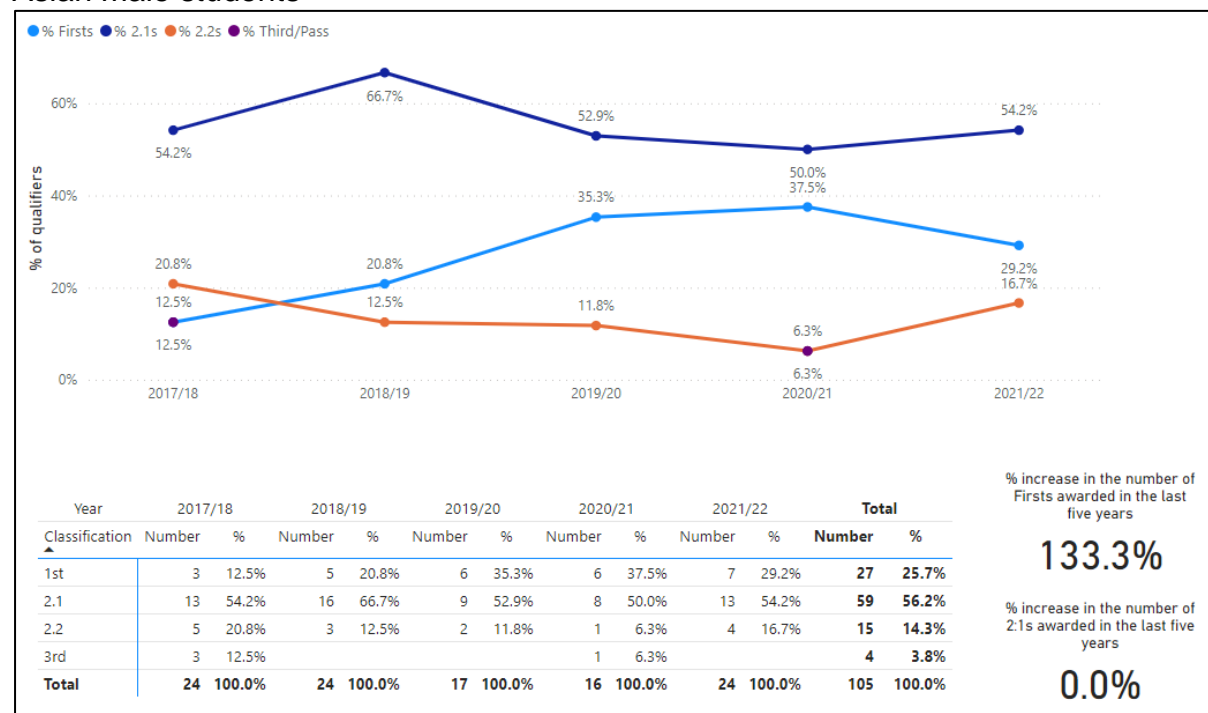
A2: 45: Intersectional distributions of UG degree outcomes White Female Students

White male students



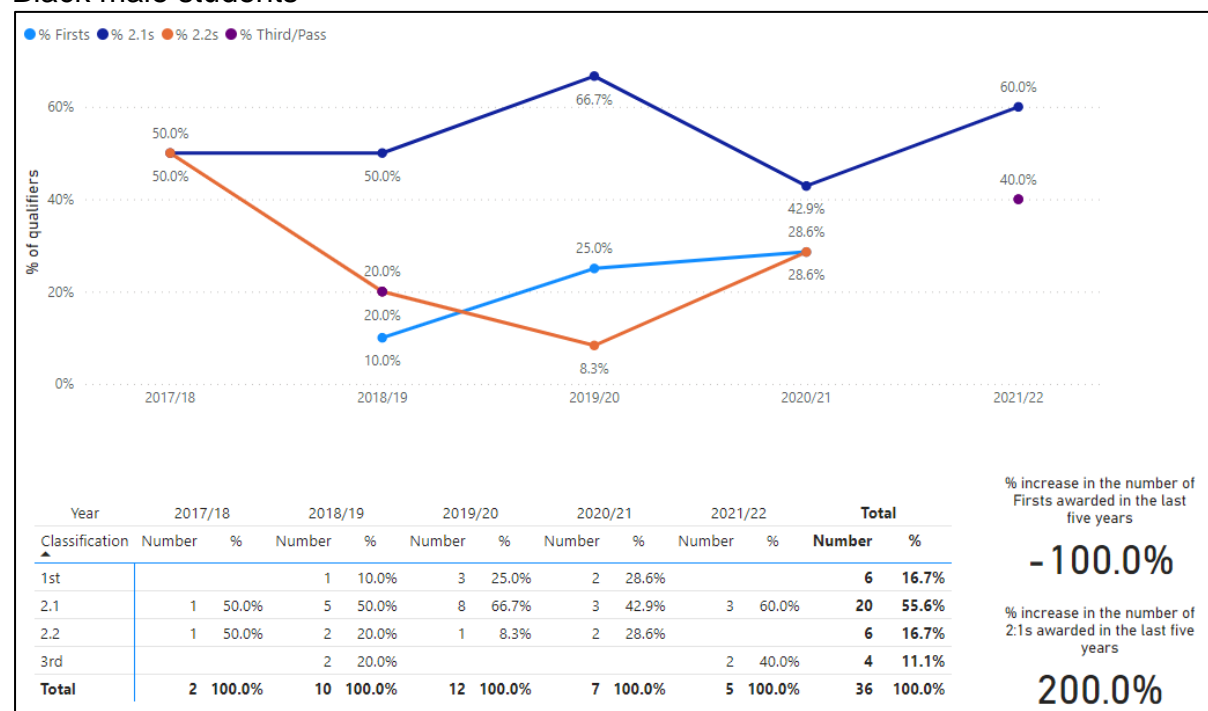
A2: 46 - Intersectional distributions of UG degree outcomes White Male Students

Asian male students



A2: 47 - Intersectional distributions of UG degree outcomes Asian Male Students

Black male students



A2: 48: Intersectional distributions of UG degree outcomes Black Male Students

Appendix 3: Glossary

Glossary of terms, abbreviations and acronyms used in this application:

AC	Academic Staff
ACS	Academic Staff Survey
AHCP	Art History and Cultural Practices
AMBS	Alliance Manchester Business School
AP	Action Plan
AS	Athena Swan
BDF	Business Disability Forum
CAHAE	Classics, Ancient History, Archaeology and Egyptology
DASS	Disability Advisory Support Service
DTC	Decolonising the Curriculum
EACW	English and American Literatures and Creative Writing
EAC	English and American Studies
EASAT	Executive Athena Swan Application Team
ECR	Early Career Researcher
EDI	Equality Diversity and Inclusion
EM	Ethnic Minority
F	Female
FEC	Faculty Equality Diversity and Inclusion Committee
FWP	Flexible Working Policy
FPC	Faculty Promotion Committees
FTC	Fixed Term Contracts
FTE	Full Time Equivalent
FWP	Flexible Working Policy
GDPR	General Data Protection Regulation
GTA	Graduate Teaching Assistant

HCRI	Humanitarian and Conflict Response Institute
HEART	Higher Education Anti-Racism Training scheme
HESA	Higher Education Statistics Agency
HNAP	Humanities New Academics Programme
HoD	Head of Department
HoS	Head of School
HoSO	Head of School Operations
JRI	John Rylands Institute
LEL	Linguistics and English Language
LGBT	Lesbian Gay Bisexual and Transgender
M	Male
MLC	Modern Language and Cultures
P	Page
P&OD	People and Organisational Development
PDR	Performance Development Review
PGR	Postgraduate-Research
PGT	Postgraduate-Taught
PhD	Doctor of Philosophy
PREP	Personal Research Plan
PNS	'Prefer not to say'
PS	Professional, Technical and Operational Staff
PSS	Professional, Technical and Operational Staff Survey
RA	Research Assistant/Associate
R&T	Religions and Theology
RG	Russell Group
SALC	School of Arts, Languages and Cultures

SAT	Self Assessment Team
SEED	The School of Education and Environmental Development
SLT	Senior Leadership Team
SoSS	School of Social Sciences
SPC	School Promotions Committee
SPRC	School Policy and Resource Committee
SR	Social Responsibility
SSLC	Staff-Student Liaison Committee
T&L	Teaching and Learning
T&R	Teaching and Research
T&S	Teaching and Scholarship
U	Unknown
UCAE	University Centre for Academic English
UG	Undergraduate
ULC	University Language Centre
UoM	University of Manchester
WAM	Workload Allocation Model
WP	Widening Participation
X	Other

Appendix 4: Commitment to the Athena Swan Principles

The University of Manchester, School of Arts, Languages and Cultures Commitment to the UK Athena Swan Principles

In committing to the principles of the Athena Swan Charter, The University of Manchester, School of Arts, Languages and Cultures, has joined a global community with a shared goal of addressing gender inequalities and embedding inclusive cultures.

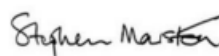
In joining this community, The University of Manchester, School of Arts, Languages and Cultures, has committed to:

- 1 adopting robust, transparent and accountable processes for gender equality work, including:
 - a) embedding diversity, equity and inclusion in their culture, decision-making and partnerships, and holding themselves and others in the department accountable
 - b) undertaking evidence-based, transparent self-assessment processes to direct their priorities and interventions for gender equality, and evaluating their progress to inform their continuous development
 - c) ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.
- 2 addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students
- 3 tackling behaviours and cultures that detract from the safety and collegiality of their work and study environments, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation
- 4 understanding and addressing intersectional inequalities
- 5 recognising that individuals can determine their own gender identity, and tackling the specific issues faced by trans and non-binary people
- 6 examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups
- 7 mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'
- 8 mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers.



Alison Johns
Chief Executive

Advance HE



Stephen Marston
Chair of the Board of Directors

Advance HE