



MANCHESTER
1824

The University of Manchester

School of Environment, Education
and Development (SEED)

Equality, Diversity and Inclusion (EDI) Pulse Survey Report

2024/25

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Introduction and background

The SEED Pulse Survey is a chance for us to briefly 'check in' with academic, PS staff and PGR colleagues about perceptions of equality in the school. It allows us to identify any current issues and, when combined with other methods of feedback (such as via our Equity leads for Gender and Sexual Orientation; Race; Disability; Taught students; and PGRs, or our longer Athena Swan surveys), helps us to plan actions we need to take to address problems raised. Previous reports can be found on [Staffnet](#).

In this report we summarise the 'take home' messages from the survey carried out in November 2024. We describe the action points we (the EDI team in SEED) have agreed with the senior leadership team arising from the findings of the survey, and after outlining this we present some of the data in a little more detail.

If you have any questions or want to talk more about the Pulse Survey, or any of the ongoing EDI work in the school, please do not hesitate to contact us at edi.seed@manchester.ac.uk. Our next SEED Pulse Survey will run in November 2026, but before then please see our regular EDI updates in the [SEED eNews](#), at school board meetings, and on [Staffnet](#).

Response rate(s)

The overall staff response rate to the survey was 29.89% (142/475). Across the 94 academic responses, 3 were from Architecture, 25 were from GDI, 15 were from Geography, 37 were from MIE, 11 were from PPEM. We had 48 PS responses. 13 PGRs completed the survey, and we are aware that future surveys should clarify staff/PGR issues further, which should be possible now that we have an Equity Lead for PGRs.

The response rate is similar to the 2023/24 Pulse Survey. Whilst it is relatively low, it is not bad for a survey of this nature in the school. We will continue to look at ways to ensure we hear from more people in future surveys.

Please note that the quotes provided below are chosen to illustrate the key themes in the data: whilst they highlight views expressed by some staff, they are not claimed to represent the views of all colleagues.

Summary findings and action points

Action points

1. Continued focus on how we handle bullying, discrimination and harassment

Whilst the quantitative data indicates some small improvements in this area, we are still concerned to see multiple comments about how complaints of inappropriate behaviour are handled and a feeling that incidents are not dealt with fully. It is important to note that these are not always about protected characteristics, and 'bullying, discrimination, and harassment' captures a wide range of experiences.

Since the 2023/24 Pulse Survey we have run several active bystander sessions, publicised the work on the Employee Relations team, and liaised with the central EDI team about the use of Report and Support. More recently, in January of 2025, I (Laura Winter) ran a series of **confidential listening meetings** with Kathy Bradley (our EDI partner from the central team) with staff across SEED who wanted to discuss their experiences of inappropriate behaviour. These meetings have gone well, with colleagues reporting that they now know routes they can take, which they weren't previously aware of. We are therefore planning on running these meetings again in the future. Please look out for further information on these: hopefully they will provide an additional source of support for those who need it. Since the last 2023 Pulse Survey report, we have also progressed on activity in this area and now receive quarterly updates on report and support entries, which can help us understand any patterns or problems across the school.

Importantly, we are also planning to run our first **SEED level training for line managers on how to support staff who experience inappropriate behaviour**. This is already in the diaries of all Heads of Department for Monday 17 March and will be publicised nearer the time for all other line managers in the school. We hope these two new activities will enhance how we are doing in relation to this matter going forward.

As usual, for more information on this area of work please see SEED [Responding to discrimination, harassment, bullying, and victimisation guidance](#) and, if you do witness or experience bullying, discrimination or harassment please do speak to your line manager or P&OD partner, contact the [Employee Relations team](#), make use of [Report and Support](#) (anonymously or with your name) or talk to one of the school EDI team for advice.

2. Increasing awareness of disability, and enhancing disability support

The data suggest that disabled colleagues do not feel that disability equality is actively supported, and that there are issues relating to awareness of disability and support for colleagues when they need it. We have recently publicised the **sunflower lanyard scheme** for hidden disabilities. If you missed it, please note the following:

- We have supplies in the Humanities Bridgeford Street (HBS) School Office – please do go to room 1.17 and Ellen Wilkinson Building, room A1.22. There are also supplies in the Student Support Hub in HBS. We are also trying to take these along to key school events for you to collect if you wish.
- Sunflower lanyards are for those staff with hidden disabilities – more information can be found on the [Hidden Disabilities Sunflower](#) webpage.
- Staff who wish to do so, please do take and wear one. If you see someone wearing this lanyard, please remember what this means, and be aware that your colleagues might need or want more support, time or adjustments to practices. Please do ask colleagues if they would like any accommodations or adjustments.

We were pleased to see that the new **University mandatory training included the Disability Equity training** as well as those courses on Unconscious Bias and Diversity. All staff are expected to complete this mandatory training before the deadline which falls early in 2025. In SEED, staff survey data has indicated for several years that people would like mandatory EDI training to be in place, so this is a great University-level development.

Following on from the findings from this survey, we are also planning **additional SEED level training for colleagues which will focus on disability and reasonable adjustments**, covering, for example, how to have conversations and ensure these are met. This will build on the line manager training we ran in 2023-24 following the 2023 Pulse Survey. Please see details on this upcoming event over the next semester.

3. Gender and caring responsibilities

Whilst we are seeing some progress in relation to gender related inequalities in the school, we are very aware that issues remain, both in relation to gender and also those of staff with caring responsibilities. Our [Athena Swan](#) work is in progress at a school level, and we are currently updating our staffnet pages which should help us to be able to more easily update you on our progress in this area on an ongoing basis. We hope that the work does have a real impact on colleagues in the school over the years to come.

This year we have produced some [SEED specific guidance for line managers for supporting staff on returning to work after parental leave](#) and we are pleased to see the ongoing running of the [Academic Returner scheme](#), supporting colleagues to re-engage with their scholarship and research following a period of leave.

We have scheduled for Rachel Cowen (UoM lead for EDI, Gender and Sexual Orientation) and Perpetual Idehen (Founder of UoM PGR Parents, Carers and Guardians Network and Project Officer on Future Families Project) to come to the next SEED school board in February, so that SEED colleagues can also **hear about the Future Families project**, and feed into some of the work in this area at a University level. For information, here are some details on the project taken from the [University level Athena Swan application](#):

“‘Future Families’ aims to ensure a fully inclusive campus and culture for all working and studying families. It is an ambitious, holistic project working with diverse UG, PGT and PGR students and staff in all areas and all levels, setting an ambitious target of being the University of choice for parents and carers in the UK. The two main strands of the three-year project are:

1. Inclusive campus - working with partners and full review of estate to increase affordable, high-quality accommodation for working and studying families, campus nursery provision and partnership play schemes/holiday clubs, emergency childcare support and/or building risk assessments for children on campus, breastfeeding/milk storage/changing facilities;
2. Inclusive policy - address known policy gaps to: a. Support breastfeeding, surrogacy (and other fertility journeys), miscarriage and baby loss through consultation and informed by lived experiences; b. Develop policy for student parents (and carers), outlining parental leave entitlements (ensuring equity irrespective of external funding scheme) and processes, support for return to study and support for those at any stage of study with parental or caring responsibilities, including peer support building on the PGR parents network and toolkit and other good practice and guidance. Aligning with clear and enhanced provision for all staff, including researchers on contracts with finite funding. Undertake further staff and student consultation (surveys and focus groups) to identify specific issues and needs, and inform project scope.”

The comments we received regarding problems with the Teaching Availability Arrangements (TAA) echo some received in our 2022 Athena Swan survey. It is therefore on our agenda towards the end of this academic year **to look more closely at the issue of staff experiences of the new timetabling system** this academic year, and we have already begun conversations with colleagues in the Directorate for Student Experience on how we can best approach this.

4. Race equality work

Whilst not many of our qualitative comments related to race inequalities this year, we are aware of some ongoing difficulties, and some qualitative comments did relate to microaggressions in relation to colleagues’ ethnicity. Importantly, the quantitative data suggest that racially minoritised colleagues do not feel that the school actively supports race equality.

We (Marc Mbah and Laura Winter) have been part of a small group of staff who are regularly

meeting to look at how the University is progressing its Race Equality Charter goals, and we are soon to **report to our SEED senior leadership team on the findings from our intersectional focus groups and interviews** conducted before the Winter break with racialised women and trans staff in SEED (led on by Marc Mbah and Catherine Atkinson-Ross). Following this we will update the school on the responses and actions planned.

In relation to racialised microaggressions, as noted in relation to bullying, discrimination and harassment, we hope that ensuring the majority of our SEED colleagues undertake **active bystander training** will help this in future.

5. Nationality, social class and age

We are aware that the brief Pulse Survey cannot capture all feedback in relation to EDI. A few comments this year highlighted the importance of us attending to inequalities relating to nationality, age and social class both in future surveys and work. **In future surveys we will look at how to capture these areas**, and we would encourage colleagues to contact us about anything connected to EDI. We don't currently have an equity lead who takes these areas as their sole focus, but we do work intersectionally and cover all things relating to EDI in the school

Connected to the comments regarding nationality, one of the qualitative comments we received related to the Immigration Health Surcharge (IHS) and costs of visas when staff are moving to the UK from outside of the UK. **The University has recently made some changes to the financial support they offer for relocation and visa fees.** The new [policy](#) applies to new employees starting at the University on or after 1 September 2024, or for existing employees who are renewing or switching their existing immigration category that has an expiry date on or after 1 September 2024.

6. Systemic changes needed

This year we received several comments which emphasised the positive work people can see is happening, which was really lovely to see as people said they could see the commitment, and the leadership in this area. Nevertheless, colleagues also noted the length of time it takes to see or feel change at a department level and noted that real change requires systemic changes. We are hopeful that some of the changes we are making to policy and practice are creating systemic change, albeit slowly over time. Taking this forward however we have agreed to focused discussions on several areas at SLT level, and we will report back in due course.

Qualitative feedback

Below we summarise the main areas where we received qualitative feedback, illustrating with brief anonymised quotes. These, combined with the quantitative feedback noted below were both considered when planning the responses and actions described above.

1. We have seen some positives, but we need systemic changes

There were quite a few positive comments this year, which highlighted that people have seen the effort going on to make some changes and engage in positive EDI activities. However, there were concerns about whether or not these were activities that would make a real difference, and concerns about the need for systemic change were highlighted:

"I appreciate that lots of effort goes in at School level to try to improve EDI... but until we look seriously at the bigger picture - the size of departments; the line management structure; the concentration of decision-making too high at the School level; the lack of delegation of admin tasks to multiple colleagues at the department and especially programme level; WAM points based on prestige rather than hours worked - these kind of piecemeal initiatives can feel like sticking plasters. We mustn't understand EDI as something divorced from the structures in which we work"

"I think there are efforts being made by individuals. However, we are some way from institutional buy in."

"I think the School and Department do amazing work around EDI."

There was also a call for greater transparency on our SEED level EDI data:

"I think there is some disconnect between 'actively supports' and the changes that happen. But of course it takes time. I'm just aware that sometimes 'taking action' doesn't necessarily change things, or can lead to more digressions or behaviours."

2. Bullying, discrimination and harassment

There were concerns raised again about how incidents of inappropriate behaviour are dealt with by senior colleagues, and how problems can be "swept under the carpet". Some of this was noted as being less common now, or more historical in nature, but there are definitely concerns about current problems too:

"Bullying behaviour is still not dealt with well on all occasions, associated with both male and female staff (important to note only because there is often a perception that bullying behaviour is exclusive to male staff; I have experience bullying behaviour from female staff too). Poor behaviour by staff of all genders is typically dealt with by attempts to 'smooth over', allowing individuals to continue to act in inappropriate"

ways to 'keep the peace'. This approach also makes it hard for staff to come forward and discourages complaints because there is a perception nothing will be done."

"Micro aggressions/bullying towards disabled staff are difficult to address when they come from senior colleagues in leadership positions. Fortunately, this seems to more of a historical problem rather than a recent issue. Nevertheless, it reduces the long-term confidence and perception of self-worth of disabled staff. There isn't really a current mechanism for empowerment to overcome this."

There are also problems raised about particular groups of staff having access to knowledge of support structures available, and the need for training was highlighted:

"Regarding bully and harassment, the correct policies and support mechanisms might be in place. However, PDRAs (junior researchers generally) do not have access to the know-how of where to find such help, when to report bullying, and what qualifies as bullying in the workplace. From my personal experience, it takes a lot longer than it should for bullying to be recognised and properly addressed. This is time that individuals suffer in silence. I think further training to staff and line management on bystander effect."

3. Knowledge about disability, and disability related inequalities

There were some concerns raised about how aware people are about issues related to disability for colleagues in the school:

"We also need to raise awareness of the hidden disability sunflower - many people don't know what it means (including at least one HoD in SEED) and everyone I know who wears a lanyard (sample size of 4) have *never* been asked by colleagues about accommodations or support needs."

"I have invisible disabilities combined with adult caring responsibilities. The impact of this on my work around exam time is rarely taken into account"

"Disability is poorly understood and dealt with according to only wheelchair related Disability. Long term chronic illness is poorly managed by my HoD"

There were suggestions that line manager training and possibly peer-to-peer support might be useful for disabled colleagues.

4. Inequalities relating to caring responsibilities and gender

Concerns were raised that gender inequalities, and inequalities due to caring responsibilities (which are gendered) have "fallen off the discussion board" recently in SEED:

"...it feels like gender equity has fallen to the wayside lately"

"I believe SEED EDI's commitments to EDI and honest discussion, led by Laura. I am less convinced by [department's] commitment, particularly around being "family friendly".

"... there does seem to be a lack of understanding/discussion around the complexity of the impact on maternity leave and caring for young children in T&R pathways. The impact isn't only for the year (or amount of time) a person takes maternity leave - it impacts networks, the production pipeline and visibility."

"The new central timetabling system with less flexibility and extended teaching hours is in tension with gendered equality"

This related to issues with microaggressions not just measurable outcomes in terms of equality:

"We're making great progress towards gender equality in terms of measurable outcomes. I know we haven't got it all figured out yet, but it's clear that the School is active in this area and things are improving. Further improvement could be made in challenging unconscious bias and gender based microaggressions."

5. Age, social class and nationality

This year we had some comments that related to other inequalities not already mentioned above, and reminded us to not limit ourselves to the inequities we consider:

"Anecdotally, many colleagues experience challenges related to their nationality, both within and outside the academic institution, that affect their careers".

"It is difficult for non-British coming from [redacted] to pay for dependent visa and IHS...The university earns its global rankings by keeping diverse faculty but do not even provide the basic allowance. This keeps us a lot behind British passport holders and those from the Global North. The university should reimburse the visa and IHS fee for at least two dependents. I hope this EDI issue is taken up seriously."

"...the institution feels about as far from an age friendly workplace as it is possible to get"

"I would like to see social class added as an EDI category on these surveys and in discussions of EDI strategy etc. I would stress that this is not to argue for the primacy of class as a category of discrimination above any of the others. Nevertheless, Britain is a highly class-stratified society and paths into academia (as with most professional careers) are becoming ever more

difficult to access for working class people”

Quantitative summary findings

Where possible (i.e., where group response numbers are sufficient), the following data have been tested using standard statistical methods to identify significant differences in group responses to the questions (tested at significance value of 5% Kruskal-Wallis. Values are masked where fewer than 5 responses were received).

All questions were scored using a strongly agree – strongly disagree 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). So, the higher the score indicated, the more in agreement respondents are with the question, on average.

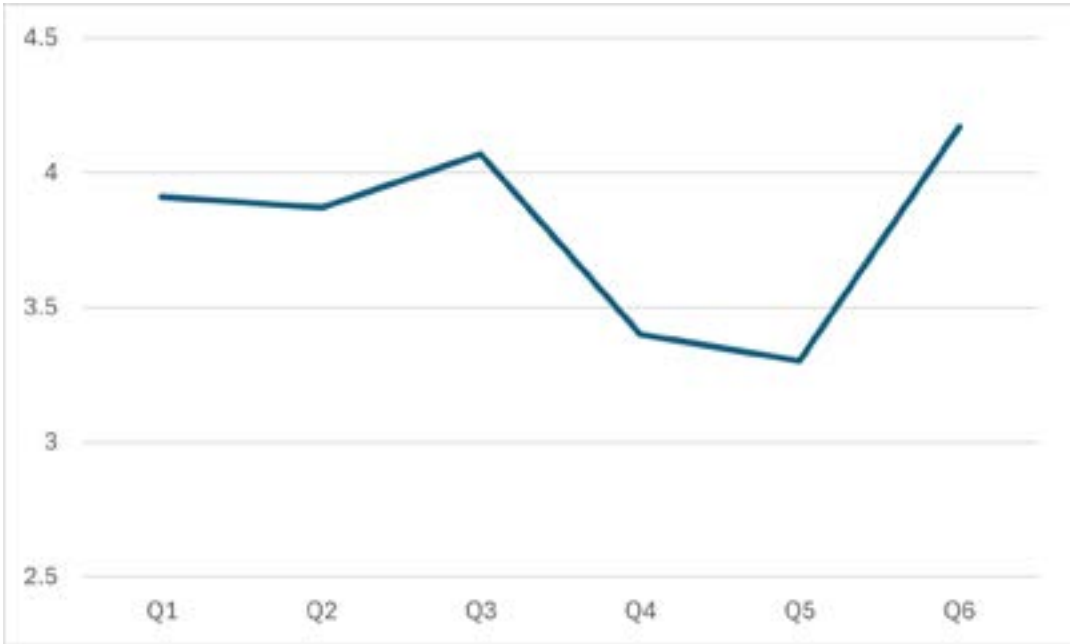
Section One – Teamwork & Support

Overall						
	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
Overall	3.91	3.87	4.07	3.40	3.30	4.27

All scores sit within a range from 3.30 – 4.27 with an average score of 3.80.

The strongest performance is recorded in relation to line manager support for career development (Q3) and flexible working (Q6). Support for mental health and well-being and on addressing bullying, harassment and discrimination are viewed less favourably.

These results are very consistent with the 2023/24 pulse survey. Small, non-significant, improvements are seen in response to belonging to a team (Q1; + 0.11), knowing where to find support (Q2; +0.15) and satisfaction with how bullying, harassment and discrimination are addressed (Q5; +0.12) which is encouraging. This is a positive trend, though further work is needed to enhance this development.



Overall question scores.

Breaking Down SEED Average Scores

By Staff Role						
	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
Academic	3.77	3.73	3.87	3.09	2.95	4.23
PS	4.31	4.27	4.40	4.06	3.98	4.33

When comparing academic and PS staff, some statistically significant differences start to emerge. On five of the six questions (Q1 – Q5) PS staff return significantly more positive scores compared to their Academic counterparts. This reflects a stronger culture of teamworking for PS staff alongside good support systems including around mental health and bullying, harassment and discrimination.

Both groups agree strongly that flexible working is possible in their area.

These trends are consistent with 2023/24 with the exception that there is now also a significant difference relating to line manager support amongst PS staff.

By Department (Academic Staff Only)

	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
ARCH	*	*	*	*	*	*
GDI	3.64	3.64	3.84	2.80	2.95	4.00
GEOG	3.60	3.67	3.87	3.07	2.79	4.33
MIE	4.03	3.92	3.97	3.46	3.06	4.22
PPEM	3.70	3.70	4.00	2.67	3.13	4.60

No statistically significant differences were identified when looking at the different departmental data. When comparing against the 2023/24 data there are no significant changes.

By Disability

	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
Yes	3.88	3.94	3.97	3.21	2.90	4.09
No	3.91	3.88	4.12	3.49	3.41	4.35
Prefer not to say	3.88	3.38	3.75	2.88	3.57	3.88

No statistically significant differences identified.

Previously there were a couple of statistically significant differences for Q1 and Q4. The scores for those two questions remain lower for staff declaring a disability compared staff without a disability but the margins have closed slightly.

By Trans/Trans History

	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
Yes	*	*	*	*	*	*
No	3.89	3.88	4.07	3.41	3.29	4.28
Prefer not to say	*	*	*	*	*	*

No statistically significant differences identified. 'Yes' and 'Prefer not to say' groups are below the 5 response threshold and therefore we do not share these to avoid identifying colleagues.

By Ethnicity

	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
Arab	*	*	*	*	*	*
Asian - Bangladeshi	*	*	*	*	*	*
Asian - Indian	3.29	3.43	4.00	3.14	3.14	3.71
Black - African	*	*	*	*	*	*
Chinese	4.00	4.00	4.40	3.80	3.25	4.40
O t h e r Asian	*	*	*	*	*	*
O t h e r Ethnic	3.00	3.00	4.00	3.00	2.60	4.00
O t h e r Mixed	*	*	*	*	*	*
Prefer not to say	*	*	*	*	*	*
White	3.94	3.89	4.09	3.45	3.37	4.32
'BAME'	3.68	3.82	4.04	3.25	3.08	4.07

This includes the data 'as collected,' as well as the composite 'BAME' category (highlighted). Whilst we recognise that BAME has multiple issues as a grouping and as terminology (and as an EDI team we avoid it where possible), it has been included here to

provide a composite category to allow comparison between white staff who at present form the majority in the school, and those from minoritised ethnic backgrounds.

When comparing the 'BAME' group with the White group, there are no statistically significant differences despite the 'BAME' staff responses being slightly lower across the board.

The previous difference in response to flexible working has now disappeared.

By Gender						
	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
Genderfluid	*	*	*	*	*	*
Man	3.95	3.89	4.16	3.43	3.43	4.27
N o n - Binary	*	*	*	*	*	*
Woman	3.86	3.90	4.00	3.40	3.23	4.31
Prefer not to say	*	*	*	*	*	*

No statistically significant differences were identified.

By Grade (PS)						
	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
5 or below	4.30	4.26	4.41	4.04	3.83	4.11
6 or above	4.33	4.29	4.38	4.10	4.18	4.62

No statistically significant differences were identified.

By Position (Academic)						
	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
A s s o c Research Fellow	*	*	*	*	*	*
GTA	*	*	*	*	*	*
S e n i o r Tutor	*	*	*	*	*	*
P o s t - graduate Research	*	*	*	*	*	*
Post Doc	*	*	*	*	*	*
Lecturer	3.68	3.85	3.94	2.84	3.13	4.15
S e n i o r Lecturer	3.84	3.76	4.08	3.33	3.13	4.20
Reader	3.73	3.45	3.82	2.80	2.75	4.27
Professor	4.04	3.91	3.70	3.04	2.81	4.18

No statistically significant differences were identified.

The only change from the previous pulse survey relates to Post Doc staff, where there are now not enough submissions to make a comparison.

By Religion

	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
Catholic	*	*	*	*	*	*
Christian	4.07	4.00	4.23	3.80	3.77	4.27
Hindu	*	*	*	*	*	*
Muslim	*	*	*	*	*	*
Spiritual	*	*	*	*	*	*
No religion	3.92	3.85	4.05	3.34	3.22	4.30
Prefer not to say	3.42	3.08	3.58	2.58	2.45	3.75
Religion Combined	4.03	4.15	4.26	3.82	3.77	4.34

There are many groups here where the numbers are small. A combined category has been included to allow the comparison of staff that returned a religion to be compared with the overall population.

There are two statistically significant differences here, both relating to question five (bullying, harassment and discrimination). Both the Christian and Religion Combined groups scores significantly higher for this question.

The religion data trends are consistent with the previous 23/24 pulse survey. For the question in relation to bullying, harassment & discrimination, whilst a significant difference continues to exist, the margin has closed somewhat (No religion group increased by +0.26).

By Service

	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
< 3 Years	3.98	3.91	4.04	3.53	3.64	4.19
3 – 5 Years	4.12	4.00	4.47	3.76	3.60	4.41
5 – 10 Years	3.90	3.97	3.93	3.24	3.23	4.47
10 – 15 Years	3.65	3.76	4.65	3.18	2.53	4.06
> 15 Years	4.18	4.00	4.32	3.33	3.14	4.24

There is just one statistically significant difference relating to length of service. Staff with service between 10 – 15 years score lower when asked about bullying, harassment and discrimination.

This category of staff had the lowest score for this category in the last survey, but the gap has now grown. The score for this group has decreased by 0.23 compared with 23/24, where all other groups now report a higher score than previously.

By Sexual Orientation

	Q1	Q2	Q3	Q4	Q5	Q6
	I feel like part of a team	I know where to go if I need support	My line manager or supervisor supports my career development	My mental health and wellbeing are supported	I am satisfied how bullying, harassment and discrimination and addressed	My area enables flexible working
Bisexual	3.86	3.36	4.07	3.00	3.25	4.14
Gay	3.82	4.00	4.00	3.73	3.00	4.17
Heterosexual	3.92	3.96	4.08	3.44	3.36	4.28
Lesbian	*	*	*	*	*	*
Queer	*	*	*	*	*	*
Prefer not to say	3.64	3.27	3.73	3.00	3.00	4.45

No statistically significant differences were identified.

This is a positive change from the previous survey where gay staff responses were significantly lower across several questions.

Section Two – Equality

This section is split between PS and Academic colleagues. PS staff were asked questions in relation to the School as a whole. Academic staff were asked to consider both the School and their Department independently. PGRs were also asked an additional question in relation to their supervisor.

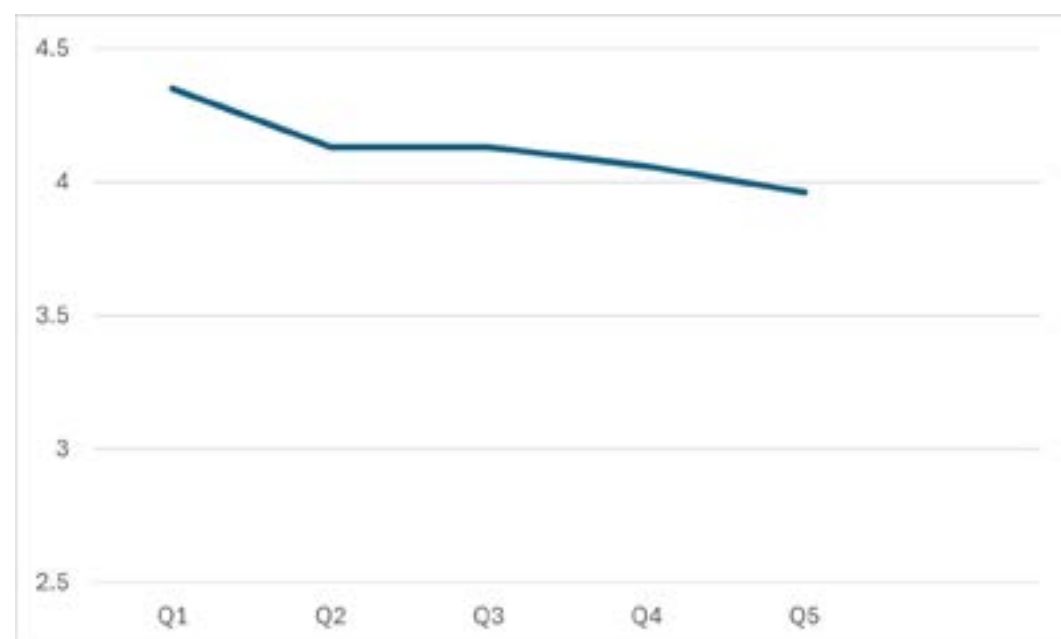
All questions were score using a strongly agree – strongly disagree 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). So, the higher the score indicated, the more in agreement respondents are with the question, on average.

Contributions valued for Professional Services Colleagues

Overall

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
PS	4.35	4.13	4.13	4.06	3.96

PS staff score highly across all 5 questions in relation to equality and valued contributions.



By Disability

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
Yes	4.45	3.82	3.55	3.55	3.73
No	4.36	4.22	4.31	4.23	4.06
Prefer not to say	*	*	*	*	*

No statistically significant differences were identified.

By Trans/Trans History

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
Yes	*	*	*	*	*
No	4.34	4.13	4.13	4.09	3.98
Prefer not to say	*	*	*	*	*

No statistically significant differences were identified.

By Ethnicity

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
A s i a n - Chinese	*	*	*	*	*
Chinese	*	*	*	*	*
Other Asian	*	*	*	*	*
White	4.43	4.19	4.12	4.10	4.05
'BAME'	3.83	3.67	4.17	3.83	3.33

No statistically significant differences were identified. However, scores are lower on Q1, 2, 4 and 5 which is worth noting.

By Gender

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
Man	4.43	4.21	4.07	4.08	3.85
Woman	4.30	4.09	4.15	4.09	4.03
Prefer not to say	*	*	*	*	*
Overall	4.35	4.13	4.13	4.06	3.96

No statistically significant differences were identified.

By Grade (PS)

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
5 or below	4.41	3.93	4.00	4.04	3.81
6 or above	4.29	4.38	4.29	4.10	4.14

No statistically significant differences were identified.

By Religion

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
Christian	4.33	4.44	4.11	4.33	4.22
Hindu	*	*	*	*	*
No religion	4.42	4.15	4.15	4.03	3.97
Prefer not to say	*	*	*	*	*
Spiritual	*	*	*	*	*
Religion combined	4.33	4.42	4.25	4.42	4.17

No statistically significant differences were identified.

By Service

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
< 3 Years	4.28	4.06	4.03	4.03	3.94
3 – 5 Years	4.60	4.40	4.40	4.20	4.20
5 – 10 Years	*	*	*	*	*
10 – 15 Years	*	*	*	*	*

No statistically significant differences were identified.

Despite lack of significance, scores trend upwards with length of service across all questions.

By Sexual Orientation

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
Bisexual	4.29	3.71	3.71	3.50	3.67
Gay	4.20	4.00	4.20	4.20	3.60
Heterosexual	4.34	4.19	4.13	4.13	4.06
Lesbian	*	*	*	*	*
Queer	*	*	*	*	*
Prefer not to say	*	*	*	*	*

No statistically significant differences were identified.

Academic Staff

Department Support

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
ARCH	*	*	*	*	*
GDI	3.48	3.64	3.83	3.38	3.45
GEOG	3.80	3.47	3.33	3.07	3.27
MIE	4.11	3.86	3.78	3.80	3.63
PPEM	3.67	3.67	4.00	3.89	3.75

No statistically significant differences were identified.

There is a shift here when compared to 23/24 where GDI had two outlying scores (Q3 & Q4). Both of the scores for GDI staff in those questions have increased (Q3; +0.72, Q4; +0.57). This was echoed in some qualitative responses: "I can see positive changes at the GDI level. Steps have been taken to ensure inclusion and diversity."

School Support

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
ARCH	*	*	*	*	*
GDI	3.57	3.59	3.77	3.36	3.55
GEOG	3.67	3.87	3.67	3.73	3.53
MIE	3.68	3.78	3.81	3.54	3.43
PPEM	3.50	3.50	3.90	3.60	3.70

No statistically significant differences were identified.

The primary change from 23/24 is that Geography are now in line with other departments for Q2 (Equality Support) where they were previously slightly ahead.

By Disability

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
Yes	3.42	3.45	3.50	3.10	2.90
No	3.59	3.72	3.78	3.61	3.63
Prefer not to say	4.17	4.17	4.50	4.00	4.00

The only question to which disabled staff reported a statistically significant difference was active support for disability (Q5). The relevance to this staff group shows the need for continued work in this area, although it should be noted the positive change from 23/24 (+0.28).

By Trans / Trans History

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
No	3.56	3.67	3.74	3.51	3.46
Prefer not to say	*	*	*	*	*

No statistically significant differences were identified. 'Yes' % 'Prefer not to say' groups

below 5 response threshold.

By Ethnicity

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
Arab	*	*	*	*	*
Asian - Bangladeshi	*	*	*	*	*
Asian - Indian	*	*	*	*	*
Black - African	*	*	*	*	*
Chinese	*	*	*	*	*
Other Asian	*	*	*	*	*
Other Ethnic	*	*	*	*	*
Other Mixed	*	*	*	*	*
Prefer not to say	*	*	*	*	*
White	3.58	3.74	3.78	3.63	3.51
'BAME'	3.50	3.33	3.50	2.93	3.17

Due to the small numbers, its only possible to compare the 'BAME' grouping with the White staff.

Similarly to the Disability category, it's notable that the only statistically significant difference is found in response to the most pertinent question (Q4 – Race Equality). There has been a small increase since 23/24 (+0.13) but this remains a live issue.

By Gender

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
Female	3.39	3.63	3.53	3.36	3.29
Genderfluid	*	*	*	*	*
Male	3.78	3.73	3.95	3.68	3.68
Non-binary	*	*	*	*	*
Prefer not to say	*	*	*	*	*

In a recurrent theme, a statistically significant difference can be found between female and male responses relating to gender equality (Q3). This is a change from the last survey where no significant differences were found.

By Religion

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
Catholic	*	*	*	*	*
Christian	3.79	3.79	3.89	3.58	3.58
Hindu	*	*	*	*	*
Muslim	*	*	*	*	*
Pagan	*	*	*	*	*
Spiritual	*	*	*	*	*
No religion	3.51	3.68	3.66	3.53	3.38
Prefer not to say	3.56	3.44	4.11	3.22	3.86
Religion Combined	3.61	3.47	3.68	3.28	3.55

No statistically significant differences were identified.

By Sexual Orientation

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
Bisexual	3.00	3.20	2.80	2.60	2.80
Gay	*	*	*	*	*
Heterosexual	3.61	3.69	3.76	3.59	3.54
Queer	*	*	*	*	*
Prefer not to say	3.88	3.88	4.25	3.50	3.50

No statistically significant differences were identified.

By Service

	Q1	Q2	Q3	Q4	Q5
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality
< 3 Years	3.00	3.33	3.80	3.33	3.47
3 – 5 Years	3.58	3.73	3.73	3.73	3.80
5 – 10 Years	3.60	3.84	3.58	3.48	3.45
10 – 15 Years	3.63	3.56	3.88	3.63	3.33
> 15 Years	3.63	3.56	4.00	3.60	3.55

No statistically significant differences were identified. Staff with more than fifteen years' service still score the highest for Q1 (Valued Contribution) but no longer to a significant extent.

By Position (Academic)

	Q1	Q2	Q3	Q4	Q5	Q6
	My contributions are valued in my area	My school/ department actively supports equality	My school/ department actively supports gender equality	My school/ department actively supports race equality	My school/ department actively supports disability equality	(PGRs only) My supervisor actively supports equality
Assoc Research Fellow	*	*	*	*	*	N/A
GTA	*	*	*	*	*	N/A
Senior Tutor	*	*	*	*	*	N/A
Postgraduate Research	*	*	*	*	*	N/A
Post Doc	*	*	*	*	*	N/A
Lecturer	3.25	3.70	3.50	3.32	3.28	N/A
Senior Lecturer	3.83	3.67	3.58	3.38	3.46	N/A
Reader	3.60	3.50	3.80	3.60	3.50	N/A
Professor	3.96	4.09	4.17	3.91	3.62	N/A

No statistically significant differences were identified.

Previously GTAs and Professors were outliers for Q1 (at opposite end of the scale) but there are now not enough GTA responses to report, and Professors, whilst the highest scoring are not statistically significantly different. It is positive to see the PGR response to 'My supervisor actively supports equality'.