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The University of Manchester

The University of Manchester
**Equality
Information
Report**

March 2026

Contents

	Page
Foreword	1
Introduction	2
Our Priorities & Terminology	3
Progressing our EDI strategy	4
Our achievements	5
Colleague equality information	12
Age	13
Disability	16
Ethnicity	19
Legal sex	27
Recruitment	32
Sexual orientation and gender identity	34
Religion and belief	37
International colleagues	39
Maternity and paternity leave	40
Grievances, disciplinary and tribunal cases	41
Student equality information	45
Undergraduate	47
Age	47
Disability	48
Ethnicity	49
Domicile	50
Legal sex	52
Religion and belief	52
Sexual orientation and gender identity	53
Postgraduate	54
Domicile	54
Ethnicity	55
Legal sex	57
Looking ahead	58
Appendices	59



Foreword

As I reflect on another meaningful year at The University of Manchester, I am reminded that our commitment to Equality, Diversity and Inclusion (EDI) is not simply a programme of work, it is a responsibility that speaks to who we are as a community. It is central to the progress we seek to make together, and to the kind of institution we aspire to be.

This year has brought important advances, while also shining a light on areas where further effort, honesty and courage are needed. The launch of "From Manchester, For the World" our University strategy for 2035 invites us to think boldly about the future, a future that must be sustainable, inclusive and innovative. At its heart lies the imperative to embed EDI into every part of our long-term vision. This report offers us an opportunity not only to reflect, but to reaffirm our commitment to cultivating an environment where every member of our University feels that they truly matter. It also underscores our accountability to the whole of our community.

As we approach the final year of our current EDI strategy, we acknowledge the tangible progress that has been achieved which signaled in part through our growing recognition in national equality charters, while recognising the continued work required to drive deeper and more lasting change. We are encouraged by the meaningful strides made across the institution: increased diversity in senior leadership (EIR 2026, p. 24 and p.25; continued rises in the proportion of women in leadership roles (EIR 2026, p. 24 and p.25; meeting our representation goals for disabled colleagues with an increase of 4% in the overall number of colleagues; and strong recruitment of Global Majority colleagues (30% total of successful application).

This applies across the student community as well. We have monitored the increased diversity among postgraduate and undergraduate cohorts; achieved our representation goals for disabled students (EIR 2026, p. 49); and demonstrated strong recruitment and retention of Global Majority students (EIR 2026, p. 52). At the same time, we recognise that disparities remain in specific areas, and we remain wholly committed to addressing them. Our recent pilots, such as the Inclusive Ambassadors initiative, along with strengthened inclusive recruitment guidance and an expanded programme of training, have all contributed to this progress. We will continue to evaluate, refine and build upon these efforts so that they deliver enduring benefit for the entire University.

None of this would be possible without the active engagement, thoughtfulness and challenge offered by our colleagues and students. Your insights have shaped our practices and strengthened our resolve. We remain committed to listening, responding and learning from you. It is your dedication that continues to define us as a community.

Looking ahead, the Manchester 2035 strategy reinforces that building an inclusive University is a shared endeavour. We remain steadfast in our ambition to create an environment where everyone feels valued, respected and empowered to succeed. Our journey towards greater equality, diversity and inclusion is ongoing, and there is much more we must do. As we move forward, we must continue to ground ourselves in our core values of humanity, academic excellence, and our deep belief in the transformative power of inclusive education.

Professor Nalin Thakker
Vice-President for Social Responsibility

Introduction

Welcome to 2026 Equality Information Report, a publication that provides the reader with Equality, Diversity and Inclusion (EDI) information for The University of Manchester.

We are proud to be one of Britain's largest single-site universities home to diverse and vibrant community with numbers of more than 12,000 colleagues and around 48,000 students. This report showcases our accomplishments and ongoing efforts, while identifying areas for further improvement. This report provides insights that are relevant to both colleagues and students. It also reflects our commitment to meeting and surpassing our Public Equality Duty (PSED) over the past year.

Our aspiration to become a truly inclusive institution has shaped the three key focus areas of our Equality, Diversity, and Inclusion strategy (launched in 2022):

- Inclusive environment and culture
- Diverse representation
- Inclusive practice

To further evidence and advance our commitment to providing an equitable and inclusive experience for all members of our community, we have included a snapshot of activity from across Faculties, Professional Services (PS) and Cultural Institutions. Thank you for taking the time to read our report.



Our Priorities

We have set three key priorities as outlined in our EDI strategy for us to achieve our ambition to become an outstandingly inclusive place to work and study.

a. Inclusive environment and culture

Creating an inclusive and accessible environment where it is everyone's responsibility to ensure that every member of our University community is treated fairly and with dignity and respect.

b. Diversity and equity across our community

Promoting diversity throughout every facet of our University community, so we mirror both the society we serve and the richness of global talent.

c. Inclusive practice

Implementing an environment where all colleagues and students feel supported and are encouraged to achieve their full potential by ensuring equitable and accessible equal development opportunities, rewards and recognition mechanisms that celebrate and value diversity.



Terminology

This report provides an in-depth analysis of legal sex, using the terms "male" and "female". We acknowledge that further efforts are needed to improve the collection of gender identity data and to strengthen our support for non-binary inclusion. Gender identity data is collected; however, it is not currently included in our published diversity monitoring. Publication will begin once the dataset is sufficiently developed.

The term 'Black, Asian and Minority Ethnic' (B.A.M.E.) was previously used in ethnicity data to encompass a wide range of different ethnicities, regardless of a person's origin or nationality. We recognise that the term 'BAME' itself is outdated and does not decipher its diverse range of ethnic groups and nationalities well. We will be as specific as possible about the ethnic category/group we are referring to. Even so, where collective terminology required, we will utilise the term 'Global Majority', to ensure that the reader is guided by context. In any graphics and corresponding descriptors, the term B.A.M.E. will be used. Please see the glossary for any further information.

Where we reference colleagues and students who have not shared a disability, we use 'Not known to be disabled', and where information is not provided we have used 'Unknown'. LGBTQ+ stands for Lesbian, Gay, Bisexual, Transgender, Queer (or Questioning), and other sexual orientations and gender identities. 'Overseas' colleagues and students come from countries outside the UK and the EU.

As part of our ongoing efforts, we encourage everyone to keep their EDI information up to date and to participate in surveys about how we use this data. Colleagues can do this by completing their equality details in MyView. This is crucial for identifying areas of underrepresentation which aligns with EDI efforts to create a much more inclusive, representative and welcoming environment for all.

We are now collecting data on caring responsibilities in addition to gender identity. Though, only 5% colleagues have provided us with this information. We urge everyone to complete any relevant details in order for us to help better understand and support our diverse community.

Progressing our EDI strategy

This report has been prepared by the EDI Directorate's data team to evaluate the University's equality data, to inform and facilitate policy change, intervention strategies and the continued monitoring of change, in accordance with the 2010 Equality Act's annual publication requirements.

For this report, we collaborated with the Directorate of Planning and Directorate of People to use real-time, streamlined and quality-checked data. Data is an essential tool in telling the story of what we are doing at the University. Part of this is acknowledged by recent University charter mark awards, including silver Athena Swan and silver Race Equality Charter. We are also placed among the Top 10 Employers in Stonewall's Workplace Equality Index and have gained Disability Confident leader status.

Our EDI Community

Across the University, there are three main groups involved in developing policies, structures, and activities to support the EDI community. The EDI Directorate provides overall leadership and coordination of Equality, Diversity and Inclusion across the University, guiding the development and monitoring of the EDI strategy. The team includes an EDI Director, who is part of the PS leadership Team, alongside EDI Partners who support faculties and PS in implementing EDI practices. They are supported by project officers, data analysts, and a charter marks coordinator. EDI academic leads provide leadership and guidance to colleagues working on the University's equality objectives. Focus areas include teaching and learning, charter marks, committee participation, along with student and colleague recruitment, retention, and achievement. We have designated academic leads for gender and sexual orientation, race and religion, and disability.

Colleague networks provide a key platform for diverse perspectives to advocate for improvements and contribute directly to the EDI Committee. They are essential for promoting organisational change and inclusivity at the University.

Our networks represent key communities, including:

- BeeProud LGBTQ+ Network
- Black, Asian and Minority Ethnic Network
- Disabled Network
- Women at Manchester Network
- Parents and Carers Network

EDI colleagues from each faculty are also essential strategic partners in implementing EDI initiatives, promoting inclusive practices, and coordinating events across their institutional units.



Our achievements

Cultural Institutions

Jodrell Bank Centre for Engagement (JBCE)

Jodrell Bank inspires lifelong engagement with science. Through the JBCE, initiatives are developed to make this scientific journey accessible to the widest possible audience, reflecting a commitment to creating "space for all." The centre actively addresses barriers to science and participation, fostering an empathetic and inclusive environment that empowers its diverse communities.

In partnership with a wide range of groups and organisations, the centre designs programmes and events that promote access and inclusion within physics and astronomy fields that continue to face challenges regarding diverse representation.

Initiatives during the reporting period:

- An accessibility audit carried out by students through the partnership with the Seashell Trust led to the establishment of a cross-team accessibility task group to take forward the recommendations. The group will continue working with the Seashell Trust and other partners to further develop a visitor experience that is genuinely accessible to all.
- Sensory backpacks have been created and trialed through our partnership with Space4Autism, to enhance the visitor experience.
- Continue to run 'relaxed opening' sessions monthly (1st Sunday of the month), for those who would benefit from a quieter experience - sound levels are lowered in our spaces, a relaxed film showing is on offer in the dome and we provide a chill-out space.
- Disability awareness training for all colleagues to improve colleagues confidence in providing an inclusive visitor experience.
- Over 500 free of charge tickets have been distributed through our community ticket scheme ('Discovery Tickets'). This is a 'pay it forward' scheme where visitors can donate a ticket when booking their visit; tickets are distributed through partnerships with local communities such as The Joshua Tree, Proud2bParents, Waythrough and the Together Trust.
- Work experience programme continues to thrive – 25 young people joined us for science communication placements this year, working alongside our engagement team.
- Participation in the 'Our World From Space' project, funded by the UK Space Agency and NERC and facilitated by the Association of Science and Discovery Centres (ASDC). Project funding supports

educational visits from widening-participation qualifying primary schools in 2026 where pupils participate in coding workshops ('AstroPi' developed by the Raspberry Pi Foundation) supported by our volunteers and engagement team.

- The volunteering programme continues to thrive and is now supporting a diverse cohort of 65 individuals. The programme offers adaptable scheduling including regular shifts or short-term blocks which accommodate the academic commitments of our university and school-aged volunteers.

Manchester Museum

In 2025, Manchester Museum was recognised on a global stage for winning the European Museum of The Year. The Museum's work was praised by judges for its 'thoughtful, informed and impactful community engagement, creating a truly inclusive space where all individuals, regardless of identity or background, can see themselves reflected and represented'. Led by values of care, creativity and inclusion and a mission to build understanding between cultures and a more sustainable world, the museum has continued to invest in organisational development to ensure accessible and equitable engagement with communities locally and globally.

- **Programming and Events:** The Celebrates programme welcomed 100 young people seeking asylum to the annual community iftar at Manchester Museum, many observing their first Ramadan in Manchester. As part of Eid celebrations, 'Educate Against Islamophobia' event delivered an islamophobia awareness workshop for colleagues and visitors.
- The Museum also partnered with communities to raise awareness and funds for those affected by global humanitarian crises, three events highlighting Palestinian heritage and two Sudanese-led fundraisers which collectively raising over £3,000 for grassroots aid organisations in Sudan.
- The Wild exhibition continued to platform marginalised voices in climate and ecology, featuring queer-led outdoor groups and a Neurodiversity Week takeover with young artists from PINC College and Venture Arts.
- Audience shows strong impact: 95% of visitors feel welcome and included (69% strongly agree), 97% feel they can be themselves (72% strongly agree), and 82% feel a sense of community at the Museum.

- **Training:** Colleagues completed 'Creating Easy Reads' and deaf awareness training to commit to accessible resources in temporary exhibitions. The visitor team also undertook visual impairment training to support blind and visually impaired visitors.
- Colleagues and volunteers attended a training session led by Rebecca Loy (National Museums Liverpool) on deconstructing race and racism to deepen understanding the Museum's historical context and collections. 50 colleagues also began Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) core training to strengthen cultural safety in working with indigenous peoples. In addition, the Museum is developing an Indigenous museums workbook which will be launched in 2026.
- Colleagues have increased sensory materials on offer to visitors and a dedicated quiet room. The Cat That Slept For a Thousand Years exhibition included weekly 'Quiet Time' tickets for a quieter and sensory-friendly experience slot. The new Museum website launched in December with accessibility features, including user way accessibility widget.
- **Galleries:** In December, The Museum launched Africa Hub, a digital project dedicated to reconnecting African collections. The Museum also launched the Decolonise! Trail to reflect on its colonial history and legacies.

The Whitworth

The Whitworth continues to strengthen its commitment to anti-racism and inclusion across its training and cross-departmental initiatives. These initiatives will continue into 2026 to ensure sustained progress in our EDI efforts.

- **Anti-Racist Framework:** Francine Hayfron (Cultural Park Keeper) has been working to develop an 'Anti-Racist Framework' for the Whitworth following a series of departmental meetings and all-colleagues survey. The framework aims to strengthen policy clarity, workplace culture and inclusive recruitment practices and meaningful EDI training experience. Francine was awarded a distinction for her diploma, which will continue over the next 12 months. The qualification she completed is the Corndel Leadership & Management Diploma Level 5.
- **Trans-Inclusive Culture Network:** The Whitworth has joined a cultural partnership with Leicester University to support a step change in the capacity and confidence of the UK's culture sector to advance trans inclusion. As participants in this research network, Dominic Bilton (project producer) and Poppy Bowers (senior curator) attended a 2-day residential at University of Leicester to workshop the current

trans-inclusive guidance and identify the key areas in need of revision and expansion. As part of this programme, 2-hr workshop titled 'Working with Trans Communities' was delivered. This workshop was based on experiences working on the exhibitions (Un)defining Queer, Women in Revolt and Yuki Kihara: Darwin in Paradise Camp.

- **Programmes:**
 1. Rosie Woolaghan (Visitor Team Assistant) ran a local migraine awareness campaign.
 2. The Whitworth Anti-Racism Group and Valentin Diakonov (Curator) organised an introductory romani language and culture workshop for all colleagues that took place on 24th January.
 3. Rosie Woolaghan (Visitor Team Assistant) also joined Jackie Carter on her Let's Talk Disability podcast back on 22nd September.
 4. Fiona Cariss (Volunteer Manager) organised Visual Impairment training with Henshaw's which ran on 29th April.
- **Training:** Dominic Bilton (Project Producer) and Helen Fairs (executive assistant to the Director) attended deconstructing race and racism training at Manchester Museum with Be What You See and Professor Rebecca Loy from National Museums Liverpool.

Professional Services (PS)

Employee Relations: Achieved a 'highly commended' award at the Business Culture Awards for launching an in-house mediation service in partnership with Conflict Management Plus Limited (CMP). By recruiting and training a diverse pool of mediators, implementing rapid response protocols, and promoting early intervention in workplace conflict matters. The University handled 55 cases between January 2024 and April 2025 with an 82% success rate for informal resolution. This approach significantly reduced case duration, improved colleagues' wellbeing, and focused on accountability, learning, and belonging.

The team also worked on moving towards a 'restorative just culture'. In line with the University's core values, particularly humanity, this work is being developed in partnership with leaders, the People Directorate and recognised trade unions. The approach seeks to prioritise repairing harm, rebuilding trust and embedding learning within grievance, Dignity at Work (DAW) and disciplinary processes, moving beyond a solely punitive model.

Implementation will focus on strengthening informal resolution within existing procedures, with trained



IT Services (ITS):

- The Directorate sponsored a stall at the Women in Tech event to help drive up awareness of the University and ITS as potential employers. The driver for this is that women are traditionally under-represented within the IT industry.
- IT services established and recruited to an Identity Change Lead role. The role was created to help the University address IT issues where a colleague or student's identity or chosen name is not reflected consistently across all IT systems. The postholder will be working with key stakeholder groups to understand requirements and concerns to ensure that these are built into systems and processes. The intent is for any IT systems and underpinning processes to be as inclusive as possible. This would include working with external vendors to ensure their products are developed with inclusivity in mind and aligned with University values.
- Efforts are still continuing to ensure that the University's digital estate is accessible and compliant (e.g. Public Sector Bodies Accessibility Regulations 2018). These initiatives include the creation of an accessibility design toolkit and guide; development of an ITS Accessibility policy; accessibility audits of our current digital estate; and improvements to the accessibility of the MyManchester environment for students.

Training:

- Training sessions were held over the summer on EDI and how AI could be used to make recruitment more inclusive. The workshops created an opportunity for hiring managers to discuss recruitment challenges with respect to AI (e.g. AI-generated applications or responses) and develop strategies for how technology could be used to make recruitment and assessment practices more equitable (e.g. using transcription capabilities to give candidates 'visibility' of questions during an interview).

Library - Ahmed Iqbal Ullah RACE Centre and Education Trust

Commemoration and Visibility of Black Histories:

- The Centre addressed the lack of visible commemoration of Global Majority histories in Manchester by commissioning walking trails on Black abolitionist and Pan-African activism, alongside a resource on Black histories in Cheetham Hill.
- In 2025, commemorations of the Fifth Pan-African Congress included events and exhibitions in partnership with cultural organisations, and colleague and student researchers from the Race, Roots & Resistance Collective's Emerging Scholars programme, reinforcing the importance of Black histories in contemporary discourse. This programme culminated with the event "Courage, vision, planning and fearless work": the Congress Lives On, in which we reflected on what important Black histories mean today.

Ethical Practice and Community Collaboration:

- The launch of Working Ethically with Black Histories: A Manifesto in late 2024 has influenced schools and cultural organisations, guiding ethical engagement with Black histories.
- Established a Critical Friends Panel to ensure accountability and community-led practice.

Educational Resources and Youth Engagement:

- The centre launched 'Cultivating Compassion and Critical Thinking' in June 2025 to enforce interest among young people about the rights of refugees. This highlights approaches and activities that can encourage compassion and critical thinking.
- In 2025, a dedicated website section for educators was introduced, providing tools to integrate Global Majority histories into classrooms.
- Over the academic year, our Young People and Schools Officer worked with 16 schools and youth organisations, reaching 1,220 young people through activities both in schools and at the Centre.

Accessibility and Inclusion:

- A partnership with Venture Arts focused on making archives and collections more accessible for people with learning disabilities and neurodivergence. Through hands-on sessions and artist placements, we explored inclusive approaches to engagement.

Sector-Wide Anti-Racist Work:

- The centre continues to influence the heritage sector through collaborations with the Association of Independent Museums, supporting anti-racist reviews and contributing to projects.

- Leadership roles in advisory groups and mentoring for the National Lottery Heritage Fund further extend this impact across the sector in the North of England.

Faculty of Biology, Medicine and Health (FBMH)

1. Diversifying Leadership Secondments: To address the persistent lack of diversity within leadership roles across FBMH, the Diversifying Leadership Secondments scheme was launched, open exclusively to Black, Asian and Minority Ethnic PS (Grades 5–7) and academic (Lecturer–Reader) colleagues. This initiative aligns with the ambition to build an inclusive Faculty where diverse perspectives shape decision-making and strengthen our research, teaching and working environment.

Secondees lead a strategically important Faculty project, supported by senior mentors, enabling them to develop leadership capability, broaden networks and gain enhanced visibility across FBMH and the wider University. To further support their progression, participants will receive first option for FBMH-funded external leadership programmes, including Aurora and Stellar HE.

2. Kenya/Manchester Partnership: The faculty held on the retreat cohort consisted of women from a variety of Kenyan Universities and University of Manchester colleagues who came together for a week in Manchester.

Sessions, talks and workshops were held, ranging from a showcase of FBMH global involvement, strengths assessments on utilising professional talents, to a wellbeing session. All participants shared life and professional experiences, forming bonds over juggling work/life balance, and assessments on how to change a gendered academic landscape, globally.

Going Global Kenya/Manchester Partnership Senior Women's Leadership Programme : This British Council and UoM- match funded project brought together partners from The University of Manchester and 4 institutions in Kenya for a 12-month programme of activity to address the persistent under-representation of women at senior, executive level and to conduct research into global leadership. This included an FBMH-organised leadership retreat week for 23 senior women from Manchester and Kenya.

The programme and retreat included inspiring talks and panel discussions from senior women leaders and allies; workshops across a range of subjects including personalised strengths assessment leading to authentic, strategic leadership; an energising focus on wellbeing for women leaders, presented by Prof Olive Mugenda (Kenya programme lead and first, female Vice Chancellor in East Africa).

3. International Women's Day: FBMH has hosted leading physicist and inclusion advocate Dr Claire Malone. The talk explored how marginalised groups face systemic challenges in academia due to the rigid emphasis on time constraints and productivity metrics.

This talk was followed by a workshop looking at the stereotypes that impact women and other groups. The panel discussed the impact these stereotypes can have on various aspects of an individual's life and how we as a university have a responsibility to challenge these stereotypes.

4. SR conference keynote: In 2025, FBMH hosted the first Social Responsibility Conference with Professor Erinma Bell as the keynote speaker. Professor Bell shared impactful insights into the importance of bridging social capital to build understanding and innovation between communities. She highlighted the importance of its role in transforming representation into agency to enable social change and communities to thrive.

5. Bindweed project: This project was commissioned by The University of Manchester's School of Medical Sciences (SMS). This project is a series of graffiti-styled stencils inspired by the plant bindweed and installed at three locations in the Stopford Building, which houses The University of Manchester's Medical School.

This installation forces us to recognise how disabled experiences are often overlooked when they are not visible and encourages us to think about how the pace of higher education settings often amplify this invisibility. The artwork was installed in three phases over six weeks with volunteer support in a guerrilla style to build intrigue. In the final installation, a QR code was revealed which links to resources and support networks for colleagues and students with unseen disabilities.

6. Autistica : School of Health Sciences achieved a Neurodiversity Employers Index (NDEI) score of 62 out of 100 after completing the Autistica Neurodiversity and Inclusion Survey. This reflected our commitment to fostering a neuroinclusive workplace. Building on this progress, we have submitted the survey as a faculty this year to continue to become a more neuroinclusive faculty.

7. Award - Dr Hamied Haroon: Dr Hamied Haroon received the Individual General Distinguished Achievement Award for his exceptional leadership in advancing disability inclusion. As founder of the Universities' Disabled Network and the National Association of Disabled Colleagues Networks, his work has driven systemic change across Higher Education and Research, inspiring colleagues nationwide. He also actively supports FBMH by championing inclusive practices and advising on EDI initiatives. Hamied is also the current academic EDI Lead for Disability.

8. Student Reverse Mentor Programme : This pilot reverse mentoring programme supports the University's strategic commitment to equity and inclusion by addressing persistent underrepresentation and awarding gaps affecting Black heritage undergraduate medical students.

Black students remain significantly underrepresented across medicine nationally and locally and currently experience a 12.5 percentage-point awarding gap compared with their White peers. Research highlights ongoing systemic barriers, including marginalisation, microaggressions, biased clinical assessment and limited access to culturally responsive support.

The pilot will pair 8–10 Black heritage medical students with senior FBMH educators to foster institutional cultural humility enhance colleagues' awareness and strengthen students' sense of belonging. Drawing on established frameworks such as Manchester Gold and Higher Education Anti-Racism Training (HEART). A mixed-method evaluation will assess colleague cultural competence, student experience and resulting curricular or policy enhancements.

The pilot provides a model that is aligned with Manchester 2035 and APP 2025–29 ambitions to reduce awarding gaps and advance inclusive educational practice.

Faculty of Humanities (HUMS)

1. Athena Swan Silver Awards: In 2025, Alliance Manchester Business School and the School of Social Sciences were both awarded Silver Athena Swan Awards for advancing gender equality and embedding an inclusive and supportive culture in teaching, research, and leadership. As of 2026 the Faculty's schools now hold three Silver Awards and one Bronze Award, reflecting the work happening across the Faculty and their commitment to the principles of the Athena Swan.

2. Expansion of Faculty Promotions Workshops: Building on the first humanities promotions workshop for Global Majority colleagues held in 2024, the EDI team held further dedicated workshops for Global Majority colleagues, women academics, and disabled academics in 2025. These hybrid sessions gave colleagues who are considering promotion the chance to hear from senior leaders, colleagues from the People Directorate, and those who had recently been successfully promoted. The Faculty plans to continue to hold workshops annually.

3. New arrangements for managing the Access and Participation Plan (APP) in Humanities: The new Humanities Teaching, Learning and Student Experience (TLSE) Access and Participation Plan (APP) Group was established in 2025, mirroring the structure in the other

faculties. EDI colleagues sit on this group to ensure TLSE and EDI are linked up, and APP updates are delivered to the Humanities EDI Committee. Recent EDI activity related to the APP includes support for Local Matters training which aims to create evidence-based, locally informed responses to poverty and disadvantage, and contributing to the Creative Media Intern project, giving Global Majority students from School of Social Sciences (SoSS) and School of Arts, Languages and Cultures (SALC) the opportunity to explore community engagement and filmmaking as part of a paid creative media internship.

4. The Antiracist University: SALC's Dr Sheena Kalayil and Dr Andy Smith developed and staged 'The Antiracist University', an interactive play based on Andy's 'a play for the people' model. The aim was to create a 'tool' that departments in SALC and beyond can use for antiracism training. The play invites volunteers to take on roles in a script framed around the question 'How do we foster a culture of antiracism', acting as a starting point for conversations on antiracism and giving space for open discussion. The play is iterative and co-created with participants, working their input into subsequent redrafts. 'The Antiracist University' has been staged throughout 2025, bringing together colleagues from across Humanities, senior leaders and colleagues across the wider University. It will also be staged at the Advance HE EDI Conference in March 2026.

5. Engagement with the Academic Returners scheme: The Academic Returners scheme was launched in 2023 and updated in 2025 and provides funding support for academic colleagues returning from an extended period of leave, regardless of gender or the reasons for leave taken. The faculty has been delighted to see high levels of engagement with the scheme from colleagues across Humanities and plans to continue to encourage colleagues to take advantage of the scheme going forward.

Faculty of Science and Engineering (FSE)

1. Advancing inclusion through collaborative practice: In 2024/25, the faculty launched EDI forums to showcase EDI work and strengthen collaborative practice across FSE. Engagement approaches are being refined to maximise participation, with the next forums planned for 2026.

2. Athena Swan: Both schools established Athena Swan Self-Assessment Teams (SATs). In the School of Natural Sciences (SoNS), 40 colleagues are leading a sub-SAT reviewing the action plan. In the School of Engineering (SoE), SAT with 20 members (colleagues and students) across all levels commence meetings in January 2026.

3. Building a Better World: The Faculty Social Responsibility (SR) and EDI team funded 2 EDI projects, including on Women in Science and Engineering and Enabling Access to STEM for disabled people through their Better World funding programme. The faculty SR&EDI team led on the FSE [Better World Celebration](#) event to recognise individuals and groups who are leading the way in SR&EDI. There were a record number of 48 award nominations in the EDI category

4. Colleague Training: The Faculty, School of Natural Sciences (SoNS) and School of Engineering (SoE) streamlined FSE's EDI training offer into three core themes for 2025/26: Level 1: Understanding Inclusion and Belonging in FSE, Level 2: Defining Intersectionality in FSE, Level 3: Putting Inclusion and Advocacy into Practice in FSE aligning with professional services and academic colleague practices.

5. EDI Student Training: FSE enhanced their Respect and Dignity package for undergraduates with a continued focus on increasing engagement, with 81% completion across both Schools.

6. Research & Funding: The Faculty developed guidance supporting researchers to embed EDI effectively in grant proposals, supporting compliance with funder expectations and strengthening EDI best practice. Early Career Researchers have reported the value of the resource. Evaluation is ongoing across key stakeholder groups.

7. Elevating Inclusive Practice: FSE continues to drive EDI best practice across teams. SoE led activity on inclusive working practices with groups including TLSE, while the Faculty partnered with Digital & Comms to deliver training on digital accessibility. Both Schools piloted inclusive recruitment with technical operations. These initiatives strengthened EDI capability across academic and professional services.

8. Inclusive Environments: The faculty led Phase 2 of the FSE Accessibility Audit assessing 60 rooms across SoNS buildings and Nancy Rothwell Engineering B, including labs, highlighting areas for improvement and future adjustments, with report and actions due in 2026.

9. Progressing Gender Equity: Academic colleagues in FSE led 2 workshops in 2025 celebrating women's achievements, navigating barriers, fostering peer support, and identifying leadership opportunities. Workshops were open to all academic colleagues of all genders, with 120 attendees sharing 100% positive feedback.

10. Recognition & Awards: SoNS achieved Institute of Physics Inclusion Award (Level 1), recognising work to embed equitable support for all physicists and enhance knowledge of EDI-related challenges.

11. Scholarships: FSE continues to offer Cowrie and Shilling student scholarships, alleviating financial barriers to Higher Education. SoE awarded 20 Shilling scholarships with the next round in 2026. SoE introduced Engineering Equity Post Graduate Taught (PGT) scholarship.

12. Strengthening Understanding: The Faculty led 'In Our Element' webinar, as part of the University's EDI Inclusion Week activities, offering insight into everyday academic work from a professional services perspective.

Honest reflections from academics at different career stages were highly valued, sparking critical conversations across colleague groups on workload, career pathways, and unseen labour, leading to requests for a further series in 2026.

13. Targeted Outreach: In response to feedback and underrepresentation of Black heritage students, SoNS, SoE and the Faculty launched open day lunches for prospective students and families. In 2025 4 events have engaged 220 participants. This initiative will be adopted University-wide from 2026 as part of core Open Day operations.

14. Wellbeing & Culture: Schools under FSE enhanced the Wellness Wednesdays Programme hosting 9 events on topics including Black heritage and Science, Technology, Engineering and Maths (STEM), disability and accessibility, men's mental health, reaching 158 people.

Colleague Equality Information: Key findings

Age

Colleagues aged '36 to 45' make up the largest proportion of the workforce at 28.2%. Since 2023, the proportion of colleagues within the '36 to 45' age range has decreased significantly (see Figure 1). Data from 2025 shows that part-time colleagues tend to be older than full-time colleagues starting from age group of 46 years old. The average age of academic colleagues is slightly higher than the average of PS colleagues in certain age groups (see Figure 3).

Disability

In the University's colleague records, 10.5% of colleagues have shared that they are disabled (see Figure 7). The proportion of colleagues who have shared that they are disabled has been increasing gradually since 2021 (see Figure 11). The most prevalent disability declared by colleagues, accounting for 27.7% of all disabilities, is a long-standing illness or health condition such as cancer, chronic heart disease, diabetes, epilepsy, or HIV (see Figure 8).

Ethnicity

Global Majority colleagues make up 21.2% of our entire colleague population, this has been gradually increasing since 2021. There has been an increment of 2.2% in B.A.M.E academics and 4.7% in B.A.M.E PS colleagues (see Figure 18). Among B.A.M.E colleagues, the largest represented ethnicity is Asian, accounting for 61.5% (Figure 13). 44.7% of B.A.M.E colleagues are from overseas, and 4.3% are from EU countries. The proportion of B.A.M.E colleagues at the University is higher than in England and Wales overall. However, it is fewer than in the City of Manchester and the County of Greater Manchester (see Figure 43).

Legal sex

As of 2025, 52.6% of the University's colleagues are female with 57.7% being from PS and 46.1% are academics (see Figure 30). The proportion of female academic colleagues has increased by 2.6% while female PS has maintained at 57% with an increase of 0.3% (Figure 30). There is a notable difference in the representation of female colleagues at the highest levels of seniority between academic and PS roles: 31.2% of Professors are female (see Figure 36), compared to 52.9% females in the highest PS positions at grades 8/9 (see Figure 35).

Recruitment

Female applicants had a notably higher success rate than male applicants for core academic positions, and slightly

more successful for researcher and PS (both Faculty-based and central) positions. For core academic positions, 61.4% of applications were submitted by B.A.M.E. candidates, only 38.3% were shortlisted and 30% were successful. In comparison, 33.3% of applications were submitted by white candidates, with 58.3% shortlisted and 66% successful (see recruitment tables). Similar trends were found for researchers and other academics role, in terms of ethnicity and success rates. For PS positions, 34.4% of B.A.M.E. candidates were shortlisted, and 26% were successful. In contrast, white candidates have higher shortlisting and success rates (61.4% and 70% respectively).

Promotions

In core academic promotions, male colleagues are more likely to apply for promotion but tend to be less successful than female colleagues. B.A.M.E. candidates are more likely to apply than their white counterparts for Senior Lecturer/Senior Research Fellow roles, but experience lower success rates. They also show a higher likelihood of applying for Reader positions and are more successful than white candidates. B.A.M.E. candidates are less likely to apply for Professor/Chair roles and have lower success rates compared to white candidates (see promotion section for Ethnicity and Legal sex).

Leavers

The percentage of female colleagues among those who left the University in the past year has increased (see Figure 31), whilst the percentage for B.A.M.E. colleagues has decreased (see Figure 19). The turnover rate for B.A.M.E. colleagues in permanent academic roles is the lowest it has been in five years: only 2% in 2025 compared to 3.8% in 2021. Representation of B.A.M.E. colleagues in permanent PS roles fell from 11.4% in 2024 to 6.9% in 2025 (see Figures 25 and 26).

Sexual orientation and gender identity

86.8% of University colleagues responded to questions about sexual orientation, with response rates increasing steadily since 2021 (see Figure 37). Of the known data, 74.3% of colleagues are 'Heterosexual' and 9.2% are 'Lesbian', 'Gay', 'Bisexual' or 'Other' (LGB+, see Figure 38).

Internationalisation

We have more than 2,910 colleagues who have declared their nationality as overseas or EU. This group comes from over 100 different countries. China, India, and Italy are the top three countries of origin of the University's international colleagues (see international section).

Religion

85.5% of University colleagues shared their religion, following an increasing trend since 2021 as shown in Figure 40. Of the known data, 50.2% of our colleagues shared that they have 'no religion/belief'. The top three most prevalent religions are Christianity (25.3%), Islam (5.3%) and Hinduism (2.2% - see Figure 41).

Analysis of University Policies

- **Maternity and paternity leave:** 320 colleagues took maternity, paternity, shared parental, or statutory leave in 2025. This accumulates to 2.6% of colleagues who were on parental leave in 2025. This has increased by 0.1% from 2024 figures. Data collected shows that maternity was the most common type of leave taken followed by shared parental leave.
- **Grievances, disciplinary and tribunal cases:** In grievance case requests, colleagues from B.A.M.E. backgrounds, female colleagues, and colleagues with disabilities are overrepresented compared to their proportion of the overall University workforce. Analysis of disciplinary cases recorded from 2021 to 2025 shows that overrepresentation is limited to colleagues from B.A.M.E. backgrounds and those with disabilities.
- **Report and Support platform:** Numbers of reports received in 2025 was lower than in previous years. Most common types of incidents that are reported through our platform are discrimination, bullying, and harassment. Reports concerning other issues that do not fit into these categories are also highly reported. The link to the platform, definitions, and other further explanation of the reporting process can be found here: www.reportandsupport.manchester.ac.uk



Methodology

Data for each number of current colleagues mentioned in this report relates to the 2024/25 academic year. This data has come from the Annual Performance Review (APR) dataset produced by the People Directorate. The data is current up to date as of 31st July 2025 and has been analysed by the EDI Directorate. Recruitment data is taken from the Job Train/Yellowfin system and data related to academic promotions are collected by People Partners.

In our analysis of the APR dataset, we concentrate on substantive colleagues, accounting only for their main post to prevent duplication. However, for employment-related processes such as recruitment, promotions, and other HR-related activities, we include all relevant records to ensure a thorough and inclusive assessment.

This report presents data separately for Academic and PS colleagues. Academic colleagues are categorised by Professor, Senior Lecturer, Reader, and Lecturer. Researchers, Research Fellows and Senior Research Fellows, and Teaching only are all under the category of Research colleagues. In this report, the term 'Academic' collectively means that it refers to both Academic and Research colleagues. PS colleagues occupy a wide range of roles that includes administrative, technical and support positions.

Age

Figure 1: All colleagues by age, 2023-2025

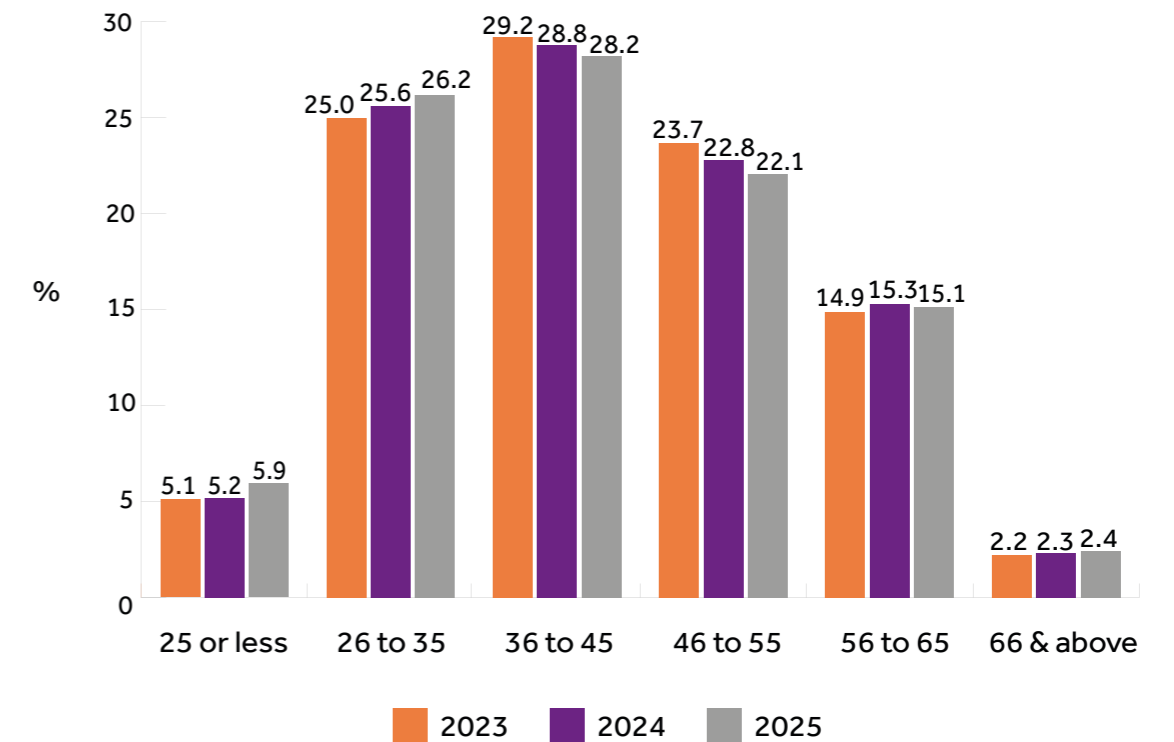
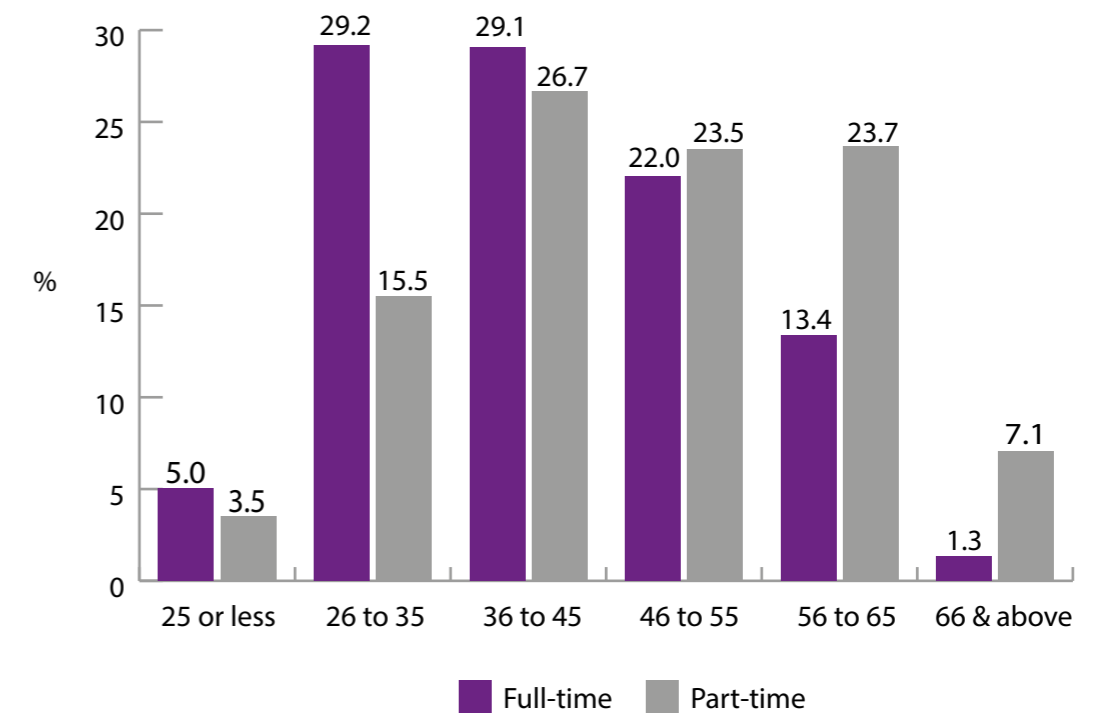
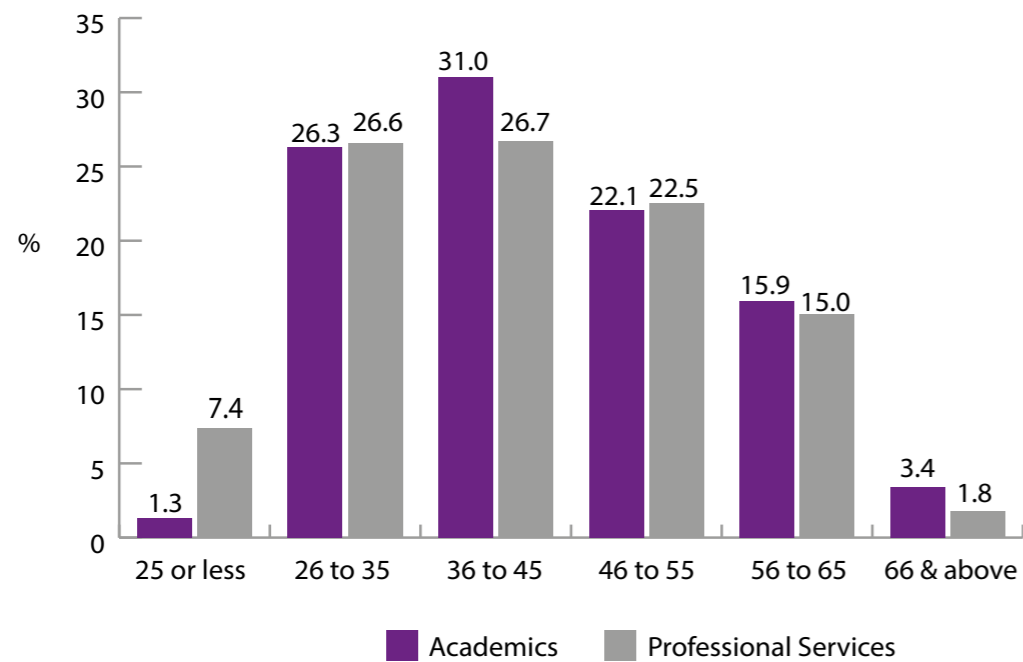


Figure 2: Full-time and part-time colleagues by age, 2025



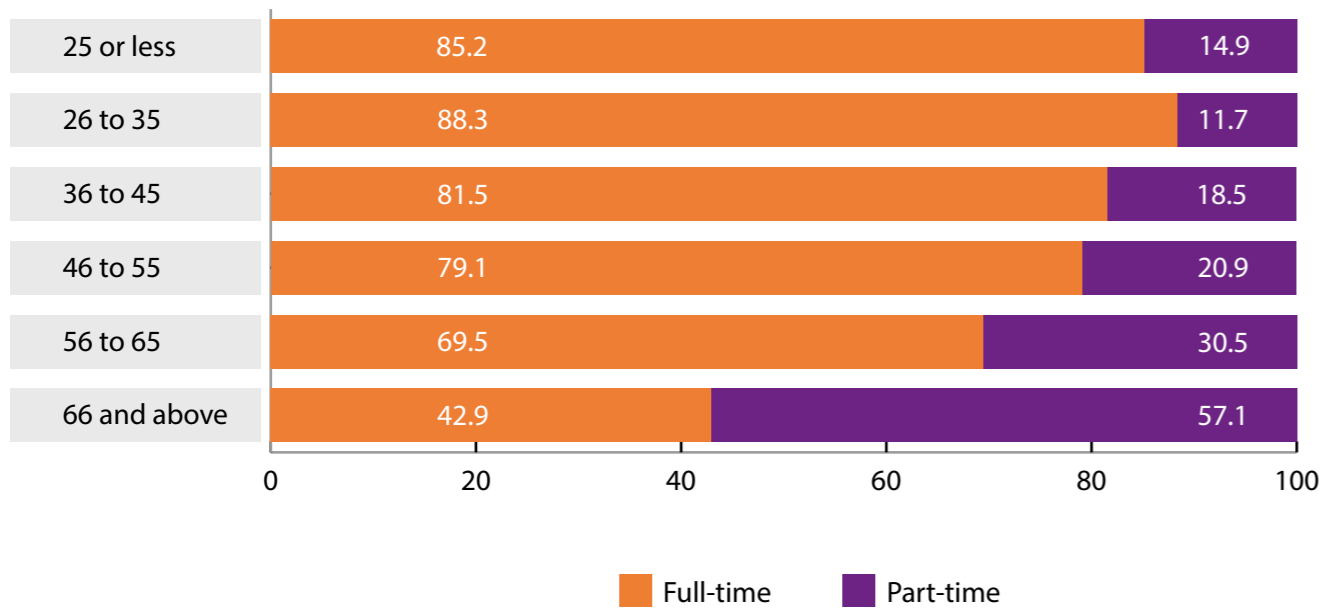
Most colleagues at the University are aged from 36 to 45 (28.2%) - see Figure 1. Full-time and part-time colleagues together tend to be aged 26 to 35, however full-time colleagues alone are also likely to be aged 36 to 45 (Figure 2).

Figure 3: Academic and Professional Services colleagues by age, 2025



The largest proportion of colleagues are concentrated in the 26 to 55 age range, with academics reaching its highest proportion in the age group 36 to 45 bracket at 31%, indicating a relatively younger academic workforce. Conversely, Professional Services have a higher proportion in the 25 or less and 46 to 55 brackets, reflecting a slightly more age-diverse profile across roles.

Figure 4: All colleagues by age, 202



The percentage of colleagues working full-time at the University decreases as age increases, the exception being the age bracket 26 to 35 (Figure 4).

Colleagues aged 26 to 35 are most likely to be working full-time (Figure 4). There is a similar pattern for academic colleagues (Figure 5). However PS colleagues aged 25 or less, are the most likely to be working full-time (Figure 6).

Figure 5: Academic colleagues by age, 2025

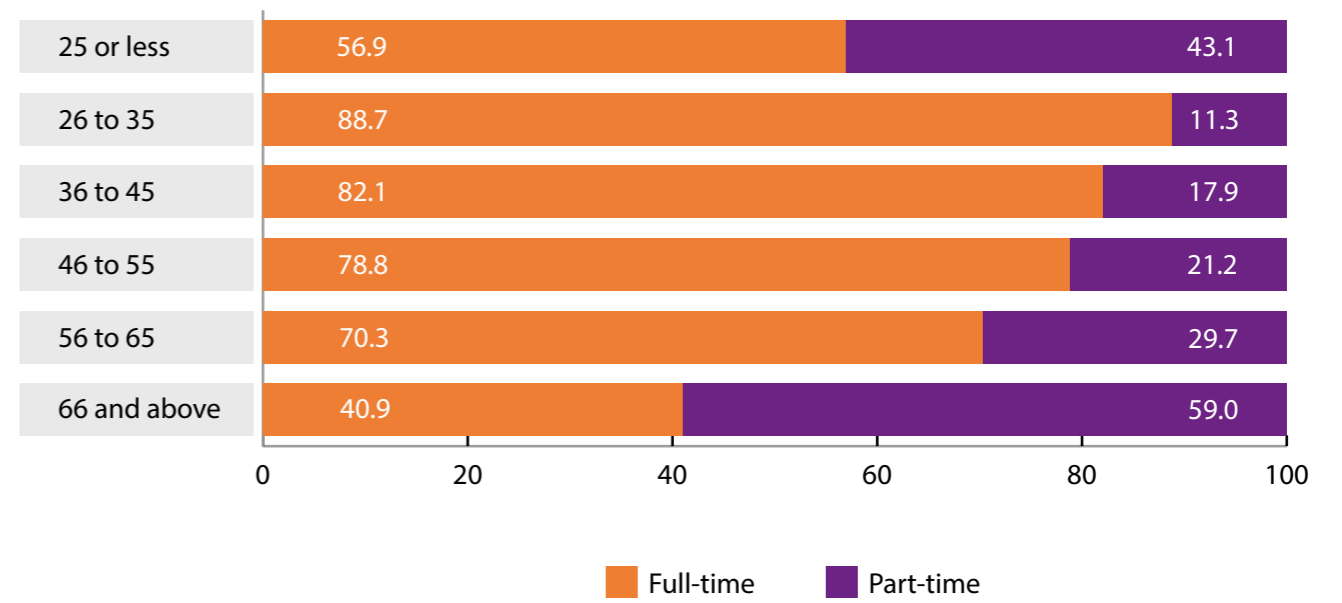
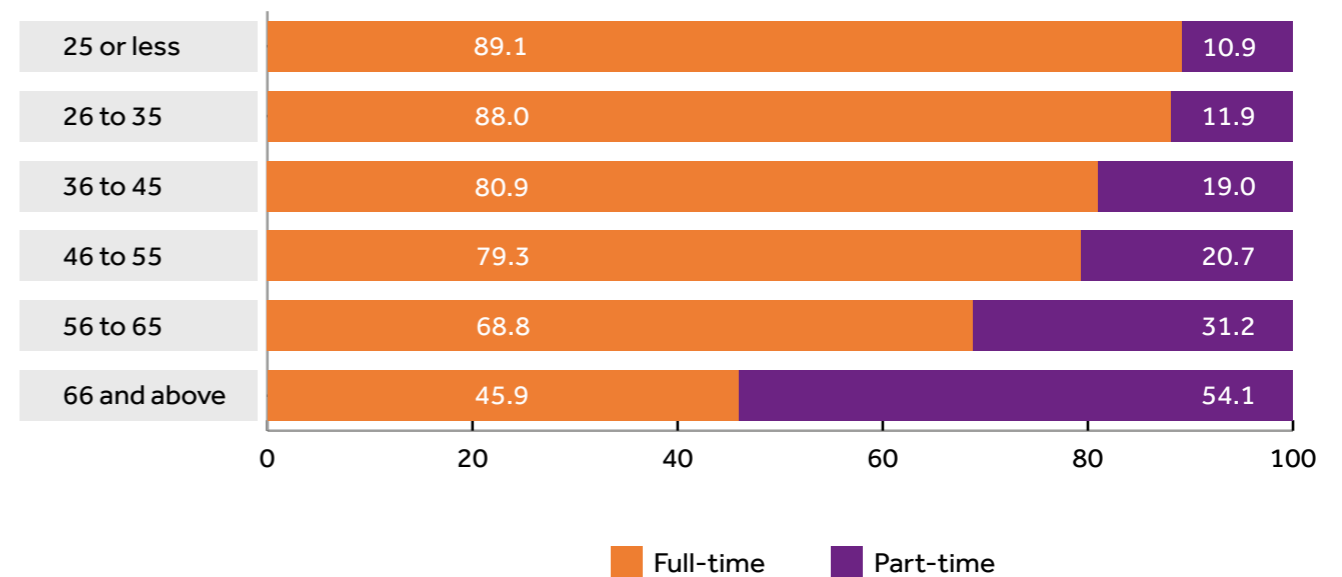


Figure 6: Professional Services colleagues by age, 2025



Disability

Figure 7: Disability shared by colleagues, 2025

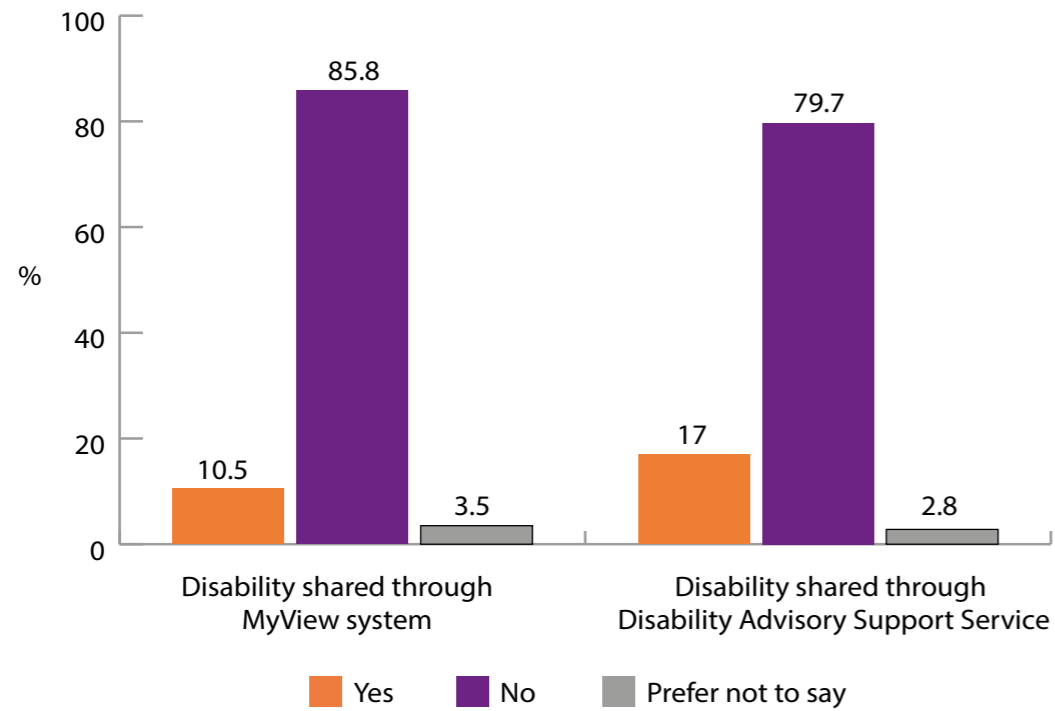


Figure 7 above refers to the proportion of colleagues who have shared that they are disabled. 10.5% of colleagues have shared a disability in MyView, the University's people data system. In addition, some colleagues choose not to record their disability in MyView but are registered with the Disability Advisory Support Service (DASS). When these individuals are included, the proportion of disabled colleagues increases to 17%. We remain committed to fostering a culture that encourages and supports disability disclosure across the University.

Since the introduction of the Equality Act, the proportion of colleagues sharing that they are disabled has more than doubled. Professional Services colleagues are more likely to share their disability information compared to academic colleagues.

Accurate and comprehensive data is essential for the University to address discrimination effectively and promote equal opportunities across its community. Long-term illnesses or health conditions are the most commonly reported types of disability by colleagues. These include conditions such as cancer, chronic heart disease, diabetes, epilepsy, and HIV. This category represents 27.7% of all shared disabilities, as shown in Figure 8, a slight decrease compared to last year.

Figure 8: Breakdown of disabilities, 2025

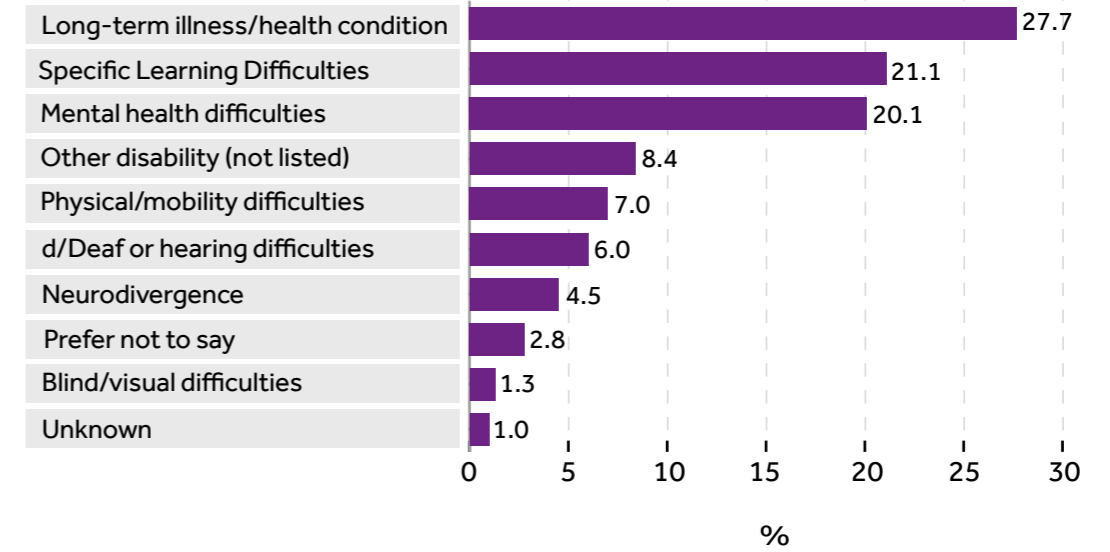
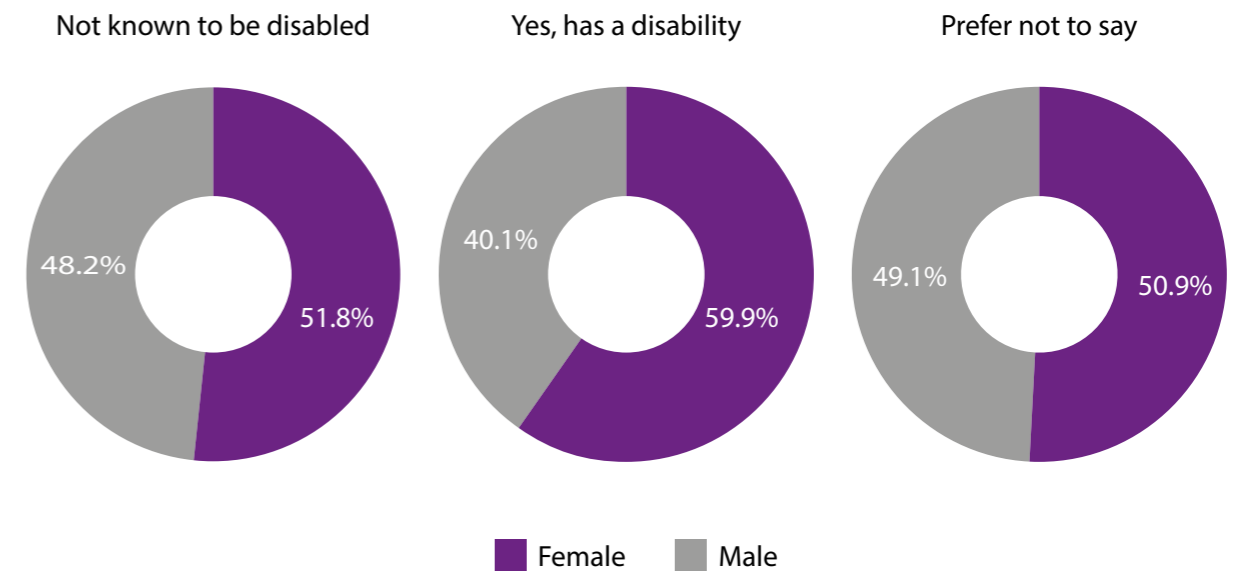


Figure 9: Disability by legal sex, 2025



Among colleagues who have shared a disability, 59.9% are female, while 40.1% are male as shown above on Figure 9. Whereas colleagues with no known disabilities and prefer not to shared any information are approximately 50/50 in terms of legal sex.

Figure 10: Disability by ethnicity, 2025

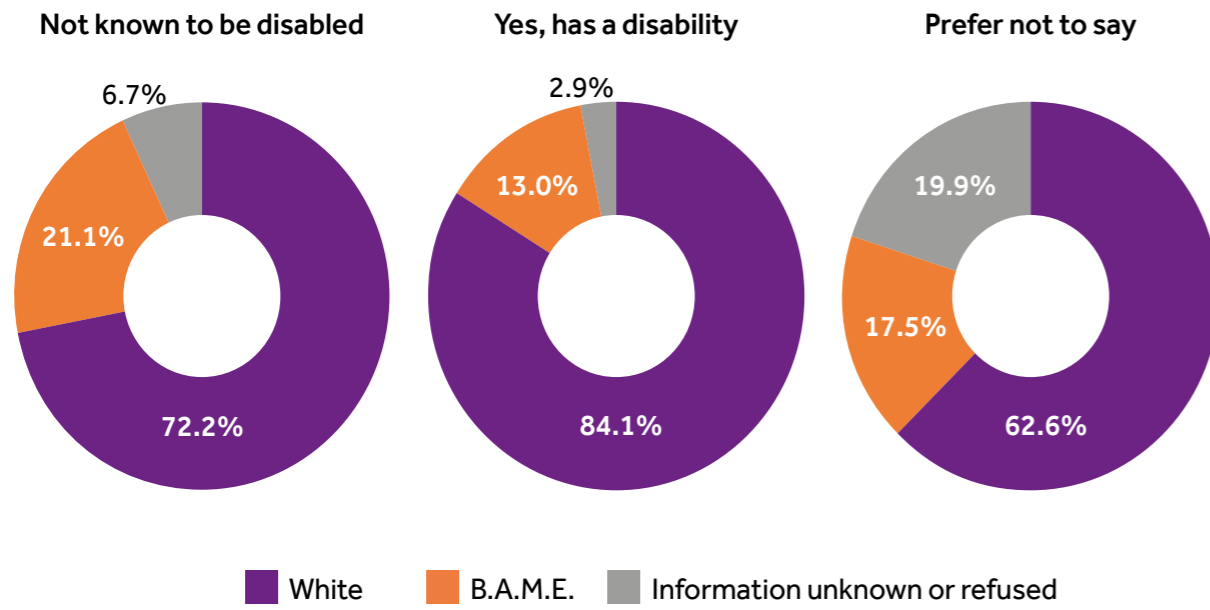
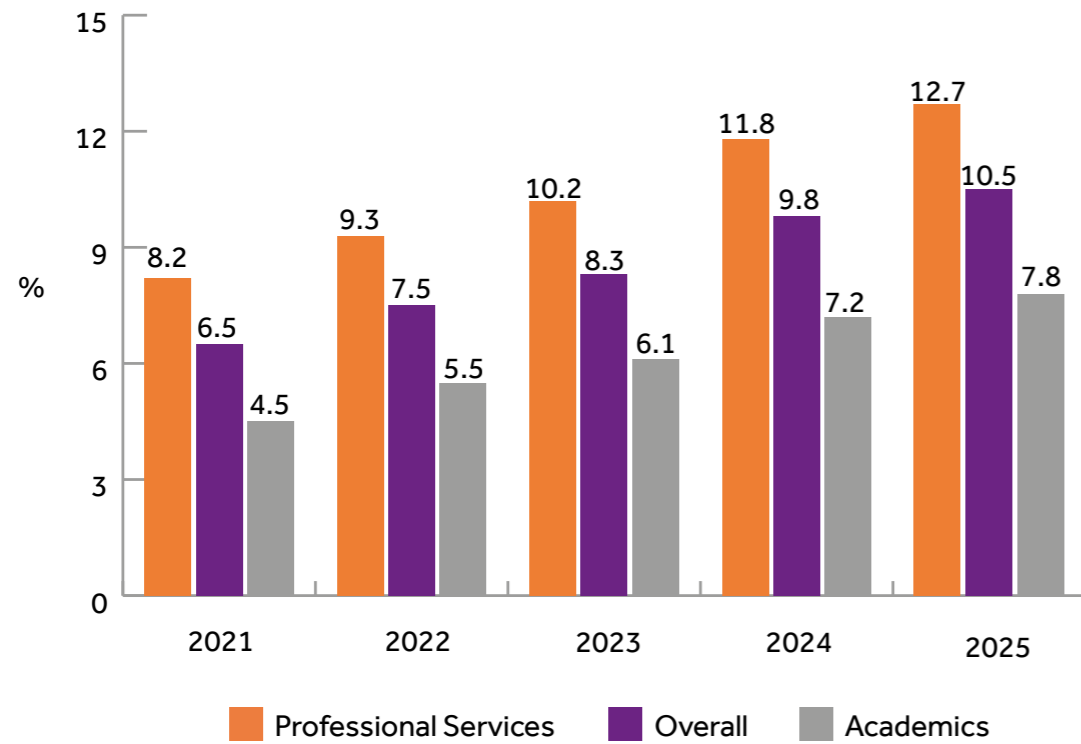


Figure 10 shows that the majority of disabled colleagues are White (84.1%), while 13.0% are from a B.A.M.E. background. White colleagues are the majority among those with not known to be disabled and those who prefer not to disclose any information.

Figure 11: Disabled colleagues in PS and Academic roles, 2021-2025



The percentage of Professional Services colleagues who have shared a disability has consistently been higher than that of academic colleagues over the past five years (2021–2025) as shown above on Figure 11. During this period, there has been an overall increase of 4% in the number of colleagues who have shared that they are disabled.

Ethnicity

Figure 12: All colleagues by ethnicity, 2025

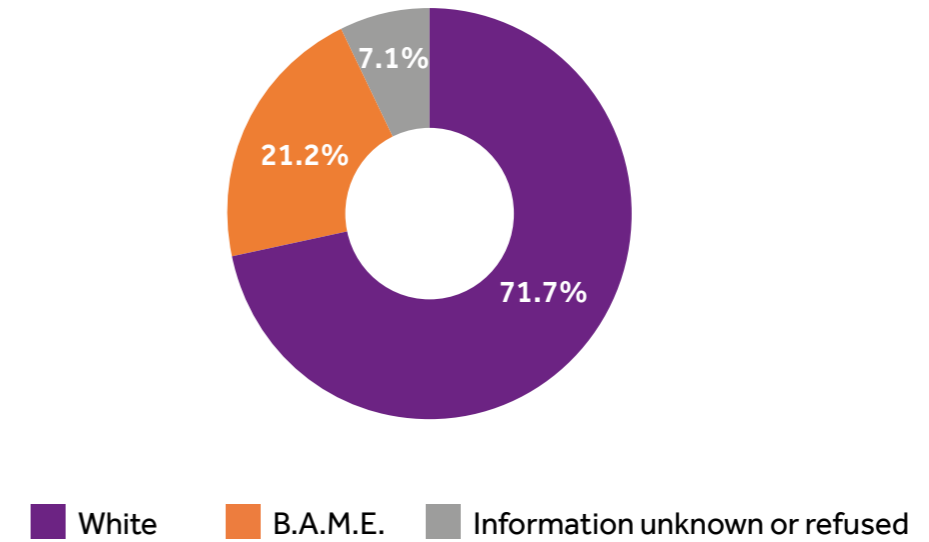
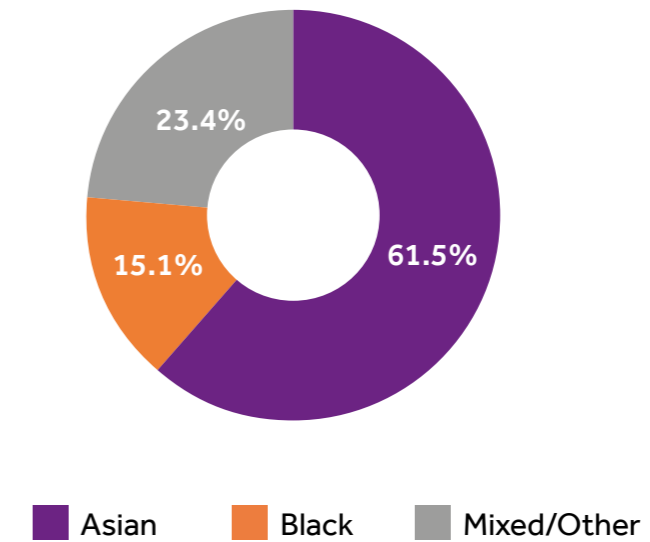


Figure 13: B.A.M.E. colleagues by ethnicity, 2025



B.A.M.E. colleagues make up 21.2% of our overall colleague population, as shown in Figure 12. Among B.A.M.E. colleagues, 61.5% are Asian, 15.1% are Black, and 23.4% are of Mixed or Other ethnicities. There is a substantial difference in the proportion of Asian colleagues between academic and PS posts.

Figure 14: B.A.M.E. Professional Services colleagues by ethnicity, 2025

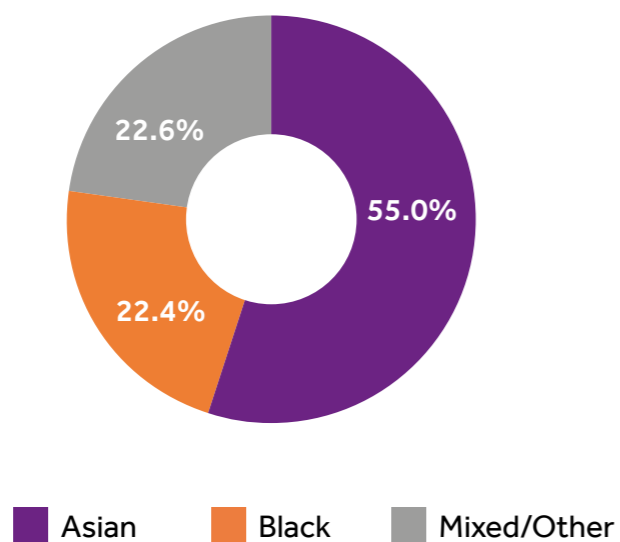


Figure 16: Ethnicity by legal sex, 2025

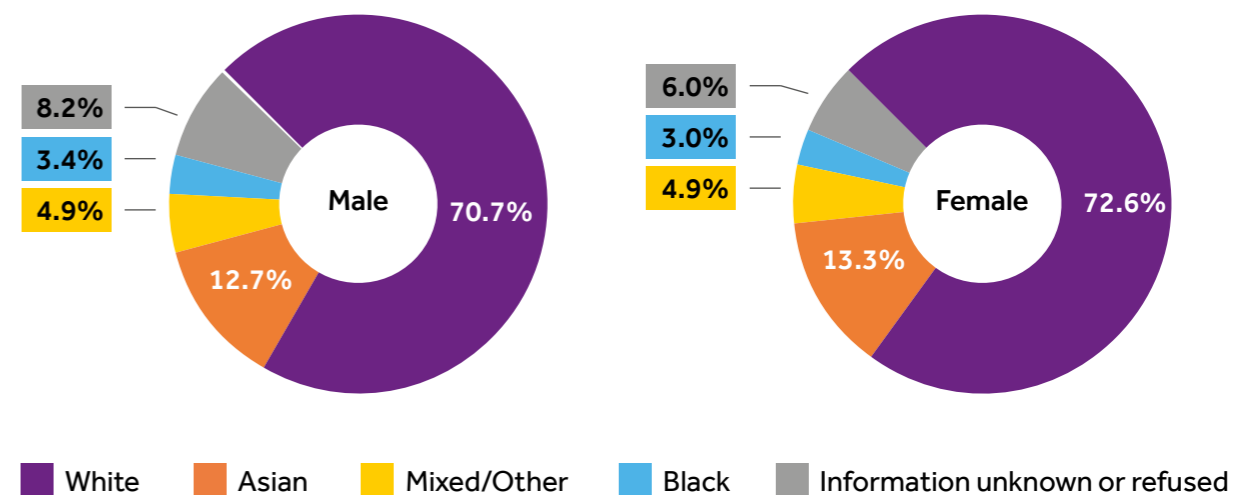


Figure 15: B.A.M.E. Academic colleagues by ethnicity, 2025

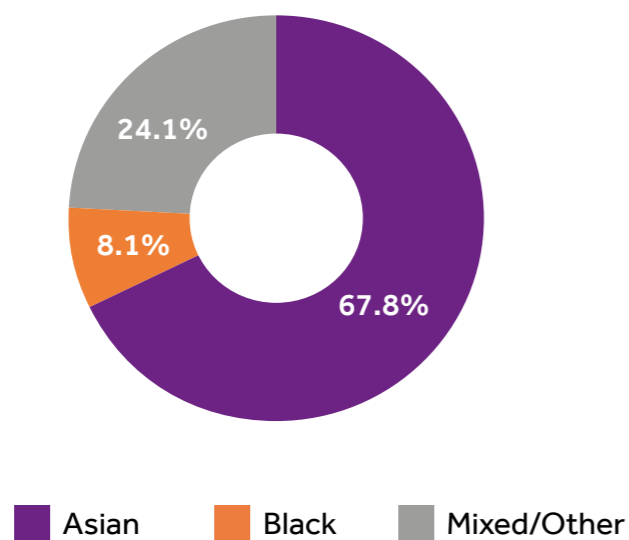


Figure 17: Proportion of B.A.M.E. colleagues among new starters, 2021-2025



The majority of B.A.M.E. colleagues in both Professional Services and Academic roles are Asian. As shown in Figure 15, 55% of B.A.M.E. PS colleagues and 67.8% of B.A.M.E. Academic colleagues identify as Asian.

Out of academics who identify as Asian:

- 36.5% declared British nationality
- 31.9% declared their nationality as Chinese, Hong Kong-Chinese or Chinese Taipei
- 12.0% declared Indian nationality

8.1% of academic colleagues are Black (Figure 15). In contrast, 22.4% of Black colleagues are in PS as shown in Figure 14. Representation across ethnic groups is largely comparable for males and females (Figure 16).

Figure 18: Proportion of B.A.M.E. colleagues in PS and Academic roles, 2021-2025

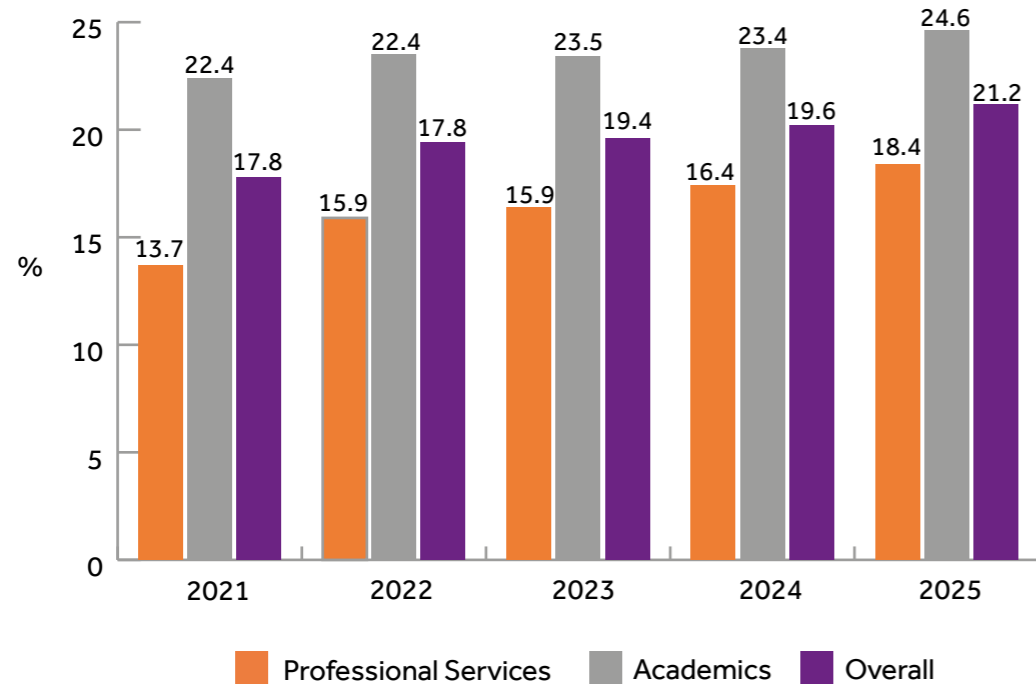
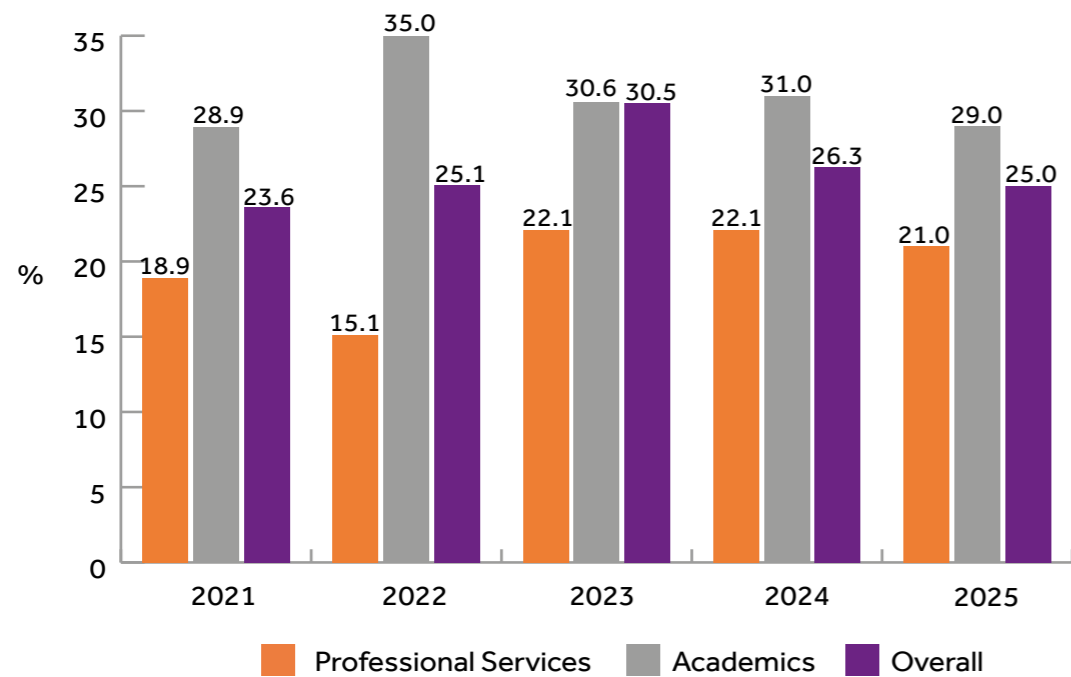


Figure 19: Proportion of B.A.M.E. colleagues among leavers, 2021-2025



New Starters: Figure 17 shows that the proportion of B.A.M.E. colleagues is consistently higher among new academic starters compared to new PS starters. The proportion of B.A.M.E. new starters in 2024/25 is 28% for academic roles and 24% for Professional Services roles.

Current colleagues: The percentage of B.A.M.E. colleagues in academic roles has consistently been higher than in PS roles over the past five years, as shown in Figure 18. There has been an overall increase in the proportion of B.A.M.E. colleagues at the University since 2020 of 3.4%, with similar increases among academic and PS colleagues of 2.2% and 4.7% respectively.

Leavers: The proportion of Global Majority colleagues among leavers varies year-on-year. In 2024/25, 29% of Academic leavers are B.A.M.E. and 21% of PS leavers are B.A.M.E. (Figure 19). This is above the proportion of B.A.M.E. colleagues in both academic and PS. However, the overall proportion of B.A.M.E. colleagues amongst leavers has decreased by 5% in the last three years.

Pipeline: In the 2024/25 promotion round, B.A.M.E. academics were more likely to apply for Reader and Senior Lecturer/Senior research fellow positions. White academic colleagues were more likely to apply for Professor/Chair (the most senior academic level) positions, as shown in Figures 20, 21 and 22. Compared with previous years, the success rate for promotion to Professor/Chair level was the same for both B.A.M.E. and White candidates, at 66.7%. However, at Reader and Senior Lecturer/Senior Research Fellow level, B.A.M.E. candidates were less likely to be successful than white candidates when applying for promotion.

Figure 20: Promotions to Professor/Chair by ethnicity, 2025 (count, percentages)

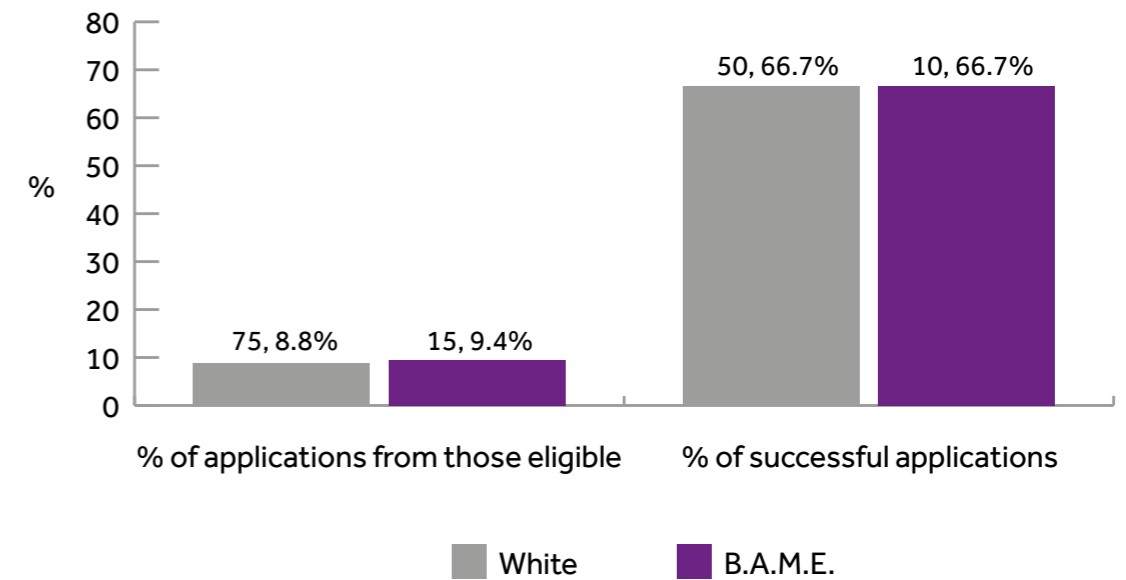


Figure 21: Promotions to Reader by ethnicity, 2025 (count, percentages)

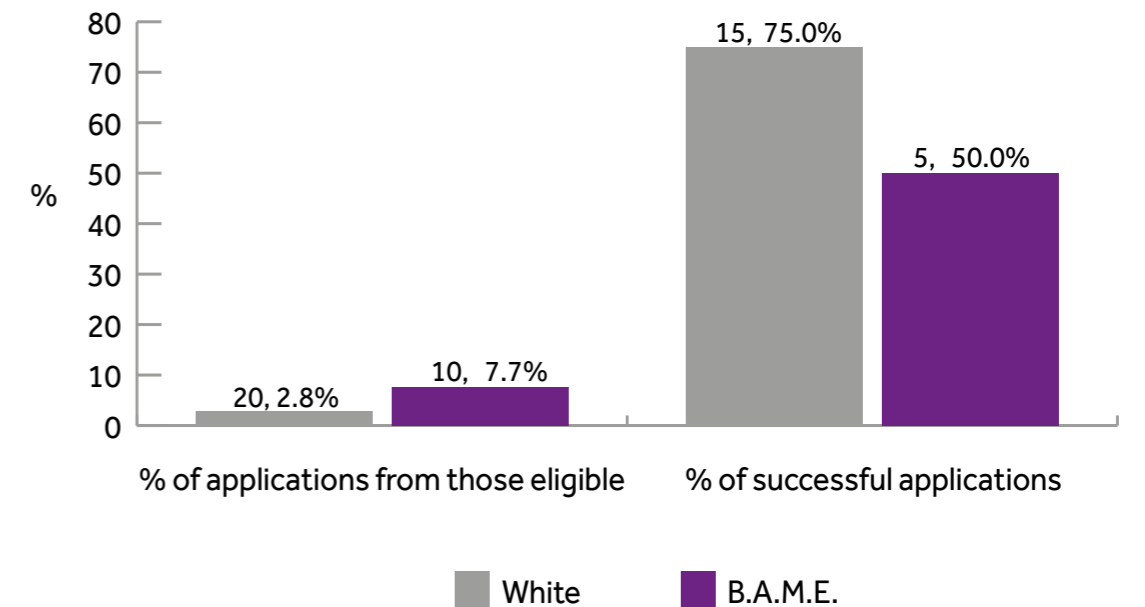


Figure 22: Promotions to Senior lecturer/Senior research fellow by ethnicity, 2025 (count, percentages)

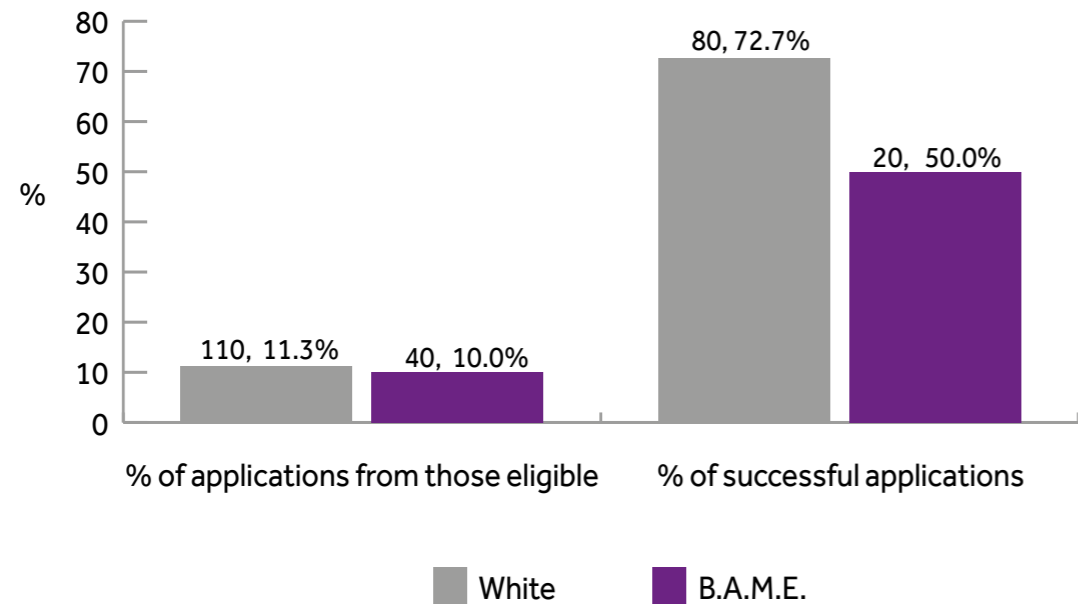
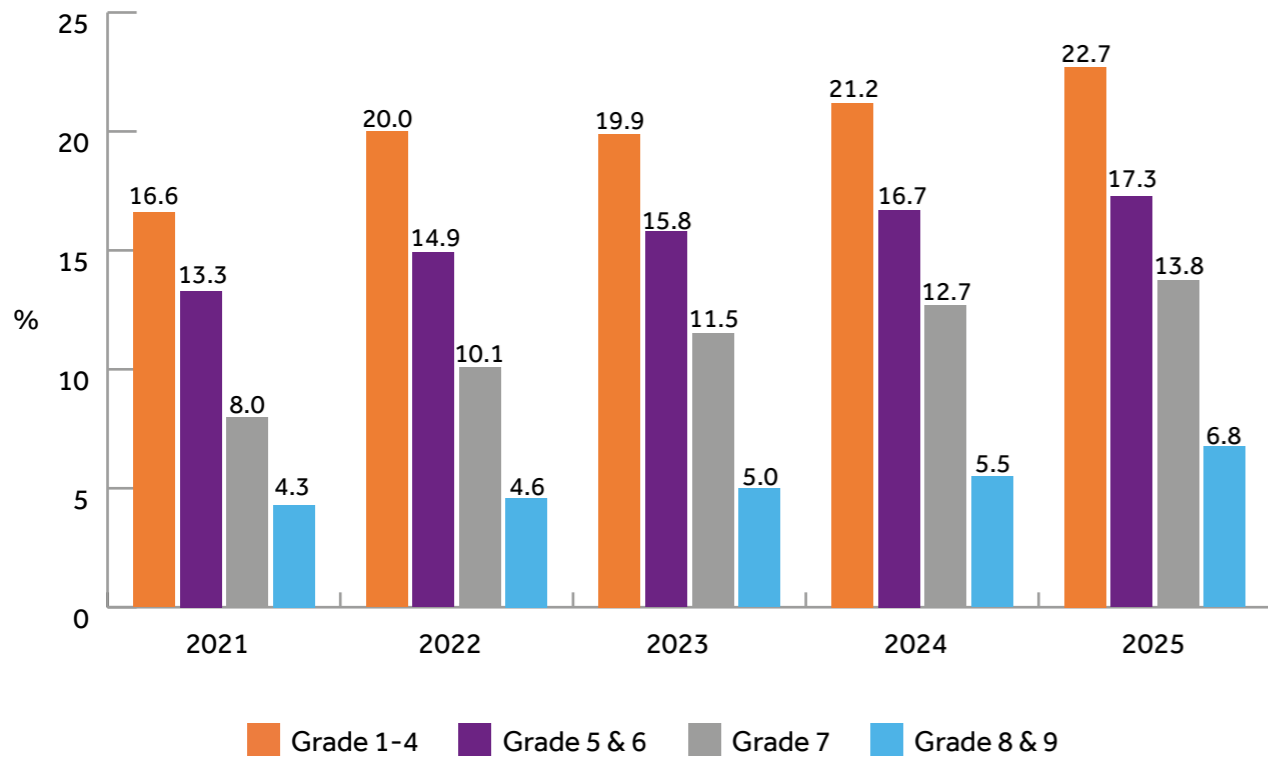
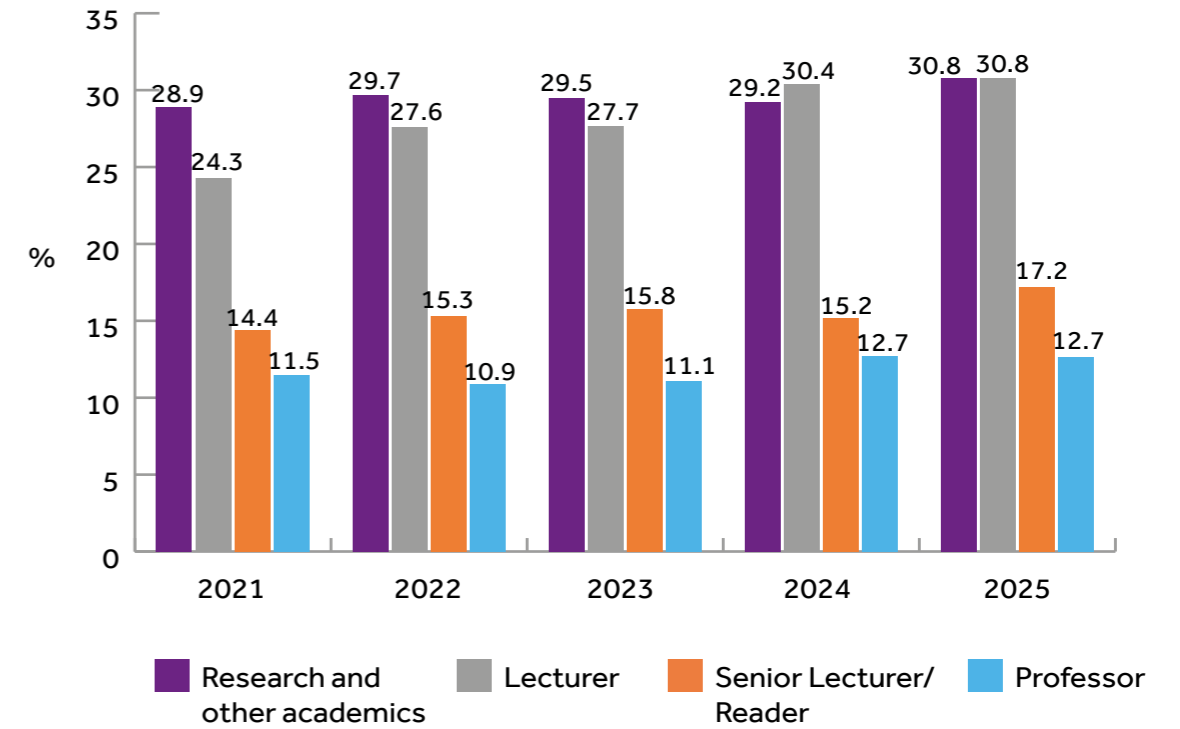


Figure 23: Proportion of B.A.M.E. colleagues in Professional Services grades, 2021-2025



Although B.A.M.E. representation has grown across all Professional Services grades, a clear pattern remains: representation declines at higher senior levels, as shown in Figure 23.

Figure 24: Proportion of B.A.M.E. colleagues in Academic levels, 2021-2025



Representation of B.A.M.E. colleagues at all stages of academic roles are at the highest levels for the past five years, although growth has been slow over time (Figure 24). B.A.M.E. colleagues are most strongly represented in Research and other academics roles (30.8%), while representation remains considerably lower than in more senior roles, highlighting a concentration at early to mid-career stages rather than in senior positions.

Figure 25: Turnover rates of PS colleagues on permanent contracts by ethnicity, 2021-2025

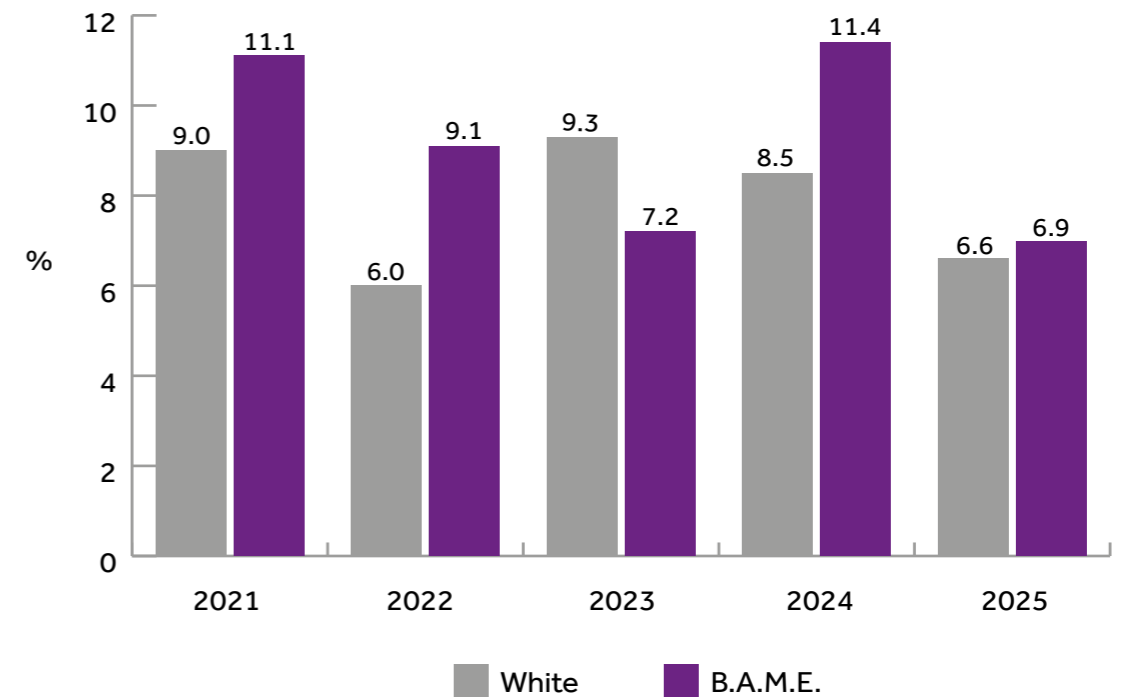
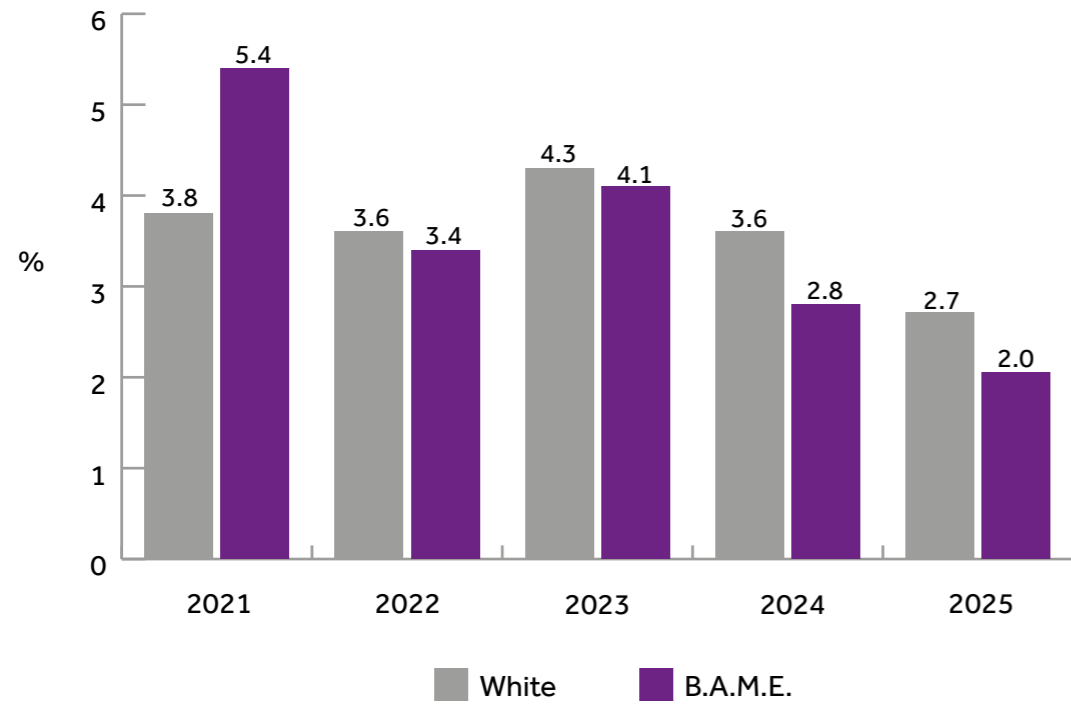


Figure 26: Turnover rates of Academic colleagues on permanent contracts by ethnicity, 2021-2025



A proportion of turnover is attributable to the natural expiry of fixed-term contracts, representing structural rather than voluntary exits. To avoid inflating turnover figures, turnover rate is calculated on colleagues on permanent contracts only, calculated as number of leavers divided by the current number of permanent colleagues.

Analysis indicates that turnover rates have remained relatively steady from 2021 – 2025 as shown in Figure 25 and 26. Turnovers rate for White and B.A.M.E. Professional Services colleagues have decreased this year and the gap between the rate for White and B.A.M.E. academic colleagues has narrowed. Turnovers rate for White and B.A.M.E. academic colleagues has continued to decrease since 2023.

Legal sex

Figure 27: Colleagues by legal sex, 2025

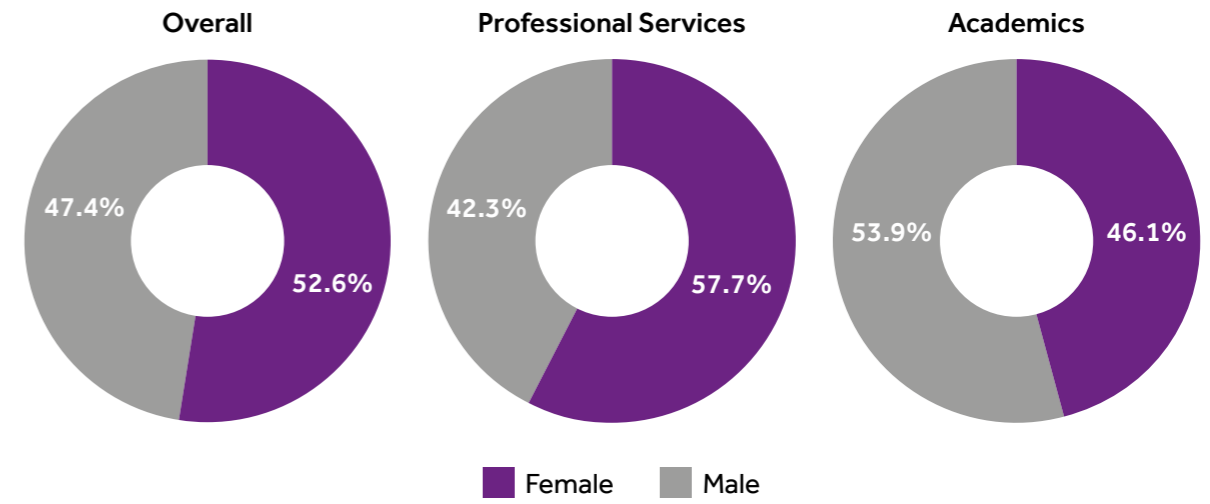


Figure 28: Legal sex by ethnicity, 2025

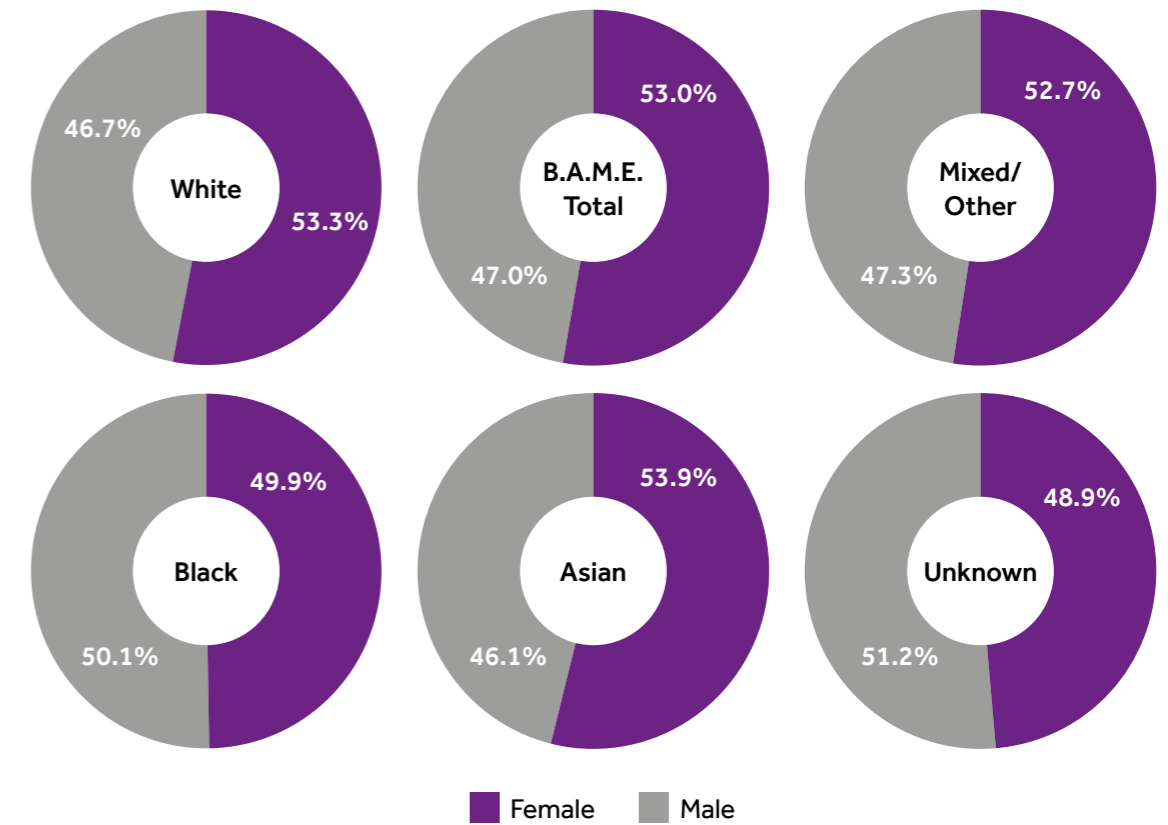


Figure 27 shows that there are broadly comparable proportions of male and female colleagues working across the University overall. However, analysis by colleague function indicates a notable difference in distribution. There is a larger proportion of females among PS (57.7%) than academic colleagues (46.1%).

Both white and B.A.M.E. colleagues have broadly similar distributions as shown in Figure 28. Figure 28 demonstrates a similar distributions, though variations are evident within specific ethnic groups.

Figure 29: Proportion of female colleagues among new starters, 2021-2025

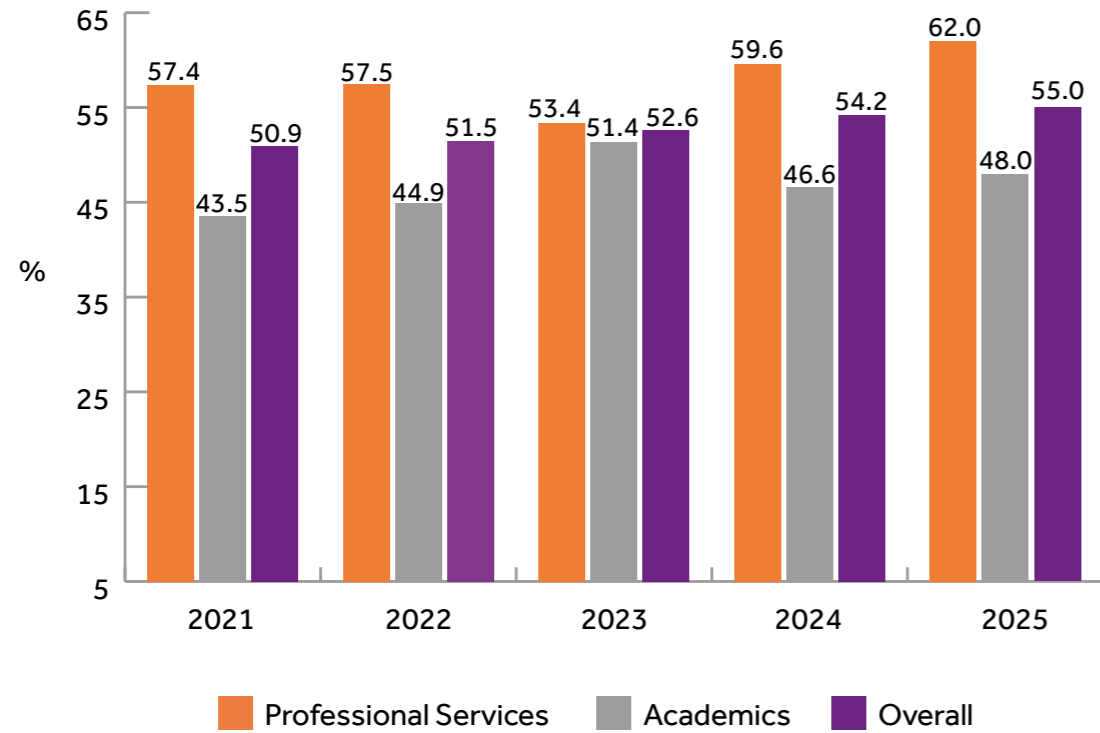


Figure 31: Proportion of female colleagues among leavers, 2021-2025

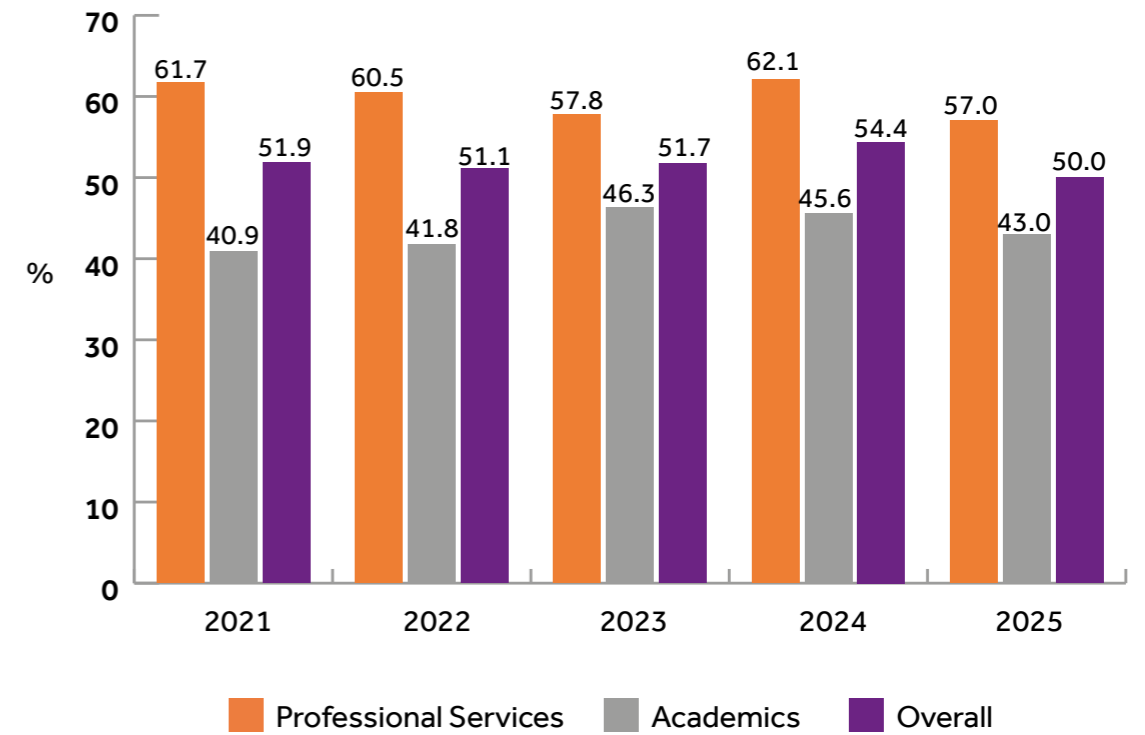
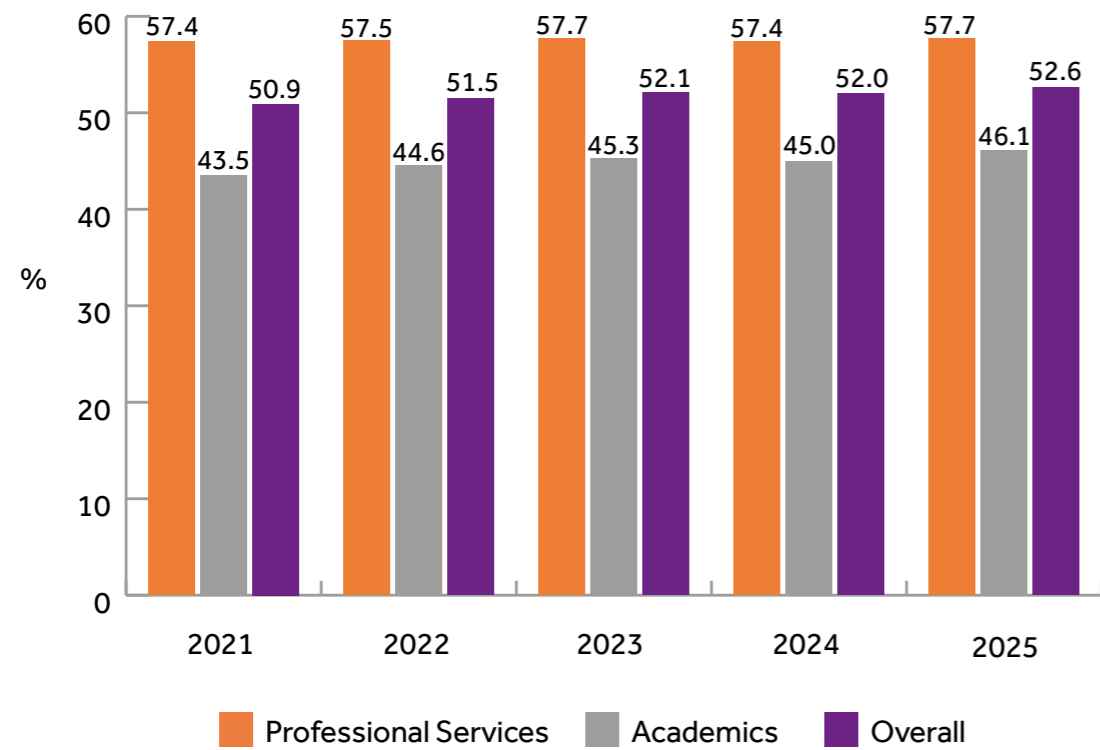


Figure 30: Proportion of female colleagues in PS and Academic roles, 2021-2025



New Starters: Figure 29 indicates that the proportion of female colleagues is higher among new PS starters (62.0%) than among new academic starters (48.0%).

Current: Across the past five years, female colleagues in PS roles have been consistently higher compared to academic roles as shown in Figure 30. Data analysis since 2021 shows that the overall proportion of female colleagues at the University has remained relatively stable, with a consistent trend observed among female colleagues in PS and academics roles.

Leavers: Figure 31 shows that the proportion of female colleagues is higher among PS leavers (57.0%) than among academic leavers (43.0%).

Pipeline: Figures 32, 33 and 34 indicate that male academics were marginally more likely to submit applications for core academic roles in the 2024/25 promotion round. However, female candidates demonstrated higher success rates than their male counterparts when applying for promotion to Professor/Chair and Senior Lecturer/Senior Research Fellow.

Between 2021 and 2024, the proportion of female colleagues in PS Grades 1–6 has remained stable, while representation in Grades 7 and 8–9 has shown a gradual increase. However, in the current year, these figures increased slightly to 52.9% and 53.8%, respectively (Figure 35). Over the same period, the proportion of female colleagues has risen across most academic levels, with the exception of Lecturers, where it has remained largely unchanged (Figure 36).

Figure 32: Promotions to Professor/Chair by legal sex, 2025 (count, percentages)

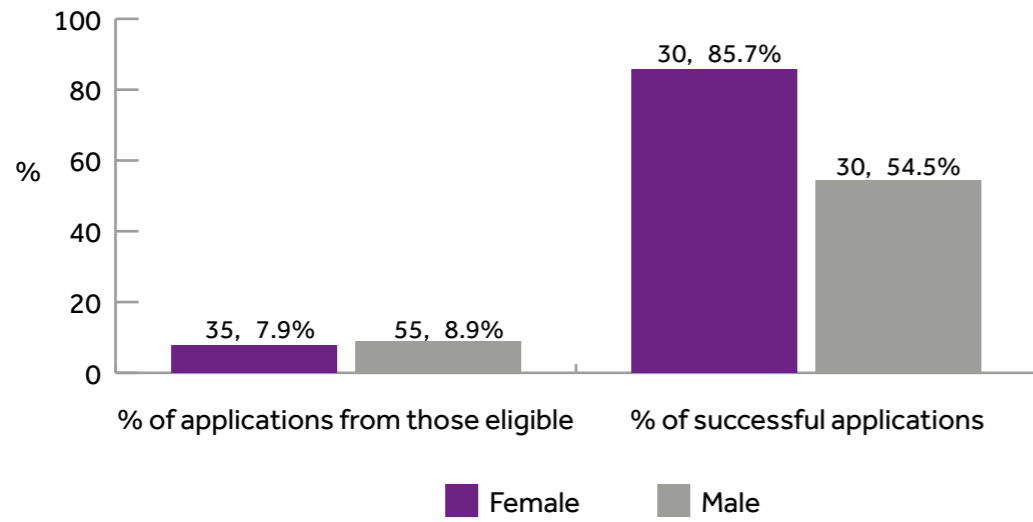


Figure 33: Promotions to Reader by legal sex, 2025 (count, percentages)

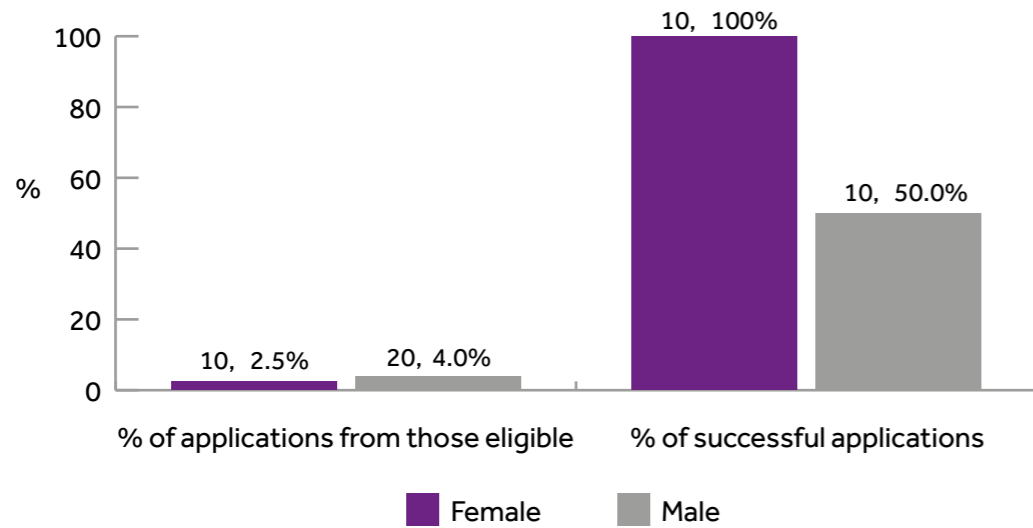


Figure 34: Promotions to Senior lecturer/Senior research fellow by legal sex, 2025 (count, percentages)

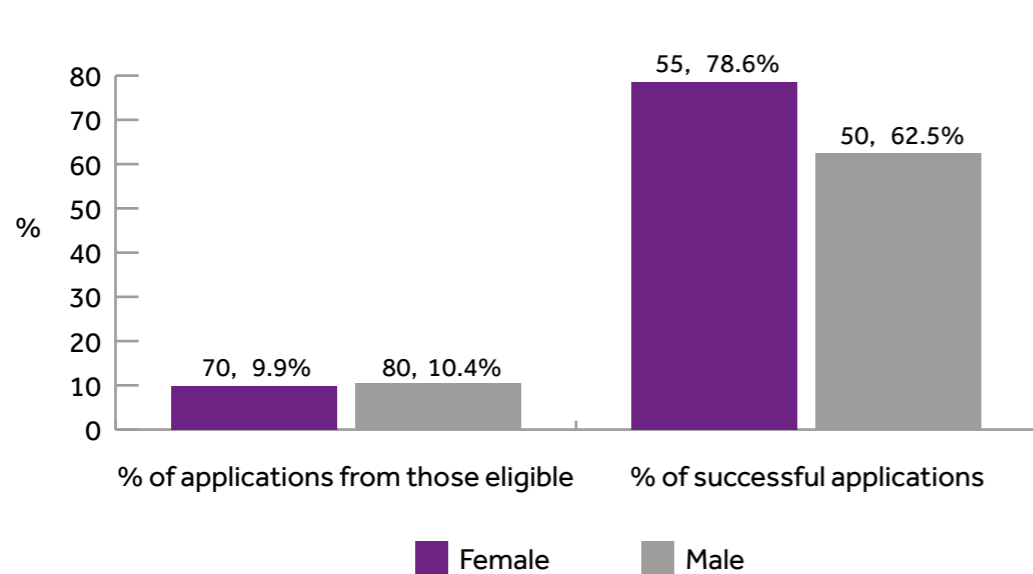


Figure 35: Proportion of female colleagues in Professional Services grades, 2021-2025

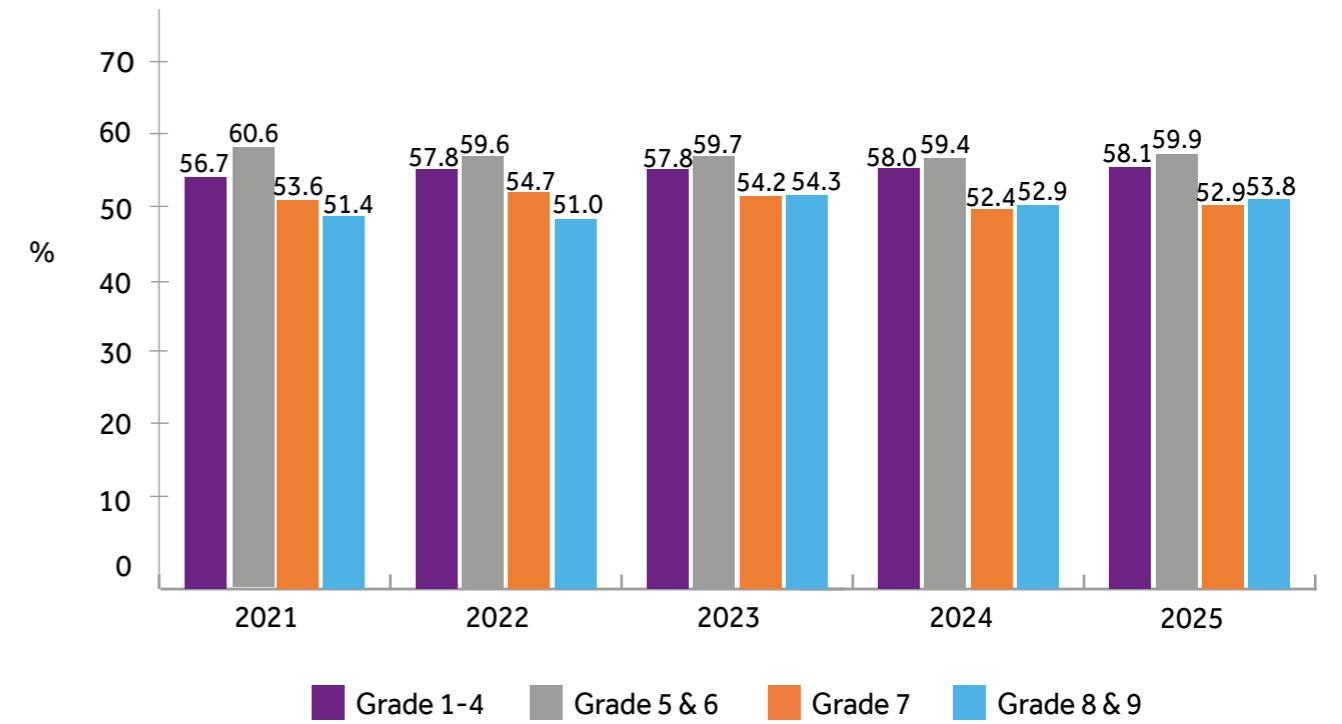
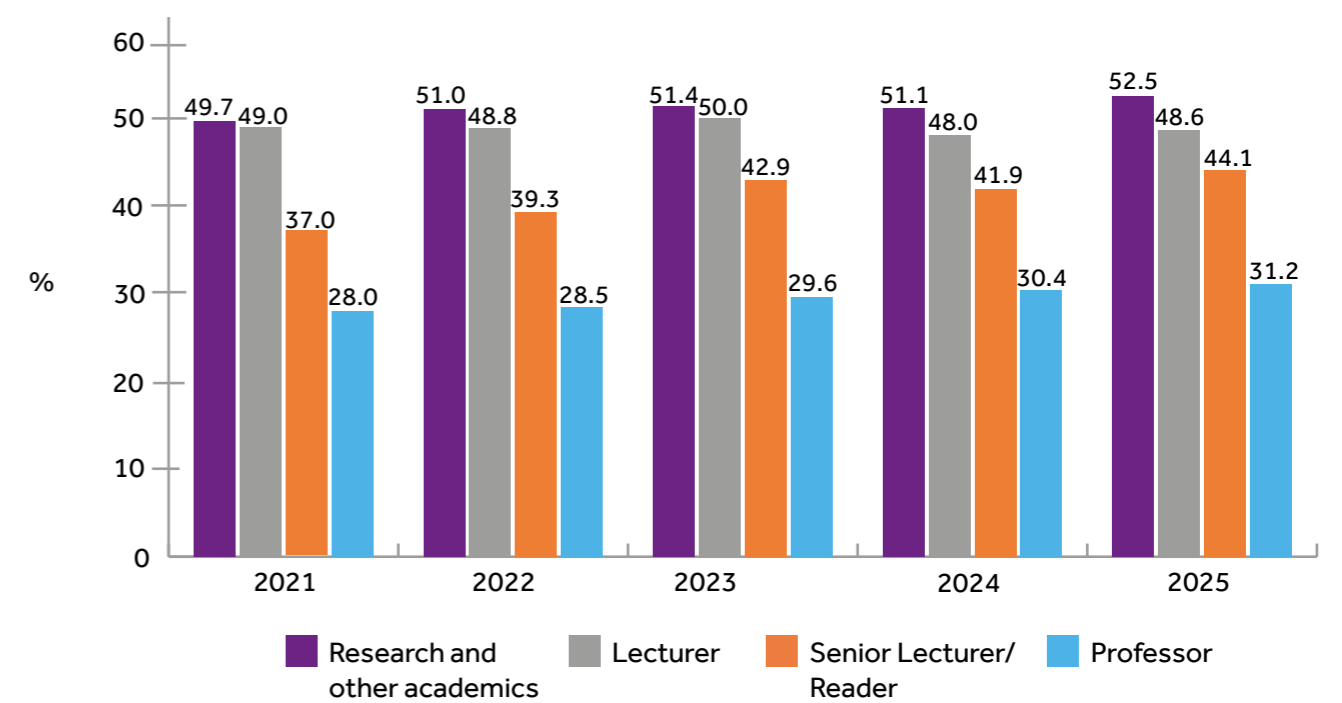


Figure 36: Proportion of female colleagues in Academic levels, 2021-2025



Recruitment

Table 1: Recruitment stages of core Academic positions (Professors, Readers, Senior lecturers and Lecturers) split by legal sex and ethnicity, 2025

1. Core Academics (Professors, Readers, Senior lecturers and Lecturers)									
Legal sex	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
Male	5164	60.0	384	52.0	7.4	135	50.0	35.2	2.6
Female	3249	37.8	335	46.0	10.3	132	49.0	39.4	4.1
Other/Unknown	189	2.2	13	2.0	6.9	4	1.0	30.8	2.1
Total	8602	100.0	732	100.0	8.5	271	100.0	37.0	3.2
Ethnicity	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
White	2847	33.1	427	58.3	14.9	180	66.0	42.2	6.3
B.A.M.E.	5283	61.4	280	38.3	5.3	81	30.0	28.9	1.5
Unknown	472	5.5	25	3.4	5.3	10	4.0	40.0	2.1
Total	8602	100.0	732	100.0	8.5	271	100.0	37.0	3.2

Legal sex: Females submitted 37.8% of applications for core academic positions. However, they appear to perform more successfully during the shortlisting and interview stages, resulting in 49.0% of successful candidates being female.

Ethnicity: B.A.M.E. candidates submitted 61.4% of applications for core academic positions. However, they were underrepresented at subsequent stages, comprising only 38.3% of shortlisted candidates and 30.0% of those ultimately successful.

Table 2: Recruitment stages of Researchers and other academics (Senior Research Fellows, Research Fellows, researchers and others) split by legal sex and ethnicity, 2025

2. Researchers and other academics (SRF, RF and others)									
Legal sex	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
Male	11629	50.1	1091	49.0	9.4	398	44.0	36.5	3.4
Female	11171	48.1	1083	49.0	9.7	478	53.0	44.1	4.3
Other/Unknown	408	1.8	49	2.0	12.0	24	3.0	48.9	5.9
Total	23208	100.0	2223	100.0	9.6	900	100.0	40.5	3.9
Ethnicity	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
White	5920	25.5	1021	45.9	17.2	482	54.0	47.2	8.1
B.A.M.E.	15617	67.3	1059	47.6	6.8	353	39.0	33.3	2.3
Unknown	1671	7.2	143	6.4	8.6	65	7.0	45.5	3.9
Total	23208	100.0	2223	100.0	9.6	900	100.0	40.5	3.9

Legal sex: Females submitted 48.1% of applications for research academic positions. Their representation remained relatively consistent throughout the application process, with only minor fluctuations observed at the shortlisting and interview stages.

Ethnicity: B.A.M.E. candidates accounted for 67.3% of applications for research academic positions. Their representation decreased to 47.6% at the shortlisting stage and further to 39.0% among successful candidates, highlighting lower progression rates through shortlisting and interviews compared with white candidates. Only 6.8% of B.A.M.E. applications were shortlisted, compared with 17.2% of White applications, and 33.3% of shortlisted B.A.M.E. candidates were successful at interview, compared with 47.2% of shortlisted white candidates.

Table 3: Recruitment stages of Professional Services split by legal sex and ethnicity, 2025

3. Professional Services									
Legal sex	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
Male	25926	38.4	2234	37.0	8.6	533	34.0	23.9	2.1
Female	39068	57.9	3607	60.0	9.2	981	63.0	27.2	2.5
Other/Unknown	2519	3.7	187	3.0	7.4	38	2.0	20.3	1.5
Total	67513	100.0	6028	100.0	8.9	1552	100.0	25.7	2.3
Ethnicity	All Applications	%	Shortlisted	%-All	As % of Applications	Successful	%-All	As % of Shortlisted	As % of Applications
White	31286	46.3	3703	61.4	11.8	1087	70.0	29.3	3.5
B.A.M.E.	32792	48.6	2076	34.4	6.3	410	26.0	19.7	1.3
Unknown	3435	5.1	249	4.1	7.2	55	4.0	22.1	1.6
Total	67513	100.0	6028	100.0	8.9	1552	100.0	25.7	2.3

Legal sex: In 2025, 57.9% of applications for PS positions (both Faculty-based and central) were submitted by females. Their representation increased to 60.0% at the shortlisting stage and further to 63.0% among successful candidates, indicating that females progress through the recruitment process at higher rates than males.

Ethnicity: B.A.M.E. candidates submitted 48.6% of applications for PS positions (both Faculty-based and central). Their representation declined to 34.4% at the shortlisting stage and further to 26.0% among successful candidates, indicating lower progression rates through the recruitment process. Specifically, 6.3% of B.A.M.E. applications were shortlisted, compared with 11.8% of white applications, and 19.7% of shortlisted B.A.M.E. candidates were successful at interview, compared with 29.3% of shortlisted white candidates.

Sexual orientation and gender identity

Figure 37: Sexual orientation: Response rates, 2021-2025

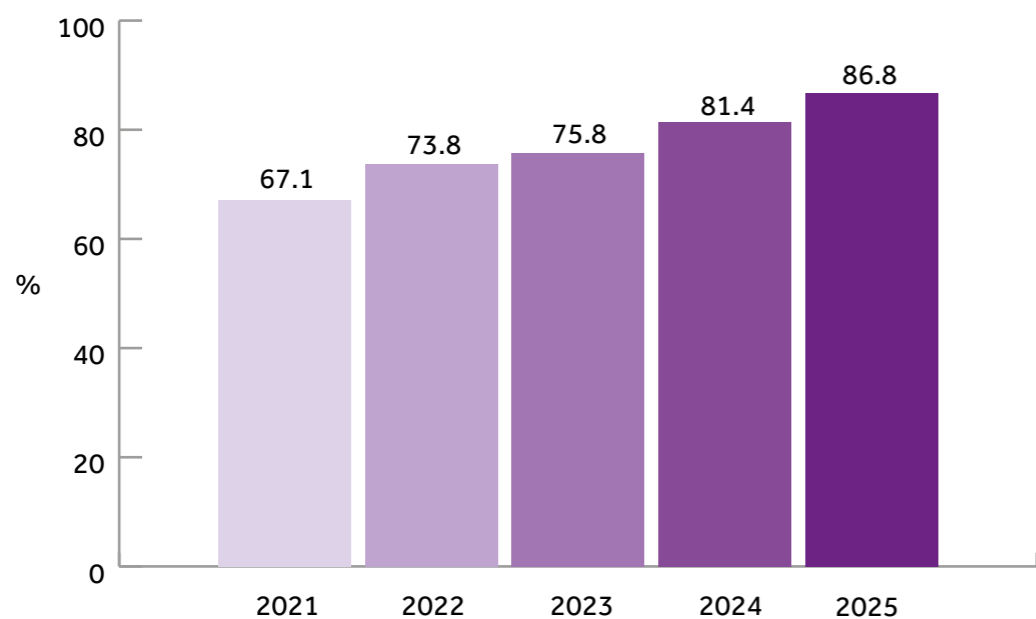


Figure 38: Sexual orientation of colleagues, 2025 (known data)

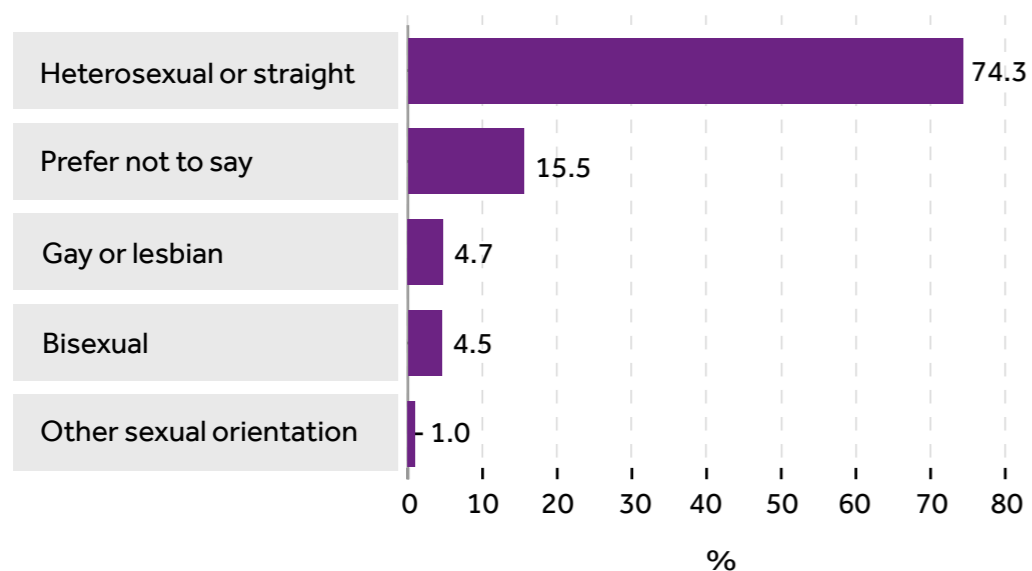
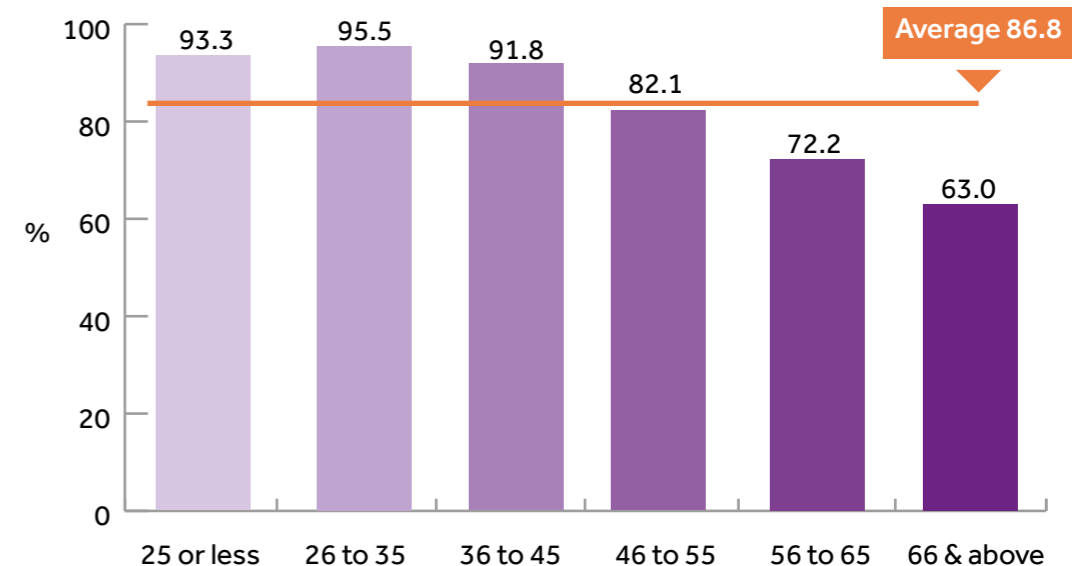


Figure 39: Response rates of colleagues to question about their sexual orientation by age, 2025



The increase in disclosure rates for sexual orientation can be attributed, in part, to several of the initiatives outlined below:

- The University has maintained a Top 100 position in the annual Stonewall Workplace Equality Index for nine consecutive years and currently sits at number 7.
- Continued senior sponsor for LGBT+ who has positively reinforced the importance of data collection.
- Using different opportunities such as Stonewall Workplace Equality Index questions and annual survey, Allies training, and Lunch and Learns to positively reinforce the importance of accurate data disclosure.
- Embedding the importance of data collection in other non-related training such as induction, onboarding, Active Bystander and others.
- Ensuring standard questions in any survey used on Qualtrics include a full range of choices including 'prefer to self-describe' and 'prefer not to say' for sexual orientation and gender identity.
- The ability to update pronouns and gender identity in our colleague platform MyView.
- Continued LGBT+ representation on EDI Committees across Faculties, Schools and Professional Services.
- A refreshed campaign, including a dedicated web page and physical badges, encouraging colleagues to include their pronouns on email signatures and video call screens.
- Regularly updated LGBT+ Profiles highlighting a diverse range of grades, positions, and intersections, with contributors emphasizing the importance of data disclosure.
- Expansion of the BeeProud allies network to over 300 members, who actively promote the completion of MyView data as part of their role.
- Ongoing collaboration with all areas via EDI Partners to enhance data quality, reinforced during induction and through periodic reminders throughout the year.
- Ensuring BeeProud members have reviewed and updated their own data and encourage colleagues to do the same.

Looking ahead, we aim to continue these activities while introducing bespoke campaigns within Faculties and Professional Services. We are committed to more frequent communications about trans and non-binary identities to support improved disclosure rates. Insights from the Stonewall WEI results will also guide targeted actions to address areas for improvement and promote more complete data disclosure.

Table 4: Gender identity: Is your gender identity the same as the gender you were originally assigned at birth? (See footnote below)¹, 2023-2025

Is your gender identity the same as the gender you were originally assigned at birth?	2023			2024			2025		
	Academics	Professional Services	Grand Total	Academics	Professional Services	Grand Total	Academics	Professional Services	Grand Total
Yes	95.4%	95.8%	95.6%	87.5%	84.7%	85.9%	94.7%	95.6%	95.3%
No	0.2%	0.4%	0.3%	0.1%	0.4%	0.3%	0.6%	1.2%	1.0%
Unknown or Prefer not to say	4.5%	3.7%	4.1%	12.4%	14.9%	13.8%	4.6%	3.3%	3.7%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

¹ This data is pulled from our People system and based on the information that colleagues submit either as a new starter or through the self-service system MyView.

Whilst completion of this field is high, the relatively low number of responses for gender identity may result in a reported value of 0.0%.

Religion and belief

Figure 40: Religion: Response rates, 2021-2025

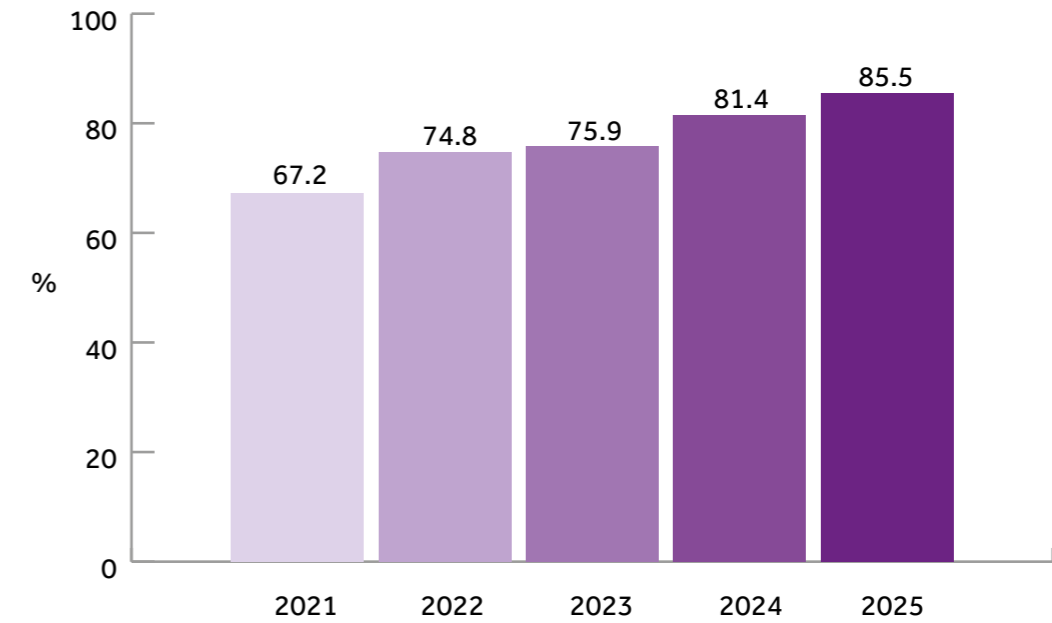


Figure 41: Religion of colleagues, 2025 (known data)

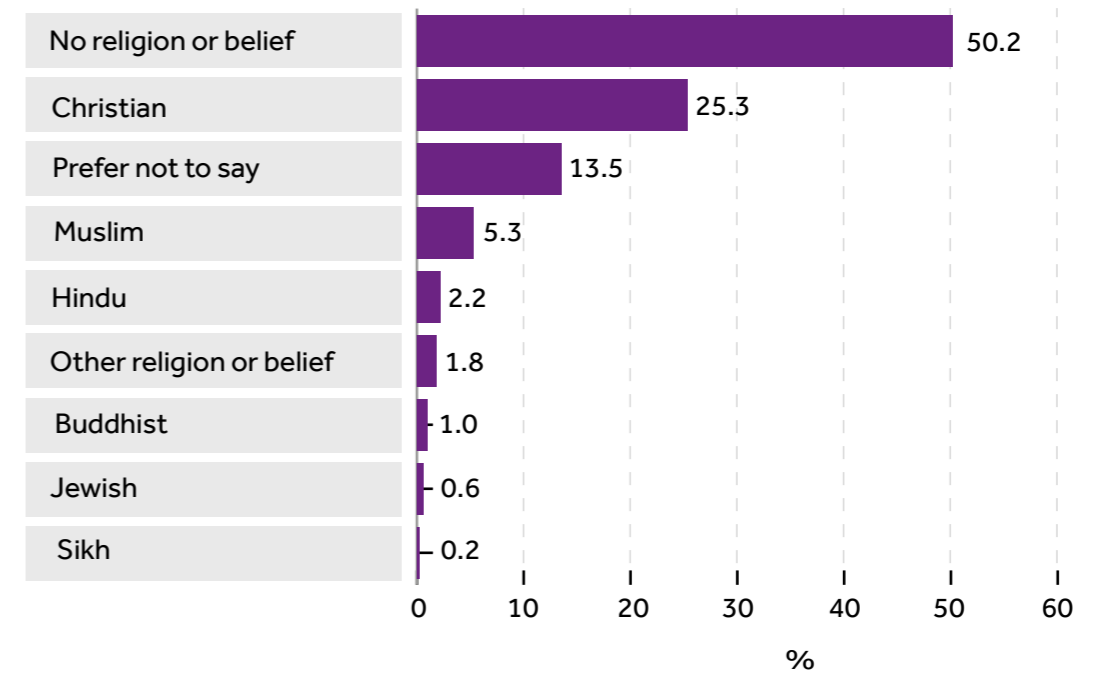
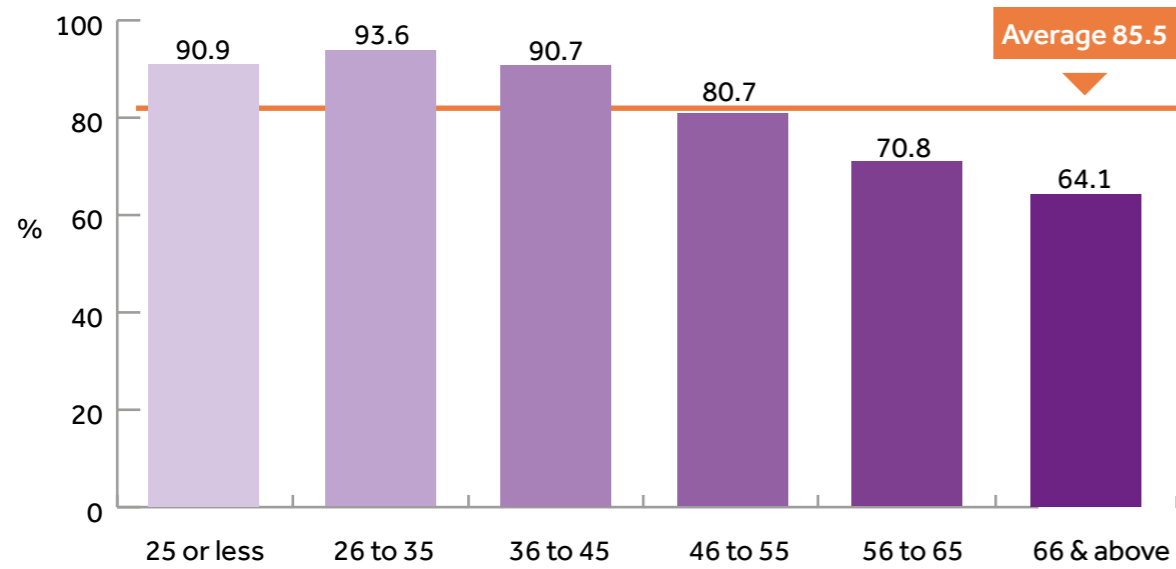


Figure 42: Response rates of colleagues to question about their religion by age, 2025



In 2025, 85.5% of colleagues at the University reported their religion or belief, representing an increase of 4.1% compared with the previous year (Figure 40). Of those who responded, 50.2% identified as non-religious (Figure 41). Disclosure rates varied by age, with younger colleagues being more likely to provide this information (Figure 42). However, the largest improvements in disclosure compared with last year were observed among colleagues aged 46 and above.

International colleagues

The University of Manchester has over 2,910 colleagues who have identified their nationality as either Overseas or EU, representing approximately 100 different countries. Table 5 below presents the ten most common nationalities among international colleagues at the University.

Table 5: International colleagues (count and percentages) - Top 10 Countries, 2025

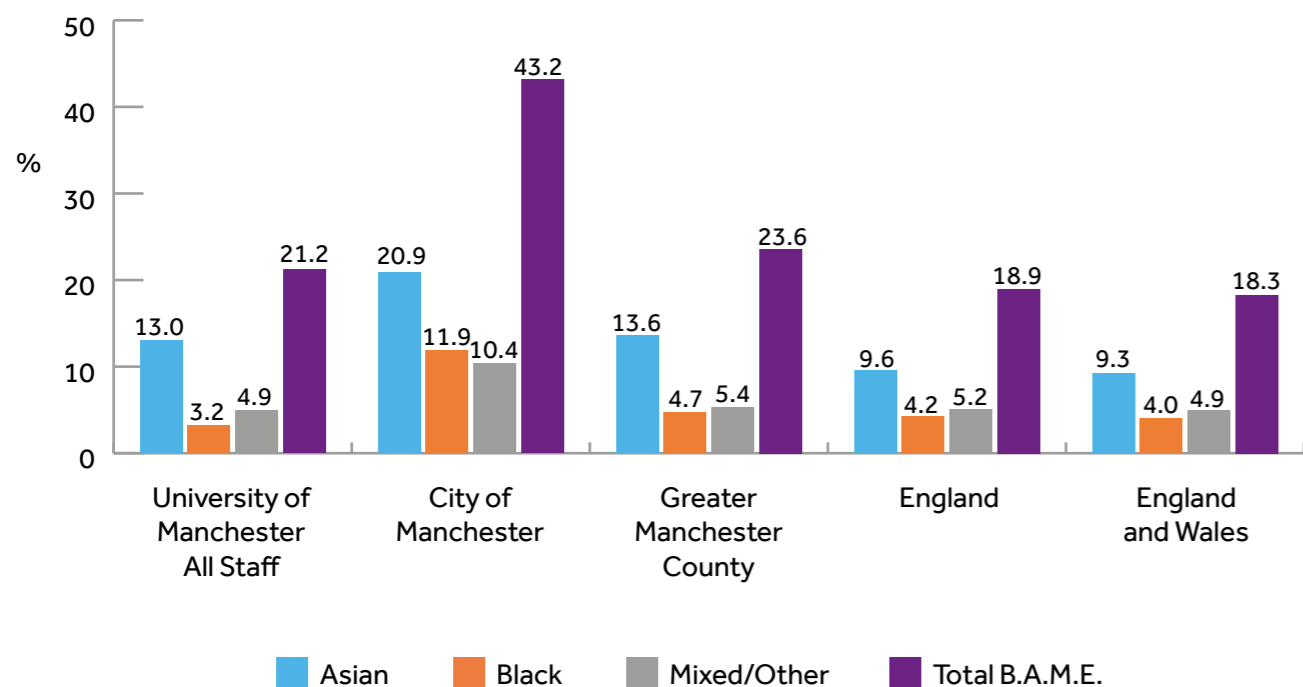
Country	Number of colleagues	As a % of international colleagues
China	420	14.4%
India	215	7.4%
Italy	194	6.7%
Ireland	152	5.2%
Germany	146	5.0%
Spain	119	4.1%
United States	109	3.7%
Poland	104	3.6%
France	99	3.4%
Greece	99	3.4%

Map: International colleagues at the University by nationality, 2025

The darker the shade of orange, the more colleagues identified that country as their nationality.



Figure 43: Proportion of B.A.M.E. colleagues at the University compared to the general population at various levels (city, county, country from ONS 2021)

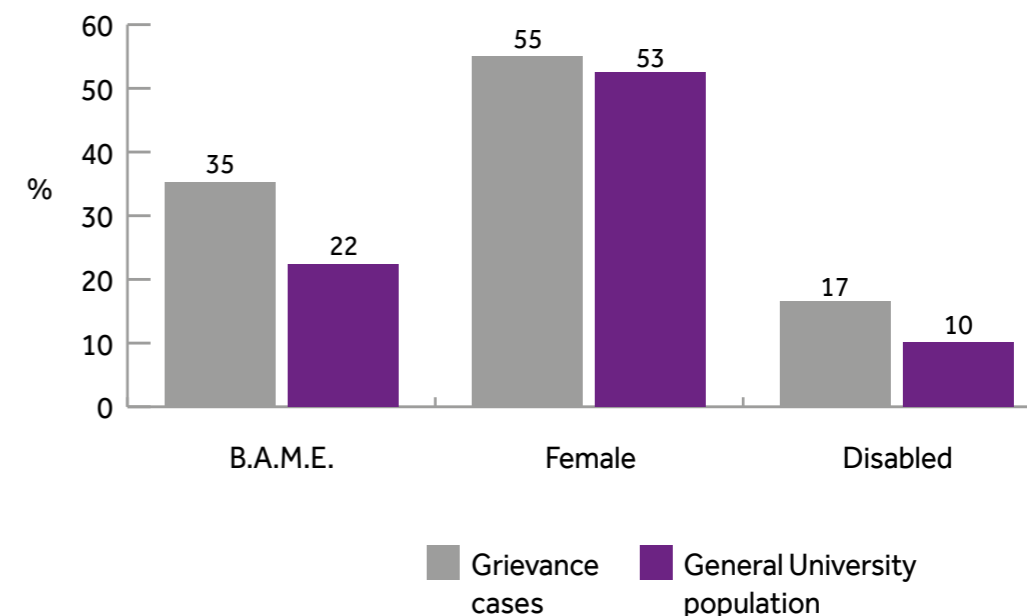


Grievance, disciplinary and tribunal cases

Grievances

Analysis of data collected between 2021 and 2025 indicates that B.A.M.E. colleagues are significantly overrepresented among those raising grievance cases. Disabled colleagues are also significantly overrepresented relative to their proportion in the University population. Female colleagues show a slight overrepresentation, but this difference is not statistically significant. These findings reflect comparisons between each group's representation in grievance cases and their representation in the overall University population (Figure 44).

Figure 44: Proportion of B.A.M.E., female and disabled colleagues in grievance cases versus the general University population (2021-2025 average)



Maternity and paternity leave

Table 6: Numbers of colleagues who took one of the specified leave types, 2021-2025

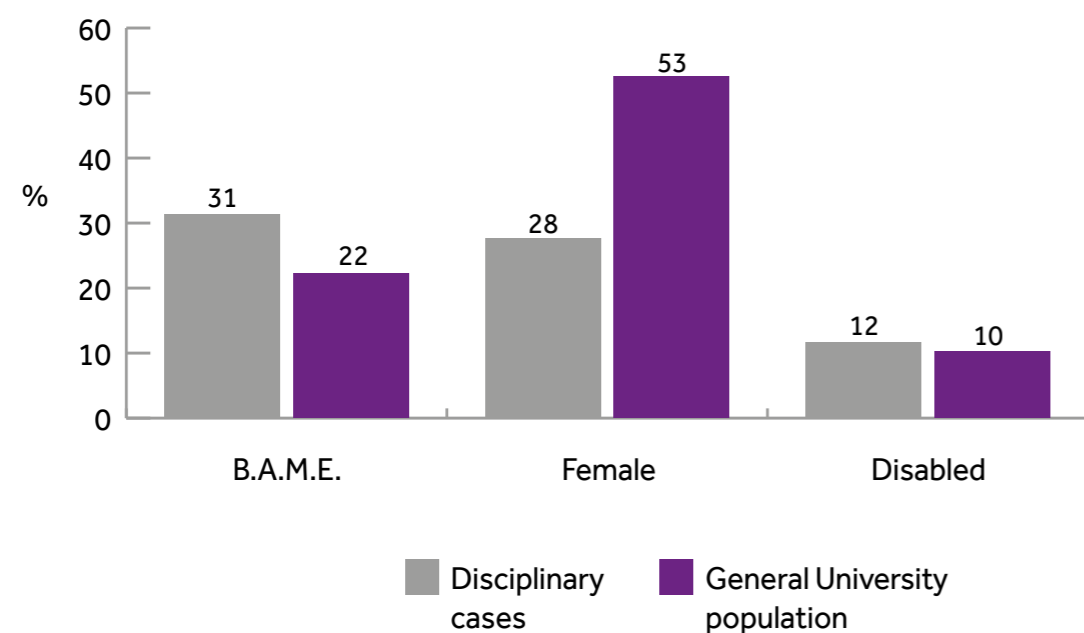
	2021	2022	2023	2024	2025
Academic	155	151	163	140	147
Maternity	72	78	75	75	63
Shared Parental Leave	14	14	23	14	26
Statutory Adoption Pay	1	1	2	1	4
Statutory Paternity Pay (Adoption)	1		2		
Statutory Paternity Pay (Birth)	67	57	61	50	54
PS	143	149	152	161	173
Maternity	87	86	89	87	102
Shared Parental Leave	15	14	18	17	19
Statutory Adoption Pay	1	4	4		1
Statutory Paternity Pay (Adoption)	1	3	1	1	1
Statutory Paternity Pay (Birth)	39	40	40	56	50
Grand Total	298	297	315	301	320
For Comparison – Total Number of Colleagues at the University	12549	11111	11662	11984	12387
% of Colleagues Who Were on Leave per Year	2.4%	2.7%	2.7%	2.5%	2.6%

Category	Group	Grievances (%)	Colleague Population (%)	Difference (%)	Statistically Significant?
Ethnicity	B.A.M.E.	35	22	13	Yes
Legal sex	Female	55	53	3	No
Disability	Disabled	17	10	7	Yes

Disciplinary

Data from 2021 – 2025 indicates that B.A.M.E.colleagues are significantly overrepresented in requesting disciplinary cases. Disabled colleagues appear slightly overrepresented, though the difference is not statistically insignificant, while female colleagues are significantly underrepresented in raising disciplinary cases (Figure 45).

Figure 45: Proportion of B.A.M.E., female and disabled colleagues in disciplinary cases versus the general University population (2021-2025 average)



Category	Group	Disciplinary (%)	Colleague Population (%)	Difference (%)	Statistically Significant
Ethnicity	B.A.M.E.	31	22	9	Yes
Legal sex	Female	28	53	-25	Yes
Disability	Disabled	12	10	2	No

Number of grievance, disciplinary and tribunal cases by legal sex, ethnicity and disability,

2020/21-2024/25

2020/21	Ethnicity				Legal sex			Disability		
	B.A.M.E.	Other White	White British	Not Known	Male	Female	Not Known	Yes	No	Not
Grievances (19)	8	0	11	0	11	8	0	5	6	8
Disciplinary cases (38)	12	4	22	0	30	8	0	6	21	11
Tribunals (inc ACAS Early Conciliation) (4)	0	1	2	1	3	1	0	0	1	3
2021/22	Ethnicity				Legal sex			Disability		
	B.A.M.E.	Other White	White British	Not Known	Male	Female	Not Known	Yes	No	Not
Grievances (43)	15	4	20	4	25	18	0	4	20	19
Disciplinary cases (41)	13	2	25	1	27	14	0	8	23	10
Formal capability cases (26)	3	2	21	0	13	13	0	6	18	2
Tribunals (inc ACAS Early Conciliation) (15)	5	2	4	4	8	7	0	10	0	5
2022/23	Ethnicity				Legal sex			Disability		
	B.A.M.E.	Other White	White British	Not Known	Male	Female	Not Known	Yes	No	Not
Grievances (36)	12	3	21	0	16	20	0	6	17	13
Disciplinary cases (33)	12	1	20	0	23	10	0	0	16	17
Formal capability cases (14)	5	1	8	0	9	5	0	2	9	3
Tribunals (inc ACAS Early Conciliation) (14)	2	0	0	4	5	1	0	2	2	2
2023/24	Ethnicity				Legal sex			Disability		
	B.A.M.E.	Other White	White British	Not Known	Male	Female	Not Known	Yes	No	Not
Grievances (34)	13	0	16	5	15	19	0	6	26	2
Disciplinary cases (41)	13	3	22	3	30	11	0	4	31	6
Formal capability cases (2)	1	0	1	0	2	0	0	0	2	0
Tribunals (inc ACAS Early Conciliation) (20)	7	0	0	13	11	7	2	5	0	15
2024/25	Ethnicity				Legal sex			Disability		
	B.A.M.E.	Other White	White British	Not Known	Male	Female	Not Known	Yes	No	Not
Grievances (44)	14	0	27	3	12	32	0	8	33	3
Disciplinary cases (35)	9	0	18	8	26	9	0	4	31	0
Formal capability cases (3)	0	0	3	0	3	0	0	3	0	0
Tribunals (inc ACAS Early Conciliation) (25)	8	0	14	3	8	17	0	6	17	2

Grievances

Overall, 44 cases were raised in 2024/25 across the University, reflecting a rise of ten cases from the previous year.

- B.A.M.E.: The proportion of grievance cases analysed from the last two years (2023/24 and 2024/25) were 38% and 32% respectively, significantly above overall representation.
- Legal sex: In 2024/25, 73% cases were from female colleagues. This represents a significant overrepresentation compared to the female colleague population and shows a sharp increase from 56% the previous years.
- Disability: In 2024/25, 18% cases were from disabled colleagues. This proportion remains unchanged compared with the previous year.

Disciplinary cases

A total of 35 cases were reported in 2024/25. This represents a slight decrease from 41 cases the previous year.

- B.A.M.E.: The proportion of cases from B.A.M.E. colleagues recorded was 26%, marking a small decline from previous year.
- Legal sex: In 2024/25, there is a significant proportion of cases that were from male colleagues accounting for 74% cases. 26% of cases were from female colleagues.
- Disability: 11% of cases were from disabled colleagues, a small increase from 10% the previous year.

Formal capability cases

In 2024/25, three formal capability cases were recorded, representing an increase from two cases in 2023/24 but a significantly smaller number than 2021/22 and 2022/23.

- B.A.M.E.: There were no cases raised by B.A.M.E. colleagues. All cases were raised by White colleagues.
- Legal sex: Zero cases from female colleagues. All cases were raised by male colleagues.
- Disability: All cases were raised by disabled colleagues.

Employment tribunals

The number of tribunal cases rose to 25 in 2024/25, an increase of five cases from the preceding year.

- B.A.M.E.: 8 tribunal applications were from B.A.M.E. colleagues, representing 32% of cases.
- Legal sex: 17 tribunal applications were from female colleagues, representing 68% of all cases.
- Disability: 6 tribunal cases were from disabled colleagues, representing 25% cases.

Our students

Student Equality Information: Key findings

To ensure consistency and clarity in understanding student recruitment trends, attainment, retention and graduate destinations (progression), we recommend all readers to consult the Office for Student's Access and Participation data dashboard. This dashboard provides information that includes students' diversity for The University of Manchester and other Higher Education institutions. The information below offers a general overview of the student population at The University of Manchester.

Undergraduate

Age: In 2025/26, 4.6% of all undergraduate students were considered 'mature,' defined as being 21 years or older at the start of their course. This is a slight decrease from 5.4% the previous year (Figure 47).

Disability: This year, 12.2% of undergraduate students have shared that they have a disability, marking a significant increase from 7.9% the previous year. The most common disability recorded is Specific Learning Difficulties (33%) and Mental Health difficulties (28%), as shown in Figure 48 and 49.

Ethnicity: The percentage of UK domicile B.A.M.E students at the University has shown a clear upward trend over the last five academic years. This year, 41% of UK domicile students were recorded as B.A.M.E., with an increase of 2% from 2024/25 as shown on Figure 51.

Domicile: The percentage of UK-domicile students remained largely unchanged at 60.4%, compared with 60.3% in the previous academic year. The proportion of EU students also remained stable at 1.7%. The proportion of overseas students has also been maintained at 37.9%, following a rise from 30% between 2021/22 - 2024/25 (Figure 52).

Legal sex: In 2025/26, 58.3% of undergraduate students were female and 41.7% were male. Data from the past five years reveal a persistent pattern with undergraduate female students have consistently surpassed male students in number (see Figure 53).

Religion: In 2025/26, 51.6% of UK-domicile students on full-time courses reported having no religion or belief (see Figure 54). The next largest group identified as Christian, accounting for 20.3% of UK-domicile students, followed by Muslim students at 14.7%.

Sexual orientation: Data recorded from 2025/26 shows that 13.4% of full-time UK domicile students described their sexual orientation as LGB+ (Figure 55).

Gender Identity: Responding 'No' to the question "Is your gender the same as assigned at birth?", identifies students as transgender. According to these responses, 1.5% of the University's UK-domicile, full-time undergraduate student population are trans students (Table 7).

Postgraduate

Domicile: Data from 2025/26 show that 70.3% of postgraduate students are from overseas. The proportion of UK-domiciled postgraduate students in 2025/26 has increased to 27.8% from 25.1% in the previous year.

Ethnicity: 65.5% of UK-domicile postgraduate taught students were White in 2025/26 (Figure 59). The next largest ethnic group is Asian (16.2%), followed by Mixed/Other (10.7%). In contrast, 73.9% UK-domicile postgraduate research students are White in 2025/26 (Figure 60).

Legal sex: The proportion of females within the postgraduate population has increased in 2025/26 from the previous year, to 62.2%. Although female students remain underrepresented on research programmes relative to taught programmes, the proportion has experienced a 5% increase compared with the previous year (Figure 61).

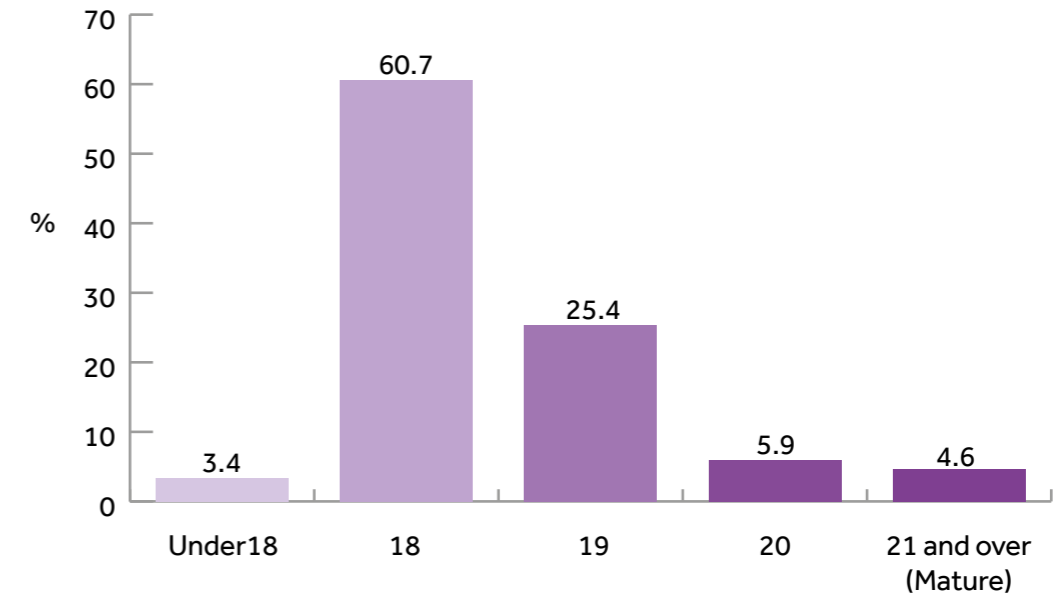
Methodology: This report uses student data for the 2025/26 academic year, sourced from the 1st of December 2025 dataset produced by the Directorate of Planning. The data is current and up to date as of 1st December 2025 and has been analysed by the Equality, Diversity and Inclusion Directorate. This data relates specifically to new entrants, i.e. students commencing their studies in 2025/26. Please note that our methodology for collecting student data has changed, which may result in some differences in the numbers compared to previous years. All data presented has been updated in line with the new methodology.



Undergraduate

Age

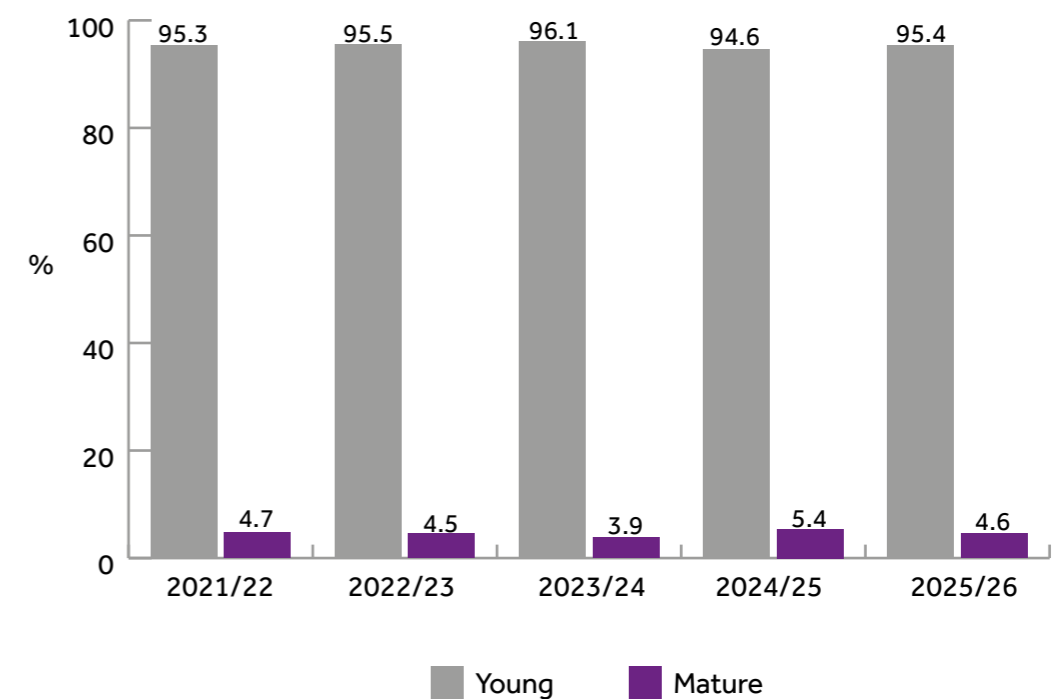
Figure 46: Undergraduate students by age, 2025/26



The most common age for starting an undergraduate course at the University is 18, with 60.7% of all undergraduates beginning their studies at this age in 2025/26 (Figure 46). Undergraduate students are classified into two categories: young students, who are under 21 on the start date of the term in which their course begins, and mature students, who are 21 or over on this date.

In the 2025/26 academic year, the proportion of mature students decreased to 4.6%, down from 5.4% in the previous year (Figure 47).

Figure 47: Undergraduate students by young and mature, 2021/22-2025/26



Disability

Figure 48: Disability shared by undergraduate students, 2021/22-2025/26

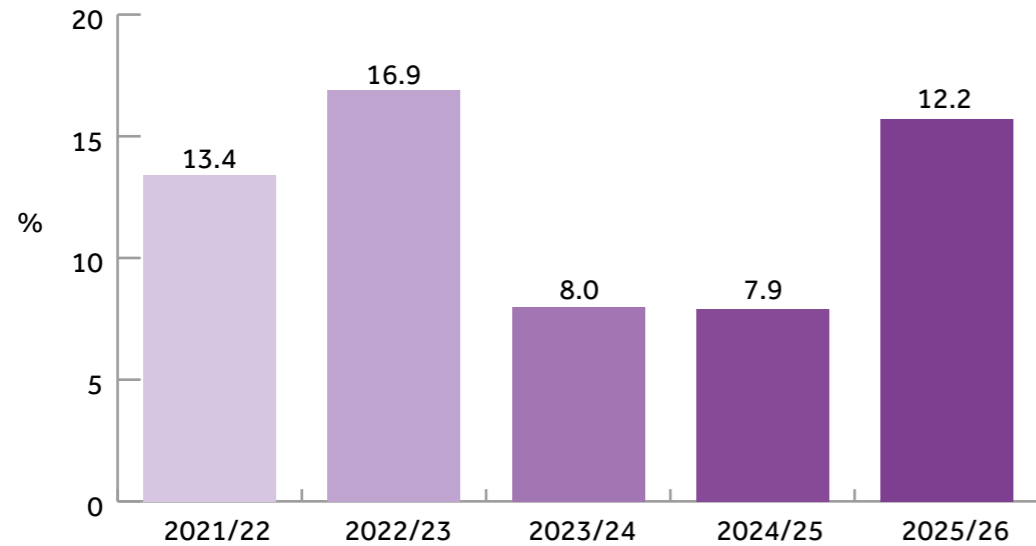
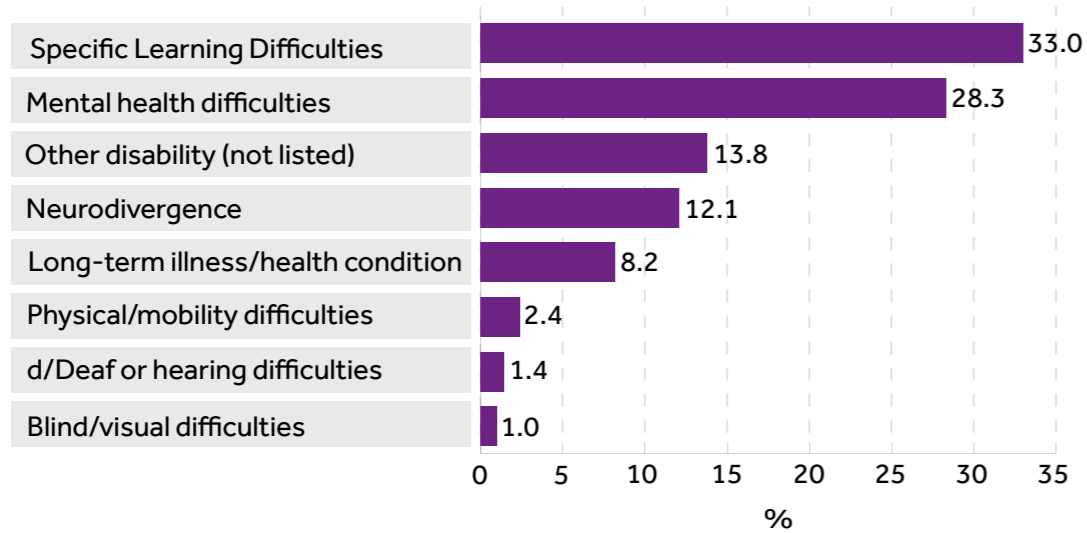


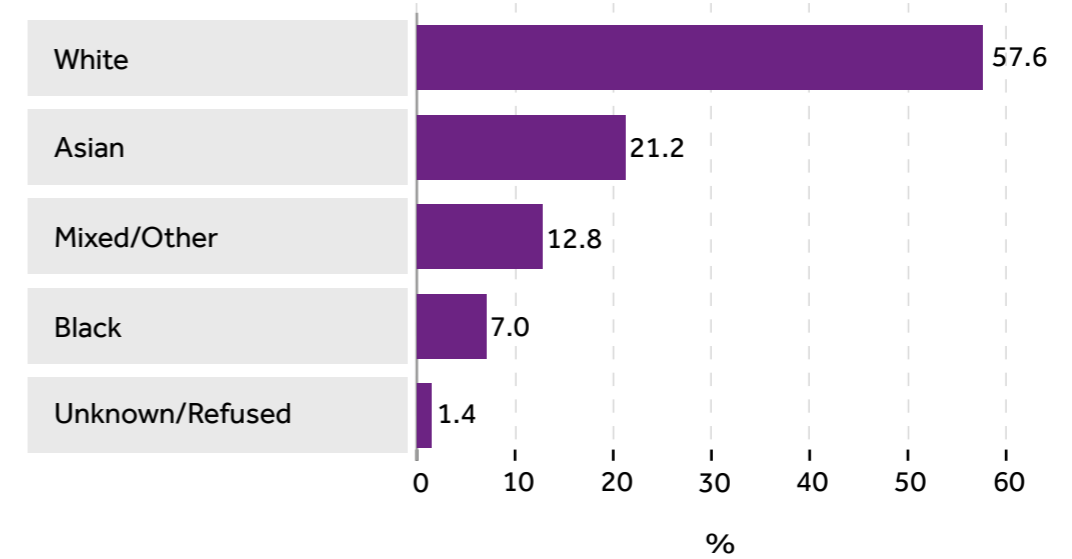
Figure 49: Breakdown of disabilities, 2025/26



In 2025/26, 12.2% of undergraduate students reported that they have a disability, an increase of 4.3% compared with the previous year (Figure 48). Among these students, the most commonly reported disabilities are Specific Learning difficulties and mental health conditions (Figure 49).

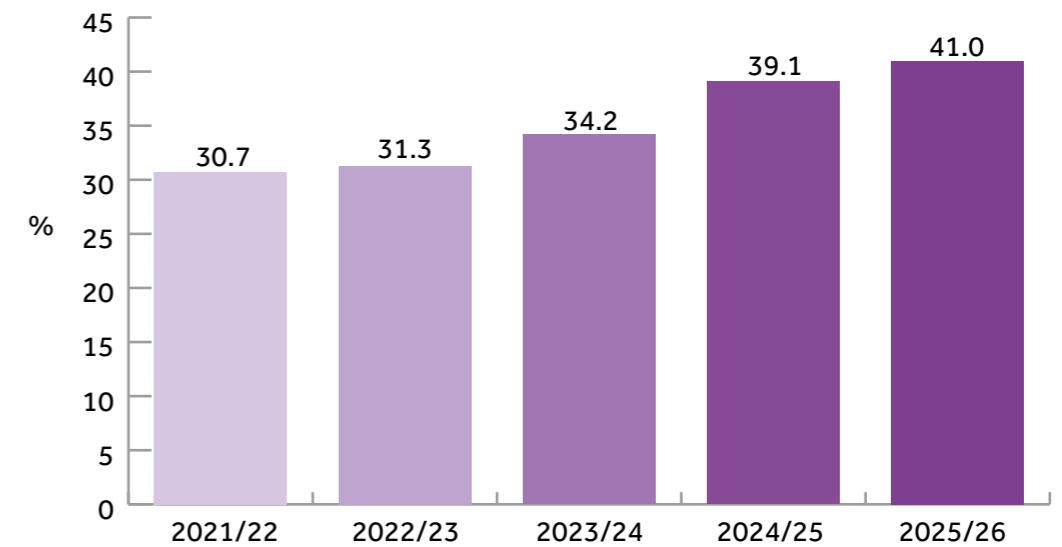
Ethnicity

Figure 50: UK domicile undergraduate students by ethnicity, 2025/26



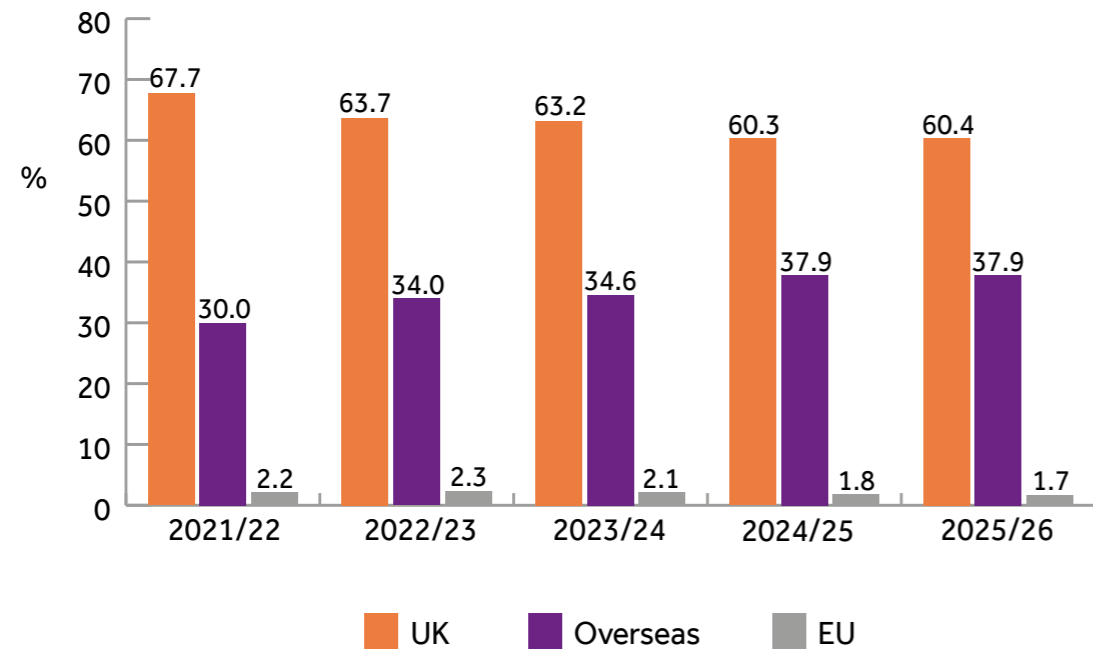
Among UK-domiciled undergraduate students at the University, 41% identify as B.A.M.E. Over the past five years, there has been a steady and significant increase in the proportion of UK-domiciled undergraduates who are B.A.M.E. students (Figure 51). Within this group, the largest represented ethnicity is Asian, accounting for 21.2% of the undergraduate population. In contrast, Black students represent only 7% of UK-domiciled undergraduates, making them the least represented ethnic group (Figure 50).

Figure 51: Percentage of UK domicile undergraduate B.A.M.E. students, 2021/22-2025/26



Domicile

Figure 52: Undergraduate students by domicile, 2021/22-2025/26



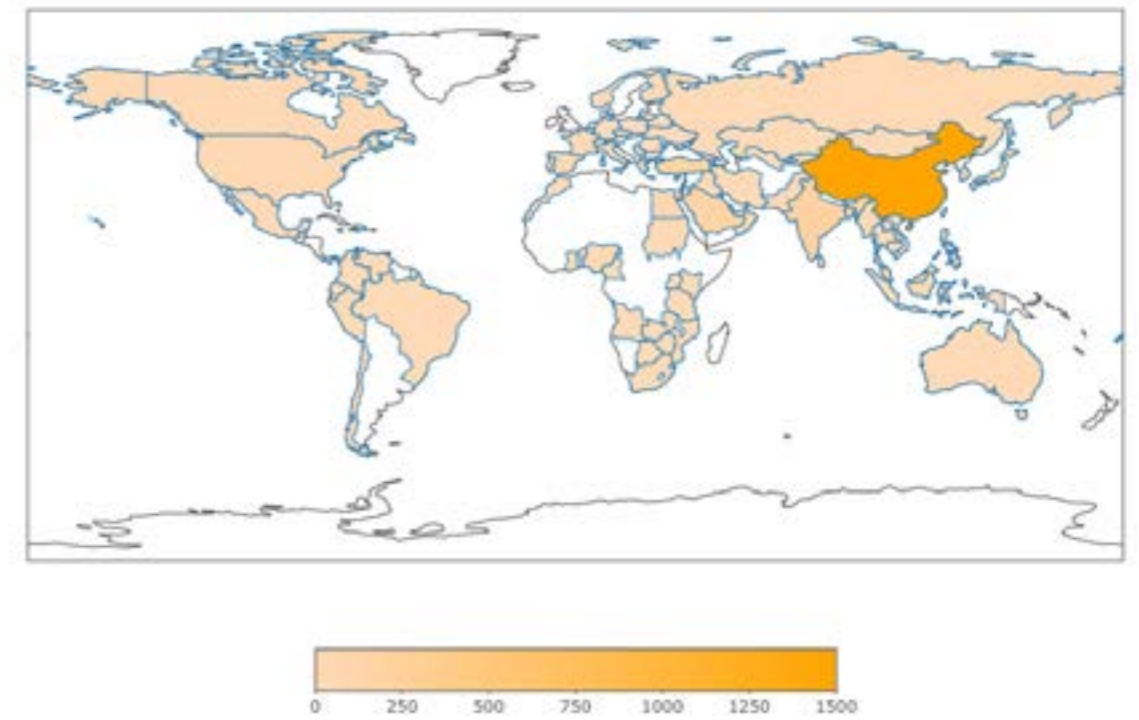
In 2025/26, the proportion of UK-domiciled students remained largely unchanged at 60.4%, a marginal increase of 0.1%. This marks the end of the downward trend in the proportion of UK-domiciled students observed since 2021/22 (Figure 52). Over the same period, the proportion of EU students has continued to decline, reaching 1.7% in 2025/26.

Table 7: Top 10 countries of domicile of international undergraduate students, 2025/26

Country	Number of students	As a % of international undergraduate students
China	1908	51.6%
India	189	5.1%
Kuwait	180	4.9%
Turkey	178	4.8%
Saudi Arabia	155	4.2%
Hong Kong (Special Administrative Region of China)	90	2.4%
Malaysia	87	2.4%
United Arab Emirates	83	2.2%
Egypt	48	1.3%
Oman	42	1.1%

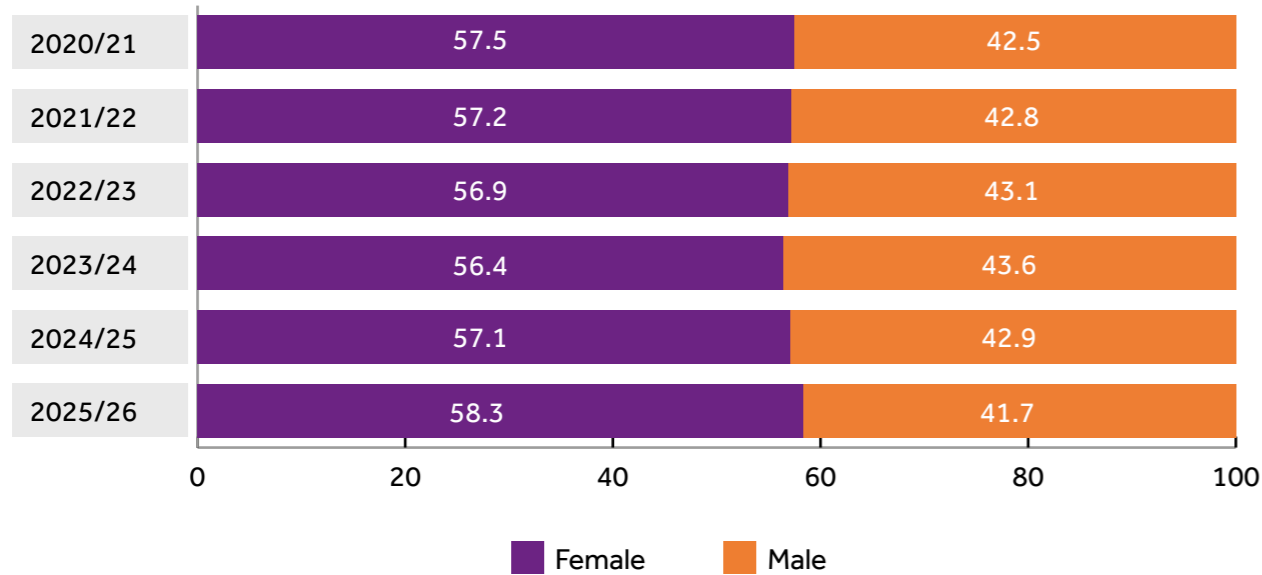
Map: International undergraduate students at the University by nationality, 2025/26

The darker the shade of orange, the more undergraduate students identified that country as their nationality.



Legal sex

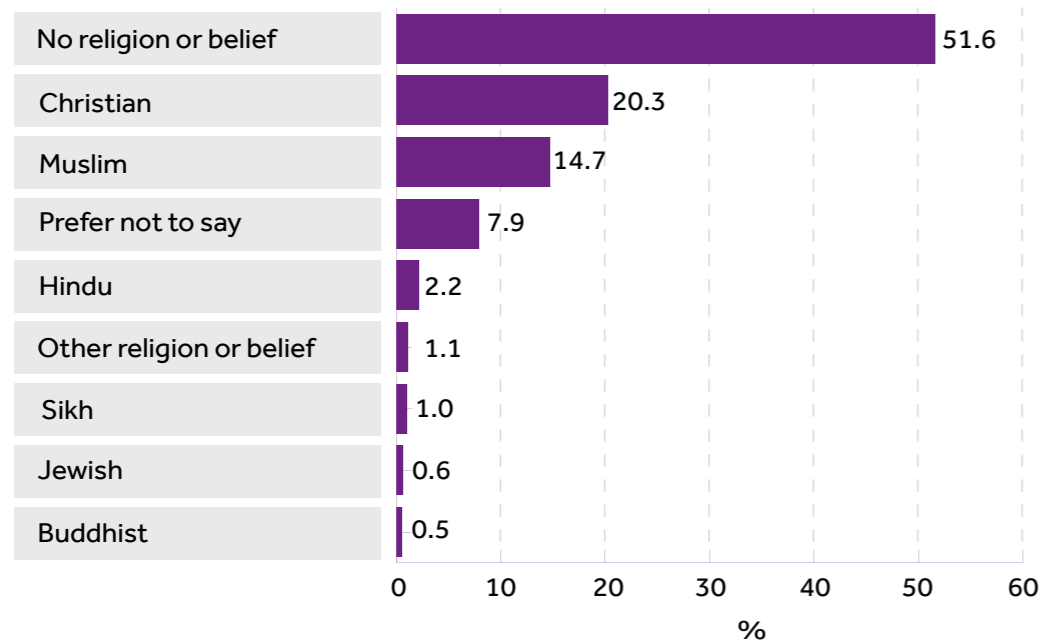
Figure 53: Undergraduate students by legal sex, 2020/21-2025/26



The undergraduate student population comprises 58.3% female and 41.7% male students. While the proportion of female students had been declining since 2020/21, it has increased again since 2024/25. Over the past five years, female undergraduates have consistently outnumbered their male counterparts (Figure 53).

Religion and belief

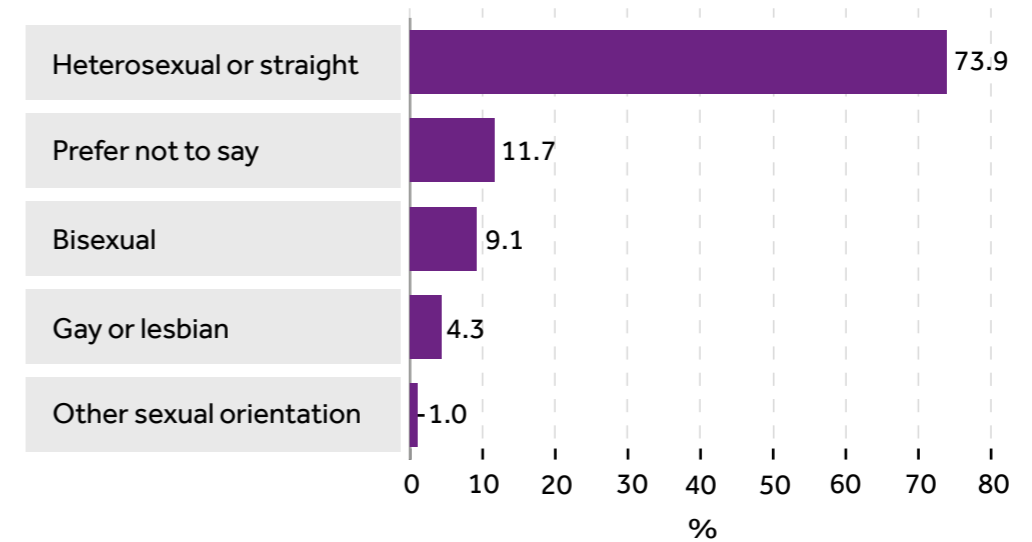
Figure 54: Religion of UK domicile full-time undergraduate students, 2025/26 (known data; response rate: 99.9%)



In the 2025/26 academic year, 51.6% of UK-domiciled full-time students reported having no religion or belief, while 7.9% selected "Prefer not to say". Among those who shared their religion, Christian and Muslim students are the most represented, accounting for 20.3% and 14.7% of the population, respectively (Figure 54).

Sexual orientation and gender identity

Figure 55: Sexual orientation of UK domicile full-time undergraduate students, 2025/26 (known data; response rate: 99.9%)



Among UK-domiciled full-time undergraduate students, 73.9% identify as heterosexual (Figure 55), while 11.7% chose not to share their sexual orientation.

Table 7: Gender identity of UK domicile full-time undergraduate students, 2025/26 (known data; response rate: 99.9%)

Is your Gender the same as assigned at birth?	%
Yes	95.3%
No	1.5%
Prefer not to say	3.2%

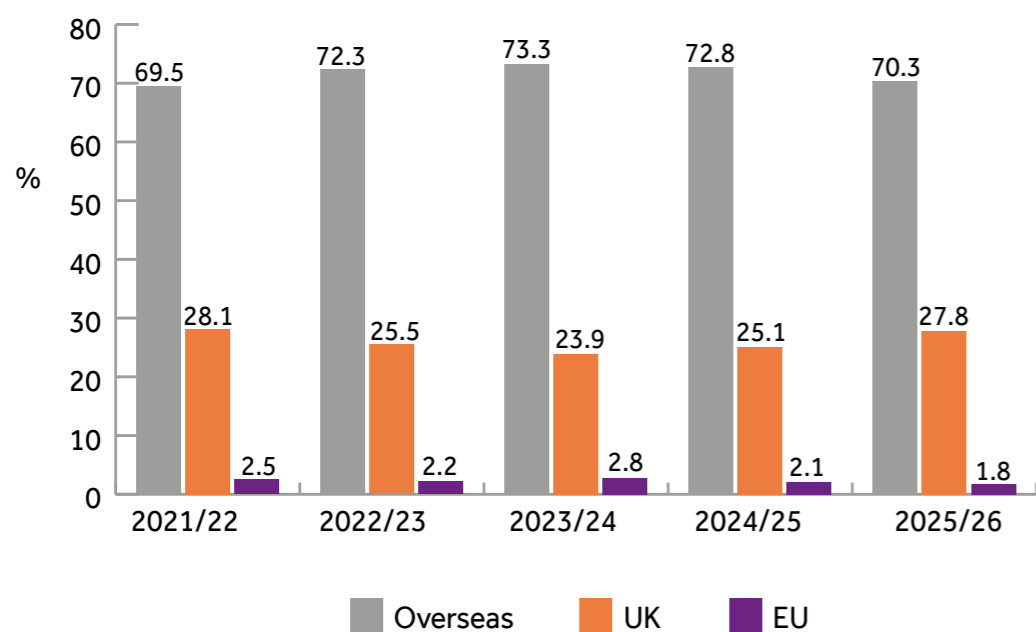
Postgraduate

Postgraduate students can be divided into those on taught programmes and those who are on research programmes. Postgraduate research can be further categorised into doctoral training and master's degrees by research.

Postgraduate research master's degrees include the MSc by Research and Master of Philosophy (MPhil). Doctoral training leads to a variety of degree types, including Doctor of Philosophy (PhD), Doctor of Medicine (MD), Doctorate in Clinical Psychology (ClinPsyD), Doctor of Education (EdD), Doctorate in Educational and Child Psychology (DEdChPsychol), Doctor of Engineering (EngD), Doctorate in Counselling Psychology (DCounsPsych), Doctor of Business Administration (DBA), Doctor of Professional Studies (DProf), and Doctor of Clinical Science (DClinSci).

Domicile

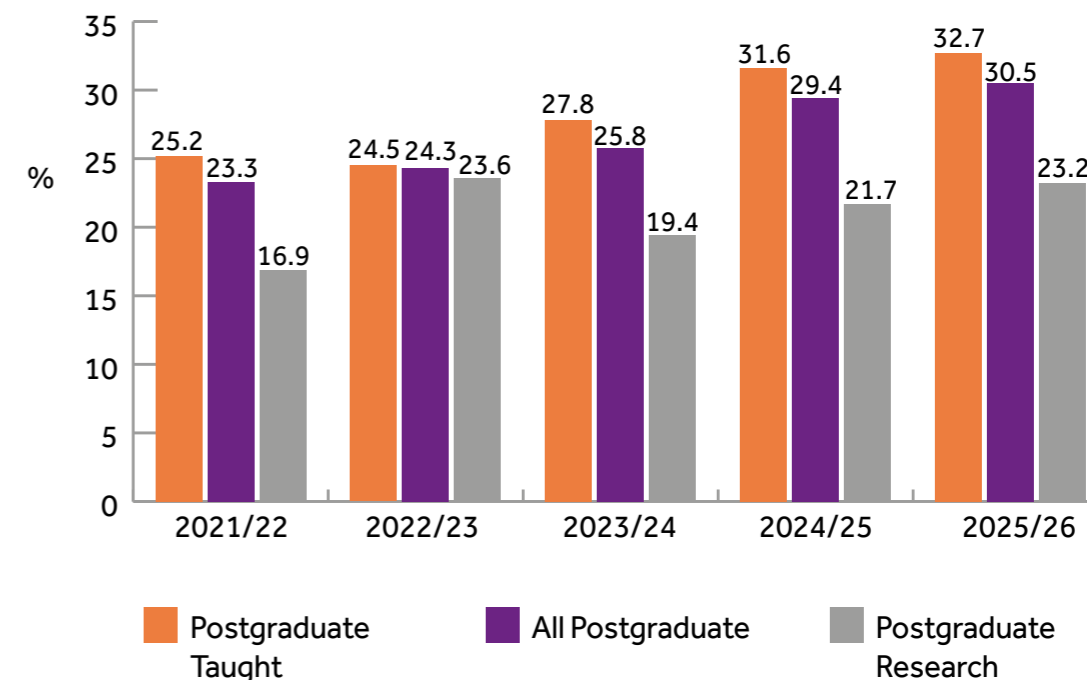
Figure 56: Postgraduate students by domicile, 2021/22-2025/26



In 2025/26, overseas postgraduate students accounting for 70.3% of the postgraduate population. This represents a decrease of 2.5% compared to the previous year. The proportion of UK-domiciled postgraduate students increased to 27.8% (Figure 56).

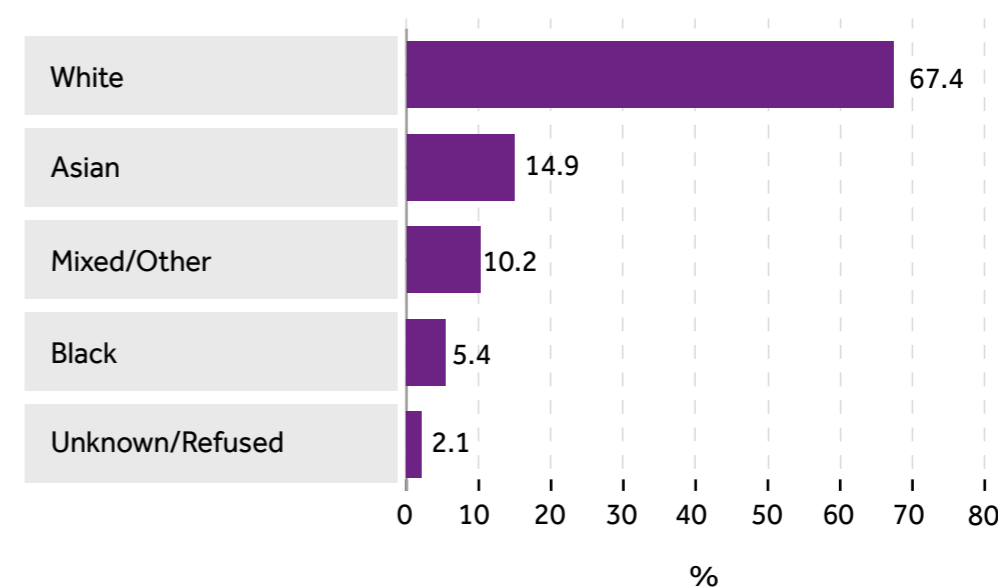
Ethnicity

Figure 57: UK domicile postgraduate B.A.M.E. students, 2021/22-2025/26



In 2025/26, the proportion of UK-domiciled B.A.M.E. students on postgraduate taught courses rose by 1.1% to 32.7%. Similarly, the percentage of UK-domiciled B.A.M.E. students on postgraduate research courses increased to 23.2%, up from 21.7% the previous year (Figure 57).

Figure 58: UK domicile postgraduate students by ethnicity, 2025/26



In 2024/25, 65.5% of UK-domiciled postgraduate taught students were White (Figure 59), compared with 73.9% of postgraduate research students (Figure 60). Asian students were the next largest ethnic group, representing 16.2% of postgraduate taught students and 10.7% of postgraduate research students.

Figure 59: UK domicile postgraduate taught students by ethnicity, 2025/26

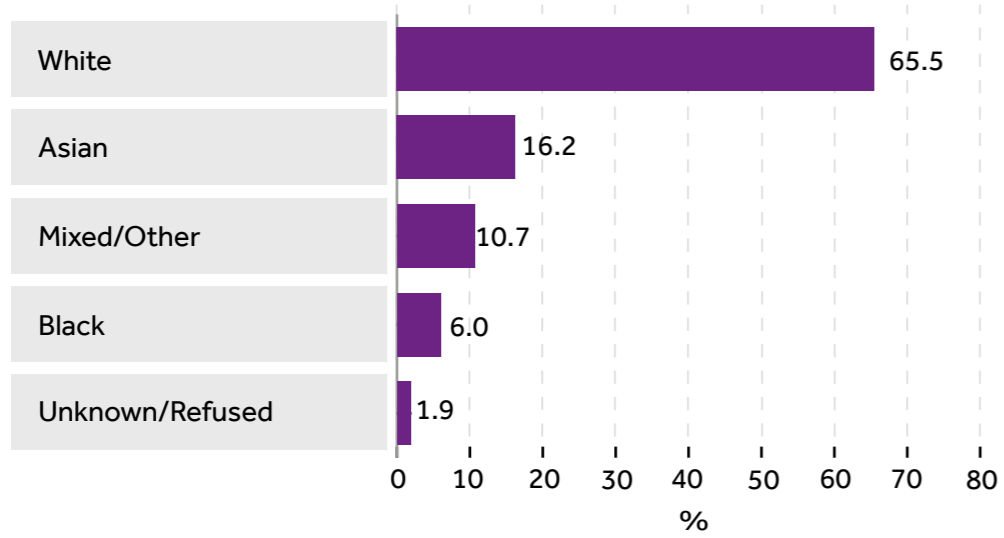
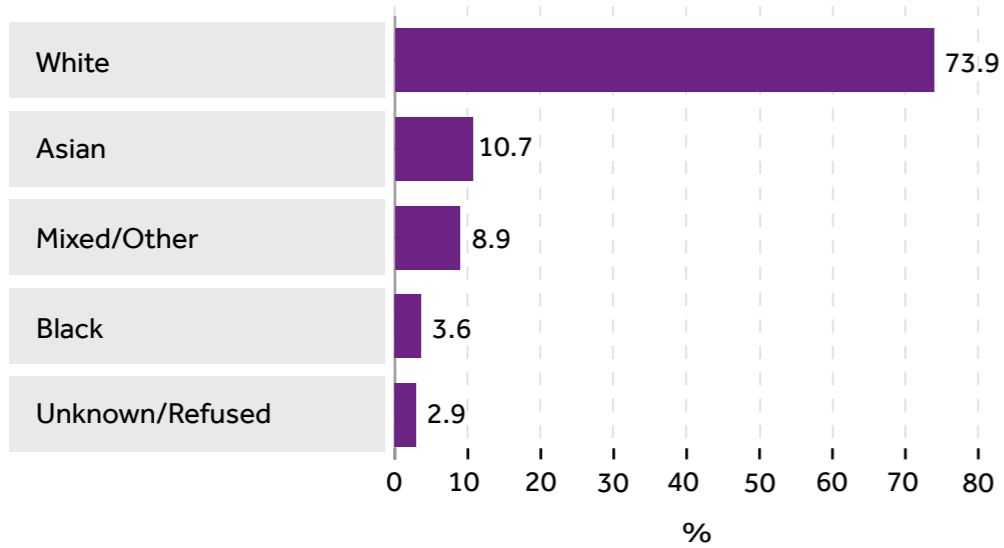
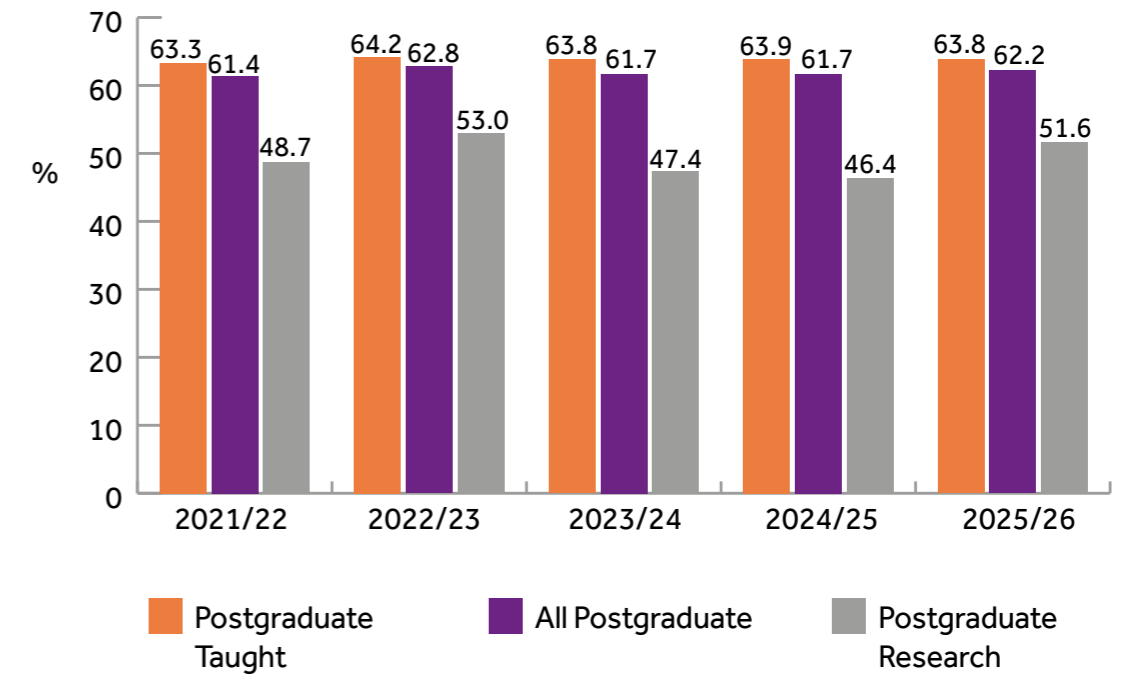


Figure 60: UK domicile postgraduate research students by ethnicity, 2025/26



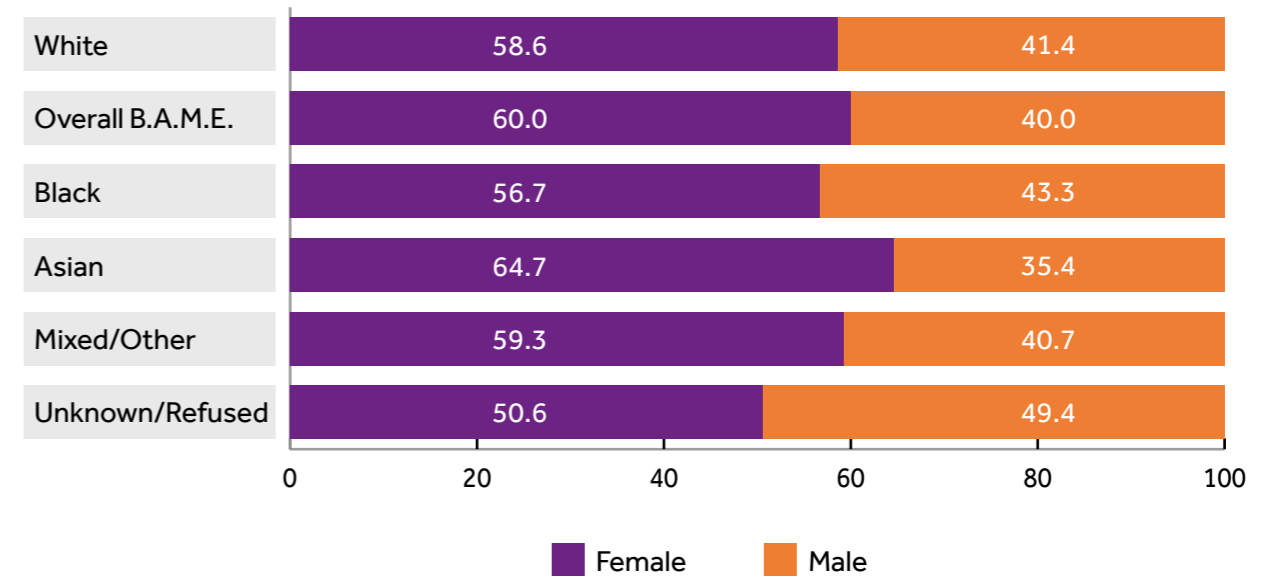
Legal sex

Figure 61: Female postgraduate students, 2021/22-2025/26



The proportion of female postgraduate students rose to 62.2% in 2025/26, reflecting an increase from the previous academic year. Over the last five years, the proportion of female postgraduate taught students has consistently exceeded that of female postgraduate research students (Figure 61).

Figure 62: Postgraduate student legal sex by ethnicity, 2025/26



Female students comprised 60.0% of B.A.M.E. postgraduate students in 2025/26, a decrease of 2.6% compared with the previous year. Legal sex ratios vary notably across ethnicities, with 64.7% of Asian postgraduate students being female, compared with 56.7% of Black postgraduate students (Figure 62).

Looking ahead

The findings of this year's Equality Information Report present both clear progress and important challenges. While we have advanced meaningfully in several areas, the data underscores that sustained and focused action is required to ensure every member of our community experiences a genuine sense of belonging and equitable opportunity to succeed.

The priorities outlined are shaped directly by the evidence within this report. They reflect our commitment not only to maintain momentum, but to address disparities with clarity, accountability, and purpose as we continue to strengthen an inclusive environment where all can thrive.

EDI in the Manchester 2035 Strategy

Equality, Diversity and Inclusion (EDI) are embedded within "From Manchester, For the World" our University strategy for 2035 and underpin its long-term ambitions for both colleagues and students.

By 2035, our colleagues will flourish within a culture that champions creativity, inclusion and collaboration. Equipped with the right tools, support and enabling environment, they will be empowered to perform at their best and deliver lasting, meaningful impact. Through their expertise, innovation and dedication, they will shape ideas, influence change and translate ambition into tangible outcomes.

By 2035, our students will actively shape and personalise their learning journeys, engaging in flexible, collaborative models of study embedded across every programme. Supported by high-quality in-person provision and a seamless, intelligent digital ecosystem, they will experience inclusive access, enhanced engagement and the opportunity to achieve their full potential.

Manchester 2035 strategic leaps:

- i. Flexible, personalised and digitally enabled learning
- ii. Research excellence to impact
- iii. A powerhouse of innovation
- iv. The university to partner with
- v. Digital inside and out



Appendices

Report and Support platform – reports about bullying, harassment, discrimination, gender based violence, hate or micro-aggressions (table is sorted from highest to lowest number by type in 2025):

Type	2020		2021		2022		2023		2024		2025	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Discrimination	73	22.6	59	11.9	54	8.4	57	5.7	29	3.0	143	16.1
Bullying	69	21.4	71	14.3	106	16.6	178	17.8	81	9.0	142	16.0
Other	75	23.2	95	19.2	121	18.9	456	45.6	459	49.0	110	12.4
Harassment	47	14.6	53	10.7	91	14.2	39	3.9	68	7.0	109	12.3
Hate Incident or Hate Crime		0.0	43	8.7	36	5.6	15	1.5	40	4.0	74	8.4
Sexual Assault	1	0.3	95	19.2	143	22.3	81	8.1	81	9.0	55	6.2
Sexual Harassment	28	8.7	29	5.8	26	4.1	28	2.8	25	3.0	53	5.9
Domestic Abuse	3	0.9	33	6.7	36	5.6	52	5.2	28	3.0	42	4.7
Micro-aggression		0.0	17	3.4	27	4.2	17	1.7	9	1.0	39	4.4
Stalking		0.0		0.0		0.0	8	0.8	7	1.0	27	3.1
Spiking		0.0		0.0		0.0	9	0.9		0.0	5	0.6
Unknown		0.0		0.0		0.0	2	0.2		0.0	1	0.1
Religious Hate		0.0		0.0		0.0	17	1.7	38	4.0		0.0
Misogyny		0.0		0.0		0.0	4	0.4	13	1.0		0.0
Transphobia		0.0		0.0		0.0	5	0.5	11	1.0		0.0
Ageism		0.0		0.0		0.0		0.0	3	0.0		0.0
Caring Responsibility		0.0		0.0		0.0	1	0.1		0.0		0.0
Homophobia		0.0		0.0		0.0	4	0.4		0.0		0.0
Sexism		0.0		0.0		0.0	2	0.2		0.0		0.0
Sexual Violence	12	3.7		0.0		0.0		0.0		0.0		0.0
Disablism		0.0		0.0		0.0	4	0.4	15	2.0		0.0
Racism		0.0		0.0		0.0	20	2.0	26	3.0		0.0
Victimisation	15	4.6	1	0.2		0.0		0.0		0.0		0.0
Grand Total	323	100.0	496	100.0	640	100.0	999	100.0	933	100.0	886	100.0

* Report definitions can change over time e.g., sexual assault did not appear as a separate report type before 2020. Data is continually being cleaned by analysts in the Equality, Diversity and Inclusion Directorate throughout the year, which may result in slight differences compared to last year's report. The link to the platform, definitions, as well as an explanation of the reporting process can be found here: <https://www.reportandsupport.manchester.ac.uk>

Glossary

Race terminology

The term 'Black, Asian and Minority Ethnic' (BAME) has been used to encompass a wide range of different ethnicities, regardless of a person's origin or nationality.

We recognise that the term 'B.A.M.E.' is outdated and does not capture the diverse range of ethnic groups and nationalities well. Likewise, we do not wish to use a replacement term without proper consideration and consultation with colleagues and students. The EDI Directorate has set up a race terminology working group comprising of cross-University academics, Professional Services colleagues and student representatives to create a good practice guide.

For the purposes of this report, we have adopted terminology in line with the requirements for data analysis and for examining the ethnic backgrounds of our University community. Where possible, we specify the particular ethnic category or group being referenced. In cases where broader collective terminology is used, we provide sufficient context to ensure the reader understands the intended meaning.

- B.A.M.E. will be used in figures and accompanying text to refer to Black, Asian and Minority Ethnic individuals.
- Global Majority is an increasingly adopted term used to describe people and communities of Caribbean, Latin American, African, Middle Eastern, Asian, and Indigenous heritage collectively. It highlights that these groups constitute approximately 80% of the world's population and shifts the perspective away from minority framing.

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