



University of
Salford
MANCHESTER

A large, ornate red brick building with many windows, some of which are lit up. The building is set against a cloudy sky. In the foreground, there is a green lawn and some foliage. A large red shape is in the top left corner.

Equality, Diversity & Inclusion
Annual Report 2022
For Academic Year 2020/2021

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Welcome to our **Equality, Diversity & Inclusion Annual Report** for 2022 capturing our stories and key data insights for the 2020/21 academic year

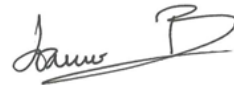


Jo Purves

PVC Academic Development,
Institutional Lead for Equality,
Diversity & Inclusion

Equality, diversity and inclusion is increasingly a priority for universities, as it should be. Our goal at Salford is to ensure that our governance and strategy are informed by the richness of talent and lived experiences that exist in modern society, not least our staff and students. At a time when higher education continues to grapple with the ongoing implications of Covid-19, growing concerns about cases of sexual misconduct, and how to become an anti-racist institutions as just some of the issues, EDI must be at the core of all our decision making. One of our strategic commitments to advancing EDI is demonstrated by our recent advertisement for an Associate PVC EDI role at the University. We have also continued to embed inclusive governance practice into our decision making at Council and within the Vice Chancellor's Executive Team.

However, whilst having new EDI posts and tighter governance are things to be positive about, I fully acknowledge this is challenging work to do and there is a long way to go. Increasing the diversity of our colleague profile is proving difficult: my experience is that even with good intentions the standard recruitment processes for new colleagues can result in appointments that replicate rather than change. It's important to remember that Diversity is not a balancing act with skills on the other end. The people that offer a diversity of experience and thinking possess vital skills and our students want to see themselves reflected in the people who teach them, people with broad experiences and skill sets from all walks of life. Every one of us has a part to play in making Salford a more inclusive place to work and study. We have tried to capture the amazing EDI work that is going on across the University in the following pages and we have also included key data insights and personal stories that will help direct our activity during 2022/23. On behalf of the EDI team, I hope you enjoy reading the report and please share feedback so we can continue to improve, we are always learning!



University of Salford EDI Statement

At the University of Salford, we are proudly committed to being inclusive. We cherish the diversity of our students, staff and community and above all being fair in all that we do. All of us, staff and students alike, are responsible for ensuring we are actively creating and maintaining a positive and inclusive environment. We make sure that everyone can confidentially express their concerns and we have an institutional responsibility to make sure we can address them.

Each year we plan what we're going to improve next, so that we can sustain an environment of social justice and equity where all of us can thrive and celebrate our uniqueness, with our different backgrounds, experience and perspectives.

At our University we treat everyone with respect and that means we will not work with those who bully, harass or discriminate in word or action. This includes any person or organisation that is directly associated to the University making public statements that are hateful, discriminatory or promote inequality.

As a university we fully encourage freedom of expression, but exercising our freedom needs to be done in a respectful way. We will aim to protect our students and staff from being exposed to views and behaviours that are not respectful and inclusive. We distinguish from this our academic collections and related systems which may contain materials that were historically deemed to be suitable for publication but today are considered discriminatory or offensive. These materials are, however, essential for academic study and research. We will treat colleagues fairly, equitably and with dignity based on their individual needs and the requirements of our organisation.

★ EDI News Highlights 2021 ★

This year we **launched our Mental Health First Aid (MHFA) network** and have **over 65 trained MHFAs** across the University. Although they are not trained therapists or counsellors, they are an understanding ear and are happy to have a confidential conversation with colleagues about their feelings and experience. They can also signpost colleagues to sources of help and support both within the university and externally. Our mental health first aiders are advocates and ambassadors for mental health in the workplace. They will play an important role in shaping, delivering, embedding, and communicating positive mental health/wellbeing initiatives across the university, underpinning our commitment to reducing stigmas and enacting positive and inclusive change.



Brian Boag, Associate Dean International Development for our School of Health and Society, appointed to the **Greater Manchester LGBTQ+ Advisory Panel**.



International scholarship student and Country Director of Exceed Worldwide in Cambodia, Sisary Kheng (pictured left), has played an integral part in the provision of the prosthetics used on Chhouk the Asian elephant.

[Watch Chhouk using his prosthetic here!](#)

Dr Umran Ali, Senior Lecturer in the School of Arts, Media and Creative Technology, scooped the accolade for **Best Educational Event at the Remembering Srebrenica Community Champion Awards!** Hosted by the University of Salford, the event featured a range of speakers who discussed the past, present and future of raising awareness of the Bosnian and other genocides.

Azeem Amir, a blind England international footballer who also set up a ground-breaking business educating school children about disabilities, has graduated from Salford Business School with a Masters in Digital Business, all while running his business and playing elite level football.



The University launched a pilot mentoring programme for Black, Asian and minority ethnic (BAME) students in partnership with TalkTalk's employee network 'Empower' which focuses on the same target group. The programme aims to support students from the BAME community reach their potential, giving them the confidence to achieve their goals. Twelve students from across the University have been identified as individuals who would benefit from the programme and have been chosen for the pilot. They will be invited to attend group mentoring sessions hosted by industry partner TalkTalk focusing on career paths and challenges they might face. In addition, they will get one-to-one sessions with a personal mentor.

How We're Creating Change

1

Enabling our colleagues to fulfil their potential

Illuminate

In June we launched Illuminate, an initiative for underrepresented aspiring leaders. Sessions are open to anyone, up to an including Grade 9, who feels the workplace has barriers to them becoming a leader. Illuminate isn't a 'development programme' - we didn't want to operate from a deficit model - instead, it's a way for aspiring leaders to carve out time and space to reflect. In the sessions we discuss how to increase the influence of and amplify our unrepresented voices.

We've run two cohorts with a total of 31 participants. The feedback has been good, with some participants even suggesting that everyone should have access to the programme (we're sticking with our targeted approach for the time being).

Ultimately, we want to see more diverse leaders at higher grades, and while we hope Illuminate will help, it's just one piece of the puzzle. Illuminate is an iterative product; it will keep evolving and changing for as long as colleagues want to improve our workplace environment.



Salford Conversations

In June, we ran a Salford Conversations event about anti-racism with the help of Gurnam Singh, sociologist and Associate Professor of Equity Attainment at Coventry University. The conversation was very well attended with almost 100 colleagues keen to hear about "Critical and Honest Conversations about Anti-Racism". Following the conversation, we feel there's been a shift in practice, and we've started to try and get more comfortable with being uncomfortable. That is, if someone says something that shows they have not yet educated themselves on being anti-racist, we're feeling more able to step into that space and show them a different view on the world.

Later in the year, we started a new series of Salford Conversations, on the everyday things that underpin wellbeing. During our first session, Connect and Contribute, we discussed how connecting to other people and contributing to something we feel is important can boost our mental wellbeing. As you might expect, many colleagues said that in 2021 and beyond we should be contributing to a more equal society, with an emphasis on racial equality.

Antiracist Reading Group

The Antiracist Reading Group was established by the Library in July 2020 and now has over 100 members on its Teams site. The group discuss a wide range of content, including fiction, drama, documentaries, and non-fiction, with the aim to educate themselves through discussions exploring racism, white supremacy, and white privilege in an honest and open way. Meetings are held every six weeks and all University staff are welcome.



Decolonising the Curriculum

Sitting as part of wider institutional development of inclusive curriculum and assessment design at UoS, Decolonising the Curriculum (DTC) has grown significantly in importance with the increased focus on anti-racism and eliminating the award gap.

As part of his role as a BAME Inclusivity Lead in Salford Business School, Sami Safadi (pictured left) identified DTC as a core area of work. Given the importance of reflective practice in educational development in general, and the need for educators to engage with DTC, Sami designed a pack that is reflexive, acknowledging we are actors in the world and help to shape the world around us.

Sami's own reflections:

"Although I aimed, and still believe it's possible, for this pack to be used individually, I have come to see the need to add support and structure for colleagues, and to provide the opportunity for peer learning through this process. However, I think we need to be clear about this work - that it is vital for reforming learning, teaching, and the student experience. I also think we need to be honest about the resource and effort it will take to do this right, and that it's not a start and finish project, it needs to become part of who we are and our ongoing professional development. I've seen the institution make some significant headway in decolonising the curriculum in the past 12 months or so, which is down to some colleagues working hard and championing this work, but we need to accept that we are at the start, we are behind many institutions in the sector and globally, and we need to resource this work including supporting our staff."

If anyone wants to have a chat about this resource pack or decolonising the curriculum (learning, teaching and the institution) in general, they can contact Sami at s.safadi1@salford.ac.uk. This work and wider work around inclusive curriculum design will be taken forward as part of the forthcoming Learning, Teaching and Assessment Strategy, to be approved in the autumn and operationalised in the new calendar year.

Mentoring Programme

On International Women's Day 2021, the University launched a pilot mentoring programme for female engineering students as part of the Morson Maker Space STEM initiative. The initiative connects female students who are in their final year of study to industry professionals supported by the University's alumni and in collaboration with industry partner Morson Group. The mentor will assist and support female students to plan their career, provide them with real-life insight into the sector as well as encouraging them to go for their dream job in engineering. Encouraging women to enter roles that have been traditionally dominated by men is pivotal to addressing diversity imbalances, and 'Go Beyond' is a new women in engineering mentoring programme that will help students confidently step into this sector.

Grassroots Programme

Students from Black backgrounds studying Law at Salford can now apply for the Black Solicitors Network (BSN) [Grassroots Programme](#), designed to help them open doors into the profession. The programme is a bespoke opportunity designed to promote and increase equality of access to the legal profession. It does this by delivering a series of careers and skills workshops throughout the academic year, held in partnership with industry experts and experienced lawyers and includes CV reviews, interviews, networking, and much more.

We are committed to achieving an inclusive and diverse place to work and study, rooted in equality; a place that recognises that we are all unique and that people with different backgrounds and experiences bring creative, fresh ideas which help both our colleagues and students thrive. We also know that not everyone feels like they belong here; they face experiences or situations that don't match our ambitions to be inclusive or we have structures or historical ways of working that do not enable everyone to feel they work or study in an equitable way.

Report & Support

The Report and Support system empowers any colleague or student to report an experience they have had or witnessed that is unacceptable. By reporting unacceptable experiences, the University can be made aware of it and take any necessary action. It is important to speak up so that things can be addressed but also so that those subject to, or witnesses of, these unacceptable experiences can be fully supported.

The Respect, Culture & Behaviours Team was set up in 2021. This team is responsible for the support and outcomes around sexual violence, racism and hate crime, stalking, domestic violence, physical violence, and bullying and harassment.

The Respect, Culture & Behaviours Team have:

- Arranged for the Hate Crime Advisor to the National Police Chiefs' Council in the United Kingdom to deliver an in-person guest lecture. Sharing amazing insight into the national/international hate crime agenda.
- Provided representatives for the Crown Prosecution Service Case Scrutiny Panels.
- Implemented the use of Acceptable Behaviour Contracts (ABC's) with a view to addressing attitudinal/behaviour changes.
- Engaged with external bodies such as Victim Services to ensure we are at the forefront of sector best practice in supporting victims.
- Delivered first responder training to staff.
- Undertaken a "Spiking awareness" campaign in conjunction with accommodation providers.
- Undertaken an 'Unwanted sexual behaviour on public transport' campaign.
- Worked in partnership with Security/Estates to promote Report & Support and SafeZone on their security campus vehicles .

Northwest Sexual Violence Awareness Week

During the week, the Students' Union (USSU) hosted an event with discussions about what USSU and the University are doing to support student victims/survivors of sexual violence. The event was aimed at student leaders but was open to anyone who wanted to support the USSU's campaign and work to support victims/survivors. This was followed by a gathering outside Maxwell Building where representatives from across our university community shared their personal reflections, speaking about forthcoming campaigns. There was a minute's silence to remember all those who have died as a result of sexual and domestic violence.

International Day of the Elimination of Violence Against Women

The University put a call out for male-identifying colleagues and students to become Gender-based Abuse Ambassadors for the University of Salford. Ambassadors are required to call out sexism and misogyny wherever they see it: in the classroom, in board meetings, in informal conversations with colleagues and in the university's policies and procedures, changing the cultural landscape of the University to make it a safer and more equal place for all women - students and colleagues alike.

24-Hour Social Media Boycott

Following the abhorrent incidents of racism that hit the headlines following the Euro 2020 final and then the British Grand Prix, the University supported a 24-hour social media boycott. The Pro Vice-Chancellor Academic Development also wrote to both Facebook and Twitter to formally express the University's disappointment in the pace of change from those organisations with regards to eradicating online hate.

How Colleagues and Students Can Get Involved

Creating an inclusive culture is about of us all coming together and celebrating our differences, making sure all our students and colleagues can bring their whole selves to the University.

We have a central space on our intranet, the Hub, where colleagues can find our institutional actions but also how they can take personal action for making Salford an inclusive and diverse place to work and study, rooted in equality. You can be part of the solution by contributing to our plans, accessing the [resources available](#), making changes in your practices and by calling out and not condoning where you see, or see the opportunity for racism to exist. We've introduced some further dedicated resources to support colleagues with this.



EDI Learning and Development (L&D)

A new Hub page was developed in 2021 to house inclusion focused learning material, including our living library. We've also developed some resources to help drive an inclusive culture including Hub pages that focus on neurodiversity, allyship, and building an inclusive community.

We've developed an Inclusive Communications Toolkit to try and help our writing, internal publications, and ways of communicating be more accessible to colleagues with disabilities. To complement our Toolkit, we've run sessions on use of language and have increased our institutional strength in challenging exclusive or inappropriate wording and ways of working. We've been delighted with the response and the appetite our university has for learning and improving!

Student Societies and Liberation Officers

We have a wide range of Student societies covering a variety of interests from politics to the arts, religion to recreation, drama to business, there's sure to be a society for you.

You can find out more by exploring the societies area of the [Student Union's website](#).

Each year in March students elect a BAME Officer, Students with Disabilities Officer, LGBTQ+ Officer and a Women's Officer. To contact one of the Liberation Officers, email USSU-President@salford.ac.uk or go to www.salfordstudents.com.

Colleague Networks

For general information about our staff networks please contact : equality@salford.ac.uk

For specific network queries, each network is contactable individually:

- **Women's Voice** (inc Menopause group): WomensVoice@salford.ac.uk
- **Salford Proud**: SalfordProud@salford.ac.uk
- **BAME Staff Network**: bamenetwork@edu.salford.ac.uk
- **Parent's Network**: parentsnetwork@salford.ac.uk
- **Disability Network**: Salfordability@salford.ac.uk

For a long time, the prevalent view in society was that disabled people were 'the problem' because they didn't fit into mainstream ways of doing things. Accommodating people's needs was often regarded as an inconvenient tick-box exercise to comply with the law. The **social model of disability** re-frames this outdated view and perceives society as having 'the problem' because of the way that our systems, processes, spaces and attitudes have been formed. It recognises the inherent value that all people have and believes that inclusive practice is the way forward. This will enable everyone to thrive, regardless of their physical or mental health needs.

Did you know?



- There are **14.1 million disabled people** in the UK
- **19% of working age adults** are disabled
- More than **4.4 million disabled adults are in work**
- Disabled people are almost **twice as likely to be unemployed** as non-disabled people
- **1 in 3 people see disabled people as less productive** than non-disabled people

Degree grades have become increasingly valued by graduate employers. The table below shows students declaring a disability are at a disadvantage in terms of degree outcomes, particularly in terms of a 1st Class degrees.

Disability Attainment Gap 2020-21

(% Good Degrees Declared Disability - % Good Degrees No declared Disability)

School	Good Degree Gap	1sts Gap
Arts & Media	-1.6%	-8.2%
Salford Business School	-4.1%	-8.2%
School of Health & Society	-2.7%	-4.1%
Science, Engineering & Environment	1.7%	-1.3%
University of Salford	-1.3%	-6.4%

A negative rate gap in this table indicates that students with a declared disability achieve a lower proportion of good degrees than those without.

Our workplace and study environments can often present and perpetuate barriers for disabled people. Even in 2022 there are many examples of this happening, despite the presence of the Equality Act 2010 making disability discrimination illegal, and ongoing prominent social discussion and awareness.

There is a frequent misconception that the main action to make society more inclusive for disabled people is simply to reflect more disabled people in the media and in workplaces, but the required actions go much deeper than this. There are many barriers that need to be examined and dismantled for things to be truly equitable. These include the physical design of our spaces, the inbuilt prejudice in processes and systems, and our comfort and confidence in talking about disability.

A colleague shared their experience of how reasonable adjustments were applied in their case:

“I would feed back that the process seems to have been very long winded – I joined in May, my line manager started the occupational health process a week later and I had my assessment with Access to Work in August for their recommended adjustments. I feel I’ve had to push all the way since then, as no one within the school seems to know what to do next (e.g. where funding is for software, what they can authorise with additional training), so I feel the process has been very driven by me and hit a dead end. I wonder if other neurodiverse people would have survived as long as I did without adjustments – so I wanted to feed back as, as you know, I’m keen to remove barriers to workplace access and student success. It may be easier now there’s this in-year form that I completed, which I became aware of due to disability month, so it may be that the barriers to support are already being removed, but just wanted to raise it for future employees. The solution proposed for me in the end was to continue working from home full time, which can be very isolating for some (may be the perfect solution for others though!) – as the university was unable to provide me with a space with dimmable lighting (which I need due to hypersensitivities). For people who struggle to integrate into a team, it can be difficult to make connections anyway, and after the last couple of years, I think a lot of people find virtual-only relationships tough.”

Another experience was shared in Disability History Month session “You don’t look autistic” where a colleague who worked and studied at Salford shared their experience with colleagues and made recommendations on what we could improve:

- Open welcome week events **an hour early** for disabled students
- Make lecturers **aware** of neurodiverse conditions
- Introduce **autism mentors** and have facilitated group meetings for neurodiverse students
- Recognize the transition from **UG to PG level is difficult**. Timetables and boundaries diminish, and this can be overwhelming.
- Introduce an **alternative application process** for students and colleagues – instead of solely written applications consider audio/video recordings, portfolios, etc.
- Recognize that **everyone is an individual** in the workplace
- Consider the **approach to traditional working practices**: embrace agile working, allow more flexibility at work, consider quiet or low-light spaces, innovate how we work
- Consider **language**: even if something isn’t phrased in a business-like way, doesn’t discount the validity of the statement or the speaker

We know that 26% of our UG students, 22% and 24% PGT and PGR respectively declare disabilities and it is likely that 1 in 5 students are potentially neurodiverse. Its not only the right thing to do but good business sense to make sure these students get the right level of support. But our colleague data shows that only 5% have declared a disability and even fewer a neurodiverse condition. Employing more colleagues with disabilities would bring a more diverse lived experience to our planning and decision-making processes.

We wanted to know what the Salford experience was like for our disabled students; we interviewed three students about their experience so far, what we've got right, and where we can improve.



Emma: third year Geography student

Emma's positive experience at Salford started when she attended the Open Day and continued from there. From her application through to her current courses, she's been supported by her module leaders, programme leaders, and lecturers. Emma has high praise for the Disability Office. They were in touch with her before she'd officially enrolled asking if she needed support and put her in touch with her Programme Leader who has been a continual support to Emma at Salford. When Emma looks back at herself in her first year to where she is now, she notices a fantastic progression. When Emma joined Salford, she was reserved, shy, and anxious. She struggled with grammar and spelling in her assignments and the idea of essays terrified her. Now, Emma is more confident in herself personally and academically, she's also noticed an improvement in her writing! Emma suggests that improving the visibility and maintenance of RAPs could help give all student an equal learning experience irrespective of disability. Emma encourages us to "see the person, not the disability" and that all students should be treated fairly and afforded the same rich learning experience and outcomes. As Emma reminds us, "disability is just a different ability."

Abbie: third year Biology student

Abbie has many great things to say about the Disability Office and her caseworker: how responsive their support has been, how invested they are in finding solutions, and their approach to keeping her RAP up to date. She candidly shared that she didn't feel that all of her tutors or module leaders had taken the time to review her RAP or view it as a live document. Throughout Abbie's academic career, with the support of the Disability Office, she has had to educate her teachers and mentors about her needs, advocate for the supports outlined in her RAP, and juggled the stress of everyday life amid the pandemic and beyond. This has had a knock-on effect on Abbie's wellbeing and studies. Compounding this, Abbie has had a significant amount of upheaval in her academic career with study mentors: in three years, she's had three different mentors from two different organizations. When Salford announced that face-to-face learning would resume, Abbie's anxiety increased. She shared that she was struggling with the idea of returning to campus which had a detrimental effect on her wellbeing and her studies. When she attended on campus, she was mentally exhausted, felt over-stimulated. Despite these challenges, Abbie praised the Disability Office in their inclusive approach: offering chats via phone or video depending how Abbie was feeling and making the effort to ensure they communicated in a way that worked best for her.

Robin: first year English student

Despite having been attending at Salford since September 2021, Robin remains waitlisted for an RAP. This has caused a significant amount of disruption to his experience: some lecturers are hesitant to offer reasonable adjustments without the RAP, Robin doesn't have a caseworker to support him in his academic career, and much of the burden of adjustments has fallen on his shoulders as the student. As a result, Robin has also faced obstacles where he's felt excluded from the university community and the self-consciousness that comes from others having to make concessions when working with Robin on projects which have all impacted his experience as a first year student. Despite this, Robin has enjoyed the course material and lectures. He praised his creative writing lecturer's effort to check-in via email and offer support. Robin's success in his program, despite the obstacles he's faced, is entirely down to his personal drive and determination. When asked about his potential career path, we were delighted when Robin shared his goal to become a lecturer/researcher at an academic institution!

A great example of the social model of disability in practice was demonstrated by **Harrie Larrington-Spencer**, a researcher in Healthy Active Cities and the Sustainable Housing & Urban Studies Unit at the University and was shortlisted for [Shaw Trust's 2021 Disability Power 100!](#) Harrie's research and personal interests focus upon sustainability and inclusive active travel and ensuring that the needs of disabled people are centralised within environmentalism.



Harrie (pictured right with her dog, Frida) is a disabled cyclist who uses social media to demonstrate how brilliant and inclusive cycling can be, as well as highlighting the specific barriers that disabled cyclists face in their everyday travels. Recognising her work on inclusive active travel, Harrie has been invited by Mayor Andy Burnham to sit on the Greater Manchester Walking and Cycling Board and is a member of the British Cycling NorthWest Diversity and Inclusion Working Group.

During **Disability History Month 2021**, we celebrated in several ways: the Inclusion and Diversity Team hosted a series of events and practical support which we hope will increase the support for colleagues with a disability, whether hidden or more visible. An 'Embracing Neurodiverse Minds, Physical Differences and Mental Health' Hub page was also launched on various aspects of disability to foster understanding and help managers and colleagues create an inclusive work environment. Our work didn't stop there....

Student Support

Some students may need additional support due to their disability. To ensure that teaching, learning, research and supporting activities are designed in an accessible way, these resources are in place:

- Our specialist student disability support team
- Inclusive design of teaching materials, especially in hybrid teaching
- Support plans for students

Inclusive Teaching and Learning: academic staff can use the **Ally** tool in Blackboard to make their teaching and learning materials more inclusive by scoring materials for accessibility and suggesting improvements.

Colleague Support

The **Reasonable Adjustment Passport** is completed by colleagues alongside their manager to agree and implement reasonable adjustments. This information can then be passed on when you change role, location, or manager. This year we also launched our **In-Year Disclosure Form**.

Access to Work can help with extra costs beyond which an employer can pay. You can get advice and support if your disability stops you from doing parts of your job

Our colleague network **Salford Ability** and wellbeing support and resources for mental health.

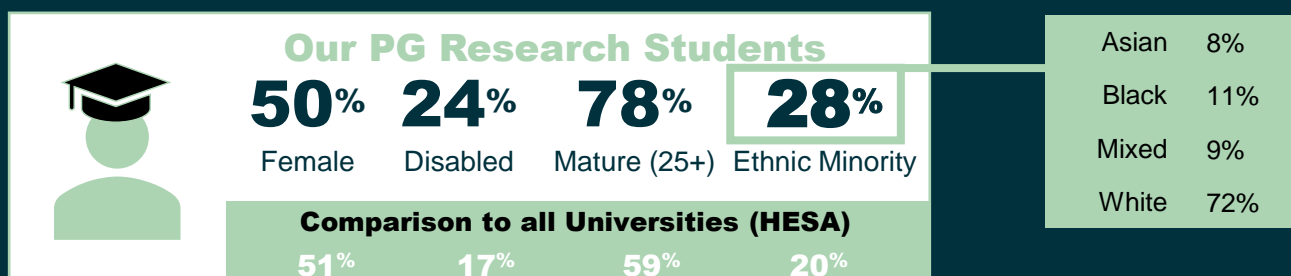
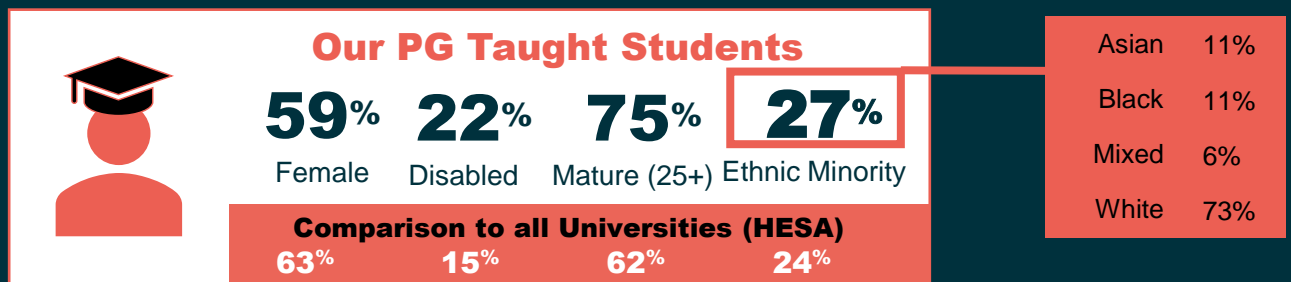
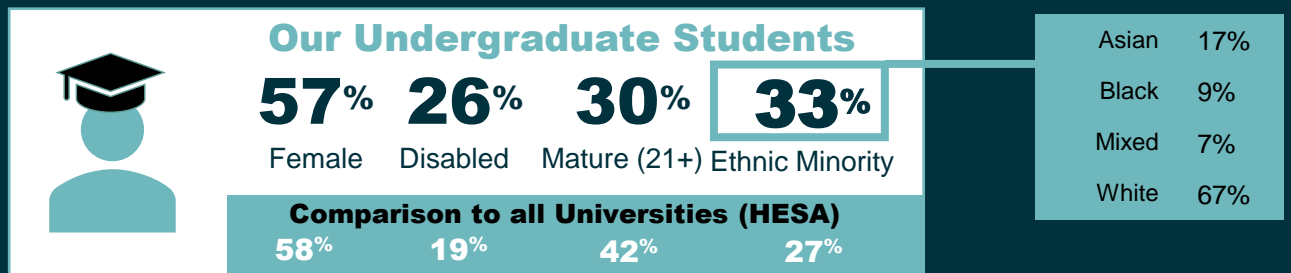
Introduced a **Mental Health First Aiders (MHFA) Network** across the University. Volunteers receive in-depth training and a comprehensive support package, along with the opportunity to become part of a peer network devoted to supporting colleagues in crisis.



OUR STUDENTS

Demographic Headlines

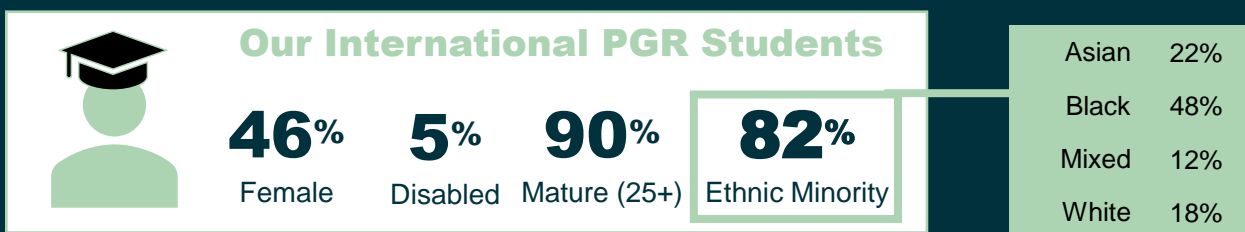
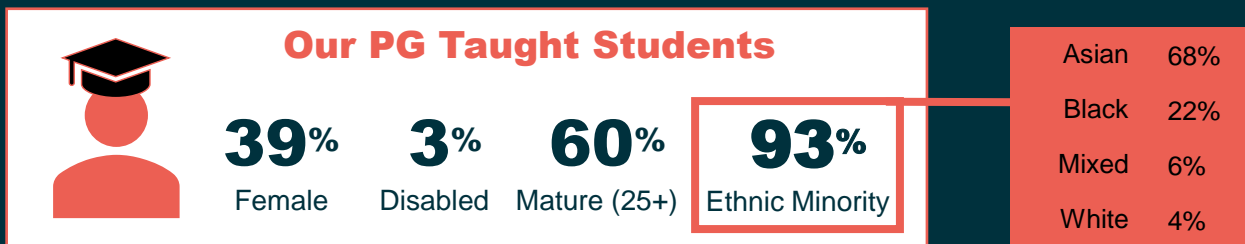
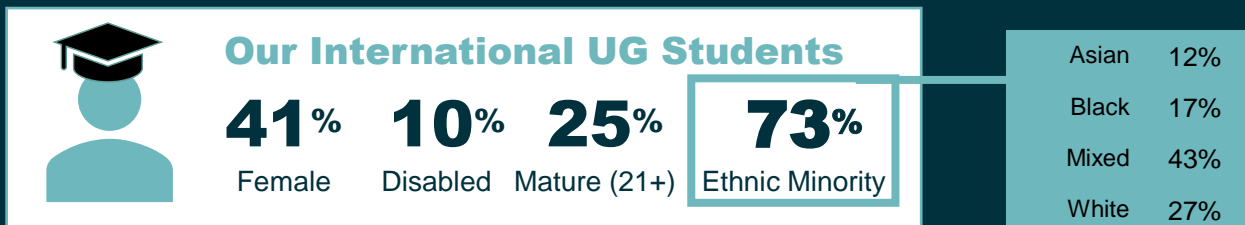
- Gender - female representation has **risen** at UG and PGT by 1% but is quite different across schools and programmes (for example, SHS at all levels 79% female but SEE 32% female)
- Representation of ethnic minority students has **risen** at UG and PGT by 1% but **fallen** at PGR by 2%
- Students declaring a disability has **risen** by 2% to 26% at UG and by 3% to 22% at PGT. Those declaring at PGR has **remained the same** at 24%
- Mature student representation has **increased** at UG by 1% and **decreased** at PGT by 2%. The biggest decrease is at PGR by 4% however there has been an overall decrease in PGR students over the last 4 years (269 in 2018/19 to 218 in 2020/21) and this decrease is in those over 25 years of age (mature students)
- Our data around sexuality shows an **increase** of LGB+ UG students across the 3 years that we have collected this data. From 8% in 2018/19 to 10% in 20/21.
- UG Students declaring their religion shows that just over 50% have some religious belief
- HESA comparisons show differences that are unique to Salford: **higher** numbers of students from ethnic minority backgrounds and **higher** numbers declaring disabilities.
- 57% of our students come from the Greater Manchester area



Our International Students

The International Student Population data below is derived from HESA Standard Registration population – Non-UK Domicile only

- The Age on Entry : ‘young’ is categorised as ‘under 21 as of 30 September of academic year of entry’ for UG and ‘under 25 as at 30 Sept of academic year of entry’ for PG
- Ethnicity: ‘not known’ ethnicity numbers have been excluded from the figures. Out of 1126 UG students we only have the ethnicity of 732 (65%). Much better declaration at PGT (97%) and PGR (99%) levels
- HESA does not include distance-learning students overseas or students of overseas partner institutions



Sustained recruitment effort for overseas PGT last year is reflected in the data across the three-year period below. Mainly driven by the introduction of the new graduate visa route to allow graduates to work in the UK for a few years after studying.

All Levels of International Students								
2018/19			2019/20			2020/21		
UK Dom	EURO	Other	UK Dom	EURO	Other	UK Dom	EURO	Other
91%	3%	6%	91%	3%	6%	87%	2%	11%

The specific impact on 2021-22 recruitment (first year when new European students may have to pay higher fees without a loan) will not be shown until HESA returns for 2021-22 year onwards.

Key Insights

Overall Black, Asian and Minority Ethnic Award Gap 2019/20
(excluding International Students)

11% ↓ **7%**

Overall Black, Asian and Minority Ethnic Award Gap 2020/21
(excluding International Students)

10% ↓ **1%**

The data for 2019/20 (excluding international students) showed a **7%** reduction in the Black Asian and Minority Ethnic Award Gap to **-11%**. **In 2020/21 that reduced again by 1%** Initial investigations pointed to changes in our assessment methods during the Coronavirus pandemic.

The overall reduction disguises the differences between Schools. Whilst Salford Business School and School of Science, Engineering and Environment have seen 6.4% and 19.1% reductions respectively. The School of Health and Society has consistently seen a high gap across the three years.

Increases in diverse student representation

Whilst the previous page points to increased numbers of ethnic minority, disabled and LGB students this is more evident in some Schools.

Salford Business School attracts consistently high numbers of ethnic minority students (20/21 figure **59%**). However, the largest % increase is in the School of Health and Society who with **33%** students from ethnic minority backgrounds shows an increase of **8%** over the last 4 years.

The University of Salford is increasingly attracting students with disabilities. In Arts, Media and Creative Technologies this accounts for **34%** of the UG students, a 6% increase over the three-year period.

All Schools have seen an increase in UG students declaring as LGBQ+. The highest increase can be seen in Arts, Media and Creative Technologies where **17%** of UG students are LGB+.

White Working-Class Boys

Whilst 57% of our UG students identify as female there isn't evidence of further underrepresentation of those identifying as males based on IMD Quartile 1 category (working class) where 40% are female and 38% male. The data do not show that working class boys are at a disadvantage in terms of performance. Looking at students falling into IMD Quartile 1 category, white males receive higher awards than the other categories. Looking across the schools this is usually followed by white females, then BAME males and then BAME females. The overall picture is skewed by the large and predominantly female School of Health & Society, so it is better to look at the patterns within individual schools..



SPOTLIGHT ON

Black Asian and Minority Ethnic Award Gap

Degree grades have become increasingly valued by graduate employers. More than 50% of young people now attend HE by age 30 (Department for Education, 2019) and, consequently, more employers have turned to degree grades to differentiate graduates during recruitment.

The awarding gap puts Black, Asian and minority ethnic students at a significant disadvantage, adding to structural disadvantages outside education that mean Black, Asian and minority ethnic graduates, on average, have a lower income and fewer chances of finding graduate employment even when they are awarded a first or 2:1 (Britton, Dearden and Waltmann, 2021). Between 2018/19 and 2019/20, there was the largest decrease in the degree awarding gap ever recorded – although a clear gap remains.

UoS Black, Asian, And Minority Ethnic Award Gap

School	2018-19	2019-20	2020-21
Arts & Media	-12.4%	-10.3%	-7.8%
Salford Business School	-15.9%	-7.3%	-9.5%
School of Health & Society	-18.6%	-17.3%	-20.6%
Science, Engineering & Environment	-18.6%	-10.4%	-6.6%
University of Salford	-18.3%	-10.7%	-10.1%

A negative rate gap in this table indicates that Black, Asian and minority ethnic students achieve a lower proportion of good degrees than White students .

Science, Engineering & Environment BioMed Black, Asian and Minority Ethnic Award Gap Success!

In Trimester 2 of 2019/20, the BioMed team in SEE investigated the Black, Asian and minority ethnic award gap in the BSc BioMed program. They considered whether there were other underlying characteristics that contributed to the awards gap (low participation, age, and BTEC entry), but concluded that the gap was largely ethnicity related. The team introduced several interventions/activities that eliminated the award gap in 2020/21:

- Complete revision of Skills modular content (Level 4 and Level 5): Widening skills portfolio/early careers/employability signposting, increased face to face sessions for L4.
- Linking of timetabled L4 skills to SEE-Engage touchpoints.
- Anonymized marking introduced but may not have been widely practiced by all staff.
- Increasing awareness of the gap through team meetings.
- Clearer marking rubrics and increased formative assessment
- Representative role models in Staff/alumni/external speakers to inspire
- Online learning resources (recorded lectures) were introduced just prior to the pandemic, a resource already available due to apprentice programmes.

In addition to offering high standards in the classroom, the team's approach was also to grow the many forms of graduate capital. In doing so, their aims were to raise aspirations, inspire and empower all students **placing an emphasis on personal goals and career management**. At the heart of the interventions/activities introduced, was a dedicated team who work tirelessly to support students, including Dr Sara Namvar, who was shortlisted for the Most Innovative Teacher of the Year at the Times Higher Education Awards 2021.



OUR COLLEAGUES

DEMOGRAPHIC HEADLINES

Our People	2019/20	2020/21
Women	55%	55%
Women above Grade 9	35%	39%
Disabled	5%	5%
Ethnic Minority	13%	14%
LGB+	5%	6%
Under 35	19%	19%
Over 55	20%	25%

- There was an **increase in female representation at grade 9 and above** (further breakdown on page 15).
- The number of colleagues declaring as LGB+ increased by **1%** (now 6%) and our rates on non-declaring has reduced, but this is low compared to our UG LGB+ population (10%).
- The largest gap in representation is around colleagues with disabilities at 5%. We recognise that this figure may not be a true reflection either as we know colleagues are less likely to declare a disability. This is a 21% percentage points difference to our students.
- The 2020/21 date also shows that our colleague profile is ageing with an increase of **5%** in those over 55.
- We saw **1%** increases in both colleagues and students from minority ethnic backgrounds, and while a step in the right direction, the gap between the two is still 19%. It is also important to note that the largest increase is in Professional Services Departments where the roles are not always student-facing. Also, that the 1% increase was for Asian colleague representation, all other minority ethnic categories **remained static**.

Our People



55%
Female



5%
Declared
Disability



25%
Aged 55+



48%
Declared
Religion



6%
LGB+



14%
Ethnic Minority

Asian	6%
Black	5%
Mixed	3%
Other	1%
White	82%
Unknown	4%

In Our Schools



53%
Female



5%
Disabled



5%
LGB+



13%
Ethnic Minority

Comparison to our undergraduate students

57% **26%** **10%** **33%**

In Professional Services



59%
Female



7%
Disabled



6%
LGB+



16%
Ethnic Minority

Comparison to ONS Economically Active (UK)

45% **13%** **3%** **13%**

SPOTLIGHT ON: Key Performance Indicators

In November 2020, the Vice Chancellors Executive Team approved a set of KPIs for gender and ethnicity as targets to improve representation. All Schools and Departments presented their draft EDI action plans at the Inclusion, Diversity and Engagement Committee (IDEC) in April 2021, and these were ratified in July 2021. The KPIs for have been successful in fostering a shared sense of responsibility in relation to EDI and ensuring that the workforce recognises EDI as a priority in their day-to-day work. The following two tables show the changes since implementation.

Gender

Business Unit	Comparator	Comparator Value (target) Female	Actual Females Grade 7 and below	Actual Females Grade 8 and above	All Female colleagues %	Direction	
Professional Services	Greater Manchester	50%	61%	56%	60%		
DSAS (inc Schools)			63%	61%	63%		
Salford Business School	UG Student Population 20/21	48% (+1%)	84%	46%	56%		
Arts, Media & Creative Technology			53% (+1%)	46%	46%		
Health & Society			81% (+1%)	75%	70%	71%	
Science Engineering & Environment			31% (-1%)	45%	27%	34%	
University of Salford			57% (+1%)	59%	51%	56%	

Highlights from action plans that create positive impact around gender

- Included EDI objectives in PDRs for Directorate Leads/ Heads.
- Investigated the impact of COVID/ WFH, particularly in terms of additional support for those with caring responsibilities.
- School EDI statement disseminated across all teaching and learning sites.
- Considered structured pathway from Grad teaching assistant role.
- Working on clear job descriptions for grade 7 and 8 roles with progression route identified at PDRs.
- Ensuring programme teams expose students to a diverse range of role models (e.g., alumni, mentors, industry contacts).

Ethnicity

Business Unit	Comparator	Comparator Value (target) BAME	Actual BAME Grade 7 and below	Actual BAME Grade 8 and above	All BAME colleagues %	Direction	
Professional Services	Greater Manchester	20%	18%	10%	17%		
DSAS (inc Schools)			9%	12%	9%		
Salford Business School	UG Student Population 20/21	59% (+1%)	10%	29%	24%		
Arts, Media & Creative Technology			14% (0%)	9%	8%	8%	
Health & Society			33% (+5%)	10%	7%	8%	
Science Engineering & Environment			41% (+3%)	17%	22%	20%	
University of Salford			33% (+2%)	16%	13%	15%	

Highlights from action plans that create positive impact around ethnicity

- Clear and effective consultation and representation of students from under-represented groups and groups with protected characteristics in the School in relation to Student Voice mechanisms and structures, also working closely with the Students' Union.
- "Walk in my shoes" day in the life. Reverse mentoring scheme
- "Let's Talk EDI" monthly school drop in.
- Employability team working with EDI lead to address diversity of opportunities in placements and graduate employment.
- Continually developing apprenticeships and graduate schemes as a way of encouraging a pipeline from our student population.

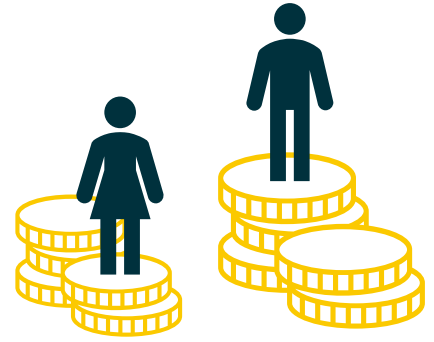
Key Insights

Gender Pay Gap remains the same

The **median** hourly rate for men is **11.1%** higher than the median hourly rate for women. The gap has remained constant since 2019.

The **mean** average hourly rate for men is **9.4%** higher than the mean hourly rate for women.

Our GPG report and action plan can be found [on our website](#).



Ethnicity Pay Gap

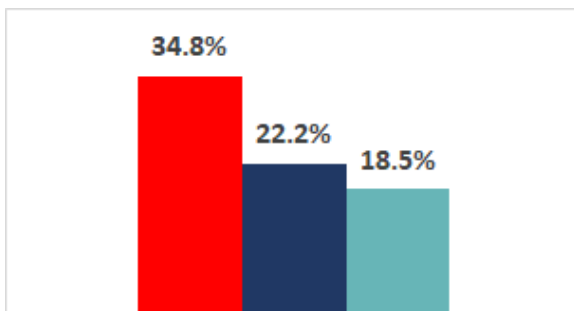


The median hourly rate for our White colleagues is 13.7% higher than that of our Black, Asian and ethnic minority colleagues. The gap in 2020 was 16.2% in favour of White colleagues. The mean average hourly rate is 9.8% higher for White colleagues.

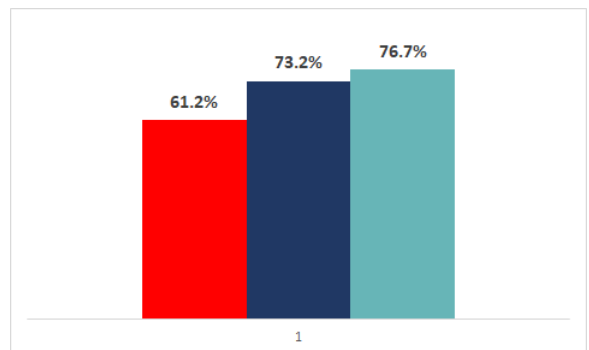
The conversations about these gaps and in developing actions must include a conversation around social demography and structural make-up of our workforce. For example, the high number of domestic colleagues from a non-white background is a high percentage of that cohort (44%) compared to the overall % split of the qualifying group for the calculation which is around 15%. If this group is removed from the calculation the Mean gap moves to around 4.5% (similar reductions are seen in the Gender pay gap by taking out this group).

Recruitment data shows white candidates are more likely to be successful than Black, Asian, and Ethnic Minority

The pattern where Black, Asian, and ethnic minority candidates make up approximately a third of job applications but less than a fifth of successful candidates continues.



Black, Asian, and Ethnic Minority



White



Academic – 48% of applicants (BAME), 31% shortlisted (BAME), 27% success (BAME)

Professional Services – 28% of applicants (BAME), 15% shortlisted (BAME), 12% success (BAME)

SPOTLIGHT ON

Salford Proud

A New Way Forward

The impact of COVID-19 was an opportunity for the network to take stock and to review their future direction. After more than twelve months working remotely, the number of active committee members began to wane, and it was clear that a new way of working and engaging with the community was required. In September 2021, the network placed a call-out to all interested staff to attend an online workshop: “Shaping Salford Proud”. Fifteen staff members attended, of which **seven** agreed to help re-shape and take the network forward.



SALFORD PROUD

It became quickly apparent that the rigidity of the current committee structure was no longer serving its purpose but restricting the network’s ability to move and grow in a flexible way that best reflects our diverse and ever-evolving community. A key outcome from this workshop was to remove as many barriers to staff engagement with the network as possible, providing a clearer route to joining and collaborating. It was at this point that the old committee structure that held us back was dissolved, and a new and fluid Salford Proud collective was formed.

The collective, currently made up of seven core staff members, meet several times throughout the year to collaborate on staff network activities. Its *modus operandi* is to work as an open group, opening its doors to all staff who would like to take part in shaping the future activity and direction of the network, whether that be for a short burst of time, or over a longer period. The members appreciate that the pressures and bottlenecks of their respective workloads mean that it is unlikely that they will all be able to provide a consistent amount of time and support to the activities of the network throughout the year, and therefore they feel this flexible approach will best serve both our community, and the longevity of Salford Proud.

A Renewed Sense of Purpose

The collective has agreed that going forward, Salford Proud is here to provide an inclusive space for LGBT+ Staff, Postgraduate Students and Allies to share information and create a sense of Community.

Our purpose is underpinned by four objectives:

- **Identity:** commitment to the progress of LGBT+ rights and equality, ensuring everyone is free to be themselves and has the support to do so.
- **Platform:** using a variety of platforms to engage with LGBT+ people and allies, including Teams, Yammer, and tri-monthly newsletters to members.
- **Impact:** measuring and evaluating our success to make sure our activity is influencing the organisation and driving culture change
- **Growth:** providing an inclusive environment that will allow individuals the opportunity to develop a sense of personal pride and confidence as part of a growing LGBT+ community across the University of Salford



We welcome all interested colleagues to come along to Salford Proud’s organising collective. Scan the QR code (right) to get started! (Note: you’ll need the MS Teams mobile app)

SPOTLIGHT ON Salford Proud



Meet a member of the Collective

Sean Taylor

Pronouns: He/Him

Position at University of Salford: Student Voice and Engagement, Student Experience & Support

About: I identify as gay and queer. I'm really passionate about social justice and the promotion and platforming of the rights of underrepresented and undermined groups. Outside of work, I volunteer with George House Trust as a Community Connections volunteer, and I am currently studying towards becoming a trained psychotherapist. I recently marched at the Manchester Protest against Conversion Therapy, protesting the exclusion of transgender people from the recent ban on conversion therapy in the UK. No LGB without the T!

Contact: s.m.taylor@salford.ac.uk

Have you faced any barriers in your career with regards to your identity? How did you overcome them?

I've been really lucky. I've not experienced all that many barriers in my career with regards to my sexuality. I think universities are, on the whole, very accepting places where people of all races, beliefs, genders and sexualities can come together to not only co-exist, but to collaborate and create. I think this is the biggest reason why I love working in a university environment. I did have a less than positive experience at a previous workplace where I'd witnessed a number of homophobic and transphobic comments from a manager. It was a very small institution with very little diversity – I didn't feel comfortable or safe working there, and I anticipated that being out about my sexuality might hold me back from progression within the organisation in the future. I've always said, if it doesn't feel right, get out. I did exactly that and lasted just a few months in the job!

What are the best aspects of working in an inclusive workplace?

The freedom to just be yourself without fear. It's really reassuring to know that if you do experience abuse, your workplace has your back. There's real comfort in this. My workplace is really forward-thinking and we're always willing to have open conversations about diversity and inclusivity. We can challenge behaviours such as micro-aggressions through civil and frank conversations without it becoming heated. It can be a really intimidating thing, to challenge behaviour in the workplace, but we've managed to harbour a culture where conversation and healthy debate is encouraged.

What advice would you give to an LGBTQ+ person feeling isolated at work?

Do your research. Take a look around your organisation to see if there are any staff networks that you can plug yourself in to, social events that you can sign up to, or support services available for staff. These opportunities don't always exist in smaller organisations, so see if there is anybody at work that you feel like you can share your feelings with. You might find that you're not alone in feeling isolated, and that might be the start of a brand new social or support network.

If all else fails, talk to somebody. Anybody. Don't suffer in silence. There will *always* be somebody who will want to listen, even if it might not always feel like it.

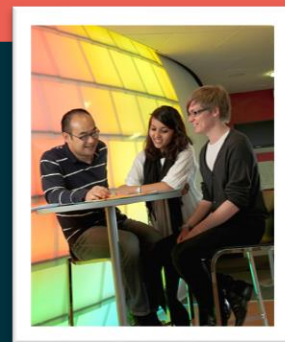
PLANNING FOR THE FUTURE

The detail and stories in this report shows how EDI has become more embedded in our institutional values and a measure for the student experience and success. There is a growing expectation that our University should respond quickly and effectively to tackling inequality around gender-based violence, decolonisation, menopause, white privilege, and transphobia to name just a few.

Creating space for non-judgemental conversations will increase our capacity to examine the experiences of all our students and colleagues and give us the opportunity to embrace the changes we need to make. These last few years have been the catalyst for change in so many ways and the message is clear that our students and staff want us to lead the charge from the front!

Our Students

Providing an inclusive environment of outstanding teaching and ultimately ongoing quality of life is our goal. There is a lot to be proud of in this report with examples of positive action, but support and award outcomes are still an area of concern for students with disabilities and from Black, Asian and Minority Ethnic backgrounds. We must target resources to understand these patterns better and be transparent in our actions to address the differences.



Our Colleagues

The lack of diversity in our colleague profile is still proving stubborn to address but we are determined to do more in 2022/23. Our recruitment team is growing its capacity and we're trying new approaches to inclusive recruitment. Whilst representation is important our EDI journey is gathering momentum and we are doing this by sharing the responsibility across the institution, as well as investing in more roles to drive the change.



Our Environment

This annual report shows how we are continuing our journey to become a leader in the space of EDI. Our aim is to create an environment that has inclusivity as a foundation and then builds on this to address individual needs. It is so important that we create an experience that is inclusive for all, both on and off campus. Creating a campus that reflects our diversity and is free from any forms of discrimination or unfair treatment. We seek an environment that encourages difficult conversations and supports those who are most impacted by external events, where we all take responsibility for learning and enacting the necessary change.

We will be constructing a narrative for our new EDI strategy that all our students and colleagues can champion and that they can then see being played out daily. This will demand greater commitment from us all to make this sustainable change.





University of
Salford
MANCHESTER

