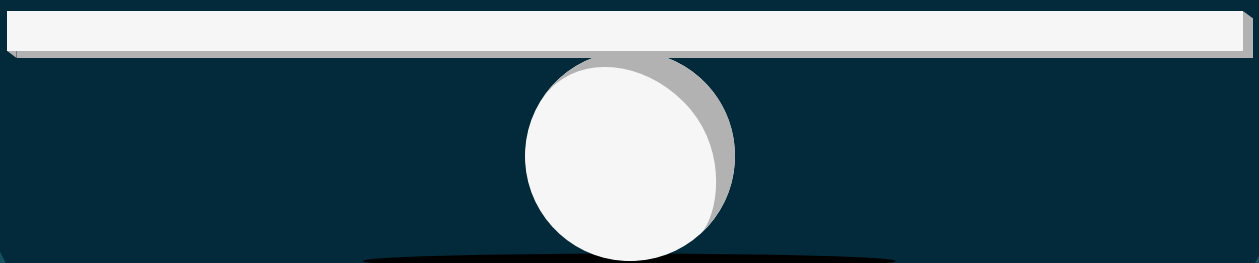




Delivering Change: Equity At Salford



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An introduction from our Vice-Chancellor, Professor Helen Marshall

Our ambition when we launched our Inclusion and Diversity Strategy in 2016 was to create an inspirational, inclusive learning and working environment for our colleagues and students. Our work has also been underpinned by our Access and Participation Plan (APP) which works towards removing barriers for students in accessing and succeeding at university. We have worked hard to make these ambitions a reality by ensuring that Equity, Diversity and Inclusion (EDI) is considered at the heart of our decision-making processes. We have moved forward in several areas such as increasing the number of female Professoriate in our Schools and widening diverse student participation across many subject areas. However, we have not made the progress we would have liked in others, such as eliminating the gaps that we have between some groups of students in relation to their outcomes. The overarching theme for the next chapter of our EDI journey is therefore delivering change.

Our mission as a university has remained unchanged throughout our history and that is to:

- / **Educate the next generation of modern industrialists, innovators, creators, entrepreneurs and leaders**
- / **Develop the skills and knowledge needed to capitalise on the next industrial revolution**
- / **Work in collaboration with public and private sector partners to address local and global economic and societal challenges**



Professor Helen Marshall
Vice-Chancellor

Our Corporate Strategy refresh 2022-27 sets out our aspiration to become a top 50 university for both our teaching and research. Importantly, in our Corporate Strategy, we have made a commitment to deliver this in an inclusive and fully diverse community, underpinned by our University values. Consequently, this Statement of Ambition will consciously link to other institutional strategies.

We fully acknowledge that the EDI pillar of our Corporate Strategy is challenging and there is still a long way to go. We recognise that structural inequalities in relation to characteristics such as race, gender, disability and sexual orientation remain in society, and within the University of Salford, and that people have more than one characteristic. We will therefore consider the impact of intersectional and multiple characteristics in our approaches moving forward.

Our determination to progress has not diminished and our aim for this new EDI Statement of Ambition is to ensure that it is the catalyst to deliver change in relation to some of the most stubborn inequities in our colleague and student environments. It will facilitate an aligned, sustained and evidence-based approach. Our EDI Statement of Ambition will be supported by a robust and effective EDI Governance framework that is informed by the wealth of talent and lived experiences of our diverse colleagues and students.



Past achievements in EDI – colleagues and students

Whilst we are proud of what we have achieved so far, we know there is more to do. This Statement of Ambition presents a renewed opportunity to tackle some of the long-standing and deep-rooted structural inequities that exist at University of Salford and speed up the pace of change in order to see a real difference.

- During the last five years we have built an EDI community of practice, supported by our EDI Leads in Schools and Professional Services Departments.
- We have developed good working relationships with our Trade Unions and Student Union colleagues, helping us to reach more colleagues and students when considering strategy and policy changes.
- We have also demonstrated our commitment to improve through our accreditations and charter marks, although we must be clear that charter mark success is not our end goal.

Our accreditations and charter marks include:

- ✓ Athena SWAN Bronze Institutional Award
- ✓ Salford Business School Athena SWAN Bronze Award
- ✓ School of Health and Society Athena SWAN Bronze Award
- ✓ School of Science Engineering and Environment Athena SWAN Bronze Award
- ✓ Stonewall Gold Employer Award and top 100 in the Stonewall Index in 2022
- ✓ Disability Confident Employer

- We have introduced minoritised ethnic student collectives in some of our Schools recognising that these students need a supportive space where they can raise specific issues.
- Targeted mentoring and scholarship programmes that aim to address under-representation have

been introduced across Schools and by the Student Experience and Support Team.

- Through our Learning Teaching and Enhancement Centre we have introduced a suite of learning resources to support academic colleagues deliver an inclusive curriculum.
- Schools have prioritised decolonising the curriculum, ensuring a range of voices and perspectives are represented and that we have a curriculum that reflects wider global and historical perspectives.
- We have also continued to embed inclusive governance practice into our decision-making at our most senior committees by making Equality Impact Assessments (EIA) more central to the decision-making process. This way EDI is an upfront consideration and supports the direction that the University takes. In 2022 83 EIAs were approved by the EDI team compared to 30 in 2017.
- Celebrating the diversity of our university through events across campus has created many opportunities to promote EDI and non-judgemental conversations. Our colleagues and students have marched in Manchester Pride together and alongside our Northwest Higher Education neighbours, and we have held Women's Voice Award events on International Women's Day, celebrating the incredible talent across our student and colleague groups. We have supported many more female colleagues to undertake the Aurora leadership programme and have introduced a dedicate programme, Illuminate, to enable colleagues facing any barriers to reflect on their careers.
- We have launched Report and Support as a means for our students and colleagues to report incidents of all safeguarding issues.
- Our Anti-Racist reading group has grown; started after the Black Lives Matter protests it has been a great learning environment for colleagues.
- We have also launched a colleague forum and re-introduced staff networks. Our policy work continued with the introduction of a Trans and Non-Binary Policy and a Menopause policy.

Our EDI Ambition

The principle of equity will underpin our EDI ambitions. Equity means that we will treat people fairly and in accordance with their needs, celebrate difference, as well as working towards equity in outcomes for all colleagues and students. The principle of equity will require us to take pro-active and nuanced approaches to ensure that colleagues and students, regardless of background, enjoy similar experiences and outcomes.

We recognise that inequities and discrimination are caused both by barriers created by institutional structures and individual attitudes, biases and prejudice.

Our ambition is to be a university where inclusivity is deliberately designed and embedded into all that we do, where every student and colleague feels like they matter and belong. Our culture and institutional values will support an inspirational learning and working environment which empowers people to lead with creativity and innovation that advances equity for all.

We will be a university that dismantles those institutional structures and systems that lead to discrimination, removing barriers that stand in the way of achievement, and building our strengths in advancing equity.

Our EDI commitments

To bring our EDI Ambition to life and to help deliver on our goals the following commitments have been determined as key.

We commit to:

- Ensuring anti-discriminatory approaches are communicated and applied consistently in our policies and practice. Pro-actively addressing areas such as racism, antisemitism, islamophobia, sexism, misogyny, homophobia, transphobia and ableism in order to advance equity and inclusive culture in our everyday practices.
- Upholding our legal obligations under the Equality Act 2010 in relation to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Putting accessibility, inclusivity and belonging at the heart of our decision-making throughout the institution and always including an intersectional Equality Impact Assessment that we use to drive change.
- Prioritising the eradication of discrimination and harassment at the University. Listening to the voices of those experiencing inequities as early as possible to maximise support.
- Reviewing all goals annually using an intersectional lens and making changes where these are justified.
- Being transparent about our EDI journey and evaluating and sharing the learning as we grow. Including annual internal audits shared on the EDI HUB and through the governance framework.

How will we achieve our EDI Ambition?

The goals set out in section six of this Statement of Ambition are challenging. It will take all parts of UoS working together to realise the goals. We will therefore develop a **whole institution** approach, which recognises that all colleagues and all parts of UoS take ownership of these goals and contribute to their achievement. Our interventions will recognise the relationships and links between teaching, learning, the wider university environment, students and colleagues in advancing equity. This work will be led by our Vice-Chancellor's Executive Team (VCET) and overseen by the Pro

Vice-Chancellor (Academic Development) & Associate Pro Vice-Chancellor (Equity, Diversity and Inclusion). Each of the four areas covered will be owned by a member of VCET. Support will be provided to embed action in schools and professional services by the EDI team and EDI leads.

Our approach will be methodical and involve planning, with students and colleagues being integral and with evaluation of practice taking place to understand what works. We will review and strengthen our existing processes to ensure that EDI approaches are more firmly embedded, supported by pro-active institution-wide and local interventions that are focussed on the delivery of these goals. Our approach will be underpinned by the following operational drivers:

- **Accountability and leadership** for EDI initiatives will be seen and heard at every level of the institution. It will be clear who is accountable for the actions that will be developed
- **Students and colleagues will act as partners and co-creators** to determine and operationalise our EDI goals. They will be part of the governance and operating framework and provide feedback through colleague and student surveys.
- **Professional services and academic communities together.** It is only through this partnership approach that the EDI goals can be achieved
- **Action plans and targets to be data and evidence informed,** reviewed regularly and always using an intersectional lens.
- **Training and development activities** to support colleagues in the effective delivery of plans
- **Appropriate resourcing of the EDI operating framework and action planning** at all levels throughout the institution.
- **Evaluation of impact.** We will set up meaningful evaluation processes to understand impact, including internal audits and work with the Student Union.
- **Clear and transparent communication to all** that provides colleagues and students with regular updates about what we are doing and the progress that is being made

We will ensure that progress is made through the implementation of a robust EDI governance and operating framework. Progress against the goals set out in this document will be overseen by the Equity Assurance committee, and can be seen in our EDI Annual Reports [here >](#)

Our EDI priorities

Through a review of our data and the involvement of colleagues and students, we have identified the key areas of our work, in which we seek to advance equity. These cover four broad themes, which are:

- 1. Student experience and success** - Narrowing or eliminating the differences between different groups of students in their experiences and success.
- 2. Colleague outcomes** - Diversifying colleague representation across all grades in the workforce.
- 3. Culture** - Enhancing inclusive culture and belonging for students and colleagues.
- 4. Research** - Diversifying the research workforce and environment.

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Our EDI Goals

1. Student experience and success

Ensuring that all of our students enjoy similar levels of experience and achieve similar levels of success regardless of their background is central to who we are as a university. However, in some areas our data shows that there are inequities for some groups of students. Our review of data highlights disparities in key areas that align with the University's strategic goals and our Access and Participation Plan. The following set of institution-level student-related measures has been agreed.

These goals align with targets outlined in the Access and Participation Plan and we will emphasise an intersectional approach to all data analysis. *They will be overseen by the Pro Vice-Chancellor (Education and Student Experience).*

Student experience and success goals

Goals	2023 position	2028 ambition
To narrow the gap between students from the most deprived backgrounds and the least deprived backgrounds, in relation to passing their assessments first time	13%	7%
To narrow the gap between students from the most deprived backgrounds and least deprived backgrounds in relation to completing their studies on time	5%	2%
To narrow the gap between minoritised ethnic students and white students in relation to the proportion of 2:1's and first class degrees awarded	17%	5%
To eliminate the gap between minoritised ethnic students and white students in relation to gaining highly skilled employment or advancing to further study	3.5%	0%
To eliminate the gap between minoritised ethnic students and white students in their NSS ratings for assessment and feedback	3%	0%

2. Colleague outcomes

A diverse colleague workforce that is reflective of our student profile is critical in the development of an inclusive and welcoming culture that creates a sense of belonging for all. It helps our students to better connect with our colleagues across the University as they see themselves reflected in the workforce and helps to build our understanding of our diverse communities, and through this our future development. Key gaps, from the information that we have include ethnicity, gender (in senior roles) and disability. Some of our Schools and Departments are more diverse than others but all have some gaps in diverse representation.

Our overall ambition therefore is that our colleague profile better reflects our student profile.

Our data also indicates that we do not have a clear, intersectional picture of our colleague profile for some characteristics, making it difficult to ascertain the experiences and outcomes for these groups. Further to the review of our data we have set the following goals. ***They will be overseen by the Executive Director of Human Resources and Organisational Development.***

Colleague goals

Goals	2023 position	2028 ambition
To increase the proportion of minoritised ethnic colleagues across all areas and grades	17%	24%
Gender colleague profile at each grade at and above grade 8 is reflective of the overall gender colleague profile of the University	53%	56%
To increase the representation of female Professors	29%	44%
To improve the rates of declaration for colleague disability	7%	10%
To improve the rates of declaration relating to faith	80%	90%
To improve the rates of declaration relating to sexual orientation	80%	90%

3. Inclusive culture at the University of Salford

Organisational culture is often defined as the collection of values, expectations, and practices that guide and inform the actions of those who work or study there. Culture has also been called the 'way of life' for an organisation and it is the way in which colleagues and students experience the culture and understand their role within an organisation and its culture, which is key to establishing an environment where people feel welcomed, valued and included.

As part of the recent refresh of our 2022-2027 University Strategy, we developed some organisational values with colleagues to support us in achieving our vision. Our Strategy outlines our ambitions for the future and our values will play a key role in how we achieve these ambitions, shaping and defining the way we work and our organisational culture. **Our overarching goal is to deliver year on year improvements to student and colleagues experience of inclusive culture UoS.**

We value and encourage freedom of expression, balancing this with our legal obligations and duty of care to colleagues or students.

We also recognise that the estate and campus environment is a big contributor to our culture and creating a sense of belonging. The University has a vision to transform the campus and the surrounding city district over the coming years through the Crescent Masterplan. This will create a vibrant, attractive, inclusive, sustainable and accessible new space. Ensuring that the principles of EDI are placed at the heart of this development and that the design connects to the diversity of our student, colleague and community population will contribute to its success.

Our Ways of Working Principles introduced in 2021 set out our principles to achieve a more agile working environment at Salford. Ways of working are now driven by local conversations and our working principles must also enhance our culture of inclusivity and accessibility.

Our working definition for inclusive culture is:

A culture where students and colleagues feel valued, where diversity in experiences, backgrounds and ways of thinking are celebrated and where all in the University of Salford community feel as though they matter. We recognise that we are all more alike than we are different.

We have set the following goals. *They will be overseen by the Pro Vice-Chancellor (Education and Student Experience) and the Associate Chief Operating Officer.*

Culture and belonging goals

Goals	2023 position	2028 ambition
Establish appropriate methods by January 2024 that will enable UoS to benchmark and track progress to 2028 in relation to whether inclusive culture in the learning and working environment is being enhanced year on year.	No benchmarking data for colleagues or students available.	To be determined once benchmarking data is available.
That explicit EDI design principles have been developed that will inform all future developments within the Salford Crescent Masterplan. Exploring additional standards and certifications to help measure success.	Examples of good practice around accessible design evidenced but gaps around the expertise to expand this to a broader inclusive design approach.	Evidence of EDI design principles in all development proposals.

4. Research, Enterprise and Innovation goals

We endeavour to create a culture which attracts and retains the best people and promotes open and responsible research and innovation. Our Innovation Strategy 2021-26 commits to five priorities, two of which focus on our people: Transforming our Culture and Developing Creative Research and Enterprise Leaders.

Central to support for our people is our commitment to diversity and inclusion. As we aim to create, innovate, impact positively on the world, and inspire the next generation, we must seek out and value the unique lived experience that individuals with diverse characteristics bring to research, enterprise and engagement. This will ensure that as an institution we have a community with the right skills, experience, and intersectional insight to address current and future challenges facing our society.

Our EDI priorities in this area relate to the diversity of our research colleague community and the transformation of our research and enterprise culture through new strategic approaches supported by appropriate resourcing and long-term monitoring of outcomes. We intend to meet these goals by the REF 2028 submission. ***These goals will be overseen by the Pro Vice-Chancellor (Research).***

Research, Enterprise and Innovation goals

Goals	REF 2021 position	REF 2027/2028 ambition
Increase the proportion of the REF submission comprising women to 48% to match the eligible population	Eligible female population – 48% Submitted population – 40%	Estimated eligible female population 51% Submitted female population to match eligible population
Reduce the gap between eligible and submitted colleagues for REF so that women are equally as likely as men to be submitted (currently 12% gap)	12% (30% of women and 42% of men submitted)	0%
Ensure the proportion of REF submitted staff from a minoritised ethnic background matches the proportion of REF eligible staff from a minoritised ethnic background	Eligible minoritised ethnic population - 13% Submitted population = 17%	Eligible target - 24% Submitted minoritised ethnic population to match eligible target
100% of REF Units of Assessment to provide narrative evidence of EDI outcomes and changes resulting from Research Centre EDI strategies to contribute to achieving at	Differing levels of strategic activity	100%

The Equity, Diversity, and Inclusion Team **and how to contact us:**



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Peel Park

The Meadow ←

Salford Museum
and Art Gallery ↑

University of
Salford →

Salford Crescent →

Frederick Road ↓

Welcome to Peel Park

Peel Park is one of Britain's oldest Public Parks. It was opened in 1866 and was funded entirely from public subscription.

In 2017 the park has been awarded, due to the commitment of the local community, the bulk of the funding has also come from the public. This was the National Lottery Parks for People programme.



NORTH

- Key to symbols on map:
- 1. Salford Museum and Art Gallery
 - 2. University of Salford
 - 3. Salford Crescent
 - 4. Peel Park
 - 5. The Meadow
 - 6. Frederick Road
 - 7. Salford Crescent
 - 8. Peel Park



www.peelpark.salford.gov.uk

Information

Peel Park is a public park and is open to all.

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It is an offence to bring dogs into the park unless they are on a lead.

Please clean up after your dog. The dog waste bin is located near the entrance to the park.

Please do not feed the animals. The animals are wild and may be dangerous.

Please do not smoke. Smoking is prohibited in the park.

Please do not drink alcohol. Alcohol consumption is prohibited in the park.



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