University of
Salford
MANCHESTER

DELIVERING CHANGE
EQUITY AT SALFORD

Equity, Diversity & Inclusion Annual Report **2023**

EDI

EQUITY
DIVERSITY
INCLUSION

Contents

An introduction from our Associate Pro Vice Chancellor Equity, Diversity and Inclusion,

Pradeep Passi

I was delighted to join the University of Salford in October 2022 in a newly created role as Associate Pro Vice-Chancellor (Equity Diversity and Inclusion) and I would like to thank colleagues and students for welcoming me into the University of Salford community and helping me to understand the organisation. I have had some great conversations, some difficult conversations and conversations that have furthered my own learning.

What has been heartening is meeting many people from different parts of the organisation who passionately want to see further change in terms of making the University even more equitable and developing a truly inclusive culture. Without those individuals and without that drive, then real change is impossible.

My new role provides the opportunity to accelerate the work to advance equity, working with colleagues right across the University and to instigate a whole institution approach to tackling some of the most stubborn inequities that present at the University. These include areas such as the ethnicity awarding gap, ensuring that students from the most disadvantaged backgrounds have an equal chance of success to others, and diversifying our colleague profile at all grades.

There has been some excellent work taking place in some of these spaces and I want to thank colleagues from right across the organisation for their dedication and commitment. The intention moving forward will be to build on this, strengthen what we are doing and move faster.

We have an excellent EDI team and EDI leads across the institution who will be pivotal in driving forward that change and whose drive and energy will most certainly help to move us to that whole institution approach to embedding EDI, but it will take ownership and action from all to really make the difference.

I am super-proud that we have been able to launch our new EDI Statement of Ambition: Delivering Change: Equity at Salford 2023-2028 (SoA) which sets out the changes that we would like to see in reducing or eliminating inequity in key areas. It will provide the framework and focal point for the whole University and alongside the new EDI Governance and Operating Framework is intended to deliver the change needed.

We will use the EDI annual report to report on progress against the stated goals to be as transparent as we can about our progress. However, as stated it will take the whole University community to get behind it, supported by the EDI team and leads, if we are going to have any chance of achieving the goals set out by 2028.

This 2023 EDI Annual Report looks back at the last 12 months, key datasets relating to our colleagues and students and further information on the new EDI Statement of Ambition. Enjoy the read and I look forward to receiving any comments or feedback.

Pradeep Passi
Associate Pro Vice Chancellor Equity, Diversity and Inclusion

Delivering Change at Salford

This Equity, Diversity & Inclusion (EDI) Annual Report gives a data snapshot of the student community from 2021/22 academic year and also our colleague data as at December 2022.

We look back at the activity during 2022 and how the last five years have led us to this point. We recognise that the EDI SoA presents a renewed opportunity to tackle some of the longstanding and deep-rooted structural inequities that exist at the University of Salford and speed up the pace of change in order to see a real difference.

Our approach to driving change will be through a whole institution approach with a corresponding set of firm commitments, robust governance and operating framework, strengthening of the EDI lens on existing processes and development and implementation of targeted initiatives.

Our approach will involve co-creation of ways forward through colleagues, colleague networks and student voice.

Our statement of ambition

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.

Looking back

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

/ Race Equality Charter Membership

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 have marched in Manchester Pride together 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 dedicated 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 colleague networks. Our policy work continued with the introduction of a Trans and Non-Binary Policy and a Menopause policy.

Highlights **from 2022**

To mark International Women's Day 2022, the Women's Voice Network hosted our annual Women's Voice Awards event where we celebrated the achievements of our female* colleagues and students from across the University.

Taking place on Tuesday 8 March in the New Adelphi building, the event was a vibrant and energetic affair where women from all corners of our campus were recognised for their achievements, excellence and dedication to our community.

The afternoon began with performances from our talented Arts and Media students who shared choreographed dances, live music and poetry with our guests.

Professor Helen Marshall, Vice-Chancellor, then opened the awards ceremony with an inspiring speech about celebrating the women of Salford, her own experiences combatting prejudice in the Law industry, and the commitments the University is making to support women at work.

The theme for International Women's Day this year was **#BreaktheBias**, and our Intersectional Women's Panel explored this topic in an in-depth discussion. Sian Etherington, Vice Chair of the Women's Voice Network, hosted the panel with guest speakers Emma Lawton, a Geography student, Emma Smith, Head of Learning & Research Support, and Suryia Nayak, EDI Lead for the School of Health and Society, who all shared their individual experiences as women at Salford.

Some of our Gender Based Abuse Ambassadors, Roy Vickers, Arron Pile and Domonic Broadhurst spoke about their roles and how men can contribute to creating a safe and equal place at the University. Anthony Farrell, a Music student, also spoke about his personal experiences growing up around powerful women, and how men need to take responsibility for their actions.

Including cis and trans women, non-binary & gender fluid people

In February 2022 Salford was named as one of the Top 100 Employers after climbing an impressive 69 places to rank 88th, placing us 12th in the University sector, following our Stonewall Workplace Equality Index (WEI) submission in November 2021.

We were also one of 132 employers to receive the Gold Award – a brand new Stonewall accolade for 2022. Stonewall highlighted our Trans and Non-Binary Inclusion policies and guidance and the amazing work of the Salford Proud Colleague Network.

In September 2022 we were proud to announce that the University had received the prestigious White Ribbon accreditation after making a firm commitment to ending men's violence and abuse against women.

White Ribbon is a global campaign that encourages people, especially men and boys, to individually and collectively take action and change the behaviour and culture that leads to abuse and violence.

The accreditation comes as part of our wider work around domestic abuse which has seen our Domestic Abuse Champions Group pledge to improve the support for colleagues and students experiencing domestic abuse, and ultimately create a safer campus experience for all students and staff, regardless of gender or sexuality.
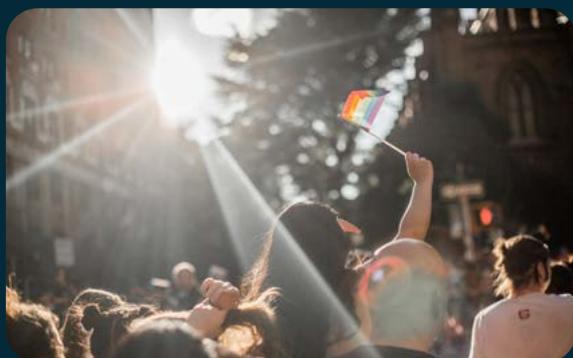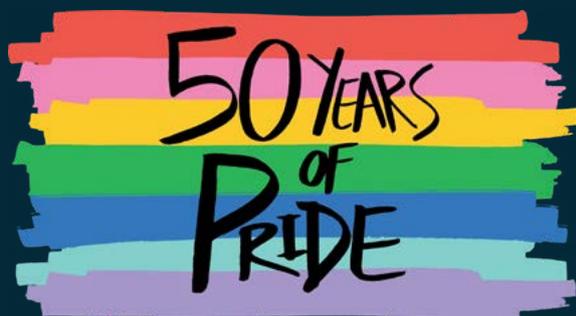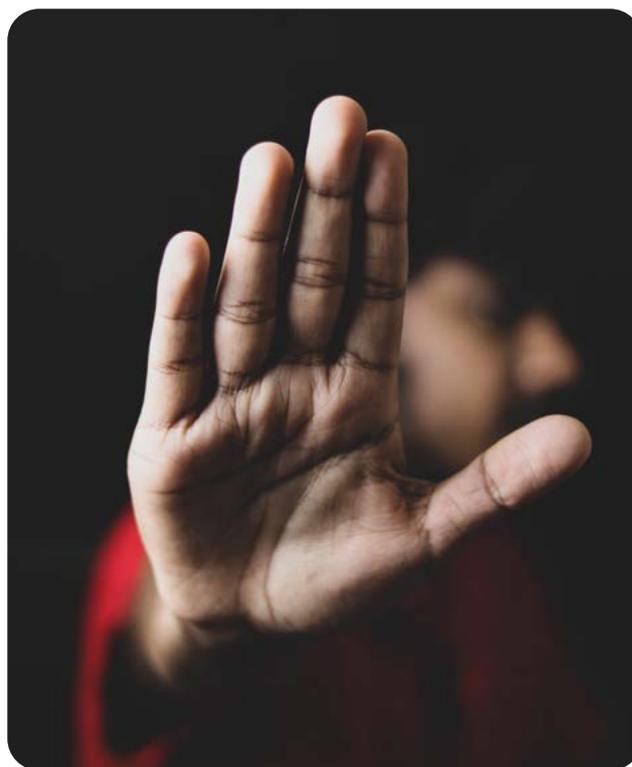
As we made our way through Pride month 2022 we had a number of different activities and events for everyone to get involved with to celebrate our University LGBTQ+ community.

/ We introduced an active allyship pledge for all colleagues and students

/ We advertised Salford Pride's The Pink Picnic

/ We put a spotlight on pronouns

/ We hosted an intersectional allyship panel event

/ We highlighted mental health in the LGBTQ+ community

/ We put a call out for marchers for our entry to Manchester Pride

/ We had a Pride Month Network celebration event at the end of the month including friends, partners and allies

Celebrating Black History Month at Salford in October and beyond.

During the month:-

/ Colleagues in Salford School of Arts, Media and Creative Technology hosted a multidisciplinary performance featuring staff, students and alumni in New Adelphi on Wednesday 12 October at 12.30pm. The Theme was the Commonwealth with tunes from Zimbabwe, Nigeria, South Africa, Canada, The Solomon Islands, Jamaica and the UK.

/ Colleagues in the Library put together a Black History Month reading list and a book display in Clifford Whitworth Library. The reading list consisted of ebooks, events, podcasts and much more.

/ The Anti-Racist Reading Group discussed the tv documentary 'Tom Daley: Illegal to be me'. The documentary explores the intersectionality of race and sexuality and how colonialism resulted in homophobic views in many Commonwealth countries. The reading group is an open and inclusive space for all colleagues who wish to attend.

/ Dr Brian Hall shared a research paper 'An Inferior Technician? African-American Signallers in the First World War' at a seminar event. Brian's paper is about the experiences of the first and only African American signalling unit in the US Army during the First World War.

/ We held a premiere of "All That Is Buried". Shot in Cape Town, South Africa, this short film showcases the talents of poet Zizipho Bam, writer Sindiswa Busuku, artist/activist Haroon Gunn-Salie and musician Dizu Plaatjies as they move between their homes, work and sites of inspiration in and around the city. The film explores the lasting impacts of colonialism and apartheid in and on South African art forms, as the four creatives explain the role of art, music and writing in responding to ongoing racial and gender inequalities in South Africa today.

Black History Month 2022
Time for change: Action not words

In October 2022 we launched our Mental Health and Wellbeing Commitment.

Supporting the wellbeing of our colleagues provides the foundation for colleagues to balance work and life responsibilities, be productive, and connect with their work. Getting this right helps us to provide a consistent and great experience for our students.

We also offered Mental Health Awareness sessions for colleagues and expanded our Mental Health First Aider (MHFA) network, where colleagues can become an advocate for mental health in the workplace and act as a first point of contact for those in mental health crisis.

[National Hate Crime Awareness Week](#) (NHCAW) ran from 8 to 15 October and aimed to encourage authorities, key partners and communities affected by hate crime to work together to tackle hate crime across the UK.

In 2022 we ran events to highlight the support and reporting process this included:

/ A Victim Support Stall

/ A Respect, Culture and Behaviours Team Stall

/ Making Policing a safe space. Our Policing Team led a session to explore Trans inclusivity in policing.

/ Crown Prosecution Service (CPS) Stall. They shared how they prioritise supporting victims of hate crime. It was a great opportunity to hear how the CPS help victims of hate crime, and also to know what is available if you experience or witness hate crime.

Interfaith Week is an annual event which aims to increase awareness of the different and distinct faith communities in the UK, strengthen good interfaith relations at all levels and increase understanding between people of religious and non-religious beliefs.

To mark the week in November 2022, the Faith Centre hosted a number of events which colleagues and students were invited to attend. This included a Faith and Belief Panel that covered everything you want to know about religion and never dared to ask.

In our commitment to advance race equality by using the framework of the Race Equality Charter, we held a number of face-to-face and online focus group sessions with colleagues and students in 2022.

We heard about their experiences and suggestions for improvement to ensure that we develop an action plan that is robust and impactful.

In November 2022 Colleagues and students were invited to attend a special in-person event on confronting and dealing with imposter syndrome.

Impostor Syndrome is common in entrepreneurs and high achievers, with some estimates suggesting as many as 70% of successful people experience impostor syndrome causing self-doubt, stress, anxiety and depression.

We were delighted to welcome two inspirational guests, John Shiels MBE CEO, Manchester United Foundation, and our very own Frankie Baines, Planning Manager in the Strategy Team, to lead this event. They spoke about their experiences with impostor syndrome and shared ways to overcome it, so that it doesn't hold you back from success.

UK Disability History Month (UKDHM) 2022 took place between Wednesday 16 November and Friday 16 December and was an opportunity to raise awareness and celebrate the achievements of people living with disabilities.

One of our inspirational students, Emma Lawton, BA Geography ran a session entitled "Be free to just BE" for students and colleagues from across the University. A 'where do you draw the line?' workshop used scenarios to consider how we become more inclusive of disabled people when planning our services. There was also an exercise on inclusive terminology.

As part of our ongoing commitment to developing more inclusive collections the Library has undertaken action in a number of areas during 2022.

This includes acquisition of new resources such as Black Thought and Culture and Disability in the modern world: History of a Social Movement plus helping and facilitating our students to add their individual recommendations to library stock.

They have also actively supported our academic colleagues in supporting their ambitions in decolonising reading lists including the ongoing curation of a Decolonisation resources reading list.

Our students
2021/2022

Our Undergraduate Students				
Students	**Female**	**Disabled**	**Mature (21+)**	**Minoritised Ethnic**
Our students	57%	27%	37%	33%
All Universities (HESA)	58%	20%	41%	28%

Asian	18%
Black	9%
Mixed	4%
White	67%
Other	2%

Our PG Taught Students				
Students	**Female**	**Disabled**	**Mature (21+)**	**Minoritised Ethnic**
Our students	61%	24%	68%	28%
All Universities (HESA)	64%	16%	63%	24%

Asian	11%
Black	11%
Mixed	4%
White	72%
Other	2%

Our PG Research Students				
Students	**Female**	**Disabled**	**Mature (21+)**	**Minoritised Ethnic**
Our students	53%	24%	70%	28%
All Universities (HESA)	52%	20%	59%	21%

Asian	7%
Black	10%
Mixed	4%
White	72%
Other	6%

* Student Population derived from HESA Standard Registration population - UK Domicile only, except for Sexual Orientation and Religious Belief, which are all domicile. Age on Entry - mature is categorised as 21 and over for UG and 25 and over for PG students. This includes only students in their first year of study in 2021-22 with age calculated as at 30 Sept of that academic year. (Note that the HESA comparative sector data uses the slightly different date of 31 August).

Gender - Whilst there is more female representation in our student population the patterns are very different across schools and programmes and little change across 5 years data sets. For example, 32% of UG students are female in the School of Science, Engineering and Environment (SEE) but 79% of UG students are female in the School of Health & Society (H&S).

Asian students are the largest minoritised ethnic group at UG level at 18% but this pattern does not continue through to PGT and PGR.

Students **declaring a disability** has risen again to 27% at UG and by 2% to 24% at PGT. Those declaring at PGR has remained the same at 24%. School of Arts, Media and Creative Technology (SAMCT) have the highest number of UG students declaring a disability at 36%.

Mature student representation has risen again at PGT and PGR, however this needs to be seen in the context of those students that are 25+ as mature.

Our data around **sexuality** shows an increase of LGBQ+ (please note that LGBQ+ is used throughout the report when talking about sexuality and LGBTQ+ when talking about the wider community.) UG students across the 3 years that we have collected this data, from 8% in 2018/19 to 11% in 20/22.

UG Student declarations regarding **religion** show that just over 50% have some religious belief.

HESA comparisons show differences that are specific to Salford: higher numbers of students from minoritised ethnic minority backgrounds and higher numbers declaring disabilities.

Key Insights from the larger data set
Religion & Belief

Religious Belief - Undergraduates Only 2021/22					
School	**Christian**	**Muslim**	**Buddhist**	**Hindu**	**Jewish**
School of Arts, Media & Creative Technolgy	21%	0.5%	0.4%	0.2%	0.4%
Salford Business School	26%	45%	0.2%	1%	0.3%
School of Health & Society	36%	15%	3%	0.3%	0.3%
Sci, Eng. & Env.	22%	31%	0.2%	0.6%	0.3%
Grand Total	27%	20%	0.1%	0.4%	0.3%

Religious Belief - Undergraduates Only 2021/22 continued					
School	**Sikh**	**Spiritual**	**Other religion or belief**	**No religion**	**Unknown**
School of Arts, Media & Creative Technolgy	0.1%	3%	2%	57%	11%
Salford Business School	0.4%	1%	1%	26%	10%
School of Health & Society	0.2%	2%	1%	29%	5%
Sci, Eng. & Env.	0.3%	1%	1%	35%	9%
Grand Total	0.2%	2%	1%	40%	8%

Tables shows all the religions that are provided to HESA and the breakdown by school and PG/UG

The data shows that whilst just over 50% of our students have some religion or belief there are differences between schools in terms of which are more prominent. Our campus master planning and delivery of student services should reflect these patterns whilst ensuring all students of any faith or none are welcomed and feel a sense of belonging at Salford.

Key Insights from the larger data set
Minoritised Ethnic Award Gap

Minoritised Ethnic Award Gap		
Overall Minoritised Ethnic Award Gap 2019/20 *(Excluding International Students)*	**Overall Minoritised Ethnic Award Gap 2020/21** *(Excluding International Students)*	**Overall Minoritised Ethnic Award Gap 2021/22** *(Excluding International Students)*
11%	10%	17%

The data for 2019/20 (excluding international students) showed a 7% reduction in the Minoritised 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 as in 2021/22 the gap increased by 7% points to -17%.

The overall increase conflates the differences between Schools, with Health & Society consistently showing a higher gap over the three year period. Actions have been implemented in order to address this increase.

Key Insights from the larger data set
Increases in diverse UG student representation

Whilst the high level data points to increased numbers of minortised ethnic, disabled and LGBQ+ students this is more evident in some Schools.

Salford Business School attracts consistently high numbers of minoritised ethnic students (20/21 figure 59%). However, the largest % increase is in the School of Health and Society who with 33% students from minoritised 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 LGBQ+.

Spotlight on Report & Support

Report and Support is a system where any colleague or student can report an experience they have had or witnessed that is unacceptable. By reporting unacceptable experiences, the University can be made aware of them 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.

Key 2022 activities of the Respect, Culture and Behaviours (RCB) Team:

/ The team arranged for the Hate Crime Advisor to the National Police Chiefs' Council in the United Kingdom to deliver an in-person guest lecture during February Hate Crime Awareness week.

/ The RCB team are now members of the Crown Prosecution Service Case Scrutiny Panels, where they assess and feedback on cold cases on relevant crime types.

/ They have implemented the use of Acceptable Behaviour Contracts (ABC's) with a view to addressing attitudinal/behaviour changes and engaged with external bodies such as Victim Services to ensure we are at the forefront of sector best practice in supporting victims.

/ The team have all undertaken first responder training and undertook a Spiking campaign in conjunction with accommodation providers.

/ An 'Unwanted sexual behaviour on public transport campaign' was arranged by the team and they are working in partnership with Security/Estates to promote Report & Support and SafeZone on their security campus vehicles.

/ As a result of cases coming through the report and support system changes to policy and practice have been made including the delivery of consent training to colleagues and students.

Spotlight on
Learning & Teaching Enhancement Centre (LTEC)

The inaugural LTEC's Festival of Learning and Teaching (5th-8th September 2022) was our first large scale on-campus event since the pandemic. It attracted 140 participants with 200 individual touchpoints across the four days centred around the themes of Equity and Inclusion, Embedding Employability, Technology Enhanced Learning and Unpacking Excellence

The first day specifically focused on topics related to Equity Diversity and Inclusion, the themes explored were Anti-Racism, Inclusive Teaching and Assessment. One highlight of the festival was the keynote on Anti-Racist Pedagogy, given by Khadija Mohammed of the University of the West of Scotland.

Khadija's presentation on developing an anti-racist curriculum across all levels of Scottish education, from early years through to Higher Education was inspirational and moving. Her discussion centred around anti-racist pedagogy and reframing the way we think to cultivate an understanding and self-awareness about our own positionality in the world and academia.

The presentations that followed also picked up the focus on equity and inclusion, including 'Autism: Teaching the Unteachable?', 'An Inter-institutional Approach to Eliminating Award Gaps', and 'Why Inclusion and Equity Matter: A Case Study in Transforming Assessment'. Presentations from colleagues across Salford continued through the day, with sessions from Claire Ellison on developing student self-regulation through comparative peer-assessment and Sami Safadi and Ambarin Khan on inter-institutional approaches to eliminating award gaps, to name a few.

"Loads of good ideas for my teaching & also a showcase of excellence taking place across campus."

Anonymous comment on key takeaways.

"Diversity" and "social justice" were other themes explored in the workshops that emphasised how being more diverse equates to better student outcomes. Round table discussions posed questions such as: "are we mature enough to have some of the difficult conversations required" We explored how we connect with wider sector challenges including "anti-racism", recognising this as a challenge to continue discussions through the lived experience of staff and students. Further to these conversations, more widely we discussed how we felt valued and how this translates into sustainable career paths for Learning and Teaching, building profiles into established frameworks, so everyone can develop and grow.

The festival provided an important space for discussion and exploration of key topics related to EDI. Preparation is underway for the 2023 Festival that will take place on 4th & 5th September 2023, #SalfordFLT. Highlights from last year's festival can be found here: That's a wrap! First in-person Festival of Learning & Teaching is great success (sharepoint.com).

FESTIVAL OF LEARNING & TEACHING

Spotlight on
Charter Marks

Alongside the development of the EDI Statement of Ambition, the approach we take to Charter Marks. Charter Marks are important tools to help drive change based on best practice advice, guidance and support provided through our membership with Advanced HE and Stonewall.

We recognise however that advice, guidance and support is missing in the area of Disability Confident. To address this gap, the organisation is seeking to sign up to Business Disability Forum, as well as seeking peer support from organisations that are Disability Confident Leaders.

To ensure we do not fall into the trap of badge collecting, the approach to Charter Marks in the new EDI Governance and Operating Framework has been formed intentionally to prevent this. Previously we had Athena Swan and Race Equality Charter (REC) Self-Assessment. We have now reformed these groups to focus more broadly on Equity for each group, with the Charter marks acting as a driver for the group, but also exploring how these groups can go beyond the charters.

These groups include:

Group	VCET Chair
Disability Equity Group	Finance Director Chief Operating Officer
Gender Equity Group	Executive Director Governance & Assurance Executive Director of Human Resources & Organisational Development
LGBTQ+ Equity Group	Pro Vice-Chancellor Academic Development
Race Equity Group	Associate Pro Vice-Chancellor Equity, Diversity & Inclusion

The Pledges and Accreditations Group, a sub-group of VCET, was also formed this year, chaired by Professor Karl Dayson (Pro Vice-Chancellor – Research). Beyond the four institutional charters (Athena Swan, Disability Confident, Race Equality Charter and Stonewall), we recognise there are many accreditations and pledges that sit in different areas of the University. The Pledges and Accreditations group approves proposed pledges and accreditations, ensuring the right support and structures are in place, before making commitments.

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

/ Race Equality Charter Membership

Transparency has been an important area of the charter marks work that the EDI Team have been working on developing. In the process of developing our Race Equality Charter submission we have prioritised holding roundtables, consulting with staff and students and sharing our progress in university wide communications.

Timelines

Below shows the key deadlines in our charter work, these pushes help support us in ensuring we have a plan by a set date. However, once the charter marks are submitted, the Equity Groups will continue the work regardless of the stage of the charter mark.

Stonewall	Disability Confident	Race Equality Charter	Athena Swan
September 2023	October 2023	July 2024	2026

Our colleagues
as of December 2022

Our colleagues			
Our people	**2019/20**	**2020/21**	**2021/22**
Women	55%	55%	55%
Women above Grade 9	35%	39%	39%
Disabled	5%	5%	8%
Minoritised Ethnic	13%	14%	16%
LGBQ+	5%	6%	8%
Under 35	19%	19%	21%
Over 55	20%	25%	23%

In addition to the high level data above the detailed breakdown shows that:

/ The number of colleagues declaring as non-binary has increased.

/ Female applicants are more successful in the recruitment process.

/ Our colleague disability declaration rate has risen, but is 19% behind the student rate.

/ Almost half of our collegues declare a religious belief.

/ Salford university has a growing population of minoritised ethnic colleagues, but this is pocketed in areas such as Digital IT, Science Engineering and Environment, Salford Business School and Estates.

/ The number of colleagues declaring as LGBQ+ has increased further and is now closer to the UG population of 11% LGBQ+

Our colleagues						
	Female	Declared Disability	Aged 55+	Declared Religion	LGBQ+	Minoritised Ethnic
Our colleagues	55%	8%	23%	48%	8%	16%

Asian	7%
Black	5%
Mixed	3%
White	80%
Other	1%
Unknown	4%

In our schools				
Colleagues	Female	Declared Disability	LGBQ+	Minoritised Ethnic
Our colleagues	52%	7%	6%	14%
Comparison to undergrad students	57%	27%	11%	33%

In professional services				
Colleagues	Female	Declared Disability	LGBQ+	Minoritised Ethnic
Our colleagues	59%	8%	8%	16%
Comparison to ONS economically active (UK)	48%	10%	3%	13%

Spotlight on
⚖ GPG and EPG

Gender Pay Gap reduces in 2022

We have seen some movement in both Median and Mean pay gaps. The median gender pay gap decreased for the first time in 4 years, and the mean gender pay gap went below 9% for the first time since mandated recording was established.

Although this is welcome, it must be treated with caution. Pay gaps remain higher than desired and small movements in staffing proportions can have a significant adverse impact.

The median hourly rate for men is 8.5% higher than the median hourly rate for women. The mean average hourly rate for men is 8.4% higher than the mean hourly rate for women.

Our GPG report and action plan can be found on **our website**.

Ethnicity Pay Gap 2022

The median hourly rate for our White colleagues is 13.7% higher than that of our Minoritised Ethnic 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 facilities 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).

Spotlight on
Colleague network

Salford Proud, the University's LGBTQ+ colleague network

The Salford Proud Colleague network is open to all University of Salford staff members and mature students, such as pre-qualifying MSc and PGT students, who identify as LGBTQ+ or identify as an ally to this community.

Salford Proud strives to:

1. Support staff welfare through the provision of a safe and supportive forum for staff to interact with other LGBTQ+ staff and allies.

2. Input into the University's Equity, Diversity, and Inclusion activities, such as informing on LGBTQ+ issues and University policy.

3. Support the University of Salford in its public-facing LGBTQ+ activities such as Manchester Pride and mentoring via Charities and Trusts in the Greater Manchester Region.

4. Signpost staff to confidential support and resources available to them. This includes support offered by the University and external provisions.

5. Participate in the celebrations and awareness-raising activities on the LGBTQ+ calendar, and collaborate with the University, charities, and other institutions to publicise and market these events.

Over the last year, the Network has engaged in a range of activities to champion diversity and visibility at the University. These include:

Stonewell Workshop - Introduction to LGBTQ+ allyship

On 22 June 2022, the University invited Stonewall to deliver a workshop to staff. The workshop, called Introduction to LGBTQ+ allyship, aimed to provide colleagues with an understanding of LGBTQ+ identities and experiences, to confidently advocate for more inclusive workplaces.

Stonewall is a national charity that stands for lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people everywhere. They strive for a world where all LGBTQ+ people are free to be themselves and can live their lives to the full. With visibility and representation at the heart of the discussions, all staff in attendance explored the meaning of the term ally and identified the first steps that they might take to be more active and visible allies.

LGBTQ+ Film Event

On 18 January 2023, colleagues were invited to join us for the screening of two thought-provoking and professionally produced films at the New Adelphi Theatre, followed by a Q&A session with our panel of experts.

The first film was co-produced with a team of students in the Salford School of Arts, Media and Creative Technology: Riz Ali, Wren Blue, Jay Tomlinson, James Latham and Ash Bateson, and directed by Salford graduate Ben Hodge. It brings focus to the experiences of transgender students here at the University of Salford.

Ben Hodge, the director of this film, is an award-winning filmmaker who graduated with BA in Media and Performance in 2021. He was also the first Trans Officer at the University.

The second film was produced and directed by Edgar Rodriguez-Doran, a former lecturer in the School of Health and Society and Salford Proud committee member. His film, called 'Heavier than Air', is based on research on the experiences of LGBTQ+ teachers working in different educational settings in Australia.

Our panel of experts included:

- Arron Pile, Salford Proud Network Welfare officer and Residence and Campus Life Manager at Salford in Student Experience and Support.

- Ben Hodge – film director

- Artie Ray Hughes – Artie is a transgender man who studies MA PR and Digital Communications at the University of Salford.

- Lee Clatworthy, a former University of Salford student and the current Vice Chair of Sparkle, the National Transgender Charity.

- Harvey Kennedy-Pitt – CEO of Black Beetle Health CIO, which aims to tackle long-standing health disparities for LGBTQIA+ Black and People of Colour.

LGBTQ+ History Month

In February, we celebrated LGBTQ+ History Month by creating a special display of queer books in the library at the Clifford Whitworth building. Coordinated by colleagues in the Library, the display showcased books and works from queer writers. From history and poetry to memoirs and graphic novels, the collection was made up of recommendations and suggestions from colleagues across the University, bringing marginalised voices to the front and centre.

Manchester Pride 2022

In August, Salford Proud took part in the Manchester Pride Parade with the theme of 'Unified in Pride'. Their participation was a co-entry with LGBTQ+ colleague networks from all Greater Manchester universities: The University of Manchester, University of Bolton, Manchester Metropolitan University and the Royal Northern College of Music.

Adopting an
👍 EIA focused approach in Library, Careers and Enterprise

Achieving the highest levels of student satisfaction is a key objective for the Library, Careers and Enterprise (LCE) team and ensuring that services are designed with the inclusivity needs of our students has been a key priority in our EDI Action Plan.

With this in mind, we made a conscious effort in 2021 to embed Equality Impact Assessments into every aspect of our service. Some LCE staff were trained and EIAs started to get written, but it soon became apparent that the lack of co-ordination was an area we could further improve upon. There was a lot of useful, constructive activity around EIAs, but there was also a lack of certainty regarding which services had been covered, were in the process of having an EIA written, or were earmarked to have one written. Alongside this, there were contrasting levels of EIA-writing confidence amongst the LCE team.

Several initiatives were started to address these issues. We began by appointing EIA experts within each team to oversee the EIA process. We followed this up with a comprehensive round of training where every member of LCE staff was informed about the importance of EIAs and given guidance in how to write one.

Next, we asked interested colleagues to volunteer to be an EIA "writing buddy" assembling a small team, able to provide assistance to LCE colleagues. Finally, we put together a record of every EIA in the stages of either being planned, written, or signed off. This was then disseminated and made available to all LCE colleagues via our intranet. We link to the completed, signed off EIAs, providing a tangible and useful example to those colleagues tasked with writing an EIA. We also schedule in an annual review date so that our EIAs are regularly validated to be fully in line with our services and our users' needs.

This new system appears to be working well and it really feels as though we have made good progress as a team in this space.

Spotlight on
EDI in the Vice Chancellor's Office

Our EDI Lead: Alex Hackett, Operations Manager

As EDI Lead, Alex is passionate about creating a working environment where everyone feels that they can be their authentic self, an environment which embraces a commitment to furthering diversity, equity and inclusion in the workplace and an environment where everyone can flourish and succeed. Over the last 18 months Alex has together with the VCO EDI champions developed and implemented a focused EDI Action Plan for the Office of the Vice-Chancellor.

Our EDI Champions

Emma Clark

Emma is keen to ensure that the University of Salford is an inclusive, welcoming, and forward-thinking environment for students, staff, and visitors.

Working closely with colleagues in Student Experience and Support, Marketing and External Relations, Emma is working to identify parent rooms across campus, in the pursuit of creating a baby friendly campus.

She is focusing on the SSEE and Allerton buildings initially. Emma has identified and labelled "parent priority seating" across campus cafés and is now in the process of making the SSEE and Allerton parent rooms more comfortable, with suitable furniture, decoration, posters, and toys.

Emma is liaising with HR towards the parent room details being noted on the University Hub Pages, to spread awareness of these accessible areas.

Roohi Hussain

Roohi is passionate about promoting and implementing EDI and anti-racist initiatives at the University of Salford.

Roohi is the University of Salford representative on the Salford City Sanctuary Steering Group.

She is working with colleagues across the University on the University's application for University of Sanctuary Status. As part of this work Roohi co-chairs an interdepartmental working group. The group is planning an event to celebrate Refugee Week in June 2023.

Roohi's academic background demonstrates her knowledge, and interest in working with underrepresented and marginalised groups. She has experience of working in equity, diversity, inclusion, and anti-racist work. Roohi was awarded a Doctor of Philosophy in Politics and International Relations. Her PhD research has explored the areas of intersectionality between migration, citizenship, and asylum. Roohi has delivered teaching and training across a variety of topics in forced migration.

Lucy Neat-Ward

Lucy (she/ her) is determined to make the University of Salford a diverse, inclusive, and accessible place for staff, students, and visitors alike.

As a disabled woman, Lucy has a keen interest in working to make the University increasingly accessible. Working with colleagues in HR and the EDI Team, Lucy has been contributing to a guide for managers to aid them in onboarding disabled colleagues in an inclusive way. She has also fed back on the University's current assistance animal policy from the perspective of an applicant awaiting an assistance dog.

With her background in teaching, Lucy has also formulated and delivered various workshops both within the University of Salford and beyond. Topics include inclusive language, becoming an active bystander, and accessibility and awareness in the future of higher education. Having received her PhD in 2022, Lucy's research continues to focus on the intersection between care ethics, disability studies and animals.

Our work

For all those who work in the VCO, contributing to the EDI action plan is a personal objective and one which is important to us all. The VCO has therefore engaged in various initiatives over the last year to further our EDI action plan to create a more inclusive, diverse, and welcoming University for all.

University of Sanctuary Status

As one of our EDI champions, Roohi is working closely with colleagues across the University on Salford's application for 'University of Sanctuary' status. This is an initiative which recognises and celebrates the good practice of universities in welcoming those seeking sanctuary by facilitating access to Higher Education (HE), actively learning about the challenges faced by individuals fleeing persecution in pursuing HE and supporting local refugee and asylum communities. As part of this work, Roohi co-chairs the interdepartmental working group.

Building a Baby-Friendly Campus

Another of our EDI champions, Emma, is working with colleagues across the University to make Salford an increasingly baby-friendly campus. They have recently been working to identify and clearly label 'Parent Priority Seating' within the SSEE and Allerton buildings. They have also been identifying spaces across campus which could be suitable as parent rooms and looking into ways to make these spaces more comfortable for families through the inclusion of furniture, toys, posters and décor. Their hope is that these family-friendly spaces will soon be noted and locatable on the University's main Hub page.

Inclusive Language and Becoming an Active Bystander Workshops

Inspired by a session on inclusive language and becoming an active bystander delivered by colleagues from the EDI team and HR at the 2022 Professional Services Conference, the VCO was eager to hold the session for the benefit of all our team members. Lucy reformulated their existing resources into a small workshop format, with the guidance of the EDI Team. All members of the team found the workshop informative and thought-provoking, and reported that they had enjoyed the session. We are now considering holding a second, larger session for the University's PA Forum and then training the EDI Leads from other departments as facilitators to roll this workshop out across the entire University.

Contributing to Change

After recruiting Lucy as a disabled colleague in April 2022, Alex was determined to make her onboarding as inclusive, accessible, and welcoming as possible. However, as a recruiting manager, Alex had to liaise with multiple different departments across the University to ensure that the right support was in place for Lucy. This involved, for example, looking carefully at the working environment of The Old Fire Station to make it more accessible – especially for wheelchair users – including installing automatic doors and thinking carefully about our garden wellbeing space to make it suitable for an assistance dog and wheelchair user.

Following Alex's exceptional onboarding of Lucy as a disabled colleague at the University, the VCO drafted a guide for recruiting managers when inducting disabled colleagues to share best practice. This guide was shared with the EDI Team and colleagues in HR, who are similarly working on induction and onboarding processes for colleagues with disabilities or specific needs. Given Lucy's circumstance of waiting to be partnered with an assistance dog, Alex and Lucy have also fed back on how to support assistance animal applicants throughout their journey of being partnered.

Engaging across the University

We are always keeping our eyes open for EDI-related events across the University that we can share within our team. Several of our team have attended University-wide events on International Women's Day, on raising awareness of Neurodiversity and on d/Deaf awareness and cultures, as well as joining colleague groups such as Salford Proud and the Access Salford Colleague Network.

Planning for the future
Our EDI goals 2023-28

Our determination to progress has not diminished and our aim for our 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. Progress in relation to the EDI goals will be reported annually in this publication. Our EDI goals are as follows: -

Student experience and success		
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 2:1s 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%

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%

Culture and belonging goals		
Goals	**2023 position**	**2028 ambition**
Establish appropriate methods by January 2024 that will enable us 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.

Research, enterprise and innovation goals		
Goals	**2023 position**	**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%

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.

We will 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 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.

How can you **get involved?**

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 colleague networks please contact: equity@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

/ EdRace Colleague Network: EdRaceNetwork@salford.ac.uk

/ Parent's Network: parentsnetwork@salford.ac.uk

/ Disability Network: accesssalford@salford.ac.uk

EDI Team

School and Professional Services EDI Leads

Contact the EDI Team or your EDI Lead in your School or Department.
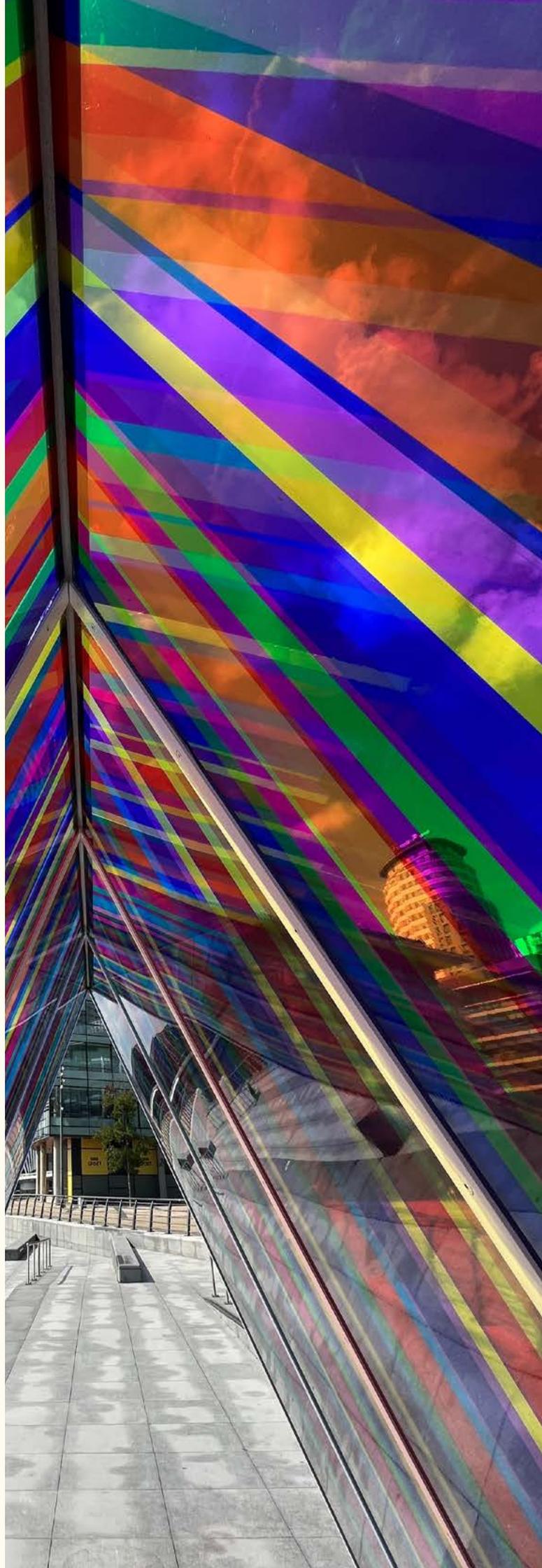
The Equity, Diversity, and Inclusion **Team**

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