

The University of Manchester

**Race Equality Scheme and
Action Plan 2008 - 2009**

Contents

1. Forewords
2. Introduction
3. Development of our Race Equality Scheme
4. Race Equality Scheme Action Plan
5. Responsibilities
6. Reporting on progress
7. Resources
8. Accessible format information

Appendices

- A. Action Plan
- B. Race Equality at the University of Manchester
- C. Local and national employment and education context
- D. Equality and Diversity Governance and Consultation Structure
- E. Statistical resources and definitions
- F. Legislation

1. Forewords

1.1 Foreword from the President and Vice-Chancellor

I am pleased to provide a Foreword for this Race Equality Scheme and Action Plan, which details the practical steps that we are taking to promote race equality and diversity at The University of Manchester.

The University is an international, diverse and tolerant community which is committed to open, disciplined rational inquiry and equity of access based on educational merit regardless of background.

This document lays out in clear detail the challenges to be addressed and the programme of action that will be undertaken in the field of race equality to enable the University to fulfil the ambition laid out in the *Manchester 2015* Strategic Plan to become a world-leading centre of research and scholarship and an employer of choice.

This Race Equality Scheme and Action Plan is the product of wide-ranging consultation and has the full support of the University's senior management team and all sections of the campus community.

The University already has a proud record for promoting the values behind race equality and valuing diversity in its scholarly activities, employment practices and treatment of students and applicants. The launch of this document provides an opportunity to build on that reputation and become a pioneer of good practice that will set an example to the wider society.

Professor Alan Gilbert
President and Vice-Chancellor

1.2 Foreword from the Associate Vice-President (Equality and Diversity)

The development of the Race Equality Scheme is the next step in progressing and developing an integrated equality and diversity agenda – a fundamental requirement for the achievement of its goals outlined in the Manchester 2015 Agenda.

Barriers to race equality are incredibly complex and very emotive, not least because of the national and historical context in the way in which ethnic minorities came to Britain and their subsequent experiences and perceptions. This scheme outlines some of the key challenges that we face as an institution in overcoming the barriers resulting from this historical legacy and decades of not giving sufficient importance to issues of equality and diversity and especially racial equality.

The actions that we have identified provide the mechanisms which will add meaning to our vision of empowering collegiality and making Manchester a place where all its staff feel that they will be valued and be encouraged to achieve their potential. The reality of our present situation is that many of our staff feel that they are denied opportunities for development and progress not because of overt discrimination but because processes and norms exist which operate in a way that denies them opportunities and fail to recognise their potential.

Prioritising race equality is not simply a legal requirement but central to our vision of making Manchester a world class institution. There is a commitment at the highest levels of this University to this endeavour but that by itself is not sufficient if we are to achieve a step change in the way that we are perceived by many sections of our staff. We have made a significant amount of progress since October 2004. With the continued commitment of our staff we can build on what has already been achieved and make Manchester a beacon to other higher educational institutions.

Professor Aneez Esmail
Associate Vice President (Equality and Diversity)

2 Introduction

2.1 Policy context

This Race Equality Scheme and Action Plan will enable the University to plan, deliver and evaluate the actions it needs to take to promote equality of opportunity for all individuals regardless of racial or cultural backgrounds¹. This Scheme is set within a local and national policy context that shows the University is serious about meeting its legal obligations. The Scheme is only the start of the process that will help the University move forward with this important agenda. It will also support the University's diversity agenda, which is integral to the vision of the Manchester 2015 Agenda. This agenda is set out in Towards Manchester 2015, the strategic plan of The University of Manchester.

This plan sets out our mission, values and vision and how they integrate with the strategic goals that focus all activity at the University. The relevant goals are included below to illustrate the importance of promoting and ensuring equality of opportunity to the University's ambitious agenda. This action plan aims to operationalise these goals in relation to Equality and Diversity.

Table 1 – Extracts from Towards Manchester 2015

Goal 4: Excellent teaching and learning

To provide students with teachers, learning environments, teaching and learning infrastructure and support services equal to the best in the world.

Goal 5: Widening participation

To make The University of Manchester the UK's most accessible research-intensive university by providing international students from educationally deprived backgrounds and home students from traditionally under-represented sections of society with a supportive learning environment in an inclusive and welcoming University community.

Goal 6: Empowering collegiality

To maintain The University of Manchester as a collegial community to which staff of the highest calibre are attracted, and within which all staff, whatever their roles or functions, may be proud of their University, are able to identify with its aspirations and are informed, enabled and encouraged to take appropriate responsibility for its direction, development and management.

¹ Racial and cultural grounds means reasons of colour, nationality (including citizenship), culture, religious or other beliefs, or ethnic or national origins

Goal 7: Efficient, effective management

To maintain management systems, processes and services at all levels of the University that are open, supportive and empowering, responsive to academic needs, strategically focused and exemplary in meeting all internal and external obligations and responsibilities, and able to provide the University with a competitive advantage in its pursuit of the Manchester 2015 Agenda.

Goal 9: More effective community service

To contribute to the development of a secure, humane, prosperous and sustainable future for human society and, beginning in its local communities in Greater Manchester, to explore opportunities to enrich the social, cultural and economic development of the communities, regions and countries in which the University works.

The University acknowledges that racism operates in many ways. It recognises that indirectly, racial inequalities may exist within its structures. The University also acknowledges the importance of the national and historical context of ethnic minorities' experiences in this country and the way they continue to perceive themselves. Both of these areas impact on issues related to equality and diversity within the University.

The launch of the Race Equality Scheme is an opportunity for the University to help fulfil its ambition to be an employer and educator of choice. More than this, the University believes that all staff and students should have the opportunity to achieve their full potential.

This Scheme covers all University students and all staff including academic, administrative and support roles.

2.2 Scope

The University recognises that harassment and discrimination relating to race can be complexly entwined to culture in its broadest terms, but especially with regards to religion or belief. It therefore considers religion or belief under the scope of this Scheme.

2.3 Race Equality Policy Statement

The University of Manchester aims to create a culture of diversity within its community providing a dynamic working and learning environment, where all members of the community are valued for their contribution and individuality.

The University is committed to providing an environment free from direct or indirect discrimination, harassment, or victimisation on racial or cultural grounds where all staff and students are treated with respect and dignity.

The University is committed to developing positive action initiatives to support racial or cultural groups that have been disadvantaged in the past and to help address some of the imbalances which still exist between its staff and student populations and the Manchester community. The University recognises that by addressing the imbalances that exist, it will help to achieve the goals laid out in the Manchester 2015 and in particular those relating to widening participation, teaching and learning and collegiality.

The University recognises the valuable contributions made by members of the University's communities, its students, employees, visitors, partners and key stakeholders in terms of qualities of diverse experiences brought to learning, teaching, support services, research, consultancy, administration and management.

2.4 Aim and Objectives

The aim of this Scheme is to set out a plan of action which will promote equality of opportunity for all staff and students regardless of their racial or cultural background and to help eliminate racial discrimination and harassment within the University and the wider community. To enable the University to meet this aim the following objectives have been developed:

- 2.4.1** To place race equality in the mainstream of the University's strategic and planning agenda and to establish effective governance;
- 2.4.2** To develop and implement an effective data monitoring and analysis process that supports the Race Equality Scheme;
- 2.4.3** To systematically assess the impact on race equality in all new and existing policies, procedures and practices at the University;
- 2.4.4** To involve and consult with black and minority ethnic (BME) staff, students and external stakeholders in delivering the actions as outlined within this Scheme;
- 2.4.5** To promote race equality through internal and external communications;
- 2.4.6** To address cultural awareness issues as they affect teaching and learning and cultural integration, with respect to staff and students and to develop appropriate training;
- 2.4.7** To develop initiatives to increase the ethnic and cultural diversity of the staff population to reflect the communities that it serves;
- 2.4.8** To ensure that race equality is a key consideration informing the design, development, delivery and assessment of all Manchester curricula;

Every member of the University community has a role to play in fulfilling the objectives of this Scheme.

Core themes have been identified and prioritised through involvement and consultation with staff, students and local organisations. Specific actions have been outlined for 2008 – 09 to ensure the intended outcomes are achieved (see appendix A).

3. Development of our Race Equality Scheme

3.1 Involvement and consultation

The University has been committed to involving staff and students from different racial and cultural backgrounds in the development of this Scheme. This involvement is fundamentally important to the development and ongoing implementation of the Scheme. Table 2 below, outlines a set of initiatives that have enabled the University to:

- identify enablers and barriers to race equality;
- prioritise functions, policies and procedures for impact assessment;
- develop key actions to be addressed within the Scheme.

Appendix D demonstrates how we involve and consult on the development of diversity related policies and plans.

The University is committed to continuing and further developing involvement and consultation with staff and students from different racial and cultural backgrounds throughout the implementation of the Scheme.

3.2 Data monitoring

The University is able to monitor key processes such as the admission and progression of students and the recruitment and career progression of staff members. It is recognised that this level of monitoring, while useful may not fully provide the information required, to understand how each process or policy is impacting on equality of opportunity, especially where there is high relevance to race equality.

The University is currently setting up additional processes to collect data of the student admission and progression and staff recruitment and career progression cycles to enable more effective analysis. In addition, it is also looking to collect and monitor data around access to services, reported cases of harassment, discrimination and bullying and the effectiveness of any positive action initiatives.

Table 2: Actions to develop our Race Equality Scheme

November 2005

Publication of the University's Race Equality Policy and Action Plan developed in partnership with the BME Network Group, trade unions, Student's Union and Manchester Community Cohesion Relations.

Launch of the Race in Leadership Project.

January 2006

Gained institutional leadership and commitment to develop the Race Equality Scheme.

February 2006

Launch of the Promoting Good Campus Relations Working Group.

April 2006

Biannual staff satisfaction survey was launched with the provision to monitor responses by race.

Annual student satisfaction survey was launched with the provision to monitor responses by race.

Creation and appointment to the post of an Associate Vice President (Equality and Diversity).

June 2006

Promoting Good Campus Relations Report produced.

November 2006

Associate Vice President (Equality and Diversity) presents the Race in Leadership Interim Report to the President and the Senior Executive Team.

December 2006

The University's inaugural Achieving Manchester 2015: Equality and Diversity Conference held for senior managers and academics.

Launch of the Action Learning Set Initiative in partnership with the University's Centre for Diversity and Work Psychology.

March 2007

Consulted with the BME Network Group on the functions to be prioritised for impact assessment.

April 2007

Annual student satisfaction survey was launched with the provision to monitor responses by race.

President nominates the Associate Vice President (Equality and Diversity) to

investigate institutional race-related complaints.

May 2007

The inaugural Diversity and Inclusion Staff Survey is launched with the provision to monitor responses by race.

June 2007

Gained support and commitment from the BME Network Group to develop the Race Equality Scheme.

Consulted with the BME Network Group on the best ways to involve staff from different racial and cultural backgrounds in the Group and in the development of the Scheme.

Associate Vice President's response to the President on the University's race related complaints.

October 2007

Initiated involvement activities with the BME Network Group on the identification of key processes and functions for review.

Final draft of the Race in Leadership Report presented to the President and the Registrar & Secretary.

November 2007

Developed an involvement and consultation strategy to engage with staff members, students and the local community.

An audit tool was developed to assess the practice behind key functions.

Development of the race equality questionnaires for staff and students.

Presentation to the Board of Governors on current status and future plans.

December 2007

The second Achieving Manchester 2015: Equality and Diversity Conference held for senior managers and academics. Presentations made by Action Learning Sets on diversity projects and recommendations.

Equality and Diversity Forum were briefed on the progress of the Race in Leadership Project and plans to embed it within the Race Equality Scheme.

Consultation with the BME Network Group on the audit tools.

The President supports the Race In Leadership Project Recommendations Report and plans to embed it within the Race Equality Scheme.

Review and development of the impact assessment process.

January 2008

An audit tool was used to conduct over 30 interviews with key function owners and stakeholders from the University community. Interviews were carried out

to identify good practice and any gaps in service provision within functions.

Launch of race equality questionnaire for staff members. It was circulated to all staff members via an all staff email, promotion in Staff Update (monthly staff newsletter), e-update (weekly electronic newsletter) and the computer log-in message of the day. Hard copies of the survey were provided through team meetings for staff with no access to computer facilities.

Launch of race equality questionnaire for students. It was circulated to all students via an all student email. Hard copies of the survey were also available from the Equality and Diversity Team.

February 2008

Development of the draft Race Equality Scheme using data collated from involvement and consultation activities.

Development of Race Equality Scheme Action Plan using data collated from involvement and consultation activities and staff and student data analysis. Actions were prioritised using feedback from the staff and student surveys.

March 2008

Consultation with staff members, students and the local community on the draft of the Race Equality Scheme.

April 2008

Draft Scheme endorsed by the Equality and Diversity Forum.

4. Race Equality Scheme Action Plan

The Race Equality Scheme Action Plan is an overarching action plan for the University, outlining the key objectives to be achieved over the duration of the Scheme. All actions have been identified, developed and prioritised through a review of student and staff data profiles; a review of core themes identified and prioritised through involvement and consultation activities with students and staff members; and an audit of existing provision of key functions at the University.

There has also been a prioritisation of the Equality Impact Assessment process and this aims to:

- Address any potential areas of direct and indirect discrimination for people within written and unwritten policies, procedures and practices.
- Ensure policies, procedures and practices are assessed and developed in recognition of the needs, circumstances and concerns of all equality target areas.

- Identify positive and effective changes to policies, procedures and processes.

Below is a summary of the key actions we will take in the academic year 2008 – 09 based on our investigations.

In appendix A is a detailed action plan that lists all actions to be taken. Appendix B has a more detailed report of student and staff data profiles and the key issues in relation to these groups.

Students - Key Issues

Student consultation and culture²

Qualitative responses highlighted that students did not always feel that cultural awareness and race issues were regarded or promoted. They highlighted a lack of integration between home and international students with a perceived lack of cultural awareness amongst the student body. Staff ethnicity was also identified to not reflect the diversity of the student population. Some students felt that not all cultures, religions or beliefs were treated equally and specific issues were especially raised around perceived discriminatory behaviour. The majority of respondents were against positive action as they felt this in its self was discriminatory and this misunderstanding provoked resentment.

28% of respondents believed they had personally experienced some form of harassment, discrimination or bullying due to their race, colour or ethnic origin. 13% believed they had personally experienced harassment, discrimination or bullying due to their religion or belief. When asked if they had reported the incidents 85% replied 'no'. 29% of the respondents believed they had witnessed some form of harassment, discrimination or bullying due to race, colour or ethnic origin. 13% believed they had witnessed harassment, discrimination or bullying due to religion or belief.

Student profile

- **Undergraduates³** - The proportion of offers made varies greatly, from the low proportion of offers made on applications by students from black backgrounds (30%) and equally low proportion from Pakistani backgrounds to the higher proportion of offers made on applications by students from white backgrounds (59%).
- **Postgraduates⁴** - The profile of applicants from BME backgrounds is similar to the profile of England and Wales.

² This overview of consultation refers to the feedback from the Race Equality Survey for Students 2008 or from feedback on the draft Scheme unless otherwise stated.

³ Source: UCAS Management Statistics 2004/05 – 06/07

⁴ Source: Data provided by Recruitment and Admissions Management Information Services 2006 - 07, Higher Education Statistics

Applicants for postgraduate taught degrees with 'not known' ethnicity (39%), is over double that of applicants for postgraduate research degrees with 'not known' ethnicity (19%).

- **Current students**⁵ - Ethnicity data is poor in relation to overseas students with non-recording rates of 40 – 69% (postgraduates – undergraduates).
- **Leavers with an award 2006**⁶ - More home students from a white British background have obtained first class honours (81%) compared to the University's home undergraduate profile (74%). The profile for upper class second degree is comparable to the ethnic profile of the University. The proportion of students from BME backgrounds increases for lower second degree awards (23%) with 29% receiving a third degree award.

Action to be taken:

- To assess the impact of undergraduate student admissions activity and policy provision;
- To develop mechanisms to enable detailed postgraduate programme analysis of entrants by ethnicity;
- To make completion of ethnicity and nationality data mandatory at student registration;
- To develop mechanisms to enable monitoring of teaching, learning and assessment by ethnicity;
- To address cultural awareness issues as they affect teaching and learning and cultural integration, with respect to staff and students;
- To assess the impact of policies dealing with complaints, appeals, harassment, discrimination procedures;
- To involve and consult with the Multi-Faith Group to develop a positive approach to the promotion of good campus relations.

Staff – Key Issues

Staff consultation and culture⁷

There is little understanding of the historical context of race inequality; how indirect discrimination may occur; and the differences that exist between positive action and discrimination. An equally large number of respondents felt that the University should promote more cultural awareness and understanding for staff and students; awareness should be raised equally around all cultures and religions. Specifically non-British, white members of staff identified experiences of harassment, discrimination and bullying, from both staff and students.

⁵ Source: Data provided by Planning Support Office 2006 - 07

⁶ Source: Data provided by Student Records Office 2005 - 06

⁷ This overview of consultation refers to the feedback from the Race Equality Survey for Staff 2008 or from feedback on the draft Scheme unless otherwise stated.

There was little understanding by staff as to how issues relating to race, or religion or belief may affect individuals in the recruitment process.

A large number of respondents were unaware of support services in general that are available to staff.

70% of respondents indicated they had received a Performance and Development Review (P&DR). A higher percentage of respondents who identified as white British had a P&DR (77%) as opposed to those who identified as BME (52%) or other white background (50%).

A high percentage of respondents felt negatively (38%) that training opportunities help promote understanding of racial discrimination and racist attitudes. This is also reflected with training available to promote understanding of different religions or beliefs where 31% respondents felt negatively.

42% of respondents felt positively that the University would support them if they wished to progress their career at the University. A lower percentage of respondents from other faiths didn't feel positively that the University (32%) or their managers (48%) would support them if they wished to progress their careers.

There was a general feeling that there are a lack of role models for BME staff, and too few mentors from BME backgrounds within the Manchester Gold mentoring scheme.

Staff profile

- **New starters**⁸ - The proportion of both academic and non academic new starters at the University from BME backgrounds (23% for academic and 13% for non-academic) is higher than the profile of the current staff from BME backgrounds (17% academic and 9% non academic).
- **Academic progression** -13% of Lecturers are from BME backgrounds, but this is halved when looking at staff from a BME background at Senior Lecturer or professorial level (7%). The percentage of people from 'other' white backgrounds decreases from 50% for Senior Lecturers to 16% at professorial level while the percentage of people from a white British background rises from 43% for Senior Lecturers to 77% at professorial level.
- **Non-academic Staff** - 8.8% of staff are from a BME background which is an increase from the previous year when 7.6% (2005-06) were from a BME background. The greatest proportion of BME staff are in grades 1 – 4 (10%) while in grades 7 – 9 only 4% of staff are BME.

⁸ Source: Data from Resourcelink 01/08/06 – 31/07/07

Action to be taken:

- To assess the impact of the staff recruitment strategy and policy provision;
- To develop mechanisms to enable data monitoring at each stage of the recruitment lifecycle by ethnicity;
- To review the recruitment advertising channels;
- To assess the impact of the Promotions Policy and Procedure and to develop and implement any positive actions identified as a consequence of the impact assessment;
- To develop positive action initiatives to support the progression of non-academic staff into more senior roles;
- To assess the impact of the staff training strategy and to develop and implement any positive actions identified as a consequence of the impact assessment;
- To develop mechanisms to monitor staff training provision by ethnicity;
- To assess the impact of the Performance Development and Review process and to develop and implement any positive actions identified as a consequence of the impact assessment;
- To review the provision of mentoring relationships for BME staff.
- To develop an initiative to promote positive role models, particularly BME staff in senior posts;
- To deliver race equality awareness and positive action training to all staff;
- To develop training provision on awareness around issues relating to culture and religion or belief.

5. Responsibilities

The Board of Governors have ultimate legal accountability for compliance with the Race Relations Amendment Act 2000. The Registrar and Secretary has overall formal responsibility for the Scheme and has delegated operational responsibility to the Director of Human Resources.

The Race Equality Scheme is managed by the Planning and Resources Committee, with input from the University community. Operational level actions will be incorporated within the Operational Plans over the duration of the Scheme. The annual Operational Performance Review is managed through the Planning and Accountability Cycle. The Equality and Diversity Policy outlines the University's approach and duties.

The Equality and Diversity Team are a central resource to facilitate the successful development of the Race Equality Scheme. The Team will also

be responsible for coordinating the annual review of the Scheme, and the development of subsequent Schemes.

6. Reporting on progress

Action points and relevant targets from this Scheme will be incorporated into the operational performance review (OPR) process as part of the University's Planning and Accountability Cycle. This cycle drives the operational activity across the University and incorporating the Race Equality Scheme actions into this process will help ensure that race equality becomes embedded into normal operational activity.

The first Race Equality Scheme will be published in May 2008, with an initial review in December 2008 to align the Scheme with the Planning and Accountability Cycle. A subsequent review of the Scheme will take place in December 2009. The annual review will contain a summary of:

- The steps the University has taken to fulfil the objectives set out within the Race Equality Scheme, including:
 - compliance with relevant legislation;
 - actions taken over the previous year to promote equality of opportunity;
 - performance against objectives.
- The results from the information gathered during the Race Equality Scheme to include:
 - what evidence has been obtained from consultations, impact assessments;
 - what it indicates, for example, a lower uptake on a particular formal or informal policy by ethnicity.
- What the University has done with information gathered including:
 - detailed analysis of what the information indicates;
 - what actions will be taken as a result of this analysis and how this has been incorporated within the University's overarching action plan and OPR.

It is a legal requirement to publish this information and it will be made accessible via various formats to the whole of the University community. It also demonstrates a commitment to make sustained progress on equality of opportunity for all members of the University and the wider community, and it will allow all stakeholders to assess how successful the University has been in delivering against its objectives.

7. Resources

Annual Report of Appeals, Complaints and Student Discipline Cases 2005/06, The University of Manchester (February 2007)

Annual Report of Appeals, Complaints and Student Discipline Cases 2006/07, The University of Manchester (February 2008)

Annual Student Satisfaction Survey Report, The University of Manchester (November 2007)

A Guide for Further and Higher Education Institutions, Commission for Racial Equality (May 2002)
A Guide for Public Authorities, Commission for Racial Equality (May 2002)
Diversity and Inclusion Staff Survey Report, The University of Manchester (June 2007)
Equality and Human Rights Commission, www.equalityhumanrights.com
Equality Challenge Unit, www.ecu.ac.uk
Interim Report of the Review of Undergraduate Education, The University of Manchester (February 2008)
Ethnicity, Gender and Degree Attainment Project, The Higher Education Academy (January 2008)
Manchester 2015: Strategic Plan, The University of Manchester
Manchester 2015 Agenda: Achieving Equality and Diversity Action Learning Set Programme Report, The University of Manchester (February 2008)
Promoting Good Campus Relations Report, The University of Manchester (June 2006)
Race Equality Survey for Staff, The University of Manchester (February 2008)
Race Equality Survey for Students, The University of Manchester (February 2008)
Race in Leadership Recommendations Report, The University of Manchester (December 2007)
Review of Support for International Students Executive Summary, The University of Manchester (August 2006)
Review of Undergraduate Education: Interim Report of the Undergraduate Education Review Committee, The University of Manchester (February 2008)

8. Accessible information format

This document can be made available in large print and electronically upon request.

If you require another alternative format please contact us to discuss your requirements.

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