**Humanities Equality and Diversity Working Group: mid-year progress report for year 2 (2014-15)**

**Background and Introduction**

The Working Group commenced in November 2013. It is charged with developing a systematic action plan for promoting and advancing the Faculty’s progress to meet its headline 2020 staff diversity targets (Box 1).

**Box 1. The Faculty of Humanities headline gender and BME staff diversity targets for 2020**

* Female staff to hold at least 47% of the academic positions at senior lecturer/professorial level and in academic leadership and management roles
* BME staff to hold at least 15% of academic positions at senior lecturer/professorial level positions and in academic leadership and management roles
* To increase the BME representation among PSS staff from 7 per cent to 12 per cent, which is the proportion of BME men and women in the working population of Greater Manchester.

The detail of the terms of reference and activity undertaken during 2013/14 are contained in a previous report to HPRC (HPRC14-15-11). When HPRC received that report it agreed to the recommendation that the Working Group should

* Continue to meet three or four times a year to support the development, implementation and monitoring of the School and Faculty Office Action Plans
* Submit a mid-year (May/June) and end-year (November) report to HPRC to coincide with the University Human Resource Sub-Committee’s mid-year and end-year reports on Staff Equality and Diversity Review as part of the Annual Performance Review (APR) cycle.

This is the mid-year progress report for 2014-15.

1. **School and Faculty Action Plans**

The School Action Plans and progress against plans are presented in **appendix 1.**

The Faculty Action Plan is not included; it is being refreshed as part of a handover due to staff changes. However, it should be noted that the positive action plan for BME applicants for PSS roles has been initiated as a result of one of their earlier recommendations (see 5 below).

1. **Equality and Diversity Profile for Humanities**

The analysis which we undertook in the 2014 report has been updated with 2015 data. The information will be reported to the Working Group and is available on request.

The Faculty headlines are:

***For PSS staff***

* The drop in female representation at Grade 8/9 is less pronounced now than last year.
* BME representation at Grades 1-4 has increased from just over 7% to just under 10%.
* Overall BME representation amongst PSS staff remains below the 12% target at 8%.

***For Academic staff***

* Female representation at Lecturer level is stable at 47%
* Female representation at Senior Lecturer level has risen to 39%, and is now close to ‘balanced’ (where each sex holds between 40-60% of positions within an occupational group)
* Female representation among the professoriate has risen to 30%
* BME representation is now 15% at Lecturer, 11% at Senior Lecturer and 9% at Professor level.  The overall rate is 13%, below target.

School variations persist within this Faculty aggregate picture, and it is these salient differences which inform the local action plans. For example:

* women’s representation at professor level is lowest in Law (25%) and highest in SALC at 35%
* In SALC the gender profile at Senior Lecture is now close to target (women hold 45% of these positions)
* MBS and SoSS have the highest representation of BME staff among academic staff.

***Diversity profile of management and leadership positions***

One of the new pieces of analysis we have undertaken this year is to examine the gender and BME profile for management teams at School level plus Research Centre Heads/Deputy Heads. This is presented in table 1. The results show that:

* The gender representation is exactly equal
	+ But a more detailed breakdown shows women are under-represented in the most senior positions (Heads of School, Directors of Research Institutes).
* However, BME colleagues occupy only 7% of these positions.

**Table 1**: **Gender/Ethnicity composition of management Teams at School level plus Research Centre Heads/Deputy Heads as at May 2015**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Male | Female | Total  | % |
| White | 62 | 61 | 123 | 93 |
| BME | 4 | 5 | 9 | 7 |
| Total  | 66 | 66 | 132 | 100 |
| % | 50 | 50 | 100 | 100 |

The data in table 2 was gathered for the University’s application for the Race Equality Charter Mark and shows a very similar profile of representation at in Faculty level fora.

* Women occupy 49% of roles
* BME colleagues occupy 6% of roles.

**Table 2: Gender/Ethnicity composition of management teams/decision making fora at Faculty level**

|  |  |  |
| --- | --- | --- |
| **Committee** | **Gender** | **2015** |
| BME | White |
| Faculty SMT | Female | 0 | 5 |
| Male | 0 | 9 |
| **SMT Total** | 0 | 14 |
| PSS Leadership Team | Female | 0 | 8 |
| Male | 0 | 2 |
| **PSS Leadership Team Total** | 0 | 10 |
| Promotions Committee | Female | 0 | 8 |
| Male | 3 | 8 |
| **Promotions Committee Total[[1]](#footnote-1)** | 3 | 16 |
| ResearchLeadership Team | Female | 0 | 3 |
| Male | 0 | 3 |
| **Research Leadership Team Total** | 0 | 6 |
|  | 3 | 46 |

***Faculty level gender/ethnicity profile of academic staff and PSS on fixed term/permanent contracts***

An analysis has also been undertaken of the gender and BME profile of both academic/research and PSS staff on different types of contracts.  (The full information is available on request). This shows:

* Although women form 43% of academic and research staff they form 53% of staff in this category employed on fixed term contracts.
* If research staff are excluded women still form 43% of academic staff, but the proportion on fixed term contracts is 47%.
* BME staff form 13% of academic and research staff and 16% of staff in these categories employed on fixed term contracts.
* For PSS staff, although women form 72% of the overall total, they form 61% of the total employed on fixed term contracts.
* Whilst BME staff form 8% of the overall total pf PSS staff, they form 16% of the total employed on fixed term contracts.
1. **Recruitment data in 2014/15**

We are waiting for an updated analysis of the Jobtrain data to enable us to provide a comparison with the analysis we prepared for the 2014 recruitment round. Data was prepared as part of the work in preparation for the University’s Race Equality Charter Mark submission for the year 2014 and this showed the progress of BME candidates disaggregated into UK and non-UK BME categories. However, the data isn’t in a sufficiently granular form to be helpful in informing actions within the Faculty. We will therefore wait for the recruitment data to be produced as part of the 2015 APR so that we can conduct comparisons with the 2013 data tables we included with the 2014 progress report[[2]](#footnote-2).

1. **Data from 2014/15 promotions**

UPC meets on 16 June 2015 and will receive a full analysis of this year’s applications by gender and ethnicity. The headlines are as follows:

* Success rates for female applicants were higher this year than those for men (76% v 64%)
* For promotion to SL rates were 86% for women and 68% for men
* For promotion to Chair, rates were 67% for women and 56% for men
* The proportion and number of women promoted to SL down from 2014 – the number promoted fell from 13 to 12 and  the proportion fell from 54 to 44% 15 men were promoted to senior lecturer in 2015 (11 in 2015).
* The proportion of women promoted to chair level rose from 16% [2] in 2014 to 55% [6] this year.  Success rates were higher for female applicants at 67% as compared to 56% for men.

At nine (4 to SL, 1 to Reader and 4 to Chair), the number of BME applications was up from six last year.  Success rates were still lower than for white applicants (44% v 73%).  The four successful cases was double last year’s number, including two promotions to chair.

The full analysis will be provided to the Working Group and is available on request.

1. **Introduction of positive action pilot to provide support to PSS BME applicants in Humanities**

The Deputy Director of HR has been working with HR colleagues to develop a  means of offering additional support to BME PSS candidates in response to the finding that BME applicants are significantly less likely to be shortlisted than White applicants.  It is planned to introduce a pilot for vacancies in Humanities for one year from September.  In preparation, HR is:

* Determining a means by which the offer is flagged to BME candidates through Jobtrain
* Finalising how support will be accessed and provided
* Defining the scope of what support can be provided
* Determining a means by which the pilot will be evaluated.

It will be important to assess the impact of this initiative as it could potentially be rolled out for other staff groups as well as elsewhere in the University.

1. **Policy review**

A number of changes have been made, or are in process, to ensure equality and diversity is consistently integrated and applied across different policy documents.

* ***Promotions guidelines and the professorial pay scheme***

Changes made already been made to Faculty promotions guidelines and the professorial pay scheme to give greater prominence to equality and diversity.

* ***Employment policy***

In addition, the Working Group wishes to make a general recommendation that employment policy should include an appropriate reference to equality and diversity as standard to give appropriate prominence in accordance with the University’s guiding principles and values[[3]](#footnote-3).  Specifically, those that state:

*We will be an accessible organisation, committed to advancing equality and diversity.*

*We will be an ethical organisation with exemplary policies and procedures.*

* ***Other policies***

Comments and suggestions from the Working Group about the content, presentation and promulgation of the following policies will be taken forward by the Deputy HR Director:

* Dignity at Work and Study Policy and Procedures:
* Stress at work policy
* Consensual Relationships Policy
* Children on campus (safeguarding) policy

In addition, it is planned to give greater prominence to existing policies on StaffNet with links from HumNet to ensure maximum awareness of the policy framework. This could also include promotion of policies through eUpdate and eNews.

1. **Communications, including web site**

As well as the recommendations set out in 6 above, it is planned that:

* A copy of the report is placed on HumNet with a link from eNews article by Dean highlighting headline work and its importance;

Updates are given via PSS team brief.

1. **Unconscious bias training**

The Deputy Dean and Deputy Director of HR recently attended the training provided by Pearn Kandola for the University SLT and PSS Leadership Team. Training is also scheduled to be provided to the WG members on 1 July 2015. Given the importance of addressing bias, it is recommended that training is rolled out in time to all staff involved in promotion and recruitment decisions. Once the WG has received training and the HR Sub-Committee has determined how to take forward such training at University level, the Deputy Dean and Deputy Director of HR will discuss with the Head of Equality and Diversity how to progress the training within the Faculty and on what timescale.

1. **Next Steps**

***End of Year assessment of progress against plan in School Action Plans***

An assessment of progress will be undertaken by the Working Group for the year-end report.

***Further data analysis - Teaching only staff***

Women and BME colleagues are overrepresented amongst teaching only staff (i.e. all categories of nomenclature). Following a further review of the data, the WG will make recommendations for measures to address this imbalance.

***Staff Survey 2015***

The Faculty will receive an analysis of findings from the Staff Survey by gender, ethnicity and disability by the end of June.  It is recommended that the WG is given the task of analysing the findings and making any recommendations for additional measures at Faculty level to address any issues emerging from an equality and diversity perspective.

***Equal pay audit***

The University is conducting an equal pay audit this year as part of its commitment to conduct audits on a biennial basis. A Working Group has been convened to oversee the audit and to recommend to the HR Sub-Committee any actions in response in December 2015. It should therefore be possible to include summary details in the WG’s year-end report. (The scope of the 2015 audit has been widened to include professorial and Grade 9 staff).

***Equality Challenge Charter marks***

As anticipated from the earlier announcement in November, on 30 April the Higher Education Sector’s Equality Challenge unit (ECU) announced the detail of an expanded action plan for gender equality. This follows from the race equality chart mark introduce in 2015 (Box 2).

We shall be taking forward work in Humanities to apply for School level accreditation, in coordination with the actions underway at the centre to secure the University-level accreditation which are coordinated by the Equality and Diversity team in HR. University level activity is currently coordinated via the University Athena Steering Group (Colette is a member of this group) and the recently formed Race Equality Steering Group, which is chaired by the AVP for Social Responsibility.

**Box 2. The Higher Education Sector’s Equality Challenge Unit’s framework charter marks for gender and race equality**

***Gender equality charter mark***

On April 30th the Higher Education Sector’s Equality Challenge Unit (ECU) announced the ECU’s expanded Athena SWAN Charter. Building on Athena SWAN and the gender equality mark (GEM), the expanded charter will allow for institutions and departments to be recognised for the work they are undertaking to advance gender equality across the full range of academic disciplines, for professional and support staff and for trans staff and students. The expanded charter will be formally launched at Athena SWAN’s 10th anniversary event on 24 July.

***Race equality charter mark***

This was launched in 2015.

Equality Challenge Unit, [www.ecu.ac.uk](http://www.ecu.ac.uk)

**Appendix 1. School Action Plans**

**1.1 School of Arts, Languages and Culture**

**Draft Equality and Diversity Action Plan – 2014/15**

**Context**

As part of the University’s commitment to equality opportunities for all staff and students, and as a key output from the Faculty of Humanities Equality and Diversity Working Group, the School of Arts, Languages and Cultures has developed an Equality and Diversity Action Plan.

The University of Manchester has been awarded the Athena SWAN Bronze Award for STEMM subject areas and the Faculty and School is adopting Athena SWAN Charter principles and processes. The Equality and Diversity Plan also takes into account equality and diversity in the areas of gender and ethnicity and addresses equality issues across all staff careers – academic, research and PSS.

**Action Plan and Way Forward**

The School leadership team in consultation with the HR Partner has drawn up an action plan for increasing the diversity in all areas across the School. The plan and the data on E&D in SALC has been discussed with the School Strategic Advisory Group, and wider consultation will now take place. We will build on the work that has already been done to ensure that, for example, we continue to recruit women to senior management positions, and to ensure that there is diversity across the PSS team in terms of the gender, BME and age profile.

The Equality and Diversity action plan complements other School programmes of work (e.g. Staff Survey Action Plan, Strategic Plan and Operational Priorities which are continually updated). Also, as part of the staff survey action plan, the School is developing an internal communications plan which will help in raising awareness within the School of key HR policies and developments.

**Equality and Diversity Action Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **PRIORITY ACTION**  |   | **LEAD RESPONSIBILITY** | **TARGET DATE** |
| **Governance** * Continue to ensure that equality and diversity is embedded in the governance of the School
* Establish a School Equality and Diversity Group to finalise the draft action plan, support implementation and review progress across the School. [Each of the 7 academic Divisions will be asked to nominate a rep.] The Group will report to SPRC, and the School Board.
 | Head of School and Head of School AdminHead of School Admin | On-goingSeptember 2015 |
| **Communication -** Raise awareness and improve understanding of equality and diversity related issues and policies within School amongst academic, research and PSS colleagues:* Include a section on equality and diversity in staff action plan, and internal communication action plan
* Include relevant links and guidelines on School intranet
* Include a section on equality and diversity in School induction programme for new staff
* Invite Patrick Johnson, Head of Equality and Diversity, Directorate of Human Resources to present at School management meetings e.g. SPRC and PSS managers’ meeting
* Include relevant updates and new initiatives in School Newsletter
* Develop mentoring programme for academic and PSS staff
 | Head of School AdminHead of School AdminHead of School Admin and School Office ManagerHead of School AdminHead of School AdminHead of School Admin/HR Partner | July/August 2015 when internal communications review is completeSeptember 2015August 2015October 2015Monthly2015-16 academic year |
| **Recruitment and Selection, and Progression*** Continue to promote equality and diversity in the recruitment and selection process, and where possible, target female and BME applicants – work with HR to target occupational groups that are under-represented
* Promote effective use of the PDR process and related tools to actively promote progress via the formal channels of promotion, and use REP to reward all categories of staff
* Continue to actively encourage women and BME colleagues to apply for senior management and leadership positions within the School
* Develop a robust Training and Development Plan for academic staff
* Develop a robust Training and Development plan for PSS staff
* Include in the above, unconscious bias training for staff involved in interviewing
* Ensure all staff, as appropriate, attend the University Recruitment and Selection training programmes
 | Head of School and Head of School Admin with HR PartnerHead of School and Head of School Admin and senior management teamHead of School and Head of School AdminHead of School with HR PartnerHead of School Admin with HR PartnerHead of School Admin and School Office ManagerAs above | 2015-16 academic yearUnderway and on-goingOn-going December 2015Achieved for 14-15, and will be updated for 15-16 academic year15-16 academic year (HOSA will attend training on 1.7.15)15 – 16 academic year |

**Overview of School of Arts, Languages and Cultures Equality and Diversity Data**

**Summary**

Overall, the School’s staff profile is not that dissimilar to the Faculty as a whole (in fact the number of female Professors in particular is favourable in the School). The student profile seems to indicate a higher than Faculty average number of white UK students.

The number of ‘Teaching Only’ staff is being investigated by the E&D team to determine if Language Tutors are included in this figure which would then distort the ‘progression / pipeline’ analysis throughout the academic structure.

**Gender**

**Academic and Research**

SALC has a higher level of female staff at all academic levels. Progression is similar to the Faculty average. There is a strong culture of support via PDR and promotions processes in SALC which helps to achieve this rate. Women are encouraged, via their Heads of Division, to come forward for promotion. 37% of Professors are female, split across each subject area – this is the highest in the Faculty. Three out of seven Heads of Division; and three out of six Directors in SALC are women which represents a high proportion of women in senior leadership positions in the School. The former Chair of the School Board is also female.

**PSS**

In line with the other Schools, a high proportion of PSS staff are female. There are non-male members of PSS staff at Grade 7 or above, but there are only 6 (out of 85 staff) in these grades in total. This is comparable to other Schools (except MBS).

**Students**

The majority of SALC students at all levels are female: UG – 62%, PGT – 69% and PGR 61%. This is higher than the other schools. It is encouraging that the figures at all levels are quite balanced.

**BME**

The School is challenged by a structural issue in this area as it has hardly any BME staff to begin with, making it particularly difficult therefore to address this. All academic posts are advertised internationally and it is hoped that over time, BME staff will be recruited and retained. The School’s commitment to `internationalisation’ should help the diversification of the overseas student base.

**Academic and Research**

SALCs numbers of BME staff are lower than the Faculty average at all levels. (SALC 12% - 10% - 6% compared to Faculty 15% - 12% - 10%). The ‘drop’ in numbers as colleagues progress through the academic career structure is also slightly more marked.

**PSS**

The numbers of BME PSS staff is similar to the Faculty which is about 3-4%. The number of BME staff at Grade 7 and above looks impressive at 20% but this is distorted as it is still a small sample and only actually means an individual count of 1.

**Students**

As mentioned in the summary we have a high proportion of UK white students, at all levels. UG – 78%, PGT – 62% PGR -64%

**Pipelines**

The gender profiles from the staff and student pipeline data show an increase in the number of female lectures and this could indicate that the School’s appointment strategy reflects good practice. The School has more women on teaching focussed contracts than men (although many of these are on fixed term contracts). The School has a small number of teaching focussed posts overall. The school is not restrictive in terms of allowing flexible working hours and this may support the strategy to increase the number of women in School academic posts.

May 2015

**1.2 School of Environment, Education and Development**

**SEED Equality and Diversity Action Plan – June 2015 update.**

Progress to date: the working party has identified three main areas for investigation:

1. Appointment process for roles within Disciplines.
2. The reading of a CV in relation to promotion and appointment criteria, and how this is supported by a code of conduct.
3. Mentoring and networking in support of people and career profiles.

Head of School has been briefed and a paper produced for discussion at SEED leadership team meeting. A Working Party meeting will take place before the summer to examine thinking, evidence and strategy so that we can then have an action plan for 2015-2016.

|  |  |  |
| --- | --- | --- |
| **Issue** | **Action** | **Report – June 2015** |
| **School Governance**Ensure that equality and diversity is embedded in the governance of the School | All areas of the School should include Equality and Diversity on their meeting and planning agendas.  | Ongoing |
| **School Culture and Practice**To contribute to the development and trialing of a Code of Conduct to support the appointment and promotion/pay processes. To support practice through awareness and understanding of Faculty/University Policies.  | Working Party to draft a code of conduct. Trialing of the Code of Conduct in appointment and promotion processesTo have a space on Staff Intranet for Equality and Diversity that contains the Code of Conduct and the links to policies.Build this into staff and student induction processes and documentation. Build this into staff and student exiting data collection.  | Working Party discussed and agreed that this is an important issue. To be discussed at June SEED Leadership Team meeting, and then taken forward in the next Working Party meeting. OngoingOngoingOngoing |
| **Data collection and monitoring**To use existing data and to improve data collection to support Equality and Diversity monitoring and planning | To conduct an annual review and update of the report. |  Ongoing |
| **Appointment Processes**To focus on this as a key area of action.  | To closely monitor the appointment process, and to provide a specific report with recommendations. | Ongoing |
| **Promotion/Pay Processes**To focus on this as a key area of action.  | To expand publicity for the 2015-2016 Academic Promotions round, with clear equality and diversity messages, and offering mentoring/support. To closely monitor 2015/16 promotion round with a view to putting in place a formalized mentoring system for - date. Review the application process for exceptional performance awards for academic and PSS. To undertake an equal pay review. To review role of PDR.  | Ongoing.Ongoing. Working Party has identified issue regarding the appointment of people to roles within a Discipline (e.g. coordinator roles for Teaching, Research). There seems to be different practices. Working party to examine this and to make recommendations. Faculty. To examine how the PDR process can ‘trigger’ the appointment of a mentor.  |
| **Training and Development**To provide generic and targeted training.  | Undertake a needs audit for equality and diversity training. Provide training on unconscious bias for key roles in SEED, with the view to rolling this out across the School.  | Working Party has identified issue regarding how staff are advised in regard to the technical aspects of promotion, and the preparation/career planning involved. We need to investigate what is available at Faculty, and what might be developed, and how this links to School level support. Faculty has this underway.  |

**1.3 School of Law**

**Update on School of Law Equality and Diversity Working Group – to be read in conjunction with Work in Progress Spreadsheet**

The School of Law’s Equity and Diversity Working Group was established in November 2014. The group has representatives from all three discipline areas (Law, CSEP and Criminology), has representatives from the PSS, and is broadly representative in terms of gender and BME. The current membership of the group is:

|  |  |
| --- | --- |
| Dr Carolyn Abbot | Chair (Law) |
| **Law Representatives:** Dr Alan CunninghamDr Yenkong Hodu | LecturerSenior Lecturer |
| **Criminology Representatives**Dr Judith AldridgeDr Graham SmithDr Rosemary Broad | Senior LecturerSenior LecturerLecturer |
| **CSEP Representatives**Professor Becki BennettDr Alex Mullock | ProfessorLecturer |
| **PSS Representatives:**Ms Myra KnuttonMs Ceri WilsonMs Saba Mirshafiei | PGT Law AdministratorWork and Attendance AdministratorPGT Recruitment and Admissions |

The group has met twice since November. It was agreed at the first meeting that we would initially focus on BME and gender issues, although it was recognised that moving forward, the remit of the group would expand to consider other important aspects of equality and diversity such as disability and LGBT. In light of the challenges we face in the School, it is important that our colleagues have trust and confidence in the work of the group. With this in mind, we agreed to contact all colleagues offering them (1) the opportunity to discuss any equality and diversity concerns they may have and (2) suggest improvements to current processes etc . This was done by discipline area/PSS representatives in January 2015. We will also be updating the School regularly on our progress.

We also identified several priority actions:

* Expanding our evidence base
* Identifying good practice in other Schools
* Reviewing existing promotions and appointment procedures

The ‘work in progress’ spreadsheet provides an overview of the current work of the group.

The second meeting was attended by three UCU representatives. Their input was incredibly useful. They had several suggestions relating to evidence on E&D issues (such as comparing our E&D profile with other Law Schools and considering more carefully the available evidence on e.g. promotions in light of the current staff profile in the School). They also identified activities taking in place in other Athena-SWAN Schools in the University relating to *inter alia* workload allocation and promotions procedures.

In addition to these two meetings, I met with Helen Ryder. She has already been very helpful and has offered to continue working with me and our group so that we can move forward swiftly on addressing E&D in the School.

Carolyn Abbot

February 2015

|  |  |  |  |
| --- | --- | --- | --- |
|  School of Law Equality and Diversity Group | By whom | Target Date | Progress |
|  Expanding Evidence Base |   |   |   |
| Arrange meeting with UCU Reps to discuss E&D good practice | Carolyn | Feb-15 | Completed: Meeting held 2/2/15: Useful input in terms of expanding our evidence base and some suggestions on, amongst other things, appointment and promotion, progression and development, curriculum inclusivity and value/culture |
| Review of Athena SWAN documentation for the School of Pharmacy, identifying areas of good practice | Carolyn, Alex, Becki | Jun-15 | Documentation circulated to E&D members |
| Design and Circulate Athena SWAN questionnaire | Carolyn/Rose/ Helen Ryder | Nov-15 |   |
| Arrange meeting with UNISON Representatives | Saba/Myra/Ceri | Jun-15 | 25/2/15 contacted UNISON rep Kevin Gaskell-Clow |
| Circulate and analyse evidence received from an anonymous survey sent to PSS Staff | Saba/Myra/Ceri | May-15 | Survey circulated 6/4/15 |
| Compare E&D data against other Law Schools | Carolyn/Helen Ryder | Sep-15 | UG and PGT JACS codes sent to Helen Ryder Feburary 2015 |
| Review existing promotions procedures | Becki | May-15 |   |
| Review existing appointments procedures | Carolyn | May-15 |   |
| Implementation of E&D Actions |   |   |   |
| Draft E&D Group terms of reference | Carolyn/Graham | Mar-15 |   |
| Draft and regularly update the School E&D Action Plan | Carolyn | ongoing | Ongoing |
| Embed E&D in School governance structures | Carolyn | Mar-15 | Completed: E&D now an item on future School Board and Strategic Management Team agendas |
| Explore unconscious bias training | Carolyn | May-15 | Online training circulated to E&D Group 19/2/15  |
| Introduce 'exit interviews' | Carolyn |   |   |
| Design an E&D page on the School staff intranet, with links to relevant School/Faculty/University policies etc. | Carolyn (with web officer support) | Jul-15 |   |
| Improve existing promotions procedures (building upon good practice identified elsewhere) | Carolyn and other WG members | Jul-15 | Introduce promotions proforma for completion by members of Promotions Committee |
| Improve existing appointments procedures (building upon good practice identified in other Schools) | Carolyn and other WG members | Jul-15 |   |

**1.4 Manchester Business School**

**Equality and Diversity Local Action Plan – Manchester Business School**

**Introduction**

The University of Manchester has a genuine commitment to equality of opportunity for staff and students. In the STEMM subjects (science, technology, engineering, mathematics and medicine), the University has been awarded the Athena SWAN Bronze Award. The Faculty of Humanities is committed to adopting Athena SWAN Charter principles and processes, but takes a broader approach by covering ethnicity as well as gender, and PSS as well as academic and research staff. In order to further advance equality and diversity in Humanities, the Faculty established a Staff Equality and Diversity Working Group. The Manchester Business School’s representative on this group, Professor Helge Hoel, has received and analysed equality and diversity data with support from Joanne Couling (HR partner MBS) (see below for a summary) and developed a Draft Local Action Plan in collaboration with an MBS working party. The School working party consists of the following members and has representation from all Academic Divisions as well as PSS:

* Helge Hoel (PMO) (Chair; MBS Representative on Faculty E&D Working Group)
* Michelle Kipling (PSS)
* Susanne Espenlaub (A&F)
* Elivira Uyarra (IMP)
* Ilma Choudry (MOMS)
* Dil Sidhu (Ex Ed)
* Jo Couling (HR Partner)

Consideration will be given on how best to promote the plan within the School.

**DRAFT ACTION PLAN**

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| --- | --- | --- | --- |
| **ISSUE** | **ACTION** | **WHO** | **WHEN** |
| WORKING GROUP AND PROCESSEnsure that equality and diversity is discussed and considered, and E&D activity is supported, in all divisions and amongst PSS teams | Establish a MBS E&D Working Group with representation from all divisions and PSS | School E&D Representative | Complete – Meetings held 13.10.14 and 25.11.14 |
| Draft Action plan to be prepared within input from group, to discuss with Head of School  | School E&D Representative | Completed December 2014 |
| Group to review progress against action plan | School E&D Representative | 6 and 12 months from launch |
| UNDERSTANDING AND TRANSPARENCY OF E&D PROFILEImprove data-set on equality and diversity issues in the School | Conduct further analysis based on that done by Faculty E&D Group, at a school level. Being mindful of confidentiality issues when considering smaller data sets. | HR Partner | Complete – shared with MBS E&D Group October 2014 |
| Share and discuss information on E&D with a wider, appropriate audience. Send draft plan to HoDs and then to School Board. | School E&D Representative  | Complete - Plan shared with MBS Executive Committee and SRC.High level overview presented to School Board 11th March 2015. |
| Establish an Exit interview procedure (building upon the Faculty’s exit questionnaire) to explore e.g. why staff are leaving; any specific issues for staff with respect to equality and diversity; perception of E&D within school. Format should be simple enough to allow data collection and identification of any E&D issues over circa 12 month period. Investigate if it is possible to incorporate into existing exit checklist sent out by HR | School E&D Representative and HR Partner | On hold – Action Plan for Race Equality Charter Mark includes roll out of an exit interview across the University |
| Regularly review equality and diversity data | To be determined by Faculty level working group review of data | TBC | TBC |
| PROMOTING AWARENESSImprove awareness and understanding of Faculty/University Policies that have equality and diversity implications | Include reference to E&D agenda in Staff Award criteria | HR and Internal Communications | Complete ([Link](https://intranet.mbs.ac.uk/Newsandevents/TabId/690/ArtMID/1780/ArticleID/240/Staff-Awards-2014.aspx)) |
| Provide links, on the School’s staff intranet to key University/Faculty/School policies on equality and diversity, including links to grievance procedures | HR and Internal Communications/Divisional Services | June 2015 |
| Ensure that materials provided to new starters include link to compulsory E&D Online training for new staff. | HR and Internal Communications | In line with plans for next School “New Starters Lunch” |
| Promote University and Wider Equality and Diversity Initiatives within the School | Utilise internal communication channels to promote campaigns such as “We Get It”, Black History Month, etc | HR and Internal Communications | Ongoing (Recent examples include a school level “Dementia Friends” learning lunch) |
| CAREER DEVELOPMENTProactively support the promotion of BME and women to senior academic positions (Specific issue identified in data) | Promote quality feedback on unsuccessful promotion applications from 2014/15 cycle | School E&D Representative to discuss with HoS | March 2015 (SPC) and June 2015 (FPC/UPC) |
| Encourage awareness and utilisation of the PDR process to incorporate discussions about promotions | HRP, School E&D Representative, HoS | PDR process April to July 2015 |
| Encourage representation of women and BME on SPC. Requests for additional committee members encouraged applications from underrepresented groups, similar to recruitment advertising | Divisional Services Manager | Complete.  |
| Heads of Division to submit a short “summary” statement along with Divisional cases to SPC. Summarising E&D profile of applicants and what actions have been taken to encourage equality and diversity in applications. | Heads of Division | Complete. |
| Report at School Level following 14/15 SPC on Applicant profile total vs taken forward to SPC | HRP | Provided to FPC |
| Review and evaluate the support and advice given to colleagues considering or preparing a promotion application | School E&D Representative | In advance of 2015/16 promotion cycle |
| Hold a “Pilot” targeted, externally facilitated workshops on “Applying for Promotion” for the following groups who are identified as underrepresented in the academic workforce (both generally, and more significantly at senior levels). To be used to seek feedback and to pass on information/support:Women BME staff | Working group | Workshops dates confirmed for 13th and 16th July 2015.  |
| RECRUITMENT AND SELECTIONPromote equality and diversity in the recruitment and selection process | Provide training on unconscious bias to a targeted audience of senior staff: HoS, HOSA, HoDs, E&D Commiteee members | HR Partner /STDU/ School E&D Representative | TBC - potential online and classroom options being piloted by University and Faculty Working Group. E&D Committee members have completed current online training. |
| * Ensure those involved in all stages of pending academic recruitment campaign are aware of recruitment process and criteria, and potential E&D issues.
* Encourage completion of online training on “Unconcious bias”.
 | **HR Partner** | Complete Subject to roll out of training |
| * Ask all newly appointed academics in 2014/15 to register for the Recruitment and Selection Training available through STDU
 | HR Partner | Complete. |
| * Ensure that our expectations regarding E&D are discussed with any external agencies used, and that they provide assurance and information on their approach to E&D
 | HR partner | Complete – Perret laver December 2014 |
| Awareness of potential procedural consideration | Request from faculty E&D group the review of R&S and Promotion processes, and share with E&D working group | School E&D Representative | February 2015 |

**1.5 School of Social Sciences**

**SoSS Equality and Diversity Action Plan: Update May 2015**

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| --- | --- | --- | --- | --- |
| Aim | Action  | Update | Responsibility | Date |
| To establish internal staffing targets for gender equality within the range of 40-60% | To develop DA level forms of monitoring on all staff recruitment/ appointments; to develop DA level action plans to address identified issues | Aspirational targets agreed at SPRC; HoS to obtain data on all recent appointments; HR to provide breakdown of applicants and shortlists for all appointments; monitored and evaluated annually by HoDAs/HoS | HR lead; HoDAs; HoS | From immediate effect and ongoing |
| To reflect staffing targets at shortlisting stage (40-60% of shortlisted candidates to be women) | To monitor shortlisting for all appointments and develop DA level action plans  | As above | As above | As above |
| To ensure representation of women at all levels in career development, promotion and leadership roles | To revise SoSS mentoring policy to (a) incorporate all research staff and (b) establish mechanisms to support career progression; to monitor promotions outcomes | Changed date of SoSS promotions committee to ensure time for revisions to applications; have revised mentoring policy accordingly; monitoring of promotions and leadership teams  | HoS, HoSA, HoDAs | As above – to be examined annually  |
| To establish internal staffing targets for ethnic/racial equality to achieve 15% for academic staff and 12% for PSS staff | To develop DA level forms of monitoring on all staff recruitment/ appointments; to develop DA level action plans to address identified issues | Aspirational targets agreed at SPRC; HoS to obtain data on all recent appointments; HR to provide breakdown of applicants and shortlists for all appointments; monitored and evaluated annually by HoDAs/HoS | HR lead; HoDAs; HoS | From immediate effect and ongoing |
| To reflect staffing targets at shortlisting stage (as a minimum expectation) | To monitor shortlisting for all appointments and develop DA level action plans | As above | As above | As above |
| To ensure representation of BME staff at all levels in career development, promotion and leadership roles | To develop and establish mechanisms to support career progression for BME staff; to monitor promotions outcomes | To monitor BME promotions and makeup of DA and School roles; to ensure suitable mentoring arrangements; to provide advice/support for promotion applications | HoS, HoSA, HoDAs | As above – to be examined annually |
| To embed E&D at DA levels; to establish E&D Reps in each DA and reporting lines to DER | To identify suitable E&D leads at DA level and establish links to DER through existing committee structure | Agreed at SPRC – E&D leads to be identified by HoDAs | HoDAs; DER;  | By July 2015  |
| To roll out ‘unconscious bias’ training to all HoDAs, SEG members and colleagues involved in appointments, promotions etc.  | To make available tailored training to relevant staff and Senior Leadership Team | SEG/HoDAs have trialled online training and fed back to SEG and Equality and Diversity Working Group; DER to undergo tailored training on 1st July 2015  | DER, HoS, HoSA | By December 2015  |
| To roll out unconscious bias training to all staff in SoSS | Provide tailored training to all academic advisors, those in leadership roles  | Will revisit after SLT have undergone training | DER, HoS, HoSA | By July 2016 |

1. This represents the combined profile of the two FPCs operated in Humanities. [↑](#footnote-ref-1)
2. HR is currently reviewing the possibility of replacing or renewing Jobtrain and it is anticipated that any changes will take account of the requirement to produce such data more frequently. [↑](#footnote-ref-2)
3. i.e. those stipulated in M2020 [↑](#footnote-ref-3)