# Empowering collegiality: Strategies for advancing diversity and equal opportunities at the University of Manchester

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# Appendices

# 1. Purpose

The Race in Leadership initiative was set up by the President and Vice-Chancellor in April 2006 to complement a similar initiative on Women in Leadership which was initiated when the University was formed in October 2004. Professor Katherine Perera in her report on Women in Leadership identified recommendations that would over time aim to increase the proportion of women in leadership positions within the University. The initial purpose of the Race in Leadership initiative was therefore to complement this and develop strategies to improve the representation of black and minority ethnic (BME) staff in leadership positions in the University.

Shortly after setting up the Race in Leadership initiative, the President asked me to take on the role of Associate Vice-President for Equality and Diversity with a responsibility to oversee all equality and diversity issues in the University. Following a series of meetings with the President and the Chairman of the Board of Governors and a series of presentations made to the Senior Executive Team (SET), the Board of Governors and Senate, I agreed that I would produce a two yearly report on the state of equality and diversity in the University and set out a series of recommendations which would address the problems that I identified.

The purpose of this, my first report, is therefore twofold. The first is to set out the state of equality and diversity in the University and secondly to identify problems in relation to BME staff and make recommendations which would result in an increase in BME staff in leadership positions. However it is important to emphasise that many of the recommendations overlap with those made by Professor Perera in the Women in Leadership; for example, improving recruitment and retention policies will improve the representation of underrepresented groups at all levels within the University and will contribute to the strategic vision that we have committed ourselves to in the 2015 Agenda. What is ultimately required is not a set of policies aimed at women, BME groups and disabled staff but the commitment of everyone who has a leadership role, to take personal responsibility and be accountable for the actions that have been identified in this report.

## 2.    Context and business case

Trevor Phillips, the Chair of the Equalities and Human Rights Commission once referred to the NHS as a 'mountain of an organisation with a snow capped peak'. The analogy that he was drawing was of an organisation with a diverse base of staff but where the top of the organisation was dominated by predominately white men and women.  At the moment it is also an apt description of the higher education sector with the added problem that there are very few women at the top of the organisation.

### 2.1    The current position of BME staff at the University

There is a widespread perception that higher education institutions (HEIs) in terms of their staffing profile are predominantly white male institutions.  Closer scrutiny of staff data at the University of Manchester shows that the situation is more complex.  The academic gender profile of the staff of the University shows that nearly 50% are women and nearly 11% are members of black and minority ethnic (BME) groups.  This is representative of the population in terms of the gender and ethnic breakdown.  However there is an over representation of female and BME staff in the lower academic grades.  Only 17% of Professors are women and 7% are from BME groups.  There is a similar situation in the non-academic grades.  Sixty-five percent of staff at Grades 1 – 4 are women compared to 42% at Grades 8 - 9.  There are only 18 BME staff (4%) at Grades 8 - 9 in the non-academic grades at the University.  In relation to academic staff, if our personnel data could distinguish between British BME staff and internationally recruited staff we would probably find even greater disparities with few British BME staff in the senior grades.  The Appendices at the end of the report summarise the data for the staff profile of the University.

I have set out in Appendix A, a summary of the key data in relation to women and BME staff for academic grades in the University.  The data in Appendix A were obtained from the Operational Performance Review (OPR) carried out in September 2007 and are presented for each Faculty.  What they show in both graphical and tabular form is the proportion of staff in each of the Faculties by ethnicity and gender.

The extent of the problem that we face as an institution in getting more women and BME staff into senior leadership positions is best described by the graph and table in Appendix B.  This shows the ratio of the percentage of female and BME professors to the percentage of female and BME academic staff.  I have also tabulated the same calculated ratio for White British and for male staff. In an ideal world we would expect the ratio to be near to 1, signifying that the professoriate was representative of the general academic staff.  With the exception of the

Faculty of Humanities where the Professoriate is more representative of the academic body, every other Faculty shows a large discrepancy in the number of women and BME staff who are Professors compared to their numbers in the academic grades.

The data in Appendix C show profiles for the administrative grades by ethnicity and gender in the University.  The patterns are not dissimilar to those for academic staff in that the higher the grade, the fewer women and BME groups are represented.  Where the data are available, I have also tabulated the distribution of staff by occupational type; this is relevant if we are going to review our performance as an employer of choice in the local economy where there might be a legitimate expectation that the staff that we recruit in certain grades should be representative of the local population.  The data shows clearly that even in areas where we might expect to have more BME staff, the actual proportion employed is not representative of the local population.

In my view, the key question that I had to address was why as a University seemed to be failing in recruiting BME staff at all levels and more specifically why there was a dearth of BME staff in senior positions.  The challenge of course is not only to describe the situation but to develop a coherent strategy which will address the problem.

## 2.2. The business case for equality and diversity

Equal Opportunities legislation prohibits discrimination on the grounds of gender, ethnicity, disability, age, sexual orientation, religion or belief. In an organisation such as the University of Manchester which espouses values of social justice, collegiality, widening participation and community service, the promotion of equal opportunities is a fundamental requirement for the achievement of its goals. I would argue that achievement of its goals of high international standing, world class research and excellent teaching and learning is dependent on making the best use of its human resource potential. In the competitive and mobile global market, recruiting and keeping the best staff will be an important foundation for future success.

There is a strong business case for ensuring that equal opportunities and diversity principles permeate the organisation. Research has shown that the best performing organisations have systematically integrated equality and diversity into their culture. Potential benefits for the University of Manchester include:
- Helping to attract and select the best people and becoming an employer of choice;
- Realising human potential to the full with improved performance and innovation;
- Improving collegiality and morale;
- Reduced sickness absence, grievances and disciplinary action;

- Improved retention and reduced recruitment costs;
- Enhancing the reputation and public image of the organisation;
- Improved competitiveness in a more globalised education market ensuring that the University is seen as fully accessible and responsive to the diverse needs of students and staff.

If these benefits are so self evident, we have to ask ourselves the question as to why we haven't made faster progress in creating a more diverse institution. In any liberal educational institution, it cannot be because we do not believe in the equality of opportunity or question the benefits of a more diverse institution. Part of our problem could be that because we believe both collectively and individually that we espouse values and act in ways that are non-discriminatory, (even though the evidence suggests that this is not the case) we are somehow exempt from problems that are identified in other parts of society. It is only recently that we have begun to accord the importance of creating a diverse institution the strategic priority it deserves. In the past we seem to have assumed that because we are not people who knowingly practise discrimination, structural problems that are partly responsible for creating the disadvantage that exists in our institution will disappear without much effort.

We probably take for granted the notion that if we are to achieve our 2015 ambitions, the staff that we recruit and retain must be of the highest calibre. We can only recruit the best administrators, researchers, teachers and support staff if they can see that the University values diversity and will recognise potential irrespective of gender and ethnicity. The reality is that currently our staff profile does not suggest that this is the case – there are too few women and ethnic minorities in the senior positions. This suggests not only that we must draw on a much broader talent pool which reflects the diversity of our students and the world when we recruit but we must be more proactive, and change the norms against which we judge ourselves. Equality and diversity for Manchester means widening our vision and broadening our horizon in order to recruit the best and the brightest. It also means doing our best to ensure that we develop and retain our staff.

## 3.    Methodology

As part of the investigation of the current situation regarding BME staff, I carried out a series of qualitative interviews of BME staff and an in depth analysis of the BME profile of two departments within the University; The Faculty of Engineering and Physical Sciences (EPS) and the Directorate of Estates.  This enabled me to develop the data reporting standards which could then be applied across the whole University and which are summarised in the Appendices.

The qualitative interviews supplements the information that we obtained from the University wide Diversity and Inclusion Staff Survey which was completed in the summer of 2007.  The survey in relation to BME issues will not be reported in depth but a summary is available from the Equality and Diversity (E&D) Team website.  Carrying out the survey was one of the early actions that I had identified and its greatest value was to identify a benchmark by which we can assess our progress in future years; it will be repeated every 2 - 3 years. The greatest disappointment in relation to the staff survey was the low response rate (22%) which in my view either represents a nihilistic attitude towards such surveys or a belief that they are valueless because issues that are identified are never acted on.  It partly supports my earlier assertion that there is a widespread belief that equality and diversity is not relevant in a liberal educational institution and that it is always 'somebody else's problem'.

It may of course represent a view from BME staff that they are satisfied with the current climate and that their ethnicity is not a problem.  However this is not the impression I have gained from my own experience and from the focus groups that I carried out with staff.

I asked members of an advisory group (set up to advise me on issues that I felt may be important) to give me their opinions of the current perceptions of staff within their own sphere of work in relation to BME issues.  Although staff surveys are an important means to assess staff views, small scale qualitative surveys can provide an additional valuable insight into the views of staff.  Some members of the advisory group spoke to colleagues and summarised their findings for me, partly based on their own perceptions and partly on the perceptions of colleagues.  I also asked the University's BME Staff Network (which I helped set up) to canvas the views of its members and I have included these in the report.

I supplemented my findings with views of staff that were gleaned from the consultation exercise that the E&D Team carried out in relation to the development of the Disability and Gender Equality Schemes.  These were government developed initiatives requiring all public organisations to develop action plans to improve disability and gender equality within their institutions.  We were required to carry out

involvement and consultation exercises with staff and students to identify issues that were relevant to the equalities agenda in relation to disability and gender issues.  As part of this process we helped set up staff network groups and these are now well established. The Disabled Staff Network, the Gender Network and the LGBT Staff Network provided valuable insights into the perceived discrimination and barriers faced by these groups.  My recommendations have therefore been influenced by an extensive consultation of staff within the institution.  My own estimate is that over two hundred staff at all levels contributed to this consultation.

The report also includes my findings from an investigation I carried out on behalf of the President and Vice-Chancellor, of a series of complaints of discrimination made by over ten BME staff.  This gave me additional insights into the problems faced by BME staff within this institution.  I have therefore incorporated the findings of my investigation into the perceptions and experiences of BME staff.

It is important to emphasise that whilst the focus of this report is on BME staff and perhaps more specifically the problems faced by British BME staff, the issues that are raised and the recommendations that I have made, have a much wider currency and apply equally to all under represented groups within the University.

## 4.    Views and perceptions of BME staff

The views of BME staff need to be considered in the context of rapid changes that are taking place in the University.  There has been a significant recruitment of BME staff and women into senior positions in all areas of the University; the Deputy Vice Chancellor and Deputy President and most of the senior administrative roles in the University are now held by women (Director of Estates, Director of Finance, The University Librarian, Director of Planning, Director of Human Resources), so that within the Senior Management Team, nearly 50% are women.  There has been a significant recruitment of BME staff into the Professoriate especially in the Faculty of Humanities where the proportion of BME professors is nearly representative of the total number of BME staff.

There are also important initiatives taking place in the University in other areas.  The Research Institute for Cosmopolitan Cultures, the Centre for Chinese Studies and the long standing work of the Centre for Jewish studies represent important contributions to the study of migrations, diasporas and of non-European cultures.  The work with Harvard University and Robert Putnam has an explicit focus on race and there is a greater willingness to carry out research in this area.  Our commitment as an institution to tackling poverty and disadvantage in developing countries through initiatives such as the Brookes World Poverty Institute are a testament to our vision of challenging entrenched inequalities and disadvantage.  There have also been attempts to bring together academics who teach and research on issues related to race and culture through academic networks, encouraging the sharing of ideas and developing new initiatives.  Perhaps most important of all, there is an explicit recognition in the major review of undergraduate education that is now taking place, of the importance of equality and diversity as one of the core principles underpinning the purpose of a Manchester education.

However there are also some negatives.  In terms of academic disciplines, it is surprising that an institution that attracts students from a range of diverse backgrounds and which has a significant number of British BME students (nearly 16% of students at Manchester are from BME groups) has little in the way of courses and programmes which might enable those students and others who may want to, to learn more about non European cultures.  For an institution that projects itself as a Manchester institution in a city where nearly 25% of the population is from a BME group, there is perhaps a surprising dearth of research and teaching on the study of race and racism in British society.

Contrast this with the experience of many American Universities which have thriving departments of African American studies and courses on the history and status of other minority groups.  Some BME staff

pointed out to me that in many disciplines currently taught in the University there was an excessive focus on an intellectual tradition rooted within a Eurocentric paradigm.  This meant that issues of 'race' and racism tended to be seen as an add-on and not necessarily as the bread and butter of the discipline, in comparison to other social distinctions such as gender or class.

The views and perceptions of BME staff that I am about to report are relatively negative.  They represent an important strand of opinion which historically feels marginalised and has still to realise the benefits of the significant changes that are taking place in our institution.


## 4.1    The gulf between our values and the experience of many BME staff

My conversations with BME colleagues suggests that there is a widespread perception amongst BME staff that the University is a predominantly white, male and middle aged institution, which operates whether consciously or not, an old boys network.  Many BME staff members used the words 'institutionally racist' to describe their experiences and perceptions of the University.  These perceptions and experiences are based on the recognition that there are few senior staff from BME groups in positions of authority; this is an area which I have examined in detail and highlighted in the Appendices of this report.  It is worth emphasising the statistics again.

Overall, approximately 10% of the staff at the University are from BME groups.  Approximately 18% of teaching and research staff are from a BME group and 7% are professors.  Five per cent of administrative and management staff, 11% of clerical staff and 12% of manual grades are from BME groups.  Some departments have a greater diversity than others.  It is very evident that even where there is a greater diversity, BME staff members are more likely to be in lower clerical or academic positions than white colleagues.  This is especially true within the administrative grades where there are hardly any BME administrative staff above Grade 6 (5% of non-academic staff at Grade 7 and above are BME compared to nearly 14% in the equivalent academic grade).  Whilst the number of senior staff who are from a BME group is greater in the academic grades, they still do not reflect the numbers in the lower grades.  There are for example only about 45 Professors who identify themselves as from a BME group compared to over 600 who are white.  This may seem surprising in an institution that projects itself as a global institution.

I do not believe that the University is 'institutionally racist'.  I understand that this view represents a strand of opinion which believes that the gulf between the espoused views of the University which emphasises equality, internationalism and liberalism and the reality and outcomes of their lived experience represents a failure to recognise and act on the problems faced by BME staff.  In that sense it is my view that the

University has failed at an institutional level to effectively address the issues of equality faced by many BME staff.

The Macpherson report of an inquiry into the racist murder of Stephen Lawrence found that the failure of the Metropolitan Police to solve this murder resulted from incompetence and 'institutional racism'. The report defined institutional racism as the collective failure of an organisation to provide appropriate and professional services to people because of their colour, culture or ethnic origin. The Stephen Lawrence case and the Inquiry Report stimulated extensive debate on the existence of institutional racism and the inadequacies of equal opportunities policies throughout the public sector in Britain.

There are no similarities between the Metropolitan Police and the University of Manchester and the culture of institutional racism that Macpherson identified in that police force pervaded all levels of the organisation. The relevance of the Macpherson Inquiry for my report is the insights it gives us about what constitutes institutional racism and how organisational factors sometimes operate to disadvantage certain groups of staff. A recognition of these factors should help us to understand not only the mechanisms by which BME staff are under-represented in leadership positions but also in devising programmes for interventions which can take account of race. Conceptually, 'institutional racism' also helps to clarify and distinguish between the actions of individuals who discriminate and racial stratification resulting from structural impediments and processes. Institutional racism is therefore, less of an indictment of individuals working within institutions than it is of the systematic operation of an institution.

The institutional racism paradigm addresses the issue of effect and practice rather than intent and by doing so emphasises the group as opposed to the individual consequences of racial discrimination. This is not to say that individual actions are not important. Academics and managers in positions of authority possess a considerable amount of influence, autonomy and decision-making authority so the actions and consequences rather than intent of individual authority figures should not be minimised. However 'institutional racism' allows us to consider the impact of external factors and incorporates history and ideology as major determinants of racial inequality. This means that issues external to the organisation, such as the perception of BME staff and the problems they face in career progression within the sector can be shown to exert an influence on the organisation and how its BME staff are perceived and perceive themselves. For British BME staff, there is also a need to recognise the importance of the national and historical context. The way in which ethnic minorities came to Britain and their experiences in this country influences the way they perceive themselves and their perception of this University. So when BME staff refer to the organisation as institutionally racist, they are in my view talking about a complex definition focusing on outcomes such as the visible presence of BME staff in positions of authority but also cognisant of the impact of wider societal influences on their experience.

However the problem with using institutional racism as a paradigm to understand why BME staff are not achieving promotion to the highest posts in the University is that it is less overt, far subtler, less identifiable and difficult to quantify and assess when applied to individuals. Because it originates in the operation of established and respected forces in society it receives far less public condemnation than individual racism.  Some BME staff at the University described how they felt that some academics thought of themselves as people who endorsed egalitarian values and regarded themselves as non prejudiced, but who discriminated in subtle rationalisable ways.  To some extent it is this kind of racism that operates at the higher levels of many organisations and which are the hardest to tackle.

## 5.  Barriers to promotion for BME staff

One of the areas which caused the most resentment amongst BME staff was the perception that there were barriers to career progression; this was a view expressed by staff in administrative and academic grades.  The perception develops as a result of the lack of visible BME role models in senior positions and the lack of BME staff in leadership positions within the University.

BME staff gave examples of many barriers to promotion either as a result of their own experience or from what they had observed.

It is useful to conceptualise barriers to promotion into two interdependent parts; those related to individuals and those related to the organisation.  My view is that the major barriers to upward mobility are no longer at the recruitment level (though they still exist) but at the advancement stages.

Research carried out in many organisations highlights several issues that are seen as important in the working experience of BME staff.  These are:
- harassment and victimisation at work;
- lack of perceived fairness within the organisation;
- lack of consistency and opportunities;
- lack of representation and influence at senior level leading to lack of involvement  and consultation;
- sense of isolation with the result that they feel that they are singled out and unable to challenge inappropriate behaviour and raise concerns.

Qualitative investigations of experiences of racial harassment and discrimination in the UK have found that for many BME people, experiences of interpersonal racism are part of everyday life; that the way that they lead their lives is constrained by fear of racial harassment; and that being made to feel different is routine and expected.  It is not surprising therefore that many BME staff describe this as part of their lived experience within the University.

Conceptually it is useful to consider the barriers faced as those related to the individual and those related to the organisation.  Each will be discussed in the next sections.  It is important to emphasise that the way that I have described these barriers are an attempt to conceptualise the experience of many BME staff.  They are based not just on the experience of our own BME staff but on my reading of the literature in this area.  The examples are therefore drawn from other organisations and not just the University.  The significance of considering these barriers is to consider the sort of initiatives that we can implement if we are going to tackle the identified problems.

## 6. Individual barriers to promotion

### 6.1 Lack of mentors/personal networks of communication

Surveys of BME staff who have reached the top identify mentoring as being particularly important in their career development. The lack of diverse role models and leaders in influential positions invariably leads to a lack of mentoring or sponsorship. Not having a mentor remains a significant barrier for many BME staff in the University.

Membership of informal groups or networks is often based on racial and gender lines although when they are developed they don't set out to exclude BME individuals. The exclusion of BME staff from these networks perpetuates the barriers to advancement.

### 6.2 Stereotyping and preconceptions of roles and abilities

Many BME staff in management positions find themselves working in areas such as diversity and equal opportunities and in academic disciplines related to issues on race and racism. This sometimes means that opportunities for career advancement can be restricted. Many BME staff within the University feel that their qualifications and experience are often not recognised, especially in relation to promotion. Some staff who do achieve promotion claim that they face vexatious complaints of bullying and harassment by their subordinates which are based on stereotypes of BME managers.

### 6.3 Lack of line experience and challenging assignments

Research in organisations suggests that giving BME leaders high visibility assignments is critical to their success. Research also suggests that length of tenure in an organisation is an important determinant of top management and academic career attainment. Analysis of staff turnover in the University (in EPS and Estates) suggests that staff turnover is greatest amongst BME groups and one of the factors may be a perception that they are not given appropriate experience and challenging assignments. Even where BME managers are given challenging assignments, failure may result in a disproportionate impact on their career progression.

### 6.4 Commitment to personal and family responsibilities

The impact of family responsibilities on career progression has been well documented especially for women. The introduction of work life balance initiatives is recognition of this and will undoubtedly make a difference in the long term. However role models of women who have risen to the top in academic grades having taken career breaks and family leave are still few. Although the number of BME female staff is very small, several BME women felt that they faced a 'double marginalisation' because of their gender and ethnicity.

## 7. Organisational barriers

Organisational barriers are less easy to conceptualise and are not specifically related to problems associated with the progression of BME leaders. One of the problems is that whilst there is a significant body of research on individual barriers there is very little on organisational behaviour particularly in terms of how organisations can ensure that leadership, staff and the organisation's culture represent and value the contribution of BME staff.

There is recognition amongst BME staff that the values espoused in the 2015 Agenda do have a relevance to the experience and represents a commitment to their aspirations. The emphasis on valuing staff, collegiality, internationalism and widening participation are seen as important markers for the future.

Even though some staff feel that they have been disproportionately affected by changes related to the merger, they do believe that the institutional commitment to equality and diversity is a positive development. The problem is therefore not at the level of espoused values but more at the operational level where these values need to be translated into action.

Many BME staff identified organisational barriers to their career progression and articulated these as issues related to the culture of the organisation, the systems and procedures which may act as barriers, tokenism and the type of leadership.

Organisational culture is usually used as a metaphor to describe the beliefs, values ideologies, attitudes and norms of behaviour of an organisation. It includes the routines, traditions, symbols and reward mechanisms of the organisation. These shared ways of thinking and behaving help define what is legitimate and acceptable within the organisation and guides the discretionary behaviours of its members.

The organisations systems and procedures can also act as a barrier to the advancement of BME staff. I have come across examples in the appointment processes of Heads of Departments, recruitment and disciplinary procedures which can disadvantage BME staff. Although many practices related to selection and recruitment are covered by legislation, there are still many examples where discriminatory practices can take place.

Examples of this, which are obtained mainly from the literature include:
- the circumvention of established procedures when appointing part-time staff or covering maternity leave;
- racially biased recruitment and selection practices particularly at times of merger or restructuring;
- undervaluing of relevant experience and overseas qualifications;

- 'tokenism' where BME staff are used as a form of organisational 'window-dressing', without giving them access to positions of genuine influence.  Examples include the use of untrained staff on interview panels in order to present a favourable image of the organisation; the promotion of individuals because of their perceived cultural links; and the use of isolated, powerless and unrepresentative individuals on committees in order to claim representation of under represented groups;
- financial and non financial rewards.  The University has made great strides in reducing inequalities in pay between men and women and there is more transparency in the remuneration of senior academic staff and professors.  My understanding is that the discretionary element in the remuneration of professors has also been reduced.  Currently there is a lack of monitoring data and potentially there is scope for inequalities to reappear if the checks and balances are not maintained.  Non-financial rewards can include access to opportunities for training, avoidance of unpopular duties and additional responsibilities which can enhance career opportunities.

I have come across examples of all of these in the University and even if they are not common, they can contribute to the widespread perception amongst many BME staff of the University as a white male organisation that does not value the potential of its BME staff.

## 8. Overcoming barriers

There is now a significant body of literature that describes the experience of organisations in overcoming the barriers faced by BME staff.  There are important examples of good practice from many organisations which we can draw on to help develop strategies to advance diversity and equal opportunities within the University.  I have therefore identified recommendations which I believe should be acted on in order to help in the general aim of empowering collegiality and improving the experience of many under represented groups in the University.

Examples of good practice can be classified as those that are designed to support individuals within the system and those that are designed to change organisational culture to be more accepting and embracing of difference.  The programs designed to support individuals include networks, mentoring and the identification of individuals with high potential through the use of mechanisms such as succession planning. Those related to changing organisational culture include senior management commitment, manager accountability and training and education about gender and ethnicity.

## 9. Programs to support individuals within the system

### 9.1 Networks

Networks have been used quite widely as a management tool to encourage BME staff to overcome the informal networks and the sponsorship and patronage that may exist amongst work based groups. The networks provide social support, professional development and access to mentors and role models of the same race/ethnicity or gender. Although aimed primarily at individuals, they also allow members to act in concert, reducing the risk for individuals when they identify deficiencies in the system leading to discrimination or when they makes suggestions for changing aspects of the organisational culture.

We have already set up several staff networks in the University covering gender, lesbian, gay, bisexual and trans (LGBT), disabled staff and BME staff. They receive funding from the E&D Team. They have proved highly successful in advancing the agendas of these staff groups, have provided a forum for consultation and have been incorporated into decision making structures of the organisation through the Equality and Diversity Forum. There is still scope for development of these networks.

**Recommendation A**

**A1:** The funding of the networks should be guaranteed (currently £500 per annum). They should be formally recognised as consultative networks when policies are developed which may have an impact on issues related to equality and diversity.

**A2:** Members of the senior management team should be assigned as mentors for each of the networks. The SMT member should formally meet with the network groups at least once a year and also ensure that issues related to the networks are brought before SMT if there is a need.

**A3:** The University should also develop appropriate reward mechanisms for staff members who take on leadership roles within these staff networks.

**Lead responsible for developing Recommendation A**

The Associate VP together with the E&D Team should develop proposals for consideration by the Human Resources Sub Committee of the PRC. A policy related to this area should be agreed by the end of 2008.

### 9.2 Mentoring programs

Mentoring has now become an established part of management development programs. Mentoring of course is not only relevant to minority ethnic staff but can also have a positive impact on the mentor.

Research provides evidence of the benefits of mentoring for the mentee. This includes higher productivity, better performance ratings, development of leaders, advancement of BME staff and reduced turnover.

**Recommendation B**
**B1:** The University needs to formally develop a mentoring program for BME staff. This will provide an important vehicle of sponsorship and patronage for BME staff.

**Lead responsible for developing Recommendation B**
The Associate VP together with the E&D Team should develop proposals for consideration by the Human Resources Sub Committee of the PRC. A policy related to this area should be agreed by the end of 2008


### 9.3 Identification and development of top talent

If we identify the lack of BME staff in senior leadership positions as one of the problems that we need to address, then we also need to identify the problems in the pipeline; for example the number of BME administrators and academics at Grade 6 and lecturer level. Good career development programs should include succession planning. This includes identification of future talent and individual career planning. There could for example be much greater opportunities for using mechanisms such as secondments both within the institution and externally to develop the skills and credentials of this cohort. There are currently no leadership development programmes within the University targeted at this level of staff and this again is a deficit which needs to be tackled and which can benefit all staff.

Best practice in the development of future talent suggests that a targeted focus on female and BME managers is necessary if the lack of these groups in positions of power and influence is going to be addressed. The need for diversity needs to be explicitly recognised in succession planning including the controversial policy of requiring diverse slates and then appointing qualified women and minorities whenever possible. This involves some level of risk, including the potential of a backlash from white males.

Unlike women, BME staff are poorly represented at all levels of management in the University. The reasons for this are complex and are probably due to a variety of factors. To equip the large cohort of BME staff in the more junior levels of the University with the skills necessary to advance into more senior positions, we will need to develop a dedicated leadership development scheme aimed at these staff. The purpose will be twofold; to provide one to one advice and support and also to increase the credentials of this cohort so that they have the requisite skills to take up middle management positions. It is only if BME staff are more widely represented at middle management

level, that they will be able to apply for more senior positions. It is better that we develop our own rather than look outside the institution.

**Recommendation C**

**C1**: A programme of staff development initially piloted in three areas of the University (we have agreement from Central Administration, Estates and EPS) should be developed with the aim of increasing the skills and credentials of identified BME staff to enable them to compete more effectively for senior administrative and management grade in the University.

**C2:** A parallel programme for academic staff should also be developed.

**Lead responsible for developing Recommendation C**

The Associate VP together with the E&D Team and the Staff Training and Development Unit (STDU) should develop proposals for consideration by the Human Resources Sub Committee of the PRC. A policy related to this area should be agreed by the end of 2008.

### 9.4 Widening the net for suitable appointments to the Professoriate and Senior Administrative Staff

One reason why the Professoriate is so overwhelmingly white and male is in my view because it is likely that recruitment is restricted to a very narrow field; this is typically to groups who are already known to the existing Professors in the University. The appointments process is theoretically open and transparent and at one level is open to scrutiny. There may be certain processes in the way that Professors are appointed that could be improved especially in the procedures for internal appointments (this was partly also considered by Professor Perera).

However there is probably a lot more that could be done for external appointments. Better systems for succession planning, improved search techniques and more open discussion of strategic objectives will identify areas of work where there is a more diverse pool of expertise. The aim of any revised appointment process will be to develop a credible shortlist in which women and BME groups are well represented. The E&D Team and the Recruitment Best Practice Working Group has already developed proposals covering good practice guidelines for search and recruitment based on a modification of procedures that have been used effectively in other HEIs. In conjunction with the People and Organisational Development Strategy this offers a practical way forward in changing recruitment practice for senior appointments in the University.

**Recommendation D**

**D1:** The University should adopt as good practice, after approval by the Human Resources Sub Committee of PRC, the proposals currently being developed by the E&D Team and the Recruitment

Best Practice Working Group, for the recruitment of Professors and Senior Administrators.

**D2:** The Associate VP together with the Directorate of HR should begin monitoring the recruitment of all Professors and Administrators at Grade 8 and above. Faculties, Schools and the Administration should be required to collect data on the applicants for posts and on the shortlists. Areas where there are no women or BME candidates shortlisted will be asked to engage in a dialogue with the Associate VP to see if the selection process and shortlisting can be improved.

**Lead responsible for developing Recommendation D**
The Associate VP together with the Director of Human Resources and the E&D Team should have detailed recommendations for good practice in the recruitment of Professors and Senior Administrators, adopted by the Human Resources Sub Committee of the PRC. A policy related to this area should be agreed by the end of 2008. The E&D Team together with the Associate VP should then develop a process of engagement with Schools, Faculties and Central Administration to ensure that the good practice guidance is adopted by all sections of the University and the process monitored and evaluated. An evaluation report on the recruitment of Professors and Senior Administrators should be presented to the SMT, Senate and Governing Body at the end of 2009.

The process for monitoring the current process should begin immediately after consultation with the Director of Human Resources.

## 10.  Programs to change organisational culture

### 10.1  Developing diverse leadership
Diversity management stresses the need to recognise cultural differences between groups of employees and make practical differences in organisational policies.  It differs from approaches that primarily focused on increasing representation of ethnic minorities in the workforce and avoiding transgression of anti-discrimination laws to emphasising business benefits, organisational efficiency and market performance.  The key principle of diversity management is the positive notion of encouraging a culturally diverse workplace where differences are valued so that people are able to work to their full potential in a more creative and productive work environment.  By its very nature, diversity management is not solely directed to BME staff but encompasses the interests of all employees, including white males.

The point about diversity management is that it requires a change in culture of the organisation which goes beyond just an acceptance of the need to increase the representation of BME groups in leadership positions.  First and foremost, it requires a change of leadership style.  The reality is that the dominant leadership model in this institution is still based on the personality characteristics of the leader; for example the charismatic/visionary leader model.  Many of these leadership models are derived from the private sector but are not always suitable to public sector and higher education organisations.  The demands of diversity management require leaders who are described in the organisational literature as transformational leaders.

Management training in the HeadStart programme is already exposing attendees to different leadership styles.  The programme also includes some training on Equality and Diversity Issues (developed as a result of suggestions by myself and Professors Perera) and this is a positive development.  Although primarily aimed at future Heads of Department, consideration needs to be given to a modified training programme for existing Heads of Department, senior academic and administrative staff who will not have undergone the training.

**Recommendation E**
**E1:**  There should be an expectation that all future Heads of Schools recruited internally and staff aspiring to senior administrative positions should take part in the HeadStart programme.

**E2:**  A bespoke training programme should be developed for existing senior staff which will cover diversity management and equality and diversity training.

**Lead responsible for developing Recommendation E**
The Associate VP and the E&D Unit should work with the STDU to develop a bespoke programme on diversity management for existing senior staff.  Proposals should be taken to the Human Resources Sub

Committee of the PRC by the April 2009 with a view to having a programme in place by the end of 2009.

## 10.2 Senior management commitment and manager accountability

The sustained, co-ordinated commitment of senior leadership is a critical element of a successful effort to increase diversity in senior positions. Research evidence shows that at the majority of companies with successful track records in developing diverse talent, the CEO is directly involved, either formally or informally in promoting events, holding diversity reviews with senior executives and linking the overall strategy to the overall business strategy. The Manchester 2015 agenda with its emphasis on social justice, social responsibility, moral obligations and distributive justice in addition to research excellence, teaching and learning and financial stability is an important marker which places in my view places equality and diversity at the centre of its values and mission.

The appointment of a Vice President for Equality and Diversity, the Women in Leadership Project and the personal and public commitment of the President and Vice-Chancellor and the Academic Registrar and Secretary to the equality and diversity agenda are important.

However none of this will be meaningful unless mangers are held directly responsible for developing BME talent with clearly defined diversity objectives. Measurement tools for achieving this include 360 degree feedback, employee attitude surveys and monitoring. Many private sector companies are now linking diversity objectives to bonuses and incentives.

We have made some important strides in the area of manager accountability with the inclusion of equality and diversity objectives in the Operational Performance Review Process. This process started for the first time in October 2007. As the process develops the intention is to develop targets both at an organisational and at an individual level. Reporting mechanisms also need to be developed for the Governing Body, so that over time, equality and diversity objectives are integral to the development of the organisation at all levels.

### Recommendation F

**F1:** The development of equality and diversity objectives into the OPR process needs to be refined and modified so that specific targets can be set and progress towards them monitored. Targets need to be developed at a Faculty level with appropriate benchmarking.

**F2:** Consideration should also be given to developing monitoring targets for the Senate and Governing Body.

**F3:** The Associate Vice-President should produce a report which will be presented to Senate and the Governing Body every two years

which sets out the current state of equality and diversity within the University.

**Lead responsible for developing Recommendation F**
The Associate VP together with the Head of the Planning Support Office should develop the monitoring process for equality and diversity objectives building on the experience of the OPR process in 2007. Monitoring targets should also be developed for the Governing Body and Senate and be formally considered on an annual basis.

## 10.3  Monitoring

Monitoring obligations are a requirement under the RR(A)A 2002. (Race Relations (Amendment) Act 2000) and whilst many organisations are now fulfilling their obligations in relation to monitoring, few have moved to the stage where equality and diversity monitoring is an integral part of their operational performance.

The legal imperatives mean that any continued failure by public bodies to effectively monitor the impact of their recruitment, training and promotion practices would be a failure to meet their obligations under the RR(A)A 2002.  However it is not the legal obligation that should be driving us but the business case for diversity, because it is my belief that without adequate monitoring we cannot make the best use of our current and potential workforce.

It would be an unusual company that did not monitor its turnover and profit & loss balance.  Any businesses that did not measure and monitor such capital figures would probably go out of business very quickly.  If we consider an organisations' workforce in terms of human capital then it is equally important to monitor staff turnover and the reasons why staff remain with the organisation, improve their skills through training, obtain promotion or leave the organisation.

It is therefore a truism that if an organisation does not effectively measure and monitor how its recruitment, training and promotion practices are operating then it cannot ensure that it is meeting its obligations under the Race Relations (Amendment) Act 2000 or that it is making the best use of its human capital.

Our history in terms of data monitoring is mixed.  If an audit was carried out today we would probably comply with our legal obligations but we cannot honestly point to examples where that data is used to drive our recruitment and retention policies.  It is still not possible to obtain information on key employment variables such suspensions and discipline, length of time in post before promotion or on rewards by ethnicity except in some very specific areas.  There is also a huge discrepancy in the completeness of data.  In the EPS Faculty there was nearly 100% of data collection with nearly all staff comfortable with stating their ethnicity.  However, in some faculties such as Humanities and Medical and Human Sciences, in some categories, nearly one third

of staff do not state their ethnicity. The same is true of data collected in the central administrative services, with nearly 100% returns in Directorate of Estates but variable rates in other areas.

The problem in my view is that data collection was developed to fulfil management requirements at a financial level rather than as a mechanism for workforce development. So for example, I was recently asked to comment on data related to promotions by ethnicity. Whilst the data was complete, it was obvious that the way that it was collected and presented was virtually useless for the monitoring of promotions by ethnicity and gender.

**What needs to be monitored?**
Organisations do not need to re-invent the wheel when considering what monitoring systems to introduce or update to ensure that they are measuring the necessary data to meet their obligations. The basic infrastructure is present to ensure accurate collection and recording. What is lacking is the management commitment to ensure that the data is complete and used effectively. At a very basic level data on recruitment and promotion should be 100% accurate. As we become more sophisticated, national recommendations suggest that we should be monitoring area such as finance and procurement and student outcomes.

With regards to workforce monitoring the good practice guidance suggests that an organisation has:
- made arrangements to meet the employment duty of the RR(A)A;
- set targets to improve accuracy and completeness of ethnicity monitoring of:
  - staff in post;
  - applicants for employment, training and promotion;
  - staff receiving training; benefiting or experiencing detriment as a result of performance assessment procedures; involved in grievance or the subject of disciplinary procedures, and who cease employment.
- make arrangements to:
  - Review findings of monitoring and take necessary action;
  - Publish an annual monitoring report.
- arranged for all staff to be trained on their rights and responsibilities under the RR(A)A.

They key to developing monitoring systems is therefore to ensure that current systems are modified so that the requirements developed by the Commission for Racial Equality are implemented. The benefits will not only accrue to BME staff but will significantly improve the human resources function within the University by providing the Directorate of Human Resources with access to valuable information on all their staff, allowing managers to look at issues such as training and development, succession planning and management accountability.

**Recommendation G**

**G1:** All areas of the University must have a target for 100% returns on the staff profile of the University for all the equality and diversity groups. This should be in place for the next round of the OPR review in October 2008.

**G2:** There should also be a 100% return on internal promotions data for all academic and administrative appointments by this date.

**G3:** Data on recruitment (covering applications and appointments) must be in place and regularly monitored by HR staff by the end of 2008. The data process for the OPR should be refined and developed so that we can produce a credible Equality and Diversity Report for the University on a 2 yearly basis.

**Lead responsible for developing Recommendation G**

The Associate VP together with the Director of Human Resources should undertake to ensure that this recommendation is implemented by the end of 2008. (It is my understanding that this is now in place).

## 11. Summary

In this report I have identified what I believe are the key challenges facing us as an institution if we are going to add meaning to our vision of empowering collegiality and make 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.   Many of the barriers that I have identified can be removed with concerted action by senior managers and academics who need to recognise that equality and diversity is not simply a legal requirement but central to our vision of making Manchester a world class institution.  I have no doubt that there is senior management commitment 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 and in the number of women and BME staff who can aspire to occupy the most senior academic and administrative positions in the University.  I myself have seen an incredible amount of progress in the past four years since our inception in 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 HEIs.

## Appendix A  Data profile of academic staff
### A.1  Academic roles by ethnicity – 31.07.07



Profile of the Faculty of Engineering & Physical Sciences academic staff - July 2007

Profile of the Faculty of Humanities academic staff - July 2007

Profile of the Faculty of Life Sciences academic staff - July 2007

Profile of the Faculty of Medical & Human Sciences academic staff - July 2007

| | | Faculty of Engineering & Physical Sciences | | Faculty of Humanities | | Faculty of Life Sciences | | Faculty of Medical & Human Sciences | |
|---|---|---|---|---|---|---|---|---|---|
| | | Count | *Percent* | Count | *Percent* | Count | *Percent* | Count | *Percent* |
| Lecturer | White-British | **109** | *57%* | **183** | *53%* | **44** | *54%* | **198** | *73%* |
| | White-Other | **45** | *24%* | **116** | *33%* | **32** | *39%* | **41** | *15%* |
| | BME | **35** | *18%* | **44** | *13%* | **6** | *7%* | **29** | *11%* |
| | Not known | **2** | *1%* | **5** | *1%* | **0** | *0%* | **5** | *2%* |
| | Total | 191 | | 348 | | 82 | | 273 | |
| Senior Lecturer/Reader | White-British | **137** | *65%* | **129** | *71%* | **40** | *75%* | **133** | *77%* |
| | White-Other | **39** | *18%* | **36** | *20%* | **9** | *17%* | **18** | *10%* |
| | BME | **33** | *16%* | **15** | *8%* | **3** | *6%* | **22** | *13%* |
| | Not known | **2** | *1%* | **2** | *1%* | **1** | *2%* | **0** | *0%* |
| | Total | 211 | | 182 | | 53 | | 173 | |
| Professor | White-British | **143** | *74%* | **182** | *71%* | **45** | *90%* | **123** | *83%* |
| | White-Other | **33** | *17%* | **52** | *20%* | **4** | *8%* | **21** | *14%* |
| | BME | **17** | *9%* | **23** | *9%* | **1** | *2%* | **4** | *3%* |
| | Not known | **1** | *1%* | **1** | *0%* | **0** | *0%* | **1** | *1%* |
| | Total | 194 | | 258 | | 50 | | 149 | |
| Research and Teaching only | White-British | **276** | *41%* | **190** | *55%* | **214** | *52%* | **483** | *69%* |
| | White-Other | **201** | *30%* | **106** | *31%* | **119** | *29%* | **76** | *11%* |
| | BME | **184** | *27%* | **43** | *12%* | **67** | *16%* | **103** | *15%* |
| | Not known | **9** | *1%* | **6** | *2%* | **9** | *2%* | **39** | *6%* |
| | Total | 670 | | 345 | | 409 | | 701 | |
| Teaching Assistant | White-British | **187** | *31%* | **268** | *47%* | **89** | *54%* | **0** | |
| | White-Other | **81** | *13%* | **96** | *17%* | **12** | *7%* | **0** | |
| | BME | **228** | *37%* | **90** | *16%* | **26** | *16%* | **0** | |
| | Not known | **115** | *19%* | **115** | *20%* | **39** | *23%* | **0** | |
| | Total | 611 | | 569 | | 166 | | 0 | |

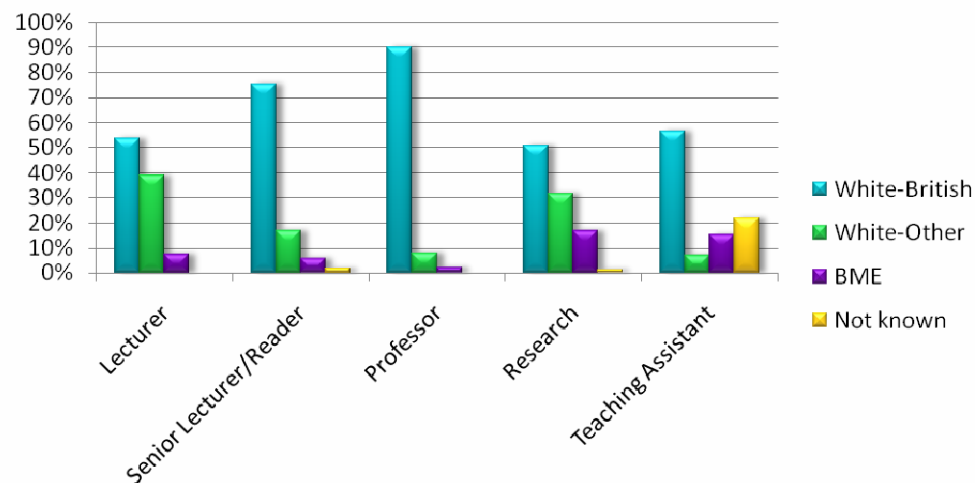## A2    Academic roles by gender – 31.07.07



Profile of the Faculty of Engineering & Physical Sciences academic staff - July 2007
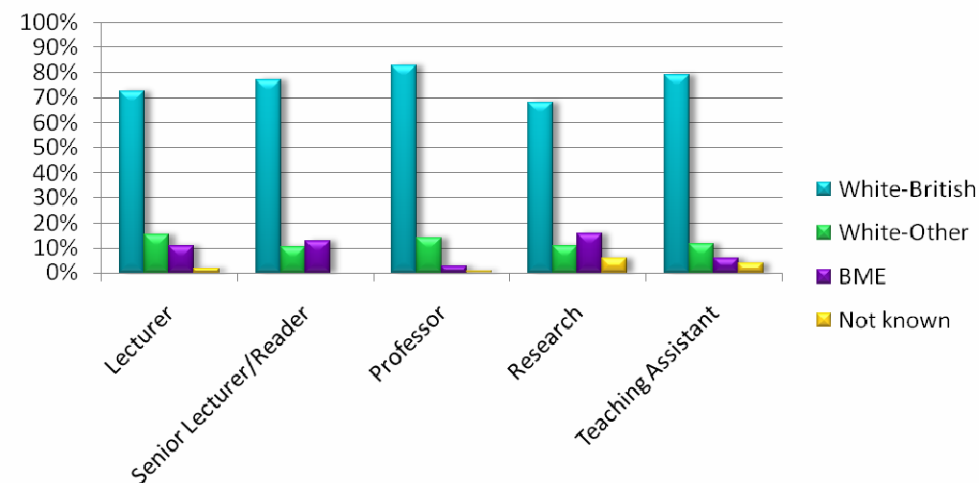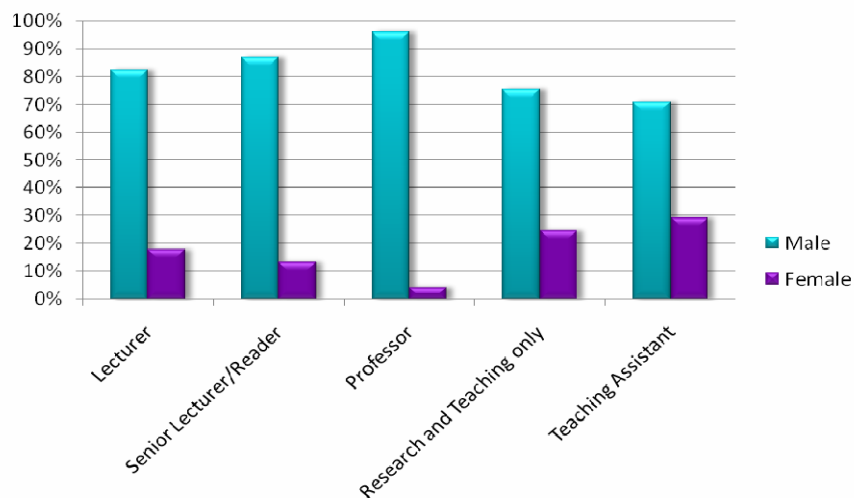


Profile of the Faculty of Humanities academic staff - July 2007
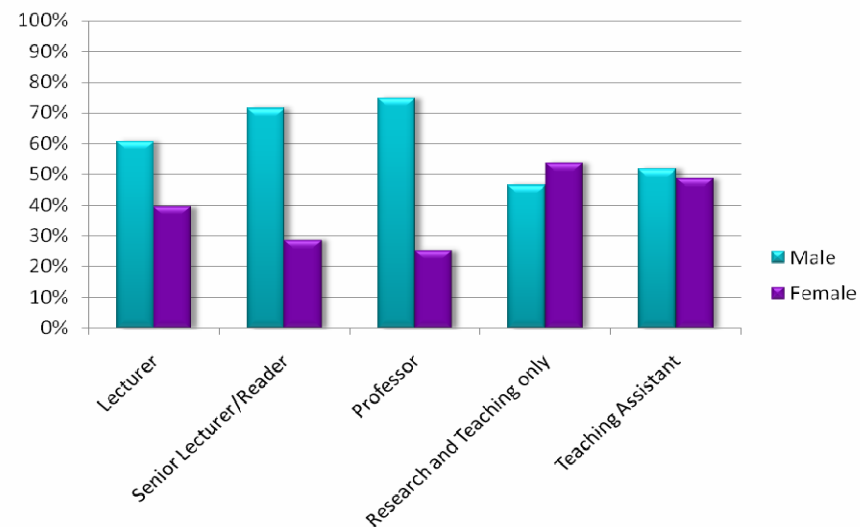


Profile of the Faculty of Life Sciences academic staff - July 2007
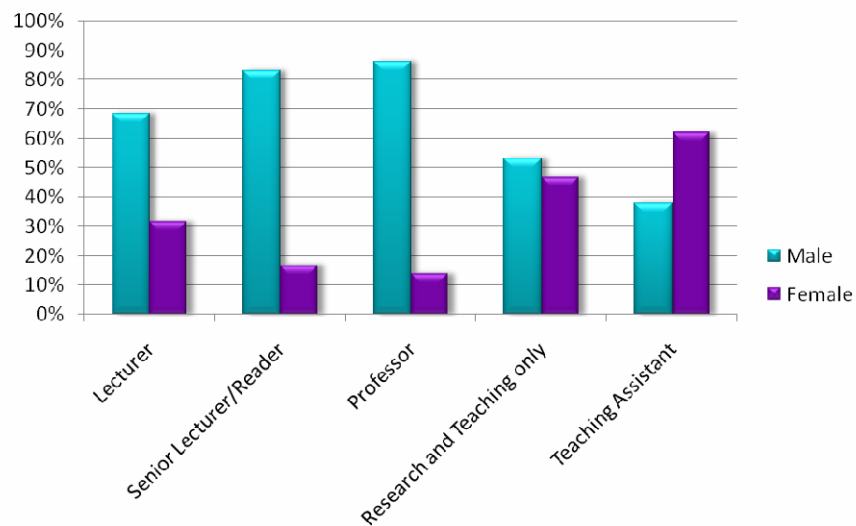


Profile of the Faculty of Medical & Human Sciences academic staff - July 2007
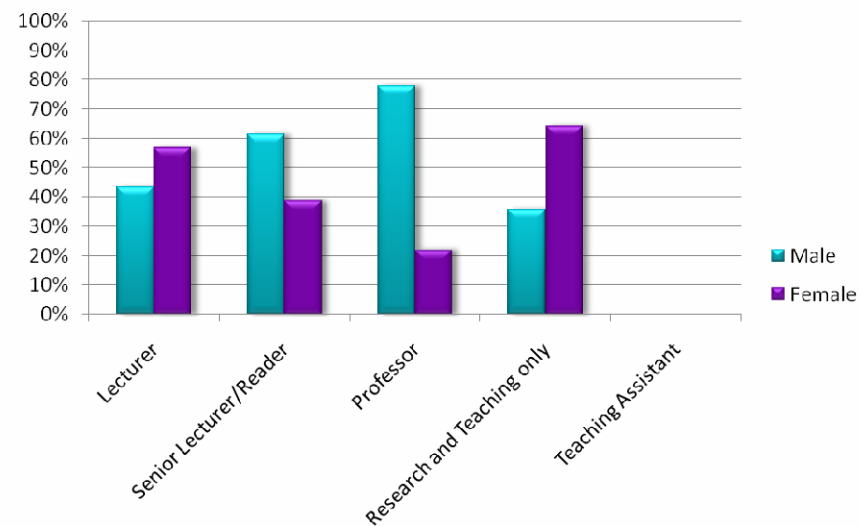
|  |  | Faculty of Engineering & Physical Science | | Faculty of Humanities | | Faculty of Life Sciences | | Faculty of Medical & Human Sciences | |
|---|---|---|---|---|---|---|---|---|---|
|  |  | Count | *Percent* | Count | *Percent* | Count | *Percent* | Count | *Percent* |
| Lecturer | Male | **157** | *82%* | **211** | *61%* | **56** | *68%* | **118** | *43%* |
|  | Female | **34** | *18%* | **137** | *39%* | **26** | *32%* | **155** | *57%* |
|  | Total | **191** |  | **348** |  | **82** |  | **273** |  |
| Senior Lecturer/Reader | Male | **183** | *87%* | **130** | *71%* | **44** | *83%* | **106** | *61%* |
|  | Female | **28** | *13%* | **52** | *29%* | **9** | *17%* | **67** | *39%* |
|  | Total | **211** |  | **182** |  | **53** |  | **173** |  |
| Professor | Male | **186** | *96%* | **193** | *75%* | **43** | *86%* | **116** | *78%* |
|  | Female | **8** | *4%* | **65** | *25%* | **7** | *14%* | **33** | *22%* |
|  | Total | **194** |  | **258** |  | **50** |  | **149** |  |
| Research and Teaching only | Male | **505** | *75%* | **160** | *46%* | **217** | *53%* | **250** | *36%* |
|  | Female | **165** | *25%* | **185** | *54%* | **192** | *47%* | **451** | *64%* |
|  | Total | **670** |  | **345** |  | **409** |  | **701** |  |
| Teaching Assistant | Male | **432** | *71%* | **293** | *51%* | **63** | *38%* | **0** |  |
|  | Female | **179** | *29%* | **276** | *49%* | **103** | *62%* | **0** |  |
|  | Total | **611** |  | **569** |  | **166** |  | **0** |  |

## A3    Academic roles by gender and ethnicity – 31.07.07

| | | | Faculty of Engineering and Physical Sciences | | Faculty of Humanities | | Faculty of Life Sciences | | Faculty of Medical & Human Sciences | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Lecturer | White-British | Male | 93 | 49% | 118 | 34% | 28 | 34% | 79 | 29% |
| | | Female | 16 | 8% | 65 | 19% | 16 | 20% | 119 | 44% |
| | White-Other | Male | 34 | 18% | 61 | 18% | 25 | 30% | 17 | 6% |
| | | Female | 11 | 6% | 55 | 16% | 7 | 9% | 24 | 9% |
| | BME | Male | 28 | 15% | 28 | 8% | 3 | 4% | 19 | 7% |
| | | Female | 7 | 4% | 16 | 5% | 3 | 4% | 10 | 4% |
| | Not known | Male | 2 | 1% | 4 | 1% | 0 | 0% | 3 | 1% |
| | | Female | 0 | 0% | 1 | 0% | 0 | 0% | 2 | 1% |
| | Total | | 191 | | 348 | | 82 | | 273 | |
| Senior Lecturer/ Reader | White-British | Male | 122 | 58% | 94 | 52% | 33 | 62% | 79 | 46% |
| | | Female | 15 | 7% | 35 | 19% | 7 | 13% | 54 | 31% |
| | White-Other | Male | 32 | 15% | 23 | 13% | 7 | 13% | 10 | 6% |
| | | Female | 7 | 3% | 13 | 7% | 2 | 4% | 8 | 5% |
| | BME | Male | 27 | 13% | 11 | 6% | 3 | 6% | 17 | 10% |
| | | Female | 6 | 3% | 4 | 2% | 0 | 0% | 5 | 3% |
| | Not known | Male | 2 | 1% | 2 | 1% | 1 | 2% | 0 | 0% |
| | | Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | Total | | 211 | | 182 | | 53 | | 173 | |
| Professor | White-British | Male | 138 | 71% | 142 | 55% | 39 | 78% | 98 | 66% |
| | | Female | 5 | 3% | 40 | 16% | 6 | 12% | 25 | 17% |
| | White-Other | Male | 31 | 16% | 34 | 13% | 3 | 6% | 14 | 9% |
| | | Female | 2 | 1% | 18 | 7% | 1 | 2% | 7 | 5% |
| | BME | Male | 16 | 8% | 16 | 6% | 1 | 2% | 3 | 2% |
| | | Female | 1 | 1% | 7 | 3% | 0 | 0% | 1 | 1% |
| | Not known | Male | 1 | 1% | 1 | 0% | 0 | 0% | 1 | 1% |
| | | Female | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | Total | | 194 | | 258 | | 50 | | 149 | |
| Research and Teaching only | White-British | Male | 218 | 33% | 96 | 28% | 116 | 28% | 169 | 24% |
| | | Female | 58 | 9% | 94 | 27% | 98 | 24% | 314 | 45% |
| | White-Other | Male | 137 | 20% | 37 | 11% | 60 | 15% | 21 | 3% |
| | | Female | 64 | 10% | 69 | 20% | 59 | 14% | 55 | 8% |
| | BME | Male | 144 | 21% | 23 | 7% | 39 | 10% | 46 | 7% |
| | | Female | 40 | 6% | 20 | 6% | 28 | 7% | 57 | 8% |
| | Not known | Male | 6 | 1% | 4 | 1% | 2 | 0% | 14 | 2% |
| | | Female | 3 | 0% | 2 | 1% | 7 | 2% | 25 | 4% |
| | Total | | 670 | | 345 | | 409 | | 701 | |
| Teaching Assistant | White-British | Male | 130 | 21% | 145 | 25% | 32 | 19% | 0 | |
| | | Female | 57 | 9% | 123 | 22% | 57 | 34% | 0 | |
| | White-Other | Male | 58 | 9% | 41 | 7% | 6 | 4% | 0 | |
| | | Female | 23 | 4% | 55 | 10% | 6 | 4% | 0 | |
| | BME | Male | 160 | 26% | 52 | 9% | 11 | 7% | 0 | |
| | | Female | 68 | 11% | 38 | 7% | 15 | 9% | 0 | |
| | Not known | Male | 84 | 14% | 55 | 10% | 14 | 8% | 0 | |
| | | Female | 31 | 5% | 60 | 11% | 25 | 15% | 0 | |
| | Total | | 611 | | 569 | | 166 | | 0 | |

# APPENDIX B    Data profile of professorial positions

## B1   Ratio of BME and female professors in relation to the total academic population – 31.07.07
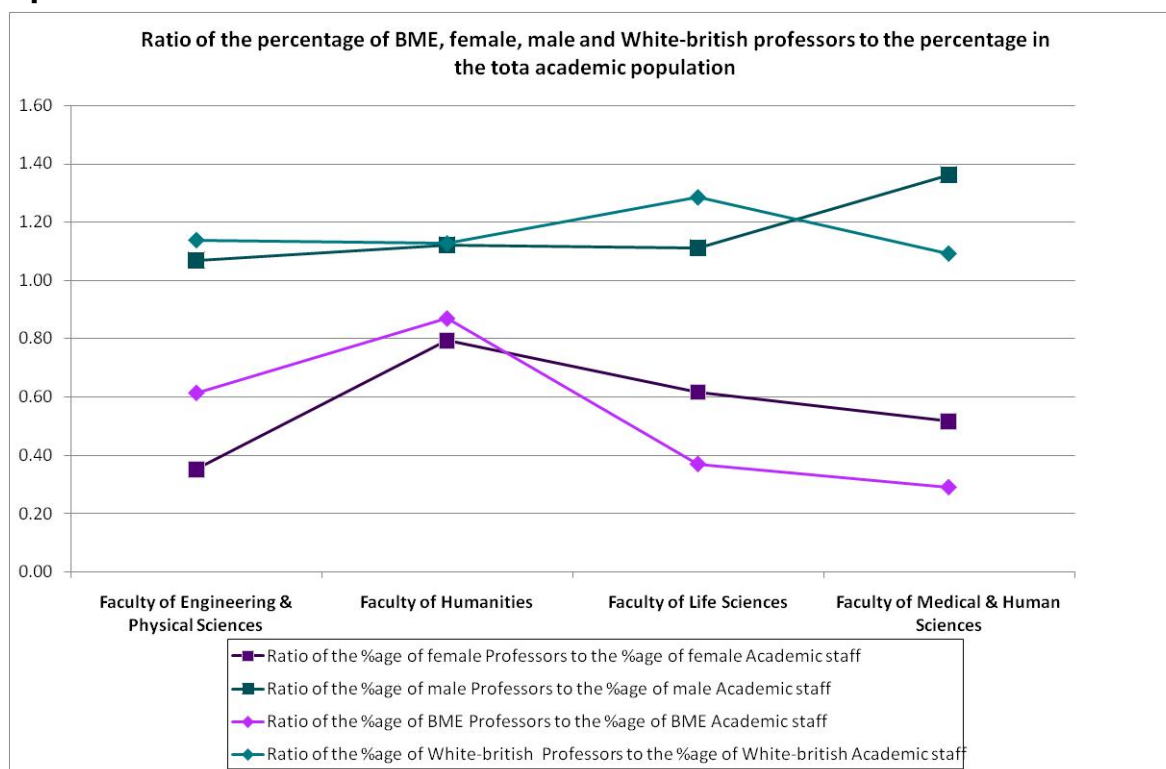


| Ratio of the percentage of BME, female, male and White-british professors to the percentage in the total population | Faculty of Engineering & Physical Sciences | Faculty of Humanities | Faculty of Life Sciences | Faculty of Medical & Human Sciences |
|---|---|---|---|---|
| Total Academic Population (just Lecturers,Snr Lecturers and Professors) 31/7/07 | 596 | 788 | 185 | 595 |
| Professorial population 31/7/07 | 194 | 254 | 50 | 149 |
| *% of Academic Population who are BME* | *14.3%* | *10.4%* | *5.4%* | *9.2%* |
| *% of Professors who are BME* | *8.8%* | *9.1%* | *2.0%* | *2.7%* |
| Ratio of the %age of BME Professors to the %age of BME Academic staff | 0.61 | 0.87 | 0.37 | 0.29 |
| *% of Academic Population who are Female* | *11.7%* | *32.2%* | *22.7%* | *42.9%* |
| *% of Professors who are female* | *4.1%* | *25.6%* | *14.0%* | *22.1%* |
| Ratio of the %age of female Professors to the %age of female Academic staff | 0.35 | 0.79 | 0.62 | 0.52 |
| *% of Academic Population who are White-british* | *65.0%* | *63.0%* | *70.0%* | *76.0%* |
| *% of Professors who are White-british* | *74.0%* | *71.0%* | *90.0%* | *83.0%* |
| Ratio of the %age of White-british Professors to the %age of White-british Academic staff | 1.14 | 1.13 | 1.29 | 1.09 |
| *% of Academic Population who are male* | *88.3%* | *67.8%* | *77.3%* | *57.1%* |
| *% of Professors who are male* | *94.3%* | *76.0%* | *86.0%* | *77.9%* |
| Ratio of the %age of male Professors to the %age of male Academic staff | 1.07 | 1.12 | 1.11 | 1.36 |

## APPENDIX C      Data profile of non-academic staff

### C1      Profile of non-academic staff by grade and ethnicity – 31.07.07
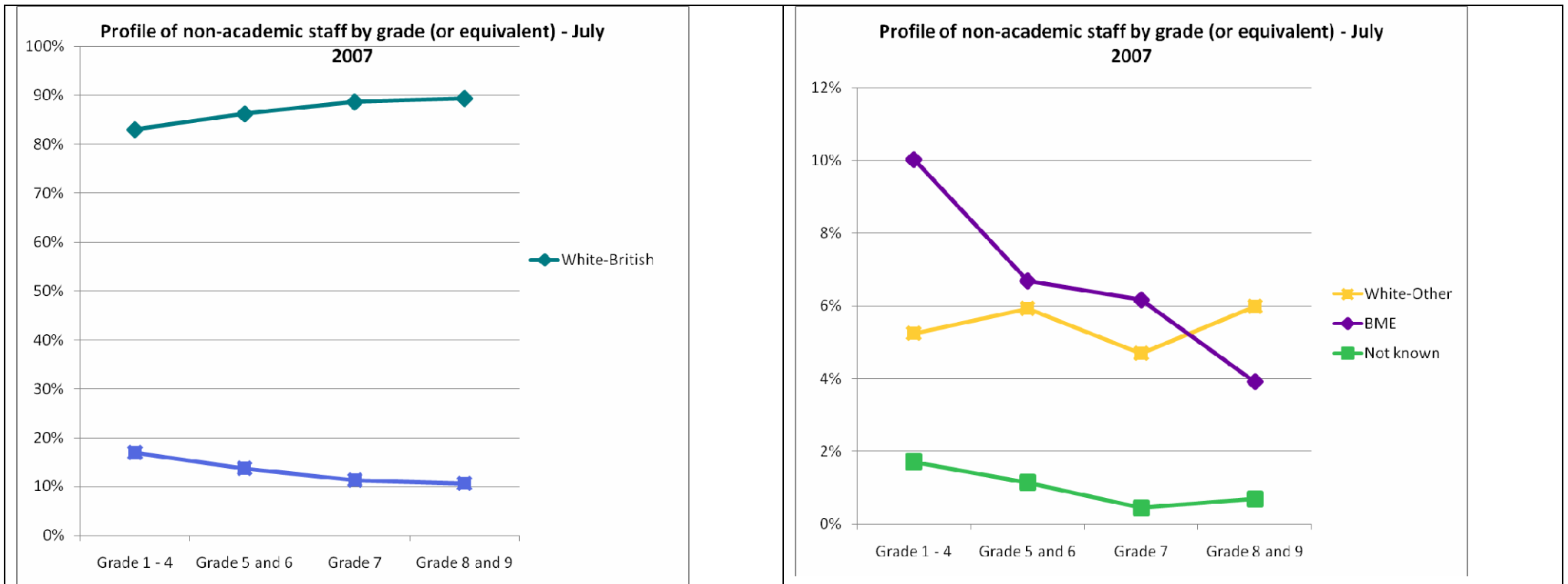


To be able to distinguish patterns among minority groupings the ethnicity majority (White-Other) has been separated out and shown on a graph that displays all the ethnic minorities merged.  These have then been displayed on a graph without White-British.

| | | Count | *Percent* |
|---|---|---|---|
| Band 1 – 4 | White-British | **2384** | *83%* |
| | White-Other | **151** | *5%* |
| | BME | **288** | *10%* |
| | Not known | **49** | *2%* |
| | Total | **2872** | |
| Band 5 and 6 | White-British | **1599** | *86%* |
| | White-Other | **110** | *6%* |
| | BME | **124** | *7%* |
| | Not known | **21** | *1%* |
| | Total | **1854** | |
| Band 7 | White-British | **604** | *89%* |
| | White-Other | **32** | *5%* |
| | BME | **42** | *6%* |
| | Not known | **3** | *0%* |
| | Total | **681** | |
| Band 8 and 9 | White-British | **388** | *89%* |
| | White-Other | **26** | *6%* |
| | BME | **17** | *4%* |
| | Not known | **3** | *1%* |
| | Total | **434** | |
| Not known | White-British | **24** | *80%* |
| | White-Other | **2** | *7%* |
| | BME | **4** | *13%* |
| | Not known | **0** | *0%* |
| | Total | **30** | |

## C2    Profile of non-academic staff by grade and gender – 31.07.07



Profile of non-academic staff by grade (or equivalent) - July 2007
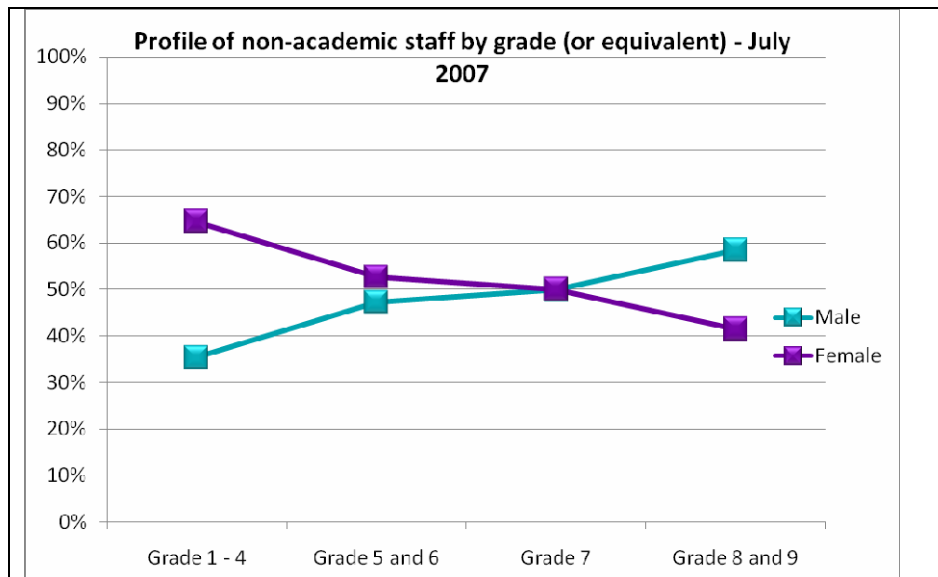
|          |        | Count | *Percent* |
|----------|--------|-------|-----------|
| Band 1 – 4 | Male   | 1007  | 35%       |
|          | Female | 1865  | 65%       |
|          | Total  | 2872  |           |
| Band 5 and 6 | Male   | 876   | 47%       |
|          | Female | 978   | 53%       |
|          | Total  | 1854  |           |
| Band 7   | Male   | 340   | 50%       |
|          | Female | 341   | 50%       |
|          | Total  | 681   |           |
| Band 8 and 9 | Male   | 253   | 58%       |
|          | Female | 181   | 42%       |
|          | Total  | 434   |           |
| Not known | Male   | 9     | 30%       |
|          | Female | 21    | 70%       |
|          | Total  | 30    |           |

## C3    Non-academic staff by grade and ethnicity – 31.07.07

| | | | Count | Percent |
|---|---|---|---|---|
| Band 1 - 4 | White-British | Male | **857** | *30%* |
| | | Female | **1527** | *53%* |
| | White-Other | Male | **47** | *2%* |
| | | Female | **104** | *4%* |
| | BME | Male | **86** | *3%* |
| | | Female | **202** | *7%* |
| | Not known | Male | **17** | *1%* |
| | | Female | **32** | *1%* |
| | Total | | 2872 | |
| Band 5 and 6 | White-British | Male | **766** | *41%* |
| | | Female | **833** | *45%* |
| | White-Other | Male | **44** | *2%* |
| | | Female | **66** | *4%* |
| | BME | Male | **54** | *3%* |
| | | Female | **70** | *4%* |
| | Not known | Male | **12** | *1%* |
| | | Female | **9** | *0%* |
| | Total | | 1854 | |
| Band 7 | White-British | Male | **303** | *44%* |
| | | Female | **301** | *44%* |
| | White-Other | Male | **15** | *2%* |
| | | Female | **17** | *2%* |
| | BME | Male | **20** | *3%* |
| | | Female | **22** | *3%* |
| | Not known | Male | **2** | *0%* |
| | | Female | **1** | *0%* |
| | Total | | 681 | |
| Band 8 and 9 | White-British | Male | **223** | *51%* |
| | | Female | **165** | *38%* |
| | White-Other | Male | **17** | *4%* |
| | | Female | **9** | *2%* |
| | BME | Male | **11** | *3%* |
| | | Female | **6** | *1%* |
| | Not known | Male | **2** | *0%* |
| | | Female | **1** | *0%* |
| | Total | | 434 | |
| Not known | White-British | Male | **7** | *23%* |
| | | Female | **17** | *57%* |
| | White-Other | Male | **1** | *3%* |
| | | Female | **1** | *3%* |
| | BME | Male | **1** | *3%* |
| | | Female | **3** | *10%* |
| | Not known | Male | **0** | *0%* |
| | | Female | **0** | *0%* |
| | Total | | 30 | |

**C4    Profile of non-academic staff by occupation type and ethnicity – 31.07307**



Profile of non-academic staff by occupation type
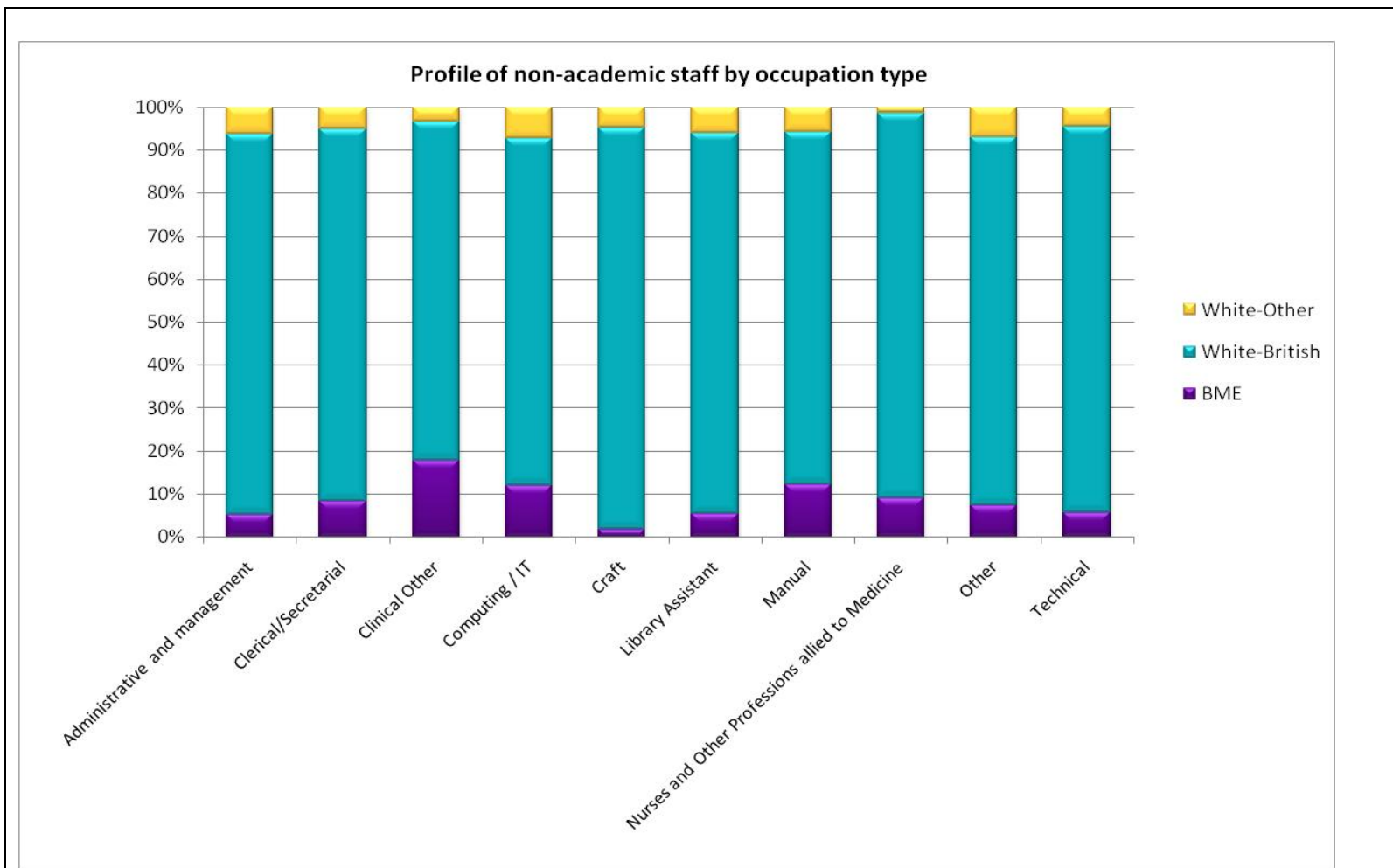
| | | Count | *Percent* |
|---|---|---|---|
| Administrative and management | White-British | **1081** | *88%* |
| | White-Other | **78** | *6%* |
| | BME | **66** | *5%* |
| | Not known | **8** | *1%* |
| | Total | 1233 | |
| Clerical/Secretarial | White-British | **1477** | *85%* |
| | White-Other | **87** | *5%* |
| | BME | **145** | *8%* |
| | Not known | **23** | *1%* |
| | Total | 1732 | |
| Clinical Other | White-British | **92** | *78%* |
| | White-Other | **4** | *3%* |
| | BME | **21** | *18%* |
| | Not known | **1** | *1%* |
| | Total | 118 | |
| Computing / IT | White-British | **253** | *79%* |
| | White-Other | **23** | *7%* |
| | BME | **38** | *12%* |
| | Not known | **7** | *2%* |
| | Total | 321 | |
| Craft | White-British | **99** | *93%* |
| | White-Other | **5** | *5%* |
| | BME | **2** | *2%* |
| | Not known | **0** | *0%* |
| | Total | 106 | |
| Library Assistant | White-British | **175** | *88%* |
| | White-Other | **12** | *6%* |
| | BME | **11** | *6%* |
| | Not known | **0** | *0%* |
| | Total | 198 | |
| Manual | White-British | **750** | *80%* |
| | White-Other | **53** | *6%* |
| | BME | **114** | *12%* |
| | Not known | **24** | *3%* |
| | Total | **941** | |
| Nurses and Other Professions allied to Medicine | White-British | **68** | *88%* |
| | White-Other | **1** | *1%* |
| | BME | **7** | *9%* |
| | Not known | **1** | *1%* |
| | Total | **77** | |
| Technical | White-British | **742** | *89%* |
| | White-Other | **37** | *4%* |
| | BME | **48** | *6%* |
| | Not known | **10** | *1%* |
| | Total | **837** | |
| Other | White-British | **262** | *85%* |
| | White-Other | **21** | *7%* |
| | BME | **23** | *7%* |
| | Not known | **2** | *1%* |
| | Total | **308** | |

**C5    Profile of non-academic staff by occupation type and gender – 31.07.07**



Profile of non-academic staff by occupation type - July 2007
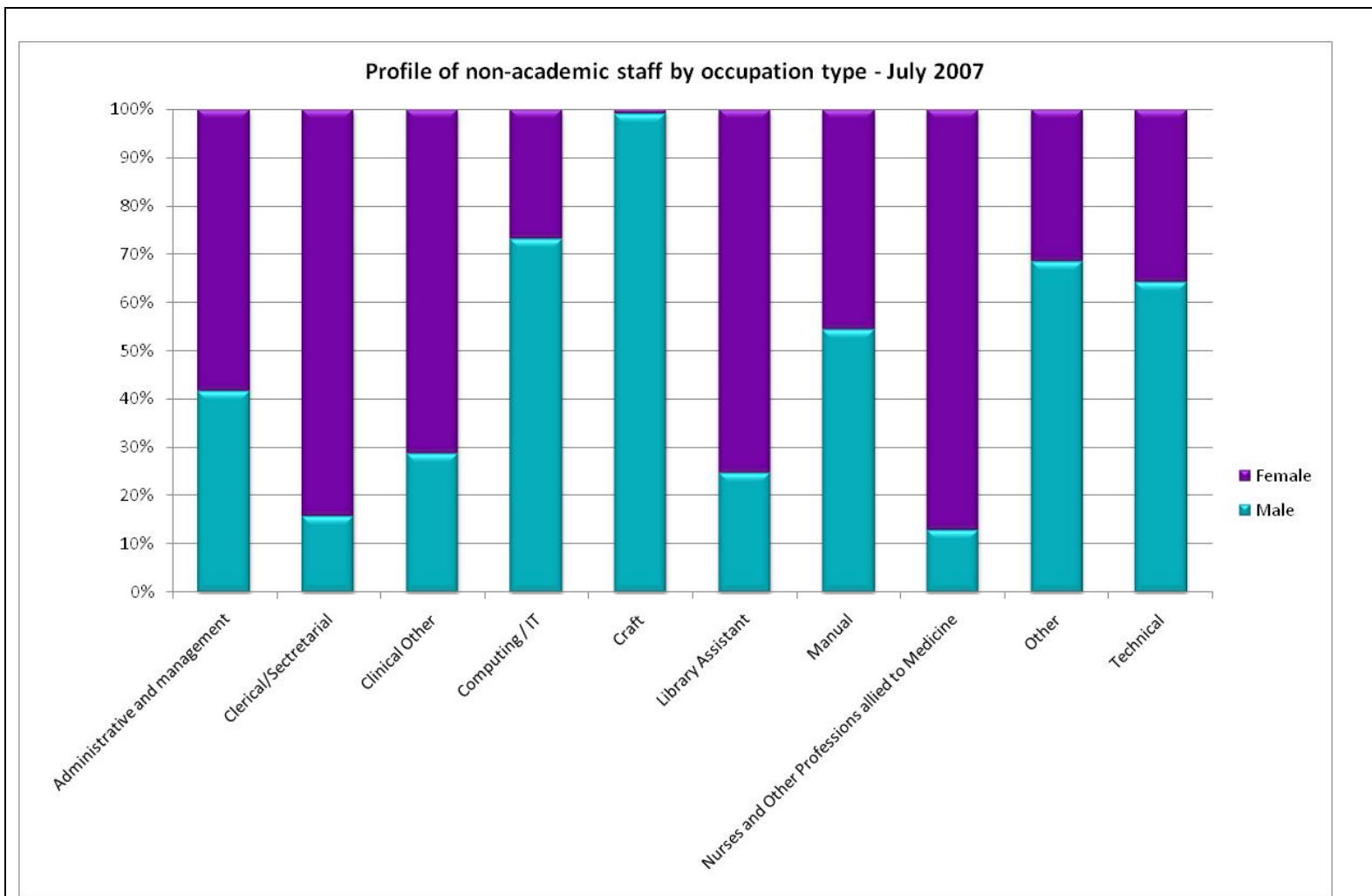
|  |  | Count | *Percent* |
|---|---|---|---|
| Administrative and management | Male | **516** | *42%* |
|  | Female | **717** | *58%* |
|  | Total | 1233 |  |
| Clerical/Secretarial | Male | **275** | *16%* |
|  | Female | **1457** | *84%* |
|  | Total | 1732 |  |
| Clinical Other | Male | **34** | *29%* |
|  | Female | **84** | *71%* |
|  | Total | 118 |  |
| Computing / IT | Male | **235** | *73%* |
|  | Female | **86** | *27%* |
|  | Total | 321 |  |
| Craft | Male | **105** | *99%* |
|  | Female | **1** | *1%* |
|  | Total | 106 |  |
| Library Assistant | Male | **49** | *25%* |
|  | Female | **149** | *75%* |
|  | Total | 198 |  |
| Manual | Male | **512** | *54%* |
|  | Female | **429** | *46%* |
|  | Total | 941 |  |
| Nurses and Other Professions allied to Medicine | Male | **10** | *13%* |
|  | Female | **67** | *87%* |
|  | Total | 77 |  |
| Other | Male | **211** | *69%* |
|  | Female | **97** | *31%* |
|  | Total | 308 |  |
| Technical | Male | **538** | *64%* |
|  | Female | **299** | *36%* |
|  | Total | 837 |  |

## C6　Profile of non-academic staff by occupation type, ethnicity and gender – 31.07.07

| | | | Count | *Percent* |
|---|---|---|---|---|
| Administrative and management | White-British | Male | **455** | *37%* |
| | | Female | **626** | *51%* |
| | White-Other | Male | **30** | *2%* |
| | | Female | **48** | *4%* |
| | BME | Male | **28** | *2%* |
| | | Female | **38** | *3%* |
| | Not known | Male | **3** | *0%* |
| | | Female | **5** | *0%* |
| | Total | | 1233 | |
| Clerical/Secretarial | White-British | Male | **232** | *13%* |
| | | Female | **1245** | *72%* |
| | White-Other | Male | **15** | *1%* |
| | | Female | **72** | *4%* |
| | BME | Male | **21** | *1%* |
| | | Female | **124** | *7%* |
| | Not known | Male | **7** | *0%* |
| | | Female | **16** | *1%* |
| | Total | | 1732 | |
| Clinical Other | White-British | Male | **26** | *22%* |
| | | Female | **66** | *56%* |
| | White-Other | Male | **1** | *1%* |
| | | Female | **3** | *3%* |
| | BME | Male | **7** | *6%* |
| | | Female | **14** | *12%* |
| | Not known | Male | **0** | *0%* |
| | | Female | **1** | *1%* |
| | Total | | 118 | |
| Computing / IT | White-British | Male | **190** | *59%* |
| | | Female | **63** | *20%* |
| | White-Other | Male | **15** | *5%* |
| | | Female | **8** | *2%* |
| | BME | Male | **23** | *7%* |
| | | Female | **15** | *5%* |
| | Not known | Male | **7** | *2%* |
| | | Female | | *0%* |
| | Total | | 321 | |
| Craft | White-British | Male | **98** | *92%* |
| | | Female | **1** | *1%* |
| | White-Other | Male | **5** | *5%* |
| | | Female | | *0%* |
| | BME | Male | **2** | *2%* |
| | | Female | | *0%* |
| | Not known | Male | **0** | *0%* |
| | | Female | **0** | *0%* |
| | Total | | 106 | |

| | | | | |
|---|---|---|---|---|
| Library Assistant | White-British | Male | **41** | *21%* |
| | | Female | **134** | *68%* |
| | White-Other | Male | **3** | *2%* |
| | | Female | **9** | *5%* |
| | BME | Male | **5** | *3%* |
| | | Female | **6** | *3%* |
| | Not known | Male | **0** | *0%* |
| | | Female | **0** | *0%* |
| | Total | | 198 | |
| Manual | White-British | Male | **429** | *46%* |
| | | Female | **321** | *34%* |
| | White-Other | Male | **23** | *2%* |
| | | Female | **30** | *3%* |
| | BME | Male | **51** | *5%* |
| | | Female | **63** | *7%* |
| | Not known | Male | **9** | *1%* |
| | | Female | **15** | *2%* |
| | Total | | 941 | |
| Nurses and Other Professions allied to Medicine | White-British | Male | **9** | *12%* |
| | | Female | **59** | *77%* |
| | White-Other | Male | **1** | *1%* |
| | | Female | | *0%* |
| | BME | Male | | *0%* |
| | | Female | **7** | *9%* |
| | Not known | Male | | *0%* |
| | | Female | **1** | *1%* |
| | Total | | 77 | |
| Other | White-British | Male | **181** | *59%* |
| | | Female | **81** | *26%* |
| | White-Other | Male | **13** | *4%* |
| | | Female | **8** | *3%* |
| | BME | Male | **15** | *5%* |
| | | Female | **8** | *3%* |
| | Not known | Male | **2** | *1%* |
| | | Female | | *0%* |
| | Total | | 308 | |
| Technical | White-British | Male | **495** | *59%* |
| | | Female | **247** | *30%* |
| | White-Other | Male | **18** | *2%* |
| | | Female | **19** | *2%* |
| | BME | Male | **20** | *2%* |
| | | Female | **28** | *3%* |
| | Not known | Male | **5** | *1%* |
| | | Female | **5** | *1%* |
| | Total | | 837 | |

## Appendix D    Notes on data

- The data used was provided by HR Operations for 31.07.07.
- The data used is accurate to about 1% (no decimal places).
- The data used has not been corrected and therefore may not concur with the Faculty Operational Plan Review (OPR).
- The figures quoted for non-academic staff include staff in Faculties, Central Administration and other University Activities.
- For non-academic staff where a grade wasn't conclusive, an equivalent grade was provided, based on the grade structure in place and the full-time equivalent salary.