

**Manchester
Metropolitan
University**

Manchester Metropolitan's Race Equality Objectives and Action Plan



**Race
Equality
Charter
Bronze Award**

Introduction

Our Race Equality Objectives and Action Plan have been developed to provide a clear set of practical actions to address racial inequalities at Manchester Met.

We used the Advance HE Race Equality Charter as the framework to inform the development of our objectives and action plan. The Charter aims to improve the representation, progression, and success of Black, Asian and minority ethnic staff and students in higher education. Using the Charter's framework, we have undertaken work to identify and find solutions to barriers standing in the way of Black, Asian and minority ethnic staff and students.

Our objectives and action plan were developed by our institutional self-assessment team were informed by equalities data, and consultations with staff and students. The resulting objectives and actions form the basis of our work to achieve race equality over the next five years.

We will ensure that we are making progress against our actions and assess their impact. Progress will be reported to the EDI Strategy Board, University Executive Group and the Board of Governors, and regular updates will be provided to staff and students. We will keep the actions under review to ensure that they remain current and relevant to our staff and student communities.



In addition to the members of the self-assessment team, many colleagues from across the University contributed to this work. The Co-Chairs of the self-assessment team thank everyone who did so, whether by completing our race equality surveys, sharing their lived experience and insights, reviewing data, or contributing to the development of the action plan.

We submitted our review and proposed action plan to Advance HE in July 2022 for assessment against the Race Equality Charter award criteria. In October 2022 we were awarded the Race Equality Charter Bronze award.

We recognise that there is much work to do to advance racial equality at the University. We invite all members of our university community to contribute to our shared ambitions for an inclusive and diverse culture in which everyone can thrive and succeed.

Professor Jenny Watling

PVC International and Chair of the EDI Strategy Board.

A note on terminology

We recognise that the term BAME (Black, Asian and minority ethnic) is problematic.

It is a reductive and homogenising term which does not distinguish or recognise the differences between and within the ethnicity groups it encompasses. Instigated and supported by our Race Staff Forum, we are currently exploring our approach to and use of language in relation to ethnicity.



Our Race Equality Objectives and Key Actions 2022-27

Our action plan is extensive, so representative actions are listed below

Actions will be implemented over time, with some already underway, and others planned to start later in the five-year planning period.

1. Effective leadership and governance of race equality

The delivery of our action plan requires appropriate oversight, monitoring and senior-level support to effect positive change.

Our action plan also needs to evolve in response to progress made and to the changing context over time. We will:

- Establish an Equality, Diversity, and Inclusion Implementation Group reporting to EDI SB, with a data sub-group (EDI data hub) to support the monitoring of progress against appropriate benchmarks and targets
- Embed the delivery of our action plan within our new Inclusive and Diverse Culture Strategy



2. Equitable and diverse staff recruitment

We aim to narrow the gap between the proportion of BAME academic staff and students. Similarly, our professional services staff should be ethnically representative of Greater Manchester, from where they are mostly recruited.

Currently, BAME applicants for jobs at Manchester Met are less likely to be shortlisted or appointed than White applicants, and our proportion of UK BAME academic staff is below that of the higher education sector, and the population at large. There is variation across the University, and faculties and professional services will work to identify and address areas where action is required. We will:

- Undertake a full review of our recruitment and selection processes, practices, and outcomes to address inequity and bias, and evaluate the impact of these
- Expect all recruiting managers to undertake recruitment and selection training with an enhanced focus on reducing bias and recognition of systemic inequalities
- Monitor the makeup of our selection panels, seeking diverse panels where possible



3. Progression and senior representation of ethnically diverse staff

Black, Asian and minority ethnic staff are underrepresented in senior roles across the University. Objective 3 will address this through recruitment and by ensuring that existing staff have equitable opportunities to progress their career.



Our data show that Black, Asian and minority ethnic staff tend to be as likely as White staff to engage in professional development such as training, however, may not progress in their career despite this. As a result, there is some evidence that Black, Asian and minority ethnic staff are more likely than their White peers to leave Manchester Met. We will:

- Enhance support and development for managers undertaking Professional Development Reviews and making promotion decisions to ensure equitable approaches and awareness of data
- Build on existing programmes and provision to support career development, with a focus on equitable access and provision for under-represented groups
- Monitor the ethnicity profile of staff offered fixed-term roles, applicants for flexible working, and develop our exit survey and leaver-management approaches to identify areas for focus and action
- Develop a talent management framework underpinned by principles of equity
- Develop and pilot a reverse mentoring programme

4. Embedding a culture of belonging

A culture of belonging is at the heart of our new Diverse and Inclusive Culture Strategy. If our culture is equitable and inclusive, we will provide a welcoming and safe environment in which diversity of experience and culture are respected.

When mistakes are made, we need to recognise this, address it, and ensure that we learn from the experience. We need to build confidence, in our systems and processes to ensure that there is equity in approach, irrespective of ethnicity.



We will:

- Deliver campaigns to celebrate the contributions of our diverse staff and student populations
- Develop our racial discrimination reporting and response mechanisms, learning from outcomes and working to engender confidence in our systems
- Implement a case management system to ensure consistent and enhanced tracking, monitoring and review to identify patterns or practices arising relating to ethnicity in disciplinary and grievance cases
- Develop cultural awareness through our all-staff training programme and delivery of our Intentional Inclusive Leadership Priority

5. Equitable and diverse student profile

Black, Asian and minority ethnic students make up over 35% of our student population, although there is variability across the university, and between undergraduate and postgraduate students. Students tell us that the diversity of the University impacts on their sense of belonging and their desire to stay at Manchester Met. We must ensure that our student recruitment, selection, and admissions processes are equitable and inclusive.

With this in mind we will:

- Introduce ethnicity monitoring for courses requiring interviews/auditions, learning from programmes where proportional success at the selection stage has been achieved
- Increase ethnicity disclosure rates for applicants to postgraduate programmes (taught and research)
- Increase recruitment to the First-Generation Scholarship Programme
- Promote and celebrate diverse staff and students as role models for future students



6. Equitable learning and teaching

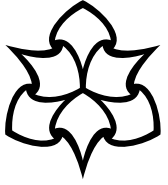
Ensuring diverse student engagement in curriculum design including content, teaching, and learning methods and assessment are key.

We know that White students are more likely to achieve a 2:1 or a first in their first degree than Black, Asian and minority ethnic students, with the gap between Black and White students often being the biggest. This disparity is also seen in differential graduate outcomes – degree award level impacts on future employability - therefore we must continue to ensure all students succeed in their studies and their future careers.



We also need to ensure that our staff have the confidence to create and facilitate truly inclusive learning programmes and experiences which afford all our students the opportunity to reach their academic potential and to seek positive graduate employment afterwards. We will:

- Develop and review materials to support the internationalisation and decolonisation of the curriculum and to make teaching, learning and assessment fully inclusive
- Further develop the design and use of activities that bring together UK and international students through group work and collaborative projects
- Increasingly devise assessments that require students to reflect on their own culture as well as engage with other cultures
- Explore the potential for racial equity to be embedded in programme approval processes
- Embed careers support in the curriculum
- Take positive action to support graduate outcomes for BAME students



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Contact us :

For more information about Manchester Met's Race Equality work please reach out to our Equality, Diversity, and Inclusion team on equalities@mmu.ac.uk



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