



Departmental Restructuring
Bronze and Silver Interim Award Application



ATHENA SWAN INTERIM DEPARTMENT AWARDS

Recognise the work underway in departments to ensure that changes to the structure of the original award-holding department do not adversely impact on gender equality in the department or any gender equality initiatives or Athena SWAN activities in place. Interim awards recognise that the department has taken action to ensure gender equality is embedded in the new structure, and to ensure the continuation of its actions to address the key issues identified by the self-assessment process.

VALIDITY OF AWARDS AND ELIGIBILITY OF APPLICANTS

Interim awards will be valid for three years from the date of the application.

Applicants for an interim award:

- must hold a valid Athena SWAN departmental award
- cannot apply for an interim award which is higher than the level of the departmental award they currently hold

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE PROVIDED GUIDANCE.

This form should be used for applications for Bronze or Silver Athena SWAN interim awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 4.2, 4.4

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT (6,506 WORDS)

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	6,500	7,500
<i>Recommended word count</i>		
1.Letter of endorsement	500	500
2.Description of the changes arising from restructure	1,000	1,000
3. Self-assessment process	1,000	1,000
4. Supporting and advancing careers	3,500	4,500
5. Further information	500	500

Date of application	18 May 2018
Name of institution	The University of Manchester
Name of department applying for award	School of Health Sciences
Interim Award Level	Silver
Focus of department	STEMM
Name of department holding previous award	Manchester Pharmacy School
Details of previous award	Date: April 2014 Level: Silver
Name of department holding previous award	School of Psychological Sciences
Details of previous award	Date: Nov 2014 Level: Silver
Name of department holding previous award	School of Medicine
Details of previous award	Date: Dec 2015 Level: Silver
Name of department holding previous award	Faculty of Life Sciences
Details of previous award	Date: April 2015 Level: Silver
Name of department holding previous award	School of Nursing Midwifery & Social Work
Details of previous award	Date: April 2016 Level: Bronze
Contact for application Must be based in the department	Dr Karolina Kluk-de Kort
Email	Karolina.kluk@manchester.ac.uk
Telephone	0 161 275 33 71
Departmental website	https://www.bmh.manchester.ac.uk/

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

(701 WORDS, INCLUDING STATUTORY SENTENCE)

Note: Please insert the endorsement letter **immediately after** this cover page.

Dear Athena SWAN Manager,

I am absolutely delighted to endorse and add my wholehearted support of this application for an Interim Athena SWAN (AS) silver award and I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and a true representation of the School.

I was involved in the formation of the new Faculty of Biology, Medicine and Health as a member of the executive of the 'old' Faculty of Medicine and Human Sciences and applied for and was awarded the job of Head of the School of Health Sciences in January 2016. In my previous role as Head of the Manchester Pharmacy School I was involved in AS applications and was thrilled to be awarded Silver in 2014. My enthusiasm and commitment for AS and the values it represents has increased as I have moved into my current, somewhat larger, role. This was further reinforced recently when I was chairing a 'Women in Leadership' event for former students and the key issue raised as a blocker for women was lack of confidence and the need for more strong female role models who demonstrated that women could reach the top.

Staff from across the two legacy faculties were involved at all stages of the restructure process including via consultation/focus groups as well as being on formal interview panels. Student representatives were also included on key appointment panels as is the custom and practice at the University. We continue to engage and involve our students through, for example, staff-student liaison groups as well as through more formal channels such as the School Board. The restructure offers benefits for our students in the form of sharing of good practice across our disciplines and increased opportunity for interprofessional education.

The School of Health Sciences has six Divisions and five of the six are headed by women, my Director of Research is a woman as are two of my three senior administrative team (Operations; Students and Finance). My senior team is not only of a high quality but each member is an excellent role model for members of their own teams and our aspiring future leaders. We all recognise the importance of 'walking the equality walk'. Indeed two senior colleagues work reduced hours to meet their caring responsibilities.

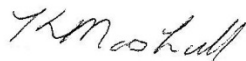
Personal experience has shaped my attitudes to equality and in particular when I have faced inequality at promotion and so I am determined to ensure that 'on my watch' me and mine turn any vicious circles into virtuous ones. For example, after undertaking our first two School promotions rounds I am satisfied that our process has rigour and it is particularly pleasing that in the most recent round teaching focused and BAME colleagues were successful. We have seen high quality cases coming through from women and so continue to increase the number of senior female academics. We have also secured one of the few non-medical honorary Chairs in the Manchester Academic

Health Sciences Centre, for the Chief Nurse, Cheryl Lenney, at our partner organisation of the Manchester University Foundation Trust.

We are nurturing a culture in our School that supports all colleagues regardless of gender or role. At the time of writing I am very aware of the pressure of caring for elderly relatives and again having to juggle responsibilities. However, the timing of my major life events in terms of child care and parent care are separated by a few years but I know colleagues who have overlapping responsibilities and it is right that we offer both formal and equally important informal support for them. Our AS team is also cognisant of the fact that these responsibilities are carried by men as well as women, thus our team is inclusive and we continue to strive for balance across all activities in the School and we will use our workload contribution model to do this.

The Spring 2017 University Staff Survey showed that 96% of staff felt that the School of Health Sciences is a good place to work and 93% have not felt discriminated against at work in the last 12 months. Going forward we will endeavour to improve on these figures as we must not be complacent.

Kind regards



Professor Kay Marshall B.Pharm., FRPharm.S., PhD., MBA

Head of the School of Health Sciences

2. DESCRIPTION OF THE CHANGES ARISING FROM RESTRUCTURE (831 WORDS)

The Faculty of Biology, Medicine and Health (FBMH) was created on 1 August 2016 when the Faculty of Life Sciences (FLS) and the Faculty of Medical and Human Sciences (FMHS) were brought together in a new, simpler, **more integrated structure**, facilitating **greater interdisciplinary working and more collaborative research activities**. This major organisational change affected all staff based in the two legacy faculties - around 3,200 employees in total. The FBMH consists now of 3 new Schools (Biological Sciences, Medical Sciences, and Health Sciences) that overlook 18 new operating Divisions (Fig. 2.1).

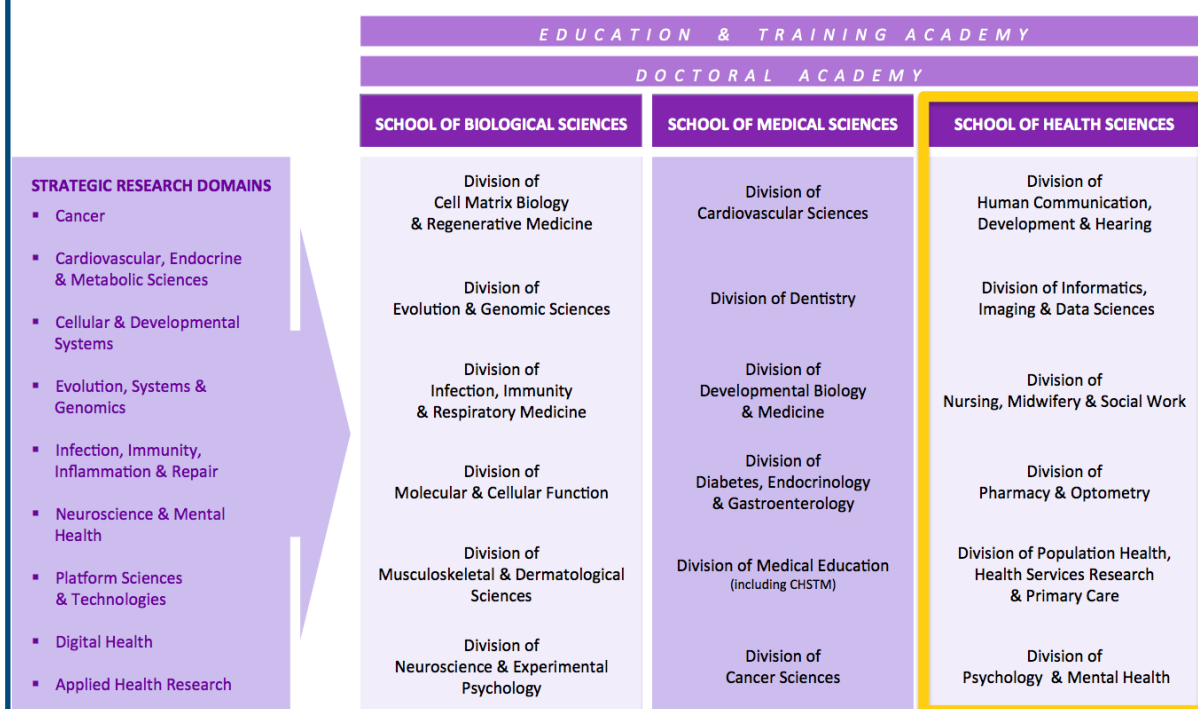


Fig. 2.1. Schematic representation of the Faculty of Biology Medicine and Health structure since 1st of August 2016.

All 982 core FBMH academic staff were asked to align themselves to one of the 18 new operating Divisions; of these, research staff were additionally asked to align themselves to one or more of the eight new Strategic Research Domains; while Professional Support Services (PSS) colleagues were allocated roles at Faculty, School or Divisional level in the new structure.

The bringing together of the two Faculties inevitably meant that there was some duplication of management roles; as a result, 28 PSS posts at level 6 and 7 were lost when the new Faculty was created.

Changes to organisational structure

The matrix structure of FBMH (Fig. 2.1) has had some **positive impact on staff**, allowing them to **work more collaboratively** and **share best practice** across the new Faculty. It has also enabled staff to be **more agile and responsive**, allowing teams to come together quickly and imaginatively to deliver **bespoke research** (particularly large multidisciplinary awards) and **enhanced teaching solutions** (e.g. more interprofessional education).

School of Health Sciences (SHS) was created from merging a proportion of staff from former FLS, School of Nursing Midwifery & Social Work, Manchester Pharmacy School, School of Psychological Sciences, Institutes of Population Health, and Brain Behaviour & Mental Health. The SHS staff were

asked to align themselves to one of the six new Divisions (Fig. 2.1 – yellow). The new leadership and management structure of SHS, key people and staff characteristics of each of the six Divisions are presented in Fig. 2.2.

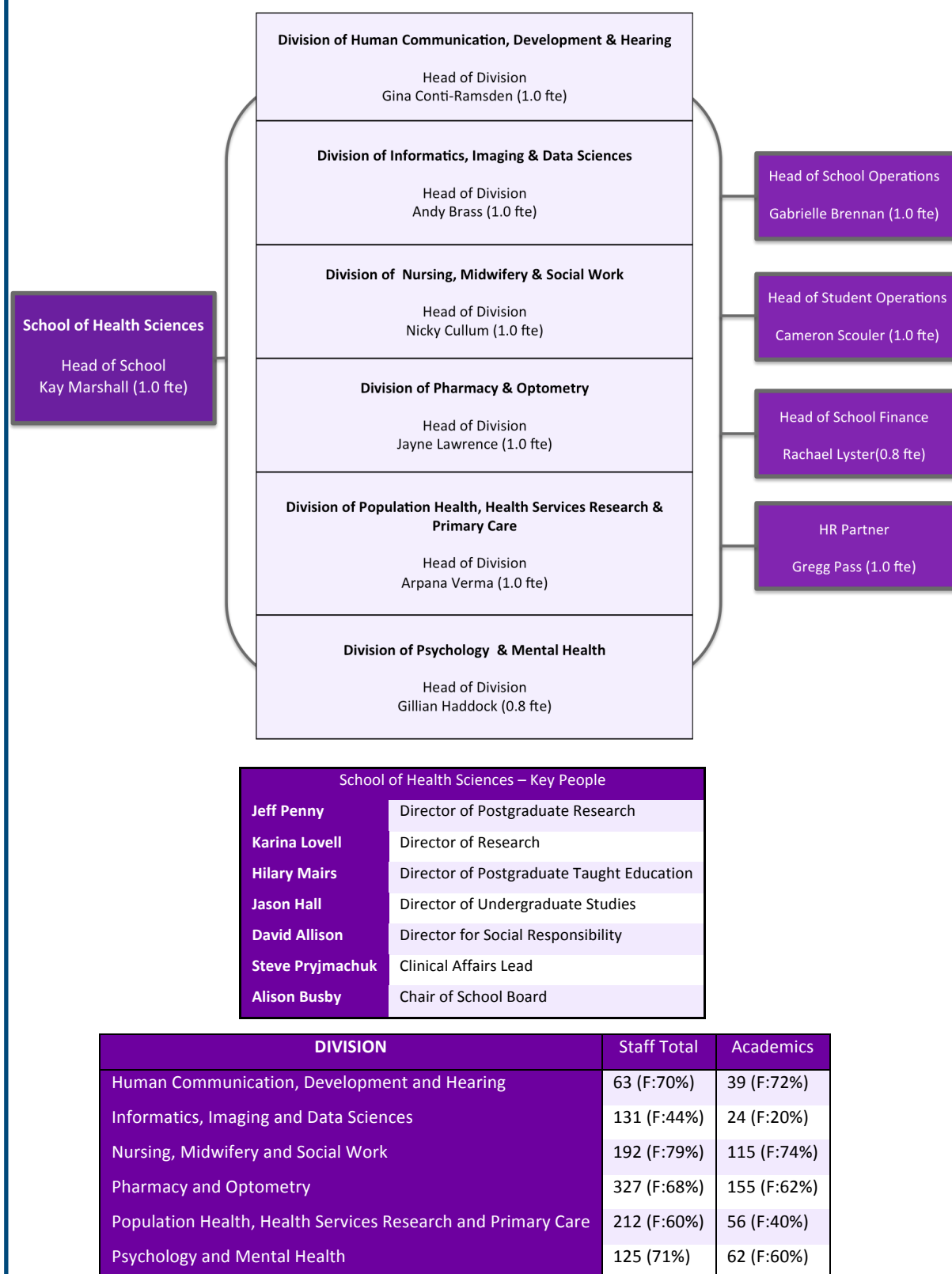


Fig. 2.2. Schematic representation of the structure of The School of Health Sciences, its senior leadership/management team, key people and characteristics of each of the six Divisions.

The SHS comprises 744 academics (F:62%), 293 PSS (F:75%) and 4865 students (F:78%) (Tables 1.1-1.4).

Table 1.1. Summary of SHS academic staff (snapshot taken on 1st December 2016).

			Female	Male	Total	
			Count	Count	Count	%
Academic staff	Lecturer	White	76	39	115	85%
		BAME	8	8	16	12%
		Not known	4	1	5	4%
		Count	88	48	136	
		%	65%	35%		
	Senior Lecturer/ Reader	White	73	43	116	93%
		BAME	4	4	8	6%
		Not known		1	1	1%
		Count	77	48	125	
		%	62%	38%		
	Professor	White	32	50	82	91%
		BAME	1	5	6	7%
		Not known	2		2	2%
		Count	35	55	90	
		%	39%	61%		
	All core academic staff	White	181	132	313	89%
		BAME	13	17	30	9%
		Not known	6	2	8	2%
		Count	200	151	351	
		%	57%	43%		
	Research and Other Academics	White	220	97	317	81%
		BAME	38	31	69	18%
		Not known	4	3	7	2%
		Count	262	131	393	
		%	67%	33%		
	Total	Count	462	282	744	
		%	62%	38%		

Table 1.2. Summary of SHS PSS staff (snapshot taken on 1st December 2016).

			Female	Male	Total	
			Count	Count	Count	%
Professional Support Staff	Grade 1-4	White	103	20	123	87%
		BAME	15	4	19	13%
		Not known				0%
		Count	118	24	142	
		%	83%	17%		
	Grade 5 and 6	White	40	35	75	86%
		BAME	8	3	11	13%
		Not known		1	1	1%
		Count	48	39	87	
		%	55%	45%		
	Grade 7	White	15	6	21	88%

		BAME	2	1	3	13%
		Not known				0%
		Count	17	7	24	
		%	71%	29%		
	Grade 8 and 9	White	3	3	6	100%
		BAME				0%
		Not known				0%
		Count	3	3	6	
		%	50%	50%		
	Other	White	24	4	28	82%
		BAME	3		3	9%
		Not known	3		3	9%
		Count	30	4	34	
		%	88%	12%		
	Total of all grades	White	185	68	253	86%
		BAME	28	8	36	12%
		Not known	3	1	4	1%
		Count	216	77	293	
		%	74%	26%		
	Total	Count	246	81	327	
		%	75%	25%		

Table 1.3. Summary of SHS Student data (snapshot taken on 1st December 2016).

	Female		Male	
	Count	%	Count	%
UG - first degree	2582	83%	538	17%
PGT - all	918	68%	442	33%
PGT - Masters	475	66%	245	34%
PGR - all including MPhil	277	72%	108	28%
PGR - Doctoral students only	272	72%	107	28%
Total all students	3777	78%	1088	22%

Table 1.4. Summary of SHS UG Student attainment by gender (snapshot taken on 1st December 2016).

	Female			Male			Total		
	Good degree		Total	Good degree		Total	Good degree		Total
	Count	%	Count	Count	%	Count	Count	%	Count
2015/16	597	76%	786	107	68%	157	704	75%	943
2016/17	374	82%	457	91	75%	128	465	79%	585

Note: A good degree is equivalent to a 2:1 or better

To address issues arising from the analysis of our student data we will: **(Actions: 1.1-1.4)** record and analyse **UG** gender profiles & degree classifications and analyse BAME status; organise focus group with UG students and monitor progress of HEFCI funded Diversity and Inclusion Student Ambassador Programme. At **PGR** level we will ensure that PGR feedback practices are student centred and will organise employability events. At **PGT** level we will ensure that promotional material features female images and testimonials. We will also involve UGs in our **Research and Researcher Forum** to support their transition from UG to PG and beyond.

To address issues arising from the analysis of our staff data we will: **(Actions: 2.1-2.2 & 3.1-3.2)** analyse Academic & PSS recruitment and promotion/re-grading rates and explore reasons for staff leaving; We will also actively encourage ALL staff to participate in mentoring “**Manchester Gold**” and coaching schemes.

Changes to academic staff

No academics were asked to move geographic location; academic job descriptions, roles and responsibilities remained unaltered; research continued as usual; teachers continued to deliver the same programmes; and, critically, no academic roles were lost. Indeed, a number of **new management roles** were created within SHS for senior academics, including a Head of School (F); six Heads of Division (5F/1M) and across the FBMH 8 Research Domain Directors. The introduction of the new management structure in turn meant that in some cases, there were changes to individual lines of management and associated responsibilities. The biggest change for academic staff was the dismantling of the former Institutes; and the regrouping and reassignment of staff to the new Divisions but some of the new Divisions such as Nursing, Midwifery and Social Work, remained unchanged in the new structure.

Changes to PSS staff

All PSS staff roles were reviewed and new job descriptions produced to reflect the new structure. Some jobs remained unchanged but for many (grade 6 and above) new responsibilities and work locations were allocated. This involved some colleagues attending aspirational interviews to discuss which role would be most suitable for them. In addition, the restructure resulted in the reduction of PSS roles at Grades 6 to 9. This was successfully managed with the introduction of a voluntary severance and redeployment scheme. Compulsory redundancy was avoided.

Changes to students and course delivery

The organisational changes had no negative impact on the delivery of our UG and PG teaching, and PGT programmes are now grouped into **cohesive consortia**. The impact on PGR students was also positive, whilst students continued in the same laboratories, with their assigned research lead/principal investigator, they are now also supported by the Faculty **Doctoral Training Academy**.

Impact on E&D

An Equality Impact Assessment of changes was undertaken to support the creation of the new Faculty: this did not identify any areas of concern. A new **Faculty E&D Committee** was established (chaired by the **Associate Dean for E&D and Sustainability**) with a wide range of representatives (including the **Staff Networks**) and **Divisional E&D Champions** for each of the 18 Divisions were appointed. This ensures that responsibility for and awareness of E&D commitments and objectives is cascaded throughout the new structure.

The University of Manchester has three strategic core goals: **(1) World Class Research, (2) Outstanding Learning and Student Experience and (3) Social responsibility (SR)**. Following the restructure there is now a formalised management structure in place to monitor, support and acknowledge each of the contributions. Within SHS there is now a **Director for SR** who sits on the Senior Leadership Team (SLT). Each Division also has an **Academic Lead for SR** who is a member of their respective Division Leadership Team.

3. THE SELF-ASSESSMENT PROCESS (959 WORDS)

(i) details of how the self-assessment team (SAT) has changed over the restructuring

Before the restructure, each of the former Schools of the Faculty of Medical and Human Sciences and Faculty of Life Sciences had their own AS SATs, organised locally and operating according to locally agreed rules. Post restructure, SHS Social Responsibility Team approached leads of former AS SATs (17th Nov 2016) to discuss the creation of new SHS SAT. In December 2016 the new SHS core

SAT was created with Karolina Kluk-de Kort as Chair and two Co-Chairs Sudeh Cheraghi-Sohi and David Allison. SHS Consolidated Action Plan, composed of action points occurring on two or more submissions recorded on legacy action plan, was developed and agreed (101 action points across all four documents, 71% of actions common to at least two applications). Following her appointment as SAT Chair, Karolina was offered a substantial reduction in her teaching load for the period of intense work on the AS Interim Silver application in the academic year of 2017/18 and a proportionate reduction in her teaching load for 2018/19 to allow for continued leadership of SHS SAT. In January 2017, the Chair and Co-Chairs started working on creation of a full SAT and formally advertised the opportunity.

The SAT (F:68%) now consists of 31 volunteers and represents a cross-section of the School (academic, PSS; research, teaching; full-time, part-time; female, male) with a wide range of personal and professional experiences including several members of the Senior Leadership Team. Each of the SAT members was offered the opportunity to either take on a lead role for one of the six core themes (SAT sub-groups) or to contribute to the development of the theme (Fig. 3.1). The SAT receives administrative support from Clare Hamnett and Daniel Owens-Cooper.

Post-restructure all SAT decisions/actions are now cascaded down to ALL SHS staff via **AS Division Leads** (Table 3.1) and up by reporting to **Faculty E&D Committee and SLT**, which has representatives from each School SAT. From the Faculty level via **Associate Dean for Social Responsibility** (Hema Radhakrishnan) the reporting flows up to the **University E, D & Inclusion Committee**.

Since the creation of the SHS AS SAT, the team has been meeting monthly with minutes taken and circulated to SAT after each meeting. Post-restructure there is an increased level of collaboration between the different core SATs (the three School SATs have been meeting quarterly) and improved, transparent communication between SATs at School, Faculty and University levels.

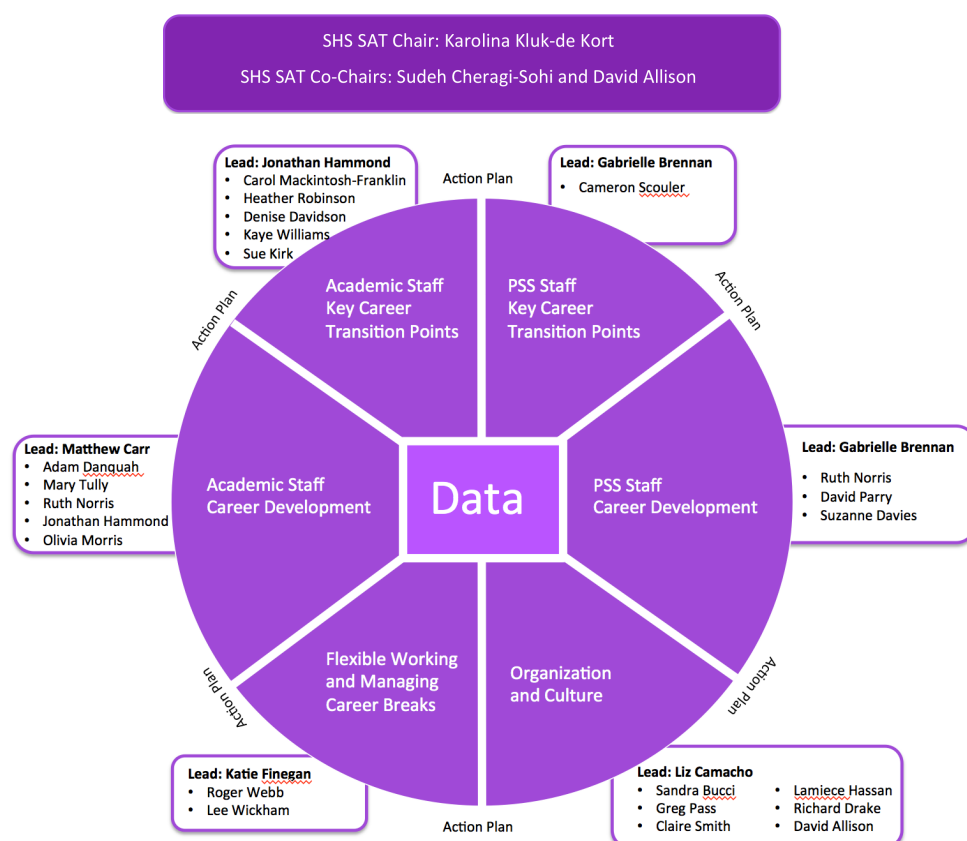


Figure 3.1. Schematic representation of self-assessment team (SAT) sub-groups.

Table 3.1. Athena SWAN Divisional Leads.

Division Name	Athena SWAN Divisional Lead
Human Communication, Development & Hearing	Karolina Kluk-de Kort
Informatics, Imaging & Data Sciences	Lamiece Hassan
Nursing, Midwifery & Social Work	Carol Mackintosh-Franklin
Pharmacy & Optometry	Sarah Willis
Population Health, Health Services Research & Primary Care	Sudeh Cheraghi-Sohi
Psychology & Mental Health	Sandra Bucci

(ii) details of any equality impact assessment undertaken

Equality Impact Assessment was performed on 24th June 2016. The assessment reviewed the impact of the changes to support the creation of the new Faculty of Biology, Medicine and Health, which was implemented on 1st August 2016 (for details see section 3.iii).

(iii) details of how the principles of the Athena SWAN Charter have been considered and embedded during the restructuring process

This EIA was performed on 24th June 2016 by the E&D Unit to review the impact of the changes to support the creation of the new Faculty of Biology, Medicine and Health. A summary of EIA's findings is presented below.

Impact on Academic and Research Staff

- No academic or research staff were put 'in scope' as a result of the proposed changes to create the new Faculty. No reductions in staff numbers were made and no-one has suffered a detriment, all academic and research staff were simply mapped across to the new structure.

Impact on PSS Staff

- For senior (grades 8 & 9) PSS the merger had no significant impact on: gender balance (went from 64-65% female); ethnicity (5-6% are non-white); disability (10-12% have a disability).
- For PSS grades 6 & 7 a formal voluntary severance process was put in place with a proposed loss of just over 10% of staff (28 posts). The Voluntary Severance Scheme approval panel had all recently undertaken E&D training as well as Unconscious Bias training.
- There were 23 PSS who received voluntary severance in total (F:19, M:4).

Table 3.2. PSS who received voluntary severance by grade and gender.

PSS Grade	Gender
Grade 9	1F/1M
Grade 8	1F
Grade 7	8F/1M
Grade 6	8F/2M
Grade 3	1F

- Overall more women applied (F:76%) than men and severance was approved for more women (approval rate F:82%; M:57%). However, the numbers of men were very small. With respect to ethnicity and disability the numbers were very small so need to be treated with caution.

The formation of FBMH used a consultative process and women were included in all decision making bodies during this process. On formation of the new Faculty the ECU were consulted in September 2016 and February 2017.

Key positions (Heads of School (HoS) and Heads of Division (HoD)) in the new faculty were advertised and applicants were interviewed by a panel that consisted of members of staff from across the two original faculties. HoS interview panels also had a student representative and a member external to the faculty for the HoS, and external to the School for the HoD. In the School of Health Sciences (SHS) on average the interview panels were composed of men (30%) and women (70%). The HoS is female and 5 of the 6 HoDs are female; the two senior PSS positions in the School are held by one woman and one man. The SHS Senior Leadership Team (SLT) includes academic (75%) and PSS (25%) staff and the gender split is 58% women and 42% men.

The new School has honoured all authorised **flexible-working** arrangements.

(iv) plans for the future of the self-assessment team

Since 30th March 2017 the SHS AS SAT has been meeting monthly while working on the AS Interim Silver Award application and we are planning to continue on meeting bimonthly post submission, with monthly update email sent to all SAT members. Core SAT has been meeting quarterly with the core SATs from the other Schools within the Faculty and we will continue our quarterly meetings post-submission to ensure we systematically collect core data for monitoring and exchange ideas and examples of “good practice”. We have been updating SHS staff on our SAT workings via monthly SHS Newsletter, which we will continue doing.

(v) plans for future Athena SWAN award applications

SHS is keen to further embed AS silver award into our culture as we work towards the Gold AS award.

4. SUPPORTING AND ADVANCING WOMEN’S CAREERS (4158 WORDS)

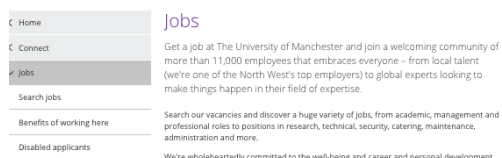
Since staff from former Schools/Faculties moved to different new Schools (for example approximately half of staff from School of Psychological Sciences is now based in SHS and half in SBS), it was not possible to perform in-depth analysis of staff numbers and opinions before the restructure. Hence, this application focuses on the impact of restructure on current SHS staff evidenced by available data and the two Athena SWAN surveys. First **‘baseline’ survey (2017)** was completed by 508 (F:73%) staff with completion rate of 67% for academics, 25% for researchers, and 43% for PSS. The second **‘restructure’ survey (2018)** included additional questions specific to the impact of restructure and was completed by 607 (F:68%) staff with completion rate of 55% for academics, 63% for researchers, and 54% for PSS. Furthermore, to gain better understanding of the impact of the restructure on PSS we commissioned **PSS Focus Groups**, which were held in August 2017 (five Focus Groups were attended by 28 PSS staff ranging from Grade 2 to 7). The PSS Focus Group output informed the development of our AS Action Plan and contributed to the discussion presented in section 4 of this application.

Only 9% of our staff are clinical thus the analysis of data presented in this application was performed on combined data of clinical and non-clinical staff.

4.1. Key career transition points: academic staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Recruitment



SHS adheres to University procedures for advertising job opportunities, shortlisting and appointing, and these were not affected by restructure. Shortlisting and interview panels are composed of staff who are required to have completed E&D and Unconscious Bias (UB) training (verified by Human Resources) and we also ensure that these panels are at least 50% female.

Since September 2015 the School has recruited a small number of new staff, in part due to the Faculty restructure which has led to reduction in overall staff numbers amongst both academic and PSS staff. Due to

the small number of recruitment opportunities, it is not possible to draw firm conclusions over this time period. However where positions are advertised, where ever possible, part-time and job-share working is made available.

Post-restructure most SHS staff (F:65%, M:65%) who completed our AS “restructure” survey felt that recruitment processes did not change, whilst 10% noticed a positive change (F:11%, M:9%) (Fig. 4.1.i[1]). However, 25% of staff (F:23%; M:26%) felt that recruitment processes have been adversely affected by restructure. To address this issue we will: **(Action: 4.1) ensure that ALL staff involved in recruitment, interviews and shortlisting panels have completed E&D, Interviewing, Recruitment and Unconscious Bias training.**

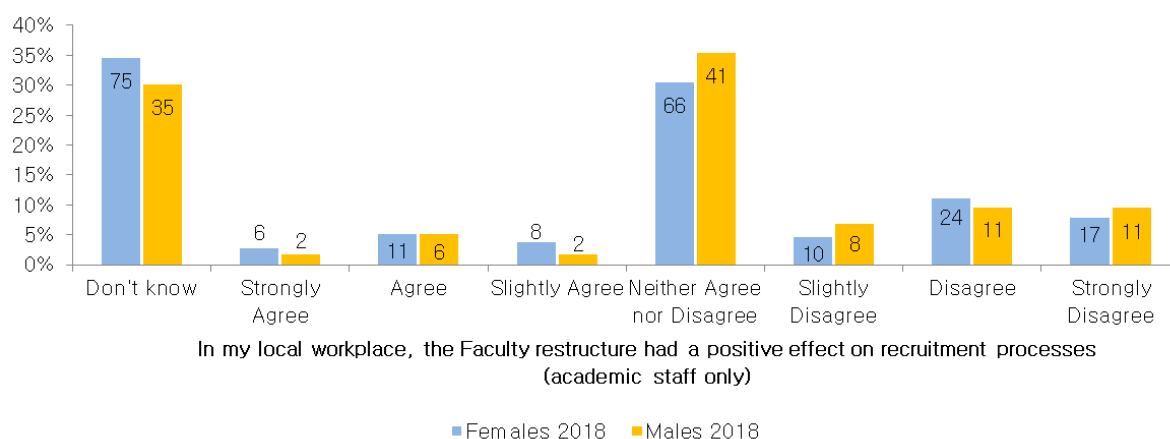
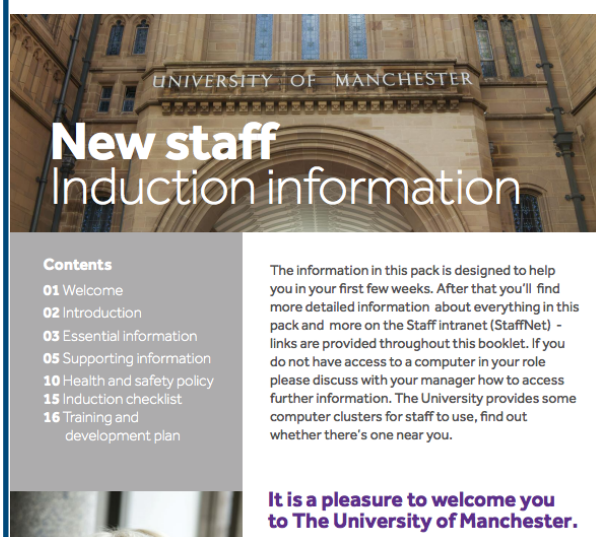


Fig. 4.1.i[1]. Opinion Academics (females in blue and males in yellow) who completed 2018 “restructure” Athena SWAN survey about the effect of restructure on recruitment processes.

(ii) Induction



The University of Manchester has an online induction pack, which did not change following the restructure and includes a welcome from the President and Vice Chancellor, outlines the University's three goals and essential information about probation, Occupational Health, Disability Advisory and Support Service as well as checklists to be completed about Health and Safety and New Staff Induction, essential employment policies and signposts staff to the **Staff Learning and Development Unit (SLDU)**, training courses, flexible working policies, wellbeing, the **Counselling Service** and **Staff Network Groups**. The pack ends with a **Training and Development Plan**, which is intended to be completed

alongside line managers.

67% of academics (F:68%; M:66%) who completed our AS "restructure" survey did not notice any notable effect of restructure on the induction processes and 16% of staff (F:18%; M:14%) noticed positive effect (Fig. 4.1.ii[1]), i.e. "new staff handbook/induction pack, welcome by the Head of School/Division and more structured processes" (comments from the survey), and 72% of academics agreed that there is a clear induction process (Fig. 4.1.ii[2]). 17% of academics (F:13%; M:17%) felt that induction was not positively affected by restructure. Thus to clarify and improve further the induction processes, we will: (**Action: 4.2**) coordinate **centralisation** of many aspects of induction with delivery at Divisional Level, implement formal frameworks, ensure training and monitoring of Line Managers' activities in inducting new starters; encourage new-starters to attend centrally organised events and take up mentoring activities through "**Manchester Gold**". We will also organise **get together lunches** with HoS for new starters to facilitate networking.

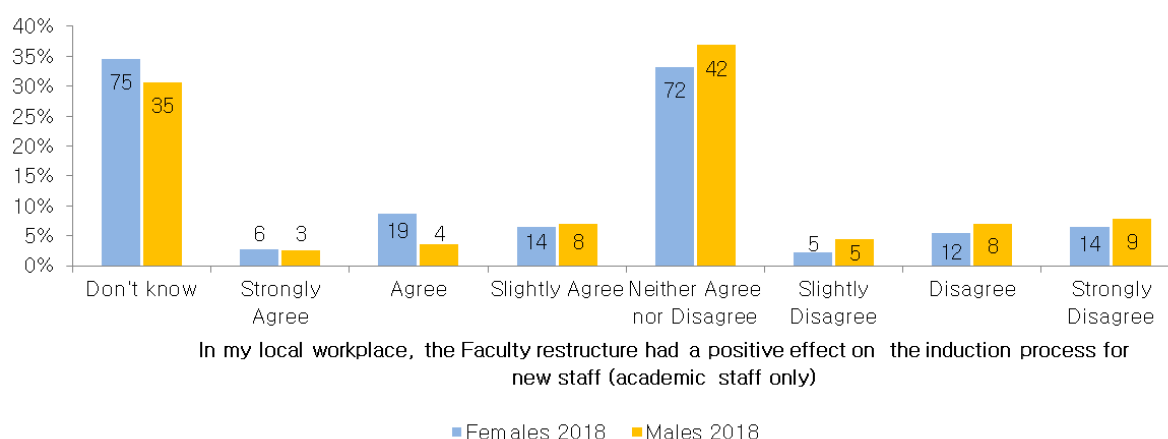


Fig. 4.1.ii[1]. Opinion of Academic females (blue) and males (yellow) who completed SHS Athena SWAN "restructure" survey about the effect of restructure on induction process.

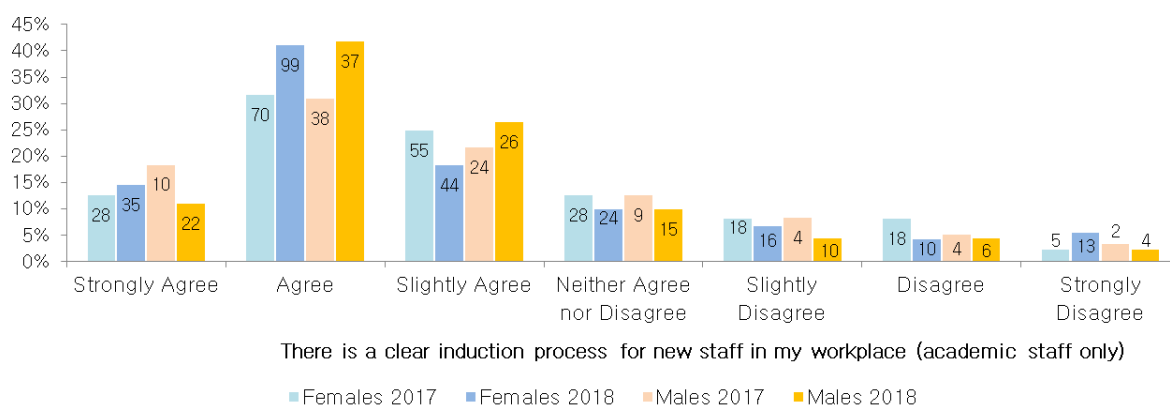


Fig. 4.1.ii[2]. Opinion of Academic females (blue) and males (yellow) who completed two SHS Athena SWAN “baseline” and “restructure” surveys about clarity of induction process.

(vi) Promotion

70% (F:68%; M:74%) of academics who completed our AS “restructure” survey were unaware of any notable change to promotion processes post-restructure (Fig. 4.1.iii[1]).

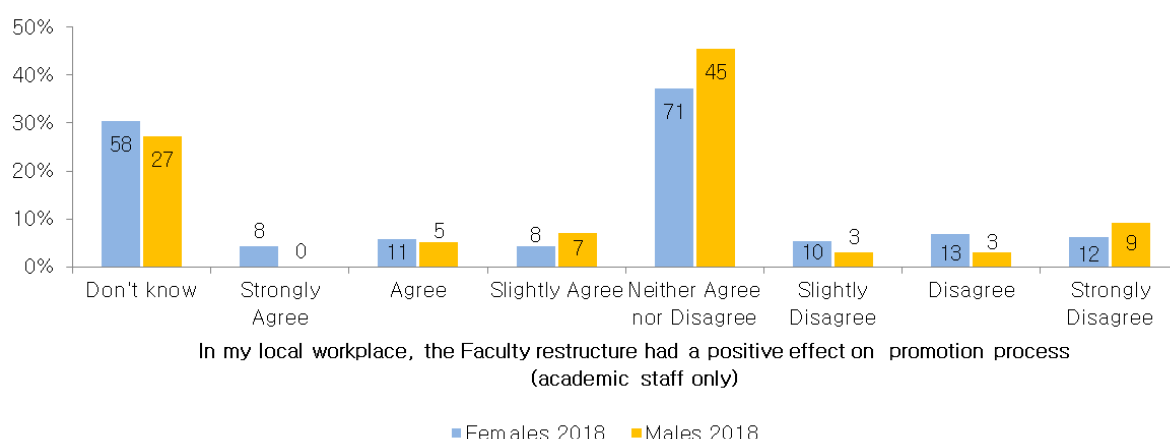


Fig. 4.1.iii[1]. Opinion of Academic females (blue) and males (yellow) who completed SHS Athena SWAN “restructure” survey in 2018 about the effect of restructure on promotion processes.

On the basis of: the “baseline” and “restructure” AS surveys (Figs. 4.1.iii.[2-3]); data from the SHS and FBMH 2017 promotions round (Table 4.1.iii.a); and research into promotions of relevant policies, training, and processes across SHS, the restructure appears to have had some **positive consequences for promotions** including protection of gender equity (Figs. 4.1.iii[4-5]).

These include:

- formalisation and rollout of **Promotions Champions** to support academics (in SHS, two of the five Promotions Champions are senior female academics);
- **Promotions Champion training** developed by the Centre for Academic and Researcher Development (CARD);
- **new promotions workshops** (one teaching focused, and one teaching and research focused). In response to the “restructure” AS survey, 85% of female academics, and 100% of male academics, that attended promotions workshop since the restructure found it useful and several survey respondents highlighted attendance of promotions workshops as a **source of support towards their promotions application**.

- high number of SHS female academics applying for promotion and being successfully promoted through both the SHS promotions process and the FBMH promotions process (Table 4.1.iii.a);
- high number of women on the SHS promotions panel (the panel consists of thirteen people (F:61%)).

We aim to continue this positive trend and thus we will: **(Action: 4.3)** ensure that annual **promotion workshops** are organised for ALL staff at ALL levels of career development; actively encourage staff to access support of **Promotion Champions**; regularly inform staff about how **career breaks, caring responsibilities** and other individual circumstances are taken into account in decisions and **do not hinder the prospect of promotion**.

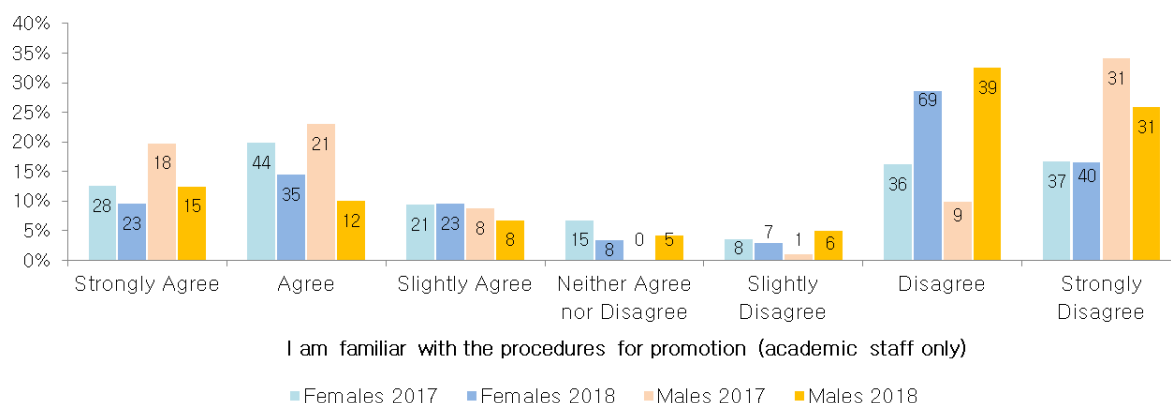


Fig. 4.1.iii[2]. Percentage of Academic females (blue) and males (yellow) who completed two SHS Athena SWAN “baseline” and “restructure” surveys in 2017 and 2018 about how familiar they were with the procedures for promotions.

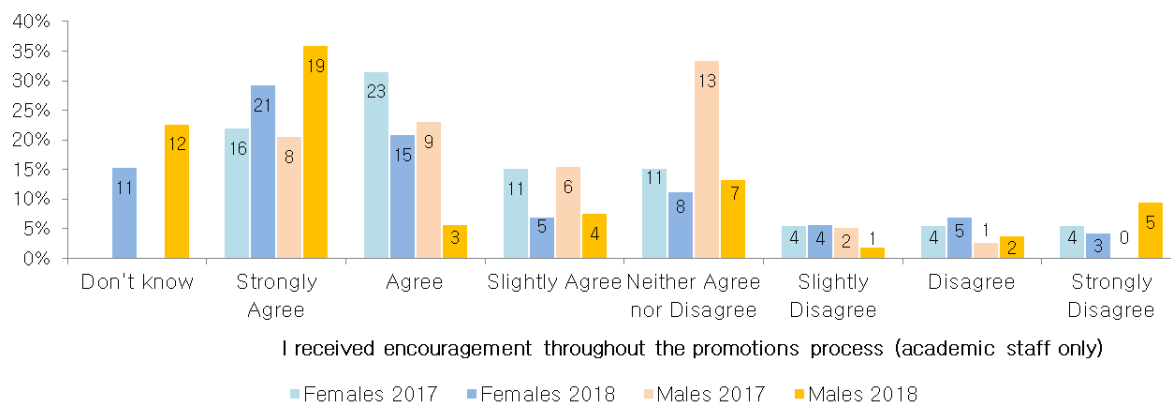


Fig. 4.1.iii[3]. Percentage of Academic females (blue) and males (yellow) who completed two SHS Athena SWAN “baseline” and “restructure” surveys in 2017 and 2018 about whether they received encouragement throughout the promotions process.

Table 4.1.iii.a: Success rate of SHS academic staff applying to the Faculty promotion panel (2016/17) for promotion to Grades 8 and 9.

Promotion to	Total application success rate	Female application success rate	Male application success rate
Reader/Senior Lecturer (Grade 8)	9/12 (75%)	4/4 (100%)	5/8 (62%)
Senior Research Fellow (Grade 8)	3/4 (75%)	2/3 (67%)	1/1 (100%)
Reader (Grade 8)	3/4 (75%)	2/3 (67%)	1/1 (100%)
All Grade 8	15/20 (75%)	8/10 (80%)	7/10 (70%)
Chair (Grade 9)	2/2 (100%)	0/0	2/2 (100%)

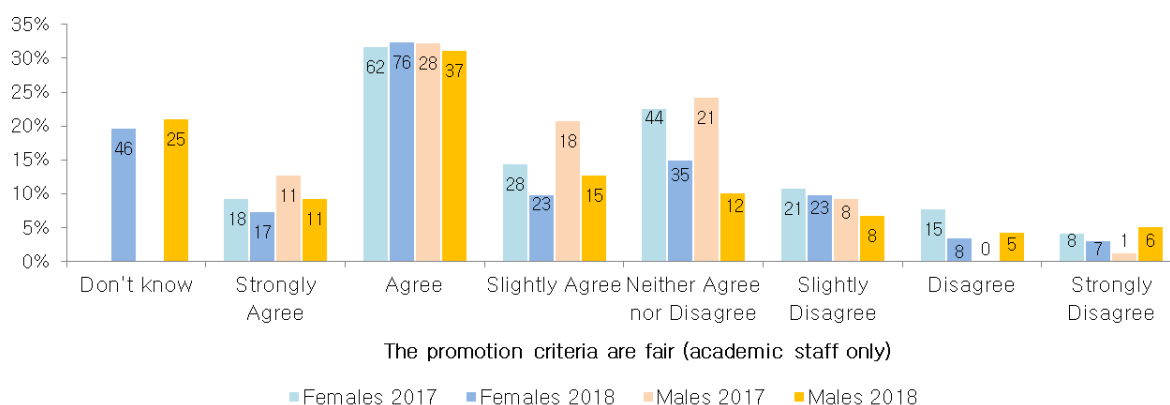


Fig. 4.1.iii[4]. Percentage of Academic females (blue) and males (yellow) who completed two SHS Athena SWAN “baseline” and “restructure” surveys in 2017 and 2018 about how fair they considered the promotion criteria to be.

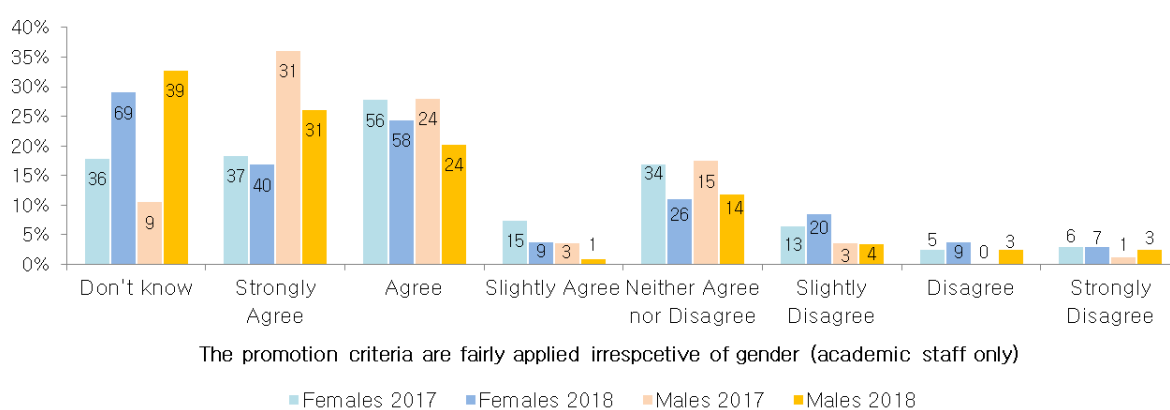


Fig. 4.1.iii[5]. Percentage of Academic females (blue) and males (yellow) who completed two SHS Athena SWAN “baseline” and “restructure” surveys in 2017 and 2018 about whether the promotion criteria were fairly applied irrespective of gender.

(vii) Department submissions to the Research Excellence Framework (REF)

At the December 2017 snapshot, in SHS 47% of REF-eligible staff were female and 53% were male, clearly demonstrating a gender balance across the academic disciplines in SHS.

The University’s REF2021 Code of Practice (CoP) is currently being developed for submission in Spring 2019, and this will be led by the newly appointed VP for Research & Innovation, Professor Colette Fagan. SHS is ensuring that post restructure the selection of staff outputs of REF-eligible staff for REF2021 and the selection of impact case studies will be conducted in line with the CoP. Recruitment of UoA2-4 Leadership teams is underway, and of those so far appointed 3 are female and 7 male. Supporting Impact Ambassadors have also been appointed to play a key role in the REF submissions, assisting UoA Leads with the REF return on impact, which has increased importance in REF2021. In SHS, four of the six **Impact Ambassadors** are female. Potential SHS REF2021 impact cases are currently under review led by Judith Gracey, UoM **Knowledge Transfer and Impact Coordinator** - 57% of these are led by females. The RRE reviewer pool for RRE2017/2018 comprised 61% male and 39 % female staff (this reflects gender balance at the Professor level in SHS, *i.e.* M61%; F:39%). Recently established REF workshops enable staff to recognise the attributes of 3 and 4* publications. 4 workshops over the period Oct 2017-Feb 2018 have had 108 registered participants (F:65%) spanning all grades. To ensure wider understanding and transparency around REF decision making we will: **(Action: 4.4) ensure provision of regular training on REF requirements and publication strategy (including E&D aspects); actively promote regular Divisional and School**

level open discussions about REF; and contribute to development of **guidance for part-time staff** with regards to REF requirements and cascade it to ALL SHS staff.

SILVER APPLICATIONS ONLY

4.2. Key career transition points: professional and support staff (PSS)

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Induction

The same UoM online induction pack is available for PSS and academic staff and did not change post-restructure (section 4.1.ii). 64% of PSS staff (F:65%; M:56%) who completed the SHS 2018 AS survey did not perceive any notable effect of restructure on the induction processes, 17% (F:17%; M:17%) felt the induction processes improved post-restructure, and 19% (F:18%; M:24%) felt they did not (Fig. 4.2.i). The 10 comments from PSS staff who completed the comments section of our 2018 AS survey were mixed with half feeling the process was improving. Overall, the local induction processes for PSS improved post-restructure and to continue this positive trend we will: **(Action: 4.2) coordinate centralisation of many aspects of induction with delivery at Divisional Level, implement formal frameworks, ensure training and monitoring of Line Managers' activities in inducing new PSS starters; encourage new-starters to attend centrally organised events and take up mentoring activities through "Manchester Gold". We will also organise get together lunches with HoS, which will include all for new PSS starters to facilitate networking.**

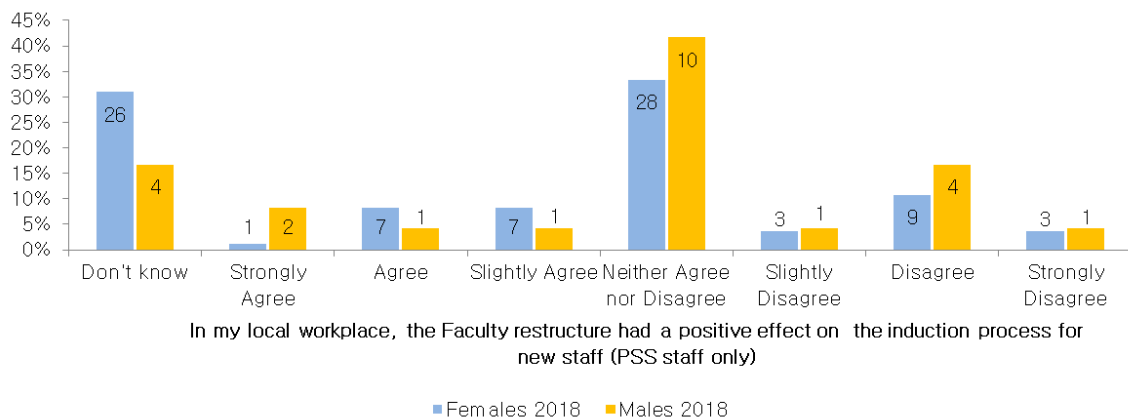


Fig. 4.2.i. Opinion of PSS females (blue) and males (yellow) who completed SHS Athena SWAN "restructure" survey in 2018 about the effect of restructure on induction processes.

ii) Promotion

Within the UoM there is no annual promotions process for PSS staff, which allows them to stay in the same role; this is common with other UK universities. However, at the UoM there is a **re-grading process**, which relies on an individual or their line manager demonstrating that their role has expanded since they were first appointed and that they are now working “above” that initial grade. There is a Regrading Process policy/procedure and flowchart (Fig.4.2.ii) both of which are available on the University’s website.

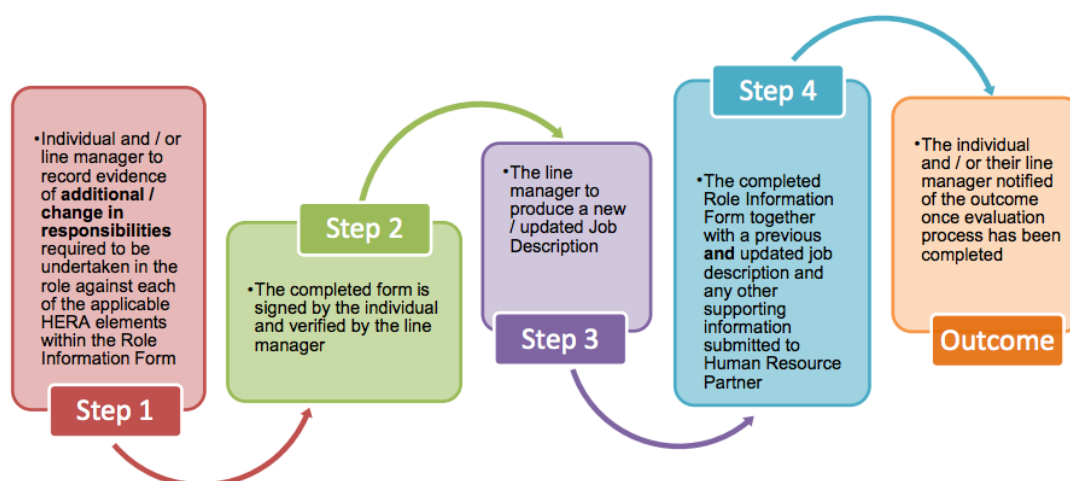


Fig. 4.2.ii. Schematic illustration of the PSS Re-grading Process.

Since the restructure, there have been 15 (F:12; M:3) successful re-grades within the SHS with and increase in success rate from 77% in 2017 up to 100% in 2018 (Tables 4.2.a and b). This indicates that support put in place for PSS since the restructure for supporting PSS career progression had a positive effect on the success rate of re-grading applications. Following restructure, a **new Performance and Development Review (P&DRs)** was designed to facilitate discussion of career development, including re-grade application. It includes a new question specifically asking “**What are your career aims?**” with intention to encourage helpful discussions between PSS staff and their line managers and to agree on training and development plan to enable the member of staff to acquire new skills and experience making them employable at a higher grade. We aim to continue with this positive attitude towards supporting PSS staff and aiding their career development by: **(Action: 5.2) liaising with SLDU to monitor uptake of career development training by PSS, encouraging and actively promoting further uptake in leadership and career development activities by PSS.**

Table. 4.2.a. Re-grading data for the period of 1st August 2016 – 31st July 2017. In **SHS**, there were 7 successful (F:6; M:1) and 2 unsuccessful (F:2; M:0) re-grades.

Grade From	Grade To	Success rate (F)	Success rate (M)
Grade 3	Grade 4	2/4 (50%)	0/0
Grade 4	Grade 5	1/1 (100%)	1/1 (100%)
Grade 5	Grade 6	1/1 (100%)	0/0
Grade 6	Grade 7	2/2 (100%)	0/0
Total re-grades		6/8 (75%)	1/1 (100%)

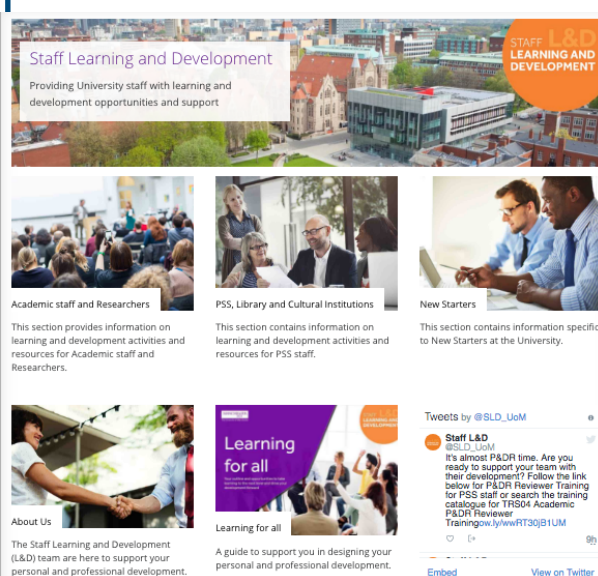
Table. 4.2.b. Re-grading data for the period of 1st August 2017 – 18th May 2018. In **SHS**, there have been 8 successful (F:6; M:2) and no unsuccessful re-grades.

Grade From	Grade To	Success rate (F)	Success rate (M)
Grade 1	Grade 2	1/1 (100%)	0/0
Grade 2	Grade 3	2/2 (100%)	0/0
Grade 3	Grade 4	2/2 (100%)	2/2 (100%)
Grade 5	Grade 6	1/1 (100%)	0/0
Total re-grades		6/6 (100%)	2/2 (100%)

4.3. Career development: academic staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Training



Structured training at UoM is delivered centrally by Staff Learning and Development Unit (SLDU) and thus was not affected by restructure.

60% (F:59%; M:66%) of academics who completed our “restructure” survey in 2018 did not perceive any changes due to restructure to training opportunities (Fig. 4.3.i[1]), and 25% (F:23%; M:20%) thought the changes were positive (Fig. 4.3.i[1]) with over 50% of female academics commenting in the survey that post-restructure more local training opportunities were available: **“more opportunities for leadership roles and involvement with the school at senior levels, which opened up training opportunities that now extend beyond traditional boundaries”** and emphasised the value of post-restructure **SHS Grant Writing**

Retreat. A male member of staff commented that new **Divisional Social Responsibility** groups are now **“affording a number of additional service and leadership roles and associated training opportunities”**. We aim to continue this positive trend and thus we will: **(Action: 5.1) encourage and actively promote further uptake in leadership and career development activities to ALL staff, and remind staff, via quarterly emails, about Grant Writing Retreat and other workshops available to staff at all levels of their career.**

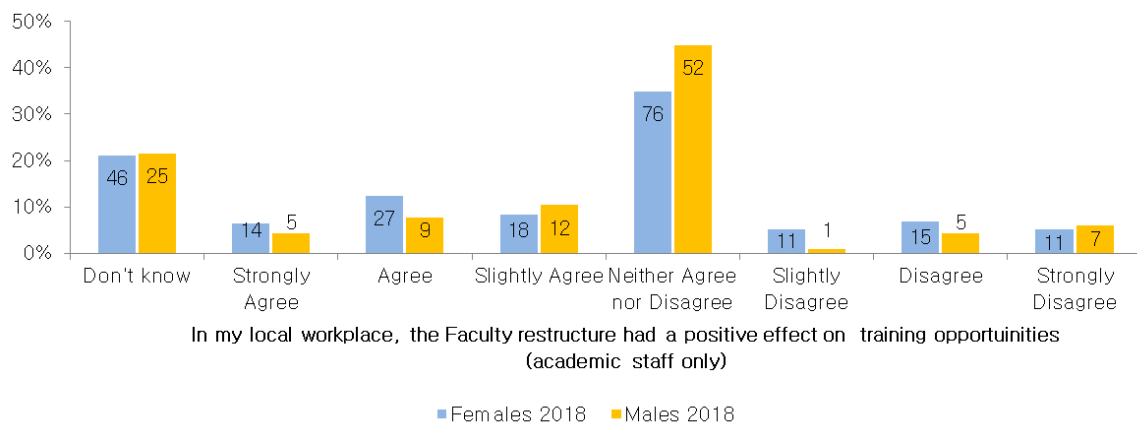


Fig. 4.3.i[1]. Opinion of Academic females (blue) and males (yellow) who completed SHS Athena SWAN "restructure" survey in 2018 about the effect of restructure on training opportunities.

Restructure also had a positive effect on the completion of Unconscious Bias (UB) training (Fig. 4.3.i[2]); data from the two AS surveys show an increase in an uptake of UB training from 48% in 2017 to 58% in 2018 (F up by 10% and M up by 15%), and we aim ensure that this positive trend will continue by: **(Action: 4.1) actively encouraging ALL staff to complete UB training via quarterly emails.**

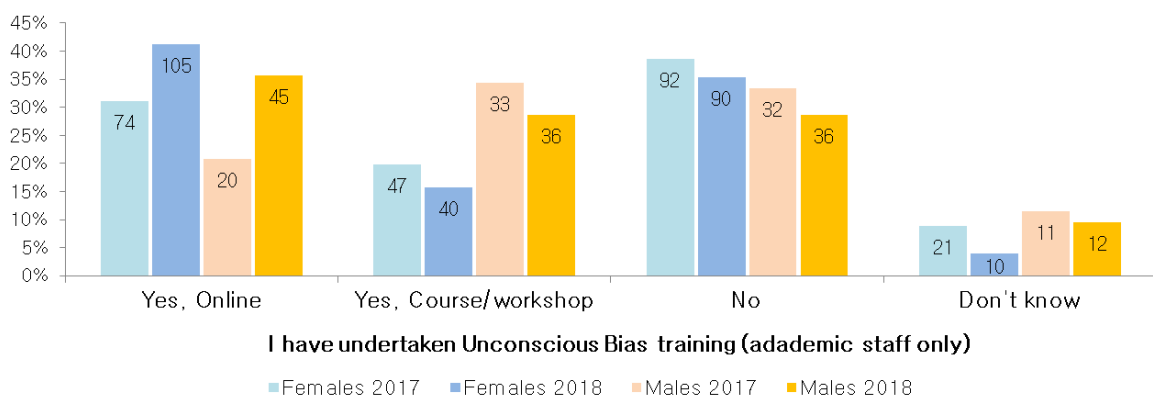


Fig. 4.3.i[2]. Percentage of Academic females (blue) and males (yellow) who completed SHS Athena SWAN surveys in 2017 ("baseline") and in 2018 ("restructure") and have undertaken Unconscious Bias training either online or in a face-to-face course/workshop.

According to our 2018 survey, 90% of SHS academics completed E&D training - no gender effect (Fig.4.3.i[3]), thus to maintain a high E&D-training completion rate, we will: **(Action: 4.1) actively encouraging ALL staff to complete E&D training and training refresher via quarterly emails.**

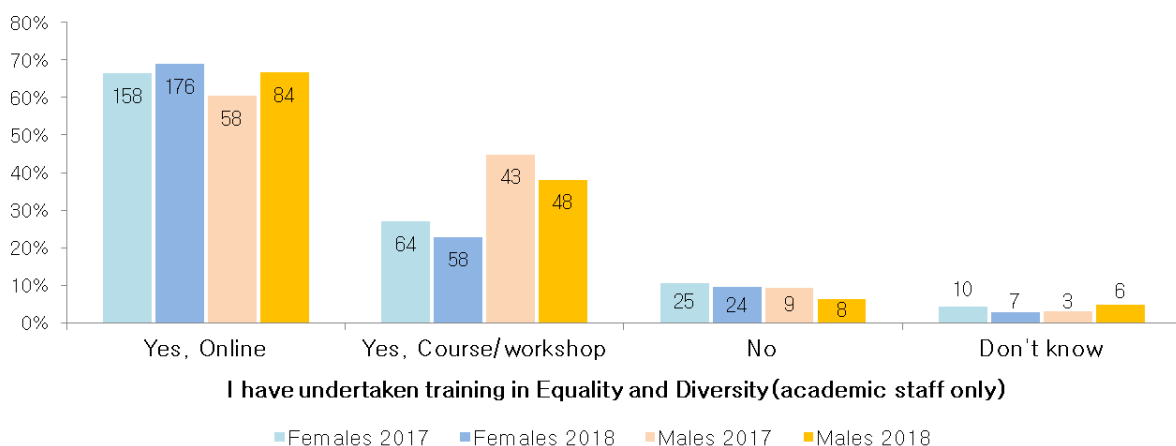


Fig. 4.3.i[3]. Percentage of Academic females (blue) and males (yellow) who completed SHS Athena SWAN surveys in 2017 (“baseline”) and in 2018 (“restructure”) and have undertaken Equality and Diversity (E&D) training either online or in a face-to-face course/workshop.

(ii) Appraisal/development review

The University views P&DR meetings as the single most important way in which it ensures that each and every individual is able to perform to the best of their abilities and fulfil their professional aims and ambitions. Staff are also encouraged to articulate their ambitions for promotion and positive support is provided. Post-restructure, the University revised the P&DR system for academic staff, to a combination of the previous Performance Enhancement Scheme (PES) in FMHS and the PDR and Contribution Mapping scheme in FLS. This change was welcomed by some, as seen in the following quote from our 2017 survey: ***“P&DR focus more helpful for both sides than PES metric-driven approach”***. 58% (F:56%; M:66%) academics who completed our “restructure” survey considered that there had been little difference since the restructure (Fig 4.3.ii[1])

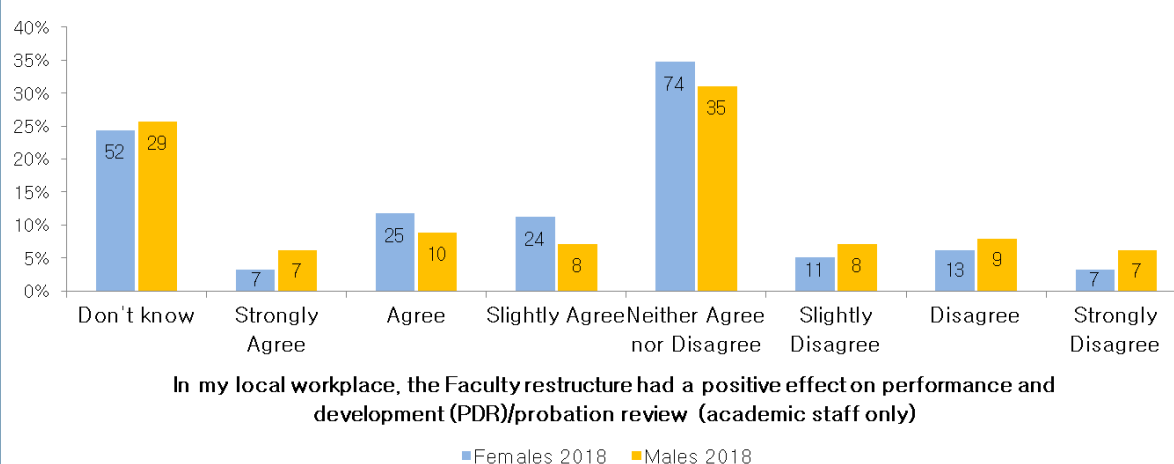


Fig. 4.3.ii[1]. Opinion of Academic females (blue) and males (yellow) who completed our “restructure” SHS Athena SWAN survey in 2018 on the effect of restructure on Performance and Development (P&DR) and/or Probation Review.

All academic staff are invited to an annual P&DR meeting with their line manager, unless they are still in their probation period when this is replaced with a probation review. The survey shows a substantial increase in uptake of P&DRs from 42% in 2017 to 75% in 2018, with no apparent difference between men and women, regardless of ethnicity or working status (Fig 4.3.ii[2]). This was commented on in the 2018 survey ***“There seems to be a better system in place for ensuring that P&DRs happen than before”***. Another positive change since restructure is that now reviewers are encouraged to use the P&DR to look at ‘soft skills’ (or ‘behaviours’), as well as the tasks performed and the results achieved. This change was welcomed by staff as supported by a quote from our “restructure” survey ***“I found the PDR form much better this year ... It was more detailed and allowed much better account to be made in the various different work areas.”*** We aim to continue this positive trend and further enhance positive perception of P&DR by: **(Action: 5.4) actively promoting and encouraging uptake of P&DR by ALL staff; encouraging reviewers and reviewees to take up P&DR training and reminding line managers about training, mentoring and coaching opportunities available to ALL staff. We will also prompt both reviewers and reviewees to agree a personal development plan at the P&DR.**

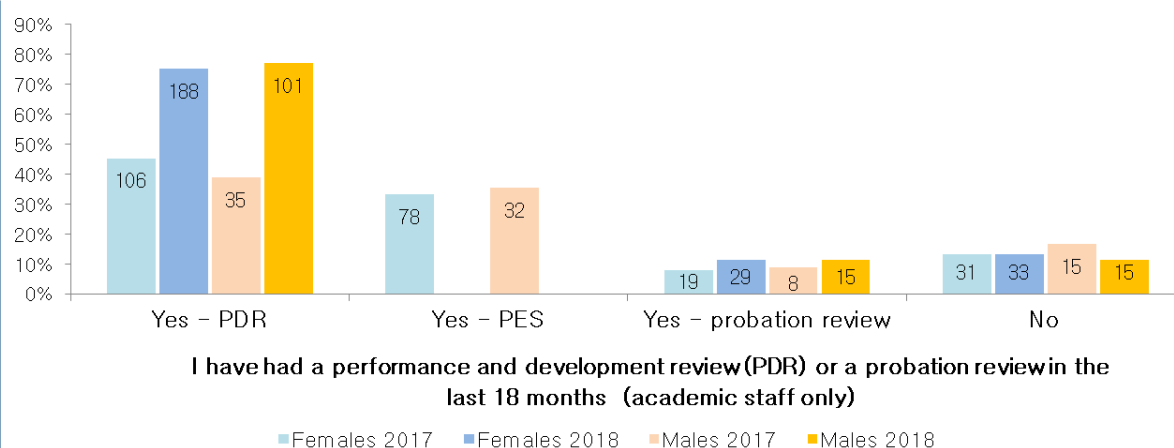
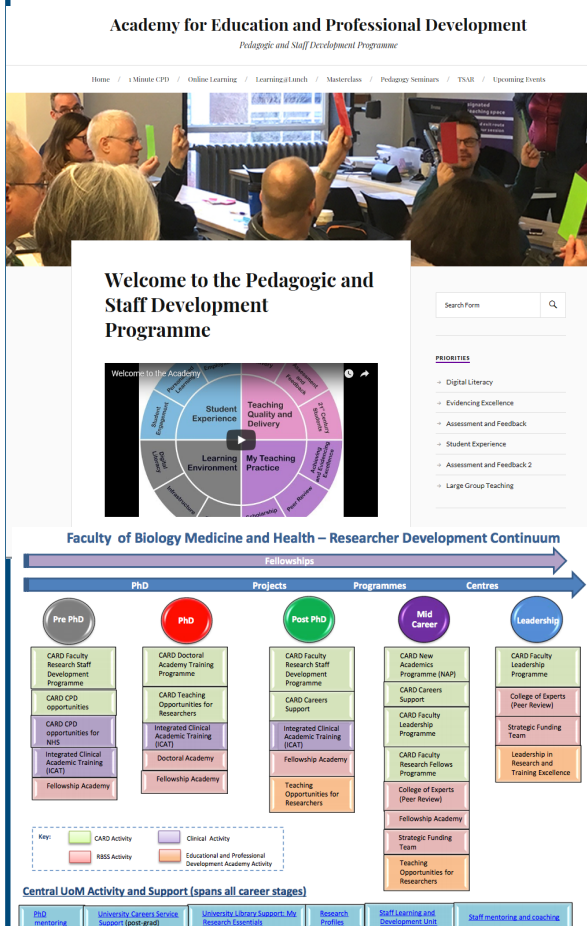


Fig. 4.3.ii[2]. Proportion of Academic females and males who completed two SHS Athena SWAN surveys in 2017 (“baseline”) and 2018 (“restructure”) and had PDR and/or probation review.

(iii) Support given to academic staff for career progression



Restructure had a positive effect on the support given to academics for their career progression. Post-restructure, Centre for Academic and Researcher Development (**CARD**) was updated and is now offering an extensive programme of support for academics and fellows across all three academic pathways (Teaching, Research and Teaching and Research), with additional **Promotions Workshops** (one teaching, and one teaching and research focused), and training for **Promotions Champions** (as described in section 4.1.iii).

56% (F:56%; M:55%) of academics who completed our “restructure” survey in 2018 did not notice any effect of restructure on their career development and 22% (F:24%; M:20%) felt the effect was positive (Fig. 4.3.iii[1]). Survey comments (F:50%; M:40%) suggested that there were now more career development opportunities. 22% (F:20%; M:24%) of academics did not agree that the restructure had a positive effect on their career development (Fig. 4.3.iii[1]). Thus, to continue with the positive changes and to further support career development of ALL SHS staff we will: **(Action: 5.1) encourage and actively promote further uptake in leadership and career**

development activities for each career role; **(Action: 5.3) mount a campaign via emails, StaffNet and SHS School Board to give greater prominence to Concordat to Support the Career Development of Researchers;** **(Action: 5.5) encourage staff to access Grant Training**, e.g. attend Grant Writing Retreats and access support of Promotions Champions; **(Action: 5.9) increase signposting to flexible working policy via quarterly emails and organise information sessions on flexible working delivered**

by HR partners (**Action: 6.2**) encourage ALL staff (including contract researchers) to participate on **management and decision-making committees** to aid their career development.

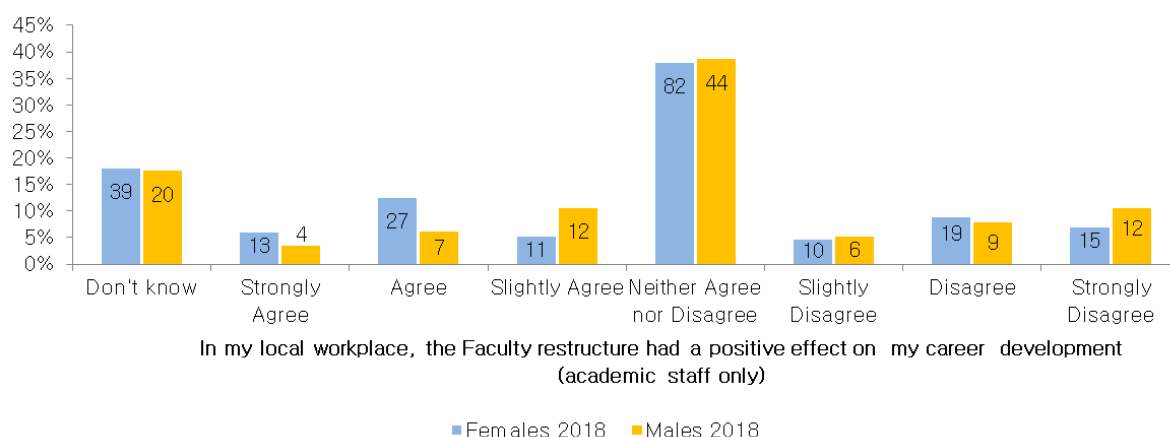


Fig. 4.3.iii[1]. Opinion of Academic females and males who completed SHS Athena SWAN “restructure” survey 2018 on the effect of restructure on their career development.

(iv) Support offered to those applying for research grant applications

For early career researchers, Strategic Funding Team & CARD workshops cover **successful grant writing, securing fellowships, managing grants, kick-starting fellowship studies and developing research with impact**. The SFT also focuses attention on developing future research leaders through the **Fellowship Academy** and identifying and coordinating large-scale research grant opportunities. This latter activity is supported by the **College of Experts**, a group of 47 (13 females) academics with extensive experience of successful grant funding and work with external grant panels.

An initiative launched post-restructure specifically within SHS is **Grant Writing Retreats** (two days with optional overnight stay). These enable staff time out to develop an idea/draft application into a finalised document, with the support of experienced academic staff. To date, two retreats have been held supporting a total of 58 staff (F:71%), spanning all grades (3 professors, 2 readers, 12 senior lecturers, 1 senior clinical lecturer, 2 senior research fellows, 17 lecturers, 13 research fellow and 8 research associates). Places are allocated to each Division within SHS and selection to attend was generally made on a first come, first served basis, with those missing initial opportunity prioritised for the following retreat.

Further support for full applications comes via the new Faculty-wide strategy implemented in 2017, focusing on developing a supportive, positive culture of peer review.

Impact of the restructure on grant submissions and outcome was very positive for SHS. Data for applications made in 2015-16 (Table 4.3.iv.a) and 2016-17 (Table 4.3.iv.b) demonstrate a **marked increase in those led by females and an increased proportion of female-led applications post-restructure** (43 to 48%).

Table 4.3.iv.a. Number of SHS staff led grant applications **made** in 2015-2016 and their revenue values.

	FEMALE			MALE		
Grade	No. of applicants	No. of applications made	Total sum of revenue values £	No. of applicants	No. of applications made	Total sum of revenue values £
5	2	4	28 561	0	0	0
6	17	20	789 559	4	8	242 196
7	36	88	7 732 005	22	56	5 194 969
8	20	75	6 177 660	19	77	8 865 706
9	20	103	11 854 671	35	242	30 552 723
Total	95	290	26 582 456	80	383	44 855 594

Table 4.3.iv.b. Number of SHS staff led grant applications **made** in 2016-2017 and their revenue values.

	FEMALE			MALE		
Grade	No. of applicants	No. of applications made	Total sum of revenue values	No. of applicants	No. of applications made	Total sum of revenue values
5	2	2	17 230	0	0	0
6	21	32	4 004 287	8	12	578 449
7	48	130	11 999 507	33	78	6 172 383
8	30	110	13 003 319	30	89	9 133 776
9	25	136	12 134 948	44	262	29 126 142
Total	126	410	41 159 291	115	441	45 010 751

Similarly, there has been a **substantial positive change in success post restructure**. Total awarded **income increased** from £24 085 272 to £27 810 864, with the **contribution of female-led awarded grants increasing** from 40 to 46%. Whereas in 2015-16 (Table 4.3.iv.c), the male:female ratio of successful awards was 1.48, in 2016-17 (Table 4.3.iv.d) this was reduced to 1.17. For income in 2015-16 male:female ratio was 2.94, reduced to 1.42 in 2016-2017. In absolute terms, **income attributable to grants led by females almost doubled in 2016-17 (1.9 fold increase) whilst for males it remained approximately the same (0.9 fold)**. We are very pleased with this positive effect of restructure on support provided for staff applying for research grants and grant success, and we aim to continue on this positive trajectory by: **(Actions: 5.1 and 5.5) reminding all staff at all levels of their career development, via quarterly emails, about Grant Writing Retreat, Project-to-Programmes, College of Experts, and other workshops; and (Action: 5.5) producing and advertising case-studies of successful candidates who attended grant support training.**

Table 4.3.iv.c. Number of SHS staff led grant applications **awarded** in 2015-2016 and their revenue values.

	FEMALE			MALE		
Grade	No. of applicants	No. of awards	Total sum of revenue values	No. of applicants	No. of awards	Total sum of revenue values
5	0	0	0	0	0	0
6	7	7	124 501	2	2	6 360
7	17	22	613 375	12	23	1 518 122
8	21	39	3 062 010	17	36	3 921 898
9	17	47	2 305 413	36	109	12 533 593
Total	62	115	6 105 299	67	170	17 979 973

Table 4.3.iv.d. Number of SHS staff led grant applications **awarded** in 2016-2017 and their revenue values.

Grade	FEMALE			MALE		
	No. of applicants	No. of awards	Total sum of revenue values	No. of applicants	No. of awards	Total sum of revenue values
5	2	2	17 730	0	0	0
6	5	7	170 701	2	4	142 638
7	33	52	2 800 380	20	29	1 878 162
8	25	44	4 324 884	19	41	4 694 466
9	19	52	4 177 414	36	109	9 604 489
Total	84	157	11 491 108	77	183	16 319 755

SILVER APPLICATIONS ONLY

4.4. Career development: professional and support staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Training

Structured training at UoM is delivered centrally by Staff Learning and Development Unit (SLDU) and thus was not affected by restructure as described in section 4.3 (i).

66% of PSS who completed our “restructure” survey did not perceive any effect of restructure on training (no gender effect), and 17% observed positive change (no gender effect). Attendance of networking, training, mentoring, and coaching events since the restructure did not change. PSS survey results are broadly correlating with academic staff reporting, showing that of those that undertook activities to help in their career development, an **overwhelming majority found them helpful**.

Our survey data also suggest no notable gender difference in **perceived encouragement to take up career development opportunities**; except that females were somewhat more positive about encouragement given than males (Fig.4.4.i[1]). We aim to continue on this positive trajectory by: **(Action: 5.1) encouraging PSS and actively promoting to all PSS further uptake in leadership and career development activities; (Action: 5.2) encourage both PSS staff and line managers to discuss “time” available for training and encourage them to develop a feasible training plan at the P&DR (Action: 5.4) encouraging reviewers and reviewees to take up P&DR training; and reminding line managers about training, mentoring, and coaching opportunities available for ALL staff (including PSS) and to agree a personal development plan at the P&DR.**

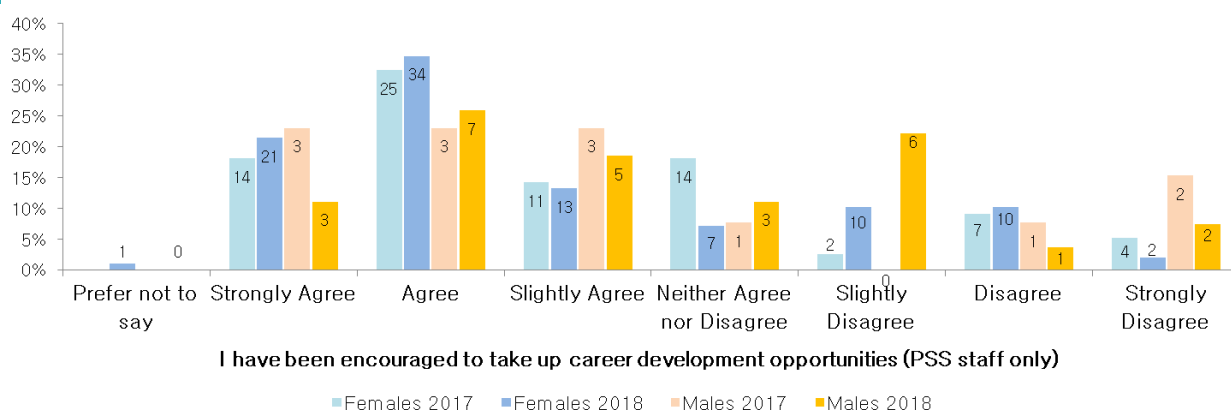


Fig. 4.4.i[1]. Opinion of PSS females (blue) and males (yellow) who completed two SHS Athena SWAN surveys in 2017 ("baseline") and 2018 ("restructure") about the perceived encouragement to take up career development opportunities.

(ii) Appraisal/development review

Restructure resulted in a positive change to P&DR, *i.e.* the P&DR form was updated and a new question on career aims was added to prompt a discussion about career development and training needs (as described in section 4.2.ii). 55% of PSS staff who completed our AS "restructure" survey did not notice any effect of restructure on P&DR, and 27% reported noticing positive changes. All of the female PSS who noticed a change and made comments in the survey felt that it was a positive one, *e.g.* ***"There seems to have been more attention, training and clarity about P&DR processes since the restructure."*** Key **positive changes** noticed by PSS and mentioned in the survey comments were: ***more consistency in the process, P&DRs being actively promoted, process being taken more seriously, and more training available.*** We are very pleased with this positive feedback and will strive to maintain a positive perception of P&DR among PSS by: **(Action: 5.4) encouraging reviewers and reviewees to take up P&DR training and reminding line managers about training, mentoring, and coaching opportunities available for PSS staff and reminding reviewers and reviewees to agree a personal development plan at the P&DR.**

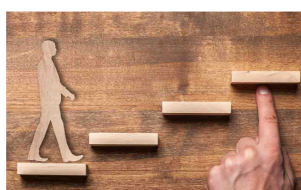
Support for PSS, Library and Cultural Institutions staff

The following section contains information related to the learning and development opportunities and support for PSS, Library and Cultural Institutions staff.



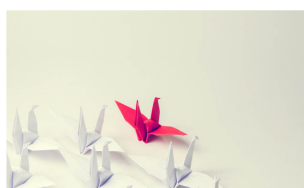
Practical skills and knowledge

Practical skills and knowledge that will enable you to be more effective in your role



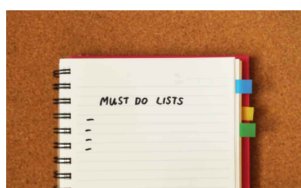
Personal skills and development

Personal skills and knowledge that will enable you to develop in your career



Leadership and strategy

Knowledge and skills that will enable you to succeed as a leader.



Essential training

Essential or compliance training that staff are required to undertake

(iii) Support given to professional and support staff for career progression

The University has a PSS dedicated Staff Learning and Development website that contains self-directed and online resources to assist PSS staff in planning and implementing individual career goals, and it was not affected by restructure. All PSS staff are encouraged to identify any training needs and agree a Personal Development Plan at P&DR with appropriate support put in place to enable successful completion of the planned training (as described in section 4.2.ii).

Post-restructure the following additional career-development resources were

developed and are now available to all staff including PSS: **The Hive**, an online platform for staff to share ideas or pose questions upwards; **Investing in Success**, a University-funded scheme focusing on staff that could benefit from extra resources to help them engage in a particular project or activity, helping to accelerate their personal development; **Internal Secondments** launched post-restructure to encourage and support secondments. Individuals who take up a secondment return to their original team at the end of the secondment period with increased knowledge and experience and thus accelerate their personal development and career progression. We aim to maintain this positive attitude to supporting PSS staff for career progression by: **(Action: 3.1) encouraging and monitor uptake of PSS mentoring via “Manchester Gold” and coaching via SLDU (Action: 4.3) investigating opportunities/scoping exercise for exploring career development and promotion opportunities for PSS and technical staff.** We will begin by researching opportunities in these areas at other organisations; **(Action: 5.1) encouraging and actively promoting further uptake in leadership and career development activities; (Action: 5.4) reminding line managers about training, mentoring, and coaching opportunities available for PSS staff and prompting them to agree a Personal Development Plan at the P&DR.**

4.5. Flexible working and managing career breaks

- (i) How has the restructure been communicated to those on a career break and what support will be available to them on return.

The restructure was communicated to those on a career break via: 1) ‘Open’ meetings; 2) **One-to-one meetings with line managers**; 3) **Correspondence circulated Faculty-wide via email**. A short questionnaire was used to assess the impact and information communicated about the restructure to 31 (21 Academic and 10 PSS) staff on long-term leave during or around the time of the restructuring (Table 4.5a). Staff were asked to consider the three ways of communicating information about the restructure. The questionnaire return rate was 28% and thus no strong inferences can be made from the information reported. The University has a defined policy on career breaks, and 41% of SHS staff (F:40%; M:40%; Academic:42%; PSS:38%) who completed our AS “restructure” survey indicated that they were aware of this policy (Fig.4.5.i[1]); and 65% (F:65%; M:65%; Academic:66%; PSS:64%) felt confident that their line manager would deal sensitively with a career break request, indicating a positive culture in the School. To further raise awareness of career break policy and to support staff returning from career breaks we will: **(Action: 5.6) regularly (quarterly) email ALL staff signposting relevant policies relating to career break; (Action: 4.3) regularly inform staff about how career breaks are taken into account in decisions and do not hinder the prospect of promotion; (Action: 5.7) set up focus group to understand clearly areas for improvement; and advertise new guidance for returning staff, i.e. personalised reduced teaching/admin load; not obliged to take on any new teaching/admin duties in their first year of return; research active staff to agree a plan to help them resume their research activities; to attend peer-support group and pair new parents with experienced parents for peer-support.**

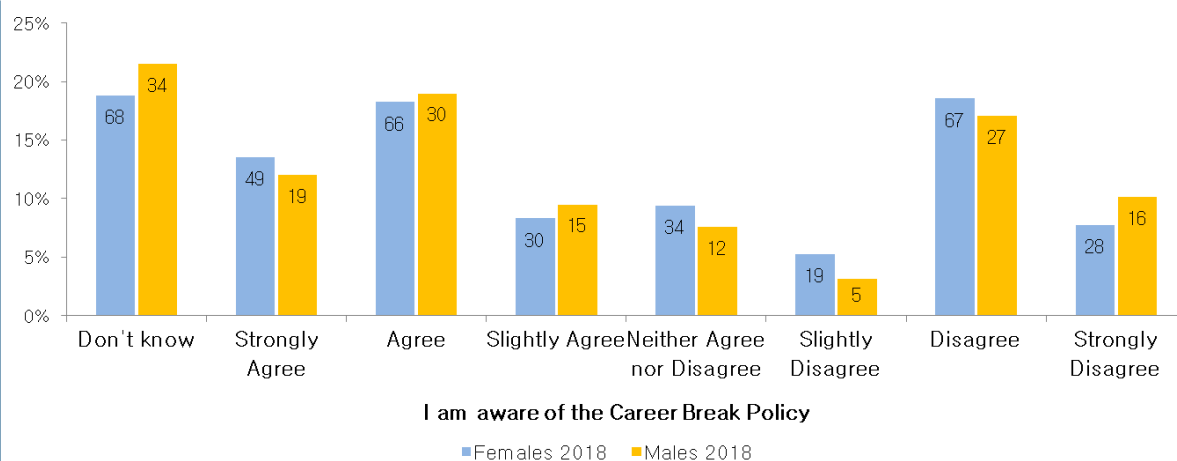


Fig. 4.5.i[1]. Opinion of Academic and PSS females (blue) and males (yellow) who completed SHS Athena SWAN “restructure” survey in 2018 about Career Break Policy.

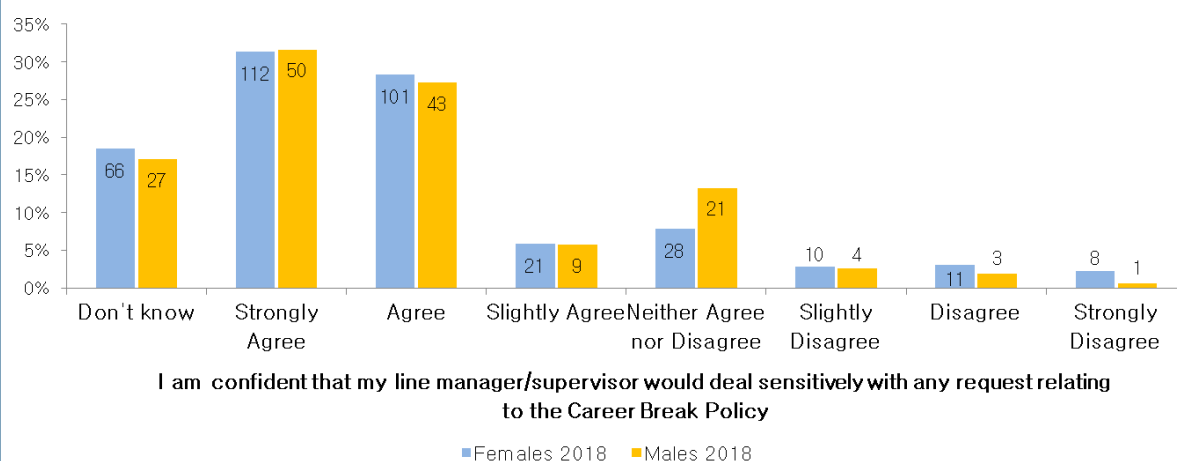


Fig. 4.5.i[2]. Opinion of Academic and PSS females (blue) and males (yellow) who completed SHS Athena SWAN “restructure” survey in 2018 about how confident they are that their Line Manager would deal sensitively with any request relating to Career Break Policy.

(ii) Cover and support for maternity and adoption leave: before, during and after leave

76% (F:79%; M:70%; Academic:75%; PSS:86%) of 2018 AS “restructure” survey respondents were aware of maternity/paternity, adoption leave (Fig. 4.5.ii[1]). 85% (F:85%; M:85%; Academic:85%; PSS:88%) were confident that their line manager would deal sensitively with any request relating to such leave (Fig.4.4.ii[2]).

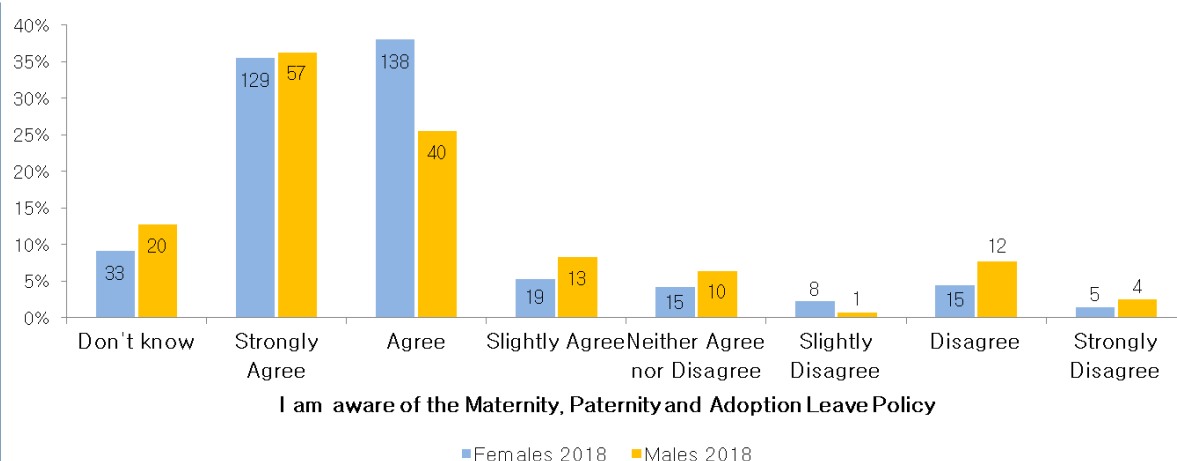


Fig. 4.5.ii[1]. Opinion of Academic and PSS females (blue) and males (yellow) who completed SHS Athena SWAN "restructure" survey in 2018 about Maternity, Paternity, and Adoption Leave Policy.

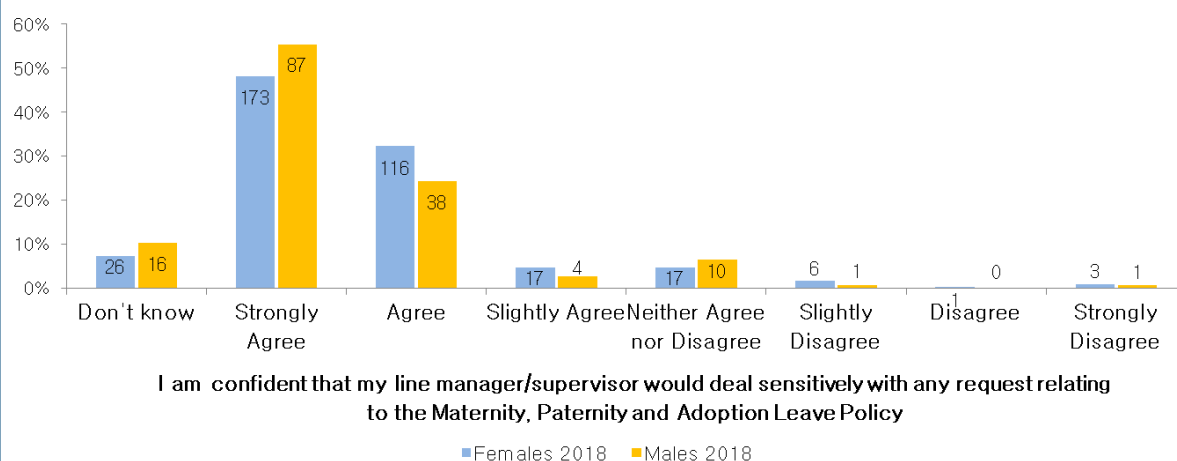


Fig. 4.5.ii[2]. Opinion of Academic and PSS females (blue) and males (yellow) who completed SHS Athena SWAN "restructure" survey in 2018 about how confident they are that their line manager/supervisor would deal sensitively with any request relating to this policy.

FLS and FMHS comprised schools with varying policies in these areas. The restructure now offers us a real opportunity to adopt School-wide legacy policies considered good practice around maternity and adoption leave from previous Schools. Good practices identified in previous Schools that we are adopting in SHS include the following: (**Action: 5.7**)

1. Before Leave

- Staff members going on leave will meet with their line manager to discuss policies in place regarding support available.
- Cover will be arranged where necessary (for example teaching) for the period of leave and to cover any reduction in teaching workload (e.g. reduced teaching load) on return. In some instances trained, standby tutors will be available.

2. During Leave

- Staff members who are on leave will still be invited to social gatherings.
- Staff members on leave will be fully informed of any changes to their line management/duties that occur while they are on leave.

3. On return

- Staff returning from shared parental leave and adoption leave will have the opportunity to request support to assist with getting research and publications back on track.
- Returners from leave will meet with line manager or appropriate lead to discuss their needs with regard to rephasing normal activities (commensurate to their role).
- The Divisions will establish Peer support groups, and 'baby buddies' for those returning from leave.

(iii) Flexible working

There is a clear, university-wide policy on flexible working that did not change post-restructure. For most, *i.e.* 74% (F:74%; M73%; Academic:74%; PSS:71%) SHS staff who completed our 2018 AS "restructure" survey, restructure did not have any notable effect on flexible working, for 13% (F:14%; M12%; Academic:13%; PSS:12%) the effect was positive and for 13% (F:12%; M:15%; Academic:12%; PSS:17%) the effect was not felt as positive (Fig. 4.5.iii[1]). It was acknowledged that following the restructure there would be differences in working practices with regard to local arrangements (permitted under the University policies) that had previously been agreed. Short-term it was agreed that existing arrangements would continue in the new structure. 80% (F:83%; M73%; Academic:78%; PSS:89%) are aware of the flexible working policy.

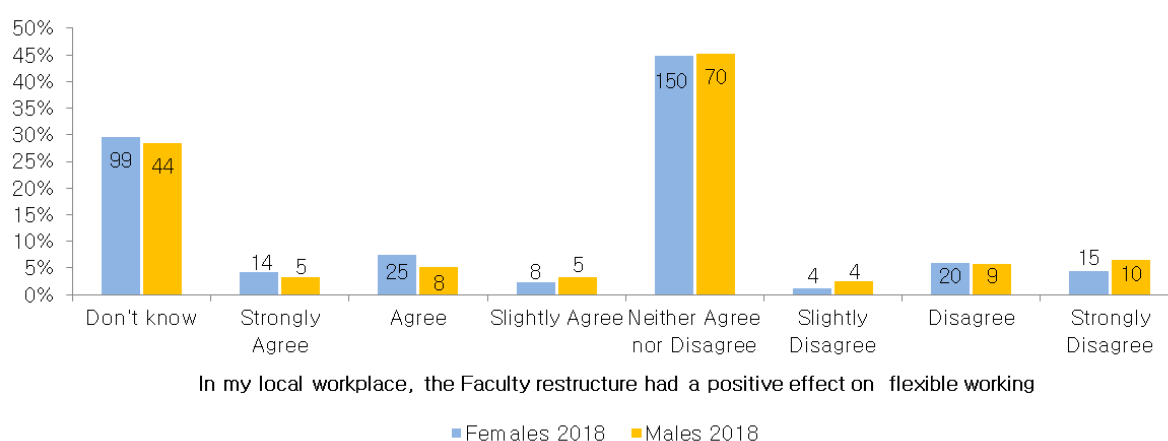


Fig. 4.5.iii[1]. Opinion of females and males who completed SHS Athena SWAN "restructure" survey 2018 on the effect of restructure on flexible working.

86% of staff (F:86%; M:87%; Academic:86%; PSS:87%) thought their line manager would be sensitive to requests for flexible working. This positive attitude is further evidenced by 86% of staff (F:87%; M:86%; Academic:89%; PSS:79%) saying they had the opportunity to work flexibly (Fig. 4.5.iii[2]). We will strive to maintain this positive attitude towards flexible working by: **(Action: 5.9) increasing signposting to flexible working policy via quarterly emails and organising information sessions on flexible working delivered by HR partners.**

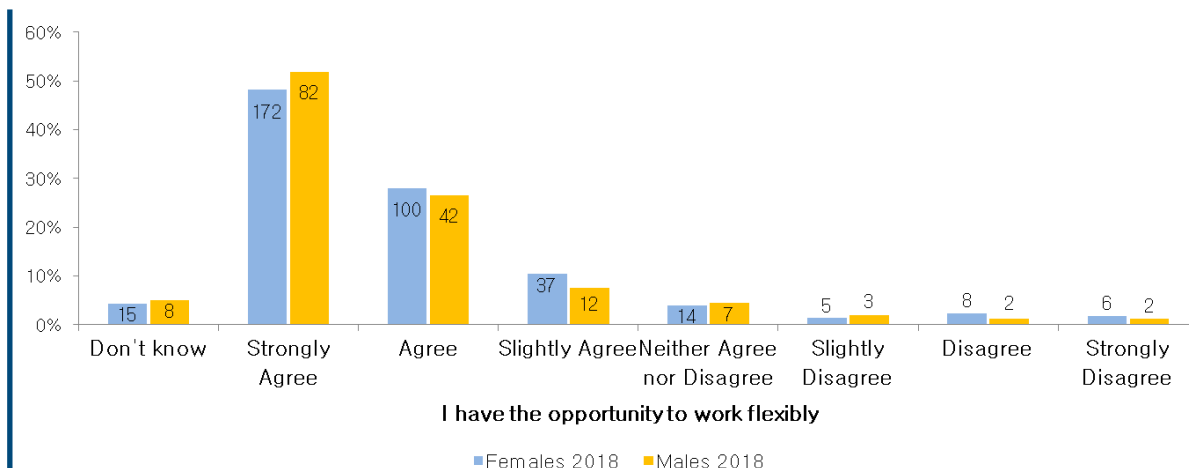


Fig. 4.5.iii[2]. Opinion of females and males who completed SHS Athena SWAN "restructure" survey 2018 on the opportunity to work flexibly.

4.6. Organisation and culture

(i) Culture

Comment on how the culture of the department has been affected by the restructure and how the Athena SWAN Charter principles will continue to be embedded into the culture and operation of the department.

The School aims to be inclusive and all academic, teaching, PSS and research staff are members of School Board with UG and PG student representation.

48% (F:47%; M:48%; Academic:45%; PSS:59%) of SHS staff who completed our AS "restructure" survey did not notice any change in culture since restructure, and 16% (F:18%; M:12%; Academic:18%; PSS:12%) agreed that the restructure had a **positive effect on the local culture** with positive comments from academics about how there is **now more 'mixing'**.

The SHS AS "restructure" survey showed that 86% of respondents (F:87%; M:81%; Academic:86%; PSS:86%) were aware of the Dignity at Work and Study Policy (Fig. 4.6.i[1]) and 81% (F:81%; M:81%; Academic:82%; PSS:82%) were aware of the 'We Get It' campaign against harassment and discrimination, initiated in March 2015, with a substantial increase of the campaign awareness post restructure (in 2017 total:72%, F:71%; M:75%; Academic:74%; PSS:71%) (Fig. 4.6.i[2]). This positive culture is further evidenced by 79% of staff (F:77%; M:84%; Academic:80%; PSS:79%) agreeing that the School makes it clear that harassment, discrimination, and bullying are not acceptable and 78% (F:77%; M:83%; Academic:78%; PSS:82%) of staff are confident that their line manager/supervisor would deal sensitively with any request relating to these policies (Fig. 4.6.i[3]).

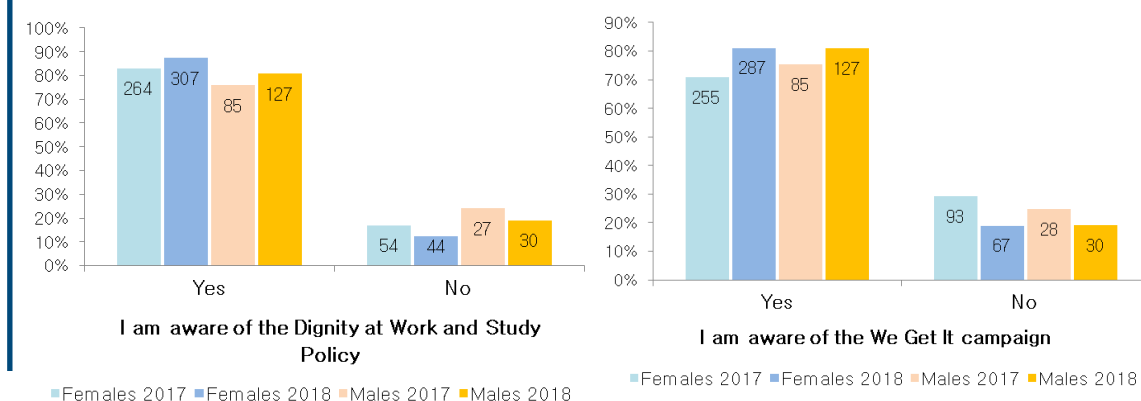


Fig. 4.6.i[1] & [2]. Percentage of Academic and PSS females (blue) and males (yellow) who completed SHS Athena SWAN surveys in 2017 ("baseline") and 2018 ("restructure") about awareness of Dignity at Work and Study Policy and We Get It campaign.

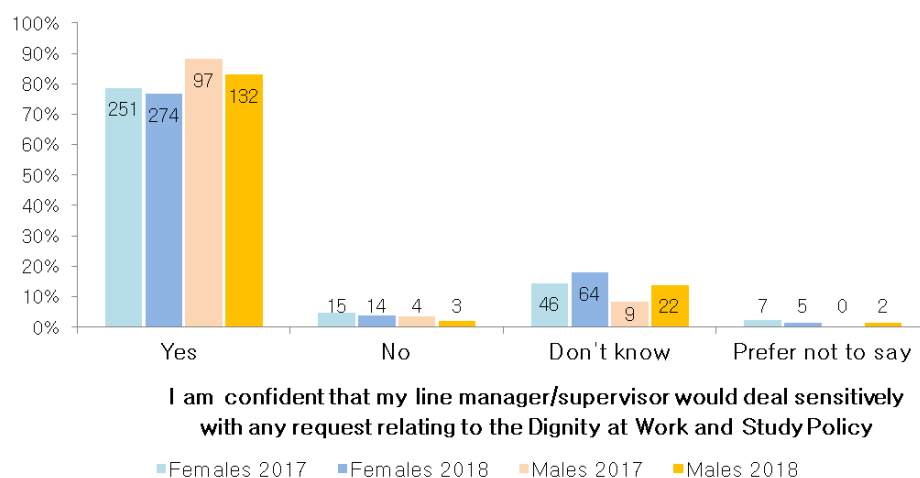
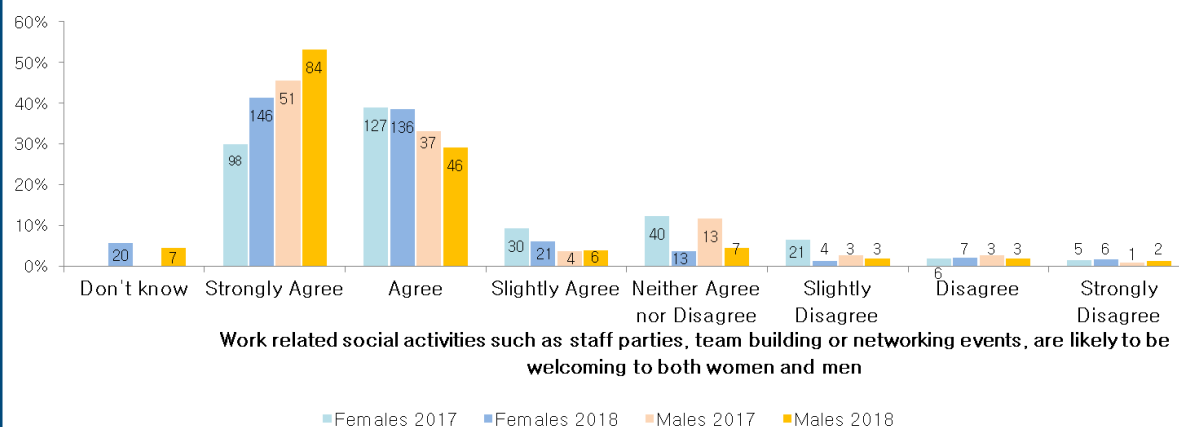


Fig. 4.6.i[3]. Percentage of Academic and PSS females (blue) and males (yellow) who completed SHS Athena SWAN surveys in 2017 ("baseline") and 2018 ("restructure") about how confident they are that their line manager/supervisor would deal sensitively with any request relating to the Dignity at Work and Study Policy.

The **positive culture** of the School post restructure is further evidenced by a 10% increase over the last year for both females and males in **positive perception** of how **welcoming work related social activities** such as staff parties, team building or networking events are to all staff (Fig. 4.6.i[4]). Overall, restructure had positive effect on local culture and we continue to nurture collegiality, inclusion and in general positive culture in our School by additionally: **(Action: 6.1)** regularly (quarterly) sending reminding emails to ALL staff signposting relevant policies relating to Dignity at Work and Study Policy and "We Get It" campaign; and adding a standing item on the SHS Board Meetings agenda relating to these policies.



4.6.i[4]. Opinion of Academic and PSS females (blue) and males (yellow) who completed SHS Athena SWAN surveys in 2017 ("baseline") and 2018 ("restructure") about how welcoming are to both women and men work related social activities such as staff parties, team building or networking events.

(ii) HR policies

How have changes to policies and procedures been communicated to staff, how will the department ensure that staff are able to locate and understand these policy changes. How will the department ensure HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes are consistently applied and monitored during the restructure.

All **HR Policies and Procedures** were formally reviewed prior to the restructure taking place to assess whether any changes were required. Since the vast majority are agreed and operate at a University level for all employees there were no substantive changes. The changes that were made were purely administrative to reflect the new structure, documented and communicated to all staff through the senior PSS leadership.

(iii) If applicable, how was gender equality considered in any redundancies

As part of the restructure, only PSS staff in grades 6 and 7 were placed in scope for redundancy (n=298). All redundancies (n=21, F:18/M:3) were made through a voluntary severance scheme (Table 4.6.iii). The Voluntary Severance Approval Panel comprised the two Directors of Faculty Operations and both faculties Heads of HR who had undertaken **E&D training and UB training**.

Table 4.6.iii. Voluntary severance applications, by gender

	F	M
Approved	18	3
	82%	50%
Declined	4	3
	18%	50%

Comment on how the following have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(iv) Representation of men and women on committees

Restructure had no noticeable effect on the representation of men and women on committees. Across the 10 key decision-making committees in the School, the gender balance was roughly equal (F:56%; M: 44%) but varied between individual committees (Table 4.6.iv.a). Nine committees are chaired by women. The AS staff survey indicated that 58% (F:55%; M:64%; Academic:62%; PSS:47%) have the opportunity to **participate on management or decision-making committees**. We are pleased with this **positive gender balance** on our management and decision-making committees and will continue to ensure ALL staff get the opportunity to sit on such committees by: **(Action: 6.2) emailing ALL staff prompts and open calls of expression of interest for committees and offer deputy roles.**

Table 4.6.iv.a. Representation of women and men on decision-making committees in SHS.

Committee	Women	Men
School Operational Executive (Chair: Kay Marshall*)	8(80%)	2 (20%)
Senior Leadership Team (Chair: Kay Marshall*)	10 (58%)	7 (42%)
Health & Safety Committee (Chair: Kay Marshall*)	6 (60%)	4 (40%)
Research Committee (Chair: Karina Lovell*)	5 (50%)	5 (50%)
Divisional Leadership Teams (DLTs)		

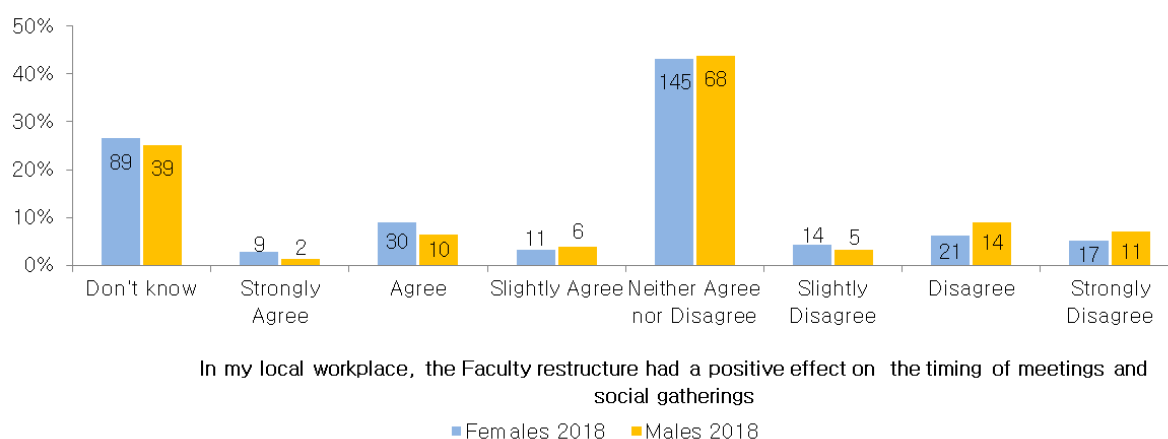
DLT - Division of Human Communication, Development and Hearing (Chair: Gina Conti-Ramsden*)	7 (70%)	3 (30%)
DLT - Division of Informatics, Imaging and Data Sciences (Chair: Andy Brass)	6 (38%)	10 (62%)
DLT - Division of Nursing, Midwifery and Social Work (Chair: Nicky Cullum*)	5 (63%)	3 (37%)
DLT - Division of Pharmacy and Optometry (Chair: Jayne Lawrence*)	6 (55%)	5 (45%)
DLT - Division of Population Health, Health Services Research and Primary Care (Chair: Arpana Verma*)	9 (40%)	14 (60%)
DLT - Division of Psychology and Mental Health (Chair: Gillian Haddock*)	11 (79%)	3 (21%)
Total	73 (56%)	56 (44%)
*denotes female chair		

(v) Workload model

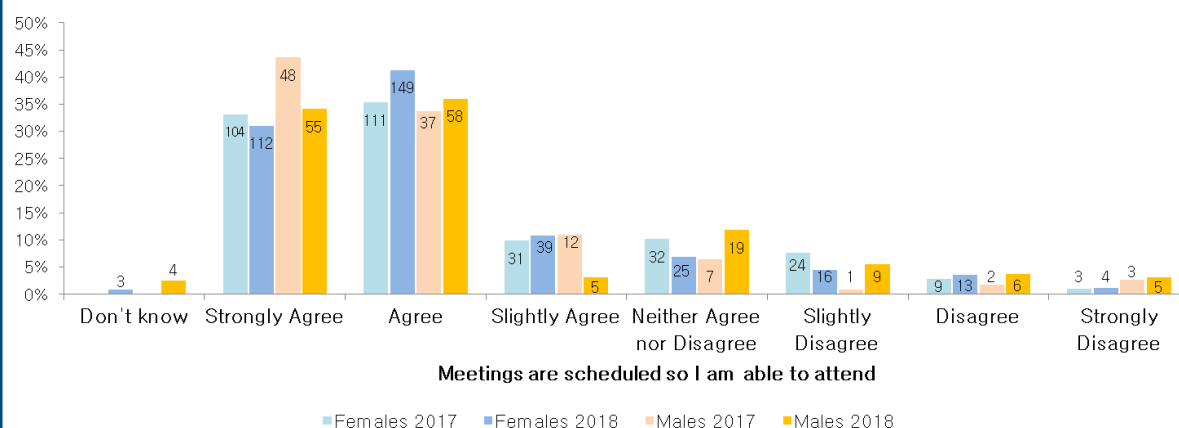
The Faculty is progressing a faculty-wide workload model which currently focuses on teaching contribution. This model has been informed by the model successfully operated and refined over several years in Nursing, Midwifery and Social Work.

(vi) Timing of departmental meetings and social gatherings

Generally, meetings are held between 10am and 4pm to **support staff with childcare/carer responsibilities**, unaffected by the restructure (Fig. 4.6.vi[1]). The 2018 AS “restructure” survey revealed that 80% of staff (F:83%; M:73%; Academic:81%; PSS:80%) **agreed** that meetings are scheduled so that they are able to attend (Fig. 4.6.vi[2]).



Figs. 4.6.vi[1]. Opinion of Academic and PSS females (blue) and males (yellow) who completed SHS Athena SWAN “restructure” survey in 2018 about the impact of restructure on timing of meetings and social gatherings.



Figs. 4.6.vi[2]. Opinion of Academic and PSS females (blue) and males (yellow) who completed SHS Athena SWAN “restructure” survey in 2018 about scheduling of meetings so that the staff can attend them.

(vii) Visibility of role models

The Head of School and 5 of the 6 Heads of Division created during the re-structure are women. The 2018 AS “restructure” survey indicated that 85% of staff (F:84%; M:87%; Academic:86%; PSS:83%) thought **there are positive role models for women** and 83% (F:83%; M:85%; Academic:86%; PSS:77%) to be the case for men (Figs. 4.6.vii[1] & [2]). Many respondents felt there had not been much change in the visibility of role models following the restructure (Fig 4.6.vii[3]), and over 70% of female academics and several males who commented in the survey believe there are now **“stronger female role models”** and that **“the new Head of School is a positive and/or motivating role model”**.

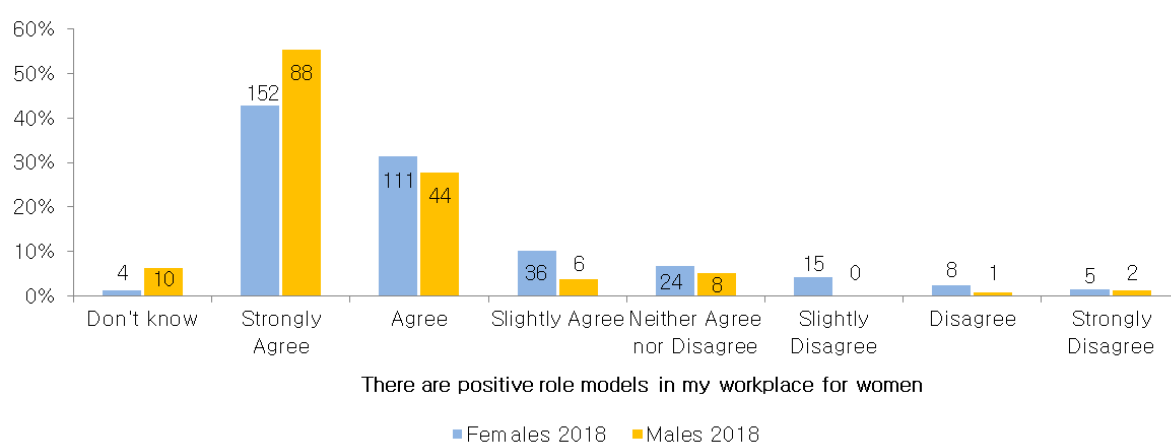
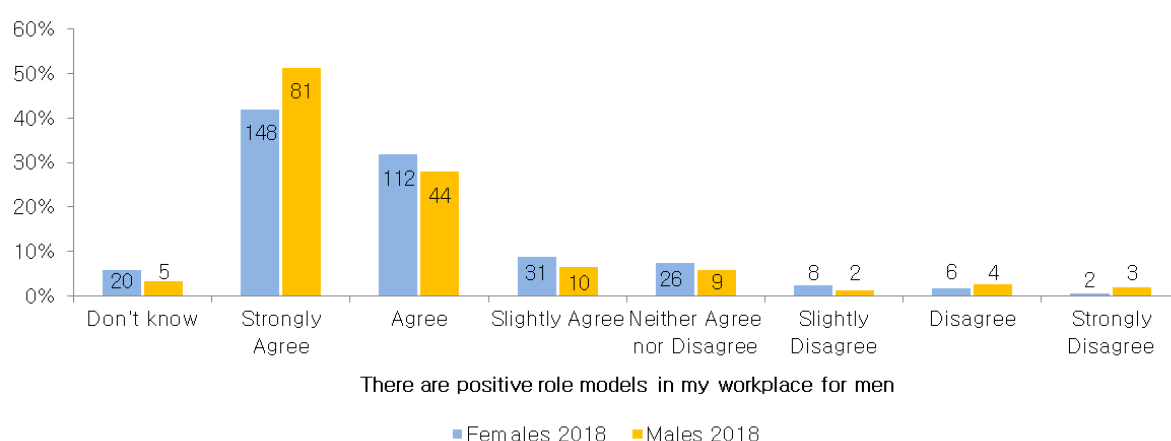


Fig. 4.6.vii[1]. Opinion of females (blue) and males (yellow) who completed SHS Athena SWAN “restructure” survey in 2018 about positive role models for women.



Figs. 4.6.vii[2]. Opinion of females (blue) and males (yellow) who completed SHS Athena SWAN “restructure” survey in 2018 about positive role models for men.

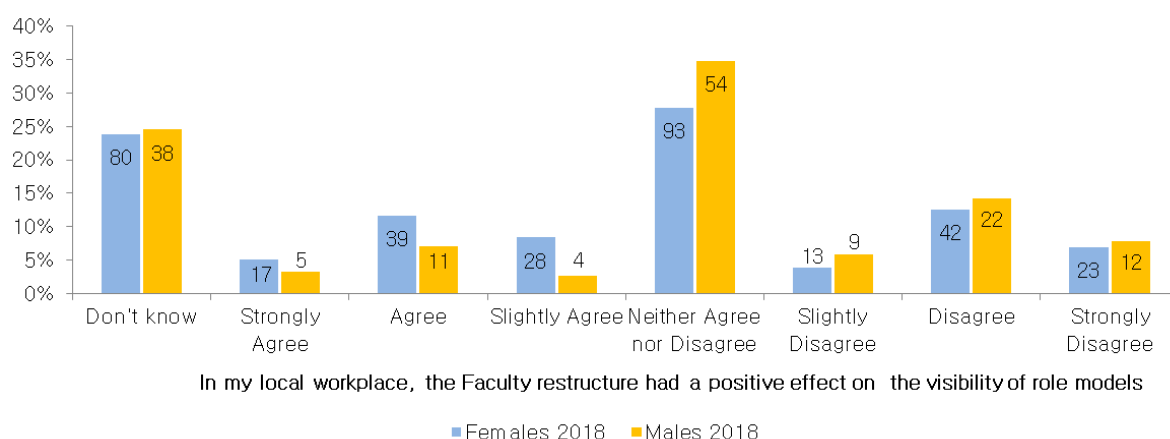


Fig. 4.6.vii[3]. Opinion of females (blue) and males (yellow) who completed SHS Athena SWAN “restructure” survey in 2018 about the impact of restructure on visibility of role models.

(viii) Outreach activities

Outreach remains a voluntary element to both academic and PSS staff with no noticeable impact of restructure on outreach activities (Fig. 4.6.viii). Additionally, P&DR forms for academic staff now also include a section for recording SR/outreach and this was noted in the recent promotion round. Recent staff and outreach surveys indicated that there is **no gender imbalance around staff participation**, time availability being the only limitation.

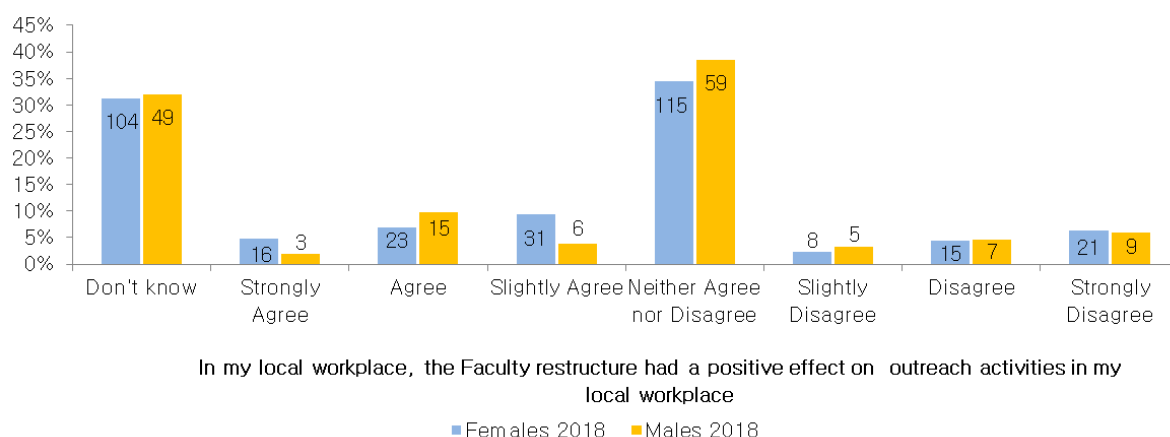


Fig. 4.6.viii. Opinion of females (blue) and males (yellow) who completed SHS Athena SWAN “restructure” survey in 2018 about the impact of restructure on outreach activities.

5. FURTHER INFORMATION (85 WORDS)

Recommended word count: 500 words

Please comment here on any other elements that are relevant to the application.

In Spring 2017 FBMH needed to make significant savings in order to make an appropriate contribution to the University's overall financial position. This process was referred to as M2020 and it resulted in 35 academic staff from across the faculty (14 from SHS) taking voluntary severance, fortunately savings were generated without moving to a compulsory redundancy situation.

In 2018 during the UCU strike action disruption was minimised as much as possible, ensuring that as a priority our student populations (UG & PG) were not disadvantaged.

6. ACTION PLAN

Please provide an updated action plan for the restructured department.

The action plan should present prioritised actions to address the issues identified by the previous self-assessment process(es) and any issues identified during restructuring.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next three years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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LANDSCAPE PAGE

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School of Health Sciences Athena SWAN Silver Interim Award Action Plan incorporating Consolidated Legacy Action Plan

Colour coding:

- **Silver-background rows contain:**
 - Information collated from former AS Silver-Award Action Plans of School of Medicine [M]; School of Nursing, Midwifery & Social Work [N]; Manchester Pharmacy School [Ph]; School of Psychological Sciences [Ps].
 - Only action points occurring on two or more submissions were recorded on legacy action plan; the remaining actions were either already completed, deemed no longer relevant, or taken forward as examples of “best practice” as described in the gold-coloured section below.
 - Total number of action points across all four documents: 101
 - Total number of action points used in legacy document: 72 (71% return)
- **Gold-background rows contain:**
 - **Best practice actions** identified from former AS Silver-Award Action Plans of School of Medicine; School of Nursing, Midwifery & Social Work; Manchester Pharmacy School; School of Psychological Sciences and hence **carried over** in this application.
- **Green-background rows contain:**
 - Actions developed at the **Faculty** level and common to all three schools, i.e. School of Biological Sciences (SBS), School of Medical Sciences (SMS), and School of Health Sciences (SHS)
- **Blue-background rows contain:**
 - Actions developed at the **University** level and common to all three schools, i.e. SBS, SMS, and SHS
- **White-background rows contain:**
 - New Actions for all Divisions in SHS identified in May 2018.

Abbreviations:

AS: Athena SWAN; **AS DLs:** Athena SWAN Divisional Leads; **BAME:** Black, Asian and Minority Ethnic; **CARD:** Centre for Academic and Researcher Development; **CPD Students:** Continuing Professional Development; **Director for SR:** Director for Social Responsibility; **Former School of:** *M=Medicine; N=Nursing, Midwifery and Social Work; Ph=Pharmacy; Ps=Psychological Sciences*; **DLs:** Divisional Leads; **DOMs:** Divisional Operations Manager; **E&D Team:** Equality and Diversity Team; **HEFCE:** Higher Education Funding Council for England; **HoDs:** Heads of Divisions; **HoS:** Head of School; **HoSO:** Head of School Operations; **HR:** Human Resources; **P&DR:** Professional and Development Review; **PG:** Postgraduate; **PGR:** Post Graduate Research; **PGT:** Post Graduate Taught; **PSS:** Professional Support Staff; **REF:** Research Excellence Framework; **SAT:** Self-Assessment Team; **SBS:** School of Biological Sciences; **SHS:** School of Health Sciences; **SLDU:** Staff Learning and Development Unit; **SLT:** Senior Leadership Team; **SR:** Social Responsibility; **UG:** Undergraduate; **UGT:** Under Graduate Teaching; **UoM:** University of Manchester.

School of Health Sciences Athena SWAN Silver Interim Award Action Plan incorporating Consolidated Legacy Action Plan

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
1.0	STUDENT DATA					
1.1	Although discipline specific, unequal proportion of male:female UG students (see section 2, Table 1.3)	Action linked to previous Silver actions Ph1; N25	1. Continue to record and analyse UG gender profiles and analyse BAME status.	Head of Student Operations or delegated authority. Admissions teams.	July 2018 & then annually	Awareness of how we compare with national figures and status; increased applications from minority groups.
	Female	Action	2. Monitor and analyse the	Directors of	July 2018 &	Increased understanding of

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
	undergraduates attain better degree classification than males (see section 2, Table 1.4)	linked to previous Silver actions Ps1.3; Ph4	annual patterns provided by the University degree attainment group.	UG studies with support from appropriate PSS teams	then annually	why females outperform males.
		New Action	3. Organise a focus group with female and male UG to explore reasons why females attain better degree classification than males.	AS SAT with support from Directors of UG studies	Sept 2019	Increased understanding of why females outperform males.
		New Action	4. Monitor progress of HEFCE funded Diversity and Inclusion student ambassador programme aimed at reducing attainment gap & providing an inclusive environment with safe spaces for students.	Associate Dean for SR	Aim for first review in Sept. 2018 & then annually	Continued reduction in attainment gap between M & F and BAME students and improved student satisfaction over next 3 years.
1.2	PGR education and career development to be more student-centred	Actions linked to previous Silver Actions Ps1.4; M4.11	1. Review, by survey, PGR opinion about support provided for career development and review feedback practices to ensure student-centred approach.	School PGR Director, Divisional PGR leads and Committees	Aug. 2018 & then annually	At least 70% PGR satisfaction with support provided for career development as measured using AS-developed PGR survey.

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
			2. Organize employability events for PGR students.	Director for PGR, Doctoral Training Academy	May 2019 & then annually	Positive destination data collected for next full AS application.
1.3	PGT (including CPD students) male: female ratios vary but trends fluctuate (see section 2, Table 1.3)	Action linked to previous Silver Actions Ph2; N26; M4.8	Regularly assess marketing material for course recruitment to ensure female images and testimonials are featured in promotional material.	Consortia Leads Director for PGT	Aug. 2018 & then annually	A demonstrable increase in the number of applications from female students.
1.4	To support transition from UG – PG and beyond	New Action Linked to previous Silver Action Ps1	To inspire UGs and support transition from UG – PG and beyond, invite UGs who have chosen to write a PhD application to attend Research and Researcher Forum events.	Directors for UG and PGT, PGR and appropriate Divisional Leads, School Research Committee	Sept. 2018 & then annually	At least 10 UG students and 5 PG students (either gender) to progress in academic career path. Peer support network for students UG and PGR established through invitation of students to Research and Researcher Forum events. Involvement of students in International Women's Day.
2.	ACADEMIC STAFF DATA					
2.1	Proportion of females not consistent at all	Actions linked to previous	1. Analyse recruitment and promotion applications at all grades.	HoS, HoSO	Aim for first review in	Increased gender parity at all grades or similar in line with

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
	academic grades (see section 2, Table 1.1)	Silver Action N27; M1.1; Ph5		HR Partner HoDs	Sept. 2018 & then annually	the percentage of females in the University overall by next full AS award.
			2. Encourage and monitor uptake of mentoring (mentors and mentees) via “Manchester Gold”, Aurora etc and coaching via SLDU.	HoS, HoSO Operations HR Partner HoDs	2021	Record number of females in Mentoring Gold & other coaching schemes over 3 year period.
2.2	Reasons for staff leaving by gender and grade to be better understood	Actions linked to previous Silver actions N28; Ps2.1; Ph8; M3.1 and were developed into UoM level Actions	1. All leaving staff offered option to complete anonymous online exit questionnaire. Survey data collated and reviewed bianually to identify trends in timely manner and resolve to prevent further loss of talent. 2. Compare permanent versus contract staff responses and see if there are any gender differences.	Survey design: Charter Marks' Coordinator under advice from AS Network; Survey pilot review: Charter Marks' Coordinator, University AS Lead; Ongoing survey monitoring: DOMs;	Jan. 2019 when people leave. Thereafter review survey data every 6 months by HR partners.	Reasons for leaving better understood and appropriate actions developed based on the analysis of the questionnaires over next 3 years.

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
				Actioning of interventions: School AS Leads, University AS Lead		
3.0	PSS STAFF DATA					
3.1	Gender split of job applicants	New Action	1. Analyse recruitment and re-grading rates at all PSS grades.	Head of School Operations Head of Student Operations	Aim for first review in Sept. 2018 & then annually	Monitor and review gender split at application and appointment across all PSS grades
		New Action	2. Encourage and monitor uptake of PSS mentoring (mentees and mentors) via "Manchester Gold" and coaching via SLDU.	HoSO Operations Head of Student Operations	2021	Record number of staff in Mentoring Gold & coaching schemes over 3 year period.
3.2	Increase understanding of rationale for PSS staff leaving	New Action	Ask all leaving staff to complete exit interview and AS exit questionnaire and analyse reasons for staff leaving by gender and grade.	DOMs on behalf of the HoSO	As people leave then annual review starting Sept. 2018	Reasons & trends for leaving better understood, appropriate actions developed over next 3 years following the analysis of exit questionnaires.

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
4.0	CAREER TRANSITION					
4.1	To minimise bias in recruitment, probation, and promotion panels for PSS and Academic staff.	Faculty level Action	Ensure ALL staff involved in interviews, shortlisting, probation, and promotion panels have completed mandatory E&D and interviewing, recruitment, and Unconscious Bias training.	Panel Chairs and HR Partner	Current & ongoing	100% of the staff on the panels to have completed or have an up to date training record for E&D and Unconscious Bias training by 2021. This will enable appointment and progression of the most suitable candidate irrespective of gender.
4.2	The quality of induction for ALL staff is variable across the School as evidenced by free comments in our 2018 AS survey.	New Action	School to co-ordinate induction with delivery at Divisional Level: 1. A reviewed booklet outlining key information about the SHS and Divisions, including information on E & D, Athena SWAN, and signposting to relevant resources, e.g. mental health support.	HoSO; Head of Student Operations; DOMs; HoDs and delegated managers	June 2019 & annually	New Starters' induction satisfaction at least 80% on SHS AS survey by next full award.
		Ongoing Action	2. A meeting on the first day with direct line manager who will also promote further	Line managers; compliance monitored by	Started post-restructure	New Starters' induction satisfaction at least 80% on SHS AS survey by April 2021.

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
			introductions.	SAT	and ongoing as appropriate - whenever new-starters start	
		Ongoing Action	3. Organise a get together lunch for new starters with HoS to facilitate familiarization and networking.	HoS; HoSO; Head of Student Operations; DOMs; HoDs and delegated managers	Started post-restructure with new HoS and ongoing bi/tri-annually as appropriate	New Starters' induction satisfaction at least 80% on SHS AS survey by April 2021.
		Ongoing Faculty level Action	4. Attendance at centrally coordinated induction course.	SLDU with support from delegated managers	Started post-restructure and ongoing	New Starters' induction satisfaction at least 80% by April 2021 on SHS AS survey.
		New Action	5. Encourage ALL new-starters to take up mentoring opportunities through "Manchester Gold".	Line managers with support from SLDU	As appropriate – whenever new-starters	New Starters' induction satisfaction at least 80% on SHS AS survey and record number of new starters on Manchester Gold over 3 year

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
					start	period.
4.3	Although the proportion of females agreeing that “ the academic PROMOTION process is fair ” has risen, the number still lags behind males.	Ongoing action linked to previous Silver Actions N29; Ps3.5; M2.12; Ph7 &13	1. Ensure there are annual promotions workshops organised for all staff at all levels of their career development to provide support and aid understanding of promotion processes.	HoS; HoDs & Promotions Champions HoSO and delegated managers HR partner	Ongoing and aim for next in Nov. 2018 & then annually	By the time of next full AS application, 80% Academics aware of Academic Promotion Policy and within next 3 years show a steady increase in proportion of female Academics satisfied that the promotion process is fair. Measured by SHS AS survey.
		Faculty level Action	2. Ensure ALL staff are made aware and are encouraged to access support of Promotion Champions (emails and line managers to include this information in the annual P&DR).	SLDU with support from delegated managers	Current & ongoing	80% staff satisfied that the School actively informs them about promotion support available by April 2021.
		New Action linked to Silver Action Ps4	3. Regularly inform staff about the promotions StaffNet web page that highlights how career breaks, and other individuals circumstances , are taken into account in decisions and do not hinder the prospect of promotion.	AS SAT and HoS with support of HR partner	Aim for Dec. 2018 start & then annually	A successive increase in the number of re-grading and promotion applications over the next 3 years.

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
		New Action	4. Analyse promotions data with respect to career track, caring responsibilities and working patterns.	AS SAT with HR partner	December 2019	Improved understanding of the influence of career track, caring responsibilities, and working patterns on promotion success.
	Open comments in SHS AS 2018 survey by PSS relating to lack of promotions opportunity	New Action shared with SBS	Investigate opportunities/scoping exercise for exploring career development and promotion opportunities for PSS and technical staff. Begin by researching opportunities in these areas at other organisations.	AS SAT and SBS working groups	October 2019 and annually	Understand career development opportunities for PSS staff to inform Action Plan for next full application. Steady year-on-year increase in a number of successful re-grading and promotion applications over the next 3 years.
4.4	Wider understanding and transparency around Research Excellence Framework decision making	New Action at Faculty level	1. Provide regular training/workshops on REF requirements and publications strategy, including E & D aspects.	PURE Team CARD, SLDU, REF teams HoS, Vice Dean Research & Innovation and delegated managers	Aim for Sept. 2018 and then every 6 months.	Increased understanding of REF and of the transparency of the process as evidenced in AS annual survey over next 3 years.

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
		New Action	2. Promote regular Divisional/School open discussions/updates about REF, i.e. standing item on agendas for staff meetings.	HoS, HoDs, School Research Director; School and Divisional Research Committees; Divisional Research Leads; REF leads CARD, SLDU	July 2018 and ongoing	Staff satisfaction with respect to REF support at least 70% as measured by our annual AS survey by April 2021.
		University level Action	3. Implement guidance for part-time staff with regards to REF requirements.	PURE Team CARD HoS	Target May 2019	Staff satisfaction with respect to REF support at least 70% as measured by our annual AS survey by April 2021.
5.0	CAREER DEVELOPMENT					
5.1	Increase awareness of training	New Action	1. Liaise with internal training provider (CARD) annually to determine current uptake of	SLDU, CARD and AS SAT	September 2018	10% increase in uptake of training courses per career

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
	opportunities available for each career role.	Shared with SBS	training for different research, teaching and academic roles.			role by April 2021.
		Ongoing Action linked to Silver Actions Ps4.2; N35	2. Encourage and actively promote further uptake in leadership and career development activities.	HoDs and/or delegated managers cascade information to line managers about career development opportunities, SLDU	Ongoing & quarterly	10% increase in the first two years in leadership and career development training uptake across all roles (including PSS) as measured by SLDU reporting.
		Ongoing Action	3. Remind SHS staff, via quarterly emails, about Grant Writing Retreat and supporting workshops for staff at all levels of their career development (2-3 a year).	Research Director of SHS (Karina Lovell); HoS; Divisional Research Leads	July 2018 & then quarterly	Steady increase in staff satisfaction with respect to grant support provided as measured using SHS AS survey and Grant Writing Retreat feedback by April 2021.
5.2	Perceived lack of time to attend training courses revealed in PSS focus groups 2018	New Action	Encourage both PSS staff and line managers to discuss "time" available for training and encourage them to develop a feasible training plan at the P&DR; increase awareness of	HoSO; Head of Student operations supported by SLDU and AS SAT	Aim to begin Dec 2019	Steady increase in the PSS staff satisfaction with respect to time available to attend training courses and awareness of relevant training policies & guidance as

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
			staff of existing policies and guidance; if the issue is real then develop guidance on protected minimum training time.			measured via AS annual survey over next 3 years.
5.3	In 2018 SHS AS survey 60% of both female and male academics had <u>not</u> heard about the Concordat to Support the Career Development of Researchers , only a slight improvement on the 68% during the 2017 survey. This indicates the need for greater awareness raising.	New Action	To mount a campaign via emails, StaffNet and SHS School Board to give greater prominence to the Concordat.	HoSO; HoS; HoDs; Research Directors and leads supported by AS SAT	Sept. 2018 - April 2021	80% of academic research staff reporting in SHS AS survey as having heard of the Concordat by next full AS application.
5.4	Improving the quality of P&DRs across the School whilst also increasing the uptake.	Ongoing Action linked to Silver Actions	1. Encourage, actively promote and monitor uptake of P&DRs by ALL staff. 2. Encourage reviewers and reviewees to take up P&DR	Head of School; HoDs; HoSO; Head of Student operations and	Aim for April / May 2019 & then annually	Steady increase in the uptake of P&DRs in the coming 3 years. Monitoring of uptake

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
		Ps4.1; N34; Ph11 & 12; M2.3	review training.	delegated managers		established and embedded in normal practice. Steady improvement in satisfaction with P&DR process.
		Ongoing Action linked to Silver Actions Ps4.2; N35	3. Remind line managers about training, mentoring, and coaching opportunities available for ALL staff and to agree a personal development plan at the P&DR.	HoSo; Head of Student operations with support from AS SAT	Aim for Sept. – Dec 2018 & then annually	By April 2021, all staff who report having had P&DR indicate having training identified and Personal Development Plan agreed - provision measured through SHS AS annual staff survey.
5.5	Not all research active staff access GRANT training . In 2015-16, 240 people participated in research grant-supporting training activities, 69% of whom were female. In 2016-17 this increased to 252 with 73% female participants.	New Action	1. Promote via emails grant support opportunities, <i>e.g.</i> Grant Writing Retreat , Project-to-Programmes, College of Experts, to enable a greater range of researchers to access support available.	Research Director of SHS (Karina Lovell) & HoS, HoDs	July 2018 and quarterly	20% increase in the number of SHS research active staff accessing GRANT training by date of next full AS application.
		New Action	2. Produce case-studies of successful candidates who attended grant support training.	SHS (Karina Lovell) supported by AS SAT	By July 2019	Two case studies produced, advertising quality of GRANT training available.

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
5.6	Academics (F: 47% and M:58%) from SHS AS 2018 survey were unaware of the University's career break policy.	Ongoing Action linked to Silver Actions N46; Ps2.2 & 6.1; Ph19	Regular (quarterly) emails sent signposting relevant policies relating to maternity/paternity/adoption/parental and long-term sick leave, career break and updates.	HoSO HoDs Line managers AS DLs	July 2018 & then ongoing quarterly	80% of staff aware of these policies as measured by SHS AS annual survey by April 2018.
5.7	Support for staff when returning from maternity/paternity/adoption leave	Ongoing Action linked to Silver Actions N44; Ps5.7; Ph19;M3.4	1. Set up focus group comprising staff who have experienced maternity/paternity/adoption/parental and long term sick leave in the past 2 years to understand clearly areas for improvement.	AS SAT	Jan 2020	Understanding types of support needed by staff returning from leave. This will aid development of tailor-made support & included in Action Plan for next full AS application.
		New Action linked to Silver Action Ps6	2. Ensure that plans for teaching/admin/research cover are in place within first 6-months of pregnancy in case the expecting mother needs to stop working sooner than planned in order to reduce their anxiety.	Individual Line Managers, compliance monitored HR partner and report to AS SAT	Dec 2018	>80% satisfaction with support provided for maternity leave for 2021 full AS application.
		New Action linked to	3. New guidance for returning staff: (a) Returning staff have a personalised reduced	Individual Line Managers,	Start Dec. 2018 &	>80% satisfaction with support provided for return from long-term leave by April 2021.

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		Silver Action Ps6	teaching/admin load; (b) they are not obliged to take on any new teaching/admin duties in their first year of return, (where possible and in discussion and agreement with the individual), as this would involve substantial preparation time and impact on their well being and performance; (c) that research active staff meet with their Line Manager on return to discuss and agree a plan to support their needs with regard to resuming their research activities.	compliance monitored by AS SAT and HR partner	ongoing	
		New Action linked to Silver Action Ps6	4. Encourage all staff returning from maternity/paternity/adoption leave in past 2 years to attend peer-support group and pair new parents with experienced parents for peer-support.	Individual Line Managers, compliance monitored by AS SAT and HR partner in conjunction with the SLDU	Start Dec. 2018 & ongoing	>80% satisfaction with support provided for return from long-term leave by April 2021.
5.8	Impact of maternity/paternity/	New Action linked to	Conduct a study aiming to identify whether a period of maternity/paternity/adoption	AS SAT with Divisional	Aim for Sept 2020	Improved understanding of the impact of maternity/paternity/adoption

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
	adoption leave on career development of SHS staff (publication rate, grant success, promotion etc)	Silver Action Ps6	leave has an effect on career development of SHS staff (publication rate, grant success, promotion etc).	admin support		break, to inform next (2021) Action Plan.
5.9	Comments from both AS surveys (2017 and 2018) indicated that the high level of informal arrangements for flexible working were due to either an unwillingness to have a formal discussion with their line manager or a lack of knowledge about the flexible working policy and/or application procedures.	New Action	Increased signposting to flexible working policy via quarterly emails and organise information sessions on flexible working delivered by HR partners. HoS newsletter	AS DLs and HoSO HR partner	Sept 2018 and quarterly afterwards	Increase to >80% satisfaction with support provided for flexible working by date of next full AS submission.
6.0	CULTURE					
6.1	The SHS AS 2018 surveys showed that 20% of staff were	New Action	1. Regular (quarterly) emails sent signposting relevant		June 2018 and	90% of staff aware of both policies & feeling empowered, as measured by AS survey, to

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
	NOT aware of the Dignity at Work and Study Policy and 20% were NOT aware of the ' We Get It ' campaign against harassment and discrimination. Free comments in survey reported a few cases of staff experiencing or witnessing harassment or bullying.		policies relating to Dignity at Work and Study Policy and "We Get It" campaign. HoS newsletter		quarterly afterwards	report cases of bullying and harassment by April 2021.
		New Action	2. A standing item on the SHS Board Meetings agenda. Director for Social Responsibility to highlight the issue at the School Board meetings.	HoS HoDs HR partner Director for SR (David Allison)	July 2018 & then annually	Yearly increase in proportion of staff feeling empowered, as measured by AS survey, to report cases of bullying and harassment by date of next full AS application.
6.2	Encourage ALL staff (including contract researchers) to participate on management and decision-making committees	Action linked to Silver Actions Ps5.2; Ph16; M2.14; N37 & 38	Email prompts and open calls of expression of interest for committees and offer deputy roles.	HoS HoSO Head of Student operations HoDs	Ongoing from July 2018	An increase in gender balance on decision-making committees to achieve equal representation from women and men by date of next full AS submission.
6.3	Monitor staff awareness of E&D issues and maintain annual AS staff	Action linked to Silver Actions Ps7.1;	Staff survey to be administered annually to all staff (incl. PSS / Researchers/ Part-time) in SHS. A donation of £1.00 will be	AS SAT chair	Aim for Dec 2018 & then annually	Increased awareness (10%) of E&D and sustained positive comments and perceptions regarding key AS initiatives / issues by date of next full AS

Ref	Issue	New or Previous Action	Proposed action	Responsibility	Timeline	Success Measure
	survey	M5.4; N32 & 33; Ph3	made to a chosen charity for each survey completed to encourage increased completion.			application.