

## The University of Manchester

### Board of the School of Natural Sciences

**2pm – 4pm Wednesday 6<sup>th</sup> April 2022, Zoom (<https://zoom.us/j/92657247759>)**

#### Agenda

1. Chairs Business **2:00 – 2:05**
  - a. Minutes from the previous meeting held on 12.01.22
  - b. Matter arising
2. MECD Updates **2:05 – 2:15 (Emma Pemberton-Eccles, Lydia Norman)**
3. Finance and “where the faculty contribution goes” (**Gemma Lyons**) - Presentation and discussion **2:15 -2:30**
4. Timetable Project (**Stephen Pettifer, Paul Brierley & Arige Hallug**) **2:30-2:40**
5. Issues from the Student Rep (led by **Student reps**) - no items notified **2:40-2:45**
6. Head of School Update (**Chris Hardacre**) **2:45-3:00**
7. Issues from the Departments (led by **Chairs of Department Fora**)  
Including: Student Support Hubs, Teaching Expectations, Faculty Contribution Model **3:00-3:20**
  - a Motion from Materials: The materials forum opposes the teaching expectation document in its current form and requests that it is not adopted by the university without further consultation. Motions from Earth Sciences: The Departmental Forum rejects the "University Statement of Teaching Expectations"; The "University Statement of Teaching Expectations" needs substantial revision and a longer process for open staff discussion, engagement, and input
  - b Motion from Chemistry and Earth Sciences: This Department Forum endorses the proposal to return TLSE office and staff to the Department and allow walk-up student enquiries on discipline-specific matters.
8. Update from Head of School Operations (**Sam Ryder**) **3:20-3:25**
9. Update from Head of Education (**Andrew Horn**) **3:25 – 3:40**
10. SEP Cohort 2 Refresh **3:40 – 3:50 (Steven Olivier, Wayne Keating)**
11. Reports from Head of Research and EDI (tabled – questions and comments may be raised) **3:50-3:55**
12. Report from Senate (**Philippa Browning and other Senate reps**) **3:55-4:00**
13. AOB
14. Date and time of next meeting – 1pm – 3pm, 18<sup>th</sup> May on campus

**Reports**

Head of Education Report

Head of Operations Report

Senate Report including UoM Statement of Research Expectations

Head of Research (report only)

Head of EDIA (report only)

HR Report (report only)

## SCHOOL OF NATURAL SCIENCES

UNAPPROVED MINUTES OF A MEETING OF THE SCHOOL BOARD  
HELD ON WEDNESDAY 12<sup>TH</sup> JANUARY 2022 AT 10-12AM, ZOOM

## Present

Adam Davis (he/him)	Charlotte Hooson-Sykes	Igor Larrosa	Marta Pina (she/her)	Sally Brown (she/her)
Agate Stranka	Cheonghee Kim	Ingo Dierking	Martin Attfield	Sam Hay
Ahu Dumanli-Parry	Chloe McDonnell	Inigo Vitorica	Martin Coram	Sam Ryder
Aimie Lambert	Chris Blanford	Jack Scott	Martin Gallagher	Samsung Galaxy S7
Alan Brisdon	Chris Hardacre	James Allan	mbxssnm3	Sandra Gogacz
Albert Zijlstra	Chris Muryn	Jamie Gooding	Meera Mehta	Sarah Cartmell
Aleksey Yerokhin	Christopher Conselice	Jane Deakin	Merren Jones	Sarah Wright (she/her)
Alex Cook	Claudia Henninger (she/her)	Janine Dixon (she/her)	Michael Garrett	Sasha Grigorenko
Alex Eggeman	Connor Dempsey-Riley	Jay Taylor	Mike Birse	Scott Kay
Ali Gholinia	Conor Fitzpatrick	Jeff Forshaw	Mike Burton	Sean John Freeman
Alice Bowen	Cristina Valles	Jen Lockhart	Mike Shaver	Segun oke
Alison Pawley	Damindi Jones	Jian Lu	mumsuan2	Shan Lin
Alison Smigova	Dan Scotson	Jiashen Li	Nathan Owston	Simon
Allan Matthews	Daniel Shipman	Jitesh Gajjar	NF Morrison (he/him/Neil)	Simon Cotter (he/him/his)
Amanda Aspinall	Darren Shepherd	Jo Cartwright (she/her)	Nick Weise	Simon Holden
Andrei Golov	David August	Jo Williams	Niels Walet	Simon Webb
Andrew Gordon	David Hall	Joao Fonseca	Nikesh Solanki	Sophie Downes (she/her)
Andrew Hazel (he/him)	David J. Lewis	John Warren	Odile Masia	Sophie Jones
Andrew Horn	David Johnstone	Jon Lloyd	olatunji Johnson	Stefan Söldner-Rembold
Andrew Pitt	David Leys	Jon Masterson	Olga Tsigkou (she/her)	Steve Hayes
Andrew Regan	David Silvester	Jonathan Bagley	Oliver Jensen	Steve Pettifer
Andrey Kretinin	Debbie	Jonathan Redfern	Pamila Sharma	Stuart Christie
Andy Elvin	Delia Vazquez	Jonathan Skelton	Paul Johnson	Stuart Lyon
Ann Webb	Dirk Engelberg	Jonny Blaker	Paul McNaughter	Sue Tizini
Anna Humble	Diyaco	Jordi Bures	Paul Walmsley	Susanne Shultz
Anna Scaife	Donald Robertson	Josh Snape	Penny Bartlett-O'Boyle	Sylvester Boon
Anne Davies	Doyin Mansell	Judith McGovern	Perdita Barran	Theodore Papamarkou
anthony green	Ed	Julie Thompson	Peter Quayle	Thomas Malcomson
Aravind Vijayaraghavan	Emily Sayle	Kai Prince	Phil Manning	Tom Kempton
Artenis Bendo	Emma	Katherine Joy	Philip Withers	Tom Shearer (he/him/his)

Arthur Wilkinson	Emma Reilly	Katie Moore (she/her)	Philippa Browning	Toni Moran (She/Her)
Aurelie Le Normand	Eric McInnes	Keith Grainge	Ping Xiao	Vicky Coker
Barbara Waters (she/her)	Francesca Moss	Kevin Jackson	Rachel Parker-Strak	Wendy Flavell
Beatriz Mingo	Gareth Morris	Kristina Brubacher (she/her)	Raj Tandon	Xiaogang Chen
Bill Sampson	Gary Ingham	Kun Yan	Ray Burgess	Xiaorong Zhou
Bobbie-Ann Jones	Gemma Coleman	Laura Knighton (she/her)	Ray Comber	Xuqing Liu (he/his)
Brian Derby	Gianpaolo Vignali (he/him)	Lauren	Rebecca Cross	Yang Han
Bryony Quick (she/her)	Giles Johnson (he/him)	Lee Fielding	Rhian Jones	Yi Jin
Carl Poree	Gordon McFiggans	Lindsay Pressdee	Richard Winpenny	
Cas Burton	Guillaume De Bo	Lloyd Cawthorne	Rob Dryfe	
Catherine Walton	Heather Murphy	Lorna Dawson (she/her)	Rob Sansom (he/him)	
Cathy Walton	Helena Gittins	Louise Walker	Robyn Dale (she/her)	
Cecilia Medupin	Henggui Zhang	Louise Wood-Sanna	Romain Tartese (He/Him)	
Chamil	Hugh Gong	Marcus Tressl	Rong	
Charlene Gallery	Hugo Ricketts	Mark Bissett	Ros Le Feuvre	
Charles Darko	Huw Owens	Mark Coleman	Roy Wogelius	
Charles Walkden (he/him)	Ian Kinloch	Marta Blazquez	Ruikun Jiang	

**In attendance:** Stephen Pettifer, University Academic Lead for Digital Learning

## DISCUSSION SUMMARY

Item No.	Item	Action By	Date Due
<b>1</b>	<b>Chair's business</b>		
<b>a</b>	Minutes from the previous meeting held on 28 <sup>th</sup> September 2021 were approved.		
<b>b</b>	<p><b>Matters arising</b></p> <p>Update from outstanding actions:</p> <p><b>CH to circulate wording approved by DASS that can be used to ask students to put on masks. <i>Outcome/update: Complete</i></b></p> <p><b>CH to Chase Student exemptions for mask wearing so that academics know which students are exempt in advance of the teaching: <i>Outcome/update: Complete. Staff and students are able to obtain a lanyard from Occupational Health to indicate they have got an exemption. A letter can also be provided.</i></b></p> <p><b>CH to arrange further communication to students about wearing masks. <i>Outcome/update: Complete</i></b></p>		

	<p>CH to ensure that signage on mask wearing is in place in all areas: <i>Outcome/update: Complete. Head of School has raised with Estates to ensure signage on mask wearing is visible in all areas.</i></p> <p>CH to arrange for the maximum number of students in each of the lecturing spaces to be sent to all of the Department safety advisor. <i>Outcome/update: Complete</i></p> <p>Question received on whether the moratorium on live online teaching also apply to PGR Courses. <i>Outcome/ update: Complete. CH confirmed that there was a case looked in to where online teaching in the Department of Physics and Astronomy for PGR cohorts was able to be moved online.</i></p> <p>Question received on how long the students have to 'sign in' to a session on the new Attendance monitoring system. <i>Outcome/ update: No update provided by AH</i></p> <p>CH to find out if the FLT and SLT minutes can be made available to staff in the School. <i>Outcome/ update: No update provided by CH</i></p> <p>The Chair invited any matters arising from School Board members. Key points raised in the chat function:</p> <ul style="list-style-type: none"> <li>Will the university provide any guidance on mask hygiene? <i>The blue masks can be worn for up to 4 hours unless they get wet. Reusable masks are to be washed on a regular basis.</i></li> </ul> <p>Check guidance on mask hygiene is on Staff net and send out a communication. <b>Action: Chris Hardacre</b></p> <ul style="list-style-type: none"> <li>What is the best method to raise that there are lot of empty mask boxes in building entrances? <i>Raise through Health and Safety Advisors or Deputy School Operations Managers</i></li> </ul>	CH	
2	<p><b>Head of School Report and Q&amp;A</b></p> <p>CH presented a verbal Head of School update, key points include:</p> <p><u>FCM Update</u></p> <ul style="list-style-type: none"> <li>The FCM has been released to all departments and inaccuracies are being addressed.</li> <li>The model shows allocated duties, research commitment, remaining time available and total commitments. Head of Department are to use the metrics to help understand loading across the Department.</li> <li>There is a change to the research commitment and this includes a research loading for individual grants and PGI supervision that were contractually obliged to deliver.</li> <li>The formula has increased time allocation for smaller courses and decreased time allocation for larger courses</li> <li>The project formula has been adjusted to include MSc project supervision</li> <li>Future changes to the model will be classed as major or minor. Major changes will impact multiple staff and the Department Forums will take a role in this</li> <li>Feedback can be sent to <a href="mailto:FCM@manchester.ac.uk">FCM@manchester.ac.uk</a> or Head of School</li> <li>There is significant flexibility in what the Heads of Department can include in the model and for individual circumstances are to be taken into account.</li> </ul>		

	<p>The Chair invited feedback and any questions from School Board members. Key points raised verbally and in the chat function:</p> <ul style="list-style-type: none"> <li>• The formula is not visible</li> <li>• The Chair asked what the plans are to review the FCM. <i>There will be a formal review annually but it is a living model and reviews can also be done on a 6 monthly basis as duties and courses change</i></li> <li>• When will inaccuracies be updated? <i>This should be done continually as feedback provided.</i></li> <li>• Currently the funded hours in grants are shown whereas the formula says that the costed hours should be used and this is an issue in Nuclear Physics with STFC grants. It was raised that this issue also effects a number of different grants in all Departments and not just STFC. <i>CH confirmed that how they are recorded will be revisited and it is dependent on circumstances.</i></li> <li>• Will the FCM look at income on industrial funding that can come through P codes, rather than R codes? <i>Research Finance are making progress on this and are looking at which parts of P codes are associated with internal funding and external funding.</i></li> <li>• Allocation of individual research time for all academics, which was discussed at length in this forum, has disappeared. <i>CH confirmed that 20% for scholarship time is in the model but it is not as explicit and will be revisited.</i></li> <li>• Concern that decisions on workload are being made based on the FCM which is not complete. <i>The FCM is only one input and workload should be discussed with line manager.</i></li> </ul> <p>The Chair asked the Head of School to provide a written report issues on the FCM raised in the meeting, including those raised in the Chat function to which responses have not been given, and in previous feedback, with an update on issues raised to be provided in advance of the School Board in April <b>Action: Chris Hardacre.</b></p> <p>CH outlined a number of investments in the School since September including 2 Chairs in Fusion have been appointed; Chair in Advanced Materials is currently advertised; Chair in Quantum will be advertised shortly. The new Director for Dalton Institute is currently advertised. The new round of Dame Kathleen Ollerenshaw Fellowships has been launched and shortlisting will take place in January. £840k of Small Value Equipment has been invested in.</p> <p>A number of academic positions have been agreed by the Dean in December 2021 within the School of Natural Sciences including three positions in Data Sciences and three positions in NetZero. There are also positions in Maths, Chemistry and Physics and Astronomy. A lectureship in Materials and Device for Quantum Technologies will be discussed once the Chair position is filled.</p> <p>There have been investment in PS support including Graduate Interns and discussion are taking place for a Grade 6 Horticultural Technician. There has been investment in Other Operating Expenditure (OOE) across the School for Teaching and Learning, support for business engagement and post REF activities, support for SR and EDIA, support for Maths Interdisciplinary Research Interactions and an additional half a million pounds to support small value equipment. Heads of Department will be in touch with staff for small value equipment and capital equipment bids.</p> <p>A COVID relief fund has been launched to support staff who have been disproportionately affected by COVID. This will be ongoing for the next two years.</p>	CH	April 2022
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	<p>Applications are open for a Carers Support fund that helps networking and professional development.</p> <p>The budget timeline for 2022 – 2023 budget was outlined and the target date for the first draft is the end of January to allow time for review with the Heads of Department during February 2022.</p> <p>There was a reminder that the President and Vice Chancellor is visiting the School on Tuesday 15<sup>th</sup> February and staff can sign up to the Open meeting on Zoom via Eventbrite by Friday 4<sup>th</sup> February 2022.</p> <p>The Student Number Intake was presented for each Department including the figures for first year UG and PGT students, for home and overseas.</p> <p>The Chair invited feedback and any questions from School Board members. Key points raised verbally and in the chat function:</p> <ul style="list-style-type: none"> <li>• It was highlighted that the use of acronyms should be avoided or reduced to be more inclusive</li> <li>• As part of the policy in managing and sustaining equipment, a single asset management system has been developed. This lists all equipment over £5k and should be checked before staff purchase new equipment. Staff should also speak with the Senior Technical Specialist to provide evidence that the equipment does not exist. CH noted that investment in equipment includes teaching and research and is for Academic and PS colleagues. Equipment purchased will need to be receipted by the end of the financial year in July 2022.</li> <li>• What plans are there to stabilise PS staff i.e. reduce turnover in the Departments? Is there any audit on workloads for PS staff? It seems to have increased significantly over the past couple of years. <i>There has been a considerable amount of change and we are looking at resourcing levels and workloads continuously across all areas of activity including technical staff.</i></li> <li>• Questions asked for details on the outcome of the COVID relief fund i.e. number of requests received, number requests funded, amount allocated so far. <b>Action: Chris Hardacre</b> to give an update on the COVID Relief Fund at the School Board in April 2022</li> </ul>	CH	April 2022
<b>3</b>	<b>Items from the Department</b>		
<b>A</b>	<p><b>Faculty Exam Board – Department of Chemistry</b></p> <p>Question raised on why the Faculty Exam Board is necessary. The previous year caused a delay releasing results to students. It was confirmed that this is a decision made by the Vice President for Teaching, Learning and Students. Lessons that were learnt from the last academic year will be addressed and the processes are now built in. The date of the exam board will not impact the date results released or graduation. It is not confirmed if the Faculty Exam Board will take place in the next Academic Year (2022- 2023)</p>		
<b>B</b>	<p><b>Timing of School Board meetings – Department of Chemistry</b></p> <p>A request to keep timing of the School Board to Wednesday afternoon. The Chair confirmed it was agreed to vary the timings of the School Board meetings for this Academic Year. A consultation with the Chair of the school Board and the chairs of the departmental forums will take place when setting the dates and time of the School Board for the Academic Year 2022 – 2023. <b>Action: Philippa Browning</b></p>	PB	September 2022

C	<p><b>MECD working practices and space allocation – Department of Materials</b></p> <p>Concern on student welfare and crisis management in open plan offices. Staff have raised concerns about finding appropriate private space in the MECD Building when they are in open place office with a distressed student. It was noted that the welfare hub has private space available for but there is a concern that these situations cannot always be planned.</p> <p>The following views were expressed in a discussion on MECD Working practises:</p> <ul style="list-style-type: none"> <li>• The University strategy has been to reduce the number of student touch points across the University, and these have been reduced from 100 to 9. One of them is the Student Hub in MECD Building. There are three private rooms area available in this area for academic or PS staff with a student that are in distress</li> <li>• Concern about how easy it would be for students to access academics in MECD on an informal basis. Students will not have direct access to research team’s workspace on higher levels. All contact time will need to be booked in advance which is not always appropriate.</li> <li>• Chris Hardacre informed the School Board members that IT are exploring whether a communication tool can be installed at the points where the students don’t have access to help the students contact the academic. This is not yet confirmed.</li> <li>• Concern that students may not want to walk into an office with multiple people to find the academic and then walk back through to find a private room.</li> <li>• Concern that when a review takes place on working practise that nothing will change and this is a serious issue for student welfare.</li> <li>• Teams calling will mean that phones cannot be installed and this will mean that student cannot contact academics in meetings. There will be no visual cues to see if a student needs your help now they cannot knock on office doors.</li> <li>• Concern that NSS will suffer because of this decision, and will impact students feeling part of a community and accessing staff when required. It was noted that the building has been shaped to be easily configurable so will look at the review. Concern that students may get a different experience of how they can access academics compared to other Department and Schools.</li> <li>• Highlighted that this was raised as an issue during previous consultation and the plan has been objected and staff feel ignored.</li> <li>• Item raised by Student Rep that electronic communications at contact points for open place offices might make students feel uncomfortable typing in case it is saved.</li> </ul> <p><b>Action:</b> Chris Hardacre to raise concerns raised at the School Board at the MECD Project Board and Committee. <i>Chris has raised with members of the project committee. It has been agreed that the document that describes the student’s journey will be reviewed.</i></p>	CH	Complete
D	<p><b>Student Hubs – Department of Earth and Environmental Sciences</b></p> <p>Concern raised that the closure of student facing hubs in the Department of Earth and Environmental Sciences has not gone smoothly and we need to review that decision based on the student and staff experiences. <i>The footfall in the centralised hub is reduced compared to what anticipated and number of staff covering hub has been reduced and more TLSE staff are back working in the Department. Difficult to evaluate due to impact of COVID. Hubs to be reviewed on regular basis looking at footfall and feedback from students.</i></p>		



	<p>It was highlighted that in previous discussions with Heads of Schools on discipline related hubs it was raised that support at discipline/department level is vital and it was asked why this was not taken into consideration in the decision process. <i>The decision has been made as part of SEP which is an institution wide decision and there was a consultation process as part of SEP.</i></p> <p>There was a number of staff in the Zoom chat that had concerns about the student hub being remote and wanted support to remain in the Departments.</p> <p>Several members of the Board requested that a vote be taken on this issue. As no advance notice had been given, the Chair ruled that a vote could be taken but it would be informal. Informal vote as follows on motion proposed: ‘ Student Support should be at Departmental level’</p> <p>For 104/128 (81%), Against 7/128 (5%) &amp; Abstain 17/128 (13%). 128 out of 180</p>		
<b>4</b>	<b>Faculty &amp; Senate Committee Updates</b>		
<b>a</b>	<p><u>Implementation of Halpin Review of Governance</u></p> <p>The Halpin Review has recommended that there should be a clearer direct connection between Schools and Senate. It has been decided that the Head of Schools will become full members of Senate. A proposal is under consideration that School Board Chairs should also become Senate members, which would improve communication and accountability between School Boards and Senate.</p> <p>Faculty Committee have discussed hybrid working pilot, issues with FCM, student staff ratios. Dean has expressed a preference for items from the School Board to be raised through board chairs to elected representatives</p>		
<b>5</b>	<b>Head of School Operations Report</b>		
	<p><i>A report from Head of Operations had been received and circulated.</i></p> <p>It was highlighted that the Rewarding Exceptional Performance has been announced for PS and Academic colleagues.</p>		
<b>6</b>	<b>Head of Equality, Diversity, Inclusion and Accessibility (EDIA) Report (Giles Johnson)</b>		
	<p>GJ presented a verbal EDIA update, key points include:</p> <ul style="list-style-type: none"> <li>• School level Athena Swan application submitted on 11<sup>th</sup> January 2022</li> <li>• Data showed that there is a trend of disproportionately fewer female staff, particularly amongst academics and technicians. The percentage of female staff consistently declined through levels of seniority.</li> <li>• Across the board there are fewer female staff compared to comparable institutions</li> <li>• Looking at staff overall there have been an increase in percentage of women across of the staff over the years and an improvement in percentage of female professors and lecturers</li> <li>• A Positive Action checklist for Recruitment has been put together and will feature in the action plan focusing on gender and underrepresented groups.</li> <li>• Amongst undergraduates there is a small improvement in the percentage of female students. Fashion Business Technology have increased the number of male students recruited over years following actions from their Athena Swan</li> <li>• Athena Swan action plan has been developed and the priorities will look at staff recruitment, student diversity though widening accessibility and embedding our people and our values and embedding an equal and inclusive culture</li> </ul>		

	<ul style="list-style-type: none"> <li>• The School will look at addressing issues of Race over this year</li> <li>• Number of funds are available including Covid Relief Fund, Carer's Fund and Training Fund</li> <li>• Fund also available to students and early career researchers from underrepresented disciplines to help them with career development and training</li> </ul> <p>Question raised about whether there has been guidance or information on how the pandemic has affected women including in the Athena Swan Application. <i>The COVID Relief fund, promotions and questions on parental leave are featured in the Athena Swan Application.</i></p>		
	<b>Items from the Student Reps (Student Reps)</b>		
	<p><u>Arrangements for exams/assessment</u></p> <p>It was raised that clarity is needed on self-isolation and what the application of guidance is applied in the exam halls from the Faculty. Students want a FAQ available to address these issues given the exam period is imminent. <i>It was confirmed that there is an FAQ being developed and should be released on 12<sup>th</sup> January 2022.</i></p> <p>Student Rep thanked staff in Departments for answering a large number queries and questions on this matter that are causing high level of stress.</p> <p>It was raised that the open letter (added to the Zoom Chat and included as an Addendum to the Minutes) has been signed by a large number of students, raising concerns about the assessment process. Concerns were raised concerning an open book examinations and in closed book conditions in Department of Chemistry. Further clarity on this was requested.</p>		
	<b>Flexible Learning Strategy &amp; UMW (Steve Pettifer, University Academic Lead for Digital Learning)</b>		
	<p>Steven Pettifer and Daniele George are putting together the business strategy for Flexible Learning and it will be submitted to Senate by July 2022. Network groups have been set up for staff and students to discuss strategic themes including Accessibility, Assessment, and Space on campus, Training and Skills, Technology and Innovation. Staff can also contribute by completing survey or attending DLE Review Workshops, and students can contribute through PASS Leaders and other activities across the University. A Digital Learning Environment Review will be conducted by Prof Caroline Bowsher. Prof Ang Davies will review engagement with degrees that are not 3 years, e.g. apprenticeships stackable degree and micro-credentials. Dr Jane Mooney's theme will look at improving digital capabilities.</p> <p>This item to be discussed in the Department Forum Meetings and at a future School Board and more time to be allocated on to the agenda.</p>		
<b>9</b>	<b>Head of Education Report</b>		
	<p><i>AH highlighted part of the report submitted including:</i></p> <ul style="list-style-type: none"> <li>• The exam marking schedule is tight and markers are reminded to be prompt in returning script and marks. Assessment Communities of Practice, led by Niels Walet and Andrea Taylor has developed a streamlined process for both Schools.</li> <li>• In Semester 2 all programs, except for DL programs, will be on campus in FSE</li> <li>• The Attendance Monitoring Systems should work better in Semester 2 than Semester 1 as the WIFI and timetable systems are more stable</li> </ul> <p>A number of concerns highlighted in the Zoom chat from students on support for self-isolation and concern that students with COVID might choose to attend exams. <i>Andrew</i></p>		

	<i>Horn to discuss the questions raised at a meeting with SU and students reps and ensure they are included in the FAQ's scheduled to be circulated on Wednesday 12<sup>th</sup> January 2022.</i>		
<b>10</b>	<b>Head of Research Report (Ian Kinloch)</b>		
	<i>A report from Head of Research Report was circulated.</i>		
<b>12</b>	<b>AOB</b>		
	Late report from HR report was circulated and noted.		
<b>13</b>	<b>Date of Next Meeting – 5<sup>th</sup> April 2022</b>		
	The Chair confirmed the next meeting will be in April 2022		

Materials Forum report. March 22<sup>nd</sup>.

Discussion topics were i) the Chemistry motion on student support hubs; ii) the draft teaching expectation document and iii) FCM.

- i. The move from walk-up centre to hubs was discussed as an appropriate change, SLT acknowledged that this was provided the resolution and feedback is shown to be sufficiently fast and robust. Guarantees were given to show that the correct pastoral support would always be provided. Also, guarantees that all students are welcome at all hubs, so while the support may not have a specific department identity the hubs will be able to access support to materials students and provide communication to materials specific staff.

Overall, the motion as presented from the Chemistry forum was not carried by the materials forum in a vote.

- ii. The teaching expectation document received a significant discussion. The broad points were:
  - CPD, while this is generally seen a good thing to have, the specific details of how much, over what time period, who would provide this and the ramifications for failing to engage were entirely missing. Without specific details it is impossible to accurately determine how CPD has been used so this needs complete rewriting.
  - Absence of consultation and definition. Staff felt that they had not been consulted about this document. Instead it was described at points as 'a collection of management speak', 'a hypothesis' and 'a wishlist' rather than a defined action plan.
  - Expectations vs support. Strong feeling that this document like many others, sets out the expectations for staff but does not describe the support that will be provided to achieve this. No quantitative or objective measures to define success and no appreciation of the time allocation to achieve the 'expectations'.

The motion "The materials forum opposes the teaching expectation document in its current form and requests that it is not adopted by the university without further consultation" was carried in a vote.

- iii. The FCM discussion showed there was still a level of confusion about the use of the FCM, particularly if people were allocated over 100%, some aggregated statistics of the allocation across departments/schools/faculties to compare loads would be useful. Most importantly a clear presentation from ELT of the motivation behind the model, the calculation and the implementation (with case studies ideally) is needed to help people understand this fully.

The forum was run on a strike day in order to ensure that the strike objective of affecting normal operations could be met. To this end, the record should show that these votes may not reflect the views of the department and so cannot be considered binding.




## SCHOOL OF NATURAL SCIENCES

### REPORT TO THE SCHOOL BOARD

**REPORT BY:** Sam Ryder, Jen Lockhart, Kevin Jackson and Chris Muryn

**MONTH:** April 2022

School Priority	On agenda (Y/N)
<b>Priority 1 Workforce and budget planning</b>	
<p><b><u>Technical Review Update</u></b></p> <p>Recap on the Technical Review for FSE to date:</p> <p><u>Cohort 1</u> concluded successfully in July 2020 resulting in a streamlined senior leadership and management structure across all business areas. This first step enabled a move from nine Departmental focussed technical workforces and separate Institute structures to five integrated Service Groups aligned to the Faculty's strategic priorities:</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Teaching</li> <li>• Computing and Robotics</li> <li>• Mechanical, Electronic/Electrical and Specialist Workshops</li> <li>• Infrastructure and Facilities</li> </ul> <p><u>Cohort 2</u> successfully concluded in July 2021 following extensive engagement with academic and PS colleagues. Through "co-create" groups, the review established:</p> <ul style="list-style-type: none"> <li>• Consolidated mechanical and electrical Workshops bringing together all Design Services;</li> <li>• A new Infrastructure &amp; Facilities Service Group to ensure the physical environment and infrastructure continue to be improved and maintained to high standards; and</li> <li>• A Computing and Robotics Service Group to provide essential computing and AI resource, a significant and growing field for the Faculty.</li> </ul> <p><u>Cohort 3</u> of the Technical Review covers the remaining two service groups: <b>Research</b> and <b>Teaching</b>, completing the final on-campus component of staff and services comprising c. 200 members of technical staff. The proposals for Cohort 3 will go to Staffing Committee on the 6<sup>th</sup> April.</p> <p><u>Cohort 4</u> once developed, will conclude the FSE Technical Review, and will encompass off-site facilities such as Jodrell Bank Observatory, Dalton Cumbria Facility and Stores provision.</p>	For info
<b>Priority 2 TLSE</b>	
<p><b><u>SEP</u></b></p> <p>For key updates please refer to the School Board Papers:</p>	For info
<b>Priority 5 Our Culture</b>	
<p><b><u>Hybrid Working</u></b></p> <p>Colleagues within the School Operations team are continuing to work on a hybrid model and on rotation on campus. All main department buildings having Operations colleagues present Monday to Friday.</p>	For info

<p><b><u>Information Sessions</u></b></p> <p>The School Operations team are continuing to offer drop-in sessions to enable colleagues to meet the team. Additionally the sessions will provide colleagues with:</p> <ul style="list-style-type: none"> <li>• a greater understanding of the role of the Operations team</li> <li>• an overview of how the team can help you</li> <li>• information on the most frequently used operational processes and how to navigate these.</li> <li>• an opportunity for staff and PGR students to raise specific queries and obtain guidance and support.</li> </ul> <p>Future information sessions will be held on the following dates with locations advertised in advance.</p> <p> Wednesday, 11 May at 11am</p> <p> Thursday, 9 June at 2pm</p> <p> Tuesday, 12 July at 2pm</p>	For Info
<p><b><u>Rewarding Exceptional Performance (REP) 2022</u></b></p> <p>Over 40 REP nominations for PS colleagues were submitted for review by a joint School of Engineering and School of Natural Sciences panel. Nominations include cases for administrative and technical and experimental. It is envisaged that the outcomes will be communicated by People &amp; OD colleagues in May.</p> <p><b><u>Stress Awareness Month</u></b></p> <p>April is Stress Awareness month. To help raise awareness of stress, our monthly wellbeing webinar will focus on this important topic.</p> <p>Taking place on Wednesday, 20 April at 2pm, the webinar will provide an overview of stress and its causes, how it impacts individuals and how to reduce it. To book a place visit StaffNet:  <a href="https://www.staffnet.manchester.ac.uk/news/display/?id=27941">https://www.staffnet.manchester.ac.uk/news/display/?id=27941</a></p>	For info
<p><b><u>Additional Items</u></b></p>	
<p><b>1. <u>Technical Awards</u></b></p> <p>In recent months, two of our technical colleagues were recognised with national awards for their technical excellence:</p> <p>Cath Davies received the prestigious Papin Prize – the UK’s only award dedicated to celebrating technical excellence in Higher Education and Research.</p> <p>Phil Clarke, Telescope Workshop Supervisor at Jodrell Bank Observatory (JBO), received the Institute of Physics 2021 Technician Award for his outstanding contribution to the provision of world-class radio astronomy instrumentation.</p> <p>We congratulate both Cath and Phil on their outstanding achievements and national recognition.</p> <p><b><u>ATAS – pending appeal</u></b></p>	For info

<p>A number of queries have arisen regarding export controls and how these apply to the work/studies of individuals whose ATAS status has been refused, in particular whether individuals can work / study from abroad whilst they are appealing.</p> <p>We have received advice from legal colleagues that the University will not permit individuals (staff or students) to undertake remotely the work or study that was refused in their ATAS application whilst they await their appeal.</p>	For info
<p><b><u>Export Controls - launch of new online form for enquiries</u></b></p> <p>The ECC Team has launched a new online form to gather initial information required to assist with the enquiries from researchers across the University in relation to export controls. This consolidated form replaces numerous Word forms and is intended to make the process more user friendly and less time-consuming. A member of the ECC team will contact enquirers following online completion and submission of the enquiry.</p> <p>The online form can be found at:  <a href="https://www.staffnet.manchester.ac.uk/export-controls-info/explained/ecc-due-diligence-checks/">https://www.staffnet.manchester.ac.uk/export-controls-info/explained/ecc-due-diligence-checks/</a></p> <p>This change supports the development and future implementation of a Customer Relationship Management (CRM) system.</p> <p>The ECC team can be contacted at <a href="mailto:ecc@manchester.ac.uk">ecc@manchester.ac.uk</a>.</p>	For info
<p><b><u>Shaping our strategies - have your say</u></b></p> <p>There is still time to share your ideas as we create our new <b>People and Organisational Development</b> (P+OD) and <b>Equality, Diversity and Inclusion</b> (EDI) strategies.</p> <p>Both the P+OD and EDI strategies will lay out how we collectively ensure our University is a great place to work, a place where all colleagues have the opportunity to thrive and develop professionally, within an inclusive culture that enables us all to contribute in a meaningful way to delivering our University's vision.</p> <p>To see how you can contribute visit StaffNet:  <a href="https://www.staffnet.manchester.ac.uk/news/display/?id=27974">https://www.staffnet.manchester.ac.uk/news/display/?id=27974</a></p>	For info

## SCHOOL OF NATURAL SCIENCES

### REPORT TO THE SCHOOL BOARD

**REPORT BY: Andrew Horn (Head of Education)**

**MONTH: April 2022**

School Priority	On agenda (Y/N)
<b>Priority 1</b>	
<b>Priority 2 (TLSE)</b>	
<p><u>Assessment Processes</u></p> <p>The assessment processes for Semester 2 (exam scheduling, marking, consolidation of marks, moderation and scaling boards, pre-boards, and discipline exam boards) will see a much greater degree of school-led coordination, following the transition to SEP cohort 2 school structures. The draft exam timetables will be available from 4<sup>th</sup> April 2022, following which detailed marking schedules will be developed in the disciplines. This should enable information about dates of exams and deadlines for delivery of marks from academic colleagues to be notified well in advance. The school will maintain a detailed schedule of discipline exam boards to ensure that effective support can be put in place and appropriate quality control is delivered ahead of final upload of exam board ratified marks.</p> <p><u>Standard Credit Delivery Framework</u></p> <p>The School Teaching, Learning and Student Experience Committee (STLSEC) recently approved a proposal to move all units to a standard credit delivery framework as soon as possible. The principal effect of this decision is that 12 weeks becomes the de facto standard duration for all 10-credit course units (although there may be exceptions for non-standard course units and those requiring interim/transition arrangements). This will improve the feasibility of interdisciplinary and cross-discipline teaching (including projects) and enable future cross-discipline programmes to be developed.</p>	
<b>Priority 3</b>	
<b>Priority 4</b>	
<b>Additional Items</b>	
<p><u>Semester 2 Exams 2021-22</u></p> <p>As for S1, a large proportion of exams from the School of Natural Sciences will be on-campus, invigilated exams. These should in theory be easier to run than in S1 now that all covid restrictions have been lifted by the government, although there are still likely to be risk-assessment-based organisational arrangements in place. A high volume of covid-based mitigating circumstances applications are also anticipated.</p>	



## **School of Natural Sciences School Board: Senate Report (April 2022)**

By Philippa Browning

Slightly adapted with thanks from Report to SALC Board by Daniela Caselli, Francisco Eissa Barroso, Christian Goeschel, David Matthews

### **EXECUTIVE SUMMARY**

An account of the Senate meeting of 26 January 2022 and the results of the ballot on the new Senate Composition, as reported at the Senate Additional meeting of 3 March 2022. In addition to standard items – briefly represented here – the focus was on the new Research Expectations Statement and the Governance Effectiveness Review conducted by Halpin.

Both Senate meetings were chaired by Prof. Dame Nancy Rothwell.

### **26/1/2022**

**Report of the Vice-President (Teaching, Learning and Students).** Prof MacMahon presented a proposal for the establishment of a Level 3 Foundation Diploma in Architecture to be awarded as a named award to those students who successfully pass the BA (Hons) Foundation Year but do not progress to the BA (Hons) Architecture programme. Approved.

**Annual Report of Student Appeals, Student Complaints, and Student Discipline Cases 2019- 20.** The report detailed the number and nature of formal academic appeals, complaints, discipline and fitness to practise cases and illustrated a plan for action on the part of the Director of Student Experience to mitigate the increased number of cases of academic malpractice. Noted.

**Report of the Vice-President (Research), Prof. Colette Fagan,** which included updates to the Supervision Policy for Postgraduate Research Degrees and the refreshed version of the Statement of Research Contribution Expectations. The updated Policy for Postgraduate Researcher was agreed; the new Research Expectations were discussed, despite the time constraints.

Prof Fagan noted that Senate had adopted the Statement in 2015 as an important element in University policy and procedures to support academic standards in research and delivering core strategic goals, that a refresh of the Statement was required to ensure alignment with the new University Strategic Plan; to provide greater clarity and visibility of developments in the University's PGR strategy; and due to major changes in the external environment with regards to compliance requirements (including research integrity, security and trusted research) and new developments (including Open Access and Open Research, recognition and support for research collaboration and team-based contributions).

Two senators submitted a statement on the research expectations. The statement and the Vice-President for Research's response to it were submitted separately prior to the meeting. Among the points raised during the Senate meeting was the question of how disruption to research due to COVID-19 would be taken into account in relation to probation and promotion. The Vice-President for Research responded that concerns regarding COVID-19 had been addressed by extending academic probation periods if requested, reminding staff about existing channels for mitigating circumstances when making promotion applications, and research recovery funds invested through the University interdisciplinary competition (UMRI) and Faculty channels launched in Autumn 2021. One senator asked why the Faculty of Humanities has different expectations from the other two Faculties; this question was not answered during the meeting but was followed up via email. The Dean of Humanities told Senate that the Humanities expectations were developed by the Faculty Leadership Team, which included discussions with Heads of School and School Research Directors.

It was requested that equality impacts on female and minority ethnic colleagues required further consideration and that a review of the accuracy and reliability of the University's RRE assessments against performance in REF 2021 would be beneficial.

The views regarding the level of ambition proposed in the refreshed Statement differed among members of Senate. Several members indicated that they believed that research expectations needed to be realistic, and that a flexible, more nuanced approach to the setting of expectations would be preferable. Members also requested that data regarding research performance and funding availability be made available to Senate. In response, the Vice-President for Research confirmed that the proposed expectations were in line with current staff performance and were supported by REF and RRE data. Furthermore, expectations regarding the scale of research funding award were appropriate across Schools and Faculties. A number of other members of Senate from across all Faculties indicated that while they believed the Statement was sufficiently nuanced in terms of recognising the diversity of disciplines at the University, they considered the Statement to be too modest in terms of aspiration for a University with world-leading ambitions regarding research performance and ranking. It was suggested that the Statement should emphasise targeting REF quality outputs and that potentially perverse incentives regarding research activity should be addressed. No vote was taken.

The refreshed version of the Statement of Research Contribution Expectations were minuted as having been approved in principle, noting that the Vice-President for Research would make revisions to the Statement to clarify matters raised by members regarding EDI impact assessment and mitigating circumstances and that members would be provided with a further opportunity to identify elements of the Statement where its specific wording could be enhanced, and an informal Senate briefing would be scheduled to consider the Statement in terms of approaches to managing balance across activities, and how this informed individual contribution models.

### **Governance Effectiveness Review Update (both meetings)**

In response to the Halpin Review, Senate agreed to establish two committees – the Academic Quality and Standards Committee (Teaching, Learning and Students), and

Academic Quality and Standards Committee (Research) and that an effectiveness review of the Senate committee structure would be scheduled following 12 months operation of the Academic Quality and Standards Committees. These will help ensure that Senate is better able to provide the Board of Governors with 'second line' accountability regarding the University's teaching and learning and research activities.

In response to another of the recommendations made by the Halpin Review, the Board of Governors agreed that Heads of School should become ex-officio members of Senate. Senate was presented with six alternatives for how this could be achieved. A ballot on these options was held via single transferable vote. The results were reported to Senate on 1<sup>st</sup> March and will see the membership of senate change as follows:

- 9 Heads of School added to Senate as ex-officio members;
- 9 Chairs of School Boards added to Senate as elected members;
- 9 elected members added to Senate to maintain the ratio of two elected members for every one ex-officio member (9 elected members plus 9 Chairs of School Boards = 2x 9 Heads of School);
- three additional student members.

The total Senate membership will now be 100. The most relevant change that members of the School should notice is that Head of Schools will become ex-officio members and Chairs of School board will now be elected members.

In the additional meeting a statement on the war in Ukraine proposed by elected members was unanimously adopted:

*As members of [the Senate](#) at The University of Manchester we are greatly concerned about the conflict in Ukraine which represents a significant challenge to some of the constitutional values of our university such as humanity, integrity, and academic freedom.*

*'We urge commitment to peaceful co-operation, mutual understanding, and tolerance across borders, as invading another country can never be a way to address divergences that may exist between nations. We thus echo international calls for de-escalation, restraint from military action, and peaceful conflict resolution.*

*'We also stand in support of the suffering people of Ukraine, together with many others in universities and scholarly organizations across the world who have been affected and protest against the invasion.*

*'Finally, we endorse steps being taken to support members of staff and students at The University of Manchester who are directly or indirectly affected by this tragic situation; especially those concerned about families and friends.'*

This is now on Staffnet

<https://www.staffnet.manchester.ac.uk/news/display/?id=27800>

# University of Manchester Statement of Research Contribution Expectations

The University of Manchester is a research powerhouse with a history of world-changing achievements and is ranked among the world's leading research universities. We aim to be in the top 25 universities globally building on our reputation as a place where academic values are cherished, great ideas are born and abound and where research makes a real difference.

Our people are at the heart of our research success. At Manchester, our academic and research staff strive for excellence in research: advancing knowledge, shaping intellectual debate and delivering benefits for society and the environment. For the University to achieve its ambitions, our people need to reach their full potential. That means having high expectations of our researchers and giving them a research environment and support that enables researchers to succeed.

[Our University strategic plan](#) sets out our ambitions and priorities. We will:

- Be a world-leading source of new knowledge, excelling in discovery and application;
- Build on our record of path-breaking interdisciplinary research;
- Bring the world's best people together, combining expertise from across disciplines to understand and find new solutions to society's biggest questions;
- Provide a creative, ambitious and supportive environment in which researchers at every career stage can develop into and thrive as leaders in their chosen field.

This statement summarises the expected research contribution from staff (Part A) and the enabling research environment, resources and support which the University provides (Part B). It makes expectations transparent and signposts links to the policies and resources which support staff to meet expectations and progress their careers. The statement informs probation, Performance Development Reviews, mentoring, preparation for promotion and other guidance provided by Schools.

## A. Expected Research Contribution for Staff

We expect all staff whose duties include research to undertake research of the highest quality and to continually seek to raise the quality of their research to world leading standards of excellence.

Research performance is one of four areas of academic contribution which is considered in recruitment, probation and promotion decisions. The other three areas are knowledge and technology transfer (based on research); teaching and teaching-related activities; and service and leadership. The balance of contribution across these four areas varies according to the type of academic contract held ('research and teaching', 'teaching' or 'research') and is detailed in [academic probation and promotion policies and procedures](#).

Contribution to research, alongside other activities, is discussed and supported through probation, mentoring and annual Performance and Development Reviews (PDRs), and is monitored and managed by Heads of School and Departments/Divisions in collaboration with School Research Directors.

Research contribution encompasses the following areas. Staff are expected to produce high quality publications with effective publishing strategies for academic impact; apply for research funding; and supervise doctoral students to successful completion. Where appropriate to their research field they should seek to secure knowledge exchange and impact; and to develop national and international collaborations. All staff are expected to make collegial service contributions to support colleagues at our university and in the wider academic community; and to embrace and meet expected standards of research ethics, integrity and professional accountability. These expected research performance levels and principles are explained below. Staff will be guided and supported to apply these appropriately in relation to their research, career stage and personal ('mitigating') circumstances (see Part B).

## 1. High quality publications

Perform research at internationally recognised levels of excellence in terms of originality, significance and rigour and regularly publish the results in internationally leading outlets with high quality peer review processes. In consultation with the Vice-President for Research, each Faculty will specify the minimum number of high quality outputs (3\*/4\*based on REF2021 definitions<sup>1</sup>) which staff are expected to produce in a given period which is appropriately ambitious and sensitive to disciplinary norms (publication type, sole/team co-authoring, etc.). These are summarised in appendix A.

Output quality assessment can be informed by research publication metrics provided they are used in a way that is consistent with the University's position statement on the [responsible use of research metrics](#)<sup>2</sup>.

Staff should aim to secure indicators of academic esteem. Citation rates are pertinent indicators for journal articles and some other types of output in many disciplines. Staff should aim to produce outputs that are in the top quartile for citations in their field and aspire to the top decile or higher. Other indicators of academic esteem include prestigious plenary and other invitations, positive book reviews, prizes awarded in recognition of research achievement, and membership of esteemed bodies.

Due recognition will be given to those whose work achieves equivalent levels in terms of outstanding research impact (economic, social or cultural) (see 5. below).

## 2. Effective publishing and associated dissemination strategies to secure academic impact, including Open Access and Open Research

Secure wide readership and academic impact for their research by using appropriate dissemination channels, including pre-prints and open access publications, in a manner fully compliant with funders' requirements. This includes building Open Research practices into their research workflows that are appropriate for the discipline and consistent with the University's [position statement on Open Research](#).

## 3. Research funding

Apply for and secure research funds from external sources at a level that allows them to be competitive in their field, contributes to the costs associated with the delivery of their research and creates opportunities for next generation researchers. The research funding opportunities to be pursued include peer-reviewed grants and PhD studentships from national and international research funding bodies, collaborative research with business and other external organisations, research translation and commercialisation, and philanthropic support for research.

In consultation with the Vice-President for Research, each Faculty will set a minimum research funding expectation for its staff that is appropriately ambitious for discipline norms. These are summarised in appendix A.

## 4. Doctoral supervision

Undertake doctoral supervision and satisfy the Manchester Doctoral College's expectations of supervisors, using the [PGR Supervisor Toolkit](#), to ensure PGRs are immersed within an active research environment, contribute to internationally-recognised research and publish their findings, are afforded other [professional and personal development opportunities](#) that support their career

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<sup>1</sup> We use the UK's REF2021 definitions to define quality. **Four star:** Quality that is world-leading in originality, significance and rigour. **Three star:** Quality that is internationally excellent in originality, significance and rigour but which falls short of the highest standards of excellence. [www.ref.ac.uk](http://www.ref.ac.uk) or [extract of output criteria and level definitions](#).

<sup>2</sup> The University is a signatory to the [San Francisco Declaration on Research Assessment \(DORA\)](#). This declaration challenges the role played by the Impact Factor as the main means for evaluating publications and promotes the assessment of research on its own merits rather than on the basis of the journal in which it is published.

aspirations, and complete their degree on time.

Each Faculty will set a minimum publication expectation from theses, summarised in appendix A.

## **5. Knowledge exchange and impact**

Pursue opportunities for their research to achieve economic, social, cultural or other impacts beyond academia, including research consultancy and commercialisation, in line with our commitments to, and strategies for, [innovation, social responsibility, civic, creative and public engagement](#). To do so through ambitious and creative dissemination and engagement plans appropriate to the research, including collaboration with the relevant industry, NHS, cultural, charitable, public sector and government organisations. Plans for knowledge exchange and follow-on activities should be devised as part of research project planning and adjusted appropriately when new/ unexpected opportunities arise.

Significant and sustained knowledge exchange and impact activity is considered as part of the holistic evaluation of an individual's research performance alongside their record of publications, research funding and PGR supervision. In some situations the minimum research publication expectation might be adjusted in recognition of the scale and quality of impact work undertaken (see appendix A).

## **6. National and international research collaborations**

Seek, where appropriate, to develop high quality research collaborations with national or international partners (such as HEIs, businesses, government bodies or NGOs) in order to address major economic, societal and/or global challenges and improve access to global knowledge and facilities. Collaboration opportunities are supported by various institutional and faculty measures that include:

- Annual research seed corn funding calls for joint proposals with academic colleagues at strategic partner institutions. Early career researchers are particularly encouraged to apply.
- Annual opportunities to bid for co-supervision of dual award PhD students with strategic partners

The opportunities to support international collaborations with our strategic partners are detailed [here](#).

## **7. Collegial service to support a vibrant research environment and culture at the University**

Actively participate in the research life of the University and support the development of a vibrant local research culture for staff, postgraduate researchers and postgraduate research students. Contributing to the research environment by:

- Engaging in the peer review of colleagues' research proposals and outputs;
- Mentoring colleagues;
- Supporting externally funded research fellowships and visiting scholars where these collaborations can lead to 4\*/ 3\* research impact, outputs or new funding opportunities;
- Helping deliver the University's [Career Development of Research Staff statement of expectations](#) by promoting the training and development of all research team members (academics, postdoctoral researchers, technicians and experimental officers).
- Fulfilling Principal/Co-Investigator responsibilities ('**how to be a good PI**') and help research staff develop their careers through mentoring and PDRs ('**Conducting PDRs for research staff**' and '**How to get the best from your PDR**');)
- Promoting a culture of team science and collegiality, where everyone's contribution, whether academic or non-academic, is appropriately recognised and rewarded;
- Participating in relevant research events at Manchester, including organising and hosting international conferences and other high-profile events.

## **8. Collegial service and engagement in the external academic community**

Contribute to the development of their research field(s), for example through regular presentations at conferences, accepting invitations to give keynote lectures, membership of peer review colleges, panels and/or subject associations or committees, contributions to learned societies, and editorial responsibilities for international journals and conferences.

## **9. Research ethics and integrity**

Embrace the values and standards of research ethics and integrity as set out in the University's [Code of Good Research Conduct](#). Including:

- Acting with honesty and integrity in undertaking, reporting and collaborating in research;
- Being rigorous and meticulous in performing and reporting their research;
- Paying due regard to the welfare of researchers, human participants and tissue, and animals;
- Paying due regard to the care and protection of the environment and cultural objects;
- Complying with any legislation, regulations, professional standards, [mandatory university research integrity training](#) and good practice requirements that govern their research;
- Reporting suspected research misconduct in accordance with the University's [Code of Practice for Investigating Concerns about the Conduct of Research](#).

## **10. Professional accountability**

Engage with University, Faculty and School reporting and accountability processes. This includes:

- Compliance with University and UK Government policies on research, publication, open access, data protection and export controls;
- Enabling an inclusive, collaborative and ambitious culture and practice within their research teams, by attending to policies for enhancing equality, diversity and inclusion; health and wellbeing, and career development and progression.

# **B. Support for Researchers at the University of Manchester**

The University strives to provide an intellectual and physical environment that supports academic excellence, including in research, through the delivery of [Our University strategic plan](#).

Our academic and research staff can expect the following to help them reach their full potential and produce research at the expected level as detailed in the previous section.

## **1. University investment in estates and people**

The University and its Faculties invest to provide a world class research environment. We invest in estate, including world class laboratories, library resources and related technologies and infrastructure.

Of equal importance is investment in our people. Our policies, infrastructure and transparent expectations help staff reach their potential and our collective ambitions. We have held the HR Excellence in Research Award since 2011 recognising our full adoption of the principles of the *Concordat to Support the Career Development of Researchers*. We foster a vibrant and collegial research environment and culture through the University's commitment to equality, diversity and inclusion, zero tolerance of discrimination, harassment or bullying, and employment policies for flexible working arrangements, family-related leave, and wellbeing services. Professional and career development opportunities and peer mentoring are provided for all career stages. We build strong professional service and technical teams to provide efficient, responsive and effective support. We invest in developing the very best academic leadership in our managers so that they are equipped to lead the delivery of the University's strategic plan and to support staff to develop their careers and realise their potential.

Further information about our research environment and culture; the support provided for the development of all our researchers including our PGRs, and our research institutes, platforms,



facilities and major partnerships is available [here](#).

## **2. A research strategy and vision framework**

Each Faculty has a research vision and strategy documents which articulate the University vision and strategic plan and outline the infrastructural context, policies and priorities for supporting research. Coverage includes resource allocation to support research, such as expected contribution models across research, teaching and service, and academic leave (sabbatical). Staff can expect these strategic plans to be evaluated, refreshed and communicated on a regular basis so that they are aware of, and consulted about, their research environment.

## **3. Professional services to support research and impact**

Researchers can expect access to professional research and business engagement services and associated teams to enable them to apply for research funding and effectively set-up and manage research awards; to engage effectively in knowledge exchange and application, including research consultancies, industrial collaborations, entrepreneurship and commercialisation, and policy advice; and to promote and communicate their research, including through support for Open Access and Open Research.

Further information and who to contact is available from the [Research and Business Engagement Directorate](#).

## **4. Guidance and training in research ethics and integrity and research compliance matters**

The University's [Research Governance, Ethics and Integrity Team](#) provides information, training and support for individuals conducting research particularly in regulated areas such as clinical trials and research involving human tissue, human participants and animal subjects. Support is available from other parts of professional services for other compliance requirements which can apply to research activity, including 'Trusted Research' considerations such as export controls and due diligence regarding funders and partners.

## **5. Support for Open Access publishing and Open Research practices**

The Library is the focal point for supporting [Open Access publishing and Open Research Practices](#), working with the academic lead for Open Research to provide information, training and support. The University is an institutional member of the UK Reproducibility Network (UKRN).

## **6. Research time**

The University will maintain and regularly refresh contribution (workload allocation) models that encompass the portfolio of academic duties (teaching, research, knowledge exchange, service and leadership) and include specific arrangements for protecting research time.

Each School offers academic leave (sabbatical) in accordance with the University [academic leave policy](#).

Opportunities, encouragement and support are provided for staff to engage in research-related scholarly activity such as conference participation and organisation, editorial duties, service for learned societies and other national bodies, service as external examiners and peer reviewers and other roles which contribute to the vitality of their academic discipline and their institutional home. Support and advice for designing the appropriate allocation of time across these and other research activities, and between research and other responsibilities is provided by the School (see 7 below).

## **7. Research performance guidance, support and review**

Staff can expect to receive effective guidance and support to help them meet and surpass the expected research standards presented in this statement. Schools provide this guidance and support through the University's policies and procedures for probation, mentoring, training and regular career development review (Performance Development Reviews), plus other local informal arrangements.



Staff can expect their line manager, on behalf of the Head of School, to provide clear guidance on the expected standards for all academic responsibilities, including research performance. The guidance on research performance will encompass the principles presented in Part A of this statement, and personal (mitigating) circumstances (see 8 below).

If staff consider they need additional or different support and advice to achieve their full research potential, it is incumbent on them to bring this to the attention of their line manager. They may wish to discuss this matter with their mentor before doing so.

If this guidance and support does not enable a member of staff to achieve the standard expected, then the Head of School will seek the advice of their Dean and the Directorate of People and Organisational Development.

## **8. Adjustments for Early Career Stage, part-time contracts and other personal (mitigating) circumstances**

Research expectations are adjusted to take account of personal circumstances. These include Early Career Stage probation, part-time employment, and extended absence due to ill-health or family leave (maternity, parental, adoption etc.). Some staff experienced sustained disruptions to their research during the covid lockdown and this will also be taken into account.

The adjustments are agreed through discussion with their line manager, on behalf of their Head of School, as part of the usual arrangements for allocating responsibilities and performance review. This includes the specific arrangements for ECR staff during probation, and the support provided for all staff preparing for promotion.

The adjustment to research expectations may include fewer publications or other outputs over the seven-year period, informed by the principles of the UK's REF exercise<sup>3</sup>. This principle also informs discussion about overall activity across research funding applications, the volume of doctoral supervision and priority setting for research contributions through knowledge exchange and impact, national and international collaborations, and collegial service (see Part A:5-8).

## **9. Recognising and rewarding research performance**

The University recognises and rewards research performance, including knowledge exchange and impact, through its promotion and payment systems. Exceptional performance is also rewarded through accelerated incremental awards (non-professorial) and professorial pay review.

Cases for reward and promotion are fairly and rigorously assessed against clear and consistent policies which value excellence in research, teaching, knowledge exchange and collegial service and leadership.

## **10. Fair application of Research Expectations**

The University is committed to maintaining and implementing exemplary standards of fair treatment, equality and diversity in all of its policies. Full account will be taken of these University policies in the interpretation and application of research contribution expectations. This will be informed by an Equality Impact Assessment (EIA) which will be updated annually by the EDI Group as part of the Annual Performance Review. The EIA will draw on available data (eg trends in promotion applications and outcomes, research funding applications and awards, the REF2021 EIA) to provide appropriate contextual material about the EDI gaps across different disciplines (for example gender equity has been reached for success in promotion and research funding in some

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<sup>3</sup> The detail of the rules in REF2021 and REF2014 varied and are summarised here as principles to inform discussion. The REF principles for allowing fewer outputs to be submitted ('tariff reduction') with a tapered reduction for Early Career Researchers in the first four years of their careers, and a reduction for less than full-time work over the seven-year period for all staff due to part-time work, extended periods of absence for maternity/parental/adoption leave or ill-health, and other complex mitigating circumstances (eg reduced hours of work due to ongoing medical treatment or recovery).

disciplines while remaining pronounced in others). This monitoring and regularly updated briefing will help ensure that research expectations are managed fairly and take account of EDI characteristics and individual circumstances.

Version 16: March 2022, replaces version dated November 2015

## Appendix 1: Faculty-level Expected Research Performance Contribution Levels for Staff

### Faculty of Biology, Medicine and Health: Statement of Expected Research Performance Contribution Levels for Staff

This Faculty specific detail is an appendix to the University Statement of Research Contribution Expectations and should be used with reference to the University document.

Faculty-level expectations have been developed in consultation with the Vice-President for Research for a sub-set of the research performance levels outlined in the Statement of Research Contribution Expectations.

Expectations will be adjusted for individual members of staff who are Early Career Stage, have a part-time contract or other personal (mitigating) circumstances (see Statement Part B:7-8). These adjustments will be agreed and communicated by the Head of School, or line manager on behalf of the Head of School.

The **rolling seven-year period** captures research contribution made in the previous five academic years (publications, research funding awards, doctoral student successful completion, impact evidence etc.) and activity underway for the coming two years (outputs and funding applications in preparation/under review, activity to generate impact underway, doctoral supervision etc.). For example, at a Performance Development Review in AY 2021/22 the reference period would be AY 2017/18-2023/24 i.e. contributions completed in the previous five years (AY 2017/18-2021/22) and research activities underway with anticipated completion by AY 2023/24.

#### **Publishing contribution expectation**

Regularly publish original research in internationally leading outlets and produce a minimum of four internationally excellent (3\*) outputs in a rolling seven-year period and should aspire for at least two of those outputs to be at world-leading level (4\*) as judged by peer review.

In fields where the norm is a more rapid production of outputs, for example by a large multi-author team, the Faculty may decide to use a five-year period to assess trajectory.

#### **Research funding contribution expectation**

Expected to lead at least one active grant funded from external sources as PI, or to hold a significant role in a large collaborative award, and aspire to be credited with holding at least two active grants.

Funding secured through research impact, including research consultancy, translation and commercialisation, will be taken into account in assessments of research funding contribution.

#### **Doctoral supervision contribution expectation**

The normal expectation is that a thesis should support at least one 3\* output.

#### **Balancing contribution across research publication and knowledge exchange and impact activities**

It is expected that research and innovation have impact. It is expected that this is planned and executed as at least one output per project. Where the research area has the potential to deliver impact (e.g. society, the environment, the economy, and health and social care), staff will discuss with their Divisional R & I lead, and then upwards and outwards as appropriate to their School Innovation (Business engagement) lead, Associate Dean for R & I, and the UoM Innovation Factory to develop clear plans to maximise impact and help with capturing and publishing impact at Faculty and University level.

## **Faculty of Science and Engineering: Statement of Expected Research Performance Contribution Levels for Staff**

This Faculty specific detail is an appendix to the University Statement of Research Contribution Expectations and should be used with reference to the University document.

Faculty-level expectations have been developed in consultation with the Vice-President for Research for a sub-set of the research performance levels outlined in the Statement of Research Contribution Expectations.

Expectations will be adjusted for individual members of staff who are Early Career Stage, have a part-time contract or other personal (mitigating) circumstances (see Statement Part B:7-8). These adjustments will be agreed and communicated by the Head of School, or line manager on behalf of the Head of School.

The **rolling seven-year period** captures research contribution made in the previous five academic years (publications, research funding awards, doctoral student successful completion, impact evidence etc.) and activity underway for the coming two years (outputs and funding applications in preparation/under review, activity to generate impact underway, doctoral supervision etc.). For example, at a Performance Development Review in AY 2021/22 the reference period would be AY 2017/18-2023/24 i.e. contributions completed in the previous five years (AY 2017/18-2021/22) and research activities underway with anticipated completion by AY 2023/24.

### **Publishing contribution expectation**

All staff should produce a minimum of four internationally excellent (3\*) outputs in a rolling seven-year period and should aspire for at least two of those outputs to be at world-leading level (4\*) as judged by peer review.

In fields where the norm is a more rapid production of outputs, for example by a large multi-author team, the Faculty may decide to use a five-year period to assess trajectory.

### **Research funding contribution expectation**

Expected to lead and hold at least one active substantial grant (with respect to discipline norm) funded from external sources as PI, or to hold a significant role in a large collaborative award, and aspire to be credited with holding at least two additional active grants as CI or PI.

Funding secured through research impact, including research consultancy, translation and commercialisation, will be taken into account in assessments of research funding contribution.

### **Doctoral supervision contribution expectation**

The normal expectation is that a thesis should support at least one 3\* output.

### **Balancing contribution across research publication and knowledge exchange and impact activities**

It is expected that opportunities for research to have impact are planned for and incorporated into at least one research deliverable per project. Where your research area has the potential to have significant impact on society, the environment or the economy, it is expected that staff engage with their local impact lead and the UoM Innovation Factory to develop clear plans to maximise impact and contribute to at least one Faculty research impact case.

## Faculty of Humanities: Statement of Expected Research Performance Contribution Levels for Staff

This Faculty specific detail is an appendix to the University Statement of Research Contribution Expectations and should be used with reference to the University document.

Faculty-level expectations have been developed in consultation with the Vice-President for Research for a sub-set of the research performance levels outlined in the Statement of Research Contribution Expectations.

Expectations will be adjusted for individual members of staff who are Early Career Stage, have a part-time contract or other personal (mitigating) circumstances (see Statement Part B:7-8). These adjustments will be agreed and communicated by the Head of School, or line manager on behalf of the Head of School.

The **rolling seven-year period** captures research contribution made in the previous five academic years (publications, research funding awards, doctoral student successful completion, impact evidence etc.) and activity underway for the coming two years (outputs and funding applications in preparation/under review, activity to generate impact underway, doctoral supervision etc.). For example, at a Performance Development Review in AY 2021/22 the reference period would be AY 2017/18-2023/24 i.e. contributions completed in the previous five years (AY 2017/18-2021/22) and research activities underway with anticipated completion by AY 2023/24.

### Publishing contribution expectation

In a typical rolling seven-year period researchers should normally deliver a minimum of:

- Four x internationally excellent outputs (3\*) as judged by peer review
- Ideally three of which will be assessed as 'world leading' (i.e. 4\* in REF terminology)
- Volume adjusted downwards for double-weighted items (e.g. monographs and other items deemed significant within disciplinary norms, for example compositions)

In fields where the norm is a more rapid production of outputs, for example by a large multi-author team, the Faculty may decide to use a five-year period to assess trajectory.

### Research funding contribution expectation

- All researchers will contribute to a minimum of two (and preferably three) **substantive attempts**, as PI or Co-I, to obtain external funding during the cycle, at a level of funding commensurate with disciplinary norms.
- Defined as meeting internal demand management and peer review processes
- Ideally, each researcher should hold at least one active grant (PI or Co-I) within any rolling seven-year period
- Expectations will be commensurate with career stage and adjusted by the scale of the funding secured.

Funding secured through research impact, including research consultancy, translation and commercialisation, will be taken into account in assessments of research funding contribution.

### Doctoral supervision contribution expectation

Theses should have *the potential* to deliver (2-3) internationally excellent research publications (or equivalently an internationally excellent monograph).

### Balancing contribution across research publication and knowledge exchange and impact activities

- Where appropriate research projects should have impact beyond academic impact per se, and researchers should plan for and incorporate impact into project deliverables.
- Impact-related outputs assessed as significant, could potentially equate to a maximum of two research outputs in cases where the scale of activity can justify this substitution
- Impact expectations will be commensurate with career stage.

Where research has the potential to have significant impact on society, the environment or the economy, it is expected that staff will develop plans to maximise the chances of realising impact by engaging with their local impact leads and, where appropriate explore business engagement and commercialisation opportunities with the Business Engagement team and the UoM Innovation Factory.

Version 16: March 2022, replaces version dated November 2015

## SCHOOL OF NATURAL SCIENCES

### REPORT TO THE SCHOOL BOARD

**REPORT BY:** Ian Kinloch (SHoR)

**MONTH:** April 2022

School Priority	<i>On agenda (Y/N)</i>
<b>Research Grants</b>	<b>N</b>
The School has planned a small workshop with academic, finance and PS staff to improve the interaction of the Research Finance Systems with the School's research. We will keep the board updated on results of the workshop.	
<b>PGR Growth</b>	<b>N</b>
<p>There has been a focus on recruiting to the UoM/FSE/SoNS schemes over the last week few weeks:</p> <ol style="list-style-type: none"> <li>1) The NPL/UoM studentship projects have been selected.</li> <li>2) President's Doctoral Scholarship candidates were interviewed and 9 studentships were offered in FSE with 5 in SoNS.</li> <li>3) The first round of the Dean's Doctoral Scholarship interviews are on-going. We have 40 Dean's Doctoral Scholarships starting in Autumn 2022, with two sets of interviews.</li> <li>4) The Postgraduate Research Teaching Associate (PGRTA) Scholarships have launched (up to 20 studentships across FSE).</li> </ol> <p>We will streamline the applications process next year, so prospective students can select clearly on one application all the scholarships they wish to be considered for.</p>	

**School of Natural Science School Board April 2022**  
**Equality Diversity Inclusion and Accessibility Report**  
**Giles Johnson**

**Athena Swan:** The School submitted an Athena Swan application in January, aiming for a Silver award. (Silver award requires that we have a track record of promoting gender diversity, in addition to a commitment to further actions). We learnt in March that we have been successful in this application. Our action plan will be made widely available in the near future. The faculty EDIA team have been meeting with all objective owners to discuss pushing this forward.

**Summer Training:** We are aiming to offer a series of courses and workshops over the coming months, including Active Bystander training, Creating an Inclusive Culture, and Disability Awareness. These will be advertised after Easter, once details have been finalised.

**Events in the Departments:**

Physics hosted an excellent EDI-focussed Schuster Colloquium on 23 February 2022, which was given by Dr Emma Chapman (Royal Society Athena Prize winner 2018 and former co-director of The 1752 Group) on “Preventing and Tackling Sexual Misconduct: Lessons Learned”.

The Department of Chemistry (supported by our School EDI) will host a celebratory event for the International Women’s Day on 8th March. They are also setting up an inclusivity map in the Chemistry building and running inclusive “CHEMunity” coffee times, led by Nick Weise.

Earth and Environmental Sciences is running events as part of their “Women in Environmental Sciences” programme with workshops from April on “Connectivity and inclusivity in higher education”

Students in EES are running a student-led workshop on “Women in STEM”. Students in Materials are leading events with local schools to promote widening participation in STEM subjects.



Faculty of Science & Engineering

Meeting of the School Board – School of Natural Sciences

Date: 25 March 2022

Dear colleague

**Policy and Procedure on Contracts of Employment– School Comments**

The University Policy and Procedure on Contracts of Employment clarifies the types of contracts that the University uses for different working arrangements and explains the use of fixed term contracts and permanent contracts and the potential redundancy/termination arrangements that apply.

The Procedure outlines the mechanism for Collective Consultation between the University and the recognised Campus Trade Unions on the likely number of fixed term contracts and permanent contracts which are externally funded and which have grant/project end dates and which are due to be terminated over the forthcoming months. Such consultations include seeking ways to avoid the dismissals and reducing the numbers of employees to be dismissed and at all stages of both collective (i.e. with the Trade Unions) and individual (i.e. with the members of staff affected) consultation. Steps are taken to seek redeployment, extension to contract etc in an attempt to avoid as many dismissals as possible.

In accordance with University Statutes and Ordinances (Ordinance XXIII Procedure for the dismissal of members of staff by reason of redundancy pursuant to Statute XIII, Part II) a University Staffing Committee has been established to consider the proposals for dismissal of staff due to redundancy and in this regard, under the above circumstances.

The School's views are sought on the following:

In this School, for the period 1 April 2022 – 30 September 2022, there are currently 171 staff on fixed term or permanent contracts whose funding is of finite duration, and who are therefore at risk of redundancy at the conclusion of their contract of employment. Through collective consultation as described above, and individual consultation between the members of staff and their line managers, efforts are being made to seek further funding and or redeployment opportunities in order to avert the consequence of redundancy.

Experience to date shows that most of the staff in this category who wish to continue working at the University will be successfully retained in employment.

Eva Azariah

People & Organisational Development Officer

Faculty of Science and Engineering