

CELEBRATING OUR BRILLIANT COLLEAGUES HIGHLIGHTS 2021/22

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WE ARE TRANSFORMING LIVES BY BEING AT THE FOREFRONT OF DISCOVERY, LEARNING AND TRANSLATION.

FACULTY OF BIOLOGY, MEDICINE AND HEALTH HIGHLIGHTS 2021/2022

You told us that you'd love to see more content about your colleagues, more positive stories and more diverse content from across the entire faculty. You also told us that you're busy and have little time to go searching for news and content to stay 'in the know' but nevertheless you want to be able to get a quick overview of what's happening in the faculty.

Everything we do is a team effort, and we hope to reflect that here, inspiring, motivating and celebrating the everyday contributions that help us transform lives.

If you'd like to provide us with valuable feedback, make suggestions for the future editions, submit stories or suggest a colleague that should get a mention then please email bmhcommunications@manchester.ac.uk.

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OUR FUTURE IS EXCITING AND IT'S THANKS TO THE CONTRIBUTION YOU'VE MADE

The joy on our graduates' faces, alongside their families and friends, was wonderful to see as they celebrated their achievements. Their successes are all the more remarkable given the challenging times that we have faced together these last few years and of course their graduations would not have been possible without your hard work, creativity and dedication throughout.

OUR STUDENTS ARE OUR PRIORITY.

Their university experience and the way they feel here at Manchester is of utmost importance. Your commitment to supporting them through all the challenges of recent years has undoubtedly made a huge difference and I thank you for going above and beyond.

It is critical, not just for our success today, but for our future that every one of our students gets the experience they sign up for when they choose such a fantastic place as Manchester. We want their experience here in Biology, Medicine and Health to be one that they share with the world and that they always feel connected to, returning as alumni, lecturers, researchers, leaders, and partners.

Our student community will continue to challenge us, as they should, and we will continue to listen and improve. We must continue to find ways to deliver a student experience of the very highest standard, whatever challenges we face, and I am confident that we will thanks to your passion, talent and commitment.

OUR REF RESULTS SHOW HOW STRONG WE ARE AS A FACULTY.

A research powerhouse, we understand how to work across divisional, faculty and organisational boundaries to make things happen. That said, it is not just the discoveries we make but what we do with those discoveries that matters. Our work locally, nationally and globally is outstanding. We are transforming lives and making the world a better place thanks to your collaborative efforts, and it is one of the many reasons I am proud to lead the Faculty.

WE FINISH THE YEAR STRONGER THAN WE STARTED IT.

The foundations we have built together provide the platform for an incredible future if we can continue to pull together, driven by our desire to make a difference. The new academic year brings with it many exciting opportunities but for now it is important that we pause to celebrate all that we have achieved together this year.

I understand everyone is feeling the impact of the complex, critical work that we deliver and the consequences of a global pandemic amongst other challenges. There are teams that will have an exceptionally busy summer and I acknowledge and appreciate the hard work that continues. I also want to encourage everyone, if they can, to take the time to recharge this summer and enjoy a well-earned break, however long it is for.

THANK YOU FOR THE CONTRIBUTION YOU MAKE EVERY DAY AND I LOOK FORWARD TO A NEW ACADEMIC YEAR WITH YOU ALL.

Professor Graham Lord
Vice-President and Dean



CONGRATULATIONS TO ALL OUR BRILLIANT COLLEAGUES

On 22 June we celebrated the passion, dedication and excellence of our colleagues across Biology, Medicine and Health. We explored how many people it takes to educate a student, to turn research into pioneering treatments and to ensure we have an impact not just locally but globally.



Dean of the Faculty, Professor Graham Lord, opened with a powerful statement acknowledging that everything we do is a team effort and that was reflected in the volume of nominations with over 200 displayed on poster boards at the event.

The 60 minute showcase focussed on some of the individuals that had received multiple calls for appreciation with heartfelt videos making it clear the impact these colleagues have had, not just in their work, but as valued team members and friends.

Congratulations to anyone who received a nomination and thank you to anyone who showed their appreciation by submitting a nomination or supporting the event on the day.



WATCH THE EVENT RECORDING NOW

If you missed the event live, then you can still soak up all the inspiration by watching a recording of the event now.

CONGRATULATIONS TO ALL OUR BRILLIANT COLLEAGUES

ADAM HUNT SHS // ADRIAN WOOLF SBS // AISHA RAZAQ SHS // ALAN WHITMARSH SBS // ALEX PRODAN SHS // ALISON BUSBY SHS // ALISON CROSS SHS // ALISON GEORGE DAVIDSON SHS // ALL OUR PS COLLEAGUES WHO SUPPORT BSC PSYCHOLOGY: (1). THE PS UG PROGRAMME

This was a brilliant initiative for staff. Peer nominations like this are just what was missing.

SBS // BEATRIZ BANO OTALARO SBS // BELINDA ROWLANDS SMS // BENJAMIN SAER FACULTY OFFICE // BERNARD DAVENPORT FACULTY OFFICE // BIPASHA CHOUDURY SMS // BO YAO SBS

Excellent organisation and planning. Really lovely posters/certificates - ran very smoothly - big congrats to all involved.

// ELIZABETH DALGARNO SHS // ELIZABETH PODESTA SHS // ELIZABETH SHEADER SMS // EMMA GOWEN SBS // EMMA HAMILTON SMS // EMMA HATTON FACULTY OFFICE // EMMA-LOUISE

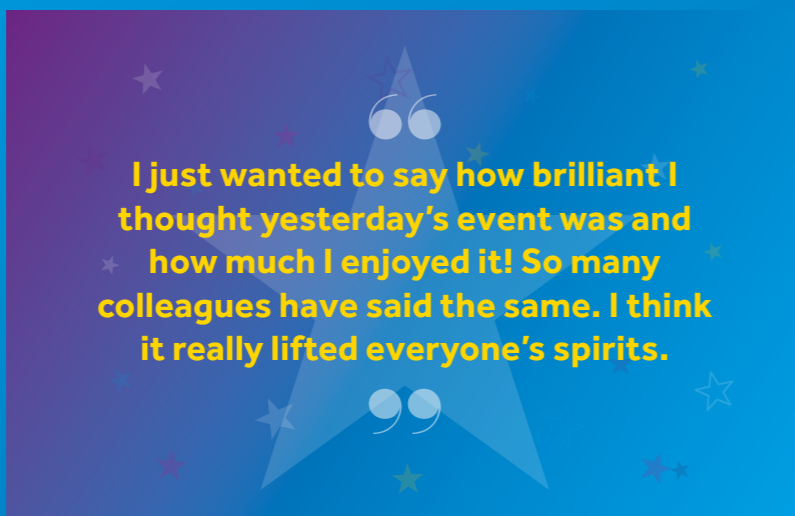
It was a brilliant event, well done.

CULLEN SHS // ENAM HAQUE SMS // ERIN BARRETT FACULTY OFFICE // EUROLENS RESEARCH COLLEAGUES // FBMH ELEARNING TEAM // FBMH STUDENT RECRUITMENT AND MARKETING TEAM // FIONA ULPH SHS // FRANCES CONBOY FACULTY OFFICE // G.319 - JEAN MCFARLANE BUILDING // GABRIELLA FORTE SBS // GARRY BYRNE SBS // GAYNOR BATES FACULTY OFFICE // GRANT BOYLE SHS // GREG PASS FACULTY OFFICE // GREG WILLIAMS SHS // HANNAH COUSINS SMS // HANNAH HARRISON SMS // HARRIET BICKLEY SHS // HARSHA PARMAR SHS // HAWYS WILLIAMS FACULTY OFFICE // HEALTH DATA SCIENCE MSC TEAM (ACADEMIC AND PS) SHS // HELEN DAVIDSON SHS // HELEN ECCLES FACULTY OFFICE // HELEN MARSDEN SMS // HELEN OSISAMI SHS // HELENA COLLINS SBS // HEMA RADHAKRISHNAN SHS // IMID BIORESOURCE TEAM - CHINENYE AMADI, KATE STIRLING, ISHTY HUSSAIN, CHIKA EJKEME, SALLY FLINT // INFRASTRUCTURE TEAM: STEPHEN FAWKES, STEPHEN WHITTAKER, MATTHEW HORDERN //

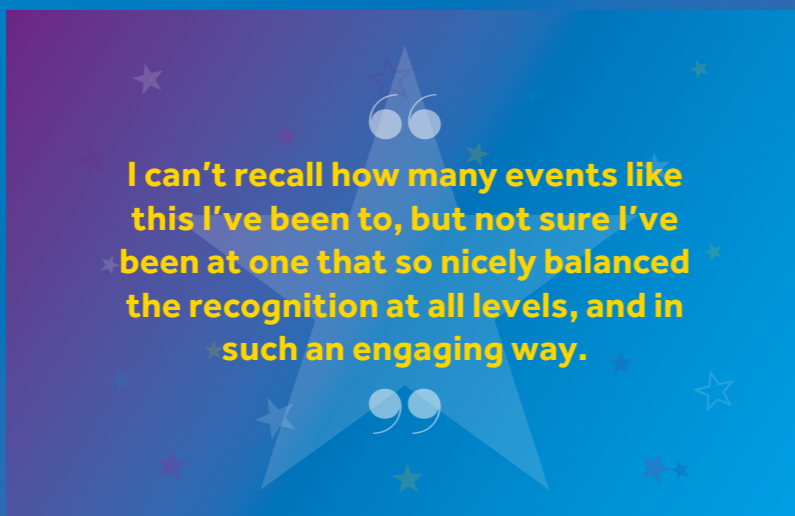
TEAM - SAIRA JACKSON, NICOLA BAILEY, KAMAR HUSSAIN, RYAN HURST, ANDY BRENNAND. (2) OUR BROADER (SCHOOL/ DIVISIONAL) PS TEAM WHO HAVE PROVIDED SUPPORT FOR ACTIVITIES RELATING TO THE BSC PSYCHOLOGY DEGREE INCLUDING GRANT BOYLE, EMMA-LOUISE CULLEN, ALEX PRODAN, AISHA RAZAQ // AMANDA CONWAY SHS // AMELIA CLARK SHS // AMEUR BAYAR SBS // AMIN ROSTAMI SHS // ANDREW DOIG SBS // ANDY KELLY SHS // ANGELA SPENCER SHS // ANN FOLEY SHS // ANNA COLEMAN SHS // ANNA FILDES SBS // ANNE PINKERTON SBS // ANNE WHITE SMS // ANNE WILKINSON FACULTY OFFICE // ANNETTE BARBER FACULTY OFFICE // ANNETTE HAWORTH SMS // ARPANA VERMA SHS // BARBARA HALL

CONGRATULATIONS TO ALL OUR BRILLIANT COLLEAGUES

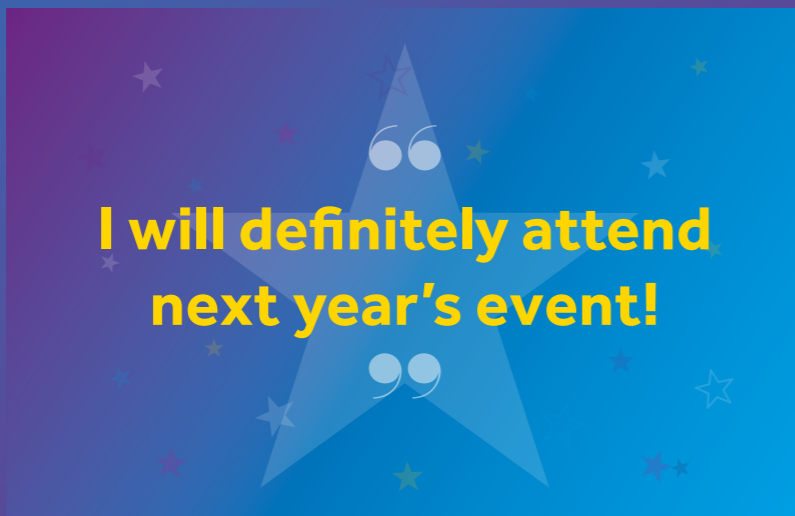
INTERNATIONAL OFFICE - DAN HERMAN, CHRISTOPHER GIBSON AND JAMES RAWLINSON // JACKIE O'BRIEN SHS // JACQUELINE PASS SMS // JANE MCDERMOTT SHS // JEANNE CAFFREY SMS // JEN ADAMS FACULTY OFFICE // JENNIFER KENNEDY SHS // JENNIFER MCBRIDE SBS // JENNIFER



PARR SMS // JENNIFER SHAW SHS // JILL DOYLE SBS // JOANNE HART SMS // JOHN HOPTON SHS // JOHN MCLAUGHLIN SMS // JON WYNNE FACULTY OFFICE // JUDITH WILLIAMS SMS // KAMAR HUSSAIN SHS // KAREN COTTERILL SMS // KAREN GOODSON SHS // KARINA LOVELL SHS // KATE TIDMAN FACULTY OFFICE // KATE WHORLOW FACULTY OFFICE // KATH WATSON SBS // KATHARINE COYTE SBS // KELLY SALIMIAN SBS // KENNY BORLAND SMS // KERRY BURKE SMS // KEVIN BAYLEY SHS // LARA BENNETT SHS // LEELA BIANI SBS // LESLEY JORDAN SMS // LINDA MINGAY SBS // LIZ SHEADER SMS // LORNA KENNEDY SHS // LUCY O'MALLEY SMS // LYDIA WUNDERLEY SBS // LYNNE MACRAE FACULTY OFFICE // LYNSEY MCVEY SMS // MARIAN HALFPENNY SBS // MATO LAGATOR SBS // MATTHEW SHAW SHS // MATTHEW SPERRIN SHS // MOHAMMED (MO) ISLAM FACULTY OFFICE // NICK ASHTON SMS // NICOLA BATES FACULTY OFFICE // NISHA NAIR SBS // PETER O'HARE FACULTY OFFICE // PHILIP MORGAN SHS // POLLY TURNER SHS // PROFESSOR MIKE WHITE SBS // RACHAEL BOWDEN FACULTY OFFICE // RACHAEL FORTUNE GRANT FACULTY OFFICE // RACHEL (RAE) WATKINS FACULTY OFFICE // RACHEL COWEN SMS // RACHEL STARKEY SHS // RACHEL WATSON SBS // RAJ RANA SHS // REBECCA CRAVEN SMS // REBECCA FARRINGTON SMS // RICHARD PRINCE SMS // RITA DOMINGUES SBS // ROGER HARRISON SHS // SAFEEN MOHAMED FACULTY OFFICE // SAIRA JACKSON SHS // SALLY FREEMAN SHS // SALLY MORAN SMS // SALLY MOSELY FACULTY OFFICE // SAMANTHA FRANKLIN FACULTY OFFICE // SARA KIRKHAM SBS // SARAH PETERS SHS // SARAH SHEPHERD SMS // SARAH WILLIAMS FACULTY OFFICE // SAYEMA KHAN FACULTY OFFICE // SELENA WAN-TIEN TAI SHS // SHIRLEY HANNAN FACULTY OFFICE // STEPHEN HICKS SHS // STEVE ELLIS FACULTY OFFICE // STEVEN WOODS SBS // STUART ALLAN SBS // SUZANNA DICKSON FACULTY OFFICE // TANIA BLAZE FACULTY OFFICE // TERESA THE 4TH FLOOR AVHILL CLEANER // THE HOUSE SERVICES TEAM, POST ROOM, PORTERS AND SECURITY // THE LEARNING DEVELOPMENT TEAM AT THE CENTRE FOR PHARMACY POSTGRADUATE EDUCATION (CPPE). THE PEOPLE IN THE TEAM ARE TEMIFAKEYE, EMMA BARNES, ANNIE SELLERS, LIZ REID AND CLARE SMITH // THE MUCH TEAM // THE POSTGRADUATE BIOMEDICAL SCIENCES TECHNICIANS TEAM (BASED IN STOPFORD) LED BY DAVID DENNINGTON // THE PROGRAMME SUPPORT AND CLINICAL PLACEMENTS TEAM IN G.319, JEAN MCFARLANE BUILDING // THE STUDENT PASTORAL SUPPORT TEAM // THE YEAR TUTORS FOR BSC PSYCHOLOGY - YEAR 1: LIZ MCMANUS AND MATT CHECKETTS; YEAR 2



LOUISA SHIRLEY; YEAR 3 LEE WICKHAM // THOMAS CRAIG SBS // THOMAS NUHSE SBS // TIM BRADSHAW SHS // TIM RAINEY FACULTY OFFICE // TIM WILDING SHS // TRACY EPTON SHS // VELI SAWDON SHS // VICTORIA TAVARES SHS // WAI KAN SHS // ZUBIDA AL-MAJDOUB SHS //



LOUISA SHIRLEY; YEAR 3 LEE WICKHAM // THOMAS CRAIG SBS // THOMAS NUHSE SBS // TIM BRADSHAW SHS // TIM RAINEY FACULTY OFFICE // TIM WILDING SHS // TRACY EPTON SHS // VELI SAWDON SHS // VICTORIA TAVARES SHS // WAI KAN SHS // ZUBIDA AL-MAJDOUB SHS //

WE ARE MULTI-TALENTED

SHE HAD A BRAIN TUMOUR. A YEAR TO LIVE. SHE JUST WANTED TO MAKE IT TO HER DAUGHTER'S PROM. WHAT ON EARTH DO I DO WITH STORIES LIKE THAT?

There are two sides to being a doctor, the clinical side with treatments and plans and the human side where the goal isn't about treating the illness. It's about the fact she's a mum and just wants to see her daughter go to prom. If she can do that, that's success to her.

I was 23 and hadn't experienced any close family bereavements. My patient's lives were heart-breaking and I didn't know what to do with it.

I fell into poetry by accident. I was a medicine student and failed my exams in my third year. I was a good student, attended all my classes but I was terrified of asking questions, of being the dumb one in the class. So, I learned by failing an exam that I wasn't studying the best way I could.

I started writing a journal as a way to process why I had failed and as I wrote I recognised my words had a flow to them. I started to be more intentional with my language and the more I wrote, the more I tried to find avenues to share my work because people seemed to resonate with it.

'I Am' was created in my 4th year. A friend asked me to write something for Black history month. I wanted to write a piece that spoke to that but also represented how I felt in this space where I was often the only black student in the class or where I didn't see many black doctors around me. This poem was a way for me to own all my experience and see it as positive. Poetry enabled me to bring together all the different parts of me.

Reflection is an important part of being a doctor and I used poetry to support my reflective practice. With poetry, you get the space to think about emotion in a way you wouldn't otherwise. So, I'd ask patients if I could write about their experience. Sometimes they wanted to see it, other times I never saw them

again, but I had permission to share their story and so I began to write about them.

It was about self-preservation. I needed a way to process my emotions, so I wasn't overwhelmed by them. Poetry became a way of processing my experiences on paper but it's when you share it that you realise you aren't alone in feeling that way. There's a shared experience there and suddenly you're not so isolated.

I want to start a poetry club with first and second years and talk about how it's related to medicine.

The medical degree is a hard course, and its purpose is to create doctors but there is room for variety along the way. Students, under pressure, often drop the other things they're passionate about and that's a mistake because it's those other passions and outlets that help energise you and help you become a doctor that won't burn out.

I left practice to enter education because if I can do my job well, I can influence hundreds of medicine students to be kind, compassionate doctors who also know how to take care of their own wellbeing.

Dr Emmanuel Oladipo is a lecturer in Clinical Communication within the Division of Medical Education and School of Medical Sciences. He performed his powerful piece 'I Am' at the launch of the Black Student Collective and at our Faculty's Annual Celebration Event.



"I AM"

I am greatness in waiting
Like a painting in the making, Stroke by stroke becoming the
masterpiece the maker intended

I am a contradiction
I am weak and frail, fragile and degrading
I am simply human
Yet I am amazing
Bursting with life and invention, gifted to bring into creation,
wonders thought not possible to achieve

I am... unstoppable,
A train without brakes, will do whatever it takes
For the desolate places of this life to be made colourful

But... I am nothing
Less than a grain in a universe larger than I can begin to fathom,
yet I sense, I am more than random

I am of infinite worth
Significant from before birth
Treasured and loved
I am precious
more precious than pure, pure gold

I am more than the labels I'm given
I am able to do more than you could even imagine
I am an eagle, ready to soar far above all that's expected of me

For I am a reflection of greatness
an intricate design defined by its epic-ness
Yet I am as a delicate rose
Though I... I am beautified as I grow old
Dying, yet will last forever

I am alive
Because, I... Am.

Dr Emmanuel Oladipo
Lecturer in Clinical Communication,
Division of Medical Education, School of Medical Sciences

WE CHAMPION MORE THAN ONE CAUSE

As researchers, I believe it's really important that we don't stay within our scientific castles - we are incredibly lucky people who get to spend our time 'doing science' and if we don't share that, then I think we're almost doing a disservice to those taxpayers and charities who fund us.

Outreach work especially provides an opportunity for us to engage with young people who perhaps aren't sure about what they want to do in the future, and this is why it is important to me.

I don't have a particularly structured approach – most of the outreach activities that I have been part of have been fairly ad hoc – from mentoring teenagers during my postdoc to more recently giving a talk at Bluedot. In comparison to other colleagues, I feel that I haven't done a huge amount of outreach, but I try and get involved whenever I can.

Higher profile events such as Bluedot are a great platform to share our research to a wider audience. In my talk I focused on my work understanding the ecology of our microbiome – understanding how individual microbial cells interact with one another within our guts, and how these interactions all combine to influence how our microbiome changes over time. But perhaps more interestingly for the audience, I discussed how all this relates to our everyday life, and in particular to products you might buy in the shops that claim to improve your microbiome...

Events like Bluedot are incredibly fun and rewarding, but it is worth remembering that the audience at Bluedot is fairly homogeneous, composed mainly of people who are white, wealthy, and have access to many other routes to learn about science. It's just as important, if not more so, that alongside these big events we also share our science with those who might not be able, or want to attend such events.

Embedding Equality, Diversity and Inclusion (EDI) is also very important to me. I've participated in formal committees in the past, but I would say that being vocal about issues as they arise in my day to day work feels just as important. This can mean a whole range of things – questioning decisions in meetings if you think they may exclude certain people, or simply reminding

your colleagues of the different challenges different people face in their scientific careers. Even small things like having a chat with your colleagues if they organise seminars that don't include a diverse range of speakers are really important, even if it can feel awkward at the time.

As your career progresses and you become more senior you discover you're more of a role model than you may have realised. I recently taught at an intensive summer school for PhD students and was incredibly touched after some of the students told me how much they valued seeing an out queer scientist who was happy to challenge some of the discriminatory language that can sometimes inadvertently creep into microbiome science. It hammered home to me just how important it is to have EDI at the forefront of your mind, in ways you might not even expect.

There are many colleagues doing much more work on this than me, often through more formal and time-intensive activities. These people should be constantly celebrated, and more importantly listened to, by other members of the University. Despite all this hard work, I worry about how much of the University's EDI's work filters down to "everyday" academic audiences. There are still some people who see it as a box ticking exercise on grant forms or as an add-on if they have the time.

That said, I also think there is a shift happening in science – both at UoM and more broadly – with more and more young scientists feeling that being a great academic isn't just about the research, but also about being a good person who views involvement in outreach and EDI as a core part of their work.

Creating a welcoming research environment where everyone knows they are valued and listened to results in a better group and genuinely enhances your research.



Dr Katharine Coyte is a Presidential Research Fellow based in the Division of Evolution, Infection and Genomics. Her fellowship research, 'Building blocks for precision microbiome engineering', combines mathematical modelling with clinical data analyses and simple experiments to better understand the eco-evolutionary constraints that influence microbiome engineering. This fellowship has been extended by 12 months to finish in 2023.

WE CARE DEEPLY

Our programmes are challenging, grading is very different from school, and living away from home for the first time can be full of mixed emotions for students. Not to mention the financial pressures that many of them face. It's not all fun and parties.

Our students arrive with a passion for a particular subject and our task is to help them to maintain that passion for the material throughout their course, especially when things get tough and motivation drops. We strive for excellence in our teaching but teaching is about more than that.

I'M FANATIC IN MY CARE FOR STUDENTS, THEIR WELLBEING AND EVERY ASPECT OF STUDENT LIFE.

When you genuinely care about a student, they respond to that. They want a relationship with you and need your support but many will need a helping hand to reach out and access that support. Irrespective of how many students are on the course, I make a conscious effort to reach out to them, to try to learn their names, or at least recognise their faces, and learn a bit about them, whether that's about a pet they have, a family situation or a particular ambition. If I can get to know something about them then I can use that to build a more meaningful relationship with them when I next meet them. It's the incidental conversations in the corridor that matter or seeing them around campus and asking how they are doing.

Teaching today is also about making it explicit to students and repeating the message that you, as an academic, want them to reach out, you want them to ask for support or guidance and, crucially, you don't want them to wait until they reach crisis point. I am increasingly seeing students start their degree with very low levels of confidence, be that in terms of career self-efficacy or academic ability. I remember meeting a student a few years ago who pulled out of a job interview because they were too anxious to attend. So, together with my brilliant colleague, Amanda Conway, a careers specialist who is heading up the career strategy for two of our three Faculties, we created a new confidence resource. The resource is an approximately 90 minute stand-alone, interactive unit, that students can complete in bitesize chunks, designed to help them to explore what confidence is, provide evidence-based guidance on how to build it and hear from Manchester students and graduates about their own confidence journeys. [This resource is now live](#) and linked from the University's Counselling Service, Student Support Service and Career Service webpages.

As academic advisors, we also have to be prepared to have the difficult conversations. If they're not being themselves, we need to ask if everything is ok and create that opportunity for them to disclose any issues they might be having. We need to take the time to listen even though we're busy. And, it's not just reaching out once but following up. A quick email a couple of days later makes a huge difference to them. The conversation isn't in a single discreet moment but a continual back and forth. We want a dialogue with students, not a monologue, and when they know that, we greatly improve their experience because we get the opportunity to help.

MANCHESTER IS A HUGE UNIVERSITY. ITS SIZE AND SCALE IS BOTH A STRENGTH AND WEAKNESS.

Our students can feel lost and anonymous, so it's critical that we make them feel seen, heard and valued. From the start I try to impress upon them that I am no better, no cleverer than they are. Central to my pedagogic philosophy is that we are all equal. I just have more knowledge and expertise in an area that they want to learn. But we need to go further than that and ensure that all our students have a sense of belonging and one way that I try to do this is through the content of my teaching. I am lucky enough to teach Social and Applied Social Psychology and I regularly draw on research about, and bring in the voices of, minoritised groups. I take a social psychological perspective to the key social and political events that resonate with students – Brexit, gender identity and LGBTQ+ discrimination, Black Lives Matter and implicit bias – and in doing so create a safe but brave space. These are inclusive spaces where students feel at ease learning, sharing their experiences and world perspectives with others and developing their own psychological literacy.



Dr Doron Cohen is a senior lecturer in the division of Psychology and Mental Health in the School of Health Sciences. He has won a total of 13 Teaching Awards in his time at Manchester, this year being awarded the Distinguished Teacher of the Year award (FBMH), the Student's Union Excellence in Online Education Award and a Team Teaching Award for Inclusive Education and Students' Sense of Belonging with colleague Dr Stacey McKnight.



Tracy Laurukenas and Carmel Sheehy, The Stopford Reception Team

WE ARE A FRIENDLY SMILE AND WARM WELCOME

Many colleagues within the Faculty will have passed through the Stopford Building at some point and will no doubt have been greeted by the familiar faces of Carmel and Tracy on the reception.

After working together for over a decade, the pair are well known to colleagues for their upbeat attitude, patience and willingness to help others. Both say that they love working in the Stopford building as no two days are the same - a typical day during term time can see 300 to 600 hundred people pass through the foyer from FBMH students and staff to students from other faculties, visitors and often members of the public who just need directions!

At the start of the academic year new students will often approach the reception team with practical questions and will continue to get to know Carmel and Tracy as they progress through their studies. Many will introduce them to their families on graduation day and often keep in touch via email or will pop in to say hello even after several years have passed.

Asked how they remain so positive Carmel and Tracy admit that that they love meeting and getting to know people. Their front-line role means that they have an opportunity to engage directly with students and staff from across the Faculty. They'll ask researchers about their work and provide a sympathetic ear to new staff and students who are still finding their feet. Their welcoming smiles and genuine interest in their colleagues shine through and it's not surprising that they often find themselves being approached as a trusted colleague.

Since receiving multiple nominations from colleagues, Carmel and Tracy say many have stopped and congratulated them, especially after seeing their names on the nomination boards currently on display in the Stopford Foyer. They have also received a further award after 10 years of being involved in the Festival of Public Health.

Carmel Sheehy and **Tracy Laurukenas** are receptionists in the Division of Medical Education in the School of Medical Sciences. As a team they received the most nominations as part of this years Annual Celebration Event.

THE STOPFORD RECEPTION TEAM
Tracy Laurukenas and Carmel Sheehy

I think that everyone knows Carmel and Tracy and the warm welcome that they offer to everyone who enters the Stopford building. Both of them have made the effort to get to know as many people as possible and it's rare to enter the foyer without hearing them call out a cheery 'Morning Prof' or someone's name as they go through the gates. When we have visitors booked in, we can be confident that they will be welcomed, taken through sign in processes and looked after until we are there to pick them up. They also support, engage and manage the students who keep the whole building alive and vibrant. They are there whatever the weather - even when they need a huge heater to prevent them catching a chill. And throughout Covid we knew that they were there as the first point of welcome. They deserve recognition as well as a huge thank you.

WATCH YOUR NOMINATION

NOMINATED BY:
Matthew Shaw

THE STOPFORD RECEPTION TEAM
Tracy Laurukenas and Carmel Sheehy

I am nominating both of them as they work as a team, looking after visitors, staff and students -based on Stopford reception. They both go over and above in their roles - they are so friendly, helpful and you can always guarantee that if you need help, they will give it. Their excellent service and the pride that they take in their work stands out in heaps and heaps.

NOMINATED BY:
Hawys Williams

THE STOPFORD RECEPTION TEAM
Tracy Laurukenas and Carmel Sheehy

Always with a smile, always calling you by your first name, always there to help. Carmel and Tracey are the stalwarts of the Stopford building. It is difficult to imagine Stopford without them. Staff, students and visitors always comment how marvellous they are. Friendly, helpful and go that extra mile. They are irreplaceable. Is there anyone else who know probably the entire inhabitants of Stopford!

NOMINATED BY:
Arpana Verma

THE STOPFORD RECEPTION TEAM
Tracy Laurukenas and Carmel Sheehy

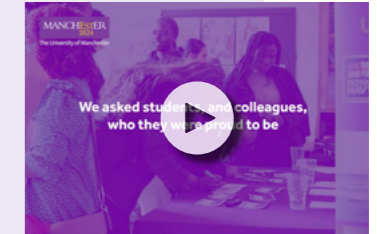
They know everything and are happy to share their knowledge. In particular they know where everything is, and where everyone is. When you are trying to negotiate arcane room numbering systems, it's OK because they know. They also help you do your job when you've forgotten something important like a bike lock, or a library card.

NOMINATED BY:
Jill Barber

WE ARE PROUD TO BE...

Students and staff showed up in force for the launch of the Black Student Collective event, the first in a professional-skills series that is part of our Faculty's inclusive education drive. As part of the event students and colleagues were asked to share what they were 'proud to be' and we continued asking the question at our Annual Celebration Event.

WATCH THE VIDEO NOW TO HEAR WHAT WAS SAID



TOGETHER, WE'VE COME A LONG WAY



Reflecting on my time in leadership there is so much that I will remember but most of all it will be the great people I have worked with and how much we have been able to achieve together.

We get to work in one of the most innovative, forward-thinking environments there is. Of course, it is the staff and students that make Biology, Medicine and Health such a stimulating place to work and to make a difference. It is these people that make it both challenging and interesting, always pushing the leadership to be better and do better.

As a Faculty we share the same values, the same dedication and are energised by the passion we all have for our work. It is the same values and work ethic we see in our colleagues in the NHS, in Health Innovation Manchester and our other partner organisations in Greater Manchester and beyond. And it is this common drive that enables us to work together to overcome the huge challenges that

face individuals and communities so that we can use our combined skills, from discovery science to policy changes, to improve health and care delivery.

The way that everyone, staff and students, has coped with the changes and challenges brought about by the pandemic has been impressive. COVID-19 brought complexities to our work that we never would have anticipated but each problem was solved with creativity and courage, showing exactly what is possible when we work together for a common goal. The consequences of the pandemic will continue to be felt in our teaching and our research but the attitude of our colleagues, to make things happen and make things as good as they possibly can be, will stand us in great stead.

We have a sustainable 5-year plan and a strong platform on which to build and lead. I can see the huge progress that has been made by the Faculty, and everyone should feel they have contributed to where we are now, and everyone should feel that they make an invaluable contribution to the future of this Faculty and all it will achieve.

**WITH MANY THANKS
FOR ALL THE SUPPORT
THAT I HAVE BEEN GIVEN
DURING MY TIME ON FLT.**

Very best wishes,
Professor Peter Clayton
Deputy Vice-President & Deputy Dean

THANK YOU
FOR THE
CONTRIBUTION
YOU MAKE
EVERY DAY