



Department Application
Bronze and Silver Award

CONFIDENTIAL



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

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

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Words Used	Page
Word limit		
1. Letter of endorsement	602	7
2. Description of the department	483	9
3. Self-assessment process	1030	16
4. Picture of the department	2044	24
5. Supporting and advancing women's careers	7523	49
6. Case studies	884	99
7. Further information	426	102
Total Words (excluding Table 3.1 and AP)	12992	

From: Athena Swan <Athena.Swan@advance-he.ac.uk>

Date: Thursday, 6 May 2021 at 11:25

To: Sarah Mohammad-Qureshi <S.Mohammad-2@manchester.ac.uk>, Athena Swan <Athena.Swan@advance-he.ac.uk>

Subject: RE: Word count extension

Hi Sarah,

Yes happy to restate the approval for additional words as follows:

We are happy to grant an additional 1,000 words to the School of Engineering and the School of Natural Sciences at The University of Manchester for their November 2021 submission for the reasons set out in your email below. The additional words are to allow the Schools to analyse and reflect on discipline-specific differences, and to demonstrate how Athena Swan principles are embedded in each constituent unit. The words may also be used to explain any relevant information relating to the restructure, such as the decision to apply as one rather than separate units, and how gender equality is being considered and promoted through the process.

Please include this email in your submission as confirmation and state in the submission where the additional words have been used.

In terms of submission deadlines, yes for the deadline for November 2021 submission is now 14 January 2022 – confirmation can be found [on our website](#).

With best wishes,

Jess

Jessica Kitsell

Equality Charters Adviser

Preferred pronouns: she/her

E jessica.kitsell@advance-he.ac.uk.

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Additional words have been used in Section 5.

Name of institution	University of Manchester	
Department	School of Natural Sciences	
Focus of department	STEMM	
Date of application	January 2022	
Award Level	Silver	
Institution Athena SWAN award	Date: April 2018	Level: Bronze
Contact for application <small>Must be based in the department</small>	Prof. Giles Johnson	
Email	giles.johnson@manchester.ac.uk	
Telephone	0161 275 5750	
Departmental website	www.se.manchester.ac.uk/about/schools/natural-sciences	

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LIST OF ABBREVIATIONS USED IN THIS APPLICATION

ASWP	Athena Swan Working Party
AP	Action Plan
CoP	Community of Practice
EDIA	Equality, Diversity, Inclusion and Accessibility
EES	Earth and Environmental Sciences
F	Female
FBT	Fashion Business and Technology
FCM	Faculty Contribution Model
FSE	Faculty of Science and Engineering
GTA	Graduate Teaching Assistant
HESA	Higher Education Statistics Agency
HoD	Head of Department
HoS	Head of School
HR	Human Resources
M	Male
MSE	Material Science and Engineering
NAP	New Academics Programme
P&A	Physics and Astronomy
P&DR	Performance and Development Review
PDRA	Post-Doctoral Research Associate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PS	Professional Services
REF	Research Excellence Framework
REP	Rewarding Exceptional Performance
SAT	Self-Assessment Team
SLD	Staff Learning and Development
SLT	School Leadership Team
SOE	School of Engineering
SoNS	School of Natural Sciences
StaffNet	University of Manchester Staff Intranet
T&R	Teaching and Research
T&S	Teaching and Scholarship
UG	Undergraduate
UoM	University of Manchester

Note: Throughout this application, we refer to actions in the action plan using the format “(AP A1)” where AP is “Action Plan” and A1 is the reference to a particular action plan objective.

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

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

Cover letter words: 602

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21st December 2021

Dear Athena Swan Panel,

We, the Head of School Prof Chris Hardacre, and the Head of School Operations, Sam Ryder, are delighted to support this application for a Silver Athena Swan award and confirm that the information presented in this application is honest, accurate and a true representation of the School. Our commitment to achieving greater equality and inclusivity and progression at all levels, from apprenticeships to chair appointments, irrespective of gender or any other characteristic, is driven through our School Leadership Team where EDIA is a standing item.

As Head of School, I have had a fundamental role in driving forward the Athena Swan agenda for the last 13 years leading to three Athena Swan submissions in Manchester and Belfast, drawing on this experience to develop ideas and ways of working to support EDIA in my present role. I demonstrate commitment through my actions – an Internship Programme and an Academic Returners Policy being two examples piloted by me in smaller schools previously alongside wellbeing activities/days and the formation of a School choir. Plans were underway for a wellbeing day in the SoNS before COVID-19 - this will be a priority activity in the next academic year. My own research group comprising 16 people, is diverse with 10 females and nine BAME researchers.

As Head of School Operations, Athena Swan has been an integral part of my role and leadership including the renewed Silver award in my previous role in the School of Physics and Astronomy. As a member of FLT where EDIA strategy is developed, I co-lead a Faculty-wide initiative on Our Culture and Behaviours with EDIA at its core in order to engender an inclusive culture within the School. I am personally committed to EDIA - I volunteer through the University to provide mentorship to refugee and asylum seekers on Caritas' Education Programme with a focus on supporting attainment of FE/HE places and employment.

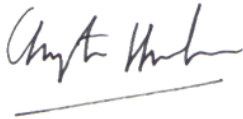
The School has focussed on ensuring all staff have the same opportunities, irrespective of background or discipline. The influence of this is felt at all levels within the School through the development of common policies associated with academic start-up grants; sabbatical leave; visitors; cross-disciplinary promotion panels; staff and equipment investment and; setting and developing budgets. We are improving gender balance

through an increased number of female technical managers and through our recognition of staff. Awards for PS exceptional performance have been dominated by female administrators and we are now ensuring that male technicians are equally recognised.

New high impact EDIA initiatives which we have been strongly involved with include: a new transparent Faculty workload model, which is allowing fairer allocation of work and leadership positions; our positive actions in recruitment; the academic returner policy; the COVID-19 relief fund, to mitigate the differential effects of lockdowns, on different staff groups; the teaching internship programme; and an annual request process for flexible working arrangements to support caring needs, which inform our teaching allocation and timetable. We make every effort to arrange meetings to accommodate staff availability, views are sought prior to the meeting if this is not possible. Commencing March 2020, online meetings were convened for large numbers, these have increased accessibility and will continue. Through these initiatives and processes, we hope to embed a positive, supportive and inclusive culture.

Though challenges remain, our progress provides further impetus to advance gender equality and equality for all, making it central to all we do so that everyone can achieve their full potential.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Chris Hardacre', with a horizontal line underneath.

Prof. Christopher Hardacre

Vice Dean and Head of School of Natural Sciences

A handwritten signature in black ink, appearing to read 'Sam Ryder', with a horizontal line underneath.

Sam Ryder

Head of School Operations, School of Natural Sciences

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of Natural Sciences (SoNS) is the largest of nine schools in The University of Manchester (UoM; **Figure 2.1**). Created in August 2019 following a restructure of the Faculty of Science and Engineering (FSE), SoNS combines the departments of **Chemistry**; **Earth and Environmental Sciences (EES)**; **Materials**; **Mathematics**; and **Physics and Astronomy (P&A)**. The driver for restructure was creating a step-change in our performance, helping to better deliver UoM strategy (**Figure 2.1**). At the heart of that strategy is 'Our People, Our Values' – the embedding of a culture that values equality and diversity, making us an inclusive institution and promoting accessibility for all. The Action Plan (AP) we have developed for Athena Swan is core to SoNS' strategy for Equality, Diversity, Inclusion and Accessibility (EDIA).

SoNS is a new school but builds on a strong track record (**Table 2.1, Figure 2.2**). Working together, we are identifying successful initiatives and instigating them School-wide. Over the last five years we have seen a 40% increase in the number of female academics, with a 50% increase in female professors (**Figure 2.3**). Nevertheless, challenges remain, with the percentage of female (%F) academic staff generally below benchmarks (**Figure 2.4**). We recognise the need to accelerate improvement, and to achieve the highest diversity possible in each of our disciplines (**AP Priority B**).

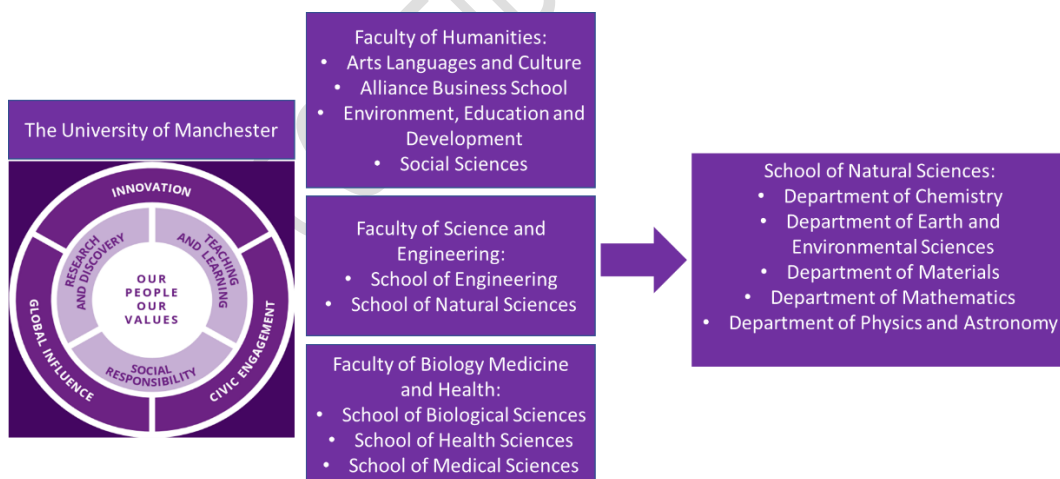


Figure 2.1 Faculties and schools of UoM. The UoM strategic plan (left) places 'Our People, Our Values' at its heart, with EDIA fundamental to this. Social responsibility has been one of the three pillars of our strategy since the formation of the University in 2004.

Table 2.1 Athena Swan and Juno Awards held by departments forming the School of Natural Sciences. (*P&A until recently had Silver Athena Swan. Because it had renewed its Juno award and because a school-level Athena Swan application was planned, a strategic decision was made to not apply for a further department-level Athena Swan award).

Department	Award level	Last Award Date	Renewal Due
Chemistry	Silver	November 2017	April 2023
EES	Bronze	April 2018	April 2023
Materials	Silver	April 2017	April 2022
Mathematics	Bronze	November 2016	November 2022
P&A*	Juno Champion	January 2021	January 2025

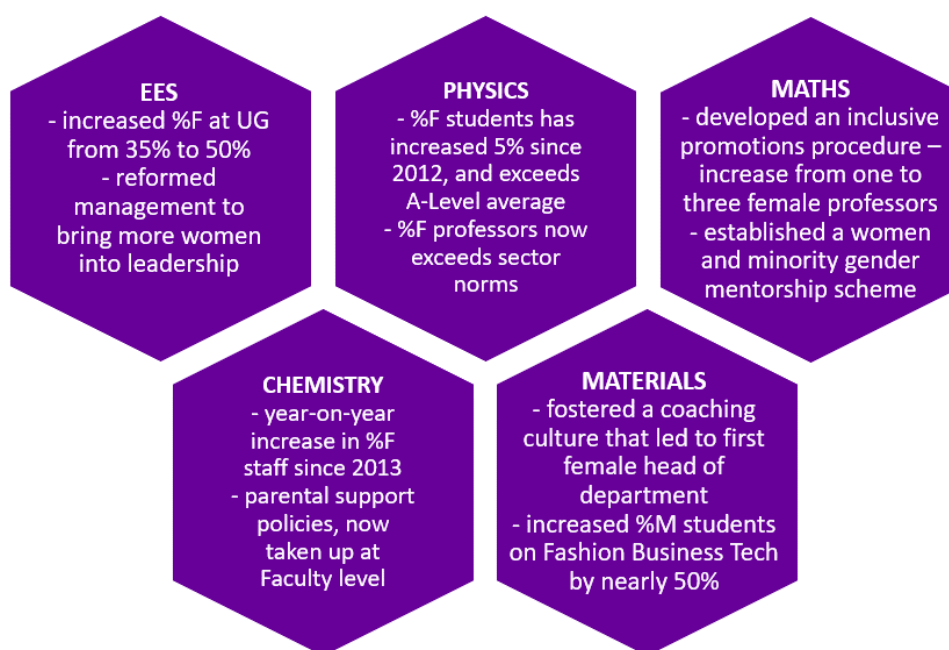


Figure 2.2 We asked our departmental Athena Swan leads to “name just two things you are proud of from your EDIA work in the last five years”. This is what they answered.

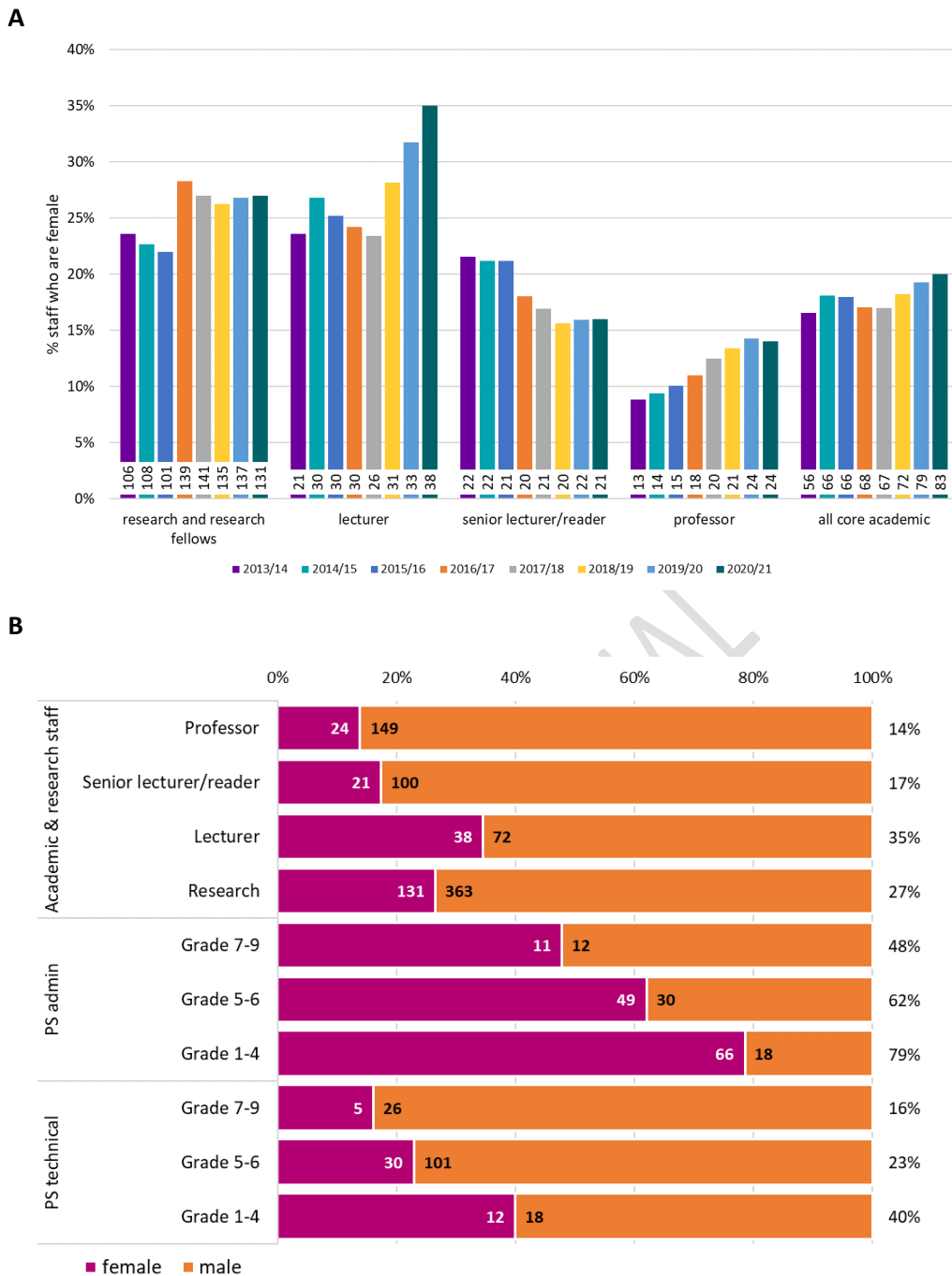


Figure 2.3: A. Percentage of female research and academic staff, by role, in the School of Natural Sciences since 2013. **B.** Number of female and male staff in SoNS in 2019/20. Numbers on right-hand side show percentage of female staff). In **B**, ‘Research’ includes postdoctoral researchers and research fellows.

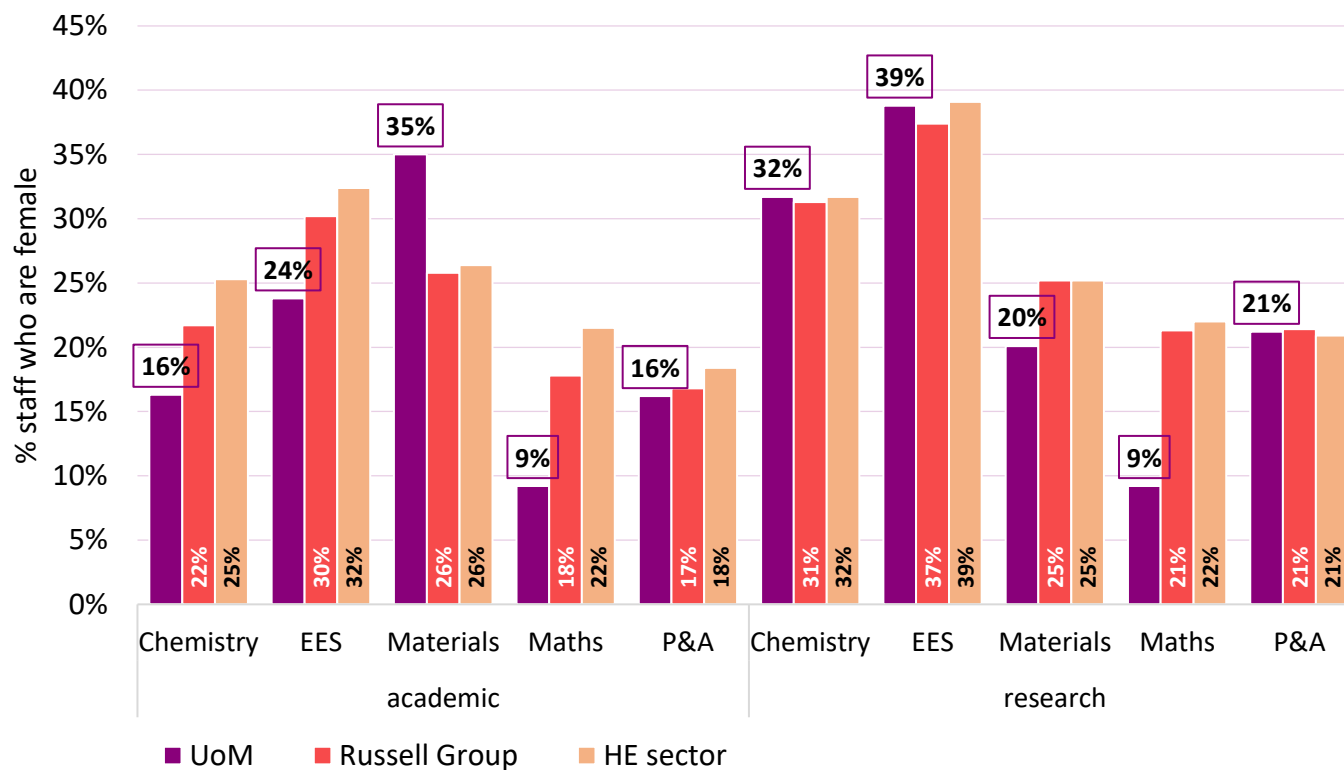


Figure 2.4: Comparison of gender ratio of SoNS departments to comparable departments across the sector. Departments are compared to the following Higher Education Statistics Agency (HESA) cost centres: Chemistry – Chemistry; EES – Earth, Marine and Environmental Sciences; Materials – Mineral Metallurgy and Materials Engineering; Mathematics – Mathematics; P&A – Physics. All percentages are quoted to two significant figures. Data from HESA does not use the same census date as other data shown.

SoNS staff are geographically dispersed, spread across the Manchester campus, elsewhere in the UK and around the world (**Figure 2.5**). SoNS currently has 1,235 staff members (30%F; **Table 2.2**) and 6,150 students (44%F; **Table 2.3**). Our spread and size make communication an ongoing challenge, however, online staff meetings, introduced during lockdown, have increased engagement, and helped to build a sense of community (see **Section 5**).

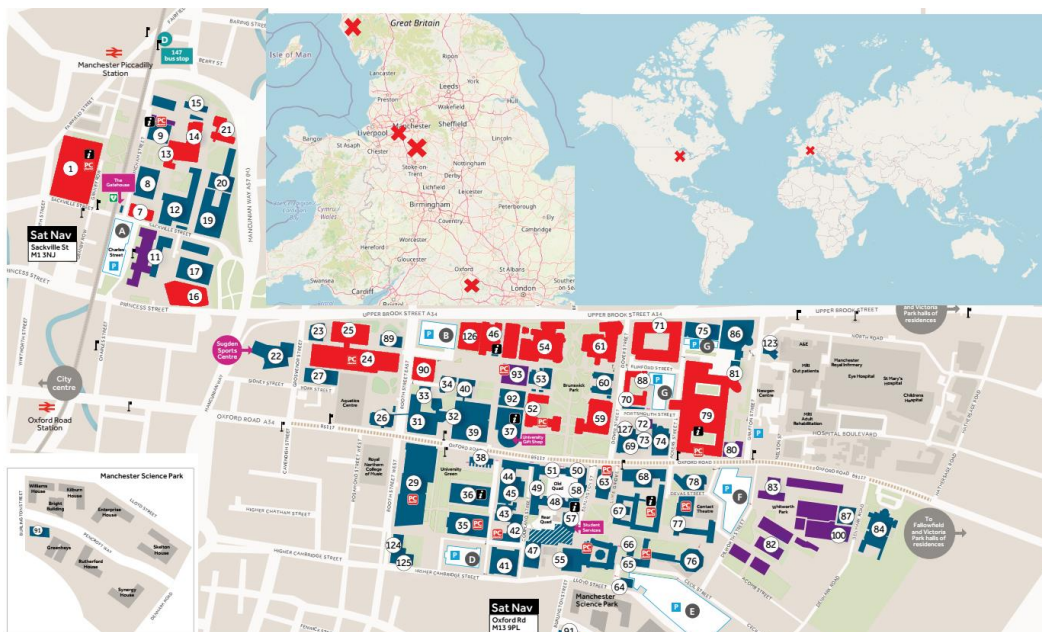


Figure 2.5: Locations of SoNS staff (marked in red) in buildings on campus, and across the UK (Harwell, Daresbury, Dalton Cumbria) and the world (CERN Geneva, Fermilab Illinois).

Table 2.2: Breakdown of staff in each department in the School of Natural Sciences, by reported gender and type of employment. Data is for 2020/21.

Department	Core Academic			Research & research fellows			PS – Admin			PS - Technical		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Chemistry	8	58	12%	48	106	31%	16	10	62%	12	21	36%
EES	17	47	27%	24	40	38%	12	4	75%	10	15	40%
Materials	32	60	35%	19	74	20%	24	13	65%	14	33	30%
Mathematics	13	82	14%	8	35	19%	18	2	90%	-	-	-
P&A	14	74	16%	32	108	23%	18	16	53%	4	62	6%
School Office	-	-	-	-	-	-	26	5	84%	-	1	0%
Total	84	321	21%	131	363	27%	114	50	70%	40	132	23%

Table 2.3 Student numbers by reported gender in the School of Natural Sciences, by discipline 2020/21. The Department of Materials operates as two disciplines at UG and PGT levels, but as a single department for PGR.

Discipline		Undergraduate			Postgraduate taught			Postgraduate research		
		F	M	%F	F	M	%F	F	M	%F
Chemistry		293	323	48%	38	35	52%	103	176	37%
EES		152	153	50%	74	46	62%	59	74	44%
Materials	FBT	428	90	83%	230	24	91%	126	219	37%
	MSE	105	240	30%	52	64	45%			
Mathematics		580	728	44%	92	62	60%	27	82	25%
P&A		296	885	25%	16	40	29%	62	176	26%
Total		1854	2419	43%	502	271	65%	377	727	34%

Our teaching covers a broad portfolio. UG and PGT teaching is organised into six ‘disciplines’, which correspond to departments, except for Materials, which is divided into **Material Sciences and Engineering (MSE)** and **Fashion Business and Technology (FBT)**, differing substantially in curriculum and gender ratio (**Table 2.3**). Disciplines range from P&A (UG – 26%F) to FBT (UG – 83% F), reflecting our complex portfolio. The %F also varies from UG to PGR, with Mathematics identified as having particular challenges – something we address through our AP (see **Section 4**).

SoNS is led by a Head of School (HoS) (M) with a Head of School Operations (F) leading Professional Services (PS; including both administrative and technical colleagues), and they are supported by a **School Leadership Team (SLT)** (6F, 13M). Financial, staffing and policy decisions are made by SLT, allowing the evolution of a school vision, culture, and strategy. The School Head of EDIA (M), who is Athena Swan SAT chair, is a core member of SLT, chairs the School EDIA committee and is a member of Faculty EDIA committee (**Figure 2.6**).

Together, we are working towards our vision:

To enable excellence in Natural Sciences teaching and research by harnessing the strengths of individuals, disciplines and wider synergies.

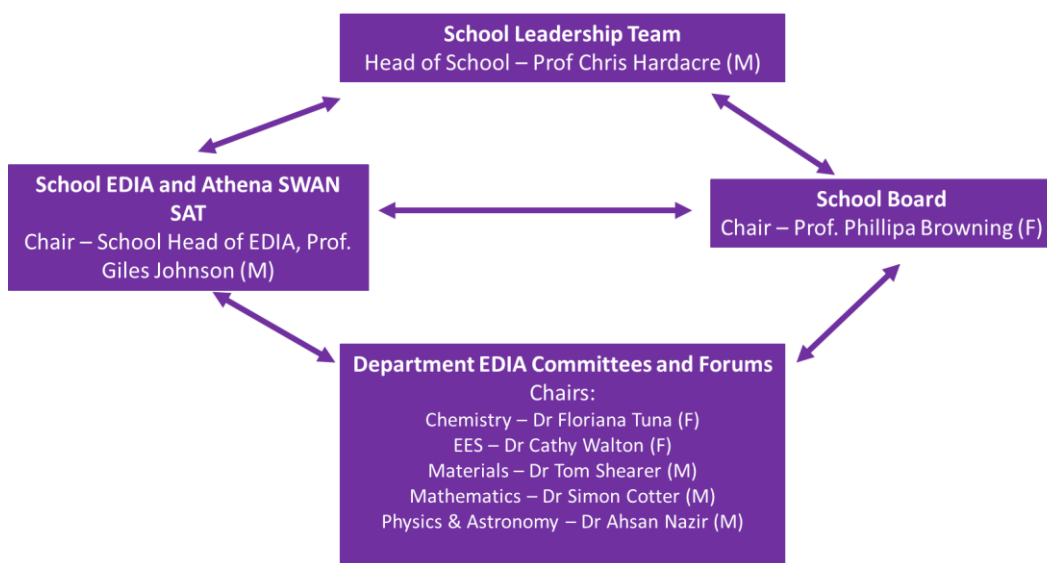


Figure 2.6 Diagram showing the structure of and relationships between key committees and teams in the School of Natural Sciences. Names show chairs of respective bodies, and arrows indicate reporting lines.

(Section 2 word count: 483)

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3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

(i) a description of the self-assessment team

The description of the self-assessment team should include:

- *members' roles (both within the institution or department and as part of the team) including identifying the chair*
- *how people were nominated or volunteered to the role and how any time involved in being a member of the team is included in any workload allocation or equivalent*
- *how the team represents the staff working in the institution or department (eg. a range of grades and job roles, professional and support staff as well as academics and any consideration of gender balance, work-life balance arrangements or caring responsibilities)*
- **Note:** *This description can be displayed as a table (maximum 20 words about each team member) and is not included in the word count.*

The School EDIA Committee has operated as the Self-Assessment Team (**SAT**), ensuring attention to intersectionality (**Table 3.1**), while an Athena Swan working party (**ASWP**) and themed action groups have had a more operational, with flexible membership depending on the agenda.

The SAT (12F, 7M), includes academics and researchers representing departments and career stages; PS staff across business areas; and students, although we recognise that better UG and PG student representation is required moving forward (**AP E1**). Members include those with *ex-officio* roles (eg Department EDIA leads), members with special expertise, and those who volunteered following open invitations. For academics, membership is recognised in workload allocation (**see 5.6(v)**).

Table 3.1: Composition of the SoNS Self-Assessment Team, as at December 2021 [Personal information about SAT members redacted]

Name (gender and pronouns)	Job role	Role on SAT	Involved in previous SAT and submission?	Membership of themed action groups	Work-Life Balance Experience/ Caring Responsibilities
	Professor, School Head of EDIA				
	Professor, Head of School				
	Senior Lecturer				
	Senior Research Fellow				
	Senior Lecturer				
	Senior Lecturer				
	Senior Lecturer				
	PDRA				
	Senior Lecturer				
	Social Responsibility Manager				
	Social Responsibility Officer				
	Head of School Operations				
	School Operations Manager				
	Deputy School Operations				

	Manager (Mathematics)				
	Teaching and Learning Manager				
	Senior Analytical Technician				
	EDI Partner				
	HR Partner				
	Undergraduate student				

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(ii) an account of the self-assessment process

Outline the process the self-assessment team has gone through preparing for the application. This should include information on when the team was formed, how often it has met, and what was the focus of the meetings.

This section should include:

- *when the team was established, including how the team communicated, for example, face to face, email, etc*
- *how often the team has met*
- *the focus of the meetings*
- *how the team has consulted with members of the institution or department (and students)*
- *consultation with individuals outside the institution: external consultation refers to consultation outside the institution or department, for example, a critical friend reviewing the application, consultation with other successful Athena SWAN departments/institutions*
- *how the self-assessment team fits in with other committees and structures of the institution. It is important to include information on the reporting structure. For example, is there a direct route for the team to report to, is Athena SWAN a standing item on the department/institution's key decision-making board?*

SoNS was formed in August 2019, and a School Head of EDIA appointed in January 2020. A School EDIA committee was established bringing together colleagues from across the previous departmental committees, first meeting in April 2020. We agreed the EDIA committee would also act as SAT. The more operational ASWP led the writing.

The committee has met quarterly (seven meetings to date), with ASWP meetings in intervening months. All meetings were within core hours (10am to 4pm) on varying weekdays, restricted to 90 minutes.

Membership has evolved, with representation improving and expertise brought in as required. Members have also rotated off: three department and two student representatives finished their terms in the last two years. This allowed new voices to contribute. The SAT has a dedicated Teams channel, which allows for the sharing of resources and discussion.

Meetings are supported by administrative staff and all SAT meetings have been attended by the HoS, whose engagement ensures proposals are acted on rapidly.

To develop the AP, we established cross-faculty themed **Action Groups**, shared with the School of Engineering (SoE; **Table 3.2**). Facilitated by SAT members but led by stakeholders, these ensured **actions were developed and owned by those responsible for implementation**. These groups undertook deep dives into areas and will continue after submission.

A faculty-wide **Culture Survey** (October 2020 to January 2021) enabled wide consultation and provided data used in this application. 387 staff (~30%; 124 F, 229 M, two other, 32 prefer not to say) completed the survey. Additional consultation was through:

- **School Board meetings** – quarterly since 2019, attended by 160 to 200 staff.
- **Departmental EDIA committees/forums** – evolved from earlier departmental SATs, these provide platforms allowing for wide-ranging voices to be heard. Meetings are at least quarterly. Department EDIA leads communicate ideas and concerns to the School EDIA committee and Department Leadership Teams.
- **FSE COVID impact survey** – a focused survey gathered information about impacts of lockdown, especially on different groups. April to October 2020, with 244 responses.
- **Postgraduate EDIA survey** – conducted by the UoM EDIA Team in autumn 2020, this provided faculty-level data (19 responses from FSE).
- **Two student focus groups** – these were held in March 2021.
- **University Staff Survey** – summer 2019, with annual pulse surveys until the next full survey in 2022. The 2021 pulse survey focused on staff wellbeing (see **5.6(i)**).

Further internal engagement came from Professor Paul Mativenga the Vice Dean of Social Responsibility and EDIA (who also took part in the Staff Recruitment AP, see Table 3.2), Dr Mark Hughes - the Associate Dean for EDIA. A University mock panel was led by the University Lead for Equality Diversity and Inclusion (Gender and Sexual Orientation), Dr Rachel Cowen,

External feedback was received via a UoM mock panel and from external reviewers:
[Redacted]

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Table 3.2: Athena Swan Action Groups established to develop the Athena Swan Action Plan. Each group included members of the SAT, working in collaboration with colleagues with expertise in specific areas, who ultimately own the emerging actions.

Action Group	Remit	Experts Engaged
Student Recruitment, Marketing and Admissions	Identifying ways to attract more female applicants and ensure a fair recruitment process	Faculty Student Recruitment and Marketing Officers Faculty Admissions Manager Head of Foundation Studies
UG and PGT	Student experience – from registration to graduation	Head of Education Head of Teaching, Learning and Student Experience
PGR	Postgraduate research students from recruitment to graduation	Associate Dean for Postgraduate and Postdoctoral Researchers Head of Research Researcher Development Manager PGR representatives
Staff Recruitment	Promoting fair recruitment and positive action across all staff groups	Faculty Head of HR Vice Dean for Social Responsibility and EDIA Deputy School Operations Managers Head of Research Facilities and Infrastructure
Staff development	Training and support provided to staff	Staff Learning and Development Partner Faculty Head of HR Head of School School Head of Research Researcher Development Manager Research Strategy Coordinator
Promotions and Probation	Progression of academics through key career steps	Faculty Head of HR Head of School (Engineering) Head of Department
Culture and Policy	Developing the school culture and identifying ways of working	School Operations Manager EDI Partner Policy Manager

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

Outline:

- *how often the team will continue to meet*
- *how the team intends to monitor implementation of the action plan, including how it will interact with other relevant committees and structures within the institution*
- *how the team intends to keep staff (and students) updated on ongoing work*
- *succession planning for where membership of the team will change, including any transfer of responsibility for the work, role rotation and how the workload of members of the team will be accounted for in workload allocation*

The SAT will meet quarterly (next meeting, January 2022), having AP-progress as a standing agenda item, with the ASWP meeting in intervening months (**AP E1**). Themed action groups will continue, to provide specialised oversight. Progress will also be assessed through:

- **Staff surveys** – Conducted annually
- **Student consultations** – focus groups and surveys, at least biennially
- **Annual data review** – annual routine update and review of data to monitor progress, supported by a new Faculty EDIA Data Analyst. Data used in progress reviews by the SAT and Action Groups
- **University Annual Performance Reviews** – examining performance against targets for at School and Faculty levels and across PS.

Best practice and achievements will be shared with staff and students, through newsletters and open meetings, to ensure community engagement. Cross-institution sharing of best practice will continue via the Associate Dean for EDIA, as Chair of the Faculty EDIA committee and member of the University EDIA committee.

Leaders responsible for the main areas of school activity (teaching and learning; research) will join the EDIA committee annually, for a focused discussion constructively reflecting on successes and challenges, allowing us to monitor progress and evolve actions (**Action E1**). SAT membership will be reviewed annually, ensuring this reflects the diversity of our community, and bringing in fresh ideas. Where possible, members will be replaced with overlap, eg Dr Simon Cotter (Mathematics) is being replaced as department lead in spring 2022 and his successor has already attended meetings.

(Section 3 wordcount: 1030, excluding Table 3.1)

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

(i) Numbers of men and women on access or foundation courses

We run six BSc degrees with Integrated Foundation Year corresponding to each of our undergraduate disciplines. In 2020/2021, we recruited 125 students (30%F), and 81%F and 56%M progressed to degree.

Most years, a higher %F progress than %M. In 2020/2021, above-target recruitment occurred and a high %M (but not %F) students failed to progress (though some transferred to Engineering). There has been no significant trend in gender ratio (**Figure 4.1**).

Foundation courses cater for students with wide-ranging backgrounds, including without science training. They allow students to enter our disciplines, often reversing subject choices they made as early as 14.

We see potential for using foundation year to increase recruitment of female students into traditionally male-dominated degrees, and have identified this as a priority in our AP. (AP A1)

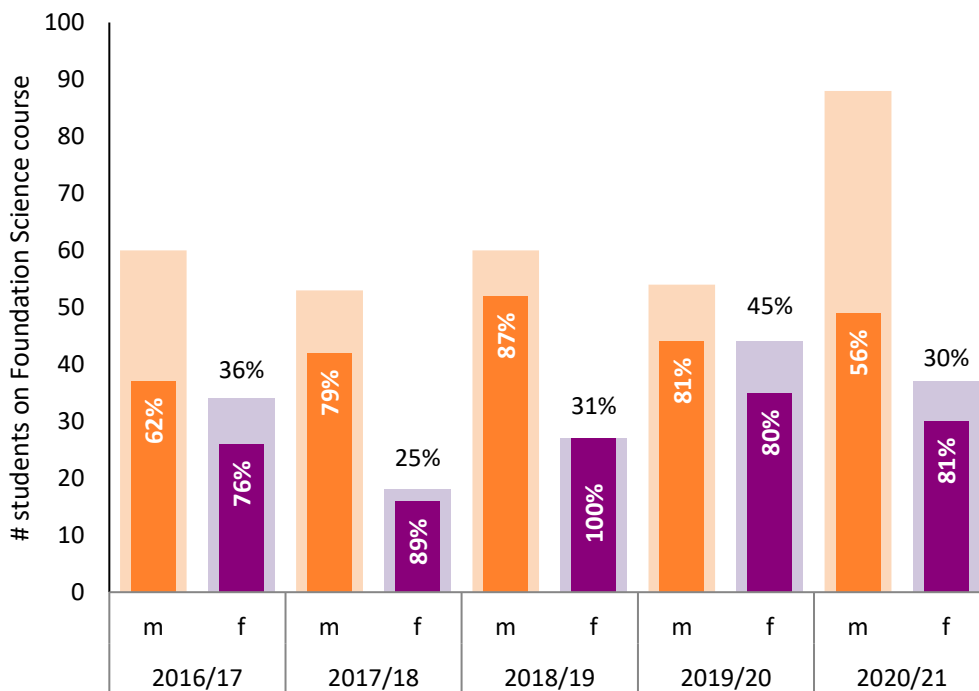


Figure 4.1 The recruitment pipeline for foundation degrees in SoNS, 2016 to 2020. Light colours are the total number on course, dark colours are the number who progress to degree level. Percentage inside the bars is the percentage of each gender progressing; percentage above the F bars is the percentage of that year's total cohort identifying as female.

(ii) Numbers of undergraduate students by gender.

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender

a) Student Recruitment

SoNS recruits across six disciplines to ~50 degrees, running full-time over 3/4 years. Gender mix is close to sector average (**Figure 4.2**).

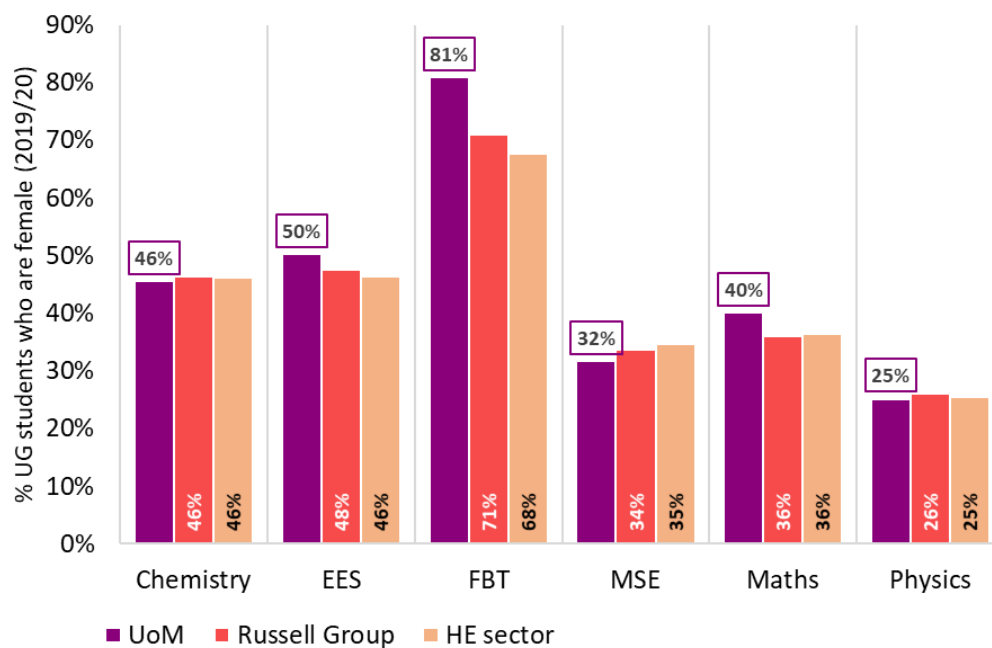


Figure 4.2 Comparison of %F with HESA averages in the 2019/2020 academic year. Data is matched to the best groups of HESA subjects identified. FBT is matched to 'Polymers and Textiles' + 'Business and Management' + 'Business Studies' + 'Marketing' + 'Management Studies'. For comparison 'Polymers and Textiles' is 82%F (of 195 students in 2019/20, c.f. 84% for FBT) but does not include the business element of our degree.

Since 2016, all disciplines except MSE have improved gender balance (**Figure 4.3; Table 4.1**).

- ☆ P&A increased %F from 22% in 2016 to 25% in 2020, reflecting continuous efforts to attract diverse students (Athena Swan/JUNO actions)
- ☆ FBT's improved %M students resulted from a campaign to increase inclusivity (Materials Athena Swan AP)
- ☆ EES achieved a step change in %F in 2019, reaching 50% in 2020 following a curriculum review (see **Case Study 1**)

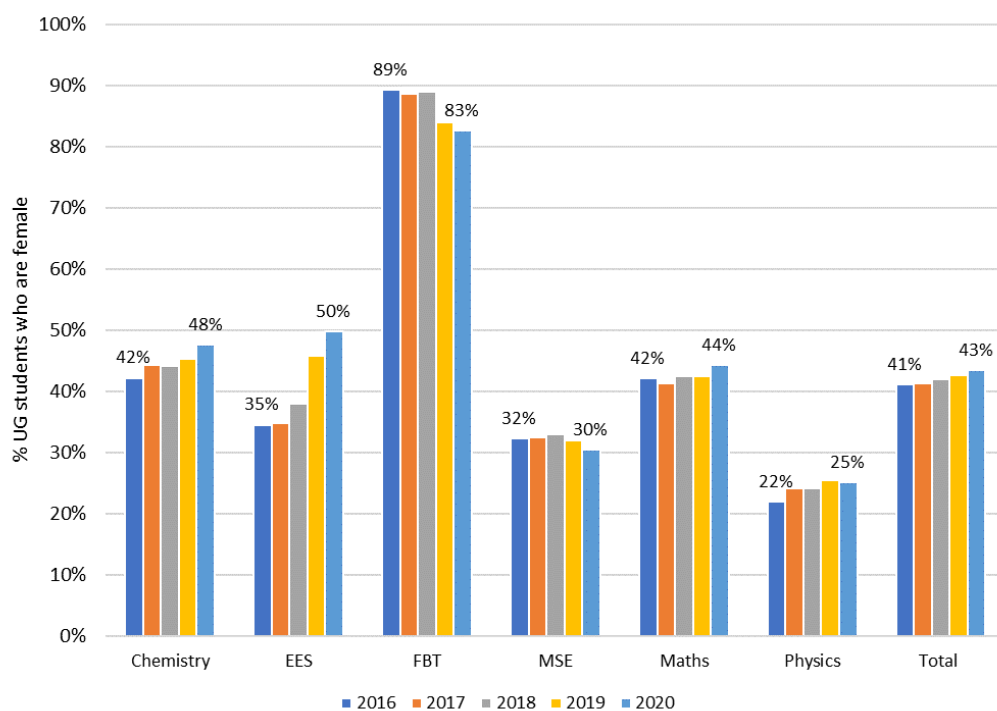


Figure 4.3. %F UG students registered in each SoNS discipline, since 2016/2017 academic year. Total absolute numbers of registered UG students are shown in **Table 4.1**.

Table 4.1 Absolute numbers of UG students registered on SoNS degrees by discipline, 2016 to 2020 entry.

		2016	2017	2018	2019	2020
Chemistry	f	306	318	311	284	293
	m	419	399	394	343	323
EES	f	163	143	149	136	152
	m	309	267	244	161	153
FBT	f	438	402	400	411	428
	m	53	52	50	79	90
MSE	f	121	129	119	105	105
	m	253	268	242	224	240
Mathematics	f	468	451	473	473	580
	m	642	642	639	642	728
Physics	f	306	318	311	284	293
	m	781	776	795	822	885
SoNS	f	1715	1689	1706	1689	1854
	m	2457	2404	2364	2271	2419

Case Study 1: In 2019 EES introduced a new curriculum removing specific A-level requirements. Students take a common first year, with an emphasis on data handling and numeracy skills.

Impact: %F students increased dramatically, reaching 50% after two years.

Learning from this: We will explore how degree structure and prerequisites widen accessibility and attractiveness of our degrees (**AP A3**) with an ambition to become sector raising for diversity.

%F applicants and registrations are similar (**Figure 4.4**), so our AP will focus on diversifying applications, by **increasing accessibility of degrees (AP A1; A3)** and making them more attractive to diverse students, especially those not previously considering Natural Sciences (**AP A2**).

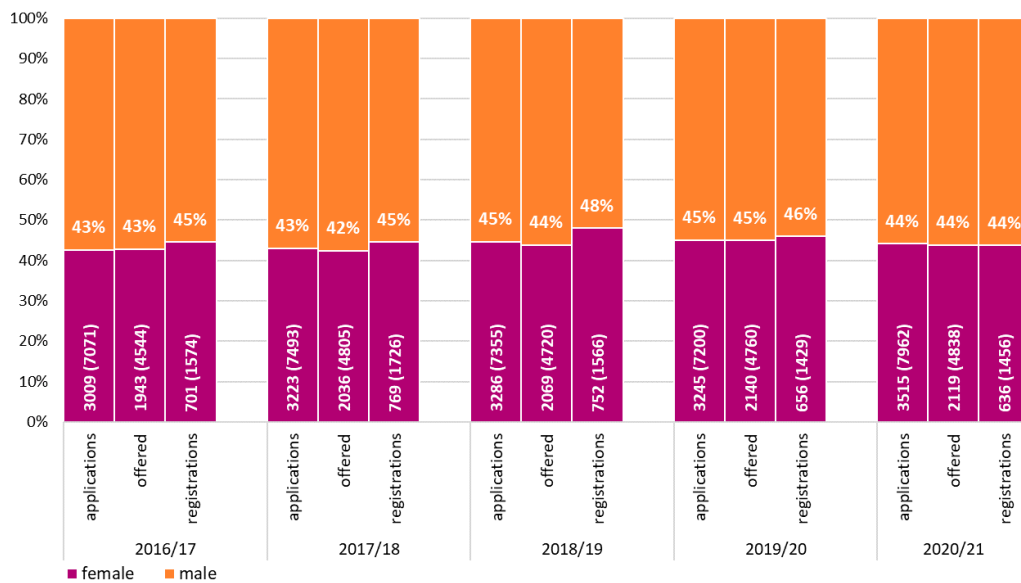


Figure 4.4: Recruitment to SoNS UG degrees 2016 to 2020. Percentage in bars show the percentage of applicant/offered/registrations were female. The number inside the bar is the number of female students (all).

b. Student Attainment

Men tend to gain more First- and Third-class/ Pass degrees (**Figure 4.5**). Usually, more women receive 2.1s and above. Gender differences have decreased over time but, worryingly, this increased in 2019/20, accompanying COVID-related changes in assessment. Experience in P&A has highlighted how assessment methods can contribute to performance gaps (**Case Study 2**).

Case Study 2: P&A analysis of student performance showed F students underperformed in certain formats of exam. In their general paper, women averaged 6% lower than men, although there was considerable yearly variation.

Impact: From 2017/18, targeted student support was introduced. Preliminary data supports a reduced performance gap, but we continue to monitor impact of this.

Learning from this: We will investigate how diverse student groups perform across assessments in all disciplines. If appropriate we will develop strategies to minimise such differences across diverse student groups (**AP A4**).

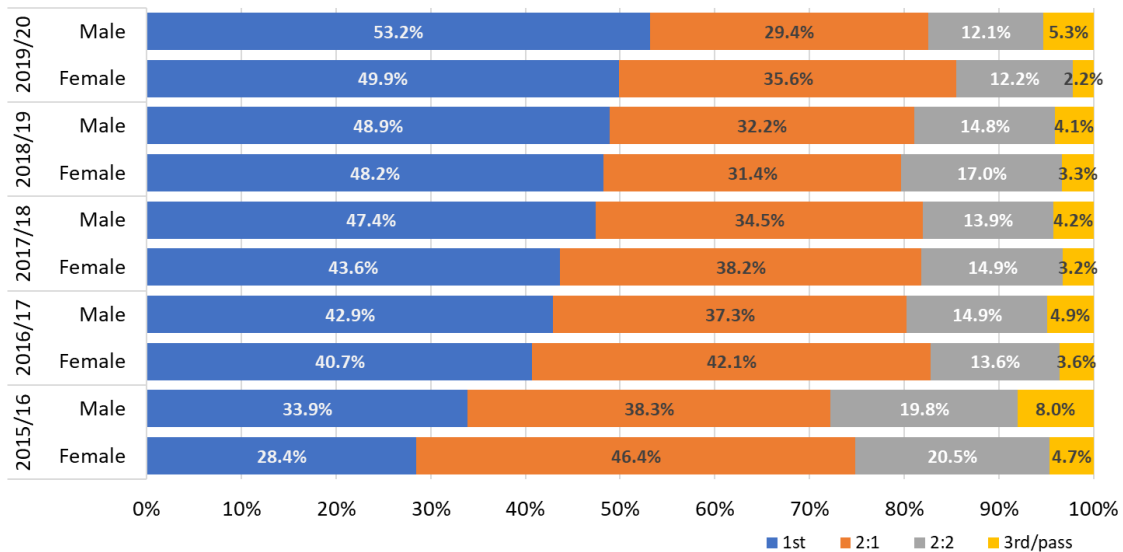


Figure 4.5 Degree attainment by male and female students in SoNS degrees 2015 to 2019.

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

a. Student Recruitment

SoNS runs 24 postgraduate taught (PGT) degrees, including part-time/distance options in Chemistry, FBT, Mathematics and P&A. 65% were female in 2020/2021 – a steady increase since 2016/2017 (**Figure 4.6, Table 4.2**). In 2020/2021, %F varied from 29% in P&A to 90% in FBT. Typically, %F is higher than at UG, reflecting our international recruitment.

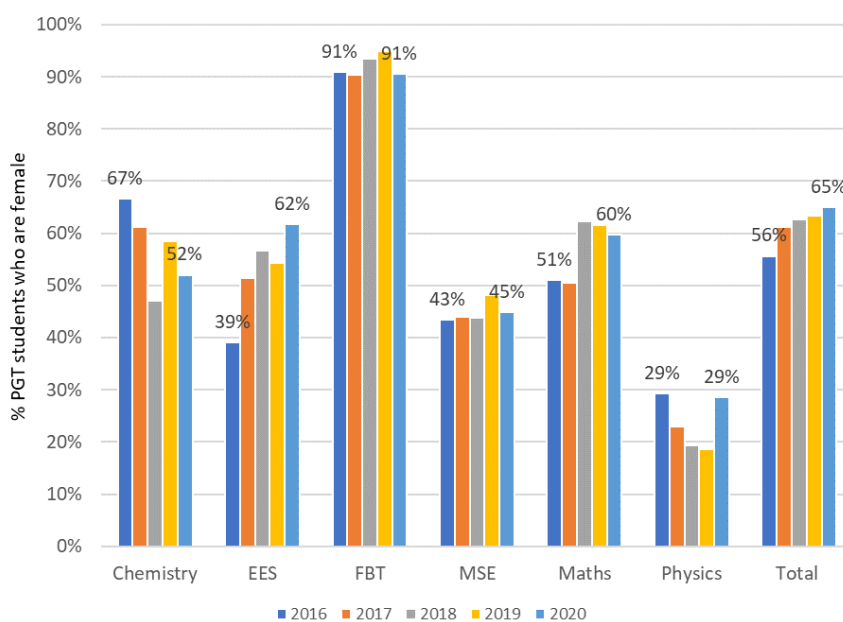


Figure 4.6. Percentage of female students studying for postgraduate taught degrees, by discipline, since 2016. Numbers of students are given in **Table 4.2**.

Table 4.2: Numbers of F and M students registered in MSc degrees in each SoNS discipline since 2016. In this period, disciplines apart from P&A have recruited only 42 PT students in total. P&A recruits are mostly part-time and distance students. Data cannot therefore usefully be divided between forms of study.

		2016	2017	2018	2019	2020
Chemistry	f	16	19	16	31	38
	m	8	12	18	22	35
EES	f	25	38	55	50	74
	m	39	36	42	42	46
FBT	f	179	262	231	202	230
	m	18	28	16	11	24
MSE	f	93	96	91	64	52
	m	121	122	117	69	64
Mathematics	f	72	56	76	64	92
	m	69	55	46	40	62
P&A	f	32	17	11	14	16
	m	77	57	46	61	40
SoNS	f	417	488	480	425	502
	m	332	310	285	245	271

%F are above the sector average (**Figure 4.7**).

EES has seen a strong growth in %F, with a decline in Petroleum Geoscience (male gender bias) and growth in Pollution and Environmental Control (more female students). EES has reviewed its offering at MSc level and introduced a new degree in Geoscience for Sustainable Energy. The impact of this on student diversity will be monitored (**AP A3**).

Chemistry has seen growing recruitment and decreasing %F, improving gender balance. This does not reflect specific interventions.

Conversion from applicants to registrations in PGT is uniform across the school (**Figure 4.8**).

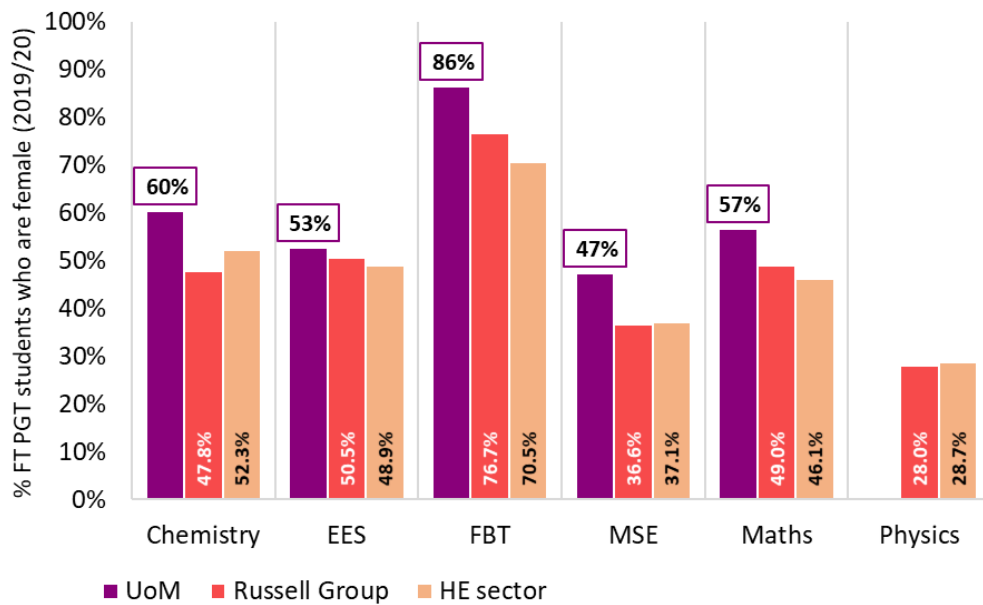


Figure 4.7: Comparison of %F on FT PGT degrees to Russell Group and HE sector averages for 2019. Mapping to HESA codes, as in Figure 4.2. Note: no data recorded by HESA for Physics, due to low numbers of FT students (5F, 10M in 2020).

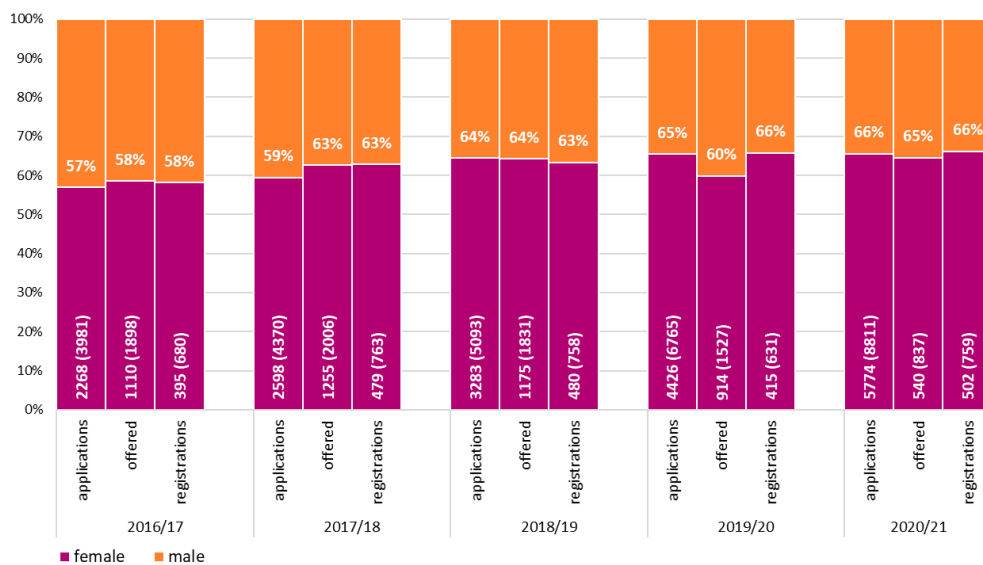


Figure 4.8 Recruitment to postgraduate taught degrees in the School of Natural Sciences, 2016 to 2020.

b. Student attainment

At PGT level, females attain fewer distinctions and merits, however more males fail to pass at MSc level (reflecting gender differences at UG; **Figure 4.9**). The reasons for this are unclear and will be investigated in our AP (**AP A4**).

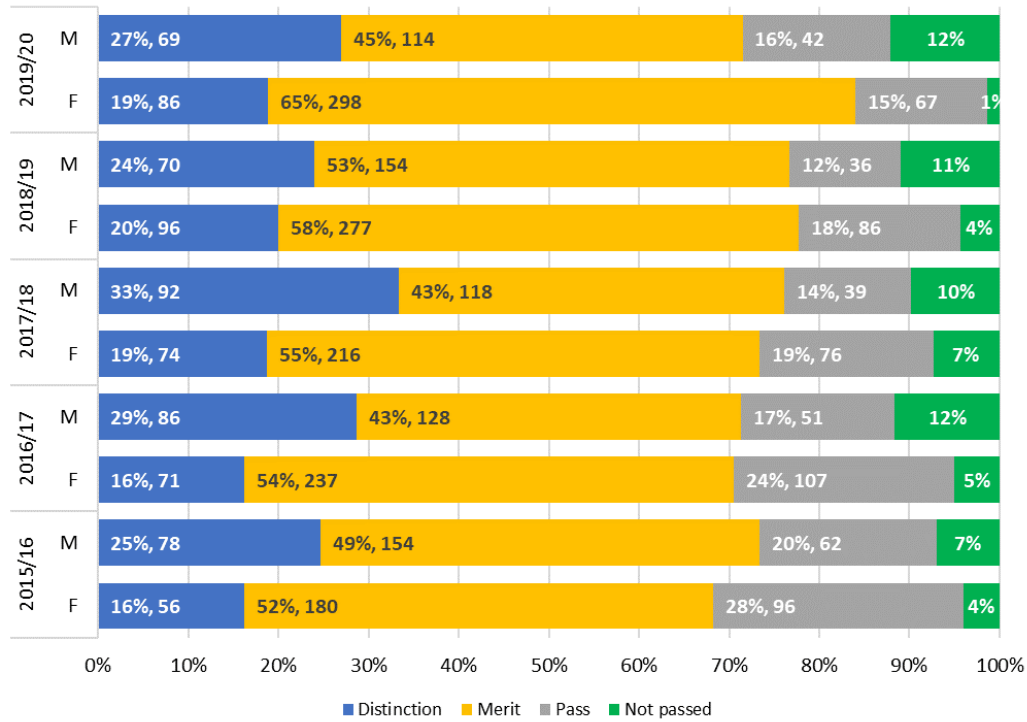


Figure 4.9 Grades awarded to PGT students in SoNS, 2016 to 2029. Category 'Not passed' includes awards of PG certificates and diplomas.

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

a. Student recruitment

Postgraduate researchers (PGRs) are a vital part of our community who make positive contributions to the work of the School, including contributing actively to promoting EDIA (**Case Study 3**). PGRs are recruited to departments, external programmes, or faculty-administered schemes (**Figure 4.10; Table 4.3**). Mathematics and P&A are above benchmarks but have lower %F than other departments. Other departments are below benchmarks (**Figure 4.11**). Less than 3% study part-time.

Conversion from applicants to registrations is uniform, providing no evidence of bias (**Figure 4.12**). Actions will therefore focus on **attracting female students** so that our %F grows to sector average (**AP A5, A6**). Since 2016, %F in SoNS has remained static (~33%), however disciplines vary, with a decline in Chemistry and Mathematics offset by increases in EES and P&A.

Case Study 3: *The Advanced Biomedical Materials CDT developed an EDIA module for first years. Students develop a project that aims to have a positive impact on EDIA.*

Impact: *Projects have included a social cohesion calendar; posters of 'people who inspire'; and a review of the differential impact of COVID-19 on our students.*

Learning from this: *We are adapting this training for use across all our PGR training. Student activities have also inspired changes in ways of working across department and school (AP C3).*

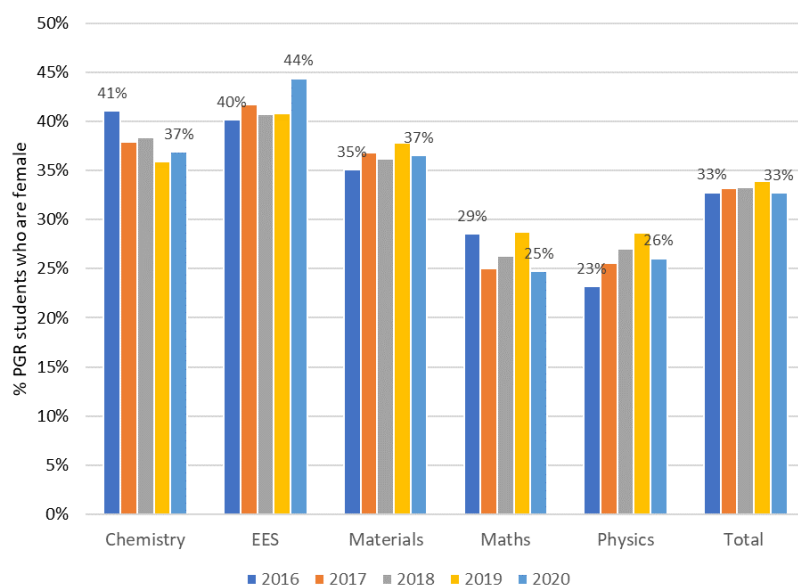


Figure 4.10 Percentage of female students studying for postgraduate research degrees, by department, since 2016.

Table 4.3 Numbers of M and F students registering in SoNS since 2016.

		2016	2017	2018	2019	2020
Chemistry	f	128	114	107	98	103
	m	184	187	172	175	176
EES	f	59	65	70	64	59
	m	88	91	102	93	74
Materials	f	100	117	118	139	126
	m	185	201	208	229	219
Mathematics	f	24	22	26	29	27
	m	60	66	73	72	82
P&A	f	48	54	64	70	62
	m	159	157	173	174	176
SoNS	f	359	372	385	400	377
	m	676	702	728	743	727

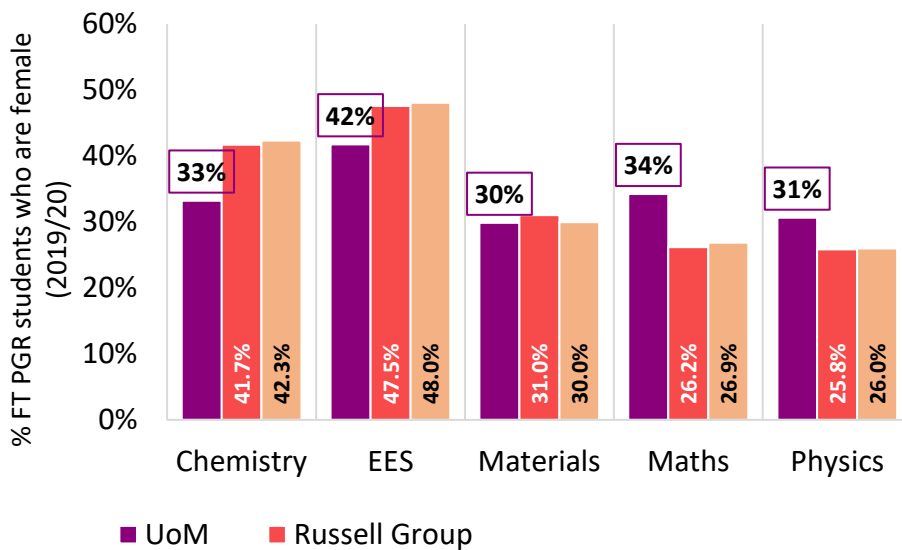


Figure 4.11: Gender ratios of SoNS department PGR students compared to Russell Group and HE sector data for PGR, 2019/2020. Mapping to HESA codes, as in Figure 4.2. Note: Figures 4.11 and 4.12 are from data sources with different census dates, so numbers do not match.

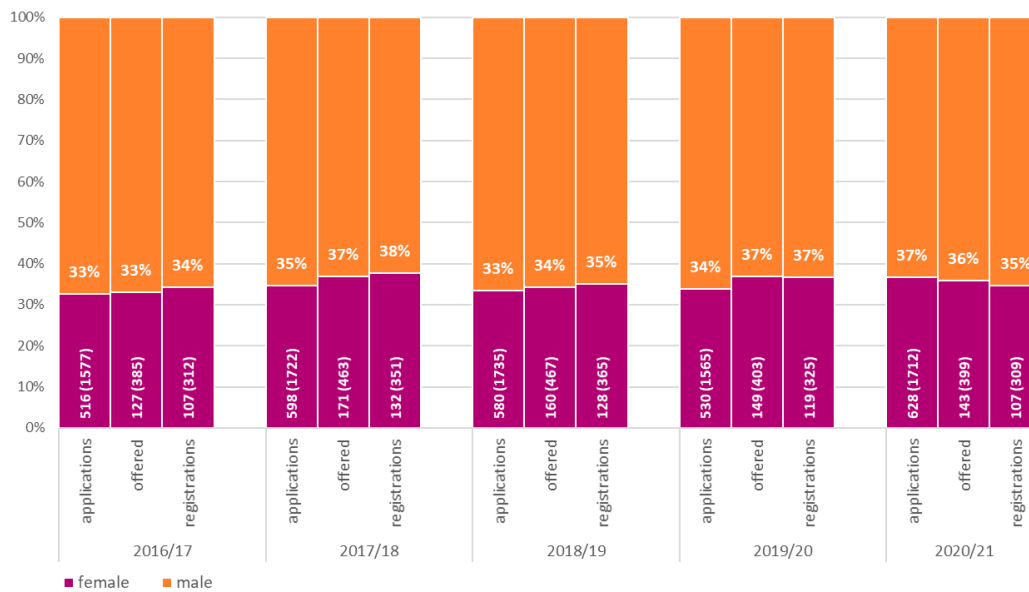


Figure 4.12: Recruitment to postgraduate research degrees in the School of Natural Sciences, 2016 to 2020.

b. Student completion

Over recent cohorts, completion rates have been ~70-85%. Female students tend to complete later, with more not submitting within five years (**Figure 4.13**). The reasons for this difference are not fully understood, and will be examined (**AP C1, C2**).

Qualitative feedback from a 2021 focus group (21 participants) identified challenges to parents and carers (especially but not exclusively mothers) affecting progress. In response, we have developed new school policies to address this:

- ☆ better training of supervisors to understand the diverse student needs
- ☆ increasing flexible study options
- ☆ broadening part-time options
- ☆ making short interrupts easier
- ☆ increasing flexibility on extensions

We will monitor and review the impact of these, evolving them as required (**AP C2**).

“The main difficulty I encountered was when my child arrived, the resultant lack of sleep affected everything for two years. I suffered from a lack of energy and general brain fog. This heavily impacted my ability to progress through my PhD.” (Quote from female student parent attending focus group)

Preliminary data suggest women have been more impacted by COVID-19 than men, with a greater %F of the 2016 cohort still to submit (**Figure 4.13**). We will survey students to understand this and identify mitigating actions (**AP D19**).

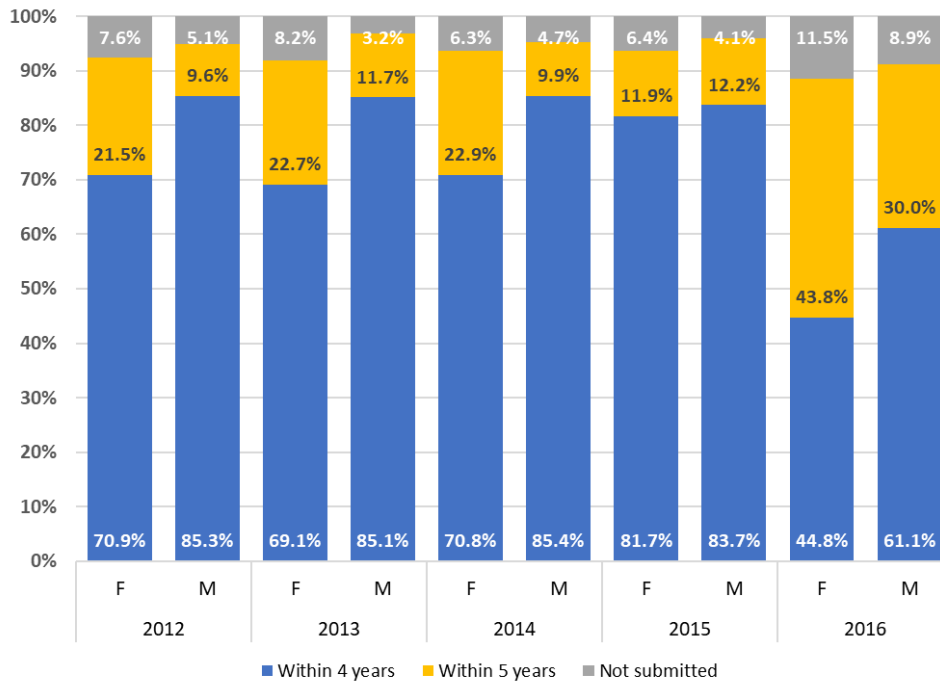


Figure 4.13: PhD completion in SoNS since 2007 cohort (students registered during the period September 2007 – September 2008). Female students on average take longer but are not significantly more likely to fail to complete. Reduced submission for the 2016 cohort reflects extensions given during the COVID-19 pandemic.

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(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

In EES, Materials and P&A, %F PGR is similar to or higher than UG (Figure 4.14). In Chemistry and Mathematics, PGR %F is lower.

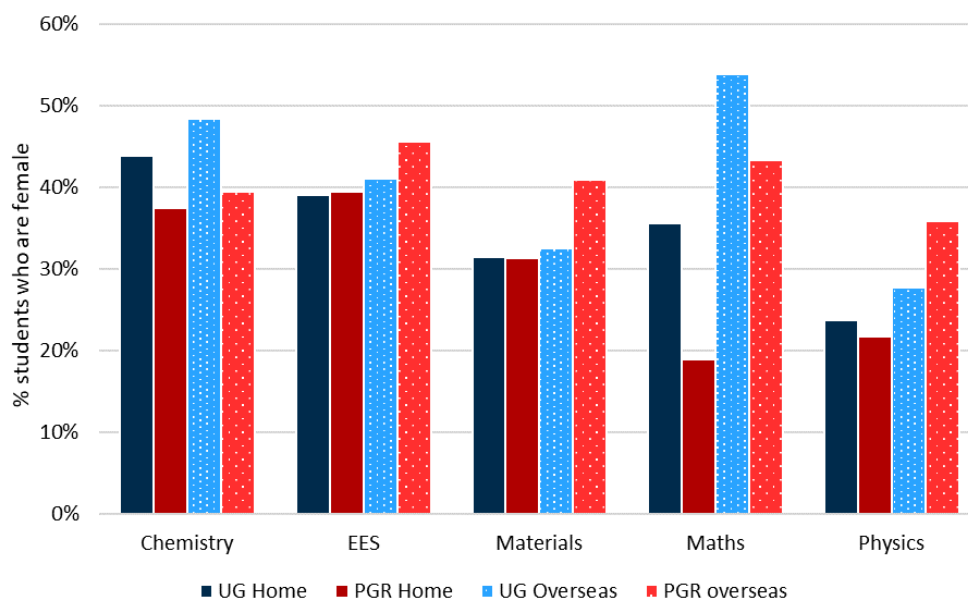


Figure 4.14 Gender ratio of home and overseas students in departments of the School of Natural Sciences for home and overseas students average over the years 2016 to 2020 (Note: data for Materials uses UG data for the discipline MSE only, not including data for FBT).

Data for progression of our students to postgraduate studies is complicated by changes in national surveys, meaning limited data is available (Table 4.4). ~40-50% of graduates take further study. A low %F in Materials reflects the vocational nature of FBT degrees. Overall, more males continue to further study than females. We will seek to address this in our AP (AP A5).

Table 4.4 Progression of UG students to any form of further studies at any institution, across SoNS for graduation years 2018 and 2019. Due to changes in graduate survey formats, only two years of comparable data is available. Materials combines FBT and MSE.

Department	Graduation year:	2018	2019
Chemistry	F (%)	40.6	42.3
	M (%)	44.4	48.9
EES	F (%)	55.0	44.2
	M (%)	45.9	47.9
Materials	F (%)	24.0	37.2
	M (%)	50.0	56.8
Mathematics	F (%)	56.0	53.3
	M (%)	49.0	46.8
P&A	F (%)	72.0	50.0
	M (%)	57.6	53.6
Total	F (%)	45.5	43.7
	M (%)	52.3	51.0

Case Study 4: In 2019, Mathematics established a ‘Women and Minority Gender Mentor Scheme’. This was set up to help address the drop in gender balance between UG and PGR. This runs alongside annual events informing students about postgraduate research.

Impact: Survey results show that this has had a positive impact on female students’ likeliness to pursue further study.

Learning from this: This approach will be piloted across all disciplines in SoNS, and its impact further monitored (AP C3).

4.2. Academic and research staff data

- (vi) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

The SoNS staff gender ratio is generally below benchmarks (**Figure 2.4**). This has improved since 2016, but more slowly than desired. Departments vary (**Figures 4.15; 4.16**), with concerns to address and good practice to embed. *Achieving a step change in recruitment is a priority in our AP (Priority B).*

a. Researchers

Data by department (**Figure 4.15, Table 4.5**) show:

- %F researchers varies from 8% in Mathematics to 42% in EES
- Overall total and % female staff have increased since 2013
- A step increase in 2016/2017 reflects a University restructure, bringing biologists from the Faculty of Life Sciences into Chemistry and EES
- Departments are close to sector averages, except for Materials and P&A, which are 5-10% below (**Figure 2.4**)
- For all departments except EES, %F is below that of research students
- For Mathematics and Materials, %F has decreased since 2013. For Mathematics this is a small researcher pool, but nevertheless numbers in both departments are concerning

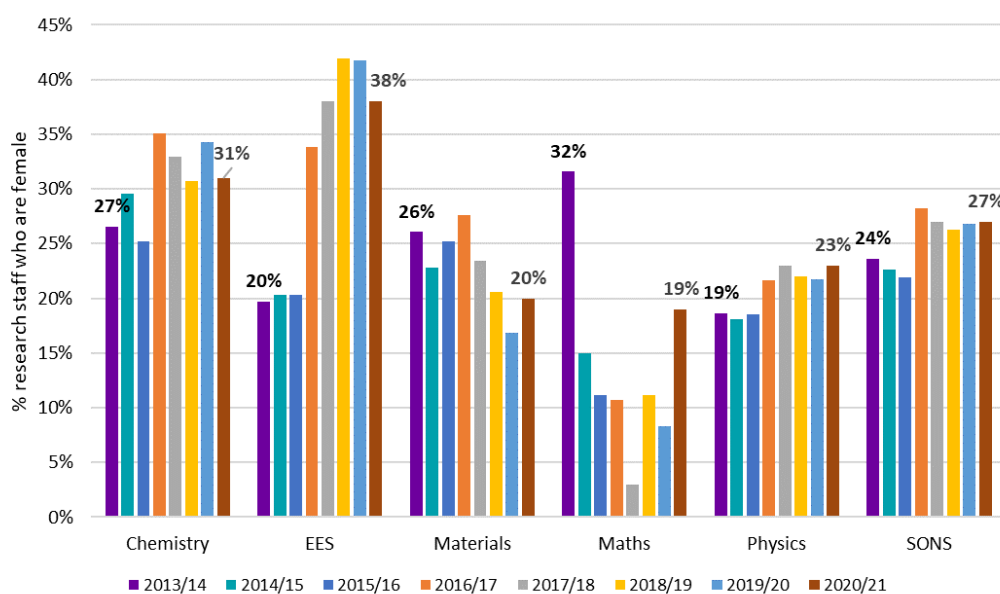


Figure 4.15 %F research staff by department in SoNS since 2013.

Table 4.5 Number of female and male research staff in SoNS annually since 2013.

		13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
Chemistry	f	35	39	34	54	55	50	60	48
	m	97	93	101	100	112	113	115	106
	% f	27%	30%	25%	35%	33%	31%	34%	31%
EES	f	12	14	12	24	27	26	28	24
	m	49	55	47	47	44	36	39	40
	% f	20%	20%	20%	34%	38%	42%	42%	38%
Materials	f	31	28	29	29	26	23	16	19
	m	88	95	86	76	85	89	79	74
	% f	26%	23%	25%	28%	23%	21%	17%	20%
Mathematics	f	6	3	3	3	1	3	3	8
	m	13	17	24	25	33	24	33	35
	% f	32%	15%	11%	11%	3%	11%	8%	19%
P&A	f	22	24	23	29	32	33	30	32
	m	96	109	101	105	107	117	108	108
	% f	19%	18%	19%	22%	23%	22%	22%	23%
SoNS	f	106	108	101	139	141	135	137	131
	m	343	369	359	353	381	379	374	363
	% f	24%	23%	22%	28%	27%	26%	27%	27%

b. Academic Staff

Data for academic staff by department are shown in **Figure 4.16** and **Table 4.6**. Key points are:

- %F has increased since 2013
- Over most of the survey period, the percentage and number of female staff in Mathematics declined. This was reversed in 2020/2021 with the appointment of a cohort of fixed-term teaching staff (5F/4M), addressing student over-recruitment
- The number and percentage of female academics have increased in all other departments

%F is below sector in all departments except Materials (**Figure 2.4**).

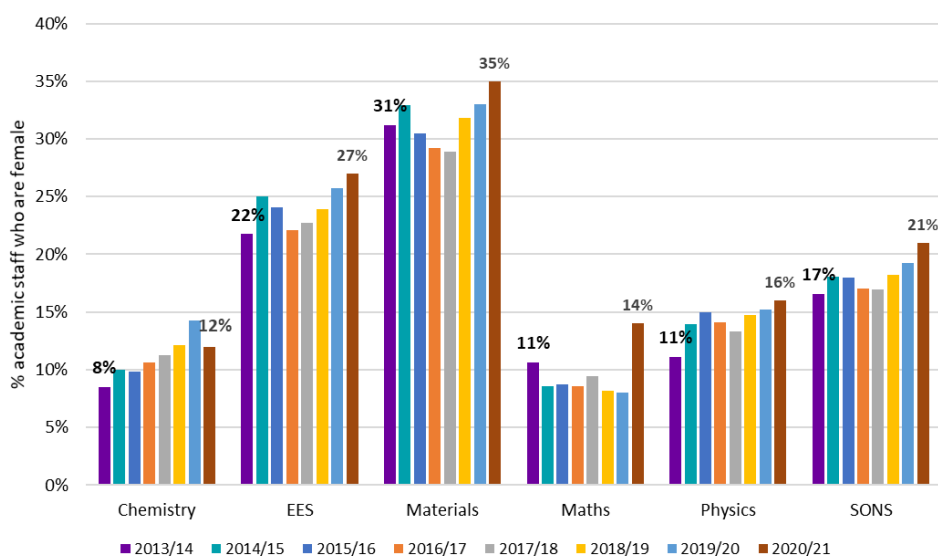


Figure 4.16: %F among academic staff in departments of SoNS since 2013.

Table 4.6: Numbers of core academic staff in SoNS departments by gender since 2013.

		13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
Chemistry	f	5	6	6	8	8	8	10	8
	m	54	54	55	67	63	58	60	58
	% f	8%	10%	10%	11%	11%	12%	14%	12%
EES	f	10	13	13	15	15	16	18	17
	m	36	39	41	53	51	51	52	47
	% f	22%	25%	24%	22%	23%	24%	26%	27%
Materials	f	24	28	28	26	24	28	30	32
	m	53	57	64	63	59	60	61	60
	% f	31%	33%	30%	29%	29%	32%	33%	35%
Mathematics	f	8	7	7	7	8	7	7	13
	m	67	75	73	75	77	79	80	82
	% f	11%	9%	9%	9%	9%	8%	8%	14%
P&A	f	9	12	12	12	12	13	14	14
	m	72	74	68	73	78	75	78	74
	% f	11%	14%	15%	14%	13%	15%	15%	16%
SoNS	f	56	66	66	68	67	72	79	84
	m	282	299	301	331	328	323	331	321
	% f	17%	18%	18%	17%	17%	18%	19%	21%

Diversity in recruitment was a focus area for the 2019/2020 Faculty EDIA strategic plan. A working party was established, and a positive action policy developed – now being trialled across the University. This was informed by previous policy introduced in Chemistry (**Case Study 5**). Recruitment actions are discussed further in **Section 5.1(i)**.

Case Study 5: From their 2017 Athena Swan AP, Chemistry introduced a positive action policy for shortlists, stipulating that these must include at least one female candidate.

Impact: There has been a steady increase in the %F among staff in Chemistry.

Learning from this: We have instigated a positive action trial across the faculty and University. We will expand this, focusing on forthcoming academic recruitment in Mathematics, before rolling it out across the school (AP B1).

c. Contract function

Academic staff are employed on Teaching and Research (T&R), Teaching and Scholarship (T&S) or Research contracts (**Table 4.7**). Since 2017, 7-14% of staff have been T&S, with an increase in 2021 to manage student over-recruitment. The %F among T&S staff is typically double than among T&R staff, closer to that for research staff. Reasons underlying this will be investigated (**AP B3**)

d. Career Progression

There has been an increase in %F at lecturer and professor levels since 2013. %F at senior lecturer/reader grades has declined (**Figure 2.3**), however the absolute number of female staff at these levels is unchanged. Promotions are discussed in **Section 5.1 (iii)**.

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Where relevant, comment on the transition of technical staff to academic roles.

Progression from technical to academic roles is not a typical career pathway in UoM, so limited data are available. As a signatory to the Technician's Commitment, we expect this to happen more frequently and will monitor the gender of people progressing into academia via this route (**AP C13**).

Table 4.7: Gender of academic staff and independent research fellows, by contract type 2017 to 2021. 'Research' includes all staff with independent positions (ie this does not include PDRAs).

	2017			2018			2019			2020			2021		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Teaching and Scholarship															
Lecturer	7	10	41%	6	15	29%	8	17	32%	9	17	35%	21	23	48%
Senior Lecturer	1	6	14%	2	5	29%	2	4	33%	3	8	27%	2	7	22%
Reader	0	1	0%	0	1	0%	0	1	0%	0	2	0%	0	1	0%
Professor	1	2	33%	1	2	33%	1	2	33%	1	2	33%	1	1	50%
Total T&S	9	19	32%	9	23	28%	11	24	31%	13	29	31%	24	32	43%
Teaching and Research															
Lecturer	23	84	21%	19	71	21%	23	63	27%	23	55	29%	17	48	26%
Senior Lecturer	12	51	19%	11	54	17%	9	59	13%	12	60	17%	13	56	19%
Reader	7	32	18%	8	41	16%	9	41	18%	7	41	15%	6	44	12%
Professor	17	143	11%	18	137	12%	18	134	12%	20	141	12%	22	144	13%
Total T&R	59	310	16%	56	303	16%	59	297	17%	62	297	17%	58	292	17%
Research only															
Lecturer	0	0		0	0		0	0		0	0		0	1	0%
Research Fellow	17	47	27%	15	45	25%	19	39	33%	25	45	36%	28	54	34%
Senior RF	4	4	50%	5	10	33%	4	10	29%	2	8	20%	2	8	20%
Reader	0	0		0	1	0%	0	3	0%	0	3	0%	0	2	0%
Professor	0	3	0%	1	4	20%	1	3	25%	1	5	17%	1	4	20%
Total Research	21	54	28%	21	60	26%	24	55	30%	28	61	31%	31	69	31%
Grand Total	89	383	19%	86	386	18%	94	376	20%	103	387	21%	113	393	22%

(vii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Staff on fixed-term contracts (**Table 4.8**) include:

- **Grant-funded postdoctoral researchers.** We have an open-ended contracts policy and researchers employed for more than four years can request open-ended (permanent linked to finite funding) contracts. UoM operates a redeployment scheme, helping staff find new positions. We actively support all researchers in their career goals throughout their employment (**see 5.3**)
- **Externally funded Independent Research Fellows** on non-tenure-track schemes. Internally funded fellowships are tenure-track
- **Teaching-focused staff** employed on short-term contracts to address student over-recruitment in 2020 and 2021
- **Graduate-teaching assistants (GTAs).** UoM does not use zero-hours contracts. The %F among GTAs reflects that for PGR students (**Figure 4.17**; overall ~35% GTAs female, 33% all PGRs)

There is a disproportionate number of women on short-term contracts (**Table 4.8**), and the reasons for this are unclear. We will carry out a study of this as part of our AP (**AP B3**).

Staff on fixed-term contracts or where funding is finite can apply for new positions via the redeployment register. These are advertised internally for five days, and staff nearing the end of contracts are eligible to apply.

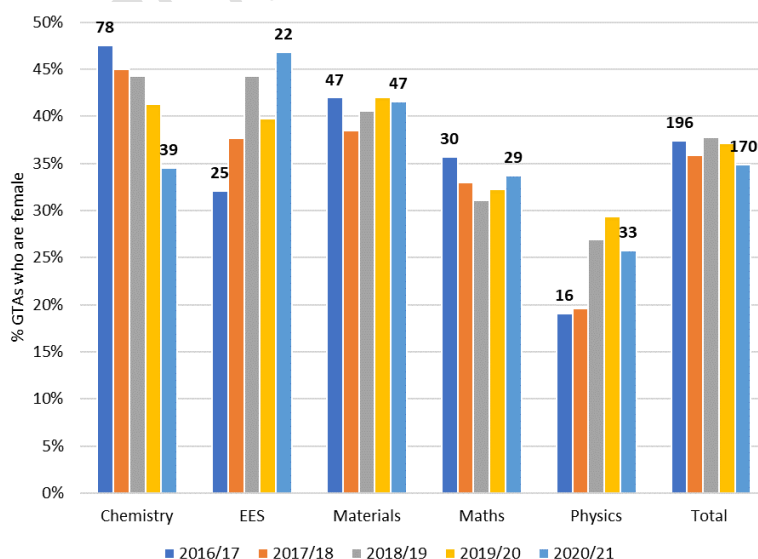


Figure 4.17: %F of Graduate Teaching Assistants in different SoNS departments 2016 to 2020. Numbers above bars indicate the number of females employed in 2016/2017 and 2020/21.

Table 4.8 Proportion of women and men on permanent versus fixed-term contracts by grade in SoNS, 2018 to 2020.

	2018			2019			2020		
	F	M	% F	F	M	% F	F	M	% F
Research	112	316	26%	106	317	25%	106	304	26%
Permanent/Open-Ended	0	1	0%	0	0	0%	0	0	0%
Fixed-Term	112	315	26%	106	317	25%	106	304	26%
% Fixed term	100%	100%		100%	100%		100%	100%	
Research Fellow	24	56	30%	25	52	32%	29	62	32%
Permanent/Open-Ended	1	10	9%	2	9	18%	4	11	27%
Fixed-Term	23	46	33%	23	43	35%	25	51	33%
% Fixed term	96%	82%		92%	83%		86%	82%	
Senior Research Fellow	5	9	36%	4	10	29%	2	8	20%
Permanent/Open-Ended	2	6	25%	1	6	14%	1	5	17%
Fixed-Term	3	3	50%	3	4	43%	1	3	25%
% Fixed term	60%	33%		75%	40%		50%	38%	
Lecturer	26	85	23%	31	79	28%	33	71	32%
Permanent/Open-Ended	21	78	21%	27	73	27%	28	66	30%
Fixed-Term	5	7	42%	4	6	40%	5	5	50%
% Fixed term	19%	8%		13%	8%		15%	7%	
Senior Lecturer	13	59	18%	11	62	15%	15	68	18%
Permanent/Open-Ended	13	58	18%	11	61	15%	15	67	18%
Fixed-Term	0	1	0%		1	0%		1	0%
% Fixed term	0%	2%		0%	2%		0%	1%	
Reader	8	44	15%	9	46	16%	7	48	13%
Permanent/Open-Ended	8	43	16%	9	45	17%	7	47	13%
Fixed-Term	0	1	0%	0	1	0%	0	1	0%
% Fixed term	0%	2%		0%	2%		0%	2%	
Professor	20	140	13%	21	136	13%	24	144	14%
Permanent/Open-Ended	20	135	13%	21	130	14%	24	138	15%
Fixed-Term	0	5	0%	0	6	0%	0	6	0%
% Fixed term	0%	4%		0%	4%		0%	4%	
Total	96	393	20%	101	385	21%	110	401	22%
Permanent/Open-Ended	65	330	16%	71	324	18%	79	334	19%
Fixed-Term	31	63	33%	30	61	33%	31	67	32%
% Fixed term	32%	16%		30%	16%		28%	17%	

(viii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Line managers conduct exit interviews with resigning staff, establishing reasons for leaving. Until May 2021, limited data was submitted to HR on a paper form, with no faculty-level analysis conducted. A new automated system has now been established, improving reporting. Data will be collected and reviewed annually by the School EDIA Committee, to identify patterns (**AP D18**).

In 2020, in response to COVID-19, a voluntary severance scheme was offered. This resulted in a disproportionate loss of males (**Table 4.9**), partly explained by older academic and technical staff taking retirement.

Table 4.9: Staff opting for voluntary severance in 2020 scheme (nb not all have yet reached their agreed severance date).

	F	M	Total	%F
Academics	1	9	10	10%
Researchers	0	1	1	0%
PS staff	5	10	15	33%

(Section 4 wordcount: 2044)

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5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(ix) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

23-28% of applicants to researcher and 21-26% academic positions are women (**Figure 5.1, 5.2**), both below %F for the relevant feeder levels (**Tables 2.2 and 2.3**). Increasing applications from women and underrepresented minorities is essential to raise diversity in recruitment (**AP Priority B**).

From application to appointment, %F remains largely constant (**Figure 5.1, 5.2**), suggesting our recruitment procedures are broadly fair, although, we recognise the risk of hidden bias (eg if female candidates on average are better qualified).

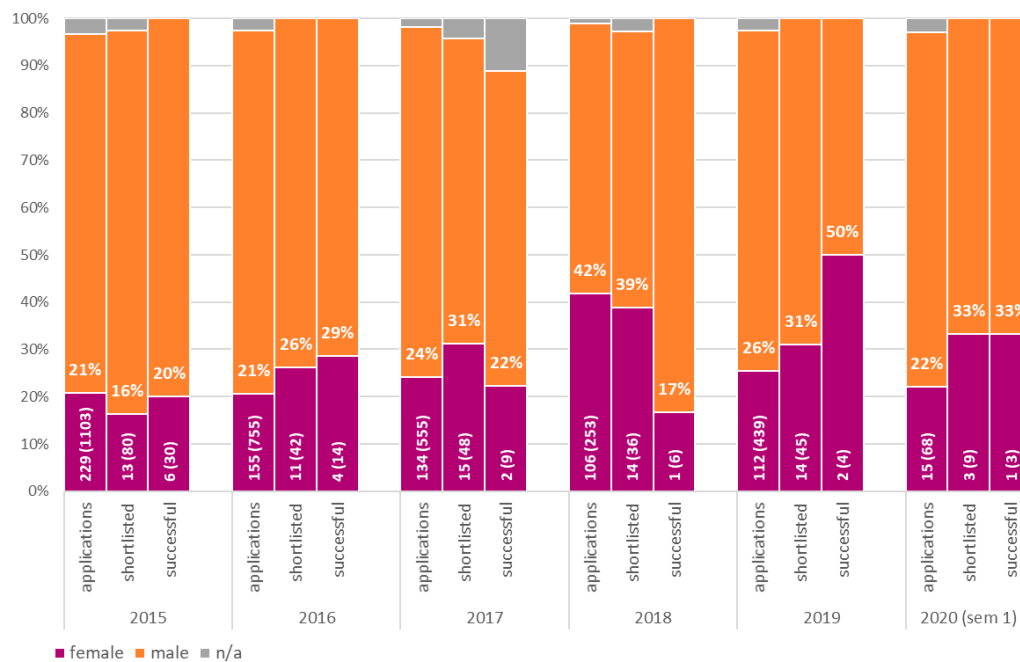


Figure 5.1 Staff recruitment data for appointments to academic positions in the School of Natural Sciences (or the combination of constituent departments), 2015 to 2020 (partial data only for 2020). The percentages in bars show %F for applicants, shortlisted and appointed. The number in bars is the number of women (all).

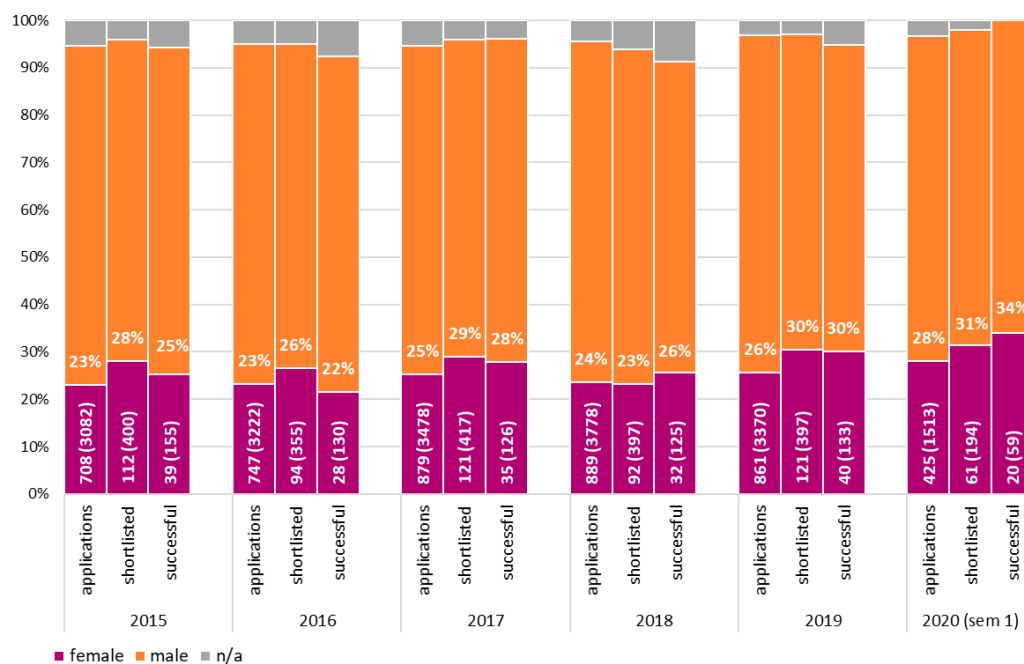


Figure 5.2 Staff recruitment to researcher positions in the School of Natural Sciences (or the combination of predecessor departments), 2015 to 2020 (partial data only for 2020)

In 2019/2020, a working group examined recruitment, identifying internal and external best practice. This resulted in a range of **new or strengthened policies**:

- **Attracting diverse applicants:** We reviewed websites ensuring images and language are inclusive (see 5.6 (vii)). Recruiting managers are encouraged to advertise more widely, with guidance provided on options. All advertisements include tailored positive action statements and, where possible, advertisements highlight flexible and part-time options. We will embed this through our AP (AP B2; B3; B4).
- **Recruitment panels:** Our culture survey showed 80% and 73% of all SoNS staff have completed Diversity in the Workplace and Unconscious Bias training respectively. All panel members must have completed these in the last three years. We are refining training, making it school-specific (AP D8).
- **Recruitment process:** Simplified materials have been developed, making guidelines easier to follow, including a checklist to help recruiters follow good practice. Learning from best practice in York Chemistry (Athena Swan Gold), **EES piloted a system of EDIA observers**, which has now been extended to Mathematics. We will evaluate and expand this scheme, creating a network of 'EDIA Champions' (AP D9).
- **Positive action:** Chemistry developed a **positive action short-listing policy** (see 4.2(i), Case Study 5), launched in 2017. It has since seen a steady increase in %F staff (Figure 4.16). Following this, FSE developed a positive action policy, now being piloted institution-wide. A COVID-related appointment freeze means only limited data is available; however, of four appointments to date, offers have been made to one BAME and two female candidates. We will expand and monitor the impact of this policy (AP B1).

Important to SoNS' strategy is recruitment of research fellows on tenure-track schemes, both external (eg Royal Society Research Fellows, Future Leader Fellowships) and internal (University **President's Fellowships**; FSE **Dame Kathleen Ollerenshaw Fellowships**). Additionally, we recruited two **Dame Kathleen Lonsdale Fellows**, supported by the bp International Centre for Advanced Materials and with matched funding from UoM, which specifically address flexible working, and have enabled two female early career researchers to take posts they otherwise would not have been able to.

Currently 24% of tenure-track fellowships are F, above academic staff overall (19%) but below permanent lecturers (30%) (**Table 4.8**). Recommendations from a recent review of fellowship recruitment will be embedded through our AP to address this (**AP B7**).

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(x) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

In 2019, following the formation of SoNS, a 'Community of Practice' was established, identifying best practice between departments. This led to the development of a school-level induction, with an online induction platform (**Figure 5.3**).

In the culture survey, 55% of staff who joined in the last three years agreed we have a clear induction process for new staff. Recent changes to induction aim to increase this figure (AP D10).

Launched in 2021, this platform is accessible before colleagues join and emphasises our values, particularly inclusivity and social responsibility, and includes information on wellbeing, network groups, family-friendly policies and development opportunities. This will evolve, based on feedback, to keep it current and comprehensive.

SoNS recently introduced monthly 'Operations Info Sessions', allowing staff and PGR students to meet the operations team and learn about the support systems available in the school. These are well attended (15 to 50 people), and feedback shows staff appreciate the opportunity to learn.

We will monitor and review these initiatives, ensuring we deliver the best experience possible (AP D10).

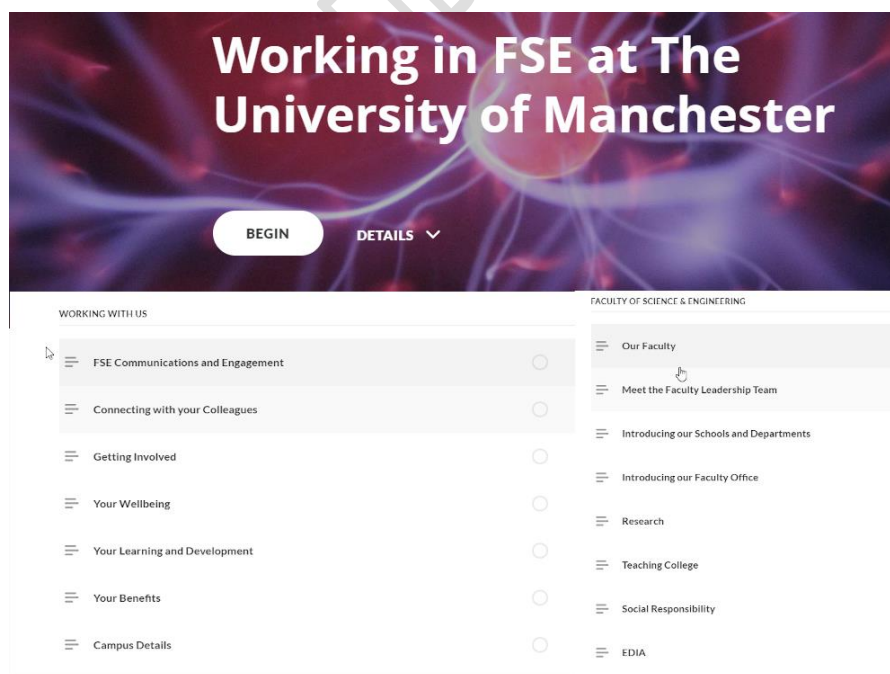


Figure 5.3 Screenshot from the FSE induction site, launched in 2021, indicating some of the support available.

Probationary staff are supported by mentors. New academics, including research fellows, participate in the *New Academics Programme* (NAP), supporting their development as world-class researchers and teachers – including in leadership, social responsibility, ethics and EDIA (SoNS contributed an inclusivity module). Workloads are adjusted for the duration and successful completion required to pass probation. NAP is accredited by the Higher Education Academy (HEA) and aligned with the UK Professional Standards Framework.

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(xi) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Academic promotions occur annually following an open call for applications, supported by focused workshops and line management. Since 2017, 37 F and 156 M have applied, with 89% and 86% success respectively (**Table 5.1**). Annually, 12-25% of applicants are female. %F among applicants tends to be lower than for eligible staff, suggesting women are less likely to apply. Our AP will address this (**AP C4**).

For promotion to senior lecturer or above, applications are reviewed by a Departmental Promotions Committee (DPC), with decisions made by a Faculty Promotions Panel (FPC) (**Figure 5.4**). The DPCs are mainly advisory, providing feedback to optimise applications. In a few cases (six in 2021), they recommend cases do not proceed. Support is provided by line managers and applicants can still proceed if they wish. Following FPC, unsuccessful candidates are given verbal and written feedback by a panel member.

Previously, DPCs had decision-making powers for academic promotions from Grade 6 lecturer/researcher to Grade 7. Since 2021, these decisions are made by a decision-making School Promotions Committee (SPC).

The restructure has allowed us to look critically at procedures and learn from best practice. Although data suggests a broadly fair system (**Table 5.1**), the culture survey shows lower confidence than we wish. Hence, we have initiated an on-going process of review and improvement:

- **DPCs:** A review of departmental practices showed different ways of working. To ensure best practice, clearer guidelines have been produced. Each panel now has a representative from another department, sharing cross-department best practice. We will embed this through our AP (**AP C5**). Following the example of Mathematics, from 2022 all staff will be invited to submit a CV to the DPC (**AP C4**; see **Case Study 6**).

Table 5.1: Promotions in SoNS (or constituent departments) since 2017. %F applicants is compared to the ‘(%F pool)’ ie the %F for staff at the level eligible to apply (averaged over the period 2017 to 2020). For Research Fellow this is %F Researchers. For the category ‘Lecturer’ figure quoted is %F Grade 6 Lecturers (promotion from Lecturer Grade 6 to 7). For Professor, %F is for Senior Lecturers and Readers combined, as promotion to Professor occurs from both levels. In 2021, available data combined Senior Lecturer from Senior Research Fellow. This data has been included under Senior Lecturer.

Grade applied to	Female			Male			%F applicants (%F pool)
	Applied	Successful	% Success	Applied	Successful	% Success	
Research Fellow	8	8	100%	18	18	100%	31% (25%)
Senior Research Fellow	1	1	100%	6	6	100%	14% (30%)
Lecturer	7	7	100%	10	10	100%	41% (44%)
Senior Lecturer	21	19	90%	77	62	81%	21% (25%)
Reader	7	4	57%	53	39	74%	12% (17%)
Professor	11	8	73%	50	39	78%	18% (17%)
Total	55	47	85%	214	174	81%	20% (22%)

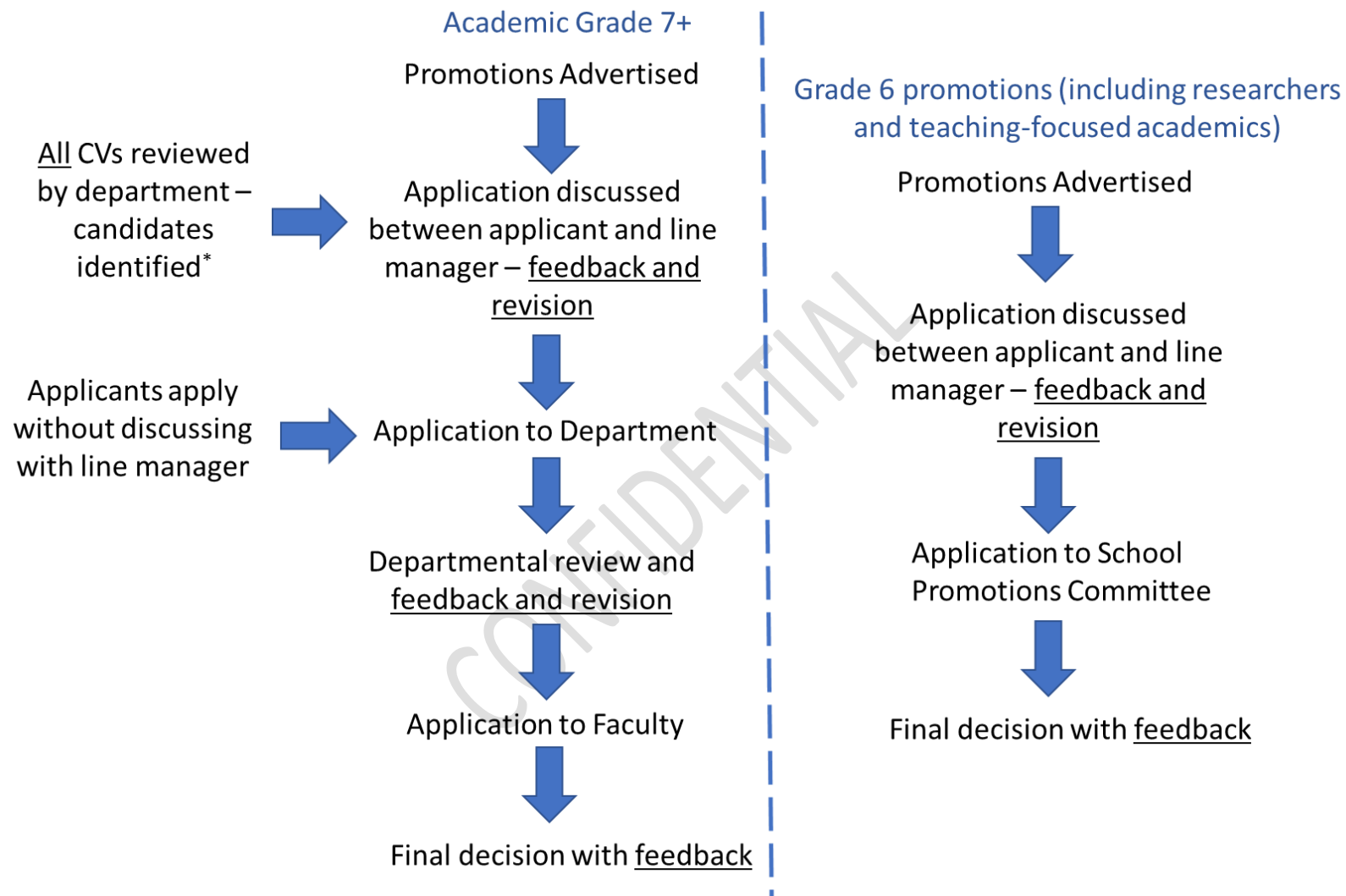


Figure 5.4: Promotion pathways for academic and research staff in SoNS. *CV review was introduced by Mathematics, and a version of this will be rolled out to the whole school from 2022 (see **Case Study 5**).

Case Study 6: In Mathematics, promotion applications were seen to be uneven across research groups. A review proposed all staff submit a CV annually to the DPC.

Impact: To date, (three rounds) 17 staff (3F) have been encouraged to apply. Eight (3F) were successful.

Learning from this: From 2022, all SoNS staff will be asked to submit a two-page 'contribution statement'. Individuals will be identified for support with promotion applications (AP C4).

- **Promotions criteria:** University promotions criteria have been improved since 2018. Cases can now include either 'Service and Leadership' or 'Knowledge Transfer and External Engagement', or a mixture. Some staff (eg those with caring responsibilities) cannot take on external engagement and substantial leadership roles, and previous guidelines required this. Social responsibility and equality and diversity are now explicitly referenced in promotion criteria.
- **Supporting applicants:** Since 2019, FSE has run promotions workshop with Heads of Schools giving advice on how to apply. In 2021, this was expanded, with a session specifically for BAME staff, attended by 50 attendees. In future, more such focused workshops will be held (AP C6). Other support includes the University Staff Mentoring Scheme: Manchester Gold.

Culture survey: In response to the question 'I have been encouraged to apply for promotion in the last three years', 35%F and 35%M answered 'Yes'. 37% of white respondents said 'Yes', compared to 24% BAME. Only 8% of researchers (no women) said they had been encouraged to apply for promotion in the last three years. Actions here will focus on improving these numbers (AP C4).

- **Professorial Salary Review:** Addressing gender and race pay gaps in professorial salaries, in 2021 all professors were asked to submit a two-page 'contribution statement'. As a result:

☆ 33% of professors submitted a contribution statement and 26 M (17%) and eight F (32%) were regraded.

It is too early to tell the impact of this on the gender pay gap, so we will continue to review this (AP C8).

The above is Phase 1 of a programme to diversify applicants for promotion, which we will embed through our action plan (AP C4). The culture survey indicates progress is still needed, especially among BAME colleagues. The promotions action group (Table 3.2) will continue, to review progress and identify improvements. Actions here will form the basis for this process (AP C7).

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

In 2021, SoNS submitted to four units of assessment: Earth systems and environmental science, Chemistry, Physics, and Mathematical Sciences. Materials staff were submitted to Engineering. Successive restructures of the University, resulting in changes in which UOAs staff are submitted to, make comparisons to earlier REF and RAE rounds invalid.

All REF assessors were required to complete EDIA training. Assessments of contributions, especially outputs, were mediated by panels with maximum possible diversity.

Final selection of outputs was by algorithm. To test for bias, the number of outputs submitted by minority groups were compared to those expected from the corresponding proportions of staff in the unit. No significant variations were observed. On average, 2.1 outputs per woman were submitted and 2.3 per man (**Table 5.2**).

Impact Case Studies named all contributing researchers. PS supported all shortlisted cases to avoid staff being disadvantaged by other commitments. Selection bias was analysed at institutional level, rather than by UOA.

Table 5.2 Submissions of SoNS staff to REF in 2021.

Gender	No. of Individuals	No. of Outputs	Average of Outputs
All	355	795	2.2
Female	60	130	2.1
Male	295	665	2.3

SILVER APPLICATIONS ONLY

5.2 Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

5.2. Key career transition points: professional and support staff

(xiii) Induction

PS staff inductions follow those for academic and research staff, which have recently been extensively revised to improve experience in all staff groups (see **5.1 (ii)**). We will take pulse surveys of new staff to follow the success of new processes and improve them over time (**AP D10**).

(xiv) Promotion

We are in the process of restructuring PS into larger connected units covering multiple Departments. This is hoped to create wider experience and opportunities for career progression into other roles. PS staff progress to higher grades via:

- applying for higher grade jobs (including fixed-term secondments).
- regrading due to increased responsibility

Support is provided via mock interviews and local training for particular cohorts on CV-writing skills. Investment in interview skill development for technical staff has been a focus.

Between 2016 and 2020:

- 22 staff applied for regrades (14 F, eight M); 20 were successful (12 F, eight M)
- 19 colleagues (14 F, five M) took secondments
- 74 applications for Rewarding Exceptional Performance (REP) Awards were made (28 F, 46 M), with 52 successes (18 F, 34 M). Staff can apply or be nominated by line managers for one-off payments or pay increments within grade, in recognition of excellence/exceeding expectations. Historically, fewer (predominantly M) technical staff applications were made. A recent strategy to recognise/reward technical staff has impacted the trend over this period. Future submissions will be monitored to ensure similar recognition across different staff groups.

Across our professional services, both administrative and technical, we see a trend of declining %F with increasing seniority (Figure 2.3). We also have a gender imbalance

between administrative and technical staff. These are both things we address in our AP (AP B5, B6)

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5.3. Career development: academic staff

(xv) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Centrally, training is delivered by Staff Learning and Development (SLD; **Figure 5.5, Table 5.3**). Training opportunities are promoted via newsletters, monthly staff network digests highlighting courses to equality groups, and through mentors, line managers, away days and annual performance and development reviews (P&DRs; **Section 5.3ii**).

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Figure 5.5: Screenshot from the SLD web pages, showing some of the training opportunities available to staff.

Table 5.3: SoNS uptake of UoM leadership training courses by academic and research staff, 2018 to 2020.

	F	M	%F
Leadership	9	37	20%
Management	1	4	20%
Recruitment	12	32	27%
EDIA	155	356	30%
Total (courses above)	177	429	29%
Total for all SLD training courses	783	1965	28%

Leadership: ILP (Inspiring Leaders Programme); Influencing for Results; Leading at Manchester; Women into Leadership

Management: Coaching Skills for Managers; Communicating Assertively; Giving Feedback; Having Difficult Conversations; Managing and Developing Individual Performance; Managing at Manchester; P&DR Reviewer Training

Recruitment: Recruiting to PS posts; Recruiting to academic posts

EDIA: Diversity in the Workplace; Unconscious Bias E-Learning; Unconscious Bias Workshop

SoNS has a training budget; however, surveys suggest poor awareness, which we will address (**AP C15**).

- ☆ Learning from best practice across departments, a **Carers' Fund** has recently been established school-wide to help all staff with caring responsibilities to attend training and conferences.

Culture survey: 60% of academics (58%F, 62%M) and 75% research staff (78%F, 73%M) said they had been encouraged to take up training and career development opportunities. 62% of academics (52%F, 69%M) and 72% research staff (74%F, 71%M) said they had been supported and enabled to take up these opportunities, for example with support for childcare. 64% (73%F, 61%M) said they had attended training courses in the last three years. Our AP aims to increase these numbers (**AP C13, C15**)

'Our People, Our Values' emphasises staff development, with leadership courses aiming for a step change in University culture. Training is central to EDIA strategy, including external (Aurora: 13 FSE participants since 2013; 100 Black Women Professors Now) and internal (Women into Leadership: one academic, three PS) training for women. We will further promote training to underrepresented groups (**AP C15**).

Feedback is reviewed at least annually, and SLD colleagues work to continuously improve delivery. For example, the academic line manager programme, developed in response to staff survey findings, embeds a culture of supporting staff by raising standards of management. In 2020/2021, sessions focused on how to support staff facing problems and sensitively address issues of performance. Uptake was high: 85% (24/29 eligible) males and 100% (five/five) females participated. Sessions are being evolved, based on constructive feedback, to ensure they meet manager and staff needs (**AP D11**).

Training often arises from grassroots. For Trans Awareness Day in 2021 we delivered two trans*-awareness workshops, a collaboration with the LGBTQ+ staff network. This was delivered by a SoNS colleague, building on her lived experience. Over 50 people attended, with 100% positive feedback. In Materials, voice coaching was provided for Ada Lovelace Day in October, helping staff be heard in meetings. We recently held an externally-run series of workshops, inspired by our Advanced Biomaterials CDT on 'Constructing Equalities' (**Case Study 3**).

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(xvi) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Our policy is that staff are offered a P&DR annually; however survey responses show that 5% of academics and 15% of researchers were not offered this in the last 18 months. To address this, we have **improved line manager training and increased PS support for organising and recording P&DRs.**

Culture survey: 89% of SoNS respondents (87% F; 92% M) said they were offered P&DR and/or probation review in the last 18 months. 77% (73% F; 80% M) said they took up this offer, and 61% (64% F; 62% M) felt it had been valuable for career development. 75% (74% F; 77% M) agreed a personal development plan. Our AP aims to improve these statistics (AP C14)

P&DRs are optional but promoted via annual campaigns. We have had problems measuring engagement, with an online system reporting lower completion than expected from survey data (due to problems of usability). 85% academic (77%F, 90% M) but only 76% researcher (70%F, 78% M) respondents had a P&DR in the 18 months to January 2021. Staff who decline P&DRs are still supported through regular line manager meetings.

Reasons to decline include “I am not planning to apply for promotion”, “I am approaching retirement” and “I don’t think this is useful”. This highlights a need to build a positive understanding of P&DRs, which we will address in our AP (**AP C9, C14**). Lower engagement among women is concerning and we will seek to challenge negative perceptions raising awareness of the broader benefits of P&DRs whilst improving these, through better manager training (**AP D11**), combined with increased engagement with staff, to improve both delivery and recognition of the benefits of P&DRs (**AP C14**).

(xvii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Researcher training has recently been reorganised, creating a cross-institution team. Previously, an FSE team supported staff with career progression from postgraduate to permanent academic position. Courses offered include:

- ☆ CV writing
- ☆ Developing research portfolios
- ☆ Preparing fellowship applications
- ☆ One-to-one personal development career consultations
- ☆ Business engagement lunches

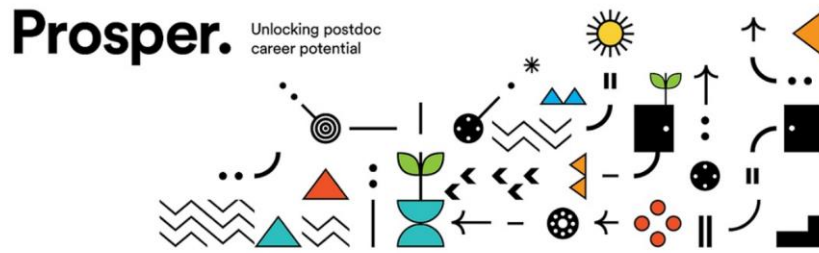
We have established a **researcher parent support group**, and recently we established a partnership with the Universities of Liverpool and Lancaster, **Prosper (Figure 5.6)**, supporting researchers to pursue non-academic careers. We will monitor impact and review changes (**AP C12**).

Culture survey: 75% of researchers (78%F, 73%M) said they have been encouraged to take training in the last three years. 68% of all researcher respondents (70%F, 67%M) said training had helped them in their career development. (AP C9, C10, C15)

Mentoring: The EDIA committee identified career progression as a priority in 2021, building on actions in departmental APs. To deliver wider mentoring, we partnered with the University scheme Manchester Gold (see also 5.4(iii)). Run by SLD, this previously had limited uptake from academics and researchers. We promoted this and supported matching with mentors. This resulted in a large increase in engagement (**Table 5.4**). The current cohort continues until April 2022, after which we will review feedback and assess the usefulness of continuing this campaign.

Table 5.4: Uptake of the Manchester Gold mentoring scheme in SoNS. Data for 2018 to 2020 is cumulative. Data for 2021 reflects uptake in a single year following promotion. [Data not available by gender or role for 2018 to 2020 due to recording issues].

	total 2018-20	total 2021	Breakdown 2021			
			Academic	PS	M	F
Mentee	23	30	19 (63%)	11 (37%)	14 (47%)	16 (53%)
Mentor	12	19	13 (68%)	6 (32%)	13 (68%)	6 (32%)
Total	35	49	32 (65%)	17 (35%)	27 (55%)	22 (45%)

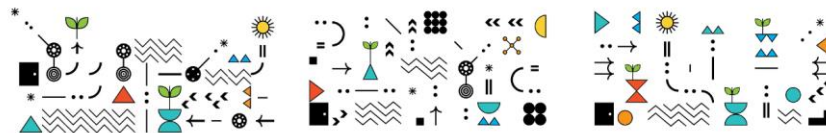


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Prosper is led by the University of Liverpool, working alongside our partners at the **University of Manchester** and **Lancaster University**, and is funded by the **Research England RED fund**.



More about Prosper

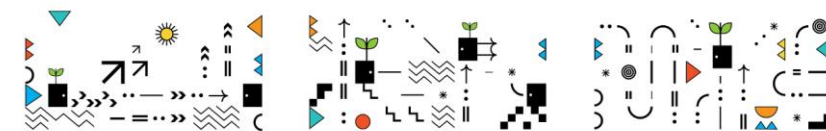
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For Principal Investigators

Recognising the key role that Principal Investigators play in postdocs' career development.

Our employer partners

We're working directly with employers to expose postdocs to a broad range of opportunities.

Meet the team

More about the Prosper team and Board members.

Figure 5.6 Screenshot from the Prosper website, a partnership between North West English universities to support postdoctoral careers.

Teaching: To support researchers progressing to academic positions, we offer **mentored teaching opportunities**. We support postdocs and PhD students to become **HEA fellows** (83 PGRs and 25 researchers since 2016). Staff applying are supported through the Leadership in Education Awards Programme (LEAP), with mentors helping participants develop their portfolios.

Sabbaticals: In the last three years 65% of men (34) and 50% of women (four) who applied for sabbatical were successful. To address low uptake, especially by women (7% of women compared to 17% men applied in the last three years), we will develop improved processes and policies (**AP C11**). In 2020 UoM updated its criteria for academic leave, including **making teaching-focused staff eligible** and promoting **flexible and part-time sabbaticals**. Local policies are being reviewed to encourage better uptake. To ensure consistency, assessment of cases will be conducted by SLT.

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(xviii) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

UG/PGT students: The Careers Service has consultants who work with departments to ensure students get the right support. Students are introduced to careers in Year 1, with discipline-specific CV and work experience workshops. In Year 2 they can enhance their development through internships and placements, and academic employability leads facilitate this through workshops and lectures. We encourage students to apply for internal research internships and external opportunities. Departments engage with the alumni team to organise events for students to meet employers and previous graduates. Final year students, master's students and graduates are helped to transition to the workplace and can access employability resources for two years after graduation. Academic career planning is tackled with both undergraduates and postgraduates.

PGR students: Upon starting, students are given individualised timelines for their studies, with milestone and training goals (**Figure 5.7**). This identifies themes, roughly aligned with career paths, with eg *Research Essentials* focusing on academic careers, and *Enterprise & Commercialisation* on commercialising research.

Non-academic careers are promoted in *Introduction to Research Essentials* workshops (attended by 325 new PGRs from FSE during 2021/2022). The University of Manchester's Statement of Expectations specifically lays out the University's support for "...exposure to different career pathways inside and outside of academia".

Recent events run by FSE include:

- ☆ *Business Engagement Lunch Hours* with Masood Enterprise Centre and speakers from industry. 158 researchers attended ten events over the last 19 months (89 PDRAs and 69 PGRs)
- ☆ *'So You Wanna be a Postdoc?'* involved presentations on postdoctoral opportunities, followed by open discussion between 171 attendees and four postdocs.
- ☆ *'What Can I Do With My IP?'* was attended by 24 PGRs interested in opportunities to develop their own IP
- ☆ Support for PGRs and PDRAs with children is offered via the Researcher Parent Support Group. The last event was attended by nine researcher-parents and future meetings are planned

We will continue to develop these programmes to support students into research careers (**AP C3**).

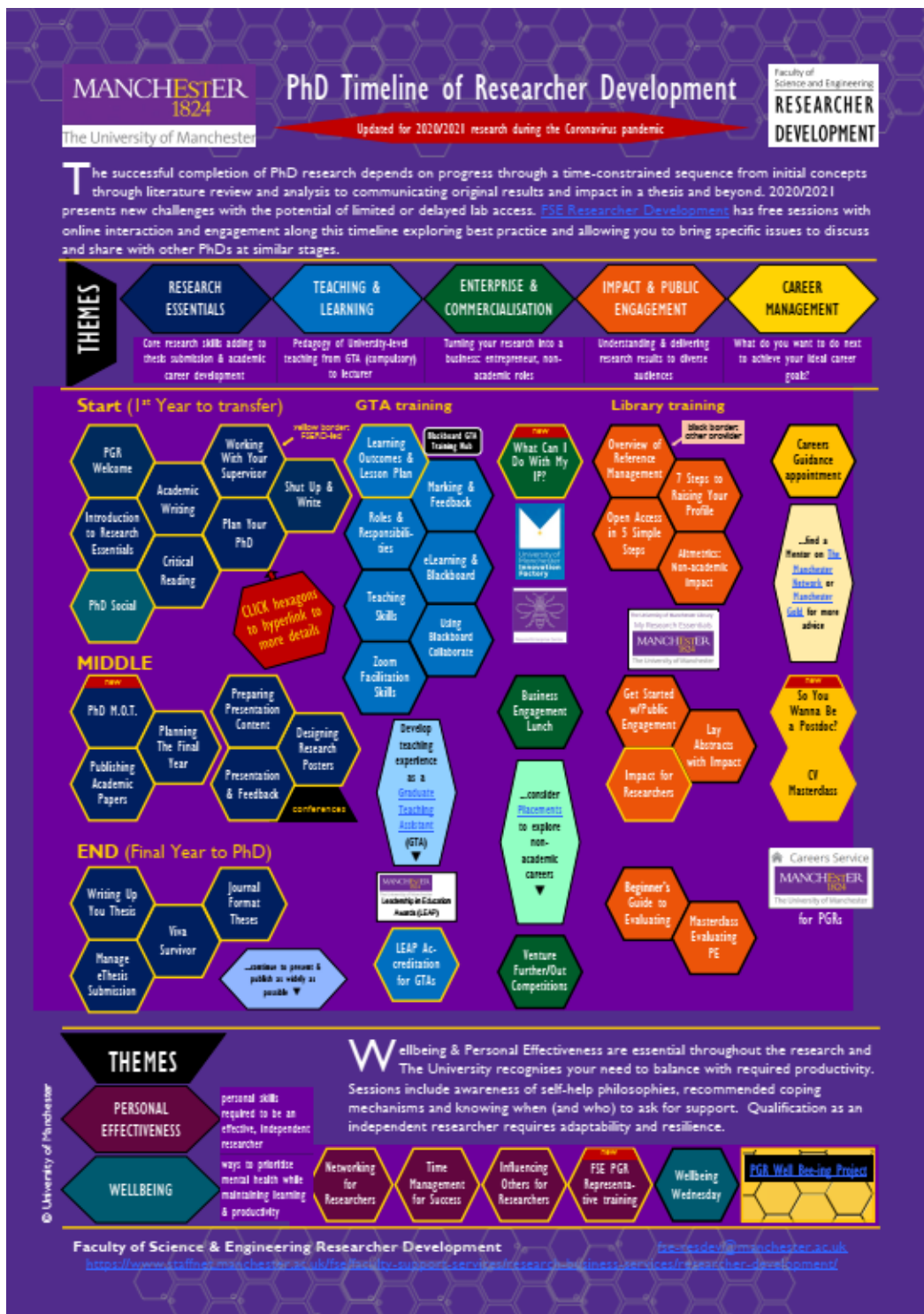


Figure 5.7 The PhD Timeline. Each student is given a copy of the timeline at the beginning of their studies. Clickable links in the PDF document take them to further resources about the different training courses available to them.

Table 5.5: PGR student feedback on professional development training 2020. Data shows the percentage who agree or strongly agree (gender data not available).

	Department:	Chem	EES	Maths	Materials	P&A
Professional Development (% agree)	My ability to manage projects has developed during my programme	81.5%	85.2%	83.2%	73.9%	79.2%
	My ability to communicate information effectively to diverse audiences has developed during my programme	72.8%	80.9%	79.5%	72.5%	78.5%
	I have developed contacts or professional networks during my programme	46.7%	71.9%	60.3%	55.1%	57.7%
	I have increasingly managed my own professional development during my programme	67.4%	83.2%	75.0%	63.8%	70.8%
Type of career I plan to pursue when completed						
	Academic career in HE	28.1%	36.9%	30.8%	39.7%	27.8%

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

PS support is provided by the Research Services team, which provides costings, advice on policies etc. Academic support is provided locally in research groups, with group leaders responsible for helping staff, especially ECRs, and encouraging collaborations within and across groups. Support includes grant clubs peer review pre-submission and, as necessary, support post-submission. Because this support is provided locally, the nature varies. Some is discipline-appropriate, but to promote best practice we will develop faculty-wide support and guidance (**AP C10**). 32% of submissions are by women, and success rates for female and male staff do not vary significantly (**Table 5.6**).

Table 5.6: Grant applications and success rates for staff in SoNS, 2016 to 2020.

Year	Female Staff			Male Staff		
	Applied	Awarded	%Success	Applied	Awarded	%Success
16/17	158	79	50.0%	789	379	48.0%
17/18	186	82	44.1%	823	384	46.7%
18/19	160	66	41.3%	758	326	43.0%
19/20	156	78	50.0%	715	332	46.4%
Total	828	352	42.5%	3753	1629	43.4%

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5.4 Career development: professional and support staff

i. Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

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

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.4. Career development: professional and support staff

(xx) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Training provision for PS staff is communicated and delivered as for academic and research staff (see **5.3 (i)**), delivered internally by SLD or externally. Individual needs are identified during induction, probation meetings, P&DRs and throughout the year. Uptake of selected courses is detailed in **Table 5.7**. Recent restructures of both administration and technical services have been a catalyst to enhance and develop training. This has begun and is a focus of our AP. (**AP C13**).

Table 5.7: SoNS uptake of UoM leadership training courses by PS admin and technical staff, 2018 to 2020. Courses included are as in Table 5.3

	F	M	%F
Leadership	8	2	80%
Management	26	13	67%
Recruitment	19	17	53%
EDIA	98	91	52%
Total (courses above)	151	123	55%
Total for all SLD training courses	654	523	56%

(xxi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All PS staff are offered an annual P&DR. The process is as for academic staff (5.3(ii)), with similar concerns over data collection which we will address (AP C14).

Survey responses show low engagement with P&DRs, especially amongst technicians. This reflects an historical culture, which we are addressing through a major review of technical services. 24% Technical staff (8%F, 22%M) were not offered a P&DR in the 18 months to January 2021. From November 2021 (after the culture survey) new structures have been implemented to ensure that all technicians have PS line managers and all technical staff have been offered a P&DR during 2021 as part of the transition to the new management structures. Working with SLD, we have developed customised line management training. We will monitor the effectiveness of these measures and review if necessary (AP C14).

***Culture survey:** 78% administrative staff (77%F, 81%M) and 56% technical PS staff (58%F, 59%M) had a P&DR in the 18 months to January 2021; 61% administrative (67%F, 47%M) but only 29% Technical staff (17%F, 38%M) reported that they found the P&DR process valuable. 11 reviewers (eight F, three M) engaged with P&DR training between 2018 and 2020. Building on recent changes to PS services, we aim to improve these levels (AP C14)*

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

PS career progression is possible via taking on new roles within UoM (see **5.2 (ii)**). Professional development is vital in allowing staff to develop new skills and to progress their careers.

PS staff are encouraged to seek training and development to aid career progression (see **5.4(i) & (ii)**). Information about such opportunities is included in faculty and local communications and highlighted by line managers.

PS staff can gain mentoring through Manchester Gold (see also **5.3(iii)**), while coaching is available through SLD. However, in the culture survey, 27% of administrative respondents (31%F, 25%M) and 60% of technical respondents (67%F, 56%M) said they were 'not sure' whether mentoring and coaching were available. We are committed to improving these rates (**AP C13**). Since the survey Manchester Gold has been promoted, leading to a substantial increase in engagement (**5.3(iii); Table 5.4**). We will monitor and encourage engagement with these opportunities (**AP C13**).

As with training and appraisal (**5.4(i) & (ii)**), technical staff show lower levels of engagement with professional development than we would like. The impact of new management structures in technical services will be monitored (**AP C13**).

Fixed-term internal vacancies can be taken as secondments, allowing staff to gain knowledge and experience while retaining their substantive post.

SoNS offers flexible and varied placements for the Faculty Technical Apprentice Programme (see box). EDIA is central to recruitment for this programme, with an increased intake planned for 2022, further emphasising diversity.

***Apprenticeships:** Since 2013, 54 apprentices (19 F, 35 M) have completed the FSE apprenticeship programme. 23 apprentices (ten F, 13 M) have progressed into permanent positions. 13 remain on the programme, studying to a higher level. We will continue our apprenticeship programme, using it to promote technician diversity (**AP B5**)*

5.5. Flexible working and managing career breaks

(xxiii) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

Since restructure, procedures around maternity and adoption have been reviewed and amended, learning from best practice in our departments and across the University. This aims to address the recognised impacts that career breaks have on career trajectory. Monitoring the success and evolving these will be important to our AP (AP D5).

When preparing for parental or adoption leave, first contact is the line manager. HR has a 'Maternity Toolkit' (Figure 5.8), a one-stop source of information for parents. Safety Advisors conduct a risk assessment, and adjustments are made as needed. Discussions consider arrangements for absence (including applying for PDRA support) and return. Prior to maternity or adoption leave (for the main adopter), line managers use a checklist to agree arrangements for staying in touch, including mechanisms and frequency.

Pregnant staff can attend antenatal appointments in addition to normal leave entitlement, and colleagues who adopt get paid leave for five appointments.

Table 5.8: Uptake of maternity leave in SoNS, 2016 to 2021 (data incomplete for 2021).

	2016	2017	2018	2019	2020	2021
Academic and Research	13	14	12	6	15	9
PS	3	5	3	0	9	3
Total	16	19	15	6	24	12

MANCHESTER 1824 **StaffNet** Search

Directorate of Human Resources

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StaffNet / Directorate of Human Resources / Current Staff / Parents and carers / Maternity leave / Maternity toolkit

StaffNet
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 Current Staff
 Parents and carers
 Maternity leave
 Maternity pay
Maternity toolkit

Maternity toolkit

This toolkit provides a summary with links to all the relevant documents you will need.

	DOCUMENTS	NOTES/ELIGIBILITY
BEFORE MATERNITY LEAVE	Maternity Leave Policy	Details the leave and pay available to employees having a baby.
	Shared Parental Leave	Details about leave entitlement for partners
	Maternity Leave Forms	Form ML1 - Notice of Intention to take Leave - to be completed no later than the end of the Qualifying Week (i.e. 15th week before the expected week of confinement). Form ML2 - Pre-Maternity Leave Checklist for use by expectant mothers and their line manager
	Risk Assessment	Risks to new or expectant mothers could include working conditions or processes (such as standing for long periods) and physical, chemical, biological or radiological agents. Advice should be sought from Occupational Health. <i>This is included in Form ML2 and covered in the Maternity Leave Policy (Section 11).</i>
BEFORE/DURING LEAVE	KIT days	Ten paid days during leave to allow you to keep in touch with developments at work. These are to be agreed prior to maternity and used as agreed during maternity leave. Ensure the ML4 Record is completed and use the document in conjunction with the maternity leave policy.
	Notice to Return to Work	If you wish to change your agreed return to work date, you must provide at least eight week's notice to your manager and HR Services.
AFTER LEAVE	Breast-feeding rooms	Jean McFarlane Building Rooms G.315, G.316 and G.317.
	Campus Map	Fridge available in the room behind Reception for storing milk. Please just call into reception to use a breastfeeding room.
	Maternity Leave Forms	Form ML3 - Return to Work Interview Checklist Form ML4 - KIT Days Record (to be completed when you return to work so payment can be made)

Figure 5.8 Screenshot from StaffNet, the UoM intranet, showing the Maternity Toolkit.

(xxiv) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

Staff are entitled to **enhanced maternity pay**, with 26 weeks on full pay, 13 on Statutory Maternity Pay, and 13 unpaid. For adoption, the main adopter has the same entitlement. This applies to all staff groups, including fixed-term staff.

All staff have up to ten 'Keeping In Touch' days, not deducted from leave entitlement, enabling them to keep abreast of developments at work, including attending training or meetings. Emails, newsletters and agreed contact with managers ensure staff are informed of opportunities, social events and changes affecting their work.

For research-active academics, parental leave presents challenges maintaining research activity. Previously, a range of policies existed across FSE departments. We have incorporated the best practices into our support in SoNS, including **offering PDRA support for six months (Case Study 6)**.

Case Study 6: As an Athena Swan action, Chemistry introduced a scheme offering staff taking long-term parental leave (six months or more) the opportunity to **employ a PDRA** to help maintain research activity and support PhD students during their absence.

Learning from this: This policy has now been **adopted as a school-wide maternity cover scheme, with added flexibility**. Support can be requested during or after leave, to suit the needs of the new parent. Introduced in October, the first appointment is currently in progress. The impact of this will be monitored and reviewed (**AP D1**).

(xxv) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

The University has procedures to ensure a smooth transition back into the workplace:

- Staff attend a **return-to-work** meeting with line managers
- **Phased return options**, including flexible working, are agreed
- Staff can ask for **relief from teaching and administration**
- Maternity leave is explicitly considered in **promotions procedures**
- Support is available through the University's **Parents Support Group**
- Dedicated **welfare rooms** can be used for breastfeeding or expressing milk
- Childcare provision is available through two **workplace nurseries**, with salary sacrifice available

While these are robust processes, survey results suggest they are not as effective as we would like. Only 46% of respondents reported they had a return-to-work meeting and 47% of women (61% M) believe promotions fairly account for career breaks. Phased returns have not been uniformly available. Since the formation of SoNS we have been working to address these issues. Actions include:

- Better monitoring and data collection to **improve compliance** with return-to-work interviews
- **Improved line manager** support through HR, ensuring managers understand staff needs
- **More consistent policies** on phased and flexible returns

Improving compliance with these policies is an AP objective (**AP D1, D2**).

In addition to offering PDRA support (see **5.5(ii)**), in August 2021 we introduced a **carer support fund** whereby staff with caring responsibilities can apply for up to £500 to cover additional expenses (eg child care) incurred while attending conferences or courses. Overseen by the EDIA committee, this new scheme and its impact will be monitored and reviewed (**AP D2**).

(xxvi) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Since 2018, 37 SoNS staff have taken maternity leave. Of these, one left the University within six months, one between six and 12 months, and one more than 18 months after their return to work. 34 remain employed by the University.

The School covers the salary of postdoctoral researchers on maternity leave and supports the extension of research grants where necessary. None had their employment contracts terminated during maternity leave.

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(xxvii) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Since 2016/2017, 141 male staff have taken statutory paternity leave (**Table 5.9**), and 34 male and eight female staff have taken shared parental leave (**Table 5.10**). **A substantial proportion of fathers are therefore taking shared leave**, reflecting the success of this benefit. No staff have taken adoption leave.

Staff funded on external research contracts have the same entitlements, with the costs borne by the school if not by the funders. Partners can attend two antenatal or pre-adoption appointments – this is currently unpaid.

Although shared parental leave is popular, uptake varies across departments (from 18 cases since 2016 in EES to two in Mathematics), suggesting cultural differences in understanding or acceptance – which we will seek to change (**AP D4**). We will also look for ways to increase provision to paternity leave to help increase and normalise this (**AP D3**).

[Personal example redacted]

Table 5.9 Uptake of paternity leave in SoNS, 2016 to 2021 (partial data only for 2021).

	2016	2017	2018	2019	2020	2021
Academic and Research	20	13	20	19	25	14
PS and Technical	10	6	2	2	7	3
Total	30	19	22	21	32	17

Table 5.10 Uptake of shared parental leave in SoNS, 2016 to 2021 (partial data only for 2021).

		2016	2017	2018	2019	2020	2021
Academic and Research	M	4	2	6	8	11	3
	F	2	1	0	1	1	1
	Total	6	3	6	9	12	4
PS and Technical	M	0	0	0	0	0	0
	F	0	2	0	0	0	0
	Total	0	2	0	0	0	0
Total		6	5	6	9	12	4

(xxviii) Flexible working

Provide information on the flexible working arrangements available.

Our flexible working policy requires changes to working patterns and hours to be considered. This is highlighted by job adverts, induction materials, line managers and local communications. 69% of survey respondents (71%F, 69%M) said they were aware of the flexible working policy. This dropped to 51% for researchers, a figure we aim to improve (AP D6). Across SoNS, 50 (11%) of academic staff have flexible working relating to teaching hours (Table 5.11).

These numbers do not, however, fully reflect flexible working in the school. 76% of survey respondents (77%F, 76%M) stated they had informal flexible working prior to March 2020 – for example working from home – to help achieve a healthy work-life balance.

93 staff (47%F) have agreements to work part-time (Table 5.12). For all staff groups, a greater % of women work part-time than is the case for men.

Table 5.11: Formal flexible working arrangements agreed for academic staff in SoNS, as recorded for timetabling purposes. (Data by gender not available)

	Deployed lecturers	Flexible Working /Reduced Teaching agreements 21/22	% Academics with FWA/RT	Hours per week impacted
Chemistry	95	10	11%	90.5
EES	62	12	19%	134
Mathematics	100	17	17%	159
Materials	123	6	5%	53
P&A	88	5	6%	56
SoNS	468	50	11%	492.5

Table 5.12: Staff with part-time contracts in SoNS.

	No. of Males	No. of Females		%F part-time staff	%F all staff
Academics	25	10		29%	21%
Researchers	13	7		35%	27%
PS – Administrative	3	22		88%	70%
PS- Technical	8	5	38%	23%	
Total	49	44	47%	30%	

Informal arrangements, common among academics, are difficult to manage and reduce options for colleagues if maintained beyond need. In 2020, faculty policies changed so that all arrangements are centrally managed. No informal arrangements are recognised in timetabling or work allocation.

Informed by staff experiences during the COVID-19 pandemic, a revised University flexible working policy was launched in June 2021. This includes:

- ☆ increasing temporary flexible work periods from one to three months;
- ☆ advertising roles as flexible by default;
- ☆ increasing the availability of flexible working for new starters, removing the previous requirement for 26-weeks' service.

In June 2021, the University began a sector-leading hybrid working trial for PS staff, promoted via School online meetings, videos, internal communications, and training. It enables teams to trial new working patterns based on business need, principles and trial working agreements. This trial period extends into 2022. It was developed following consultation and is supported by clear principles and local team charters.

We will monitor and review the impact of these changes **(AP D6)**.

[Personal example redacted]

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(xxix) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Currently there is no formal school or University policy supporting transitions from part-time to full-time. Staff can make requests under the flexible working policy, and can benefit from mentoring and coaching schemes (eg Manchester Gold) to help them transition. We will address this by developing a school policy based on existing best practice across departments (**AP D7**).

[Quote redacted]

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5.6. Organisation and culture

(xxx) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

We aim to build a shared culture across SoNS, bringing everyone together with a common vision (**Figure 5.9**). For much of SoNS' existence we have operated under lockdown, only starting our return to face-to-face work and study later in 2021. Many real-life activities (Christmas parties, Summer BBQs) were not possible, requiring imaginative solutions.

Culture survey: 77% of staff agreed that 'Equality, Diversity, Inclusion and Accessibility are valued in my local area'. 86% agreed that 'I can be myself at work'. These are figures we aim to increase through our Action Plan (AP D8).

Open meetings, led by the HoS, were vital for sharing information. At peak, these were attended by >660 colleagues. Since returning to campus, these continue with ~120 colleagues attending each month. The HoS and HoSO make regular visits to physical meetings and coffee times in departments. The HoS regularly attends department forum meetings and holds focused engagement lunches.

Zoom/Teams revolutionised how we interact. Digital platforms give everyone, especially the less confident, a voice. Though many staff speak up, 'chat' allows consensus views to emerge, with everyone being heard. Anonymous polls are also used.

Faculty of Science and Engineering

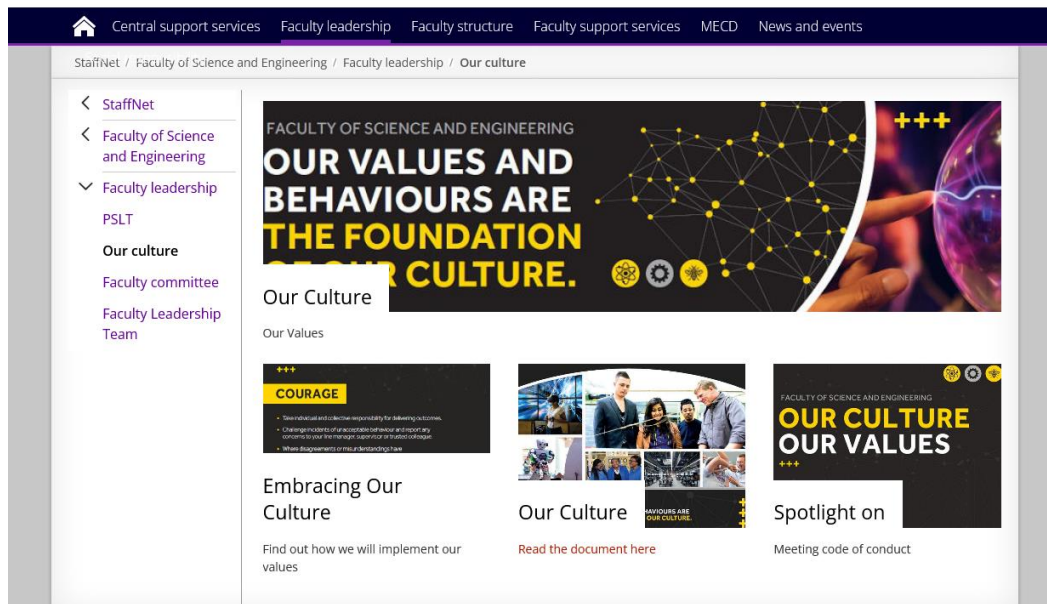


Figure 5.9: Screenshot of faculty StaffNet page, highlighting activities and initiatives working to build a common shared culture.

What sort of culture should the School have?

Mentimeter



74

Figure 5.10: Word cloud produced live at a School Board, with submissions from attendees, showing the type of culture that members would like the school to have. >90% of attendees participated. Exercises like this are used to build a shared understanding of our culture.

School Boards, formal staff bodies mandated by statute, meet at least three times per year (with additional ad hoc meetings having been convened to discuss particular issues), allowing staff to engage with an interrogate leadership. Chaired by Professor Phillipa Browning (F; not a member of SLT), the SoNS Board is one place where we build a shared culture. Under statutes, only academic staff have voting rights at School Boards; however, academics voted overwhelmingly to allow all staff an equal vote. Recently, we used breakout rooms and polling software to capture what people think SoNS *should be* (Figure 5.10).

The student voice is at the heart of everything we do. We provide students with different opportunities to raise concerns, get involved, leave a legacy and influence change across the institution. Students are encouraged to speak to course leaders and student representatives, allowing concerns to be acted upon quickly. Wider issues are raised by representatives at committees, for example department forums, student liaison committees and School Boards.

A recent faculty BAME student focus group is helping us develop policies to better support minority students. While some participants in the Athena Swan student focus group said there were challenges around female representation and full inclusivity, most agreed they could be themselves at the University. The group also identified that peer support and societies are key to creating a sense of community and belonging.

Culture survey: 70% survey respondents (64%F, 74%M) agreed that their opinion is valued in meetings and School Boards. This reduced to 61% for researchers, 53% for technical staff and 57% for BAME colleagues. 74% survey respondents (64%F, 82%M) agreed that all staff are respected and listened to equally in meetings. By making meetings more open (including extending voting rights at School Boards), we aim to increase these figures (**AP D13**).

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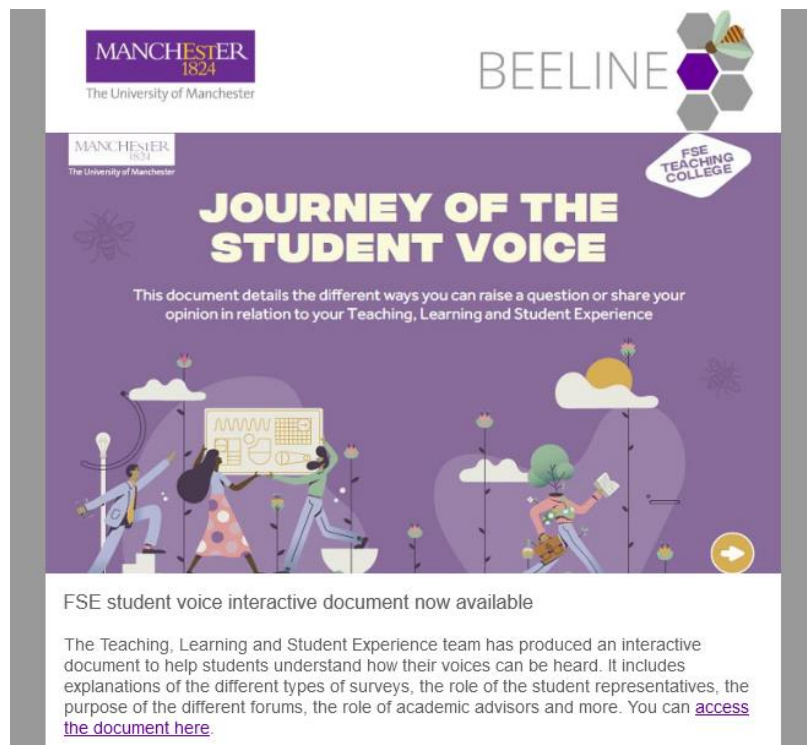


Figure 5.11: Screenshot from Beeline, the weekly FSE staff newsletter, 26 November 2021, highlighting actions to promote the student voice.

Pulse survey: 73%F and 71%M SoNS respondents to a University Pulse Survey agreed that 'My manager supports my health and wellbeing'. Recent innovations in manager training are highlighting the importance of supporting staff wellbeing and identifying and addressing sources of stress (AP C14).

Wellbeing is an enormous concern, with rises in stress-related illness nationally. This was exacerbated under lockdown, with an explosion of online meetings. Initiatives to address this include:

- ☆ **Meeting-lite weeks** (currently three per year) with reduced formal business activities
- ☆ **Promoting email etiquette**, encouraging staff to email less, and to include "I do not expect you to reply outside your working hours" in signatures and to switch off during closure periods, to promote a positive work-life balance
- ☆ Concerns about **meeting etiquette**, evidenced through the culture survey, have led to a shared code of conduct. Annual campaigns encourage staff to use personal pronouns in Zoom and emails, to demonstrate inclusivity. We will seek to embed and build this culture (AP D13)
- ☆ **Wellbeing activities:** SoNS actively supports wellbeing for staff and students. Activities include a faculty staff choir, run by the SoNS HoS and a PS colleague; Compassionate Colleague training sessions, so far attended by over 120 people; and opportunities for students and staff to participate in team-building activities, such as weekly volunteering days in the University botanical grounds (ten-30 participants per week).

“I just wanted to say thanks for adding your pronouns to your Zoom name! I’m non-binary and use she/they pronouns and it’s really refreshing to see a professor doing something like this and I can’t overstate how much it means to me” –[Redacted], first-year SoNS student

SoNS was only formed in 2019 and is a work in progress, so continuing actions and monitoring will be needed to ensure we are moving towards our shared goals and creating a culture that benefits all.

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(xxxi) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

SoNS has two HR partners, who ensure decisions are consistent with policies and implemented by HR. They attend SLT and meet monthly with the HoS, HoSO and SOM. HR attends all promotions meetings, support independent investigations into bullying and harassment, and grievance and disciplinary processes. It provides *ad hoc* advice and support to all staff.

In line with the University's Dignity at Work and Study Policy, the school takes a zero-tolerance approach to bullying, harassment, and discrimination. Unfortunately, instances still occur, affecting staff and students. Those affected are encouraged to use the University 'Report and Support' portal, allowing them to report anonymously, access support or make formal complaints (**Figure 5.12**). Cases are logged and support provided by the University EDIA team. Where formal investigations are needed (ie where staff affected ask for these) these are led by independent investigators, supported by HR, and recommendations for action made to the HoS and/or HoSO.

Our culture survey highlighted varying levels of awareness and consistency in application of HR policies:

- 81% (83%F, 81%M) were aware of the Dignity at Work and Study policy.
- Only 38% (31%F, 44%M) agreed their local area would be supportive if they applied for a career break.
- 86% (87%F, 88%M) agreed their line manager/supervisor would deal sensitively with any request relating to the Dignity at Work and Study policy.
- 84% (82%F, 86%M) were clear about the University's zero tolerance approach to bullying, harassment, and discrimination

We will develop a rolling communication programme increasing awareness among managers and staff (**AP D12**).

If you or someone you know has experienced harassment, discrimination or bullying you can report it anonymously or report it and speak to an Advisor


The logo consists of the words 'REPORT' and 'SUPPORT' stacked vertically in a bold, sans-serif font. A large ampersand (&) is positioned to the right of 'SUPPORT'. The text is in a dark blue color.

Figure 5.12: Email signature banner used by staff to encourage engagement with Report and Support.

(xxxii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

All academic leadership posts are advertised. Appointments are initially for three years, encouraging turnover. To ensure all staff can engage, meetings are held within core hours and days and times vary. We encourage mentoring and partnership during transitions. For example, Dr Simon Cotter (M; Mathematics EDIA lead) will be replaced next year by Dr Christiana Charalambous (F). Christiana, previously a member of the Mathematics EDIA group, is currently shadowing Simon.

Given women are generally underrepresented, having equal numbers of males and female staff on committees would unfairly overload female colleagues. For larger committees (>ten) we aim for a gender mix reflecting the relevant area (**Table 5.13**). For smaller committees, we are developing a cohort of Equality Champions to help ensure consideration of EDIA without overburdening female and minority staff (**AP D9**). Implementation of our workload model (**5.6(v)**) allows us to better monitor and manage contributions (**AP D16**).

Table 5.13: Membership of SoNS management and leadership committees in 2020/2021. Note: due to the recent restructure, we do not have historical data for these committees. %F in unit refers to the closest relevant staff groups. For SoNS committees, this includes all staff (30%), Academic and PS staff (42%) and PS staff only (46%). For students this includes all UG and PGT students. For the student advisory group, all staff are PS, who have membership in their job role. Committees shown have minimal overlap, though HoDs chair their department teams and are members of SLT.

	F	M	%F	%F in unit
Staff committees				
Chemistry Leadership Committee	3	10	23%	29%
EES Extended Leadership Team	12	21	36%	37%
Materials Leadership Committee	4	7	36%	40%
Mathematics Leadership Committee	6	10	38%	27%
P&A Leadership Committee	4	9	31%	19%
SoNS EDIA Committee	12	7	63%	30%
SoNS Research Leadership Committee	2	10	17%	42%
SoNS School Leadership Team	6	13	32%	42%
SoNS School PS Leadership Team	2	3	40%	46%
SoNS Teaching Leadership Committee	4	7	36%	42%
Student committees				
Student Advisory Group – staff	6	1	86%	42%
Student Advisory Group – students	7	9	44%	47%

(xxxiii) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Engagement with external organisations is valued and encouraged. Recognition is provided in promotion criteria and, at senior levels, essential for progression.

Where staff are invited to take roles, they are encouraged to discuss this with their line manager and agree appropriate workload adjustments.

Currently, we do not systematically record external contributions. Our workload model **(5.6(v))** only includes these where formal buy-out applies. Robust data needs to be collected to develop a more strategic approach in guiding staff.

In revising the workload model, we will introduce recording of external roles **(AP D15)**. As these are not allocated by UoM, we cannot include them formally in workload allocation and staff should be wary of overcommitting. By including them in the model, it will be easier to gain oversight of discrepancies between staff groups and for line managers to advise and support staff in managing their time.

Culture Survey: 88% of academic staff (90% F; 87%M) stated they had been given opportunities to represent their local area on internal and external committees.

(xxxiv) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Since restructure, nine departmental workload models have been unified into a single transparent Faculty Contribution Model (FCM) to ensure fair staff treatment across departments. The need for this was highlighted in Staff Surveys, reinforced by the culture survey – only 42% of academics (32%F, 46%M) agreed that their previous workload allocation models were fair and transparent. The FCM was developed by Heads of School with the FLT and with extensive consultation, eg, at dedicated *ad hoc* School Boards. An early iteration was rejected, and extensive changes made, and a revised version later endorsed by a strong majority. Launched in autumn 2021, this will be used in future workload allocations and to influence staffing decisions, with impact monitored through surveys.

The FCM allocates load for teaching, research, PGR supervision, leadership, social responsibility and equality and diversity, including SAT membership (**Table 5.14**). We aim to allocate no more than 0.8 FTE, leaving 0.2 FTE ‘headroom’ for thinking, preparation and personal development.

The FCM is supported by an online interface, where staff can check their own contributions and see those of *all* colleagues, ensuring transparency (**Figure 5.13**). It facilitates constructive line management conversations with individuals and groups about loading.

Table 5.14 Example loads associated with EDIA in SoNS.

Role	Hours	FTE
Associate Dean for EDIA	620	0.4
School head of EDIA – (SAT chair)	620	0.4
Departmental EDIA lead – (SAT member)	150	0.1
Member of EDIA Department forum	100	0.07

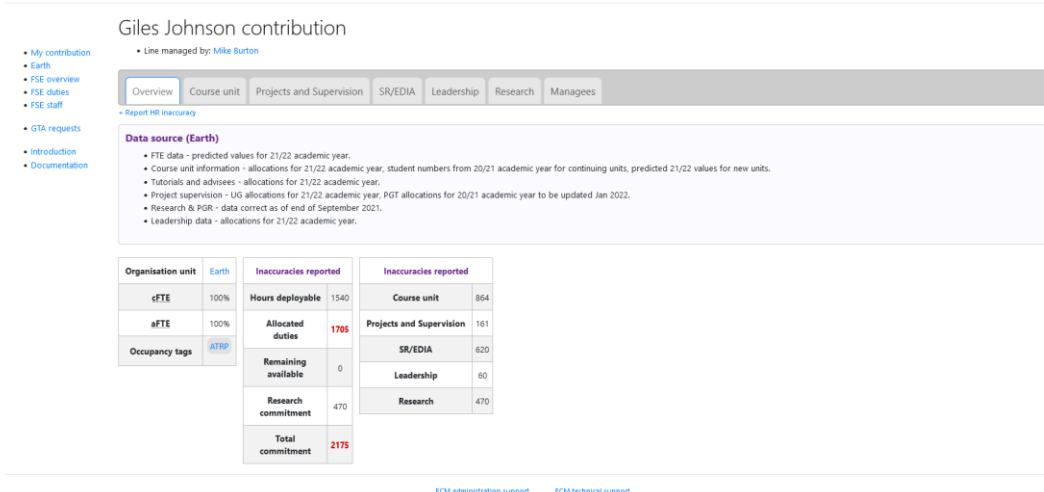


Figure 5.13 Screenshot of the main page seen by staff for their own contributions. Contributions are detailed by categories, including Social Responsibility (SR) and EDIA. All teaching, research supervision and management roles have agreed loads. Staff can view their own and everyone else's contribution.

New staff have agreed reductions, including time for NAP, and part-time staff have scaled hours, dispelling prejudice and protecting them from load creep. Reduced hours for those returning from long-term sickness or parental leave can be included. Staff privacy is protected by not including EDIA data, but future iterations will allow us to interrogate datasets by indirectly linking to EDIA databases.

By making the FCM open and transparent, we hope to promote conversations leading to more manageable, fairer workloads. The FCM helps us identify overloaded staff, however it is recognised that simple data does not always indicate the impact on staff, especially as individual circumstances vary. Excess workload is an issue for many staff, and presenting data publicly allows us to have frank discussions about priorities. **Our overall objective is to increase fairness while reducing total workload, thus reducing staff stress.**

Culture survey: Only 27% (23%F; 30%M) of academics agreed their workload allows for work-life balance. 31% (16%F;38%M) agreed their workload is manageable. The FCM is being used to identify and address overload (AP D15).

Only a recent innovation, the FCM needs refinement. We will continuously review and refine the model, working towards something that all staff feel reflects their loads accurately, without making data collection excessively burdensome (AP D15).

(xxxv) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

Formal meetings are held during core hours: 10am to 4pm. Dates of meetings are set at the start of the academic year, with invites sent to all attendees via Outlook. Where possible, we avoid meetings during school holidays.

The University has published guidelines to help make social events accessible. This includes advice on how to include staff and students with different faiths, dietary requirements, and disabilities. Social activities supported by SoNS, such as Christmas parties, are scheduled during core hours.

Culture survey: 83% of all staff agreed that work-related social activities are welcoming for women, 79% for BAME staff, 80% for LGBT staff, and 72% for disabled staff. F staff were less likely to agree with these statements than M staff. We are aiming to improve these numbers (**AP D14**).

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(xxxvi) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

All public-facing and internal websites, for faculty, school and departments, as well as all publications, are routinely monitored by our Communications team, to ensure they present diverse, gender-balanced images (Figure 5.14, 5.15). Each department has an academic lead responsible for web content. We do not yet have a significant SoNS web presence; however, as this develops the same principles will apply.

Culture survey: 83% of staff (75%F; 87%M) agreed that 'Women are visible role models in my local area'. Our AP aims to increase this number (AP D17)

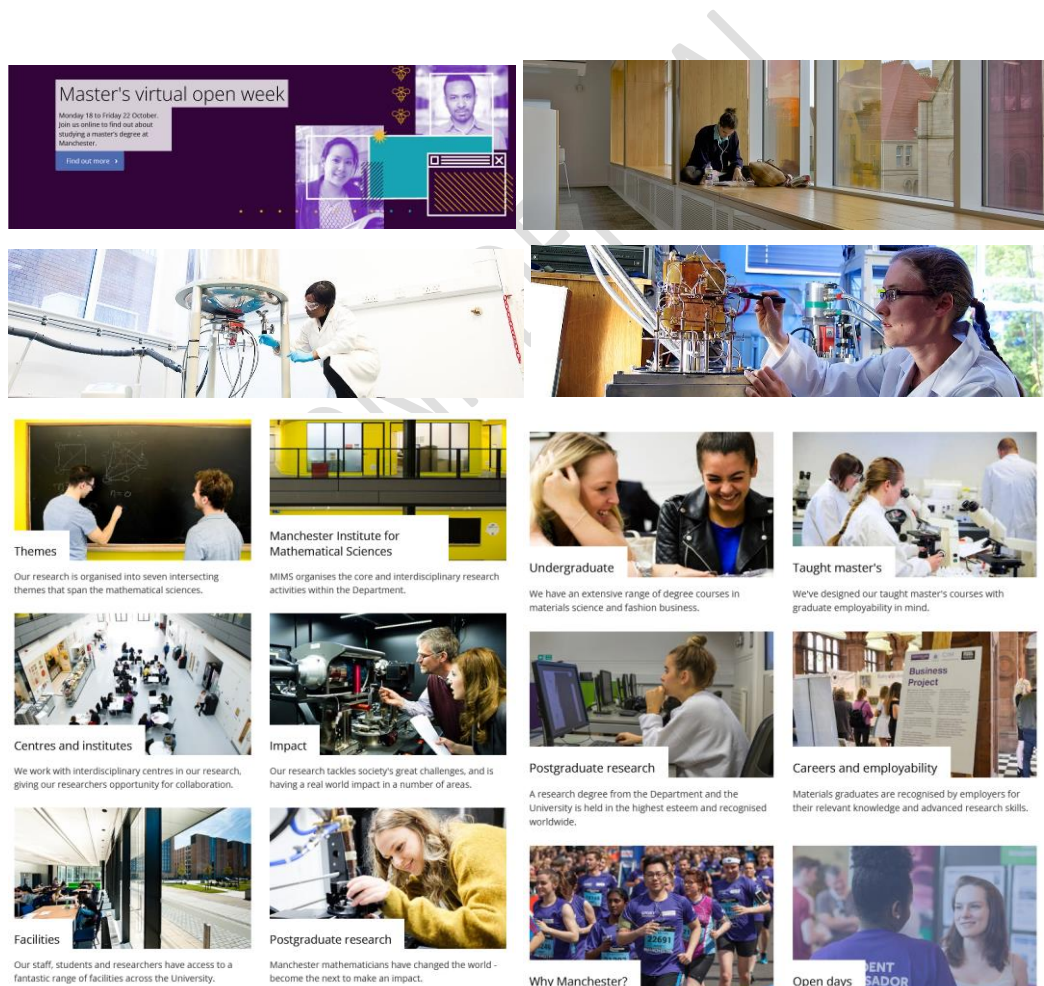


Figure 5.14 Example pictures from the websites of different SoNS departments.

For public-facing activities, including recruitment and open days, we try to ensure a diverse pool of staff are included. This is challenging, given the imbalances in our staff. Such activities are now captured within the FCM, to ensure staff are not overloaded.

Visibility of women has been a priority action in all our previous Athena Swan APs, and this continues in our new structures. Although individual departments had systems in place reviewing eg the gender balance of seminar series, we do not yet have school-level systems. We will develop these, with oversight from the School EDIA committee (AP D17).



Dr Laura Richards (Dame Kathleen Ollerenshaw Fellow in EES) is leading a British Council-funded pilot scheme (GATI) partnering with HEIs in India to share best practice in advancing gender equality in STEMM.

The figure displays six social media posts from a campaign titled 'People of FSE'. Each post features a portrait of a staff member alongside a short bio:

- Dr Naomi Curati:** "I must confess that I am not a mathematician! I came to Manchester in 2002 as a chemistry postdoc, fell in love with the city and have been here ever since. I spent several years in public engagement in science museums, followed by a few years in the nanotechnology industry, and was very happy to return to public engagement at UoM in 2019. Research in our group is multi-disciplinary: stretching across chemistry, engineering, physics and materials science as well as maths, and this is reflected in our approach to engagement. We are committed to widening participation in STEM and had a full programme of events planned for 2020, but like many, have had to adapt to a socially distanced, online approach since lockdown!"
- Agnes Harding:** "Outside of studying for my MPhys degree, I work a lot with younger, primarily black, students in Manchester on the subject of diversity and inclusion. This takes on many forms, from my role as a mentor, to delivering workshops about black history as part of my work with the university's Widening Participation team. For this I have been awarded the Alan Greenwood prize from the Department of Physics and Astronomy. As a black woman studying a subject in which most people do not look like me, I believe that supporting the next generation in achieving their ambitions in whatever they aim to do is of the utmost importance. In addition to this, I volunteer with the London-based organisation We Belong which campaigns on many issues facing young migrants, including immigration and access to higher education. My work in these different capacities has truly given me a new level of appreciation for the opportunity I have to study at a world-class university."
- Emma Alexander:** "I was a practical astronomer before I was a physicist (which is rarer than you might think). My love of space brought me to the University of Manchester where I did my undergraduate degree in Physics with Astrophysics. I quickly became interested in radio astronomy — how could I not, with the incredible Jodrell Bank Observatory just down the road? I am now in my 3rd year of an astrophysics PhD here, with the same love for astronomy that I had a decade ago. I now use radio telescopes to study the magnetic fields of distant galaxies, and any magnetic fields that their light encounters on its way to us. Not only do I get to help expand our knowledge of the Universe, but also contribute to developing techniques for handling the huge amount of data produced by modern astronomy projects — which can also be applied to benefit other fields."
- Dr Radha Boya:** "Little did I know that I would be staying for so long, when I came to Manchester in 2014. It has been an incredible journey over the past 6 years in the University - I worked as a Marie Curie fellow, as an independent researcher (Leverhulme fellow, Kathleen Ollerenshaw Fellow) and started my own research group as Royal Society URF (we work on tritium one atom thin capillaries). It has been a great opportunity for learning working alongside world-leading scientists. On the personal side, I got married and have two lovely children in my time here. One thing which I understood in my time here, is that you can make a difference in whichever stage of career or life you are at. I started as an early career champion in my department soon after becoming an independent researcher, where I could positively impact fellow research associates and PhD students by organizing training workshops for fellowship and grant writing to enable their success to independent careers. Apart from running my own research group, I also get to play an important role in University's IDEAS forum, aimed to facilitate new collaborations across the University to help deliver leading research."

Figure 5.15: Screenshots showing SoNS staff featured in a social media campaign 'People of FSE'.

(xxxvii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Outreach is vital to our strategy to improve diversity in STEM, including our Athena Swan target to make ourselves sector-raising for gender equality (**Priority A**). To embed such activities, we:

- Recognise outreach through internal award schemes, especially our annual Faculty **Better World Showcase** and University **Making a Difference** awards. Excellence in outreach is frequently highlighted through internal communications, eg Beeline newsletters
- We reward Outreach and External Engagement through or promotions criteria and our Rewarding Exceptional Performance awards.
- In future we will use the FCM to log outreach among academic staff. This is expected to increase engagement with (and reporting of) outreach, however the impact of this approach will be monitored (**AP D15**).

Activities include general outreach delivered to pre-16s and targeted recruitment activities for 16 to 18-year-olds, especially linked to widening participation by underrepresented groups. Examples of events run or planned in the last three years can be seen in **Figure 5.16**.

Most outreach is coordinated at department or discipline levels, with some events organised by the faculty (ScienceX, Girls in STEM) and the University (Community Festival). Many staff participate in outreach, with a slightly higher reported engagement among female colleagues (**Table 5.15**).

Table 5.15: Breakdown of staff participating in outreach by gender and ethnicity. Data is based on survey results and is therefore not reflective of the full number participating.

Group	Staff participation in outreach in last three years			
	Gender		Ethnicity	
	Female	Male	BAME	White
Academics	80% (36/45)	68% (93/137)	60% (9/15)	71% (108/153)
Researchers	52% (12/23)	52% (24/46)	29% (4/14)	60% (31/52)
PS and Technical	37% (19/51)	21% (9/43)	29% (2/7)	30% (27/90)
Total	56% (67/119)	56% (126/226)	42% (15/36)	56% (166/295)

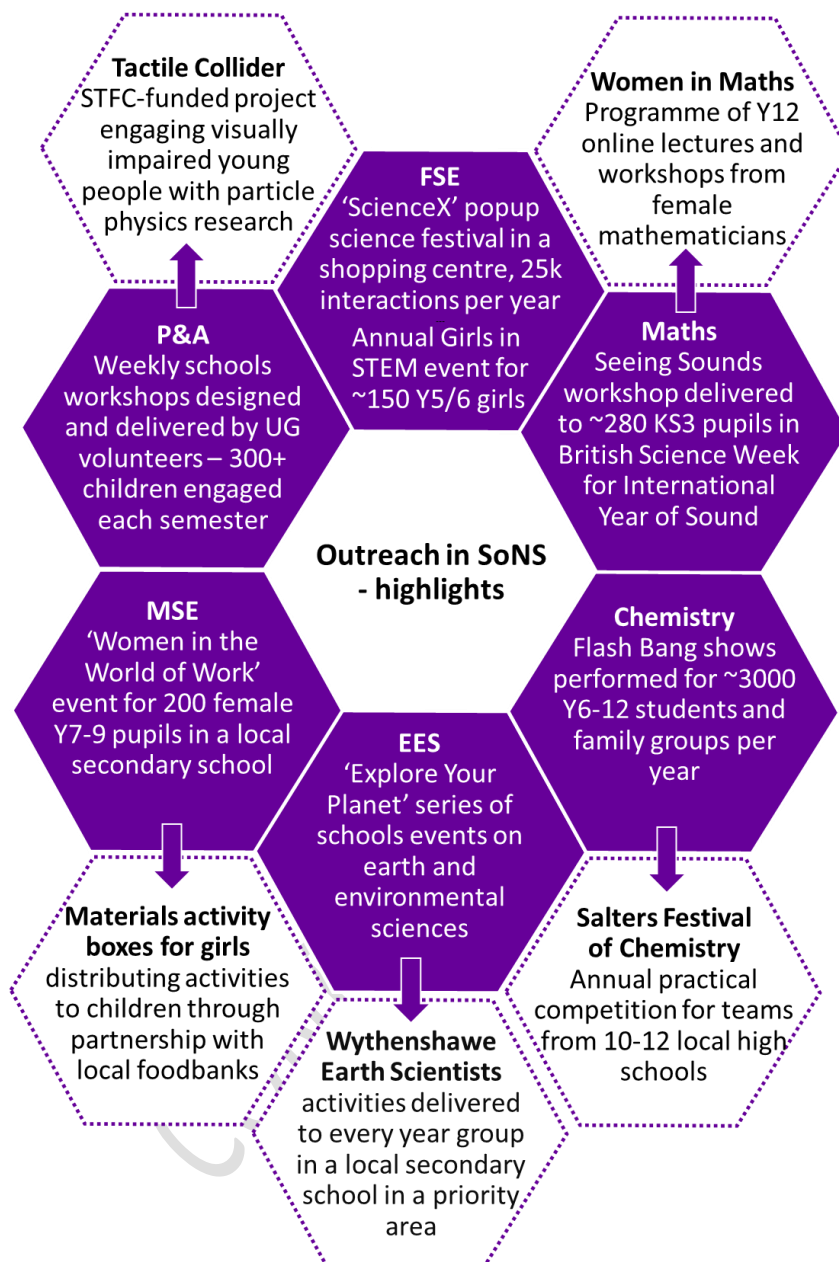


Figure 5.16: Example of outreach events and targeted campaigns across SoNS in the last 3 years

We have a new Faculty Widening Participation (Pre-16), Outreach and Public Engagement Strategy that shapes our approach to working with targeted audiences. This puts structures in place that enable SoNS staff and students to develop and deliver high-quality, strategically-targeted outreach supporting the access pipeline. Key groups identified include female and BAME young people, and activities targeted at these groups will be prioritised.

(Section 5 wordcount: 7523)

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

6. Case Studies: Impact on Individuals

[The following cases studies have been included in the redacted version with the permission of Drs Riddell and Medupin]

Case Study 1: Dr Imogen Riddell, Royal Society University Research Fellow



In 2017, I joined the Department of Chemistry as a Dame Kathleen Ollerenshaw Fellow (DKO), working on ways to stabilise protein structures through encapsulation with non-natural materials. This UoM Fellowship scheme was designed to help young researchers establish independent careers and was, in my case, very successful. In my initial months at UoM I was helped to apply for externally independent Fellowships and was appointed as a Royal Society University Research Fellow (URF) in 2018. The DKO provided an excellent foundation for my URF application, allowing me to establish myself within the department, and have a functioning knowledge of both the instrumentation and collaborators I would be integrating into my research program. Importantly, it provided me with the opportunity to demonstrate my capability as an independent researcher.

Upon joining UoM I was enrolled in the New Academics Program (NAP). I successfully completed my portfolio and was awarded FHEA status during 2020.

In 2020, I welcomed my first child. Preparing for maternity leave I was delighted at how helpful and accommodating my colleagues were. I was supported through departmental funding available to support a PDRA in my lab in my absence. This was especially appreciated, as funding secured through an EPSRC New Investigator award could not be accessed in my absence. The departmental support ensured that the PDRA in my lab could remain in place and support my PhD students while I was on leave. This is one of the best Women in Science initiatives I have heard of, as it ensures that junior PhD students have access to appropriate guidance while the PI is on leave. It also provided me with peace of mind that my PhD students were being well supported, without overburdening my colleagues, and gave my PDRA an opportunity to develop advanced leadership skills. This opportunity was also beneficial for the PDRA who is seeking an

independent academic position. With support in place, I was able to take nine months' maternity leave, a luxury I do not think I would have felt comfortable with otherwise.

Furthermore, the department extended my teaching relief to a full 12 months, despite me formally returning to work after nine months' maternity leave, giving me time to catch up on my research program, and preventing me feeling overwhelmed when I returned to work and was juggling childcare for the first time during the COVID-19 pandemic.

Case Study 2, Dr Cecilia Medupin, Teaching and Scholarship Senior lecturer, EES (SAT member)



I came to the University of Manchester to study MSc in Pollution and Environmental Control (MPEC) Manchester, UK. Through the award received from the British Council Chevening scholarship, I acquired rich knowledge, skills and confidence needed to apply for excellent environmental jobs later in industry (including nuclear at Sellafield, Cumbria), academia (Open University, Nigeria), consulting and environmental regulation (with the UK Environment Agency).

My previous work experience came in very useful when I started my doctoral studies at the University of Manchester a few years' later. My research on freshwater pollution provided opportunities to liaise with water companies, environmental regulators and partnership groups that are concerned with river health. These interactions provided a scope for me to communicate aspects of my work to those who were unaware of my research area nor understood that there was life below water.

As a lecturer, the University of Manchester has provided series of opportunities for me to attend teaching training workshops, deliver public engagement activities and, to organise community events such as the Women in Environmental Sciences. The Women in Environmental Science (WiES) is a form of knowledge exchange that creates a space for environmental discussion among women from diverse backgrounds – both culturally and professionally. It brings together women from academia, industry, charities, students and members of the public who are interested in the environment. As a co-investigator for the NERC funded project- the Community for Engaging Environments, WiES explores new approaches for researchers to engage the public with environmental science. Very often 'professionals'– those we perceive to have knowledge – only speak to other professionals. However, I have come to see that for research to be inclusive and impactful, public engagement is very important.

Although public engagement activities provide perspectives, value and insight, I have also observed that my diverse engagement with members of the public influenced the way I delivered my lectures at the University. For example, by using storytelling in delivering technical contents, my students are enthusiastic and learn more about a topic beyond the lecture. In addition, through teaching on fieldwork with colleagues, I have travelled with students to countries within and outside of Europe; I have been able to help students from culturally diverse backgrounds to feel comfortable during field events outside of their comfort zones. Undoubtedly, I have received support, encouragement from my colleagues and other people.

With success, there are challenges too, but I overcame each through dedication, tenacity, support of others, perseverance and, feedback procedures used as learning opportunities. Indeed, the University of Manchester has proven her willingness to support me tremendously.

(Section 6 wordcount: 884)

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7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

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

The writing of this Athena Swan application has been overshadowed by COVID-19, which coincided with the formation of our school-level SAT. To date, all SAT, ASWG and Action Group meetings have been held online. As we move forward, implementing our AP we hope to evolve towards more normal ways of working. Nevertheless, we feel we have made good progress towards integrating five EDIA teams, with five APs sharing best practice and identifying common themes and concerns.

COVID has highlighted both strengths and weaknesses in our ways of working. Above all, it has shown us how deeply we care about our colleagues and students, and that we are willing to go to extreme lengths to support each other. We have been especially concerned about the differential effects of COVID on different staff, especially the clinically vulnerable (including those with mental illness), parents and carers. Among the different initiatives discussed in this application we especially wish to highlight our COVID recovery fund.

Concerns about differential impacts emerged very early on. For example, colleagues were having to adapt their teaching to an online format and, when delivery happened, sometimes having to deliver classes with small children on their laps. This was raised through School Boards and departmental meetings, not only because of the immediate stress on staff, but also because of the impact it would have longer term. As a result, following meetings between department representatives and senior staff, we agreed that while we cannot solve this problem, we can at least try to help – freeing up time for staff to devote to re-establishing research, scholarship, or strategic projects that they were depending on to progress their careers.

The COVID recovery fund established is not a one-off – we expect to run it over the next two to three years. We are aiming to support staff by freeing up blocks of time, and offering relief from other duties. The challenge is to help those who are most affected, without impacting on other staff. We have allocated funds (£100,000 in the first semester) explicitly to pay for support, in the form of GTAs or student interns, who can be recruited to work on specific tasks. We are also encouraging staff to be imaginative. Often, relief can be found by simply agreeing that we should not do things, or by finding better ways of working. Ongoing work to increase uptake of sabbaticals is another long-term route by which we aim to tackle inequalities (AP C11). We will review the effectiveness of the COVID relief fund and continue it as appropriate (AP D19).

(Section 7: 426 words)

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

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

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

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

Note on the Action Plan: The action plan below is organised into 4 high-level priorities, each divided into specific objectives. Each objective will be achieved through enabling actions. Objectives have owners indicated, with responsibility for oversight, coordination and review of progress. Each enabling action also has one or more responsible person (not shown), responsible for implementing actions. The action plan was developed through extensive consultation with the objective and action owners and has been approved by SLT. A specific budget (~£100K in 2022) is allocated to support actions.



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Priority A:	To become sector raising in terms of student diversity in each of our degrees, through a policy of widening the accessibility of our subjects		
Priority Rationale:	The gender ratio in each of our disciplines is close to the sector average and data from across the recruitment process suggests that female and male students who apply are equally likely to matriculate. Further improvement requires us to attract a broader and more diverse range of applicants. In some disciplines (especially physics) A ¹ level requirements places a limit on accessibility and further efforts to attract diverse candidates, through making ourselves more attractive, will be at the expense of other institutions. The step change in gender ratio seen in EES, following a curriculum review and change of entry requirements, shows the potential to attract students to natural sciences from different academic backgrounds, however those students need to be given a firm grounding in the basics of maths, chemistry, biology and physics within their studies.		
Objective A1:	Improve female recruitment to existing Foundation year programme and the gender balance of progression from Foundation year		
Objective Rationale:	Foundation year allows entry by students who opted out of pre-requisite subjects (including all A levels) at age 14 or 16. Female students are under-represented in some science subjects at GCSE and A level and so excluded from studies in our degrees. The role of the Foundation programme is to support widening participation. At present, gender is not considered as a specific target and gender ratio of the Foundation year is broadly similar to degree level. There is potential to broaden the appeal and diversity of our Foundation degrees. Data shows a gender imbalance in attainment and progression from Foundation year to degree programmes, with a lower % of male students progressing.		
Objective Owner:	Head of Foundation Studies		
Ref	Enabling Action	Timeframe	Outputs and Success measures
A1.1	Include Foundation year information in existing mentoring outreach programmes with potential applicants.	Sep-22	Foundation year marketing more targeted to female students Increased %F on Foundation courses to 40%F on Foundation year by 2025/26

<p>A1.2</p>	<p>Review marketing of Foundation year to attract a broader range of students, including EDIA impact assessment of any changes to ensure the portrayal through marketing is diverse and inclusive.</p>	<p>Mar-23</p>	<p>Increase in number of students progressing from Foundation courses to undergraduate degrees to 85% progression by Year 1 entry in 2024/25, then maintain or continue to increase. Eliminate gender imbalance in attainment and progression.</p>
<p>A1.3</p>	<p>Regular review of the impact of actions 1-2) on %F on Foundation courses and further action taken to align Foundation student number planning with increasing %F students in Foundation cohort.</p>	<p>Sep-22 then annually; implementation of additional actions (if identified) ongoing</p>	
<p>A1.4</p>	<p>Enhance support for student experience and attainment to improve progression from Foundation Year to degree programmes. Strengthen links with student-led groups, societies and Peer Assisted Study Schemes (PASS) to support attainment.</p>	<p>Sep-22, ongoing with annual review</p>	
<p>Objective A2:</p>	<p>Demonstrate inclusive and supportive culture and practices to prospective UG students, with a focus on females</p>		
<p>Objective Rationale:</p>	<p>Females and students from disadvantaged backgrounds are underrepresented in our undergraduate student cohort. We want to diversify our student population by increasing the number of students from underrepresented groups, especially females.</p>		

Objective Owner:	Faculty Student Recruitment and Marketing Manager		
Ref	Enabling Action	Timeframe	Outputs and Success measures
A2.1	Review impact of the Beatrice Shilling scholarship for female UG students in SoE on applications and conversion of female applicants. Run focus groups with current recipients on motivations for applying and coming to Manchester. In line with evidence base, make recommendations to enhance the provision of similar targeted scholarships in SoNS if appropriate.	Apr-22 for review; enhanced provision confirmed and marketed from Mar-23	Enhanced programme of pre-application and post-offer engagement to support the attainment and journey of applicants from underrepresented groups, including females. Increase in applications from underrepresented applicants to exceed
A2.2	Review the mentoring programme for female applicants and those from widening participation backgrounds to FSE UG courses. Expand and enhance the programme in line with aims to convert female applicants and applicants from widening participation backgrounds.	Jan-22 for review; expanded and enhanced programme from Jan-23	
A2.3	Scope targeted pre-application support through mentoring and tuition to raise confidence, ambition and attainment.	Dec-22 for implementation from Mar-23 for 2024/25 entry	
A2.4	Scope additional engagement opportunities with prospective female students at Open Days and other on-campus activity to increase a sense of community.	Dec-22 for implementation from Mar-23 for 2024/25 entry	
A2.5	Enhance outreach and engagement opportunities with schools and colleges to reach 16-17-year old female students. Deliver information, advice and guidance and aspiration-raising activity around science and engineering courses and careers, with a focus on study at Manchester. Utilise the female recipients of the Beatrice Shilling scholarships as role models and ambassadors for studying science and engineering at Manchester.	Dec-22 for implementation from Mar-23 for 2024/25 entry	

A2.6	Evolve 5) to work with target international schools to build the interest of prospective female applicants, schools and international student recruitment agencies. Utilise data and market research to target key international markets where females are underrepresented. Build on current pilot activity in certain markets such as India.	Dec-22 for implementation from Mar-23 for 2024/25 entry	
Objective A3: Review and analyse how programme structure influences student degree choices			
Objective Rationale:	Previous changes in some programmes suggest that it is possible to obtain significant shifts in student diversity through changes in programme structure. However, we have very little understanding of the connection between programme structure and attractiveness to female and other under-represented applicants. We now have both the tools (PowerBI) and a long-term dataset to probe this in unprecedented detail. From this, we should be able to identify correlations and look for evidence of causality that can be used in curriculum review and development.		
Objective Owner:	School Head of Education		
Ref	Enabling Action	Timeframe	Outputs and Success measures
A3.1	Identify relevant datasets and develop data analysis toolkit.	Jun-22	Analysis toolkits set up and available for routine analysis
A3.2	Perform programme by programme analysis across all disciplines.	Jun-23	Programmes reviewed Changes agreed and implemented if appropriate
A3.3	Use data to inform comprehensive review of all programmes.	Throughout academic year 2023/24	Long-term improvement in student diversity across programmes.

A3.4	Implement changes as appropriate and review impact on student diversity.	Ongoing from academic year 2024/25	
A3.5	Monitor the impact of programme changes already implemented or planned in PGT programmes.	From 2022 recruitment round, review after 3 years	
Objective A4:	Identify how different forms of assessment affect different student groups (especially female vs male students) and ensure fair and diverse use of assessments		
Objective Rationale:	<p>Female students are less likely to achieve 1st class degrees than male students. Performance of female students at UG level may be a factor in discouraging students from progressing to PGR level. Female students also achieve fewer distinctions/merit grades at PGT level. Male students are more likely to be awarded 3rd/Pass degrees at UG and fail at PGT levels</p> <p>Studies in Physics suggests form of assessment may influence performance differently in different genders. Major changes in modes of teaching and assessment are occurring following COVID-19 pandemic (blended and flexible learning; greater use of online examinations) which may impact on these differences (positively or negatively). The potential impact of these changes on the attainment of different groups of students has not been assessed. A student support study in the Department of Mathematics in 2020-21 suggested female students require more focused exam support and technique sessions than male students. However, further analysis is required on other aspects, including the Peer-Assisted Study Scheme (PASS).</p>		
Objective Owner:	School Head of Education		
Ref	Enabling Action	Timeframe	Outputs and Success measures
A4.1	Review historical data on the performance of different groups of students in all types of assessments (including online, in-person, take away essays, coursework) to identify any barriers these could cause for attainment for female students.	Dec-22	Performance by different students groups monitored over five year period following the implementation of the recommendations of the review

A4.2	Implement any recommendations of the review, with a view to increase the equality of performance between female and male students.	Jul-2023 for implementation in 2023/4	Equality of attainment maintained or improved across genders, ethnicities, disability and taking intersectionality into account
A4.3	Establish mechanisms for annual review of attainment across types of assessment for different student groups and implement annually.	Dec-23 onwards	
Objective A5:	Increase the proportion of female UG/PGT students applying to PGR courses to at least meet HESA averages for the corresponding disciplines		
Objective Rationale:	<p>Proportion of female students on PGR courses is at or below sector average in some disciplines and has not increased over time.</p> <p>%F for PGR is lower than at UG/PGT levels, suggesting that female students are less likely to apply for PGR studies than male students.</p> <p>Progression from application to matriculation suggests that selection is not the issue. Improving the number of female applications will therefore require PGR study being made more attractive to female students.</p>		
Objective Owner:	Associate Dean for Post Graduate and Post Doctoral Researchers		
Ref	Enabling Action	Timeframe	Outputs and Success measures
A5.1	Gather insights from current UG students to identify differences in perception of PGR studies in different groups. Consider alternative engagement methods to support engagement.	Jan-23	<p>Annual data on diversity in PGR recruitment reviewed</p> <p>Marketing and recruitment materials reviewed annually in light of recruitment data</p>

A5.2	Introduce UG students to the idea of PGR study at an earlier stage in their academic career through sessions with current female PGR students. Deliver sessions throughout each of UG and PGT study with tailored messages about support policies and provision, including flexible study options, to increase understanding of PGR and remove possible barriers.	Sep-23	%F maintained at or above HESA benchmarks in all disciplines.
A5.3	Review and revise online marketing material and information, adding an emphasis on careers and graduate outcomes and what a PhD can offer.	Ongoing, annually	
A5.4	Compile a list of all funding and bursary opportunities and make available to current UG students.	Jan-23	
Objective A6:	Improve the diversity of PGR student community recruited from outside the University of Manchester, including a higher proportion of female PGR students		
Objective Rationale:	<p>PGR community is not as diverse as sector (in some departments) and gender diversity below UG/PGT in feeder disciplines.</p> <p>Review of current marketing of PGR opportunities in the Faculty has shown that we are not reaching or appealing to a broad range of people and it is not making demonstrating the wide ranging benefits of PGR study.</p> <p>Current selection processes and criteria are precluding some applicants with potential from gaining entry to PGR study in our Faculty.</p>		
Objective Owner:	Associate Dean for Post Graduate and Post Doctoral Researchers		
Ref	Enabling Action	Timeframe	Outputs and Success measures

A6.1	Work with Faculty Comms and Marketing to build on pilot social media campaign to reach a more diverse audience. Review impacts of the campaign after further piloting and make recommendations for long-term implementation.	Sep-22	
A6.2	Conduct scoping work with an external agency on in-depth review of marketing of PGR opportunities, with a view to identify and establish varied and dynamic ways to market to a wider audience, reaching those who haven't considered PGR study. Produce recommendations to the Faculty Leadership Team. Implement approved actions. Review impact on diversity of PGR applications.	Sep-22 for recommendations and implementation; Sep-23 for review of impact	Annual data on diversity in PGR recruitment reviewed
A6.3	Reviewing selection criteria and processes, including review of the requirement for a first class degree. Consider innovative recruitment practices such as removing name of previous universities from initial stage of application process. Pilot recommendations and review impact before wider implementation.	Sep-22 for recommendations and implementation; Sep-23 for review of impact	Marketing and recruitment materials reviewed annually in light of recruitment data %F maintained at or above HESA benchmarks in all disciplines.

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Priority B:	Increase the diversity of staff recruited to match the diversity of potential applicants in corresponding disciplines.		
Priority Rationale:	<p>Amongst academic staff, the percentage of females falls below sector benchmarks. There have been improvements in most disciplines, but only at a slow rate. In Mathematics, the %F of academic staff has fallen over the last 5 years. The percentage of females applying to academic positions is consistently below that of researchers in the same discipline.</p> <p>Amongst professional services staff, gender ratio changes with seniority.</p> <p>In 2019 it was agreed that we would adopt a positive action programme in recruitment to address this. Early results are promising, however due to COVID-19 only limited data are available. This programme will therefore need monitoring and review, to ensure success.</p> <p>Recruitment to fellowships is an important part of our overall academic recruitment, however, impacts on EDIA are not always assessed. Our overall target is to achieve a diversity of appointed candidates that matched the diversity in the potential applicant pool (e.g. for academics being appointed in a particular discipline, appointments should have similar diversity to the PDRA population in that discipline).</p>		
Objective B1:	Review and continue the Faculty's positive action pilot, embedding the best practice in recruitment checklist		
Objective Rationale:	<p>Since 2020, we have been piloting a positive action policy across the University. The pilot in FSE is based on the rule that "at least one in three of the candidates that meet the essential shortlisting criteria and are to be interviewed (after shortlist) are female, BAME, LGBTQ+ or have declared a disability", with variation based on which groups are underrepresented in the role type or business area.</p> <p>Initial results suggest this has a positive impact on the diversity of people appointed. However, only four appointments have so far been made under this pilot, due to freeze on appointments during the COVID-19 pandemic. This pilot needs expanding and further evaluation before it becomes policy for all appointments.</p>		
Objective Owner:	Vice Dean for Social Responsibility and EDIA		
Ref	Enabling Action	Timeframe	Outputs and Success measures

B1.1	Continue positive action pilot through phase two until July 2022. Phase two of the pilot includes 14 senior academic, PS administrative and technical posts to test the policy at the level where there is a lack of diversity.	Jul-22	Positive action trial continued and impact reviewed If trial successful, policy adopted for all appointments in the Faculty with more female, BAME, LGBTQ+ and disabled staff appointed. Increase in %F appointed to reach sector average of corresponding discipline within 5 years
B1.2	Review impact of the positive action pilot and identify whether it has an effect on the diversity a) of short lists and b) of appointments.	Aug-22	
B1.3	If positive action pilot is successful (increases diversity of shortlists and appointments), expand the policy to all appointments in the School. If unsuccessful, refresh the pilot approach.	Jan-23	
B1.4	Above actions to be focused on Department of Mathematics, with priority selection of appointments in on-going trials.	Immediate with annual review for 3 years	
Objective B2: Increase diversity of outlets through which positions at all levels are advertised			
Objective Rationale:	Females are underrepresented in the applicant pool for all academic and research positions and senior PS positions. Increasing the diversity of platforms used for advertising will increase the pool of applicants made aware of positions available.		
Objective Owner:	Faculty Head of HR		
Ref	Enabling Action	Timeframe	Outputs and Success measures

B2.1	Identify a more diverse range of advertising outlets to broaden the applicant pool for positions in the School (e.g. better use of social media, target specialist interest groups such as Women in Science and Engineering, etc.).	Mar-22	Increase in the number and proportion of female applicants for academic and research posts at all levels and research
B2.2	Use advertising outlets identified in B2.1.	Ongoing	Regular and consistent use of diverse advertising outlets for job advertising reported in feedback from recruitment managers
B2.3	Embed University guidance on EDIA requirements for recruitment agencies when recruiting to senior posts. Examine the impact of the use of agencies as a mechanism to diversify the applicant pool.	Mar-22	Increased diversity in answers given as to where candidates heard about jobs, to evidence impact.
Objective B3: Make job adverts more attractive to females and minority groups			
Objective Rationale:	Gender ratio for female applicants for academic and research positions is not representative of the potential applicant pool. This highlights a need to make adverts and roles more appealing to female applicants and present the School and the University as an employer of choice for females and other minorities.		
Objective Owner:	Faculty Head of HR		
Ref	Enabling Action	Timeframe	Outputs and Success measures

B3.1	Embed use of gender neutral language editing for adverts so that this becomes standard practice.	Ongoing	<p>Standardisation of job adverts and descriptions, in line with best practice</p> <p>Surveys of appointments through new starters survey indicates improved perception of Manchester as an attractive workplace.</p> <p>Diversity of applicant pools to increase to meet that of the corresponding feeder pools</p>
B3.2	Implement best practice in drawing up job criteria, to ensure that job descriptions have minimal essential and desirable criteria and that these are genuinely needed.	Jul-22	
B3.3	Review and revise the standardised text in job adverts and job descriptions, including positive action statements, to better highlight the School's and University's commitment to EDIA. Improve prominence of information on support policies, including specifically highlighting of family-friendly policies, options for flexible working and parental leave policies. Highlight and explain the "Our people, our values" strategic priority.	Jul-22	
B3.4	Conduct a study into differences in the number and % of females applying to and getting T&R contracts vs T&S contracts, and differences in the number and % of females applying to and getting permanent vs fixed term contracts.	Jul-23	
Objective B4:	Targeted recruitment to increase the number of female applicants for research posts and consolidate gender balance		
Objective Rationale:	Females are underrepresented in the applicant pool for research posts. There is a perception that careers in research are not female-friendly in terms of culture, flexibility around families etc.		
Objective Owner:	School Head of Research		

Ref	Enabling Action	Timeframe	Outputs and Success measures
B4.1	Implement enabling actions under B1-3 for recruitment to research posts.	Jan-23	Diversity of applicant pools to increase to meet that of the corresponding feeder pools
B4.2	Conduct a review across the Faculty to identify good practice to diversify the researcher applicant pool and trial examples identified.	Jan-23	
B4.3	Improve the marketing of development and progression opportunities available through the researcher development programme in job adverts.	Dec-23	
B4.4	Produce case studies to highlight successful females in research e.g. written case studies or videos, and use these in job adverts and generic publicity materials	Dec-23 then ongoing	
B4.5	Advertise more PDRA projects as part time and/or flexible to encourage those with caring responsibilities or a greater need for flexibility to apply. Make flexible working an automatic option wherever possible.	Jul-23 onwards	
Objective B5:	Targeted recruitment to increase the number of female applicants for technical posts and consolidate gender balance		

Objective Rationale:	Females are underrepresented in the applicant pool for technical posts.		
Objective Owner:	Head of School Operations		
Ref	Enabling Action	Timeframe	Outputs and Success measures
B5.1	Implement enabling actions under B1-3 for recruitment to technical posts.	Jan-23	Increase in the number of female applications and appointments to technical posts at all levels to meet diversity seen in corresponding disciplines at PGR level
B5.2	Build on good practice of recruitment to the Technical Apprentice programme (e.g. more places, more diversification, support to ensure (female) apprentices complete the programme.	Sep-22	
B5.3	Highlight PhD routes into senior technical roles to PGR students and researchers.	Jul-23	
B5.4	Monitor impacts of the Technical Review with regards to diversification and good practice in recruitment and success of career progression structure and opportunities.	Ongoing until Jul-23	
Objective B6:	Targeted recruitment to increase the number of male applicants for administrative posts and consolidate gender balance		
Objective Rationale:	Males are underrepresented in the applicant pool for administrative posts, particularly in grades 1-4.		
Objective Owner:	Head of School Operations		
Ref	Enabling Action	Timeframe	Outputs and Success measures

B6.1	Implement enabling actions under B1-3 for recruitment to administrative posts in grades 1-4.	Jan-23 with review and further action if needed thereafter	Increase in the number of male applications and appointments to administrative posts towards 50%.
Objective B7: Improve recruitment processes for fellowships			
Objective Rationale:	<p>Data suggests a possible gender bias with a disproportionate number of males in tenure-track fellowships and a disproportionate number of females in fixed-term positions.</p> <p>Tenure-track fellowships (internally and externally funded) represent an important part of our overall staffing strategy. However, there is minimal oversight with regards to EDIA in this process. Where appointments are made to internal fellowships, these are carefully monitored at Faculty level but application screening at Department level is not considered at the same time.</p> <p>Improving the recruitment process to fellowships would mean that we could better utilise fellowships as a mechanism to improve %F in our academic and research staff communities.</p>		
Objective Owner:	Vice Dean for Research		
Ref	Enabling Action	Timeframe	Outputs and Success measures
B7.1	Improve data collection and analysis for fellowship applications and appointments. Include EDIA data in recruitment process to enable clear identification of the point in the process where the number of females drops off. Use data to inform subsequent actions.	Jan-23	Improved EDIA data collection for the fellowships recruitment process, with drop-off point identified. Relevant actions to address developed, implemented and evaluated. Annual review of EDIA data for fellowship applications and appointments thereafter

<p>B7.2</p>	<p>Implement enabling actions under B1-3 for recruitment to fellowships, to ensure recruitment processes for fellowships are as robust as those to other staff posts.</p>	<p>Jan-23</p>	<p>Standardisation of the recruitment process for fellowships, in line with best practice</p> <p>Increase in number of females securing fellowships</p>
<p>B7.3</p>	<p>Review and implement the recommendations of the Faculty's Fellowship task and finish group. Recommendations cover: engaging and identifying the best internal and external candidates; EDI data and diversifying candidates; support for candidates.</p>	<p>Jul-22 for review of recommendations and planning; Dec-23 for implementation with review and further action if needed thereafter</p>	<p>Improved gender balance in appointment to tenure-track fellowships, with an increased number of females being appointed.</p>

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Priority C:	Ensure that all staff are provided with the support and opportunities to progress their careers, removing discriminatory barriers		
Priority Rationale:	Data on career progression shows that the % females declines, moving from early to late career stages. This results from females preferentially leaving the profession (transition from PhD to researcher to academic) and failing to progress to (or be appointed to) more senior positions (especially amongst PS staff)		
Objective C1:	Improve PhD submission and non-completion rates for females to reduce the gender gap		
Objective Rationale:	<p>Four-year submission rates are lower for female than male PGR students.</p> <p>Non-completion rates are higher for female than male PGR students.</p> <p>Female students in 2016 entry cohort have substantially lower 4-year and 5-year submission rates than males, implying differential effects of the COVID-19 pandemic. Factors underlying these differences are not fully understood.</p>		
Objective Owner:	Associate Dean for Post Graduate and Post Doctoral Researchers		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C1.1	Establish a data report as a single point of truth to provide better and more reliable insights into submissions and completion rates to inform future targets and action.	Sep-22	Reasons for gender difference identified and other actions reviews/new actions identified to address these
C1.2	Improve understanding of factors impacting the submission rates of female vs male students by reviewing previous extension requests and surveying students and graduates.	Dec-23	Increased completion rates for female PGR students to match males

C1.3	Review and enhance student support in the light of 2), including considering flexible study arrangements and procedures for extensions and interruptions, as appropriate.	Sep-24	
C1.4	Annually review PGR progression data and survey students, to assess impact of changed procedures and revise as required.	Annually from Sep-25	
Objective C2: Support and enable more PGR student carers to complete their degrees			
Objective Rationale:	An initial survey of PGR student carers highlighted challenges and need for working and learning arrangements. Caring responsibilities are a likely contributor to lower female submission rates (see C1). Perception that student carers are "less committed" to their studies is a possible source of unconscious or conscious bias in the PGR recruitment process.		
Objective Owner:	Associate Dean for Post Graduate and Post Doctoral Researchers		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C2.1	Expand evidence base through further surveying of student carers, gaining further understanding of challenges and the ways in which they need greater support as carers (see also C1.2).	Sep-23	Increased submissions and completion rates for female PGR students (see C1).

C2.2	Scope provision for enhanced funding to support students taking maternity/shared parental/adoption leave. Report to Faculty Leadership Team and implement if approved.	Sep-24	
C2.3	Raise awareness about options, maternity toolkit, funding etc. to students, supervisors and academic advisors. This should specifically address concerns about completion and commitment (addressing possible supervisor bias) and raise awareness of shared parental leave etc., normalising shared responsibility and addressing imbalanced impacts.	Sep-23	
Objective C3: Support PGR student career development and progression			
Objective Rationale:	Only a small % of PGR students continue to research positions. Female PGR students are less likely to progress to research positions than males.		
Objective Owner:	School Head of Research		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C3.1	Increase awareness and use of supervisor toolkit to improve careers support given to PGR students.	Jul-22	PGR students having increased positive perception of research careers, based on student surveys

C3.2	Promote research careers to PGR students through workshops, panels, case studies, mentoring etc.	Jul-22	Increased %F PGR students proceeding to PDRA positions, to reach the same % as in PGR population.
C3.3	Survey students and graduates to improve understanding of barriers to female progression to research positions.	Jan-23	
C3.4	Review ongoing researcher development and careers events and to improve provision of relevant training opportunities support for application writing - to help PhD students apply for post-doc roles and to help post-docs apply for more permanent positions.	Jan-23	
C3.5	Establish a PDRA mentoring scheme for PGR students.	Jan-24	
Objective C4:	Identify and support promotion candidates that may be reluctant to apply for promotion without encouragement, especially females and other minorities		
Objective Rationale:	Individual staff can self-deselect from the promotions process, due either to having an unrealistically high perception of what is required for promotion or insufficient support from line managers. Experience in the Department of Mathematics indicates that this issue can be addressed by leaders proactively reviewing staff in the light of the promotion criteria.		

	Data on promotions applications suggest that females are less likely to apply for promotion.		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C4.1	All staff to be encouraged to submit an annual "contribution statement" (short CV) for consideration, adapting the model used in the Department of Mathematics.	Sep-22 for 2022/23 promotions round	<p>>80% staff submit a contribution statement annually</p> <p>All staff able to access support from a promotions champion.</p> <p>%F of applicants to promotion to match %F or eligible pool for all levels</p>
C4.2	Panels of line managers to review contribution statements submitted and identify staff who they think are ready for promotion or who may be ready for promotion in the next three years.	Sep-22 for 2022/23 promotions round	
C4.3	Staff identified as ready for promotion to be encouraged to apply by heads of departments.	Sep-22 for 2022/23 promotions round	
C4.4	Staff nearing readiness to be actively supported by line managers, identifying suitable opportunities to work towards promotion.	Ongoing from Jan-23	

C4.5	Following the model of Faculty of Biology, Medicine and Health, establish a group of independent "promotions champions" available to support staff through promotion, independent of line managers.	Sep-23 for 2023/24 promotions round	
C4.6	Information about promotion routes for PDRAs to be communicated through line managers to the supervisors of PDRAs to raise awareness of promotion possibilities and the criteria that need to be met to be promoted as an early career researcher.	Sep-22 for 2022/23 promotions round, then annually	
C4.7	Annually review EDIA data on submission to promotion and identify further actions as required.	Ongoing from Jun-23	
Objective C5: Ensure standardisation of the promotions process across Departments			
Objective Rationale:	<p>Departmental Promotions Committees (DPCs), made up of Heads of Departments, line managers and other Departmental leaders, make initial recommendations about individual cases for promotions. Recommendations from DPCs sometimes do not match the scores and decisions made by the Faculty Promotions Committee (FPC), suggesting that members of FPC and DPCs do not have a shared understanding of promotions criteria. Variation between Departments may result in unfairness, if staff who are ready for promotion are misadvised and/or do not make their case clearly, depending on how the DPC functions.</p> <p>There is a perception that the promotions process and criteria are not always fairly applied, and there is a gender difference in this perception. In the culture survey, when asked if the Department's promotions processes and criteria are applied fairly, irrespective of gender, 72% academic staff agreed (64%F, 88%M)</p>		
Objective Owner:	Faculty Head of HR		

Ref	Enabling Action	Timeframe	Outputs and Success measures
C5.1	Review criteria and guidance for promotions given to applicants and committee members, including using gender decoder software to review language used.	Sep-22 for 2022/23 promotions round	Culture surveys report increased % academic and research staff who feel that the promotions process and criteria are fairly applied, to >95%, with no gender difference, over the next two surveys
C5.2	Based on outcome of C5.1, share recommendations with University promotions leads to influence official guidelines and, if required produce local addenda to the University guidelines to help applicants within the Faculty.	Sep-22 for 2022/23 promotions round	
C5.3	All DPCs to include a representative of another School, to help ensure consistency. Cross-panel representatives to meet annually with Heads of Departments to review decisions and ensure consistent application of policies.	Sep-22 for 2022/23 promotions round	
C5.4	All DPCs to include an identified EDIA champion, tasked to comment on procedures in the light of equality concerns.	Sep-22 for 2022/23 promotions round	
C5.5	Develop training materials for all members of promotions panels to ensure consistency in the application of guidance and criteria.	Sep-23 for 2023/24 promotions round	

Objective C6:	Enhance generic support and provide targeted support with the promotions process for groups with lower rates of applications and/or successful applications, including females and other minorities		
Objective Rationale:	Feedback from FPC members, via the themed action group, highlights that some applications for promotion fail to demonstrate that applicants have met the criteria for promotion, due to a failure to present evidence properly or to address the specific criteria. Since 2021, Heads of School have run workshops to advise potential applicants on the elements of a successful application, including a session specifically targeting BAME staff, run by the Vice Dean for Social Responsibility and EDIA. Feedback suggests that these workshops were beneficial to applicants but that these may need to be more targeted.		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C6.1	Provide promotions workshops directed at staff at different career stages (L>SL; SL>R/P).	Sep-22 for 2022/23 promotions round	Targeted support developed and delivered annually for groups with lower rates of application/successful applications Increase % success rate of promotions applications to >90% at each level, with no gender gap by 2026.
C6.2	Provide targeted workshops for underrepresented groups (including BAME staff, females, and disabled staff).	Sep-22 for 2022/23 promotions round	
C6.3	Provide a library of successful applications for promotion to different levels, with commentary. Develop a suite of videos to support applicants for the promotion process that can be accessed from the intranet.	Sep-23 for 2023/24 promotions round	

C6.4	Review and revise School guidelines on how to present a promotion case, to supplement generic guidelines available from the University and Faculty.	Sep-24 for 2024/25 promotions round	
Objective C7:	Create a culture of continuous improvement of the promotions process, ensuring that the process is fit for purpose		
Objective Rationale:	Potential issues with the process which disproportionately affect staff from underrepresented groups may not be picked up and addressed quickly, as the current mechanisms for review and improvement are not effective.		
Objective Owner:	Faculty Head of HR		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C7.1	Evaluate the promotions process biannually by surveying eligible staff, applicants (successful and unsuccessful) and panellists to gather more in-depth feedback. This evaluation should cover both the process and the criteria and establish if they a felt to be fair to all applicants equally. Amend the process in light of feedback.	Sep-23 for 2023/24 promotions round, then biannually	Data collected biannually and reviewed Increased % academic and research staff who feel that the promotions process is fair to >95%, with no gender or ethnicity gap.
Objective C8:	Reduce the professorial pay gap		
Objective Rationale:	There is a significant pay gap amongst different groups of professors, including between males and females and between white and BAME staff. Criteria for applying for a pay review are unclear. In 2021, all professors were invited to submit a contribution statement to help address this. However, the impact of this approach has not yet been evaluated and identified.		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures

C8.1	Following effective use in the 2021 round, encourage the submission of contribution statements.	Mar-22	
C8.2	Provide improved guidelines for pay review, including examples of what makes a successful case, to supplement University guidance. Share these with University to promote a wider implementation across the institution.	Jan-23 for 2023 pay review	>75% of professors to submit contribution statements by 2026 Improved guidelines developed
C8.3	In the subsequent pay review round, collect anonymous EDIA data, so that differences based on gender etc. can be analysed to assess effectiveness of contribution statements.	Mar-23 onwards	Year on year decrease in pay gaps amongst different groups of professors, including between males and females and between white and BAME staff, towards eliminating any pay gap.
C8.4	Monitor the impact of contribution statements and improved guidelines on gender pay gap amongst professors.	Annually from Jun-23	
C8.5	Evaluate the professorial salary review process biannually by surveying eligible staff, applicants (successful and unsuccessful) and panellists to gather more in-depth feedback. This evaluation should cover both the process and the criteria and establish if they a felt to be fair to all applicants equally. Amend the process in light of feedback, sharing recommendations with University promotions leads to influence official guidelines.	Annually from Jun-22	

Objective C9:	Support career development by providing opportunities and mechanisms for researchers and academics to discuss their development and career aims		
Objective Rationale:	<p>Analysis of the culture survey results shows that researchers identified the biggest barriers to career development and progression as contract issues and lack of support and guidance, often from line managers. For academics, the barriers identified are time and workload and a lack of support and guidance.</p> <p>P&DRs are a key opportunity for staff to discuss their career development. However, data shows varying levels of engagement. Some staff do not feel that the P&DR process is valuable for their development (see also C14).</p>		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C9.1	Survey Heads of Departments and other line managers to identify best practice and areas that can be streamlined or simplified such as teaching and assessments, in order to improve challenges related academic to workload. Develop and implement relevant actions.	Jul-23 for surveying; Jul-24 to implement relevant actions	Improved uptake of P&DRs by academics and researchers and improved perception of the value of P&DRs by 2025/26, as measured by the future culture surveys to >80%
C9.2	Survey researchers to identify reasons for poor perception and uptake of P&DRs. Develop and implement relevant actions to address reasons identified. Monitor uptake and perception.	Jul-23 for surveying and review of reasons; Jul-24 to implement relevant actions; annual review of uptake thereafter	
C9.3	Implement targeted P&DR paperwork being produced by University HR, to meet the needs of academics and researchers.	Jul-24	
			Fewer staff identifying barriers to career development and progression in future culture surveys. In particular, a reduction in research and academic staff identifying time and workload and a lack of support and guidance from line managers as barriers.

C9.4	Deliver a rolling programme of training to all academic staff. Develop targeted line manager training for staff managing researchers, especially relating to provision of P&DRs.	Jul-23-Jul-25 with rolling updates based on feedback	
Objective C10:	Increase the number of successful fellowship and grant applications from females, especially earlier career researchers, through improved guidance and support		
Objective Rationale:	All applicants, especially those with protected characteristics, will benefit from the provision of clear, accessible and practical guidance and support. This will help to ensure that researchers feel supported and can make the best application possible for grant applications and fellowships.		
Objective Owner:	Vice Dean for Research		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C10.1	Survey Departments across the Faculty to identify local good practice. Develop and roll out supportive processes that will familiarise applicants with the process and provide them with feedback.	Jul-22	Increase in success rates for grants and fellowships to >45% for both F and M applicants
C10.2	Run a pilot of peer review feedback so early career researchers become familiar with what happens at a panel. Review pilot and make recommendations on further rollout.	Jul-23	
C10.3	Create a library of successful and unsuccessful grant applications to help other people learn about effective applications.	Jul-23	
C10.4	Undertake a systematic analysis of why applications were successful or unsuccessful to help with feeding back, starting with fellowships.	Jul-24	

C10.5	Increase advertising and encourage attendance to funders' own training, for example EPSRC run peer review training.	Jul-22	
C10.6	In collaboration with SLD and the Researcher Development Team, develop FSE specific training, to be routinely offered to early career researchers.	Jul-22	
C10.7	Link with Researcher Development programme sessions on aspiration and preparation for grant and fellowship applications, getting feedback etc. to support pipeline for grants and fellowships.	Jul-22	
Objective C11:	Review and update processes and policies for sabbaticals to ensure fair access to these for all academic staff		
Objective Rationale:	<p>Sabbaticals are an important part of the continuing professional development of academic staff. However, uptake of sabbaticals is patchy and fewer staff take sabbaticals (over a six year window) than are eligible.</p> <p>The culture survey found that only 70% academic staff (60%F, 74%M) said they felt that their Department would be supportive if they applied for sabbatical leave, which could indicate that staff aren't applying because they do not think that their application will be successful.</p> <p>We have data on who has taken a sabbatical and the gender ratios, but this is not in the context of who is eligible to take a sabbatical at any one time. Staff with caring responsibilities may be put off applying or unable to take sabbaticals, especially where there is a perception that these must involve leaving Manchester. T&S staff have not traditionally been able to take sabbaticals. Highlighting options now available to these groups would increase uptake.</p>		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures

C11.1	Review guidance for sabbaticals to ensure that all academic staff, especially those with caring responsibilities and staff on T&S contracts, are aware of opportunities to benefit from these (including highlighting part-time options). Promote guidance, including examples of successful sabbaticals, especially from T&S staff.	Feb-22	System for data capture and analysis for sabbaticals established Increase in applications and uptake of sabbaticals across all academic staff to achieve ~15%, with no gender gap Increase in the proportion of sabbaticals taken by females and minority staff, in line with their proportion in the School's academic staff population Improved perception of support for sabbaticals measured in future culture surveys to >90% agree.
C11.2	Establish a database for sabbatical uptake across academic staff, to facilitate longer-term planning.	Jul-22	
C11.3	Examine data on applications and uptake of sabbaticals to determine if there are discrepancies between different groups of staff (for example males and females). If discrepancies are identified, develop relevant actions to address and implement. Monitor and review impact of actions on reducing discrepancies across groups.	Feb-23 to examine data, develop and implement actions; Feb-25 to review impact	
C11.4	Heads of Departments, with line managers, to proactively identify staff who are eligible for sabbaticals and encourage applications. Heads of Departments to actively provide reassurance to applicants that there is sufficient headroom and capacity to provide cover during the sabbatical. Utilise database (see C11.2) to ensure longer-term planning of sabbaticals to increase uptake across all staff groups.	Jul-23	
Objective C12:	Monitor EDIA data for participants in researcher development sessions		
Objective Rationale:	No EDIA information is currently collected on participants of researcher development sessions. We are therefore unable to determine whether there is a gender bias in uptake (broadly or for training on particular subjects) or whether the sessions are meeting the needs of a broad range of staff. For example: are a proportionate numbers of females attending sessions on writing grant and fellowship applications		

	<p>and papers, or are they attending sessions on confidence and imposter syndrome? This data will allow us to see any patterns and to investigate and address root causes if there are any.</p> <p>The Researcher Development Team was recently moved from Faculty to University-level and centralised. We will work with the newly formed central team to progress this objective.</p>		
Objective Owner:	School Head of Research		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C12.1	Request and review anonymous EDIA data for participants of researcher development sessions, alongside feedback on sessions. Review data annually to identify trends and use information to inform School and Faculty-level marketing of future sessions.	Dec-22 then annually	<p>EDIA data captured for participants of all researcher development sessions</p> <p>EDIA considerations incorporated in the annual cycle for development of new sessions and updating of existing sessions, to ensure sessions meet the needs of all staff.</p>
C12.2	Promote researcher development sessions available, including the breadth of topics. Highlight the benefits of attending training in the communications by including feedback from past participants.	Immediately, ongoing	
C12.3	Analyse research staff results from the 2022 Staff Survey to determine whether existing development sessions meet the needs of diverse staff. Consider differences across staff with different characteristics. Use information as an evidence base to influence the Centre's design of new and existing sessions where appropriate. Monitor impact of changes through responses to the 2025 Staff Survey.	Dec-22	
Objective C13:	Improve accessibility and consistency of training and development opportunities for PS administrative and technical staff		

Objective Rationale:	<p>In SoNS, only 34% of PS administrative survey respondents (34%F, 31%M) and only 20% of technical survey respondents (17%F, 23%M) agreed that career development policies and practices were adequate and effective to support them.</p> <p>Qualitative analysis from the culture survey also highlighted that the biggest barriers to career development and progressions for PS admin and technical staff were time and workload, lack of progression pathways (having to move out of area for a different role)/opportunities (lack of roles at higher grades) and lack of support and guidance from managers (not helping staff to develop, not mentoring/coaching them, no interest in them). There is a growing gender imbalance of PS admin and technical staff which could be improved by better supporting staff progression to strengthen the career pipeline, especially into roles at higher levels.</p>		
Objective Owner:	Head of School Operations		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C13.1	Roll out PS Development Month initiative, implementing best practice developed in the Department of Mechanical, Aerospace and Civil Engineering.	Jan-23 then annually	<p>Increased uptake in training opportunities mentoring and coaching</p> <p>Increase in shadowing and role swap opportunities provided to staff</p>
C13.2	Develop new training guidance across the Faculty to create a fairer process for training requests to be approved.	Jul-22	<p>In future culture surveys, increase in % responses from PS admin and technical staff agreeing that:</p> <p>Career development policies and practices were adequate and effective to support them, to at least 50% by 2025/26 with no gender difference;</p>
C13.3	Use the School PS Leadership Team to ensure consistent communication and knowledge (by managers) about development and progression opportunities and policies. Staff development to be a regular item on PSLT agendas, with support from SLD Partner. Encourage business area leads to discuss with individuals and teams their needs, to ensure consistent/relevant opportunities.	Immediately, ongoing	<p>They have been encouraged to take up training and development opportunities, to at least 90% with no gender difference</p>

C13.4	Explore the feasibility of increased shadowing opportunities for Technical staff, using best practice from the Faculty of Biology, Medicine and Health.	Jul-22	Ultimately, improved gender balance across all grades for PS administrative and technical posts by 2025/26.
C13.5	Promote mentoring, coaching and advocacy opportunities at least biannually and encourage managers and leaders to get involved as mentors, coaches and advocates to support staff development.	Mar-22 then biannually	
C13.6	Directly encourage staff (especially females and minorities) to take up leadership courses, including Inspiring Leaders Programme, Aurora, StellarHE, through increased and targeted publicity to all eligible staff, making the routes for participation clear (direct application vs. asking line manager).	Immediately, ongoing	
C13.7	Consider wider use of role swaps – more feasible with consistent job families to get experience in a different context.	Jul-22	
C13.8	Monitor and review diversity of technicians transitioning from technical to academic positions as appropriate	Immediate, ongoing	

Objective C14:	Increase engagement and uptake of P&DRs across all staff groups, with particular focus on technicians		
Objective Rationale:	<p>Data shows varying levels of engagement across staff groups, with some gender differences in some staff groups, with a lower percentage of female academics completing a P&DR in last 18 months.</p> <p>Culture survey responses show that some staff do not feel that the P&DR process is valuable for their development and that not all of their skills and experience are considered as part of the P&DR process.</p> <p>This issue is especially acute amongst our technical staff, where engagement levels are very low and where staff also do not show strong engagement with training.</p>		
Objective Owner:	Head of School Operations		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C14.1	New P&DR form maps to University objectives. Business area leads to look at activity and how that maps to inform objectives that help staff to see how they fit into the bigger picture.	Apr-23 then annually	<p>Increased uptake of P&DRs year on year- from 2021 baseline (as measured by the culture survey) of 64% (73%F, 61%M) to 80% across all staff groups with no gender difference, by 2025/26. Particular focus given to improve engagement of technical staff (baseline of 56%)</p> <p>Uptake of P&DR for technical staff to match admin staff in the next two years</p> <p>Survey responses from culture survey and Staff Survey to reflect higher engagement and a more positive staff experience for P&DRs, demonstrating that staff see P&DRs as valuable and useful.</p>
C14.2	Influence the Centre to review the online P&DR process to make it simpler, shorter and to require less objectives (or give a suggested amount of objectives).	Apr-23	
C14.3	Improve P&DR data collection on P&DRs offered and completed by staff group and protected characteristic. Review data and implement appropriate actions to enable and ensure consistent uptake and experience of P&DRs.	Jan-23 then annually	

C14.4	Develop and deliver bespoke line manager training for technical line managers to support the P&DR process.	Jul-22	
C14.5	All technical staff to be offered a P&DR every year with uptake improving year on year.	Jul-22 then annually	
C14.6	Promote P&DRs to all staff, especially technical staff, to ensure that there is a better understanding of the purpose and benefits of this.	Biannually, ongoing	
Objective C15:	Raise awareness of and advocate the uptake of training and development opportunities to demonstrate a culture of learning and development and support for this		
Objective Rationale:	<p>The University runs excellent training courses which are well received by participants, but a relatively small number of staff undertake training opportunities each year, especially amongst academics and technicians, as evidenced by the culture survey and data from SLD.</p> <p>Training is one mechanism which could be better utilised to support more females (and other underrepresented groups) into management and leadership positions.</p> <p>A lower % of females reported being encouraged to take up career training and courses compared with males across all staff groups in the culture survey.</p> <p>SoNS has a dedicated budget for external training but this is not well publicised and uptake is correspondingly low.</p>		

Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures
C15.1	Include a training allocation in the Faculty Contribution Model (FCM) to encourage academic staff to engage in training.	Ahead of finalising work allocations for 2022/23 academic year	Increased uptake of training year on year- from 2021 baseline (as measured by the culture survey, in response to "Have you undertaken any training opportunities in the last three years") from 61% (73%F, 61%M) to 75% across all staff groups with no gender difference, by 2025/26. Particular focus given to improve engagement of academics (baseline of 58%) and technical staff (baseline of 58%) Tangible outcomes for participants in terms of benefits of attending training, measured through SLD evaluation and staff surveys.
C15.2	Monitor and review uptake of training (including use of external training budget) across all staff groups annually.	Jan-23 then annually	
C15.3	Directly encourage staff (especially females and minorities) to take up leadership courses e.g. Inspiring Leaders Programme, Aurora, StellarHE, through increased and targeted publicity to all staff, making the routes for participation clear (direct application vs. asking line manager).	Immediately, ongoing	
C15.4	Promote Inclusive Advocacy Scheme for underrepresented staff in the research community (females, ethnic minority staff). Monitor levels of engagement and impact, gathered through feedback at University level.	Dec-22	

<p>C15.5</p>	<p>Tailor communications about training opportunities to make the benefits of staff attending training clear to line managers, to encourage them to support staff training requests.</p>	<p>Immediately, ongoing</p>	
<p>C15.6</p>	<p>Increase awareness of training opportunities and SoNS budget through annual publicity campaign and by publicising on SoNS intranet.</p>	<p>Immediately, ongoing</p>	

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Priority D:	Embed an equal and inclusive culture within the School, supporting the University's strategic priority of "Our People, Our Values"		
Priority Rationale:	The University of Manchester places "Our People, Our Values" at the heart of its strategy. Actions under this priority will reinforce this and ensure that a culture of inclusion and diversity is embedded in everything we do.		
Objective D1:	Standardise provision and improve the consistency of support and cover for academic staff before, during and after taking parental leave		
Objective Rationale:	Culture survey results show inconsistent provision and experience for academic staff taking parental leave.		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D1.1	Roll out local best practice from the Departments of Mechanical, Aerospace and Civil Engineering and Mathematics which ensures teaching load cover for all on parental leave, including those taking shorter periods of parental leave such as statutory paternity leave. Ensure that line managers are active in supporting with arranging cover so that the responsibility does not fall solely on the person taking parental leave, and that discussions about workload take place on return to work.	Sep-23	Increase in % academic culture survey respondents who agree that the parental leave policies and practices are consistently applied to all staff and that they were fully supported before, during and after their leave, with no gender difference in responses.
D1.2	Continue to promote and embed the Academic Parental Leave policy, including the provision for research staff.	Ongoing	

D1.3	Agree a standardised, scaled reduction of work allocation and incorporate into the FCM for those returning from parental leave.	Feb-22 for 22/23 cycle academic year	
D1.4	Highlight support, policies and guidance available to line managers so they can effectively support their staff, such as HR Partner, Managers Essentials, Maternity Toolkit, and the Academic Line Manager programme.	Immediately, ongoing	
D1.5	Promote the University's Parents Network regularly, highlighting its benefits as a source of peer support.	Biannually, ongoing	
Objective D2:	Minimise the impact that taking parental leave has on career development and progression		
Objective Rationale:	Culture survey results and comments show that staff who took parental leave or a career break felt that this has an adverse impact on their career development and progression. This varied by gender and staff group: 22% total said career break had adverse effect (50%F, 3%M); higher %F across all staff groups e.g. 20% academics (50%F, 5%M); 22% PS admin (29%F, 0%M)		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures

D2.1	Where possible, staff returning from parental leave will be allocated the teaching modules that they have worked on before - this has workload benefits as well as career benefits where lots of work has gone into developing and improving units over time (which feeds into promotion).	Immediately, ongoing	Increase in % of culture survey respondents stating that a career break has not disproportionately impacted their career progression, with no gender difference.
D2.2	Promote the Carers Fund, to raise awareness and embed its use by staff and line managers. Monitor and review its effectiveness and impact.	Immediately, ongoing	
D2.3	Develop a policy to support redeployees who are on parental leave.	Dec-23	
Objective D3:	Influence a review and subsequent enhancement of the University's policy on paternity leave and shared parental leave provision		
Objective Rationale:	Qualitative comments in the culture survey and themed action group highlighted feelings that current paternity leave provision and support is inadequate. University maternity leave provision goes significantly beyond statutory requirements but paternity leave is only statutory which can put additional burden onto mothers and means fathers don't have as much opportunity with new children.		
Objective Owner:	Associate Dean for EDIA		
Ref	Enabling Action	Timeframe	Outputs and Success measures

D3.1	Establish a task and finish group to review current parental leave policies, review good practice from other HEIs and organisations and run focus groups on experience of parental leave. Take recommendations to the University's EDI Operations Group for consideration.	Jan-23	Proposal sent and considered at University level.
D3.2	Depending on outcome of recommendations to the University's EDI Operations Group, develop a School-level policy to allow those taking paternity or adoption leave (including same-sex couples) to add additional days of annual leave to their statutory leave, including during teaching time. Evaluate uptake and impact of any policy implemented.	Jan-24 with review from Jan-25	
Objective D4: Improve perceptions and stereotypes of people who take leave for family/caring or health reasons			
Objective Rationale:	Culture survey results and comments show some negative perceptions of those who take periods of leave. Questions asked in the survey related to perceived levels of commitment to work and equal opportunities for career development.		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D4.1	Produce and promote positive case studies on those who have taken parental leave, including senior colleagues in a variety of roles.	Sep-22	

D4.2	Consistently provide proportionate cover for those taking parental leave in all roles, including academic roles, so the workload of others is not disproportionately increased (see also D1.3).	Sep-22	Improved survey responses in relation to perceptions of staff who take parental leave.
D4.3	Further explorations of the issues through focus groups or survey of those who returned to work from parental leave more than 12 months ago.	Sep-23	
D4.4	Review progress through culture survey and consolidate action.	Jan-24	
Objective D5: Monitor and review the impact of support schemes for parents and carers			
Objective Rationale:	New schemes have been introduced to support parents and carers, including: the Academic Parental Leave policy/support (which offers funding for a PDRA for six months to support with the continuation of research during or after maternity or adoption leave); carers support fund for attending conferences and undertaking professional development; COVID-19 relief fund. The impact of these will be monitored to ensure the schemes are having the desired impact, with revisions made as necessary.		
Objective Owner:	School Head of EDIA		
Ref	Enabling Action	Timeframe	Outputs and Success measures

D5.1	Record applications for Academic Parental Leave policy/support, carers fund and COVID-19 relief fund, including EDIA data capture for successful and unsuccessful applicants. Review for trends in applications and success rates.	Immediately, ongoing	Improved survey responses in relation to support available to parents and carers.
D5.2	Review impact of support through targeted and general staff surveys.	Annual targeted surveys; general surveys as per E1.2	
D5.3	Revise schemes and funds as required based on feedback.	Annually, following surveys	
Objective D6:	Consolidate and promote best practice around flexible working and work-life balance		
Objective Rationale:	<p>Since the start of the COVID-19 pandemic, the University has revised its flexible working policy and started a sector-leading hybrid working trial. This changing policy landscape around new ways of working needs embedding into consistent practice.</p> <p>Results of the University's pulse survey 2021 found that 88% staff in the School reported that they often had to put in extra time to meet the demands of their work in the last 12 months. This corresponds with findings from the culture survey, in which only ~40% staff agreed that their workload allowed them to maintain a good work-life balance.</p> <p>Qualitative comments in the culture survey and themed action group highlighted feelings that flexible and hybrid working means an expectation that staff are contactable at all times and feel obliged to respond to out of hours email.</p>		

	More positively, the pulse survey found that 69% (75%F, 63%M) SoNS staff said they appreciated the ability to work flexible hours while working at home during the pandemic. These results, and the gender difference, shows that we should further promote and embed flexible working as this can benefit all staff, particularly females.		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D6.1	Provide regular reminders about email etiquette, including a reminder to switch off from emails during annual leave and closure periods, not to reply to emails out of hours or to use the delay delivery option, and to include a line in email signatures about not expecting a response out of hours.	Immediately, ongoing	Uptake of formal hybrid working in the School after University trial (ending summer 2022)
D6.2	Provide regular reminders to staff to take annual leave to support work-life balance.	Immediately, ongoing	Increase in % of culture survey respondents stating their awareness of flexible working options, especially amongst researchers
D6.3	Promote core hours policy for scheduling meetings and staff development activity.	May-22	Increase in % of culture survey respondents reporting they are happy with their work-life balance and have support from managers related to policies, across all staff groups and with no gender difference
D6.4	Continue to promote and deliver training and awareness raising about flexible and hybrid working for managers. Promote manager training sessions delivered centrally and consider local updates and training from policy leads where necessary/appropriate.	Immediately, ongoing	Reduction in the number of overloaded academic staff as determined by the FCM and no correlation between overloaded staff and any protected characteristics.

D6.5	Use communications on hybrid working to challenge often negative preconceptions about part-time working and to demonstrate that we all work in different ways (for example, part-time, full-time, hybrid, flexible).	Immediately, ongoing	
D6.6	Ensure all Heads of PS business areas are leading their teams through the hybrid working trial period, for example by working with the team on a team charter for hybrid and wider working practices, so that staff are able to work in this way where their roles permit. Where this is more challenging (for example technical roles, student facing roles), provide feedback to trial leads. Once the trial is complete, commit to action to ensure final policy is promoted and implemented consistently.	Ongoing; Dec-22 for implementation of hybrid working following trial	
D6.7	Highlight male colleagues who work flexibly or part-time through case studies in staff communications to show gender balance and equal opportunities.	Immediately, ongoing	
D6.8	Develop a policy for emergency teaching cover, especially for the units delivered by a single academic.	Sep-23 for implementation in 2023/24 academic year. Evaluate in Aug-24	
D6.9	Work with HR and Planning at Faculty and University level to address lack of reporting for flexible working and embed new reporting and recording mechanisms, to allow for better evaluation of the uptake and impact of our flexible working policies and practices.	Jan-23	

D6.10	Consistently review the FCM, how many people are overloaded and who is overloaded to ensure there is no discrepancy based on gender or other protected characteristics (see also D15 for further actions)	Annually from 2023	
D6.11	Ensure fair, consistent and proper application of FCM and promotions policies so that those who work part-time or flexibly are able to undertake training and are considered equally for promotion.	Annually	
Objective D7: Develop a policy to support staff transitioning between part-time and full-time work			
Objective Rationale:	The School does not at present have any policies to support staff transitioning between part-time and full-time work. Colleagues may need or want to transition between role types on a temporary basis for caring or health reasons.		
Objective Owner:	Faculty Head of HR		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D7.1	Develop and implement a policy and supporting mechanisms.	Sep-23	Increase in number of staff successfully transitioning between part-time and full-time work

D7.2	Review uptake and impact, gather feedback and amend policy and mechanism as necessary.	Sep-25	Positive responses on flexibility of work gathered through feedback and surveys.
Objective D8: Move towards a positive School culture where all are valued, respected and supported, and where everyone has a role to play in progressing EDIA			
Objective Rationale:	<p>Survey results and comments show that colleagues feel that EDIA is largely valued across areas but rates could be improved from ~75%. Lower % of female academic and PS admin staff agreed that EDIA was valued in their areas.</p> <p>Survey results regarding bullying, harassment, discrimination and inappropriate language and behaviour suggest these are problem areas which must be addressed.</p> <p>There was a small gender difference in survey results which showed that a slightly higher % female staff experienced or witnessed bullying, harassment, discrimination and/or inappropriate language or conduct in their local area in the last three years.</p>		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D8.1	Increase uptake of EDIA training for staff and students, working with Staff Learning and Development and Teaching College respectively.	Jan-25 with annual progress made	Increase in % staff who agree that EDIA is valued in their local area in future culture surveys (from 2021 baseline of ~75% to at least 90% by 2025/26) with no difference across staff groups or by protected characteristic

<p>D8.2</p>	<p>Work with Staff Learning and Development and HR to update EDIA training and develop new/bespoke training to address particular areas where the need arises, for example on particular characteristics.</p>	<p>Jan-23 for review of evaluation of existing training and of training needs. Update and develop training accordingly thereafter</p>	<p>Increase in uptake of core EDIA training towards a target of 100% for staff (from 2021 baseline of 80%) and students within three years, with a three-year refresher</p> <p>Culture survey shows that at least 75% of respondents state that they have a role to play in EDI</p> <p>Increased % of staff and students who report knowing how to report bullying, harassment, discrimination or inappropriate conduct from 60% to >80% and that they report having confidence that this will be dealt with</p>
<p>D8.3</p>	<p>Promote mental health support resources and services regularly through staff and student communications.</p>	<p>At least biannually, ongoing</p>	
<p>D8.4</p>	<p>Ensure EDIA is regularly part of meeting agendas and that all senior leaders are responsible for discussing and progressing EDIA in their relevant area, not just the School Head of EDIA. EDIA matters are to be discussed regularly and meaningfully at School Boards, Department Forums, Department and School Leadership Team meetings and student-related meetings such as recruitment and admissions groups and programme reviews. Updates should include a consultative element where appropriate to remind staff that EDIA is everyone's responsibility.</p>	<p>Jan-22</p>	

D8.5	Monitor and review the effectiveness and impact of the Faculty's Our Culture and Behaviours campaign and initiatives in line with its objectives and milestones. Revise actions and implementation to increase effectiveness if necessary.	Dec-22	
D8.6	Promote opportunities for staff to take on positions to support EDIA and a supportive culture, for example harassment support advisors or mediators (recruiting from early 2022). Encourage a diverse range of staff to take up these positions. Support staff with workload allocation.	Mar-22, ongoing	
D8.7	Promote Report and Support regularly through staff and student communications. Make the Report and Support platform easier to access by including link on School intranet page and in student communications.	Jan-22, ongoing	
D8.8	School Leadership Team to receive regular data updates from Report and Support to support discussion of issues and to identify changing trends in behaviours and reporting, to then inform necessary action.	At least biannually, ongoing	
D8.9	Raise awareness and use of recognition and reward initiatives such as Rewarding Exceptional Performance awards, thank you scheme, thank you's in meetings. Build a culture of thanks and recognition through nominations for awards, initiatives, case studies and local practices in teams. Annually monitor total and successful applications across staff groups.	Feb-22 for promotion, then ongoing at least biannually. Sep-22 for monitoring, then annually thereafter	

D8.10	Run annual School sessions for Compassionate Colleague training to enable staff to better support their colleagues through listening and signposting. Sessions to be open to all staff. Review the need for additional, targeted sessions for leaders and line managers to support better working relationships and contribute to culture change. Monitor rates of engagement.	Jul-22, annually	
D8.11	Feed into ongoing work at University level to develop a policy on supporting colleagues experiencing the menopause, including guidance for line managers and colleagues.	Jan-23	
D8.12	Build on previous workshops and good practice in SoE and deliver a Conscious Conduct in the Workplace session for staff.	Jul-22, annually	
Objective D9:	Recruit and train a team of EDIA champions to support equality and diversity across the Faculty		
Objective Rationale:	Faculty processes, including recruitment, promotions etc., benefit from having independent oversight from colleagues who can advise on EDIA issues. Department EDIA leads sit on key committees (e.g. DLTs) but do not have capacity to attend all meetings across the School. A network of trained EDIA champions will ensure that all appropriate decision making activities include consideration of EDIA. Widening this pool will promote a growing culture of EDIA across the School and Faculty.		
Objective Owner:	School Head of EDIA		
Ref	Enabling Action	Timeframe	Outputs and Success measures

D9.1	Scope the role of the EDIA champions and develop a suitable training programme.	Sep-22	<p>EDIA champions recruited, trained and deployed. Consistent involvement of EDIA champions in key meetings and processes.</p> <p>Positive impact of EDIA champions, evidenced through feedback back gathered from champions, meeting and panel chairs and through future culture surveys and focus groups.</p>
D9.2	Recruit and train a diverse pool of EDIA champions, including diversity that reflects the diversity of the School (avoid overloading female and minority staff). EDIA champions to be allocated defined loads in FCM.	Sep-23	
D9.3	Update processes to ensure that EDIA champions are included in all recruitment and promotion panels.	Sep-23 onwards	
D9.4	Evaluate the effectiveness of the EDIA champions initiative. Gather feedback from champions and chairs of committees and panels where EDIA champions have been active. Conduct focus groups and review staff surveys on impact of EDIA champions.	Sep-24 onwards	
Objective D10:	Improve perception, experience and consistency of induction		
Objective Rationale:	Staff surveys show low scores on the usefulness of the induction process and inconsistencies in the experience of induction across staff groups. Fewer females who received an induction in the last three years agreed that the induction process was useful than males in the culture survey.		

	<p>Induction processes have been extensively revised at University and School levels. However, the impact of this is yet unknown, as too few staff have so far undertaken the new induction process.</p> <p>No data is currently available to monitor completion of induction. The culture survey, new starter survey and anecdotal feedback suggests an inconsistent experience for new starters can impact on longer term experience and work, support, progression etc.</p>		
Objective Owner:	School Operations Manager		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D10.1	Enable analysis of responses to the new starter survey, which covers perception and experience of induction, with breakdown by gender and other characteristics by either adding ID number to new starter survey or adding equality questions to the survey.	Jan-22	<p>Increase in the % survey respondents (new starter survey and culture survey) who stated that we have a clear induction process, from 55% to >85% with no difference between males and females or staff groups</p> <p>Attendance at local induction meetings maintained or increased over time.</p>
D10.2	Improve recording and monitoring of induction to ensure all new starters across staff groups receive a full induction.	Ongoing, monthly	
D10.3	Embed the use of the new induction materials developed through Community of Practice through quarterly communications about the material and induction process. Highlight availability of these resources to established staff as well as starters.	Jan-22 then quarterly	
D10.4	Review and update content of induction for FSE every 3 months and liaise with SLD to ensure University level induction material is also updated.	Immediately, ongoing	

D10.5	Enable review of the effectiveness of local induction meetings (monthly induction drop-ins led by Operations Teams, meeting with Head of School and Head of School Operations, meeting with Deputy School Operations Manager) by adding a question to the new starter survey.	Jul-22 then annually	
Objective D11: Enable an inclusive and supportive culture through skilled line management			
Objective Rationale:	<p>Analysis of the culture survey results shows that researchers and academics identified a lack of support and guidance, often from line managers as one of the biggest barriers to their career development and progression.</p> <p>There was some (but limited) provision of line manager training prior to the formation of the School. In 2021, academic line managers were provided with explicit training, following the identification of the need for this through the Staff Survey in 2019.</p> <p>Positive feedback was received from participants. A rolling programme of academic line manager training will ensure that managers are skilled and effective and that staff are provided with the best pastoral and developmental support possible through their careers.</p>		
Objective Owner:	Faculty Head of HR		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D11.1	Building on existing training, SLD to design appropriate training based on training needs identified through the Staff Survey, culture survey, School Leadership Team meetings and line manager conversations.	Apr-22	Line manager training sessions provided by SLD annually from 2022 >90% uptake of training of line managers
D11.2	Line manager training to continue to be delivered to all line managers in the Faculty annually.	Sep-22 onwards	Improved scores in culture survey and Staff Survey questions relating to line manager support for academics and researchers.

D11.3	Annual collection of feedback to inform design of subsequent years.	Annually	
D11.4	Scope the expansion of the academic line management training programme to include staff with responsibility for PDRA supervision.	Sep-22 onwards	
Objective D12: Increase awareness of policies which support and protect staff to foster a positive staff experience			
Objective Rationale:	Culture survey results show varying levels of knowledge of policies across staff groups and demonstrate inconsistent application of policies by line managers, leading to a negative staff experience.		
Objective Owner:	Head of School Operations		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D12.1	Promote the revised flexible working policy to staff via staff communications.	Immediately, ongoing	

D12.2	Promote shared parental leave, including its benefits, as an option to staff considering parental leave via staff communications. Highlight staff from different staff groups through case studies (see also D4.1).	Sep-22 then ongoing	Improved survey responses related to knowledge of HR policies, with no difference between males and females or staff groups Improved survey responses related to managers dealing sensitively and supportively with requests related to HR policies, with no difference between males and females or staff groups.
D12.3	Highlight the zero tolerance approach the University takes to bullying, harassment and discrimination, the impact of this zero tolerance approach, and the protection offered to staff and students through the Dignity at Work and Study policy.	Immediately, ongoing	
D12.4	Run a pilot policy drop-in session for researchers to support researchers and their line managers. Review levels of engagement to inform whether this is delivered again.	Sep-22; review and run annually	
D12.5	Build knowledge of line managers about key policies to ensure consistent staff experience, support and opportunities. Include information about key policies in academic line managers programme and other management training, and signposting to Manager's Essentials pages on StaffNet (see also D11).	Immediately, ongoing	
Objective D13:	Improve meeting culture and practice to be more inclusive, especially for female and BAME staff		
Objective Rationale:	Culture survey comments and results highlight that some staff felt that their opinion was not valued when they attend Department or School meetings. This was most apparent amongst female and BAME staff. Data on Department and School-level groups and committees also highlights that female and BAME staff are often represented in senior level groups.		
Objective Owner:	Head of School Operations		

Ref	Enabling Action	Timeframe	Outputs and Success measures
D13.1	Develop a code of conduct for face-to-face, hybrid and virtual meetings to support wellbeing, inclusivity and enable all voices and opinions to be heard in a constructive manner. Include considerations of asymmetry of hybrid meetings and need to ensure that in-person and online attendees get equal voice.	Jan-23	
D13.2	Establish a task and finish group to look into technological solutions to support meeting scheduling and sharing/disseminating information.	Jan-23	Improved culture survey and Staff Survey responses related to satisfaction with meeting culture and conduct, with no difference between males and females, ethnicities or staff groups
D13.3	Consolidate current local practice on core hours into a Faculty-level core hours policy for meetings, including team, Department School and Faculty-level meetings, and staff development activity, such as seminars and training sessions.	May-22 ahead of setting meetings for 2022/23 academic year	Reduction in verbatim comments noting that any group or staff are underrepresented, or that staff are spoken over or their opinions not valued.
D13.4	Roll-out of active bystander training across the School, following University pilot.	Jan-24	
Objective D14:	Make social events more inclusive and create a safe social space for all staff		
Objective Rationale:	Culture survey comments and results highlight examples of inappropriate behaviour and language at social events. A number of survey respondents do not agree that work-related social activities are likely to be welcoming to staff with certain protected characteristics,		

	including females, BAME staff, LGBTQ+ staff or disabled staff - 4% total disagree that events are welcoming to females (increases to 7% total F and 13% for academic F); 7% BAME staff disagree that events are welcoming for BAME staff		
Objective Owner:	Head of School Operations		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D14.1	Develop and roll out new Code of conduct for socials, drawing on the Dignity at Work and Study Policy.	Dec-22	Reduction in culture survey and Staff Survey responses from staff who have witnessed or experienced inappropriate behaviour or language at social events, with no difference between staff groups or staff with certain protected characteristics Increased % culture survey respondents who agree that work-related social activities are likely to be inclusive, with no difference between staff with certain protected characteristics.
D14.2	Build on local practice and University guidance on making social events inclusive, with consideration encouraged regarding scheduling during core hours, venue type and accessibility etc.	Dec-22	
D14.3	Develop consistent practice of holding team or Department level coffee mornings to encourage the development of good working relationships and a local culture.	Apr-22	
Objective D15:	Review and refine the Faculty Contribution Model		
Objective Rationale:	The Faculty Contribution Model (FCM) was introduced in 2021. Prior to this only 42% academic staff (32%F, 46%M) agreed that workload allocation was transparent. The FCM is a major advance, learning from best practice across Departments and the University. It is recognised that as the FCM is implemented, refinements will be identified and it will need to continuously evolve to respond to the changing priorities of the Faculty.		

	Allowing the FCM to be interrogated against equality data will add power to identify inequalities in work allocation and staff recognition and reward.		
Objective Owner:	Faculty Contribution Model Lead		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D15.1	Identify internal and external roles not currently captured, which contribute to the University strategies and objectives.	Apr-22	<p>System of annual review established in line with academic calendar and work allocation planning</p> <p>Improved academic staff satisfaction with transparency of workload allocation in future culture surveys to >75% with no gender gap</p> <p>Progressive reduction in the number of overloaded academic staff each year over the next five years.</p> <p>Imbalances in workload by protected characteristics identified and addressed.</p>
D15.2	Revise the FCM to include additional roles, remove obsolete roles and adjust hours for roles to reflect changing demands on staff time.	Apr-22 then annually	
D15.3	Ensure that all positions are included appropriately (but not duplicated across levels) in the FCM.	Apr-22	
D15.4	Gather insights to identify participation in external committees and research journal editorships etc. that contribute to University objectives and include in FCM where appropriate, for example through P&DRs or surveys.	Sep-22	

D15.5	Link FCM to equality data, so that database can be interrogated to identify gender and other bias, without compromising confidential information, and used to increase fairness of work allocation.	Apr-22	
Objective D16:	Ensure that females, and those from other minority groups, are not disadvantaged in their career progression as a result of overload of committee roles due to underrepresentation		
Objective Rationale:	<p>The School has a strong commitment to ensuring that the voices of underrepresented groups are heard on committees at all levels. This can result in individuals from underrepresented groups, such as females, being asked to participate in an excessive number of committees and working parties. This ensures that a broad range of voices contribute to decision making and can benefit individuals by giving them experience at a senior level and raising their profile in the institution.</p> <p>However, it can also negatively impact career development as it results in a considerable investment of time by some individuals, squeezing the available time that can be spent on research and teaching. The introduction of the FCM in 2021 provides a mechanism for quantifying and mitigating this.</p>		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D16.1	Line managers to identify staff with high participation in committees and working groups. Reasons for high load to be discussed with staff, to allow this to be reduced or mitigated by removal of other duties.	Sep-22	Reduction in the number of females and other minorities who sit on multiple groups, committees and panels being overloaded as determined by the FCM.

D16.2	Academic admin and service roles to be advertised as potential job shares wherever possible to allow more opportunities for those who work part-time and to reduce the time burden of the role and, therefore, the impact on research and teaching time. Experienced staff to be encouraged to have less experienced staff in deputy or shadowing roles (phased job share) to encourage career development.	Immediately, ongoing	Progressive reduction in the number of overloaded academic staff each year over the next five years.
Objective D17: Continue to highlight female role models in different contexts			
Objective Rationale:	While 83% culture survey respondents (SoNS – 75%F, 87%M) felt that female role models were visible in their local area, there is more we can do to improve this, which we hope will make a positive difference to female student recruitment and attainment, female staff recruitment and a sense of community and belonging for females in the School.		
Objective Owner:	School Head of EDIA		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D17.1	Continue to highlight diverse genders in science/STEM as a key strand of School internal and external communications. Embrace the diversity calendar of events, through campaigns such as International Women's Day, Ada Lovelace Day, LGBT+ in STEM Day and International Day of Women and Girls in Science.	Annually	Increased % culture survey respondents who agree that females are visible role models in their local area, with no difference between males and females or staff group to >90%
D17.2	Develop a system for better, consistent monitoring of gender balance of volunteers and speakers at seminars and in outreach and student recruitment events. Seminar series/event organisers will be encouraged to consider diversity of speakers when compiling invitations to speakers.	Annually	Increased % female staff volunteers and speakers at outreach events, academic seminars, Open Days etc.

D17.3	Add an EDIA page to the School intranet. Include a photo of all members of the School EDIA Committee to show gender balance and diversity and make people visible.	Jan-23	
Objective D18: Monitor and review reasons that staff leave			
Objective Rationale:	This information is not currently collected and stored systematically. This will change with the use of a new online form. Use of the responses on reasons for leaving will help identify issues within the School, informing future actions which will improve retention and experience of staff.		
Objective Owner:	Faculty Head of HR		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D18.1	Communicate and embed the use of the new online form for leavers, to capture and records reasons for leaving. To embed the use of this form, PS managers will be responsible for completing PS forms and Operations teams will support academic and researcher forms using trigger points in the leavers process.	Immediately, ongoing	Annual report of reasons for leaving produced and reviewed by SLTs / PSLT to ensure that any patterns are noted and investigated with mitigations considered and implemented.
18.2	Conduct annual review of leaver responses to identify common issues and develop potential future actions. Present findings and proposed actions to the School Leadership Team annually.	Annually	
Objective D19: Understand and mitigate the differential effects of COVID-19			

Objective Rationale:	<p>Preliminary data show that female PGR students have been more affected by COVID-19 than males, in terms of submission rates.</p> <p>PDRAs have experienced severe impacts on their career progression through research time lost due to COVID-19. This is likely to be greatest to those with caring responsibilities, which is likely to be predominantly females.</p> <p>Findings from the University's COVID-19 survey found that staff across all staff groups have been impacted by the effects of the pandemic.</p>		
Objective Owner:	Head of School		
Ref	Enabling Action	Timeframe	Outputs and Success measures
D19.1	Gather insights from PGR students and recent graduates to understand the impacts of COVID-19 on their progress, by reviewing COVID-19 extension requests and further engagement if necessary.	Apr-22	Impacts on submission and completion rates, research, development, progression and wellbeing mitigated and staff and students supported, as reported through staff and student surveys and focus groups.
D19.2	Develop actions in the light of survey results to mitigate the impacts on all students and researchers, especially the differential impacts on females.	Jun-22	
D19.3	Continue to run the Faculty's COVID-19 relief fund for staff. Review learnings from first round (completed December 2021) and amend as appropriate. Run further calls (three per year) and award remaining funding until July 2023. Review impacts after year one and year two of funding.	Immediate/ongoing	

Priority E:	Embed gender equality by delivering the Athena Swan action		
Priority Rationale:	The School sees this Athena Swan submission as a mechanism for positive change in relation to improving the diversity of staff and students delivering an improved experience for all. Delivering against our action plan will deliver and embed significant change.		
Objective E1:	Review progress against priorities and revise the Action Plan		
Objective Rationale:	Regular review and management of progress against priorities, objectives and enabling actions will be essential to ensure successful implementation of the action plan. This will be an ongoing process from our first SAT meeting post-submission (January 2022).		
Objective Owner:	School Head of EDIA		
Ref	Enabling Action	Timeframe	Outputs and Success measures
E1.1	Objective owners to submit updates to School Head of EDIA for review at SAT biannually, including progress against agreed targets and success measures.	Jun-22 then biannually	Progress against actions monitored Annual data gathering and analysis cycle established All actions in the Action Plan reviewed regularly in the light of progress
E1.2	Annual data collection via University Staff Survey (2022 and 2025 with pulse surveys in between; Staff Survey will capture Athena Swan core culture questions) and Faculty culture survey (2023 and 2024). Review data annually.	Sep-22 then annually	Action plan maintained and updated as living document and incorporated into core School ways of working.

E1.3	All data collected for Athena Swan updated and reviewed annually.	Sep-22 then annually	
E1.4	EDIA Committee/SAT to review all data and progress reports collected. Make recommendations for changes to action plan.	Jun-22 then biannually	
E1.5	Annual report on progress presented to the School Leadership Team and School Board and proposed amendments to actions reviewed and approved.	Nov-22 then annually	
E1.6	Annual review of EDIA committee/SAT membership, recruiting new members as required to achieve ~30% change per year.	Sep-22 then annually	
E1.7	Support Athena Swan submission at University-level in 2023 and in other Faculties. Share School-level best practice to influence wider impact across the University.	Ongoing	