Embedding Social Responsibility and Civic Engagement in the Faculty of Biology, Medicine, and Health (FBMH)

Our plan

2022/23-2025

Authors:

Raj Ariyaratnam, Co-Academic Lead, Service Learning

Maggy Fostier, Associate Dean (AD) for Environmental Sustainability

Sam Franklin, Social Responsibility Officer

Natalie Gardiner, AD for Equality, Diversity, and Inclusion (EDI)

Natalie Liddle, Senior Engagement Officer

Rachel Lindley, Co-Academic Lead, Service Learning

Jo Pennock, Social Responsibility Director, SBS (School of Biological Sciences)

Steph Seville, Heritage Officer

Stephanie Snow, Academic Lead for Community Engagement, and Involvement

Carsten Timmermann, Academic Lead for the Museum of Medicine, and Health

Hawys Williams, Social Responsibility and Public Engagement Manager

Mahesh Nirmalan, Vice Dean for Social Responsibility and EDI

CONTENTS

1. FOREWORD

Social Responsibility (SR) is not a stand-alone agenda owned by a single person or any isolated group within the University or any individual faculty. But rather, it is a construct which is fully embedded within all core functions of our Faculty. It is in this spirit that the following document must be seen. Are our staff engaged in Teaching and Learning fully cognisant of the fact that their responsibility to students extends way beyond the class room and the immediate subject matter they teach?; Do our research staff/students who undertake publicly funded research fully appreciate their responsibility to the wider society, which is entitled to be fully informed of how these research activities may contribute to their well-being or address their concerns? and, are we as an institution operating in one of the richest countries in the world, fully aware of the need to work with countries and communities, from the poorer parts of the world in order to answer some of the pressing challenges faced by these communities?.... These are some of the questions I would like to pose when we consider the expression 'Social Responsibility' (SR) and its meaning to us. It is therefore essential that SR should be fully embedded within the ethos of our faculty and not seen as a separate strand of activities limited to a few individuals.

The key themes highlighted as the priority areas for FBMH have been identified through wide discussions between key stakeholders and are in keeping with the aspirations and core values of the University. It provides a framework within which our SR activities will be captured and reported. It is my hope that the listed priorities are wide enough to accommodate a wide range of activities our students and staff are already involved in and clearly illustrate what we as a faculty are 'good for' rather than merely what we are 'good at.'

Professor Mahesh Nirmalan, Vice Dean for Social Responsibility and Equality, Diversity, and Inclusion (EDI).

2. Introduction

While major progress has been made in recent decades in improving people's health and wellbeing, significant challenges remain in understanding, preventing, and tackling disease and addressing key health challenges locally, nationally, and internationally. Our Faculty prides itself in being at the forefront of discovery, learning and translation. Our research has real-world impact, we are the largest supplier of healthcare graduates to the NHS (National Health Service) in the North-West of England, with our students and staff making a significant contribution to the communities that we serve.

The University's strategic plan *Our Future* and Social Responsibility and Civic Engagement (SR&CE (Social Responsibility and Civic Engagement) Plan set out our priorities for making a difference on a local, national, and global scale, helping to bring about a better world. Social Responsibility addresses the question 'what are we good for?' (our public purpose) rather than 'what are we good at'? with Civic Engagement describing the contribution and impact we make across our diverse communities in Greater Manchester.

We are guided by our values: Knowledge, Wisdom, Humanity, Academic Freedom, Courage, and Pioneering Spirit. Our community is wide-ranging, comprised of students, staff, and the people that we serve. This plan sets out how we will support the University strategic and SR&CE plans, embedding our public purpose in the Faculty through a range of specific and measurable priorities, superseding our Social Responsibility Strategy 2017-22. Please use it in conjunction with the accompanying Action Plan, that sets out detailed actions plus measures of success together with real time progress monitoring.

3. Aim and ambition

Our aim is that the Social Responsibility agenda should be fully embedded within our R&I (Research and Innovation), T&L (Teaching and Learning), CCE (Community and Civic Engagement) (Community and Civic Engagement) portfolios and Faculty operations.

4. Our vision

Our Faculty will encourage and empower the transformation of ideas in Biology, Medicine, and Health into beneficial and sustainable impact on our local, national, and international communities. Fairness, transparency, and inclusion will drive all frontline activities of the Faculty, enabling our staff, students, and communities to achieve excellence and effect positive change for the benefit of society.

5. Our governance and accountability

The Vice Dean for Social Responsibility and Equality, Diversity and Inclusion is the Executive Lead. The Associate Deans for Equality, Diversity, and Inclusion (EDI) and Environmental Sustainability (ES) and Academic Leads for Service learning (SL), Community Engagement and Involvement (CEI) and Museum of Medicine will develop and implement the strategies for their areas, respectively. The Social Responsibility Senior Management Team (SRSMT) has responsibility for leadership and strategic direction, ensuring embedding in research and discovery, teaching and learning, community and civic engagement and operations. Each school has an SR Director and EDI Director/Lead and each Division a Social Responsibility Lead. Patient and Public Involvement and Engagement (PPIE) and Service Learning (SL) have strategic/governance committees. The Social Responsibility and Public Engagement Team provides operational support.

6. Our Priorities

We present five key priorities for embedding Social Responsibility and Civic Engagement in the Faculty:

    i.   Equality, Diversity, and Inclusion (EDI)
    ii.   Community and Civic Engagement - Patient and Public Involvement and Engagement (PPIE)
    iii.   Global health challenges
    iv.   Service Learning
    v.   Environmental Sustainability (ES)
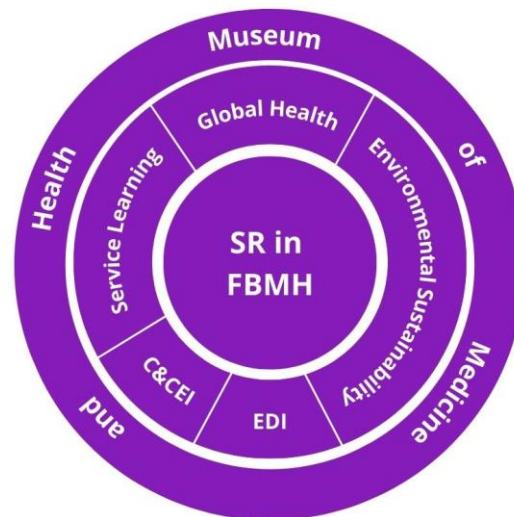
We also have three cross cutting themes; a) embedding the United Nation's (UN) Sustainability Development Goals (SDG) b) Museum of Medicine and Health and c) Communications and Engagement (see Section 7 below).

Priority i: Equality, Diversity, and Inclusion

We will contribute to the successful delivery of the University EDI strategy through specific Faculty EDI objectives that meet our priorities, which have been agreed through a series of open meetings with staff and students (Appendix 1). This will include:

Objective 1: Inclusive Environment and Culture: We will establish an inclusive, diverse, and accessible environment where it is everyone's responsibility to ensure all staff, students, and communities we serve are treated with fairness, dignity and respect and have a sense of belonging. This will include:

    a.   Our leaders and managers leading by example by owning and promoting EDI
    b.   Providing safe spaces for listening and building a stronger partnership with our students and staff to progress EDI and achieve solutions to concerns raised in those forums
    c.   Ensuring there is diversity in decision-making structures and positions within the Faculty
    d.   Ensuring the physical and virtual environment in the Faculty is accessible and inclusive to all members of its community and external visitors and partners
    e.   Ensuring that institutional/Faculty policies and practices relevant to all staff are inclusive, equitable and transparent, and well-communicated to all staff groups and their managers. Promoting good mental health and wellbeing through, for example, the effective management of

workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.

How: EDI objectives in Performance and Development Reviews (P&DR); Development of guidance documents; EDI training for all senior leaders and staff; HEART (Higher Education Anti Racism Training); Increased awareness and confidence in Report & Support; Enhanced communication strategy; EDI-open meetings, 'lunch and learn' sessions and campaigns from leaders to staff and students; Equality Impact Assessments; Provision of an accessible and inclusive physical (and virtual) environment

Objective 2: Diversity and Equity Across Our Community- We will ensure diversity across all areas of our university community so that we are reflective of our city region, national society, and global talent pool. This will include:

a. Fair and equitable student and staff recruitment by ensuring accessible and inclusive policies, guidance, and practice for all roles at all levels and in all areas, including internal appointments and promotion

b. Supporting diverse students and staff with protected characteristics within an environment and culture that is responsive and flexible to their needs to achieve equitable opportunity and progression.

How: EDI fair recruitment training and inclusive recruitment; Regular analysis of staff/student data and surveys to monitor; Exploring a Pastoral Advisor system for supporting PGR (Postgraduate Research) students; Creation of PGR Scholarships for under-represented groups; Inclusive curriculum framework; EDI modules (e.g., UCIL) available for all students; Increased engagement and communication about EDI throughout University and Faculty

Objective 3: Inclusive Practice- To create an environment where all staff and students are supported and encouraged to achieve their full potential by ensuring equitable and accessible development opportunities, and reward and recognition mechanisms that celebrate and value diversity of characteristics, experience, and contributions. This will include:

a. Ensuring that students and staff have a voice and that there is representation in decision-making structures and positions within the Faculty

b. Providing an accessible and inclusive working environment for all

c. Fair, equitable and transparent reward and recognition processes and outcomes irrespective of background, level, and role

d. Consistent and sustained support, and provision of opportunities that respond to specific requirements (such as student collectives, academic returners scheme and career coaching) to achieve this on an equitable basis.

How: EDI related contributions incorporated and responded to in the new work allocation model; Greater understanding through focus groups on disabled staff experience; EIA (Equality Impact Assessment) training and embedding; Faculty and School EDI teams to drive change; Inclusive research toolkits, training and conference to share best practice; deep dive inclusive recruitment issues; career development and coaching for underrepresented staff; Access and opportunities for career development and support, for under-represented staff, students and prospective students

Priority i measures of success include EDI progress reviewed and validated by external Charter Marks (including Athena SWAN Silver award, Race Equality charter, Stonewall, Disability charters); Increased representation of Black, Asian and minority ethnic staff, and of disabled staff (PS (Professional Services) and academic) in senior roles; EDI embedded in our staff and student processes (e.g. recruitment & retention); Leaders and managers committed to at least one measurable personal EDI-related objective in their PDR (Performance and Development Reviews); Increased awareness and confidence in Report and Support process; Increased positive responses in Athena Swan 'core culture survey' questions.

Detailed actions, with specific measurables are HERE

Related documents include: UoM (University of Manchester) EDI strategy; UoM P&OD (People and Organisational Development) (People and Organisational Development) strategy; UoM SR&CE plan;

Priority ii: Community and Civic Engagement - Patient and Public Involvement and Engagement (PPIE)

We will involve and engage our communities in our research and teaching, ensuring that their voice is heard and that their lived experience is integral to our work.

This will include:

a. Inspiring and involving our communities in our research with a Patient and Public Involvement and Engagement (PPIE) focus, taking a community-led approach wherever possible, to ensure meaningful involvement and maximum impact for mutual benefit.
b. Advancing the involvement of patients/public in undergraduate (u/g) and postgraduate (p/g) health related teaching units.
c. Delivering high-quality infrastructure to enable our Faculty community to conduct high quality, relevant community and civic engagement and involvement
d. Encouraging and facilitating deeper engagement with Northwest schools and communities to widen access to higher education.

How: work programme on inclusion/involvement patients/public in undergraduate and postgraduate health-related units; partnerships with patients, public and external organisations (i.e., schools); training & development; communications plan; evaluation framework; PPIE Faculty forum;

Priority ii measures of success include PPIE progress reviewed by Faculty forum; our contribution to University Engage watermark application 2023 and the UKRI/Research England's Knowledge Exchange Framework (KEF) segment for Public and Community Engagement; increased involvement patients/public in u/g and p/g programmes and in research validated by external and internal (PPIE charter mark) charters/tools; improved widening HE access

Related documents include: UoM Public Engagement plan (due 2023); FMBH Research and Innovation Strategy; UoM SR&CE plan; FBMH Teaching and Learning strategy

Detailed actions, with specific measurables are HERE

Priority iii: Global Health Challenges – Tackling Global Inequalities

We will improve lives by engaging with communities, patient groups, non- government organisations (NGOs), national governments and other key stakeholders to develop and deliver programmes linked to key health, conflict, or humanitarian challenges in the Global South.

This will include:

• Through our research and discovery, we will share our discoveries in non-communicable diseases to improve outcomes in the Global South, through sharing Manchester's expertise for better health outcomes.

How: Work through the Kenyan UK Health Alliance (KUKHA) and Uganda UK Health Alliance (UUKHA) to influence and shape health research, capacity building and developmental policy in Sub-Saharan Africa. We will focus on developing excellence in cancer care, mental health, suicide prevention and health work force training through the implementation of bespoke programs supported by centres of excellence, in consultation with the Ministries of Health and Education in the Region. We will also work in broader areas related to post-conflict issues and global warming through bespoke programs of research, training, and capacity building initiatives in affected countries in Africa and South Asia.

Priority iii measures of success include: funding secured in partnership with the Governments of Kenya / UK and other international donors secure for the implementation of centres of excellence for cancer care and health workforce training; further development and consolidation of the Ugandan pioneering outreach rehabilitation services; validated outreach services as the preferred service delivery model for addressing residual disabilities in post-conflict countries; developed and consolidated partnerships with UK based centres of excellence in Health Economics (Health Economics Unit, York) and Policy (P@M) to support future grant applications and influence government policy; UoM cross-faculty partnerships to develop a multi-disciplinary approach to global health interventions and explore health consequences of global warming in Africa and South Asia; framework for staff and student exchange programs that will enhance staff and student experiences at the UoM and in partner institutions.

Related documents include: FBMH Research and Innovation Strategy; FBMH Internationalisation strategy; UoM SR&CE plan;

Detailed actions, with specific measurables are HERE

Priority iv: Service Learning: 'learning by serving the population'

Vision: We will be locally and globally recognised for our students' symbiotic engagement with society through service learning pedagogy/philosophy

Mission: We will create and promote an environment in the faculty and beyond in which our students have the freedom and space and support to develop symbiotic partnership projects with the community through service learning. We will develop and embed innovative service learning pedagogies in our curriculum and co-curriculum to produce socially responsible graduates – global citizens to meet 21st century global needs and demands.

This will include:

a. Increasing service learning awareness and fluency amongst students, staff, and our community
b. Developing and disseminating a high-profile, high-quality service-learning provision across the faculty and beyond, through a multi-disciplinary team (MDT) and curriculum (or co-curriculum)-driven approach
c. Creating and promoting an environment in which our students have the freedom, space, and support to develop symbiotic partnership projects with the community.
d. Working in partnership with internal and external collaborators to build a sustainable team structure – division/school reps, community, and student partners

How: local and globally recognised hub; work towards creating a national service learning Quality Mark (SLQM); creating a web-based SL knowledge bank and toolkit; agreeing impact measures for students, community, and regulators; aligning projects to regulatory body requirements; developing students' reflective Intended Learning Outcomes (ILOs) which are flexible enough to accommodate projects based on community needs

Priority iv measures of success include quantitative and qualitative data i.e., students and community members served; service learning validated as part of accreditation processes (e.g., Nursing and Midwifery Council, NMC); increased awareness as measured by surveys; launch of a minimum of 5 student-led projects addressing the immediate needs in health and social care within the GM region during the next 5 years.

Related documents: UoM SR&CE plan; FBMH Teaching and Learning Strategy;

Detailed actions, with specific measurables are HERE

Priority v: Environmental Sustainability

The University has developed a plan to become Zero Carbon by 2038 and embed environmental sustainability at the heart of our operations, activities, and values. We will contribute to the successful delivery of the plan by:

a. engaging all Faculty laboratories with two tools LEAF (Laboratory Efficiency Assessment Framework) (overall lab- UK) and 6R (plastics- UoM) and growing our Faculty Sustainable Lab Network. Our aim will be to reduce consumption and waste, share resources more effectively and develop more sustainable protocols

b. engaging staff and students with the UoM 50,000 actions platform and setting up a Faculty green champions network. Our aims will be to minimise our baseload energy use (when people are away from workplace), optimise recycling compliance, reduce staff air travel emissions in the zoom era, contribute to the development of a policy for green catered events to minimise waste and a greener procurement starting with packaging

c. enhancing the campus' green spaces (e.g., Smith quad) that promote biodiversity whilst offering enjoyment and opportunities for nature-based learning or well-being activities

d. embedding sustainability in our undergraduate and postgraduate programmes

e. promoting sustainable actions in our wider community (schools, community, organisations, businesses – local or afar) with the help of trained students

f. promoting the UoM Sustainable Future platform and opportunities to study the impact of climate change, establish solutions to the climate crisis or improve our resilience

g. educating and exciting those we can reach about existing and future solutions to tackle the climate crisis

How: Establish with the Faculty environmental sustainability (ES) networks (lab and non-lab) strategies, guidance, and support to reach our aims & targets, and then campaign, audit and monitor progress involving where possible undergraduate and postgraduate students trained in ES. Work with students to promote ES within the curriculum and via outreach activities for communities local and afar.

Priority v measures of success include LEAF lab targets; sustainability champion targets; all lab practical classes to be reviewed with 6R; reach UoM target of 50% reduction in air travel compared to 2018-19: reach UoM target of 10% reduction in energy consumption against 2018 levels (by 2025);

Detailed actions, with specific measurables are HERE

Related documents: UoM Environmental Sustainability strategy; FBMH Research and Innovation Strategy; UoM SR&CE plan;

7. Our cross-cutting themes

i. Aligning with the UN Sustainability Development Goals (SDGs)

a. Better Health (SDG3) Health and wellbeing – cross cutting with Sustainable Futures (Healthy Futures), EDI (student and staff wellbeing, support services, EDI (student and staff well-being, support services); Civic engagement outreach; PPIE; service learning amongst health graduates; Global Health.

b. Quality Education (SDG4) - includes WP (Widening Participation) activity; education outreach (schools and communities); Access and success / first generation student admissions; service learning.

c. Reduced Inequality (SDG5&10 - Gender equality and reduced inequalities) - internally and externally facing inclusivity: teaching / research / outreach / sustainability / Global South.

d. Sustainability (SDG15 Life on Land) - cross cutting with Sustainable Futures (Net zero / Inclusive Prosperous Futures); health and wellbeing; biodiversity on campus; schools and community outreach; service learning.

How: Our priorities will be aligned with the above SDGs through an increased understanding and awareness of the SDGs, integration in our research, teaching and community and civic engagement and reporting and communication.

ii. Embedding the Museum of Medicine and Health within the Faculty and beyond

The Museum of Medicine and Health contains the most extensive and valuable collection of medical and bioscience objects in the Northwest, spanning the past three hundred years.

We will embed the museum in research, teaching and Public Engagement through governance, profile raising, accessibility and sustainability.

This will include:

a. Governance: academic and PS leadership; integration with UoM collections/special collections, UoM libraries governance to ensure robust policies and procedures; enhanced relationships with other cultural institutions (local, regional, and national)

b. Profile raising: MMH will be known more widely across UoM and beyond

c. Accessibility: our collections will be more accessible (physical and digital)

d. Sustainability: the museum remains an important Faculty asset

How: Policies, processes, leadership, internal and external collaboration; academic networks, student placements, high quality exhibitions and events (physical and digital); toolkit for integration into the curriculum; external funding;

Detailed actions, with specific measurables are HERE

Related documents: FBMH teaching and learning strategy; UoM Libraries and Special Collections strategy

iii. Communications and Engagement

The Social Responsibility and Public Engagement (SR&PE (Social Responsibility and Public Engagement)) team in collaboration with colleagues from key University areas (e.g., internal communications, Office for Social Responsibility, Environmental Sustainability Team etc.) will undertake a range of communications and engagement activities to support the delivery of the key 5 priorities set out above.

Objective 1: Awareness: for all staff and students and relevant communities to be aware of our Social Responsibility priorities and for all staff and students to know how they can make a difference

Objective 2: Engagement: to inspire people to make a difference and to increase engagement, attendance and involvement with Faculty Social Responsibility events, campaigns, and initiatives.

Objective 3: Behaviour: to empower staff and students to make a difference through taking positive steps related to our 5 key priorities

How: audience identification and segmentation, core messaging, empowering and enabling through success stories, inspiring practical action, celebrating successes, sharing stories. Use of relevant and effective communication channels, collaboration with other teams to maximise our impact, dedicated campaigns

Measures of success include increased social media engagement, increased number of attendees at events, increased numbers of staff/students in networks (e.g., ES champions, 50,000 actions, our contribution to EDI staff networks, etc), website analytics, events data, newsletter distribution, survey data, evaluations, etc

8. Measures of Success

Our measures of success will align with those in the University and other relevant strategic plans - our action plan is available HERE

9. Appendix I

Consultation for this plan

The Social Responsibility team conducted open meetings across the Faculty for staff and students during July and August 2022. 10 sessions were held, with combined attendance of ~ 200 staff and students asked:

ES https://padlet.com/samanthafranklin/zvvnksv8e1tww3mb

EDI https://padlet.com/samanthafranklin/a9a7mj4o5qqqtgkb

CEI https://padlet.com/srbmh1/wpvehmr5c2kp57z7

MMH SR Open meeting: MMH (padlet.com)

Service Learning https://padlet.com/samanthafranklin/26cynpmrfucexkee