



**Departmental
Restructuring**
Bronze and Silver Interim
Award Application



ATHENA SWAN INTERIM DEPARTMENT AWARDS

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

VALIDITY OF AWARDS AND ELIGIBILITY OF APPLICANTS

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

Applicants for an interim award:

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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.

Date of application	18 May, 2018	
Name of institution	University of Manchester	
Name of department applying for award	School of Medical Sciences	
Interim Award Level	Silver	
Focus of department(s)	STEMM	
Name(s) of department(s) holding previous awards	School of Medicine (SoM) School of Dentistry (SoD) Faculty of Life Sciences (FLS)	
Details of previous award(s)	Date: Nov 2015 (SoM) April 2015 (SoD) April 2015 (FLS)	Level: All Silver
Contact for application <small>Must be based in the department</small>	Dr Lynne Hampson & Dr Natalie Gardiner	
Email	Lynne.hampson@manchester.ac.uk Natalie.gardiner@manchester.ac.uk	
Telephone	0161 2755768	
Departmental website	https://www.bmh.manchester.ac.uk/	

Additional words

From: Athena Swan [mailto:AthenaSwan@ecu.ac.uk]
Sent: 21 February 2018 09:33
To: Sarah Mohammad-Qureshi; Athena Swan
Subject: RE: Word count extension request

Dear Sarah,

Many thanks for your email.

Yes, I can confirm that due to the reasons set out in your email we are happy to grant an additional 1,000 words to each of the Schools mentioned.

Each School must present data for clinical and non-clinical staff separately, and the additional word allowance is granted to allow additional analysis and reflection on any differences between the two staff groups.

Please ensure that this email is included in each application as confirmation of this word extension.

With best wishes,

Jess

Jessica Kitsell
Equality Charters Adviser
T: +44 (0) 20 3870 6022
E: jessica.kitsell@ecu.ac.uk

As seen in screenshot above, we have been granted an additional 1000 extra words for this application. These have been used in Sections 2 and 3 to describe our restructure. An additional 200 word statement from our incoming interim Head of School is also included as per guidelines.

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 500 words

An accompanying letter of endorsement from the head of department should be included.

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



The University of Manchester

School of Medical Sciences
Faculty of Biology, Medicine &
Health
Oxford Road
Manchester M13 9PL

Equality Challenge Unit (ECU)
Westminster Tower,
3 Albert Embankment
LONDON
SE1 7SP

Dear Sir/Madam

As Head of School, it is a privilege to support all my staff and our students in their Athena SWAN ambitions. I have been a contributing member of the Self-Assessment Team and witnessed at first hand their discussions, enthusiasm and commitment while preparing this application. I can confirm that the information we present is an accurate representation of the activities that occur within the School of Medical Sciences (SMS) and that funding is available to support relevant activities.

Restructuring impacted some Divisions more than others presenting various levels of challenge for our staff and students. Cancer Sciences was also significantly affected by the Paterson Building fire. Combined with the Manchester 2020 proposed reduction in staff numbers across the Faculty, via voluntary severance, I recognize this has been an unsettling time for staff and impacted on morale.

My School leadership team and I along with Faculty leadership are working very hard to engage with our staff and students, understand their concerns and build a vibrant, collegiate atmosphere for all. Embracing the Athena SWAN charter is an extremely valuable tool to help in this process.

With this in mind, I would like to highlight some of the things we have put in place to ensure that we advance gender equality with representation, progression and success.

- Social Responsibility (along with Athena SWAN) is embedded into the structure and core business of SMS: this is a standing item on all School and Divisional meetings and at the School Board.
- Our new processes for promotion, our communication and engagement strategies and our celebrations of success are some examples of what we are doing to rebuild confidence and a powerful sense of what we stand for and what we want to achieve as a School.

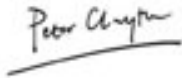
We have many female leaders and role models in SMS including 4 Deputy Heads of Division and our Head of School Operations. I would also like to acknowledge and applaud the personal achievements of many of our female staff and students this current year, such as Dr Robina Shah appointed as High Sheriff for Greater Manchester - the first female Muslim to hold the role and medical student Charlotte Auty for being awarded Student Volunteer of the Year.

I will be taking on the role of Interim Dean from the summer and Prof Paul Coulthard, currently Head of the Division of Dentistry, will assume my role as Head of School. I am fully committed to the Athena SWAN charter, and I want all our staff to feel the same way and see the advantages that this brings to all.

From a personal perspective, I have seen how my sister has had to strive to combine her roles

as a full-time General Practitioner with raising her family, and I want to know that widespread adoption of the AS Charter will enable my daughter, now in her first Medical Foundation Year, to have equality of opportunity as she develops her own medical career.

Yours Sincerely



Peter E Clayton MD FRCPCH
Head of the School of Medical Sciences (Interim)
Faculty of Biology, Medicine & Health
University of Manchester
Tel: (+44) 161 275 7513 (Karen Reeson [Personal Assistant]),
Karen.m.reeson@manchester.ac.uk

Manchester
Academic Health Science Centre

Professor of Child Health & Paediatric Endocrinology
Honorary Consultant
Royal Manchester Children's Hospital & Christie Hospital

Postal Address:
5th Floor Research
Royal Manchester Children's Hospital
Oxford Road
Manchester M13 9WL

Tel numbers:
Office +44 161 701 6949
Clinical Administrative Assistant (Sue Wilkinson) +44 161 701 1632

Dear Sir or Madam,

Additional supporting statement in *for the application by the School of Medical Sciences (Faculty of Biology, Medicine & Health, University of Manchester) for an Athena SWAN Silver Award*

I am delighted to support this application for an Athena SWAN silver award as the incoming Head of Medical Sciences (Interim). For the past five years I have been the Head of the Division of Dentistry, formerly the School of Dentistry, that was awarded Silver Athena Swan in 2015. I believe that cultural change is driven by leadership by example and I have been, and continue to be, engaged in personally demonstrating, as well as supporting others, in addressing gender inequalities and diversity at management and policy-making levels.

I am supportive of all the activities as outlined in the Action Plan and will ensure that our ambitious programme is delivered as I take on the role from Peter Clayton. My priority is to ensure a culture of equality with all flourishing in the School of Medical Sciences. In my previous role this was successfully delivered and the principals of AS were embedded. I believe that a supportive and inclusive work place is not only a happy place but is the only way to deliver an effective workplace. The Dental School that I previously led was the premier research school in the UK and has developed a strong global reputation because of its AS culture.



Paul Coulthard BDS MFGDP(UK) MDS FDSRCS FDSRCS(OS) PhD
Head of the School of Medical Sciences (Interim from 01.06.2018)
Faculty of Biology, Medicine & Health
University of Manchester

Abbreviations

ADSR Associate Dean Social Responsibility (E&D)
AS Athena SWAN
AS WG Athena SWAN Working Group /
CARD Centre for Academic Research and Development
CEI Centre for Engagement and Involvement
DA Doctoral Academy
DBBM Developmental Biology & Medicine,
DCS Division of Cancer Sciences
DCVS Divisions of Cardiovascular Sciences,
DEG Diabetes, Endocrinology & Gastroenterology
DDME Division of Medical Education
DoD Division of Dentistry
DfSR Director for Social Responsibility
DOM Divisional Operations Manager
DSRL Division SR Lead
E&D Equality and Diversity
FA Fellowship Academy
FBMH Faculty of Biology, Medicine and Health
FLS Faculty of Life Sciences
FPC Faculty Promotion Committee
H&S Health and Safety
HoS Head of School
HoD Head of Division
HoSO Head of School Operations
HoStO Head of Student Operations
PGR Postgraduate Research
PGT Postgraduate Teaching
PSS Professional Support Services
SAT Self-assessment team
SBS School of Biological Sciences
SHS School of Health Sciences
SEL Student Experience Lead
SL Senior Lecturer
SL&D Staff Learning & Development Unit
SMS School of Medical Science
SoD School of Dentistry
SoM School of Medicine
SPC School Promotion Committee
SRF Senior Research Fellow
FA Fellowship Academy
UG Undergraduate
UoM University of Manchester
WiBMH Women in Biology, Medicine & Health network
WiC Women in Cancer network
WG Working group

2. DESCRIPTION OF THE CHANGES ARISING FROM RESTRUCTURE

Recommended word count: 1000 words 1897

Please provide a detailed description of the changes arising from the restructure – for example, /, change of location, changes to course delivery – including any relevant contextual information. An overview should be provided on high-level staffing changes including the total number of staff affected. Please provide a description of the department pre- and post-restructure, and an indication of how the restructure has impacted each of the previous departments/units.

Changes Arising from Restructure

- *Merging 2 legacy faculties to create a new Faculty of Medicine, Biology and Health (FBMH) and launch of our **School of Medical Sciences (SMS)***
- *Change of 'departmental' names from Institutes and Schools to Divisions*
- *Mapping of staff and post graduate research (PGR) students to Divisions resulting in many having new line management*
- *Different job roles for some PSS staff*
- *Change of individuals holding Head of School (HoS) and Head of Division (HoD) posts*
- *Establishment of new leadership roles including Head of School Operations (HoSO), deputy HoDs, Directors for Social Responsibility (DfSR), PGR (DPGR) and Teaching (DPGT) and Head of Student Operations (HoStO)*

Impact of Changes

- *AS more firmly embedded in SMS social responsibility agenda*
- *New management structure which is being well received*
- *Greater cross-School working and sharing of best practice*
- *New working partnerships (successfully evidenced by increased external funding and more studentships)*

No significant changes: Numbers, ethnicity, or gender balance of staff/students and senior management teams. Staff contract type, academic pathway, undergraduate/postgraduate courses offered or base locations.

Background to the University Restructure and Formation of the School of Medical Sciences

SMS, comprising six themed divisions, is one of three Schools that together make up FBMH. Formed in August 2016 following a major structural reorganisation of the University, FBMH represents a merger of the Faculty of Life Sciences (FLS) and the Faculty of Medical and Human Sciences (FMHS) (see **Figures 1 & 2**). Legacy faculties each held AS Silver Awards. At its launch FBMH had over 11,000 students, 3200 staff and £122 million in annual research income. Its three component schools offered over 30 undergraduate (UG) degrees and approximately 90 postgraduate (PG) courses.

Commenting for The Mancunion (independent student newspaper) the University said:

“this new, integrated structure enables us to deliver a truly translational approach to the life sciences, ensuring smooth research pathways—from pure discovery science through to clinical application and patient care.”

Structural Organisation Pre and Post Re-structure

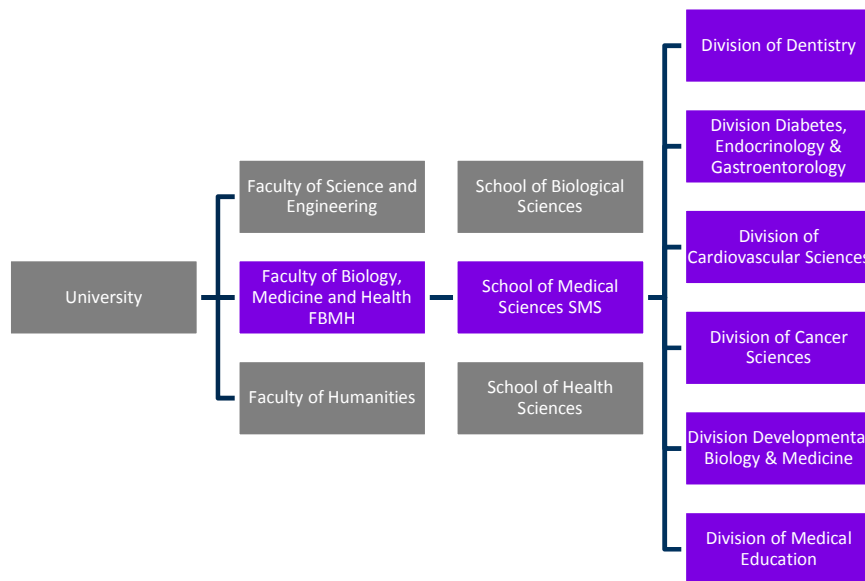


Figure 1: Current SMS and sub-divisions lying within the FBMH (all highlighted purple)

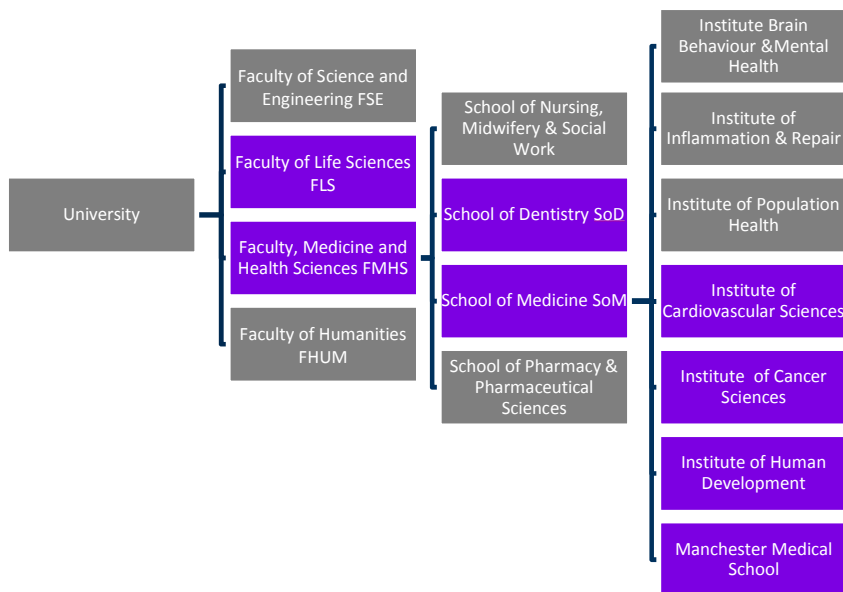


Figure 2: The legacy Faculties and Schools (those contributing to FBMH & SMS highlighted purple)

The restructure process followed the 2015 recommendation of the ‘Review of the Faculty of Life Sciences and Cognate Disciplines Implementation Group’ to organise academic activity around 3 instead of 4 faculties. The intention was to focus and concentrate academic and research staff into a more cohesive organisation, standardise PSS processes and help the University achieve its goal to be a global leader across the life science disciplines. A Faculty Implementation Group took responsibility for leading the process through the transition

period (Figure 3). It was ensured that Athena SWAN had a voice within this group (see Section 3iii).

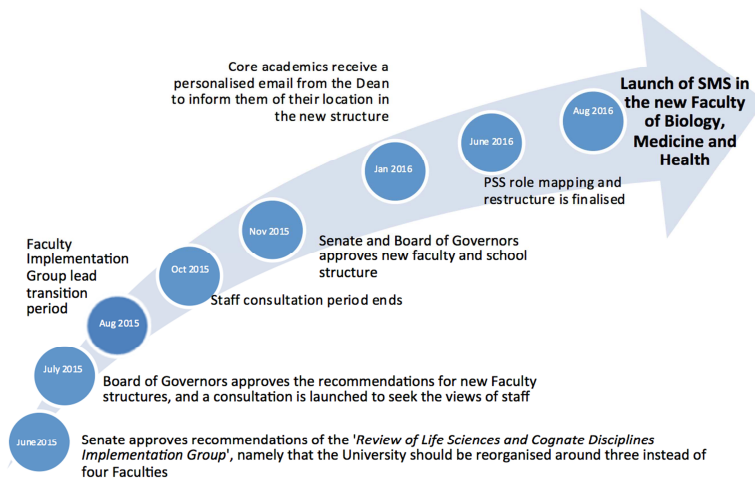


Figure 3: Timeline of restructure process.

Staff and students were consulted and informed throughout (examples **Table 1**).

Consultation Initiative	
1	Series of open meetings held for all staff groups (June 2015) immediately after restructure announcement. Five more in September to explain restructure process
2	Dedicated FBMH Restructure email address to ensure everyone had a point of contact
3	Further open meetings/drop-in sessions organised throughout transition period including twelve sessions for PSS held at various locations including NHS partner sites.
4	Dedicated Faculty Restructure website. Key documentation, current information, advertisements for new roles, introductions to key personnel were updated weekly
5	Staff feedback and questions informed the content of six 'FAQ' documents issued in transition period.
6	Weekly 'Faculty Restructure update e-zines' (38 issued between November 2015 and July 2016)
7	A 'Countdown to going Live' document was issued the week before the launch

Table 1: Communication and consultation with staff during re-structure process (examples)

Restructure Survey: "Did you feel well-informed about the restructure process"?

- Academic: YES 72%F & 65%M; NO 27%F & 31% M, not answered 1%F & 4%M
- PSS: YES 82%F & 67%M; NO 13%F & 33%M, not answered 5%F
- Research: YES 72%F & 63%M; NO 28%F & 37%

No major gender differences

This response whilst favourable could have been better. New internal communication initiatives have now been put in place including use of social media and video messages. There has also been a drive to consolidate emails into fewer more focused e-newsletters. Moving forwards the SAT will explore the potential use of QR codes and a dedicated SMS App as a means of disseminating key information to further improve staff engagement and connectivity (**AP 4.2**).

General Staff and Student Number Overview

Post-launch the total numbers of staff and PGR students in SMS was 1084 (44.2%M and 55.8%F) (**Table 2**). The majority of academic staff came from the former SoM (66%) or SoD (21%) in FMHS with the remainder joining from FLS (13%). Of the 167 PSS staff the majority came from FMHS, with a single member of staff joining from FLS. Research staff and PGR students ‘followed’ their PI/line manager or supervisor. No redundancies arose as a result of the restructure.

	Numbers Aug 2016	Numbers May 2018	%Aug 2016		% May 2018	
			%M	%F	%M	%F
Academic	459	476	53.6	46.4	52.7	47.3
Research	193	161	44.0	56.0	45.3	54.7
PSS	167	184	18.6	81.4	19.6	80.4
PGR	265	424	45.8	56.0	45.8	54.2
Total	1084	1245	44.2	55.8	44.5	55.5

Table 2: A snapshot of staff and PGR numbers at SMS launch August 2016 compared to present day

Of note, 18 months on from the launch staff numbers and job types have not significantly altered (**Table 2**). Academic numbers and gender balance are similar to the previous SoM and SoD combined (**Table 3**). To best illustrate the immediate impact of restructure we have presented staff data from August 2016. In response to difficulties accessing some data for this application we have added an action to address this moving forwards (**AP 1.5**).

	Legacy Staff Data for SoM and SoD (combined, 2015)					SMS (Aug 2016)				
	Number		Total	%		Number		Total	%	
	F	M		F	M	F	M		F	M
Professor	35	117	152	23.0	77.0	20	66	86	23.3	76.7
Reader/SL/ SRF (grade 8)	56	83	139	40.3	59.7	45	49	94	47.9	52.1
Lecturer (grade 7)	53	35	88	60.2	39.8	46	36	82	56.1	43.9
Other academics (grade 7)	110	105	215	51.2	48.8	102	95	197	51.8	48.2
Total	254	340	594	42.8	57.2	213	246	459	46.4	53.6

Table 3: A Comparison of Academic staff roles in SMS compared to previous Schools of Medicine and Dentistry (the legacy schools for majority of staff in SMS)

Academic and Research Staff Changes

Academics embark on one of three academic career pathways - Teaching Scholarship, Research or Teaching and Research. No individual’s pathway altered with the restructure but line management did change for some of our academic (and research) staff.

Restructure Survey:

“Did your line manager change after the restructure”?

- Academic responders: YES 36%F & 54%M
- Research responders: YES 3%F & 0%M

The breakdown of academic staff in SMS by grade, job role and legacy faculty are detailed in **Tables 4/5 & Figure 4**. The levels of female non-clinical academic Lecturers (Grade 7) of 54% and Grade 8 Senior Lecturer/Fellow (SL/SRF) and Readers of 54% indicates a healthy balanced pipeline that we trust, in future years, will help to redress the gender imbalance seen at professorial level (our 'drop off' point for non-clinical female academics). We are confident that new initiatives at both FBMH and SMS level (**see Section 4.3iii**) will help in this regard.

For clinical female academics the drop off point is at SL/Reader level and there are far fewer women in professorial positions (12% compared to 17.9%F Professors when looking at medical schools across the UK (*Survey of Medical Clinical Academic Staffing Levels 2017, Medical Research Council*)). Mindful that we are lower than the national average in this regard and that the majority of academic staff in SMS are clinical (**Table 5**) we wish to better understand the challenges facing this cohort of women (**AP 3.10**).

Non-Clinical Academics N = 194	Faculty of Medical & Human Sciences				Faculty of Life Sciences		SMS	
	School of Medicine		School of Dentistry					
	M	F	M	F	M	F	M	F
Professor	16 (76%)	5 (24%)	3 (60%)	2 (40%)	10 (56%)	8 (44%)	29 (66%)	15 (34%)
Reader (Grade 8)	2 (50%)	2 (50%)	2 (67%)	1 (33%)	12 (60%)	8 (40%)	4 (57%)	3 (43%)
SL, SRF (Grade 8)	9 (35%)	17 (65%)	1 (50%)	1 (50%)			22 (46%)	26 (54%)
Lecturer (Grade 7)	12 (44%)	15 (56%)	-	7 (100%)	12 (67%)	6 (33%)	24 (46%)	28 (54%)
Other Academic Roles (Grade 7)	16 (50%)	16 (50%)	2 (33%)	4 (67%)	5 (100%)	-	23 (53%)	20 (47%)
TOTAL	55 (50%)	55 (50%)	8 (35%)	15 (65%)	36 (64%)	22 (36%)	102 (53%)	92 (47%)

Table 4: Numbers of Non-Clinical Academics at SMS launch (August 2016) and their Faculty/School of origin Other Academics are predominantly fellows/tutors (grade 7)

Clinical Academics N = 265	Faculty of Medical & Human Sciences				Faculty of Life Sciences		SMS	
	School of Medicine		School of Dentistry					
	M	F	M	F	M	F	M	F
Professor	27 (87%)	4 (13%)	10 (91%)	1 (9%)	-	-	37 (88%)	5 (12%)
Reader (Grade 8)	1 (100%)	-	-	1 (100%)	-	-	1 (50%)	1 (50%)
SL, SRF (Grade 8)	20 (62%)	12 (38%)	2 (40%)	3 (60%)			22 (59%)	15 (41%)
Lecturer (Grade 7)	6 (32%)	13 (68%)	6 (55%)	5 (45%)	-	-	12 (40%)	18 (60%)
Other Academic Roles (Grade 7)	41 (37%)	69 (63%)	31 (70%)	13 (30%)	-	-	72 (47%)	82 (53%)
TOTAL	95 (49%)	98 (51%)	49 (68%)	23 (32%)	-	-	144 (54%)	121 (46%)

Table 5: Numbers of Clinical Academics at SMS launch and their Faculty/School of origin. Other Academics are predominantly clinical fellows/tutors teaching a few hours per week. Often self identify as 'Academics' but are not on one of the 3 academic pathways.

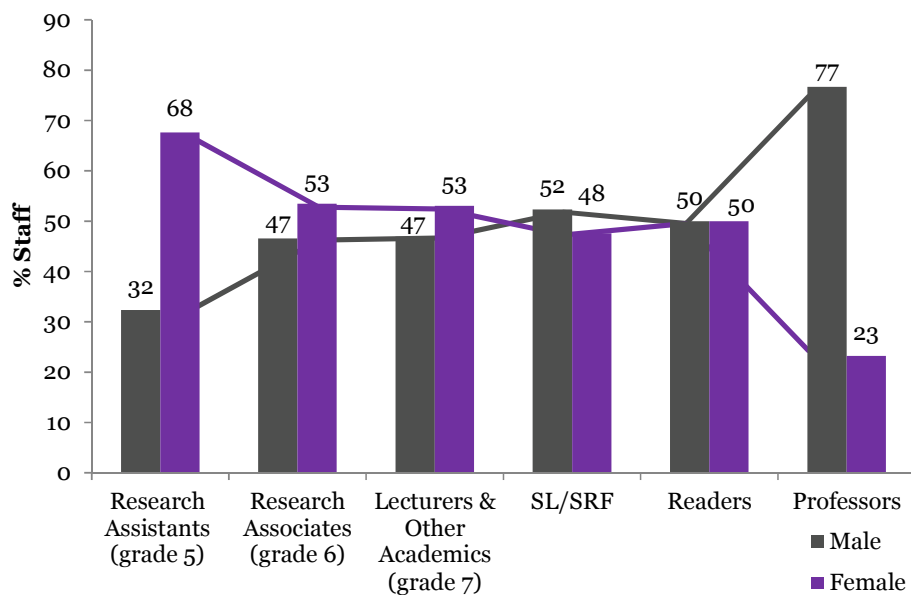


Figure 4: Clinical and non-clinical Academic and Research staff gender split at SMS launch (August 2016). Combined data. Percentage of each gender indicated above bar.

School and Division Mapping (links also to Redistribution of Staff)

Prior to FBMH launch all FLS and FMHS academic staff were mapped, based upon their research and/or teaching interests, to their new Schools and Divisions by the Faculty Implementation Group. Personal emails sent from the Dean informed them of their placement within FBMH which they could appeal if they wished. Less than 5% of FBMH staff requested re-allocation and 47/48 appeals were approved. In January 2017 there was a second 'window of opportunity' for staff to move between Schools/Divisions with 2 members of SMS switching Divisions.

Restructure Survey:

"Were you happy with your School/Division allocation"?

- Academic: YES 92% F & 81%M; NO 6%F & 6% M; prefer not to say 2%F & 13%M
- Research: YES 92% F & 72%M; NO 3%F & 16% M; prefer not to say 5%F & 12%M

Redistribution of staff across the six divisions of SMS was variable due to differences in research area and teaching focus (**Figure 5**). Some areas such as the Division of Cancer Sciences (DCS) and Division of Cardiovascular Sciences (DCVS) maintained 89% of staff from their legacy Institutes and the Division of Dentistry (DoD) was identical to the SoD it replaced. Other areas such as the Division for Medical Education (DME) were composed not only of staff from the legacy Manchester Medical School but also academics from FLS.

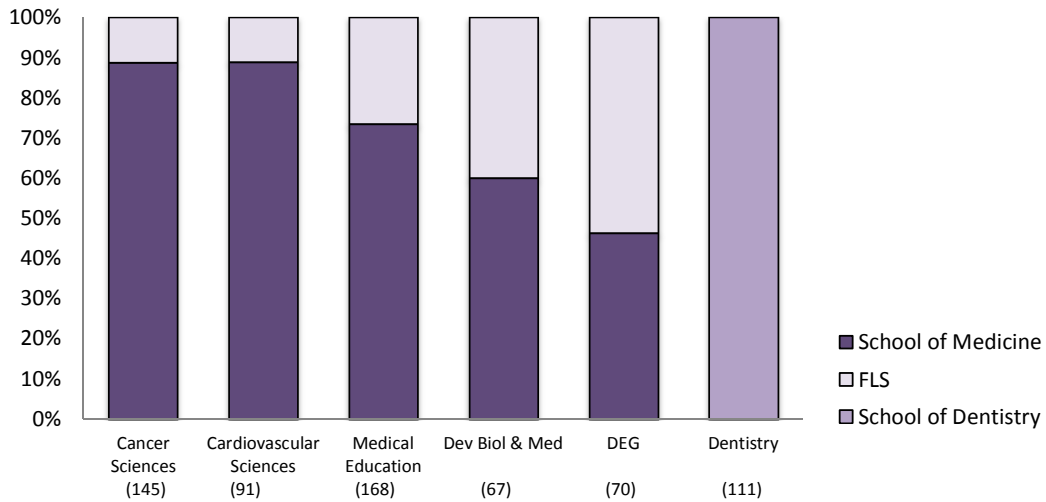


Figure 5: Composition of core Academic staff from legacy Faculties/Schools in SMS Divisions (n) total numbers of Academic and Research staff in each Division

Representing the smallest of our divisions, Developmental Biology & Medicine (DDBM) and Diabetes Endocrinology and Gastroenterology (DEG) had the most significant mixing of staff from legacy areas. Although advantages and opportunities arise with such new groupings, we are aware of the potential challenges with forming new networks and staff cohesion. Our action plan aims to ensure we help create a ‘sense of belonging’ for these and other staff and students (AP 4.6) building on the positive survey feedback already received.

University Survey:
(all staff groups in SMS combined)

- 90% I am satisfied with the support I get from my work colleagues
- 84% Overall, I am satisfied with my job
- 80% I feel valued by the people I work with
- 76% I am well informed about what is happening in the team/section I work in
- 76% I feel part of my School/PSS Directorate/other Organisational Unit
- 76% My immediate line manager communicates effectively with me and my team

A range of ‘Away Days’ (Figure 6), Divisional/School meetings and social initiatives, most of which were attended by our HoS, have helped introduce new colleagues and facilitate a supportive and collaborative working environment (see Section 4.4111/4.6i)



“New Head of School is pro-active and takes this seriously”
(Academic in AS Survey)

Figure 6. A cross-division ‘Away Day’ for research staff in DDBM & DEG (60% attendance)

Professional Support Services (PSS) Staff Changes

Joining of the two Faculties meant that there was inevitably some duplication of PSS roles and as a result 28 posts at grades 6/7 were lost in the restructure (Faculty wide). This was successfully managed via introduction of voluntary severance and redeployment schemes. Compulsory redundancies were avoided.

Although line management changed for some PSS staff, their job roles, descriptions, and responsibilities were largely unaltered. For approximately 10% of PSS a role change was necessary, achieved by introduction of a new role allocation process involving an 'aspirational' interview with their line managers/member of faculty HR.

Restructure Survey:

"Did your line manager change after the restructure"?

- PSS responders: YES 40%F & 27%M.

Feedback suggested this was not an issue.

"I feel this was a positive change more approachable despite having more divisions to look after"

81% of PSS staff in SMS is female (69% at Faculty level). A higher proportion of female staff is apparent at all job grades (**Table 6 & Figure 7**) but this remains the same as before restructure. We have included a new action to explore the lower numbers of male PSS in our school (**AP 3.11**).

PSS Staff N = 167	Faculty of Medical & Human Sciences						Faculty of Life Sciences		SMS	
	School of Medicine		School of Dentistry		Faculty Admin		M	F	M	F
	M	F	M	F	M	F				
Grade 8-9	-	2 (100%)	-	-	-	-	-	-	-	2 (100%)
Grade 7	1 (10%)	9 (90%)	1 (20%)	4 (80%)	-	-	-	1 (100%)	2 (13%)	14 (87%)
Grade 5-6	12 (28%)	31 (72%)	1 (25%)	3 (75%)	-	1 (100%)	-	-	13 (27%)	35 (73%)
Grade 1-4	14 (16%)	73 (84%)	2 (18%)	9 (82%)	-	-	-	-	16 (16%)	82 (84%)
Scientific Officers	-	3 (100%)	-	-	-	-	-	-	-	3 (100%)
TOTAL	27 (19%)	118 (82%)	4 (20%)	16 (80%)	-	1 (100%)	-	1 (100%)	31 (19%)	136 (81%)

Table 6: Numbers of PSS staff at SMS launch and their Faculty/School of origin

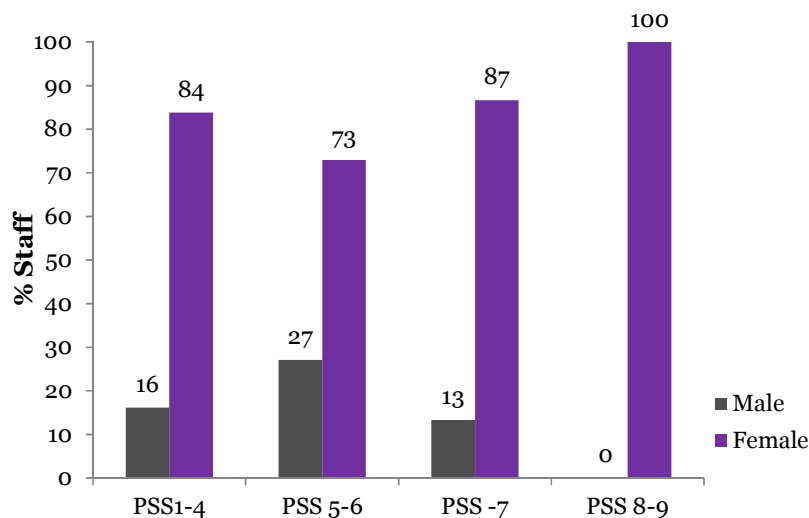


Figure 7: PSS Staff gender split at SMS launch (August 2016) Percentage of each gender indicated above bar.

Undergraduate and Postgraduate Teaching

Restructuring did not negatively impact on the delivery of our UG and PGT programmes, the number of courses offered or the student experience. Whilst teaching responsibilities of academic staff did not alter there was some redistribution of teaching load (see **Section 4.6v**).

SMS currently has 2335 undergraduate medical students (2017/18: 48%M, 52%F) and 429 undergraduate dental students (2017/18: 32%M, 69%F). We also continue to offer 31 PGT programmes for 413 students (2017/18: 37% M, 63% F) and are looking at ways of increasing accessibility to these courses (**AP 2.5**).

Applications, offers and acceptance rates were not negatively affected by the restructure. Indeed we have actually seen an increase of 38% in the number of applicants (58%F & 42%M) wishing to study medicine (compared to +11% nationally). We will continue to monitor these moving forwards (**AP 2.3&2.4**). Attrition rates from all programmes remain low, with no evident gender issues. New initiatives have been put in place to ensure our inclusive and supportive environment is highlighted to students on interview and open days. Our goal is to give them confidence that they will be well supported as they embark on the STEMM pipeline within SMS (**AP 2.2**).

Changes in Location

No major academic or PSS staff relocation took place as a result of the restructure and there was no change to teaching locations. Three members of staff requested a local move of office/laboratory to be nearer colleagues all of which were granted. We are a multi-site school with staff and students housed in several buildings on central campus and many further afield in our partner NHS hospitals (**Figure 8** for information).



Figure 8. SMS staff/students, geographical distribution on campus and at sites across Greater Manchester. The majority of staff are located: Red-Division of Medical Education DME; Green-Divisions of Cardiovascular Sciences DCVS, Developmental Biology & Medicine DBBM, Medical Education DME and Diabetes, Endocrinology & Gastroenterology DEG; Yellow-Division of Dentistry DoD; Orange-Division of Cancer Sciences (DCS); Purple DCS, DEG & DBBM staff in NHS Partner Hospitals

Since the restructure, we have faced unforeseen challenges around redistribution of staff due to a fire, which devastated the Paterson Building. The response to this disaster from SMS was remarkable as individuals from across all Divisions, job roles and grades came together to help DCS staff and students (see **Section 5**).

Senior Leadership

The restructure provided an opportunity to review the management structure and leadership of the Faculty. At school level we welcomed a new HoS (M), six HoDs (6M) and seven Deputy HoDs (3M, 4F). Newly created SMS leadership roles included: HoSO (F), HoStO (F), Directors for SR (F), Business Engagement (F), PGT (F) and PGR (M), an Academic Lead for Health and Safety- H&S (F), Information Governance Guardians (2F), Division Senior PGR Tutors (3M, 3F),

Leads for SR (1M, 5F) and Leads for Teaching Contribution (5M, 1F).

The way AS issues and activities were communicated both upwards and downwards (**Figure 9**) also changed with the formation of our new AS Working Group (WG) and Core SAT (described in **Section 3i**), 2 new SR groups and 2 new staff and student networks.

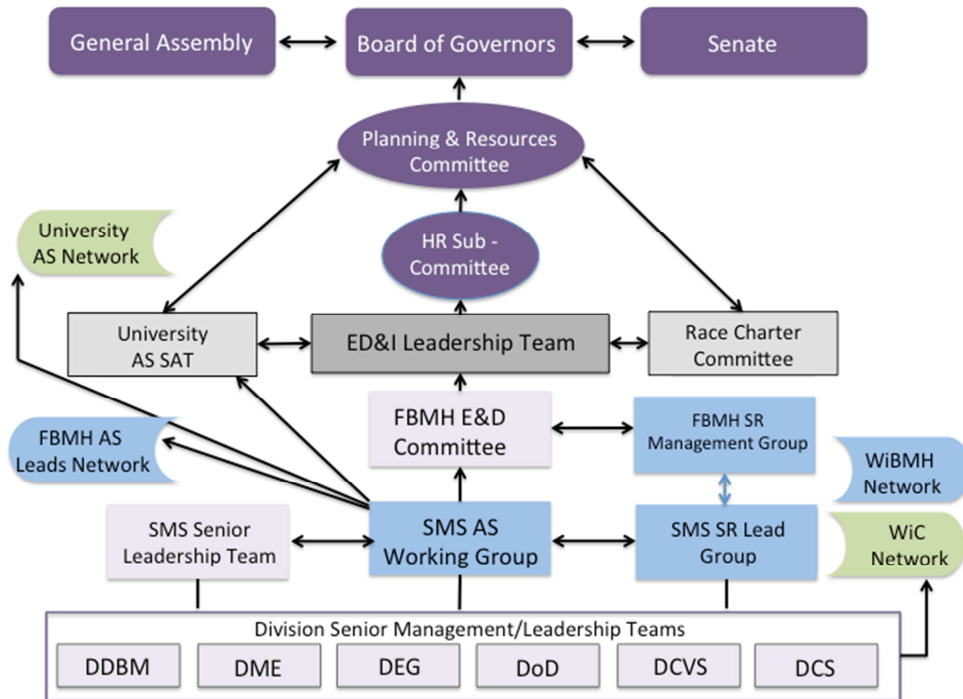


Figure 9: Reporting and Communication channels for AS activities within the University. Board of Governors sub committees not shown. Blue shapes indicate new committees and networks established immediately after SMS launch.

Main Actions (Section 2)

- Explore new methods of communication to improve staff engagement **AP 4.2**
- Gain a better understanding of the barriers to progression facing female clinical academics **AP 3.10**
- Investigate the low numbers of male PSS staff at all grades **AP 3.11**
- Draft a comprehensive list of all data and information required for future AS applications and gain management approval for required resources **AP 1.5**
- Continue to work to engender a sense of belonging for all members of SMS **AP 3.3, 4.6**
- Highlight the inclusive and supportive environment to Access level and undergraduate students **AP 2.2**

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words: **1642**

Describe the self-assessment process. This should include:

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

<p>Changes to our AS Team/Self Assessment Process Post Restructure</p> <ul style="list-style-type: none">• <i>Increased PSS membership</i>• <i>Increased clinical representation</i>• <i>Undergraduate student representation</i>• <i>LGBTQ representation</i>• <i>Co-AS Leads to share workload and represent legacy Faculties</i>• <i>Fully supportive HoS who has attended all meetings</i>• <i>Dedicated AS administrative support</i>• <i>Increased AS representatives on SMS/FBMH and University committees</i> <p>Impact of Changes</p> <ul style="list-style-type: none">• <i>Fully engaged members and good meeting attendance</i>• <i>Increased frequency of meetings</i>• <i>New Faculty women's network (Women in BMH) established</i>• <i>Formed valuable AS working partnerships with sister Schools in FBMH</i>• <i>Better awareness of AS activities and improved presence of AS in SMS</i>
--

Our Team

The restructure presented a unique opportunity to rethink our approach to AS. Legacy AS SATs were disbanded and a new team of motivated and committed individuals established. We retained a SAT of a 'Core' group of 9 individuals (2M, 7F) comprising the SMS DfSR (F) and 5 Division Leads for SR (all with responsibility for AS in their role remit), the HoS (M), HoSO (F) and the AS Champion for SMS/Academic Lead on the UoM SAT (F).

The Core SAT sit within a larger AS Working Group (WG) together making a team of 25 members (18F, 7M). To ensure this new WG was fully inclusive and that all were offered a chance to participate, open calls were placed on SMS Announcements (disseminated via email and also placed on the SMS intranet). We are pleased that targeted invitations have not been necessary.

Our combined Core SAT and WG is co-chaired and co-led by Dr Lynne Hampson the AS Champion for SMS (who has experience of ECU AS award panels) and the SMS DfSR Dr Natalie Gardiner. There is a good balance of representation, across a spectrum of career-levels, from clinical (x4) and non-clinical academics (x7), research staff (x5) and PSS staff (x7) as well as both PG (x1) and UG (x1) students (**Table 6**). Together we have a diversity of work-life experiences (maternity/paternity/adoption breaks, flexible working and caring responsibilities) age, ethnicity, gender and LGBTQ representation. Both legacy faculties are represented and continuity from previous applications is assured as 6 members have held positions on past SATs.

Name	Staff Group/Job Title	Division	Other University Roles	Legacy SAT?	Core SAT?
Charlotte Auty	Student, (UG Medical)	DME	Lead for Medic Outreach Manchester		
Dr Senathirajah Ariyaratnam (M)	Academic, Senior Lecturer (clinical)	DoD	Division SR Lead		Yes
Professor Isobel Braidman	Academic, Professor	DME	Academic Lead for Portfolio Advisors	SoM Chair	
Brionne Campbell (M)	PSS, Administrator	DDBM			
Rita Chow	PSS, Senior Administrator	DCS			
Professor Peter Clayton (M)	Academic Professor Of Child Health & Paediatric Endocrinology (clinical)	SMS	Head of School		Yes
Dr Michelle Desforges	Research, Postdoc Res Associate	DDBM	Division SR Lead		Yes
Dr Jill Dixon	Academic, Senior Lecturer	DoD		SoD Chair	
Dr Natalie Gardiner	Academic, Senior Lecturer	DEG	AS Co Lead for SMS, SMS Director for SR, Division SR Lead WiBMH founder	FLS	Yes
Dr Jo Glazier	Research, Senior Research Fellow	DDBM	Division AS Champion	SoM	
Dr Lynne Hampson	Academic, Reader	DCS	AS Co Lead for SMS, UoM AS SAT Academic Lead, WIC co-founder	SoM	Yes
Bridget Horne	PSS, Administrator	DCS			
Dr Suzanne Johnson	Research, Postdoc Res Associate	DCS	Division SR Lead, WIC co-founder		Yes
Dr Ashraf Kitmitto	Academic, Reader	DCVS	Division SR Lead		Yes
Dr Anthony Oliver (M)	Research, Research Associate	DCS			
Professor John McLaughlin (M)	Academic Professor of Gastroenterology and Nutrition (clinical)	DEG	Head of Division		
Andrea Palmer-Baker	PSS	SMS	Head of School Operations		Yes
Sarika Paul	PhD Student	DEG			
Jackie Platt	PSS	SMS	Head of Student Operations		
Marcus Price (M)	PSS, Research Technician	DCS			
Lisa Roach	PSS, HR	FBMH	HR Partner for SMS	SoD	
Dr Louise Smith	Academic, Lecturer (clinical)	DME	Lead for Clinical and Examination Skills (Medical Degree)		
Dr Stephanie Snow	Research, Senior Res Fellow	DME	Division SR Lead		Yes
Dr Mike Taylor (M)	Academic, Lecturer	DCS			
Dr Carol Yates	Academic, Senior Lecturer	DME	Director of PGT Education		

The numbers and gender composition of the legacy SATs were SoM 17 members (13F, 4M), SoD 13 members (7F, 6M) and FLS 12 members (9F, 3M).

Table 7: Details of membership of SMS Core SAT and AS WG

We acknowledge that the AS Core SAT and WG are predominantly women and believe this may be due to the misconception amongst our male staff that AS is “*just for women and not for men*”! We will spread the message that the principles of AS are of benefit to all (AP 4.4h).

Timing of Meetings

Since restructure the WG have met bimonthly which is more frequent than legacy SATs. This is necessary in order to ensure we are consistently monitoring, raising issues and championing AS throughout the SMS ‘bedding in’ period. Advance notice is given of the meetings and we canvass opinion for preferred timings to be fair to all staff/students, particularly as some

travel from off-campus locations. Additional meetings of WG breakout groups have been convened to discuss specific issues such as the survey, communications and webpages. We have also held a number of focus groups. The AS Leads have met frequently with AS Leads of our sister Schools in the run up to this interim application. This has proved a valuable venture and allowed us to share best practice, support each other and work as a single unit to gather University/Faculty level data and information. The impact of this has been extremely beneficial and we intend to maintain these links **(AP 1.2)**.

Reporting Structure

AS is now more firmly embedded into the SMS senior management structure and this has been a positive impact of restructure. Divisional SR Leads and AS co-Leads all sit on their Divisional Senior Management/Leadership Teams. Both Leads are also members of the School Leadership Team along with HoS, HoSO and 2 other members of the WG. Information is cascaded upwards and downwards from committees as shown in **Figure 9**. SMS staff are linked into these committees as the DfSR attends and reports to the FBMH SR and Equality and Diversity leadership teams and the SMS AS Champion is now Academic Lead on the University SAT which feeds directly into the University Planning and Resources committee.

Listening and Setting Future Goals

Earlier assessment of restructure changes would not have given a complete picture of impact so we delayed submission of this interim application to allow a reasonable period for staff and students to settle, adjust where necessary and feel informed enough to be able to judge how the reorganisation influenced them personally. During this time a University-wide staff survey took place and the WG distributed 2 surveys in SMS (launched together on the same link) – one based on AS issues and the second on the restructure process. The survey responses, and feedback conveyed to us, have been used by the WG to help inform and update our Action Plan.

Survey Details and Response Rates	
1	University level staff survey (biannual) March 2017 SMS data was extracted – 494/ 808 responders (61% of staff)
2	SMS Surveys for staff and PGR students (September-November 2017). Put together by the AS WG.
a)	AS Survey: Covers issues such as career progression and development, promotions, flexible working etc.
b)	Restructure survey: Focussed on gaining feedback on how restructure has influenced SMS processes (induction, promotion), communication, work-life balance, and connectivity (to each other and management). Response rate: 283 staff (35% staff) and 26 PGR students (6% response rate). Gender 94M, 205F, 10 other/prefer not to say. Representation from academic, PSS and research staff at all levels and grades. Charity donations for each completed survey were made from SMS to the Wood St Mission which helps local children and women in need, and the Manchester Children’s Hospital Charity.

Response rates to the SMS surveys were lower than we would have liked. This likely reflects the unease and uncertainty being experienced at the time due to the University’s announcement of its M2020 goals. One of the proposals was a reduction of 65 academic posts in FBMH (more in **Section 5**). PGR response rate was particularly low so we need to do more to engage this section of our school **(AP 4.4)**. Restructure survey results were presented to the SMS School Board (all staff invited, April 2018, **Figure 10**) by the DfSR to encourage involvement and foster open discussion about the way forward.

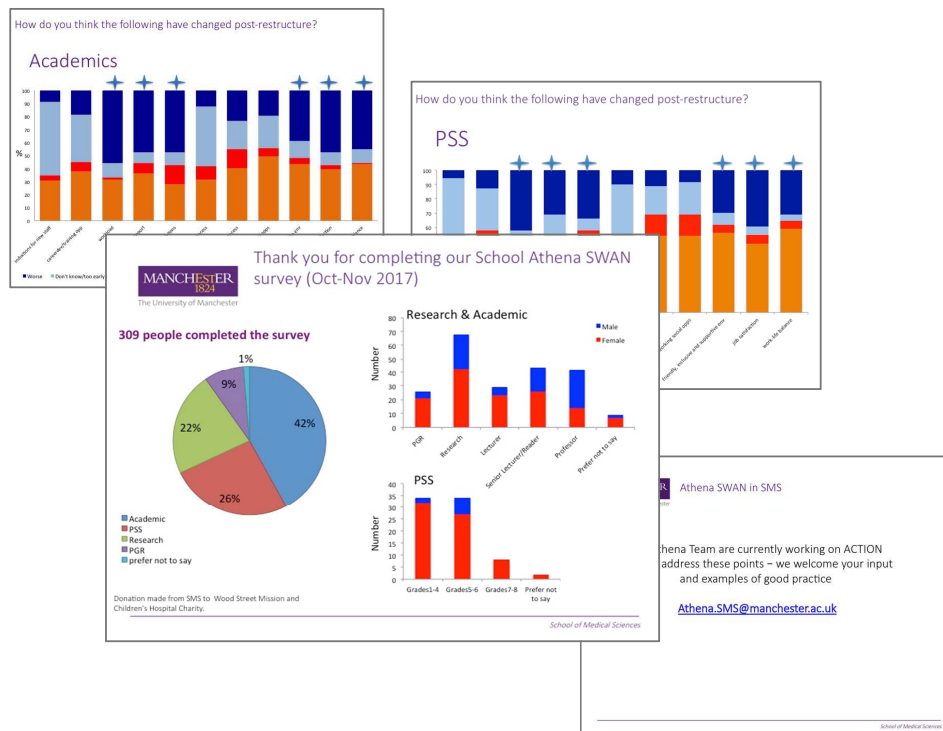


Figure 10: Snapshot of presentation given by DfSR at the SMS Board Meeting

Our survey allowed free text comments as the WG felt it particularly important to allow staff and students the opportunity to let their voices be heard and give opinions anonymously. This proved particularly popular and provided valuable insights into the key areas our action plan needed to address. It also sent a clear message to the senior leadership that staff were upset with decisions taken at University level.

Academic and PSS staff were aligned in the areas they felt had been negatively impacted by the restructure. Researcher staff appeared less affected by the changes. Areas such as inductions, promotions, P&DR and networking were considered unchanged or better (if they had experienced them in this time frame) for the majority of staff.

Restructure Survey:

The 6 key areas felt to be worse were:

1. Workload: 55.6% Academic, 42.3% PSS & 11.1% Research
2. Work-life balance: 45.2% Academic, 31% PSS & 11.1% Research
3. Job satisfaction: 47.6% Academic, 39.4% PSS & 14.3% Research
4. Admin support: 47.6% Academic, 31% PSS & 22.2% Research
5. Communications: 47.6% Academic, 33.8% PSS & 14.3% Research
6. Friendly, inclusive, supportive environment: 38.7% Academic, 29.6% PSS & 12.7% Research

There were no gender differences in responses.

Our action plan has incorporated new strategies to improve clarity and transparency of both workload and administrative support, as well as initiatives aimed at promoting unity and wellbeing (**AP 4.4g, 4.5**).

(ii) details of any equality impact assessment undertaken

An equality impact assessment was conducted on the 24th June 2016 to review the changes associated with the creation of FBMH. The outcome was that there was no significant impact on gender, ethnicity or protected characteristics under the E&D act as a result of the restructure. Diversity within FBMH remained unaffected.

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

Members of the Faculty Implementation Group included; the Head of HR for FMHS, who had been a serving member of the SoM AS SAT since its inception and a key contributor to both Bronze and Silver SoM Awards; the Associate Dean for Teaching, Learning and Students (FMHS) and the Vice-President/Dean (both previously part of the SoM Deans AS Advisory Panel) and the FLS HR Lead who along with her counterpart from FMHS championed E&D ensuring that issues relevant to the ten AS Charter Points were considered.

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

The WG will continue to meet every 2 months and the AS co-Leads every month to ensure we remain focused and motivated. Sub groups of the WG will also co-ordinate extra meetings to address specific sections of the action plan and issues arising from the restructure survey. Before restructure legacy SATS carried out an annual review of membership but with no clear means of future proofing. We will continue to review the team annually but will now also establish rotation after 2-3 years of time served. For succession planning we will also identify deputy leads for AS (**AP 1.1**). As the Core SAT will automatically change, given SR roles are of 3 years duration, the outgoing DfSR and Divisional SR Leads will be invited to remain as part of the WG to ensure continuity and communication of best practice moving forward. In response to resignation and changing charter priorities we will advertise any positions on the AS team through an open call on SMS announcements. If necessary we will also send targeted invitations to ensure that under the expanded AS charter there is fair representation of all staff.

We intend to maintain and build on our collaboration with our sister schools to share good practice and work-together with faculty-wide initiatives (**AP 1.2**). The 'Restructure' survey will be repeated in November 2018, to seek updated views and we will analyse and respond to feedback regarding progress and effectiveness of our Action Plan. Critical friends external to the University and Aurora alumni will be invited to our WG meetings to share experiences, and critique and advise on our actions and activities (**AP 1.3**).

(v) plans for future Athena SWAN award applications

The Core SAT will carry out a yearly SWOT analysis of SMS to identify our major strengths and weaknesses and recognise areas which may present opportunities or threats to our overall AS

agenda. External advice and feedback from critical friends will help us direct our efforts to the right areas and enable us with our ambition to reach AS gold. Aiming to be a Beacon of good practice we hope to develop a new 'focussed' network with AS Leads from other medical/dental schools in the North. We will also collaborate with University Staff Learning and Development (SL&D) and the Associate Dean for SR (FBMH) to develop a general Manchester/North West AS network, to formulate action learning sets with other Universities (AP 1.3)

Main Actions (Section 3)

- Work to engage more men with AS AP 4.4h
- Continue to work, collaborate and develop joint initiatives with AS teams from sister schools AP 1.2
- Succession planning for continuity of AS WG and Core SAT AP 1.1
- Identify 'Critical Friends' and make them part of our AS activities AP 1.3
- Establish new medicine focussed AS network AP 1.3

4. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 3500 words; Silver: 4500: 4592

4.1. Key career transition points: academic staff

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

4.1/4.2 Changes Arising from Restructure

- *Promotions process altered*

Impact of Changes

- *More streamlined promotion process with less committees*
- *More enabling constructive feedback at Division level*
- *Increased number of Promotions Advisors*
- *Personal feedback from the case-presenter, HoS & HoD if unsuccessful to help for future application*

No significant changes: Recruitment, induction, promotion policy, REF submission process, PSS career transition.

(i) Recruitment

There have been no substantive changes to our recruitment policy and processes since the restructure has taken place. University level procedures, which promote equitable treatment for all candidates are followed as standard, for advertising, shortlisting and appointing. Thus SMS recruitment policies remain gender neutral and are unaffected by the re-structure. Wherever appropriate, documentation has been updated to explain the new structure.

(ii) Induction

There have been no substantive changes to our induction policy or process since the

restructure. University level procedures are followed as standard in addition to routine local level inductions.

Planned Change: Whilst reviewing areas of best practice within our divisions the SMS Core SAT were impressed by the favorable staff/student feedback received for a local level induction booklet produced by DCS (**Figure 11**). The information it contained was much more focused and relevant to the Division whilst still signposting individuals to appropriate Faculty/University departments where needed. Significantly it featured a section dedicated to AS reinforcing its core principles along with ways staff/students can get involved and key local AS contacts. We wish to extend this initiative to all SMS divisions and have incorporated this into our action plan (**AP 3.3**). It is anticipated that this will facilitate smoother induction and, as an added advantage, provide a useful reference resource for all our existing staff and students (as such Division booklets will be distributed to **ALL**).

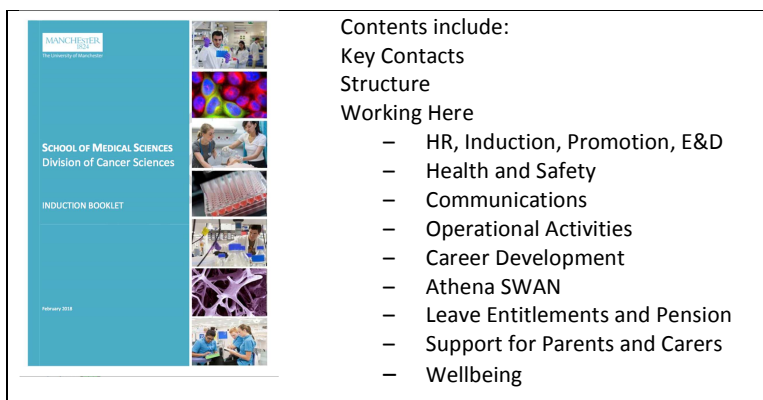


Figure 11: Most recent Division of Cancer Sciences induction booklet

(iii) Promotion

There have been no substantive changes to promotion policy since the restructure and we continue to follow that of the University. The promotions process itself has however been modified to increase clarity and make it more streamlined. This has not resulted in any gender issues.

Pre re-structure promotion applications passed through a number of committees; firstly at Division level and then School, Faculty and University level. At any stage an application might be turned down, with support at one committee not guaranteeing support at the next. The Division Promotion Committees (DPCs) acted as a triage for local applications reviewing all cases and then either supporting or declining them. Unsuccessful applicants received feedback formally by the HoD and also informally by a designated panel member and their applications did not proceed further. Those supported by the Division would be advanced to the School Promotions Committee (SPC) and if successful at that stage move on to the Faculty Promotions Committee (FPC) for further review and then finally onto the University Promotions Panel.

Post re-structure changes include:

- The DPR now have a purely advisory/guidance role. They assume responsibility for checking the quality of the application and supporting evidence and offer constructive

feedback to all candidates. Staff are then able to make amendments if they wish before all applications are sent to the SPC for consideration.

- A decision on posts up to grade 7 is made at School level but for grades 8 and 9 only a recommendation. The FPC then approves or rejects the application.
- The University Promotions Panel has been removed from the process.

Unsuccessful applications at School level receive feedback from their HoD on how the case might be strengthened in the future and at Faculty level this comes from the case-presenter, HoD and the HoS.

The promotions timeline and appeals process remain the same and all committees gender balanced as standard (e.g. SPC 2017/18 8M, 8F). There have been no changes in the gender distribution of promotion applications since the restructure (2016/17: 15M, 15F; 2017/18: 13F, 13M) and no gender differences in successful outcomes for 2016/2017 (2017/2018 decisions are not yet available).

The number of Promotions Advisors has increased in SMS as a result of the restructure. This is across all Divisions and guidelines ensure at least one female advisor is available in each Division. In 2017/18 14 Promotions Advisors (7M, 7F) advised a total of 14M, 18F in SMS.

The restructure created a number of new roles that for many were perceived as promotions and an opportunity to gain experience in a leadership role. These have been mentioned in **Section 2 and 4.6iv**. For these roles, expressions of interest were sought and, where required, interviews were held to select appropriately. No women applied for the HoD positions despite the call going out to all academic staff. We will seek to address this by increasing mentorship opportunities (**AP 3.5**) and broadening leadership training across the school for our female staff (**AP 3.6**). We will also offer increased networking opportunities and use the P&DR process for personalised approaches to those female staff that may be suitable for such roles (**AP 4.1**). Pleasingly 4/6 Divisions now have a female deputy HoD who sit on senior leadership panels within SMS.

(iv) [Department submissions to the Research Excellence Framework \(REF\)](#)

There has not been a REF submission since restructure but the current processes and policy associated with submissions remain unchanged.

SILVER APPLICATIONS ONLY

4.2. Key career transition points: professional and support staff

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

(i) Induction

The induction process for PSS staff does not differ from that of academic staff and as such follows the procedures set out by the University of Manchester. PSS will also benefit from the newly planned local Division induction booklet as information is intended to be relevant to all staff roles and students.

(ii) Promotion

Promotion procedures for PSS have not changed with the re-structure. Where they seek advancement and there is no requirement for their existing role to develop to a higher grade they are encouraged to apply for advertised higher graded jobs. Alternatively where a PSS role has expanded or now incorporates sustained work requirements at a higher level than the current grade, staff may apply for re-grading of post. This process adheres to the University re-grading policy and procedure.

Since re-structure, 9 (**6F, 3M**) members of PSS in SMS have applied for job re-grade (2 x Grade 3-4, 1 x Grade 4-5; 4 x Grade 5-6; and 2 x Grade 6-7). All these applications were successful.

4.3. Career development: academic staff

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

4.3 Changes Arising from Restructure

- *Interim P&DR process put in place (merger of legacy processes)*
- *Creation of Fellowship Academy, Researcher Development Continuum and Grant Writing Retreat*

Impact of Changes

- *Mandatory for all Researchers to be offered P&DR*
- *Contribution Mapping now included for all staff on P&DR form*
- *Staff provided with teaching and research statistics prior to appraisal*
- *P&DR timetable period more defined*
- *Improved support for those applying for grants and fellowships*

No significant changes: *Training processes*

(i) Training

Re-structuring did not significantly influence staff training. University SL&D and the FBMH Centre for Academic Research and Development (CARD ex FMHS) predominantly manage this for SMS.

Positive initiatives since re-structure at Faculty/SMS level include:

- New Academics and Fellows Programme (NAP) - a fusion of training opportunities from the two legacy faculties. NAP supports new academics/fellows during their probation period and helps with career development. This includes mentor support. The Higher Education Academy accredits NAP.
- Creation of the 'Researcher Development Continuum' by CARD (**Figure 12**)
- Creation of the Pedagogic and Staff Development Programme website
- Enhanced Grant Peer review
- Grant retreats organised by SMS Research Director

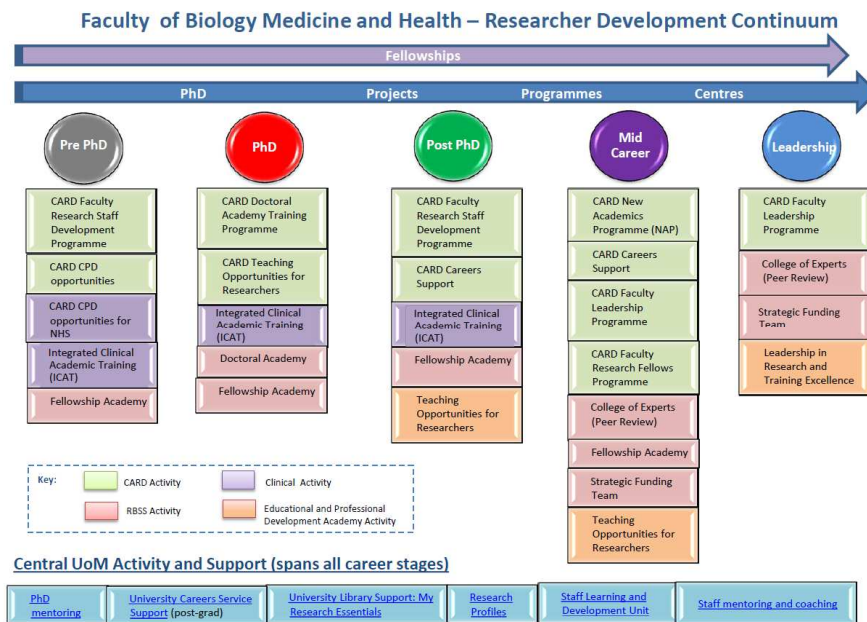


Figure 12 The FBMH Researcher Development Continuum (highlights the range of career development opportunities for academic and research staff in SMS at all career points).

(ii) Appraisal/development review

The re-structure has not significantly impacted on the annual appraisal process and all members of academic staff continue to have an annual P&DR with their line manager or equivalent. Prior to re-structure FLS operated an online P&DR and contribution mapping system whilst FMHS undertook Performance Enhancement Reviews. Following re-structure these legacy activities were replaced by an interim 'merged' P&DR process (representing a change for many staff), while a new online P&DR system was established.

The P&DR takes place in the period January-April. Post restructure, contribution mapping was introduced to all staff on their interim P&DR forms. Individuals input their current workload in percentage format (relative time spent on Research, Teaching, SR and Leadership) and their desired work-balance for the next academic year. Each member of staff was also provided with data on their teaching and research responsibilities to ensure the meetings were as productive as possible. Reviewers are usually an individual's line manager or HoD and all were asked to undertake refresher P&DR reviewer training. Another post restructure initiative is an annual open session to run through the principles of P&DR by the HoS. The first of these included encouragement to reviewers to offer follow-up meetings during the year.

University Survey:

- 77% of staff in SMS agreed that 'Overall, my performance and development review/probation review was useful'
 - 94% staff in SMS indicated that they agreed they had clear objectives set as part of their P&DR
-

Prior to SMS launch our Research staff uptake of P&DR was variable and not all were offered one. It is now mandatory for all such staff to be given the option of a P&DR, which they are at liberty to decline. The WG will monitor uptake by Researchers moving forwards and capture reasons for why this group of staff have lower engagement with the process (**AP 3.7**).

AS Survey:

- 62%M and 68%F Researcher respondents indicated they had received a P&DR in 2016/17
-

The new electronic system is being rolled out across the Faculty this year on a phased basis, (PSS June-July & Research staff August–October). Academic staff arrangements are not yet finalised. Once the system is fully integrated into the School we will begin to monitor its effectiveness and seek staff feedback in our AS surveys (**AP 3.8**).

(iii) Support given to academic staff for career progression

Academic and Research Staff in SMS are supported by CARD and SL&D (see also **Section 4.3i**). Communication highlighting available courses and training opportunities has substantially improved since restructure. Regular emails are sent to all staff (often to targeted groups) and details are circulated in the FBMH and SMS newsletters as well as being available on the Faculty staff webpages.

University Survey:

- 59% of staff in SMS said they had taken part in some training, learning or development in the last 12 months (including mentoring and coaching) paid for, or provided, by the University.
 - 82% agreed there were sufficient training and development opportunities available to them.
-

A variety of coaching, mentoring, and personal development courses as well as online resources to enhance career development and progression are open to staff. In our AS survey 15% of female academics said they did not have a formal mentor but would find it useful to have one. Programmes like Manchester GOLD support this - in 2016/17 1F and 3M staff from SMS completed the Manchester Gold for mentors and 6F completed the programme for mentees.

Linking to our restructure survey and feedback from staff that they would like to see more women in leadership positions we are committed to increasing the number of SMS nominations for the external Aurora Women's Leadership Programme and the new University-wide Inspiring Leaders programme (**Figure 13**). For Aurora, an annual call for interest is put out to Divisions and nominations forwarded to FBMH. In 2016/17, 4 members of FBMH staff were supported (1 from SMS). Support continues after the programme through the University Aurora Alumni network. The WG are looking to utilise these valuable alumni to help inspire our next generation of leaders by inviting them to lunchtime meetings, networks and focus groups (**AP 3.6a**).



Figure 13: Our Chancellor addressing staff at the Inspiring Leaders launch event 2018
SMS are keen to encourage our staff to put themselves forward for this programme. WG will monitor uptake of this moving forwards (AP 3.6)

Our staff and students continue to be supported by a wide range of peer networks. Since restructure we have established the new FBMH Research Staff Reps forum, FBMH Fellows network, and the FBMH Postdoc Social and Facebook Group. There have also been an improved number of externally facilitated career development opportunities, which have been organised and hosted through our SR networks (the SMS 'Women in Cancer' and the FBMH-wide 'Women in BMH' networks) as well as our International Women's Day events/workshops. All are made possible by increased provision of SR funding, for example

last year the SMS DfSR coordinated two half-day *'Personal Impact and Confidence workshops'* run by external executive coaches (and open to all academic, research and PSS staff in FBMH)

Comments from participants said of the workshop:



Participants particularly value the opportunities these network meetings present *'...enjoyed meeting other women from different roles, backgrounds and ages and feeling so supported by them'*.

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

There is greater support for those applying for a research grant since restructure due the provision of a number of new enterprises. Namely:

FBMH now has a dedicated Fellowship Academy and their webpages offer comprehensive information about all aspects of the fellowship application process, augmented by one-to-one advice and access to *'a network of externally funded fellows, both clinical and non-clinical'* as well as *'senior academics who sit on external panels and hold fellowships themselves'*. The Academy also helps with access to pump-prime funding such as The Dean's Prize: Early Career Researcher Development Awards; and The Dean's Prize for Clinicians (both established following restructure). Last year in SMS, a total of 19 external fellowship applications were submitted and 11 of these were by women (58%).

424 participants (60.3% F, 39.5% M, 0.2% not disclosed) from SMS have participated in workshops delivered by CARD since the restructure and their course on 'How to Write a Successful Grant Application' had a 100%F uptake. A series of 2-day 'grant writing retreats' for staff are now being trialled. These will run 3-4 times a year, take place off campus and are aimed at removing distraction's and providing intensive peer-support and resources for staff developing grant applications. We will continue to support career development and progression of all our staff but particularly our early career Researchers (**AP 3.4**).

We would like take this opportunity to acknowledge our dedicated PSS staff support for research grant applications in SMS (Research Support Manager and Officers – many of whom were new to these posts at the time of restructure.

SILVER APPLICATIONS ONLY

4.4. Career development: professional and support staff

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

(i) Training

SMS PSS staff have the same training opportunities as academics and these are unaffected by the restructuring, e.g. opportunities for 'Aurora' and the new 'Inspiring Leaders' programme. PSS staff are encouraged to participate in all SMS conferences, Away Days, Showcases and School Boards. Work is rescheduled to allow attendance.

(ii) Appraisal/development review

As for academic staff, all PSS staff have a formal annual P&DR with their line manager

<u>AS Survey:</u>
• 86%F, 100%M had a P&DR in 2017
• 81%F, 100%M indicated career aspirations and personal development were discussed
• 80%F, 100%M indicated training opportunities had been discussed

"I find them (P&DRs) really useful and have always viewed them as a positive experience and a time to download the year " (PSS AS Survey)

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

PSS attend Career Development Workshops aimed at those with administrative or technical roles. An annual conference for PSS staff is held in SMS and in 2017 the theme was 'Review and Reflection'. An external facilitator helped with engagement and discussion as PSS staff were encouraged to think about what would help them in their current role and what issues they face. At the annual SMS showcase event in March 2017 a 'Career Health Check' session was run for PSS and the WG held PSS focus lunches to discuss training needs and secondments (**AP 3.14**)

Technical staff are members of the 'Technical Excellence at Manchester (TEAM)' network which provides opportunities for technicians across the University to meet, distributes regular newsletters and holds an annual conference with guest speakers (**Figure 14**). They also benefit from a Faculty led internal FBMH Technician Seminar Series.



Figure 14: Flier for the Annual TEaM Event

4.5. Flexible working and managing career breaks

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

4.5 Changes Arising from Restructure

- *Creation of a PGR Parent Peer Support Group*
- *Funding will support PGR parents*

No significant changes: *Flexible working and career breaks, cover and support for maternity leave.*

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

The possibility that some staff (and students) would not choose to access SMS or FBMH webpages/intranet/emails while on extended leave during the restructuring was considered. HR ensured a personalised letter was sent out to all SMS members on such leave to update them about changes, invite them to consultation meetings or arrange face-to-face meetings at their home address if desired. This applied to 28 SMS members of staff (17 maternity leave, 1 on adoption leave, 1 on shared parental leave and 9 paternity leave). Upon their return to work the support available is as standard for the University.

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

Provision for staff/students on maternity/paternity/adoption/parental leave was unaffected by restructuring. Policies remain centrally determined and line managers/supervisors continue to meet with staff/students before such leave to ensure they are adequately supported, signposting them to the University E&D Athena Charter Maternity Toolkit. A return to work interview takes place with staff where options for flexible working and phased return are discussed.

New initiatives include a FBMH PGR parent peer support group which meets monthly over lunchtime and is open to all PGR Parents in FBMH. Following discussions with AS Leads in our sister schools we unanimously agreed to use the annual £50,000 AS fund from the legacy SoM to support PGR parents throughout the whole of FBMH, particularly charity-funded students and our tier 4 international students not eligible for more than 6 weeks maternity leave due to their visa-restrictions. The funding-strategy will be developed and managed by the Doctoral Academy (AP 4.7).

(iii) Flexible working

There have been no substantive changes to our flexible working policy or process since the restructure. University level procedures are followed as standard.

Flexible working for academic staff and PGR has tended to operate on an ad hoc basis as the nature of the work allows. *“Flexible working is crucial to the function and success of the university system as well as quality of life for staff”* (Academic in AS survey). However for PSS staff, many of which have to cover core-working hours, the process has been less well defined. The DoD and DME had put their own policies in place (adapted from FBMH). Sharing best practice it was decided to adopt this across SMS and create a flexible working policy aimed at PSS staff (AP 3.13)

AS Survey:

- *Do you work flexibly?* YES Academics: 56%F, 39%M; PSS: 50%F, 58%M and Research: 43% F, 57%M.
- *If Yes - is this an informal basis?* Yes: Academic: 94%F, 94%M; Research 93%F, 100%M and PSS: 69%F, 58%M

4.6. Organisation and culture

(i) Culture

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

4.6 Changes Arising from Restructure

- *Improved communication within SMS*
- *Engaged, approachable HoS*
- *Increased awareness of AS*
- *Creation of Division E&D Champions (SR Leads)*
- *Teaching Contribution System set up*
- *New Faculty SR funding streams*
- *New widening-participation school initiatives*
- *Increased SR engagement with undergraduates*
- *Increased awareness and attendance at International Women’s Day event*

Impact

- *Higher attendance at School Board meetings*
- *Newly established Showcase events and Distinguished Achievement Awards*
- *SMS well represented at University level SR awards*
- *Increased engagement with WP schools*

In the first SMS newsletter of 2017 our HoS, Professor Clayton said *“I am very keen that we bring all our staff together on a regular basis, building a strong sense of identity and community across the School and the Faculty”* . Building on the positive working environment already recognised by the AS Silver awards of the legacy Faculties and promoting our inclusive and supportive culture is a priority action for the WG (AP 2.2, 4.3, 4.4,4.6, 4.8, 4.9). We raise awareness with our ‘travelling pop up posters’ and AS presentations at SMS major events (Figure 15).



Figure 15. One of our Pop-up Posters introducing AS and the SMS team, and the DfSR, presenting AS updates at an annual Showcase meeting

Since launch SMS communications have improved considerably and we have taken on board feedback from our restructure survey to help with this. Focussed newsletters, regular communications from our HoS, well attended School meetings and Away Days have all helped with School cohesiveness and increased transparency of School management decisions. Our HoS meets with staff directly and maintains a strong presence within the School that has provided stability throughout the last 18 months.

Staff (and PGR student) involvement in school business is encouraged. After the restructure, a series of informal drop-in lunches with the HoS (and members from SLT) were open to all to discuss first-hand how staff wanted to shape the future direction of SMS. The School wants to adopt a ‘ground-up’ approach to the development of a wider strategic vision. Recent examples come from SMS School board meeting where the board voted to have more of a voice with University senate, and introduction of an anonymous ‘postbox’ to ask questions or raise issues with the HoS/SLT.

Celebrating our School, its achievements and those of our staff and students is an integral part of our culture. Whether it be continuous service awards or nominations for a thank you from the School for loyalty and hard-work (vouchers, flowers etc.) we want to ensure staff feel valued. Examples include

- The newly established FBMH ‘*Distinguished Achievement Awards*’ for PSS staff
- The new annual SMS showcase event, the first of which was held at Manchester Town Hall in 2017. Talks from HoS, Vice-President and Dean of FBMH, and Divisional staff highlighted the varied work and accomplishments in SMS (11F, 13M speakers)

- The DME annual Celebration of Achievement event, including a roll-call acknowledging achievements of staff and students, e.g, A group of UG medical students and an alumnus Dr Vicky Wijeratne were commended for their immediate on site response at the Manchester Arena terrorist attack in 2017 (Dr Wijeratne was also honoured at the national 'Women of the Year' awards ceremony)

Staff and student wellbeing remains high on our agenda especially as the restructure survey indicated many of our academic and PSS staff felt they had a poor work-life balance. As standard our staff are signposted to University wellbeing services, but to augment this more Divisional and School level activities are being trialled such as lunchtime 'Walking Wednesdays' (DCS) and dog-therapy sessions for our medical students (**Figure 16**). A new network of Wellbeing Champions is also being established to improve awareness and uptake of wellbeing interventions (**AP 4.4g**)

Pleasingly from the University Survey:

- 98% staff in SMS do not feel they are '...currently being harassed or bullied at work'
- 92% '...believe the University is committed to equality of opportunity for all of its staff'
- 93% '...have not felt discriminated against at work in the last 12 months'

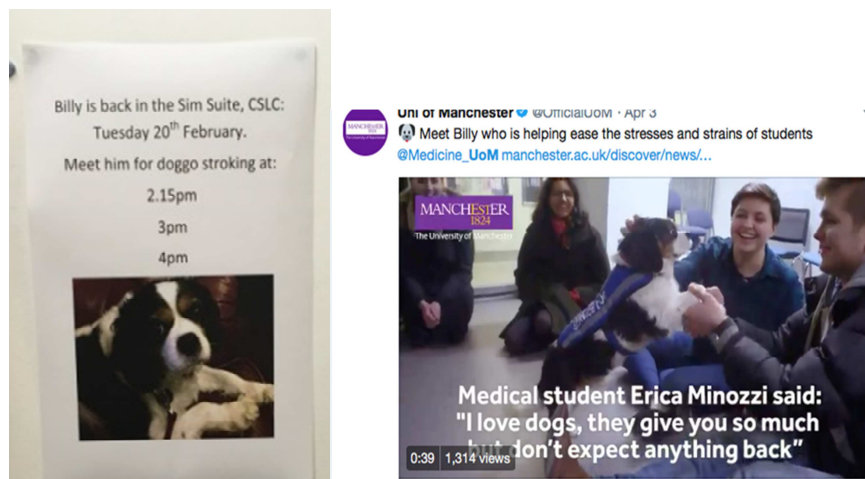


Figure 16 'Doggo stroking' a new initiative in DME to de-stress our Medical Students

(ii) HR policies

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

All HR Policies and Procedures were formally reviewed prior to the restructure to assess whether any changes were required as part of the process. As expected the vast majority of policies and procedures are agreed and operated at a University level for all employees. Therefore there were no substantive changes.

The changes to senior and line management (**Section 2**) were publicised via the FBMH internet/intranet pages, FBMH and SMS newsletters, School Board meetings, and general email. HR pages were developed on the Faculty Staffnet to which all staff have access, with links to the relevant policies and procedures.

One area where there would be working differences immediately post re-structure was with regard to local arrangements for flexible working (permitted under the University policies) that had previously been agreed in the legacy FLS and FMHS. The decision was taken to allow all existing arrangements to continue (**AP 3.13**). A working group was established to produce a new set of guidance notes to support managers when they consider flexible working requests moving forward in the new Faculty. These were circulated through the line management structure and made available on the faculty Staffnet.

Awareness of bullying and harassment policies was monitored via the staff surveys.

University Survey:

- 79% of staff in SMS were aware of the 'We Get it' zero tolerance to bullying and harassment campaign
 - 71% were aware of the University's Dignity at Work and Study Policy
-

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

Not applicable

(iv) Representation of men and women on committees

There has been no change to policy or process in relation to the representation of men and women on committees as a result of the restructure. It is difficult to compare gender balance to the previous committees of our legacy structures (as there were many) but the make-up of the main decision-making committees within SMS at this time are shown in **Table 8** and the revised SMS management structure in **Figure 17**. Many of the committee positions are fixed as a result of job responsibility but for all new roles or change of roles, open expressions of interest are sought.

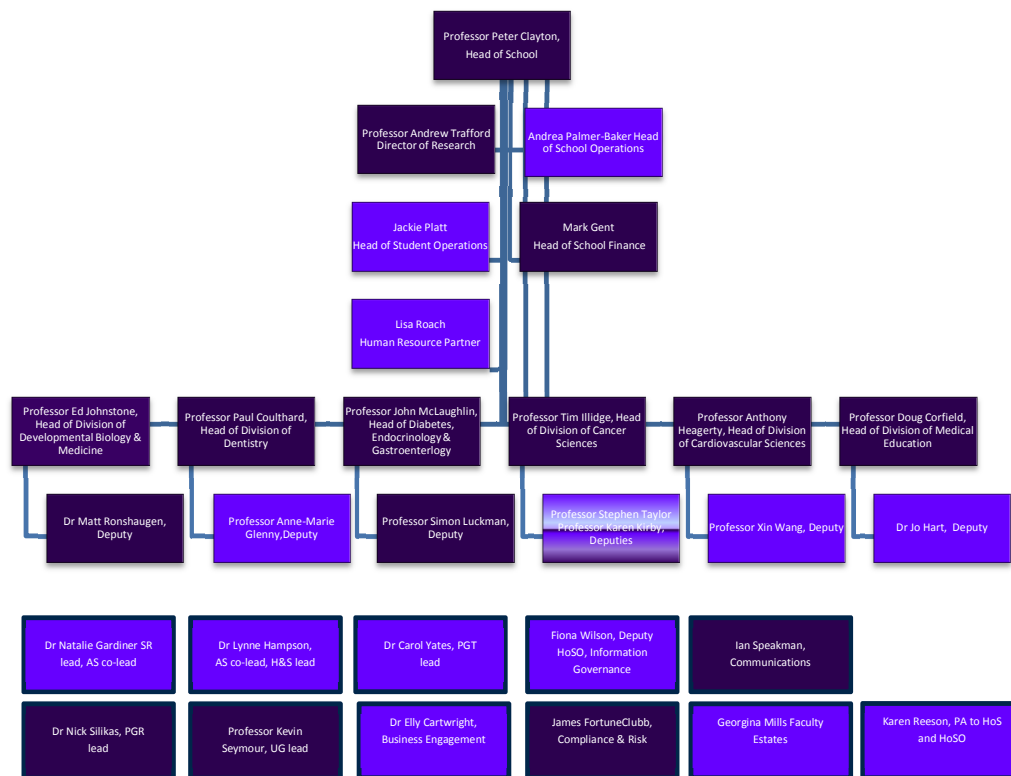


Figure 17 – Current members of the SMS School Executive (upper) and School Leadership Teams (lower plus upper). Female representation shown in bright purple.

Committee	No on committee/No women	% Women
School Executive	19/7	37%
Senior Leadership Team	29/13	45%
Post Graduate Research Committee	16/6	36%
Post Graduate Taught Committee	7/4	57%
School Research Committee	8/2	25%
School Health & Safety Committee	10/5	50%
Division Senior Management/Leadership:		
DoD	13/6	46%
DME	12/6	50%
DCS	14/6	43%
DDBM	14/7	50%
DCVS	10/5	50%
DEG	13/6	46%

Table 8: Gender balance of committees in SMS

The HoS ensures staff/students feel connected to senior management and that committee structures were clear and transparent (example **Figure 18**).

SMS News

The e-update for everyone in the School of Medical Sciences



"I hope you have all adjusted to the new structures. I recognise that there has been a great deal of change with new processes to understand and get used to and new Professional Support Service (PSS) staff to work with. I am very grateful to you all for your patience with this, and please do feed-back through your Division if there are particular issues that need resolving. The School brings together a vast array of scientific and clinical expertise from MHS and FLS into six Divisions located right across the main campus and a number of hospital sites... I am very pleased to be working closely with the Division leads, our senior PSS staff, our Finance Manager, Mark Gent and our HR Partner, Lisa Roach – see below for a full list of the School Executive and the School Leadership team (SLT).

Like the other two Schools in the Faculty, we have a detailed committee and governance structure. The Executive is meeting twice a month and the SLT once a month to work through all the issues that face a new School and a new Faculty, to ensure that we continue to deliver the highest quality teaching and research as we enter a new academic year." September 2016

Figure 18. Extract from the first Head of School e-update in SMS News these are either written updates or presented as video messages, sent monthly to all staff and students in SMS

(v) Workload model

SMS does not have a current formal workload model and neither did the legacy Faculties. P&DR remains the main way in which workload is reviewed. Pastoral responsibilities and major contributions to teaching, public engagement and other aspects of impact are recognised by both the appraisal and promotion process.

Since restructure a Teaching Contribution System (TCS), similar to the one which ran in the ex-FLS, has been developed which captures all teaching contributions (including teaching leadership and delivery) across all UG and PGT courses in FBMH. The aim of this system is to have a uniform way of quantifying all teaching activities irrespective of programme or host Division or School (as individuals often teach on multiple programmes). It is still a work in progress and we will monitor this as part of our Action Plan (**AP 4.5**).

The newly-created roles of Division Leads for Teaching Contribution work with the Vice Dean for Teaching, Learning and Students to ensure that there is fairness in teaching contribution and opportunity across the school.

It is hoped the TCS will go some way to addressing the concerns of our staff regarding workload and as a result of this will engender a feeling of improved work-life balance.

"there is no transparency in teaching workload, and no strong basis for the distribution of teaching load across the new faculty. This must change because it is impossible to discuss teaching load and teaching/research balance in the annual P&DR, if we don't know what the overall (or average) teaching load is" (Academic, AS survey)

The WG are aware that more needs to be done but any formal workload model will need approval at University level. We have successfully lobbied the University SAT to include an action to review workload models across the University with a view to evaluating their usefulness.

(vi) Timing of departmental meetings and social gatherings

There has been no change in the timing of Division/School meetings and social gatherings as a

result of the restructure. Mindful that there will always be a problem finding a suitable time for all staff (especially given clinical and teaching commitments) since the SMS launch we have ensured that all slides and materials from Showcases/School Boards are available on internet after these events and our SMS communications team always prepare reports for school newsletters (AP 4.4).

(vii) Visibility of role models

There have been no significant changes in the visibility of female role models since restructure and we continue to recognize and celebrate the achievements and contributions of staff and students via newsletters (e.g. **Figure 19**), posters and Inaugural lectures (**4F, 2M** for new Chairs in SMS since restructure).

The new 'Inspirational Women' Lecture Series offers interactive and engaging lunchtime sessions with keynote speakers. A team from SMS helped to organise the FBMH annual International Women's Day event with inspirational speakers (**Figure 20**). This year we attracted over 400 registrants, and 30% of these were from outside the UoM, evidencing our external-facing presence. Since the restructure the Women in BMH and Women in Cancer networks have grown in numbers and activity (**AP4.3**). The new wiBMH Twitter account has 130 followers, and an outstanding 8,150 tweet interactions.

60 seconds with...

1824
The University of Manchester

Andrea Hutcheson

Head of Operations, School of Medical Sciences

Where are you currently based?

I am currently Head of School Administration in the Manchester Pharmacy School and Institute of Cardiovascular Sciences. My main base is in the Stopford Building, but I also spend time in the CTF.

What's your role in the new Faculty?

From the 1 August 2016 I will be the new Head of School Operations in the School of Medical Sciences.

What will be the top three priorities in your new role?

My top three priorities are to forge really strong working relationships with the Head of School, Peter Clayton and the Head of Student Operations, Jackie Platt. Secondly to build a new PSS leadership team that brings together many fantastic staff across a number of sites. And last, but by no means least, to develop an effective leadership, management and governance structure in the School.

What are the key challenges facing the new Faculty?

I think the main challenge facing this Faculty is to capitalise on the investment made to bring the two existing structures together, whilst at the same time responding to the very significant external financial pressures facing the University



Figure 19 Our fantastic HoSO in a '60 seconds with' piece in SMS News



Figure 20. FBMH International Women's Day event 2018 Included a networking lunch, inspirational keynote speaker (distinguished science journalist and author Angela Saaini), interactive poster stands (including the SMS AS team) and 3 workshops were organised for participants

(viii) Outreach activities

Since restructure our Outreach programme has expanded. Many more staff and students are engaged with these activities (**Figure 21**).

We have become more proactive in encouraging our UG students to get involved by distributing booklets to them at 'Welcome Week, increased our advertising of opportunities on student intranets, better coordination with UoM student volunteer hub, and offering more awards and recognition for students. This year two of our UG medical students were winners at the prestigious University awards for leading on the '*Homeless Healthcare Student Society*' and '*Medics Outreach Manchester*'. Around 200 UGs from SMS (who regularly volunteer) received a 'Thank You from SMS card' and an invitation to an afternoon tea event with the HoS, HoSO and DfSR. This new initiative will be an annual event to celebrate our UG volunteers and show them how much we value their contributions.

Staff and PGR in SMS wishing to organise outreach activities can also now access the new Faculty SR funding schemes '*SR in the curriculum*' and '*Engaging our communities*' as well as support from SMS SR funds.



Figure 21 – Examples of some of our local, national and international outreach events undertaken by staff and students in SMS e.g. British Science week, community festivals, Science soapbox and festival events, Manchester Outreach Medics and Team Uganda

Working with widening-participation (WP) schools is also a priority area for SMS in order to encourage pre-pipeline pupils. In new initiatives since the restructure:

- DfSR leads (SMS and SBS) organised a residential fieldcourse weekend in 2017 with pupils from a nearby WP-high school, with interactive activities to talk about science and medical careers. This was highly commended at University awards 2018
- SMS staff hosted workshops at a new FBMH WP-focused healthcare day (2018)
- SMS staff will be involved in the Faculty inaugural WP-work experience week (July 2018).

We continue to host a WP-school-focused *'Discover Medicine'* Day for aspiring year 12 students, and this year we will run a similar WP-*'Discover Dentistry'* day. The AS co-lead sits on the Academic Advisory Board of the Russell Group WP *'Realising Opportunities'* allowing us to share best practice and we are encouraging more of our Researchers and PGRs to take on roles as tutors with the flagship Manchester Access Programme.

Pleasingly, 98% SMS staff responding to University survey said 'I agree with the University Core Goal to make a positive contribution to society'

Main Actions (Section 4)

- Explore new communications methods to encourage engagement **AP 4.4,4.4**
- HoS hosting monthly lunches with peer groups of ALL staff **AP 4.2**
- Promote our friendly inclusive culture to future students **AP 2.2**
- Support staff and student parents **AP 4.7, 4.8, 4.9**
- Enhance visibility of women in SMS **AP 4.1, 4.3**
- Give clarity to teaching loads **AP 4.5**
- Organise a yearly SMS social event **AP 4.6**

5. FURTHER INFORMATION

Recommended word count: 500 words: 425

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

Formulating our Action Plan

The current action plan represents a combination of actions from the successful Silver AS applications of our legacy faculties (white background) and up-to-date initiatives formulated around the needs of our new School (grey background). The core SAT has carefully assessed the action points from all 3 legacy awards to look for areas of commonality and continued relevance to the new structure. The majority of previous actions remain although many have been merged due to significant overlap. New actions have been formulated by the AS WG in response to surveys and focus group feedback and represent the current priorities of our staff and students. In the absence of a full application we have purposefully included more detailed text in order to put the actions into context for the reviewing panellists.

Two unsettling events have occurred since the restructure, which have challenged us as a school in different ways.

M2020

In May 2017 the UoM announced there would be reductions in staff numbers (up to 171 posts with 65 academic posts at risk in FBMH, as part of the Manchester2020 (M2020) initiative). 'At-risk' academics received letters informing them they were at risk along with some PSS staff. A voluntary severance scheme was opened for 'at risk' individuals and there followed a period of insecurity. In November 2017 staff were informed that through voluntary severance, resignations, retirements and redeployments, the University had met objectives set out in the M2020 business case and thus avoided compulsory redundancy. However, job uncertainties/insecurities remained and the process had damaged motivation and confidence in the leadership of the University. Periods of industrial action further compounded this. The SMS AS/restructure survey conducted during the M2020 period allowed staff an opportunity at the end of the survey to comment about M2020 anonymously. 70% of responding Academic staff said they had concerns (14% said No; 12% said Don't know and 5% Preferred not to answer). **AP1.4**

The Paterson Fire

At restructure the majority of staff in the DCS located off-campus in South Manchester near the Christie Hospital (Paterson building, orange, **Figure 8**). However, in April 2017 a fire started during roofing works and destroyed the Paterson building, displacing scientists and



Figure 22 Screenshot of BBC News Article about the Paterson Fire

support staff from the division (**Figure 22**). This tested the school on many levels but overwhelmingly showed that we had a caring culture and connectivity to each other. There were many commendable initiatives in response to this disaster (see **Table 9**) and strongly evidences the cohesive, enabling and collegiate culture in SMS, which we wish to nurture and build on.

Prompt meeting for all affected individuals attended by HoS, HoD and Dean of FBMH to provide updates and address concerns
Staff/student involvement actively sought and feedback/ideas encouraged (facilitated using an anonymous question box system direct to the leadership team)
Flexible working granted with many choosing to work from home
All affected staff/students were relocated quickly to temporary laboratories and offices either on central campus or at the Manchester Cancer Research Centre (Christie Hospital site). Alternatively some moved off site a bioscience campus at Alderley Park in Cheshire.
Staff/students not affected by the fire offered space, shared desks, equipment, computers etc.
Transport to the Alderley Park site was facilitated by implementation of a shuttle bus service for staff/students.
Extensions for PhD students and research staff on fixed term contracts (Table 10) were arranged in consultation with supervisors/line managers and all requested extensions approved by the Cancer Sciences Management Team.
Emails sent by the School and Division to all staff and students about counselling and wellbeing services for support and the University counsellor held bespoke sessions for groups and provided appointments for 1-2-1 meetings
A resilience workshop entitled “Coping with Unexpected Change and Uncertainty” (run by an external facilitator) with networking lunch organised by DCS SR Lead and funded by SMS. Opened up to CRUK staff and students.

Table 9 Some of the actions and initiatives after the Paterson Fire

Extension Duration	Number of Students	Number of Research Staff
2 months	2	1
3 months	2	9
4 months	1	2
6 months	11	19
8 months	2	1
9 months		3
12 months	1	6
Total	19	41

Table 10 Extensions arranged and funded for Research Staff and Students

6. ACTION PLAN

Please provide an updated action plan for the restructured department.

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

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

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

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



This guide was published in Jan 2017. ©Equality Challenge Unit Jan 2017.
Athena SWAN is a community trademark registered to Equality Challenge Unit: 011132057.
Information contained in this publication is for the use of Athena SWAN Charter member institutions only. Use of this publication and its contents for any other purpose, including copying information in whole or in part, is prohibited. Alternative formats are available: pubs@ecu.ac.uk

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
1 THE SCHOOL STRUCTURE AND SELF ASSESSMENT PROCESS <i>(relates to sections 2 and 3 of the full application)</i>						
1.1	Regular review and optimisation of the balance of the AS Working Group and core SAT	Need to ensure that under the expanded AS charter there is fair representation of PSS and trans staff and students Core SAT will automatically change as School Director for SR roles and Divisional SR Leads are of 3 years duration but need succession planning for SAT Leads	a) Review membership annually and respond appropriately to resignations, rotation after 2-3 years time served, changing charter priorities, expressions of interest etc. b) Advertise through an open call on the SMS announcements service any positions on SAT to make this as inclusive as possible c) Identify deputy SAT Leads for future proofing d) At the end of the 3 year term that the Director for SR and Divisional Leads have in post they will be invited to remain as part of WG to ensure continuity and communication of best practice	<p>■ ■ Next review Nov 2018</p> <p>■ ■ Initiated at Bronze level Now Routine</p> <p>■ ■ May 2018</p> <p>■ ■ May 2018</p>	AS Leads and HoS with core SAT and WG consultation	A Core SAT and Working Group who's members embody all stakeholders of SMS with a diverse range of work/life experiences
1.2	Maintain and build on the close collaboration with the Schools of Biological Sciences and Health Sciences	Since restructure the 3 schools making up FBMH have forged valuable and close working links. This has enabled the sharing of good practice and already resulted in innovative Faculty wide initiatives (e.g. AS maternity support fund for PGR students, IWD events, WiBMH network activities)	The AS Leads from SMS will meet with those from the other schools and Associate Dean for SR (FBMH) on a quarterly basis and at SR network meetings	<p>■ ■ Next Meeting July 2018</p> <p>■ ■ Routine thereafter</p>	AS Leads, SR Network, ADSR (E&D)	Continued examples of cross Faculty initiatives and adoption of best practice that will be evidenced in the next SMS full AS application.

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
1.3	Establish a group of 'critical friends' to aid in our AS journey towards Gold.	Initiatives need to be in place to ensure that we have clarity around our strengths and weaknesses and awareness of the future opportunities and threats that may present. External advice and feedback will help direct focus and complement and our efforts to reach AS gold	a) Develop a network meeting with AS Leads from other medical/dental schools in the North b) Work with Staff Learning and Development Unit (SL&D) to develop a Manchester/North West AS network and formulate "action-learning" sets with other Universities.	<p>■ ■ March 2019</p> <p>■ ■ March 2019</p>	(a) AS Leads and DSRLs (b) ADRS (E&D), SL&D, AS Leads and DSRLs	Established external networks. Initial meetings held. Attendance of external 'critical friends' at SMS AS meetings
1.4	Repeat the specific 'Faculty Restructure' survey	It is important to seek updated views on the restructure following a further 'bedding in' period and implementation of Manchester 2020 initiatives to analyse changing perceptions and gain feedback of initiatives taken as part of the action plan.	Repeat survey distributed to all staff and post-graduate students	<p>■ ■ Nov 2018</p>	AS WG	A snapshot of staff and student views following a further 12 months of the new structure to assess if there has been a positive shift in opinion regarding key AS issues and effectiveness of action plan.
1.5	Ensure that robust practices are in place to capture AS relevant data	Acquisition and recording of data has improved since restructure but is not yet as comprehensive as we would like. For completeness this needs addressing	Establish a 'data' sub group of the AS Core SAT to take responsibility for drafting an inclusive list of AS focused information needed as we strive for gold. Present to SMS Senior Leadership Team to ensure that staff resources are made available to fully support this	<p>■ ■ Oct 2018</p>	AS Leads to coordinate	More complete data capture across the whole of SMS and as such a more thorough picture of our school

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
2 PICTURE OF THE DEPARTMENT (relates to section 4 of the full application)						
2.1	Assess the % of SMS staff participating in undergraduate interview days who have received E&D and/or Unconscious Bias training (<i>Linked to Action 4.2</i>)	Whilst E&D and Unconscious Bias training for those involved in recruitment and promotion of staff has been a requirement/encouraged (respectively) within SMS over recent years, we have been slower in implementing this for student recruitment interviews. Therefore we will extend to the student admissions process in line with UCAS recommendations	(a) At the next call for interviewers all respondents will be asked whether or not they have received E&D or unconscious bias training. This will be checked each year moving forwards. (b) E&D and Unconscious Bias training to be advertised/offered to all those undergraduate interviewers who answer NO to the above question. Uptake to be monitored.	<p>■ Sept 2018</p> <p>■ Sept 2018</p>	(a) UG Admissions Team (Central level support) (b) HoSO with input from UG Admissions Team	<p>Knowledge of the yearly % of staff taking part in UG student interviews that have received this training.</p> <p>Increased number of interviewers with training. Aim for >50% at next AS application (2021)</p> <p>Update: E&D and Unconscious Bias training now being collected at annual P&DR</p>
2.2	Promote our inclusive environment and Athena SWAN value centred culture to both future and current undergraduate students.	Students are at the start of the STEM pipeline and we feel it is important to take a 'roots up' approach. Our goal is to ultimately reduce attrition of women along the pipeline and help them build the career they want. Studies have shown that "an increased sense of belonging regardless of race, ethnicity, gender identity, or socio-economic status, represent powerful motives for achievement"	a) Continual updating of promotion material and websites for prospective students to optimally highlight our AS culture.	<p>■ Initiated at last award</p> <p>Ongoing</p>	(a) & (d) SEL (b), (c) & (d) Undergraduate AS rep with input from AS Leads, Office for Widening Participation and SEL (e) UG AS Rep, WIBMH and WiC Network Leads	<p>Increasing numbers of female applicants applying to our UG courses. Reduction in female student attrition rate along early stages of the pipeline (NB: Attrition rates from our undergraduate courses during study years are low 16/17 Dentistry 1M, 1F (0.7%, 0.3%) and Medicine 24M, 12F (2.1%, 1.1%)</p> <p>A greater proportion of female students feeling that no career path is closed to them (measured at Yr3/4 focus group)</p>

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
2.2 cont.			<p>b) Lunchtime focus groups with SMS undergraduates. Year 1 - What attracted them to Manchester, initial perceptions of SMS and its culture. Year 3/4 – Will they continue to pursue a career in STEM post graduation and how this has been influenced by time in SMS?</p> <p>c) Student relevant Athena SWAN pop up posters (in addition to the general ones we already have) to display at student centred events such as Manchester Access Programme days (Under 18s), interview/student experience days and in reception areas of SMS teaching building</p> <p>d) Questionnaires to be given to students attending for interview to assess their overall opinion of the process</p> <p>e) Seminars with personal career path stories from female medics and dentists, covering a variety of specialities to inspire and motivate students.</p>	<p>■ First to be held by July 2018</p> <p>■ Available from April 2018</p> <p>■ Pilot 2018 ■ All by 2019</p> <p>■ First to be held by March 2019</p>		<p>Update: (c) Student poster is in production. First use will be at Widening Participation 'Apply to Medicine and Dentistry Day' June/July 2018. General AS posters used this year at IWD, SMS Showcase event, School Board, WIC and WIBMH events.</p> <p>(d) Questionnaire piloted in Dentistry (2018). Students overwhelmingly agreed (>90%) that it was a positive experience of Manchester University School of Medical Sciences "Overall tutors and current students further inspired me to study at Manchester"</p>

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
2.3	Monitor female acceptance rates in dentistry and medicine (compare to those observed pre-restructure: 2012 – 2014)	The proportion of female students on both dentistry and medicine degree programmes is good (dentistry 69% female; medicine 52% female (2017/18) but there was a slight decline in female acceptance rates (2012-2014) which warrants continued monitoring	<p>■ ■ Initiated at last award Now routine</p> <p>Continue annual analysis of applications/acceptance rate figures/gender/ethnicity balance for medicine/dentistry</p> <p>If any negative trends appear refer to Head of Medical Education and Senior Leadership Team</p>	<p>■ ■ Initiated at last award Now routine</p>	Undergraduate Admissions Team (Central level support)	<p>An understanding of the trends in female acceptance rates for Medicine and Dentistry courses and appropriate actions to address any continued decline (evidenced in next full application)</p> <p>Update: Acceptance rates for 2016/17 Medicine 52.3%M, 49.9%F and Dentistry 54.4%M, 59.8% 2017/18 is still mid-cycle but at present 50.7%M, 52.4%F for Medicine and 54.7%M and 51.8%F Dentistry. Downward trend no longer evident. Will continue to monitor until next award.</p>
2.4	Monitor the numbers of female students taking intercalated degrees	There was a downward trend in the numbers of female medical students taking an intercalated degree option (BSc or MRes) in the years 2013/14 and 2014/15	<p>■ ■ Initiated at last award Now routine</p> <p>a) Continue annual analysis of intercalation figures/gender balance for SMS</p> <p>b) Investigate responses of students attending events e.g. Intercalation Fair and PGT open days, to ascertain perceptions of male and female students to intercalation.</p>	<p>■ ■ Dec 2018</p>	(a) & (b) SMS Intercalation Administrator	<p>Clear understanding of any gender-related barriers to intercalation, enabling actions to be put in place to attract more female UGs to Intercalation (evidenced next full AS application, 2021)</p> <p>Update: Downward trend in has reversed (57% 2017/18 vs 43% 2016/17). We will continue to monitor over the next 3 years.</p>

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
2.5	Explore part time options for more of our PGT courses	The proportion of women on our current PGT courses is good (63% female), but more part time options may increase accessibility. This may be particularly relevant to mature students. HEFCE figures showing an increase in part-time PGT students of 9% in 2016/17 following the introduction of post-graduate loans highlights the issue is current.	a) Conduct a survey of all current PGT students regarding factors (including flexibility) underlying their course choice. b) Investigate whether more part-time options for PGT courses are required. c) Continue to promote our PGT programs, highlighting the part-time options, at national and international conferences	<p>■ ■ First survey Nov 2018</p> <p>■ ■ Already in progress. Review Dec 2018</p> <p>■ ■ Initiated at last award Ongoing</p>	(a) & (b) SMS Director of PGT and the Graduate Education Manager (c) Student Ambassadors and SMS Director of PGT	Understanding of whether more PT courses are needed/whether existing courses could be adapted to part-time study Continued good representation of females on PGT courses & increased representation of mature females on part-time PGT courses over the next 3 years. Update: Faculty wide review of PGT has been initiated (2018) with the aim of building more flexibility into PG education.
3	SUPPORTING AND ADVANCING WOMENS CAREERS (relates to sections 5.1 – 5.5 of the full application)					
3.1	Collect and analyse recruitment data for PSS	Recruitment data for PSS has not been assessed or discussed in any previous School of Medicine, Dentistry or FLS AS applications (components of re-structure)	Collect gender profile and BAME data (via Jobtrain) for PSS staff job applications, shortlists, offers and acceptances and analyse annually in a rigorous and proactive manner to begin to identify any trends early enough to take action if needed	<p>■ ■ Now routine & ongoing</p>	University HR Services	Clear datasets for PSS staff showing ratio of female/male applicants, gender breakdown for shortlisting and job offer. Understanding of trends (if any) and clear actions to address weaknesses (evidenced next full AS application)
3.2	Extend provision of E&D and Unconscious Bias training	Promote and monitor uptake of E&D and Unconscious Bias training	a) Unconscious Bias will be featured in newsletters and E&D campaigns. b) Links to Unconscious Bias training to be added to the SMS/WiBMH/WIC webpages.	<p>■ ■ Routine & ongoing</p> <p>■ ■ Complete by December 2018</p>	(a) Faculty Internal Communication & Engagement Manager and ADRSR	Enhanced awareness of Unconscious Bias through an increase in completion of training courses. 100% of staff participating in promotion, staff recruitment

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
3.2 cont.			<p>c) On-line courses for 'Unconscious Bias' will be advertised and completion by all staff strongly encouraged.</p> <p>d) Unconscious bias training workshops will be run in SMS to encourage awareness and participation.</p>	<p>■ Routine & ongoing</p> <p>■ Next scheduled June 2018. 6 monthly thereafter</p>	(b) DSRLs (c) HoSO (d) ST&L	<p>panels and P&DR reviews to have completed training within 12 months. Target of 50% completion for other staff in the following 3 years.</p> <p>Update: E&D and Unconscious Bias training information is now being collected at annual P&DR</p>
3.3	Roll out local level induction booklet to all Divisions	Feedback from AS survey suggested that a local level induction document produced by the Division of Cancer Sciences was very well received by staff	Current induction booklet for the Division of Cancer Sciences to be updated and distributed to other Divisions to act as a template which can be populated with Division specific information	<p>■ December 2018</p>	DOMs with input from HoSO	All Divisions in SMS to have a regularly updated local Induction booklet to be circulated to all staff and PGR.
3.4	Encourage and facilitate PGR students and Research staff with their personal development and career progression goals. <i>Links to Action 2.2</i>	We aim to continue to advertise and develop new training initiatives and network events to best support those women early in the career pipeline. This is an important area for our action plan and is therefore extensive in its approach.	<p>a) Survey all current students regarding support and training needs, investigate any gender-specific needs and gauge level of interest in a mentoring/'buddy' scheme – (initiate a pilot scheme if there is demand for this)</p> <p>b) Focussed advertising (in addition to standard modes of distribution) of WiBMH/WiC network events to PGR students/early career researchers. Document numbers attending. Analyse event feedback</p>	<p>■ Survey by Dec 2018</p> <p>■ Interest in Buddy scheme determined by Dec 2018</p> <p>■ Initiated at last award Now routine & ongoing</p>	(a) (b) (c) & (f) DA (d) & (e) FA (f) HoDs (g) CARD	<p>Gradual increase in score to >90% for the 'Professional Development' Section of Postgraduate Research student Experience Survey (PRES). Currently 81% (2017)</p> <p>At least 50% of attendees at career and professional training courses for researchers and PGR are female. This will be monitored by CARD</p> <p>Update: In 2016/14 SMS had 424 attendees at such training (60.3%F)</p>

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
3.4 cont.			forms with particular emphasis on these groups. c) Ensure all training opportunities are brought to the attention of PGR students and their supervisors to encourage attendance. d) Ensure female research fellows and academics speak at fellowship academy information/training events. e) Collect data from fellowship academy workshops and monitor fellowship application rates f) Female advisor available in all divisions to support PGR students g) Advertise research staff promotion policy and promotion workshops for research staff.	<p>■ ■ Initiated at last award Now routine & ongoing</p> <p>■ ■ Initiated at last award Now routine & ongoing</p> <p>■ ■ Initiated at last award Now routine & ongoing</p> <p>■ ■ Initiated at last award Now routine & ongoing</p> <p>■ ■ Initiated at last award Now routine & ongoing</p> <p>■ ■ Initiated at last award Now routine & ongoing</p>		<p>Positive feedback from those PGR students undertaking the trial of mentoring/buddy system pilot.</p> <p>Increased number of fellowship applications</p> <p>Update: (a) Support and training needs assessed as part of the PRES 2017. No gender specific requirements identified. The DA has addressed general training requests as a result of PRES 2017 with additional courses. Buddy scheme has been initiated and trialled in the Division of CVS.</p> <p>(c) Information regularly distributed via the recently established PGR bulletin. PGR Directors, Senior PGR tutors also communicate directly to Division students</p> <p>(e) 19 Fellowship applications in 2017 (58% female)</p> <p>(f) Completed and now routine</p> <p>Equivalent numbers of trained female and male mentors.</p> <p>Increase in number of staff utilising mentors.</p> <p>More SMS academic and PSS</p>
3.5	Increase awareness of mentoring opportunities	The AS survey (Nov 2017) indicated 15% of women who did not have a formal mentor, would find one useful The survey also indicated that	a) Establish more mentor training schemes to increase number of mentors available for academic and research staff b) Highlight with greater frequency existing schemes such as	<p>■ ■ May 2019</p> <p>■ ■ Initiated at</p>	(a) & (b) SL&D (c) WiC and WiBMH Network Leads	

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
3.5 cont.		32% of men currently act as a formal mentor but only 22% of women Of the SMS staff participating in the 2017 annual University wide survey 45%F and 46%M indicated they would like to act as mentors	Manchester Gold and the joint Manchester/Liverpool mentoring scheme. AS focussed newsletters will also help with this (see AP 4.4e) c) Continue to run bespoke workshops and training sessions through WiBMH/WiC networks to support female career development on aspects flagged as important by the network, e.g. impact and leadership, resilience training, coaching. d) Advertise public engagement training opportunities and events e) Signpost provision of promotions advisors/mentors in the research and academic staff promotion policy and procedure– provide Q&A sessions	last award Ongoing ■ ■ Ongoing Aim for at least 2 per year ■ ■ Ongoing ■ ■ Ongoing	(d) DSRLs and CEI (Centre for Engagement Involvement, Faculty) (e) University HR Services and HODs	staff being nominated for Aurora (in 2016/17 4 members of FBMH staff were nominated for Aurora. 1 x clinical SL, 2 x academic SL and 1 x PSS). Increase in number of women undertaking Faculty Leadership programmes/training workshops delivered through WiBMH. Aim to see increase of 50% in numbers year on year until next award All new academic staff to be assigned a mentor
3.6	Broaden leadership training across the school for women <i>Links to Action 3.5 and 4.1</i>	Leadership roles are openly advertised to all staff within SMS. It has been noted however that in many instances applications from female staff members is lower than their male counterparts. For example there were no applications by females for any of the advertised Head of Division posts at time of restructure	a) Facilitate networking of female SL and Readers with existing University-wide Women Professors network and alumni of external (Aurora) and internal Leadership Programmes through informal lunchtime meetings b) Advertise Staff Learning and Development leadership schemes more extensively by sending targeted emails to female SL and Readers.	■ ■ Immediate ■ ■ With immediate effect. Then ongoing	(a) HoDs/HoS (b) SL&D, HoD, Division Admin (c) Core SAT	An understanding of why fewer women apply for leadership roles in SMS An increase year on year in number of applications by SMS female staff for leadership courses An increase in the proportion of women applying for leadership roles within SMS

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
3.6 cont.		The reasons for this are unclear and need addressing.				Update: (a) HoS has agreed to fund network lunches.
3.7	Address the low P&DR uptake by research staff in SOM	Whilst there is a good completion rate for P&DR of academic and PSS staff, a relatively low proportion of research staff access P&DR	<p>c) Include a question on the next AS survey to ascertain what reasons staff have for not applying for leadership roles.</p> <p>a) HoDs to encourage all staff to undertake P&DR training offered by Staff Learning & Development</p> <p>b) Discuss with SLT possibility of compulsory training for P&DR and uptake of P&DR by research staff</p> <p>c) Conduct focus group meetings to determine why research staff may not participate in the P&DR process</p> <p>d) Publicise and raise awareness of the expectation that research staff will engage in the P&DR process</p>	<p>■ ■ Nov 2019</p> <p>■ ■ Yearly Ongoing</p> <p>■ ■ December 2018</p> <p>■ ■ December 2018</p> <p>■ ■ Yearly Ongoing</p>	<p>(a) & (d) HoDs and DOMs</p> <p>(b) SMS Director of SR</p> <p>(c) DSRLs, Research WG AS Leads</p>	<p>All research staff will be offered a P&DR.</p> <p>P&DR uptake to increase from 56% (2014/15), to >90% in next 3 years.</p> <p>Update: All research staff are now offered a P&DR (standard) Total figures for SMS not</p> <p>(a) & (d) Done yearly and last communicated to SMS staff in March/April 2018 in the run up to the &P&DR process.</p>
3.8	Evaluate and review the new electronic P&DR system	In response to feedback from University staff surveys Manchester has overhauled the P&DR process including a move to an electronic platform	<p>Roll out to SMS commences this year (2018)</p> <p>Through our AS survey seek opinion on the new process. Look to see if staff uptake increases particularly for Research staff</p>	<p>■ ■ October 2019</p>	AS WG	An appreciation of staff opinion regarding the effectiveness of the new format P&DR and any evidence of positive impact on uptake.

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
3.9	Determine why academic, research and PSS staff leave the School	We currently do not have a database of reasons why staff members choose to leave the school. A previous online exit questionnaire (Dec 2014 - 27 respondent, 76%F/24%M), aimed at Research Staff only suggested that end of fixed term contracts and pursuit of development opportunities were the main reasons but this needs updating	a) Questionnaire to be sent to all leavers including an exit checklist. Ensure that exit interviews are conducted as standard. b) Data analysed yearly to look for main reasons for attrition. If the reasons for staff disengagement are areas we can address then the information will be passed onto appropriate School/Faculty area: e.g. Lack of training opportunities picked up by the Doctoral Academy or CARD (Centre for Academic and Researcher Development)	<p>■ First annual report August 2018</p> <p>■ First analysis December 2018</p> <p>■ Yearly thereafter</p>	(a) University HR Services (b) HoSO with Core SAT	Clear indication of why categories of staff leave and if there are any gender differences. If any are identified this will form basis of future action points designed to support women's careers (evidenced in next full AS application). Update: Exit interviews are now mandatory within SMS. Annual reminder issued to all line managers that this must be done (last done May 2018)
3.10	Explore reasons for few clinical women at professorial levels	At the time of restructure - 17% of the SMS professoriate were female non-clinical, and 6% were female clinical. Compare the promotion and progression of academic staff through clinical and non-clinical career paths	a) Monitor existing data (from previous 10 years) to determine length of time clinical and non-clinical staff spends at each career level (Lecturer, SL, Reader, and Prof) b) Conduct clinical and non-clinical focus groups to understand staff perception of barriers to progression/promotion through clinical versus non-clinical career pathways.	<p>■ December 2020</p> <p>■ First to be held by December 2018</p>	University HR Services, HoSO, AS Leads and Clinical Focus Group	Understanding of barriers to progression for our clinical women in SMS
3.11	Investigate reasons for the small number of men at senior PSS levels in SMS	In 2016 the gender split for PSS across all our STEM Faculties was 46%F/54%M Grade 7 and 60%F/40%M Grades 8&9. SMS is less	Establish a focus group to look into the reasons for low male % PSS at high grades. Explore historic data for numbers of high-grade posts becoming available and numbers of	<p>■ June 2019</p>	HoSO and SMS Operations Team	Clear understanding of the reasons for lower % male PSS at higher grades. If necessary actions to be put in

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
3.11 cont.		gender balanced (13%M Grade 7 and 0% Grade 8&9) so we need to clarify the reasons for this. It is considered likely that this is due to lack of opportunities arising at these grades as individuals tend to stay in post long-term	male staff applying. Number of male staff applying for secondments, further training etc. Canvas opinion from male PSS to see if there is any perceived barriers to progression.			place to ensure that there are no gender specific barriers to progression (evidenced at next full application)
3.12	Continue to advertise provision of promotion advisors for academic and research staff and assess impact	The provision of Promotions Advisors was an action from the School of Medicines first Bronze AS application and was particularly well received by staff. Since that time the number of advisors has increased in response to demand.	a) Ensure at least one female and one male promotion advisor from each division in SMS are available to provide advice b) Assess the gender profile of those taking advice from promotions advisors and seek feedback regarding the process (from email sent to applicants regarding their use of advisors) c) Request feedback from Promotions Advisors regarding the process (via email request)	<p>■ ■ Initiated at last award. Now routine & ongoing.</p> <p>■ ■ First analysis June 2018</p> <p>■ ■ June 2018</p>	(a) HoDs (b) & (c) HoSO	<p>Positive feedback from candidates on the Promotions Advisors' input</p> <p>Promotions Advisors will indicate that they feel confident in performing the role</p> <p>Increased numbers of women utilising Promotions Advisors year on year and increase in number of applications.</p> <p>Increasingly positive feedback to applicants on the standard of their promotions application</p> <p>A SMS document detailing a flexible working policy aimed at PSS</p> <p>Update COMPLETED. The policy is available and has been communicated to PSS at team briefs</p>
3.13	Put together a School flexitime policy for PSS Note: Example of shared best practice	A focus group held for PSS (July 2017) indicated that they did not feel there was clarity of the flexitime process as compared to that for their academic colleagues. Academic and PSS both adhere to the flexible working policy of the University	Create a Flexitime Policy for SMS PSS by referring to those versions already in place within Divisions of Dentistry and Medical Education. These were adapted from Faculty policy.	<p>■ ■ June 2018</p> <p>■ ■ June 2018</p>	HoSO	

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
3.14	Actively encourage secondment opportunities for PSS to develop skills and experience	A focus group (July 2017) for PSS indicated this would improve career development and opportunities.	There is a secondment policy in FBMH, which can be tracked via HR Services. This will be actively promoted/advertised at PSS development days in SMS. Numbers taking secondments monitored at local level by SMS Operations Team	■ Immediate	HoSO/DOMS	Continued uptake of secondment opportunities and increased numbers of PSS taking advantage of available opportunities. Update Routinely discussed at all SMS Operations team briefs and opportunities highlighted to PSS as they occur
3.15	Investigate whether part-time/flexible working detrimentally affects career progression	Comments from our School AS survey (Nov 2017) indicated a proportion of women felt that part-time working had impacted on their career trajectory	Focus groups of women in SMS (both Academic and PSS) to ascertain their perceptions of how part-time hours influence career progression	■ December 2018	DSRLs	An understanding of the issues part-time female staff feel negatively impact their career progression and any enabling actions they require. Relevant actions incorporated into next full AS application.
3.16	Investigate the gender pay gap in SMS	The UK governments nationwide exercise to assess male and female pay indicated a lower mean and median hourly rate for women than for men at UoM	a) Pay data will be analysed at all grade levels for clinical and non-clinical staff b) Professorial salary zoning data will also be analysed	■ December 2018 ■ April 2019	HoS/HoSO/ AS Leads	An understanding of if/where a gender pay gap occurs in SMS. Relevant actions developed and incorporated into next full AS application.
4	ORGANISATION AND CULTURE (relates to section 5.6 of the full application)					
4.1	Increase the number of women in decision making roles including Heads of Division	Originally an action from pre-restructure SoD but adopted for the new SMS This was one of the free text comment issues of concern highlighted in the post-	a) Increased training opportunities and networking for building skills and confidence (see Action 3.6)	■ April 2019	(a) CARD, SL&D, WIC and WIBMH Networks (b) HoDs, Pls and Line	Increase in the % of women with decision making roles Update: Re-structure has meant 4/6 Divisions now have

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
4.1 cont.	Links to Action 3.6	restructure survey	b) P&DR to discuss upcoming leadership opportunities with female staff who may be suitable for such roles	<p>■ ■ April 2019</p>	Managers	female deputy HoD who regularly sit on SMS leadership panels
4.2	Enhance communication and transparency with leadership teams	<p>Communication with colleagues in a large School can be challenging. In our 2017 AS survey, 40% of staff indicated that they understood some but not all the SMS structure/contacts with 15% stating that they did not understand the organisation in terms of the key contacts.</p> <p>Engagement with PT dental and medical practitioners who have off campus clinical activities has also been an issue as this group are poor responders to email.</p>	<p>a) Head of School will arrange monthly 'lunches' with ALL staff grouped according to job role (Lecturer, SL etc.). Timing is aimed at making this as accessible to as many as possible and peer groups will hopefully increase their confidence and ensure they feel more comfortable to speak openly about issues they wish to raise.</p> <p>b) 'Who's who' listing will be included in each Divisions Induction booklet (AP 3.3) and in annual SMS showcase booklets, as well as updated more frequently on the SMS internet</p> <p>c) A brief monthly update of matters discussed at SMS leadership team meetings</p>	<p>■ ■ Immediate. Aim for April 2018 for first lunch</p> <p>■ ■ Immediate for internet & Showcase (Mar 2018) Division booklets by Dec 2018</p> <p>■ ■ Immediate & Ongoing</p>	<p>(a) HoS/HoS</p> <p>(b) DOMs</p> <p>(c) DOMs/HoDs</p> <p>(d) AS Core SAT Leads & Faculty Internal Communication & Engagement</p>	<p>Increased % (aim for 75% at next survey) of staff feeling connected to the senior management & understanding the organisational structure and key contacts of SMS.</p> <p>Increased awareness by staff and students of what is happening in SMS and greater transparency (measured at survey)</p> <p>Update: (a) First three lunches have taken place (March 2018)</p> <p>(b) Details of key personnel in SMS have been advertised in the March Showcase brochure and on the Faculty internet.</p>

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
4.2 cont.			circulated through divisions			
	d) Explore alternatives to email as a means of communication to boost employee engagement and increase staff/student 'connectivity'. Examples QR codes, video, SMS App.			■ ■ June 2019		
4.3	Enhance the visibility of women in SMS <i>This is mainly targeted at academic and research rather than PSS staff</i>	Our aim is to ensure that there are sufficient positive female role models to encourage and inspire women from the earliest STEM career entry points such as Manchester access programme (widening participation) right through the student/staff STEM career pipeline.	a) Ensure all seminar series, major lecture series and away days ensure a good gender balance in the speakers invited to present. Expectation that this is required will be communicated by SR Leads to Division SMT b) Invite female academics to act as role models for research staff by briefly describing their career progression stories at research staff development days, WiC and WIBMH Networks, undergraduate conference days or on AS website c) Women from SMS organise and speak at the annual International Women's Day conference in UoM with prominent external female speakers, advertise and encourage attendance from all staff at event.	■ ■ Initiated at last award Ongoing ■ ■ Initiated at last award Ongoing ■ ■ Immediate March 2018 Thereafter lead every 3 yrs.	(a) DSRLs and then multiple individuals (b) WiC and WIBMH Leads, CARD and FA (c) AS Leads (d) WiC and WIBMH Leads (e) and (f) University Knowledge Transfer and Impact Co-ordinator	Gender profile of presenters in seminar and major lecture series to be 50% female in the next 3 years. Knowledge of the number of baseline media appearances and membership on external committees (e.g. grant bodies, editorial boards) by SMS Continued increase in attendance figures at annual IWD event Update: SMS were co Leads at March 2018 IWD event. 443 individuals registered compared to 223 in 2017 (97% increase). Feedback was excellent

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
4.3 cont.			d) Highlight success/awards and achievements of women in SMS in WIBMH/WiC newsletters and websites e) Capture the number of media articles (web, news, TV etc.) featuring SMS female staff using UoM PURE database f) Capture the number of SMS women on external committees using UoM PURE database	<p>■ ■ Immediate & ongoing</p> <p>■ ■ May 2019</p> <p>■ ■ May 2019</p>		"I think it is one of the best IWD events we have had. Thoroughly enjoyed both the talk and 4resilience workshop"
4.4	Raise the profile of AS values throughout SMS	As Athena SWAN initiatives benefit all staff we are committed to ensuring that its values are communicated to and understood by all We aim to raise awareness of the Charter principles and address the anecdotal issue that men believe "Athena SWAN is not for them"	a) Revitalise our AS website and add links from the SR, WIBMH/WiC networks and other school/faculty pages b) Monitor number of visitors to the AS webpages and time spent on them. c) Include a feedback 'pop-up' which will check site usefulness and whether it is fit for purpose. d) Regular addition of new 'Vignettes' on website and in SMS News emails to encompass a wider range of women in SMS including PSS and PGR e) AS initiatives to be included in the monthly SMS News emails and a SMS Newsletter dedicated to AS to be sent to all staff and PGR	<p>■ ■ December 2018</p> <p>■ ■ 3 monthly audit from March 2019</p> <p>■ ■ April 2019</p> <p>■ ■ SMS News June 2018 Website Dec 2018</p> <p>■ ■ Immediate (SMS News) AS News)</p>	(a) – (c) Faculty Web and Digital Content Team (d) AS Core SAT & Faculty Web and Digital Content Team SMS Communication team (e) AS Core SAT & SMS Communication team (f) AS Leads	Good proportion of staff answering positively to targeted questions about AS in our next restructure based survey. e.g. Do you understand what AS is? Do you feel that you have or can benefit from AS initiatives? An understanding of the 'base level' opinion of AS by SMS staff with which we can formulate and/or build on our actions to improve understanding and acceptance of AS initiatives.

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
4.4 cont.			students bi-annually. f) Pop up poster introducing AS and the 'team' to be displayed at all major SMS events g) Newly established Wellbeing champions in SMS will promote events and opportunities to join in with wellbeing activities through School News, Division emails and communication to Division SMT. h) An AS event to be scheduled for International Men's Day (Nov 19) to highlight the benefits of AS to men.	June 2018 ■ ■ Immediate & then routine ■ ■ Immediate & then routine ■ ■ Nov 2019	(g) SMS Wellbeing Champions (h) Faculty AS Leads	
4.5	Give clarity to teaching load allocation	The post-restructure survey indicated that only 7% of our Academic staff felt that workload allocation was clear and transparent. Comments indicated that there was an urgent need to ensure an accurate means of recording workloads (particularly teaching). No gender specific issues were identified.	a) Continue to further develop and refine the new Faculty Teaching Contribution System to capture and quantify UG and PGT teaching. b) Raise awareness of the Divisional Teaching Contribution Leads by emails from HoDs. Consider one-to-one meetings of the Leads with staff as has been done in Division Cancer Sciences. Example of sharing of best practice. This gives an opportunity to discuss concerns for feedback to Division SMT and Faculty Associate Dean for Teaching and Learning	■ Ongoing iterative process ■ ■ Immediate	(a) Faculty Associate Dean for Teaching and Learning (b) & (c) HoDs and Division Teaching Contribution Leads	Oversight of the UG and PGT teaching contributions of all FBMH academic staff to ensure that this provision is of the highest quality, equitably distributed and best utilises staff expertise An increase in the proportion of staff (measured at next AS survey 2019) agreeing that roles are allocated fairly and that all work (including Leadership, public engagement, social responsibility and administrative) is valued. Aim for 50% year 1, 75 % year 2 and

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe			Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium	Low/Routine		
4.5 cont.			<p>c) Communicate to staff the link to expectations in regard to Teaching and Learning on Faculty web pages for clarity and aiding in the P&DR process</p>	<p>■ ■ Immediate</p>			<p>> 90% year 3. Update: Preliminary information from the system is available for 2016/2017 and has been sent to all academic staff prior to their P&DRs (March – May 2018) for discussion with Line Managers/HoDs</p>
4.6	Promote a friendly inclusive SMS culture <i>Links to Action 1.4 and 4.2a</i>	Our post-restructure survey indicated that since the announcement of Manchester 2020 initiatives and Faculty re-structure, 38% of Academics and 30% of PSS feel that SMS is less friendly, supportive and inclusive.	<p>a) Maintain a biennial AS staff survey focussed on issues relating to AS to be administered every 2 years to all staff in SMS. Free text options will be included.</p> <p>b) Consideration of caring responsibilities to ensure that meetings adhere to core hours where possible.</p> <p>c) Link to the UoM 'We get it campaign' and online route to report of any harassment or bullying on SMS AS website.</p> <p>d) Pop up posters advertising the 'We get it' campaign and our staff networks (WiC, WiBMH, BAME and LGBTQ networks) displayed at all SMS showcase events</p> <p>e) Organise a yearly SMS Summer social event</p>	<p>■ ■ Initiated at last award. Now routine</p> <p>■ ■ Initiated at last award. Now routine</p> <p>■ ■ December 2018</p> <p>■ ■ Immediate Then routine</p> <p>■ ■ August 2018 then routine</p>	<p>(a) AS Core SAT</p> <p>(b) HoS, HoDs, HoSO and Principal Investigators.</p> <p>(c) FBMH Web and Digital Content Team</p> <p>(d) SMS AS WG and staff network Leads</p> <p>(e) SMS AS WG</p>	<p>Increased % of awareness of We Get It campaign to 75% at next restructure survey (AS survey 2017 50% of Academic and 61% PSS aware)</p> <p>Decrease in the proportion of staff feeling that SMS is less friendly, supportive and inclusive. Aim for <10% Academic and PSS staff at next restructure survey</p> <p>Update: HoS lunches with all staff (see AP 4.2a) have started (3 to date) and have been well received. HoS Introduction to the SMS newsletter invites personal approaches of any issues.</p>	

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
4.7	Provide financial and peer support to our PGR parents	Due to visa restrictions - Tier 4 International Students can't take more than 6 weeks off for maternity leave PGR students on charity-funded studentships often do not have maternity pay cover	Actively advertise the FBMH 50K fund to support PGR students for either childcare support (Tier 4 students) or maternity pay (for charity-funded students to level similar to that provided by RCUK) SMS will support costs for PGR parent and carer groups to run events	■ Immediate & then routine	DA	PGR uptake of the fund Update: At faculty level the DA have established a new lunchtime PGR parent (and parent to be) support group to run approx. bi-monthly. The first of these took place in Feb 2018 and the next is scheduled May 2018. Refreshments provided.
4.8	Continue to best support women returning from maternity or adoption leave	Ensure returning parents feel supported in SMS. The figures for the % of female academics feeling supported before, throughout and after maternity/adoption leave was 71% and 67% for PSS in the restructure survey results. This is good but not good enough and can be further improved.	a) A formalised series of pre and post-leave interviews conducted with HR. HR will advise as standard that all staff meet with line manager/HoD to discuss individual support needs. b) Implement a questionnaire about maternity /paternity/adoption/shared parental leave and send to all staff returning from leave to evaluate support offered and if/how many 'keeping in touch days' were used. c) The RCUK briefing on maternity, paternity and adoption leave and pay information to be included on SMS AS pages.	■ Immediate & then routine ■ July 2019 ■ December 2018	(a) University HR Services and SMS Line Managers & Principal Investigators (b) University HR Services & SMS AS WG (c) FBMH Web and Digital Content Team (d) SMS Core SAT & HoSO	Every returning member of staff to have formalised return to work meetings with HoD or line manager. Data captured by Division Operations Manager Good feedback on pre and post return to work meetings with HR and line manager/HoD monitored by return to work questionnaire. An understanding of needs of staff on maternity/paternity and adoption leave and if possible, flexibility in period of leave. Increased positive response to survey question on whether staff feel supported before/during and after maternity/paternity/adoption leave

Ref	Planned Action	Rationale	Initiatives Planned and Priority/Timeframe		Person(s) Responsible	Success Criteria and Outcome
			High/Immediate	Medium Low/Routine		
4.8 cont.				<p>■ ■ December 2019</p> <p>d) Adoption leave does not account for the 'introductory days' – hold an adoption leave focus group meeting to discuss what support they would like to see in place.</p>		
4.9	Ensure those with child care responsibilities feel supported in SMS	<p>School holidays are always a challenge for working parents especially as holiday clubs often run only to 3pm</p> <p>The AS Leads have received a lot of requests for action following a recent (Sept 2017) decision at University level to control child access to buildings across campus in order to ensure child safeguarding and Health and Safety provision. No child is now allowed in any FBMH buildings other than ground floor café areas.</p> <p>This has led to some problems when due to unforeseen reasons a child's school/nursery/childcare provision fails and parents needs to come into work</p>	<p>■ ■ December 2018</p> <p>■ ■ August 2018</p> <p>a) Seek information about holiday club providers to provide on-site support for staff/students during school holidays, thus easing the pressure. Talk to AS Leads from other Universities who offer such clubs about their experience</p> <p>Determine level of support for such a club (question on repeat re-structure survey Action 1.4), and if demand is there - contact providers to trial this</p> <p>b) Explore 'middle ground' options via focus group, such as video-call in facilities or to enable children of SMS staff to be brought in briefly if necessary, but still satisfy all Health and Safety and safeguarding policies. Assess effectiveness in repeat re-structure survey (Action 1.4)</p>	<p>(a) ADSR (E&D). Faculty SATs</p> <p>(b) AS Leads with HoS and HoSO. Input from School Risk and Compliance Manager and focus group</p>	<p>Understanding of the need and demand for holiday clubs.</p> <p>Quotes for provision of such a service and approval from University Senior Leadership Team.</p> <p>Staff feel adequate supportive arrangements are in place for them to attend work place in urgent situations when no childcare cover available</p>	