

Athena Swan Achievement Plan 2023-2028

Introduction

This Achievement Plan – named to emphasise our focus on impact and not just action – has been co-created by our SAT, leaders, key stakeholders and extensive consultation across the University. Our leaders and key stakeholders are responsible for delivering the actions we are committing to, with monitoring of progress through the SAT and EDI governance.

To ensure our commitments are SMART and will progress, this plan aligns with the EDI Strategy, People and Organisational Development (P&OD) Strategy, Researcher Development Concordat, Teaching and Learning Action Plan and Access and Participation Plan (APP). This reflects the embedding of gender equality and EDI in Faculties and across Professional Services, and in our core business areas of Research, Teaching, Learning and Students, and Social Responsibility.

Many of the actions directly align to the priority themes that were agreed following the Staff Survey 2022: Organisational Change; Leadership; Workload; Wellbeing; Bullying, Harassment and Discrimination; and Communications within the University, demonstrating a coherent institutional approach.

Finally, many of the actions also feature in our commitments made in our Race Equality Charter, Stonewall Workplace Equality Index, and Disability Confident submissions in 2023, reflecting our intersectional awareness and commitment to achieve equity for all.

Targets

- We aspire to meet and then maintain (or exceed) targets
- Targets related to consultation are largely dated for 2024 and/or 2026, relating to the Staff Survey. A Staff Survey themed pulse survey is due to run in early 2024. This will inform dates for future full or pulse surveys, including in 2026
- Targets related to staff and student data are largely dated for 2027, related to our next Athena Swan submission in 2028
- Targets related to students align with the 2020-24 APP. We are submitting our next APP in 2024. Relevant targets from the APP will be added to student objectives below so success measures are aligned, once our APP is signed off by the Office for Students
- Targets related to staff profile are taken from the APR and commitments made in *Our Future* and to the Board of Governors. Year-on-year progress will be monitored through the APR to enable ongoing evaluation of the impact of actions taken, with actions to be updated as necessary. Following APR 2023, targets may be reviewed and amended following more nuanced data analysis and, subsequently, targets will be reviewed annually maintain stretch and progress.

Enablers

We have identified two ‘enablers’ with supporting actions, which underpin our progress with the objectives and pave the way for a Gold award in the future. A key focus on the enablers is on essential systems and mechanisms we need for effective and ongoing self-assessment, monitoring of data and actions, consultation, evaluation, reporting and accountability.

Overview of Athena Swan objectives, aligned to EDI strategic priorities:

Diversity and equity across our community	Inclusive Practice	Inclusive Environment and Culture
<p>Objective 1: Address disparities and underrepresentation by sex in our academic, research and PS staff profile at all levels, with a focus on female representation at senior levels</p>	<p>Objective 3: Promote a ‘culture of development’ in which academic, research and PS staff of all genders can succeed, in order to ensure gender balance throughout our pipeline</p>	<p>Objective 5: Create an inclusive and safe culture and environment for staff, students and visitors of all genders, prioritising wellbeing and safety and promoting a ‘call it out’ culture through awareness raising, capacity building, training and development for all</p>
<p>Objective 2: Address underrepresentation by sex in our student profile at all levels and reduce non-continuation rates and attainment gaps between males and females (and intersectionally), to foster a sense of belonging to improve equity of access, progression, attainment and graduate outcomes for all</p>	<p>Objective 4: Equitable recognition and reward for staff and students, where all feel valued and included, regardless of sex or gender</p>	<p>Objective 6: Inclusive ways of working and studying through progressive policy, provision and practice that promotes gender (and intersectional) equality</p>
Enablers for progressing gender equality		
<p>Enabler 1: Enhance self-assessment processes, data gathering mechanisms and insights and consultation to ensure representation, accuracy, transparency and accountability in delivering against evidence-based actions</p>	<p>Enabler 2: Develop and share best practice through collaboration, innovation and mutually-beneficial support to advance gender equality regionally and (inter)nationally</p>	

Rationale (issue and evidence)	Actions to address the issue and meet the objective	Action owner	Timeframe (start/end date, when impact will be measured)
Diversity and equity across our community (EDI Strategy Priority Two)			
Objective 1: Address disparities and underrepresentation by sex in our academic, research and PS staff profile at all levels, with a focus on female representation at senior levels			
SLT Objective Owner: Director of People and Organisational Development and Director of EDI			
<p>Academic and research staff:</p> <p>Female underrepresentation at Senior Lecturer (42%) and Professor level (29%, slow rate of growth (+3%) in five years) (Fig. 30)</p> <p>Significant female underrepresentation in FSE - 23%, (+2% in five years), 14%F Prof (+0.6% in five years) (Fig. 33)</p> <p>Underrepresentation of BAME and disabled females at senior academic levels (9.8% female Professors are BAME, 5.9% are disabled). Only 1.5% male Professors are disabled but it is not clear if this is related to representation (through recruitment and promotion to Professor level) or low levels of disclosure (Tables 7-8)</p>	<p>1.1. Implement the recommendations of the Inclusive Recruitment Review, including:</p> <ul style="list-style-type: none"> • Review job description formatting to make sure they are accessible • Recommend the diversification of recruitment panels in recruitment training (see action 1.2) • Targeted adverting, for example job sites for diverse groups, linked with strategic marketing as part of the scoped Employer Value Proposition • Positive action statements of job adverts • Use of gender decoder to avoid gendered or off-putting language in job descriptions and adverts • Provide job descriptions in alternative formats to meet individual accessibility needs • Encourage applicants to disclose anonymous demographic information by providing clear explanation on how data is used and can be used for positive action • Scope additional guidance and support for applicants to improve application quality • Scope pilot activity for anonymising applications at Grade 7 and above • Impact assess essential recruitment and selection training on panel behaviour and recruitment outcomes, and modify training content as necessary • Decide how to provide information to recruiting managers to ensure panellists have done essential training 	<p>Head of P&OD Operations and Reward</p> <p>P&OD Leadership Board (led by Director of P&OD)</p>	<p>SLT to receive recommendations by April 2024</p> <p>Implementation by December 2024</p> <p>Review impact via APR 2025, then annually</p>

<p>PS staff:</p> <p>Female overrepresentation at Grade 2-6 (Fig. 38) and in clerical/secretarial (75%F), administrative and management (66%F) and Library assistant roles (67%F)</p>	<ul style="list-style-type: none"> Recruitment to all senior roles to include executive search agencies contracts that mandate diverse applicant pools, including internal senior leadership roles. Promote JobTrain functionality enabling recruiting managers to see summarised, anonymised diversity information for the applicant pool and shortlist to support positive action in diverse shortlisting, with improvements to the diversity of shortlists seen after implementation Review application and success data intersectionally. 		
<p>Female underrepresentation in technical and manual job families (29%F manual/craft), particularly at higher grades (26%F computing/IT Grade 6-7, no females in Grade 8-9 technical or experimental officers)</p>	<p>1.2. Develop and fully implement training and monitoring for diverse recruitment panels (as this has not been rolled out fully):</p> <ul style="list-style-type: none"> Develop guidance for recruiting managers to negate tokenism Provide guidance to areas with a lack of diversity on diversifying panel membership by inviting panel members from others areas, lower grades and Staff Networks. Scope working with students as partners, public and voluntary sectors to increase the size and diversity of the pool of panel members. 	<p>Head of P&OD Operations and Reward</p>	<p>Start by July 2023</p> <p>Rollout by July 2024</p> <p>Review impact by July 2025</p>
<p>Recruitment:</p> <p>Higher female applications for Grade 1-5 academic, research and PS roles and lower female applications for higher academic and research roles (but comparable shortlist and success rates across staff groups and grades (Fig. 25 and 29)</p>	<p>1.3. Implement monitored recruitment processes for internal leadership positions (which don't use JobTrain, therefore no tracking or accountability of process or diversity of pool, shortlist or appointments) to enable transparent reporting, EDI oversight and consistent remuneration for equivalent leadership roles (see Objective 3 for further actions on leadership development and representation).</p>	<p>Head of P&OD Operations and Reward</p>	<p>Implementation by December 2023</p> <p>Review impact by July 2025</p>
<p>Leadership:</p> <p>Female underrepresentation on some leadership committees (for example, University and FBMH)</p>	<p>1.4. All roles to be advertised openly and offered flexibly including as job shares/part-time by default, including at leadership levels (and those advertised internally only).</p>	<p>Head of P&OD Operations and Reward</p>	<p>Implementation by July 2024</p> <p>Review impact via July 2025</p>
	<p>1.5. Pilot (and then embed) new job titles for manual roles, revised job descriptions, application support and novel recruitment approaches to address underrepresentation of females, for example in Security roles.</p>	<p>Head of P&OD Operations and Reward</p>	<p>Pilot by July 2024</p> <p>Evaluate and embed by December 2024</p>

<p>Research Leadership Group) and overrepresentation on other groups (for example, EDI, SR, PS). Low representation of BAME females (6% on University committees) (Tables 363a-39b)</p> <p>Overrepresentation of females on fixed-term contracts:</p> <ul style="list-style-type: none"> • 26% female PS staff on FTC (18.4%M, 22.8% total) (Table 26) • 55.7% female academic and research staff on FTC (43.4%M, 48.9% total) (Table 12) • 97.1% female research staff (including Fellows) on FTC (94.7%M) • 27% research staff SS respondents (23%F, 34%M) agreed that their job security at the University is good 		Assistant Director of Estates and Facilities	Review impact by July 2025 (dependent on levels of recruitment to relevant posts)	
	1.6. Fellowship Strategy Group to review reach and impact of existing targeted fellowship opportunities and make recommendations to Research Strategy Group. Consideration to be given to how the University could fund additional fellowships, building on the evaluation of internally funded schemes, including the Presidential Fellowships and Perera Fellowships (following evaluation in 2023/24).	Associate Vice-President for Research	Start by December 2023	Recommendations made by February 2025 ahead of 2025/26 budget year
	1.7. Contracts Working Group to: <ul style="list-style-type: none"> • Reduce the use of fixed-term contracts (FTCs) and the overrepresentation of females on FTCs • Monitor the impact of the policy change to automatically change staff on a fixed-term contract(s) for four years (predominantly research staff) to an open-ended contract, reviewing data by sex and other demographic information. Scope impact of policy expansion for those on FTCs for two and three years. 	Head of P&OD Operations and Reward and Deputy Director of P&OD (Chairs of Contracts Working Group and members of P&OD Leadership Board)	Contracts working group commenced by January 2024	Action implemented by January 2025
	1.8. Develop and pilot a novel localised scheme to enhance job security for research staff using a 'talent bench' approach, with a view to expanding this to other areas of the University in the next phase of the Excellence in Research award where appropriate. This will be done by: <ul style="list-style-type: none"> • Identifying an academic area with a stable workforce and low turnover of research staff • Developing and piloting a scheme to allow these staff to be retained in a talent bench at the completion of their contract until another suitable research post arises 	Head of P&OD Operations and Reward and Deputy Director of P&OD (Chairs of Contracts Working Group and members of P&OD Leadership Board)	Start by December 2024	Complete by May 2026
			Review impact by July 2025, then annually	
			Policy monitoring systems implemented by December 2023 and review impact by August 2024, then annually	
			Review impact by December 2027	

	<ul style="list-style-type: none"> • Developing bespoke career and professional development support for these staff • Evaluating the viability of this scheme and if it can be replicated in other academic disciplines across the University • Creating an agile and scalable mechanism for matching staff with vacancies. 	<p>Researcher Development Manager</p> <p>Associate Vice-President for Research</p>	
<p>Objective 1 Measures of Success</p> <p>Targets:</p> <p>Year-on-year increase in the number and proportion of female staff in academic and research positions at more senior levels, to reach targets of:</p> <ul style="list-style-type: none"> • 45%F at Senior Lecturer level (up from 42%) by 2025 (in line with APR scorecard) and 50:50 by 2027 • 34%F at Professor level (up from 29%) by 2025 (in line with APR scorecard) and 37% by 2027 • 13.5% female Professors are BAME (up from 9.8%) and/or 4.5% professoriate are BAME females (up from 2.8%) by 2025, up to 17% and/or 6% by 2027 • Increase representation of disabled males and females at senior levels in line with representation across academic staff profile, with more comparable representation across sex (currently 5.9%F and 1.5%M Professors are disabled) • 20.5%F at Professor level in FSE (up from 14%) by 2025 (in line with APR scorecard) • Achieve and maintain gender parity in application, shortlist and success rates <p>Year-on-year progress to address imbalances in male/female representation, to reach targets of:</p> <ul style="list-style-type: none"> • 72%F in clerical/secretarial roles (from 75%) by 2025, and 70% by 2027 • 63%F in administrative and management and Library assistant roles (from 66%) by 2025, and 60% by 2027 • One-third female representation in technical and manual job families (from 29%) by 2027 • Parity in male/female representation at Grade 6 and above by 2027 • Maintain gender parity in application, shortlist and success rates <ul style="list-style-type: none"> • Male-female parity on all University leadership committees, at least 10% BAME female representation (up from 6%), and improved diversity profiles of Faculty leadership committees by 2027 • Reduction of 5% in overall use of fixed-term contracts and those held by females per staff group by 2025, up to 10% by 2027, with more specific targets to be set by the Contracts Working Group by April 2024 • 100% of staff with four years continuous service on fixed-term contracts to be moved to open ended contracts by August 2024 			

- 40% research staff agree that their job security at the University is good, with no sex or gender difference, in 2024 Staff Survey (Researcher Development Concordat target)

Outputs:

- Policy, process, systems related to recruitment actions improved (monitoring panel training and composition, regular use of diverse advertising channels, implementation and evaluation of IRR recommendations, advertising roles openly and as flexible)
- Systems development enabling anonymised applications and access to summarised, anonymised diversity information for the applicant pool and shortlist
- Embedded systems for monitoring of anonymised demographic data for internal recruitment processes, including leadership roles
- Audit/review of process improvements through key success measures in line with P&OD strategy and Transformation Programme goals (for example, recruitment timeframes)
- Targeted fellowships based on evidence and monitored for impact on representation and pipeline
- FTC to open-ended contracts policy and mechanisms embedded, with further novel approaches to job security piloted.

Objective 2: Address underrepresentation by sex in our student profile at all levels and reduce non-continuation rates and attainment gaps between males and females (and intersectionally), fostering a sense of belonging to improve equity of access, progression, attainment and graduate outcomes for all

SLT Objective Owner: Vice-President for Teaching, Learning and Students and Vice-President for Research

<p>Representation:</p> <p>Female underrepresentation (34.4%F) and male overrepresentation at Foundation level (FSE and FBMH courses), but higher levels of female progression from Foundation to Year 1 (Tables 46, 49 and 50)</p> <p>Female overrepresentation at UG (55.6%F, comparable to Russell Group (55%F) and sector (58%F)) and M/F gap widening (Tables 52 and 76)</p> <p>Female overrepresentation at PGT (64.2%F, above Russell Group)</p>	<p>2.1. Enhance current outreach and access initiatives with the OfS APP priorities to raise aspiration at an earlier stage. Target support and initiatives at groups underrepresented in our student profile, with a focus on females in STEM and males in female-dominated healthcare areas. Evaluate impact of activity longitudinally.</p> <p>Engage schools (primary and secondary) and young people, primarily in local areas, through:</p> <ul style="list-style-type: none"> • Student volunteering, student societies and paid roles for students to go into schools as role models, and deliver enrichment and outreach activities • Supporting student/academic societies (for example, ‘Girls That Code’ with training and coordination for activities • Staff involved with our School Governors Programme to provide a network and reach into local schools <p>Work collaboratively with the HE sector for wider reach (see action 8.2)</p>	<p>Head of Student and Academic Services</p> <p>Head of Student Access and Success</p> <p>Science and Engineering Education Research and Innovation Hub</p> <p>Outreach teams in Faculties</p>	<p>Start by July 2024 (aligning priorities with APP submission)</p> <p>Delivery by December 2024, then ongoing</p> <p>Complete July 2024</p> <p>Review impact December 2025, then ongoing (through feedback and longer-term monitoring of key initiatives)</p>
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<p>(60%F) and sector (57%F)) and M/F gap widening (Tables 68 and 76)</p> <p>Decreasing proportional representation of White males at all levels of study (Fig. 50, 58, 60)</p> <p>Male underrepresentation in FBMH/FHUM (72.7%F/61%F UG, 71.5%F/65.8%F PGT and 65%F/62.5%F PGR) and female underrepresentation in FSE (31.6%F UG and 34.7%F PGR) (Table 55, 71, 75)</p> <p>Lack of access to/provision of targeted scholarships and bursaries reported by focus group attendees (particularly BAME participants)</p> <p>Progression:</p> <ul style="list-style-type: none"> Consistently higher non-continuation rates for males than females over time, with a widening gap since 2019/20 (7.1%F, 10.3%M, 3.2% gap in 2021/22) (Table 60) Slightly higher rates of non-continuation for BAME than 	<p>2.2. Review entry qualifications data of student applicants to see which qualifications students are applying (and gaining entry) with. Consider this alongside sector data on qualifications (including new qualifications such as T Levels) and sex profile, impact of sector changes (Brexit and internationalisation), contextual admissions and entry requirements review to identify possible actions to address declining representation of White males.</p>	<p>Associate Vice-President for Teaching, Learning and Students</p> <p>Head of Student and Academic Services</p> <p>Intake Management Group</p>	<p>Start by January 2024 (aligning priorities with APP submission)</p> <p>Complete (identify actions) by July 2025</p> <p>Review impact December 2027</p>
	<p>2.3. Work strategically with Faculties to support the development of local targets and activity to address underrepresentation by sex and Faculty, in line with School and Faculty Athena Swan action plans and student-related strategies, aligned with the APP 2024-2028, including:</p> <ul style="list-style-type: none"> Highlighting role models from underrepresented groups, including current students and alumni to inspire and promote positive outcomes Signposting to application support, to support entry Identify opportunities and areas to offer scholarships and bursaries for programmes and/or disciplines with an underrepresentation of females (for example, FSE) or males (for example, FBMH, Black males in Law) Where using targeted scholarships based on sex (for example, the Beatrice Shilling scholarship for female engineering undergraduates), develop approach for inclusion of trans and non-binary students and communicate this clearly with criteria to students and decision-makers. 	<p>Head of Student and Academic Services</p> <p>Head of Student Recruitment</p> <p>Head of Student Access and Success</p> <p>Head of Student Marketing and Communications</p> <p>Faculty recruitment teams</p> <p>Faculty Associate Deans for EDI</p>	<p>Start by September 2024</p> <p>Complete July 2025</p> <p>Review impact February 2026, then annually</p>
	<p>2.4. FSE to continue to develop initial pilot for a standardised PGR recruitment process, focusing on developing a variety of processes to remove bias to support diversity of the application and shortlisted pool and pipeline, ensuring recommendations are evidence based and data driven to</p>	<p>FSE Associate Dean for PGR</p>	<p>Pilot complete and evaluated by July 2025</p>

<p>White males and White than BAME females, and for disabled males and females than non-disabled peers (Fig. 54-55)</p> <p>Attainment:</p> <ul style="list-style-type: none"> Consistently higher proportion of females than males awarded a 'good degree' (First or 2:1) (88.1%F, 85.4%M in 2021/22) (Table 56) White females consistently awarded good degrees in the highest proportion (93%) and BAME males the lowest (82.6%), although gaps have narrowed over time (Fig. 52) Less variation in awarding between disabled and non-disabled students (Fig. 53) 	<p>support improved equity in the admissions process. Evaluate the impact of the process changes following the pilot and consider wider rollout if successful.</p>	<p>FSE Associate Dean for EDI</p>	<p>Rollout by September 2025</p> <p>Review impact December 2026, then annually</p>
	<p>2.5. Scope and progress monitoring of the uptake and impact of targeted scholarships based on sex on diversifying the PhD profile in areas with underrepresentation, reviewing eligibility criteria as necessary.</p> <p>Review current internally-funded schemes such as the Presidential Doctoral Scholarships to inform future targeted scholarships including those with an intersectional focus where evidence highlights underrepresentation.</p>	<p>Associate Deans and Faculty Managers for PGR in FBMH, FHUM and FSE</p> <p>Associate Vice-President for Research</p>	<p>Rollout by September 2023</p> <p>Monitor uptake by July 2024</p> <p>Review impact (and criteria) by December 2024, then annually</p> <p>Recommendations of future scholarships made by February 2025 ahead of 2025/26 budget year</p>
	<p>2.6. Work with Student Partners to explore current barriers for White male students (as the group with declining and lowest representation at PG levels of study) progressing from UG to PG study, and develop and deliver targeted activity to support progression to PG.</p>	<p>Head of Student Access, Employability, Success and Development</p>	<p>Schemes developed and targets set by July 2024</p> <p>Review impact by July 2025, then annually</p>
	<p>2.7. Expand targeted placements (including for females in disciplines with underrepresentation and widening participation students) to develop research experience to support postgraduate pipeline, building on and expanding Learning Through Research and EDI Summer Research Placements.</p>	<p>Head of Student Access, Employability, Success and Development</p> <p>Academic Lead for EDI (Gender and Sexual Orientation)</p>	<p>Start by April 2024, then ongoing</p> <p>Review impact via uptake by demographic group, feedback and progression into postgraduate study by December 2025, then annually</p>

	<p>2.8. To develop a new Access and Participation Plan to meet the OfS Condition A1 of Registration in 2023-24, which identifies specific targets and activities that improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.</p>	<p>Associate Vice-President for Teaching, Learning and Students (Chair of Access, Success and Progression Strategy Group)</p> <p>Head of Student and Academic Services</p>	<p>Start by July 2023</p> <p>Review impact of previous activities on equality of opportunity by December 2023</p> <p>Prepare and submit APP by April 2024</p>
	<p>2.9. In line with APP 2024-2028, deliver and evaluate activities to support progression, attainment and good outcomes for all, including targeted actions for minority students where data highlights differential progressions and gaps in attainment and outcomes. APP work to include</p> <ul style="list-style-type: none"> • Scope and progress systems improvements to gather more detailed data on reasons for non-continuation. Review data by protected characteristics (and intersectionally) and Faculty/School to inform targeted, localised interventions to improve student experience and support and increase continuation rates. • Implement a consistent impact and evaluation framework for student, teaching and learning actions and interventions, to enable effective reporting and decision-making through the lens of EDI, leading to embedded best practice. • Continue to deliver and evaluate My Learning Essentials and the impact this has on the continuation and attainment of all students to support the narrowing of continuation and attainment gaps. 	<p>Associate Vice-President for Teaching, Learning and Students (Chair of Access, Success and Progression Strategy Group)</p> <p>Head of Student and Academic Services</p>	<p>Start September 2024</p> <p>Complete July 2028</p> <p>Review impact December 2025, then annually</p>
	<p>2.10. Evaluate mentoring schemes to understand the impact on progression and attainment. Expand reach and capacity of student mentoring provision for all students, including targeted schemes such as AMBS Corporate Mentoring scheme for BAME female students (continue pilot if successful).</p>	<p>Head of Access, Student Employability, Success and Development</p>	<p>Rollout of mentoring schemes by November 2023</p> <p>Evaluate across schemes by July 2024</p>

			Review impact by July 2024, then annually
	2.11. Investigate approaches to support student retention and progression for females and males (with an intersectional focus on those from low-income backgrounds) through a dedicated teaching and learning fellowship/internship, including processes for interrupting students and exam resits.	Associate Vice-President for Teaching, Learning and Students Academic theme lead/manager	Started September 2022 Complete by September 2024 Embed and monitor by December 2025, the ongoing
	2.12. Build on the QAA optionality in assessment project to explore ways to enhance attainment, reduce non-continuation and improve equity of progression, piloting optionality in assessment work in all three Faculties. Procure Cadmus software (enterprise license) for end-to-end support for assessments to provide better experiences, starting with 500 units of assessment (expanding to availability for all units). Monitor to evidence impact.	Associate Vice-President for Teaching, Learning and Students Head of Teaching and Learning Delivery	Assessment pilots complete by September 2024, and evaluation and recommendations to be made to Teaching and Learning Strategy Group Rollout in 2024/25 Review impact by December 2025
	2.13. Further develop student belonging projects through University-wide community of practice. Rollout student belonging projects and actions for Schools, Faculties and programmes to embed in their local work, enabling a consistent approach to belonging delivered in a localised context. Evaluate based on uptake in Schools, Faculties and programmes and student experience.	Academic Lead for Student Success	Rollout by July 2024 Evaluate impact by July 2025, then ongoing
	2.14. Develop a University-wide Inclusive Education Framework to include diversifying curricula, inclusive teaching practice and co-creation with students, to ensure gender equality and EDI are systematically embedded in curriculum design, teaching delivery and practice.	Associate Vice-President Teaching, Learning and Students Director of EDI	Start by December 2023 Complete by July 2024 Implement in 2024/25

			Review impact via student surveys by July 2026
Objective 2 Measures of Success			
<p>Targets:</p> <ul style="list-style-type: none"> Year-on-year progress towards parity in male/female representation across all levels of study and Faculties, in line with Russell Group profile and benchmarks by discipline/Faculty. Specific targets will be set in 2024 in line with our institutional Access and Participation Plan, which will be submitted for approval in Spring 2024, and School and Faculty-level Athena Swan work. Work towards reducing awarding gaps, noting intersectional differences, in line with our institutional Access and Participation Plan Targets for continuation, progression, awarding and outcomes will be set in our institutional Access and Participation Plan, which will be submitted for approval in Spring 2024 using the Office for Students Equality of Opportunity Risk Register. Athena Swan targets will be updated accordingly for alignment. <p>Outputs:</p> <ul style="list-style-type: none"> Targeted outreach and access initiatives at University and Faculty/discipline level based on underrepresentation by sex Implementation and evaluation of FSE PGR standardisation pilot. Wider rollout in FSE and/or across the University if recommended following the pilot Expanded targeted research placement opportunities to support postgraduate pipeline. APP 2024-2028 submitted and approved in 2024, to include published summary for students and monitoring and evaluation framework and plan. University-level action and initiatives related to progression, assessment and attainment. Localised initiatives implemented and evaluated including AMBS Mentoring schemes. Student belonging projects. Inclusive Education Framework. 			
Inclusive Practice (EDI Strategy Priority Three)			
<p>Objective 3: Promote a ‘culture of development’ in which academic, research and PS staff of all genders can succeed, in order to ensure gender balance throughout our pipeline</p> <p>SLT Objective Owner: Director of People and Organisational Development and Vice-President for Research</p>			
Representation of academic, research and PS staff:	3.1. Develop wrap-around support for participants of leadership development programmes (including Aurora, StellarHE and 100 BWPN) before, during and after participation:	Director of Organisational Development	Start by December 2023 Complete by July 2024, then ongoing

<p>Female underrepresentation at Senior Lecturer (42%) and Professor level (29%) (Fig. 30)</p> <p>Significant female underrepresentation in FSE - 23%, (+2% in five years), 14%F Prof (+0.6% in five years) (fig. 33)</p> <p>Male underrepresentation in academic and research roles at Grade 1-5</p> <p>Female underrepresentation on Teaching and Research (T&R) contracts (33%)</p>	<ul style="list-style-type: none"> Information sessions on programmes for potential applicants for clarity on what programmes entail and application support. Enabled by implementation of Learning Management System (see action 7.11) During participation, provide regular touch-points for support and feedback Signpost to complementary opportunities such as mentoring and coaching and/or facilitate access to specialist external mentors and coaches Provide opportunities for networking and visibility such as profiles on Staffnet and 'in conversation with' meetings with senior leaders Enhanced guidance for line managers on their own role in actively supporting participants during and after programme using action learning, coaching and community or practice techniques to embed principles and accountabilities. After completion, provide internal senior sponsored projects for participants to have opportunities to put learning into practice and raise profile internally. Use existing models such as DSE Future Leaders. 	<p>Lead EDI Partner/Chartermark Coordinator</p>	<p>Review impact via feedback and promotions data by September 2025</p>
<p>Underrepresentation of BAME and disabled females at senior academic levels (9.8% female Professors are BAME, 5.9% are disabled). Only 1.5% male Professors are disabled but it is not clear if this is related to representation (through recruitment and promotion to Professor level) or low levels of disclosure (Tables 7-8)</p>	<p>3.2. Enhance the Manchester Gold mentoring programme by:</p> <ul style="list-style-type: none"> Increasing engagement of male staff as mentees and mentors, in line with staff profile Positive action to increase engagement of mentors from UoM alumni or external organisations where necessary to meet requests for mentors Introduce reciprocal mentoring in 2024, working with managers and leaders with a focus on sharing lived experiences Following the successful pilot, Inclusive Advocates PS programme for BAME staff to be embedded within the Manchester Gold offer, to engage females and staff from other underrepresented groups. <p>Evaluate all mentoring and coaching provision to establish impact.</p>	<p>Director of Organisational Development L&OD Partner</p>	<p>Start by December 2023</p> <p>Review impact (male engagement) by June 2024, then annually</p> <p>Launch reciprocal mentoring and advocacy by July 2024</p> <p>Review impact by July 2025</p>
<p>Female overrepresentation at Grade 2-6 (Fig. 38) and in clerical/secretarial (75%F), administrative and management</p>	<p>3.3. Evaluate and monitor the impact of the FSE Diversifying Leadership Secondments in supporting staff into leadership roles and committees. Rollout across other demographic groups and areas/Faculties if pilot is successful.</p>	<p>FSE Associate Dean for EDI Director of EDI</p>	<p>Pilot by July 2025</p> <p>Rollout by July 2026</p>

<p>(66%F) and Library assistant roles (67%F)</p> <p>Female underrepresentation in technical and manual job families (29%F manual/craft), particularly at higher grades</p> <p>One-third BAME representation at apprentice level but no BAME males in 2021/22 (one-third of apprentices are female) (Table 19)</p> <p>No (less than 3) BAME or disabled females at PS Grade 9 (Table 19-20)</p> <p>Female underrepresentation some leadership committees (for example, University and FBMH Research Leadership Group) and overrepresentation on other groups (for example, EDI, SR, PS). Low representation of BAME females (6% on University committees) (Tables 36a-39b)</p> <p>Engagement with and access to opportunities (Appendix 2):</p> <ul style="list-style-type: none"> Females more likely to engage with training and development (59%F overall participants) 	<p>Use other initiatives such as strategic support for National Teaching Fellowships, Advance HE ‘Success on the Board’ scheme, and Board Apprentices opportunities with Manchester’s Black United Representation Network to develop diverse talent pools for leadership committees and provide opportunities to gain experience of being part of strategic and leadership groups.</p>	<p>Associate Vice-President for Teaching, Learning and Students</p>	<p>Review impact by July 2027</p>
	<p>3.4. Develop enhanced guidance to make clear the expectation that all staff can and should be encouraged and supported to undertake up to ten days per year (pro rata) for CPD, including assignments, mentoring, courses, reading/research, conferences, online development (including LinkedIn Learning), professional networks etc.</p> <p>This will align with the University’s commitment to enable researchers to take ten days per year in line with the Researcher Development Concordat. Guidance will form part of resources on PDRs and career conversations and will include signposting to funding to support training and the Carer’s Fund (see action 6.13) to enable access to funding for caring arrangements (for example, childcare).</p>	<p>Director of Organisational Development</p> <p>P&OD Policy Manager</p> <p>Researcher Development Manager</p>	<p>Start by January 2024</p> <p>Pilot by July 2024</p> <p>Rollout by January 2026</p> <p>Review impact January 2027</p>
	<p>3.5. Simplify and enhance PDR guidance and processes, with low-tech improvements rolled out from 2023-2025, building towards an effective, integrated solution as part of the P&OD Transformation programme.</p> <p>Improvements to include:</p> <ul style="list-style-type: none"> Revised guidance notes on policies/expectations, including recognising additional roles such as network leads Refreshed training Team briefings and information drop-ins Strategic communications Gathering feedback on changes Improved data capture of uptake and outcomes <p>Targeted action:</p>	<p>Director of Organisational Development</p>	<p>PDR enhancements pilot started in May 2023</p> <p>First phase complete by April 2024, and following initial feedback will be extended to April 2025</p> <p>Monitor uptake and feedback via focus group and semi-structured interviews throughout pilot phase and seek approval for go-live</p>

<ul style="list-style-type: none"> • Low representation of BAME female PS participants on the women’s Career Accelerator programme and internal Women into Leadership programme (~10%) • Declining PS engagement with management and leadership programmes • Male mentees and mentors are underrepresented on Manchester Gold compared to staff profile (Fig. 13) • 65% SS respondents (68%F, 63%M, 49% Other gender identity) agreed that they have access to the training and development required to do their jobs • 65% SS respondents (66%F, 60%M, 55% Other gender identity) agreed that their manager encouraged them to engage in development activities • 56% SS respondents (56%F, 58%M, 37% Other gender identity) agreed that everyone here is given an equal opportunity to develop and progress 	<ul style="list-style-type: none"> • Work undertaken between Estates and Facilities managers and P&OD to adapt the PDR model for frontline staff to embed annual PDRs and regular career conversations • Engage with academic and research managers through management training (L&OD and local programmes such as the FSE academic line managers programme), handbooks and meetings/briefings to increase PDR uptake and reviewer training uptake. 		<p>during academic year 2025/26</p> <p>Review impact in Staff Survey in 2026</p>
	3.6. Embed EDI in the Apprenticeships strategy due to launch in 2023/24, including in recruitment. Monitor applications, successes, completion and progression from apprenticeships into the workforce by sex, ethnicity, disability and sexual orientation.	<p>Head of Technical Skills and Development</p> <p>Apprenticeships Manager</p>	<p>Strategy launch by October 2023 with related action to follow</p> <p>Review impact by February 2025 (strategy mid-way) and October 2026 (end point)</p>
	3.7. Develop and rollout a Transferable Skills Framework across PS to provide equality of opportunity for progression to all PS roles and grades. Create relatable personas reflecting a diverse range of people, with good gender and intersectional balance.	<p>Head of Workforce Planning</p> <p>People & OD Specialist (Workforce Planning)</p>	<p>First draft ready for consultation and feedback by July 2023</p> <p>Full launch February 2024</p> <p>Review impact by July 2025, then ongoing</p>
	3.8. Develop job families to highlight career pathways and offer more varied progression routes, increased workforce agility, and improved visibility of roles and skills requirements across PS. Use gender decoder to support inclusive language use. Use work on job families to offer specific support and guidance on career planning, skills development and job applications to early career/Grade 1-4 PS staff. Deliver sessions targeted at staff with different protected characteristics, drawing on lived experiences and create relatable personas reflecting a diverse range of people, with good gender and intersectional balance.	<p>Head of Workforce Planning</p> <p>People & OD Specialist (Workforce Planning)</p> <p>L&OD Partner</p>	<p>Job families launched incrementally from April 2024</p> <p>Job families complete by July 2025</p> <p>Review impact by July 2026</p>

<ul style="list-style-type: none"> 75% SS respondents (77%F, 74%M, 54% Other gender identity) agreed that ‘people with backgrounds like mine can succeed here’ 	<p>3.9. Use targeted invitations and marketing (for example through the Women@Manchester and BAME Staff Networks) as well as open calls and PDRs to double the representation of BAME PS females on the WHEN Career Accelerator programme and similar development programmes for women in leadership positions (from 10% to 20%). Enabled by implementation of Learning Management System (see action 7.11).</p>	<p>L&OD Partner</p>	<p>Start by September 2023, then ongoing</p> <p>Review impact February 2024</p> <p>Then annually</p>
<p>PDRs - 65% Staff Survey respondents had a PDR or probation review in the last 12 months – consistent across genders but only 50% respondents of Other gender identities found their PDR/probation review useful</p> <p>Researcher development:</p> <p>The 2022 Staff Survey found lower awareness of and satisfaction with researcher career and professional development from respondents of Other gender identities, and lower agreement from female respondents that they have had time to develop their research identity</p> <p>14% respondents to the Research Staff Survey 2023 agreed that they undertook ten days of professional development per year (no sex difference, 16% sector)</p>	<p>3.10. Embed annual reporting of research funding applications and successes by sex (and ethnicity (data not currently available by disability)) and take targeted action to address underrepresentation of applications from groups with lower application rates, including delivering targeted application writing workshops.</p>	<p>Research Strategy Group (chaired by the Vice-President for Research)</p> <p>Head of Research Strategy</p> <p>Researcher Development Manager</p>	<p>July 2023, then annually for reporting</p> <p>Targeted workshop delivered by July 2024, then annually</p> <p>Review impact from July 2025, then annually</p>
	<p>3.11. Embed ‘Prosper’, a Research England project led by The University of Liverpool, in partnership with the University. The project, which focuses on career development support through training, resources and workshops, including for careers outside of academia, prioritises EDI, and will be embedded into the University’s Researcher Development offer through a dedicated Officer role. Promote the Prosper portal and resources regularly.</p> <p>Ensure gender parity within annual Manchester cohort of 24 participants. Each cohort will attend 6-8 focused sessions, with overall impact of the project evaluated at least annually.</p>	<p>Researcher Development Manager</p> <p>Researcher Development Officer</p>	<p>Start by October 2023</p> <p>First year complete by September 2024</p> <p>Review impact via engagement metrics, evaluation, Staff Survey in 2024 and 2026 and Research Staff survey 2025</p>
	<p>3.12. Develop an online PI toolkit to provide guidance and information on developing research staff. The toolkit will have EDI principles embedded throughout and will include signposting to career development, support and networking opportunities.</p>	<p>Researcher Development Manager</p>	<p>Delivered by September 2023 in line with Researcher Development Concordat</p>

<p>There is currently no systematic reporting of attendance of researcher development sessions and EDI data</p> <p>Underrepresentation of BAME females in REF 2021, reflecting intersectional underrepresentation in the staff profile (Table 42)</p>	<p>Embed inclusive supervision workshops within researcher development programme.</p>		<p>Review impact via engagement metrics by September 2024, Staff Survey in 2024 and 2026 and Research Staff survey 2025</p>
	<p>3.13. Develop an inclusive researcher toolkit to explore biases and inequalities throughout the research lifecycle.</p>	<p>Researcher Development Manager</p> <p>Academic Lead for EDI (Gender and Sexual Orientation)</p>	<p>Complete by July 2024</p> <p>Review impact via engagement metrics by September 2025</p>
	<p>3.14. Ensure a more diverse pool of staff are engaged in proposing and developing REF impact case studies and in internal output review processes, and build reviewer capacity with a focus on unconscious bias/conscious inclusion.</p>	<p>Research Strategy Group (chaired by Vice-President for Research)</p>	<p>Start by July 2024</p> <p>Complete by July 2026</p> <p>Review impact through EIA and EDI data for next REF submission</p>

Objective 3 Measures of Success

Targets:

Representation of academic, research and PS staff:

Year-on-year increase in the number and proportion of female staff in academic and research positions at more senior levels, to reach targets of:

- 45%F at Senior Lecturer level (up from 42%) by 2025 (in line with APR scorecard) and 50:50 by 2027
- 34%F at Professor level (up from 29%) by 2025 (in line with APR scorecard) and 37% by 2027
- 13.5% female Professors are BAME (up from 9.8%) and/or 4.5% professoriate are BAME females (up from 2.8%) by 2025, up to 17% and/or 6% by 2027
- Increase representation of disabled males and females at senior levels in line with representation across academic staff profile, with more comparable representation across sex (currently 5.9%F and 1.5%M Professors are disabled)

- 20.5%F at Professor level in FSE (up from 14%) by 2025 (in line with APR scorecard)

Year-on-year progress to address imbalances in male/female representation, to reach targets of:

- 72%F in clerical/secretarial roles (from 75%) by 2025, and 70% by 2027
- 63%F in administrative and management and Library assistant roles (from 66%) by 2025, and 60% by 2027
- One-third female representation in technical and manual job families (from 29%) by 2027
- Parity in male/female representation at Grade 6 and above by 2027
- Apprenticeships – maintain at least one-third female representation and increase BAME representation to at least 30% annually

Retention, progression and representation:

- Improve progression rates (in a role one grade higher or promoted) for alumni of leadership development programmes including 100 BWPN, StellarHE (25%) and Inclusive Advocacy (27%) to 40% (with no sex/gender difference) by 2027, and maintain (or exceed) progression rates for Aurora alumni (currently 57%), leading to improved female and intersectional representation on leadership committees (see below)
- Male-female parity on all University leadership committees, and at least 10% BAME female representation (up from 6%) by 2027

Engagement with and access to opportunities:

- 75% all staff agree that they have access to the training and development required to do their jobs with no sex or gender difference by 2024, and 85% by 2026
- 75% all staff agree that their manager encouraged them to engage in development activities with no sex or gender difference by 2024, and 85% by 2026
- 65% all staff agree that everyone here is given an equal opportunity to develop and progress with no sex or gender difference by 2024, and 75% by 2026
- 85% all staff agree that ‘people with backgrounds like mine can succeed here’ with no sex or gender difference by 2026
- Year-on-year increase in engagement of male mentors and mentees in line with staff profile, to reach ~45% by 2027
- At least 30 participants engaged in advocacy (via Manchester Gold) annually from 2024, with at least 50% female and 50% BAME participants per cohort
- At least 15% BAME female PS attendees on women’s management and leadership programmes by 2025, up to 20% by 2027

PDRs:

- 75% all staff had a PDR or probation review in the last 12 months with no sex or gender (or intersectional) difference (reported via the Staff Survey and PDR reporting) by end of 2024, increasing to 100% by 2026
- 80% all staff report that they found their PDR/probation review useful with no sex or gender (or intersectional) difference (reported via the Staff Survey) by end of 2024, increasing to 100% by 2026

Researcher development:

- Proportional male and female (and intersectional (ethnicity)) inclusion in the next REF submission (2028)
- At least 30% research staff agree that they undertook ten days of professional development with no sex or gender difference by 2026 (reported via the Research Staff survey)
- One-third of research staff registered with Prosper by 2026. 75 research staff to have participated in Manchester Prosper cohorts by May 2026; and 75% participants report having found the course useful in their professional and career development
- At least 70% researchers agree when asked:
 - “I am aware of the support the University provides for my career and professional development”
 - “The overall provision of researcher development and training at the University meets my needs”
 - “I have had time to develop my research identity”, with no sex or gender difference, in 2024 Staff Survey, and at least 75% in 2026 Staff Survey.

Outputs:

- Wrap-around support and further opportunities for alumni of leadership development programmes for females (and ethnic minority staff), creating opportunities and pathways to leadership positions.
- Clear guidance on access to training and development opportunities to ensure equity of opportunity.
- Enhanced PDR processes to support individual development and drive organisational performance, with annual monitoring of uptake by staff group and protected characteristic.
- Rollout of Inclusive Advocacy and reciprocal mentoring under Manchester Gold offer
- Apprenticeships strategy launched, monitored and evaluated
- Transferable Skills Framework launched, monitored and evaluated
- Targeted job families activities for PS staff Grade 1-4.
- Targeted action to address lower awareness and satisfaction with researcher development opportunities, including Prosper, researcher and PI toolkits, and underrepresentation in research grant funding applications and successes.
- Enhanced REF processes to embed EDI.

Objective 4: Equitable recognition and reward for staff and students, where all feel valued and included, regardless of sex or gender

SLT Objective Owner: Directors of People and Organisational Development and EDI and Vice-President for Research

Promotions: Females less likely to apply for academic promotion (6.9%F,	4.1. Rollout of supportive ‘roadmap’, sponsored by the University’s Academic and Researcher Development Board, to signpost to support for all academic and research staff and provide clear and transparent guidance on promotions criteria and other recognition and reward schemes.	Head of ‘Roadmap’ Working Group	Rollout by December 2023
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<p>7.7%M, 0.8% gap in 2022) but are more successful (80.5%F, 60.3%M, widening gap (20.2%) in 2022) (Fig. 40)</p>			<p>Review impact by September 2024, then annually</p>
<p>Higher female success rates seen across Faculties (Fig. 41-43)</p>	<p>4.2. Undertake a University-wide review of academic promotions processes and criteria, engaging Faculties to share best practice and ensure consistency of approach, support and equity of outcomes, to include:</p> <ul style="list-style-type: none"> • Conduct an EIA of the current process to establish any equalities issues • Monitor data on promotions applications and outcomes by characteristic (and intersectionally), with appropriate interventions to address disparities • Review of promotions criteria for all academic contract types/pathways • Review time differences between males and females (and other groups) applying and being promoted on each pathway to establish any disparities • Review value and criteria of ‘Reader’ level (currently used predominantly in FSE, with many staff in other Faculties bypassing this stage) • Consider the outcomes of the Inclusive Recruitment Review to develop enhanced guidance on promotions panel composition and essential training for panel members, using external trainers where necessary • Continue pilot work on promotions panel observers, formalising current practice with one pilot per Faculty. Observers to receive workload allocation, training and resources • Review of Faculty good practice, for example FBMH model to have a research staff representative on all promotions (and probation) and FSE CV reviews (see action 4.4) • Review current provision and develop best practice for support and feedback for unsuccessful applicants for promotions • Developing one consistent process for capturing and reporting promotions data, to include data on School and Faculty-level decisions (successful and unsuccessful) and characteristics, to improve data accuracy and reliability. 	<p>Deputy Director of P&OD and Head of P&OD Operations and Reward (members of the P&OD Leadership Board)</p>	<p>Start review by September 2024</p>
<p>Overall success rates have declined by 8.8%F and 22.5%M since 2018 (Fig. 40)</p>		<p>Heads of P&OD Partnering (Faculties)</p>	<p>Pilot in promotions rounds in 2025/26</p>
<p>Declining application rate for males and females in FBMH (4.5%F/4.2%M in 2022) and widening gap in application rates in FHUM and FSE (2.4%) (Table 34, Fig. 41-43)</p>	<p>4.3. Each Faculty to run at least one targeted promotions workshop per year for academics and researchers from underrepresented groups (varying issues by Faculty highlighted by data via action 4.2), focusing on clear guidance (rather than deficit model). Localised content and engagement to address</p>	<p>Heads of P&OD Partnering (Faculties)</p>	<p>Evaluate by September 2026</p>
<p>Declining application rate for female to Professor level in FSE (0 applications in 2022) (Table 34, Fig. 43)</p>		<p>Rollout by November 2026</p>	
<p>Pay and recognition:</p>	<p>4.3. Each Faculty to run at least one targeted promotions workshop per year for academics and researchers from underrepresented groups (varying issues by Faculty highlighted by data via action 4.2), focusing on clear guidance (rather than deficit model). Localised content and engagement to address</p>	<p>Heads of P&OD Partnering (Faculties)</p>	<p>Review impact via promotions data (annually), promotions feedback mechanisms and Staff Surveys (including REC survey)</p>
<p>14.1% mean and 10.5% median gender pay gap (Fig. 19)</p>		<p>Start by September 2023, then annually</p>	
<p>Lower success rate for males applying/nominated for Rewarding Exceptional Performance awards (90.8%F and 80.8%M in 2022) (Table 35)</p>	<p>4.3. Each Faculty to run at least one targeted promotions workshop per year for academics and researchers from underrepresented groups (varying issues by Faculty highlighted by data via action 4.2), focusing on clear guidance (rather than deficit model). Localised content and engagement to address</p>	<p>Heads of P&OD Partnering (Faculties)</p>	<p>Start by September 2023, then annually</p>

<p>Lower levels of agreement from males (56%) and respondents of Other gender identities (42%) when asked “I feel valued and recognised for the work I do” compared to females (61%) and the overall total in the 2022 Staff Survey</p>	<p>issues in Faculty-level promotions application and success data in all Faculties. Consider recording workshops for wider reach and accessibility. Review workshop content annually to acknowledge feedback and communicate promotions successes. Monitor attendance.</p>		<p>Review impact via promotions data (annually), promotions feedback mechanisms and Staff Surveys (including REC survey)</p>
<p>Lower levels of agreement from males (44%) and respondents of Other gender identities (36%) when asked “I feel that the University offers a good pay and benefits package” compared to females (58%) and the overall total in the 2022 Staff Survey</p>	<p>4.4. FSE to pilot ‘CV review’ ahead of formal promotions application process. All staff to be encouraged to put forwards CVs to the Departmental promotion committee annually, to enable staff who are ‘ready’ to apply to be supported and encouraged to do so. Staff identified as ‘ready’ will be assigned a mentor to support them through the promotions process. Staff identified as ‘not ready’ will be supported by their line manager with feedback and to develop further experience and evidence.</p> <p>Uptake (particularly by female applicants to Professor level) and outcomes to be monitored and evaluated. If successful, consider wider rollout across the University.</p>	<p>FSE Heads of Department</p> <p>FSE P&OD Partners</p>	<p>Start September 2023</p> <p>Complete by February 2024</p> <p>Review impact September 2025</p> <p>If successful, ongoing from September 2025 and wider rollout</p>
<p>Workload allocation review (2022) has been partially implemented with increased workload allocation for the SAT chair but not to SAT members</p>	<p>4.5. Implementation of revised promotions criteria for Teaching and Scholarship academics (75.6%F on teaching-only contracts) to recognise and reward the breadth of related work undertaken.</p>	<p>Head of ‘Roadmap’ Working Group</p> <p>Heads of P&OD Partnering (Faculties)</p>	<p>Rollout by December 2023</p> <p>Review impact by September 2024, then annually</p>
	<p>4.6. Re-establish the Pay Gap Task Group to examine data and understand causes to inform action. Review pay gap data intersectionally for a more holistic approach to closing the gaps. Group to advise on actions and targets by July 2024.</p>	<p>Director of EDI</p> <p>Director of P&OD</p> <p>Reward Manager</p>	<p>December 2023</p> <p>Review impact via pay gap reporting in March 2025, then annually, and in REC Survey 2026</p>
	<p>4.7. Review data on professorial zones and improve guidance and process on rezoning to reduce pay gaps. Run annual rezoning workshop to support applications and improve visibility and clarity of rezoning guidance. Evaluate workshops for impact on applications and outcome by sex.</p>	<p>Director of P&OD</p> <p>Reward Manager</p>	<p>Data review by April 2024</p> <p>Workshop by November 2024</p>

			Review impact by September 2025, then ongoing
	4.8. Implement the recommendations of the EDI workload allocation review (2022) to ensure enhanced and consistent workload allocation for academic and PS staff involved in EDI roles and groups (included the SAT (and other chartermark SATs)) by July 2025, taking a phased approach: Phase 1 – University academic leads and network chairs (complete) Phase 2 – Faculty and School Leads Phase 3 – Department roles, PS Leads, SAT members.	Director of EDI Chartermark Coordinator	Phase 2 by July 2024 Phase 3 by July 2025
	4.9. Increase recognition of staff through reward and recognition initiatives including Thank You scheme, regrading, Rewarding Exceptional Performance (including Sustained Exceptional Performance), Distinguished Achievement Awards, Making a Difference Awards and other Directorate and Faculty awards, by: <ul style="list-style-type: none"> • Sharing data about staff profile and profile of previous successful applicants in communications, alongside positive action statements • Simplifying application processes • Targeted communications via staff networks • Removing potential bias from the panel process, for example essential unconscious bias (conscious inclusion) training. Monitor the profile of recipients, including by grade.	Reward Manager Head of Social Responsibility and Civic Engagement Award managers	November 2023, then annually
Objective 4 Measures of Success Targets: Promotions: <ul style="list-style-type: none"> • Maintain application rate of at least 7.5% year-on-year, with no sex or gender difference • At least 75% promotions success rate for male applicants with no statistically significant sex or gender difference by 2027 			

- Achieve application rate of a minimum of 7.5% for Professor level in FSE with no statistically significant sex or gender difference by 2025 (to support meeting higher representation of female Professors), increasing to 10% to 2027
- Achieve application rate of 5% (across all levels) with no statistically significant sex or gender difference in FBMH by 2025, increasing to 6% to 2027 and maintain beyond

Pay and recognition:

- Year-on-year decrease in gender pay gaps to reach targets set out by the Pay Gap Task Group (in July 2024), by 2027 reporting
- Parity of success rates between male and female recipients of Rewarding Exceptional Performance awards, with a success rate of at least 90%
- At least 70% staff agree that they feel that the University offers a good pay and benefits package, with no sex or gender difference by 2024, and 75% by 2026
- At least 70% staff agree that they feel valued and recognised for the work they do, with no sex or gender difference by 2024, and 75% by 2026

Outputs:

- University-wide review of promotions processes and criteria, leading to enhanced guidance and processes related to promotions panel composition, training, criteria, pathways, observers, CV reviews and data capture and reporting, and more comparable application and success rates between males and females.
- Targeted promotions workshops in each Faculty.
- Annual professorial rezoning workshops, evaluated for impact on application and outcomes.
- Enhanced EDI workload allocation.

Inclusive environment and culture (EDI Strategy Priority One)

Objective 5: Create an inclusive and safe culture and environment for staff, students and visitors of all genders, prioritising wellbeing and safety and promoting a ‘call it out’ culture through awareness raising, capacity building, training and development for all

SLT Objective Owner: Directors of People and Organisational Development and EDI

<p>Culture: 56% academic staff and 50% PS staff completed essential Diversity in the Workplace training in the last three years</p> <p>Consultation (Appendix 2): 69% Staff Survey respondents agreed that they would</p>	<p>5.1. Rollout of revised programme of essential EDI training for all staff and students. Clear policy informed by EDI and Compliance and Risk on which training is essential and how often refresher training is required to be cascaded to all managers and staff. Requirements embedded in line management, PDR and probation guidance and resources, with systems enabling managers to see who has completed essential EDI training and who needs a refresher. Uptake and compliance data by area to be reported to EDI Committee annually.</p>	<p>Director of EDI</p> <p>Head of Compliance and Risk</p> <p>Director of Organisational Development</p>	<p>December 2023</p> <p>Reporting from July 2024, then annually</p> <p>Review impact via the Staff Survey in 2024 and 2026</p>
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<p>recommend the University as a good place to work (72%F, 65%M, 54% Other gender identity)</p> <p>77% staff agreed when asked “I feel that I am treated fairly at work”, but only 53% for respondents of Other gender identities</p> <p>75% staff agreed when asked “people with backgrounds like mine can succeed here”, but only 54% for respondents of Other gender identities</p> <p>8% Staff Survey respondents reported that they had experienced bullying, harassment and/or discrimination at work in the last year (unchanged since 2019), but 19% for respondents of Other gender identities</p> <p>14% staff who had experienced bullying or harassment agreed that they were satisfied with how bullying and harassment are addressed in the part of the University they work in</p> <p>64% staff agreed when asked “I feel that I am safe and able to speak up and challenge the way</p>	<p>5.2. Active Bystander training (including case studies on sexual harassment in the workplace) made available more widely through EDI, L&OD and Researcher Development teams, with ongoing evaluation.</p>	<p>L&OD Partner</p> <p>Lead EDI Partner</p> <p>Researcher Development Manager</p>	<p>December 2023</p> <p>Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026</p>
	<p>5.3. Increase uptake of student consent training by:</p> <ul style="list-style-type: none"> • Embedding training offer as part of pre-arrival, welcome and induction material provided to all students • Holding consent conversation sessions through the academic year • Training student leaders to have consent conversations • Exploring inclusion of consent training on Blackboard for wider reach. 	<p>Head of Advice and Response</p>	<p>Start by September 2023</p> <p>Complete by September 2024</p> <p>Review impact via training uptake (annually)</p>
	<p>5.4. Improve campus safety for staff and students (and perception of safety by females) by:</p> <ul style="list-style-type: none"> • Training sports/students leaders, societies, staff members and students in disclosure of hate, harassment or abuse of any kind and appropriate behaviour • Pilot of lone working tool within the Safe Zone app to improve staff safety on campus • Recruit more female (and non-binary) Security Officers (see action 1.5) • Increase use and presence of volunteer Student Angels (through the Students Union) with awareness raising of support available. 	<p>Head of Student Advice and Response</p> <p>Assistant Director of Estates and Facilities</p> <p>Head of Student Development, Students Union</p>	<p>Training – start by September 2023, then annually</p> <p>Pilots by July 2024</p> <p>Student Angels – by September 2024</p> <p>Review impact via uptake, reports of sexual harassment/violence through Report and Support, and Staff Survey in 2024 and 2026</p>
	<p>5.5. Build on ALLOUT allies training to:</p> <ul style="list-style-type: none"> • Develop ‘Men as Allies’ training (drawing on sector examples such as University of Liverpool), ensuring that men feel able to be part of gender equality conversations (also see actions 5.6-5.8) 	<p>Lead EDI Partner</p>	<p>Review ALLOUT allies training and develop Men as allies training by September 2024</p>

<p>that things are done”, but only 39% for respondents of Other gender identities</p> <p>63% staff agreed when asked “ I would feel able to report bullying/harassment without worrying that it would have a negative impact on me”, but this dropped to 60%F and 46% Other gender identity</p> <p>51% staff agreed when asked “The University does enough to support my physical and mental wellbeing at work” but this dropped to 36% for respondents of Other gender identities</p> <p>78% staff (78%F, 78%M) agreed when asked “I believe that my personal safety is taken seriously at work”, but this dropped to 59% for respondents of Other gender identities</p> <p>Reports of sexism, misogyny and sexual harassment/violence through Report and Support show scale of gender-related issues (20% all student reports relate to sexual harassment or assault in Q3 of 2022/23)</p>	<ul style="list-style-type: none"> Pilot of ‘In Your Shoes’ insight conversations with three senior leaders and LGBTQ+ staff. 	Academic Lead for EDI (Gender and Sexual Orientation)	Review impact via training feedback (ongoing) and Staff Survey in 2026
	5.6. Build confidence in having discussions and raising issues related to sex, gender and gender expression, giving people the language to have constructive conversations (including pronouns). Draw on gender and sexuality module available in SEED and engage with external specialists/organisations. Embed elements in all leadership and management programmes (also see actions 5.7-5.8).	Academic Lead for EDI (Gender and Sexual Orientation) Lead EDI Partner L&OD Partner	Review SEED module and adapt into University resource by September 2024 Review impact via training feedback (ongoing) and Staff Survey in 2026
	5.7. Audit existing supervision, management and leadership programmes, including those for PhD and researcher supervisors, for effectiveness in building inclusive and anti-sexist management and leadership culture focused on behaviours. Update content in line with audit recommendations utilising resources from action 5.8. Implement leadership shifts (P&OD Transformation – Strategic Capabilities workstream), supported by analysis drawn from organisational maturity matrix evaluation to scaffold inclusive and equitable participation in formal and informal leadership settings.	Director of Organisational Development L&OD Partners	Start by January 2024 Rollout updates by January 2025 Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026
	5.8. Assess our inclusive leadership capacity across all leaders and managers using the University leadership framework and capability tool, in line with ‘Leadership’ and ‘Culture’ strands of the P&OD Strategy and Transformation Programme. Commission and deliver a leadership development programme for the Senior Leadership Team and Board of Governors. Implement programme specific metrics to evaluate impact over short and medium terms (including reciprocal mentorship and 180-degree feedback).	Director of Organisational Development Director of EDI	Start by January 2024 Programme for SLT and Board delivered from September 2024 Review impact via feedback (ongoing) and Staff Survey in 2024 and 2026

<p>Trans and non-binary staff experience is significantly more negative compared to the University overall, as reported in the Staff Survey 2022 (levels of agreement to 70/92 questions had a significantly negative difference to the total agreement)</p> <p>Experience of male staff is more negative than that of female staff as reported in the Staff Survey 2022, with 12 questions with a significantly negative difference to the University total (female respondents had only one question with a significantly negative difference). Less engagement from male staff in consultation (45% Staff Survey response rate, low focus group attendance).</p>	<p>5.9. Strengthen student networks to support students, including:</p> <ul style="list-style-type: none"> Form trans student association, supported by the Students Union Formalise PGR parents and carers peer support group Form PGR peer support groups within Women@Manchester and the Disabled Staff Network. <p>Establish clear University funding and backing for peer support groups and evaluate impact.</p>	<p>Lead EDI Partner</p> <p>Head of Student Development, Students Union</p>	<p>Groups established by September 2024</p> <p>Review impact via membership and feedback (ongoing)</p>
	<p>5.10. All new projects and policies to have an EIA to ensure impact on all groups are considered before significant changes are progressed. Example EIAs to be made available on the EDI webpages.</p>	<p>Director of Strategic Change Office</p> <p>P&OD Policy Manager</p> <p>EDI Partner</p>	<p>Ongoing</p> <p>Review impact via Staff Survey in 2024 and 2026</p>
	<p>5.11. Rollout of “Managers Need to Know” newsletters, a new channel to cascade essential information and updates to all line managers, to include information on EDI (to ensure implementation of good practice and equal access to information about opportunities), P&OD, L&OD and compliance.</p>	<p>Internal Communications Manager</p>	<p>July 2023, then ongoing</p> <p>Review impact via engagement stats, feedback (ongoing) and Staff Survey in 2024 and 2026</p>
	<p>5.12. Progress our Inclusive Manchester and Belonging campaigns to raise awareness about EDI and expected behaviours (rooted in organisational values), signposting to capacity building training, sharing best practice and celebrating achievements and progress.</p>	<p>Internal Communications Manager</p> <p>Chartermark Coordinator</p>	<p>Ongoing</p> <p>Review impact via engagement stats, feedback (ongoing) and Staff Survey in 2024 and 2026</p>
	<p>5.13. Implement the recommendations of the independent review of Report and Support and complaints processes at the University, including providing adequate staff and student advisors to meet demand, ongoing training and support and improved communications to provide assurances about confidentiality and anonymity.</p>	<p>Director of EDI</p> <p>Lead EDI Partner</p>	<p>Implement by July 2024</p> <p>Review impact by December 2025</p>

	<p>5.14. Implement the recommendations of the review of disciplinary and grievance procedures to address disparities in outcomes. Record and track the reason for the disciplinary or grievance and demographic information of the complainant and respondent to enable monitoring of trends.</p>	<p>Director of EDI Director of P&OD Head of Employee Relations</p>	<p>Start by December 2024 Complete December 2025 Review impact by December 2026</p>
	<p>5.15. Engage staff and students of all genders in consultation in the review of Dignity at Work and Study Policy. Communicate the policy widely when relaunched.</p>	<p>P&OD Policy Manager Lead EDI Partner</p>	<p>Start by August 2023 New policy launched August 2024 Review impact August 2025</p>
	<p>5.16. Utilise newly-formed Employee Relations Team and dedicated capacity to:</p> <ul style="list-style-type: none"> • Implement agreed actions from the review of the complaints procedure to improve trust, transparency and impartiality • Monitor trends and investigate causes • Promote and embed a conflict resolution culture by promoting the benefits, leading to more issues resolved through mediation, informal and facilitated conversations • Consider colleagues' experience in this process to ensure they feel heard • Expand the provision of mediation and Harassment Support Advisors • All contributing to a reduction in grievance and disciplinary cases. 	<p>Head of Employee Relations</p>	<p>September 2023 onwards Review impact by September 2025, then annually via grievance and disciplinary case data</p>

Objective 5 Measures of Success

Targets:

- Year-on-year increase in completion of essential EDI training, to reach target of 75% all staff completing EDI training every three years by 2025, and 95% by 2027
- At least 200 people per year to complete Active Bystander training (based on internal capacity for delivery), maintaining feedback scores that at least 90% attendees feel more able to recognise microaggressions and 80% feel more confident in being an active bystander
- Year-on-year increase of 5% in completion of student consent training
- Reduction in total disciplinary and grievance cases by at least 25%, to 32 and 30 respectively, by 2027

- 75% staff agree that the University is a good place to work by 2024 and 85% agree by 2026, with a year-on-year increase in pulse surveys and no sex or gender difference
- 90% positive feedback under ‘reason for leaving’ on exit surveys, with no sex or gender difference
- At least halve the proportion of Staff Survey respondents reporting that they had experienced bullying, harassment and/or discrimination at work in the last year to no more than 4% by 2026 (6% milestone in 2024), with no sex or gender (or intersectional) difference
- At least 75% staff who report experiencing bullying and harassment agree that they are satisfied with how bullying and harassment are addressed in the part of the University they work in, with no sex or gender (or intersectional) difference by 2024, and 85% by 2026
- At least 75% staff agree when asked “I would feel able to report bullying/harassment without worrying that it would have a negative impact on me”, with no sex or gender difference by 2024, and 85% by 2026
- 80% staff agree when asked “I feel that I am treated fairly at work” and “people with backgrounds like mine can succeed here”, with no sex or gender difference, by 2024, and 85% by 2026
- 75% staff agree when asked “I feel that I am safe and able to speak up and challenge the way that things are done”, with no sex or gender difference, by 2024, and 85% by 2026
- 60% staff agree when asked “The University does enough to support my physical and mental wellbeing at work”, with no sex or gender difference, by 2024, and 70% by 2026

Outputs:

- Increased engagement with EDI training (essential and additional), including more provision of Active Bystander training open to all staff and consent training for students
- Systems for monitoring compliance of essential EDI training uptake, with guidance produced for managers
- EDI leadership development programme for the Senior Leadership Team and the Board of Governors
- Updated management and leadership training and development following audit
- Embedded use of EIAs for all policies and projects
- Regular communications about EDI and gender equality through campaigns and managers’ newsletter
- Improved Report and Support, complaints, disciplinary and grievances procedures which receive increasingly positive feedback (see targets)
- Expanded provision of mediation and Harassment Support Advisors through the newly-established Employee Relations Team
- Relunched Dignity at Work and Study policy.

Objective 6: Inclusive ways of working and studying through progressive policy, provision and practice that promotes gender (and intersectional) equality

SLT Objective Owner: Directors of People and Organisational Development and EDI

Concerns raised about the Timetabling Project and impact on flexible working	6.1. Establish ‘Future Families’ project and working group to review, develop and align all staff and student policies, processes, practice and estate provision relevant to student and staff parents and carers.	Academic Lead for EDI (Gender and Sexual Orientation)	Establish working group by January 2024 including a project manager,
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<p>Lack of data on flexible and hybrid working and on staff and student parents and carers</p> <p>Focus groups with staff and students highlighted differential experiences and support related to parental leave and provision to support parents and carers</p> <p>Trans and non-binary staff experience is significantly more negative compared to the University overall, as reported in the Staff Survey 2022 (levels of agreement to 70/92 questions had a significantly negative difference to the total agreement)</p> <p>25% staff (24%F, 25%M, 33% Other gender identities) agreed when asked “I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload”, and around one-third staff across all genders were neutral or disagreed when asked “I am able to manage my workload”</p>	<p>‘Future Families’ aims to ensure a fully inclusive campus and culture for all working and studying families. It is an ambitious, holistic project working with diverse UG, PGT and PGR students and staff in all areas and all levels, setting an ambitious target of being the University of choice for parents and carers in the UK.</p> <p>The two main strands of the three-year year project are:</p> <ol style="list-style-type: none"> 1) Inclusive campus - working with partners and full review of estate to increase affordable, high-quality accommodation for working and studying families, campus nursery provision and partnership play schemes/holiday clubs, emergency childcare support and/or building risk assessments for children on campus, breastfeeding/milk storage/changing facilities (also see actions 6.2-6.3) 2) Inclusive policy (also see action 6.10-6.13) - address known policy gaps to: <ol style="list-style-type: none"> a. Support breastfeeding, surrogacy (and other fertility journeys), miscarriage and baby loss through consultation and informed by lived experiences. b. Develop policy for student parents (and carers), outlining parental leave entitlements (ensuring equity irrespective of external funding scheme) and processes, support for return to study and support for those at any stage of study with parental or caring responsibilities, including peer support building on the PGR parents network and toolkit and other good practice and guidance. Aligning with clear and enhanced provision for all staff, including researchers on contracts with finite funding. <p>Undertake further staff and student consultation (surveys and focus groups) to identify specific issues and needs, and inform project scope.</p>	<p>Director of EDI</p> <p>Director of P&OD</p> <p>Assistant Director of Estates and Facilities</p> <p>Head of Student and Academic Services</p>	<p>P&OD, T&L, Manchester Doctoral Academy and other key stakeholders including parents and carers network leads</p> <p>University-wide consultation and sector benchmarking) to inform Future Families project recommendations, gaining University approval by December 2024</p> <p>New policy developed, impact assessed and implemented by December 2025</p> <p>Full review of estate by September 2024</p> <p>Rollout of campus estate recommendations by September 2027</p> <p>Review impact via staff and student uptake data and established policy feedback mechanisms and surveys by December 2027, then ongoing</p>
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	<p>6.2. Audit spaces leading to an increase in multi-use bookable welfare rooms (currently 10, increase to at least 15 by 2027) for those needing a suitable space due to breastfeeding and expressing, menopause, physical or mental wellbeing etc, ensuring rooms provide intersectional and adaptable facilities. Work with relevant networks and experts to consult on needs, including Women@Manchester, Parents and Carers peer support group and through AccessAble survey (2024). Rooms to be signposted through University interactive map and AccessAble.</p>	<p>Assistant Director of Estates and Facilities</p> <p>Academic Leads for EDI (Gender and Sexual Orientation and Disability)</p>	<p>Updated signposting to existing rooms via comms and AccessAble by December 2024</p> <p>Additional/enhanced welfare rooms available by 2027, in line with Estates and Facilities Strategy (launching in 2024)</p> <p>Review impact via Staff Survey 2026 and usage</p>
	<p>6.3. Embed a sustainable approach to toilet provision to ensure inclusivity and accessibility, including for trans and non-binary staff, students and visitors, those requiring single-sex facilities, disabled users and users requiring 'Changing Spaces' or baby changing provision. Enabled through communication of formalised approach for establishing gender-neutral/universal toilets, campus-wide accessibility review through AccessAble and scoping project of additional required provision in existing and new buildings.</p>	<p>Assistant Director of Estates and Facilities</p> <p>Lead EDI Partner</p> <p>P&OD Policy Manager</p>	<p>Start by December 2024, in line with launch of Estates and Facilities Strategy (launching in 2024)</p> <p>Review impact via Staff Survey 2026 and additional inclusive provision</p>
	<p>6.4. Evaluate year 1 implementation and provision of free period products in 50 buildings (ground floor toilets only) on campus. If impact is clear, continue provision in 2024 and expand beyond ground floor toilets in key 50 buildings by 2025/26, by securing funding for products and staff resourcing for distribution.</p>	<p>Assistant Director of Estates and Facilities</p> <p>Academic Lead for EDI (Gender and Sexual Orientation)</p>	<p>Year 1 evaluation by March 2024</p> <p>Ongoing provision, and review impact via uptake and feedback monitored through House Services teams and scheme survey from April 2024</p>

			Secure additional funding and expand provision by September 2025
	6.5. Commissioned artwork and photography on Oxford Road corridor and in key buildings to demonstrate and celebrate inclusivity, diversity and gender equality in our physical spaces. To include 'Wall of Women' digital and physical artwork, portrait of current President Professor Dame Nancy Rothwell, Vice-Chancellor (following tradition of portraits of male predecessors) and bicentenary activity, including trail of significant figures in our University history.	<p>Academic Lead for EDI (Gender and Sexual Orientation)</p> <p>Head of Communications</p> <p>Bicentenary Lead</p> <p>Women@Manchester network co-chairs</p> <p>Assistant Director of Estates and Facilities</p>	<p>Wall of Women displays by March 2024</p> <p>Visible celebration of all genders through bicentennial events and comms across 2024</p> <p>Portrait of Nancy Rothwell unveiled by December 2024</p> <p>Review impact via Staff Survey in 2024 and 2026</p>
	6.6. Improved and clear IT systems and processes for changing name, gender marker and email address linked to gender identity to be accelerated and fully implemented across all staff and student systems. Produce guidance to support staff and students and their advisors and managers.	<p>Head of Student Data, Analysis and Records</p> <p>Lead EDI Partner</p> <p>Academic Lead for EDI (Gender and Sexual Orientation)</p>	<p>Started June 2022</p> <p>Systems developed by December 2024</p> <p>Complete by December 2026</p> <p>Review impact via Staff Survey 2026, student surveys and IT feedback mechanisms</p>

	<p>6.7. Further encourage and enable visible use of pronouns, including on Microsoft Teams, contributing to inclusive practice and culture by enabling staff and students to choose to include their pronouns.</p>	<p>Lead EDI Partner IT Services</p>	<p>Complete by December 2023 Review impact via Staff Survey 2024</p>
	<p>6.8. Work with the Students' Union to develop and pilot a Student Gender Expression Fund to support transitioning, non-binary and/or questioning students with the cost of items such as make-up, binders and clothing.</p> <p>Evaluate Year One of the pilot to inform the scoping of similar provision for staff with University funding.</p>	<p>Head of Student Development, Students Union Lead EDI Partner</p>	<p>Launch by December 2023 Review impact by December 2024 to inform possible staff provision from 2025</p>
	<p>6.9. Continue to evolve our Flexible Working and Hybrid Working policies and implementation, including:</p> <ul style="list-style-type: none"> • Corresponding updates to line manager guidance and training on correct implementation • Evaluation of Timetabling Project • Increase flexible working role models in all areas and at senior leader level • Ensure opportunities such as training and development are not exclusionary depending on hybrid, flexible or part-time working patterns, for example varied scheduling and format • Equal opportunities to access hybrid working across all areas of PS and all PS grades through rollout of EIA process locally. 	<p>P&OD Policy Manager Director of Strategic Change Office</p>	<p>Start by December 2023 Complete by December 2024 Review impact via Staff Survey 2024 and 2026 and via training uptake by 2025</p>
	<p>6.10. Propose and progress (following consultation) enhanced paternity leave (considering sector best practice, for example four weeks leave with full pay), and access to provision from start of employment (rather than after 26 weeks of service).</p>	<p>P&OD Policy Manager</p>	<p>Start by April 2024 Complete by April 2025 Review impact via uptake data, and established policy</p>

			feedback mechanisms and surveys, and Staff Survey in 2024 and 2026
6.11.	Propose and progress (following consultation) fully enhanced maternity, paternity and adoption leave accessible from start of employment (rather than after 26 weeks of service), for all staff irrespective of contract status (including research staff on finite funding).	P&OD Policy Manager	Start by April 2024 Complete by April 2025 Review impact via uptake data, and established policy feedback mechanisms and surveys, and Staff Survey in 2024 and 2026
6.12.	Ongoing evaluation of academic returners scheme, including evaluating long-term impact (monitoring progression). Consider expansion beyond teaching and research and teaching and scholarship academics (for example, sector precedent to expand to PS).	P&OD Policy Manager Chartermark Coordinator	Start by September 2023, then ongoing Review impact via uptake, feedback survey and career tracking of scheme users by September 2024, then annually
6.13.	Consolidate local carers funds (covering additional childcare and caring costs as a result of professional development and career profile-raising activity) and develop University level policy and scheme for staff and students. Secure ongoing University funding and rollout, with ongoing monitoring of uptake by sex, staff group and area and evaluation of impact. Embed in University guidance on access to training funding for all staff.	P&OD Policy Manager Academic Lead for EDI (Gender and Sexual Orientation) Faculty Associate Deans for EDI	Complete draft policy and scheme by April 2024, then rollout Review impact via uptake and feedback survey by December 2024, then ongoing

	<p>6.14. Workload task and finish group (aligned with the Staff Survey priority areas) to conduct an EIA of all Faculty workload allocation models, with models informing workload conversations and enabling sufficient time for work deemed important to promotions, including research, teaching and leadership roles (including gender equality and EDI Leads). Group to make further workload recommendations to improve staff experience and wellbeing.</p>	<p>Director of Organisational Development P&OD Head of Wellbeing</p>	<p>Workload task and finish group to finalise recommendations by June 2024, with implementation to follow</p> <p>Review impact via Staff Survey in 2026 and data from workload allocation models</p>
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Objective 6 Measures of Success

Targets:

- 75% staff agree that the University is a good place to work by 2024 and 85% agree by 2026, with a year-on-year increase in pulse surveys and no sex or gender difference
- 90% positive feedback under ‘reason for leaving’ on exit surveys, with no sex or gender difference
- 80% staff agree when asked “I feel that I am treated fairly at work” and “people with backgrounds like mine can succeed here”, with no sex or gender difference, by 2024, and 85% by 2026
- 60% staff agree when asked “The University does enough to support my physical and mental wellbeing at work”, with no sex or gender difference, by 2024, and 70% by 2026
- To be recognised in the top 30 ‘Working Families’ employer list by 2027 (benchmark submission by 2025)
- Positive views shared about provision of support and experiences of parents and carers
- 90% all staff agree that the area of the University they work in enables flexible working with no sex or gender difference by 2024, maintained (or improved) in 2026
- No more than 22% staff agree that they have had to put in a lot of extra time in the last 12 months to meet the demands of their workload by 2024, and no more than 20% by 2026, with no sex or gender difference

Outputs:

- Embedded use of EIAs for all policies and projects (see Objective 5)
- Improved IT systems and functionality to foster inclusivity for trans and non-binary staff and students
- Visible images/role models of all genders across campus
- Become a menopause-accredited employer following successful application by 2024

- Future Families project scoped, delivered, embedded and evaluated
- Enhanced paternity, maternity, adoption leave and shared parental leave policies
- New carers, breastfeeding, surrogacy miscarriage and baby loss policies
- Enhanced student parents and carers policies
- Enhanced campus provision including childcare provision, multi-use welfare rooms, breastfeeding, milk storage and changing room facilities, and expanded provision of free period products in campus buildings
- Enhanced flexible and hybrid working policies ensuring inclusivity.

Enablers for progressing gender equality

Enabler 1 (Objective 7): Enhance self-assessment processes, data gathering mechanisms and insights and consultation to ensure representation, accuracy, transparency and accountability in delivering against evidence-based actions

SLT Objective Owner: Vice-President for Social Responsibility and Directors of People and Organisational Development and EDI

SAT membership is due to be reviewed	7.1. SAT membership to be reviewed every two years to ensure representation across genders, staff groups and levels, students and intersectional representation. Consider opportunities to engage and consult beyond the SAT to ensure representation of diverse voices and experiences, including males and trans and non-binary staff and students.	Academic Lead for EDI (Gender and Sexual Orientation) Chartermark Coordinator	December 2023, then biennially
75% staff agreed when asked “The University is committed to EDI for all staff”, but only 40% respondents of Other gender identities (Appendix 2)	7.2. Athena Swan Achievement Plan to be available on the University intranet so it is visible to staff and students. Updates added at least twice a year.	Chartermark Coordinator	March 2024 Updated twice a year
Low survey response rate for the University Staff Survey (50%) Low survey response rate for the PGR Voice Survey of 25%	7.3. Reporting: <ul style="list-style-type: none"> • Action owners will provide progress updates twice a year and evidence of impact of actions each year • Faculties and central PS will also be asked to report progress with local actions biannually • Updates will be reported to the EDI Committee and Senior Leadership Team at least annually. 	Director of EDI Chartermark Coordinator	December 2023, then biannually/ annually
Staff Survey 2022 results reported more negative responses from males respondents and those of Other gender identities, compared to the University total	7.4. Improve survey response rates through: <ul style="list-style-type: none"> • Better scheduling • Awareness raising and comms, for example Lunch and Learn • Incentives • Better survey design 	Director of Organisational Development Head of Colleague Experience	Staff Survey: 2024 and 2026 Review impact December 2024 and December 2026

Data reporting gaps and some data not easily accessible, impacting on regular monitoring and setting of actions and targets	<ul style="list-style-type: none"> • Building trust and value of surveys through feedback loops following progress made • Options for supported survey completion for those without IT access 		
	7.5. Increase insights from future Staff Surveys with intersectional analysis of results.	Director of Organisational Development	Implement by December 2024
	7.6. Undertake a full analysis of biennial PGR Voice survey and Research Staff survey by sex/gender and intersectionally in 2023 and 2025, with results feeding into relevant actions.	Postgraduate Research Manager Researcher Development Manager	Analysis by December 2023 Review impact of actions via 2025 surveys
	7.7. Lead EDI Data Analyst to participate in the Student Survey Working Group, which will make recommendations to deliver the framework agreed by the Student Survey Strategy Group, which will align University-wide surveying needs to support higher response rates while reducing the asks on students and survey fatigue and amplifying student voice.	Lead EDI Data Analyst Student Survey Strategy Group Chair (AVP for Teaching, Learning and Students)	Recommendations made by the working group to the strategy group by April 2024 Survey enhancements in place by July 2025 and rolled out in 2025/26 Review impact on response rates by July 2026
	7.8. Use in-depth analysis and future staff and student surveys to inform topics for ongoing 'safe space' focus groups for wider consultation with equality groups, including male staff and trans and non-binary staff and students related to significantly negative experiences reported. Use outcomes to shape updates to the action plan (through co-creation) as necessary and evidence the impact of actions.	Director of EDI Chartermark Coordinator Academic Lead for EDI (Gender and Sexual Orientation)	Start by January 2024, then ongoing (at least annually) Review impact via Staff Survey in 2024 and 2026

	<p>7.9. Closing data gaps identified through self-assessment process:</p> <ul style="list-style-type: none"> • Data reported beyond binary (M/F) by increasing rates of disclosure to build reliability • Leadership committee data systematically recorded, and reported annually • Consistent approach for academic promotions data capture process, to standardise for consistency and accuracy and to include School and Faculty level applications and outcomes • Recruitment data systems to enable: <ul style="list-style-type: none"> ○ P&OD to easily provide recruiting managers with information on the diversity of the shortlist ○ Recording and reporting recruitment data for internal roles where JobTrain is not used, for example internal academic leadership roles, to increase transparency and accountability and enable better EDI monitoring • PDR data capture and reporting/monitoring • Essential EDI training uptake data for individuals to be available to managers to ensure compliance • Data on all working patterns (flexible and hybrid) by demographic group • Data on parents and carers. 	<p>Head of P&OD Operations and Reward</p> <p>Workforce Information Manager</p>	<p>Complete by October 2024</p>
	<p>7.10. Expand L&OD uptake and EDI monitoring dashboard in PowerBI to include training and development delivered by Researcher Development and ITL, to ensure consistent reporting, evaluate equity of access and engagement and inform targeted action.</p> <p>Monitor uptake of categories of provision by EDI demographic and area to evaluate equity of access and engagement and to establish if provision, awareness and guidance are effective in encouraging engagement from all staff groups. Uptake summary and key recommendations to be shared with EDI and P&OD Committees annually.</p>	<p>Director of Organisational Development</p> <p>Researcher Development Manager</p> <p>ITL Manager</p>	<p>System implementation included in P&OD Transformation programme scheduled for 2025</p> <p>Review impact January 2027</p>

	Where monitoring suggests unequal access through underrepresentation on programmes, explore data on where these staff are and aren't coming from and ensure that managers are focused on conscious inclusion across groups.		
	7.11. Implement a Learning Management System to enable managing, supporting and tracking career development, aligning learning needs with developmental opportunities and monitoring workforce change over time. It will support performance management processes and provide data sources for reporting.	Director of Organisational Development	System implementation included in P&OD Transformation programme scheduled for 2025 Review impact by September 2026, then ongoing
	7.12. Develop surveys to enable check-ins for new staff on experiences of recruitment, induction and probation to support retention and development, leading to local and University-level action. Conduct EIA of probation process. Data and insights to feed into existing people management data reports.	P&OD Policy Manager Head of Colleague Experience Head of Workforce Planning	Survey developed and launched by December 2023 Monitor uptake and feedback via live online results dashboard by April 2024, then at least biannually
	7.13. Enhance the questionnaire, process, data recording and uptake of exit interviews, creating clear steps for reviewing and using the responses to inform actions. Data and insights to feed into existing people management data reports.	P&OD Policy Manager Head of Colleague Experience Head of Workforce Planning	Survey developed and launched by December 2023 Monitor uptake and feedback via live online results dashboard by April 2024, then at least biannually

	7.14. Monitor reports of sexism and misogyny via Report and Support quarterly reports by University level/Faculty and reporting group (staff, students, visitors).	Academic Lead for EDI (Gender and Sexual Orientation) Lead EDI Partner Head of Student Advice and Response	Ongoing via quarterly reporting
<p>Enabler 1 (Objective 7) Measures of Success</p> <p>Targets:</p> <ul style="list-style-type: none"> • 80% Staff Survey respondents agree that the University is committed to EDI for all staff, with no sex and gender difference by 2024, and 85% by 2026 • Staff Survey response rate of at least 75% in 2024 and 2026 • Research Staff survey response rate of 65% by 2025 • Increased response rate to PGR Voice survey (or return to PRES, depending on evaluation in 2024) <p>Outputs:</p> <ul style="list-style-type: none"> • Embedded processes for biennial review of SAT • Regular updates and monitoring of Achievement Plan and transparent reporting of progress • Improved approach to staff survey and consultation, leading to richer intersectional insights • Joined up student survey strategy to support higher response rate • L&OD uptake data monitored by sex, ethnicity and disability annually (including Researcher Development and ITL opportunities) • Learning Management System developed and embedded • Staff experience insights gathered through induction, probation and exit surveys and relevant action taken from results • Improved exit questionnaire processes and uptake and relevant action taken from results. • Ongoing quarterly reports from Report and Support. 			
<p>Enabler 2 (Objective 8): Develop and share best practice through collaboration, innovation and mutually-beneficial support to advance gender equality regionally and (inter)nationally</p> <p>SLT Objective Owner: Vice-President for Social Responsibility and Directors of People and Organisational Development and EDI</p>			

<p>Accelerated progress and gender mainstreaming in Higher Education requires international, inter-sector collaboration and a societal shift.</p> <p>Valuable to share Silver level activity with evidence-based impact (BRAG-rated previous AS actions) with institutions nationally and internationally to embed and advance gender equality across the sector.</p> <p>Solid foundations for Gold level beacon activity underway at University, Faculty and School level. Extending this ensures continued mutually beneficial support, increases cross-institutional and cross-cultural understanding of challenges and solutions and progress towards Silver and Gold level awards across the University and externally.</p> <p>The University's grant funded international work is enabling the development and delivery of gender equality frameworks and actions plans in India and Brazil, already bringing added value to teaching and learning, research as</p>	<p>8.1. Continue to advance gender equality regionally through our Civic Agreement/engagement activity and regional networks by:</p> <ul style="list-style-type: none"> • Building on our successful partnerships with GM4Women, Northern Power Women • Increase connection and collaborative action between AS and GM4Women (Changing the Future for Women in Greater Manchester across education, employment, culture and active lives, participation and safety) • Enhance communication and increase participation in regional gender equality events and campaigns including Manchester's annual Walk for Women, Manchester Pride, Reclaim the Night • Make University diversity calendar events community/public-facing where possible, for example IWD, International Men's Day, Transgender and BiVisibility Days and LGBTQ+ History Month events • Create mechanisms and opportunities to engage local/regional community groups, such as the Greater Manchester Gender Equality Panel in the self-assessment/action plan delivery processes. 	<p>Academic Lead for EDI (Gender and Sexual Orientation)</p> <p>Chartermark Coordinator</p> <p>Internal Communications Manager</p> <p>Women@Manchester network co-chairs</p>	<p>Ongoing, with:</p> <ul style="list-style-type: none"> • At least one external regional member recruited to AS SAT by July 2024 • Double the number of staff and students on GM4Women (from two to at least four) by December 2024 • At least three open diversity events annually <p>Review impact annually via staff, student and community engagement with University and regional events and event feedback</p>
	<p>8.2. Influence and support Athena Swan and intersectional gender equality progress across the UK Higher Education sector and partner organisations (for example, research funders, NHS) by:</p> <ul style="list-style-type: none"> • Share sector challenges and best practice through collaborative talks, events, case studies, shared resources and guidance with national partners including Northern 8 research network, UK research culture network and NEDIAL. • Support engagement of University staff (particularly Athena Swan Leads Network members) in acting as critical friends/mentors to other HEIs working towards submissions. Increase involvement in Athena Swan and associated chartermark award review panels, funder EDI advisory/forums and review panels. 	<p>Academic Lead for EDI (Gender and Sexual Orientation)</p> <p>Chartermark Coordinator</p> <p>Internal Communications Manager</p> <p>Women@Manchester network co-chairs</p>	<p>Ongoing, with:</p> <ul style="list-style-type: none"> • 1-2 staff/students to be nominated/ supported for external awards annually • Act as critical friend and mentor to at least two institutions annually

<p>well as social responsibility (SR) goals.</p> <p>Well positioned to lead global women’s leadership capacity building through experience and expertise/external strategic roles (for example, close working with WHEN, Aurora expert advisory board)</p>	<ul style="list-style-type: none"> Promote and support engagement and involvement of University staff and students with local and national gender equality/intersectional networks, societies and events, including WHEN, Women in STEM, TIGERSTEMM, Black Excellence Network, and National Association of Disabled Staff Networks. Provide support and advocacy for our University community to be recognised for their achievements and gender equality work and impact, for example through national awards and events including THE Awards, National Teaching Fellowships, Northern Power Women and L’Oreal Women in Science awards. 		<p>Review impact annually via engagement and feedback</p>
<p>University commitment/SR strategic priority to champion and tackle UN Sustainable Development Goals (including SDG5 Gender Equality) through education and collaboration within and beyond the sector. Currently 1st in Europe across all 17 goals. Improved SDG5 2023 ranking – currently placed 101-200).</p>	<p>8.3. Progress (inter)national gender equality through our Social Responsibility and Internationalisation strategies:</p> <ul style="list-style-type: none"> Build on India and Brazil collaborations embedding gender equality frameworks/action plans supported by Advance HE/British Council (pending bid with Egypt). Grow portfolio of external gender equality/EDI grant funding, for example through ‘Going Global’ Partnerships, UKRI, Wellcome EDI grant funding calls (pending bid as England partner for four nations EPSRC EDI Hub). Promote gender equality and support women’s leadership and inclusive leadership capacity building in strategic partner organisations through sharing action plans and supporting cultural contextualisation, piloting co-hosted events, diverse and inclusive leadership training and cross-institutional mentoring and coaching. Expand Women@Manchester network collaboration and engagement of external women’s partner organisations. 	<p>Academic Lead for EDI (Gender and Sexual Orientation)</p> <p>Academic Leads and Faculty Associate Deans for EDI</p> <p>University and Faculty Leads for Internationalisation</p> <p>Women@Manchester network co-chairs and senior sponsors</p>	<p>Ongoing, with:</p> <ul style="list-style-type: none"> UK-Brazil Gender Equality Partnership Grant delivered by January 2024 Pilot global women’s leadership events and programme and cross- institutional mentorship by December 2024 <p>Review impact by securing follow-on funding and evaluating events annually</p>
	<p>8.4 Communicate and publish non-academic and academic outputs informing and influencing the sector/societal gender equality discourse:</p> <ul style="list-style-type: none"> Amplify diverse gender voices and share gender equality/EDI stories, challenges, actions and impact through University webpages, blogs, 	<p>Academic Lead for EDI (Gender and Sexual Orientation)</p>	<p>Ongoing</p> <p>Review impact via number of published outputs, engagement and feedback gathered</p>

	<p>podcast series, social media, SR newsletter, alumni newsletter/magazine.</p> <ul style="list-style-type: none"> • Share evidence based Athena Swan and EDI best practice through conference attendance, proffered papers, sector thought leadership pieces (for example, The Academic Woman, The Conversation) and peer reviewed publications. • Continue to engage and influence diverse community through our cultural institutions and public facing exhibitions and events promoting gender equality. 	<p>Academic Leads and Faculty Associate Deans for EDI</p> <p>Internal Communications Manager</p>	<p>through conferences and events mechanisms</p>
	<p>8.5. Better align Athena Swan activity and impact with SDG5 (Gender Equality) goals:</p> <ul style="list-style-type: none"> • Understand gaps in Athena Swan progress as measured by SDG metrics and THE/DATApoint methodology. • Explore collaborative opportunities and learning with top 100 SDG5 institutions (for example, Western Sydney University (1st in world), Newcastle University (top ranked Russell Group Newcastle (ranked 27) - already partnering to advance 'Future Families' project, action 6.1)). • Continue to educate, engage and support the HE community to work towards gender equality/SDG5, for example expanding UCIL 'Creating a Sustainable World' unit internationally through Association of Commonwealth Universities. 	<p>Academic Lead for EDI (Gender and Sexual Orientation)</p> <p>Director of Social Responsibility</p> <p>Lead EDI Data analyst</p>	<p>Start full analysis of SDG5 DATApoint information by July 2024</p> <p>Start collaborative work with Newcastle University by January 2025 and at least one international partner by December 2025, then ongoing</p> <p>Review impact via SDG ranking and monitoring uptake and impact of UCIL SDG unit internally and externally</p>

Enabler 2 (Objective 8) Measures of Success

Targets:

- Top 100 SDG 5 University ranking by 2028 leading to improving global THE Impact Ranking and sustainable development impact, remaining within the top 10 overall

- At least two diversity calendar and/or public facing exhibitions and events related to gender equality open to external community annually
- At least one external regional member recruited to Athena Swan SAT by July 2024
- Double the number of staff and students on GM4Women (two to at least four) by December 2024
- Act as critical friend and mentor to at least two institutions annually
- 1-2 staff/students to be nominated/supported nominated for external awards annually

Outputs:

- Greater involvement of/consultation with local community and regional organisations through events and collaborations
- Embedding gender equality in our internationalisation strategy achieving regional, national and international gender equality impact
- Increased external gender equality collaborations, events, grant funding, outputs, publications and communications
- Evidence base for Gold Athena Swan application in 2028.